

MONTGOMERY COUNTY PUBLIC SCHOOLS, ROCKVILLE MARYLAND

THE SUPERINTENDENT'S RECOMMENDED

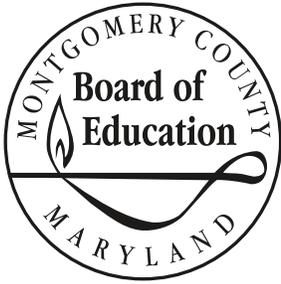
# FY 2016 OPERATING BUDGET and Personnel Complement

Recommended to the Board of Education  
December 2014

Fiscal and School Year Ending  
June 30, 2016

Dr. Joshua P. Starr  
Superintendent of Schools





## **VISION**

*We inspire learning by providing the greatest public education to each and every student.*

## **MISSION**

*Every student will have the academic, creative problem solving, and social emotional skills to be successful in college and career.*

## **CORE PURPOSE**

*Prepare all students to thrive in their future.*

## **CORE VALUES**

*Learning  
Relationships  
Respect  
Excellence  
Equity*



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Check out the MCPS website for more detailed information about the FY 2016 Recommended Operating Budget.

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**MONTGOMERY COUNTY PUBLIC SCHOOLS**  
MARYLAND

www.montgomeryschoolsmd.org

December 9, 2014



Dear Members of the Board of Education:

I am pleased to submit for your consideration my Fiscal Year (FY) 2016 Operating Budget recommendation for Montgomery County Public Schools (MCPS). I am recommending an FY 2016 Operating Budget of \$2,403,640,945, which will allow us to continue our ongoing efforts to manage enrollment growth, narrow achievement and opportunity gaps, and prepare our students for the 21st century.

My recommendation includes an increase of \$103.6 million to fund the same level of services for a growing number of students, previously negotiated agreements, rising costs in operations, and strategic enhancements. Part of this increase is offset by savings generated by program efficiencies and reductions, and an increase in the amount that MCPS employees contribute to the cost of their health benefits. The \$103.6 million represents a 4.6 percent increase in the operating budget.

An additional \$23.3 million of funding will be needed to restore one-time funding that was used by the Montgomery County Council to fund the FY 2015 Operating Budget. Adding this funding, my budget recommendation represents an increase of \$126,876,961 over the approved FY 2015 Operating Budget.

In terms of revenue, my budget includes an increase of \$132.7 million in local funding and an increase of \$15.8 million is anticipated in state aid for FY 2016. Revenue from the federal government is anticipated to increase by approximately \$140,000. Finally, the portion of the budget funded by MCPS fund balance in FY 2016 decreases by \$22.2 million based on our latest financial report. This is the result of the County Council using \$38.0 million of MCPS fund balance from FY 2014 to fund the FY 2015 Operating Budget, and the latest financial report projecting \$16.0 million to be available at the end of this year to help fund the FY 2016 Operating Budget.

As we begin our discussions on the budget, it should be noted that our community receives a strong return on the investment they make in our students. For instance, consider the performance of the Class of 2014:

- » two-thirds of our graduates took at least one Advanced Placement (AP) exam while in high school, and more than half earned a college-ready score on at least one AP exam;
- » our graduates earned a combined average score of 1650 on the SAT, which is 153 points higher than the nation and 182 points higher than the state of Maryland; and
- » these students earned more than \$340 million in college scholarships, an all-time high for the district.

**Office of the Superintendent of Schools**

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While, overall, our students are performing at a high level, we must recognize that we have not served all students well. While we have made some progress in important areas, such as graduation rates, dropout rates, suspensions, AP access, and others, it is not enough. We must redouble our efforts to close the gap in all areas.

At the same time, we must continue to prepare our students for the future and a world that has very different expectations of students than in the past. The technology boom has dramatically changed how we access information, solve problems, and collaborate with others, and our teaching and learning must change to meet the new demands of a new world.

### **A Multiyear Budgeting Strategy**

When I introduced my FY 2014 Operating Budget to the Board in December 2012, I indicated that it was the first year of a multiyear budget strategy that would allow us to keep up with dramatic growth in student enrollment and strategically invest in areas that are aligned with our core purpose, values, and mission. The strategic planning framework, *Building Our Future Together: Students, Staff, and Community*, has guided the work of MCPS, including our budget, for the past two years. The Board's FY 2016 Operating Budget interests, approved on September 9, 2014, provided us with important guidance in the development of this recommendation.

It is important to note that this budget recommendation continues to fund investments that were a part of the FY 2014 and FY 2015 Operating Budgets, including 17.0 elementary mathematics teachers, 30.0 middle school focus teachers, and 21.2 high school English and mathematics focus teachers. My budget recommendation also continues to fund 10.5 English language development teachers to support our increasing student population of English language learners, and 22.8 middle school staff development teachers.

I also am recommending we continue the district's long-standing practice of providing additional funds to those schools that serve the highest number of students living at or near the poverty line. These 67 schools receive—on average—about \$1.9 million more than other schools to lower class size and provide more individualized instruction and support to bolster student achievement.

### **Managing Growth**

The official enrollment for the 2014–2015 school year is 153,852 students, an increase of 2,563 students from the last school year and approximately 13,500 students more from just six years ago. This is the seventh year in a row that our enrollment has increased by at least 2,000 students, and the trend is expected to continue. Enrollment for FY 2016 is projected to be 156,514, an increase of 2,662 students. While most of the growth during the past six years has occurred in elementary schools, we are anticipating dramatic increases in secondary school enrollment in the coming years as this current enrollment bubble moves into middle and high school. By the 2020–2021 school year, enrollment is expected to be more than 165,000, an increase of more than 11,000 students from the current fiscal year.

In order to manage our expected growth, my budget recommendation adds more than 275 positions, including 111.4 general elementary/secondary positions, 96.3 positions for special education services, and 41.5 positions to serve our growing population of students who receive English for Speakers of Other Languages (ESOL) services.

## **Strategic Priority Enhancements**

This budget recommendation includes \$8.2 million in strategic priority enhancements, including 77.7 new positions. These investments are broadly grouped in five areas—(1) improving the student services model; (2) supporting English language learners; (3) increasing support to students with disabilities; (4) focused efforts to improve student achievement and close the achievement gap; and (5) enhancing school leadership and administrative support.

### *Improving the Student Services Model*

In FY 2014, we began a multiyear improvement of the student services model so we could meet the social emotional needs of our students, identify and support the mental health needs of MCPS students, and reduce caseloads for school counselors, psychologists, and pupil personnel workers (PPWs). During the past two years, we have added 7.5 elementary school counselors, 10.0 psychologists, and 6.0 PPW positions. For FY 2016, I am recommending the addition of 3.5 elementary counselors, 5.0 psychologists, and 4.0 PPW positions. I also am recommending 5.5 additional counselors at high schools that are more impacted by poverty and need extra staff to meet the social/emotional needs of students, coordinate academic support, and provide assistance with college applications.

### *Supporting English Language Learners*

The number of students in MCPS who receive ESOL and English language learner services continues to grow. In 2013–2014, 20,316 students received ESOL services, a number that has essentially doubled since 2000. In that same time period, the number of elementary school students receiving ESOL services has grown by nearly 150 percent. As mentioned above, I am recommending an additional 41.5 positions simply to serve this growing enrollment in addition to the 30 positions we added in FY 2014 and FY 2015. In FY 2015, we also added 10.5 English language development teachers to better meet the needs of middle school students who are beginning to master the English language but are still struggling to demonstrate that mastery in their classwork. The FY 2016 Operating Budget adds \$36,032 to provide staff training in the use of the Sheltered Instruction Observation Protocol (SIOP) model in additional schools. SIOP is a proven, research-based model that helps meet the individual language attainment and academic needs of students.

I also am recommending the addition of two .5 translator communications specialist positions to assist in the translation of important documents and information to Amharic and Spanish. This will reduce the turnaround time required for translation services, allowing schools to better engage non-English speaking parents and communities.

### *Increasing Support for Students with Disabilities*

My recommended Operating Budget also includes strategic investments to better serve our students with Individualized Education Programs (IEPs). As mentioned earlier in this letter, I am recommending the addition of 96.2 special education positions that will meet the specific needs of students according to their IEPs. This builds on more than 176 positions that were added in FY 2014 and FY 2015. My recommended FY 2016 Operating Budget also includes approximately \$1.0 million in strategic investments to increase support for students with disabilities. This investment includes 4.5 positions to provide additional Learning and Academic Disabilities services at 18 elementary schools for students who receive specialized instruction in the general education environment and in small group settings. I also am recommending an additional 6.0 teachers and .4 paraeducator to begin a multiyear effort to implement the Home School Model using an hours-based staffing formula in all elementary schools. These positions—and those added in future budgets—will allow

for staff to be allocated in an equitable way that is aligned to the needs of students. We have fully implemented the hours-based staffing model in all middle schools, and this investment builds on that effort. Lastly, I am recommending the addition of 1.0 teacher position and \$72,478 for the High Incidence Accessible Technology Team in the Office of Special Education and Student Services to direct support to schools, students, and parents regarding the implementation of Universal Design for Learning strategies and technology tools to promote access to the curriculum for students with disabilities.

*Focused Efforts to Improve Student Achievement and Close the Achievement Gap*

During the past two years (FY 2014 and FY 2015), we have made significant investments to address specific academic areas in order to improve student outcomes. My FY 2016 recommendation continues those investments in several areas. To help reduce the achievement gap in mathematics, I am recommending the placement of 5.0 math content coaches in elementary schools in order to build the mathematics skills of students as early as possible. I also am recommending 5.0 teachers and 1.0 instructional specialist to help implement the redesign of our Interim Instructional Services unit, which provides instruction to students who temporarily cannot attend school due to illness or other circumstances. Another enhancement is the addition of 2.0 instructional specialists for the Equity Initiatives Unit to increase support to schools in developing the cultural competence and awareness of teachers and staff. My budget recommendation also includes funds to provide more school-based support and professional development, including the addition of 5.0 staff development positions to be shared among the district's 25 high schools; 5.8 positions to allow middle school content specialists and team leaders more opportunities to serve staff; and 10.0 teaching positions for high school resource teachers to better fulfil their leadership responsibilities across the district. Other investments include:

- » The restoration of 8.0 positions at small and mid-sized elementary schools, including staff development teachers, reading specialists, media specialists, and counselors. This builds on 19 other positions that were restored as part of the FY 2014 and FY 2015 Operating Budgets;
- » \$250,000 to expand Achieving Collegiate Excellence and Success (ACES), a collaborative program with Montgomery College and The Universities at Shady Grove that supports students who come from backgrounds that are underrepresented in higher education and those who are the first in their family to attend college. These funds will be used to expand the 9th and 10th grade ACES program at five MCPS schools; and
- » \$329,000 to provide athletic trainer services to approximately 22,500 MCPS student athletes. This builds on an athletic trainer pilot that was initiated this school year.

*Enhancing School Leadership and Other Support*

To serve our students well, we must have the highest quality school leadership and teacher workforce in place that prepares our students to thrive in their future. In order for teachers and instructional staff members to grow professionally and improve their respective crafts, they must receive thoughtful and timely feedback on their practice and performance. Because assistant school administrators can observe but not evaluate the performance of teachers, I am recommending funding to convert 16 assistant school administrators at highly impacted schools to assistant principal positions. This will reduce staff to evaluator ratios and ensure a productive and thorough evaluation process. I also am recommending additional assistant school administrators for two Focus elementary schools that have an enrollment exceeding 800 students. The increased level of administrative staffing will provide these schools with the operational and management support needed for some of our largest

moderate-sized elementary schools to increase the number of leadership positions in these schools. Finally, my budget adds a middle school coordinator position to continue the implementation of our middle school improvement strategy.

To ensure we have a highly qualified workforce that also is reflective of the diversity of our student enrollment, I am recommending \$225,000 to enhance teacher diversity through recruitment, selection, retention, and internal talent development.

### **A Budget Developed in Collaboration with our Partners**

As has become standard practice in MCPS, this budget recommendation was developed in partnership with our employees and parents. I want to thank the leadership of the Montgomery County Association of Administrators and Principals, the Montgomery County Education Association, and the Service Employees International Union Local 500 for their collaboration and commitment during the budget development process. I also am grateful to the leaders of the Montgomery County Council of Parent-Teacher Associations who were involved in the development of this budget recommendation since the beginning of the process. I also appreciate the dedication and cooperation of our executive leadership team and other MCPS staff in the development of this recommendation.

MCPS, once again, used a modified budget development process to facilitate a multiyear budgeting strategy. This process—which began with the FY 2015 Operating Budget—employed three teams that included principals, teachers, school-based and central office staff, parents, and students to examine the work of elementary, middle, and high schools. The three school-level teams met during the summer and were charged with proposing changes in the operating budget that are aligned with the three competencies in the strategic planning framework: *Building our Future Together*, and the Board's FY 2016 Operating Budget interests. The work of the school-level teams gave many individuals an opportunity to provide input into the development of my operating budget recommendation.

I look forward to working with the Board of Education on my recommended FY 2016 Operating Budget. I believe this budget reflects our values and our commitment to providing all students with an education that prepares them to thrive in their future.

Sincerely,



Joshua P. Starr, Ed.D.  
Superintendent of Schools

JPS:LAB:tpk



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# HOW TO READ THE BUDGET

All Montgomery County Public Schools' (MCPS) operating budget documents are available on the MCPS website: [www.montgomeryschoolsmd.org/departments/budget](http://www.montgomeryschoolsmd.org/departments/budget)

The **Superintendent's Recommended Operating Budget and Personnel Complement** is a comprehensive document that provides program and budget information by organizational unit. This version of the budget is published in December, accompanying the superintendent's presentation of the recommended budget to the Board of Education. The Board of Education holds public hearings and worksessions prior to taking action to adopt the budget. The Board's actions are documented in the Board of Education's Budget Request that is transmitted to the county executive and County Council by March 1.

The major components of the Superintendent's Recommended Operating Budget (commonly referred to as the "Management Budget") are summarized below in order of appearance in the document.

## ***Table 1: Summary of Resources by Object of Expenditure***

Table 1 summarizes the MCPS operating budget expenditures in dollars and full-time equivalent (FTE) positions. It shows two years of actual data, the original budget for the current fiscal year, the current approved budget, the recommended/requested budget, and the change from the current approved budget to the recommended/requested budget. The data is categorized in five major objects of expenditure: salaries and wages, contractual services, supplies and materials, other, and equipment.

## ***Table 2: Budget Revenues by Source***

Table 2 summarizes how the operating budget is funded by type of revenue. It includes the amount of revenue MCPS is projecting to receive to fund its activities for the upcoming fiscal year, prior year actual revenues, the revenue corresponding to the original budget for the current fiscal year, and the revenue that corresponds to the current approved budget. The sources of revenue used to fund the budget are county funds, state funds, federal funds, and funds from other sources. Enterprise/Special Funds are funded by user fees and other non-tax supported sources.

## ***Table 3: Revenue Summary for Grant Programs by Source of Funds***

This table details the sources of funding for all budgeted grant programs. The display includes funding that corresponds to the original budget for the current year, the current year approved revenue, and the estimated revenue for the upcoming fiscal year. In addition, the table provides a listing of non-budgeted grants received by MCPS at the time of publication.

## ***Table 4: Summary of Student Enrollment***

Table 4 shows actual and projected student enrollment for regular instruction by school level. Data is also provided showing elementary, middle, and high school students receiving special education instruction in special classes, and special schools or centers. The number of students enrolled in alternative programs and in the Gateway to College Program also is shown. A significant portion of the MCPS budget is driven by changes in student enrollment.

## ***Table 5: Allocation of Staffing***

Table 5 shows all MCPS budgeted positions classified by major position type.

# HOW TO READ THE BUDGET

## *Cost Per Student by Grade Span*

This chart shows average cost per student figures that are calculated using student enrollment data and budget data for regular school operations. Figures are provided for the fiscal year when the latest actual expenditures and actual enrollment data are available, the current budget year using actual enrollment data, and the recommended/requested budget year using projected student enrollment data. Cost per student figures are provided for kindergarten, elementary, and secondary levels.

## *Summary of Negotiations*

This narrative explains the status of the negotiated contracts between the Board of Education and the employee bargaining groups—the Montgomery County Association of Administrators and Principals/Montgomery County Business and Operations Administrators (MCAAP/MCBOA), the Montgomery County Education Association (MCEA), and Service Employees International Union, Local 500 (SEIU).

## *Montgomery County Public Schools Organization Chart*

This chart shows the overall MCPS organization, including the major offices and reporting departments.

## *Chapters*

There is a chapter in the budget document for each of the major offices/areas: K-12 Instruction; Office of the Deputy Superintendent for School Support and Improvement; Office of the Chief Academic Officer; Office of Shared Accountability; Office of Curriculum and Instructional Programs; Office of Special Education and Student Services; Office of Community Engagement and Partnerships; Office of the Chief Operating Officer; Office of the Chief Technology Officer; Office of Human Resources and Development; and the Board of Education and Office of the Superintendent of Schools.

Each chapter includes:

- An **overall organization chart for the office** and **organization charts for each major department, division, or unit.**
- A **program mission summary** for the major departments, divisions, or units in the office. Included in the narrative are the unit's mission statement, major functions, accomplishments and initiatives, performance measures, and a budget explanation. The budget explanation provides a detailed description of the changes in the unit's budget from the prior year.
- A **budget resource page** for the major organizational units. The page shows actual expenditure data for the last fiscal year, the original approved budget, the current approved budget, proposed budget, and the change between the proposed budget and current approved budget. Budgetary data is aggregated by major object of expenditure, and further displayed by major subobjects of expenditure. The total number of FTE positions is also shown on the resource page.
- A **personnel complement** that provides a detailed display of the FTE positions in the unit. Positions are grouped by title, grade, and state budget category. The total number of positions on the personnel complement equals the total number of positions shown on the budget resource page.

Some chapters include supplemental charts and tables. For example, charts display data about utilities and the lease/purchase of buses.

# HOW TO READ THE BUDGET

## *Appendices*

Additional budgetary information is provided in eight appendices. Appendix A includes the **salary schedules** for administrative and supervisory employees, teachers and other professional employees, and supporting services employees, effective on July 1 for the upcoming fiscal year. MCPS is required by law to budget by state budget category. Appendix B provides an explanation of the **State Budget Categories** and provides charts showing the amount of the total budget that is attributable to each budget category. Appendices C and D provide detailed **budgeted staffing guidelines** and information for regular K-12 instruction and special education, respectively. Appendix E provides a listing of **positions charged to the Capital Budget and Trust Funds**. Appendix F is the **Reconciliation of the Comprehensive Annual Financial Report (CAFR) and the Operating Budget for FY 2014 Actual Expenditures**. Appendix G is the **Glossary of MCPS Operating Budget Terms** that are commonly used in the budget document. The **Index** (Appendix H) provides the reader with alternate access to various parts of the budget document.

**The Program Budget** includes an inventory of programs that have been organized to demonstrate how the Operating Budget aligns with the MCPS Strategic Planning Framework, *Building Our Future Together*. The Superintendent's Recommended Operating Budget and Personnel Complement and the Operating Budget Summary documents (published in January and July, respectively) display the budget by organizational unit. In contrast, the Program Budget includes over 80 programs, many of which are administered and implemented by multiple organizational units. The Program Budget's inventory is distributed among six broad categories that align with the MCPS Strategic Planning Framework. Produced in January and July, the Program Budget provides expenditure data for the current approved budget, the budget for the upcoming fiscal year, and the change from the current approved budget to the upcoming fiscal year budget.

