Wednesday, August 5, 2026
Board of Education Meeting

START TIMES FOR AGENDA ITEMS ARE APPROXIMATE
Work Session, Board Room, [3:00 p.m.]
Closed Session, Board Room [4:00 p.m.]
Regular Meeting, Board Room [6:00 p.m.]
191 South East Street
Frederick, MD

1. WORK SESSION (OPEN MEETING) [3:00 P.M.]

1.01 Call to Order

1.02 Approval of the August 5, 2026 Board of Education Meeting Agenda

1.03 Bid Calendar Items

1.04 Old Yellow Springs Property Annexation

1.05 Judy Center Continuation Grants

1.06 System of Professional Learning Grant

1.07 Charter School Application Recommendations

1.08 Motion to Move into Closed Session

1.09 Adjournment

2. CLOSED SESSION [4:00 p.m.]

2.01 Call to Order

2.02 Adjournment

3. REGULAR MEETING - Preliminary Items [6:00 p.m.]

3.01 Call to Order

3.02 Pledge of Allegiance

3.03 Closed Session Announcement

3.04 Approval of the June 24, 2026 Board of Education Meeting Minutes

3.05 Approval of the July 8, 2026 Board of Education Work Session Meeting Minutes

3.06 Public Comment

3.07 Superintendent Comments

3.08 Student Member Comments

3.09 Board Member Comments

4. Regular Meeting - Action Consent

4.01 Staffing Changes

4.02 Textbook Approval

5. Board Items

5.01 Policy 503, Character Education

5.02 Policy 506, Evening High School

5.03 Special Education Update

6. Setting of the Next Meeting Agenda

6.01 Setting the Agenda for the August 26, 2026 Board of Education Meeting.

7. Committee Reports and Legislative Updates

7.01 Legislative Updates

7.02 Policy Committee Report

7.03 Curriculum & Instruction Committee Report

7.04 Committee Reports

8. Informational Items

8.01 Quarterly Agenda for Board Meetings

8.02 Future Agenda Items

9. Adjournment

9.01 Adjournment

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.01 Call to Order
Type	Procedure

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.02 Approval of the August 5, 2026 Board of Education Meeting Agenda
Type	Action
Suggested Action	Board approval of the August 5, 2026 Board of Education Meeting Agenda.

ATTACHMENT(S):
08.05.26 Agenda Public Regular Format.pdf

August 5, 2026, Board of Education Meeting
191 South East Street, Frederick, Maryland
Board Room

1. WORK SESSION – START TIMES FOR AGENDA ITEMS ARE APPROXIMATE 3:00 p.m.

1.01 Call to Order
1.02 Approval of the August 5, 2026 Meeting Agenda (Action)
1.03 Bid Calendar Items (Information)
1.04 Old Yellow Springs Property Annexation (Information/Discussion/Action)
1.05 Judy Center Continuation Grants (Information/Discussion/Action)
1.06 System of Professional Learning Grant (Information/Discussion/Action)
1.07 Charter School Application Recommendations (Information/Discussion/Action)
1.08 Motion to Move into Closed Session (Action)
1.09 Adjournment

2. CLOSED 4:00 p.m.

2.01 Call to Order
2.02 Adjournment

3. REGULAR MEETING – START TIMES FOR AGENDA ARE APPROXIMATE 6:00 p.m.

3.01 Call to Order
3.02 Pledge of Allegiance
3.03 Closed Session Announcement
3.04 Approval of the June 24, 2026 Board of Education Meeting Minutes (Action)
3.05 Approval of the July 8, 2026 Board of Education Meeting Minutes (Action)
3.06 Public Comment

The Board views public comment as an opportunity to hear concerns of the public, with the understanding and expectation that it is not considered a question and answer platform with Board members. Consequently, the Board will not provide a response to public comment presented in its meeting or by submission of a written comment, although it may follow-up with the individual as may be appropriate. In order to have an orderly presentation of comments by the public and to maximize the opportunity for public comment, students, individuals and organization representatives shall be limited to 3 minutes for their public comment. When the buzzer sounds, you will be asked to complete your sentence. A total of 60 minutes is allotted for public comment.

3.07 Superintendent Comments
3.08 Student Member Comments
3.09 Board Member Comments

4. ACTION ITEMS/CONSENT

4.01 Staffing Changes (Action/Consent)
4.02 Textbook Approval (Action/Consent)

5. BOARD ITEMS

5.01 Policy 503, Character Education - Decommission (Information/Discussion/Action)
5.02 Policy 506, Evening High School - Decommission (Information/Discussion/Action)
5.03 Special Education Update (Information/Discussion)

6. SETTING OF NEXT MEETING AGENDA

6.01 Setting Agenda for the August 26, 2026 Board of Education Meeting

7. COMMITTEE REPORTS, LEGISLATIVE UPDATES

7.01 Legislative Updates (Information)
7.02 Policy Committee Report (Information)
7.03 Curriculum & Instruction Committee Report (Information)
7.04 Committee Reports (Information)

8. INFORMATIONAL ITEMS

8.01 Quarterly Agenda for Board Meetings (Information)
8.02 Future Agenda Items (Information)

9. ADJOURNMENT

9.01 Adjournment

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.03 Bid Calendar Items
Type	Information
Department(s)	Fiscal Services
Goal(s)	Goal 2 - Operational Excellence - FCPS will hire, support, and retain staff who champion individual, professional, and student excellence. Goal 3 - Safety & Wellbeing - FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence. Goal 5 - Student & Staff Experience - FCPS will promote a culture fostering wellness and civility for students and staff.

Content
PRESENTATION OF 6 BID CALENDAR ITEMS

PURPOSE OF PRESENTATION: Staff would like to inform the Board of Education of Frederick County of upcoming bid solicitations for Frederick County Public Schools (FCPS).

BID 27M1, Facilities Equipment and Repair Services:

BACKGROUND/SUMMARY: The intent of this solicitation is to establish a contract for the purchase, servicing, and maintenance of floor and carpet care equipment used to support the operations of FCPS schools and offices. This will be an open requirement type contract, with no guarantee of purchase quantity or total dollar amount.

RFP 27MISC1, Construction Management Inspection and Testing Services:

BACKGROUND/SUMMARY: The intent of this solicitation is to establish contracts with qualified inspection and testing firms to provide quality assurance and quality control (QA/QC) services on an as-needed basis to support construction, renovation, maintenance, repair, replacement, and capital improvement projects.

RFP 27MISC2, Pre-qualified On-Call General Construction Services:

BACKGROUND/SUMMARY: The intent of this solicitation is to establish a pool of pre-qualified

general construction contractors to provide construction, renovation, repair, rehabilitation, and maintenance services on an as-needed basis for FCPS.

RFP 27MISC3, HVAC Commissioning and Consulting Services:

BACKGROUND/SUMMARY: The intent of this solicitation is to establish a contract with qualified licensed consultants for HVAC system commissioning and consulting services on an as-needed basis for construction, renovation and maintenance projects.

RFP 27T1, Alternative Student Transportation Services:

BACKGROUND/SUMMARY: The intent of this solicitation is to establish contract(s) with qualified firm(s) for providing alternative student transportation services to FCPS students.

RFP 27MISC4, Auditorium Systems (Lighting, Theatrical Rigging, Curtains, and Audio-Visual):

BACKGROUND/SUMMARY: The intent of this solicitation is to establish a contract with qualified vendors for the design, furnishing, installation, integration, testing, training, inspection, maintenance, and repair, of auditorium systems throughout FCPS schools.

SUBMITTED BY:
Heather Jo Clabaugh, Associate Superintendent of Fiscal Services

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.04 Old Yellow Springs Property Annexation
Type	Information, Discussion, Action
Suggested Action	Approve the Board of Education's participation in the petition for annexation to the City of Frederick alongside Yellow Springs, LLC; authorize the Chief Operating Officer to execute the petition and all associated documents on behalf of the Board; and direct the Chief Operating Officer to provide the Board with updates on any executed documents.
Department(s)	Operations

Content

PURPOSE OF PRESENTATION: Staff seeks approval of the Board of Education of Frederick County (Board) to join Yellow Springs, LLC in their petition for annexation into the City of Frederick.

BACKGROUND/SUMMARY: The representatives of Yellow Springs, LLC approached staff about the possibility of joining in their request for annexation (see back-up 1 and 2) into the City of Frederick, since the Old Yellow Springs Elementary School property located at 8717 Yellow Springs Rd, Frederick, MD 21702 adjoins their parcel and will be surrounded by properties within the City limits.

Key details of the annexation petition relevant to FCPS include:
- Inclusion of School Property: The annexation encompasses the Board-owned parcel currently improved with the former Yellow Springs Elementary School.
- Zoning Designation: As part of the annexation, a simultaneous application will be submitted to rezone the Board property to the Institutional Floating Zone, while the remainder of the property will be zoned R-4 Low Density Residential.
- Accommodation & Financial Safeguards: The Board would join the petition solely as an accommodation to the co-petitioners; the petition explicitly establishes that any financial obligations agreed upon by the petitioners will not be the responsibility of the BOE.
- Utilities & APFO: Existing utility connections serving the existing building will be retained. Future development of the adjacent annexed land will be subject to the City's Adequate Public Facilities Ordinance (APFO) to evaluate impact and capacity for schools, roads, water, and sewer.

Staff recommends joining the annexation request with the petitioner, which will improve long-term constructability for the property.

PROCESS STATEMENT: N/A

PRESENTER(S) & TITLE(S):
Dr. Paul A. Lebo, Chief Operating Officer

SUBMITTED BY:
Dr. Paul A. Lebo, Chief Operating Officer

ATTACHMENT(S):
08.05.2026 Old Yellow Springs Property Annexation Back Up 1_FINAL.pdf
08.05.2026 Yellow Springs Concept Sketch Plan_Back Up 2_FINAL.pdf

PETITION FOR ANNEXATION OF
200.011 ACRES, MORE OR LESS, INTO
THE CITY OF FREDERICK

BY THIS PETITION, request is herewith made to the Mayor and Council of the City of Frederick to annex 200.011 acres of land, more or less (the "Property") being generally known as the Yellow Springs Property, located north of the intersection of Winpenny Drive and Yellow Springs Road, into the corporate limits of the City of Frederick, Maryland (hereinafter referred to as the "City"). The Property is contiguous to and adjoins the existing corporate area of the City, and this annexation will not create any area completely surrounded by the corporate boundaries of the City, which is not included within the said corporate area (commonly called an enclave). The Property is shown and described on a plat entitled "Annexation Plat, PROPERTY OF YELLOW SPRINGS, LLC, KATRINA BRICE KLINE REVOCABLE TRUST AND BOARD OF EDUCATION, To Be Annexed to City of Frederick", a copy of which is attached hereto and incorporated herein as **EXHIBIT 1** and is more particularly described by a metes and bounds legal description, which is attached hereto and incorporated herein as **EXHIBIT 2**.

The specific conditions upon which this Petition is submitted are as follows:

1. Petitioners, Yellow Springs, LLC, a Maryland limited liability company ("Yellow Springs"), The Katrina Brice Kline Revocable Living Trust (the "Kline Trust"), and the Board of Education of Frederick County, Maryland, a body corporate and politic of the State of Maryland (the "BOE") (collectively hereinafter, the "Petitioners" or "Petitioner"), do hereby submit this Petition. The designated representative of the Petitioner, who shall serve as a contact person for the purpose of receiving notices from the City and requests for further information is: Noel S. Manalo, Esquire, Offit Kurman, P.A., 30 West Patrick Street, Suite 300, Frederick, Maryland 21701, (240) 772-5200; noel.manalo@offitkurman.com.

2. Petitioner shall pay the costs of any required advertising of the Annexation Resolution introduced in the City pursuant to this Petition (hereinafter referred to as the "Annexation Resolution"). The two (2) persons residing in the area to be annexed are: Katrina B. Kline and Joseph C. Burgan who reside at 8739 Yellow Springs Road, Frederick, Maryland 21702. Katrina B. Kline is a registered voter in the State of Maryland, the precinct in which the Property is located and has signed this Petition, thereby satisfying the requirements of § 4-404 (a)(1) of the Local Government Article of the Annotated Code of Maryland.

3. The Property shall be added to the corporate boundaries of the City and the Property and any persons residing on the Property shall be generally subject to the provisions of the

Charter of the City, EXCEPT as set forth to the contrary in the following paragraphs of this Petition.

4. The City of Frederick Comprehensive Plan (2020) designates the Property as being in Tier III, located within the borderless bubble indicating the flexible area of property adjacent to the City's boundary (Comprehensive Plan at 2-69, 2-70 & 4-126). With regard to such designation, the Property is consistent with the goals and policies of the Comprehensive Plan, including the Land Use Chapter, Municipal Growth Chapter and Water Resources Chapter. The City should consider the Property a current annexation priority that is consistent with the applicable sections of the Local Government and Land Use Articles of the Annotated Code of Maryland.

5. Municipal ad valorem real estate taxes (hereinafter referred to as "City taxes") shall not be imposed on the Property or on any individual lot(s) comprising the Property (hereinafter referred to as "Lot") until the earlier to occur of the following:

    a. Petitioner requests that the City provide to the Property or that Lot public water or sanitary sewer and/or municipal services not available to the Property or that Lot as of the Effective Date of the Annexation Resolution, and pursuant to such request, such services requested are made available to the Property or that Lot, and one or more buildings or structures on the Property or that Lot is actually connected to such services; or

    b. Seven (7) years from the Effective Date of the Annexation Resolution except in the event of a moratorium or de facto moratorium imposed by any applicable governmental authority which has the effect of denying public utilities or services to any or all of the Property, in which case the moratorium shall delay the running of the seven (7) year period, to the extent of the time of such moratorium, as to any of the Property which cannot be provided public utilities or services as a result of such moratorium.

    c. Until such time as City taxes are imposed on the Property as set forth above, the City is not obligated to provide any services to the Property otherwise provided by the City to other City properties.

    In the event any Lot becomes subject to City taxes pursuant to either paragraphs 5.a. or 5.b. above, the remainder of the Property from which the Lot was subdivided which has not previously connected to municipal service in the case of a. above, shall not be subject to City taxes.

6. Extension of sanitary sewer, water and storm drain lines, streets, curbs, gutters, and all

other public improvements typically provided by the City to and within the Property to the extent allowed by law and unless provided otherwise by the Annexation Resolution or by written agreement, shall be at the expense of the Petitioner, owner(s) or developer(s) requesting same; provided, however, that extensions of all such services beyond the boundaries of the Property, including but not limited to the lateral connection to public water and sanitary sewer from the trunk lines installed by Petitioner, and connection or tap fees, shall be at the expense of the owner desiring such services. Notwithstanding anything in the foregoing to the contrary, Petitioner acknowledges that, as of the effective date of this Petition, sanitary sewer service to the Property is likely to be provided by Frederick County, not the City. The BOE Property (defined herein) shall be permitted to retain any existing utility connections existing as of the date of this Petition.

7. Provided such extensions (of public utilities) are requested under the terms outlined in paragraphs 5. and 6. above, the City will allow Petitioner, at its expense, to extend sanitary sewer and water service to the Property. In accordance with and subject to City law and regulations governing the allocation of public water, the City will allocate water taps to the Property at the time the extensions are completed and inspected by the City, and such taps are requested by the owner(s) or developer(s). Allocation of water taps to the Property shall be in accordance with City laws, rules and regulations, as may be amended, in effect at the time such taps are allocated. All water tap fees will be paid to the City by the owner(s) or developer(s) requesting same. All water engineering plans will be submitted to the City Deputy Director of Public Works-Engineering for review and approval. All sewer tap fees will be paid to the County (or to the City to the extent the City provides service) by the owner(s) or developer(s) requesting same. All sewer engineering plans will be submitted to the County Division of Water and Sewer Utilities (or to the City Deputy Director of Public Works-Engineering to the extent the City provides service) for review and approval. To the extent sewer service to the Property is to be provided by Frederick County, the City shall cooperate and make reasonable best faith efforts to allow for the use of its roadways, rights of way and other lands for the extension of lines, to ensure that timely allocation of sewer capacity is reserved for development of the Property and that necessary improvements (not by the City) to allow service to the Property are timely constructed. Petitioner also acknowledges that under these circumstances (e.g., County sewer service), the City is not required to allocate water for development of the Property until such time as an adequate sanitary sewer capacity allocation has been obtained from the County.

8. Petitioner acknowledges, subject to the terms of this annexation, that the contemplated development of the Property is subject to the City's Adequate Public Facilities Ordinance ("APFO") as set forth in Chapter 4 of the Frederick City Code to insure that public roads, schools, water and sanitary sewer facilities are available and adequate to serve the

contemplated development of the Property. The City agrees that it will, to the extent possible, reasonably cooperate with Petitioner following annexation of the Property to secure the public facilities necessary to accommodate the proposed development so that the development may satisfy the APFO.

9. Subject to all appropriate laws and administrative requirements, on the Effective Date of the Annexation Resolution, the Property shall be zoned by the City, simultaneously at the time of annexation, to the R-4 Low Density Residential zoning classification. The City will cooperate in all regards and make all reasonable efforts to obtain express consent to said requested zoning classification and the requested annexation by any other governmental entity/agency with jurisdiction, including but not limited to Frederick County, Maryland. Furthermore, the City will cooperate with the Petitioner in any application to Frederick County, Maryland for an amendment to the water and sewer classification of the Property, as same may be required to develop the Property. Petitioner intends to file a simultaneous application to re-zone the property owned by BOE, currently improved with Yellow Springs Elementary School (Tax ID # 21-408697, +/- 10.284 acres; the "BOE Property") to the Institutional Floating Zone. The R-4 zoning on the balance of the Property would permit development of it as a Planned Neighborhood Development (PND).

10. The BOE joined in this Petition solely as an accommodation to Yellow Springs and the Kline Trust, and any financial obligations agreed upon by the Petitioners as part of this annexation shall not be the obligations of the BOE. Notwithstanding anything the contrary herein, the City shall not impose City taxes on the portion of the Property owned by the Kline Trust until either (a) the Kline Trust sells its Property in an arms-length transaction, or (b) by mutual agreement the City extends City public services to the Property owned by the Kline Trust.

11. The Petitioner reserves the right to withdraw this Petition and to terminate any agreement contained herein, without liability to the City (except for public notice advertising expense for which Petitioner will be responsible) if the conditions of annexation specified herein and set forth in the Annexation Resolution are substantially different and/or materially changed to Petitioner's detriment, as determined in the sole and absolute discretion of Petitioner. Should Petitioner elect to withdraw this Petition and terminate any agreement contained herein, this may be done by Petitioner any time prior to the City Council's final vote on the Annexation Resolution.

12. The Petitioner and the City may enter into an Annexation Agreement to further define and delineate conditions of Annexation. The City will not require the Petitioner, the owner(s) or developer(s) of the Property, individually or collectively, to provide any additional off-site improvements as a condition of the Annexation sought by this Petition,

unless otherwise provided herein or required by written agreement between the City and Petitioner, the owner(s) or developer(s) of the Property, and only to the extent allowed by law.

The undersigned Petitioner are the owners of one hundred percent (100%) of the assessed valuation of the real property located in the area to be annexed.

[SIGNATURE ON FOLLOWING PAGE]

WITNESS, the hand and seal of the Petitioner by its authorized signatory, on the ____ day of _____ 20__.

WITNESS:

_____

Yellow Springs, LLC, a Maryland limited liability company

By: _____
Name:
Title:

11302 Harp Hill Road
Myersville, Maryland 21773

"Petitioner"

WITNESS:

The Katrina Brice Kline Revocable Living Trust

_____

By: _____
Katrina B. Kline, Co-Trustee

_____

By: _____
Jean Slaughter Jeffries, Co-Trustee

8739 Yellow Springs Road
Frederick, Maryland 21702

"Petitioner"

WITNESS:

Board of Education of Frederick County, Maryland,
a body politic and corporate of the State of
Maryland

_____

By: _____
Paul Lebo, Chief Operating Officer, Division of
Operations, Frederick County Public Schools
Authorized Signatory

"Petitioner"

191 S. East Street
Frederick, Maryland 21701

_____ _____

Katrina B. Kline, Resident Registered Voter

4898-2532-2170, v. 1

MATCHLINE

YELLOW SPRINGS, LLC
L.2729 F.1262
TAX ID 21-417823
[ZONED 'RC']
3,447,681 sq.ft. or
79.148 Ac.±

YELLOW SPRINGS, LLC
L.2729 F.1262
TAX ID 21-417793
[ZONED 'RC']
1,888,339 sq.ft. or
43.350 Ac.±

KATRINA BRICE KLINE
REVOCABLE TRUST
L.15391 F.114
TAX ID 21-411086
[ZONED 'RC']
414,643 sq.ft. or
9.519 Ac.±

YELLOW SPRINGS, LLC
L.2729 F.1262
TAX ID 21-417807
[ZONED 'RC']
2,123,731 sq.ft. or
48.754 Ac.±

YELLOW SPRINGS, LLC
L.2729 F.1262
TAX ID 21-417815
[ZONED 'R-1']
48,747 sq.ft. or
1.119 Ac.±

BOARD OF EDUCATION
"YELLOW SPRINGS ELEMENTARY"
L.549 F.404, L.613 F.390 & L.914 F.373
P.B.3 P.81 & P.B.8 P.200
TAX ID 21-408697
[ZONED 'IST']
796,447 sq.ft. or
18.284 Ac.±

TOTAL AREA TO BE ANNEXED

8,712,460 sq.ft.
or
200.011 Ac±
EXISTING FREDERICK COUNTY ZONING 'R-1', 'RC' & 'IST'
PROPOSED CITY ZONING 'R-4' & 'IST'

POB
140
REBAR & CAP
FOUND

N09°31'20"W 692.65'

N10°56'01"E 539.75'

N16°00'36"E 181.40'

N26°30'36"E 203.83'

N61°05'38"W 117.85'

N28°09'58"E 191.66'

N37°01'51"W 369.94'

N37°55'01"W 332.23'

N36°20'23"W 41.13'

N32°50'40"W 89.66'

N27°19'10"E 117.62'

S33°43'51"W 180.57'

S45°54'52"W 329.90'

S79°14'52"W 414.12'

N37°26'22"E 241.93'

N69°53'56"W 388.76'

N27°14'34"E 272.15'

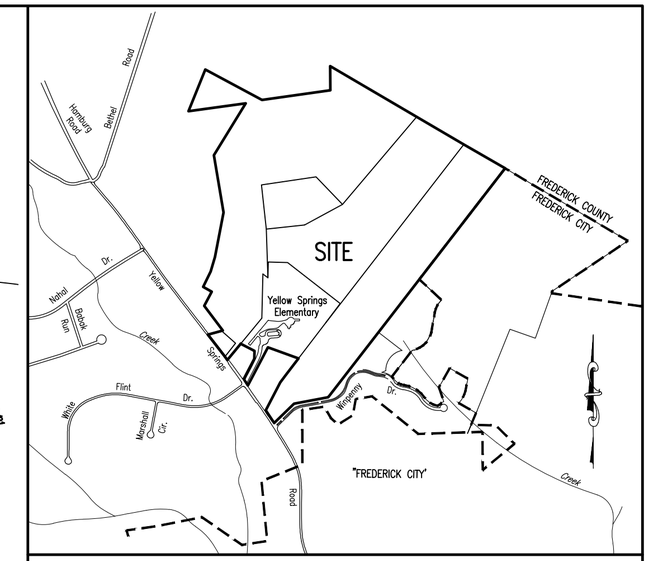
S27°44'03"W 513.20'

S37°41'46"W 1672.97'

N47°00'52"W 363.59'

1777.40'

LINE TABLE		
LINE	BEARING	DISTANCE
L1	N01°14'44"E	93.92'
L2	N61°16'53"W	190.62'
L3	S39°47'09"W	251.71'
L4	N74°42'09"E	169.96'
L5	N74°43'09"E	16.65'
L6	N37°28'10"E	117.62'



VICINITY MAP
SCALE: 1"=1000'±

TAX MAP #56C, PARCEL 543
TAX ID #21-430161

NOTES:

1. HORIZONTAL DATUM IS MARYLAND STATE PLANE, NAD 83/91, BASED ON FREDERICK COUNTY MONUMENTS
   CHRIS = N: 655482.114 E: 1189917.295 ELEV: 387.3'
   CHRIS AZ = N: 655682.632 E: 1189049.663 ELEV: 423.2'
2. VERTICAL DATUM IS NAVD 88, PER SAME MONUMENTS.
3. SITE IS ZONED 'R1' (LOW DENSITY RESIDENTIAL) & 'IST' (INSTITUTIONAL).
4. BOUNDARY PREPARED WITH THE BENEFIT OF A REVIEW OF TITLE REPORTS #5368-26 & #5367-26, PREPARED BY REAL ESTATE TITLE SERVICES, INC., DATED JAN 24, 2026.
5. NO FLOODPLAIN HEREON PER FEMA FLOOD RATE MAP #24021C0277E, DATED AUGUST 1, 2024.
6. TOPOGRAPHY SHOWN HERON PROVIDED BY FREDERICK COUNTY GIS DATA PRODUCTS. [WWW.FREDERICKCOUNTYMD.GOV/GIS-DATA]

SURVEYOR'S CERTIFICATION

I HEREBY CERTIFY THAT THE PLAT SHOWN HEREON AND THE SURVEY WORK REFLECTED IN IT IS CORRECT AND IN COMPLIANCE WITH MARYLAND MINIMUM STANDARDS OF PRACTICE AND IS IN COMPLIANCE WITH COMAR 09.13.06.12; THAT IT IS BASED ON A FIELD SURVEY PERFORMED UNDER MY DIRECT SUPERVISION AND RESPONSIBLE CHARGE; THAT IT IS A BOUNDARY SURVEY OF ALL OF THE LANDS CONVEYED UNTO YELLOW SPRINGS, LLC, A MARYLAND LIMITED LIABILITY COMPANY, BY DEED DATED MAY 23, 2000 AND RECORDED AMONG THE LAND RECORDS OF FREDERICK COUNTY, MARYLAND IN LIBER 2729 AT FOLIO 1262 AND ALL OF THE LANDS CONVEYED UNTO KATRINA B. KLINE, TRUSTEE OF THE KATRINA BRICE KLINE REVOCABLE TRUST, BY DEED DATED AUGUST 18, 2021 AND RECORDED AMONG THE LAND RECORDS OF FREDERICK COUNTY, MARYLAND IN LIBER 15391 AT FOLIO 114 AND ALL OF THE LANDS CONVEYED UNTO BOARD OF EDUCATION OF FREDERICK COUNTY, A BODY POLITIC AND CORPORATE OF THE STATE OF MARYLAND BY DEEDS RECORDED AMONG THE LAND RECORDS OF FREDERICK COUNTY, MARYLAND IN LIBER 549 AT FOLIO 404, DATED JULY 26, 1955, LIBER 613 AT FOLIO 390, DATED FEBRUARY 16, 1959 AND IN LIBER 914 AT FOLIO 373, DATED JUNE 7, 1973 AND THAT CORNER MARKERS NOT REFERENCED AS FOUND HEREON ARE REBAR WITH CAP SET.

DATE

DAVID THOMAS BEARD
REGISTERED PROPERTY LINE SURVEYOR
MD. REGISTRATION #576, EXPIRES 03/23/27
FOR HARRIS SMARIGA & ASSOCIATES, INC.
MD. REGISTRATION #24

DATE	REVISIONS

PAGE 1 OF 2

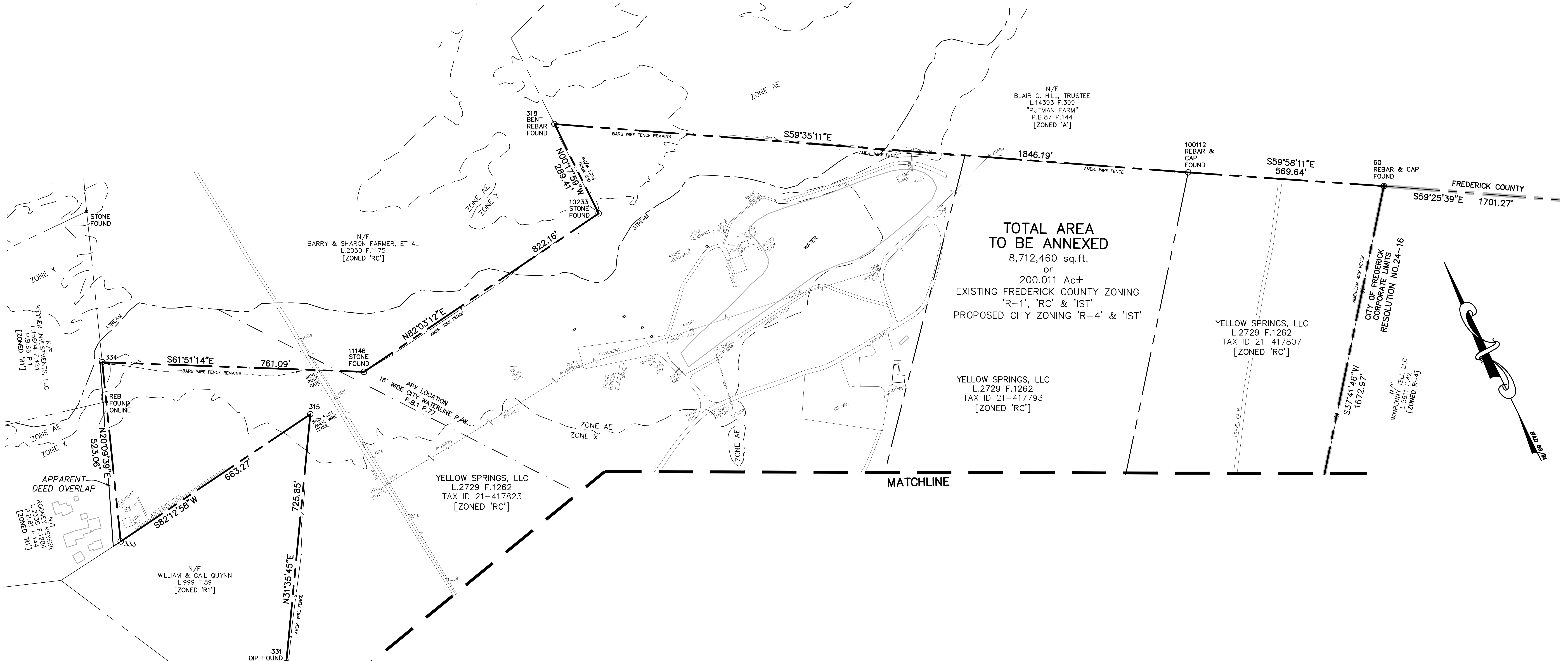
ANNEXATION PLAT
PROPERTY OF
YELLOW SPRINGS, LLC, KATRINA BRICE REVOCABLE TRUST AND BOARD OF EDUCATION
TO BE ANNEXED TO CITY OF FREDERICK

SITUATED ALONG YELLOW SPRINGS ROAD
CITY OF FREDERICK
FREDERICK COUNTY, MARYLAND
FREDERICK ELECTION DISTRICT NO. 2
SCALE 1"=200' MAY, 2026

Harris,Smariga&Associates,Inc.
Planners/Engineers/Surveyors
125 South Carroll Street, Suite 100, Frederick, MD 21701
301-662-4488/Fax 301-662-4906

Recorded _____ Plat Book _____ Page _____ Job No. 7596

I:\pro\7596\dwg\Survey\PLATS\Annexation Plat.dwg 5/22/26



COORDINATES		
Point	Northing	Easting
140	659351. 080	1186266. 015
300	657944. 718	1185179. 136
301	657867. 459	1184772. 286
302	657637. 937	1184535. 319
10263	657788. 109	1184435. 050
303	658121. 326	1184607. 180
10463	658214. 678	1184678. 732
10264	658406. 769	1184825. 806
304	658540. 378	1184460. 725
10500	658086. 139	1184221. 897
10498	658161. 467	1184173. 269
10501	658403. 426	1184297. 846
10502	658497. 327	1184299. 888
10504	658588. 924	1184132. 712
332	658395. 500	1183971. 639
307	658428. 635	1183947. 264
308	658690. 729	1183743. 104
309	658735. 571	1183907. 045
310	658739. 960	1183923. 111
10140	659035. 290	1183700. 313
312	659204. 256	1183790. 784
10134	659261. 223	1183687. 617
313	659443. 621	1183778. 597
314	659617. 988	1183828. 629
10113	660147. 940	1183931. 004
331	660831. 049	1183816. 418
315	661449. 306	1184196. 712
333	661359. 474	1183539. 552
334	661850. 482	1183719. 827
11146	661491. 458	1184390. 917
10233	661605. 122	1185205. 186
318	661894. 532	1185203. 672
10011	660959. 923	1186795. 816
60	660674. 842	1187288. 987

MARYLAND STATE PLANE

DATE	REVISIONS

PAGE 2 OF 2

ANNEXATION PLAT
PROPERTY OF
YELLOW SPRINGS, LLC,
KATRINA BRICE REVOCABLE TRUST
AND BOARD OF EDUCATION
TO BE ANNEXED TO CITY OF FREDERICK
SITUATED ALONG YELLOW SPRINGS ROAD
CITY OF FREDERICK
FREDERICK COUNTY, MARYLAND
FREDERICK ELECTION DISTRICT NO. 2
SCALE 1'=200' MAY, 2026

Harris,Smariga&Associates,Inc.
Planners/Engineers/Surveyors
125 South Carroll Street, Suite 100, Frederick, MD 21701
301-662-4488/Fax 301-662-4906

Recorded ______ **Plat Book** ______ **Page** ______ **Job No.** 7596

I:\proj\7596\dwg\Survey\PLATS\Annexation Plat.dwg 5/22/26

HARRIS SMARIGA
PLANNERS • ENGINEERS • SURVEYORS

125 S. CARROLL STREET
SUITE 100
FREDERICK
MARYLAND 21701

P. 301.662.4488
F. 301.662.4906
www.harrissmariga.com

May 21, 2026
HSA Job No. 7596

Description of Property to be Annexed
Into the City of Frederick
Property of
Yellow Springs, LLC, Katrina Brice Revocable Trust &
Board of Education (Yellow Springs Elementary)

All those lots or parcels of land situated along Yellow Springs Road, located adjacent to the City of Frederick, Frederick Election District No. 2, Frederick County, Maryland. Being all of the lands conveyed unto Yellow Springs, LLC, a Maryland limited liability company, by deed dated May 23, 2000 and recorded among the land records of Frederick County, Maryland in Liber 2729 at Folio 1262 and all of the lands conveyed unto Katrina B. Kline, trustee of the Katrina Brice Kline Revocable Trust, by deed dated August 18, 2021 and recorded among the land records of Frederick County, Maryland in Liber 15391 at Folio 114 and all of the lands conveyed unto Board of Education of Frederick County, a body politic and corporate of the State of Maryland by deeds recorded among the Land Records of Frederick County, Maryland in Liber 549 at Folio 404, dated July 26, 1955, Liber 613 at Folio 390, dated February 16, 1959 and in Liber 914 at Folio 373, dated June 7, 1973. Said parcels hereon referred to as the Yellow Springs Lands, are contained within a recent Boundary Survey for Annexation purposes and as shown on a plat entitled “Annexation Boundary Survey, Property of Yellow Springs, LLC, Katrina Brice Kline, and Board of Education”, as surveyed and prepared by Harris, Smariga & Associates, Inc. dated May, 2026 and being more particularly described in accordance with said survey as follows:

Beginning for the same at a Rebar & Cap Found labeled No. 60 on said Annexation Plat and on the existing City of Frederick Corporate Limits at the outline of Winpenny Tell, LLC as recorded in Liber 5811 folio 42 at the end of the N. 37° 41’ 46” E. 1672.97’ line on the City of Frederick Boundary Limit, as described in Resolution No.24-16, “Revised City Boundary” recorded among the said land records in Liber 17078 at Folio 218 on October 21, 2024, thence running with said line reversed and the outline of the Yellow Springs Lands as now surveyed the following courses and distances

S. 37° 41' 46" W. 1,672.97’ to a Rebar & Cap Found labeled No.140 on said Annexation, said point being the Northwest corner of Lot 28, recorded in Plat Book 34 at page 78, thence with part of Lot 28

S. 37° 41' 53" W. 1,777.40’ to a point labeled No.300 on said Annexation, said point on the Northern 80’ Right of way of Winpenny Drive as recorded in Plat Book 31 at page 102, thence with the right of way

S. 79° 14' 52" W. 414.12’ to a point labeled No.301 on said Annexation, thence

S. 45° 54' 52" W. 329.90’ to a point labeled No.302 on said Annexation, said point along the Northern edge of Yellow Springs Road, thence along the road

N. 33° 43' 51" W. 180.57’ to a TBar & Cap Found, labeled No.10263 on said Annexation, thence leaving said roadway

N. 27° 19' 10" E. 375.05’ to a point labeled No.303 on said Annexation, thence

N. 37° 28' 10" E. 117.62’ to an Open Iron Pipe Found labeled No.10463 on said Annexation, thence

N. 37° 26' 22" E. 241.93’ to an Open Iron Pipe Found labeled No.10264 on said Annexation, said point being Southwest corner of the Board of Education property known as Yellow Springs Elementary School, as recorded in Plat Book 8 at page 200, thence with school property

N. 69° 53' 56" W. 388.76’ to a point labeled No.304 on said Annexation, thence

S. 27° 44' 03" W. 513.20’ to a Rebar & Cap Found labeled No.10500 on said Annexation, said point being along the Northern edge of Yellow Springs Road thence

N. 32° 50' 40" W. 89.66’ to a Rebar Found labeled No.10498 on said Annexation, thence leaving said roadway

N. 27° 14' 34" E. 272.15’ to an Open Iron Pipe Found labeled No.10501 on said Annexation, thence

N. 01° 14' 44" E. 93.92’ to an Open Iron Pipe Found labeled No.10502 on said Annexation, thence

N. 61° 16' 53" W. 190.62’ to a Rebar & Cap Found labeled No.10504 on said Annexation, thence leaving the aforesaid school property

S. 39° 47' 09" W. 251.71’ to a point labeled No.332 on said Annexation, said point being in centerline of Yellow Springs Road thence with said road

N. 36° 20' 23" W. 41.13’ to a point labeled No.307 on said Annexation, thence

N. 37° 55' 01" W. 332.23’ to a point labeled No.308 on said Annexation, thence leaving said roadway and passing over an Open Iron Pipe found at a distance of 24.76’

N. 74° 42' 09" E. 169.96’ to a point labeled No.309 on said Annexation, thence

N. 74° 43' 09" E. 16.65’ to a point labeled No.310 on said Annexation, thence

N. 37° 01' 51" W. 369.94’ to a TBar & Cap Found, labeled No.10140 on said Annexation, thence

N. 28° 09' 58" E. 191.66’ to a point, labeled No.312 on said Annexation, thence

N. 61° 05' 38" W. 117.85’ to a Tall Rebar Found, labeled No.10134 on said Annexation, thence

N. 26° 30' 36" E. 203.83’ to a point, labeled No.313 on said Annexation, thence

N. 16° 00' 36" E. 181.40’ to a point, labeled No.314 on said Annexation, thence

N. 10° 56' 01" E. 539.75’ to a TBar Found, labeled No.10113 on said Annexation, thence

N. 09° 31' 20" W. 692.65’ to an Open Iron Pipe Found at base of tree, labeled No.331 on said Annexation, thence

N. 31° 35' 45" E. 725.85’ to a point, labeled No.315 on said Annexation, thence

S. 82° 12' 58" W. 663.27’ to a point, labeled No.333 on said Annexation, thence

N. 20° 09' 39" E. 523.06’ to a point, labeled No.334 on said Annexation, thence

S. 61° 51' 14" E. 761.09’ to a Stone Found, labeled No.11146 on said Annexation, thence

N. 82° 03' 12" E. 822.16’ to a Stone Found, labeled No.10233 on said Annexation, thence

N. 00° 17' 59" W. 289.41’ to a Bent Rebar Found, labeled No.318 on said Annexation, said point being a common corner with “Putman Farm” recorded in Plat Book 87 at page 144, thence with said plat

S. 59° 35' 11" E. 1846.19’ to a Rebar & Cap Found labeled No.10011 on said Annexation Plat, thence

S. 59° 58' 11" E. 569.64’ to the first mentioned point of beginning.

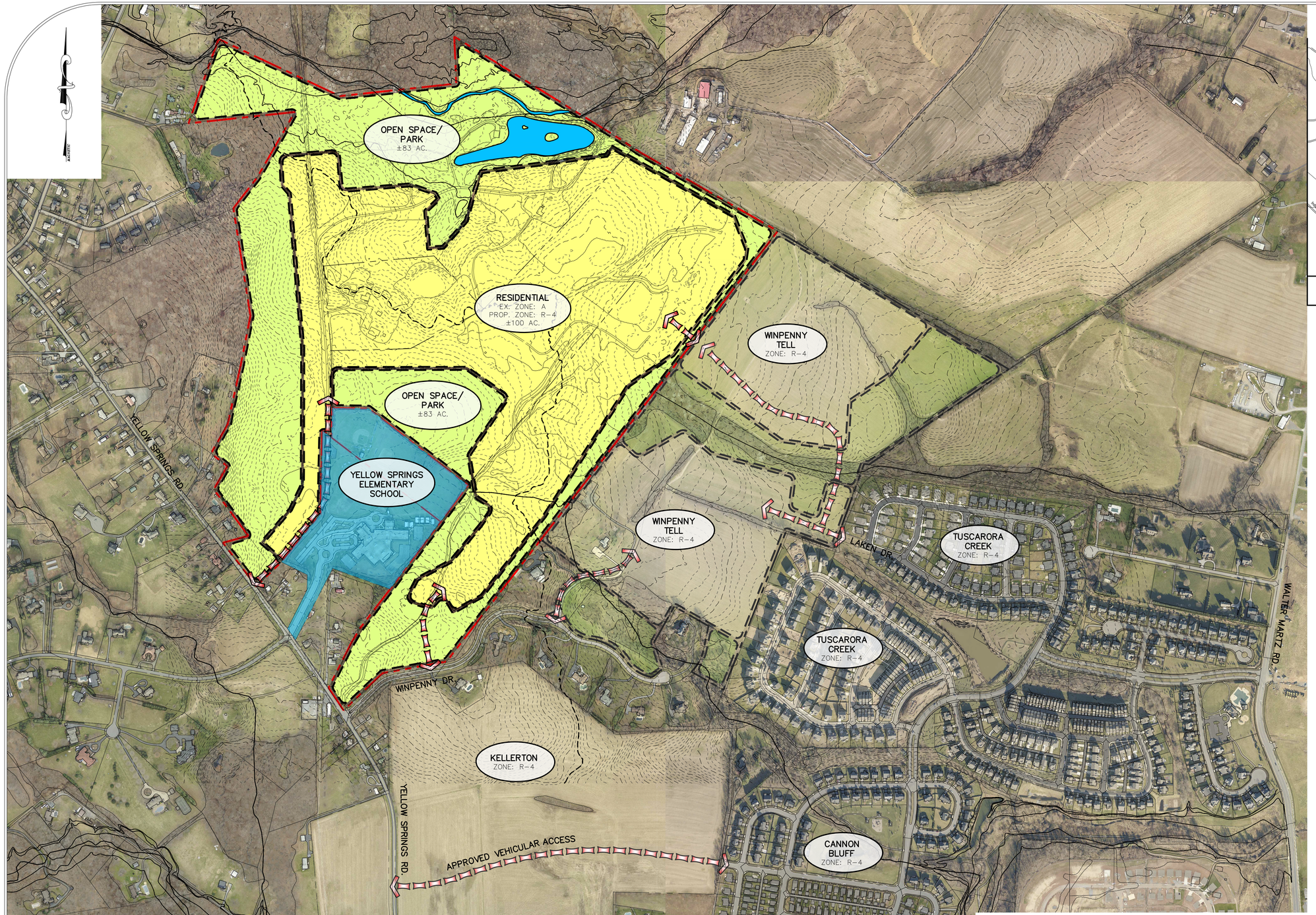
The area contained by the foregoing amounts to 8,712,460 square feet or 200.011 acres of land more or less.

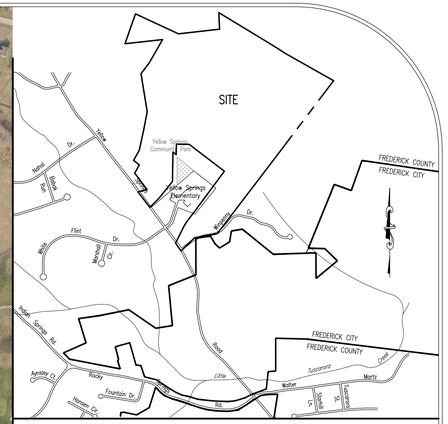
[###] Denotes Frederick City Corporate Boundary Monuments Typically

I hereby certify to the best of my professional knowledge and belief that this metes and bounds description is correct and created under my direct supervision and in compliance with COMAR 09.13.06.08 regulations;

David Thomas Beard
Registered Property Line Surveyor
MD. Registration #576, expires 03/23/27
for Harris Smariga & Associates, Inc.
Md. Registration #24

I:\proj\7596\dwg\Survey\PLATS\DESCRIPTIONS\7596.YELLOW SPRINGS_boundary.doc





VICINITY MAP
SCALE: 1"=1000'±

TAX MAP #57, PARCEL 106
TAX ID #21-419389

Sketch Plan Notes:

1. Site: The site is approximately 165-185 acres and located in Frederick County on Yellow Springs Rd. north of the City of Frederick, west of Route 15 and just west of the Tuscarora Creek & Winpenny Tell developments in the City of Frederick, and immediately north of the Yellow Springs Elementary School.
2. Existing Zoning: Agricultural
3. Proposed Zoning: R8
4. Proposed Use: The applicant is considering a primarily residential community. Depending on the development technique used there might be some limited nonresidential uses.
5. Proposed Density: We anticipate a possibility of approximately 8 units per acre on the gross area.
6. Floodplain: FEMA Floodplain exists along the northern property line, FEMA Map 24021C0277E.
7. Parkland: It is anticipated that parkland will be met onsite.
8. Forestation: We will attempt to meet the obligation of forest onsite.
9. Access: The site will have primary access from Yellow Springs Rd.
10. School Site: Applicant intends to work with the FCPS on a potential school site expansion or inclusion in the application.
11. Water: Water will be provided by the City of Frederick.
12. Sewer: Sewer will be provided by Frederick County.

GENERAL LAND USE LEGEND:
PROPOSED RESIDENTIAL USES
PROPOSED OPEN SPACE / PARK / FOREST CONSERVATION

ROADS & ACCESS POINTS

CONCEPT
SKETCH PLAN
FOR
YELLOW SPRINGS

SCALE: 1"=300' 01.05.26

HARRIS SMARIGA
PLANNERS • ENGINEERS • SURVEYORS
125 S. CARROLL STREET
SUITE 100
FREDERICK
MARYLAND 21701
P. 301.662.4488
F. 301.662.4906
www.harrissmariga.com

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Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.05 Judy Center Continuation Grants
Type	Information, Discussion, Action
Suggested Action	Board approval to accept the Judy Center continuation grants
Department(s)	Academics & Organizational Development, Fiscal Services
Goal(s)	Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community.

Content

PURPOSE OF PRESENTATION: To seek Board of Education approval of grant funds to support the Judy Center Early Learning Hubs at six elementary schools.

BACKGROUND/SUMMARY: Frederick County Public Schools (FCPS) has been awarded $1,980,000 in grants from the Maryland State Department of Education (MSDE) to support the Judy Center Early Learning Hubs at Butterfly Ridge, Hillcrest, Lincoln, Monocacy, Tuscarora and Waverley elementary schools.

The Judy Centers work to improve school readiness through comprehensive and collaborative programs and services focused on increasing family engagement, social foundation skills and language and mathematical skills. The Judy Centers support school readiness for children birth through five by providing families with high-quality, comprehensive, full-day, full-year early childhood educational programs and support services.

Each Judy Center has been awarded a $330,000 grant to support its operation. Each center will use grant funds to support a full-time, 12-month Site-Based Coordinator who manages the center's daily operations. In addition, each center will use grant funds to employ a full-time, 12-month Family Services Coordinator. Due to the number of families in the Waverley district, grant funds will be used to employ an additional full-time, 12-month Family Services Coordinator.

In addition to these positions, the six Judy Centers will use grant monies to support the following activities:

- A Rising PreK Program in Summer 2027
- Family engagement events and activities
- Community outreach
- Professional learning for early childhood staff

Acceptance of this grant obligates FCPS to expend $57,888 in additional local resources to support the Waverley Judy Center. FCPS local funds will cover the costs of texts and instructional materials for the Judy Center classroom and the Rising PreK program, as well as outreach and family engagement activities that are required by MSDE.

PROCESS STATEMENT: FCPS Regulation 500-21 requires that all grant awards over $50,000 must be accepted by the Board of Education.