**TABLE 1**  
**SUMMARY OF RESOURCES**  
**BY OBJECT OF EXPENDITURE**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	709,200	717,700	717,700	723,200	5,500
Business/Operations Admin.	91,650	90,650	90,650	89,650	(1,000)
Professional	12,257,970	12,527,482	12,517,482	12,765,256	247,774
Supporting Services	8,184,918	8,245,157	8,262,157	8,349,485	87,328
<b>TOTAL POSITIONS</b>	<b>21,243,738</b>	<b>21,580,989</b>	<b>21,587,989</b>	<b>21,927,591</b>	<b>339,602</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$89,643,854	\$94,662,592	\$94,662,592	\$97,928,284	\$3,265,692
Business/Operations Admin.	8,299,791	8,949,889	8,949,889	8,963,713	13,824
Professional	944,916,270	995,657,421	995,148,957	1,043,548,163	48,399,206
Supporting Services	339,561,275	362,676,011	363,212,355	378,042,846	14,830,491
<b>TOTAL POSITION DOLLARS</b>	<b>1,382,421,190</b>	<b>1,461,945,913</b>	<b>1,461,973,793</b>	<b>1,528,483,006</b>	<b>66,509,213</b>
<b>OTHER SALARIES</b>					
Administrative	267,939	397,576	397,576	397,576	
Professional	56,678,548	59,484,174	59,456,294	59,869,071	412,777
Supporting Services	26,567,984	24,521,789	24,521,789	23,660,163	(861,626)
<b>TOTAL OTHER SALARIES</b>	<b>83,514,471</b>	<b>84,403,539</b>	<b>84,375,659</b>	<b>83,926,810</b>	<b>(448,849)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>1,465,935,661</b>	<b>1,546,349,452</b>	<b>1,546,349,452</b>	<b>1,612,409,816</b>	<b>66,060,364</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>26,545,171</b>	<b>26,797,929</b>	<b>26,786,829</b>	<b>27,327,391</b>	<b>540,562</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>67,754,103</b>	<b>73,107,511</b>	<b>73,106,661</b>	<b>72,620,199</b>	<b>(486,462)</b>
<b>04 OTHER</b>					
Local/Other Travel	2,288,790	2,894,693	2,906,443	2,957,074	50,631
Insur & Employee Benefits	537,638,782	519,114,097	519,114,097	570,889,191	51,775,094
Utilities	42,513,450	38,633,435	38,633,435	41,755,216	3,121,781
Miscellaneous	54,753,787	54,088,777	54,088,977	57,713,053	3,624,076
<b>TOTAL OTHER</b>	<b>637,194,809</b>	<b>614,731,002</b>	<b>614,742,952</b>	<b>673,314,534</b>	<b>58,571,582</b>
<b>05 EQUIPMENT</b>	<b>14,779,804</b>	<b>15,778,090</b>	<b>15,778,090</b>	<b>17,969,005</b>	<b>2,190,915</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$2,212,209,548</b>	<b>\$2,276,763,984</b>	<b>\$2,276,763,984</b>	<b>\$2,403,640,945</b>	<b>\$126,876,961</b>

**TABLE I A**  
**SUMMARY OF BUDGET CHANGES FY 2015 - FY 2016**  
(\$ in millions)

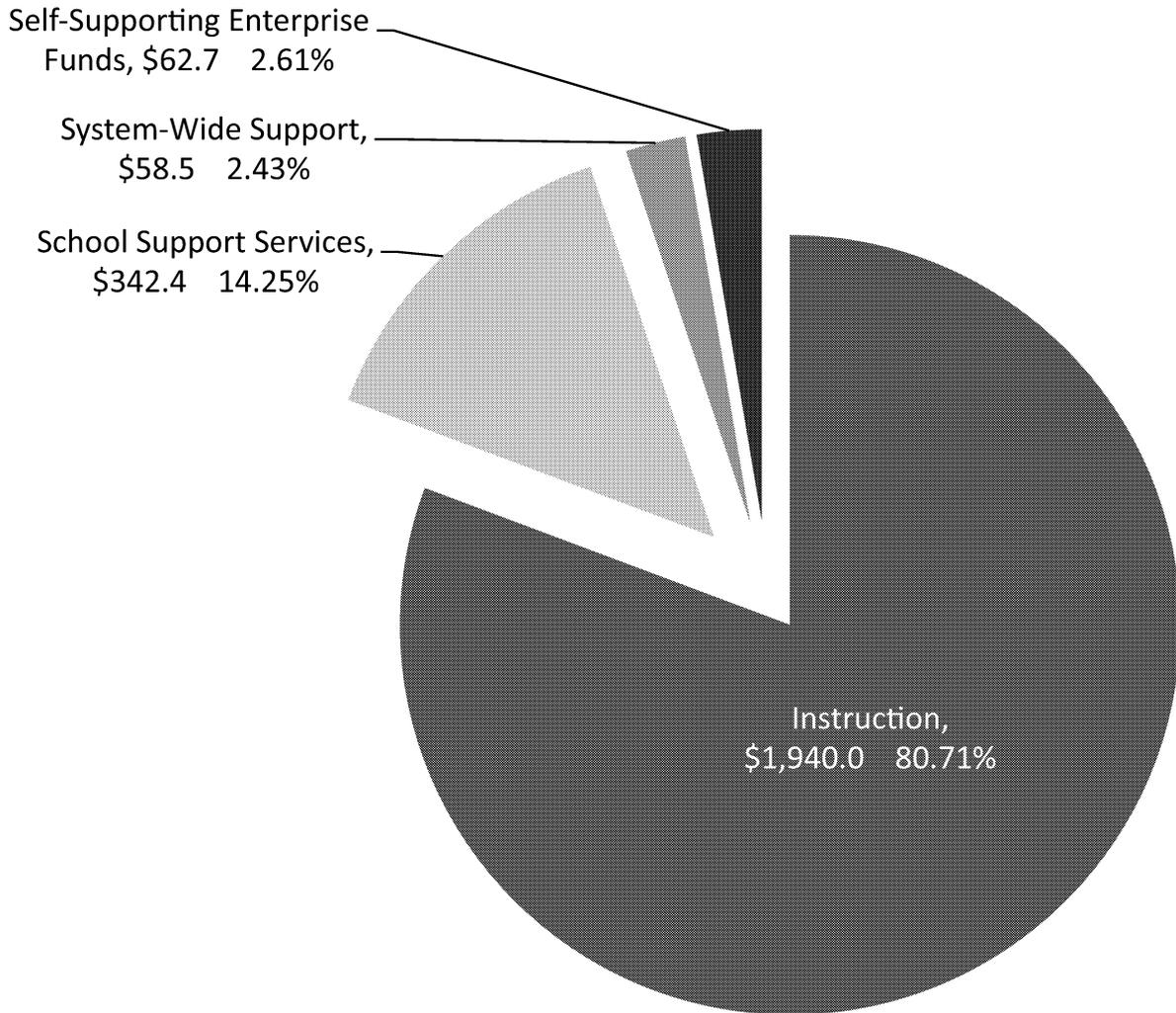
ITEM	FTE	AMOUNT	ITEM	FTE	AMOUNT
<b>FY 2015 CURRENT OPERATING BUDGET</b>	<b>21,580.989</b>	<b>\$2,276.8</b>	<b>STRATEGIC PRIORITY ENHANCEMENTS</b>		
<b>ENROLLMENT CHANGES</b>			Elementary Counselors, Psychologists, Pupil Personnel Workers	12.500	1.1
Elementary/Secondary	111.420	7.7	Middle School Improvement Strategy Implementation	1.000	0.5
Special Education	96.294	7.0	Teachers for Middle School Leadership	5.800	0.5
ESOL	41.500	2.7	High School Counselors for Higher Needs Schools	5.500	0.5
Transportation/Food Services/School Plant Operations	25.313	1.7	Teacher Positions to Provide Release Time For High School Resource		
<b>Subtotal</b>	<b>274.527</b>	<b>19.1</b>	Teachers for Leadership Responsibilities	10.000	0.7
			High School Staff Development Teachers	5.000	0.4
			High School Athletic Trainers		0.3
			Restore Key Positions in Small Elementary Schools -Staff Development		
			Teachers, Reading Specialists, Counselors, Media Specialists	8.000	0.6
<b>NEW SCHOOLS/ADDITIONAL SPACE</b>	<b>4.500</b>	<b>\$0.5</b>	Elementary Program Specialist Positions for the Learning and Academic		
			Disabilities Program	4.500	0.4
			Positions for the Home School Model for Elementary Schools	6.400	0.6
			Part-time Clerical Support for Elementary Schools		0.2
<b>EMPLOYEE SALARIES - CONTINUING AND NEGOTIATED</b>			Math Content Coaches for Elementary Schools	5.000	0.3
<b>SALARIES FOR CURRENT EMPLOYEES (including benefits)</b>		<b>\$59.5</b>	Assistant Principals for Two Elementary Schools with Single Administrator	2.000	0.3
			Assistant School Administrators for Largest Elementary Schools	2.000	0.3
<b>EMPLOYEE BENEFITS AND INSURANCE</b>			Conversion of Assistant School Administrators to Assistant Principals		0.3
Employee Benefits Plan (active) - Including Negotiated Changes		15.1	Communication Specialist Positions to Enhance Language Assistance Services	1.000	0.1
Employee Benefits Plan (retired)		18.9	Enhance ESOL Instruction by Expanding SIOP Training		0.1
Retirement		0.1	Teacher for Special Education High Incidence Accessible Technology Team	1.000	0.1
FICA/Self-Insurance/Workers' Compensation, Fire Insurance		(1.6)	Enhance Interim Instructional Services to Students	6.000	0.3
Pension Shift from State		6.5	Equity Support to Schools	2.000	0.2
<b>Subtotal</b>		<b>39.0</b>	Align Secondary Reading Intervention with Common Core State Standards		0.1
			Achieving Collegiate Excellence and Success (ACES) Program		0.3
			Children's Trust		0.3
			Enhance Teacher Diversity		0.2
<b>INFLATION AND OTHER</b>			<b>Subtotal</b>	<b>77.700</b>	<b>8.2</b>
Textbooks, Instructional Materials, Building/Maintenance Supplies		0.9	<b>FY 2016 OPERATING BUDGET</b>	<b>21,920.591</b>	<b>2,403.7</b>
Utilities		2.9	<b>FY 2015 - FY 2016 CHANGE</b>	<b>339.602</b>	<b>126.9</b>
Special Education	4.000	0.7	Less Grants	(3.395)	(77.2)
Transportation	0.500	1.8	Less Enterprise funds	-	(62.9)
Facilities Management	0.500	1.6	<b>SPENDING AFFORDABILITY BUDGET</b>	<b>21,917.196</b>	<b>\$2,263.6</b>
Grants and Enterprise Funds	(13.275)	(2.0)			
Other	1.900	0.3			
<b>Subtotal</b>	<b>(6.375)</b>	<b>6.2</b>			
			<b>REVENUE INCREASE BY SOURCE</b>		
<b>EFFICIENCIES &amp; REDUCTIONS</b>			Local		132.7
Central Services	(7.000)	(2.5)	State		15.8
Support Operations (Buses/Bus Operators, Bus Supplies)	(3.750)	(0.7)	Federal		0.2
School-Based		(2.4)	Other		(1.5)
<b>Subtotal</b>	<b>(10.750)</b>	<b>(5.6)</b>	Fund Balance		(22.2)
			Enterprise/Special Revenue Funds		1.9
			<b>TOTAL REVENUE INCREASE</b>		<b>\$126.9</b>

# WHERE THE MONEY GOES

## FY 2016 OPERATING BUDGET

Total Expenditures = \$2,403,640,945

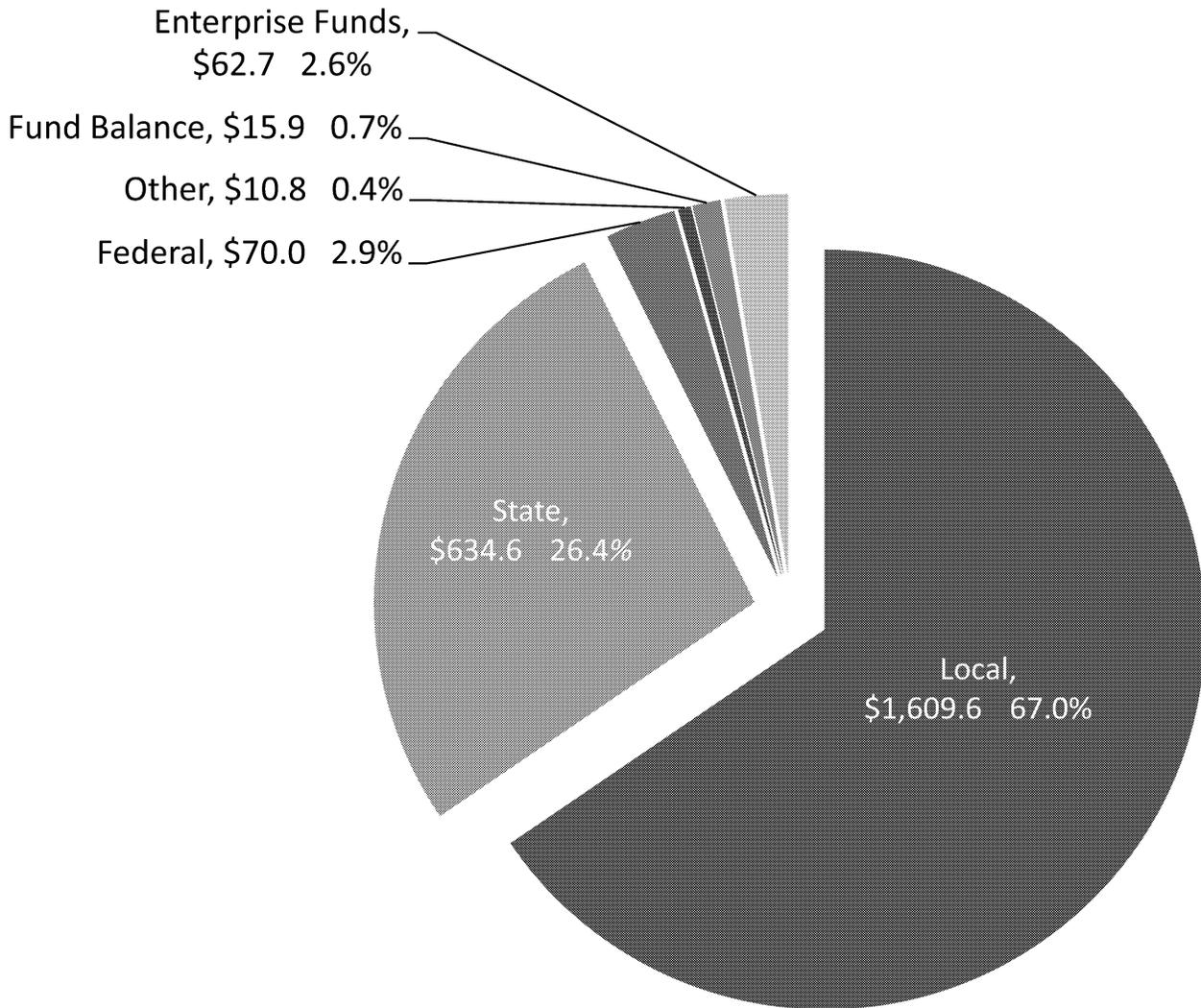
(Dollars in Millions on Chart)



# WHERE THE MONEY COMES FROM

## FY 2016 OPERATING BUDGET

Total Revenue = \$2,403,640,945  
(Dollars in Millions on Chart)



**TABLE 2  
BUDGET REVENUE BY SOURCE**

<b>SOURCE</b>	<b>FY 2014 ACTUALS</b>	<b>FY 2015 BUDGET</b>	<b>FY 2015 CURRENT</b>	<b>FY 2016 ESTIMATED</b>
<b>CURRENT FUND</b>				
<b>From the County:</b>	\$1,413,738,905	\$1,439,045,758	\$1,439,045,758	\$1,565,234,285
Local Contribution for State Retirement	\$34,511,689	37,809,551	37,809,551	\$44,356,785
Total from the County	1,448,250,594	1,476,855,309	1,476,855,309	1,609,591,070
<b>From the State:</b>				
Bridge to Excellence				
Foundation Grant	305,782,989	310,456,913	310,456,913	313,256,913
Geographic Cost of Education Index	33,636,554	34,394,095	34,394,095	34,394,095
Limited English Proficient	57,776,368	55,602,029	55,602,029	55,602,029
Compensatory Education	121,839,206	128,619,158	128,619,158	138,619,158
Students with Disabilities - Formula	35,164,209	35,854,834	35,854,834	35,854,834
Students with Disabilities - Reimbursement	17,088,724	15,347,937	15,347,937	17,737,979
Transportation	36,985,683	38,090,967	38,090,967	38,090,967
Miscellaneous	232,670	400,000	400,000	400,000
Programs financed through State Grants	2,910,271			644,000
Total from the State	611,416,674	618,765,933	618,765,933	634,599,975
<b>From the Federal Government:</b>				
Impact Aid	193,173	400,000	400,000	200,000
Programs financed through Federal Grants	73,795,010	69,455,580	69,455,580	69,795,287
Total from the Federal Government	73,988,183	69,855,580	69,855,580	69,995,287
<b>From Other Sources:</b>				
Tuition and Fees				
D.C. Welfare	183,688	200,000	200,000	200,000
Nonresident Pupils	657,955	780,000	780,000	680,000
Summer School	1,592,341	1,400,000	1,400,000	1,493,967
Outdoor Education	513,727	525,000	525,000	681,356
Student Activities Fee	706,216	725,000	725,000	756,500
Miscellaneous	338,627	245,708	245,708	250,000
Programs financed through Private Grants	1,014,389	8,448,354	8,448,354	6,731,204
Total from Other Sources	5,006,943	12,324,062	12,324,062	10,793,027
Fund Balance	26,972,451	38,172,451	38,172,451	15,972,451
Total Current Fund	2,165,634,845	2,215,973,335	2,215,973,335	2,340,951,810
<b>ENTERPRISE &amp; SPECIAL FUNDS</b>				
<b>School Food Service Fund:</b>				
State	1,614,566	2,236,607	2,236,607	2,259,860
National School Lunch, Special Milk and Free Lunch Programs	32,802,001	28,821,508	28,821,508	29,207,955
Sale of Meals and other	18,182,821	20,164,291	20,164,291	21,699,064
Total School Food Service Fund	52,599,388	51,222,406	51,222,406	53,166,879
<b>Real Estate Management Fund:</b>				
Rental fees	2,744,862	3,166,047	3,166,047	3,257,703
Total Real Estate Management Fund	2,744,862	3,166,047	3,166,047	3,257,703

**TABLE 2  
BUDGET REVENUE BY SOURCE**

<b>SOURCE</b>	<b>FY 2014 ACTUALS</b>	<b>FY 2015 BUDGET</b>	<b>FY 2015 CURRENT</b>	<b>FY 2016 ESTIMATED</b>
<b>Field Trip Fund:</b>				
Fees	1,786,478	1,895,960	1,895,960	1,991,533
Total Field Trip Fund	1,786,478	1,895,960	1,895,960	1,991,533
<b>Entrepreneurial Activities Fund:</b>				
Fees	1,974,638	2,910,612	2,910,612	2,618,811
Total Entrepreneurial Activities Fund	1,974,638	2,910,612	2,910,612	2,618,811
Total Enterprise Funds	59,105,366	59,195,025	59,195,025	61,034,926
<b>Instructional Television Special Revenue Fund:</b>				
Cable Television Plan	1,477,261	1,595,624	1,595,624	1,654,209
Total Instructional Special Revenue Fund	1,477,261	1,595,624	1,595,624	1,654,209
<b>GRAND TOTAL</b>	<b>\$2,226,217,472</b>	<b>\$2,276,763,984</b>	<b>\$2,276,763,984</b>	<b>\$2,403,640,945</b>

<b>Tax - Supported Budget</b>	<b>FY 2013 ACTUAL</b>	<b>FY 2015 ESTIMATED</b>	<b>FY 2015 ESTIMATED</b>	<b>FY 2015 ESTIMATED</b>
Grand Total	\$2,226,217,472	\$2,276,763,984	\$2,276,763,984	\$2,403,640,945
<b>Less:</b>				
Grants	(77,719,670)	(77,903,934)	(77,903,934)	(77,170,491)
Enterprise Funds	(59,105,366)	(59,195,025)	(59,195,025)	(61,034,926)
Special Revenue Fund	(1,477,261)	(1,595,624)	(1,595,624)	(1,654,209)
<b>Grand Total - Tax-Supported Budget</b>	<b>\$2,087,915,175</b>	<b>\$2,138,069,401</b>	<b>\$2,138,069,401</b>	<b>\$2,263,781,319</b>

The Adult Education Fund was created July 1, 1991, but was discontinued effective July 1, 2006, because the program was transferred to Montgomery College and the Montgomery County Department of Recreation. The Real Estate Management Fund was created July 1, 1992. The Field Trip Fund was created effective July 1, 1993. The Entrepreneurial Activities Fund was created effective July 1, 1998. The Instructional Television Special Revenue Fund was created July 1, 2000.

**TABLE 3  
REVENUE SUMMARY FOR GRANT PROGRAMS BY SOURCE OF FUNDS**

<b>Program Name and Source of Funding</b>	<b>FY 2014 ACTUAL</b>	<b>FY 2015 BUDGET</b>	<b>FY 2015 CURRENT</b>	<b>FY 2016 ESTIMATED</b>
<u>Budgeted</u>				
<b>FEDERAL AID: NO CHILD LEFT BEHIND (NCLB)</b>				
Title I - A (941/949)	\$ 24,200,094	\$ 22,355,254	\$ 22,355,254	\$ 21,256,537
Subtotal	24,200,094	22,355,254	22,355,254	21,256,537
Title I - D				
Neglected and Delinquent Youth (937)	94,715	131,896	131,896	131,896
Total Title I	24,294,809	22,487,150	22,487,150	21,388,433
Title II - A				
Skillful Teaching and Leading Program (915)	558,892	355,443	355,443	350,043
Teacher Mentoring (917)	87,126	249,480	249,480	254,880
Consulting Teachers (961)	2,910,100	2,910,100	2,910,100	2,902,171
Total Title II	3,556,118	3,515,023	3,515,023	3,507,094
Title III				
English Language Acquisition (927)	3,438,205	3,354,765	3,354,765	3,507,094
Title VII				
American Indian Education (903)	25,440	25,440	25,440	25,700
<b>SUBTOTAL</b>	<b>31,314,572</b>	<b>29,382,378</b>	<b>29,382,378</b>	<b>28,428,321</b>
<b>OTHER FEDERAL, STATE, AND LOCAL AID</b>				
Head Start Child Development (932)				
Federal	3,371,910	3,371,910	3,371,910	3,603,675
Individuals with Disabilities Education (907/913/963/964/ 965/966/967)				
Federal	29,921,191	29,634,218	29,634,218	30,455,423
Infants and Toddlers (930)				
Federal	714,590	797,345	797,345	797,345
Passthrough from Montgomery County Department of Health and Human Services	232,423	226,393	226,393	226,393
Judith P. Hoyer Child Care Centers State (904/905)				644,000
Medical Assistance Program (939)				
Federal	4,705,938	4,705,938	4,705,938	4,916,730
National Institutes of Health (NIH) (908)				
Federal	206,253	265,252	265,252	270,525
Provision for Future Supported Projects (999)				
Other	6,244,647	8,448,354	8,448,354	6,731,204
Carl D. Perkins Career & Technical Ed. Improvement (951)				
Federal	1,072,146	1,072,146	1,072,146	1,023,725
Mckinney Vento Homeless Children and Youth (910)				73,150
Federal				
<b>SUBTOTAL</b>	<b>46,469,098</b>	<b>48,521,556</b>	<b>48,521,556</b>	<b>48,025,020</b>
<b>TOTAL</b>	<b>\$ 77,783,670</b>	<b>\$ 77,903,934</b>	<b>\$ 77,903,934</b>	<b>\$ 76,453,341</b>

**TABLE 3  
REVENUE SUMMARY FOR GRANT PROGRAMS BY SOURCE OF FUNDS**

<b>Program Name and Source of Funding</b>	<b>FY 2014 ACTUAL</b>	<b>FY 2015 BUDGET</b>	<b>FY 2015 CURRENT</b>	<b>FY 2016 ESTIMATED</b>
<b><u>Summary of Funding Sources</u></b>				
Federal	\$ 71,539,023	\$ 69,455,580	\$ 69,455,580	\$ 69,795,287
State				644,000
County				
Other	6,244,647	8,448,354	8,448,354	6,731,204
<b>GRAND TOTAL</b>	<b>\$ 77,783,670</b>	<b>\$ 77,903,934</b>	<b>\$ 77,903,934</b>	<b>\$ 77,170,491</b>

<b>FOR INFORMATION ONLY</b>			
<b>Additional grant appropriation through the Provision for Future Supported Projects as of November 19, 2014</b>			
Individuals with Disabilities Act Part B (IDEA)			\$ 353,285
Title I School Improvement			102,750
DHHS - Alternative Programs			64,000
Carl D. Perkins CTE Computer Sciences Program			68,504
Title III ESOL			51,010
Healthy Hunger Free Kids Act			10,640
<b>SUBTOTAL FEDERAL FUNDING</b>			<b>650,189</b>
World Language Academies			5,253
Kindergarten Readiness Assessment			315,360
Maryland IB and AP Test Reduction Program			55,890
Judith B. Hoyer Childcare & Education (Judy Centers)			644,000
<b>SUBTOTAL STATE FUNDING</b>			<b>1,020,503</b>
<b>TOTAL</b>			<b>\$ 1,670,692</b>

**TABLE 4  
SUMMARY OF STUDENT ENROLLMENT - FY 2013 THROUGH FY 2016**

DESCRIPTION	(1) FY 2013 ACTUAL 9/30/2012	(2) FY 2014 ACTUAL 9/30/2013	(3) FY 2015 ACTUAL 9/30/2014	(4) FY 2015 BUDGET 9/30/2014	(5) FY 2016 PROJECTED 9/30/2015	CHANGE COLUMN (5) LESS COLUMN (4)	
						#	%
<b>ENROLLMENT</b>							
PRE-KINDERGARTEN	1,989	1,899	1,912	2,145	2,145		
HEAD START	618	628	628	628	628		
KINDERGARTEN	11,620	11,858	11,544	11,944	11,400	(544)	-4.6%
GRADES 1-5 / 6 *	56,768	58,121	59,584	59,453	60,390	937	1.6%
<b>SUBTOTAL ELEMENTARY</b>	<b>70,995</b>	<b>72,506</b>	<b>73,668</b>	<b>74,170</b>	<b>74,563</b>	<b>393</b>	<b>0.5%</b>
GRADES 6-8 **	31,228	32,125	33,167	33,012	34,236	1,224	3.7%
<b>SUBTOTAL MIDDLE</b>	<b>31,228</b>	<b>32,125</b>	<b>33,167</b>	<b>33,012</b>	<b>34,236</b>	<b>1,224</b>	<b>3.7%</b>
GRADES 9-12	44,707	44,759	45,257	44,680	45,496	816	1.8%
<b>SUBTOTAL HIGH</b>	<b>44,707</b>	<b>44,759</b>	<b>45,257</b>	<b>44,680</b>	<b>45,496</b>	<b>816</b>	<b>1.8%</b>
<b>SUBTOTAL PRE-K - GRADE 12</b>	<b>146,930</b>	<b>149,390</b>	<b>152,092</b>	<b>151,862</b>	<b>154,295</b>	<b>2,433</b>	<b>1.6%</b>
<b>SPECIAL EDUCATION</b>							
PRE-KINDERGARTEN	1,030	1,112	1,206	1,364	1,563	199	14.6%
SPECIAL CENTERS	485	486	425	522	431	(91)	-17.4%
<b>SUBTOTAL SPECIAL EDUCATION</b>	<b>1,515</b>	<b>1,598</b>	<b>1,631</b>	<b>1,886</b>	<b>1,994</b>	<b>108</b>	<b>5.7%</b>
<b>MONTESSORI CHARTER SCHOOL</b>	<b>68</b>	<b>99</b>	<b>-</b>	<b>-</b>	<b>-</b>		
<b>ALTERNATIVE PROGRAMS</b>	<b>137</b>	<b>155</b>	<b>117</b>	<b>225</b>	<b>225</b>		
<b>GATEWAY TO COLLEGE</b>	<b>129</b>	<b>47</b>	<b>12</b>	<b>75</b>	<b>-</b>	<b>(75)</b>	<b>-100.0%</b>
<b>GRAND TOTAL</b>	<b>148,779</b>	<b>151,289</b>	<b>153,852</b>	<b>154,048</b>	<b>156,514</b>	<b>2,466</b>	<b>1.6%</b>

SOURCE: Division of Long-range Planning

NOTE: Grade enrollments include special education students

\* The Elementary enrollment figures include enrollment numbers for Chevy Chase and North Chevy Chase Grade 6.

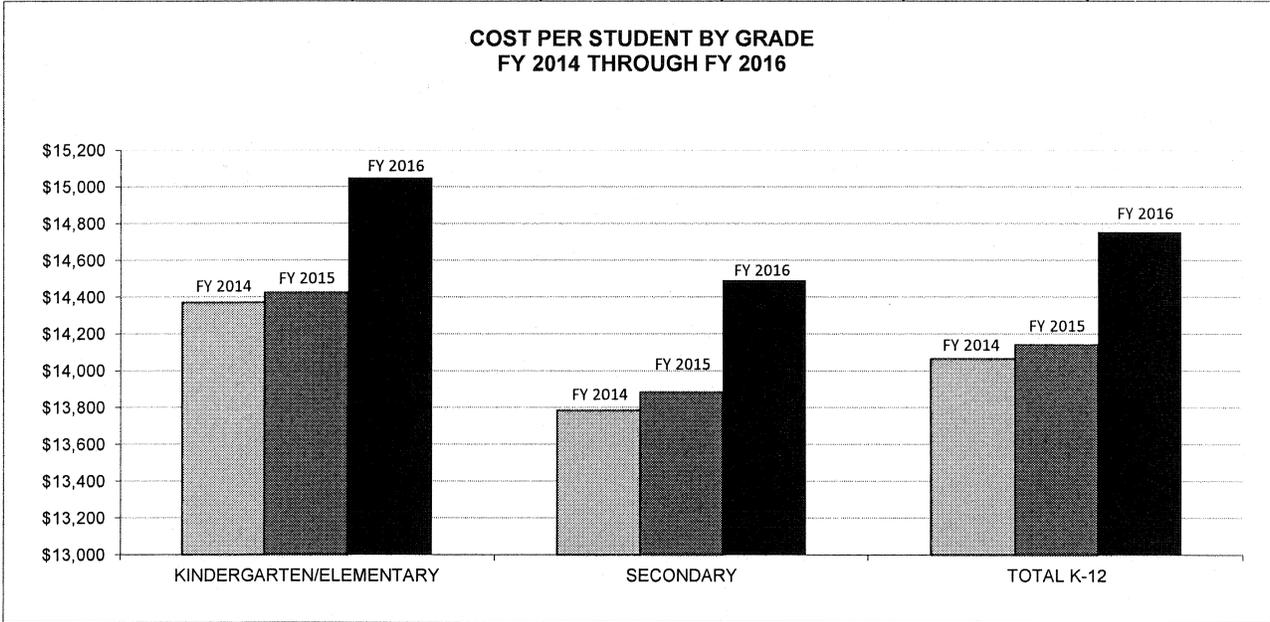
\*\* Excludes enrollment numbers for Chevy Chase and North Chevy Chase Grade 6 that are budgeted in the elementary schools' enrollment figures.

**TABLE 5  
ALLOCATION OF STAFFING**

	BUDGET FY 2011	BUDGET FY 2012	BUDGET FY 2013	BUDGET FY 2014	CURRENT FY 2015	BUDGET FY 2016	FY 15 - FY 16 CHANGE
1 <b>Executive</b>	17.000	17.000	19.000	21.000	19.000	19.000	-
2 <b>Administrative</b> - (directors, supervisors, program coordinators, executive assistants)	200.200	199.000	195.000	196.700	204.700	204.700	-
3 <b>Business/Operations Administrator</b> - (leadership positions supervised by directors and supervisors)	94.000	92.000	92.000	91.650	90.650	89.650	(1.000)
4 <b>Other Professional</b> - (12-month instructional/ evaluation specialists)	198.500	186.900	182.300	183.500	189.500	193.000	3.500
5 <b>Principal/Assistant Principal</b>	484.000	484.000	486.000	491.500	494.000	499.500	5.500
6 <b>Teacher</b>	10,239.670	10,281.220	10,475.070	10,759.420	10,984.160	11,200.084	215.924
7 <b>Special Education Specialist</b> (speech pathologists, physical/occupational therapists)	479.600	482.400	495.200	506.750	508.958	516.308	7.350
8 <b>Media Specialist</b>	197.500	189.200	190.200	192.200	195.500	196.500	1.000
9 <b>Counselor</b>	461.000	451.300	453.300	456.300	467.500	478.500	11.000
10 <b>Psychologist</b>	96.205	94.805	94.905	100.000	106.034	111.034	5.000
11 <b>Social Worker</b>	14.805	13.905	14.405	14.800	14.830	14.830	-
12 <b>Pupil Personnel Worker</b>	45.000	45.000	45.000	45.000	51.000	55.000	4.000
13 <b>Instructional Aide and Assistant</b> (paraeducators, media assistants, lunch-hour aides, parent assistants, instructional data assistants)	2,627.980	2,519.048	2,560.253	2,596.605	2,660.994	2,719.509	58.515
14 <b>Secretarial/Clerical/Data Support</b> (secretarial, clerical, personnel/transportation/fiscal/other lower grade program/data assistants)	1,000.025	997.250	988.100	986.625	983.250	984.000	0.750
15 <b>IT Systems Specialist</b>	143.000	131.000	131.000	131.000	133.000	133.000	-
16 <b>Security</b> - (includes all positions except those in lines 2,3,14 above)	227.000	227.000	227.000	227.000	229.000	232.000	3.000
17 <b>Cafeteria</b> - (Includes all positions except those in lines 2,3,14,15 above)	557.488	556.448	557.948	558.948	561.448	561.448	-
18 <b>Building Services</b> - (includes all positions except those in lines 2,3,14 above)	1,319.200	1,335.200	1,342.700	1,365.075	1,376.700	1,380.200	3.500
19 <b>Facilities Management/Maintenance</b> - (includes all positions except those in lines 2,3,14,15 above)	347.000	344.500	345.000	354.000	354.000	354.500	0.500
20 <b>Supply/Property Management</b> - (includes all positions except those in lines 2, 3,14,15 above)	53.500	53.000	47.000	50.000	51.500	51.500	-
21 <b>Transportation</b> - (includes all positions except those in lines 2,3 14,15 above)	1,695.750	1,687.650	1,685.650	1,685.590	1,685.590	1,707.653	22.063
22 <b>Other Support Personnel</b> - (business, technology human resources,communications, printing, and other support staff)	245.260	224.400	234.575	230.075	226.675	225.675	(1.000)
<b>TOTAL</b>	<b>20,743.683</b>	<b>20,612.226</b>	<b>20,861.606</b>	<b>21,243.738</b>	<b>21,587.989</b>	<b>21,927.591</b>	<b>339.602</b>

**TABLE 6  
COST PER STUDENT BY GRADE SPAN**

	KINDERGARTEN/ ELEMENTARY	SECONDARY	TOTAL K-12*	AMOUNT EXCLUDED*	TOTAL BUDGET**
<b>FY 2014 BUDGET</b>					
EXPENDITURES	\$1,008,872,900	\$1,062,018,494	\$2,070,891,394	\$154,529,658	\$2,225,421,052
STUDENTS 9/30/13	70,197	77,037	147,234		
COST PER STUDENT	\$14,372	\$13,786	\$14,065		
<b>FY 2015 BUDGET</b>					
EXPENDITURES	\$1,030,647,432	\$1,089,828,171	\$2,120,475,603	\$156,288,381	\$2,276,763,984
STUDENTS 9/30/14	71,451	78,491	149,942		
COST PER STUDENT	14,425	13,885	14,142		
<b>FY 2016 BUDGET</b>					
EXPENDITURES	1,080,522,476	1,165,008,653	2,245,531,129	158,109,816	2,403,640,945
STUDENTS 9/30/15	71,790	80,388	152,178		
COST PER STUDENT	15,051	14,492	14,756		



**Notes:**

Enrollment figures used to calculate cost per student excludes students in Gateway to College and PreK/Head Start.  
 Operating budget funds used in the calculation excludes amounts for Summer School, Community Services, Tuition for Students with Disabilities in Private Placement, and Enterprise Funds.  
 FY 2015 Figures Reflect Current Approved Budget.

# Montgomery County Public Schools FY 2016 Operating Budget

## Summary of Negotiations

During FY 2014, the Board of Education reached agreement on comprehensive three-year agreements covering economic and non-economic terms with all three employee associations. All groups are covered under separate three-year agreements effective July 1, 2014, through June 30, 2017. The bargaining units are the Montgomery County Education Association (MCEA), representing certificated non-administrative employees; Service Employees International Union (SEIU) Local 500, representing supporting services employees; and the Montgomery County Association of Administrators and Principals (MCAAP/MCBOA), representing certificated and non-certificated administrators and non-certificated supervisory employees in separate units. The two MCAAP units are covered in a single contract covering both units.

The Board of Education ratified these agreements on March 11, 2014. Based on the three agreements, employees received a general wage increase of 1.5 percent effective November 29, 2014, and employees will receive 2 percent general wage increases effective on October 3, 2015, and September 3, 2016. The agreements also provide annual step increases and longevity increases based on certain eligibility criteria. Additionally, effective March 4, 2017, all employees who missed a step increase in FY 2012 due to the negotiated deferral of step increases, or who had their hire in rate adjusted back one step in FY 2012, and who have an additional step available, shall advance one additional step on the salary schedule.

The agreements call for employees to pay a greater share of their health insurance premiums. Over the next two years, the amount each employee pays will increase by 7 percent. Beginning on January 1, 2016, employees will be able to lower their benefit costs if they participate in a voluntary health risk assessment and/or submit the results of a routine blood test. The contract calls for employees who smoke to pay 3 percent more for their health benefits beginning in FY 2016. The benefit changes are expected to save about \$5 million in FY 2015 and \$18.5 million in FY 2016 and each year thereafter.

Barring a financial exigency, no collective bargaining agreement negotiations are anticipated during FY 2015.

## Special Education Staffing Plan

The Code of Maryland Regulations (COMAR) requires each local school system to submit an annual special education staffing plan to the Maryland State Department of Education (MSDE). The plan must demonstrate public input and be approved by the local Board of Education prior to its submission to MSDE. The locally approved staffing plan is submitted to MSDE annually by July 1 with the local application for federal funds. MSDE reviews the staffing plan and advises the local agency if there is a need for additional information or revisions. If revisions are required, the local agency must submit the revised staffing plan by September 30. The required elements of the staffing plan include the following:

- Evidence of public input
- Evidence of maintenance of effort within the meaning of 34 CFR §300.231, Maintenance of Effort, and COMAR 13A.02.05, Maintenance of Effort
- Staffing patterns of service providers of special education and related services
- The number and type of service providers needed to provide a free, appropriate public education (FAPE) for each student in the least restrictive environment (LRE)
- Local accountability and monitoring
- Evaluation of the local staffing plan for effectiveness
- Strategies to resolve concerns over staffing plans
- Evaluation of the local staffing plan for effectiveness
- Steps to secure public input in the development of the staffing plan
- Information on how the public agency will use the staffing plan to monitor the assignment of staff to ensure that personnel and other resources are available to provide FAPE to each student with a disability in the LRE.