PRESENTER(S) & TITLE(S):
Doreen Bass, Grants Management Specialist
Leslie Frei, Supervisor, Early Childhood Education and Judy Centers

SUBMITTED BY:
Katherine Gull, DOL, Director, Curriculum & Instruction
Keith Harris, Ed.D., Chief of Academics & Organizational Development

ATTACHMENT(S):
08.05.2026 Judy Center Grants_backup.pdf

FY27 Judy Center Early Learning Hubs: Budget Summary

Judy Center Early Learning Hub	Salaries & Wages	Contracted Services	Supplies & Materials	Other Charges	Indirect Costs	Total Grant Request	FCPS Contribution	Salary Notes	Contracted Services Notes	Other Charges Notes	FCPS Contribution Notes
Butterfly Ridge	$ 128,008	$ 20,026	$ 64,963	$ 110,532	$ 6,471	$ 330,000	$ -	1.0 FTE , 12-month Site-Based Coordinator 1.0 FTE, 12-month Family Service Coordinator Per Diem Pay for Staff, Rising PreK Program Summer 2027: $5,000	Outreach Materials Printing: $4,901 Contracted Professional Learning: $1,250 Vendor for Fresh Produce: $7,500 Vendors for Family Engagement: $2,880 Vendors for Family Workshops: $3,495	Fixed Charges: $82,708 Staff Mileage: $725 Conferences: $3,089 Field Trip Admissions: $6,000 Outreach Activities & Materials: $18,010	
Hillcrest	$ 131,204	$ 27,763	$ 65,697	$ 98,865	$ 6,471	$ 330,000	$ -	1.0 FTE , 12-month Site-Based Coordinator 1.0 FTE, 12-month Family Service Coordinator Per Diem Pay for Staff, Rising PreK Program Summer 2027: $5,600 Workshop Pay for Teachers to Support Family Engagement Events: $1,896 Per Diem Pay for Staff to Support Family Engagement Events: $700	Outreach Materials Printing: $4,000 Contracted Professional Learning: $1,250 Contracted Bus Transportation for Field Trips: $1,768 Vendor for Fresh Produce: $6,000 Vendors for Family Engagement: $10,270 Vendors for Family Workshops: $4,475	Fixed Charges: $71,269 Staff Mileage: $725 Conferences: $2,614 Field Trip Admissions: $4,845 Outreach Activities & Materials: $19,412	
Lincoln	$ 135,938	$ 47,912	$ 62,105	$ 77,574	$ 6,471	$ 330,000	$ -	1.0 FTE , 12-month Site-Based Coordinator 1.0 FTE, 12-month Family Service Coordinator Per Diem Pay for Staff, Rising PreK Program Summer 2027: $5,000 Per Diem Pay for Staff to Support Family Engagement Events: $1,100 Per Diem Pay for Staff to Support Summer Playgroups: $2,493	Outreach Materials Printing: $5,000 Contracted Advertising: $75 Contracted Professional Learning: $1,250 Contracted Bus Transportation for Field Trips: $3,782 Vendor for Fresh Produce: $6,000 Vendors for Family Engagement: $13,645 Vendors for Family Workshops: $18,160	Fixed Charges: $55,644 Staff Mileage: $725 Conferences: $1,743 Field Trip Admissions: $4,095 Outreach Activities & Materials: $15,367	
Monocacy	$ 144,082	$ 34,966	$ 50,723	$ 93,758	$ 6,471	$ 330,000	$ -	1.0 FTE , 12-month Site-Based Coordinator 1.0 FTE, 12-month Family Service Coordinator Per Diem Pay for Staff, Rising PreK Program Summer 2027: $5,000 Workshop Presenter/Workshop Pay for Staff, Family Engagement Events: $3,069 Per Diem Pay for Staff, Family Engagement Events: $10,857	Outreach Materials Printing: $5,000 Contracted Professional Learning: $1,250 Vendors for Fresh Produce: $8,625 Vendors for Family Engagement: $18,466 Vendors for Family Workshops: $1,625	Fixed Charges: $67,290 Staff Mileage: $1,088 Conferences: $2,614 Field Trip Admissions: $5,819 Outreach Activities & Materials: $16,947	
Tuscarora	$ 134,615	$ 26,200	$ 60,865	$ 101,849	$ 6,471	$ 330,000	$ -	1.0 FTE , 12-month Site-Based Coordinator 1.0 FTE, 12-month Family Service Coordinator Per Diem Pay for Staff, Rising PreK Program Summer 2027: $5,000 Workshop Presenter/Workshop Pay for Staff, Family Engagement Events: $812 Per Diem Pay for Staff, Family Engagement Events: $7,870	Outreach Materials Printing: $3,000 Contracted Professional Learning: $1,250 Vendor for Fresh Produce: $9,600 Vendors for Family Engagement: $9,450 Vendors for Family Workshops: $2,900	Fixed Charges: $79,956 Staff Mileage: $725 Conferences: $2,614 Field Trip Admissions: $7,850 Outreach Activities & Materials: $10,704	

Judy Center Early Learning Hub	Salaries & Wages	Contracted Services	Supplies & Materials	Other Charges	Indirect Costs	Total Grant Request	FCPS Contribution	Salary Notes	Contracted Services Notes	Other Charges Notes	FCPS Contribution Notes
Waverley	$ 188,739	$ 8,051	$ 2,600	$ 124,139	$ 6,471	$ 330,000	$ 57,888	1.0 FTE , 12-month Site-Based Coordinator 2.0 FTE, 12-month Family Service Coordinators Per Diem Pay for Staff, Rising PreK Program Summer 2027: $5,000	Outreach Materials Printing: $3,000 Vendors for Family Engagement: $5,051	Fixed Charges: $114,681 Staff Mileage: $1,159 Field Trip Admissions: $2,089 Outreach Activities & Materials: $6,210	Texts & MOI for Judy Center Classroom: $33,505 Texts & MOI for Rising PreK Summer Camp: $900 Texts & MOI for Family Engagement: $2,500 Texts & MOI for Summer Programming: $1,000 Professional Library (Frog Street Manual): $945 Software Licensing (Frog Street): $1,699 Contracted Vendor for Fresh Produce: $6,000 Conference: $2,614 Field Trip Admissions: $1,000 Outreach Activities & Materials: $7,725
Total	**$ 862,586**	**$ 164,918**	**$ 306,953**	**$ 606,717**	**$ 38,826**	**$ 1,980,000**	**$ 57,888**				

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.06 System of Professional Learning Grant
Type	Information, Discussion, Action
Suggested Action	Board approval to accept the System of Professional Learning Grant
Department(s)	Academics & Organizational Development, Fiscal Services
Goal(s)	Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community.

Content

PURPOSE OF PRESENTATION: To seek Board of Education approval of the System of Professional Learning grant.

BACKGROUND/SUMMARY: Frederick County Public Schools (FCPS) has been awarded a $94,014 grant from the Maryland State Department of Education (MSDE) to support teacher professional learning.

The purpose of the MSDE grant program is to design and implement a system of professional learning that is tied to the career ladder, with the goal of advancing teacher capacity.

FCPS will use this grant to enhance instructional quality and student outcomes through five strategic initiatives: Secondary Math (focused on High-Quality Instructional Materials), Co-Teaching for Diverse Learners, Tier I Classroom Management, Learning Sparks (focused on the Science of Learning), and RISE Induction.

Grant funds will be used to support workshop pay for teachers participating in each strategic initiative ($82,539). It is expected that a total of 255 teachers will engage in professional learning on the five initiatives. In addition, grant funds will be used to purchase professional learning materials related to the initiatives ($4,277) and to purchase registrations for an online six-hour course aligned with Tier I Classroom Management ($5,355). Lastly, $1,843 has been allocated to indirect costs.

Acceptance of this grant does not obligate FCPS to expend additional local resources.

PROCESS STATEMENT: FCPS Regulation 500-21 requires that all grant awards over $50,000 be accepted by the Board of Education.

PRESENTER(S) & TITLE(S):
Doreen Bass, Grants Management Specialist
Karine Myers, Director, Ed.D., Leadership Development & Organizational Development

SUBMITTED BY:
Keith Harris, Ed.D., Chief of Academics & Organizational Development

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.07 Charter School Application Recommendations
Type	Information, Discussion, Action
Suggested Action	Board approval of the recommendations regarding two charter school applications.
Department(s)	System Accountability & School Administration
Goal(s)	Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community. Goal 2 - Operational Excellence - FCPS will hire, support, and retain staff who champion individual, professional, and student excellence. Goal 3 - Safety & Wellbeing - FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence. Goal 4 - Stakeholder Engagement - FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system. Goal 5 - Student & Staff Experience - FCPS will promote a culture fostering wellness and civility for students and staff.

Content

PURPOSE OF PRESENTATION: To review the recommendations regarding charter school applications and provide the Board with an overview of the application review process, findings, and rationale supporting the recommendations.

BACKGROUND/SUMMARY: On May 7, 2026, Frederick County Public Schools (FCPS) received applications from two (2) organizations seeking approval to establish new public charter schools within the school system. The FCPS charter school application process includes multiple stages, including submission of required application materials, review of the proposed educational program, assessment of governance and operational plans, evaluation of financial sustainability, and consideration of the applicant's capacity to successfully implement and sustain the proposed

charter school. Applicants are required to provide information regarding their mission and vision, educational model, student population, staffing, facilities, budget, and accountability measures. Prior to submitting their final application, applicants chose to submit a concept proposal by January 1 and received feedback to help inform the development of their final application.

PRESENTER(S) & TITLE(S):

Daniel Enck, Director of School Management, Planning & Logistics, Charter School Liaison

SUBMITTED BY:

Dr. Jamie Aliveto, Chief of Schools and Accountability

ATTACHMENT(S):
08.05.2026 Charter School Application Recommendations_backup1.pdf
08.05.2026 Charter School Application Recommendations_backup2.pdf
08.05.2026 Charter School Application Recommendations_backup3.pdf
08.05.2026 Charter School Application Recommendations_backup4.pdf
08.05.2026 Charter School Application Recommendations_backup5.pdf
08.05.2026 Charter School Application Recommendations_backup6.pdf
08.05.2026 Charter School Application Recommendations_backup7.pdf

System Accountability & School Administration

Charter School Application Recommendations

Board of Education
August 5, 2026

PRESENTED BY: Daniel Enck, Director of School Management, Planning, and Logistics

FCPS Frederick County Public Schools
INSPIRE • MOTIVATE • INNOVATE

1

Presentation Outcomes

1. Briefly review the charter school application process.
2. Review application strengths and areas of concern.
3. Present recommendations for charter school contracts.



FCPS

2

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Charter School Application Process

- Two (2) applicants submitted the optional concept proposal on or before January 1, 2026.
  - Frederick Global Academy
  - Frederick International Academy
- The FCPS Application Review Team evaluated the concept proposals and provided both applicants with feedback and considerations for their full application.

3

Charter School Application Process

- Per FCPS Regulation 440-01, the application gathers information related to the organization and operation of a proposed charter school and must include:
  - Executive Summary
  - Educational Programs and Services
  - Special Populations
  - Student Outcomes
  - Student Admission Procedures
  - Staffing Plan
  - Management Plan
  - Facilities Plan
  - Financial Plan
  - Community Support
  - Conflict of Interest Forms
  - Assurances
  - Waivers

4

Charter School Application Process

- Both applicants submitted all of their documents on May 7, 2026.
- The Application Review Team evaluated each application and made recommendations to the Superintendent.

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Frederick Global Academy (FGA)

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6

Application Overview - FGA

- **Strengths**
  - Clear vision for the school which will utilize full language immersion.
  - Phased growth model that will initially serve students in kindergarten through fifth grade before expanding into middle school.
  - Student academic outcomes that will be assessed through multiple measures and initial performance goals have been established.

7

7

Application Overview - FGA

- **Areas of Concern**
  - Lack of a detailed recruitment plan for qualified bilingual or multilingual educators.
  - The facility plan lacks details in understanding how the building will be utilized, potential renovation projects, or general building maintenance.
  - The financial plan lacks sufficient detail to demonstrate long-term fiscal viability and compliance with applicable requirements.

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Action – FGA

- Based upon the review of the application, the recommendation is that the Board of Education denies Frederick Global Academy's current application for a charter school contract.

9

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Frederick International Academy (FIA)

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Application Overview – FIA

- **Strengths**
  - Clearly identifies the proposed educational model (multilingual), grade span, and proposed location.
  - Detailed governance structure and inclusion of bylaws.
  - Emphasized a commitment to working collaboratively with FCPS to ensure they provide students with a high-quality educational program.

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Application Overview – FIA

- **Areas of Concern**
  - The financial plan does not provide sufficient detail to evaluate fiscal viability or compliance with public sector accounting and oversight requirements.
  - Limited information regarding facility operations, including security, maintenance, and custodial services.
  - The staffing plan does not identify the staffing levels, specific positions, roles, responsibilities, or required credentials.

12

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Action – FIA

- Based upon the review of the application, the recommendation is that the Board of Education denies Frederick International Academy's current application for a charter school contract.

13

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14

FCPS Charter School Application Evaluation Form
Frederick Global Academy (FGA)

The purpose of a quality charter school in Frederick County is to establish an alternative means within the existing system for innovative learning opportunities and creative educational approaches to improve the education of students. As outlined in FCPS Regulation 440-01, the charter school application should include detailed information in each of the following areas, but the application is not limited to these areas.

Application Evaluation Points of Contact

Department	Point of Contact	Evaluation Focus Area(s)
Fiscal Services	Associate Superintendent of Fiscal Services or their designee	A,F,G,H,I,K
Human Resources	Director of Human Resources or their designee	A,E,F,G,H,K,L,M
Operations/Facilities	Chief Operating Officer or their designee	A,B,E,F,G,H,I,K
Curriculum	Chief of Academics and Organizational Development or their designee	A,B,C,D,F,G,I,J,K
Special Education and 504	Associate Superintendent of Special Education and Student Services or their designee	A,B,C,D,F,G,I,K
Multilingual Education Program	Multilingual Education Program Supervisor or their designee	A,B,C,D,F,G,I,K
Transportation	Director of Transportation or their designee	A,B
Technology	Director of Technology Infrastructure or their designee	A,B,E,F,I,K
SASA (Intervention, Assessment, Accountability, and Student Systems)	Chief of Schools and Accountability or their designee	A,B,C,D,F,M,I,J,K
SASA (Charter School Liaison)	Director of School Management, Planning, and Logistics	All

Frederick County Public Schools
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FCPS Charter School Application Evaluation Form

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
A. Executive Summary			
1. Vision for the public charter school and a mission statement as to how the vision will be achieved		✔	
2. Overview of the needs being addressed by the public charter school	✔		
3. Brief description of the program to be implemented including any specific focus of the program	✔		
4. Proposed start date and duration of the charter contract		✔	
5. Operator contact name, address, phone number, email address			✔

Comments/Feedback/Questions:
The application presents a clear vision and outlines the nonprofit leadership structure; however, the mission statement does not explain how the vision will be achieved. The executive summary provides a broad, high-level needs statement but lacks important details, particularly regarding nondiscriminatory enrollment, support for students with disabilities, and compliance with IDEA and Section 504. The proposed language immersion model requires greater clarity, as the application inconsistently describes it as "full-language" immersion while appearing to outline a dual-language program. The language allocation plan is unclear and does not align with established dual-language models. The application should specify the target language(s), explain how students will develop proficiency in both languages, describe supports for students who struggle with bilingual instruction, and clarify how students with disabilities will access grade-level standards and receive FAPE. Consideration should be given to engaging a dual-language program expert to strengthen the program design and research basis. While the application discusses planned program growth over the first five years, it does not fully address all required elements, including the specific languages to be offered.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
B. Educational Programs and Services			
1. Philosophy and goals of the program	✔		
2. Education levels to be offered (preschool, elementary, middle, high)	✔		
3. Student to teacher ratio	✔		
4. Unique focus of the school program as appropriate (such as reclaiming dropouts or utilizing specific instructional programs)	✔		
5. Fully developed curriculum showing alignment with the Maryland Voluntary State Curriculum		✔	
6. Fully developed Multi-Tiered System of Supports (MTSS) which outlines the academic and behavioral framework for supporting student needs		✔	
7. Instructional methods to implement the curriculum	✔		
8. Appropriate technology, equipment, libraries, and other applicable media			✔
9. Length of the student instructional day	✔		

10. Extracurricular offerings			✔
11. Extended day program/supplemental programs - both free and fee-based			✔
12. Provision for transportation, if appropriate			✔
13. Building security and safety plan			✔

Comments/Feedback/Questions:
The application provides a conceptual overview of the educational program and includes a sample daily schedule, a phased expansion plan from grades K–5 to K–8, and references to extracurricular language acquisition opportunities such as language clubs, cultural events, and exchange programs. However, significant implementation details are lacking. The application does not provide sufficient information to determine whether the instructional model is prepared to serve the full continuum of students including those with disabilities. A comprehensive plan is needed describing how special education and Section 504 services, accommodations, assistive technology, related services, behavior supports, testing accommodations, accessible materials, and transportation will be delivered within the immersion model. Additionally, the application provides limited detail regarding instructional practices, alignment to Maryland College and Career Ready Standards, MTSS implementation (including support for multilingual learners and students with disabilities), educational technology, safety planning, and other key components necessary to evaluate the readiness and effectiveness of the proposed educational program.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
C. Special Populations			
1. Framework of how the charter school will meet the unique needs of students and ensure that students with disabilities are provided a Free Appropriate Public Education (FAPE)		✔	
2. Provision for students with disabilities (IDEA and Section 504) to be included in the educational program	✔		
3. Provision for Multilingual Learners to be included in the educational program	✔		

Comments/Feedback/Questions:
The application lacks a comprehensive IDEA and Section 504 compliance plan addressing critical components such as Child Find, evaluations, IEP development and implementation, procedural safeguards, least restrictive environment, related services, discipline procedures, assistive technology, accessibility, confidentiality, and oversight. It should also clearly state that the full-immersion model will not restrict enrollment, participation, or services for students with disabilities. Additionally, the staffing plan incorrectly combines ESOL and intervention into a single position, despite these being distinct roles with separate credentialing requirements and responsibilities, including Title III compliance and multilingual learner case management.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
D. Student Outcomes			
1. In Addition to the standards used by the Frederick County Board of Education and the Maryland State Board of Education, how will the charter school: a. Assess educational outcomes of students b. Measure and report student performance and progress c. Non-academic goals to be achieved	✔		

Comments/Feedback/Questions:
The application provides context to student outcomes and incorporates initial goals for students success. The goals specifically reference 80% of students reaching proficiency by the completion of the third year of the charter agreement. FGA plans to use a variety of assessment tools including MAP growth, MCAP, and STAMP. The school provides a general overview for reporting processes and notification to FCPS staff and the Board of Education regarding student performance. The student outcome section primarily focuses on academics and does not include measures for non-academic goals. Overall, the application provides a general overview of how students will be assessed academically, but is missing details that would further illustrate the school's assessment and reporting plan.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
E. Student Admission Procedures			
1. Projected student enrollment	✔		
2. Procedures for the recruitment of students	✔		
3. Description of random-selection process if the number of qualified applications exceeds the predetermined student capacity	✔		
4. Public and parent information plans	✔		

Comments/Feedback/Questions:
The application states that FGA will serve the students of Frederick County, Maryland. However, it also includes plans to target areas outside of Frederick County. How will the lottery system be used in providing preference for the students residing within Frederick County? Furthermore, how will FGA secure tuition for out of county students? FGA provides information regarding community outreach which includes information sessions that will provide community awareness. The plan does not reference actions or steps that the school will take if they are underenrolled.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
F. Staffing Plan			
1. Projected staffing needs (administrative, certificated, and support)	✔		
2. Job descriptions for all staff (administrative, certificated, and support)		✔	
3. Detail of any additional contracts needed to provide staff services			✔
4. Access to and knowledge of the FCTA, FASSE, and FCASA negotiated agreements			✔

Comments/Feedback/Questions:
The staffing and organizational plan requires additional detail and clarification to demonstrate operational readiness. The application does not clearly define leadership roles, including whether the School Leader also serves as the principal, and provides limited information on staffing necessary to support the proposed immersion program. It lacks a recruitment strategy for qualified bilingual or multilingual educators, does not identify the target immersion language, and would benefit from the expertise of a bilingual immersion specialist to support program implementation and monitoring. The staffing plan also lacks sufficient detail regarding position classifications, alignment with FCPS bargaining units, salary schedules, collective bargaining agreements, and required FCPS job descriptions. Salary assumptions and staff evaluation processes are inconsistent with FCPS policies, and job descriptions are too general to assess role responsibilities. Additionally, the application does not provide enough information to determine whether staffing is sufficient to ensure delivery of FAPE at launch, including the need for essential special education personnel such as a school psychologist.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
G. Management Plan			
1. Legal entity/corporate structure	✔		
2. Resumes of founding group members	✔		
3. Governance structure including: a. Governing board(s) b. Membership c. Roles d. Responsibilities e. Functions	✔		
4. Administrative practices		✔	
5. Administrative staffing plan	✔		
6. School management	✔		
7. Organizational chart for the charter school	✔		
8. Methods by which to achieve legal, fiscal, and programmatic accountability for the operation of the school		✔	
9. Accountability to the local board for performance results	✔		

Comments/Feedback/Questions:
The management and fiscal plan requires additional detail to demonstrate organizational and operational readiness. The fiscal section provides limited information and should include clearer assumptions supporting budget estimates, enrollment projections, and anticipated growth. The management plan does not adequately define leadership roles, responsibilities, reporting structures, or accountability mechanisms, including

oversight of IDEA, Section 504, ADA compliance, discipline protections, data reporting, parent dispute resolution, and coordination with FCPS systems, timelines, and monitoring requirements. While the application references the use of external experts, it lacks sufficient detail regarding day-to-day school operations, governance, and how accountability for school performance will be ensured. Additionally, the accountability framework should clarify the frequency and measures of performance reporting to FCPS, the Governing Board's oversight of the School Leader, and reconcile inconsistencies in staffing, such as the assistant principal position being identified as a future role while budgeted as a Year 1 expense.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
H. Facilities Plan			
1. Identification and location of the site (if known at the time of application)	✔		
2. Identification and location of site pending approval of the application	✔		
3. Planning and zoning			✔
4. Building site plan and floor plan			✔
5. Building gross and net square footage			✔
6. Building current and proposed space use		✔	
7. Building inspection report(s)			✔
8. Building systems and materials condition			✔
9. Facility acquisition/lease - terms and conditions			✔
10. Proposed site redevelopment, new construction or renovation, and estimated costs			✔
11. Schedule of occupancy			✔
12. Plans for building security,			✔

maintenance, and custodial services			

General Questions, Concerns, Suggestions:
The proposed facility is centrally located in Frederick County and is currently being utilized as a school. The application does not include a floor plan or identify how various spaces within the building will be utilized by FGA. The facility plan does not provide an evaluation on the building systems, material condition, or current state of the facility. An estimate for the lease is provided along with other general fees including renovation fees, utility and maintenance costs. However, there is a $400,000 variance in the total estimate for facility costs which could have significant financial impact on the school. Overall, the facility plan lacks details that illustrate an understanding of how the building will be utilized, renovated, and maintained. Furthermore, there is no information pertaining to the length of the lease.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
I. Financial Plan			
1. Annual operating budget for the duration of the charter contract (includes start-up costs and conditions for providing operating support such as custodial, curriculum support, legal counsel, professional development, etc.)	✔		
2. Annual capital budget for the duration of the charter contract	✔		
3. Appropriate property and casualty insurance		✔	
4. Knowledge of and provision for utilization of FCPS financial management/accounting/procurement procedures			✔
5. Provision for financial audits by the school system			✔
6. Supervision of and inventory control of material, equipment, and supplies			✔
7. Planned fundraising efforts		✔	
8. Accountability to the local board for fiduciary responsibility and compliance with Section 5-234 of the Education Article of the Maryland Annotated Code regarding budgeting and expenses			✔

General Questions, Concerns, Suggestions:
The financial plan lacks sufficient detail to demonstrate long-term fiscal viability and compliance with applicable requirements. While the revenue estimates appear generally reasonable, the application does not adequately address the financial implications of enrolling students from outside Frederick County, provides

staffing cost estimates that appear understated, and may misclassify certain instructional positions. The application also lacks discussion of key financial compliance requirements, including the Blueprint for Maryland's Future, Maryland School Fund (MSF) requirements, audit standards, GASB, and the Maryland Financial Reporting Manual. References to federal funding and fundraising are not supported with specific assumptions or plans. In addition, the financial statements contain inconsistencies regarding the Year 1 budget that should be reconciled, and the application would benefit from explicit alignment with FCPS financial policies and procedures related to the use of funds, inventory control, reporting, and fiscal accountability.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
J. Community Support			
1. Description of the type and extent to which there is sufficient community support for the proposed public charter school		✔	
2. Orientation plans for parents, staff, and community			✔

General Questions, Concerns, Suggestions:
The application highlights the importance of community support and engagement. However, the application does not provide specific information or details for how and when communication with the community will occur. There are no details related to orientation for stakeholders or information with how FGA will inform the entire FCPS community about their program. FGA references a community survey they have already completed which is commendable. Additionally, the application includes general themes captured through the survey, but the application lacks specific data related to response rate or the number of families who indicated they were interested in FGA.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
K. Conflict of Interest Forms			
1. Completion of Conflict of Interest Form for each founding member and the school's Board of Directors			✔

General Questions, Concerns, Suggestions:
Submit signed conflict-of-interest forms for all founding members and board members.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
L. Assurance			
1. Applicants' signed assurance statement			✔

General Questions, Concerns, Suggestions:
Submit all signed assurance forms for all founding members and board members.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
M. Waivers*			
1. If the applicant is planning to request any waivers of local and/or state regulation/policy, these requests must be part of the submitted application packet*			✔

General Questions, Concerns, Suggestions:
FGA did not indicate in their application that they were seeking any waivers.

General Feedback:
Overall, the application presents a compelling educational concept but lacks the level of detail necessary to demonstrate readiness for implementation. Significant revisions are needed across instructional programming, school management, staffing, facilities, and financial planning. Particular concerns include the feasibility of recruiting and retaining qualified bilingual immersion staff within the proposed budget, the absence of detailed implementation and monitoring plans, and insufficient evidence that key operational, instructional, and compliance requirements have been addressed. The application requires comprehensive procedures for IDEA, Section 504, and ADA compliance, including student access within the immersion model, nondiscrimination, special education and 504 service delivery, safety and discipline procedures, data reporting, and FCPS oversight. Financial planning lacks sufficient detail and supporting assumptions, raising concerns about long-term sustainability. Collectively, the omissions and incomplete responses limit the ability to determine the applicant's capacity to establish and operate a charter school in compliance with FCPS, MSDE, and federal requirements.

The document contains numerous typographical and formatting errors, raising concerns about its overall quality and whether it represents a final submission. As submitted, substantial revisions are necessary before the application can be considered ready for approval, particularly in the areas of special education and Section 504 compliance, operational planning, staffing, and fiscal management.

Superintendent's Recommendation			
	Approve		**Deny**
Based upon the review of the application and supporting documents, the Superintendent makes the following recommendation to the Board of Education.			✔

Frederick Global Academy Charter School Application

(FBACS)
2026

"Education is the most powerful weapon which you can use to change the world. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that a child of farm workers can become the president of a great nation. Education is the key to unlocking the golden door of freedom, growth, and opportunity for every human being."

https://www.brainyquote.com/quotes/nelson_mandela_157855

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EXECUTIVE SUMMARY

School Overview

Frederick Global Academy is a proposed public charter school designed to serve families in Frederick County, Maryland through a rigorous, inclusive, and globally oriented educational program. We are establishing the school in response to a clear and growing demand for high-quality public education that prepares students not only for academic success, but for meaningful participation in an increasingly interconnected world.

Our approach is grounded in the belief that public education can be both academically strong and culturally responsive. We are building a school where students are challenged, supported, and exposed to opportunities that extend beyond traditional classroom boundaries. Through a carefully structured program, we aim to create an environment where students develop strong foundational skills while also gaining the confidence to navigate multiple languages and cultures.

We operate a full language immersion model in which students learn all academic subjects in the target language from Kindergarten, with English Language Arts introduced as a subject beginning in Grade 2.

Mission and Vision

Our mission is to provide a high-quality, full-language education that develops academically strong, culturally aware, and globally competent students.

Our vision is to build a school community where students grow into confident communicators, critical thinkers, and responsible individuals who are prepared to succeed in higher education and contribute meaningfully to a diverse society. We see our school as a place where language, culture, and academic excellence are not separate goals, but integrated parts of a single, coherent educational experience.

Education Model

We operate as a full immersion charter school where students receive all core academic instruction including mathematics, science, and social studies entirely in the target language beginning in Kindergarten.

Language is not treated as a separate subject, but as the primary medium through which all academic content is delivered. English is intentionally not used as a tool for instruction in these subjects. Instead, students begin formal English Language Arts instruction in Grade 2, ensuring that foundational literacy in the target language is firmly established before introducing English as a separate academic discipline.

Our model follows a structured full immersion progression in which students develop both language proficiency and academic mastery simultaneously through the target language. Academic progress is achieved through carefully designed instruction that integrates language development with content learning, without reliance on translation or parallel English instruction in the early years.

In practice, this means:

- Students develop the ability to think, read, and solve problems in two languages
- Language learning is reinforced through real academic content, not isolated drills
- Cultural awareness becomes part of everyday learning, not an occasional activity

We are intentional about ensuring that language does not become a barrier to understanding. Instruction is scaffolded, supported, and designed so that all students regardless of their starting point can access grade-level content and grow over time.

Grades Served and Enrollment

Frederick Global Academy will open as a **Kindergarten through Grade 5 (K– 5)** school, with a long-term vision to expand into a K–8 program as the school grows and stabilizes. Our initial enrollment is projected at approximately **300 students in Year 1**, allowing us to build a strong foundation while maintaining manageable class sizes and instructional quality. Over time, we plan to grow responsibly to a capacity of **400–500 students**, ensuring that expansion is aligned with staffing, facility capacity, and program effectiveness.

To provide clarity, the growth model can be illustrated as follows:

Enrollment Projection Table:

Year	Grade Levels	Estimated Enrollments
Year 1	K - 5	300
Year 2	K - 5	350 - 400
Year 3+	K - 5 (expanding)	400 - 500

This phased approach ensures that we prioritize quality over rapid expansion.

Location

The school is proposed to be located at **7215 Corporate Ct., Frederick, Maryland**, a site selected for its accessibility, suitability for educational use, and proximity to families across Frederick County.

The location provides:

- Convenient access via major roads
- Adequate space for classrooms and instructional areas
- A setting that supports safe and organized school operations

We are approaching our facility planning with a clear understanding that the physical environment must support both academic instruction and student well-being. The selected site allows us to create a structured, functional, and welcoming learning space from the first day of operation.

Summary of Need and Impact

Frederick County is a diverse and growing community, yet access to high-quality multilingual education within the public system remains limited. Through our planning and early engagement, we have consistently heard from families who are seeking educational options that go beyond traditional models, options that prepare their children for a global future while maintaining strong academic foundations.

We are responding to that need.

Frederick Global Academy is designed to:

- Expand access to full-language education within the public system
- Provide an academically rigorous program aligned with state standards
- Support students from diverse linguistic and cultural backgrounds
- Prepare students with skills that are increasingly relevant in higher education and the workforce

The impact of our school extends beyond indivifull student outcomes. By introducing a well-structured full-language model, we contribute to the broader educational landscape by offering an approach that emphasizes both academic performance and global competence.

In practical terms, this means:

- Students graduate with strong literacy and numeracy skills in English
- Students develop measurable proficiency in a second language
- Families gain access to a public school option that reflects their aspirations and needs

We are not simply proposing a new school; we are proposing a model that strengthens public education by expanding what is possible within it.

Full-Language Model

Component	Percentage
Partner Language Instruction	80%
English Language Arts (ELA) (introduced Grade 2)	20%

FOUNDING GROUP & ORGANIZATIONAL CAPACITY

Founding Organization Overview

1. Purpose and Formation

Frederick Global Academy was founded with a clear and intentional purpose: to expand access to high-quality, multilingual public education in Frederick County while maintaining strong academic standards and an inclusive learning environment.

Our founding began not as a theoretical exercise, but as a direct response to observed gaps within existing educational offerings. Through firsthand experience in multilingual and ESOL education settings, we recognized that while Frederick County is a diverse and growing community, there remains limited access to structured full-language programs that are both academically rigorous and accessible within the public system.

We came together as a founding group with a shared understanding that:
We came together as a founding group with a shared understanding that:

- Language is a powerful tool for both academic and personal development
- Students benefit from learning environments that reflect cultural diversity
- Public education can be both innovative and accountable

Our formation process has been deliberate. We began by defining the educational model, studying comparable charter school frameworks, and aligning our vision with Maryland state standards and Frederick County Public Schools (FCPS) expectations. From there, we developed a concept proposal, gathered feedback, and refined our approach to ensure that it is both aspirational and practical.

This school is being built with a long-term perspective. From the outset, we have focused not only on opening successfully, but on sustaining and growing a school that remains accountable to students, families, and the broader public education system.

2. Nonprofit Status

Frederick Global Academy is established as a nonprofit organization.

We are with the intention of operating as a public charter school that serves the community without a profit motive.

We are currently:

- Operating as a nonprofit entity (or in the final stages of formalizing 501(c)(3) status, if applicable)
- Structured to ensure that all funds are directed toward educational programming, staffing, and student support
- Committed to full financial transparency and compliance with all applicable federal, state, and local regulations

Our nonprofit structure ensures that:

- Resources are reinvested directly into the school
- Financial decisions prioritize student outcomes over profit
- Governance remains focused on mission and accountability

We understand that operating as a nonprofit public charter school requires disciplined financial oversight, and we have designed our structure accordingly.

Founding Team Biographies

Our founding team brings together individuals with experience in education, leadership, and organizational management. Each member contributes specific expertise that directly supports the development and operation of Frederick International Academy.

Members of the founding team includes:

Name	Position
Phil D. Nomel	Founder and Board Chair
Dr. Camille Bell	CEO, Vice Chair (School Leader)
Derrick Whitaker	Chief Financial Officer (CFO)
Jean Basile Nguetta	Chief Academic Officer (Academic Lead)
Prisca Otegbade	Secretary

Biographies:

Name	Biography
Phil D. Nomel	Phil D. Nomel serves as the founder and Board Chair of Frederick International Academy. His professional background is rooted in education, with experience spanning both ESOL (English for Speakers of Other Languages) and foreign language instruction across multiple grade levels, from early childhood through college. His work in multilingual education began in a charter school environment in Baltimore in 2017, where he gained firsthand experience in dual-language programming and culturally responsive teaching. It was during this period that he observed the effectiveness of immersive language models in improving both academic outcomes and student engagement. After relocating to Frederick County, he identified a clear opportunity to bring a similar model to a community that did not yet have broad access to such programs. This realization became the foundation for establishing Frederick International Academy. His role as founder is not limited to vision-setting. He has been actively involved in: • Developing the school's educational model • Aligning the program with state standards • Leading the formation of the founding team Engaging in early-stage planning and proposal development His background in language education directly informs the school's full-language focus, ensuring that the model is grounded in practical classroom experience rather than theory alone.
Derrick Whitaker	Derrick Whitaker serves as the Chief Executive Officer and will function as the School Leader responsible for day-to-day operations. His role is centered on execution. He brings leadership capacity that supports: • Organizational management • Staff oversight • Implementation of school systems and structures As School Leader, he will be responsible for translating the school's vision into daily practice, ensuring that instructional programs, staffing, and operations are aligned and effective.

	His position is critical in maintaining the balance between strategic direction and operational execution. While the Board provides oversight, the CEO ensures that the school functions effectively on a daily basis.
Dr. Camille S. Bell, Ph.D.	Dr. Camille S. Bell is a seasoned educational leader, executive consultant, and school turnaround specialist with over two decades of experience advancing academic excellence, organizational effectiveness, and equitable outcomes across public and charter school systems. Throughout her career, we have relied on her ability to lead with clarity, precision, and a deep understanding of what drives sustainable school improvement. Dr. Bell brings a proven track record of large-scale impact, having led and supported transformation efforts across more than 100 schools, with the vast majority achieving measurable gains in student performance. Her leadership is grounded in data-informed decision-making, strong instructional systems, and a commitment to ensuring that all students regardless of background, have access to high-quality, rigorous education.
Jean-Basile Nguetta	Jean-Basile Nguetta is an accomplished instructional leader and language education specialist with over a decade of experience designing, implementing, and overseeing high-impact English language and multilingual education programs. Earlier in his career, Mr. Nguetta served as Academic Director and Language Immersion Director, where he led the design and implementation of K–8 academic programs, including full language immersion initiatives. In this capacity, he oversaw curriculum development, staff training, and compliance with federal and state education programs, while also supporting grant writing and long-term strategic planning. His ability to adapt instruction to meet the needs of learners across age groups and backgrounds strengthens our capacity to design inclusive and effective educational environments. As Chief Academic Officer, Mr. Nguetta is responsible for leading the design, implementation, and continuous improvement of our instructional program. He oversees curriculum alignment, assessment systems, and instructional quality across all grade levels, ensuring that our full immersion model is executed with fidelity and that students achieve both academic excellence and high levels of language proficiency. His leadership ensures that our academic program remains rigorous, data-informed, and responsive to the needs of all learners.

Roles and Responsibilities

We have intentionally defined clear roles within our organization to ensure accountability and avoid overlap.

Governing Board (Led by Chair)

- Provides strategic direction
- Oversees financial and academic performance
- Ensures compliance with charter and legal requirements
- Evaluates School Leader

Founder / Board Chair

- Leads governance structure
- Maintains alignment with mission and vision
- Facilitates Board operations

Chief Executive Officer (School Leader)

- Manages daily school operations
- Oversees staff and instruction
- Implements academic program
- Reports to Governing Board

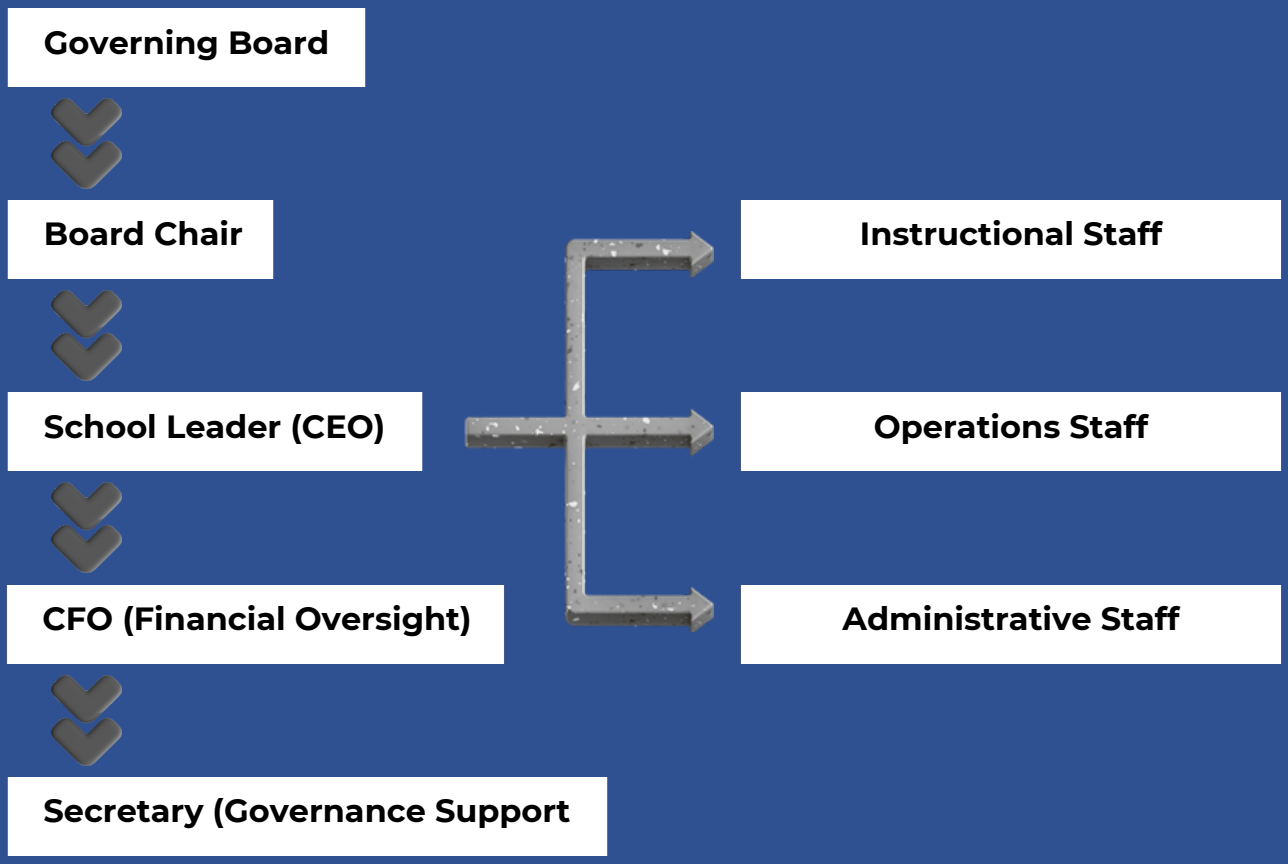
Chief Financial Officer

- Develops and manages budget
- Ensures financial compliance
- Oversees reporting and audits

Secretary

- Maintains governance records
- Supports Board coordination
- Ensures documentation accuracy

Hierarchy Chart:



Organizational Capacity

1. Readiness to Open and Manage a Public School

We recognize that opening a public charter school requires more than vision, it requires the ability to execute across multiple areas simultaneously.
Our readiness is demonstrated through:

- A clearly defined educational model
- A structured governance framework
- A realistic financial and staffing plan
- A phased implementation timeline

We have approached planning with attention to detail, ensuring that each major component; academic, operational, financial, and compliance is addressed with practical strategies.

We are not entering this process as observers. Our work to date reflects active preparation, including:

- Development of a full academic program structure
- Alignment with Maryland standards and FCPS expectations
- Detailed planning for staffing, facilities, and enrollment

2. Use of External Expertise

We are intentional about recognizing where external expertise strengthens our capacity.

Where needed, we will engage:

- **Legal counsel** for charter compliance and contracts
- **Financial consultants or auditors** for budgeting and reporting
- **Facilities professionals** for site evaluation and preparation
- **Educational consultants** for curriculum alignment and program refinement

This approach ensures that:

- Decisions are informed by experienced professionals
- Risks are minimized through expert input
- The school meets all regulatory and operational requirements

3. Commitment to Continuous Growth

We understand that organizational capacity is not static. As the school grows, we will continue to:

- Strengthen Board composition
- Expand leadership capacity
- Refine operational systems

Our goal is to build an organization that is not only capable of opening successfully, but of sustaining high performance over time.

MISSION, VISION & EDUCATIONAL PHILOSOPHY

Mission Statement

Our mission is to provide a high-quality, full-language public education that equips students with strong academic foundations, meaningful language proficiency, and the cultural awareness needed to thrive in a diverse and interconnected world.

We are intentional about what this means in practice.

When we say **high-quality education**, we are referring to:

- Instruction that is aligned with Maryland College and Career-Ready Standards
- Classrooms where students are actively engaged in learning, not passively receiving information
- Teaching that is structured, consistent, and responsive to student needs

When we say **full-language education**, we mean:

- Students learn academic content in both English and a partner language
- Language is not treated as a separate subject, but as a medium through which learning happens
- Students develop the ability to think, communicate, and solve problems in more than one language

When we say **cultural awareness**, we are referring to:

- Students understanding perspectives beyond their own
- Exposure to diverse traditions, histories, and ways of thinking
- The ability to engage respectfully and confidently in multicultural environments

Our mission is not aspirational in a vague sense it is operational. It informs how we design lessons, hire staff, structure the school day, and evaluate success. Every decision we make as a school will be measured against whether it supports this mission.

Vision Statement

Our vision is to build a school community where students grow into confident communicators, critical thinkers, and responsible individuals who are prepared to succeed in higher education and contribute meaningfully to society.

We see our graduates not just as students who have completed a program, but as individuals who carry specific strengths:

- **Confidence in communication:** Students are able to express ideas clearly in more than one language, both academically and socially
- **Independence in thinking:** Students analyze information, ask questions, and approach problems with curiosity and discipline
- **Cultural awareness and adaptability:** Students understand how to navigate different environments and interact with people from diverse backgrounds
- **Academic readiness:** Students leave our program prepared for the expectations of middle school, high school, and beyond

Our vision also extends to the kind of school we are building:

- A school where families feel welcomed and included
- A school where teachers are supported/continuously developing their practice
- A school that contributes positively to the broader Frederick County Public Schools system

We are not aiming to replicate existing models, we are building a school that reflects the evolving needs of students and families.

~~**Core Educational Beliefs**~~

Our educational philosophy is grounded in a set of core beliefs that guide how we design instruction, support students, and measure success. These are not abstract ideas; they are principles that shape daily practice in our classrooms.

1. Language and Content Learning Are Stronger Together

We believe that students learn language most effectively when it is integrated into meaningful academic content.

Rather than separating language instruction from subjects like math or science, we design lessons where language is used as a tool for understanding/expression.

In practice:

- A math lesson may be taught in the partner language, with vocabulary introduced in context
- Students discuss scientific concepts using structured language supports
- Reading and writing tasks are embedded across subjects in both languages

This approach ensures that language learning is purposeful and sustained.

2. All Students Can Achieve at High Levels with the Right Support

We do not assume that students come to us at the same starting point, but we do believe that all students are capable of growth and success.

Our responsibility is to:

- Identify where each student is academically
- Provide targeted instruction and support
- Maintain high expectations while offering the tools needed to meet them

In practice:

- Teachers use assessment data to adjust instruction
- Students receive additional support through small-group instruction
- Learning gaps are addressed early through structured interventions

3. Consistency and Structure Support Learning

We believe that strong schools are built on consistent routines and clear expectations.

Students learn best when:

- The school day is predictable and well-organized
- Expectations for behavior and academic work are clearly communicated
- Teachers implement systems consistently across classrooms

In practice:

- Daily schedules are structured and balanced
- Instructional time is protected and used effectively
- Transitions are managed to minimize lost learning time

4. Culture and Identity Matter in Education

We believe that students should see their identities reflected and respected in the learning environment.

This does not mean lowering standards or altering expectations, it means:

- Recognizing the cultural backgrounds students bring
- Incorporating diverse perspectives into instruction
- Creating an environment where all students feel valued

In practice:

- Instructional materials reflect a range of cultures and experiences
- Classroom discussions encourage multiple viewpoints
- School events celebrate cultural diversity in meaningful ways

5. Teaching Must Be Intentional and Responsive

We believe that effective teaching requires both planning and adaptability.

Teachers must:

- Plan lessons aligned with standards and objectives
- Monitor student understanding continuously
- Adjust instruction based on student responses

In practice:

- Teachers use formative assessments during lessons
- Instruction is adjusted in real time based on student needs
- Data is used regularly to inform planning

Core Beliefs Table:

Core Belief	What It Means	What It Looks Like in Practice
Language + Content	Learning happens together	Subjects taught in both languages
High Expectations	All students can grow	Data-driven instruction
Structure Matters	Consistency supports success	Organized daily schedule
Culture Matters	Identity is valued	Inclusive materials & activities
Intentional Teaching	Teaching is responsive	Ongoing assessment & adjustment

Commitment to Equity and Inclusion

Our commitment to equity is grounded in the understanding that access alone is not enough. It is not sufficient to open our doors, we must ensure that all students are supported in meaningful ways once they enter.

Equity, for us, means:

- Recognizing that students come with different needs and experiences
- Providing the support necessary for each student to succeed
- Removing barriers that may limit access or participation

1. Equitable Access

We will ensure that all students have the opportunity to enroll and participate fully in our program.

In practice:

- Open, non-selective enrollment process
- Multilingual communication with families
- Clear and accessible application procedures

2. Inclusive Instruction

We design instruction so that it is accessible to all learners, including:

- English Learners
- Students with disabilities
- Students with varying academic backgrounds

In practice:

- Differentiated instruction within classrooms
- Use of visual supports and structured language strategies
- Collaboration between general and specialized staff

3. Support Systems for Diverse Learners

We recognize that some students require additional support to succeed.

In practice:

- Implementation of MTSS (Multi-Tiered System of Supports)
- Small-group and individualized interventions
- Ongoing monitoring of student progress

4. Family Inclusion

We believe equity extends to families as well.

In practice:

- Providing communication in multiple languages
- Creating opportunities for family involvement
- Ensuring that families understand and can engage with the school

5. Safe and Respectful Environment

We are committed to creating a school culture where:

- Students feel safe and respected

- Differences are acknowledged without division
- Expectations for behavior are clear and consistently applied

Equity Framework Diagram:



ACCESS

Enrollment

Outreach



INSTRUCTION

Differentiated teaching



SUPPORT

Interventions

Services



BELONGING

Culture

Environment

EDUCATIONAL PROGRAM DESIGN

Instructional Model Overview

Full Immersion Language Acquisition Model

Our instructional model is built on a full language immersion approach that integrates academic content and language development, coherent learning experience. We are not treating language as an additional subject layered onto the curriculum; instead, we are using language as a primary vehicle for teaching core academic content.

We implement a **full immersion instructional model**, where students receive all core academic instruction in the target language beginning in Kindergarten. Language is not treated as a subject, but as the primary medium through which all learning occurs.

Our philosophy is grounded in three key principles:

- **Language is best learned through use, not memorization:** Students acquire language by engaging with ideas, solving problems, and communicating meaningfully.

- **Academic rigor must remain consistent across both languages:** We do not simplify content in the partner language; instead, we scaffold instruction so that students can access the same level of academic challenge.

- **Language development and identity are connected:** Students benefit from environments where their linguistic and cultural backgrounds are recognized and valued.

In practice, this means:

- Teachers deliver content instruction in the designated language of the day or subject
- Students are encouraged to think and respond in the language of instruction
- Visual supports, modeling, and structured interaction make content accessible

Full Immersion Language Progression

1. Full Immersion Language Model Explanation

We will implement a **full immersion language acquisition model**, where instructional time is evenly divided between English and a partner language.

Grade Level	Language of Instruction	English Instruction
K - 1	100% Target Language	None
Grade 2	~85–90% Target Language	ELA introduced
Grade 3 - 5	~70–80% Target Language	Expanded ELA
Middle School	Majority Target Language	Full ELA

2. How the Full Immersion Language Model Works

Instruction is divided either by subject or by time block.

Example structure:

- **Social Studies = Target Language (ALWAYS)**
- **ELA = English (starting Grade 2 only)**

The exact structure will be consistent across grade levels to maintain clarity and predictability for students.

Language Allocation Table:

Subject	Language of Instruction
Math	Target Language
Science	Target Language
English Language Arts	English

Social Studies	Target Language
Enrichment	Alternating

3. Key Implementation Practices

- Teachers remain consistent in the language of instruction during each block
- Students are supported with visuals, gestures, and structured language supports
- Cross-language connections are intentionally built (e.g., vocabulary bridging)

This structure ensures that students develop both academic understanding and language proficiency without confusion or fragmentation.

Daily Instructional Schedule

Sample Day Structure

Our daily schedule is designed to maximize instructional time while maintaining a balance between academic learning, language development, and student engagement.