The following resolution is recommended for your consideration:

WHEREAS, The Maryland State Department of Education (MSDE) requires each local school system to submit an annual staffing plan; and

WHEREAS, The Special Education Staffing Committee composed of parents, teachers, principals, special education staff, and special education advocates held two meetings in June and December of 2014 and recommendations were submitted to the Department of Special Education; and

WHEREAS, The FY 2016 Recommended Operating Budget includes all of the staffing plan elements required by the Maryland State Department of Education,

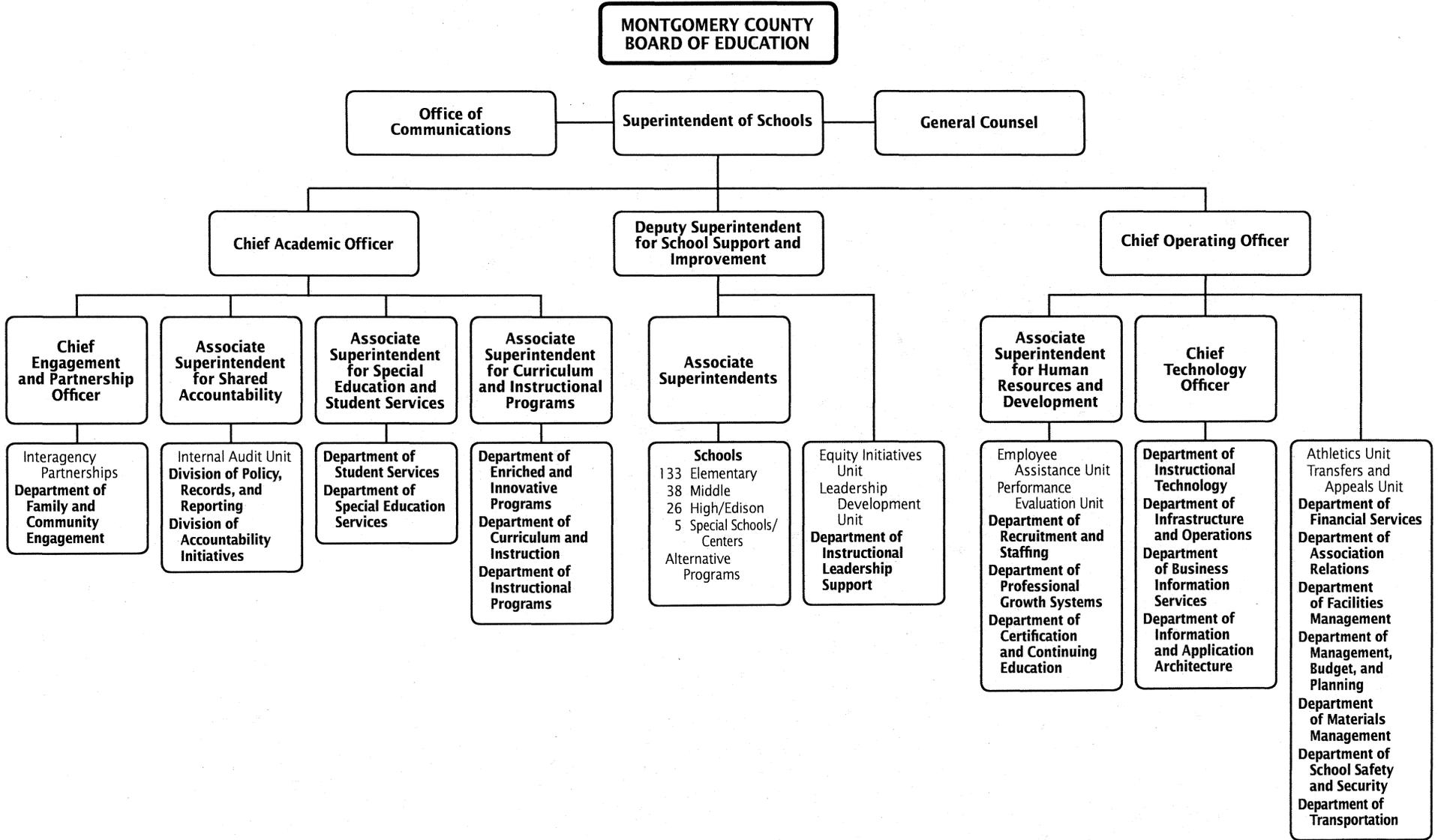
now therefore be it

Resolved, That the Board of Education approve the FY 2016 Special Education Staffing Plan as included in the FY 2016 Recommended Operating Budget, and be it further

Resolved, That upon final approval of the FY 2016 Operating Budget in June 2015, the Special Education Staffing Plan will be submitted to MSDE.

# MONTGOMERY COUNTY PUBLIC SCHOOLS ORGANIZATION—FY 2016

1 - X





**CHAPTER 1**

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**K-12 Instruction**

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<b>High Schools</b> .....	1-18

**K - 12 Instruction**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	490.500	493.000	493.000	498.500	5.500
Business/Operations Admin.	26.000	25.000	25.000	25.000	
Professional	8,919.700	9,123.000	9,113.000	9,254.000	141.000
Supporting Services	1,794.305	1,802.873	1,820.373	1,833.993	13.620
<b>TOTAL POSITIONS</b>	<b>11,230.505</b>	<b>11,443.873</b>	<b>11,451.373</b>	<b>11,611.493</b>	<b>160.120</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$60,568,715	\$63,339,162	\$63,339,162	\$65,832,583	\$2,493,421
Business/Operations Admin.	2,293,427	2,271,784	2,271,784	2,339,550	67,766
Professional	678,357,110	711,798,553	711,290,089	746,545,510	35,255,421
Supporting Services	79,658,823	83,224,334	83,771,134	86,452,565	2,681,431
<b>TOTAL POSITION DOLLARS</b>	<b>820,878,075</b>	<b>860,633,833</b>	<b>860,672,169</b>	<b>901,170,208</b>	<b>40,498,039</b>
<b>OTHER SALARIES</b>					
Administrative	267,939	397,576	397,576	397,576	
Professional	41,562,697	45,134,576	45,134,576	45,701,155	566,579
Supporting Services	2,297,339	2,774,036	2,774,036	2,947,301	173,265
<b>TOTAL OTHER SALARIES</b>	<b>44,127,975</b>	<b>48,306,188</b>	<b>48,306,188</b>	<b>49,046,032</b>	<b>739,844</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>865,006,050</b>	<b>908,940,021</b>	<b>908,978,357</b>	<b>950,216,240</b>	<b>41,237,883</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>1,634,714</b>	<b>2,901,328</b>	<b>2,901,328</b>	<b>2,956,532</b>	<b>55,204</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>18,939,185</b>	<b>24,840,450</b>	<b>24,840,450</b>	<b>24,580,555</b>	<b>(259,895)</b>
<b>04 OTHER</b>					
Local/Other Travel	639,339	1,056,144	1,056,144	1,093,541	37,397
Insur & Employee Benefits					
Utilities					
Miscellaneous	3,507,403	3,364,264	3,362,939	3,697,939	335,000
<b>TOTAL OTHER</b>	<b>4,146,742</b>	<b>4,420,408</b>	<b>4,419,083</b>	<b>4,791,480</b>	<b>372,397</b>
<b>05 EQUIPMENT</b>	<b>939,146</b>	<b>875,948</b>	<b>875,948</b>	<b>789,944</b>	<b>(86,004)</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$890,665,837</b>	<b>\$941,978,155</b>	<b>\$942,015,166</b>	<b>\$983,334,751</b>	<b>\$41,319,585</b>

# Elementary Schools

Chapter 1 – 3

Principal (O)	133.0
Assistant Principal (N)	116.0
Assistant School Administrator (N)	4.0
IT Systems Specialist (18-25)	34.0
School Administrative Secretary (16)	133.0
School Secretary I (12)	138.5

Guidance and Counseling	
Counselor (B-D)	143.5

Instructional Media Centers	
Media Specialist (B-D)	130.0
Media Assistant (12)	81.25

Other Support Positions	
Building Services (6-16)	614.5*
Food Services (6-16)	159.188*

Preschool Through Grade 6	
<b>Teachers</b>	
Head Start/Pre-K (A-D)	75.714*
Head Start Title I (A-D)	7.2*
Kindergarten (A-D)	588.7
1-6 (A-D)	2,681.4
Focus/Other (A-D)	57.1
Focus/Title I (A-D)	102.8*
<b>Support Positions</b>	
Title I Parent/ Communications Coordinator (17)	6.775*
Instructional Data Assistant (16)	89.125
Paraeducator, K-6 (12-13)	188.375
Paraeducator, Head Start/Pre-K (12-13)	61.425*
Paraeducator, Head Start/Title I (12-13)	9.450*
Paraeducator, Focus/Title I (12-13)	49.375*
Paraeducator, Focus/Other (12-13)	55.5

Special Services	
<b>Teachers</b>	
Reading Specialist (B-D)	128.0
Staff Development (A-D)	134.0
Special Programs (A-D)	14.8
Academic Intervention (A-D)	47.7
Physical Education (A-D)	151.2
Art (A-D)	151.2
Music, General (A-D)	151.2
Music, Instrumental (A-D)	42.2
ESOL (A-D)	379.770*
Reading Support (A-D)	7.0
Reading Initiative (A-D)	55.7
ESOL, Special Services (A-D)	1.6**
Math Content Coach (A-D)	5.0
<b>Support Positions</b>	
Paraeducator, Special Programs (12-13)	5.0
Paraeducator, ESOL (12-13)	4.895*
Lunch Hour Aide (7)	145.125

Special Education	
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F.T.E. Positions 5,611.575

(\*In addition, chart includes 1,472.692 positions from Title I, Head Start/Prekindergarten, ESOL, School/Plant Operations, and Food Services. School-based special education positions are shown in Chapter 5.)

\*\*Position serves students at various levels in special schools.

**MISSION** *The mission of elementary schools is to provide rigorous and challenging instructional programs in a safe and nurturing learning environment fostering the development of academic excellence, creative problem solving, and social emotional learning competences to promote college and career-readiness.*

## **MAJOR FUNCTIONS**

### **Effective School Support**

All elementary schools involve a representative group of stakeholders in the Baldrige-guided School Improvement Planning process, which identifies the instructional priorities of the school. These priorities align with the Montgomery County Public Schools (MCPS) strategic planning framework: Building Our Future Together. Each school develops a school improvement plan based on multiple measures of data and input from school staff members, students, parents, and the associate superintendents and directors of school support and improvement (DSSIs) for elementary schools. The associate superintendents and DSSIs in the Office of School Support and Improvement (OSSI) analyze individual school performance data relative to county-wide, state, and national standards and assess school growth toward those standards. The School Support and Improvement Framework (SSIF), a strategy that was developed by OSSI to understand the strengths and needs of each school, is based on four categories of data that help hold schools accountable and support them for both results and practices that lead to better outcomes for students. Examples of the type of data in each category of the SSIF are noted below:

- » Student outcome data—student assessment data from national, state, and local school assessments. Also analyzed are suspension, eligibility, and graduation rate data
- » Perceptual data—stakeholder input such as the Gallup survey on student and staff engagement, student voice data, and parent survey data
- » Implementation data—implementation rubrics for our curriculum designed to match the Common Core State Standards and professional learning communities
- » Leadership data—standards of leadership practice in our professional growth system for principals

All elementary schools deliver a curriculum that offers a rigorous, comprehensive program in reading, writing, mathematics, science, social studies, art, music, health education, information literacy, and physical education that builds academic excellence, creative problem solving, and social emotional competencies for success in the 21st century. With a renewed focus on teaching the whole child and by integrating thinking, reasoning, and creativity, Curriculum 2.0 (C2.0) provides students with the tools they will need for a lifetime of learning. The elementary instructional program meets the needs of a diverse student population and

provides high-quality teaching and learning. In addition, extended learning opportunities are available to students through after-school and summer programs that focus on reading, writing, and mathematics achievement. Elementary schools provide a culture that fosters student growth and development in a safe and nurturing environment.

The associate superintendents and DSSIs liaison regularly with leadership in the Office of Curriculum and Instructional Programs regarding C2.0 implementation. OSSI leadership support implementation of C2.0 in elementary schools by observing collaborative grade level planning with principals, engaging in reflective conversations about planning, and observing the implementation of the planning in the classroom.

Students in Grades K–2 are administered Measures of Academic Progress—Primary Grades (MAP-P) in the fall, winter, and spring. Students in Grades 3, 4, and 5 are administered Measures of Academic Progress in Mathematics (MAP-M) in the fall, winter, and spring. The MAP-P/M is a computer adaptive mathematics achievement test that measures growth in mathematics. Teachers are expected to administer mathematics formative assessments to students in Grades 1–5 to monitor mathematics progress. The associate superintendents and DSSIs monitor and support effective processes for grading and reporting for each marking period and implementation of C2.0 and standards-based teaching and learning: grade book; critical conversations (data quantity and quality, frequency of data entry and format of grade book); and staff communication around grading and reporting.

### **Professional Development**

The associate superintendents and DSSIs deliver consistent communication to system leaders and elementary school principals to ensure a focus on developing the principals' skills as leaders to coach for equity and provide principals professional learning around coaching for high impact instructional leadership practices including leading for learning, building instructional leadership teams, coaching for equity, and leading school improvement. Another key support to schools is ongoing coaching (conducted by OSSI leaders) to continuously develop the capacity of our leaders to improve their practice as instructional leaders. The focal point of the coaching conversations is to engage leaders in conversations about our work with an emphasis on coaching for equity and goal-setting around the district's milestones and the implementation of school improvement plans. Coaching topics can include (but are not limited to) use of data to develop an instructional focus designed to meet student learning needs, how to conduct a root cause analysis, creating professional learning communities where teachers examine the effects of implementing new instructional practices on student learning outcomes, and feedback on the functioning of instructional leadership teams.

Once each school's need is identified, OSSI works in collaboration with other offices to ensure that schools receive the training, technical support, and human and material

resources necessary to meet their needs. Technical assistance and direct school supports are provided to schools through a tiered approach, to those schools with the greatest needs (perhaps across multiple categories of SSIF data), receiving more intense support (more frequent visits, additional staff, specific professional learning sessions, etc.). Another resource allocated to schools to help meet their school improvement needs is staff expertise. This is done by strategically deploying equity specialists, staff development specialists, and leaders in OSSI. These experts provide professional learning opportunities for principals, their staff development teachers, school leadership teams, and grade or department teams to build their capacity to implement new instructional and leadership approaches.

### **Supervision and Evaluation of School-Based Administrators**

The associate superintendent and DSSIs oversee the interview selection and evaluation processes of all school-based administrators. This includes managing the principal-selection process to ensure community and staff involvement, and the selection and assignment of new assistant principals and assistant school administrators. They coordinate efforts between OSSI and the Office of Human Resources and Development to assign principal interns to elementary schools, screen and interview outside candidates for administrative positions, oversee transfers of administrators, and monitor principals' adherence to the teacher and supporting services professional growth system requirements. The associate superintendent and DSSIs conduct formal observations of principals, and the associate superintendent conducts all principal evaluations using the Administrative and Supervisory Professional Growth System. They also collaborate with principals to develop and monitor progress on principal student learning objectives (SLOs) and principal implementation and monitoring of teacher SLOs.

### **ACCOMPLISHMENTS AND INITIATIVES**

- » Utilize the innovative school improvement strategies identified from the Innovation Schools Network and the foundation of Creative Problem Solving and Social Emotional Learning to create the conditions for principals and schools to provide strong and relevant instructional programs and overcome barriers to all students achieving at high levels and narrowing the achievement gap.
- » Continuing to refine implementation of the School Support and Improvement Framework to provided targeted, differentiated support to schools.
- » Provided multiple venues for school-based administrators to engage in professional learning to support staff in the effective implementation and monitoring of Curriculum 2.0.
- » Redefined how we interact with schools around the school improvement planning process and made explicit connections between school improvement and leading for equity.

- » Beginning in 2014, the elementary school administrators and teacher leaders utilized Early Warning Indicators (EWI) and multiple measures to inform allocations of resources.
- » Hired an additional director of school support and improvement to reduce the number of schools supported by individual members of the elementary level-alike team and increase the opportunity to provide intentional, focused, and targeted support to schools.
- » Maintain and establish processes and practices to ensure ongoing communication and collaboration with other offices in MCPS, parents, and community partners to provide all students in MCPS schools with access to rigorous instruction that focuses on college and career readiness.

### **PERFORMANCE MEASURES**

MCPS has established districtwide milestones to measure student progress across grades K–12: state assessments (reading at the proficient and advanced levels in grade 3; reading and mathematics at the proficient and advanced levels in grade 5); and hope, engagement, and well-being (Grade 5). OSSI will monitor performance on these milestones and their corresponding data indicators through school improvement plans, action plans, and principal SLOs.

OSSI leadership will develop action plans to ensure alignment of programs, supports, and resources to improve student achievement. Multiple measures of data across the SSIF, including state, county, and school assessments, will continue to be used to guide schools and departments in developing action plans to improve student achievement. The primary function of elementary schools is to provide an instructional program that meets the needs of every student, results in every student attaining academic success and closing the student achievement gap. Over the next three years, MCPS will ensure an increase in overall performance on all established milestones and a reduction in the achievement gap.

### **OVERVIEW OF BUDGET CHANGES**

#### **FY 2015 Current Budget**

The current FY 2015 budget for elementary schools is changed from the budget adopted by the Board of Education on June 17, 2014. The change is a result of a budget neutral realignment that decreases elementary classroom teacher positions by 10.0 and increases paraeducator positions by 16.5 to support compacted instruction. There also is a realignment of \$525 from this budget to the Office of Community Engagement and Partnerships budget where the funds are managed and utilized to provide lunches for senior citizens who volunteer to support students during the school day.

## Elementary Schools—121/123/124/126/799/963

Dr. Kimberly A. Statham, Deputy Superintendent of School Support and Improvement

301-279-3474

### FY 2016 Recommended Budget

The FY 2016 recommended budget for elementary schools is \$461,966,865, an increase of \$17,208,256 over the current FY 2015 budget. An explanation of this change follows.

#### **Same Service Level Changes—\$16,983,176**

##### *Continuing Salary Costs—\$16,628,597*

There is an increase of \$16,628,597 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

##### *Student Enrollment—\$240,008*

There is an increase of 373 elementary school students projected for FY 2016. This requires an increase of 5.750 additional positions and \$184,062. The changes are as follows:

- » (30.6) kindergarten teacher positions and (\$1,576,084)
- » 29.1 classroom teacher positions and \$1,498,825
- » 2.0 instrumental music teacher positions and \$103,012
- » 125 lunch hour aide position and \$11,297
- » 1.5 secretary I positions and \$43,313
- » 3.25 paraeducator positions and \$91,306
- » .375 instructional data assistant position and \$12,393

In addition, there is an increase to the budget of \$58,088 for textbooks, instructional supplies, and media center materials. There also is a decrease to the budget of \$2,142 for substitutes.

#### **Realignments to Meet Expenditure Requirements and Program Priorities—(\$266,205)**

Realignments within the elementary schools budget are necessary to address priority spending needs. Amounts being realigned include \$150,000 from substitutes and \$50,000 from sick and annual leave payout, and a corresponding increase for long-term leave.

There also are realignments between the budgets for elementary, middle, and high schools levels. There is a decrease to the elementary schools budget of \$50,000 for extracurricular activities, and \$250,000 for sick and annual leave payout, that is realigned to the high school budget to fund extracurricular activities in the amount of \$50,000 and \$250,000 for payments for students in state juvenile facilities. There also is an increase to this budget from the high schools budget of \$16,248 for the rental cost for the George B. Thomas facility and \$50,000 for long-term leave.

In addition to realignments within the K-12 budget, there is realignment from this budget of \$40,000 for contractual services to the Office of the Chief Operating Officer's budget. This realignment is necessary to align the budget where the funds are managed and utilized. There also is a realignment of \$7,547 to this budget from the Department of Financial Services budget.

#### *Other—\$380,776*

Applying an inflation factor of 3 percent increases the budget for textbooks and instructional materials by \$380,776.

#### **Program Efficiencies and Reductions—(\$1,362,534)**

The inflation amount of \$380,776 budgeted for textbooks and instructional materials is eliminated. Efficiencies will be necessary to ensure that schools have required textbooks and materials. There also is a reduction of \$306,671 for the one-time cost for kindergarten assessment professional learning. The can activity can be supported with grant funds in FY 2016.

The FY 2015 Superintendent's Operating Budget included \$675,087 for Wilson Wims Elementary School initial start-up costs for textbooks and instructional materials. The FY 2016 budget includes a reduction of these funds.

#### **Strategic Priority Enhancements—\$1,587,614**

##### *3.5 Elementary Counselors—\$220,420*

The role of Coordinated Student Services Teams (CSSTs) in MCPS schools is to align services and programs to enable students to acquire social and emotional competence, help educators promote social/emotional learning, identify mental health needs, and provide mental health support. Additional student services personnel are needed to fully and effectively implement CSSTs, deliver a comprehensive continuum of services, and provide the supports necessary to meet the increasingly complex needs of our students. Student services staff have the unique combination of training and experiences to support the behavioral and emotional needs of MCPS students and develop and monitor academic and behavioral interventions to increase student success.