Sample Daily Schedule:

Time	Activity	Language
8:00 – 8:20	Arrival & Morning Routine	Partner Language
8:20 – 9:30	Mathematics	Partner Language
9:30 – 10:30	Literacy (Reading/Writing)	Partner Language
10:30 – 10:45	Break	-
10:45 – 11:45	Science / Social Studies	Partner Language
11:45 – 12:30	Lunch	-
12:30 – 1:30	English Language Arts	English

1:30 – 2:15	Small Group / Intervention	English
2:15 – 3:00	Enrichment / Specials	Alternating
3:00	Dismissal	-

Why This Structure Works

- Students receive extended, uninterrupted exposure to each language
- Core subjects are prioritized during peak learning times
- Built-in intervention time allows for targeted support
- The schedule is predictable, which supports student focus and behavior

~~**Curriculum Framework**~~

1. Alignment with Maryland Standards

Our curriculum is fully aligned with the **Maryland College and Career-Ready Standards** and also **MCCRS (ELA & Math) & NGSS (Science).** These standards are met through **immersion delivery**

- MCCRS is met **through immersion delivery**
- NGSS is taught **in the target language**
- Students achieve **content mastery independent of English instruction timing**

2. Curriculum Design Approach

We use a structured process to ensure alignment:

- **Start with Standards:** Identify what students must know and be able to do
- **Develop Learning Objectives:** Break standards into clear, measurable goals
- **Design Instructional Units:** Organize content into coherent, sequenced units
- **Integrate Language Objectives:** Define how students will use language within each lesson

3. Example (Practical Application)

Standard: Students will understand fractions

Lesson in Partner Language:

- Teacher introduces fractions using visual models
- Students describe fractions verbally using sentence
- Students solve problems and explain reasoning in the partner language

Instructional Strategies (Explicit Teaching Methods)

Our instructional approach is built on specific strengths : Content-Based Language Teaching, Sheltered instruction techniques, Visual scaffolding, modeling, repetition and a few others, thus;

1. Explicit Instruction: Teachers clearly model skills and thinking processes.

Example:

- Teacher demonstrates how to solve a math problem step-by-step
- Think-aloud strategy is used to show reasoning

2. Guided Practice: Students practice skills with structured support.

Example:

- Teacher works through examples with students
- Students respond using sentence frames or guided prompts

3. Independent Practice: Students apply learning independently.

Example:

- Students complete tasks individually
- Teacher circulates to provide feedback

4. Structured Student Interaction: Students learn by speaking and collaborating.

Example:

- Think-Pair-Share activities
- Partner discussions using target vocabulary

Assessment System

We use a balanced assessment system to measure both proficiency and growth.

Assessment Tools:

Assessment	Purpose	Frequency
MAP Growth	Measures student growth	3x per year
MCAP	Measures proficiency (state)	Annually
STAMP	Measures language proficiency	Annually

How Assessments Are Used

- MAP identifies growth trends and instructional needs
- MCAP ensures alignment with state expectations
- STAMP measures real language proficiency across skills

Data-Driven Instruction Cycle

We do not collect data for compliance, we use it actively to improve instruction.

Instructional Data Cycle

- Assess: Students complete assessments
- Analyze: Teachers review results to identify gaps
- Plan: Instruction is adjusted based on data
- Implement: New strategies are applied in the classroom
- Monitor: Progress is tracked continuously

Example in Practice

- MAP shows students struggling with reading comprehension
- Teachers adjust lessons to include targeted strategies
- Small groups are formed for focused instruction
- Progress is reassessed after 6–8 weeks

Intervention & MTSS Framework

We implement a **Multi-Tiered System of Supports (MTSS)** to ensure all students receive the support they need.

Tiered Support Structure:

Tier	Support Level	Description
Tier 1	Core Instruction	High-quality instruction for all students
Tier 2	Targeted Support	Small-group intervention
Tier 3	Intensive Support	Individualized support plans

How It Works

Tier 1:

- Strong classroom instruction
- Differentiation within lessons

Tier 2:

- Small groups for students needing additional support
- Focused on specific skill gaps

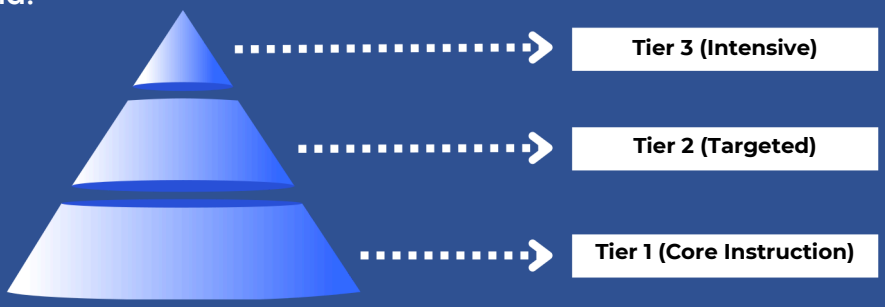
Tier 3:

- Individualized plans
- Frequent monitoring and adjustments

Practical Example

- A student struggles with reading fluency
- Receives small-group support (Tier 2)
- If progress is limited, moves to Tier 3 with individualized plan

MTSS Pyramid:



ACADEMIC GOALS & ACCOUNTABILITY FRAMEWORK

Academic Performance Goals (English Language Arts (ELA), Mathematics, and Language Proficiency)

We have established clear, measurable academic performance goals to ensure that all students at Frederick International Academy achieve at high levels. These goals are aligned with Maryland state expectations and are designed to reflect both proficiency and long-term readiness.

1. English Language Arts (ELA)

Our goal is to ensure that students develop strong literacy skills, including reading comprehension, writing, and critical analysis.

Performance Target:
By the end of **Year 3**, at least **80% of students** will meet or exceed grade-level proficiency in ELA as measured by state assessments.

What this means in practice:

- Students can read grade-level texts independently and with understanding
- Students can write clearly, using evidence to support ideas
- Students can analyze and respond to texts in both written and verbal forms

2. Mathematics

Our goal is to build strong conceptual understanding and problem-solving skills in mathematics.

Performance Target:
By the end of **Year 3**, at least **80% of students** will meet or exceed grade-level proficiency in mathematics.

What this means in practice:

- Students understand mathematical concepts, not just procedures
- Students can explain their reasoning clearly
- Students apply math skills to real-world problems

3. Full-Language Proficiency

As a full-language school, we hold ourselves accountable for measurable language outcomes.

Performance Target:
By the end of **Year 5**, at least **70% of students** meet grade-level standards despite delayed English

What this means in practice:

- Students can speak, read, write, and listen effectively in the partner language
- Students can engage in academic discussions in both languages
- Language proficiency supports not limits academic learning

Academic Goals Table:

Area	Target	Timeline
ELA	80% proficiency	Year 3
Mathematics	80% proficiency	Year 3
Language	70% proficiency	Year 5

Student Growth Targets

While proficiency is important, we also prioritize student growth, ensuring that every student makes measurable progress each year.

Growth Target:

- At least **70% of students** will meet or exceed expected growth targets annually in both reading and mathematics, as measured by MAP Growth assessments.

Why Growth Matters

We recognize that students enter with different starting points. Growth measures allow us to:

- Track individual progress over time
- Identify students who need additional support
- Ensure that all students are improving, not just those already at grade level

Example in Practice

- A student begins below grade level in reading
- Through targeted instruction and support, the student demonstrates above-average growth
- Even if not yet proficient, the student is on track and improving

Achievement Gap Reduction

We are committed to reducing disparities in academic outcomes among different student groups.

1. Target Areas

- English Learners
- Students with disabilities
- Economically disadvantaged students

2. Goal

We will demonstrate measurable annual progress in closing achievement gaps by:
Increasing proficiency rates among historically underserved groups
Reducing disparities between subgroup performance and overall school performance

3. How We Approach This

We do not treat achievement gaps as abstract statistics. We address them directly through:

- Early identification of learning needs
- Targeted interventions
- Ongoing monitoring of subgroup performance

Strategy for Achieving Goals

Instruction + Intervention + Professional Development

We have designed a structured approach to ensure that our goals are not just stated, but achieved.

1. Instruction (Core Teaching)

- Standards-aligned lessons
- Full-language integration
- Structured instructional strategies

Example:

- Teachers model concepts clearly
- Students practice with guidance
- Independent application reinforces learning

2. Intervention (Targeted Support)

- MTSS framework provides tiered support
- Small-group instruction addresses specific gaps

Example:

- Students struggling in reading receive focused intervention during designated blocks

3. Professional Development (Teacher Growth)

- Ongoing training in full-language instruction
- Data analysis and instructional adjustment
- Classroom management and engagement strategies

Example:

- Teachers review student data and adjust instruction accordingly
- Staff participate in regular training sessions

~~**Contribution to FCPS Performance**~~

Frederick Global Academy is designed to complement and strengthen the broader Frederick County Public Schools system.

1. Our Contribution

- Expanding access to full-language education
- Supporting diverse learners with structured instruction
- Demonstrating effective instructional practices

2. Impact on the System

- Improved outcomes for enrolled students
- Sharing of best practices where appropriate
- Strengthening overall educational options within the county

Accountability & Reporting

We are fully committed to transparency and accountability.

1. Reporting Responsibilities

- Regular academic performance reports to FCPS
- Annual charter performance review
- Ongoing updates to the Governing Board

2. Internal Accountability

- School Leader evaluates instructional performance
- Teachers are held accountable for student outcomes
- Data is reviewed regularly to ensure progress

3. Corrective Action

If goals are not met, we will:

- Adjust instructional strategies
- Increase intervention support
- Provide additional staff training

STUDENT POPULATION & ENROLLMENT PLAN

Target Student Population

Frederick Global Academy is designed to serve a diverse group of students who can benefit from a structured, academically rigorous full-language environment. We are intentional about defining our target population not to limit access, but to ensure that our program is responsive to the needs of the community.

We aim to serve students who fall within the following broad categories:

1. Students from English-Dominant Households Seeking Bilingualism

We anticipate strong interest from families whose primary language is English but who want their children to develop fluency in a second language.

In practice, this looks like:

- Families seeking long-term academic and career advantages for their children
- Parents who value global awareness and cultural exposure
- Students entering with little or no prior experience in the partner language

These students benefit from early immersion, where language is learned naturally through daily instruction.

2. Heritage Language Learners

We also serve students who already have exposure to the partner language at home and want to strengthen their skills academically.

In practice:

- Students may speak the language conversationally but lack reading and writing proficiency
- Families want to maintain cultural and linguistic connections
- Students benefit from structured academic use of their home language

3. Students from Diverse Cultural and Socioeconomic Backgrounds

Our program is intentionally inclusive and designed to serve a broad cross-section of the community.

This includes:

- Students from varying income levels
- Students from multilingual households
- Students who benefit from an inclusive and culturally responsive environment

4. Students Seeking a Structured and Engaging Academic Environment

We also serve families who are looking for:

- Strong academic expectations
- A structured school day
- A program that integrates language, culture, and academics

Key Principle

We do not screen students based on academic ability or language background. Our model is built to support students at different starting points, with systems in place to ensure access and growth.

Geographic Service Area (Frederick County – CLEAR)

Frederick Global Academy will serve students residing within **Frederick County Maryland.**

We are not limiting enrollment to a specific neighborhood. Instead, we are positioning the school as a county-wide option that is accessible to families across multiple communities.

1. Primary Areas of Focus

We anticipate enrollment interest from families residing in:

- Frederick (City and surrounding areas)
- Hagerstown (adjacent region with commuting families)
- Silver Spring (families seeking specialized programs)
- Bethesda (families interested in dual-language education)

2. Clarification for Reviewers

While we recognize interest may extend beyond Frederick County, our enrollment priority and primary service area remain within **Frederick County Public Schools boundaries**, in alignment with charter expectations.

3. Accessibility Considerations

We selected our proposed location to ensure:

- Reasonable commuting access
- Proximity to major roadways
- Feasibility for families across different parts of the county

Grade Levels Served

Frederick County Academy will open serving **Kindergarten through Grade 5 (K–5).**

1. Rationale for K–5 Model

We are beginning at the elementary level because:

- Early childhood is the most effective stage for language acquisition
- Foundational literacy and numeracy skills are established during these years
- Students benefit from consistent exposure to the dual-language model from the start

2. Future Expansion

We have a long-term plan to expand into a **K–8 model**, allowing students to continue their dual-language development beyond elementary school.

This expansion will be:

- Gradual and intentional
- Based on enrollment demand and operational readiness
- Aligned with facility capacity and staffing

Enrollment Projections (Year 1–5)

We have developed a realistic enrollment plan that prioritizes stability and quality over rapid expansion.

1. Enrollment Growth Plan:

Year	Grade Levels	Estimated Enrollments
Year 1	K–5	300
Year 2	K–5	350–400
Year 3	K–5	400–450
Year 4	K–5	450–500
Year 5	K–5 (or initial expansion)	500+

2. Key Assumptions

Class sizes will remain manageable to maintain instructional quality
Growth will align with staffing and facility capacity
Enrollment targets are based on realistic recruitment expectations

3. Why This Matters

This phased approach ensures that:

- We maintain program quality
- Staff are not overwhelmed
- Systems are built and refined before scaling

Enrollment Process (Open Enrollment + Lottery)

Our enrollment process is designed to be transparent, fair, and compliant with public charter school requirements.

Open Enrollment

We will:

- Publicly announce enrollment periods
- Provide clear application instructions
- Ensure accessibility for all families

Applications will be:

- Available online and in print
- Offered in multiple languages where needed

Lottery Process

If applications exceed available seats, we will conduct a **random, public lottery.**

Lottery Features

- Transparent and documented process
- Equal opportunity for all applicants
- Conducted in compliance with state and district guidelines

Recruitment & Outreach Strategy

We recognize that enrollment does not happen automatically. We are committed to proactive and sustained outreach efforts.

1. Outreach Channels

We will engage families through:

- Community events and information sessions
- School interest meetings and open houses
- Digital outreach (website, social media)
- Printed materials distributed in key locations

2. Targeted Outreach

We will intentionally reach:

- Multilingual communities
- Families with young children (pre-K, daycare centers)
- Community organizations and cultural groups

3. Messaging Approach

Our communication will focus on:

- Clear explanation of the full-language model
- Academic benefits of bilingual education
- Accessibility and inclusiveness

4. Example in Practice

- Hosting informational sessions where families can ask questions
- Providing translated materials for non-English-speaking families
- Engaging directly with community groups

Commitment to Equity in Enrollment

We are committed to ensuring that our enrollment process reflects fairness, access, and inclusion.

1. Non-Discriminatory Enrollment

We will not discriminate based on:

- Academic ability
- Language background
- Disability
- Socioeconomic status

2. Ensuring Access

We will:

- Provide application support for families who need assistance
- Offer materials in multiple languages
- Ensure that information is clear and accessible

3. Monitoring Equity

We will actively review enrollment data to ensure:

- Diverse representation of students
- No unintended barriers to access
- Alignment with community demographics

4. Example in Practice

- If certain groups are underrepresented, we adjust outreach strategies
- We ensure that application processes are not overly complex or restrictive

Equity Framework:

Area	Action
Access	Open enrollment
Inclusion	Multilingual outreach
Fairness	Lottery system
Monitoring	Data review

SUPPORT FOR SPECIAL POPULATIONS

English Learners (EL)

At Frederick Global Academy, supporting English Learners is not a separate initiative, it is central to how we are designed to operate. Because our instructional model is full-language by design, we are uniquely positioned to serve students who are developing proficiency in English while also engaging with grade-level academic content.

1. Understanding Our EL Population

We anticipate serving a diverse group of English Learners, including:

- Students who are new to English and require foundational language support
- Students with intermediate English proficiency who need academic language development
- Students who speak the partner language at home and are developing literacy skills

We recognize that English Learners are not a uniform group. Each student comes with different levels of proficiency, prior schooling experiences, and language exposure.

2. Instructional Approach for English Learners

Our approach is built on integrating language development into daily instruction rather than isolating it.

Language Objectives in Every Lesson

Each lesson includes both:

- A content objective (what students will learn academically)
- A language objective (how students will use language to demonstrate understanding)

Example:

- Content Objective: Students will solve multi-step word problems
- Language Objective: Students will explain their reasoning using full sentences

Structured Language Supports
We provide consistent scaffolds to ensure students can access instruction.

In practice:

- Sentence frames (e.g., "I solved this by...")
- Visual supports such as diagrams and charts
- Modeling and repetition of key vocabulary

Small Group Instruction
Students who need additional support receive targeted instruction in small groups.

Example:

- Focused vocabulary development sessions
- Guided reading groups for language support

Collaboration Between Teachers

General education teachers and language specialists work together to:

- Identify student needs
- Plan instruction
- Monitor progress

3. Monitoring and Assessment

We will:

- Assess English proficiency using appropriate language assessments
- Monitor progress regularly
- Adjust instruction based on data

EL Support Framework:

Component	What We Do
Instruction	Dual-language teaching
Suppor t	Language scaffolds
Monitoring	Ongoing assessment

Inter vention	Small-group support

Students with Disabilities (IDEA Compliance)

We are fully committed to serving students with disabilities in accordance with the **Individuals with Disabilities Education Act (IDEA)** and all applicable federal and state regulations.

1. Commitment to Compliance and Access

We will:

- Provide a Free Appropriate Public Education (FAPE)
- Develop and implement Individualized Education Programs (IEPs)
- Ensure services are delivered in the Least Restrictive Environment (LRE)

2. Identification and Evaluation

Students will be identified through:

- Referrals from teachers or parents
- Review of academic and behavioral data
- Formal evaluation processes

3. Service Delivery

We will provide services that may include:

- Specialized instruction
- Speech and language therapy
- Occupational therapy (as needed)
- Behavioral support services

4. Instructional Adaptations

We ensure access to the curriculum through:

- Modified assignments where appropriate

- Additional time for tasks
- Use of assistive technology

5. Example in Practice

- A student with reading challenges receives specialized instruction
- Classroom teacher adapts lessons to support comprehension
- Progress is monitored and reviewed regularly

6. Collaboration

We emphasize collaboration between:

- Special education staff
- General education teachers
- Families

Special Education Support Flow:



Gifted & Advanced Learners

We recognize that students who demonstrate advanced academic ability also require intentional support to remain engaged and challenged.

1. Identification of Advanced Learners

We identify students through:

- Assessment data (MAP, classroom performance)
- Teacher observations
- Student work and demonstrated ability

2. Instructional Approach

We provide differentiated opportunities for advanced learners.

Enrichment Within the Classroom

Students engage in:

- Extended problem-solving tasks
- Independent research projects
- Higher-level questioning

Flexible Grouping
Students are grouped based on skill level for certain activities.

Acceleration (When Appropriate)

In some cases, students may:

- Move ahead in specific subject areas
- Engage with more advanced content

3. Example in Practice

- A student excelling in math receives more complex problem sets
- A student strong in literacy engages in advanced reading and writing tasks

4. Maintaining Balance

We ensure that:

- Advanced learners are challenged without being isolated
- Growth continues across all subject areas

Differentiation Ladder:

Level	Suppor t
Core	Grade-level instruction
Enriched	Extended tasks

Advanced	Accelerated content

Inclusion Model

Our inclusion model is built on the belief that students learn best when they are part of a shared learning community, with support provided as needed rather than separation by default.

1. Core Principles of Inclusion

We believe:

- Students should learn alongside their peers whenever possible
- Support services should be integrated into the classroom
- Inclusion benefits both academic and social development

2. Co-Teaching Model

In classrooms where needed, we will implement co-teaching structures:

- General education teacher delivers core instruction
- Special education or support staff provide targeted assistance

3. Differentiated Instruction

Teachers adjust instruction to meet varying needs within the same classroom.

In practice:

- Multiple ways of presenting content
- Varied levels of task complexity
- Flexible grouping

4. Support Without Isolation

We avoid unnecessary pull-out models unless required.

Instead, we:

- Provide in-class support

- Use small-group instruction within the classroom
- Maintain student connection to core instruction

5. Social and Emotional Inclusion

We ensure that:

- Students feel part of the school community
- Differences are respected and supported
- Behavioral expectations are consistent and fair

Example in Practice

- A student with additional needs participates in core instruction
- Receives targeted support during small-group time
- Remains engaged with peers throughout the day

SCHOOL CULTURE & STUDENT SUPPORT

School Culture Philosophy

At Frederick Global Academy, we view school culture as the foundation that supports everything else academic success, student behavior, teacher effectiveness, and family trust. We are intentional about building a culture that is structured, respectful, inclusive, and academically focused.

Our philosophy is grounded in a simple principle: **students learn best in environments where expectations are clear, relationships are strong, and routines are consistent.**

1. Core Elements of Our School Culture

- High Expectations for All Students
- Consistency Across Classrooms
- Respect as a Daily Practice
- Cultural Awareness and Inclusion
- Strong Relationships

Culture Framework Table:

Element	What It Looks Like
High Expectations	Clear academic & behavior standards
Consistency	Structured routines
Respect	Positive interactions
Inclusion	Cultural awareness
Relationships	Strong connections

Behavior Expectations & Discipline Approach

We take a structured and proactive approach to student behavior. Our goal is not simply to respond to misconduct, but to create an environment where positive behavior is the norm.

- Clear Behavior Expectations: We establish a small set of school-wide expectations
- Teaching Behavior Explicitly: We do not assume students automatically know how to behave in a school environment.
- Positive Reinforcement: We recognize and reinforce positive behavior.

Discipline Approach

When behavior issues occur, we respond in a structured and consistent manner.

- Redirection
- Consequence
- Escalation (if needed)

Restorative Practices

We emphasize accountability and reflection rather than punishment alone.

Social-Emotional Learning (SEL)

We recognize that academic success is closely tied to students' social and emotional development. For this reason, Social-Emotional Learning (SEL) is integrated into our daily school experience.

Core SEL Competencies

We focus on developing:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

SEL Framework:

Skill Area	Example
Self-awareness	Identifying emotions

Self-management	Managing behavior
Social awareness	Understanding others
Relationships	Working with peers
Decision-making	Making responsible choices

~~Student Well-being and Support Systems~~

We recognize that students cannot fully engage in learning if their basic needs and well-being are not addressed. Our approach is proactive, structured, and responsive.

They include:

- Academic Support
- Behavioral Support
- Emotional Support
- Family Partnership

Student Support System:

Area	Suppor t
Academic	Intervention, tutoring
Behavioral	Structured discipline
Emotional	SEL & support staff
Family	Communication & partnership

STAFFING & HUMAN CAPITAL PLAN

Staffing Structure

Our staffing structure is designed to support a 300-student K–5 school at launch, with the capacity to grow responsibly as enrollment increases. We have built this structure to ensure that instructional quality, student support, and operational efficiency are all adequately resourced.

We recognize that staffing is the largest and most critical component of our school model. For this reason, our structure reflects realistic ratios, appropriate specialization, and alignment with the demands of a full-language program.

1. Core Staffing Categories

Our staffing model is organized into four primary areas:

- School Leadership
- Instructional Staff
- Student Support Staff
- Operations & Administrative Staff

Staffing Overview Table (Year 1):

Category	Role	Estimated Count
Leadership	School Leader	1
Instruction	Classroom Teachers	12–15
Instruction	Special Education	2–3
Suppor t	ESOL / Intervention	2–3
Suppor t	Counselor	1
Operations	Admin/Operations	2–3
Suppor t	Paraprofessionals	4–6

Student-to-Teacher Ratio

We are targeting a ratio of approximately:

- **20–25 students per classroom teacher**

This ensures manageable class sizes while maintaining financial sustainability.

Roles and Responsibilities

We define roles clearly to ensure accountability and effective operation.

School Leader (Principal/CEO)

- Overall school leadership and management
- Instructional quality and academic outcomes
- Staff supervision and evaluation
- Implementation of school systems and policies

Assistant Principal (Future Role)

- Supports instructional leadership
- Assists with discipline and operations
- Coordinates staff support

Classroom Teachers

- Deliver daily instruction aligned with standards
- Implement dual-language model
- Assess and monitor student progress
- Maintain classroom culture and expectations

Special Education Teachers

- Develop and implement IEPs
- Provide specialized instruction
- Collaborate with general education teachers

ESOL / Language Support Staff

- Support English Learners
- Assist with language development strategies
- Monitor language progress

Intervention Specialists

- Provide targeted academic support
- Work with small groups of students

- Address specific learning gaps

Counselor / Student Support Staff

Support student well-being
Address social-emotional needs
Collaborate with families

Operations Staff

- Manage school logistics
- Oversee attendance, scheduling, and communication
- Ensure compliance with operational requirements

Paraprofessionals

- Support classroom instruction
- Assist with small-group work
- Provide additional supervision and support

Role Alignment Table:

Role	Focus Area	Key Responsibility
School Leader	Leadership	School oversight
Teachers	Instruction	Deliver lessons
SPED Staff	Special Education	IEP support
ESOL Staff	Language	Language support
Operations	Language	School operations

Recruitment Strategy

We recognize that the success of our program depends on our ability to recruit and retain high-quality staff, particularly those with experience or capacity in full-language instruction.

Recruitment Priorities (Candidates):

- Have strong instructional backgrounds
- Demonstrate cultural competence

- Are open to or experienced in full-language teaching
- Show commitment to structured, high-expectation environments

Recruitment Channels

- Education job boards and professional networks
- University teacher preparation programs
- Bilingual and full-language educator networks
- Local and regional outreach

Selection Process

- Resume and credential review
- Structured interviews
- Demonstration lessons (for instructional staff)
- Reference checks

Retention Strategy

- Providing consistent support
- Offering professional development
- Maintaining clear expectations

Salary & Benefits Assumptions

We acknowledge that:

- Competitive salaries are necessary to attract qualified staff
- Benefits, including healthcare and retirement, significantly increase total cost
- Staffing costs represent the majority of the school budget

Estimated Salary Ranges:

Role	Estimated Salary Range
School Leader	$110,000 – $140,000
Teachers	$55,000 – $75,000
Special Education	$60,000 – $80,000
Support Staff	$35,000 – $55,000

Operations Staff	$45,000 – $70,000

Total Staffing Cost

Based on:

- 300 students
- Full staffing structure

We estimate:
Annual staffing cost: approximately $2.5M – $3M

~~**Professional Development Plan**~~

We view professional development as essential to maintaining instructional quality and program consistency.

Core Focus Areas

- Dual-language instruction strategies
- Data-driven instruction
- Classroom management
- Cultural responsiveness

Structure of Professional Development

- Pre-Service Training
- Ongoing Professional Development
- Data Meetings

Staff Evaluation System

We implement a structured evaluation system to ensure accountability and continuous improvement.

Evaluation Components

- Classroom Observations
- Student Performance Data
- Professional Responsibilities
- Feedback and Support

Evaluation Framework:

Component	Focus
Instruction	Teaching quality
Data	Student outcomes
Professionalism	Responsibilities
Growth	Improvement over time

GOVERNANCE STRUCTURE

Governance Overview

Frederick Global Academy will operate under a nonprofit, board-governed structure that ensures clear oversight, transparency, and accountability. Our governance model is intentionally designed to separate strategic oversight (Board) from day-to-day management (School Leader).

We recognize that strong governance is essential to the long-term success of a public charter school. For this reason, we have established a structure that ensures:

- Clear lines of authority and responsibility
- Independent oversight of school leadership
- Financial and academic accountability
- Compliance with all applicable laws and charter requirements

Core Governance Principles

Our governance approach is guided by the following principles:

- Accountability
- Transparency
- Separation of Roles
- Mission Alignment

~~Governing Board Composition~~

Our Governing Board is structured to include individuals with diverse expertise that supports the needs of the school. We are intentional about ensuring that the Board is not symbolic, but functional and capable of informed decision-making.

The Board will include members with experience in:

- Education (instructional and program design)
- Finance and budgeting
- Legal or compliance knowledge
- Community engagement

- Organizational leadership

Board Composition Table:

Role	Expertise Area	Responsibility
Chair	Leadership/Education	Governance leadership
Treasurer	Finance	Budget oversight
Secretary	Administration	Records & compliance
Members	Various	Strategic support

Board Operations (Meetings & Committees)

The Board will meet:

- Monthly during the planning and early operational phase
- At least quarterly thereafter, with additional meetings as needed

Meeting Structure

Each meeting will include:

- Review of academic performance
- Financial updates
- Operational updates
- Discussion of key issues

Committees

To improve efficiency, the Board may establish committees such as:

- Finance Committee
- Academic Committee
- Governance Committee

Board Operations Table:

Function	Frequency
Full Board Meeting	Monthly
Committee Meetings	As needed
Financial Review	Quar terly
Academic Review	Ongoing

Accountability & Leadership Evaluation

We are committed to holding leadership accountable for both academic and operational performance.

School Leader Evaluation

The Board evaluates the School Leader annually based on:

- Academic Performance
- Operational Effectiveness
- Financial Management
- Leadership and Culture

FACILITIES PLAN

Proposed Location (7215 Corporate Ct.)

We have identified **7215 Corporate Court, Frederick, Maryland** as our proposed initial site for Frederick International Academy. This location is strategically selected based on accessibility, adaptability, and its potential to support a structured K–5 academic environment.

Why This Location

We selected this site based on several practical considerations:

- Accessibility: The property is located within reasonable reach of multiple residential areas in Frederick County, making it feasible for families across the region.
- Commercial Infrastructure: The building is situated within a commercial zone, which allows for potential conversion into an educational facility.
- Scalability Potential: The surrounding area offers flexibility for future growth, whether through expansion within the same building or relocation to a larger site as enrollment increases.

Current Status

We are in the advanced evaluation and planning phase, which includes:

- Initial site review
- Space planning feasibility
- Preliminary cost assessment

We understand that identifying a location is not sufficient; demonstrating readiness to secure and adapt the site is essential. This section outlines that zeal.

Site Description & Suitability

The proposed site is a commercial property that can be adapted into a functional and structured scholol environment.

Physical Characteristics

The facility is expected to support:

- Multiple classroom spaces
- Administrative offices
- Shared spaces (cafeteria, multipurpose areas)
- Outdoor or designated activity areas (as feasible)

Suitability for School Use

We have evaluated the site against core requirements for a K–5 school:

- Classroom Functionality
- Student Flow and Movement
- Safety and Supervision
- Adaptability

Facility Costs

We have revised our cost assumptions to reflect realistic market conditions and reviewer feedback.

Lease Costs: Based on comparable facilities in the area
Estimated annual lease: **$400,000 – $600,000**

This reflects:

- Commercial lease rates
- Size requirements for 300+ students
- Market conditions in Frederick County

Renovation and Setup Costs: We estimate
$100,000 – $250,000 for initial modifications

This includes:

- Classroom setup
- Safety upgrades
- Basic facility adjustments

Utilities and Maintenance: Estimated annual costs
$50,000 – $100,000

Total Facility Cost Estimate (Year 1):

Category	Estimated Cost
Lease	$400K – $600K
Renovation	$100K – $250K
Utilities/Maintenance	$50K – $100K
TOTAL	**$550K – $950K**

Pre-Opening Setup

We have a structured plan to prepare the facility before opening.

Key Pre-Opening Activities:

- Lease Finalization
- Renovation and Preparation
- Compliance Inspections
- Technology Installation
- Furniture and Equipment Setup

FINANCIAL PLAN

Primary Revenue Source: Per-Pupil Funding

Our core revenue will come from per-pupil allocations provided through Frederick County Public Schools (FCPS).

Enrollment-Based Funding

We base our projections on:

- Year 1 Enrollment: ~300 students
- Estimated Per-Pupil Funding: ~$10,000 (conservative estimate for planning purposes)

Projected Year 1 Revenue:

Category	Estimate
Enrollment	300 students
Per-Pupil Funding	~$10,000
Total Revenue	**~$3,000,000**

Additional Revenue Considerations

We may pursue:

- Federal program eligibility (where applicable)
- Grants and philanthropic support
- Supplemental funding opportunities

However, our core model does not depend on uncertain funding streams, ensuring stability.

Key Principle

We build our financial plan on confirmed and predictable revenue, not assumptions.

Budget Overview (3–5 Years)

We have developed a multi-year financial outlook to demonstrate sustainability and responsible growth.

Projected Financial Summary:

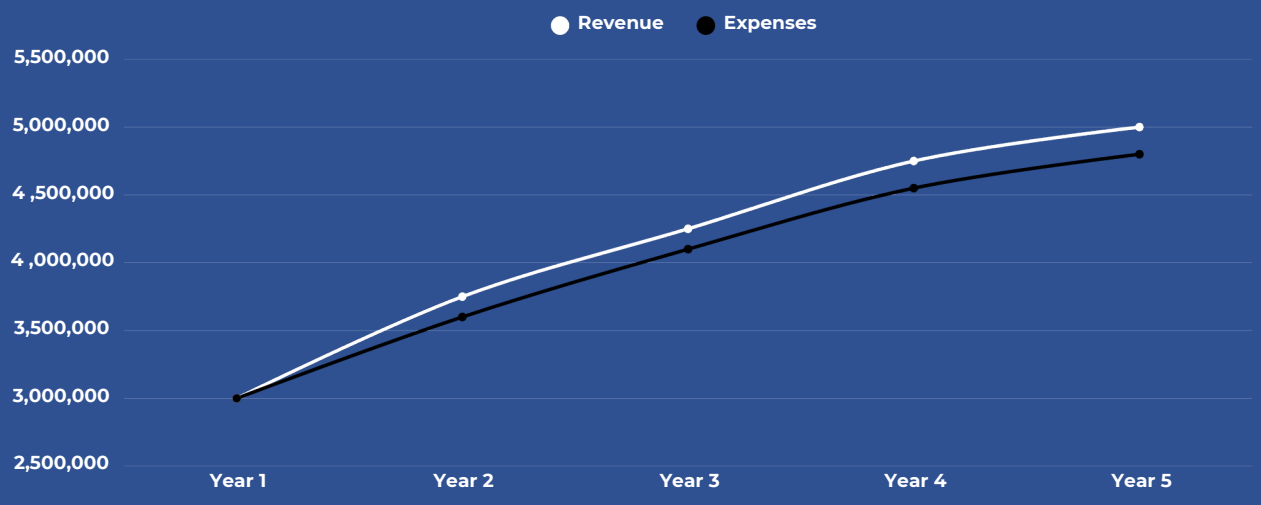
Year	Enrollment	Revenue	Expenses	Balance
Year 1	300	$3.0M	$3.0M	Balanced
Year 2	350–400	$3.5M–$ 4 .0M	$3.4M–$3.8M	Stable
Year 3	400–450	$4.0M–$4.5M	$3.9M–$ 4 . 3M	Positive
Year 4	450–500	$ 4 .5M–$5.0M	$4.3M–$4.8M	Positive
Year 5	500+	$5.0M+	$4.8M+	Sustainable

Growth Strategy

We are not scaling aggressively. Instead, we:

- Grow enrollment gradually
- Align staffing increases with student growth
- Maintain financial stability at each stage

Revenue vs Expense Trend:



Staffing Costs (MAJOR COMPONENT)

Staffing represents the largest portion of our budget, and we have adjusted our projections to reflect realistic costs.

Total Staffing Cost (Year 1)
Estimated at **$2.5M – $3.0M annually**

Breakdown:

Category	Estimated Cost
Instructional Staff	$1.8M – $2.2M
Leadership	$120K – $150K
Support Staff	$300K – $500K
Benefits (25–35%)	Included in total

Operational Expenses

Beyond staffing and facilities, we have accounted for all necessary operational costs.

Major Categories:

Category	Estimated Cost
Instructional Materials	$25K – $50K
Technology	$30K – $60K
Professional Development	$10K – $25K
Insurance	$8K – $20K
Marketing & Enrollment	$10K – $25K
Miscellaneous	$20K – $50K

Sustainability Plan

Our long-term sustainability is built on disciplined growth, strong enrollment, and responsible financial management.

Key Sustainability Drivers:

- Enrollment Stability
- Cost Alignment
- Program Quality
- Financial Discipline

Long-Term Vision

We are building a school that:

- Sustains itself through public funding
- Maintains high-quality programming
- Grows responsibly over time

COMMUNITY SUPPORT & FAMILY ENGAGEMENT

Community Engagement Overview

From the earliest stages of planning, we have approached this school as a community-centered initiative rather than a standalone institution. Our goal is not only to open a school, but to establish a learning environment that reflects the needs, values, and aspirations of the families we serve.

1. Our Approach to Community Engagement

We view engagement as an ongoing process that begins before opening and continues throughout the life of the school. This includes:

- Listening to families and community members
- Sharing clear and accessible information about our model
- Creating opportunities for meaningful input
- Building trust through consistent communication

2. Why Engagement Matters

We recognize that strong schools are built on strong relationships. Engagement ensures that:

- Families understand and support the full-language model
- Community voices inform decision-making
- Students benefit from aligned support between school and home

3. Early Engagement Efforts

During the planning phase, we have:

- Engaged in conversations with families interested in alternative education models
- Shared the concept of a dual-language program and gathered feedback
- Identified interest from families seeking multilingual and globally focused education

Support Evidence Table:

Type	Source	Purpose
Letters	Families	Demonstrate support
Surveys	Community	Measure interest
Feedback	Engagement sessions	Inform planning

Family Engagement Strategy

We believe that families are partners in the educational process. Our strategy is designed to ensure that families are informed, involved, and supported.

1. Core Principles

Our family engagement approach is built on:

- **Clarity:** Families understand what we do and why
- **Consistency:** Communication is regular and reliable
- **Accessibility:** Information is easy to understand and available in multiple formats
- **Respect:** Families are treated as valued partners

2. Communication Systems

We will maintain consistent communication through:

- Regular school updates
- Scheduled conferences
- Digital communication platforms
- Direct outreach when needed

3. Family Involvement Opportunities

We will create structured opportunities for families to engage, including:

- School events and information sessions
- Classroom-based activities
- Volunteer opportunities

Community Feedback Summary

We conducted early engagement with prospective families and community members through surveys, direct outreach, and a community event. Feedback reflects strong interest and clear demand for the proposed school model.

Key themes include:

- Strong enthusiasm for bilingual/immersion education
- Immediate enrollment interest from families
- Recognition of the program's academic and long-term value
- Support for cultural diversity and inclusion

Theme	Community Insight
Demand	Families expressed strong interest in enrolling immediately
Academic Value	Viewed as pathway to future success
Diversity	Strong support for multicultural learning
Growth	Requests to expand to high school
Logistics	Questions about opening timeline and enrollment

Response to Concerns

Concern about academic standards and student quality

We maintain:

- High academic expectations for all students
- Structured instructional support to ensure all learners meet standards
- No compromise on rigor in pursuit of inclusion

APPENDIX A – CURRICULUM ALIGNMENT

Purpose of Curriculum Alignment

Our curriculum alignment framework ensures that every aspect of teaching and learning at Frederick International Academy is **intentional, standards-based, and measurable.**

We have designed our curriculum to:

- Align fully with **Maryland College and Career Ready Standards (MCCRS)**
- Maintain coherence across grade levels
- Integrate our **full-language instructional model** without compromising academic rigor
- Provide clear pathways for measuring student mastery and growth

This appendix outlines how we translate standards into **daily instruction, assessments, and long-term academic outcomes.**

~~Alignment Framework Overview~~

We approach curriculum alignment through a structured process that connects standards to instruction and assessment.

Key Components:

Component	Description
Standard	Maryland state standards define learning expectations
Curriculum	Structured scope and sequence aligned to standards
Instruction	Daily teaching aligned to learning objectives
Assessment	Measurement of student mastery
Data Use	Continuous improvement of instruction

~~Subject-by-Subject Curriculum Alignment~~

English Language Arts (ELA)

Standards Alignment
Our ELA curriculum is aligned to:
- Maryland College and Career Ready Standards (MCCRS) for ELA

Core Focus Areas
- Reading comprehension (literary and informational text)
- Writing (narrative, informational, argumentative)
- Speaking and listening
- Language development

Full-Language Integration
- Literacy instruction is delivered in both English and the partner language
- Skills transfer is intentionally supported across languages

Measurable Outcomes
We will measure:
- Reading proficiency levels
- Writing quality and structure
- Growth in comprehension skills

Assessment Tools
- MAP Reading
- MCAP (state assessment)
- Classroom-based writing assessments

Grade-Level Progression
- K-2: Foundational literacy (phonics, decoding, comprehension)
- 3-5: Reading fluency, text analysis, structured writing

Mathematics

Standards Alignment
Aligned to:
- Maryland College and Career Ready Standards for Mathematics

Core Focus Areas
- Number sense and operations
- Algebraic thinking
- Geometry
- Measurement and data

Instructional Approach
- Conceptual understanding
- Problem-solving
- Real-world application

Grade-Level Progression

- K-2: Number sense, basic operations
- 3-5: Multiplication, division, fractions, problem-solving

Measurable Outcomes

- Mastery of grade-level standards
- Ability to apply mathematical reasoning
- Growth in problem-solving skills

Assessment Tools

- MAP Math
- MCAP Math
- Classroom performance tasks

Science

Standards Alignment

Aligned to:

- Next Generation Science Standards (NGSS) as adopted by Maryland

Core Focus Areas

- Life science
- Physical science
- Earth and space science

Instructional Approach

We use:

- Inquiry-based learning
- Hands-on experiments
- Observation and analysis

Grade-Level Progression

- K-2: Exploration and observation
- 3-5: Scientific reasoning and investigation

Measurable Outcomes

- Ability to explain scientific concepts
- Application of inquiry skills
- Understanding of scientific processes

Assessment Tools

- Performance-based assessments
- Classroom investigations
- Unit-based evaluations

Social Studies

Standards Alignment
Aligned to:
- Maryland Social Studies Standards

Core Focus Areas
- Civics and government
- Geography
- History
- Economics

Instructional Approach
- Critical thinking
- Cultural awareness
- Real-world connections

Grade-Level Progression
- K-2: Community and basic civic concepts
- 3-5: U.S. history, geography, civic systems

Measurable Outcomes
- Understanding of civic responsibilities
- Ability to analyze historical events
- Awareness of global perspectives

Full-Language / World Language

Program Structure
We implement a full immersion language model, where instruction is delivered in:
- English
- Partner Language (e.g., Spanish, French, or Mandarin)

Standards Alignment
Aligned to:
- ACTFL World-Readiness Standards for Languages

Core Focus Areas
- Communication (speaking, listening, reading, writing)
- Cultural understanding
- Language application

Grade-Level Progression
- K-2: Oral language development
- 3-5: Literacy and academic language

Assessment Tools
- STAMP (language proficiency assessment)
- Classroom language assessments

APPENDIX B – PEDAGOGY

Instructional Philosophy (Narrative Overview)

At Frederick Global Academy, we approach teaching as both a structured discipline and a human-centered practice. We believe that strong instruction does not happen by chance, it is the result of deliberate planning, responsive teaching, and a deep understanding of how students learn over time.

Our classrooms are designed to be environments where students are actively engaged in meaning-making. We do not rely on passive learning. Instead, we guide students to think, question, apply, and communicate their understanding across content areas and languages. Because our model is rooted in full-language immersion, we recognize that language is not separate from learning, it is the vehicle through which learning happens. As such, we intentionally design instruction so that students develop both academic knowledge and linguistic proficiency simultaneously.

We understand that students enter our classrooms with different strengths, backgrounds, and needs. Our role is to meet each student where they are and move them forward with clarity and purpose. This requires us to be precise in how we teach, flexible in how we respond, and consistent in how we support growth. Instruction in our school is therefore not static; it evolves based on evidence of student understanding.

We also believe that high expectations and strong support must coexist. We do not lower expectations for students; instead, we adjust our methods to ensure that every student has access to rigorous learning. Through structured instruction, active engagement, and continuous feedback, we create classrooms where students are both challenged and supported.

Core Instructional Model

Our instructional model is built on a cycle that ensures clarity, engagement, and continuous improvement.

Instructional Cycle:

Phase	What We Do	What Students Do
Objective Setting	Clearly define learning goals aligned to standards	Understand the purpose of the lesson
Modeling	Demonstrate concepts and skills explicitly	Observe and process new learning
Guided Practice	Support students through structured activities	Practice with support and feedback
Independent Practice	Assign tasks to apply learning independently	Demonstrate understanding
Assessment & Feedback	Monitor understanding and provide feedback	Reflect and improve

Practical Application

In a mathematics lesson, we may begin by modeling a problem-solving strategy, then guide students through similar problems, and finally allow them to solve independently while we monitor and adjust instruction based on their responses.

Instructional Strategies Across Content Areas

We use a consistent set of instructional strategies, applied intentionally across subjects.

Core Strategies Table:

Strategy	Description	Classroom Application
Explicit Instruction	Clear, direct teaching of concepts	Teacher models reading comprehension strategies
Guided Practice	Structured support during learning	Students solve problems with teacher assistance
Collaborative Learning	Students work together to deepen understanding	Group discussions in language blocks

Inquiry-Based Learning	Students explore and investigate concepts	Science experiments and observations
Language Integration	Content taught through both languages	Vocabulary taught within subject context

Instruction in Practice

In a science lesson, students may observe a phenomenon, discuss it in small groups, and then write their conclusions using structured academic language in the target language.

Student Engagement Methods

We design instruction to ensure that students are not passive participants but active learners.

Engagement Framework:

Method	Description	Example
Active Participation	Students respond, discuss, and interact	Think-pair-share during reading
Structured Discussion	Guided academic conversations	Partner discussions in dual-language lessons
Hands-On Learning	Physical interaction with materials	Science experiments
Real-World Connections	Linking learning to real-life contexts	Math problems based on real scenarios

How Engagement Looks in Our Classrooms

Students are consistently asked to:

- Explain their thinking
- Engage in dialogue
- Apply learning to new situations

This ensures that engagement is not superficial but tied directly to understanding.

Differentiation and Responsive Teaching

We recognize that students learn at different paces and in different ways. Our instructional approach is designed to respond to these differences without compromising rigor.

Differentiation Framework:

Area	Approach	Example
Content	Adjust complexity of material	Providing varied reading levels
Process	Adjust how students learn	Small-group instruction
Product	Adjust how students demonstrate learning	Written vs. oral responses
Suppor t	Provide additional scaffolding	Sentence frames for language learners

Practical Application

- A student who needs additional support receives guided instruction in a small group
- A student ready for more challenge engages in extended tasks

Key Principle

We do not teach one lesson in one way, we adapt instruction based on student needs while maintaining the same learning goals.

Assessment Approach

Assessment is an integral part of instruction, not a separate activity.

Balanced Assessment System:

Type	Purpose	Example
Formative	Monitor learning during instruction	Exit tickets
Interim	Measure progress over time	MAP assessments
Summative	Evaluate mastery	End-of-unit tests
Language Assessment	Measure proficiency	STAMP

Use of Assessment Data

We use data to:

- Identify gaps in understanding
- Adjust instruction in real time
- Provide targeted support

Support for Diverse Learners

Our pedagogy is designed to ensure that all students including English Learners, students with disabilities, and advanced learners have access to meaningful instruction.

Support Framework:

Student Group	Instructional Approach	Classroom Example
English Learners	Language scaffolding and structured support	Visual aids and sentence f rames
Students with Disabilities	Differentiated instruction and accommodations	Modified assignments
Advanced Learners	Enrichment and extension opportunities	Independent research tasks

Inclusive Instruction in Practice

- Lessons are designed with multiple entry points
- Teachers provide targeted support without isolating students

- All students participate in core instruction

Pedagogy by Subject and Grade Level

Elementary (K–2) Pedagogy:

Subject	Approach	Learning Focus
ELA	Phonics-based and language-rich instruction	Foundational literacy
Math	Concrete and visual learning	Number sense
Science	Exploration and observation	Basic concepts
Language	Oral development	Listening and speaking

Upper Elementary (3–5) Pedagogy:

Subject	Approach	Learning Focus
ELA	Analytical reading and structured writing	Comprehension and expression
Math	Problem-solving and reasoning	Conceptual understanding
Science	Inquiry and experimentation	Scientific thinking
Language	Academic language development	Reading and writing

Alignment to Learning Objectives

Instructional Alignment Table:

Objective Type	Instructional Method	Assessment Method
Knowledge	Direct instruction	Quizzes
Skills	Guided and independent practice	Performance tasks

Application	Real-world tasks	Projects
Language	Integrated instruction	Language assessments

Our pedagogy is not based on trends or isolated strategies, it is grounded in a clear understanding of how students learn, how language supports learning, and how instruction must adapt to meet diverse needs. By combining structured teaching, active engagement, and continuous feedback, we create classrooms where every student has the opportunity to succeed and grow.

Explicit immersion methods:

- Teaching content WITHOUT translation
- Using visuals, gestures, modeling
- Encouraging output in target language
- Avoiding early English dependency

APPENDIX C – ANNUAL SURVEY OF STUDENT AND PARENT SATISFACTION

Purpose and Use of the Survey

At Frederick Global Academy, we view feedback from students and families as an essential part of maintaining a strong, responsive school environment. The Annual Survey of Student and Parent Satisfaction is designed to provide us with structured, measurable insights into how well we are delivering on our commitments across instruction, communication, and school culture.

We do not treat this survey as a formality. Instead, we use it as a decision-making tool that helps us understand where we are succeeding and where we must improve. The survey captures perceptions in five key areas: Information, Academic Challenge, Effective Instruction, Instructional Materials, and School Culture. These areas reflect both the academic and relational dimensions of the school experience.

The results inform our planning in several ways. We use them to refine instructional practices, improve communication with families, strengthen classroom experiences, and ensure that our school culture remains inclusive and supportive. Survey findings are reviewed by school leadership and shared with our governing board, and they directly contribute to school improvement planning for the following academic year.

Survey Design Overview

We use a consistent rating scale across all items to allow for clarity and comparability.

Rating Scale:

Rating	**1**	**2**	**3**	**4**	**5**
Meaning	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Each item includes space for comments to allow respondents to provide context, clarification, or suggestions.

Student Satisfaction Survey

This survey is administered to students in age-appropriate formats (with simplified language for younger grades where needed). It focuses on the student's direct experience in the classroom and school environment.

Student Survey Table:

Category	Question / Item	Rating (1–5)	Comments
Information	I understand what I am expected to learn in my classes	□1 □2 ☒3 4□5 □	---
Information	My teachers explain things clearly	□1 □2 ☒3 4□5 □	---
Academic Challenge	My schoolwork challenges me to think	□1 □2 ☒3 4□5 □	---
Academic Challenge	I am encouraged to do my best work	□1 □2 ☒3 4□5 □	---
Effective Instruction	My teachers help me when I do not understand	□1 □2 ☒3 4□5 □	---
Effective Instruction	I receive feedback that helps me improve	□1 □2 ☒3 4□5 □	---
Instructional Materials	We use materials that help me learn	□1 □2 ☒3 4□5 □	---
Instructional Materials	Technology in class helps me understand lessons	□1 □2 ☒3 4□5 □	---
School Culture	I feel safe at school	□1 □2 ☒3 4□5 □	---
School Culture	Students treat each other with respect	□1 □2 ☒3 4□5 □	---
School Culture	I feel comfortable asking questions in class	□1 □2 ☒3 4□5 □	---
School Culture	I feel supported by my teachers	□1 □2 ☒3 4□5 □	---

Parent Satisfaction Survey

The parent survey captures perceptions of communication, academic quality, and overall school experience from a family perspective.

Parent Survey Table:

Category	Question / Item	Rating (1–5)	Comments
Information	The school communicates clearly about my child's learning	□1 □2 ☒3 4□5 □	---
Information	I understand the school's academic expectations	□1 □2 ☒3 4□5 □	---
Academic Challenge	My child is appropriately challenged academically	□1 □2 ☒3 4□5 □	---
Academic Challenge	The school sets high expectations for student learning	□1 □2 ☒3 4□5 □	---
Effective Instruction	Teachers effectively support my child's learning	□1 □2 ☒3 4□5 □	---
Effective Instruction	My child receives helpful feedback on their progress	□1 □2 ☒3 4□5 □	---
Instructional Materials	The materials used support my child's learning	□1 □2 ☒3 4□5 □	---
Instructional Materials	Technology is used effectively in instruction	□1 □2 ☒3 4□5 □	---
School Culture	The school provides a safe environment	□1 □2 ☒3 4□5 □	---
School Culture	The school promotes respect and inclusion	□1 □2 ☒3 4□5 □	---
School Culture	I feel welcomed and valued as a parent	□1 □2 ☒3 4□5 □	---
School Culture	The school responds effectively to concerns	□1 □2 ☒3 4□5 □	---

Survey Administration Guidelines

We administer the survey annually in a structured and consistent manner to ensure reliable results.

Administration Approach:

Element	Description
Timing	Administered near the end of the academic year
Format	Digital and/or paper-based options
Accessibility	Language support provided where needed
Participation	Encouraged for all families and eligible students

Data Analysis and Interpretation

We analyze survey results carefully to ensure that they lead to meaningful improvements.

Analysis Framework:

Step	Action
Data Collection	Compile all responses
Aggregation	Calculate average ratings by category
Comparison	Identify trends across groups and years
Interpretation	Determine strengths and areas for growth

Through this annual survey, we ensure that the voices of our students and families are not only heard but acted upon. This process reinforces our commitment to accountability, responsiveness, and continuous growth, ensuring that Frederick International Academy remains aligned with the needs and expectations of the community we serve.

APPENDIX D – ANNUAL SURVEY OF TEACHER SATISFACTION

Purpose, Goals, and Use of the Survey

At Frederick Global Academy, we recognize that the strength of our school is directly connected to the experience of our teachers. Effective teaching requires not only skill and preparation, but also a supportive environment where educators feel valued, equipped, and heard. For this reason, we implement an Annual Survey of Teacher Satisfaction as a structured way to understand how our systems, leadership, and instructional practices are functioning from the perspective of those delivering instruction daily.

The purpose of this survey is to gather honest, actionable feedback on key aspects of the professional experience, including instructional support, leadership effectiveness, workload, collaboration, professional development, and overall school culture. We approach this process with the understanding that teacher insight is essential to continuous improvement. The survey is not used for evaluation of individual staff; rather, it is used to evaluate systems, structures, and supports.

Our goals are threefold. First, we aim to identify strengths within our organization that should be maintained and expanded. Second, we seek to surface challenges that may impact instructional quality or staff well-being. Third, we use the findings to guide strategic decisions related to professional development, staffing structures, communication practices, and operational adjustments.

Survey results are reviewed by school leadership and shared in summary form with the governing board. We translate findings into specific action steps, which are incorporated into our annual improvement planning. We also communicate key themes back to staff so that teachers understand how their feedback is shaping decisions. This closed feedback loop reinforces trust and ensures that the survey process leads to meaningful outcomes rather than remaining a procedural exercise.

Survey Design and Rating Scale

To ensure clarity and consistency, all survey items use a common rating scale, allowing us to analyze trends across categories and over time.

Rating Scale:

Rating	1	2	3	4	5
Meaning	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Each item includes space for written comments so that teachers can provide context, examples, or suggestions that deepen our understanding of their responses.

Teacher Satisfaction Survey Instrument

The survey is organized to reflect the key dimensions of a teacher's professional experience within our school.

Teacher Survey Table:

Category	Question / Item	Rating (1–5)	Comments
School Leadership	School leadership communicates a clear vision and direction	□1 □2 ☒3 4□5 □	---
School Leadership	I feel supported by school leadership in my role	□1 □2 ☒3 4□5 □	---
School Leadership	Leadership responds effectively to concerns raised by staff	□1 □2 ☒3 4□5 □	---
Instructional Suppor t	I receive the instructional support I need to be effective	□1 □2 ☒3 4□5 □	---
Instructional Suppor t	Curriculum materials are clear and aligned to standards	□1 □2 ☒3 4□5 □	---
Instructional Suppor t	I have access to resources that support student learning	□1 □2 ☒3 4□5 □	---
Professional Development	Professional development is relevant to my needs	□1 □2 ☒3 4□5 □	---

Professional Development	Training improves my instructional practice	□1 □2 ☒3 4□5 □	---
Professional Development	I have opportunities for professional growth	□1 □2 ☒3 4□5 □	---
Work Environment	I feel respected as a professional	□1 □2 ☒3 4□5 □	---
Work Environment	Staff collaborate effectively with one another	□1 □2 ☒3 4□5 □	---
Work Environment	The school maintains a positive and supportive culture	□1 □2 ☒3 4□5 □	---
Workload & Expectations	My workload is manageable	□1 □2 ☒3 4□5 □	---
Workload & Expectations	Expectations are clear and reasonable	□1 □2 ☒3 4□5 □	---
Workload & Expectations	I have sufficient time for planning and preparation	□1 □2 ☒3 4□5 □	---
Student Support	The school provides adequate support for diverse learners	□1 □2 ☒3 4□5 □	---
Student Support	Behavioral expectations are clear and consistently enforced	□1 □2 ☒3 4□5 □	---
Student Support	I am supported in addressing student needs	□1 □2 ☒3 4□5 □	---
Overall Experience	I am satisfied with my experience working at this school	□1 □2 ☒3 4□5 □	---
Overall Experience	I would recommend this school as a place to work	□1 □2 ☒3 4□5 □	---

This survey reflects our commitment to listening to our educators and acting on their feedback. By systematically gathering and using teacher input, we ensure that our school continues to evolve in ways that support both staff and students, reinforcing a culture of professionalism, respect, and continuous growth.

APPENDIX E – SAMPLE TEACHER SELECTION PROFILE AND INTERVIEW QUESTIONS

Teacher Selection Philosophy

At Frederick Global Academy, we approach teacher selection as one of the most critical decisions we make as an organization. We understand that the quality of instruction our students receive is directly tied to the quality, preparation, and mindset of the educators we bring into our classrooms. For this reason, we do not view hiring as a routine process; we treat it as a strategic and mission-driven responsibility.

We prioritize candidates who demonstrate not only strong content knowledge and instructional skill, but also a deep commitment to student growth, equity, and continuous improvement. Because our school operates within a full-language model, we also seek educators who understand how language supports learning and who can effectively integrate language development into academic instruction.

Our selection process is designed to assess how candidates think, teach, and respond in real classroom situations. We look beyond resumes to understand how educators plan instruction, engage students, use data, and adapt their teaching to meet diverse needs. We also evaluate alignment with our school culture, including professionalism, collaboration, and a belief in high expectations for all students. Ultimately, we select teachers who are reflective practitioners, individuals who are willing to learn, grow, and contribute meaningfully to a school environment focused on student success.

Teacher Selection Criteria and Evaluation Framework

We use a structured evaluation framework to ensure consistency, fairness, and depth in the hiring process. Each competency area includes clear indicators and targeted interview questions.

Rating Scale:

Rating	Meaning
1	Does Not Meet Expectations

2	Partially Meets Expectations
3	Meets Expectations
4	Strongly Meets Expectations
5	Exceeds Expectations

Teacher Selection Profile Table:

Competency Area	Evaluation Indicators	Sample Interview Questions	Rating (1–5)	Evaluator Comments
Instructional Planning	Lesson plans are standards-aligned and structured	How do you plan a lesson to ensure all students meet the objective?	□1 □2 □3 □4 □5	---
Instructional Delivery	Ability to explain concepts clearly and engage students	Describe how you introduce a new concept to students.	□1 □2 □3 □4 □5	---
Student Engagement	Uses strategies that actively involve students	How do you ensure all students are actively engaged during a lesson?	□1 □2 □3 □4 □5	---
Differentiation	Adjusts instruction based on student needs	How do you support students who are struggling while challenging advanced learners?	□1 □2 □3 □4 □5	---
Classroom Management	Maintains a structured and respectful classroom	How do you establish and maintain classroom expectations?	□1 □2 □3 □4 □5	---
Assessment & Data Use	Uses data to inform instruction	How do you use assessment data to adjust your teaching?	□1 □2 □3 □4 □5	---
Language Integration (if applicable)	Supports language development within instruction	How do you support language development in your classroom?	□1 □2 □3 □4 □5	---
Collaboration	Works effectively with colleagues	Describe a time you worked with other teachers to improve instruction.	□1 □2 □3 □4 □5	---
Professionalism	Demonstrates responsibility and growth mindset	How do you handle feedback on your teaching?	□1 □2 □3 □4 □5	---

Commitment to Equity	Demonstrates belief in success for all students	How do you ensure all students have access to rigorous learning?	□1 □2 □3 □4 □5 □	---

Selection Process Directives

We conduct the teacher selection process in multiple stages to ensure a thorough evaluation of each candidate.

Process Structure:

Stage	Description
Application Review	Evaluate qualifications and experience
Initial Review	Assess foundational competencies
Demonstration Lesson	Observe instructional practice
Final Interview	Assess alignment with mission and culture
Reference Check	Verify past performance and professionalism

Process Integrity

We ensure that:

- Multiple evaluators are involved in decision-making
- All candidates are assessed using the same criteria
- Evaluation tools are applied consistently

Assessment of Candidate Responses

We assess responses based on both content and depth of understanding and also carrying out our evaluation through the following approach:

- Clarity
- Relevance
- Practicality
- Reflection

APPENDIX F – BYLAWS OF FREDERICK INTERNATIONAL ACADEMY CHARTER SCHOOL, INC.

BYLAWS 2026

ARTICLE I. GENERAL

1.01 These Bylaws govern the structure and operation of Frederick Global Academy Charter School, Inc. (hereinafter referred to as "the Corporation"), a nonprofit organization to be organized under the laws of the State of Maryland for the purpose of establishing and operating a public charter school. We are formed exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

1.02 The Corporation shall operate in compliance with all applicable federal, state, and local laws, including those governing public charter schools, nonprofit organizations, and public education. These Bylaws are intended to provide a clear framework for governance, accountability, and operational integrity, ensuring that all actions taken by the Corporation are consistent with its mission and public purpose.

1.03 The principal office of the Corporation shall be located within Frederick County, Maryland, or at such other location as may be determined by the Board of Trustees. The Corporation may establish additional offices as necessary to carry out its functions.

ARTICLE II. MEMBERS

2.01 The Corporation shall not have members. All powers that would otherwise be vested in members under applicable law shall be exercised by or under the authority of the Board of Trustees. Any action required or permitted to be taken by members under law shall be taken by the Board in accordance with these Bylaws.

ARTICLE III. BOARD OF TRUSTEES

3.01 The affairs of the Corporation shall be managed by its Board of Trustees, which shall serve as the governing body responsible for the oversight of the school's mission, academic performance, financial integrity, and organizational compliance.

3.02 The Board shall consist of not fewer than five (5) and not more than eleven (11) Trustees, as determined from time to time by resolution of the Board. Trustees shall be selected based on their expertise, experience, and commitment to the mission of the Corporation, with consideration given to diversity of skills and perspectives relevant to education, finance, governance, and community engagement.

3.03 Each Trustee shall serve a term of three (3) years and may be reappointed for additional terms as determined by the Board. Terms may be staggered to ensure continuity of governance. Trustees shall serve without compensation, although they may be reimbursed for reasonable expenses incurred in the performance of their duties.

3.04 The Board shall have full authority to establish policies, approve budgets, oversee school leadership, and ensure compliance with all applicable laws and charter requirements. Trustees shall act in good faith, with the care that an ordinarily prudent person would exercise, and in a manner they reasonably believe to be in the best interests of the Corporation.

3.05 A majority of the Trustees then in office shall constitute a quorum for the transaction of business. Except as otherwise required by law or these Bylaws, the act of a majority of Trustees present at a meeting at which a quorum is present shall be the act of the Board.

3.06 The Board shall adopt and enforce a conflict of interest policy requiring Trustees to disclose any actual or potential conflicts and to recuse themselves from discussions or decisions where such conflicts exist.

ARTICLE IV. MEETINGS OF MEMBERS

4.01 As the Corporation does not have members, no meetings of members shall be held. All governance functions shall be carried out by the Board of Trustees in accordance with these Bylaws.

ARTICLE V. OFFICERS

5.01 The officers of the Corporation shall consist of a Chair, a Vice Chair, a Secretary, and a Treasurer, and such other officers as the Board may deem necessary. Officers shall be elected by the Board of Trustees and shall serve terms of one (1) year, or until their successors are duly elected and qualified.

5.02 The Chair shall preside over all meetings of the Board, provide leadership in governance matters, and ensure that the Board fulfills its responsibilities. The Vice Chair shall perform the duties of the Chair in the Chair's absence or incapacity.
5.03 The Secretary shall be responsible for maintaining accurate records of Board meetings, including minutes and official documents, and for ensuring that proper notice of meetings is given. The Treasurer shall oversee the financial affairs of the Corporation, including financial reporting, budgeting, and compliance with fiscal policies.

5.04 Officers shall perform such duties as are assigned by the Board and consistent with these Bylaws. Any officer may be removed by the Board, with or without cause, whenever the Board determines that such removal is in the best interests of the Corporation.

ARTICLE VI. COMMITTEES

6.01 The Board of Trustees may establish standing or ad hoc committees as necessary to support its governance responsibilities. Committees may include, but are not limited to, Finance, Governance, Academic Oversight, and Audit Committees.

6.02 Each committee shall operate under a charter approved by the Board and shall report regularly to the Board. Committees shall not have the authority to act on behalf of the Board unless expressly authorized by resolution.

6.03 Committee members may include Trustees and, where appropriate, non-Trustees with relevant expertise; however, final decision-making authority shall remain with the Board of Trustees.

ARTICLE VII. CONTRACTS, CHECKS, DEPOSITS, GIFTS, BOOKS AND RECORDS

7.01 The Board of Trustees may authorize any officer or agent of the Corporation to enter into contracts or execute and deliver instruments in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances.

7.02 All checks, drafts, or orders for the payment of money shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall be determined by resolution of the Board.

7.03 All funds of the Corporation shall be deposited to the credit of the Corporation in such banks or other depositories as the Board may select. The Corporation may accept contributions, gifts, grants, and bequests consistent with its mission and legal status.

7.04 The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Trustees and committees. All records shall be maintained in accordance with applicable laws and shall be available for inspection as required.

ARTICLE VIII. PERSONAL LIABILITY

8.01 No Trustee or officer of the Corporation shall be personally liable for the debts, liabilities, or obligations of the Corporation. To the fullest extent permitted by law, the Corporation shall indemnify any person who serves as a Trustee or officer against expenses and liabilities reasonably incurred in connection with any proceeding arising from their service to the Corporation, provided that such individual acted in good faith and in a manner reasonably believed to be in the best interests of the Corporation.

ARTICLE IX. FISCAL YEAR

9.01 The fiscal year of the Corporation shall begin on July 1 and end on June 30, unless otherwise determined by the Board of Trustees. Financial records and reporting shall be maintained in accordance with this fiscal year.

ARTICLE X. DISPOSITION OF ASSETS

10.01 Upon the dissolution of the Corporation, and after payment of all debts and liabilities, the remaining assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE XI. AMENDMENTS TO BYLAWS

11.01 These Bylaws may be altered, amended, or repealed, and new Bylaws may be adopted, by a two-thirds (2/3) vote of the Board of Trustees at any meeting at which a quorum is present, provided that notice of the proposed amendment has been given in advance.

11.02 All amendments shall be consistent with applicable laws, the Corporation's Articles of Incorporation, and the requirements of its charter authorization.

(These Bylaws establish the governance framework through which we will operate Frederick International Academy Charter School with integrity, accountability, and fidelity to our mission. They reflect our commitment to responsible stewardship, transparent leadership, and compliance with all applicable legal and educational standards).

APPENDIX G – RESUMES OF FOUNDING GROUP MEMBERS

PHIL D. NOMEL -

Personal Info:
Phone: 2404391642
Email: phnomel@gmail.com
Address: 617 Hedgerow Ct
Frederick, MD 21703

I have extensive communication and education as a consultant, researcher, public speaker and writer. I have worked with many news organizations and institutions, delivering information to millions of readers.

I adapt easily to any classroom situation having taught all levels of High School and College both in Côte d'Ivoire and in the USA. As a teacher and a communication specialist, I enjoy working with people. My experience has buttressed my conviction of the utmost importance of languages in communication between individuals, cultures and the world.

OBJECTIVES AND GOAL

To deliver dynamic, inclusive, and culturally responsive French instruction that empowers all learners to achieve language proficiency and develop a deep appreciation for the diversity of the Francophone world. I aim to design engaging, student-centered curricula that integrate technology, promote equity, and reflect students' identities and lived experiences encouraging communication, critical thinking, and global citizenship

EDUCATION

- Masters in Education Management. Strayer University.
- July 2012 - November 2015.
- Rockville, MD.

- Bachelor In Arts and Sciences with a major in English Linguistics.
- Licence ès-Lettres. Université Nationale de Côte d'Ivoire, Abidjan
- 1988-1991.

Journalism

Veteran journalist with a passion for snooping out the truth. Tenacious, resourceful researcher, writer and reporter.

Proven ability to build relationships and gain trust facilities affecting mining of key information. Uphold the highest journalist ethics by enlisting through research methods and double-checking sources. Knowledgeable in internet writing, research and key work implementation. Ability to conduct highly effective business remotely.

PUBLIC SPEAKING

- Understand the importance of public speaking.
- Control my fears of speaking in front of groups.
- Capture and maintain the audience's attention.
- Prepared my presentations.
- Build rapport.
- Use multimedia tools effectively

TEACHING EXPERIENCE

Connexions: A Community Arts School 2018-Present
BCPS Baltimore City

- Planned and delivered engaging French language lessons aligned with curriculum standards and students' language proficiency levels.
- Designed and implemented inclusive, student-centered learning activities that reflect Francophone cultures and global perspectives.
- Integrated technology tools (e.g., Google Classroom, Apple Classroom, language apps) to support interactive and differentiated instruction.
- Assessed student progress using a variety of formative and summative tools, and provided constructive feedback to guide improvement.
- Created a safe, respectful, and culturally responsive classroom environment that supported academic and social-emotional development.
- Collaborated with colleagues, families, and support staff to develop strategies that address individual student needs.
- Participated in school-wide initiatives, professional development, and curriculum planning committees.
- Promoted language acquisition through extracurricular activities such as French clubs, cultural events, and exchange programs.

Paul Public Charter School 2013 - 2018

- Taught Middle and High schools French. Monitored students' growth. Apply SAGE teaching techniques, Global learning to prep my students to be globally ready to discuss world issues.

Baltimore County Public Schools 2004 - 2012
Randallstown HS and Ridgley MS

- Monitored, evaluated and benchmarked student's progress.
- Identified needs and defined approaches for students' achievement through ongoing assessments. Transferred priorities and policies into research programs, projects and teaching. Used a variety of motivational techniques for French culture/language immersion. Assisted students through after-school remediation, coached after-school classes.

Community College of Baltimore County Fall 2001 - Spring 2002

- Instructed courses in conversational French, reading, grammar and French culture.
- Organized field trips to French restaurants and plays in Washington DC.
- Total immersion approach to language acquisition and use.
- Monitored, evaluated and benchmarked student's progress .

Abengourou Modern High School 1992-1997

- I Taught English for Speakers Of other languages, Grammar and Literature
- Advised the English-French Club.
- Senior editor to the School English Magazine.
- Organized language immersion trip to Ghana 1995.

JOURNALISM EXPERIENCE

- US Department of State-Sole African journalist for 2000 US
- Primary Elections. Deputy-editor of "L'Inter" a national daily newspaper.
- Columnist for "Le National", and "L'Opinion".
- US correspondent for "Fraternité Matin" since 2004.
- Member of Foreign Press Center, Washington, DC.
- Member of ABMW (Association of Black media Workers, Baltimore).
- Founder of Ivorian Journalists Association in the USA.
- Host of "Les Grands Débats" on DC Community TV.
- Editor-in-Chief of www.IvoireForum.com.
- Publisher and owner of the all-French-magazine ''La Tribune du Temps.

PROFESSIONAL DEVELOPMENT

- Brain-based learning, Dec 2012.
- Sexual harassment prevention in today school August 2013.
- Disabilities Awareness, January 20233.
- Teaching foreign languages to 6th graders, November 2014

- Upper-level vocabulary Instruction, March 1995.
- Grading Students Assignments, assessment and evaluation, April 1995.
- Aids Awareness, sponsored by the Frederick Herbert Foundation.
- Writing the News in political unrest times,sponsored by the US Cultural Center, Abidjan, July 2000.

HONORS AND AWARDS

- Ntional scholarships throughout High School and college.
- Best Abengourou District Teacher 1995 for new curriculum implementation
- Best news article in the Launching of Microsoft Windows 98, March 1999
- Member of the society "Young Poets of Cote d'Ivoire" an Honor Club.
- Member of National Black Journalists Association .

LANGUAGES

- French Native Speaker.
- English High Fluency.
- German Some Fluency.
- Spanish Some Fluency.
- 3 African languages Adioukrou, Baoulé, Malinké, Native Speaker, High Fluency.

PUBLICATION

- Tenses in English; a guide for French-speaking students, Abengourou H. S. 1994
- Numerous News articles.
- "Si je n'ose" Selected poems book, Published Fall 2015.

JEAN-BASILE NGUETTA, PROGRAM ASSOCIATE
Laurel, 20723, MD, (301) 377-8468, jbnguetta@gmail.com

SUMMARY

Dynamic Adult ESL Instructor with over 10 years of experience in educational leadership and curriculum development. Proven expertise in orchestrating tailored English programs for diverse adult learners, fostering community engagement, and championing digital literacy. Achieved significant improvements in student outcomes through data-driven instruction and targeted support. Adept at cultivating inclusive environments and maintaining compliance records. Ready to leverage unique skills in enhancing student engagement and program impact in the role of Student Program Associate, Families Programs.

WORK EXPERIENCE

Adult ESL/GED Instructor (Part-Time)
Next Step Public Charter Washington School
~~02/2025 — Present~~

- Orchestrate contextualized English instruction for adult learners across reading, writing, speaking, listening, grammar, and vocabulary.
- Tailor instructional approaches to accommodate diverse proficiency levels and educational backgrounds.
- Administer assessments and monitor student progress utilizing standardized tools and classroom data.
- Cultivate inclusive classrooms through culturally responsive pedagogy and student-centered learning environments.
- Ensure compliance records are meticulously maintained while collaborating with peers to enhance instructional outcomes.

Adult ESL Instructor (Part-Time)
UCEDA School Silver Spring
~~03/2023 — 02/2025~~

- Engineered and implemented English instruction customized to meet adult learners' life and career aspirations.
- Evaluated student language needs and adapted lesson plans accordingly.
- Champion digital literacy and foster community engagement through the curriculum.

- Engaged in ongoing professional development in ESOL and adult education methodologies.

District ESL Program Coordinator / ESL Teacher
Friendship Washington Public Charter Schools
~~08/2017 — 06/2025~~

- Supervised ESL programs across multiple campuses, ensuring adherence to federal and state mandates.
- Directed WIDA ACCESS testing initiatives, monitored language development, and ensured instruction was data-driven.
- Facilitated professional development for ESL staff focused on curriculum alignment, instructional strategies, and equity.
- Administered program budgets and materials, while coordinating interdepartmental support for multilingual learners.
- Compiled district ESL plans and assessment reports to ensure accountability and continuous improvement.

ESL Program Coordinator / Instructor
Cesar Chavez Public Charter Schools
~~08/2014 — 06/2017~~

- Oversaw ESL instruction and student services, managing the process from placement to progress monitoring.
- Conducted WIDA assessments and instituted instructional enhancements based on assessment results.
- Engaged in curriculum reviews and teacher evaluations as a member of the leadership team.
- Collaborated with district stakeholders to synchronize ESL goals with school improvement initiatives.

Academic Director & ESL/Language Immersion Director
Mary Washington McLeod Bethune PCS
~~06/2002 — 07/2010~~

- Pioneered curriculum design, professional development initiatives, and comprehensive academic oversight for K-8 programs.
- Managed compliance with federal and state programs for ESL and immersion initiatives.

- Supervised grant writing and strategic planning efforts aligned with accreditation standards.
- Formulated and spearheaded full-language and ESL initiatives aimed at promoting bilingualism and academic achievement.

EDUCATION

- **Norwich University, Vermont — M.A., Diplomacy & International Relations** (2012 — 2014)
- **American College of Education, Indiana — M.Ed., Curriculum & Instruction (ESL Specialization)** (2009 — 2012)
- **Strayer University, Washington DC — M.Ed., Educational Leadership & Management** (2006 — 2008)
- **Université Félix Houphouët-Boigny, Abidjan — B.A., Linguistics, Spanish & French** (1993 — 1998)

SKILLS

- Program & Curriculum Development
- Instructional Leadership & Staff Coaching
- WIDA ACCESS & ELP Assessments
- Multilingual & Culturally Responsive Instruction
- Adult Education & Workforce Readiness
- Data-Driven Instruction & Program Evaluation
- Community Outreach & Family Engagement

LANGUAGES

- English (Fluent)
- French (Fluent)
- Spanish (Fluent)

JAMES MCKINNEY
Frederick, MD, USA, (301) 835-8560, jimmy@cafelingua.com

duolingo.com/profile/jimmymckinney
linkedin.com/in/jamesyomckinney

RELEVANT EXPERIENCE

Language Exchange Coordinator
Gaithersburg, MD, USA | 2019 – 2021

- Arranged weekly language exchanges in-person with approximately 20 people of all levels.
- Adapted during the pandemic by splitting levels and hosting a weekly beginner's group of roughly 6 people over Zoom.

Elementary ESL & 4th Grade Teacher
Mons, Wallonie, Belgium | 2017 – 2019

- Taught 4th grade and elementary ESL.
- Served as 4th grade team leader and 4th grade robotics club leader.
- Taught elementary ESL to students primarily from Europe and Central Asia.

Middle School ESOL Teacher
Silver Spring, MD, USA | 2016 – 2017

- Designed curriculum and taught academic language and general ESL for grades 6–8.
- Students primarily from South/Central America, Africa, and Southeast Asia.

Instructional Psychology & Technology TA
Provo, Utah, USA | 2015

- Graded assignments and assisted students during class and office hours.
- Taught a class to undergraduate elementary education majors.

Math Education Research Assistant
Provo, Utah, USA | 2013 – 2015

- Scored IMAP surveys, transcribed teaching videos, and organized research.

Preschool Aide
Provo, Utah, USA | 2010, 2013 – 2014

- Shadowed a child with Down syndrome.
- Worked as a general preschool aide.

LDS Volunteer Missionary
Southern Japan | 2011 – 2013

- Taught in Japanese and conducted weekly district meetings.
- Ran free weekly English classes for students aged 4 to 80 in Okinawa, Kyushu, and Honshu.

Head Start, Americorps Jumpstart Volunteer
Washington D.C., USA | 2010

- Mentored 2–3 year olds to develop early literacy skills.

EDUCATION

Johns Hopkins University — Baltimore, MD, USA
M.S. Education (Digital Age Learning & Educational Technology)
2018 – 2021

Brigham Young University — Provo, Utah, USA
B.S. Elementary Education (Cum Laude)
Minors: TESOL K-12 and Japanese
2008 – 2015

OTHER RELEVANT EXPERIENCE

- 2015 – Elementary K-6 & TESOL K-12 Teacher Certified
- 2015 – K-1 Student Teaching Experience in Croughton, Oxfordshire, UK
- 2014 – LTL experience teaching EFL to high schoolers in Matsudo, Chiba, Japan
- 2006 – 2011 – After School & Summer Camp Counselor, Silver Spring, MD, USA
- 2008 – Completed Spanish Immersion program (K-12) for MCPS in Montgomery County, MD, USA

LANGUAGES

- English — Native
- Spanish — High Intermediate
- Japanese — High Intermediate (ACTFL)
- French — Low Intermediate

MR. DERRICK ALAN WHITAKER DERRI
Phone: 3014020895, Email: derrick.whitaker@nih.gov

RELEVANT WORK EXPERIENCE

Architect | National Institutes of Health | Bethesda, MD
Series: 0808 - Grade: 13-10
08/2010 - Present
Hours per week: 40

From 2010 – Present, NIH ORF, Bethesda Campus:
I am currently a Project Officer/Architect at NIH in the DDCM, Office and Lease Facilities Branch. I have over 30 years of experience as a Project Officer and have functioned as an Architect since 2007. I also have over 27 years of experience in the field of construction, starting from cabinet maker and carpenter to construction worker, Project Officer, and Architect.

I served as Lead Project Officer for DDCM, Office and Lease Facilities Branch with ORF, which handles all design, construction, and/or alteration projects in the branch covering a wide expanse of subjects and areas. I am responsible for the management and coordination of project budgets, contracts, and procurement. I serve as technical adviser, ensuring quality assurance and code enforcement of construction projects, and assist with human resources management.

I serve on committees and work groups. I participate in reviewing, developing, writing, and updating guidance documents to cover new, complex, or precedent-setting situations for use within and outside of NIH. I perform as a project team lead member, Architect, and Project Officer. I manage moderate to high-risk programs or projects that require significant investment and agency knowledge and experience. I manage and evaluate programs and create an environment for program success.

As a Senior Project Architect/Manager with the Department of Homeland Security (DHS), I was responsible for the overall management, control, coordination, and execution of assigned projects involving architectural and structural phases of construction plans, specifications, and estimates concerned with facility/building utilization in compliance with national, state, and local building codes, safety codes, fire codes, Occupational Safety and Health Administration regulations, and EPA regulations.

I served as a project/program technical expert and coordinator in facility requirements planning, translating general space layout requirements to specific operational requirements, and managing projects until facility occupancy. I was responsible for the entire state of New York and the Mid-Atlantic states, managing numerous projects including Custom Houses renovations, COPS construction, holding cells, jails, and office space renovation. I managed acquisitions amounting to over $300,000,000.00 in construction projects.

I have managed projects on an annual basis worth over $100 million for over eighteen and a half years. Over the past 7 years at NIH and ICE, I managed at least $52 million in projects each year for NIH. In 2010, I handled a project valued at $200,000,000.00. Currently, I am responsible for over $52,700,000 in construction (and design) projects. In 2012, I managed $46,700,000 in projects and $48,000,000 in 2011. In 2010 and 2009, working for ICE, I managed projects across New York and the Mid-Atlantic states with a construction value exceeding $175,000,000.00.

At PSA Dewberry, I traveled to the University of Virginia to oversee and manage construction for five laboratory renovation projects. The project costs exceeded $15 million for UVA Hospital located in Charlottesville, VA. I also traveled to Shenandoah University in Winchester, VA to lead the construction of the Byrd Business School, a new building over 60,000 square feet, with construction costs exceeding $300 million.

Senior Architect / Project Manager
U.S. Department of Homeland Security – U.S. Immigration and Customs Enforcement (ICE) — Washington, DC
Series: 0808 | Grade: 13
Duration: May 2008 – August 2010
Hours per Week: 40

Responsibilities:

- Managed, controlled, coordinated, and executed architectural and structural phases of construction projects, including plans, specifications, and cost estimates.
- Ensured compliance with national, state, and local building codes, safety regulations, fire codes, OSHA, and EPA requirements.
- Served as project/program technical expert in facility requirements planning and space utilization.
- Translated general space requirements into operational facility designs and managed projects through occupancy.

- Reviewed requests for construction, alteration, and restoration of facilities.
- Coordinated planning, design, cost engineering, construction, and environmental considerations.
- Performed professional architectural work requiring knowledge of principles, theories, and construction methodologies.
- Prepared drawings, specifications, and supporting documentation.
- Evaluated contractor drawings, samples, and material certifications.
- Reviewed and revised plans, estimates, layouts, and equipment submissions.
- Monitored construction progress to ensure adherence to plans and specifications.
- Identified and resolved job-site issues; maintained records of changes and revisions.
- Evaluated new materials, designs, and construction techniques to improve efficiency and economy.

Major DHS/ICE Construction Projects Completed Under Leadership:

- U.S. Custom Houses — Philadelphia, PA ($10,000,000)
- ICE Law Offices — Philadelphia, PA ($12,000,000)
- ICE Office Relocations — Philadelphia, PA ($24,000,000)
- U.S. Custom Houses — New York, NY ($30,000,000)
- ICE Office Relocations — New York, NY ($100,000,000)
- ICE Law Offices — New York, NY ($15,000,000)
- SAC Offices — Long Island, NY ($22,000,000)
- SAC Offices — Philadelphia & Pittsburgh, PA ($16,000,000)
- SAC/RAC/RA/DSAC/ASAC — Freedom Tower, NY ($3B–$4B)
- SAC & RAC Offices — Baltimore, MD ($15,000,000)
- SAC & RAC Offices — Maryland ($15,000,000)
- SAC & RAC Offices — Richmond, VA ($15,000,000)

Architectural Engineer | NAVFAC | Bethesda
Series: 0802
03/2007 - 05/2008
Hours per week: 40

WORK EXPERIENCE

Architectural Engineer - NAVFAC Washington
03/05/2007-Present
PWD North Potomac, 8901 Wisconsin Ave., Bldg. 14, Bethesda, MD 20889-5609
~~Derrick.Whitaker@nfwash.navfac.navy.mil~~

Responsibilities:

- Review all change estimates with the Owner project manager, and sign-off on all change orders. Document with dated photographs any unanticipated problems during construction.
- Work towards exceeding the acceptable level by demolishing barriers to innovation.
- Unlocking and energizing there assigned work forces creativity.
- Using innovative solutions to continuously improve.
- Supports and promotes as a corporate culture the concepts of Community Management (CM) by educating subordinates on the basis of the plan.
- Taking acceptable risk to provide the right support for less cost.
- Construction Quality Management.
- Construction Negotiations.
- Estimating for Construction Modifications.
- Basic Cost Estimating.
- Safety and ADA.
- Evaluate recommendations made by the Contractor to the A/E.
- Verify that all materials conform to the specifications and approvals.
- Review the detailed application for payment and make recommendations to the Owner project manager prior to the monthly requisition. Sign-off on the Summary Application and Certificate of Payment.
- Review plans submitted by architectural consultants for accuracy and compatibility with existing plans and make necessary computations to show exact dimensions, location and other information; meets with consultants to resolve drafting problems.
- Assisting the Contractor's superintendent in understanding the intent of the Contract Documents.
- Check that the work in progress conforms to the construction contract. Making sure that any deviation from the contract documents or approved shop drawings must be reported and documented immediately to the Contractor's superintendent and A/E.
- Attend biweekly progress meetings and all special meetings.
- Responsible for site inspection and customer coordination.
- Select and oversee general contractors for renovation projects.
- Prepare request for Contract Action.
- Funding request.
- Specified type of Procurement.
- Manage Budget including making decisions during the project.
- Approve and Manage Schedule.

- Attend biweekly progress meetings and all special meetings.
- Maintain an orderly file of approved shop drawings and samples.

Construction Administrator | PSA-Dewberry | Fairfax, VA
09/2006 – 09/2007
Hours per week: 45

Construction Administrator for PSA-Dewberry Architectural Department accountable for:

- Assisting the Contractor's superintendent in understanding the intent of the Contract Documents.
- Check that the work in progress conforms to the construction contract. Making sure that any deviation from the contract documents or approved shop drawings must be reported and documented immediately to the Contractor's superintendent and A/E.
- Verify that all materials conform to the specifications and approvals.
- Knowledge of the reference standards mentioned in the Contract
- Documents. Evaluate recommendations made by the Contractor to the A/E.
- Review the Progress Schedule for conditions likely to cause delays and immediately report and document such conditions to the A/E.
- Keep an up-to-date Project Directory available.
- Attend biweekly progress meetings and all special meetings.
- Maintain an orderly file of approved shop drawings and samples.
- Write a biweekly field report.
- Notify and document the Contractor's superintendent of unacceptable work.
- Review the Contractor's detailed schedule of Values & CPM schedule with the Owner Project Manager.
- Review the detailed application for payment and make recommendations to the Owner project manager prior to the monthly requisition. Sign-off on the Summary Application and Certificate of Payment.
- Review all change estimates with the Owner project manager, and sign-off on all change orders. Document with dated photographs any unanticipated problems during construction.
- Traveled to the University of Virginia to oversee lab renovation for Dewberry.
- Traveled to Shanadore University to head up a new building Bird Business School.
- Responded to all RFI's from the contractors.

Architect/Project Officer | National Institute Of Health | Bethesda, MD
06/1998 – 09/2006
Hours per week: 40

Strengths

Architectural Design, Project Management and Recruitment of Contractors, Automated Architectural Programs, Urban Design, Office Procurement, Multi-tasking, Cost Estimating, and Contracts/Funding

Work Experience

Project Officer
HHS, National Institute of Health
06/1998 – 09/30/2005
Sup: Kristy Long-301496-6248 (klong@ors.od.nih.gov)

- Responsible for site inspection and customer coordination.
- Select and oversee general contractors for renovation projects at NIH.
- Provided technical training in the Project Information Network (PIN) for Design and Construction Alteration Branch (DCAB) Project Officers.
- Manage projects through the PIN System, which follows the Departments ISO 9000 Quality System Manual.
- Implemented the Microsoft Project Management Software, Auto CAD, 3D-MAX to staff. Followed the NIH Design Criteria, which is the Research Laboratory Design Policy and Guidelines for all labs and office renovation project. Responsible for
- keeping the daily reports and schedules on all Projects in progress.
  Obtain Fee for Service (FFS) for projects through the PIN SYSTEM under Project
- Management FFS Worksheet, which consist of Construction Procurement, Construction PO Activity, Design Pre-Award, Design Administration, and Construction Close out.

As a Project Officer I work at the full performance level applying established architectural principles, practices and mathematical knowledge to the completion of assigned projects in support of architectural activities. Work with others technicians to complete architectural projects such as detailing; preparing standardized specifications, rendering drawings, plates and plans and completing related architectural assignments.

The following assignments were performed under the general supervision of Ms. Kristy Long a registered Architect. Responsible for:

- Review plans submitted by architectural consultants for accuracy and compatibility with existing plans and make necessary computations to show exact dimensions, location and other information; meets with consultants to resolve drafting problems.
- Review technical specifications, plans, correction sheets and other correspondence for conformance to department, city, state and federal standards and regulations; revises correspondence to reflect changes and modifications.
- Perform related work as required.

As the Project Officer for NIH/DCAB managed over twenty projects ranging from $2500.00 to $3million. The system that we use is called (PIN) Project Information Network, it allows us to:

- Follow the Departments ISO 9000 Quality System Manual.
- Implemented the Microsoft Project Management Software.
- Attach Auto CAD, 3-DMAX Drawings.
- Prepare Project scope, Budget Estimate and Schedule.
- Assist Program Manager with project financial data.
- Participate in special targeted task groups such as Design Policy and Guidelines.
- Prepare request for Contract Action Fund.

Architect Supervisor | Logistics Application, Inc./Dept of Energy | Washington DC, DC
01/2006 – 08/2006
Hours per week: 40

Architect Supervisor for the Space Management Contract Project. Total control of staff to implement new contract architectural principles, practices; space management and mechanical rooms preventive maintenance frequency procedures program to assigned projects in support of architectural and mechanical activities. Drafted procedures for both programs.

Library Technician | National Library of Medicine | Bethesda, MD
03/1996 – 03/1998
Hours per week: 40

Routinely trained patrons and visitors to properly use the Bibliographic Databases, NLM Locator, Microfilm Reader, LC Access Software, PUB MED and INTERN ET GRATEFUL MED. Operated daily the Circulation Desk located in the main reading room. Processed patron's applications for library cards, resolved bibliographic citation problems performed various kinds of searches on the Internet, Grateful Med.

Supervisor | Phillips Publishing International
09/1993 – 09/1995
Hours per week: 50

Supervised and managed 2 to 16 employees regarding warehousing procedures, inventory control, shipping of merchandise, Global Mailing and UPS processing. Hired employees as needed kept time and attendance, responsible for all records and supplies.

Supervisor | Naval Surface Warfare Center
08/1987 – 09/1993
Hours per week: 40

Design and constructed wooden skids and boxes for missiles, mines, computers and other wartime supplies. Operated forklift, overhead crane for heavy missiles weighing 1000's of pounds. Posted government issues on the inventory database Cards and Acis system. Delivered Calibrated equipment such as; Network Analyzer, Spectrum Analyzers, and Nicollet Oscilloscopes. Maintained inventory of 4000 computers and electronic equipment, maintained preventive maintenance on all equipment.

EDUCATION, CERTIFICATIONS & LICENSURES

University of Phoenix | Rockville, MD
Bachelor's Degree – Business Management
GPA: 3.71 / 4.00 | Credits Earned: 55
Completion Date: 08/2009

University of the District of Columbia | Washington, DC
Some College (No Degree) – Architectural Technology
GPA: 3.71 / 4.00 | Credits Earned: 90
Completion Date: 10/2006

Additional Academic & Technical Training

- 1998–Present – University of District of Columbia, Washington, DC (Architecture & Engineering Technology)
- 1999–2000 – NIH Office of Research Services, Division of Engineering Services
- Technical Training for Project Information
- 2001 – NIH Office of Research Services, Division of Engineering Services
- Technical Training for Accessible Facilities (Network/PIN)
- April 2002 – NIH Office of Research Services, Division of Engineering Services
- Technical Training for Project Officer
- June 2002 – National Technology Transfer, Inc.
- Electrical 2002 National Electrical Code Changes
- 11/2006 – Technical Training for Transpired Wall System
- 12/2006 – Technical Training for Rain Screen Principle

JOB-RELATED TRAINING & CERTIFICATIONS

- 2010 – Federal Acquisition Certification for Contracting Officer Technical Representative (FAI) – June 9, 2010
- 2010 – Advanced Earned Value Management Level III (24 hours)
- 2010 – Advanced Acquisition Management Level III (May 10–12)
- 2010 – Advanced Leadership Level III (16 hours) (May 6–7)
- 2010 – Advanced Project Management Level III (24 hours) (May 17–19)
- 2010 – Advanced Government Specifics Level III (24 hours) (May 24–26)

LANGUAGE SKILLS

English

- Spoken: Advanced
- Written: Advanced
- Reading: Advanced

ADDITIONAL INFORMATION

1. Ability to Analyze and Interpret Technical Information

- Strong background in architectural and engineering principles
- Experience in design review, construction documentation, and CAD development
- Skilled in AutoCAD and 3D MAX for architectural modeling and design

- Review and approval of architect-engineer design plans for functionality, code compliance, and constructability
- Experience with biomedical research facilities (biosafety levels 1 & 2)

2. Ability to Evaluate Technical Requirements and Cost

- Conduct government estimates using RS Means Square Foot Cost methodology
- Budget control and contractor negotiation experience
- Structural and infrastructure evaluation for renovation projects
- Experience coordinating mechanical systems and building utilities

3. Oral Communication Skills

- Lead project discussions with senior leadership and scientific staff
- Communicate project schedules, budgets, and scope changes
- Coordinate with facility managers, safety officers, and stakeholders
- Provide routine project updates and maintain communication matrices

4. Knowledge of Administrative Processes

- 10+ years architectural experience in federal and residential sectors
- Managed renovation and upgrade of biomedical laboratories (Hazard Levels 1–3)
- Served on Technical Evaluation Board for construction contract selection
- Managed IDIQ construction contracts valued at $12M
- Oversaw multiple projects ranging from $4,500 to $540,000

5. Writing & Documentation Skills

- Prepare reports, schedules, drawings, and specifications
- Develop layouts, charts, diagrams, and technical data
- Perform mathematical calculations for space planning
- Prepare construction documents integrating multi-disciplinary elements
- Write ADA and UFAS compliance reports
- Document accessibility violations and recommend corrective actions

CAMILLE S. BELL, PH.D.
Owings Mills, Maryland • 443.829.4651 • camibell988@gmail.com
LinkedIn: linkedin.com/in/dr-camille-s-bell-8b8b9b4a

EXECUTIVE PROFILE

Strategic educational leader and executive consultant with over 20 years of experience driving school transformation, academic achievement, and organizational performance across charter and public-school systems. Proven track record leading large-scale turnaround efforts, with 198 of 200 schools achieving measurable academic gains. Expert in data-driven instruction, equity- centered leadership, and system-wide improvement planning. Trusted advisor to school leaders and boards, known for aligning strategy, restoring institutional credibility, and delivering sustainable results.

EXECUTIVE IMPACT

- Led turnaround and improvement initiatives across 100+ schools, achieving measurable gains in 99% of cases
- Delivered 500+ data presentations and designed 100+ school turnaround plans
- Managed multimillion-dollar school operations, budgets, and cross-functional teams
- Drove post-pandemic academic recovery with performance exceeding district and state benchmarks
- Designed and implemented system-wide instructional, equity, and accountability frameworks

CORE COMPETENCIES

Instructional Leadership • School Turnaround Strategy • Data-Driven Decision Making

Equity & Inclusion Leadership • Organizational Change Management • Stakeholder Engagement

Strategic Planning & Execution • Team Development • Budget & Resource Management

PROFESSIONAL EXPERIENCE

Frederick County Public Schools
High School Assistant Principal | 2023–Present

- Lead instructional strategy for ELA and History departments, improving curriculum alignment and student outcomes
- Oversee school culture, climate initiatives, and student discipline for assigned cohorts
- Supervise instructional assistants, administrative staff, and substitute teachers
- Coordinate AP testing, extracurricular programs, and senior graduation activities
- Serve as 504 Coordinator and School Improvement Team (SIP) member
- Build partnerships with higher education institutions and community organizations

Equity Administrator | 2022–2023

- Advanced district-wide equity priorities through policy development and strategic planning
- Led initiatives to incorporate equitable language into curriculum and textbook selection processes
- Contributed to district equity audit RFP and systemic improvement strategies
- Supported student voice initiatives across middle and high schools
- Chaired district-wide Martin Luther King Jr. celebration

Frederick Classical Charter School
Head of School (Principal) | 2018–2022

- Led full-scale school turnaround, significantly improving academic performance over four years
- Directed all academic, operational, and administrative functions
- Designed and implemented vertically aligned curriculum and instructional systems
- Established school-wide equity initiatives and accountability frameworks
- Partnered with external organizations to implement diagnostic and intervention systems (I-Ready)
- Managed staff development, performance evaluation, and professional learning communities
- Reported directly to Board of Trustees and district leadership on performance outcomes

21st Century New Teacher Institute
Educational Consultant | 2017–Present

- Provide instructional coaching and leadership development for educators and school leaders
- Support implementation of school improvement plans across multiple districts
- Develop data-driven strategies to enhance teaching effectiveness and student outcomes
- Produce detailed reports for state and district stakeholders
- Advise on curriculum development, policy implementation, and instructional best practices

Invictus Preparatory Charter School, Brooklyn, NY
Executive Director | 2014–2017

- Led school operations, academic programming, and strategic growth initiatives
- Improved student achievement in ELA and Math through targeted instructional strategies
- Managed $6M budget ensuring fiscal stability and operational efficiency
- Led charter renewal process and school rebranding efforts
- Built strong community partnerships supporting underserved populations
- Supervised hiring, staff development, and organizational performance

Mosaica Turnaround Partners, Baltimore, MD
Executive Turnaround Coach | 2012–2014

- Guided school leaders through turnaround processes to improve academic performance
- Developed and implemented strategic action plans aligned with achievement goals
- Delivered professional development and instructional coaching for educators
- Facilitated data analysis sessions to drive instructional improvement

ADDITIONAL EXPERIENCE

- Educational Consultant, Camille Simone & Company, LLC | 2008–Present
- Principal, Edison Learning | 2004–2011
- Teacher, Rochester City School District | 1998–2004

EDUCATION

Harvard University Graduate School of Education

- School Turnaround Leadership Certification
- Superintendent & District Leadership Certification

Capella University
Ph.D., Educational Leadership (K–12 & Urban Reform)

State University of New York, Brockport
Certificate of Advanced Study, Educational Administration
M.Ed., Educational Administration

State University of New York, Geneseo
B.A., History

RECOGNITIONS & ACHIEVEMENTS

- FCCS ranked #1 Charter School in Frederick County (2022)
- Top rankings across Maryland in Elementary and Middle School performance
- Achieved significant post-pandemic academic gains exceeding district and state averages
- Mayor's Citation of Excellence in Educational Growth
- Consistent multi-year improvements in ELA and Math performance across institutions

PROFESSIONAL AFFILIATIONS

ASCD • National Association of Educators • Students First
Black Women Education Leaders (BWEL)
National Classical Educator Think Tank
Race & Equity Committee, Frederick County Public Schools (Co-Chair)

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APPENDIX H – BUDGET

Budgeting Philosophy, Assumptions, and Financial Strategy

Our budgeting approach is grounded in realism, discipline, and alignment with our educational mission. We recognize that financial sustainability is not achieved through optimistic projections, but through careful planning that reflects actual costs, enrollment patterns, and operational demands.

We build our budget on three core principles. First, we align all expenditures with student learning, ensuring that instructional quality remains our highest priority. Second, we base our assumptions on conservative and verifiable data, particularly with respect to enrollment and per-pupil funding. Third, we maintain flexibility so that we can respond responsibly to changes in enrollment, funding, or operational needs.

Our primary revenue source is per-pupil funding provided through Frederick County Public Schools. Based on current projections, we estimate an average per-pupil allocation of approximately **$10,000–$11,000**, which aligns with recent funding levels. We also anticipate limited supplemental funding through grants and potential federal programs, though we do not rely heavily on these sources in our core operating budget to ensure stability.

We have carefully revised our staffing and facility assumptions to reflect realistic costs. Staffing represents the largest portion of our budget, consistent with public school operations, and is aligned with competitive salary expectations, benefits, and required staffing ratios. Facility costs are based on comparable lease rates within Frederick County for similarly sized charter schools.

Our long-term financial sustainability is supported by controlled enrollment growth, disciplined spending, and ongoing financial oversight by the Board of Trustees.