To enhance the work of CSSTs through a multi-year effort that is consistent with the goals articulated in the memorandum from the Superintendent to the Board of Education on December 5, 2013, the FY 2016 Superintendent's Recommended Operating Budget includes \$220,420 for an additional 3.5 elementary school counselors. In addition, \$590,123 is budgeted in Department of Student Services for 5.0 school psychologists, and 4.0 pupil personnel workers. There also is \$253,699 for employee benefits budgeted in the Department of Financial Services budget.

Adding positions over several years will provide for lower caseloads for employees and improve services to our most vulnerable students. Deployment of new staff will be based on school enrollment and variables which are associated with high school drop-out rates and lack of school success, including Free and Reduced-price Meals System (FARMS) eligibility, attendance, mobility, and suspension rates. These variables will be weighted to identify schools with the most immediate needs.

***8.0 Teacher Positions for Elementary Schools that had Previous Reductions in Staff Development Teacher, Reading Specialist, Media Specialist, or Counselor Positions—\$462,712***

Reductions in the budget in previous years resulted in small and midsize elementary schools losing either a .5 of a 1.0 teacher position in one or two of their teacher-level support positions. These positions included staff development teachers, reading specialists, media specialists, and counselors. Small and midsize non-focus schools had a reduction of either a .5 or 1.0, while focus schools had a reduction of a .5 teacher position. Elementary schools determined which of the four positions to reduce based on their individual needs. Prior to these reductions, all elementary schools had a full-time allocation for each of these positions.

With increases in enrollment over recent years, some of these elementary schools have struggled to provide the support necessary with these reductions. A total of 19 positions were restored in the FY 2014 and 2015 Operating Budgets. The restoration of an additional eight teacher positions and \$462,712 (\$135,889 for employee benefits is budgeted in the Department of Financial Services budget) in FY 2016 will mean that .5 positions will be restored at 16 more schools. The restoration of these positions is based on enrollment in kindergarten through Grade 5. In addition, the multi-year plan will restore another 8.5 positions in FY 2017. At that time, all elementary schools will have a 1.0 position for each of the four types of positions.

***Assistant School Administrators to Assistant Principals—\$17,677***

This enhancement reflects the first year of a multi-year plan to convert assistant school administrator positions to assistant principals. Through this conversion starting with one highly impacted elementary school in FY 2016, principals will have additional support to implement the Professional Growth System effectively. In order for teachers and instructional staff members to grow professionally and improve their respective crafts, they must receive thoughtful and timely feedback on their practice and performance. Assistant School Administrators are able to observe but cannot evaluate the performance of teachers. An increased number of assistant principals will reduce staff to evaluator ratios, and ensure a productive and thorough evaluation process that cites evidence that supports high quality instruction and clearly identifies and documents areas of growth. There is a net increase to the budget of \$17,677 for the additional salaries. There also is \$2,080 for employee benefits budgeted in the Department of Financial Services budget.

In addition, a greater number of assistant principals will increase the pool of administrators to serve in the roles of either regional summer school administrators or master schedule coordinators. These assignments have a significant impact on student achievement and help to reduce the achievement gap.

***2.0 Assistant School Administrators to the Five Largest Elementary Schools—\$210,171***

The FY 2014 Operating Budget added three assistant school administrators to the largest elementary schools that had enrollment of more than 950. These assistant school administrators address the administrative needs of these large elementary schools, who prior to FY 2014, had only two administrators, a principal and assistant principal. The level of administrative staffing provides these schools with support for the operations and management of large elementary schools as well as the instructional leadership required to implement Curriculum 2.0 and the Professional Growth Systems effectively. The recommended FY 2016 Operating Budget includes two additional assistant school administrators for two Focus elementary schools with more than 800 students. The budget is increased by \$210,171 for the two positions and \$48,339 for employee benefits is budgeted in the Department of Financial Services budget.

***5.0 Math Content Coaches in Elementary Schools—\$258,025***

In a June 17, 2014, memorandum to the Board of Education, regarding the report of the Math Semester Exam Work Group, the superintendent said the greatest concern highlighted by the work group was a consistent pattern of low grades by students who account for the majority of exam failures. Students struggling in mathematics are disproportionately Black or African American, Hispanic/Latino, or receiving special services. To help address the concerns raised by the work group and to reduce the achievement gap in mathematics, the superintendent proposed a five-point plan including (1) starting math success early; (2) breaking the cycle of failure; (3) targeting support for students struggling in math; (4) building staff capacity; and (5) leveraging the expertise of our best teachers. This FY 2016 enhancement addresses the first of the five points, starting math success early, by adding math content coaches to ten additional elementary schools. Allocation decisions will be made using student achievement data. The key to reducing the number of students who fail courses is to build a strong foundation in number sense and an appreciation for math at the elementary level. The math content coach, like reading specialists, have proven effective in developing teacher understanding and targeting support for students, particularly those who are struggling in math. The budget is increased by \$258,025 for the additional five positions. There also is \$80,762 for employee benefits budgeted in the Department of Financial Services budget.

***Part-time Clerical Support for Elementary Schools—\$154,869***

Based on the results of focus group discussions held with elementary school principals and with administrative secretaries, additional clerical part-time hours is provided to support the administrative secretaries with some of their job responsibilities. The additional clerical part-time hours will provide more time for the elementary administrative secretaries to perform financial tasks as well as other duties. Additional hours and \$154,869 is added for FY 2016 for elementary schools based on student enrollment with the 10 largest elementary schools receiving 2.5 hours of clerical

part-time help per week, with the next 103 schools receiving 2 additional hours per week, and the 20 smallest schools receiving 1 additional hour per week. There also is \$12,390 for employee benefits budgeted in the Department of Financial Services budget.

### *2.0 Assistant Principals for Two Elementary Schools with Single Administrators—\$223,740*

There are 20 elementary schools that have only one administrator, the principal. More than a decade ago, the Board approved a budget initiative to add assistant principals to all elementary schools, but this initiative was never fully funded due to the economic downturn that began in 2008. Currently, all focus elementary schools have an assistant principal, and the largest of the non-Focus schools with a single administrator have about 450 students, which is more than several other non-focus schools that do have an assistant principal. The principals at these two moderate-sized elementary schools do not have a collaborative leadership partner within the school to examine, discuss, analyze, and evaluate instruction. The two additional assistant principals will work in tandem with their principals to support growth in teaching and learning through observation, analysis, and evaluation. The addition of a second administrator also will ensure that there is at least one administrator in the school when the other is away from the school. The budget is increased by \$223,740 for the two positions, and \$70,030 for employee benefits budgeted in the Department of Financial Services budget.

### *Teacher Workforce Diversity—\$40,000*

MCPS recognizes that our success today and in the future requires us to recruit, retain, and develop the most-talented workforce in public education. Under our strategic planning framework, *Building Our Future Together*, we have devoted substantial attention to enhancing the cultural proficiency of all staff to meet the needs of our increasing diverse student body. Equally important, we have been working to increase the diversity of our teaching corps to include the best teachers of all backgrounds and especially to attract talented teachers of color and others with background and experiences that are underrepresented in our current workforce. But to effect real gains and promote our core value of equity, we must develop a new, bolder vision for teacher workforce diversity. Therefore, we have made enhancing teacher diversity a priority area in the FY 2016 budget. To achieve the highest standards of merit in teacher selection and attract the most qualified teachers of all backgrounds, we must increase the diversity of the candidate pool for teaching positions across the district. We also must accelerate our staffing timeline so that we do not lose top talent to other school systems in the greater metropolitan area. Moreover, we must strengthen our retention practices and, perhaps most significantly, build new pipelines of diverse cohorts of teacher candidates through our own robust talent development programs that lead to certification in teaching. These four critical areas—recruitment, selection, retention, and internal talent development—comprise the four pillars of our plan to dramatically increase teacher workforce diversity in MCPS. When implemented, this plan will thoroughly revise and refocus our work in these four areas, and we will monitor our work to hold all of our stakeholders accountable for progress. We believe this is the path to an equitable and inclusive future in Montgomery County Public Schools. The budget includes \$10,000 for program materials and \$30,000 for temporary part-time salaries. There also is \$185,000 budgeted in the Office of Human Resources and Development.

# Elementary Schools - 121/123/124/125/126/128/799

Dr. Kimberly Statham, Deputy Supt. for School Support & Improvement

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	5,458.750	5,578.825	5,585.325	<b>5,611.575</b>	26.250
Position Salaries	\$384,395,665	\$404,638,052	\$404,638,052	<b>\$422,243,150</b>	\$17,605,098
<b>Other Salaries</b>					
Summer Employment		92,069	92,069	<b>92,069</b>	
Professional Substitutes		9,585,141	9,585,141	<b>9,378,506</b>	(206,635)
Stipends		3,206,840	3,206,840	<b>3,220,807</b>	13,967
Professional Part Time		258,000	258,000	<b>288,000</b>	30,000
Supporting Services Part Time		1,621,790	1,621,790	<b>1,758,893</b>	137,103
Other		10,783,210	10,783,210	<b>10,989,376</b>	206,166
Subtotal Other Salaries	23,450,173	25,547,050	25,547,050	<b>25,727,651</b>	180,601
<b>Total Salaries &amp; Wages</b>	<b>407,845,838</b>	<b>430,185,102</b>	<b>430,185,102</b>	<b>447,970,801</b>	<b>17,785,699</b>
<b>02 Contractual Services</b>					
Consultants		205,510	205,510	<b>145,510</b>	(60,000)
Other Contractual		813,125	813,125	<b>882,234</b>	69,109
<b>Total Contractual Services</b>	<b>696,328</b>	<b>1,018,635</b>	<b>1,018,635</b>	<b>1,027,744</b>	<b>9,109</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks		3,321,929	3,321,929	<b>3,132,696</b>	(189,233)
Media		1,306,400	1,306,400	<b>1,022,379</b>	(284,021)
Instructional Supplies & Materials		8,064,197	8,064,197	<b>7,929,003</b>	(135,194)
Office					
Other Supplies & Materials		203,313	203,313	<b>299,613</b>	96,300
<b>Total Supplies &amp; Materials</b>	<b>7,772,742</b>	<b>12,895,839</b>	<b>12,895,839</b>	<b>12,383,691</b>	<b>(512,148)</b>
<b>04 Other</b>					
Local/Other Travel		152,186	152,186	<b>163,786</b>	11,600
Insur & Employee Benefits					
Utilities					
Miscellaneous		184,040	183,515	<b>183,515</b>	
<b>Total Other</b>	<b>205,310</b>	<b>336,226</b>	<b>335,701</b>	<b>347,301</b>	<b>11,600</b>
<b>05 Equipment</b>					
Leased Equipment		88,228	88,228	<b>88,228</b>	
Other Equipment		235,104	235,104	<b>149,100</b>	(86,004)
<b>Total Equipment</b>	<b>691,513</b>	<b>323,332</b>	<b>323,332</b>	<b>237,328</b>	<b>(86,004)</b>
<b>Grand Total</b>	<b>\$417,211,731</b>	<b>\$444,759,134</b>	<b>\$444,758,609</b>	<b>\$461,966,865</b>	<b>\$17,208,256</b>

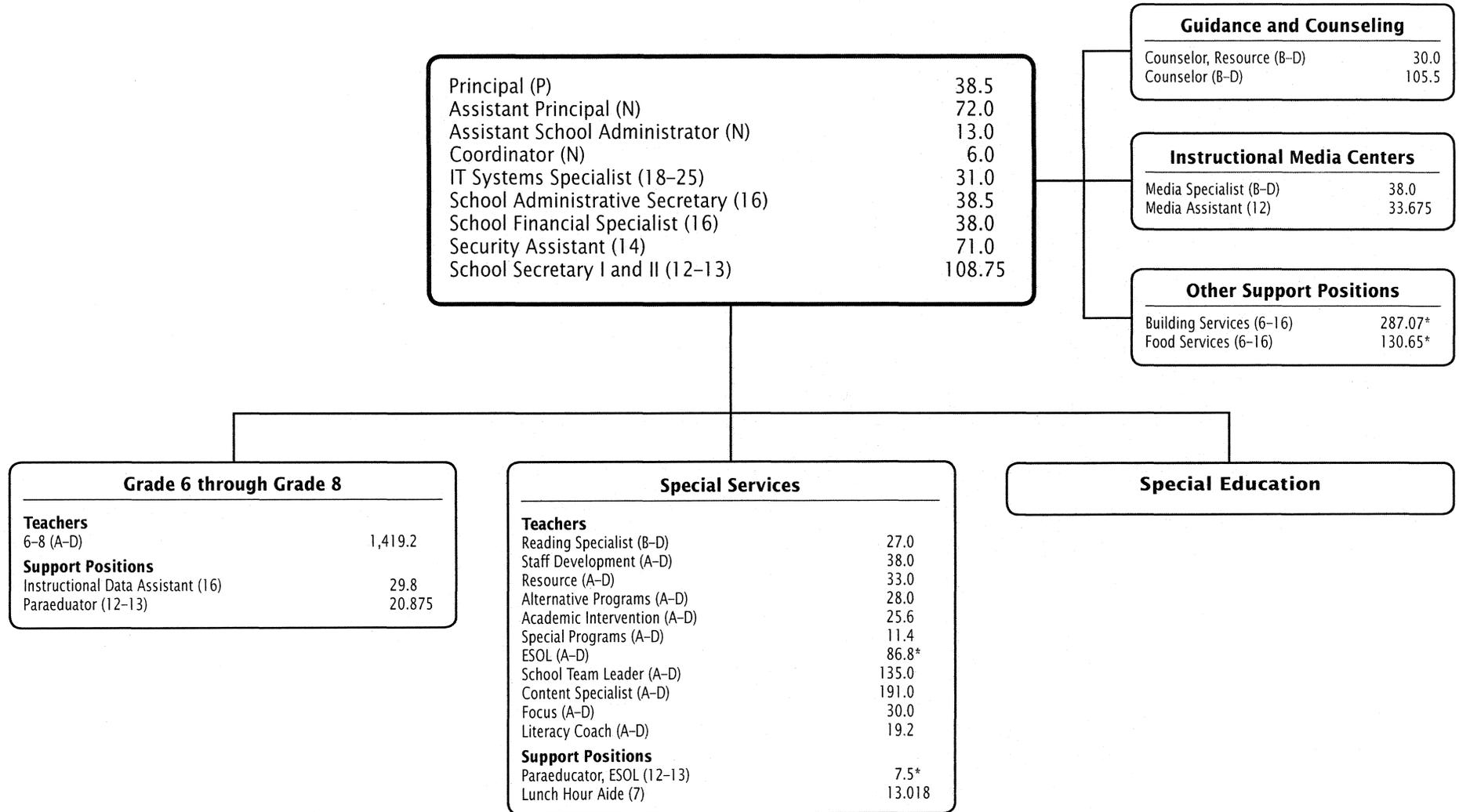
# Elementary Schools - 121/123/124/125/126/128

Dr. Kimberly Statham, Deputy Supt. for School Support & Improvement

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
2	O Principal		133.500	133.000	133.000	<b>133.000</b>	
2	N Assistant Principal		112.000	113.000	113.000	<b>116.000</b>	3.000
2	N Asst Sch Administrator (11 mo)		3.000	3.000	3.000	<b>4.000</b>	1.000
3	BD Reading Specialist	X	122.500	126.000	126.000	<b>128.000</b>	2.000
3	BD Counselor, Elementary	X	130.300	138.000	138.000	<b>143.500</b>	5.500
3	BD Media Specialist	X	125.700	129.000	129.000	<b>130.000</b>	1.000
3	AD Teacher	X	2,605.200	2,662.300	2,652.300	<b>2,681.400</b>	29.100
3	AD Teacher, Academic Intervention	X	47.700	47.700	47.700	<b>47.700</b>	
3	AD Teacher, Staff Development	X	128.500	131.000	131.000	<b>134.000</b>	3.000
3	AD Teacher, Reading Support	X	7.000	7.000	7.000	<b>7.000</b>	
3	AD Teacher, Reading Initiative	X	55.700	55.700	55.700	<b>55.700</b>	
3	AD Teacher, Special Programs	X	14.800	14.800	14.800	<b>14.800</b>	
3	AD Teacher, Focus	X	50.100	57.100	57.100	<b>57.100</b>	
3	AD Teacher, Kindergarten	X	594.500	619.300	619.300	<b>588.700</b>	(30.600)
3	AD Teacher, Physical Education	X	148.200	151.200	151.200	<b>151.200</b>	
3	AD Teacher, Art	X	148.200	151.200	151.200	<b>151.200</b>	
3	AD Teacher, General Music	X	148.900	151.200	151.200	<b>151.200</b>	
3	AD Teacher, Instrumental Music	X	40.200	40.200	40.200	<b>42.200</b>	2.000
3	AD Math Content Coach	X				<b>5.000</b>	5.000
3	AD Teacher, Prekindergarten	X	2.000				
10	25 IT Systems Specialist			34.000	34.000	<b>34.000</b>	
3	25 IT Systems Specialist		34.000				
2	16 School Admin Secretary		133.000	133.000	133.000	<b>133.000</b>	
3	16 Instructional Data Assistant	X	87.875	88.750	88.750	<b>89.125</b>	.375
3	13 Paraeducator	X	226.250	168.625	185.125	<b>188.375</b>	3.250
3	13 Paraeducator - Special Prgs	X		5.000	5.000	<b>5.000</b>	
3	13 Paraeducator - Focus	X		55.500	55.500	<b>55.500</b>	
3	13 Paraeducator - Pre-K	X	2.000				
2	12 School Secretary I	X	136.000	137.000	137.000	<b>138.500</b>	1.500
3	12 Media Assistant	X	80.375	81.250	81.250	<b>81.250</b>	
3	7 Lunch Hour Aide	X	140.875	145.000	145.000	<b>145.125</b>	.125
10	6 Building Service Wkr Shft 1		.375				
	<b>Total Positions</b>		<b>5,458.750</b>	<b>5,578.825</b>	<b>5,585.325</b>	<b>5,611.575</b>	<b>26.250</b>

# Middle Schools

Chapter 1 - 11



F.T.E. Positions 2,645.018

(\*In addition, this chart includes 512.02 positions from ESOL, School/Plant Operations, and Food Services. School-based special education positions are shown in Chapter 5.)

**MISSION** *The mission of middle schools is to provide all students with a rigorous and challenging instructional program, while addressing the unique needs and characteristics of emerging adolescents, and to create the conditions for a learning environment that fosters the development of academic excellence, creative problem solving, and social emotional learning competencies to promote college and career readiness. The middle school level-alike team is focused on strengthening principals' use of high impact instructional leadership practices in order to meet their school improvement goals to raise the level of achievement for all students and close achievement gaps.*

## **MAJOR FUNCTIONS**

### **Effective School Support**

All middle schools involve a representative group of stakeholders in the Baldrige-guided School Improvement Planning process, which identifies the instructional priorities of the school. These priorities align with the Montgomery County Public Schools (MCPS) strategic planning framework: Building Our Future Together. Each school develops a school improvement plan based on multiple measures of data and input from school staff members, students, parents, and associate superintendent and directors of school support and improvement (DSSIs) for middle schools. The associate superintendent and DSSIs in the Office of School Support and Improvement (OSSI) analyze individual school performance data relative to county-wide, state, and national standards and assess school growth toward those standards. The School Support and Improvement Framework (SSIF), a strategy that was developed by OSSI to understand the strengths and needs of each school, is based on four categories of data that help hold schools accountable and support them for both results and practices that lead to better outcomes for students. Examples of the type of data in each category of the SSIF are noted below:

- » Student outcome data—student assessment data from national, state, and local school assessments. Also analyzed are suspension, eligibility, and graduation rate data
- » Perceptual data—stakeholder input such as the Gallup survey on student and staff engagement, student voice data, and parent survey data
- » Implementation data—implementation rubrics for our curriculum designed to match the Common Core State Standards and professional learning communities
- » Leadership data—standards of leadership practice in our professional growth system for principals

The middle school improvement strategy is designed to strategically align existing resources (i.e. middle school focus teacher, staff development teacher, and staff development substitutes) to the middle school framework and optimize opportunities for adults and students to meet the three competency areas of academic excellence, creative problem solving, and social emotional learning identified in the strategic planning framework. The funding for positions, professional learning, and resource development supports creating the conditions for collaboration that will improve student achievement and contribute to equity for all students.

The 38 middle schools provide a challenging academic curriculum in reading, English, mathematics, science, social studies, physical education, health education, foreign language, and the arts that builds academic excellence, creative problem solving, and social emotional competencies for success in the 21st century. These comprehensive programs are designed to challenge and stretch the learners in a safe environment that promotes the worth of each and every student. Middle school students are required to take health education and physical education. The academic program values and honors all 21st century adolescent learners, and engages them in relevant, rigorous, and culturally responsive learning experiences, that reflects teaching and learning practices that promote academic excellence, creative problem solving, and social emotional learning for all middle school students.

A key resource allocated to schools to help meet their school improvement needs is staff expertise. This is done by strategically deploying instructional specialists, staff development specialists, and leaders in OSSI. These experts provide professional learning opportunities for principals, their staff development teachers, school leadership teams, and grade or department teams to build their capacity to implement new instructional and leadership approaches. In continued support of this effort, additional “focus” teacher positions were allocated to provide math and reading interventions along with a staff development teacher position was funded from .4 to 1.0 FTE in each middle school.

Ongoing assessment and monitoring of student progress toward curriculum goals inform students and parents of progress and provide formative information used to plan and modify instruction. All middle schools administer the Measures of Academic Progress in Reading (MAP-R) to students in Grades 6, 7, and 8 three times per year. MAP-R provides data on student achievement in reading over time. Additional reading interventions are available to support the specific reading needs of struggling readers, using direct instruction, guided practice, independent practice, technology, progress monitoring, and incentives to motivate students.

### **Professional Development**

The associate superintendent and DSSIs deliver consistent communication to system leaders and middle school principal and leaders to ensure a focus on developing the principals' skills as leaders to coach for equity and provide principals professional learning around coaching for high impact instructional leadership practices including leading

for learning, building instructional leadership teams, coaching for equity, and leading school improvement. Another key support to schools is ongoing coaching (conducted by OSSI leaders) to continuously develop the capacity of our leaders to improve their practice as instructional leaders. The focal point of the coaching conversations is to engage leaders in conversations about our work with an emphasis on coaching for equity and goal-setting around the district's milestones and the implementation of school improvement plans. Coaching topics can include (but are not limited to) use of data to develop an instructional focus designed to meet student learning needs, how to conduct a root cause analysis, creating professional learning communities where teachers examine the effects of implementing new instructional practices on student learning outcomes, and feedback on the functioning of instructional leadership teams.

In addition, we have used the School Support and Improvement Framework (SSIF) to describe the landscape of each and every one of our 38 middle schools. We worked with the school leadership teams to narrow their focus to two instructional foci and develop a staff development plan highlighting the learning progression that will support the transition from learning to change teacher practice in accordance with the research that states that sustained 49 hours or more of high quality professional development is associated with gains in student achievement (Slicing the Layers of Learning, Meredith Curry and Joellen Killion, 2009).

OSSI leaders create professional learning networks so that school leaders can learn promising school improvement practices from each other and develop the practices and structures to build the capacity of middle school administrative teams. Once each school's need is identified, OSSI works in collaboration with other offices to ensure that schools receive the training, technical support, and human and material resources necessary to meet their needs. Technical assistance and direct school supports are provided to schools through a tiered approach, to those schools with the greatest needs (perhaps across multiple categories of SSIF data), receiving more intense support (more frequent visits, addition staff, specific professional learning sessions, etc.). Another resource allocated to schools to help meet their school improvement needs is staff expertise. This is done by strategically deploying equity specialists, staff development specialists, and leaders in OSSI. These experts provide professional learning opportunities for principals, their staff development teachers, school leadership teams, and grade or department teams to build their capacity to implement new instructional and leadership approaches.

### **Supervision and Evaluation of School-Based Administrators**

The associate superintendent and DSSIs oversee the interview selection and evaluation processes of all school-based administrators. This includes managing the principal-selection process to ensure community and staff involvement, and the selection and assignment of new assistant principals and assistant school administrators. They coordinate efforts between OSSI and the Office of Human Resources and

Development to assign principal interns to middle schools, screen and interview outside candidates for administrative positions, oversee transfers of administrators, and monitor principals' adherence to the teacher and supporting services professional growth system requirements. The associate superintendent and DSSIs conduct formal observations of principals, and the associate superintendent conducts all principal evaluations using the Administrative and Supervisory Professional Growth System.

### **ACCOMPLISHMENTS AND INITIATIVES**

- » Increase in job-embedded professional development around the implementation of Common Core State Standards, building content knowledge and modeling of effective instructional strategies to meet the unique and diverse needs of the adolescent learner and ensure that all students have access to a rigorous instructional program. This includes restoration of middle school staff development teachers to full-time positions to build staff capacity to implement new instructional strategies. These positions are vital to providing middle school teachers with the training and support they need. Additional middle school focus teachers were hired to work with students who are struggling in mathematics and reading. There was also an increase in funds for substitutes in secondary schools that will allow MCPS teachers to fully participate in professional development activities.
- » Ensure consistency in the communication to system leaders and middle school principal/leaders that the focus of our work this year is to develop the principals' practices and structures to build the capacity of his/her administrative teams through the principals' high impact instructional leadership practices and develop their skills as leaders to coach for equity.
- » Utilize the innovative school improvement strategies identified from the Innovation Schools Network and the foundation of Creative Problem Solving and Social Emotional Learning to create the conditions for principals and schools to provide strong and relevant instructional programs and overcome barriers to all students achieving at high levels and narrowing the achievement gap.
- » Continuing to refine implementation of the School Support and Improvement Framework to provided targeted, differentiated support to schools.
- » Redefined how we interact with schools around the school improvement planning process and made explicit connections between school improvement and leading for equity.
- » Beginning in 2014, the middle school administrators and teacher leaders utilized Early Warning Indicators (EWI) and multiple measures to inform allocations of resources.
- » Realigned directors of school support and improvement to reduce the number of schools supported by individual members of the middle school level-alike

team and increase the opportunity to provide intentional, focused, and targeted support to schools.

- » Maintain and establish processes and practices to ensure ongoing communication and collaboration with other offices in MCPS, parents, and community partners to provide all students in MCPS schools with access to rigorous instruction that focuses on college and career readiness.

## **PERFORMANCE MEASURES**

MCPS has established districtwide milestones to measure student progress across grades K–12: state assessments (reading and mathematics at the proficient and advanced levels in grade 8); eligibility; completion of Algebra 1 with a C or better; and hope, engagement, and well-being. OSSI will monitor performance on these milestones and their corresponding data indicators through school improvement plans, action plans, and principal student learning objectives.

OSSI leadership will develop action plans to ensure alignment of programs, supports, and resources to improve student achievement. Multiple measures of data across the SSIF, including state, county, and school assessments, will continue to be used to guide schools and departments in developing action plans to improve student achievement. The primary function of middle schools is to provide challenging instruction, programs, and opportunities to promote critical thinking, student discourse, and appropriate social and emotional development of adolescents to meet the needs of every student, results in every student attaining academic success, and closing the student achievement gap. Over the next three years, MCPS will ensure an increase in overall performance on all established milestones and a reduction in the achievement gap.

## **OVERVIEW OF BUDGET CHANGES**

### **FY 2016 Recommended Budget**

The FY 2016 recommended budget for the middle schools is \$226,055,519, an increase of \$10,414,499 over the current FY 2015 budget. An explanation of this change follows.

#### **Same Service Level Changes—\$9,825,744**

##### **Continuing Salary Costs—\$6,149,825**

There is an increase of \$6,149,825 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

##### **Student Enrollment—\$3,468,383**

There is an increase of 1,224 middle school students projected for FY 2016. This requires an increase of 63.55 additional positions and \$3,263,079. The changes are as follows:

- » 59.3 classroom teacher positions and \$3,005,825
- » 1.0 assistant school administrator position and \$115,000
- » 2.0 security assistant positions and \$59,732
- » 1.0 media assistant position and \$28,875
- » .625 paraeducator position and \$17,559
- » (.375) instructional data assistant position and (\$12,393)

In addition, there is an increase to the budget of \$169,105 for textbooks, instructional supplies, and media center materials. There also is an increase of \$84,680 for substitutes.

##### **New School/Space—\$80,388**

A .5 principal position and \$58,639, and a .5 administrative secretary position and \$21,749 is budgeted to allow for planning and preparation to ensure that the new Clarksburg/Damascus middle school will be ready for students in September of 2017.

##### **Realignments to Meet Expenditure Requirements and Program Priorities—(\$10,352)**

Realignments between the budgets for middle and high schools budgets are necessary to address priority spending needs. There is a realignment of \$10,000 from this budget to the high school budget for school projects. There also is a realignment of \$352 from this budget to the Department of Financial Services budget for employee benefits.

##### **Other—\$137,500**

Applying an inflation factor of 3 percent increases the budget for textbooks and instructional materials by \$137,500.

##### **Program Efficiencies and Reductions—(\$240,116)**

The inflation amount of \$137,500 budgeted for textbooks and instructional materials is eliminated. Efficiencies will be necessary to ensure that schools have required textbooks and materials. There also is a reduction of \$68,616 for professional part-time salaries, \$10,000 for stipends, and \$24,000 for program supplies for the Extended Day/Extended Year Program. These reductions are based on actual spending trends and will not reduce services to students.

##### **Strategic Priority Enhancements—\$828,871**

###### **Assistant School Administrators to Assistant Principals—\$110,807**

This enhancement reflects the first year of a multi-year plan to convert assistant school administrator positions to assistant principals. Through this conversion starting with seven highly impacted middle schools in FY 2016, principals will have additional support to implement the Professional Growth System effectively. In order for teachers and instructional staff members to grow professionally and improve their respective crafts, they must receive thoughtful and timely feedback on their practice and performance. Assistant School Administrators are able to observe but cannot evaluate the performance of teachers. An increased number of Assistant Principals will reduce staff to evaluator ratios

and ensure a productive and thorough evaluation process that cites evidence that supports high quality instruction and clearly identifies and documents areas of growth. There is a net increase to the budget of \$110,807 for the seven additional positions. There also is \$14,563 for employee benefits budgeted in the Department of Financial Services budget.

In addition, a greater number of assistant principals will increase the pool of administrators to serve in the roles of either regional summer school administrators or master schedule coordinators. These assignments have a significant impact on student achievement and help to reduce the achievement gap.

#### *Middle School Improvement Strategy Implementation—\$333,847*

The Middle School Improvement Strategy is designed to align existing teachers (i.e., middle school focus teachers, staff development teachers, and staff development substitutes) to the middle school framework and optimize opportunities for adults and students to meet the three competency areas of academic excellence, creative problem solving, and social emotional learning identified in the MCPS' strategic planning framework *Building Our Future Together: Students, Staff, and Community*. The resources for positions, professional learning, and resource development support the creation of conditions for collaboration that will improve student achievement and contribute to equity for all students.

The FY 2015 Operating Budget included \$102,835 to support a pilot group of five middle schools and leadership teams to study ways to incorporate the three competencies throughout the instructional program. Middle school schedules include time for collaborative planning for staff to incorporate these characteristics into their content areas. Leadership teams will participate in workshops to focus on understanding the middle school improvement strategy and explore ways to incorporate the strategy in school structure, curricula, and activities. Cohorts of staff are planning and designing innovative ways to apply the strategy. The FY 2016 budget includes \$333,847 for professional learning for secondary leadership teams, and collaborative cohort planning to extend this middle school improvement strategy to additional schools is budgeted in the Middle Schools budget. Funding of a 1.0 middle school coordinator position and \$113,821 is budgeted in the Office of School Support and Improvement's budget. There also is \$55,887 for employee benefits budgeted in the Department of Financial Services budget.

#### *5.8 Teacher Positions for Middle School Leadership—\$384,217*

A multi-year enhancement commenced in the FY 2015 Operating Budget to implement a leadership model in middle schools where team leaders and content leaders for departments were allocated as separate positions. Prior to FY 2015, a total of 11 middle schools had implemented this leadership model. Starting in FY 2015, implementation continued for the remaining 27 schools over a three-year period. A total of 12 schools changed to the new model in FY 2015, with nine more schools in FY 2016, and the remaining six schools in FY 2017. The current model where leaders sometimes serve in both roles is changed by adding leadership positions to middle schools. The model calls for a content leader for each major content area and team.

Leaders for each grade level requires an additional .6 or .8 FTE for a total of 5.8 FTE positions for the nine schools in FY 2016. The budget is increased by \$384,217 for the positions. (\$120,260 is budgeted for employee benefits in the Department of Financial Services budget). The middle school leadership model allows for more focused attention on each of the content areas so that the teacher leaders have more time to coach and work directly with other teachers in the department.

## Middle Schools - 131/132/133/136

Dr. Kimberly Statham, Deputy Supt. for School Support & Improvement

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	2,521.875	2,574.668	2,574.668	<b>2,645.018</b>	70.350
Position Salaries	\$192,266,263	\$201,333,236	\$201,333,236	<b>\$211,171,703</b>	\$9,838,467
<b>Other Salaries</b>					
Program Development/SSE					
Professional Substitutes		3,571,734	3,571,734	<b>3,582,571</b>	10,837
Stipends		215,299	184,099	<b>462,346</b>	278,247
Stipends-Extracurricular Activities		1,318,789	1,318,789	<b>1,368,789</b>	50,000
Professional Part Time		1,780,916	1,780,916	<b>1,682,300</b>	(98,616)
Supporting Services Part Time		268,209	268,209	<b>304,915</b>	36,706
Other		985,053	1,016,253	<b>1,184,758</b>	168,505
Subtotal Other Salaries	7,281,912	8,140,000	8,140,000	<b>8,585,679</b>	445,679
<b>Total Salaries &amp; Wages</b>	199,548,175	209,473,236	209,473,236	<b>219,757,382</b>	10,284,146
<b>02 Contractual Services</b>					
Consultants		38,209	38,209	<b>28,209</b>	(10,000)
Copier Services		74,790	74,790	<b>74,790</b>	
Other Contractual		566,748	566,748	<b>536,199</b>	(30,549)
<b>Total Contractual Services</b>	407,395	679,747	679,747	<b>639,198</b>	(40,549)
<b>03 Supplies &amp; Materials</b>					
Textbooks		1,383,072	1,383,072	<b>1,434,101</b>	51,029
Media		646,806	646,806	<b>670,670</b>	23,864
Instructional Supplies & Materials		2,553,473	2,553,473	<b>2,647,685</b>	94,212
Office					
Other Supplies & Materials		118,569	118,569	<b>94,569</b>	(24,000)
<b>Total Supplies &amp; Materials</b>	4,493,795	4,701,920	4,701,920	<b>4,847,025</b>	145,105
<b>04 Other</b>					
Local/Other Travel		203,047	203,047	<b>228,844</b>	25,797
Insur & Employee Benefits					
Extracurricular Activities Support		341,786	341,786	<b>341,786</b>	
Utilities					
Miscellaneous		103,990	103,990	<b>103,990</b>	
<b>Total Other</b>	510,323	648,823	648,823	<b>674,620</b>	25,797
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		137,294	137,294	<b>137,294</b>	
<b>Total Equipment</b>	17,611	137,294	137,294	<b>137,294</b>	
<b>Grand Total</b>	<b>\$204,977,299</b>	<b>\$215,641,020</b>	<b>\$215,641,020</b>	<b>\$226,055,519</b>	<b>\$10,414,499</b>

# Middle Schools - 131/132/133/136

Dr. Kimberly Statham, Deputy Supt. for School Support & Improvement

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
2	P Principal		38.000	38.000	38.000	<b>38.500</b>	.500
2	N Coordinator		6.000	6.000	6.000	<b>6.000</b>	
2	N Assistant Principal		67.000	65.000	65.000	<b>72.000</b>	7.000
2	N Asst Sch Administrator (11 mo)		15.000	19.000	19.000	<b>13.000</b>	(6.000)
3	BD Reading Specialist	X	27.000	27.000	27.000	<b>27.000</b>	
3	BD Counselor, Secondary	X	103.500	105.500	105.500	<b>105.500</b>	
3	BD Media Specialist	X	38.000	38.000	38.000	<b>38.000</b>	
3	BD Counselor, Resource	X	29.000	30.000	30.000	<b>30.000</b>	
3	AD Teacher	X	1,318.900	1,326.700	1,326.700	<b>1,419.200</b>	92.500
3	AD Teacher, Academic Intervention	X	25.600	25.600	25.600	<b>25.600</b>	
3	AD Teacher, Staff Development	X	39.200	38.000	38.000	<b>38.000</b>	
3	AD Math Content Specialist	X	11.000				
3	AD Teacher, Alternative Programs	X	28.000	28.000	28.000	<b>28.000</b>	
3	AD Literacy Coach	X	6.600	6.600	6.600	<b>19.200</b>	12.600
3	AD Teacher, Special Programs	X	11.400	11.400	11.400	<b>11.400</b>	
3	AD Middle School Team Ldr	X	66.000	135.000	135.000	<b>135.000</b>	
3	AD Content Specialist	X	55.000	138.000	138.000	<b>191.000</b>	53.000
3	AD Teacher, Focus	X	30.000	30.000	30.000	<b>30.000</b>	
3	AD Teacher, Resource	X	225.000	126.000	126.000	<b>33.000</b>	(93.000)
10	25 IT Systems Specialist			31.000	31.000	<b>31.000</b>	
3	25 IT Systems Specialist		31.000				
2	16 School Financial Specialist		38.000	38.000	38.000	<b>38.000</b>	
2	16 School Admin Secretary		38.000	38.000	38.000	<b>38.500</b>	.500
3	16 Instructional Data Assistant	X	30.175	30.175	30.175	<b>29.800</b>	(.375)
2	14 Security Assistant	X	70.000	69.000	69.000	<b>71.000</b>	2.000
2	13 School Secretary II	X	21.500	21.500	21.500	<b>21.500</b>	
2	13 School Secretary II		41.000	41.000	41.000	<b>41.000</b>	
3	13 Paraeducator	X	20.057	20.250	20.250	<b>20.875</b>	.625
2	12 School Secretary I	X	46.250	46.250	46.250	<b>46.250</b>	
3	12 Media Assistant	X	32.675	32.675	32.675	<b>33.675</b>	1.000
3	7 Lunch Hour Aide	X	13.018	13.018	13.018	<b>13.018</b>	
<b>Total Positions</b>			<b>2,521.875</b>	<b>2,574.668</b>	<b>2,574.668</b>	<b>2,645.018</b>	<b>70.350</b>

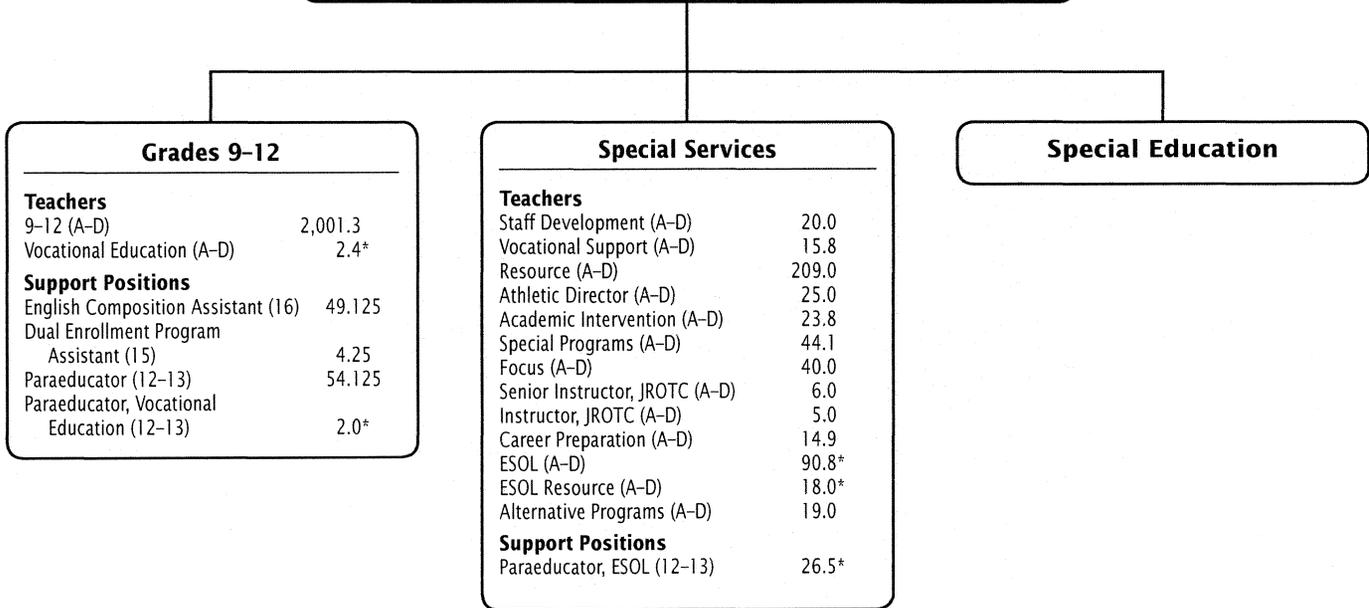
# High Schools

Principal (Q)	25.0
Principal, Edison High School of Technology (P)	1.0
Coordinator (N)	3.0
Assistant Principal (N)	76.0
Assistant Principal, Edison High School of Technology (N)	1.0
Assistant School Administrator (N)	10.0
School Business Administrator (H)	25.0
IT Systems Specialist (18-25)	26.0
School Administrative Secretary (16)	26.0
Security Team Leader (16)	25.0
School Registrar (16)	25.0
School Financial Specialist (16)	26.0
Security Assistant (14)	115.0
School Secretary I and II (12-13)	131.5
Office Assistant II (9)	1.0

Guidance and Counseling	
Counselor, Resource (B-D)	25.0
Counselor (B-D)	160.5
Career Information Coordinator (16)	26.0

Instructional Media Centers	
Media Specialist (B-D)	25.0
Media Services Technician (17)	25.0
Media Assistant (12)	45.5

Other Support Positions	
Building Services (6-16)	387.0*
Food Services (6-16)	155.86*



Grades 9-12	
<b>Teachers</b>	
9-12 (A-D)	2,001.3
Vocational Education (A-D)	2.4*
<b>Support Positions</b>	
English Composition Assistant (16)	49.125
Dual Enrollment Program Assistant (15)	4.25
Paraeducator (12-13)	54.125
Paraeducator, Vocational Education (12-13)	2.0*

Special Services	
<b>Teachers</b>	
Staff Development (A-D)	20.0
Vocational Support (A-D)	15.8
Resource (A-D)	209.0
Athletic Director (A-D)	25.0
Academic Intervention (A-D)	23.8
Special Programs (A-D)	44.1
Focus (A-D)	40.0
Senior Instructor, JROTC (A-D)	6.0
Instructor, JROTC (A-D)	5.0
Career Preparation (A-D)	14.9
ESOL (A-D)	90.8*
ESOL Resource (A-D)	18.0*
Alternative Programs (A-D)	19.0
<b>Support Positions</b>	
Paraeducator, ESOL (12-13)	26.5*

Special Education
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F.T.E. Positions 3,354.90

(\*In addition chart includes 682.560 positions from ESOL, School/Plant Operations, and Food Services. School-based special education positions are shown in Chapter 5.)