Enrollment Projections

Year	Grade Levels	Projected Enrollment
Year 1	K-5	300

Year 2	K-5	380
Year 3	K-5	450
Year 4	K-5	500
Year 5	K-5	520

Per-Pupil Revenue Assumptions

Year	Enrollment	Per-Pupil Funding	Total Revenue
Year 1	300	$10,500	$3,150,000
Year 2	380	$10,700	$4,066,000
Year 3	450	$10,900	$4,905,000
Year 4	500	$11,100	$5,550,000
Year 5	520	$11,300	$5,876,000

Projected Revenue (3–5 Year Overview)

Revenue Source	Year 1	Year 2	Year 3	Year 4	Year 5
Per-Pupil Funding	$3,150,000	$4,066,000	$4,905,000	$5,550,000	$5,876,000
Grants & Donations	$150,000	$100,000	$75,000	$50,000	$50,000
Federal Programs (Est.)	$100,000	$150,000	$200,000	$250,000	$250,000
Total Revenue	**$3,400,000**	**$4,316,000**	**$5,180,000**	**$5,850,000**	**$6,176,000**

Staffing Cost Breakdown (Major Component)

Position	Quantity (Yr 1)	Avg Salary + Benefits	Total Cost
School Leader	1	$150,000	$150,000
Assistant Principal	1	$120,000	$120,000
Teachers	18	$75,000	$1,350,000
Special Education Staff	3	$80,000	$240,000
Support Staff	6	$50,000	$300,000
Administrative Staff	3	$65,000	$195,000
Total Staffing Cost (Year 1)	**-**	**-**	**$2,355,000**

Note: Staffing scales proportionally with enrollment growth in subsequent years, reaching approximately $3.2M–$3.5M by Year 3.

Capital Expenditures (Startup & Growth)

Category	Year 1	Year 2	Year 3
Renovation & Setup	$150,000	$50,000	$30,000
Furniture & Fixtures	$100,000	$75,000	$50,000
Technology Infrastructure	$120,000	$80,000	$60,000
Classroom Expansion	-	$100,000	$120,000
Total Capital Costs	**$370,000**	**$305,000**	**$260,000**

Cash Flow Projection

Year	Total Revenue	Total Expenses	Net Position
Year 1	$3,400,000	$3,475,000	-$75,000
Year 2	$4,316,000	$4,055,000	+$261,000
Year 3	$5,180,000	$4,590,000	+$590,000
Year 4	$5,850,000	$5,025,000	+$825,000
Year 5	$6,176,000	$5,290,000	+$886,000

Our budget reflects a realistic and responsible financial plan that supports both the immediate launch and long-term sustainability of Frederick International Academy. By aligning resources with our educational priorities and maintaining disciplined financial oversight, we ensure that our school is positioned for stability, growth, and continued impact.

FCPS Charter School Application Evaluation Form
Frederick International Academy (FIA)

The purpose of a quality charter school in Frederick County is to establish an alternative means within the existing system for innovative learning opportunities and creative educational approaches to improve the education of students. As outlined in FCPS Regulation 440-01, the charter school application should include detailed information in each of the following areas, but the application is not limited to these areas.

Application Evaluation Points of Contact

Department	Point of Contact	Evaluation Focus Area(s)
Fiscal Services	Associate Superintendent of Fiscal Services or their designee	A,F,G,H,I,K
Human Resources	Director of Human Resources or their designee	A,E,F,G,H,K,L,M
Operations/Facilities	Chief Operating Officer or their designee	A,B,E,F,G,H,I,K
Curriculum	Chief of Academics and Organizational Development or their designee	A,B,C,D,F,G,I,J,K
Special Education and 504	Associate Superintendent of Special Education and Student Services or their designee	A,B,C,D,F,G,I,K
Multilingual Education Program	Multilingual Education Program Supervisor or their designee	A,B,C,D,F,G,I,K
Transportation	Director of Transportation or their designee	A,B
Technology	Director of Technology Infrastructure or their designee	A,B,E,F,I,K
SASA (Intervention, Assessment, Accountability, and Student Systems)	Chief of Schools and Accountability or their designee	A,B,C,D,F,M,I,J,K
SASA (Charter School Liaison)	Director of School Management, Planning, and Logistics	All

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
A. Executive Summary			
1. Vision for the public charter school and a mission statement as to how the vision will be achieved	✔		
2. Overview of the needs being addressed by the public charter school	✔		
3. Brief description of the program to be implemented including any specific focus of the program	✔		
4. Proposed start date and duration of the charter contract		✔	
5. Operator contact name, address, phone number, email address	✔		

Comments/Feedback/Questions:
The application provides a stronger-than-concept-level overview by identifying the proposed educational model, grade span, governance structure, and proposed location. However, several required elements are lacking depth and specificity. The application does not specify the proposed charter duration, reconcile inconsistencies regarding the planned opening and enrollment assumptions, or provide complete contact information. The rationale for establishing the school relies primarily on national research and does not adequately demonstrate a documented community need in Frederick County through local data or stakeholder input. Additional clarification is needed regarding the proposed bilingual/immersion instructional model, including whether the school will operate as a full-language immersion or English-based bilingual program. From a Special Education and Section 504 perspective, the executive materials should explicitly state that enrollment and participation will be nondiscriminatory and accessible to students with disabilities, English learners, and students requiring accommodations, related services, or health and behavioral supports.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
B. Educational Programs and Services			
1. Philosophy and goals of the program	✔		
2. Education levels to be offered (preschool, elementary, middle, high)	✔		
3. Student to teacher ratio			✔
4. Unique focus of the school program as appropriate (such as reclaiming dropouts or utilizing specific instructional programs)	✔		
5. Fully developed curriculum showing alignment with the Maryland Voluntary State Curriculum			✔
6. Fully developed Multi-Tiered System of Supports (MTSS) which outlines the academic and behavioral framework for supporting student needs		✔	
7. Instructional methods to implement the curriculum		✔	
8. Appropriate technology, equipment, libraries, and other applicable media			✔
9. Length of the student instructional day			✔

10. Extracurricular offerings			✔
11. Extended day program/supplemental programs - both free and fee-based			✔
12. Provision for transportation, if appropriate			✔
13. Building security and safety plan			✔

Comments/Feedback/Questions:
The proposed educational program shows promise conceptually but lacks the specificity necessary to demonstrate implementation readiness. While the application references appropriate staffing ratios, curriculum alignment, MTSS, multilingual learner supports, and special education services, it provides few implementation details. Specific student-to-teacher ratios, a technology infrastructure plan, curriculum resources, instructional strategies, daily student experience, and program offerings are not adequately described. The application also lacks a comprehensive plan explaining how MTSS, IDEA, Section 504, multilingual learner services, and the multilingual instructional model will be implemented, including the delivery of IEP services, accommodations, assistive technology, behavioral and communication supports, health and safety supports, and accessible instructional materials. Although the application indicates an understanding of these requirements and references future planning, many required elements are either addressed only in general terms or omitted entirely, limiting the ability to evaluate the educational program's effectiveness and readiness for implementation.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
C. Special Populations			
1. Framework of how the charter school will meet the unique needs of students and ensure that students with disabilities are provided a Free Appropriate Public Education (FAPE)		✔	
2. Provision for students with disabilities (IDEA and Section 504) to be included in the educational program	✔		
3. Provision for Multilingual Learners to be included in the educational program	✔		

Comments/Feedback/Questions:
This section requires clarification and additional information to help demonstrate compliance with federal, state, and local requirements. The application should include a comprehensive plan for serving students with disabilities and multilingual learners in accordance with IDEA, MSDE, FCPS, and Section 504 requirements. Because the proposed school serves PreK through Grade 8, additional detail is needed regarding early childhood special education responsibilities, including Child Find, developmental screening, preschool least restrictive environment, transitions from early intervention, and age-appropriate related services. The application should also explicitly state that the multilingual instructional model will not limit enrollment, participation, access to services, or educational opportunities for students with disabilities or students with Section 504 plans.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
D. Student Outcomes			
1. In Addition to the standards used by the Frederick County Board of Education and the Maryland State Board of Education, how will the charter school: a. Assess educational outcomes of students b. Measure and report student performance and progress c. Non-academic goals to be achieved		✔	

Comments/Feedback/Questions:
This application establishes goals that are aligned with state and local accountability measures. Specifically, the application states that by the end of the third year, 65% of students will meet or exceed proficiency on MCAP in ELA and math. Additionally, the application references the use of WIDA ACCESS testing for English learners, but lacks specificity. The student outcome information that is provided is general and does not provide a clear indication of the school's plan to assess student academic performance and non-academic areas. The applicant does not indicate how they will measure student proficiency in Arabic, Spanish, or any other language that may be offered at the school.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
E. Student Admission Procedures			
1. Projected student enrollment	✔		
2. Procedures for the recruitment of students	✔		
3. Description of random-selection process if the number of qualified applications exceeds the predetermined student capacity	✔		
4. Public and parent information plans		✔	

Comments/Feedback/Questions:
The enrollment and recruitment plan could benefit from additional detail and consistency. The application contains conflicting Year 1 enrollment projections that should be reconciled. While it outlines general outreach activities such as community events and informational sessions, it does not provide a comprehensive student recruitment strategy or contingency plans if enrollment targets are not met. Greater specificity is also needed regarding how outreach and informational sessions will be conducted, including the methods and formats that will be used to engage prospective families.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
F. Staffing Plan			
1. Projected staffing needs (administrative, certificated, and support)			✔
2. Job descriptions for all staff (administrative, certificated, and support)			✔
3. Detail of any additional contracts needed to provide staff services			✔
4. Access to and knowledge of the FCTA, FASSE, and FCASA negotiated agreements			✔

Comments/Feedback/Questions:
The staffing plan lacks the detail necessary to demonstrate organizational and operational readiness. Although the application describes the programs to be offered and emphasizes staff recruitment and retention, it does not identify the staffing levels, specific positions, roles, responsibilities, or required credentials needed to implement the educational program, including bilingual/biliteracy instruction. The application should include a preliminary Year 1 staffing model aligned to projected enrollment, as well as clearly identify personnel responsible for IDEA and Section 504 compliance, including special education administration, case management, related services, evaluation responsibilities, and staffing contingencies. Additionally, the staffing plan does not address collective bargaining agreements, established employee units, or other personnel requirements necessary to assess the school's capacity to deliver required services and operate effectively.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
G. Management Plan			
1. Legal entity/corporate structure	✔		
2. Resumes of founding group members	✔		
3. Governance structure including: a. Governing board(s) b. Membership c. Roles d. Responsibilities e. Functions	✔		
4. Administrative practices		✔	
5. Administrative staffing plan			✔
6. School management			✔
7. Organizational chart for the charter school			✔
8. Methods by which to achieve legal, fiscal, and programmatic accountability for the operation of the school	✔		
9. Accountability to the local board for performance results		✔	

Comments/Feedback/Questions:
The application provides limited information on administrative and school management structures, with the operational plan lacking specificity despite relatively detailed governance bylaws. While the bylaws outline Board operations, they do not translate into clear school-level management roles, responsibilities, or accountability structures. The application does not identify who will be responsible for key compliance and

operational functions, including IDEA, Section 504, ADA, discipline protections, confidentiality, data reporting, parent dispute resolution, and corrective action processes. Additional clarification is needed regarding how performance data will be reported, who is responsible for presenting results, how frequently reporting will occur, and what actions will be taken if performance goals are not met. Overall, governance structures appear more developed than the day-to-day school management and operational systems needed to support implementation.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
H. Facilities Plan			
1. Identification and location of the site (if known at the time of application)	✔		
2. Identification and location of site pending approval of the application	✔		
3. Planning and zoning			✔
4. Building site plan and floor plan			✔
5. Building gross and net square footage			✔
6. Building current and proposed space use			✔
7. Building inspection report(s)			✔
8. Building systems and materials condition			✔
9. Facility acquisition/lease - terms and conditions			✔
10. Proposed site redevelopment, new construction or renovation, and estimated costs			✔
11. Schedule of occupancy			✔

12. Plans for building security, maintenance, and custodial services			✔

General Questions, Concerns, Suggestions:
The facilities plan is underdeveloped and does not provide sufficient detail to assess readiness for implementation. While the application indicates an intent to lease an existing facility, it does not include specific lease terms or conditions. The proposed address appears to overlap with another charter application, raising questions about facility availability and feasibility. The application also lacks evidence of understanding of local real estate constraints in Frederick County. Additionally, there is limited information regarding facility operations, including security, maintenance, and custodial services, all of which are necessary to evaluate whether the school can safely and effectively operate within the proposed site.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
I. Financial Plan			
1. Annual operating budget for the duration of the charter contract (includes start-up costs and conditions for providing operating support such as custodial, curriculum support, legal counsel, professional development, etc.)			✔
2. Annual capital budget for the duration of the charter contract			✔
3. Appropriate property and casualty insurance			✔
4. Knowledge of and provision for utilization of FCPS financial management/accounting/procurement procedures			✔
5. Provision for financial audits by the school system			✔
6. Supervision of and inventory control of material, equipment, and supplies			✔
7. Planned fundraising efforts			✔
8. Accountability to the local board for fiduciary responsibility and compliance with Section 5-234 of the Education Article of the Maryland Annotated Code regarding budgeting and expenses			✔
General Questions, Concerns, Suggestions: The financial section is significantly underdeveloped and does not provide sufficient detail to evaluate fiscal viability or compliance with public sector accounting and oversight requirements. The application lacks a			

complete line-item budget, multi-year financial projections, and itemized costs for special education and Section 504 services, including assistive technology, adaptive equipment, and accessibility-related expenses. A capital budget is also missing, and key areas such as facility costs, insurance coverage, fundraising plans, and operational expenditures are not adequately addressed. While the application references financial controls, audits, and alignment with FCPS policies, it does not demonstrate how these processes will be implemented, including compliance with procurement, inventory control, audit access, or oversight procedures. Additional specificity is needed regarding how FCPS financial management requirements will be followed, including audit timelines, responsible personnel, and adherence to applicable legal and regulatory standards.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
J. Community Support			
1. Description of the type and extent to which there is sufficient community support for the proposed public charter school		✔	
2. Orientation plans for parents, staff, and community		✔	

General Questions, Concerns, Suggestions:
The application acknowledges FIA's commitment to communication with stakeholders including students, parents/guardians, and FCPS staff. While the application references communication it lacks specific information pertaining to the ways in which FIA will communicate with stakeholders. Additionally, the plan lacks specificity with orientation and onboarding for students, staff, and parents/guardians.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
K. Conflict of Interest Forms			
1. Completion of Conflict of Interest Form for each founding member and the school's Board of Directors			✔

General Questions, Concerns, Suggestions:
The application includes a general conflict-of-interest policy within the bylaws and narrative, outlining disclosure requirements, recusal procedures, documentation expectations, and safeguards related to facilities, third-party services, and procurement. However, it does not include signed individual conflict-of-interest disclosure forms for founding or Board members. As a result, the submission is incomplete with respect to demonstrating fully executed conflict-of-interest compliance documentation.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
L. Assurance			
1. Applicants' signed assurance statement			✔

General Questions, Concerns, Suggestions:
Submit signed assurance forms for all founding members and board members.

Application Component	Addressed	Partially Addressed (Lacking Detail and Clarity)	Not Addressed
M. Waivers*			
1. If the applicant is planning to request any waivers of local and/or state regulation/policy, these requests must be part of the submitted application packet*			✔

General Questions, Concerns, Suggestions:
FIA did not indicate in their application that they were seeking any waivers.

General Feedback:
The application presents a strong conceptual vision for an English–Arabic multilingual PreK–8 charter school and reflects cultural responsiveness and an identified community need. However, it remains at a high-level executive summary and lacks the depth and specificity required for evaluation and approval. Significant gaps exist across multiple required domains, including financial planning (no meaningful budget or funding detail), facilities planning (no confirmed site or sufficient operational detail), staffing and governance implementation, and instructional program design. The submission does not demonstrate sufficient understanding of charter school operational, fiscal, or compliance requirements within FCPS.

From a Special Education and Section 504 perspective, the application is notably incomplete and does not include required operating procedures or implementation plans. Missing elements include IDEA and Section 504 compliance procedures (e.g., Child Find, evaluations, IEP/504 development, service delivery, procedural safeguards, discipline protections, and dispute resolution), as well as a clear plan for ensuring nondiscriminatory access to the multilingual program for students with disabilities. Additional required components include a PreK–8 special education framework, 504/ADA accessibility plan, safety and behavior systems, and detailed FCPS oversight and reporting structures.

Overall, while the concept is well-articulated at a vision level, the application lacks sufficient operational, fiscal, staffing, facility, and compliance detail to determine readiness for implementation. Substantial revisions are needed across all major sections before further consideration, particularly in staffing capacity, facilities planning, and IDEA/Section 504 compliance readiness.

Superintendent's Recommendation			
	Approve		**Deny**
Based upon the review of the application and supporting documents, the Superintendent makes the following recommendation to the Board of Education.			✔

Charter Application Narrative

Frederick International Academy (FIA)

This application has been refined based on feedback received during the concept proposal review process conducted by Frederick County Public Schools.

Submitted to:

Frederick County Public Schools (FCPS)

Date: May 7, 2026

I. Executive Summary

Frederick International Academy (FIA) is a proposed public charter school in Frederick County, Maryland, designed to provide a high-quality, inclusive, and equitable education through a multilingual instructional model. The Academy's instructional program is an **English–Arabic multilingual model**, developed to promote bilingualism, biliteracy, and academic achievement for all students, while reflecting the growing linguistic diversity of the community. In addition, the Academy will offer **Spanish as a world language**, with the potential to expand multilingual offerings in future phases based on student needs and program capacity.

The Academy intends to serve students in **PreK through Grade 8**, with a phased and developmentally appropriate implementation model that ensures strong program quality, staffing

readiness, and operational sustainability. Initial enrollment and grade-level rollout will be aligned with facility capacity, staffing availability, and financial viability, with planned growth toward full program implementation.

FIA is informed by the experiences of multilingual and diverse communities and is committed to serving all students through inclusive and culturally responsive educational practices. The instructional program will be aligned with **Maryland College- and Career-Ready Standards**, **WIDA English Language Development Standards**, and all applicable federal and state requirements, ensuring that students meet rigorous academic expectations while developing language proficiency.

The Academy is committed to measurable student outcomes and will implement a structured system of academic supports, including a **Multi-Tiered System of Supports (MTSS)** framework, progress monitoring, and targeted interventions to ensure all students demonstrate growth and achievement. Special education services and English Learner supports will be provided in full compliance with **IDEA**, **MSDE**, and FCPS guidelines.

The Academy is governed by an independent, community-based Board of Directors with diverse expertise in education, public health, research, finance, and community leadership. The Board is committed to transparent governance, ethical leadership, and accountability, and will ensure that all aspects of the school's operations align with the charter contract and applicable laws.

This application reflects revisions made in response to feedback received during the concept proposal review process, with a focus on strengthening the academic program, clarifying implementation plans, and providing greater detail regarding staffing, enrollment, and program design. FIA seeks to serve as a high-quality educational option within FCPS by expanding access to multilingual education, **particularly for diverse learners and communities**, and supporting student success in an increasingly diverse and global society.

II. Mission and Vision

Mission

Frederick International Academy (FIA) is a public charter school committed to providing a high-quality, inclusive, and equitable education through a multilingual instructional model. The Academy promotes academic excellence, bilingualism and biliteracy, cultural competence, and global citizenship, preparing students to meet rigorous academic standards and contribute meaningfully to their communities.

Through standards-aligned instruction, targeted academic supports, and culturally responsive teaching practices, FIA seeks to ensure that all students—including English Learners, students with disabilities, and students from diverse backgrounds—have equitable access to learning opportunities and are supported to achieve academic success.

Vision

Frederick International Academy envisions a learning community where all students, regardless of background, have equitable access to rigorous academic instruction, language development, and supportive learning environments that affirm identity and foster a strong sense of belonging.

The Academy is committed to developing students who are academically prepared, multilingual, and culturally aware, with the skills necessary to succeed in college, careers, and civic life. Through its **multilingual instructional model** and emphasis on global competence, FIA aims to prepare students to navigate and contribute to an increasingly interconnected world.

FIA also envisions a school environment where educators collaborate to implement effective instructional practices, use data to inform decision-making, and provide targeted interventions that support continuous student growth and achievement.

Core Commitments and Educational Priorities

The Academy is guided by the following commitments:

- **Academic Excellence:** Ensure all students meet or exceed Maryland College- and Career-Ready Standards through rigorous and standards-aligned instruction.
- **Multilingual Development:** Promote bilingualism and biliteracy through a structured multilingual instructional model, complemented by additional world language opportunities.
- **Equity and Access:** Provide inclusive learning environments that support the needs of diverse learners, including English Learners and students with disabilities.
- **Culturally Responsive Education:** Integrate students' cultural and linguistic backgrounds into instruction to enhance engagement and learning outcomes.
- **Data-Informed Instruction:** Use assessment data, progress monitoring, and intervention frameworks to support student achievement and continuous improvement.
- **Family and Community Engagement:** Foster strong partnerships with families and the broader community to support student success and school development.

III. Educational Program and Instructional Model

Instructional Approach

Frederick International Academy will implement a **standards-based, multilingual instructional model** designed to promote academic achievement, bilingualism, biliteracy, and cultural competence. Instruction will be aligned with the **Maryland College- and Career-Ready Standards (MCCRS)** and FCPS curricular expectations across all content areas.

The Academy will implement a multilingual instructional model in which English serves as the primary language of instruction for core academic subjects, including mathematics, science, and social studies. Arabic will be offered as a core instructional area, including language development (grammar, reading, writing), as well as cultural and interdisciplinary studies.

The Arabic program will be designed to develop students' proficiency in Modern Standard Arabic while fostering cultural awareness and global competence. Instruction will include literature, poetry, and culturally relevant topics, allowing students to engage with the language in meaningful and academically structured ways. As enrollment and community needs evolve, the Academy may explore opportunities to expand Spanish instruction to include content-based instruction, where feasible and aligned with program capacity and staffing.

This model ensures that students develop strong academic foundations while also gaining valuable multilingual skills and cultural understanding.

In addition, the Academy will offer **Spanish as a world language**, with opportunities for future expansion of additional languages based on student needs, staffing capacity, and program readiness.

Rationale for Multilingual Education

The Academy's instructional model is grounded in national and local demographic trends and research on multilingual education. Approximately **23% of children in the United States speak a language other than English at home**, and over **5.1 million students are identified as English Learners**, representing more than **10% of the student population**.

The United States is home to more than **400 languages**, with **Spanish as the most widely spoken language after English**, and **Arabic among the fastest-growing languages in U.S. schools**. These trends demonstrate the need for educational models that support both English acquisition and the development of students' home languages. Research indicates that multilingual and bilingual education programs contribute to improved academic outcomes, increased cognitive flexibility, and long-term achievement. The Academy's program is designed to support these outcomes while expanding access to multilingual education within FCPS.

Academic Goals and Performance Outcomes

The Academy will establish measurable academic goals aligned with state and local accountability systems. By the end of Year 3:

- At least **65% of students will meet or exceed proficiency** on MCAP assessments in English Language Arts and Mathematics
- Student growth percentiles will meet or exceed **state averages**
- English Learners will demonstrate **annual progress toward English proficiency** as measured by WIDA ACCESS
- Students will demonstrate measurable progress in bilingual literacy and content mastery

These goals will be monitored through ongoing assessment, data analysis, and instructional adjustments.

Multi-Tiered System of Supports (MTSS)

The Academy will implement a **Multi-Tiered System of Supports (MTSS)** framework to ensure all students receive appropriate academic and behavioral support:

- **Tier 1:** High-quality, standards-based instruction for all students
- **Tier 2:** Targeted small-group interventions based on identified needs
- **Tier 3:** Intensive, individualized interventions for students requiring additional support

Student progress will be monitored regularly, and data will be used to inform instruction, intervention, and resource allocation.

Special Education Services

The Academy will provide services to students with disabilities in full compliance with the **Individuals with Disabilities Education Act (IDEA)** and Maryland regulations. Students will

receive services through **Individualized Education Programs (IEPs)**, with a focus on inclusive practices, co-teaching models, and access to the general education curriculum.

Related services and supports will be provided as required to ensure that all students have equitable access to educational opportunities.

English Learner Services

The Academy will provide comprehensive support for English Learners aligned with **WIDA English Language Development Standards** and federal and state requirements. Services will include language development instruction, progress monitoring, and instructional supports designed to promote both English proficiency and academic achievement.

The multilingual instructional model will further support English Learners by leveraging students' home language as an asset in the learning process.

Curriculum and Instructional Materials

The Academy will utilize standards-aligned instructional materials that support academic achievement and language development. The Arabic language program will emphasize **Modern Standard Arabic (MSA)**, including literacy development, grammar, and exposure to literature, poetry, and cultural texts.

Instructional resources may draw upon internationally recognized Arabic curricula and will be carefully adapted to align with **Maryland standards and FCPS expectations**, ensuring academic rigor and relevance.

Instruction will integrate reading, writing, speaking, and listening skills across content areas, with an emphasis on academic language development.

Staffing and Certification

The Academy is committed to recruiting, hiring, and retaining highly qualified educators in full compliance with **Maryland State Department of Education (MSDE)** certification requirements and Frederick County Public Schools (FCPS) expectations. All instructional staff will hold

appropriate Maryland certification or be eligible for certification through approved pathways, including alternative certification routes as permitted by MSDE. The Academy will ensure that all staff meet required qualifications prior to assignment and will support certification completion when applicable.

The Academy will establish a **staffing model aligned with grade levels, enrollment, and program needs**, including general education teachers, multilingual educators, English Learner specialists, special education teachers, and instructional support staff. Staffing levels will be adjusted annually based on enrollment growth and program expansion to ensure appropriate student-to-teacher ratios and instructional quality.

For language instruction, the Academy will prioritize candidates who demonstrate high levels of language proficiency through recognized assessments such as the **American Council on the Teaching of Foreign Languages (ACTFL)** proficiency evaluations. Language instructors will be expected to demonstrate advanced proficiency in speaking, reading, writing, and listening, ensuring that instruction is linguistically accurate, academically rigorous, and aligned with professional standards.

The Academy will implement a **structured recruitment strategy** to build a strong and sustainable educator pipeline. This strategy will include partnerships with teacher preparation programs and universities, outreach to bilingual educator networks at the local, state, and national levels, participation in educator recruitment fairs, and targeted recruitment efforts for highly qualified and appropriately certified language teachers.

In addition, the Academy will implement **ongoing professional development and support systems** to ensure instructional quality and staff retention. Educators will receive training in multilingual instruction, culturally responsive teaching, data-informed practices, and differentiated instruction. The Academy will foster a collaborative professional culture that supports continuous improvement and alignment with student achievement goals.

Implementation and Growth Plan

The Academy will implement a **phased enrollment and program expansion model** to ensure alignment between enrollment, staffing, facility capacity, and program quality. While the

Academy intends to serve **PreK through Grade 8**, initial implementation will prioritize early grade levels to ensure strong instructional foundations and effective program delivery.

In **Year 1**, the Academy anticipates opening with a focused grade band (e.g., PreK–2 or K–2) and an initial enrollment of approximately **120–150 students**, based on facility capacity and staffing readiness. The Academy will expand by adding additional grade levels each year, with the goal of reaching full PreK–8 implementation within a defined multi-year timeline.

Enrollment growth will be carefully aligned with staffing, budgeting, and facility planning to ensure **operational sustainability and instructional quality**. The Academy will regularly review enrollment projections, staffing needs, and program effectiveness to inform expansion decisions.

This phased approach supports strong program implementation, allows for ongoing evaluation and improvement, and ensures that the **multilingual instructional model** is implemented with fidelity across grade levels.

Student Population and Access

Frederick International Academy will be open to **all eligible students residing in Frederick County** and will operate as a **non-sectarian, non-discriminatory public charter school** in accordance with Maryland law and FCPS policies.

The Academy will implement a **transparent and equitable enrollment process**, including a **public lottery system**, if applications exceed available seats, consistent with state and local requirements. Enrollment will not be based on academic ability, language proficiency, disability status, or prior achievement.

The Academy will actively engage in **student recruitment and community outreach efforts** to ensure broad awareness of the program, particularly among families who may benefit from multilingual education. Outreach efforts may include community events, informational sessions, partnerships with local organizations, and multilingual communication strategies to ensure access for diverse families.

The Academy will also develop a **grade-level enrollment plan**, including projected class sizes and student distribution across grades, to ensure balanced growth and appropriate allocation of resources.

Student Supports

The Academy is committed to providing a comprehensive system of academic and social-emotional supports to meet the needs of all learners. Instructional practices will include **differentiated instruction**, culturally responsive teaching strategies, and the integration of language development across all content areas.

The Academy will implement a **Multi-Tiered System of Supports (MTSS)** framework to provide targeted academic and behavioral interventions:

- **Tier 1:** High-quality core instruction for all students
- **Tier 2:** Targeted small-group interventions based on student needs
- **Tier 3:** Intensive individualized interventions for students requiring additional support

Progress monitoring will be conducted regularly using formative and summative assessments to inform instruction and adjust interventions.

The Academy will provide **special education services** in accordance with the Individuals with Disabilities Education Act (IDEA), ensuring that students with disabilities receive appropriate services through Individualized Education Programs (IEPs), inclusive practices, and access to the general education curriculum.

In addition, the Academy will provide **English Learner supports** aligned with WIDA standards, including language development instruction, instructional accommodations, and progress monitoring to support both language acquisition and academic achievement.

The Academy will also promote **social-emotional learning (SEL)** through a supportive school climate, positive behavior supports, and strategies that foster student engagement, well-being, and a sense of belonging.

IV. Governance and Board Oversight

A. Founding and Governance Structure

Frederick International Academy (FIA) was founded through the vision, leadership, and initiative of **Dr. Heba Metwally**, who serves as the Founder of the Academy and led the development of its mission, educational model, and charter application. **Ms. Shifa Mohiuddin** and **Mr. Mahmoud Hegazy** serve as Co-Founders and contributed to the early planning, organizational development, and establishment of the Academy.

The Academy is governed by an independent, community-based **Board of Directors**, which serves as the legal governing body responsible for policy oversight, fiscal accountability, charter compliance, and long-term strategic direction. The Board operates in accordance with the Academy's bylaws and all applicable federal, state, and local laws.

While the Academy recognizes the contributions of its Founder and Co-Founders, **all governance authority is vested in the Board of Directors**, ensuring accountability, transparency, and alignment with public charter school requirements.

B. Board Composition and Expertise

Frederick International Academy is governed by a Board of Directors responsible for policy oversight, fiscal accountability, charter compliance, and long-term strategic direction. The Board operates as the governing authority of the Academy and does not engage in day-to-day school operations, which are delegated to school leadership in accordance with the charter contract and applicable law.

Board members collectively bring experience in education, bilingual and multilingual instruction, health and public health, strategic planning, nonprofit governance, finance, and community leadership, supporting informed decision-making and effective public stewardship.

The Board of Directors reflects a rich diversity of linguistic and cultural backgrounds, which serves as a valuable asset to the Academy's mission. Board members collectively speak or are acquiring multiple languages, including English, Arabic, Spanish, Urdu, Hindi, Bengali, and French, and bring varied cultural perspectives and lived experiences. This diversity strengthens the Board's ability to support a multilingual educational environment and respond to the needs of a diverse student population. Several Board members are native or fluent speakers of Spanish and Arabic

and are experienced educators, further strengthening the Academy's capacity to support language development and culturally responsive instruction. Members represent a range of cultural identities, including individuals born in the United States and others with international backgrounds, all of whom share a commitment to supporting students' academic success, cultural identity, and sense of belonging.

The Board maintains a leadership structure consisting of elected officers, including a Chair, Vice Chair, Secretary, and Treasurer(s), in accordance with the Academy's bylaws. **All Board members serve as Directors and contribute expertise aligned with key areas of the Academy's mission**, including academic oversight, multilingual education, student support, and operational planning.

All Board members exercise authority collectively in accordance with the Academy's bylaws and applicable law, ensuring clear governance, accountability, and effective decision-making.

C. Board Roles and Responsibilities

The Board of Directors is responsible for:

- Establishing and maintaining the school's mission, vision, and strategic direction
- Ensuring compliance with the charter agreement and all applicable laws and regulations
- Providing fiscal oversight, including budget approval and financial monitoring
- Overseeing academic performance and accountability measures
- Hiring and evaluating school leadership (e.g., Principal/School Leader)
- Ensuring equitable access and high-quality educational programming

The Board does not engage in day-to-day operations, which are delegated to school leadership.

D. Board Members, Officers, and Biographies

The Board of Directors includes the following members. Each member contributes expertise aligned with the Academy's mission while maintaining collective governance responsibility. Members are listed in alphabetical order by last name.

Member, Board of Directors (Expertise: Educational Innovation & Technology) – Ms. Diana Al-Dajani

Ms. Diana Al-Dajani is an education innovator, AI strategist, and founder of EduTechnoz. She has experience working with schools and organizations globally to design personalized and engaging learning environments. Her work focuses on integrating technology and adaptive learning to support student achievement and engagement. She brings expertise in educational innovation, technology integration, and student-centered learning.

Member, Board of Directors (Expertise: STEM Education & Research) – Dr. Rajat Subhra Biswas

Dr. Rajat Subhra Biswas is a science educator and biomedical research scientist with over two decades of experience in higher education research and K–12 teaching. He currently serves as a science teacher in Maryland public schools. His background includes research, teaching, and mentoring in scientific fields. He brings expertise in STEM education, research, and data-informed instruction.

Member, Board of Directors (Expertise: Language Development & Humanities) – Mr. Stanley Delmas

Mr. Stanley Delmas is an educator in Maryland and an English Language Development instructor with over a decade of experience supporting multilingual learners. He has a strong academic background in philosophy, theology, and psychology. He is multilingual and experienced in working with diverse student populations. He brings expertise in language development, humanities, and culturally responsive education.

Member, Board of Directors (Expertise: Science Education & Student Support) – Dr. Juana Goldfarb

Dr. Juana Goldfarb is a science educator in Maryland public schools with a Doctorate in Medicine and extensive teaching experience. She supports diverse learners, including English Language Learners, through inclusive instructional practices. She brings strong scientific knowledge and real-world application to her teaching. She contributes expertise in science education and student support.

Secretary (Expertise: Operations & Community Engagement) – Mr. Mahmoud Hegazy

Mr. Mahmoud Hegazy is a community organizer and nonprofit leader with experience in operations, facilities coordination, and community engagement. He has been involved in supporting organizational development and collaboration across diverse groups. He contributes expertise in operational planning, facilities readiness, and community partnerships that support long-term sustainability.

Member, Board of Directors (Expertise: Healthcare & Strategic Planning) – Dr. Muhammad Imran, MD, MPH

Dr. Muhammad Imran is a physician with experience in clinical practice, research, and quality improvement. He has contributed to healthcare systems through leadership and data-driven decision-making. He brings strong analytical skills and expertise in compliance and strategic planning. He supports fiscal oversight and long-term planning.

Co-Treasurer (Expertise: Finance & Higher Education) – Dr. Wais Insaaf, MD

Dr. Wais Insaaf is a physician and educator with experience in family medicine and higher education. He serves as an adjunct professor teaching biology and anatomy. His background supports responsible financial oversight and academic planning. He contributes to fiscal accountability and educational perspective.

Vice Chair and Founder (Expertise: Multilingual Education & Curriculum) – Dr. Heba Metwally, PhD

Dr. Heba Metwally is an educator and language professional with over twenty years of experience in bilingual education and curriculum development. She currently serves as an English Language Development Math teacher in Maryland public schools. Her academic background includes a PhD in Journalism and graduate studies in Teaching, TESOL, and Translation Studies. She brings expertise in multilingual education, curriculum design, and culturally responsive teaching.

Co-Treasurer (Expertise: Public Health & Community Engagement) – Ms. Samiya Mohiuddin, PA-C

Ms. Samiya Mohiuddin is a practicing Physician Associate with more than ten years of community service and outreach in Frederick County. She is committed to education initiatives both locally and beyond, with a strong interest in institution building. Samiya is particularly interested in public health, STEM, and how these disciplines are understood and taught from historical and classical perspectives. She has demonstrated a long-standing commitment to education, serving as a preceptor to students at both the college and graduate levels.

Chair (Expertise: Public Health & Community Leadership) – Ms. Shifa Mohiuddin, MPH

Ms. Shifa Mohiuddin is a public health professional with experience in community health, policy, and organizational leadership. She holds a Master of Public Health and has served in leadership roles in health and community organizations. She is fluent in multiple languages and supports culturally responsive systems. As Chair, she provides leadership and oversight to the Board.

Member, Board of Directors (Expertise: Educational Leadership & School Improvement) – Mr. Riss Robinson

Mr. Riss Robinson is an educational leader with experience in teaching and school administration. He currently serves as a teacher and team leader in Maryland Public Schools. He previously served as an Assistant Principal and Principal, leading school improvement efforts. He brings expertise in curriculum, data-informed instruction, and school leadership.

Member, Board of Directors (Expertise: Healthcare & Student Wellness) – Dr. Muhammad Saad, MD

Dr. Muhammad Saad is an interventional cardiologist with experience in clinical leadership and community service. He supports initiatives that promote health and well-being. His background contributes to strong leadership and mentoring practices. He brings expertise in student wellness and supportive learning environments.

Member, Board of Directors (Expertise: Mathematics Education & Inclusive Instruction) – Mr. Koffi Senyo

Mr. Koffi Senyo is an experienced mathematics educator with over 20 years of teaching. He has a background in both general and special education and is committed to supporting diverse learners through inclusive instructional practices. He focuses on making mathematics accessible and engaging for all students, promoting problem-solving and critical thinking. He brings expertise in mathematics instruction and student-centered learning.

Member, Board of Directors (Expertise: Special Education & School Leadership) – Ms. Nilsa Soto

Ms. Nilsa Soto is an educator with over 35 years of experience in teaching and school leadership. She holds a **Master's degree in Special Education** and a Bachelor's degree in English as a Second Language. She has served in Maryland Public Schools and is committed to equity and instructional excellence. She brings expertise in special education, leadership, and support for diverse learners.

Ethics and Accountability

The Board of Directors is committed to maintaining the highest standards of ethical conduct, transparency, and accountability in all aspects of governance and school operations. The Board has adopted comprehensive bylaws and governance policies that establish clear expectations for ethical decision-making and responsible oversight.

These policies include procedures for **conflict of interest disclosure, recusal, and documentation**, ensuring that all Board members act in the best interest of the Academy and avoid any actual or perceived conflicts. All potential conflicts will be formally disclosed and recorded, and affected members will recuse themselves from related discussions and decisions in accordance with established policies.

The Board will implement **financial oversight and internal control procedures**, including budget review, financial reporting, and monitoring processes to ensure responsible stewardship of public funds. The Academy will comply with all applicable federal, state, and local financial regulations, including audit and reporting requirements.

To promote transparency, the Board will conduct its work in accordance with applicable **open meetings requirements and public accountability standards**, maintaining records of Board meetings, decisions, and policies.

In addition, the Board will engage in **ongoing governance review and professional development** to ensure continuous improvement, effective oversight, and alignment with best practices in public charter school governance.

Board members are expected to actively participate in meetings and governance responsibilities. Consistent attendance is required to ensure effective governance. Any member who fails to attend **three consecutive Board meetings without valid justification** may be subject to review and potential removal in accordance with the Academy's bylaws.

Through these structures and practices, the Academy ensures that all decisions are made with integrity, accountability, and a strong commitment to serving students, families, and the broader community.

V. Student Health, Wellness, Safety, and Nutrition Oversight

A. Nutrition and Wellness:

The Board of Directors recognizes that student health, wellness, and adequate nutrition are essential to academic success, school engagement, and overall well-being. The Board exercises governance-level oversight by reviewing reports, monitoring compliance, and ensuring that the Academy adheres to all applicable **federal, state, and local health, safety, and school nutrition requirements**. Day-to-day implementation is the responsibility of school leadership.

The Academy will comply with established standards related to **student health services, school safety, and nutrition programs**, including applicable guidelines for meal programs, wellness policies, and student health protocols. School leadership will be responsible for implementing procedures that support a safe and healthy learning environment, including coordination with appropriate health professionals and adherence to required health and safety practices.

The Board will review periodic reports related to **student wellness, attendance, safety, and nutrition program implementation** to ensure accountability and continuous improvement. The Academy will promote a school environment that supports **physical health, social-emotional well-being, and student safety**, aligned with best practices and regulatory expectations.

Through this governance structure, the Board ensures that student health and wellness remain a priority and that all programs operate in compliance with applicable standards while supporting student success.

B. Emergency Preparedness and Safety

The Academy is committed to maintaining a safe and secure learning environment through comprehensive emergency preparedness and response policies. The Academy will develop and implement a written Emergency and Disaster Preparedness Plan in compliance with all applicable federal, state, and local requirements. This plan will include procedures for shelter-in-place, evacuation, lockdown, communication, and family reunification, as well as continuity of operations and resumption of services. The Academy will conduct regular safety and emergency drills, including fire and evacuation drills, at required intervals throughout the school year, with all drills documented in accordance with applicable guidelines. School leadership will ensure that all staff, substitutes, and volunteers receive appropriate training on emergency procedures, including clear roles and responsibilities and participation in drills. The Academy will promote developmentally appropriate practices during drills and emergencies, with attention to the emotional needs of all students, including those with disabilities, trauma histories, or specialized health needs. Communication and instruction related to safety procedures will be accessible to multilingual learners through clear and supportive language. Through these policies and practices, the Academy ensures preparedness, responsiveness, and the ongoing safety and well-being of all students and staff.

VI. Financial Snapshot (Preliminary)

For purposes of charter review, Frederick International Academy (FIA) provides a high-level financial overview demonstrating fiscal awareness, responsible planning, and readiness for

implementation. The Academy is committed to operating as a financially sustainable public charter school, with careful alignment between enrollment, staffing, and available resources.

Startup Assumptions

FIA's financial planning is based on **conservative and realistic assumptions**, aligned with a phased enrollment model, staffing readiness, and anticipated public funding. Initial startup costs will include staffing, instructional materials, facility-related expenses, and operational setup. The Academy will ensure that expenditures are aligned with available resources and program priorities.

Enrollment Awareness

Preliminary enrollment projections are designed to align with **facility capacity, staffing levels, and program implementation goals**. The Academy anticipates opening with a manageable initial enrollment and expanding gradually over time. Enrollment growth will be monitored closely to ensure financial stability, appropriate class sizes, and effective allocation of resources.

Funding Model

The Board demonstrates an understanding of **Maryland and FCPS per-pupil funding structures**, including the relationship between enrollment and operating revenue. The Academy's financial model is primarily based on public funding, with careful planning to ensure that expenditures remain aligned with projected revenue. The Board will oversee financial planning and ensure responsible budgeting practices.

Financial Oversight and Controls

The Board will implement **sound financial management practices**, including budget development, regular financial reporting, and monitoring procedures. Financial oversight will include internal controls, review of expenditures, and compliance with applicable audit and reporting requirements. The Academy will ensure transparency and accountability in the use of public funds.

Future Financial Planning

Detailed budgets, multi-year financial projections, and supporting financial schedules will be developed and submitted as part of the full charter approval process. These documents will reflect refined enrollment projections, staffing plans, and facility considerations to ensure long-term financial sustainability.

VII. Facilities Plan (Preliminary)

The Academy anticipates leasing an existing facility within Frederick County that meets all applicable **educational, health, safety, and accessibility requirements**. The facility will be selected to support the Academy's instructional program, enrollment projections, and operational needs, including appropriate classroom space, administrative areas, and student support services.

Final site selection will occur in coordination with Frederick County Public Schools (FCPS) and in compliance with all applicable **local, state, and federal regulations**, including zoning, occupancy, fire safety, and building code requirements. The Academy will ensure that the facility is fully approved for educational use prior to opening.

The Academy will prioritize a facility that provides a **safe, accessible, and supportive learning environment** for all students, including compliance with the **Americans with Disabilities Act (ADA)** to ensure accessibility for individuals with disabilities.

In addition, the Academy will implement procedures to maintain a safe and well-managed facility, including routine inspections, maintenance planning, and adherence to health and safety protocols.

As part of the full charter approval process, the Academy will provide additional details regarding the selected site, including facility specifications, occupancy approvals, and alignment with enrollment and program implementation plans.

VIII. Conflict of Interest Disclosure

The Board of Directors recognizes that potential conflicts of interest may arise during the planning and operational phases of the Academy. These may include situations in which a Board member has a financial interest, personal relationship, or professional connection to a potential landlord, vendor, contractor, or service provider.

To address such situations, the Board has adopted comprehensive bylaws and governance policies that establish clear procedures for **conflict of interest disclosure, review, recusal, and documentation**. All Board members are required to disclose any actual or potential conflicts in a timely manner. Disclosures will be formally recorded, and affected members will recuse themselves from related discussions and decision-making processes.

All transactions and decisions will be conducted at **arm's length**, ensuring that no individual derives improper benefit and that all actions are taken in the best interest of the Academy. The Board will ensure that all agreements and contracts comply with applicable **federal, state, and local laws**, as well as authorizer expectations.

The Academy is committed to maintaining transparency and integrity in all financial and operational decisions, and the Board will monitor compliance with conflict of interest policies as part of its ongoing governance responsibilities.

IX. Commitment to Collaboration and Continuous Improvement

Frederick International Academy (FIA) is committed to working collaboratively with Frederick County Public Schools (FCPS) throughout the charter review, approval, and implementation process. The Academy values open communication and welcomes feedback, viewing the charter process as a partnership focused on serving students, families, and the broader Frederick County community.

The Academy will engage in ongoing collaboration with FCPS, including participation in required reporting, compliance monitoring, and communication processes. FIA is committed to meeting all expectations outlined in the charter agreement and to maintaining transparency in its operations and decision-making.

FIA also embraces a culture of continuous improvement, using data, feedback, and reflective practices to strengthen its academic program, operational systems, and student outcomes. The Academy will regularly review performance data, stakeholder input, and program effectiveness to inform decision-making and ensure alignment with its mission and goals.

Through this commitment to collaboration and continuous improvement, FIA seeks to establish a strong and productive partnership with FCPS while providing a high-quality educational program that meets the needs of its diverse student population.

Frederick International Academy

Letter of Intent for Charter Application

Date: May 7, 2026

Mr. Daniel L. Enck

Director of School Management, Planning, and Logistics

Frederick County Public Schools

191 South East Street

Frederick, Maryland

Dear Mr. Enck,

On behalf of the founding Board of Directors of Frederick International Academy (FIA), this letter serves as a formal **Letter of Intent** to apply for a public charter school within Frederick County Public Schools (FCPS). This submission reflects a comprehensive and refined proposal aligned with feedback received during the concept proposal review process and is submitted as part of the final charter application.

Proposed School Information

Proposed School Name: Frederick International Academy

Grade Levels: Prekindergarten through Grade 8 (PreK–8), with a phased and developmentally appropriate implementation aligned to enrollment, staffing, and facility capacity. The Academy may consider future programmatic expansion based on demonstrated need, available resources, and approval from the authorizer.

Target Opening Year: Fall 2027

Proposed Location: 7215 Corporate Ct., Frederick County, Maryland

Mission & Educational Focus

Frederick International Academy proposes to operate as a public, nonprofit charter school committed to academic excellence, multilingual development, and global competence. The Academy will implement a multilingual instructional model in which English serves as the primary language of instruction and Arabic is offered as a core instructional area. The Academy will also provide opportunities to offer additional world languages, including Spanish, with the potential to expand into content-based instruction as community needs, program capacity, staffing, and student demand evolve. Instruction will be standards-aligned, student-centered, and designed to support diverse learners, preparing students to succeed in an increasingly interconnected world.

Governance & Organizational Structure

The Academy is governed by an independent, community-based Board of Directors committed to transparency, public accountability, and compliance with all applicable federal, state, and local requirements. The Board serves as the legal governing authority of the Academy and does not engage in day-to-day school operations, which are delegated to school leadership.

The Board maintains a leadership structure with designated officers to ensure effective governance and oversight.

Board Officers:

Chair: Shifa Mohiuddin, MPH

Vice Chair and Founder: Heba Metwally, PhD

Secretary: Mahmoud Hegazy

Co-Treasurer: Wais Insaaf, MD

Co-Treasurer: Samiya Mohiuddin, PA-C

Target Student Population & Enrollment

- **Year 1 Enrollment:** Approximately 100–120 students

- **Projected Full Capacity:** Approximately 300–350 students at full implementation, subject to facility capacity

Organizational Status

Frederick International Academy has been formed as a **Maryland nonprofit corporation** and has obtained an Employer Identification Number (EIN: 41-4129108). The Academy is in the process of applying for IRS 501(c)(3) tax-exempt status.

The Board of Directors looks forward to collaborating with Frederick County Public Schools throughout the charter review and approval process. Thank you for your time and consideration.

Respectfully,





Shifa Mohiuddin, MPH
Chair, Board of Directors
Frederick International Academy

Heba Metwally, PhD
Vice Chair and Founder

BYLAWS

Frederick International Academy

(Public Charter School)

ARTICLE I – NAME, STATUS, AND AUTHORITY

Section 1.1 – Name

The name of the organization shall be **Frederick International Academy** (the "Academy").

Section 1.2 – Legal Status

Frederick International Academy shall operate as a **public charter school** authorized by the **Frederick County Board of Education** in accordance with:

- Maryland Education Article §9-106
- FCPS Policy 440
- FCPS Regulation 440-01

The Academy shall be **non-sectarian**, **non-discriminatory**, and **open to all eligible students** in accordance with applicable law.

Section 1.3 – Authority

The Academy shall operate pursuant to a charter contract approved by the Frederick County Board of Education and shall comply with all applicable federal, state, and local laws, regulations, policies, and charter requirements governing public charter schools.

ARTICLE II – MISSION, VISION, AND EDUCATIONAL PHILOSOPHY

Section 2.1 – Mission

Frederick International Academy is a public charter school in Frederick County committed to providing a **high-quality, inclusive, and equitable** public education through **multilingual instructional models**. The Academy promotes **academic excellence, multilingual development, cultural competence, and global citizenship**, preparing students to thrive academically and contribute meaningfully to their school and broader community through rigorous instruction and strong student supports.

The founding instructional model emphasizes English–Arabic multilingual instruction, with English serving as the primary language of instruction and Arabic offered as a core instructional area. The Academy may also offer additional world languages, including Spanish, Urdu, French, or others. Spanish programming may expand into content-based multilingual instruction based on community needs, program capacity, staffing, and student demand. The Academy affirms that all students have the right to connect with their identity through learning their culture and heritage language, and that honoring students' linguistic and cultural backgrounds is essential to inclusive, equitable, and meaningful education.

The Academy intends to serve students in Prekindergarten through Grade 8 (PreK–8) through a phased and developmentally appropriate implementation model aligned with enrollment, staffing, facility capacity, and program quality. The Academy may consider future programmatic expansion based on demonstrated need, available resources, and approval from the authorizer.