**MISSION** *The mission of high schools is to provide all students with a rigorous instructional program that prepares them to be college or career ready. High schools provide a stimulating environment through challenging courses and programs, responding to the diverse needs of students. The high school level-alike team is focused on strengthening principals' use of high impact instructional leadership practices in order to meet their school improvement goals to raise the level of achievement for all students and close achievement gaps.*

## MAJOR FUNCTIONS

### Effective School Support

All high schools involve a representative group of stakeholders in the Baldrige-guided School Improvement Planning process, which identifies the instructional priorities of the school. These priorities align with the Montgomery County Public Schools (MCPS) strategic planning framework: Building Our Future Together. Each school develops a school improvement plan based on multiple measures of data and input from school staff members, students, parents, and associate superintendent and directors of school support and improvement (DSSIs) for high schools. The associate superintendent and DSSIs in the Office of School Support and Improvement (OSSI) analyze individual school performance data relative to county-wide, state, and national standards and assess school growth toward those standards. The School Support and Improvement Framework (SSIF), a strategy that was developed by OSSI to understand the strengths and needs of each school, is based on four categories of data that help hold schools accountable and support them for both results and practices that lead to better outcomes for students. Examples of the type of data in each category of the SSIF are noted below:

- » Student outcome data—student assessment data from national, state, and local school assessments. Also analyzed are suspension, eligibility, and graduation rate data
- » Perceptual data—stakeholder input such as the Gallup survey on student and staff engagement, student voice data, and parent survey data
- » Implementation data—implementation rubrics for our curriculum designed to match the Common Core State Standards and professional learning communities
- » Leadership data—standards of leadership practice in our professional growth system for principals

All high schools provide a rigorous and challenging academic program in English, mathematics, social studies, science, foreign language, health, technology, the arts, and physical education so that all students are college or career-ready upon graduation. Each student is encouraged to

pursue a rigorous program of studies, including Honors/Advanced Placement courses and or to participate in special programs such as International Baccalaureate, magnet, or challenging career education courses. High schools continue to develop partnerships with colleges and universities to provide additional opportunities for students to earn college credits while attending high school. High schools also provide extracurricular programs that enable students to acquire and extend life skills in a safe and orderly environment through a variety of experiences that help students clarify their interests, goals, and plans for the future. Both ongoing assessment and monitoring of student progress inform students and parents of progress toward graduation and provide information to plan and adjust instruction to meet the needs of all students.

The associate superintendent for high school and directors of school support and improvement establish clarity for expectations of characteristics for 21st century high schools (i.e., collaborative problem solving, critical thinking, community engagement, etc.). They engage school leaders (i.e. resource teachers and team leaders) in conversations to build the capacity of teachers to create a space to engage students in relevant and challenging content (creative problem solving). Creative problem solving and project-based learning have been elevated and intentionally integrated in high school curricula, particularly within the biology curriculum pilot and the Wheaton High School pilot, a project-based learning school.

### Professional Development

Another key support to schools is ongoing coaching (conducted by OSSI leaders) to continuously develop the capacity of our leaders to improve their practice as instructional leaders. The focal point of the coaching conversations is to engage leaders in conversations about our work with an emphasis on coaching for equity and goal-setting around the districts milestones and the implementation of school improvement plans. Coaching topics can include (but are not limited to) use of data to develop an instructional focus designed to meet student learning needs, how to conduct a root cause analysis, creating professional learning communities where teachers examine the effects of implementing new instructional practices on student learning outcomes, and feedback on the functioning of instructional leadership teams. Another resource allocated to schools to help meet their school improvement needs is staff expertise. This is done by strategically deploying equity specialists, staff development specialists, and leaders in OSSI. These experts provide professional learning opportunities for principals, their staff development teachers, school leadership teams, and grade or department teams to build their capacity to implement new instructional and leadership approaches.

The associate superintendent and DSSIs provide principals professional learning around coaching for high impact instructional leadership practices including leading for learning, building instructional leadership teams, coaching for equity, and leading school improvement. In addition, leaders in OSSI create professional learning networks so

that school leaders can learn promising school improvement practices from each other. Principals are provided the opportunity to discuss their day-to-day work in problem of practice networks and through instructional rounds with the High School Leadership Team. Once each school's need is identified, OSSI works in collaboration with other offices to ensure that schools receive the training, technical support, and human and material resources necessary to meet their needs. Technical assistance and direct school supports are provided to schools through a tiered approach, to those schools with the greatest needs (perhaps across multiple categories of SSIF data), receiving more intense support (more frequent visits, addition staff, specific professional learning sessions, etc.). The intent is to engage leaders in conversations about our work with an emphasis on coaching for equity and goal-setting around the high impact instructional leadership practices

### **Supervision and Evaluation of School-Based Administrators**

The associate superintendent and DSSIs oversee the interview selection and evaluation processes of all school-based administrators. This includes managing the principal-selection process to ensure community and staff involvement, and the selection and assignment of new assistant principals and assistant school administrators. They coordinate efforts between OSSI and the Office of Human Resources and Development to assign principal interns to high schools, screen and interview outside candidates for administrative positions, oversee transfers of administrators, and monitor principals' adherence to the teacher and supporting services professional growth system requirements. The associate superintendent and DSSIs conduct formal observations of principals, and the associate superintendent conducts all principal evaluations using the Administrative and Supervisory Professional Growth System.

### **ACCOMPLISHMENTS AND INITIATIVES**

- » Develop and implement a model of essential elements of a project-based learning school with the redesigned Wheaton High School project so other schools can examine best practices for implementation.
- » Redefined role for resource teachers to serve as instructional leaders and collaborated with the Office of Curriculum and Instructional Programs to implement professional learning on leadership for identified resource teachers.
- » Provide professional development opportunities aligned with the Common Core State Standards to elevate creative problem solving and project based learning as part of ongoing professional learning with high school principals.
- » Utilize the innovative school improvement strategies identified from the Innovation Schools Network and the foundation of Creative Problem Solving and Social Emotional Learning to create the conditions for principals and schools to provide strong and relevant

instructional programs and overcome barriers to all students achieving at high levels and narrowing the achievement gap.

- » Redefined how we interact with schools around the school improvement planning process and made explicit connections between school improvement and leading for equity. Prioritize schools and coordinate efforts within OSSI and among other offices to provide targeted, aligned, and differentiated support to schools.
- » Beginning in 2014, high school administrators and teacher leaders utilized Early Warning Indicators (EWI) and multiple measures to inform allocations of resources.
- » Realigned directors of school support and improvement to reduce the number of schools supported by individual members of the high school level-alike team and increase the opportunity to provide intentional, focused, and targeted to support to schools.
- » Maintain and establish processes and practices to ensure ongoing communication and collaboration with other offices in MCPS, parents, and community partners to provide all students in MCPS schools with access to rigorous instruction that focuses on college and career-readiness.

### **PERFORMANCE MEASURES**

MCPS has established districtwide milestones to measure student progress across grades K-12: eligibility; graduation rate; completion of Algebra 1 & Algebra 2 with a C or better; and performance on Advanced Placement exams of 3 or higher/International Baccalaureate of a 4 or higher; SAT 1650 or higher/ACT 24 or higher; and hope, engagement, and well-being. OSSI will monitor performance on these milestones and their corresponding data indicators through school improvement plans, action plans, and principal SLOs.

OSSI leadership will develop action plans to ensure alignment of programs, supports, and resources to improve student achievement. Multiple measures of data across the SSIF, including state, county, and school assessments, will continue to be used to guide schools and departments in developing action plans to improve student achievement. The primary function of high schools is to provide challenging instruction, programs, and opportunities that allow students to work across curricular areas and employ 21st century skills, such as collaboration, communication, analysis and creativity to enhance efforts to prepare students for success in the 21st century, results in every student attaining academic success, and closing the student achievement gap. Over the next three years, MCPS will ensure an increase in overall performance on all established milestones and a reduction in the achievement gap.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Current Budget**

The current FY 2015 budget for high schools is changed from the budget adopted by the Board of Education on June 17, 2014. The change is a result of a realignment to this budget of a 1.0 school security assistant position and \$38,336 from the Department of Safety and Security. There also is a realignment of \$800 from this budget to the Office of Community Engagement and Partnerships where the funds are managed and utilized for the NAACP/MCPS parent kick-off meeting.

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for the high schools is \$295,312,367, an increase of \$13,696,830 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$12,439,756**

*Continuing Salary Costs—\$9,811,001*

There is an increase of \$9,811,001 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

*Student Enrollment—\$2,190,059*

There is an increase of 816 high school students projected for FY 2016. This requires an increase of 42.120 additional positions and \$2,011,722. The changes are as follows:

- » 37.5 classroom teacher positions and \$1,874,813
- » 2.0 security assistant positions and \$59,732
- » 1.0 media assistant position and \$28,875
- » .625 English composition position and \$20,348
- » .995 paraeducator position and \$27,954

In addition, there is an increase to the budget of \$124,787 for textbooks, instructional supplies, and media center materials. There also is an increase to the budget of \$53,550 for substitutes.

*Realignments to Meet Expenditure Requirements and Program Priorities—\$232,197*

Realignments are budgeted within the high school budget to address priority spending needs. There is a realignment of \$15,000 from professional part-time salaries to support student transportation costs for the Minority Achievement program. In addition, there is a realignment of \$60,000 in professional part-time salaries for intramural sports (\$40,000) and \$20,000 for student fees and exams. There also is a realignment of \$100,000 from substitutes to the budget for sick and annual leave payouts.

There also are realignments between the budgets for elementary, middle, and high schools levels. There is an increase to

this budget of \$300,000 from the elementary level for extra-curricular activities (\$50,000) and \$250,000 for payments for students in state juvenile facilities. There also is a realignment of \$10,000 from the middle schools budget to this budget for school projects. In addition, there is a realignment of \$66,248 from this budget to the elementary schools budget to support long-term leave (\$50,000) and \$16,248 for facility rental costs.

There also is a realignment of \$11,555 from this budget to the Department of Financial Services budget for employee benefits.

*Other—\$206,499*

Applying an inflation factor of 3 percent increases the budget for textbooks and instructional materials by \$206,499.

**Program Efficiencies and Reductions—(\$406,499)**

The inflation amount of \$206,499 budgeted for textbooks and instructional materials is eliminated. Efficiencies will be necessary to ensure that schools have required textbooks and materials. There also is a reduction of one-time funding of \$200,000 for contractual services for the study of Special, Choice, and Signature programs.

**Strategic Priority Enhancements—\$1,663,573**

*5.5 Counselors to Increase/Differentiate Support for Higher Needs Schools—\$352,360*

Counselors at highly impacted high schools often have additional challenges to meet the social/emotional needs of students, provide academic support, and provide assistance with college applications for students who do not have support at home. Counselor caseloads are currently 250 to 1. This enhancement will change allocations for high school counselors to a tiered approach where schools with higher FARMS rates will be staffed at a lower ratio. In FY 2016, 11 higher needs schools will receive an additional .5 FTE counselor to increase and differentiate counseling support for students. The budget is increased by \$352,360 for the positions. An additional \$110,289 is budgeted for employee benefits in the Department of Financial Services budget.

*High School Athletic Trainers—\$329,000*

Concerns and attention have increased dramatically across the country regarding the safety of student athletes participating in interscholastic athletic programs. These concerns include the potentially catastrophic effects of concussions, inappropriate heat acclimatization, and Methicillin-resistant Staphylococcus Aureus or staph infections. More and more high schools across the country, in Maryland, and the Washington, D.C. metropolitan area are utilizing the services of athletic trainers to enhance the safety and welfare of students participating in interscholastic athletic programs. This enhancement builds on the athletic trainer pilot program started for MCPS high schools. This addresses the safety and welfare of approximately 22,500 MCPS high school student athletes participating on approximately 1,100 high school interscholastic teams. There is \$329,000 added to the budget to support additional contractual athletic trainer services

and other associated athletic training expenses at each of the 25 MCPS high schools, with a separate athletic trainer assigned for each school.

*10.0 Teacher Positions for Release Time for High School Resource Teachers to Fulfill Leadership Responsibilities—\$516,050*

High school resource teachers currently teach four classes, one less than classroom teachers. The additional release period provides time for the resource teachers to fulfill leadership responsibilities including observations, coaching, professional development, planning for meetings, and providing other supports. The FY 2015 Operating Budget included a multi-year enhancement to provide high school resource teachers additional time in critical content areas to perform this important work. The FY 2015 Operating Budget provided 10.0 teacher positions to provide 50 resource teachers one additional release period. The FY 2016 Operating Budget includes 10.0 positions and \$516,050 to support the second year of the enhancement that provides an additional 50 resource teachers in mathematics, English, social studies, and science with an additional release period. There also is \$161,520 for employee benefits budgeted in the Department of Financial Services budget.

*5.0 High School Staff Development Teachers—\$345,855*

Past budget reductions resulted in each high school losing a .6 staff development teacher position leaving each school with an allocation of .4. The FY 2015 Operating Budget included an enhancement of 5.0 high school staff development teacher positions to restore a .2 position to each of the 25 high schools bringing each to a .6 position. The additional staff development support is needed to improve instruction, preparing students to be college and career-ready, and address changes related to the Common Core State Standards.

The recommended FY 2016 Operating Budget adds another 5.0 high school staff development teachers and \$345,855 to provide an additional .2 position to each of the 25 high schools, increasing the staff development teacher to a .8 FTE position. The additional .2 position per school will provide staff development teachers more time to provide teams and individual teachers with the support needed to build professional learning communities and focus on improving instruction and learning in all high schools. There also is \$28,270 for employee benefits budgeted in the Department of Financial Services budget.

*8.0 Assistant School Administrators to Assistant Principals—\$120,308*

This enhancement reflects the first year of a multi-year plan to convert assistant school administrator positions to assistant principals. Through this conversion starting with eight highly impacted schools in FY 2016, principals will have additional support to implement the Professional Growth System effectively. In order for teachers and instructional staff members to grow professionally and improve their respective crafts, they must receive thoughtful and timely feedback on their practice and performance. Assistant School Administrators are able to observe but cannot evaluate the performance of teachers. An increased number of Assistant Principals will reduce staff to evaluator ratios and ensure a productive and thorough evaluation process that cites evidence that supports high quality instruction and clearly identifies and documents areas of growth. There is an increase to the budget of \$110,807 for the eight additional positions. There also is \$16,645 for employee benefits budgeted in the Department of Financial Services budget.

In addition, a greater number of assistant principals will increase the pool of administrators to serve in the roles of either regional summer school administrators or master schedule coordinators. These assignments have a significant impact on student achievement and help to reduce the achievement gap.