Section 2.2 – Vision and Core Beliefs

The Academy is committed to providing a **high-quality, standards-aligned public education** that ensures **equitable access and opportunity for all students**. Instructional practices shall be designed to support diverse learners through **differentiated instruction**, **culturally responsive and sustaining practices**, and **meaningful family and community engagement**, consistent with Maryland College- and Career-Ready Standards and FCPS expectations.

The Academy affirms the following core beliefs:

- All students can achieve at high levels, and **no child shall be left behind**
- **Language and culture are integral to student identity, engagement, and academic success**

- **Multilingualism is an educational asset** that supports cognitive development, academic achievement, and global competence

- **Inclusive learning environments** that honor diversity foster belonging, equity, and improved student outcomes

All programs and operations of the Academy shall be **non-sectarian**, inclusive, and conducted in full compliance with **FCPS policies, MSDE regulations, and applicable federal and state laws governing public charter schools**.

ARTICLE III – GOVERNING BOARD

Section 3.1 – Role of the Board

The Board of Directors ("Board") is the **governing authority** of Frederick International Academy and is responsible for:

- Policy and governance oversight

- Fiscal accountability

- Charter compliance

- Long-term strategic direction

The Board shall not engage in the day-to-day management of school operations, which are delegated to school leadership in accordance with the charter contract.

Nothing in this section shall permit a Board member to simultaneously serve in a paid instructional, administrative, or operational role at the Academy. Any Board member seeking employment with the Academy shall resign from the Board prior to applying for or engaging in employment-related discussions, in accordance with Article IX, Section 9.7 of these bylaws.

Section 3.2 – Composition

The Board shall consist of **fourteen (14)** voting members selected to reflect diverse professional expertise, including education, multilingual instruction, health and public health, nonprofit governance, finance, facilities, and community leadership. The Board shall also reflect diverse cultural, linguistic, and professional backgrounds that support the Academy's mission and the needs of its student population.

Section 3.3 – Fiduciary Duty

Board members shall act in the best interests of the Academy and the public by exercising the following fiduciary duties:

Duty of Care

Board members shall make informed and thoughtful decisions by reviewing information carefully, participating actively in meetings, and acting with reasonable care in the best interests of the Academy.

Duty of Loyalty

Board members shall place the interests of the Academy above personal interests, disclose any actual or potential conflicts of interest, and avoid participating in decisions in which a conflict exists.

Duty of Obedience

Board members shall ensure that the Academy complies with all applicable laws, regulations, charter requirements, and governing documents while remaining faithful to its mission, vision, and educational purpose.

ARTICLE IV – STUDENT HEALTH, WELLNESS, SAFETY, AND NUTRITION OVERSIGHT

Section 4.1 – Student Health, Wellness, and Nutrition

The Board of Directors recognizes that student health, wellness, and adequate nutrition are essential to academic success, school engagement, and overall student well-being. The Board shall ensure that the Academy establishes and maintains age-appropriate, culturally responsive, and

equitable policies and programs that support students' physical health, mental well-being, and nutritional needs.

The Board shall exercise governance-level oversight by reviewing reports, data, and recommendations related to student wellness, health services, safety, and nutrition, and by ensuring compliance with applicable federal, state, and local health, safety, and school nutrition requirements. The Board shall not engage in direct student monitoring or day-to-day operations, but shall hold school leadership accountable for the effective implementation of such systems and policies.

The Academy shall comply with applicable standards and requirements related to student health services, school safety, wellness policies, and nutrition programs. School leadership shall be responsible for implementing procedures that support a safe and healthy learning environment, including coordination with appropriate health professionals and adherence to required health and safety practices.

The Board shall review periodic reports related to student wellness, attendance, safety, and nutrition program implementation to support accountability, continuous improvement, and student success.

Section 4.2 – Emergency Preparedness and Safety

The Academy is committed to maintaining a safe and secure learning environment through comprehensive emergency preparedness and response policies. The Academy shall develop and implement a written Emergency and Disaster Preparedness Plan in compliance with all applicable federal, state, and local requirements.

The plan shall include procedures for shelter-in-place, evacuation, lockdown, communication, family reunification, continuity of operations, and resumption of services. The Academy shall conduct regular safety and emergency drills in accordance with applicable laws and guidelines, and all drills shall be appropriately documented.

School leadership shall ensure that staff, substitutes, and volunteers receive appropriate training regarding emergency procedures, safety protocols, and participation in drills. Emergency procedures and safety communication shall be accessible to multilingual learners and responsive to the needs of students with disabilities, trauma histories, or specialized health needs.

Through these policies and practices, the Academy shall promote preparedness, responsiveness, and the ongoing safety and well-being of students and staff.

ARTICLE V – BOARD MEMBERSHIP

Section 5.1 – Terms

Board members shall serve staggered terms consistent with the charter contract, applicable law, and the governance needs of the Academy.

At the time of the Academy's initial formation and opening, Board member terms shall be staggered as follows:

- Five (5) members shall serve initial two-year terms
- Five (5) members shall serve initial three-year terms
- Four (4) members shall serve initial four-year terms

Following the completion of the initial staggered terms, all Board members shall serve three-year terms unless otherwise determined by the Board in accordance with these bylaws and applicable law.

Vacancies filled during an unexpired term shall be filled for the remainder of the original term.

Section 5.2 – Selection and Removal

Board members shall be elected or appointed according to procedures adopted by the Board and consistent with these bylaws.

Board membership shall reflect the Academy's commitment to diverse professional expertise, multilingual and multicultural representation, and community engagement in support of the Academy's mission and student population.

A Board member may be removed for cause by a majority vote of the Board. "For cause" includes, but is not limited to:

- Breach of fiduciary duty
- Violation of law or Board policy
- Ethical misconduct
- Failure to disclose conflicts of interest
- Repeated failure to attend meetings or fulfill Board responsibilities
- Actions materially harmful to the Academy

Section 5.3 – Meetings

The Board shall meet regularly in accordance with Maryland Open Meetings requirements, applicable law, and FCPS expectations.

Meetings may be conducted in person or through electronic means permitted by law, provided that all participants are able to hear one another and that public meeting requirements are satisfied.

The Board shall maintain official meeting minutes and records in accordance with applicable public records and transparency requirements.

ARTICLE VI – OFFICERS AND LEADERSHIP STRUCTURE

Section 6.1 – Officers and Leadership Structure

The Board of Directors shall maintain an officer structure consisting of five (5) officers, all of whom are voting members of the Board and serve as governance leaders in accordance with these bylaws, the charter contract, and applicable law.
The officers of the Board shall be:

1. Chair
2. Vice Chair
3. Secretary
4. Co-Treasurer
5. Co-Treasurer

Officer titles are governance designations intended to support effective Board leadership, oversight, accountability, and organizational continuity. Officers shall exercise authority collectively as members of the Board and shall not possess unilateral authority except as expressly authorized by Board action, these bylaws, or applicable law.

All officers shall be elected by a majority vote of the Board and shall serve terms determined by the Board in accordance with these bylaws, applicable law, and the charter contract.

Section 6.2 – Duties of Officers

1. **Chair**

   The Chair shall preside over Board meetings, support effective governance practices, and serve as a primary liaison with the authorizer and school leadership. The Chair shall help ensure that the Board fulfills its fiduciary, strategic, and governance responsibilities in accordance with applicable law and the Academy's governing documents.

2. **Vice Chair**

   The Vice Chair shall support the Chair in carrying out Board responsibilities and shall assume the duties of the Chair in the Chair's absence or inability to serve. The Vice Chair shall also serve as a liaison with the authorizer and school leadership and may assist with Board coordination, governance oversight, strategic planning, and organizational continuity as authorized by the Board.

3. **Secretary**

   The Secretary shall support the maintenance of official Board records, meeting minutes, governance documents, and required notices. The Secretary shall assist in ensuring compliance with applicable recordkeeping, transparency, and meeting requirements.

4. **Co-Treasurer**

5. **Co-Treasurer**

   The **Co-Treasurers** shall jointly provide governance-level oversight related to budgeting, financial reporting, fiscal accountability, and financial compliance. The Co-Treasurers shall assist the Board in reviewing financial information and supporting sound fiscal practices consistent with applicable law and public accountability standards.

   Neither Co-Treasurer shall possess unilateral authority over financial accounts, expenditures, or financial decisions unless specifically authorized by the Board in accordance with applicable policies and procedures. All financial actions shall be subject to dual authorization and Board oversight.

Section 6.3 – Committees

The Board of Directors may establish, modify, or dissolve committees as needed to support governance, oversight, compliance, strategic planning, finance, facilities, academic programs, community engagement, and other areas consistent with the Academy's mission and operational needs.

Committees shall operate under the authority and oversight of the Board and shall function in an advisory and governance-supporting capacity only. Committee composition, leadership, and participation shall be determined by the Board.

Any Board member may serve on or provide governance oversight to one or more committees. Service in committee leadership roles shall not be limited to a single position per individual.

The Board may appoint non-Board individuals, including employees, volunteers, parents, caregivers, community members, or individuals with relevant expertise, to serve in committee leadership or advisory roles. Such individuals shall not exercise governing authority unless expressly authorized by the Board.

Non-Board committee chairs or committee members shall not possess voting authority on the Board of Directors, and their participation shall remain advisory and governance-supporting in nature.

Each committee shall remain under the oversight and fiduciary authority of the Board, and at least one Board member shall provide governance oversight for each committee to ensure alignment with the Academy's mission, bylaws, charter contract, and applicable law.

The Board may establish an **Education and Academic Affairs Committee** composed primarily of Board members with educational expertise, including educators and professionals with relevant academic experience. The committee may support the Board by providing governance-level recommendations and oversight related to academic programs, curriculum alignment, multilingual education, school performance, principal selection processes, and other educational matters consistent with the Academy's mission and charter obligations.

The committee shall operate in an advisory and governance-supporting capacity and shall not assume responsibility for the day-to-day administration or instructional management of the Academy.

The Board may establish a **Health, Wellness, and Public Health Committee** composed primarily of Board members with relevant expertise in health, public health, wellness, student support, or related fields. The committee may support the Board by providing governance-level recommendations and oversight related to student wellness, school health policies, safety

practices, emergency preparedness, mental health awareness, nutrition, and other health-related matters consistent with the Academy's mission and applicable requirements.

The committee shall operate in an advisory and governance-supporting capacity and shall not assume responsibility for direct medical services, clinical care, or day-to-day school administration.

The Board may establish an **Administration and Safety Committee** composed primarily of Board members with relevant experience in administration, operations, safety, facilities, compliance, emergency preparedness, or organizational management. The committee may support the Board by providing governance-level recommendations and oversight related to operational planning, facility safety, risk management, emergency preparedness, school climate, security practices, and administrative compliance consistent with the Academy's mission and applicable requirements.

The committee shall operate in an advisory and governance-supporting capacity and shall not assume responsibility for day-to-day school administration, personnel supervision, or operational management.

Section 6.4 – Officer Vacancies

Officer vacancies and succession procedures shall be governed by ARTICLE X of these bylaws.

Section 6.5 – Compensation and Reimbursement

Board members and officers shall serve without compensation for their service on the Board. The Board may authorize reimbursement for reasonable and necessary expenses incurred in the performance of official Board duties, subject to Board policy, applicable law, and available funding.

Reimbursement requests shall be appropriately documented and reviewed in accordance with the Academy's financial policies and procedures.

ARTICLE VII – NOMINATION AND ELECTION OF OFFICERS

Section 7.1 – Nomination Process

Nominations for Board officer positions shall be conducted in accordance with these bylaws and procedures adopted by the Board.

A Board member may:

- Self-nominate, or
- Be nominated by one or more Board members.

The Board shall ensure that officer nominations and elections are conducted in a fair, transparent, and orderly manner consistent with the Academy's governance responsibilities and mission.

Section 7.2 – Statement of Interest

Each nominee for an officer position may provide a written or verbal statement describing:

- Their interest in the position
- Relevant experience or qualifications
- How they will support the Academy's mission, governance responsibilities, and student community

Statements shall be shared with Board members prior to voting whenever practicable.

Section 7.3 – Election of Officers

Officers shall be elected by a majority vote of the Board.

Voting procedures shall be conducted transparently and in accordance with applicable law and Board procedures.

In the event of a tie vote, additional rounds of voting shall be conducted until the position is filled or the Board determines an alternative process consistent with these bylaws.

ARTICLE VIII – FINANCIAL CONTROLS AND SAFEGUARDS

Section 8.1 – Dual Financial Authorization

To safeguard public and community funds, the Academy shall maintain financial controls and procedures that promote accountability, transparency, and responsible stewardship of resources.

All financial accounts shall require at least two authorized signatories, and no individual shall possess unilateral authority over school funds or financial transactions unless specifically authorized by the Board in accordance with applicable policies and procedures.

All financial actions shall be subject to dual authorization and Board oversight. Electronic transactions shall require dual approval whenever feasible and consistent with operational needs.

Section 8.2 – Separation of Duties

The Board shall ensure appropriate separation of financial responsibilities so that authorization, recordkeeping, reconciliation, and financial oversight shall be performed by **different individuals** whenever practicable.

Financial reports shall be reviewed regularly by the Board or a designated Finance Committee, and independent audits shall be conducted as required by law, charter requirements, or applicable agreements.

Section 8.2.1 – Principles of Separation of Duties

The Academy shall maintain financial procedures designed to promote accountability, transparency, and appropriate internal controls.

To support effective separation of duties:

- Financial authorization, recordkeeping, reconciliation, and oversight functions should be distributed among different individuals whenever practicable.
- Individuals responsible for approving expenditures should not be solely responsible for maintaining financial records or reconciling financial accounts.
- Financial oversight procedures shall include regular review of financial reports by the Board or an authorized Finance Committee.

These practices are intended to reduce the risk of error, misuse of funds, fraud, and conflicts of interest while promoting sound financial governance and public accountability.

Section 8.3 – Transparency and Public Accountability

Frederick International Academy shall maintain and operate with transparency and public accountability by:

- Presenting financial reports at Board meetings
- Maintaining records consistent with public school standards
- Upholding community trust and ethical stewardship of public and community funds
- Complying with applicable financial reporting and audit requirements

The Board shall promote responsible fiscal oversight, accountability, and transparency consistent with applicable law, charter requirements, and the Academy's mission.

ARTICLE IX – TRANSPARENCY, ETHICS, AND GOVERNANCE REVIEW

Section 9.1 – Duty of Transparency

The Board affirms that transparency and ethical governance are essential to maintaining public trust, accountability, and compliance with applicable public charter schools standards and charter requirements.

Section 9.2 – Raising a Governance or Transparency Concern

Any Board member, employee, volunteer, parent, caregiver, community member, or stakeholder who believes that a governance concern, ethical issue, conflict of interest, or lack of transparency has occurred may submit a concern in writing to the Chair, Vice Chair, or another appropriate Board designee.

Concerns shall be submitted in good faith and should identify the nature of the concern and any relevant supporting information whenever practicable.

Section 9.3 – Review Process

Upon receipt of a governance or transparency concern, the Board may:

- Review relevant records or documentation
- Assign the matter to an appropriate committee or review body
- Seek legal, financial, or professional guidance when necessary
- Conduct additional review or inquiry as appropriate under the circumstances

Any individual directly involved in the matter under review shall not participate in related deliberations or decisions.

Section 9.4 – Findings and Corrective Action

If the Board determines that a governance, ethics, compliance, or transparency concern has occurred, the Board may take corrective action consistent with these bylaws and applicable law, including:

- Requiring corrective measures or policy revisions

- Reassigning Board or committee responsibilities
- Requiring additional oversight, reporting, or training
- Removing an officer role or committee assignment for cause
- Taking any other action deemed appropriate by the Board

No single Board member shall possess unilateral authority to dissolve the Board or remove Board members except as permitted by these bylaws and applicable law.

Section 9.5 – Board Reorganization (Serious Cases)

In cases of substantiated and systemic governance, ethics, compliance, or transparency failures that materially harm the Academy, the Board may, by a supermajority vote defined as two-thirds (2/3) of the voting Board members:

- Restructure leadership roles
- Redistribute duties and responsibilities
- Initiate a formal Board reorganization process
- Notify the authorizer or appropriate governing authority as required by applicable law or the charter contract

Section 9.6 – Protection Against Retaliation (Board, Community & Witnesses)

No Board member, employee, volunteer, parent, caregiver, community member, or witness shall be retaliated against, directly or indirectly, for raising concerns, providing testimony, or participating in a governance or compliance review in good faith.

Section 9.7 – Founding Board Transition and Employment Conflict of Interest

Any Board member who voluntarily seeks a paid employment position with Frederick International Academy shall resign from the Board prior to submitting an application or engaging in any employment-related discussions, interviews, deliberations, or decisions related to that position.

This provision applies prospectively and is intended to ensure independence, transparency, and compliance with conflict-of-interest standards applicable to public charter schools.

Nothing in this section shall prohibit a former Board member, following resignation, from applying for or accepting employment with the Academy in accordance with applicable law and policy.

Section 9.8 – Facility-Related Conflict of Interest and Recusal

Any Board member who has a familial, financial, or business relationship with a property owner, landlord, or lessor under consideration by Frederick International Academy shall fully disclose such relationship to the Board in writing.

The conflicted Board member shall recuse themselves from all discussions, deliberations, negotiations, and votes relating to the facility, lease, or property transaction.

Recusal under this section shall apply only to the specific matter giving rise to the conflict and shall not require resignation from the Board, nor shall it affect the Board member's ability to participate in or vote on unrelated matters.

Any facility or lease agreement involving a related party shall be reviewed and approved by the non-conflicted members of the Board, shall be arms-length and at fair market value, and shall comply with all applicable laws, charter requirements, and authorizer policies.

Section 9.9 – Third-Party Services and Related Entities

If the Academy seeks expertise, consultation, or services from a third party in which a Board member, officer, or committee member has a financial interest, ownership interest, employment relationship, or other material connection, the affected individual(s) shall fully disclose such relationship and shall not participate in the procurement process, evaluation, discussion, negotiation, or vote related to such services.

Section 9.10 – Independent Review and Safeguards

When appropriate, the Board may require independent third-party review, competitive bidding, and/or legal or professional counsel to ensure fairness, transparency, and compliance with applicable laws, charter requirements, and ethical standards.

Section 9.11 – Documentation

All disclosures, recusals, and related actions taken pursuant to this Article shall be documented in the official minutes and records of the Board.

ARTICLE X – VACANCIES AND SUCCESSION

Section 10.1 – Vacancies

A vacancy on the Board of Directors shall occur upon:

- Death of a Board member
- Resignation
- Removal for cause
- Incapacity or inability to serve
- Loss of eligibility

Section 10.2 – Death of a Board Member

In the event of the death of a Board member:

a. The Board shall formally acknowledge the vacancy
b. The vacancy shall **not** invalidate any Board actions or decisions
c. The Board shall continue to operate with remaining members

The Board shall initiate the process to fill the vacant seat in accordance with these bylaws.

Section 10.3 – Temporary Incapacity

If a Board member is temporarily unable to serve due to illness or incapacity:

- The Board may grant a temporary leave
- Officer duties may be reassigned temporarily by Board vote
- The seat shall not be considered vacant unless incapacity becomes permanent

Section 10.4 – Filling Vacancies

Vacancies shall be filled by **majority vote** of the remaining Board members.

The Board may:

- Appoint a replacement to serve the remainder of the term, or
- Leave the seat vacant temporarily if quorum requirements are met

Any appointed replacement shall meet the eligibility requirements of the Board.

Section 10.5 – Officer Vacancies

If an officer position becomes vacant due to death, resignation, or removal:

- The Board shall elect a replacement by majority vote
- Interim assignments may be made to ensure continuity

Section 10.6 – Quorum

The death or resignation of a Board member shall not impair the Board's authority to act, provided that a quorum is present in accordance with these bylaws.

ARTICLE XI – QUORUM AND VOTING

Section 11.1 – Definition of Quorum

A **quorum** for the transaction of business by the Board of Directors of Frederick International Academy shall consist of a **majority of the currently serving voting Board members**.

For purposes of these bylaws, "currently serving" means Board members who are duly appointed or elected and have not resigned, been removed, or whose seat has otherwise become vacant.

Section 11.2 – Actions Requiring a Quorum

No official action, vote, or decision of the Board shall be taken unless a quorum is present, except as otherwise permitted by law.

Section 11.3 – Voting

Unless otherwise specified in these bylaws or required by law:

- Actions of the Board shall be approved by a **majority vote of the members present**, provided a quorum is established

- Each Board member shall have **one vote**
- Proxy voting shall not be permitted

Section 11.4 – Vacancies and Quorum

The existence of vacancies on the Board, including those resulting from death, resignation, or removal, shall **not** affect the Board's ability to establish a quorum, provided that a majority of the remaining voting members is present.

Section 11.5 – Remote Participation

Board members may participate in meetings by electronic or remote means, where permitted by law, provided that all participants can hear one another and that such participation complies with Maryland Open Meetings requirements.

CERTIFICATION

These bylaws were adopted by the Board of Directors of Frederick International Academy on May 7, 2026.

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.08 Motion to Move into Closed Session
Type	Action
Suggested Action	Board approval to move into Closed Session.

Content

In accordance with Maryland's Open Meetings Act, General Provisions Article § 3-305(b)(1), (7) and (9), the Board will meet in Closed Session at 4:00 pm to make appointments to the Citizens Advisory Council, to consult with counsel to obtain legal advice and to discuss matters related to negotiations.

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.09 Adjournment
Type	Procedure

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	2. CLOSED SESSION [4:00 p.m.]
Subject	2.01 Call to Order
Type	Procedure

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	2. CLOSED SESSION [4:00 p.m.]
Subject	2.02 Adjournment
Type	Procedure

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	3. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	3.01 Call to Order
Type	Procedure

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	3. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	3.02 Pledge of Allegiance
Type	Procedure

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	3. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	3.03 Closed Session Announcement
Type	Announcement

Content

In accordance with Maryland's Open Meetings Act, General Provisions Article § 3-305(b)(1), (7) and (9), the Board met in Closed Session at 4:00 pm today to make appointments to the Citizens Advisory Council, to consult with counsel to obtain legal advice and to discuss matters related to negotiations.

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	3. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	3.04 Approval of the June 24, 2026 Board of Education Meeting Minutes
Type	Minutes
Suggested Action	Board approval of the June 24, 2026 Board of Education Meeting Minutes.

ATTACHMENT(S):
06.24.26 Meeting Minutes_DRAFT.pdf

Board of Education of Frederick County
Wednesday, June 24, 2026
Board Room
Meeting Minutes - DRAFT

1. WORK SESSION (OPEN MEETING) [3:00 P.M.]

Members present: Dean Rose, Rae Gallagher, Colt Black, Jaime Brennan (via Google Meet), Janie Monier, Chad Wilson, Sr., Karen Yoho
Others present: Dr. Cheryl Dyson, Superintendent; Doreen Bass, Grant Management Specialist; Dr. Karine Myers, Director, Leadership & Organizational Development; Steven Blivess, Esquire, Chief Legal Counsel; Dr. Kathy Gull, Director, Department of Curriculum & Instruction; Korbin Shoemaker, Coordinator, Career & Technical Education; Mike Brown, Teacher Specialist, Career & Technical Education; Sabrina Nail, Board Ombuds; Alexander Thomas, Student Member of the Board; Kathryn Rich, Executive Assistant to the Board

1.01 Call to Order
President Rose called the meeting to order at 3:00 p.m.

1.02 Approval of the June 24, 2026 Meeting Agenda
Board approval of the June 24, 2026 Meeting Agenda.
Motion by Rae Gallagher, second by Janie Monier.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Janie Monier, Karen Yoho, Chad Wilson
Not Present at Vote: Colt Black, Jaime Brennan

1.03 Information Item
- Sourcewell 021825-MBH, Fleet Charging and Energy Management Solutions – This contract will be utilized by the Transportation Department for the purchase of electric vehicle (EV) charging stations to support the new electric school buses.

1.04 Bid Items
- Bid 26M6, Heating Oil – Staff recommended the establishment of a contract with one or more vendors for the supply and delivery of heating oil by transport and/or tank wagon to Frederick County Public Schools and offices.
- RFP 26MISC9, Contract Service Agencies for Private Duty Nursing – Staff recommended the establishment of contracts with multiple licensed nursing agencies to provide private duty nursing services for the care of medically fragile students during the school day.

Motion #1
Board approval of Bid 26M6, Heating Oil.
Alexander Thomas, Student Member of the Board, supported the motion.
Motion by Janie Monier, second by Chad Wilson.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Janie Monier, Karen Yoho, Chad Wilson
Not Present at Vote: Colt Black, Jaime Brennan

Ms. Brennan joined the meeting virtually at 3:03 p.m.

Motion #2
Board approval of RFP 26MISC9, Contract Service Agencies for Private Duty Nursing.
Alexander Thomas, Student Member of the Board, supported the motion.
Motion by Janie Monier, second by Rae Gallagher.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson
Not Present at Vote: Colt Black

1.05 MSDE Grow Your Own Grant
Frederick County Public Schools (FCPS) has been awarded a $855,646 grant from the Maryland State Department of Education's Maryland Grow Your Own (GYO) Educators Grant Program. The four-year grant will support recruiting and preparing employees to become licensed special education teachers while working in FCPS classrooms.

Board approval to accept the Maryland State Department of Education's Maryland Grow Your Own Educators Grant.
Alexander Thomas, Student Member of the Board, supported the motion.
Motion by Chad Wilson, second by Rae Gallagher.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson
Not Present at Vote: Colt Black

1.06 Policy 426, Fundraising
Policy 426, Fundraising, was presented as the Board of Education's second reading.

Board approval of Policy 426, Fundraising, for immediate publication.
Alexander Thomas, Student Member of the Board, supported the motion.
Motion by Karen Yoho, second by Rae Gallagher.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Janie Monier, Karen Yoho, Chad Wilson
No: Jaime Brennan
Not Present at Vote: Colt Black

1.07 Youth Apprenticeship
Staff provided an overview of the Maryland Youth Apprenticeship Program, including program growth, student participation, employer engagement, and outcomes. The presentation highlighted efforts to expand Career-Connected Learning opportunities, strengthen business and industry partnerships, and support student college and career readiness.

Mr. Black arrived at the meeting at 3:25 p.m.

1.08 Carroll Creek Montessori Public Charter School, Frederick Classical Charter School, & Sabillasville Environmental School Charter School Agreements
The Board reviewed and approved the charter school agreements for the Carroll Creek Montessori Public Charter School, the Frederick Classical Charter School and the Sabillasville Environmental School.

Motion #1
Board approval of the Carroll Creek Montessori Public Charter School charter, as amended, and to authorize the Board President to sign on behalf of the Board.
Alexander Thomas, Student Member of the Board, supported the motion.
Motion by Janie Monier, second by Karen Yoho.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Colt Black, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

Motion #2
Board approval of the Frederick Classical Charter School charter, and to authorize the Board President to sign on behalf of the Board.
Alexander Thomas, Student Member of the Board, supported the motion.
Motion by Colt Black, second by Janie Monier.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Colt Black, Janie Monier, Karen Yoho, Chad Wilson
Not Present at Vote: Jaime Brennan

Motion #3
Board approval of the Sabillasville Environmental School charter, as amended, and to authorize the Board President to sign on behalf of the Board.
Alexander Thomas, Student Member of the Board, supported the motion.
Motion by Janie Monier, second by Karen Yoho.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Colt Black, Janie Monier, Karen Yoho, Chad Wilson
Not Present at Vote: Jaime Brennan

1.09 Motion to Move into Closed Session
President Rose stated the following: In accordance with Maryland's Open Meetings Act, General Provisions Article § 3-305(b)(1) and (2), the Board will meet in Closed Session at 4:05 p.m. in the Board Room to discuss matters related to appeals.

Board approval to move into Closed Session.
Alexander Thomas, Student Member of the Board, supported the motion.
Motion by Karen Yoho, second by Janie Monier.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Colt Black, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

1.10. Adjournment
President Rose adjourned the meeting at 4:01 p.m.

2. CLOSED SESSION [4:09 p.m.]

Members present: Dean Rose, Rae Gallagher, Colt Black, Jaime Brennan (via phone), Janie Monier, Chad Wilson, Sr., Karen Yoho
Others present: Dr. Cheryl Dyson, Superintendent; Steven Blivess, Esquire, Chief Legal Counsel; Kathryn Rich, Executive Assistant to the Board

2.01 Call to Order
President Rose called the meeting to order at 4:09 p.m.

Topics of Discussion included:
- Matters related to appeals

2.02 Adjournment
President Rose adjourned the meeting at 4:19 p.m.

3. REGULAR MEETING [6:00 p.m.]

Members present: Dean Rose, Rae Gallagher, Colt Black, Jaime Brennan, Janie Monier, Chad Wilson, Sr., Karen Yoho
Others present: Dr. Cheryl Dyson, Superintendent; Tim Thornburg, Chief Negotiator for the Board with FASSE, FCTA & FCASA; Karren Sowell, FASSE President; Justin Heid, FCTA President and Negotiations Chair; Steven Blivess, Esquire, Chief Legal Counsel; Sabrina Nail, Board Ombuds; Alexander Thomas, Student Member of the Board; Kathryn Rich, Executive Assistant to the Board; Janice Spiegel, Director of Special Projects, Frederick County Government

3.01 Call to Order
President Rose called the meeting to order at 6:00 p.m.

3.02 Pledge of Allegiance

3.03 Closed Session Announcement
President Rose made the following announcement: In accordance with Maryland's Open Meetings Act, General Provisions Article § 3-305(b)(1) and (2), the Board met in Closed Session at 4:09 p.m. today in the Board Room to discuss matters related to appeals.

3.04 Approval of the June 10, 2026 Board of Education Meeting Minutes
Board approval of the June 10, 2026 Board of Education Meeting Minutes.
Alexander Thomas, Student Member of the Board, supported the motion.
Motion by Karen Yoho, second by Rae Gallagher.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Colt Black, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

3.05 System Recognition: Recognition of the Student Member of the Board
The Board recognized and thanked Alexander Thomas, Student Member of the Board, for his service and contributions to the Board of Education of Frederick County during the 2025-2026 school year.

Board approval of the proclamation recognizing Mr. Thomas.
Alexander Thomas, Student Member of the Board, abstained from the vote.
Motion by Janie Monier, second by Chad Wilson.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson
Not Present at Vote: Colt Black

3.06 Public Comment
Public comment was offered by:
Nathan Foltz
Shelby Martin
Brian Metzger

3.07 Superintendent Comments

3.08 Student Member Comments

3.09 Board Member Comments
Board members provided comments.

4. Regular Meeting - Action Consent

4.01 Staffing Changes
Board approval of action/consent items.
Alexander Thomas, Student Member of the Board, supported the motion.
Motion by Karen Yoho, second by Rae Gallagher.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Colt Black, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

4.02 Textbook Approval
Board approval of action/consent items.
Alexander Thomas, Student Member of the Board, supported the motion.
Motion by Karen Yoho, second by Rae Gallagher.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Colt Black, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

4.03 Setting of Quarterly Agenda, July - September
Board approval of action/consent items.
Alexander Thomas, Student Member of the Board, supported the motion.
Motion by Karen Yoho, second by Rae Gallagher.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Colt Black, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

5. Board Items

5.01 Ratification of Negotiated Agreement - FASSE, FCTA, and FCASA

The negotiation teams for the Board and the three (3) bargaining units (FASSE, FCTA and FCASA) have reached tentative agreement. Final agreements were available for ratification and signature by the Board, FASSE, FCTA, and FCASA. Upon ratification, staff recommended effectuation of the agreements by the Board. Effectuated agreements will be posted after June 24, 2026.

Motion #1
Board approval of the ratification and execution of the negotiated agreement with the Frederick Association of School Support Employees (FASSE).
Alexander Thomas, Student Member of the Board, supported the motion.
Motion by Rae Gallagher, second by Janie Monier.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Colt Black, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

Motion #2
Board approval of the ratification and execution of the negotiated agreement with the Frederick County Teachers Association (FCTA).
Alexander Thomas, Student Member of the Board, supported the motion.
Motion by Chad Wilson, second by Janie Monier.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Colt Black, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

Motion #3
Board approval of the ratification and execution of the negotiated agreement with the Frederick County Administrative and Supervisory Association (FCASA).
Alexander Thomas, Student Member of the Board, supported the motion.
Motion by Janie Monier, second by Karen Yoho.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Colt Black, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

5.02 Policy 107, Office of the Ombuds - Suspension

The Policy 107, Office of the Ombuds – Suspension Resolution was presented for the Board of Education's approval.

The Board revised the scope and role of the Ombuds with the adoption of the 2026-2027 budget. Policy 114, Policy Development authorizes the suspension of a policy to allow the Board's Policy Committee to consider whether an exigent circumstance with systemic implications requires action to be taken upon the policy.

The Board has determined that the revisions in the scope and role of the Ombuds constitute an exigent circumstance with systemic implications warranting the suspension of the Policy. The Board also directed the Policy Committee to review the Policy to make the appropriate recommendation to the Board regarding revision or decommission of the Policy. Policy 107 shall be suspended effective 11:59:59 p.m. on June 30, 2026, and shall remain suspended until such time as the Policy Committee makes its recommendation to the Board and the Board acts upon that recommendation. This Resolution shall be held permanently in the minutes and records of the Board.

Board approval to adopt the resolution, as presented.
Alexander Thomas, Student Member of the Board, supported the motion.
Motion by Rae Gallagher, second by Chad Wilson.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Colt Black, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

6. Setting of the Next Meeting Agenda

6.01 Setting the Agenda for the July 8, 2026 Board of Education Meeting
Dr. Dyson stated that the July 8, 2026 Board of Education meeting will be held virtually as a Work Session only. That meeting will contain the following:

- Two grants
- One bid item

7. Committee Reports and Legislative Updates

7.01 Legislative Updates
There were no legislative updates provided.

7.02 Policy Committee Report
The Policy Committee met this morning and discussed the following policies:

- Policy 500, Approval of Curriculum and Instructional Materials
- Policy 501, Selection and Approval of Library Media Materials
- Policy 509, Extracurricular and Co-Curricular Activities
- Policy 516, Teaching of Potentially Controversial Issues/Use of Historical Artifacts
- Policy 122, Immigration Enforcement
- Policy 124, Artificial Intelligence

The next Policy Committee meeting is August 26, 2026 at 9:30 a.m. in the Board Room.

7.03 Curriculum & Instruction Committee Report
The Curriculum & Instruction Committee will hold its next meeting on August 5, 2026 at 10 a.m. in the Board Room.

7.04 Committee Reports
The Special Education Citizens Advisory Committee (SECAC) will hold its next meeting on August 24, 2026 at 6 p.m. in the Board Room. The committee will hold summer listening sessions as follows:

- June 25, 2026 – 6:30 p.m. – Walkersville Library
- July 15, 2026 – 6:30 p.m. – Urbana Regional Library
- July 21, 2026 – 7:30 p.m. – Myersville Library
- July 28, 2026 – 7:30 p.m. – Brunswick Library

8. Informational Items

8.01 Quarterly Agenda for Board Meetings

8.02 Future Agenda Items

9. Adjournment

9.01 Adjournment
President Rose adjourned the meeting at 7:14 p.m.

Submitted by: Kathryn Rich, Executive Assistant to the Board

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	3. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	3.05 Approval of the July 8, 2026 Board of Education Work Session Meeting Minutes
Type	Minutes
Suggested Action	Board approval of the July 8, 2026 Board of Education Work Session Meeting Minutes.

ATTACHMENT(S):
07.08.26 Meeting Minutes_DRAFT.pdf

Board of Education of Frederick County
Wednesday, July 8, 2026
3:00 p.m.
Google Meet
Meeting Minutes - DRAFT

1. WORK SESSION (OPEN MEETING) [3:00 P.M.]

Members present: Dean Rose, Rae Gallagher, Colt Black, Jaime Brennan, Janie Monier, Chad Wilson, Sr., Karen Yoho
Others present: Dr. Cheryl Dyson, Superintendent; Bill Meekins, Purchasing Manager; Doreen Bass, Grant Management Specialist; Leslie Frei, Supervisor, Early Childhood Education & Judy Centers; Kathy Allen, Coordinator, Early Childhood Education & Judy Centers; Scott Blundell, Director, Safety & Security Management; Sabrina Nail, Board Liaison & Ombuds; Thora Mintz, Student Member of the Board; Kathryn Rich, Executive Assistant to the Board

1.01 Call to Order
President Rose called the meeting to order at 3:00 p.m.

1.02 Approval of the July 8, 2026 Board of Education Meeting Agenda
Board approval of the July 8, 2026 Board of Education Meeting Agenda.
Thora Mintz, Student Member of the Board, supported the motion.
Motion by Rae Gallagher, second by Karen Yoho.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho
Not Present at Vote: Colt Black, Chad Wilson

1.03 Bid Item
Staff recommended the rejection of all proposals received to establish a contract with a qualified vendor(s) to furnish, deliver, and maintain an electronic Master Inventory List of filters utilized in the maintenance of HVAC systems throughout Frederick County Public Schools (FCPS).

Board approval of the rejection of RFP 26M4, HVAC Filters.
Thora Mintz, Student Member of the Board, supported the motion.
Motion by Janie Monier, second by Karen Yoho.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho
Not Present at Vote: Colt Black, Chad Wilson

1.04 Judy Center Expansion Grant
Frederick County Public Schools (FCPS) has been awarded a $330,000 grant from the Maryland State Department of Education (MSDE) to expand the Judy Center Early Learning Hub to Thurmont Primary School. The Judy Centers work to improve school readiness through comprehensive and collaborative programs and services focused on increasing family engagement, social foundation skills, and language and mathematical skills. The Judy Centers support school readiness for children birth through five by providing families with high-quality, comprehensive, full-day, full-year early childhood educational programs and support services.

Grant funds will be used to support a full-time 12-month Site-Based Coordinator, who will manage the center's daily operations, as well as a full-time, 12-month Family Services Coordinator. In addition to these positions, the Thurmont Primary Judy Center Early Learning Hub will use grant funds to support the following:

- Supplies and materials to establish the Judy Center classroom
- A Rising PreK Camp and playgroups in the summer of 2027
- Family engagement events and activities
- Community outreach
- Professional learning for early childhood staff

Acceptance of this grant does not obligate FCPS to expend additional local resources.

Mr. Wilson joined the meeting at 3:03 p.m.

Board approval of the Judy Center Expansion Grant.
Thora Mintz, Student Member of the Board, supported the motion.
Motion by Karen Yoho, second by Janie Monier.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson
Not Present at Vote: Colt Black

1.05 Risk Management Grant
Frederick County Public Schools (FCPS) has been awarded a $55,000 grant from the Maryland Association of Boards of Education (MABE) to enhance safety and reduce the risk of injuries.

Grant funds will be used to support three projects:

- Purchase and install specialized booster antennas at Lincoln Elementary, Middletown Primary, Waverley Elementary, and Oakdale Middle Schools ($42,067). These antennas will improve the signal capabilities, range, and reliability of the internal radio systems used by school staff.
- Purchase high-quality safety goggles and ear protection to establish dedicated safety stations at every FCPS facility ($10,357). Storing these items on-site will ensure they are readily available to protect staff's eyes and ears during daily operations.
- Purchase industry-standard lifting and supporting equipment for our central transportation and maintenance hubs to safeguard mechanics while working under heavy vehicles ($6,713).

Acceptance of this $55,000 grant obligates FCPS to expend an additional $4,137 in local funds to complete the three projects.

Mr. Black joined the meeting at 3:08 p.m.

Board approval of the Risk Management Grant.
Thora Mintz, Student Member of the Board, supported the motion.
Motion by Karen Yoho, second by Janie Monier.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Colt Black, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

1.06 Adjournment
President Rose adjourned the meeting at 3:11 p.m.

Submitted by: Kathryn Rich, Executive Assistant to the Board

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	3. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	3.06 Public Comment
Type	Information

Content

The Board views public comment as an opportunity to hear concerns of the public, with the understanding and expectation that it is not considered a question-and-answer platform with Board members. Consequently, the Board will not provide a response to public comment presented in its meeting or by submission of a written comment, although it may follow-up with the individual as may be appropriate.

Pre-Registered Public Comment: The Board will provide a maximum of 60 minutes for pre-registered public comment with each speaker allotted up to three (3) minutes to speak.

The Board will receive public comment during this period on issues relating to the operations of the system; Board policies and governance; and current and past agenda items before the Board. The Board shall not receive public comment relating to individual personnel issues, complaints identifying individual students, or matters that are on appeal; that serves as advertising or solicitations for products or services; that is a political campaign speech; or that is pre-recorded audio or video by someone other than the speaker.

Prior to each Board action, the Board President shall announce the opportunity for the Board to receive public comment on the action item on the agenda. Each speaker will be allowed up to two (2) minutes for their public comment regarding the subject of the action under consideration by the Board.

Pre-Registration: The registration period for individuals wishing to participate in the designated public comment period will open with the publication of the agenda for the Board meeting (typically five [5] days in advance of the meeting) and will close at noon one (1) day before the scheduled Board meeting. A person wishing to speak may pre-register by;

- completing the form linked here.
- calling (240) 586-8950 and leaving a voicemail.

Registration to participate in the designated public comment period will require the individual to be a Community member, an FCPS parent, student, or staff member, or an elected local, State or Federal Frederick County representative, and to provide the following at the time of registration:

- Full first and last name as it appears on a form of government-issued identification;
- Proof of Business, Land Ownership, or Residency in PDF format if the government-issued identification does not have a Frederick County address;

- Telephone number, email address, and ZIP code;
- Whether the speaker is a student;
- The topic(s) to be discussed; and
- Whether an interpreter or accommodation is requested with information regarding the specific need.

Failure to provide any of the above required registration information or the falsification of any required registration information will automatically disqualify that individual from providing public comment at the Board meeting.

Written Comments: Individuals are provided the opportunity to and encouraged to submit written comments electronically and email them to BoardPublicComment@fcps.org. Written comments must be submitted as a PDF attachment (strongly preferred) or a Microsoft Word document with the .doc or .docx extension and will be uploaded to Granicus as part of the official meeting record within one (1) week. Comments in the body of an e-mail will not be accepted.

ATTACHMENT(S):
Public Comment List_8.5.26_PEAK.pdf

BOARD OF EDUCATION OF FREDERICK COUNTY
Public Comment
Meeting Date: August 5, 2026

1. Nathan Foltz

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	3. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	3.07 Superintendent Comments
Type	Information

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	3. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	3.08 Student Member Comments
Type	Information

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	3. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	3.09 Board Member Comments
Type	Information

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	4. Regular Meeting - Action Consent
Subject	4.01 Staffing Changes
Type	Action Consent
Suggested Action	Board approval of action/consent items.
Department(s)	Human Resources Department
Goal(s)	Goal 2 - Operational Excellence - FCPS will hire, support, and retain staff who champion individual, professional, and student excellence.

ATTACHMENT(S):
Public Content_2026.08.05-REV.pdf

BOARD OF EDUCATION OF FREDERICK COUNTY

BOARD AGENDA ITEM

Staffing Changes	
Retirement	6
Resignation - Violation	1
Resignation	25
Leave	10
Extended Leave	1
Return from Leave	1
New Teacher Appointment	86
E. Amacher	
C. Arnold	
R. Austin	
S. Austin	
S. Austin	
B. Betit	
M. Bideshi	
E. Burdick	
R. Burge	
N. Byrnes	
S. Cohen	
M. Cole	
L. Condit	
E. De Leon	
A. Dean	
S. DeGrange	
M. Demaio	
T. Donaldson	
S. Entzminger	
M. Fernandez	
M. Ferneyhough	
C. Fisher	
S. Foster	
B. Gaither	
J. Gates	
S. Gonzalez	
C. Gratton	
J. Graziani	

Comparison of Resignations			
October, 2024	2	October, 2025	7
November, 2024	4	November, 2025	4
December, 2024	2	December, 2025	3
January, 2025	3	January, 2026	6
February, 2025	17	February, 2026	20
March, 2025	41	March, 2026	12
April, 2025	20	April, 2026	26
May, 2025	22	May, 2026	15
June, 2025	21	June, 2026	14
July, 2025	0	July, 2026	0
August, 2025	30	August, 2026	26
September, 2025	5	September, 2026	
Cumulative to Date	167	Cumulative to Date	133

Comparison of New Hires			
October, 2024	8	October, 2025	2
November, 2024	5	November, 2025	7
December, 2024	3	December, 2025	9
January, 2025	11	January, 2026	26
February, 2025	8	February, 2026	8
March, 2025	1	March, 2026	1
April, 2025	12	April, 2026	1
May, 2025	22	May, 2026	13
June, 2025	76	June, 2026	24
July, 2025	0	July, 2026	0
August, 2025	139	August, 2026	84
September, 2025	11	September, 2026	
Cumulative to Date	296	Cumulative to Date	175

B. Hahn
New Teacher Appointment
C. Holdredge
C. Hurley
F. Jawad
B. Jimenez
E. Kokoskie
T. Kowalsky
M. Kuhn
N. Laudati
A. Lemasters
B. Lyght
N. Masucci Bicho
R. McGettigan
D. McKinney
K. Mirmozaffari
G. Montgomery
L. Moore
S. Myers
B. Myers
C. Nelson
J. Njiomouo
M. O'Brien
S. Ortega
M. Osmolenski
J. Ostrowski
S. Poole
E. Riccio
D. Ricketts
M. Roska-Velez
M. Rush
J. Ryan
D. Sageman
S. Sagna
C. Sandefur
I. Santiago
C. Saunders

R. Schmidt
L. Sullivan
New Teacher Appointment
C. Thacker
F. Tontala
S. Trice
K. Turner
M. Turvin
C. Vasquenza
K. Watkins
S. Weyman
J. Wiles
A. Windebank
M. Wolfe
M. Younger
L. Grove
C. Manoogian
S. Anwar
S. Jackson
M. Keeney
L. McQuay
L. Staley
M. Whitfield

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	4. Regular Meeting - Action Consent
Subject	4.02 Textbook Approval
Type	Action Consent
Suggested Action	Board approval of action/consent items.
Department(s)	Academics & Organizational Development
Goal(s)	Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community. Goal 3 - Safety & Wellbeing - FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence.

Content

PURPOSE OF PRESENTATION:
Staff recommends Board approval of the recently displayed textbook.

BACKGROUND/SUMMARY:
The textbook listed on the attached memorandum was on public and digital display from June 15-23, 2026.

PROCESS STATEMENT:
In accordance with FCPS Regulation 500-04, the attached list of textbooks is presented for action.

SUBMITTED BY:
Dr. Keith Harris, Ed.D., Chief of Academics & Organizational Development

ATTACHMENT(S):
June 2026 Textbook Approval Memo.pdf

Academics and Organizational Development
191 South East Street
Frederick, MD 21701
Phone (240) 586-7153
www.fcps.org

Frederick County Public Schools
INSPIRE ≠ MOTIVATE ≠ INNOVATE

Keith Harris, Ed.D.
Chief
keith.harris@fcps.org

Julie Maiello
Executive Assistant
julie.maiello@fcps.org

MEMORANDUM

July 28, 2026

To: Members of the Board of Education

From: Dr. Keith Harris, Chief, Academics and Organizational Development

Subject: Textbook Review June 2026

In accordance with Frederick County Public Schools (FCPS) Regulation 500-04, *Textbook Review, Selection, and Approval*, the textbook listed below is moved forward for consideration for Board of Education approval. The textbook was on digital display with Frederick County Public Schools and public display at the C. Burr Artz Public Library from June 15 – 23, 2026. The office of Media Services received no public feedback in the twenty-one (21) day period following the display.

In accordance with Regulation 500-04, foundation and supplemental textbooks are rigorously evaluated by a textbook selection committee to ensure they are of high quality, align with educational goals, and effectively support curriculum and instruction.

To assist with the approval process, the book may be reviewed by following the digital access and steps listed below. If you have any questions, please do not hesitate to contact me.

Supplemental

Social Studies	
Title & Edition	Essentials of Comparative Politics with Cases 8th AP Edition
Author	Patrick H. O'Neil, Karl Fields, and Don Share
Publisher & Year	W.W. Norton & Company 2024
Course/Grade	AP Comparative / 10th-12th grades
Level	AP
Digital Access	Digital access link: https://digital.wwnorton.com/esscompol8ap From the top right corner, select *Sign in or Register* Select, *Yes, I want to sign in* Email: FCPS-Norton@mailinator.com Password: !Norton100 Click the Sign In button Upon signing in, click on the white tile that reads, "Norton Illumine Ebook," and then, when you select any chapter for review, click "I don't have a Student Set ID at this time" to view the chapter's content.

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	5. Board Items
Subject	5.01 Policy 503, Character Education
Type	Information, Discussion, Action
Suggested Action	Board decommission of Policy 503, Character Education
Department(s)	Legal Services

Content
PURPOSE OF PRESENTATION:
1st Reading

PROCESS STATEMENT:
Policy 503, Character Education, is presented today for the Board of Education's decommission (Analysis_backup1, Decommission_backup2).

PRESENTER(S) & TITLE(S):
Steven N. Blivess, Esq., Chief Legal Counsel

SUBMITTED BY:
Steven N. Blivess, Esq., Chief Legal Counsel

ATTACHMENT(S):
2026.08.05 Policy 503 Character Education (1st Reading) (Decommission Analysis)_backup1.pdf
2026.08.05 Policy 503 Character Education (1st Reading) (Decommission)_backup2.pdf

Frederick County Public Schools
Board of Education
POLICY ANALYSIS FORM

Policy Title: Character Education
Policy No. 503

Policy Committee Recommendation (Select 1):
☐ Adoption of a New Policy (Skip Section I, Complete Section II)
☐ Technical Amendment to an Existing Policy (Complete Section I, Skip Section II)
☐ Substantive (Non-Technical) Amendment to an Existing Policy (Skip Section I, Complete Section II)
☒ Decommission of an Existing Policy (Complete Section I, Skip Section II)
☐ No change to the Policy (No further action is required)

Section I – Technical Amendments, Decommission

1. Select the nature of the amendment:
   ☐ Technical amendment to comply with federal, state, or local law
   ☐ Technical amendment to bring the policy into alignment with a more recently enacted Board policy
   ☐ Technical amendment to apply the new template to an existing policy without substantive changes
   ☐ Technical amendment to update directory information (FCPS office names, phone numbers, etc.)
   ☒ Decommission

2. Describe the amendment being proposed:

   Policy 503 is currently under review as part of the Board's regular policy review cycle. Staff recommend that the policy be formally decommissioned, as its foundational terminology is no longer aligned with current educational frameworks. The term "character education" has been obsolete for many years and has been superseded by the "Social-Emotional Learning" framework.

3. Will the technical amendment to the policy or decommissioning of the policy affect FCPS charter schools? ☒ Yes ☐ No
   If "Yes", describe how.

   It will apply equally to all FCPS schools, including the charters.

Section II – New Policy, Substantive (Non-Technical) Amendments

1. What issue or question is being addressed?

   Click or tap here to enter text.

2. Is there a fiscal impact? ☐ Yes ☐ No
   If "Yes", describe or attach a cost analysis and/or fiscal impact statement.

   Click or tap here to enter text.

3. Does this policy relate to other Board policies or to FCPS regulations? ☐ Yes ☐ No
If "Yes", identify the related policies and/or regulations.

Click or tap here to enter text.

4. Are there any legal requirements (federal, state, or local law or regulation or judicial decision) that mandates the policy or standards within the policy? ☐ Yes ☐ No
If "Yes", provide the citation to the legal requirement and a brief description of the requirement.

Click or tap here to enter text.

5. Check the box next to each Maryland LEA whose policies were reviewed in preparing this policy. If you did not review other LEA policies, check the "None" box.

☐ Allegany	☐ Anne Arundel	☐ Baltimore City	☐ Baltimore County
☐ Calvert	☐ Caroline	☐ Carroll	☐ Cecil
☐ Charles	☐ Dorchester	☐ Garrett	☐ Harford
☐ Howard	☐ Kent	☐ Montgomery	☐ Prince George's
☐ Queen Anne's	☐ Somerset	☐ St. Mary's	☐ Talbot
☐ Washington	☐ Wicomico	☐ Worcester	☐ None

6. Is a draft attached? ☐ Yes ☐ No
If "No," explain why not.

Click or tap here to enter text.

7. What alternatives to the new policy or policy change were considered by staff?

Click or tap here to enter text.

8. Will the policy or policy change affect FCPS charter schools? ☐ Yes ☐ No
If "Yes", describe how.

Click or tap here to enter text.

9. Will the Superintendent be required to report on the implementation of the policy? ☐ Yes ☐ No
If "Yes", describe how.

Click or tap here to enter text.

10. What is the timeline for the adoption of the policy?

Click or tap here to enter text.

Section III – Recommendation Approval

Recommendation by: Steven N. Bliven **02/25/26**
Superintendent's Designee

Approved by the Policy Committee on: 2/25/2026

RECOMMENDED TO BE DECOMMISSIONED BASED ON THE RATIONALE IN THE POLICY ANALYSIS FORM

POLICY	BOARD OF EDUCATION OF FREDERICK COUNTY, MARYLAND
CHARACTER EDUCATION	**SECTION 503**
503.1 Character Education and Development **503.2 Life and Career Skill Development**	**Adopted: 3/25/09** **Reviewed: 3/11/09**

The Board of Education recognizes and supports character education and character development. It is the responsibility of everyone in the school community (students, parents, staff and members of the community) to model, promote and practice character development, including life and career skill development, and preserve the quality of an educational environment that is safe, healthy and inviting. Character education should be the fabric of the school, an integral part of the every day workings of the building and everyone in it.*

503.1 Character Education and Development

Since 1997, Frederick County Public Schools has implemented the Character Counts! program. Descriptions of the Six Pillars of Character** are listed below:

- Trustworthiness
  - Be honest, reliable, and loyal
  - Have the courage to do what is right
- Respect
  - Treat others with respect and follow the Golden Rule
  - Be tolerant of differences and considerate of others, and deal peacefully with disagreements
- Responsibility
  - Always do your best and persevere
  - Use self-discipline and self-control, and be accountable for your choices
- Fairness
  - Follow rules, take turns, and share
  - Be open-minded, listen to others, and don't take advantage of others
- Caring
  - Be kind and compassionate and express gratitude
  - Forgive others and help people in need
- Citizenship
  - Work to make your school and community better
  - Cooperate with others
  - Get involved in community affairs and vote
  - Obey laws and rules and respect authority
  - Protect the environment

*Character Education by Design, Maryland State Department of Education, 2007
**Josephson Institute, Center for Youth Ethics

503.2 Life and Career Skill Development

The Board of Education recognizes the importance of supporting students in the development of life and career skills needed to be successful citizens in the complex life and work environments of the 21st century. Descriptions of the life and career skills* are listed below:

- Flexibility and Adaptability - Adapting to change and being flexible
  - -- Adapt to varied roles, job responsibilities, schedules, and context
  - -- Work effectively in a climate of ambiguity and changing priorities
  - -- Incorporate feedback effectively
  - -- Deal positively with praise, setbacks, and criticism
  - -- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

- Initiative and Self-Direction - Managing goals and time, working independently, and being a self-directed learner
  - -- Set goals with tangible and intangible success criteria
  - -- Balance tactical (short-term) and strategic (long-term) goals
  - -- Utilize time and manage workload efficiently
  - -- Monitor, define, prioritize, and complete tasks without direct oversight
  - -- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
  - -- Demonstrate initiative to advance skill levels towards a professional level
  - -- Demonstrate commitment to learning as a lifelong process
  - -- Reflect critically on past experiences in order to inform future progress
  - -- Demonstrate financial responsibility

- Social and Cross-Cultural Skills - Interacting and communicating effectively with others and working effectively in diverse teams
  - -- Know when it is appropriate to listen and when to speak
  - -- Conduct oneself in a respectable, professional manner
  - -- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
  - -- Respond open-mindedly to different ideas and values
  - -- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

- Productivity and Accountability - Managing projects and producing results
  - -- Set and meet goals, even in the face of obstacles and competing pressure
  - -- Prioritize, plan, and manage work to achieve the intended result
  - -- Demonstrate additional attributes associated with producing high quality products including the abilities to:
    - Work positively and ethically
    - Manage time and projects effectively
    - Multi-task
    - Participate actively, be reliable and punctual
    - Present oneself professionally and with proper etiquette
    - Collaborate and cooperate effectively with teams
    - Respect and appreciate team diversity
    - Be accountable for results

- Leadership and Responsibility - Guiding and leading others and being responsible to others
  - -- Use interpersonal and problem-solving skills to influence and guide others toward a goal
  - -- Leverage strengths of others to accomplish a common goal
  - -- Inspire others to reach their very best via example and selflessness
  - -- Demonstrate integrity and ethical behavior in using influence and power
  - -- Act responsibly with the interests of the larger community in mind

*Partnership for 21st Century Skills

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	5. Board Items
Subject	5.02 Policy 506, Evening High School
Type	Information, Discussion, Action
Suggested Action	Board decommission of Policy 506, Evening High School
Department(s)	Legal Services

Content
PURPOSE OF PRESENTATION:
1st Reading

PROCESS STATEMENT:
Policy 506, Evening High School, is presented today for the Board of Education's decommission (Analysis_backup1, Decommission_backup2).

PRESENTER(S) & TITLE(S):
Steven N. Blivess, Esq., Chief Legal Counsel

SUBMITTED BY:
Steven N. Blivess, Esq., Chief Legal Counsel

ATTACHMENT(S):
2026.08.05 Policy 506 Evening High School (1st Reading) (Decommission Analysis)_backup1.pdf
2026.08.05 Policy 506 Evening High School (1st Reading) (Decommission)_backup2.pdf

Frederick County Public Schools
Board of Education
POLICY ANALYSIS FORM

Policy Title: Evening High School
Policy No. 506

Policy Committee Recommendation (Select 1):
☐ Adoption of a New Policy (Skip Section I, Complete Section II)
☐ Technical Amendment to an Existing Policy (Complete Section I, Skip Section II)
☐ Substantive (Non-Technical) Amendment to an Existing Policy (Skip Section I, Complete Section II)
☒ Decommission of an Existing Policy (Complete Section I, Skip Section II)
☐ No change to the Policy (No further action is required)

Section I – Technical Amendments, Decommission

1. Select the nature of the amendment:
   ☐ Technical amendment to comply with federal, state, or local law
   ☐ Technical amendment to bring the policy into alignment with a more recently enacted Board policy
   ☐ Technical amendment to apply the new template to an existing policy without substantive changes
   ☐ Technical amendment to update directory information (FCPS office names, phone numbers, etc.)
   ☒ Decommission

2. Describe the amendment being proposed:

   Policy 506 is currently under review as part of the Board's regular policy review cycle. Staff recommend that the policy be decommissioned, as the terminology used within the policy no longer reflects the current structure or delivery model of the program. The program has evolved significantly, and the existing terminology is no longer aligned with its contemporary instructional practices.

3. Will the technical amendment to the policy or decommissioning of the policy affect FCPS charter schools? ☒ Yes ☐ No
   If "Yes", describe how.

   It will apply equally to all FCPS schools, including the charters.

Section II – New Policy, Substantive (Non-Technical) Amendments

1. What issue or question is being addressed?

   Click or tap here to enter text.

2. Is there a fiscal impact? ☐ Yes ☐ No
   If "Yes", describe or attach a cost analysis and/or fiscal impact statement.

   Click or tap here to enter text.

3. Does this policy relate to other Board policies or to FCPS regulations? ☐ Yes ☐ No
If "Yes", identify the related policies and/or regulations.

Click or tap here to enter text.

4. Are there any legal requirements (federal, state, or local law or regulation or judicial decision) that mandates the policy or standards within the policy? ☐ Yes ☐ No
If "Yes", provide the citation to the legal requirement and a brief description of the requirement.

Click or tap here to enter text.

5. Check the box next to each Maryland LEA whose policies were reviewed in preparing this policy. If you did not review other LEA policies, check the "None" box.

☐ Allegany	☐ Anne Arundel	☐ Baltimore City	☐ Baltimore County
☐ Calvert	☐ Caroline	☐ Carroll	☐ Cecil
☐ Charles	☐ Dorchester	☐ Garrett	☐ Harford
☐ Howard	☐ Kent	☐ Montgomery	☐ Prince George's
☐ Queen Anne's	☐ Somerset	☐ St. Mary's	☐ Talbot
☐ Washington	☐ Wicomico	☐ Worcester	☐ None

6. Is a draft attached? ☐ Yes ☐ No
If "No," explain why not.

Click or tap here to enter text.

7. What alternatives to the new policy or policy change were considered by staff?

Click or tap here to enter text.

8. Will the policy or policy change affect FCPS charter schools? ☐ Yes ☐ No
If "Yes", describe how.

Click or tap here to enter text.

9. Will the Superintendent be required to report on the implementation of the policy? ☐ Yes ☐ No
If "Yes", describe how.

Click or tap here to enter text.

10. What is the timeline for the adoption of the policy?

Click or tap here to enter text.

Section III – Recommendation Approval

Recommendation by: Steven N. Bliven **02/25/26**
Superintendent's Designee

Approved by the Policy Committee on: 2/25/2026

RECOMMENDED TO BE DECOMMISSIONED BASED ON THE RATIONALE IN THE POLICY ANALYSIS FORM

POLICY	BOARD OF EDUCATION OF FREDERICK COUNTY, MARYLAND
EVENING HIGH SCHOOL	**SECTION 506**
	Adopted: 5/14/08 **Amended: 3/26/08; 5/14/08**

The evening high school offers persons who have matriculated to high school an opportunity to earn a regular high school diploma. The diploma may be obtained by any combination of the following: counting credits previously earned in high school; earning credits in evening school; and earning credits in summer school. A total of 25 credits is required.

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	5. Board Items
Subject	5.03 Special Education Update
Type	Information, Discussion
Department(s)	Special Education and Student Services
Goal(s)	Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community. Goal 2 - Operational Excellence - FCPS will hire, support, and retain staff who champion individual, professional, and student excellence. Goal 3 - Safety & Wellbeing - FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence. Goal 4 - Stakeholder Engagement - FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system. Goal 5 - Student & Staff Experience - FCPS will promote a culture fostering wellness and civility for students and staff.

Content

PURPOSE OF PRESENTATION: Staff will share an update on the Student Support Action Plan and an overview of the Special Education professional learning plan for 2026-2027.

BACKGROUND/SUMMARY: Staff will provide an update on the 2026–2027 Student Support Action Plan, which builds upon the recommendations from the Public Consulting Group (PCG) audit and reflects FCPS's ongoing commitment to strengthening systems, expanding inclusive practices, and improving outcomes for students. Staff will also present an overview of the 2026–2027 Special Education Professional Learning Plan, highlighting the training and professional learning opportunities designed to support high-quality instruction, compliance, and student success.

PRESENTER(S) & TITLE(S):

Dr. Jennifer Bingman, Associate Superintendent, Special Education and Student Services

Katie Buckley, Director, Special Education, Secondary

Troy Keller, Director, Special Education, Elementary

SUBMITTED BY:

Dr. Jennifer Bingman, Associate Superintendent, Special Education and Student Services

ATTACHMENT(S):
08.05.26 BOE Special Education Update.pdf
DSESS_StudentSupportActionPlan_SY27.pdf
DSESS_StudentSupportActionPlan_SY27 SPANISH.pdf

Special Education and Student Services

Special Education Update

August 5, 2026

PRESENTED BY: Dr. Jennifer Bingman, Associate Superintendent, Special Education and Student Services
Katie Buckley, Director, Special Education Secondary
Troy Keller, Director, Special Education Elementary

FCPS Frederick County Public Schools
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Presentation Outcomes

To share an update on our Student Support Action Plan.

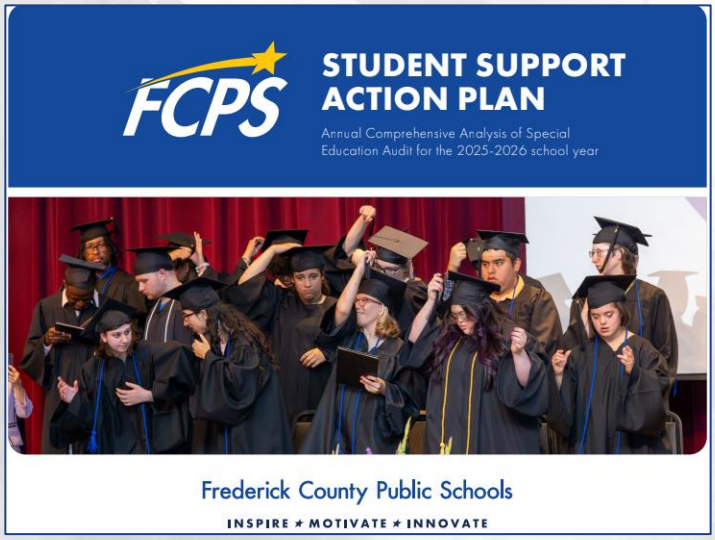
To share an overview of our professional learning plan.



FCPS

2

Student Support Action Plan Annual Comprehensive Update



3

Student Support Action Plan Annual Comprehensive Update - Celebrations

- Expanding specialized programs and inclusive service models
- Establishing a comprehensive Multi-Tiered System of Supports (MTSS) leadership team
- Implementing EdPlan MD Online IEP system
- Strengthening Tier 1 supports and expanding intervention services
- Promoting the Family Resource Center

4

Student Support Action Plan Annual Comprehensive Update - Next Steps

- Strengthening continuum of services in each school and systemically including a comprehensive plan
- Creating co-teaching district wide resources for all students
- Providing PL to specialized program teachers and special education instructional assistants (SEIAs)
- Utilizing Wechsler Individual Achievement Test (WIAT) to help program for students

5

Continued De-Escalation and Behavior Support Professional Learning

6

Continued Behavior Support Professional Learning

- Behavior Representative Professional Learning Model
- Crisis Prevention Training
- Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) or Behavior Support Plan (BSP) Process
- Registered Behavior Technician Professional Learning
- Customized Professional Learning
- Mandt
- Ukeru

7

Enhanced Professional Learning

8

Special Education Teachers

All Special Education Teachers	Specialized Program Special Education Teachers
• 2-day summer training focused on WIAT, Ed Plan MD updates and progress monitoring • Ongoing technical assistance	• Cohort model focused on academic and behavioral evidence based practices

9

Special Education Instructional Assistants (SEIA)

All SEIAs	Specialized Program SEIAs
• Beginning of the school year SEIA Summit to support disability awareness, behavioral supports, and foundations of special education	• Year Long Cohort Model to address paraeducator competencies (CEC)

10

Administrators

All Principals and Assistant Principals

- Required summer training focused on:
  - ➢ IEP Chairperson and Prior Written Notice (PWN)
  - ➢ Restraint, seclusion, exclusion and elopement
- New Administrators:
  - ➢ Special Education Bootcamp

11

Questions or Concerns: Contact Us

CONTACT

Special Education Family and Community Involvement
Liaisons Partners for Success
Family Support Coordinators

Partners For Success
Email: Partners.ForSuccess@fcps.org

Phone: 227-203-3920
227-203-3957

Email: SpecialEducation@fcps.org
Phone Number: 240-586-8650

Special Education Leadership Team
- Dr. Jennifer Bingman
- Ms. Katie Buckley
- Mr. Troy Keller

12


Questions
and Discussion
13
FCPS

STUDENT SUPPORT ACTION PLAN

Annual Comprehensive Analysis of Special Education Audit for the 2025-2026 school year



Frederick County Public Schools

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Introduction

In December 2022, Frederick County Public Schools (FCPS) contracted with Public Consulting Group (PCG) to conduct a comprehensive audit of the Department of Special Education and Student Services. Through this process, qualitative and quantitative data were collected, reviewed, and analyzed to identify strengths, opportunities for growth, and recommendations for improvement. In August 2023, PCG presented its findings to the FCPS Board of Education, resulting in sixteen recommendations.

FCPS reviewed the recommendations and organized the work into ten strategic focus areas to guide implementation and ongoing improvement efforts. Progress updates have been shared regularly through monthly Board of Education presentations and public reporting opportunities.

The Department of Special Education and Student Services remains proud of the progress achieved through the implementation of these recommendations as we continue our commitment to providing premier special education programming and support for students, families, and staff. This updated Student Support Action Plan reflects the continued refinement, expansion, and enhancement of the work initiated in previous years and highlights accomplishments, ongoing implementation efforts, and next steps.

Some highlights of this work include expanding specialized programs and inclusive service models, implementing a new online Individualized Education Program (IEP) system, strengthening departmental structures and leadership supports, enhancing compliance and data-monitoring processes, developing an Inclusive Continuum of Services Guidebook, expanding behavior and crisis response training opportunities, opening a Family Resource Center, and partnering with the Academics, Curriculum, Transformation, and Student Achievement (ACTS) Division to strengthen districtwide systems for curriculum, assessment, intervention, and Multi-Tiered System of Supports (MTSS) that promote student readiness from kindergarten through college and career.

The Department of Special Education and Student Services remains committed to a continuous improvement mindset. Progress related to the recommendations continues to be monitored through the review of qualitative and quantitative data, stakeholder feedback, and evolving district needs. This annual update is organized to provide a transparent overview of completed actions, current implementation efforts, and future priorities that will continue to strengthen systems, practices, and supports across FCPS.

Our commitment to excellence, collaboration, and trust-building remains at the center of this work as we continue striving to ensure all students have access to high-quality supports, inclusive opportunities, and meaningful educational experiences.

Action Plan

FCPS Key Priorities

Organizational Culture of Achievement

Goal 1: FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community.

Operational Excellence

Goal 2: FCPS will hire, support, and retain staff who champion individual, professional, and student excellence.

Safety & Wellbeing

Goal 3: FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence.

Stakeholder Engagement

Goal 4: FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system.

Student & Staff Experience

Goal 5: FCPS will promote a culture fostering wellness and civility for students and staff.

Department of Special Education and Student Services Mission

The Department of Special Education and Student Services provides unwavering whole child support to enhance the learning of each student every day and remove barriers that impact student achievement. We commit to create an environment where diversity is celebrated, and where every student's success is a testament to the possibilities of education.

Progress Towards Essential Action Steps Key



Beginning (Level 1)
Initial discussions regarding this practice, strategy, or activity have begun. Interest has been established and early planning efforts are underway.



Emerging (Level 2)
Targeted efforts are being made to develop and implement this practice, strategy, or activity. Initial structures and processes are beginning to take shape.



Partially Implemented (Level 3)
There is evidence of partial implementation of this practice, strategy, or activity across programs, schools, or departments.



Consistently Implemented (Level 4)
This practice, strategy, or activity is implemented consistently across the district and is available to support students, families, and staff. Data and stakeholder feedback are used to monitor effectiveness, guide decision-making, and inform ongoing refinement and improvement efforts.

Organizational Culture of Achievement

Goal 1: FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community.

Recommendation #1

Multi-Tiered System of Supports (MTSS)

Completed Actions (As of Year 2)

- ★ Drafted and implemented a Strategic Plan to guide the work of the Academics, Curriculum, Transformation, and Student Achievement (ACTS) Division.
- ★ Established a leadership team to support the implementation and ongoing development of Multi-Tiered System of Supports (MTSS).
- ★ Established a leadership team and work group to identify next steps, priorities, and intended outcomes for the Student Support Team (SST) process.
- ★ Expanded intervention opportunities and supports to better address the diverse academic, behavioral, and social-emotional needs of students.
- ★ Met biweekly as an MTSS Leadership Team to support the integration of academic and behavioral frameworks within the SST process, creating greater consistency and promoting best practices across schools and departments.
- ★ Strengthened Tier 1 classroom supports to enhance instructional practices by focusing on scaffolding resources and student access to core academic and behavioral supports.

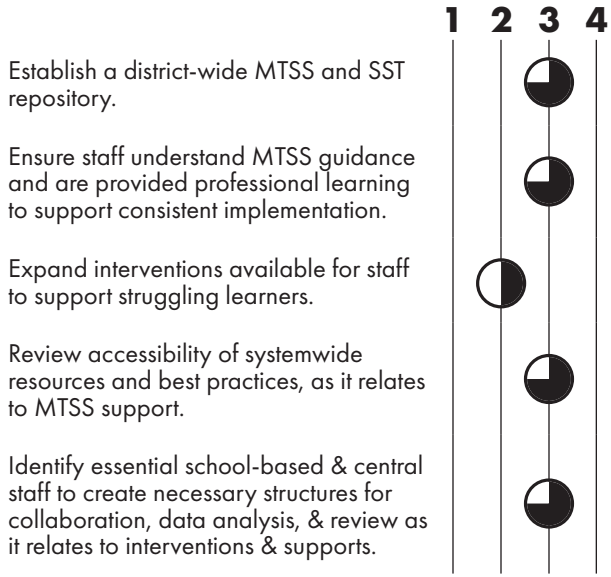
Current Actions (In Progress)

- ★ Continuing to enhance and expand the districtwide MTSS repository to support consistent implementation and staff access to resources.
- ★ Updating the MTSS academic and behavioral frameworks to strengthen alignment, clarity, and implementation across schools and departments.
- ★ Continuing to strengthen Tier 1 supports through the integration of instructional and behavioral best practices.

Future Actions (Not Yet Begun)

- ★ Explore MTSS fidelity supports and monitoring processes to strengthen consistent implementation across schools.
- ★ Begin optional pilot of MTSS documentation system for school based teams.

Progress Towards Essential Action Steps



Organizational Culture of Achievement

Goal 1: FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community.

Recommendation #2

Inclusive Practices

Completed Actions (As of Year 2)

- ★ Refined the FCPS Special Education Inclusionary Continuum of Services Guidebook to provide staff with timelines, rubrics, guidance, and implementation look-fors related to inclusive practices.
- ★ Engaged school teams in School Improvement Process (SIP) Summit professional learning opportunities focused on co-teaching, inclusive practices, and instructional supports to strengthen inclusive programming across schools.
- ★ Offered targeted professional learning related to co-teaching practices to a cohort of schools.
- ★ Created data dashboard analysis platforms to assist school staff in determining and identifying appropriate service needs to support student scheduling and placement decisions.

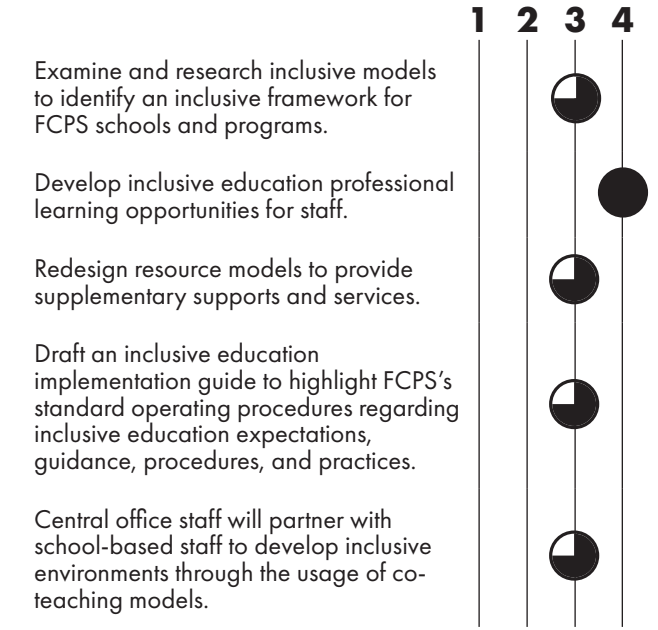
Current Actions (In Progress)

- ★ Determining and analyzing the resource and service delivery models currently being implemented across elementary and secondary levels.
- ★ Expanding the continuum of services available within home schools to increase access to inclusive educational opportunities for students.
- ★ Drafting a multi-year continuum of services expansion plan.
- ★ Providing professional learning opportunities for staff across the district to strengthen understanding of specialized programs and enhance building-level capacity to support students with diverse needs.
- ★ Developing an Inclusive Education Implementation Guide to outline FCPS expectations, standard operating procedures, guidance, and best practices related to inclusive education.

Future Actions (Not Yet Begun)

- ★ Determine the most effective inclusive service delivery models at the elementary and secondary levels and provide implementation guidance to schools.

Progress Towards Essential Action Steps



Operational Excellence

Goal 2: FCPS will hire, support, and retain staff who champion individual, professional, and student excellence.

Recommendation #3

Department of Special Education and Student Services Organization and Strategic Vision

Completed Actions (As of Year 2)

- ★ Restructured the Office of Special Education to establish support teams focused on addressing student service needs and strengthening community supports.
- ★ Developed a departmental vision and mission to guide the work of the Department of Special Education and Student Services.
- ★ Identified additional methods and opportunities to build leadership capacity aligned to the departmental vision and mission.

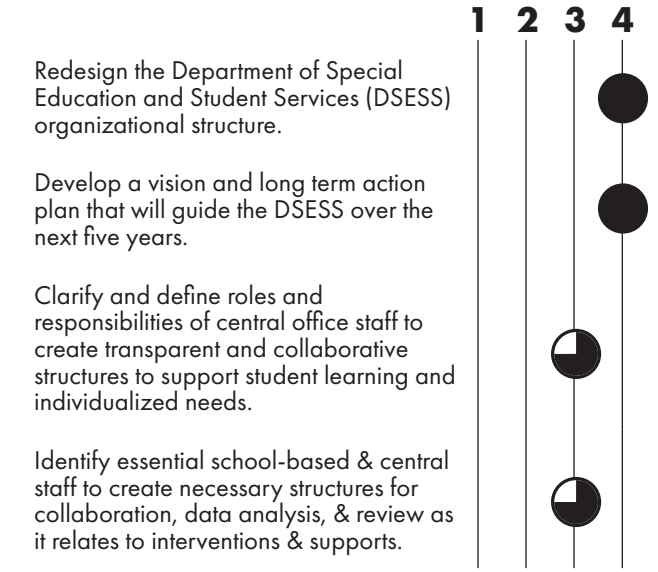
Current Actions (In Progress)

- ★ Analyzing future staffing needs while considering budgetary limitations, evolving service needs, and staffing shortages.
- ★ Continuing to emphasize the consistent implementation of the special education coordinator role across schools and departments.
- ★ Strengthening internal and external understanding of departmental structures, roles, and supports.
- ★ Clarifying and refining the roles and responsibilities of central office staff to create transparent, collaborative, and student-centered support structures; adjustments continue as roles evolve in response to budgetary and organizational changes.

Future Actions (Not Yet Begun)

- ★ Explore long-term school-based support structures, including department chair and teacher specialist models, to strengthen instructional leadership, coaching, and support within school environments.

Progress Towards Essential Action Steps



Operational Excellence

Goal 2: FCPS will hire, support, and retain staff who champion individual, professional, and student excellence.

Recommendation #4

Online Individualized Education Program (OIEP) and Individualized Education Program (IEP) Development

Completed Actions (As of Year 2)

- ★ Developed and configured the EdPlan MD online IEP system for use with FCPS staff.
- ★ Established specialty teams to support the development and customization of various components of the EdPlan MD system (e.g., secondary transition, forms, and compliance processes).
- ★ Drafted the Individualized EdPlan Compliance Manual and developed accompanying professional learning opportunities and training resources for staff; updates continue as system enhancements and revisions occur.
- ★ Established professional learning opportunities and training content to support staff implementation and use of the EdPlan MD IEP system; training materials continue to be refined based on system updates and user needs.

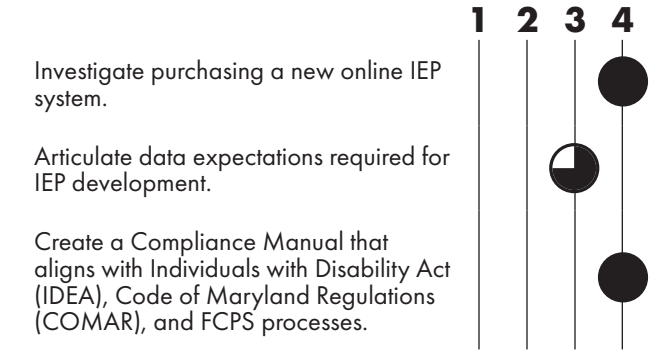
Current Actions (In Progress)

- ★ Continuing to assess system strengths, challenges, and opportunities for improvement based on implementation feedback.
- ★ Refining and clearly communicating data expectations required for compliant and high-quality IEP development.
- ★ Enhancing related service logs and documentation processes to support programmatic and compliance-related changes.
- ★ Based on the continued implementation of EdPlan MD:
  - Gathering ongoing feedback from staff regarding system functionality, usability, and potential customizations.
  - Providing targeted training and support to specific user groups aligned to IEP development requirements and compliance expectations.
  - Updating guidance documents, procedures, and training materials to align with MSDE updates and evolving system requirements.

Future Actions (Not Yet Begun)

- ★ Explore additional system enhancements within EdPlan MD and integrations aligned to FCPS processes and initiatives, including Progress Track, SST, and other student support systems.

Progress Towards Essential Action Steps



Operational Excellence

Goal 2: FCPS will hire, support, and retain staff who champion individual, professional, and student excellence.

Recommendation #5

Staffing Allocation

Completed Actions (As of Year 2)

- ★ Created a professional learning series for Special Education Instructional Assistants (SEIAs) to strengthen staff knowledge, skills, and support practices.
- ★ Distributed and reviewed a survey focused on understanding the workload and responsibilities of special education teachers.

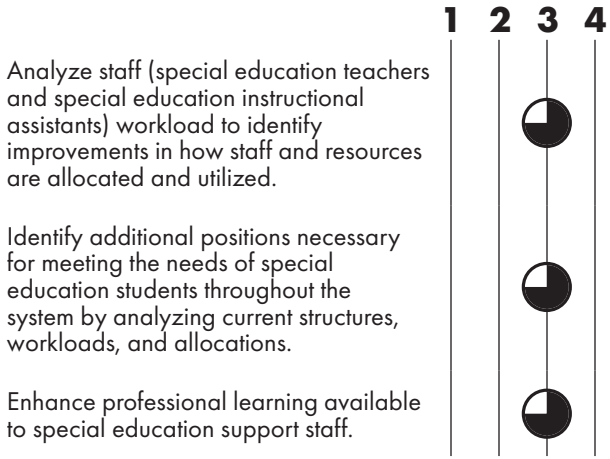
Current Actions (In Progress)

- ★ Continuing to reflect upon and incorporate feedback from the staffing work group to inform annual staffing enhancements and revisions.
- ★ Refining and exploring recruitment efforts in collaboration with Human Resources to strengthen staffing pipelines and hiring practices.
- ★ Planning and coordinating the Summer 2026 SEIA Symposium to provide targeted professional learning and support for instructional assistants.
- ★ Developing the 2026–2027 SEIA newsletter to strengthen communication, resource sharing, and staff support.
- ★ Providing professional learning opportunities for transportation staff to support student needs and service implementation.
- ★ Continuing to analyze teacher schedules to support efficient staffing structures and student service delivery.
- ★ Facilitating a systemic co-teaching work group to strengthen collaborative instructional practices and support targeted cross-curricular content areas.

Future Actions (Not Yet Begun)

- ★ Develop a five-year continuum of services plan to support long-term district planning and service delivery.
- ★ Explore and refine the role of Special Education Instructional Assistants (SEIAs) within the district, including consideration of alternative staffing and support pathways.

Progress Towards Essential Action Steps



Safety & Wellbeing

Goal 3: FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence.

Recommendation #6

Identification Practices & Disproportionality Monitoring

Completed Actions (As of Year 2)

- ★ Conducted professional learning for secondary staff and administrators focused on disproportionality related to student discipline.
- ★ Provided ongoing monitoring and problem solving using disproportionality data.
- ★ Engaged staff in professional learning focused on multiple disabilities, including training on the use of the newly developed eligibility worksheet.
- ★ Revised the bilingual assessment Standard Operating Procedure (SOP) to strengthen practices and align with current research and guidance.

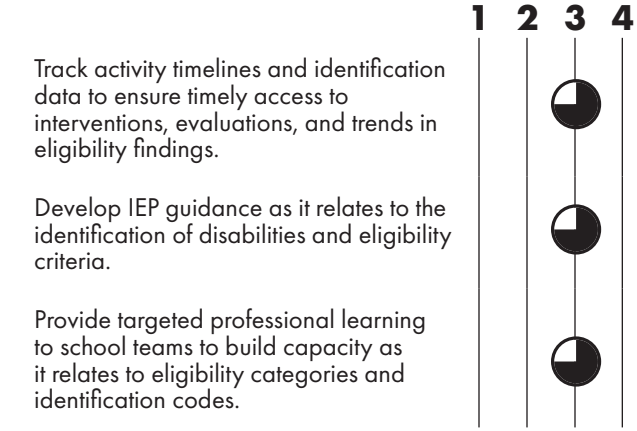
Current Actions (In Progress)

- ★ Conducting ongoing monitoring related to Indicator 11 to ensure students are evaluated within required timelines so eligible students receive services and supports without unnecessary delay.
- ★ Providing ongoing technical assistance and support to staff to ensure compliance timelines and procedural requirements are met.
- ★ Prioritizing and expanding supports and intervention opportunities for students with mental health and social-emotional needs.

Future Actions (Not Yet Begun)

- ★ Implement targeted professional learning for staff across various roles and levels aligned to disproportionality trends, eligibility practices, and compliance requirements.
- ★ Enhance data reports and monitoring tools to strengthen oversight and monitoring of special education compliance indicators and markers.

Progress Towards Essential Action Steps



Safety & Wellbeing

Goal 3: FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence.

Recommendation #7

Specialized Programs

Completed Actions (As of Year 2)

- ★ Opened the elementary and middle school RISE (Responsive Interventions for Student Excellence) programs to address student needs in the areas of social communication, pragmatics, executive functioning, behavior, and academics.
- ★ Refined the Least Restrictive Environment (LRE) process with an emphasis on strengthening practices that support students within their home schools whenever appropriate.
- ★ Purchased curricular resources and adaptive curriculum materials to support specialized programs, including N2Y (News-2-You), Unique Learning System (ULS), and TeachTown.
- ★ Researched and purchased additional adapted curriculum resources to expand instructional supports and services for students in specialized programs.

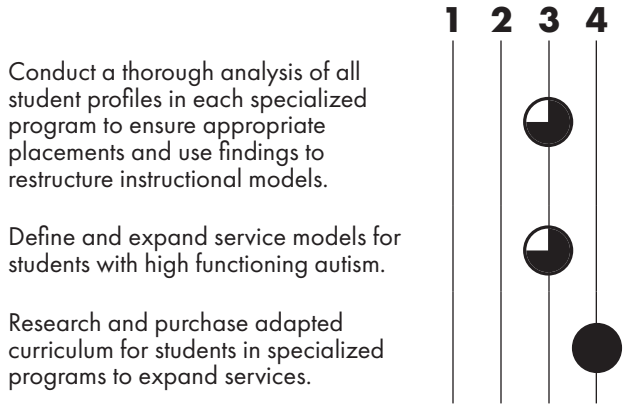
Current Actions (In Progress)

- ★ Continuing to refine the Least Restrictive Environment (LRE) process and develop LRE planning worksheets to support staff decision-making and placement discussions.
- ★ Strengthening inclusive environments within schools.
- ★ Collaborating with staff to review individual student needs and profiles to support placement decisions within the Least Restrictive Environment (LRE).
- ★ Providing professional learning opportunities focused on supporting neurodiverse learners.
- ★ Developing an auditing tool with common data points to support identification and analysis of student profiles across specialized programs.

Future Actions (Not Yet Begun)

- ★ Use collected data to define program-specific student profiles and program descriptions to support placement guidance and decision-making processes.

Progress Towards Essential Action Steps



Stakeholder Engagement

Goal 4: FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system.

Recommendation #8

Report Recommendations, Support Centers & Parent Training and Website

Completed Actions (As of Year 2)

- ★ Continued providing updates regarding progress toward report recommendations during Board of Education (BOE) meetings.
- ★ Reviewed progress toward report recommendations and identified completed and ongoing actions to inform staff, families, and the public regarding implementation efforts.
- ★ Opened the Family Resource Center to families, community members, and support groups to strengthen access to resources and supports.
- ★ Updated and maintained a parent-facing website to provide families with resources, information, and engagement opportunities related to special education services and supports.
- ★ Developed a comprehensive family training plan through the work of the Partners for Success liaisons to support family engagement and understanding of the special education process.

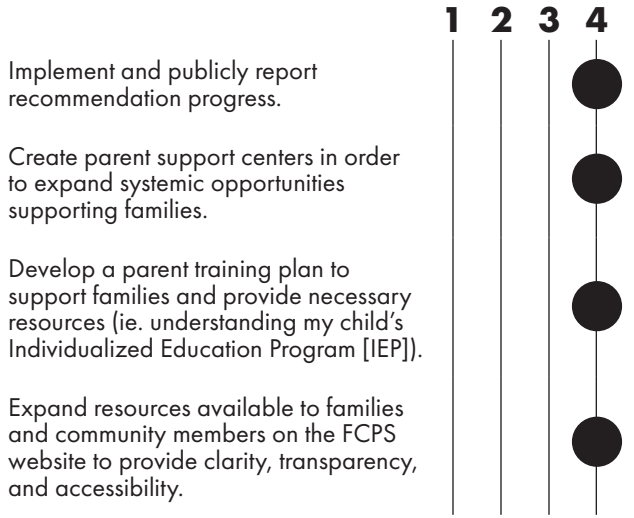
Current Actions (In Progress)

- ★ Providing training opportunities and resources to school-based staff to strengthen family partnerships and communication practices.
- ★ Collaborating with community liaisons and school-based staff through feedback opportunities, focus groups, and surveys to identify additional ways to support families and strengthen engagement efforts.

Future Actions (Not Yet Begun)

- ★ Continue enhancing opportunities, resources, and supports available to families to strengthen engagement in the special education process.
- ★ Plan feeder pattern open house opportunities to increase family access to Partners for Success liaisons and available supports across the district.
- ★ Create a year-long parent engagement calendar.

Progress Towards Essential Action Steps



Student & Staff Experience

Goal 5: FCPS will promote a culture fostering wellness and civility for students and staff.

Recommendation #9

Behavior Support

Completed Actions (As of Year 2)

- ★ Identified a behavior representative at each school site and established a year-long professional learning cohort to strengthen behavior supports and practices across the district.
- ★ Hosted required Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) trainings for staff; ongoing technical assistance sessions were also provided to support school teams with behavioral decision-making and implementation.
- ★ Provided de-escalation training opportunities for identified staff throughout the school year.
- ★ Strengthened alignment across schools to improve continuity of behavioral supports, communication practices, and operational efficiencies.
- ★ Provided and expanded ongoing professional learning opportunities to build staff capacity related to behavior supports, crisis response, intervention practices, and support for behavior representatives, special education teachers, and school-based staff.
- ★ Developed behavior-focused professional learning microcredentials to support staff development and implementation of best practices.
- ★ Updated MTSS Tier 2 Behavior Intervention Guidance to strengthen consistency and support implementation across schools.

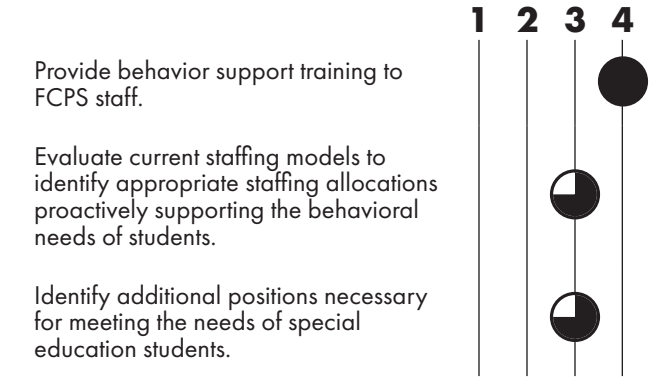
Current Actions (In Progress)

- ★ Continuing to provide ongoing professional learning opportunities to strengthen school-level staff capacity related to behavior supports, intervention practices, and crisis response.

Future Actions (Not Yet Begun)

- ★ Develop additional behavior-focused professional learning opportunities that allow staff to earn Professional Development Points (PDPs) and/or MSDE credit.

Progress Towards Essential Action Steps



Student & Staff Experience

Goal 5: FCPS will promote a culture fostering wellness and civility for students and staff.

Recommendation #10

Staff Wellbeing

Completed Actions (As of Year 2)

- ★ Established mentoring opportunities and peer coaching experiences to support new hires, including special education teachers.
- ★ Celebrated school-based teams for meeting compliance timelines and supporting students through wraparound services and collaborative supports.
- ★ Provided coaching opportunities for new and early-career teachers to strengthen professional growth and expand career pathway opportunities.
- ★ Identified additional professional learning opportunities to support the continued development of special educators and department chairs.
- ★ Administered a staff survey to identify staff perspectives related to recognition, appreciation, and workplace supports.
- ★ Implemented public staff recognition through the Office of Special Education (OSE) Connections newsletter to celebrate staff contributions and strengthen morale across the department.

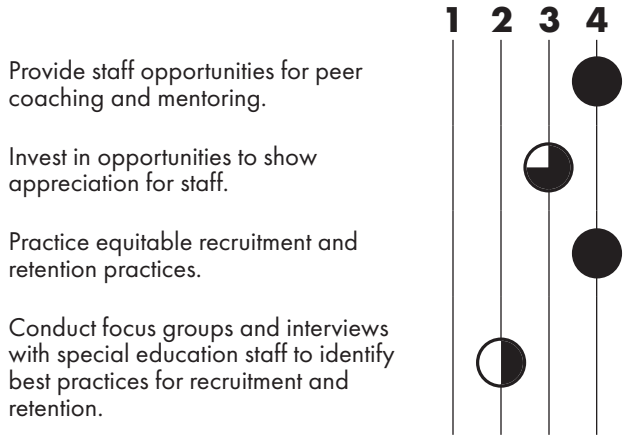
Current Actions (In Progress)

- ★ Identifying additional opportunities to support and recognize teachers across a variety of experience levels.
- ★ Prioritizing supports for new hires through the use of surveys, feedback opportunities, and focus groups to better understand staff needs and experiences.

Future Actions (Not Yet Begun)

- ★ Use staff survey results to identify retention risks and implement targeted action steps to strengthen staff satisfaction, engagement, and retention.
- ★ Implement stay interviews with staff to proactively identify needs, strengthen engagement, and improve retention efforts across the department.

Progress Towards Essential Action Steps



Key Performance Indicators (KPIs)

Summary Statement for Year 2 (2025–2026)

For this comprehensive evaluation, the team reviewed both qualitative and quantitative data to monitor progress related to implementation efforts and identified action steps. Systemwide Key Performance Indicators (KPIs) continue to be presented during regularly scheduled Board of Education (BOE) meetings. The chart below includes links to BOE presentations outlining progress related to each system KPI. Additionally, the department utilizes survey data and stakeholder feedback to monitor department-specific metrics and inform continuous improvement efforts.

Overarching Systemic KPIs	Year 2 Progress
KPI #10: Decrease the percent of students with disabilities in each student group to mirror the student population if the identified group is disproportionate (baseline 2021-2022).	Reviewed at 9/10/2025 board meeting
KPI #12: Decrease the percent of students suspended out of school in each student group by one percentage point (or maintain below 1%); no student group greater than 5%; and have no schools identified as disproportionate in suspension by MSDE (baseline 2021-2022).	Reviewed at 10/8/2025 board meeting
KPI #3: (A) Increase the percent of Grades 3-8 students, in each student group, scoring at or above proficient each year by five percentage -points in both MCAP ELA and MCAP Math. (B) Increase the percent of Grade 3 students in MCAP ELA and Grade 5 students in MCAP Math, in each student group, scoring at or above proficient each year by five percentage points.	Reviewed at 11/19/2025 board meeting
KPI #16: Increase the favorable response rate of students and staff to 90% on the systemic survey related to school climate, safety, and well-being from 2022-2023.	Reviewed at 2/25/2026 board meeting
KPI #14: Increase the favorable response rate of parents to 90% on the family engagement survey (baseline 2022-2023).	
KPI #8: Maintain or improve overall employee retention, with targeted gains in retaining all teachers, new teachers, and teachers of color.	Reviewed at 5/6/2026 board meeting

Key Performance Indicators (KPIs)

Summary Statement for Year 2 (2025–2026)

Survey results were based on responses from 445 staff members who completed the Special Education Workload Survey distributed during the spring of 2026? Of the total respondents, 236 responses were from elementary staff and 209 responses were from secondary staff.

Targeted Departmental KPIs	Year 2 Progress Summary
Increase the favorable response rate of staff reporting higher quality IEPs and workload through the implementation of a new online IEP system based on the departmental survey related to special education central office support to 80% (2024-2025 baseline).	Based on the Special Education Workload Survey distributed in May 2025, staff were asked to rate their level of agreement with the statement, "Our current IEP system reduces my overall workload." The overall favorable response rate was 13.5%, including 11.0% for elementary educators and 16.9% for secondary educators. This data serves as the baseline measure as FCPS works toward increasing favorable staff responses to 80% through the implementation of the new online Individualized Education Program (IEP) system. **Important Note:** During the 2025–2026 school year, FCPS purchased the EdPlan Individualized Education Program (OIEP) system through Public Consulting Group (PCG). The 2024–2025 survey data reflects staff perceptions and favorability ratings related to the district's previous, Maryland OIEP system, and does not reflect the implementation of EdPlan.
Increase the response rate of staff reporting favorable workload conditions and environments based on the departmental survey related to special education to 80% (2024-2025 baseline).	Based on the Special Education Workload Survey distributed during the 2024–2025 school year, the overall favorable response rate related to workload conditions and work environment was 37.2%. Favorable response rates included 35.9% for elementary educators and 40.4% for secondary educators. This data serves as the baseline measure as FCPS works toward increasing favorable staff responses to 80% on future departmental surveys.
Increase the favorable response rate of staff to 80% on the departmental survey related to special education central office support (2024-2025 baseline).	Based on the Special Education Workload Survey distributed in May 2025, 60.6% of teachers responded favorably regarding the usefulness of support provided by Special Education Central Office staff in teaching and supporting students with disabilities. Favorable response rates included 60.7% for elementary educators and 61.0% for secondary educators. This data serves as the baseline measure as FCPS works toward increasing favorable staff responses to 80% on future departmental surveys.



Conclusion

FCPS remains committed to strengthening special education services and ensuring students have access to high-quality, inclusive supports and learning opportunities. The progress reflected throughout this Student Support Action Plan represents the collaborative efforts of staff, families, students, and community partners working together to improve outcomes and strengthen systems across the district.

As this work continues to evolve, the Department of Special Education and Student Services will remain focused on continuous improvement through ongoing reflection, data analysis, stakeholder feedback, and strategic planning. While meaningful progress has been made, we recognize that this work is ongoing and requires continued collaboration, innovation, and responsiveness to the changing needs of our students and school communities.

Moving forward, FCPS will continue refining practices, strengthening staff capacity, expanding inclusive opportunities, and enhancing supports designed to improve outcomes for students with disabilities. Through transparency, collaboration, and a shared commitment to excellence, we will continue building systems that support student success, foster belonging, and ensure all students have opportunities to thrive.



PLAN DE ACCIÓN DE APOYO ESTUDIANTIL

Análisis Integral Anual de la Auditoría de Educación Especial para el Año Escolar 2025-2026



Frederick County Public Schools

INSPIRE ★ MOTIVATE ★ INNOVATE

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Introducción

En diciembre de 2022, las Escuelas Públicas del Condado de Frederick (FCPS) contrataron a Public Consulting Group (PCG) para realizar una auditoría integral del Departamento de Educación Especial y Servicios Estudiantiles. A través de este proceso, se recopilaron, se revisaron y se analizaron datos cualitativos y cuantitativos para identificar fortalezas, oportunidades de crecimiento y oportunidades de mejora. En agosto de 2023, PCG presentó sus resultados a la Junta de Educación de FCPS, lo que resultó en dieciséis recomendaciones.

FCPS revisó las recomendaciones y organizó el trabajo en diez áreas de enfoque estratégico para guiar la implementación y los esfuerzos de mejora continua. Se ha informado periódicamente sobre los avances mediante presentaciones mensuales ante la Junta de Educación y oportunidades de comunicación pública.

El Departamento de Educación Especial y Servicios Estudiantiles se enorgullece de los progresos logrados gracias a la implementación de estas recomendaciones mientras continuamos nuestro compromiso de ofrecer programas y servicios de apoyo de primer nivel en educación especial para los estudiantes, las familias y el personal. Esta versión actualizada del Plan de Acción de Apoyo Estudiantil refleja la continua optimización, la expansión y la mejora de la labor iniciada en años anteriores, destacando los logros, los esfuerzos de implementación en curso y los próximos pasos.

Entre los aspectos más destacados de esta labor se incluyen la ampliación de programas especializados y modelos de servicios inclusivos, la implementación de un nuevo sistema en línea para los Programas de Educación Individualizada (IEP, por sus siglas en inglés), el fortalecimiento de las estructuras departamentales y del apoyo al liderazgo, la mejora de los procesos de cumplimiento y el monitoreo de datos, la elaboración de una guía sobre el continuo de servicios inclusivos, la ampliación de la capacitación en gestión de la conducta y respuesta ante crisis, la apertura de un Centro de Recursos para Familias y la colaboración con la División de Académica, Currículo, Transformación y Rendimiento Estudiantil (ACTS, por sus siglas en inglés) para fortalecer los sistemas distritales de currículo, evaluación, intervención y el Sistema de Apoyo de Múltiples Niveles (MTSS, por sus siglas en inglés), los cuales promueven la preparación de los estudiantes desde el jardín de infantes (Kinder) hasta la universidad y la vida profesional.

El Departamento de Educación Especial y Servicios Estudiantiles mantiene un enfoque orientado a la mejora continua. El progreso relacionado con las recomendaciones se sigue monitoreando mediante la constante revisión de datos cualitativos y cuantitativos, la retroalimentación de las partes interesadas y la evolución de las necesidades del distrito. Esta actualización anual está organizada para ofrecer una visión general transparente de las acciones completadas, los esfuerzos de implementación actuales y las prioridades futuras que seguirán fortaleciendo los sistemas, las prácticas y los apoyos en todo FCPS.

Nuestro compromiso con la excelencia, la colaboración y el fomento de la confianza sigue siendo el eje central de esta labor, mientras continuamos esforzándonos por garantizar que todos los estudiantes tengan acceso a apoyos de alta calidad, oportunidades inclusivas y experiencias educativas significativas.

Plan de Acción

Prioridades clave de FCPS

Cultura organizacional de logros

Objetivo 1: FCPS capacitará a todos y cada uno de los estudiantes para ser un estudiante empoderado y un ciudadano comprometido, logrando un impacto positivo en la comunidad local y global.

Excelencia operativa

Objetivo 2: FCPS contratará, apoyará y retendrá a personal que fomente la excelencia individual, profesional y estudiantil.

Seguridad y bienestar

Objetivo 3: FCPS buscará y utilizará todos los recursos de manera estratégica y responsable para lograr los resultados identificados e inspirar confianza pública.

Participación de las partes interesadas

Objetivo 4: FCPS fomentará las relaciones con las familias y toda la comunidad, compartiendo la responsabilidad del éxito estudiantil y demostrando orgullo en todos los aspectos de nuestro sistema escolar.

Experiencia de los estudiantes y del personal

Objetivo 5: FCPS promoverá una cultura que fomente el bienestar y la civilidad de los estudiantes y del personal.

Misión del Departamento de Educación Especial y Servicios Estudiantiles

El Departamento de Educación Especial y Servicios Estudiantiles brinda un apoyo inquebrantable centrado en el desarrollo integral de el/la niño/a para potenciar el aprendizaje de cada estudiante día a día y eliminar las barreras que afectan su rendimiento académico. Nos comprometemos a crear un entorno donde se celebre la diversidad y donde el éxito de cada estudiante sea un testimonio de las posibilidades que ofrece la educación.

Avances hacia lo esencial Medidas de acción



El Inicio (Nivel 1)
Han comenzado las conversaciones iniciales sobre esta práctica, estrategia o actividad. Se ha generado interés y están en marcha las primeras labores de planificación.



En Fase de Desarrollo (Nivel 2)
Se están realizando esfuerzos específicos para desarrollar e implementar esta práctica, estrategia o actividad. Las estructuras y los procesos iniciales comienzan a formarse.



Parcialmente Implementado (Nivel 3)
Existe evidencia de una implementación parcial de esta práctica, estrategia o actividad en los programas, las escuelas o los departamentos.



Implementación Sistemática (Nivel 4)
Esta práctica, estrategia o actividad se implementa de manera sistemática en todo el distrito y está disponible para apoyar a los estudiantes, las familias y el personal. Se utilizan datos y comentarios de las partes interesadas para monitorear la eficacia, orientar la toma de decisiones y fundamentar los esfuerzos continuos de perfeccionamiento y mejora.

Cultura organizacional de logros

Objetivo 1: FCPS capacitará a todos y cada uno de los estudiantes para ser un estudiante empoderado y un ciudadano comprometido, logrando un impacto positivo en la comunidad local y global.

Recomendación #1

Sistema de Apoyo de Múltiples Niveles (MTSS, por sus siglas en inglés)

Acciones completadas (a partir del año 2)

- ★ Se redactó e implementó un Plan Estratégico para orientar la labor de la División de Académica, Currículo, Transformación y Rendimiento Estudiantil (ACTS, por sus siglas en inglés).
- ★ Se estableció un equipo de liderazgo para apoyar la implementación y el desarrollo continuo del Sistema de Apoyo de Múltiples Niveles (MTSS).
- ★ Se estableció un equipo de liderazgo y un grupo de trabajo para definir los próximos pasos, las prioridades y los resultados esperados del proceso del Equipo de Apoyo al Estudiante (SST, por sus siglas en ingles).
- ★ Se ampliaron las oportunidades de intervención y de apoyo para mejorar las diversas necesidades académicas, conductuales y socioemocionales de los estudiantes.
- ★ Hubo reuniones quincenales del equipo de liderazgo de MTSS para apoyar la integración de los marcos académicos y conductuales en el proceso del SST, fomentando así una mayor coherencia y promoviendo las mejores prácticas en todas las escuelas y los departamentos.
- ★ Se fortalecieron los apoyos de Nivel 1 en el salón para mejorar las prácticas de enseñanza, centrándose en los recursos y en el acceso de los estudiantes a los apoyos académicos y conductuales fundamentales.

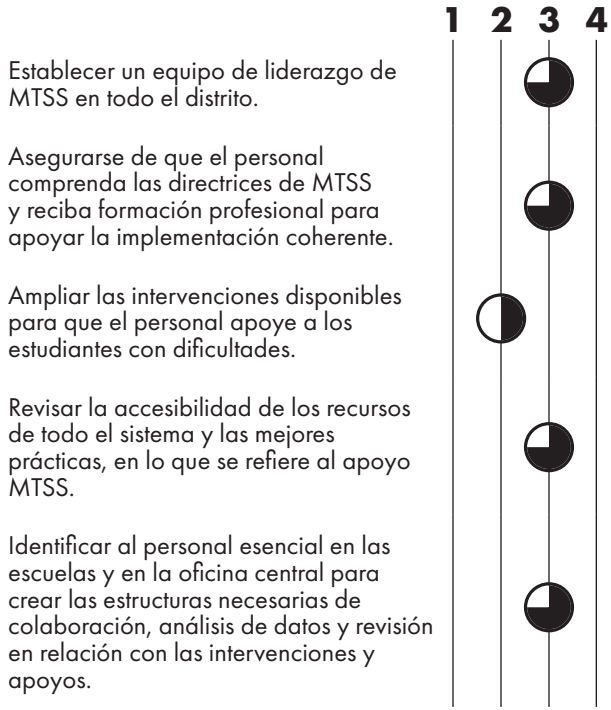
Acciones actuales (en curso)

- ★ Continuar mejorando y ampliando el repositorio de MTSS de todo el distrito para apoyar una implementación coherente y el acceso del personal a los recursos.
- ★ La actualización de los marcos académicos y conductuales del MTSS para fortalecer la alineación, la claridad y la implementación en las escuelas y los departamentos.
- ★ Continuar fortaleciendo los apoyos de Nivel 1 mediante la integración de mejores prácticas instruccionales y conductuales.

Acciones futuras (aún no iniciadas)

- ★ Explorar los mecanismos de apoyo y de los procesos de monitoreo para garantizar la fidelidad del modelo MTSS y fortalecer su implementación coherente en todas las escuelas.
- ★ Iniciar una prueba piloto opcional del sistema de documentación de MTSS para los equipos escolares.

Avances hacia lo esencial
Medidas de acción



Cultura organizacional de logros

Objetivo 1: FCPS capacitará a todos y cada uno de los estudiantes para ser un estudiante empoderado y un ciudadano comprometido, logrando un impacto positivo en la comunidad local y global.

Recomendación #2

Prácticas inclusivas

Acciones completadas (a partir del año 2)

- ★ Se perfeccionó la guía sobre la Continuidad de Servicios Inclusivos en la educación especial de FCPS para proporcionar al personal los cronogramas, las rúbricas, las orientaciones y los criterios de observación relacionados con las prácticas inclusivas.
- ★ Se involucró a los equipos escolares en oportunidades de desarrollo profesional —como la cumbre del Proceso de Mejora Escolar (SIP, por sus siglas en ingles)— centradas en la coenseñanza, las prácticas inclusivas y los apoyos instruccionales, con el fin de fortalecer los programas de inclusión en todas las escuelas.
- ★ Se ofreció formación profesional específica sobre las prácticas de la coenseñanza a un grupo seleccionado de escuelas.
- ★ Se crearon plataformas de análisis y paneles de datos para ayudar al personal escolar a determinar e identificar las necesidades de servicio adecuadas, facilitando así la toma de decisiones sobre la organización de horarios y la ubicación de los estudiantes.

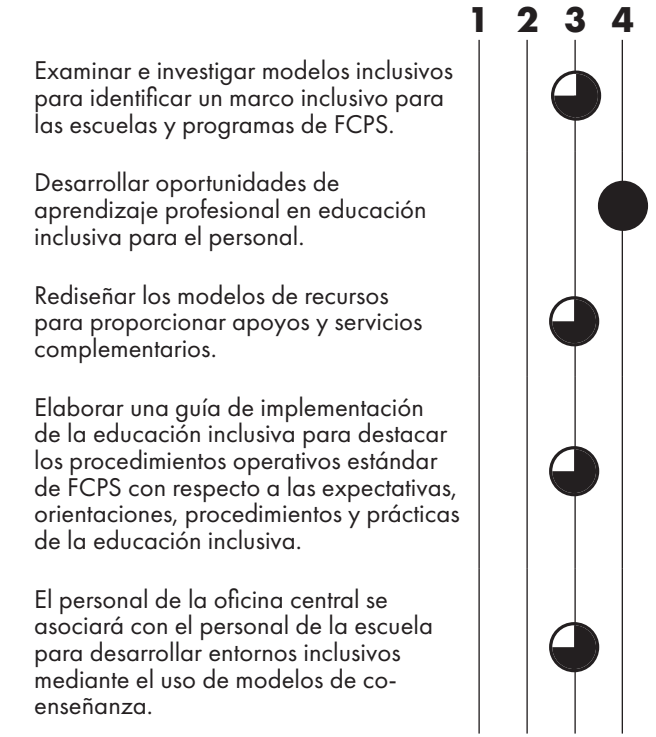
Acciones actuales (en curso):

- ★ Determinar y analizar los modelos de recurso y presentación que se están implementando actualmente en los niveles de educación de primaria y secundaria.
- ★ Expandir el progreso de los servicios disponibles en las escuelas de origen para aumentar el acceso a oportunidades educativas inclusivas para todos los estudiantes.
- ★ Elaborar un plan plurianual para la ampliar el progreso de servicios.
- ★ Ofrecer oportunidades de desarrollo profesional al personal de todo el distrito para fortalecer la comprensión de los programas especializados y mejorar la capacidad de los centros escolares para apoyar a los estudiantes con necesidades diversas.
- ★ Elaborar una Guía de Implementación de Educación Inclusiva en FCPS que detalle las expectativas, los procedimientos operativos estándar, las orientaciones y las mejores prácticas relacionadas con la educación inclusiva.

Acciones futuras (aún no iniciadas)

- ★ Determinar la mejor manera de proveer los servicios inclusivos para los niveles de primaria y secundaria, y proporcionar orientaciones de implementación a las escuelas.

Avances hacia lo esencial
Medidas de acción



Excelencia operativa

Objetivo 2: FCPS contratará, apoyará y retendrá a personal que fomente la excelencia individual, profesional y estudiantil.

Recomendación #3

Departamento de Educación Especial y Servicios Estudiantiles Organización y Visión Estratégica

Acciones completadas (a partir del año 2)

- ★ Se reestructuró la Oficina de Educación Especial para establecer equipos de apoyo centrados en atender las necesidades de servicios de los estudiantes y fortalecer los apoyos comunitarios.
- ★ Se desarrollo una visión y una misión departamental para orientar la labor del Departamento de Educación Especial y Servicios Estudiantiles.
- ★ Se identificaron métodos y oportunidades adicionales para desarrollar capacidades de liderazgo alineadas con la visión y la misión del departamento.

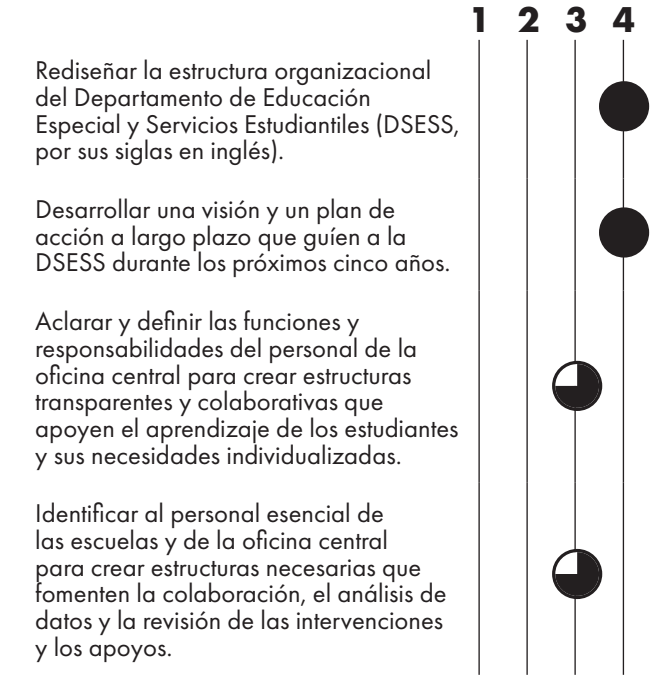
Acciones actuales (en curso)

- ★ Analizar las futuras necesidades del personal tomando en cuenta las limitaciones presupuestarias, la evolución de las necesidades de servicio y la escasez de personal.
- ★ Continuar recalcando la importancia de la implementación coherente del rol de coordinador de educación especial en todas las escuelas y departamentos.
- ★ Fortalecer la comprensión, tanto interna como externa, de las estructuras, los roles y los mecanismos de apoyo de los departamentos.
- ★ Clarificar y perfeccionar los roles y las responsabilidades del personal de la oficina central para crear estructuras de apoyo transparentes, colaborativas y centradas en el estudiante; se siguen realizando ajustes según los roles evolucionan en respuesta a cambios presupuestarios y organizativos.

Acciones futuras (aún no iniciadas)

- ★ Explorar estructuras de apoyo a largo plazo en el ámbito escolar —incluyendo los modelos de jefes de departamento y docentes especialistas— para fortalecer el liderazgo pedagógico, la preparación y el apoyo dentro de los entornos escolares.

Avances hacia lo esencial Medidas de acción



Excelencia operativa

Objetivo 2: FCPS contratará, apoyará y retendrá a personal que fomente la excelencia individual, profesional y estudiantil.

Recomendación #4

Desarrollo del Programa de Educación Individualizada en Línea (OIEP, por sus siglas en inglés) y del Programa de Educación Individualizada (IEP, por sus siglas en inglés)

Acciones completadas (a partir del año 2)

- ★ Se desarrolló y configuró EdPlan MD, el sistema en línea de los IEP, para el uso por parte del personal de FCPS.
- ★ Se crearon equipos especializados para apoyar el desarrollo y la personalización de diversos componentes del sistema EdPlan MD (por ejemplo, la transición a la educación secundaria, los formularios y los procesos de cumplimiento).
- ★ Se redactó el Manual de Cumplimiento de EdPlan y se desarrollaron oportunidades de aprendizaje profesional y recursos de capacitación complementarios para el personal; las actualizaciones del sistema continúan según se realizan mejoras y revisiones.
- ★ Se establecieron oportunidades de aprendizaje profesional y contenido de capacitación para apoyar al personal en la implementación y el uso del sistema EdPlan MD; los materiales de capacitación se siguen perfeccionando en función de las actualizaciones del sistema y las necesidades de los usuarios.

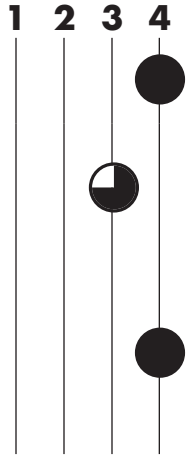
Acciones actuales (en curso)

- ★ Comunicar claramente las expectativas necesarias para proveer IEPs de alta calidad y que cumplen con las expectativas.
- ★ Continuar evaluando las fortalezas, los desafíos y las oportunidades de mejora del sistema según la retroalimentación desde su implementación.
- ★ Mejorar los registros de servicios conexos y los procesos de documentación para respaldar los cambios programáticos y los relacionados con las regulaciones.
- ★ Basado en la implementación continua de EdPlan MD:
  - Recopilar comentarios constantes del personal sobre la funcionalidad, la facilidad de uso y las posibles personalizaciones del sistema.
  - Ofrecer capacitación y apoyo específicos a grupos de usuarios determinadas, alineados con los requisitos de elaboración de los IEP y las expectativas de cumplimiento.
  - Actualizar los documentos de orientación, los procedimientos y los materiales de capacitación para adaptarlos a las actualizaciones del MSDE y a la evolución de los requisitos del sistema.

Acciones futuras (aún no iniciadas)

- ★ Explorar mejoras adicionales del sistema en EdPlan MD e integraciones alineadas con los procesos e iniciativas de FCPS, incluyendo Progress Track, SST y otros sistemas de apoyo al estudiante.

Avances hacia lo esencial
Medidas de acción



Investigar la compra de una nueva plataforma IEP en línea.

Proporcionar orientación e identificar oportunidades de capacitación para el personal en el desarrollo de IEP de calidad.

Crear un Manual de Cumplimiento que se alinee con la Ley de Personas con Discapacidades (IDEA, por sus siglas en inglés), Código de Regulaciones de Maryland (COMAR, por sus siglas en inglés) y los procesos de FCPS.

Excelencia operativa

Objetivo 2: FCPS contratará, apoyará y retendrá a personal que fomente la excelencia individual, profesional y estudiantil.

Recomendación #5

Asignación de personal

Acciones completadas (a partir del año 2)

- ★ Se creó una serie de capacitación profesional para los asistentes de instrucción de educación especial (SEIA, por sus siglas en inglés) con el fin de fortalecer los conocimientos, las habilidades y las prácticas de apoyo del personal.
- ★ Se distribuyó y analizó una encuesta centrada en comprender la carga de trabajo y las responsabilidades de los maestros de educación especial.

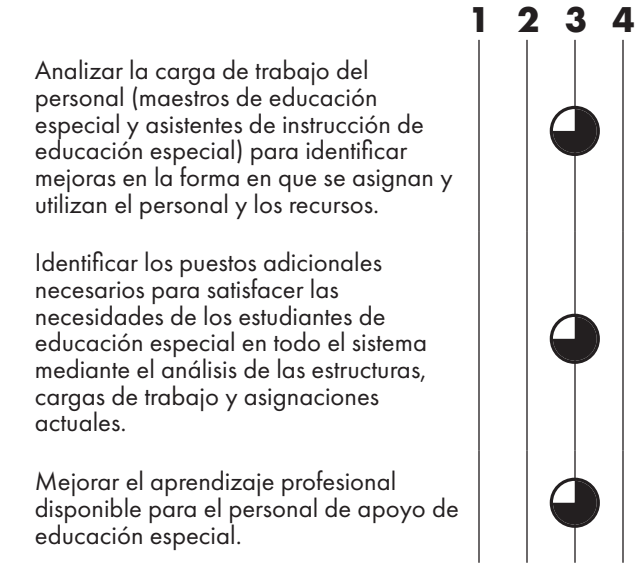
Acciones actuales (en curso)

- ★ Se continúa reflexionando sobre las aportaciones del grupo de trabajo sobre la dotación de personal e incorporándolas para orientar las mejoras y revisiones anuales en esta materia.
- ★ Se están perfeccionando y explorando estrategias de reclutamiento en colaboración con Recursos Humanos para fortalecer las vías de captación de talento y las prácticas de contratación.
- ★ Se está planificando y coordinando el Simposio de SEIA para el verano de 2026, con el objetivo de ofrecer capacitación profesional específica y apoyo a los asistentes de instrucción.
- ★ Se está elaborando el boletín informativo de SEIA para el ciclo 2026–2027 para mejorar la comunicación, el intercambio de recursos y el apoyo al personal.
- ★ Se ofrecen oportunidades de capacitación profesional al personal de transporte para atender las necesidades de los estudiantes e implementar los servicios necesarios .
- ★ Se continúa analizando los horarios de los maestros para crear estructuras favorecentes de personal eficientes y la prestación de servicios a los estudiantes.
- ★ Se continúa facilitando un grupo de trabajo sistémico sobre la enseñanza compartida (co-enseñanza) para fortalecer las prácticas de instrucción colaborativa y apoyar ciertas áreas de contenido interdisciplinarias.

Acciones futuras (aún no iniciadas)

- ★ Elaborar un plan de servicios continuo de cinco años para respaldar la planificación y la entrega de servicios del distrito a largo plazo.
- ★ Explorar y definir mejor el papel de los asistentes de instrucción de educación especial (SEIA) dentro del distrito, considerando opciones alternativas de dotación de personal y vías de apoyo.

Avances hacia lo esencial
Medidas de acción



Analizar la carga de trabajo del personal (maestros de educación especial y asistentes de instrucción de educación especial) para identificar mejoras en la forma en que se asignan y utilizan el personal y los recursos.

Identificar los puestos adicionales necesarios para satisfacer las necesidades de los estudiantes de educación especial en todo el sistema mediante el análisis de las estructuras, cargas de trabajo y asignaciones actuales.

Mejorar el aprendizaje profesional disponible para el personal de apoyo de educación especial.

Seguridad y bienestar

Objetivo 3: FCPS buscará y utilizará todos los recursos de manera estratégica y responsable para lograr los resultados identificados e inspirar confianza pública.

Recomendación #6

Prácticas de identificación y monitoreo de desproporcionalidad

Acciones completadas (a partir del año 2)

- ★ Se impartió capacitación profesional al personal secundario y a los administradores, enfocado en la desproporcionalidad relacionada con la disciplina estudiantil.
- ★ Se realizó un seguimiento continuo y se abordaron problemas utilizando los datos sobre la desproporcionalidad.
- ★ Se involucró al personal en actividades de capacitación profesional centradas en múltiples discapacidades, incluyendo la capacitación sobre el nuevo formulario para determinar la elegibilidad.
- ★ Se revisó el Procedimiento Operativo Estándar (SOP, por sus siglas en ingles) para las evaluaciones bilingües con el fin de fortalecer las prácticas y alinearlas con las investigaciones y las directrices actuales.

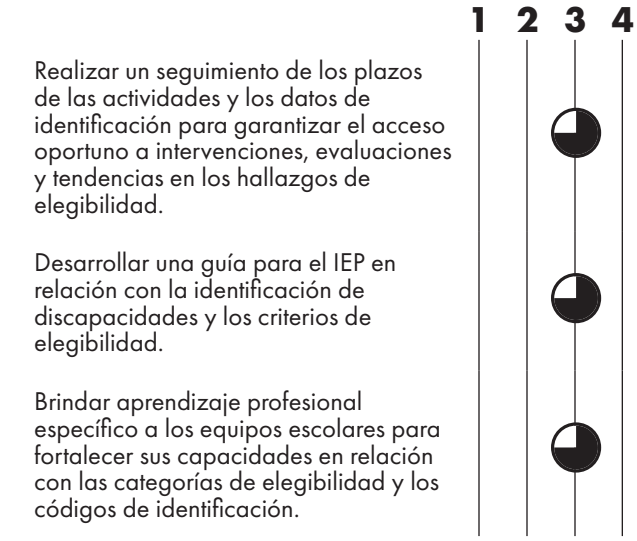
Acciones actuales (en curso)

- ★ Realizar un seguimiento continuo relacionado con el Indicador 11 para garantizar que los estudiantes sean evaluados dentro de los plazos requeridos, asegurando así que los estudiantes elegibles reciban servicios y apoyos sin demoras innecesarias.
- ★ Brindar asistencia técnica y apoyo continuo al personal para garantizar el cumplimiento de los plazos y los requisitos procedimentales.
- ★ Priorizar y ampliar los apoyos y las oportunidades de intervención para estudiantes con necesidades de salud mental y socioemocionales.

Acciones futuras (aún no iniciadas)

- ★ Implementar formación profesional para el personal de diferentes roles y niveles a través del sistema para nivelar las tendencias de desproporcionalidad, las prácticas de elegibilidad y los requisitos de cumplimiento.
- ★ Mejorar los informes de datos y las herramientas de seguimiento para fortalecer la supervisión y el control de los indicadores y parámetros de cumplimiento en educación especial.

Avances hacia lo esencial
Medidas de acción



Seguridad y bienestar

Objetivo 3: FCPS buscará y utilizará todos los recursos de manera estratégica y responsable para lograr los resultados identificados e inspirar confianza pública.

Recomendación #7

Programas especializados

Acciones completadas (a partir del año 2)

- ★ Se brindó apoyo a los programas RISE (Intervenciones de Respuesta para la Excelencia Estudiantil, RISE, por sus siglas en ingles) de las escuelas primarias e intermedias para atender las necesidades de los estudiantes en las áreas de comunicación social, pragmática, funciones ejecutivas, comportamiento y rendimiento académico.
- ★ Se perfeccionó el proceso de Entorno Menos Restrictivo (LRE, por sus siglas en inglés), enfocándose fortalecer las prácticas que apoyan a los estudiantes en sus escuelas de origen siempre que fuera adecuado.
- ★ Se adquirieron recursos curriculares y materiales de plan de estudios adaptado para apoyar programas especializados, incluyendo N2Y (News-2-You), Unique Learning System (ULS) y TeachTown.
- ★ Se investigaron y adquirieron recursos adicionales de plan de estudios adaptado para ampliar los apoyos y servicios de instrucción destinados a los estudiantes de programas especializados.

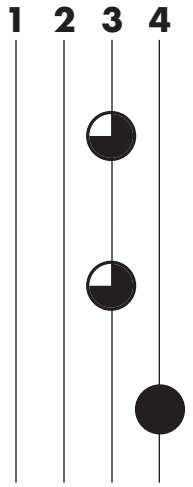
Acciones actuales (en curso)

- ★ Continuar perfeccionando el proceso de LRE y desarrollar hojas de trabajo de planificación del LRE para apoyar la toma de decisiones del personal y las deliberaciones sobre la ubicación escolar.
- ★ Fortalecer los entornos inclusivos dentro de las escuelas.
- ★ Colaborar con el personal para revisar las necesidades y los perfiles individuales de los estudiantes, a fin de respaldar las decisiones de ubicación dentro del LRE.
- ★ Ofrecer oportunidades de desarrollo profesional centradas en apoyar a los estudiantes neurodiversos.
- ★ Desarrollar una herramienta de auditoría con puntos de datos comunes para facilitar la identificación y el análisis de los perfiles de los estudiantes en los distintos programas especializados.

Acciones futuras (aún no iniciadas)

- ★ Utilizar los datos recopilados para definir perfiles de estudiantes y descripciones de programas específicos, con el fin de respaldar la orientación sobre la ubicación y los procesos de toma de decisiones.

Avances hacia lo esencial
Medidas de acción



Llevar a cabo un análisis exhaustivo de todos los perfiles de los estudiantes en cada programa especializado para garantizar las colocaciones adecuadas y utilizar los hallazgos para reestructurar los modelos de instrucción.

Definir y ampliar los modelos de servicio para estudiantes con autismo de alto funcionamiento.

Investigar y adquirir un currículo adaptado para los estudiantes de programas especializados con el fin de ampliar los servicios.

Participación de las partes interesadas

Objetivo 4: FCPS fomentará las relaciones con las familias y toda la comunidad, compartiendo la responsabilidad del éxito estudiantil y demostrando orgullo en todos los aspectos de nuestro sistema escolar.

Recomendación #8

Recomendaciones de informes, centros de apoyo y capacitación para padres y sitio web

Acciones completadas (a partir del año 2)

- ★ Se continuó informando sobre los avances en relación con las recomendaciones del informe durante las reuniones de la Junta de Educación (BOE).
- ★ Se revisaron los progresos respecto a las dichas recomendaciones y se identificaron las acciones completadas y en curso para mantener informados al personal, a las familias y al público sobre los esfuerzos de implementación.
- ★ Se abrió el "Centro de Recursos para las Familias" para a apoyar a las familias, los miembros de la comunidad y los grupos de apoyo con el fin de mejorar el acceso a recursos y servicios de asistencia.
- ★ Se actualizó y se mantuvo un sitio web dirigido a los padres para ofrecer a las familias recursos, información y oportunidades de participación relacionadas con los servicios y apoyos de educación especial.
- ★ Se desarrolló un plan integral de capacitación para las familias, mediante la labor de los enlaces de "Partners for Success", para fomentar la participación familiar y facilitar la comprensión del proceso de educación especial.

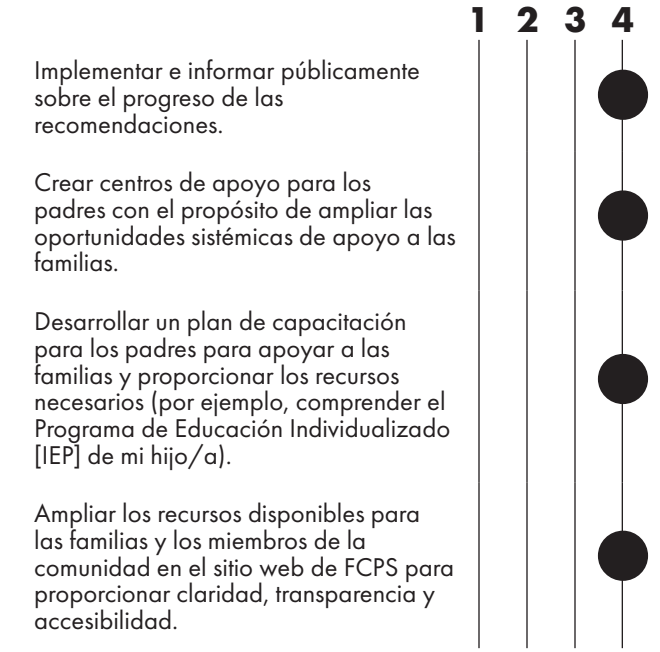
Acciones actuales (en curso)

- ★ Ofrecer oportunidades de capacitación y recursos al personal escolar para fortalecer la relación con las familias y las prácticas de comunicación.
- ★ Colaborar con los enlaces comunitarios y el personal escolar mediante oportunidades para recibir comentarios, grupos focales y encuestas, con el fin de identificar formas adicionales de apoyar a las familias y fortalecer los esfuerzos de participación.

Acciones futuras (aún no iniciadas)

- ★ Continuar mejorando las oportunidades, los recursos y los apoyos disponibles para las familias a fin de fortalecer su participación en el proceso de educación especial.
- ★ Planificar sesiones de puertas abiertas en las escuelas de distribución (feeder pattern) para aumentar el acceso de las familias a los enlaces de "Partners for Success" y a los apoyos disponibles en todo el distrito.
- ★ Crear un calendario anual de participación de los padres.

Avances hacia lo esencial
Medidas de acción



Experiencia de los estudiantes y del personal

Objetivo 5: FCPS promoverá una cultura que fomente el bienestar y la civilidad de los estudiantes y del personal.

Recomendación #9

Apoyo conductual

Acciones completadas (a partir del año 2)

- ★ Se designó a un representante de temas de comportamiento en cada centro escolar y se estableció un grupo de aprendizaje profesional de un año de duración para fortalecer los apoyos y las prácticas relacionadas con el comportamiento en todo el distrito.
- ★ Se impartió al personal la capacitación obligatoria sobre la Evaluación Funcional del Comportamiento (FBA, por sus siglas en inglés) y el Plan de Intervención Conductual (BIP, por sus siglas en inglés); asimismo, se ofrecieron sesiones de asistencia técnica continua para apoyar a los equipos escolares en la toma de decisiones y la implementación de medidas relacionadas con el comportamiento.
- ★ Se brindaron oportunidades de capacitación en técnicas de desescalada al personal designado a lo largo del año escolar.
- ★ Se fortaleció la coordinación entre escuelas para mejorar la continuidad de los apoyos conductuales, las prácticas de comunicación y la eficiencia operativa.
- ★ Se ofrecieron y ampliaron oportunidades de aprendizaje profesional continuo para desarrollar las capacidades del personal en áreas como apoyos conductuales, respuesta ante crisis, prácticas de intervención y respaldo a los representantes de comportamiento, maestros de educación especial y personal de los centros escolares.
- ★ Se desarrollaron micro credenciales de aprendizaje profesional centradas en el comportamiento para fomentar el desarrollo del personal y la implementación de mejores prácticas.
- ★ Se actualizaron las directrices de intervención conductual de Nivel 2 del sistema MTSS para reforzar la coherencia y apoyar su implementación en todas las escuelas.

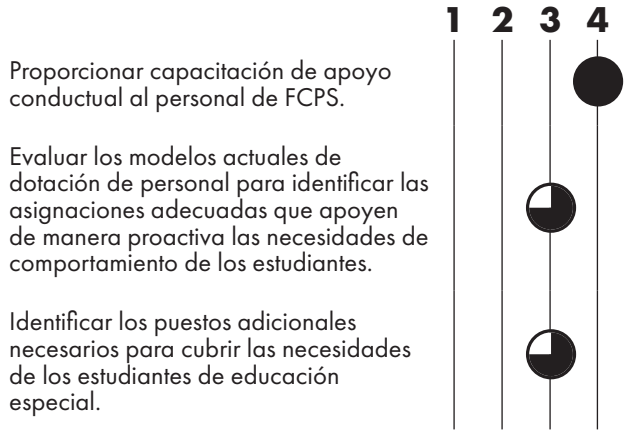
Acciones actuales (en curso)

- ★ Continuar ofreciendo oportunidades de formación profesional continua para fortalecer las capacidades del personal de cada centro educativo en materia de apoyo conductual, prácticas de intervención y respuesta ante crisis.

Acciones futuras (aún no iniciadas)

- ★ Desarrollar oportunidades adicionales de formación profesional centradas en el comportamiento, que permitan al personal obtener puntos de desarrollo profesional (PDP) y/o créditos del MSDE.

Avances hacia lo esencial
Medidas de acción



Experiencia de los estudiantes y del personal

Objetivo 5: FCPS promoverá una cultura que fomente el bienestar y la civilidad de los estudiantes y del personal.

Recomendación #10

Bienestar del personal

Acciones completadas (a partir del año 2)

- ★ Se establecieron oportunidades de mentoría y experiencias de acompañamiento entre colegas para apoyar al personal recién contratado, incluyendo los docentes de educación especial.
- ★ Se reconoció a los equipos escolares por cumplir con los plazos normativos y apoyar a los estudiantes mediante servicios integrales y sistemas de apoyo colaborativo.
- ★ Se ofrecieron oportunidades de acompañamiento profesional a docentes nuevos y a aquellos en las primeras etapas de su carrera para fortalecer su desarrollo profesional y ampliar sus perspectivas de crecimiento laboral.
- ★ Se identificaron oportunidades adicionales de formación profesional para fomentar el desarrollo continuo de los docentes de educación especial y de los jefes de departamento.
- ★ Se realizó una encuesta al personal para conocer sus opiniones sobre el reconocimiento, la valoración y los apoyos en el entorno laboral.
- ★ Se implementó una iniciativa de reconocimiento público del personal a través del boletín *Connections* de la Oficina de Educación Especial (OSE), con el fin de destacar las contribuciones de los empleados y fortalecer la moral en todo el departamento.

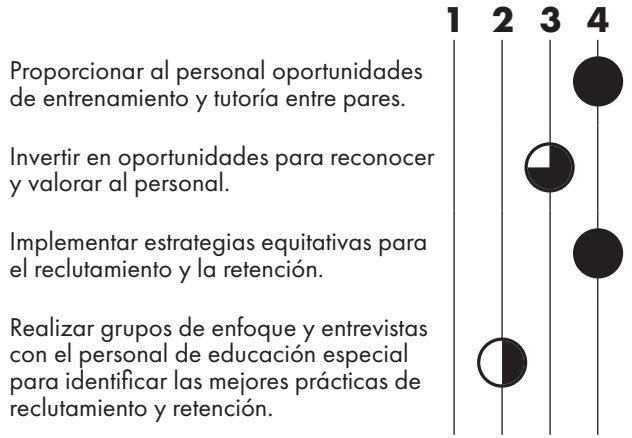
Acciones actuales (en curso)

- ★ Identificar oportunidades adicionales para apoyar y reconocer a los docentes con diversos niveles de experiencia.
- ★ Priorizar el apoyo al personal recién contratado mediante encuestas, oportunidades para recibir comentarios y grupos focales, a fin de comprender mejor sus necesidades y experiencias.

Acciones futuras (aún no iniciadas)

- ★ Utilizar los resultados de las encuestas al personal para identificar riesgos de retención e implementar medidas específicas orientadas a fortalecer la satisfacción, el compromiso y la retención del personal.
- ★ Implementar entrevistas de permanencia con el personal para identificar necesidades de manera proactiva, fortalecer el compromiso y mejorar las estrategias de retención en todo el departamento.

Avances hacia lo esencial
Medidas de acción



Indicadores Clave de Desempeño (KPI, por sus siglas en inglés)

Resumen del segundo año (2025–2026)

Para esta evaluación integral, el equipo examinó datos tanto cualitativos como cuantitativos con el fin de monitorear el progreso de las iniciativas de implementación y las medidas de acción identificadas. Los indicadores clave de desempeño (KPI, por sus siglas en inglés) de todo el sistema continúan siendo evaluadas en las reuniones programadas de la Junta de Educación (BOE). El siguiente cuadro incluye enlaces a las presentaciones ante la Junta de Educación que detallan el progreso de cada KPI del sistema. Asimismo, el departamento utiliza datos de encuestas y comentarios de las partes interesadas para monitorear métricas específicas del departamento y orientar los esfuerzos de mejora continua.

Indicadores clave de desempeño (KPI) sistémicos globales	Progreso del año 2
KPI n.º 10: Disminuir el porcentaje de estudiantes con discapacidades en cada grupo de estudiantes para reflejar la población estudiantil si el grupo identificado es desproporcionado (línea de base 2021-2022).	Revisado en la reunión de la junta directiva del 10/9/2025
KPI n.º 12: Reducir en un punto porcentual el porcentaje de estudiantes suspendidos fuera de la escuela en cada grupo de estudiantes (o mantenerlo por debajo del 1%). Además, asegurar que ningún grupo de estudiantes supere el 5% y que ninguna escuela sea identificada como desproporcionada en suspensiones por el MSDE (línea de base 2021-2022).	Revisado en la reunión de la junta directiva del 8/10/2025
KPI n.º 3: (A) Aumentar el porcentaje de estudiantes de los grados 3 al 8 que alcanzan un nivel competente o distinguido en cada grupo de estudiantes, en cinco puntos porcentuales en ambos MCAP ELA y MCAP Math. (B) Aumentar cada año el porcentaje de estudiantes del grado 3 que estén en MCAP ELA y del grado 5 que estén en MCAP Math, y que alcanzan un nivel competente o distinguido en cada grupo de estudiantes, en cinco puntos porcentuales (línea de base 2021-2022).	Revisado en la reunión de la junta directiva del 19/11/2025
KPI n.º 16: Aumentar la tasa de respuesta favorable de los estudiantes y del personal al 90% a la encuesta sistémica del 2022 al 2023 relacionada con el ambiente escolar, la seguridad, y el bienestar.	Revisado en la reunión de la junta directiva del 25/2/2026
KPI n.º 14: Aumentar la tasa de respuesta favorable de los padres al 90% a la encuesta de compromiso familiar (línea de base 2022-2023).	
KPI n.º 8: Mantener o mejorar la retención general de los empleados, logrando avances específicos en la retención de todos los docentes, los docentes nuevos y los docentes de color.	Revisado en la reunión de la junta directiva del 5/6/2026

Indicadores Clave de Desempeño (KPI, por sus siglas en inglés)

Resumen del segundo año (2025–2026)

Los resultados de la encuesta se basaron en las respuestas de 445 miembros del personal que completaron la Encuesta sobre la Carga de Trabajo en Educación Especial, distribuida durante la primavera de 2026. Del total de participantes, 236 respuestas provinieron de personal de primaria y 209 de personal de secundaria.

Indicadores clave de desempeño (KPI)departamentales específicos	Resumen del progreso del año 2
Aumentar al 80% la tasa de respuesta favorable del personal que reporta una mayor calidad en los IEP y una mejor distribución de la carga de trabajo, mediante la implementación de un nuevo sistema de IEP en línea. Este objetivo se basa en la encuesta departamental relacionada con el apoyo de la oficina central de educación especial (línea de base 2024-2025).	A partir de la Encuesta sobre la Carga de Trabajo en Educación Especial distribuida en mayo de 2025, se pidió al personal que calificara su nivel de acuerdo con la siguiente afirmación: "Nuestro sistema actual de IEP reduce mi carga de trabajo general". La tasa de respuesta favorable global fue del 13.5 %; el 11.0 % por los educadores de primaria y del 16.9 % por los de secundaria. Estos datos sirven como medida de referencia mientras FCPS trabaja para aumentar las respuestas favorables del personal al 80 % mediante la implementación del nuevo sistema en línea de Programas de Educación Individualizada (IEP). **Nota importante:** Durante el año escolar 2025–2026, FCPS adquirió el sistema EdPlan para el Programa de Educación Individualizada (OIEP) a través de Public Consulting Group (PCG). Los datos de la encuesta de 2024–2025 reflejan las percepciones y los índices de opinión favorable del personal respecto al sistema OIEP anterior del distrito (el de Maryland) y no reflejan la implementación de EdPlan.
Aumentar al 80% la tasa de respuesta favorable del personal sobre las condiciones y entornos de la carga de trabajo según la encuesta departamental relacionada con la educación especial (línea de base 2024-2025).	Según la Encuesta sobre la Carga de Trabajo en Educación Especial realizada durante el año escolar 2024–2025, la tasa general de respuestas favorables en relación con las condiciones de carga de trabajo y el entorno laboral fue del 37.2%. Las tasas de respuestas favorables fueron del 35.9% entre los educadores de primaria y del 40.4% entre los educadores de secundaria. Estos datos sirven como punto de referencia mientras FCPS trabaja para aumentar al 80% las respuestas favorables del personal en futuras encuestas del departamento.
Aumentar al 80% la tasa de respuesta favorable del personal en la encuesta departamental relacionada con el apoyo de la oficina central de educación especial (línea de base 2024-2025).	Según la Encuesta sobre la Carga de Trabajo en Educación Especial realizada en mayo de 2025, el 60.6 % de los docentes opinó favorablemente sobre la utilidad del apoyo brindado por el personal de la Oficina Central de Educación Especial para la enseñanza y el acompañamiento de estudiantes con discapacidades. Las tasas de respuesta favorable fueron del 60,7 % entre los docentes de primaria y del 61.0 % entre los de secundaria. Estos datos sirven como punto de referencia mientras FCPS trabaja para aumentar al 80% las respuestas favorables del personal en futuras encuestas del departamento.



Conclusión

FCPS mantiene su compromiso de fortalecer los servicios de educación especial y garantizar que los estudiantes tengan acceso a servicios de apoyo y oportunidades de aprendizaje inclusivos y de alta calidad. Los avances reflejados en este Plan de Acción de Apoyo Estudiantil son el resultado de la colaboración entre el personal, las familias, los estudiantes y los socios comunitarios, quienes trabajan juntos para mejorar los resultados y fortalecer los sistemas en todo el distrito.

Durante la evolución de esta labor, el Departamento de Educación Especial y Servicios Estudiantiles seguirá enfocándose en su mejoramiento a través de la reflexión constante, el análisis de datos, considerando las sugerencias de las partes interesadas y la planificación estratégica. Aunque se han logrado avances significativos, reconocemos que esta labor es un proceso continuo que requiere colaboración, innovación y el continuo apoyo a las necesidades cambiantes de nuestros estudiantes y comunidades escolares.

FCPS continuará perfeccionando sus prácticas, fortaleciendo la capacidad del personal, ampliando las oportunidades inclusivas y mejorando los apoyos diseñados para optimizar los resultados de los estudiantes con discapacidades. Mediante la transparencia, la colaboración y el compromiso a la excelencia, seguiremos construyendo sistemas que respalden el éxito estudiantil, fomenten el sentido de pertenencia y garanticen que todos los estudiantes tengan oportunidades para prosperar.



Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	6. Setting of the Next Meeting Agenda
Subject	6.01 Setting the Agenda for the August 26, 2026 Board of Education Meeting.
Type	Information

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	7. Committee Reports and Legislative Updates
Subject	7.01 Legislative Updates
Type	Information

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	7. Committee Reports and Legislative Updates
Subject	7.02 Policy Committee Report
Type	Information

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	7. Committee Reports and Legislative Updates
Subject	7.03 Curriculum & Instruction Committee Report
Type	Information

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	7. Committee Reports and Legislative Updates
Subject	7.04 Committee Reports
Type	Information

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	8. Informational Items
Subject	8.01 Quarterly Agenda for Board Meetings
Type	Information

ATTACHMENT(S):
08.05.26 3rd Q 26 Agenda Public.pdf

Quarterly Agenda for Board Meetings July – September 2026
This document is dynamic - changes will be made to it as needed to accommodate time sensitive business items

July 8 (3:00 p.m. Virtual)
Business Items:
- Bid Item (Action)
- Judy Center Expansion Grant (KH) (Information/Discussion/Action)
- Risk Management Grant (PL) (Information/Discussion/Action)

August 5
Board of Education Curriculum & Instruction Committee Meeting (10:00 a.m.)

August 5
Closed:
Administrative Function:
Business Items:
- Bid Calendar Items (Information)
- Old Yellow Springs Property Annexation (PL) (Information/Discussion/Action)
- Judy Center Continuation Grants (KH) (Information/Discussion/Action)
- System of Professional Learning Grant (KH) (Information/Discussion/Action)
- Charter School Application Recommendations (JA) (Information/Discussion/Action)

Policy Items:
System Recognitions:
Consent Items:
- Staffing Changes (SS) (Action/Consent)
- Textbook Approval (KH) (Action/Consent)

Informational Items:
- Quarterly Agenda for Board Meetings (Information)
- Future Agenda Items (Information)

Evening:
- Policy 503, Character Education - Decommission (1st Reading) (Information/Discussion/Action) – ***Evening***
- Policy 506, Evening High School - Decommission (1st Reading) (Information/Discussion/Action) – ***Evening***
- Special Education Update (JB) (Information/Discussion) – ***Evening***

August 26
Board of Education Policy Committee Meeting (9:30 a.m.)

August 26
Closed:
Administrative Function:

Business Items:
- Bid Calendar Items (Information)
- Information Items (Information)
- Bid Items (Action)
- Renewal Items (Action)
- 2028-2029 Academic Calendar and Academic Calendar (EP) (Information/Discussion/Action)

Policy Items:
- Policy 503, Character Education - Decommission (1st Reading) (Information/Discussion/Action) – ***Work Session***
- Policy 506, Evening High School - Decommission (1st Reading) (Information/Discussion/Action) – ***Work Session***

System Recognitions:
- Charles E. Tressler Distinguished Teacher Award Winner (Information) (EP)
- Recognition of the Teacher of the Year Award Winner (Information) (EP)
- Recognition for the Washington Post Principal of the Year (Information) (EP)
- Recognition for the Washington Post Teacher of the Year (Information) (EP)
- Recognition of the Substitute of the Year Winner (Information) (EP)

Consent Items:
- Staffing Changes (SS) (Action/Consent)

Informational Items:
- Quarterly Agenda for Board Meetings (Information)
- Future Agenda Items (Information)

Evening:
- Policy 507, Summer School Eligibility (1st Reading) (Information/Discussion/Action) – ***Evening***

September 9
Board of Education Curriculum & Instruction Committee Meeting (10:00 a.m.)

September 9
Closed:
Administrative Function:
Business Items:
- Bid Calendar Items (Information)
- Information Items (Information)
- Bid Items (Action)
- Renewal Items (Action)
- Setting of Quarterly Agenda, October – December (DR) (Information) – ***Work Session***

Policy Items:
System Recognitions:
- National Suicide Prevention Month (JB) (Action)

Consent Items:
- Staffing Changes (SS) (Action/Consent)

Informational Items:
- Quarterly Agenda for Board Meetings (Information)
- Future Agenda Items (Information)

Evening:
- Strategic Plan Key Performance Indicator Reporting Goals 1 & 3 (KPI 2 & KPI 10) (JB) (Information/Discussion) – ***Evening***
- FY2027 Comprehensive Maintenance Plan for Educational Facilities (PL) (Information/Discussion/Action) – ***Evening***

September 23
Closed:
Administrative Function:
Business Items:
- Bid Calendar Items (Information)
- Information Items (Information)
- Bid Items (Action)
- Renewal Items (Action)
- Valley Elementary Property Surplus (PL) (Information/Discussion/Action)

Policy Items:
- Policy 507, Summer School Eligibility (2nd Reading) (Information/Discussion/Action) – ***Work Session***

System Recognitions:
Consent Items:
- Staffing Changes (SS) (Action/Consent)
- Setting of Quarterly Agenda, October – December (DR) (Action/Consent)

Informational Items:
- Quarterly Agenda for Board Meetings (Information)
- Future Agenda Items (Information)

Evening:
- Policy 405, Graduation (1st Reading) (Information/Discussion/Action) – ***Evening***
- Racial Equity Committee Annual Report (KH) (Information/Discussion/Action) – ***Evening***
- Data Center Impact & Proximity to Schools (**DR**) (Information/Discussion/Action) – ***Evening***

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	8. Informational Items
Subject	8.02 Future Agenda Items
Type	Information

Content

Items that appear in this agenda item are for informational purposes only. The Agenda Item Request form is completed by a Board member when they would like for an item to appear on a future agenda. Once the requesting Board member obtains two (2) other Board member signatures, the item is placed on a future agenda. The Agenda Item Requests will be placed in the Informational Items section of the agenda to allow the public to see items that are being requested by Board members.

Board of Education of Frederick County

Agenda Item Details

Meeting	August 5, 2026 - Board of Education Meeting
Category	9. Adjournment
Subject	9.01 Adjournment
Type	Procedure