# High Schools - 141/142/143/146/147/148/149/151/152/163

Dr. Kimberly Statham, Deputy Supt. for School Support & Improvement

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	3,249.880	3,290.380	3,291.380	<b>3,354.900</b>	63.520
Position Salaries	\$244,216,147	\$254,662,545	\$254,700,881	<b>\$267,755,355</b>	\$13,054,474
<b>Other Salaries</b>					
Summer Employment		137,610	137,610	<b>137,610</b>	
Professional Substitutes		3,818,061	3,818,061	<b>3,811,562</b>	(6,499)
Stipends		6,755,413	6,755,413	<b>6,790,413</b>	35,000
Professional Part Time		1,444,088	1,444,088	<b>1,391,947</b>	(52,141)
Supporting Services Part Time		461,498	461,498	<b>450,391</b>	(11,107)
Other		2,002,468	2,002,468	<b>2,150,779</b>	148,311
Subtotal Other Salaries	13,395,890	14,619,138	14,619,138	<b>14,732,702</b>	113,564
<b>Total Salaries &amp; Wages</b>	<b>257,612,037</b>	<b>269,281,683</b>	<b>269,320,019</b>	<b>282,488,057</b>	<b>13,168,038</b>
<b>02 Contractual Services</b>					
Consultants		62,656	62,656	<b>62,656</b>	
Other Contractual		1,140,290	1,140,290	<b>1,226,934</b>	86,644
<b>Total Contractual Services</b>	<b>530,991</b>	<b>1,202,946</b>	<b>1,202,946</b>	<b>1,289,590</b>	<b>86,644</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks		1,852,766	1,852,766	<b>1,886,355</b>	33,589
Media		737,443	737,443	<b>750,812</b>	13,369
Instructional Supplies & Materials		4,293,095	4,293,095	<b>4,369,533</b>	76,438
Office		307	307	<b>307</b>	
Other Supplies & Materials		359,080	359,080	<b>342,832</b>	(16,248)
<b>Total Supplies &amp; Materials</b>	<b>6,672,648</b>	<b>7,242,691</b>	<b>7,242,691</b>	<b>7,349,839</b>	<b>107,148</b>
<b>04 Other</b>					
Local/Other Travel		700,911	700,911	<b>700,911</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		2,734,448	2,733,648	<b>3,068,648</b>	335,000
<b>Total Other</b>	<b>3,431,109</b>	<b>3,435,359</b>	<b>3,434,559</b>	<b>3,769,559</b>	<b>335,000</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		415,322	415,322	<b>415,322</b>	
<b>Total Equipment</b>	<b>230,022</b>	<b>415,322</b>	<b>415,322</b>	<b>415,322</b>	
<b>Grand Total</b>	<b>\$268,476,807</b>	<b>\$281,578,001</b>	<b>\$281,615,537</b>	<b>\$295,312,367</b>	<b>\$13,696,830</b>

# High Schools - 141/142/143/146/147/148/151/152/163

Dr. Kimberly Statham, Deputy Supt. for School Support & Improvement

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>141 High Schools</b>						
2	Q Principal		25.000	25.000	25.000	<b>25.000</b>	
2	N Coordinator		3.000	3.000	3.000	<b>3.000</b>	
2	N Principal Asst High		68.000	68.000	68.000	<b>76.000</b>	8.000
2	N Asst Sch Administrator (11 mo)		18.000	18.000	18.000	<b>10.000</b>	(8.000)
2	H School Business Admin		25.000	25.000	25.000	<b>25.000</b>	
3	BD Counselor, Secondary	X	153.500	154.000	154.000	<b>159.500</b>	5.500
3	BD Media Specialist	X	25.000	25.000	25.000	<b>25.000</b>	
3	BD Counselor, Resource	X	25.000	25.000	25.000	<b>25.000</b>	
3	AD Teacher	X	1,946.400	1,942.800	1,942.800	<b>1,980.300</b>	37.500
3	AD Teacher, Academic Intervention	X	23.800	23.800	23.800	<b>23.800</b>	
3	AD Teacher, Staff Development	X	10.000	15.000	15.000	<b>20.000</b>	5.000
3	AD Teacher, Athletic Director	X	25.000	25.000	25.000	<b>25.000</b>	
3	AD Teacher, Alternative Programs	X	19.000	19.000	19.000	<b>19.000</b>	
3	AD Teacher, Vocational Support	X	15.800	15.800	15.800	<b>15.800</b>	
3	AD Teacher, Career Preparation	X	14.900	14.900	14.900	<b>14.900</b>	
3	AD Teacher, Special Programs	X	44.100	44.100	44.100	<b>44.100</b>	
3	AD Teacher, Focus	X		40.000	40.000	<b>40.000</b>	
3	AD Teacher, Resource	X	196.000	195.000	195.000	<b>205.000</b>	10.000
3	AD Senior Instructor, JROTC	X	6.000	6.000	6.000	<b>6.000</b>	
3	AD Instuctor, JROTC	X	7.000	5.000	5.000	<b>5.000</b>	
10	25 IT Systems Specialist			25.000	25.000	<b>25.000</b>	
3	25 IT Systems Specialist		25.000				
3	17 Media Services Technician		25.000	25.000	25.000	<b>25.000</b>	
2	16 School Financial Specialist		25.000	25.000	25.000	<b>25.000</b>	
2	16 School Registrar		25.000	25.000	25.000	<b>25.000</b>	
2	16 School Admin Secretary		25.000	25.000	25.000	<b>25.000</b>	
2	16 Security Team Leader	X	25.000	25.000	25.000	<b>25.000</b>	
3	16 English Composition Asst	X	48.500	48.500	48.500	<b>49.125</b>	.625
3	16 Career Information Coordinator		25.000	25.000	25.000	<b>25.000</b>	
3	15 Dual Enrollment Program Assist	X	4.260	4.250	4.250	<b>4.250</b>	
10	14 Security Assistant	X			1.000		(1.000)
2	14 Security Assistant	X	113.000	113.000	113.000	<b>115.000</b>	2.000
2	13 School Secretary II	X	34.000	34.000	34.000	<b>34.000</b>	
2	13 School Secretary II		28.000	28.000	28.000	<b>28.000</b>	
3	13 Paraeducator	X	49.870	51.880	51.880	<b>52.875</b>	.995
2	12 School Secretary I	X	68.500	68.500	68.500	<b>68.500</b>	
3	12 Media Assistant	X	44.500	44.500	44.500	<b>45.500</b>	1.000
	<b>Subtotal</b>		<b>3,216.130</b>	<b>3,257.030</b>	<b>3,258.030</b>	<b>3,319.650</b>	<b>61.620</b>
	<b>142 Edison High School of Technology</b>						
2	P Principal		1.000	1.000	1.000	<b>1.000</b>	
2	N Assistant Principal		1.000	1.000	1.000	<b>1.000</b>	

# High Schools - 141/142/143/146/147/148/151/152/163

Dr. Kimberly Statham, Deputy Supt. for School Support & Improvement

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
<b>142 Edison High School of Technology</b>							
2	H School Business Admin		1.000				
3	BD Counselor, Secondary	X	1.000	1.000	1.000	<b>1.000</b>	
3	AD Teacher	X	19.500	19.500	19.500	<b>19.500</b>	
3	AD Teacher, Resource	X	4.000	4.000	4.000	<b>4.000</b>	
10	25 IT Systems Specialist			1.000	1.000	<b>1.000</b>	
3	25 IT Systems Specialist		1.000				
2	16 School Financial Specialist		1.000	1.000	1.000	<b>1.000</b>	
2	16 School Admin Secretary		1.000	1.000	1.000	<b>1.000</b>	
3	16 Career Information Coordinator		1.000	1.000	1.000	<b>1.000</b>	
2	13 School Secretary II		1.000	1.000	1.000	<b>1.000</b>	
3	13 Paraeducator	X	.250	.250	.250	<b>1.250</b>	1.000
2	9 Office Assistant II	X	1.000	1.000	1.000	<b>1.000</b>	
<b>Subtotal</b>			<b>33.750</b>	<b>32.750</b>	<b>32.750</b>	<b>33.750</b>	<b>1.000</b>
<b>143 High School Plus</b>							
3	AD Teacher	X		.600	.600	<b>1.500</b>	.900
<b>Subtotal</b>				<b>.600</b>	<b>.600</b>	<b>1.500</b>	<b>.900</b>
<b>Total Positions</b>			<b>3,249.880</b>	<b>3,290.380</b>	<b>3,291.380</b>	<b>3,354.900</b>	<b>63.520</b>



**CHAPTER 2**

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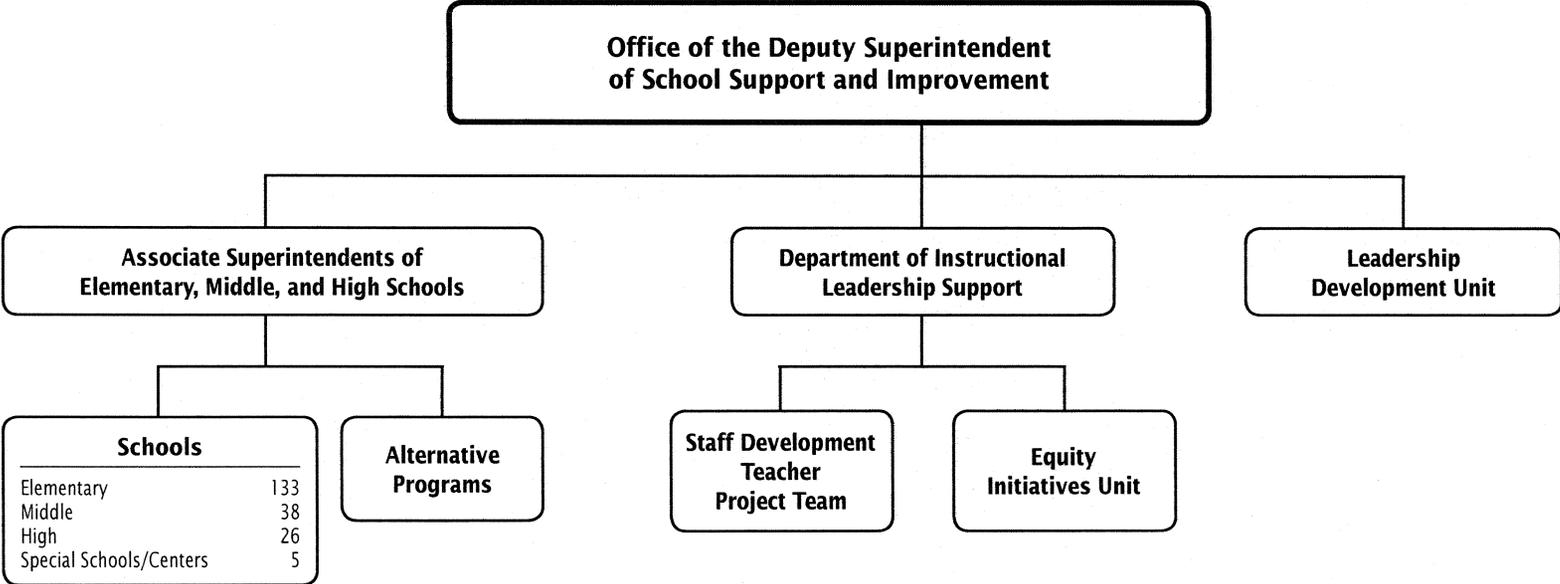
**Office of School Support and Improvement**

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**Office of School Support and Improvement  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	28.000	29.000	29.000	30.000	1.000
Business/Operations Admin.					
Professional	59.900	59.100	59.100	61.100	2.000
Supporting Services	46.850	46.850	46.850	46.850	
<b>TOTAL POSITIONS</b>	<b>134.750</b>	<b>134.950</b>	<b>134.950</b>	<b>137.950</b>	<b>3.000</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$4,054,901	\$4,529,252	\$4,529,252	\$4,744,956	\$215,704
Business/Operations Admin.					
Professional	4,928,226	4,997,930	4,997,930	5,291,596	293,666
Supporting Services	2,397,286	2,507,086	2,507,086	2,541,237	34,151
<b>TOTAL POSITION DOLLARS</b>	<b>11,380,413</b>	<b>12,034,268</b>	<b>12,034,268</b>	<b>12,577,789</b>	<b>543,521</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	347,813	728,488	728,488	579,553	(148,935)
Supporting Services	14,894	37,781	37,781	38,725	944
<b>TOTAL OTHER SALARIES</b>	<b>362,707</b>	<b>766,269</b>	<b>766,269</b>	<b>618,278</b>	<b>(147,991)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>11,743,120</b>	<b>12,800,537</b>	<b>12,800,537</b>	<b>13,196,067</b>	<b>395,530</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>257,517</b>	<b>242,669</b>	<b>242,669</b>	<b>242,669</b>	
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>148,338</b>	<b>191,092</b>	<b>191,092</b>	<b>172,092</b>	<b>(19,000)</b>
<b>04 OTHER</b>					
Local/Other Travel	38,669	121,486	121,486	121,486	
Insur & Employee Benefits	417	1,944	1,944	1,944	
Utilities					
Miscellaneous	1,331	3,000	3,000	3,000	
<b>TOTAL OTHER</b>	<b>40,417</b>	<b>126,430</b>	<b>126,430</b>	<b>126,430</b>	
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$12,189,392</b>	<b>\$13,360,728</b>	<b>\$13,360,728</b>	<b>\$13,737,258</b>	<b>\$376,530</b>

# Office of the Deputy Superintendent of School Support and Improvement Overview



# Office of the Deputy Superintendent of School Support and Improvement

Deputy Superintendent of School Support and Improvement	1.0
Executive Director (P)	2.0
Coordinator (N)	1.0
Supervisor (O)	1.0
Administrative Services Manager III (19)	1.0
Administrative Services Manager I (17)	2.0
Administrative Secretary III (16)	1.0
Administrative Secretary I (14)	1.0

<b>Department of Instructional Leadership Support</b>
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<b>Leadership Development Unit</b>	
Director II (Q)	1.0
Director I (P)	2.0
Administrative Secretary III (16)	1.0
Administrative Secretary II (15)	1.0

<b>Associate Superintendent of High Schools</b>	
Associate Superintendent of High Schools	1.0
Director II (Q)	3.0
Administrative Services Manager I (17)	1.0
Administrative Secretary III (16)	2.0

<b>Associate Superintendent of Middle Schools</b>	
Associate Superintendent of Middle Schools	1.0
Director II (Q)	3.0
Administrative Services Manager I (17)	1.0
Administrative Secretary III (16)	2.0

<b>Associate Superintendent of Elementary Schools</b>	
Associate Superintendent of Elementary Schools	4.0
Director II (Q)	5.0
Administrative Services Manager I (17)	4.0
Administrative Secretary III (16)	2.0

<b>Alternative Programs</b>			
Principal (P)	1.0	Teacher, Staff Development (A-D)	1.0
Assistant Principal (N)	1.0	Teacher, Resource (A-D)	5.0
Pupil Personnel Worker (B-D)	1.0	Teacher, Special Education, Resource (A-D)	1.0
Social Worker (B-D)	1.0	IT Systems Specialist (25)	.5
Counselor (B-D)	2.0	School Registrar (16)	1.0
Instructional Specialist (B-D)	1.0	School Administrative Secretary (16)	1.0
Media Specialist (B-D)	1.0	Security Team Leader (16)	1.0
Psychologist (B-D)	1.0	Administrative Secretary I (14)	1.0
Central Office Teacher (A-D)	0.5	Security Assistant (14)	3.0
Teacher, Alternative Programs (A-D)	29.4	Paraeducator (12-13)	16.35
Teacher, Special Education (A-D)	1.0		

Chapter 2 - 4

**MISSION** *The mission of the Office of School Support and Improvement (OSSI) is to maximize student achievement by building the capacity of instructional leaders. OSSI will accomplish this mission by supporting, supervising, and coaching instructional leaders to improve practice; building networks for benchmarking and idea sharing; coordinating resources across central offices; promoting equitable practices; and building positive relationships that facilitate open communication.*

## MAJOR FUNCTIONS

### Supporting School Improvement

The function of OSSI is to ensure that every school has excellent leadership that enables schools to focus on improving student achievement through effective instruction. To maintain this focus, the office provides support to individual principals, schools, and the school system; monitors implementation of Board of Education policies and student progress; selects and evaluates principals; and coordinates resources to schools. OSSI monitors the implementation of the school improvement planning process using the quality tools of the Baldrige-guided School Improvement process and Coaching for Equity to build capacity of school leaders. OSSI is led by a deputy superintendent, who is responsible for the office and the direct supervision of six associate superintendents and the directors of both the Department of Instructional Leadership Support (DILS) and the Leadership Development Unit (LDU).

Staff in DILS and LDU design, deliver, and monitor professional learning experiences for school-based and central office leaders focused on changing adult practice that results in increased academic achievement for all students and addresses the racial academic achievement gap. Each associate superintendent oversees between 26 and 38 schools (including alternative programs and a charter school) that are organized by school level (elementary, middle, and high school).

Supporting schools and the associate superintendents are nine directors of school support and improvement. Additionally, level-alike school improvement teams (elementary, middle, and high school) allow OSSI to meet the needs of schools at each level, to implement Curriculum 2.0 and the Common Core State Standards (CCSS); strengthen professional learning communities; develop strong leaders; and promote social-emotional learning and the development of 21st century skills in our students. Each level-alike school improvement team is led by an associate superintendent and includes directors and staff that provide flexible, targeted support and professional development for our schools. The associate superintendents and the directors of school support and improvement assist principals in identifying school

improvement strategies for improving student learning and achievement, using school improvement plans to focus and monitor the improvement strategies, analyzing school data for concrete actions, and providing differentiated assistance on school-based issues.

OSSI collaborates with the Office of Human Resources and Development (OHRD), the Office of Curriculum and Instructional Programs, the Office of the Chief Technology Officer, the Office of Special Education and Student Services, the Office of the Chief Engagement and Partnership Officer, and the Office of Shared Accountability to ensure that the work is coordinated and aligned with school needs.

### Supervision and Evaluation of School-based Administrators

OSSI oversees the interviewee selection and evaluation processes of all school-based administrators. This includes managing the principal-selection process, to ensure community and staff involvement, and the selection and assignment of new assistant principals and assistant school administrators. OSSI and OHRD coordinate efforts in determining and assigning principal interns to elementary and secondary schools. In addition, the offices collaborate on screening and interviewing external candidates for administrative positions, oversee transfers of administrators, and monitor principals' adherence to the teacher and supporting services professional growth system requirements. Associate superintendents and directors of school support and improvement conduct formal observations of principals and associate superintendents conduct all principal evaluations using the Administrative and Supervisory Professional Growth System. Associate superintendents serve on second-year assistant principal trainee and elementary intern development teams. Directors of school support and improvement serve on all first-year elementary assistant principal trainee development teams.

### Assessment and Monitoring of School Improvement

Associate superintendents and the directors of school support and improvement analyze individual school performance data relative to countywide, state, and national standards and assess school growth toward those standards. Of equal importance is the focus on rigor and raising the achievement bar for all students. Therefore, OSSI uses multiple measures of data to determine the unique strengths and needs of each of our schools. The School Support and Improvement Framework (SSIF) is a strategy that was developed by OSSI to understand the strengths and needs of each of our 202 schools by using multiple sources of data to pinpoint the support needed. SSIF is based on four categories of data that help us understand the conditions for student success at each school. Following are examples of the type of data in each SSIF category:

- » Student outcome data—student assessment data from national, state (including the School Progress Index and Annual Measurable Objectives [AMOs]), and local school assessments; also analyzed are suspension, eligibility, and graduation rate data.

- » Perceptual data—stakeholder input such as the Gallup survey on student and staff engagement, student voice data, and parent survey data.
- » Implementation data—implementation rubrics for our curriculum designed to match the CCSS and professional learning communities.
- » Leadership data—standards of leadership practice in our professional growth system for principals.

The analysis of data across all four categories helps us hold schools accountable and support them for both results and practices that lead to better outcomes for students. While schools may demonstrate high levels of student achievement and success in increasing student achievement and reducing gaps across subgroups, they may have other needs in the areas of school culture, implementation of curricula or professional learning for staff, or leadership. Once each school's need is identified, OSSI works in collaboration with other offices to ensure that the school receives the training, technical support, and human and material resources necessary to meet its needs. Technical assistance and direct school supports are provided to schools through a tiered approach, with those schools demonstrating the greatest needs (perhaps across multiple categories of SSIF data) receiving more intense support (more frequent visits, additional staff, specific professional learning sessions, etc.).

### **Building the Instructional Leadership Practices of Administrators**

Another key support to schools is ongoing coaching (conducted by OSSI leaders) to continuously develop the capacity of our leaders to improve their practice as instructional leaders. The focal point of the coaching conversations is the implementation of school improvement plans. Coaching topics can include (but are not limited to) the use of data to develop an instructional focus designed to meet student learning needs, how to conduct a root-cause analysis, creating professional learning communities where teachers examine the effects of implementing new instructional practices on student learning outcomes, and feedback on the functioning of instructional leadership teams. Another resource allocated to schools to help meet their school improvement needs is staff expertise. This is done by strategically deploying equity specialists, staff development specialists, and leaders in OSSI. These experts provide professional learning opportunities for principals, their staff development teachers, school leadership teams, and grade or department teams to build their capacity to implement new instructional and leadership approaches. In addition, leaders in OSSI create professional learning networks so that school leaders can learn promising school improvement practices from each other.

### **Eliminating the Achievement Gap**

DILS supports schools with the school improvement process including: conducting a root cause analysis; identifying an instructional focus; planning, implementing, and monitoring professional learning; and engaging professional learning communities in the examination of professional

practice through the lens of racial equity to increase student achievement. The department uses SSIF and the school story protocol to identify each school's strengths and needs and differentiate support. In addition, the department works collaboratively within and among MCPS offices to develop and provide ongoing systemwide training and support for instructional leaders. Specifically, the staff development specialists in the Staff Development Teacher (SDT) Project Team are assigned to support SDT in schools and collaborate with the instructional leadership team to plan, implement, and monitor professional learning aligned to the school's school improvement plan. Beginning in Fiscal Year (FY) 2015, every school will be assigned an equity specialist from the Equity Initiatives Unit (EIU) to work primarily with principals and leadership teams to apply an equity focused lens to the development, implementation, and monitoring of a professional learning progression to support the school's instructional focus.

### **Developing Effective Educational Environments**

OSSI supervises and supports Alternative Programs to provide positive and effective educational programs for adolescents who have not been successful in comprehensive schools. Each comprehensive middle and high school operates a Level 1 program for students who need additional support in academic, socialemotional and behavior management areas. Alternative Programs also operates four Level 2 programs located outside of the comprehensive school setting. These secondary programs provide direct instruction in the areas of academics and social emotional development. The Level 3 Randolph Academy high school program and the Level 3 Fleet Street middle school program serve students in lieu of expulsion; and a 45-day alternative program serves special education students who are involved with drugs, weapons, or serious bodily injury offenses.

## **ACCOMPLISHMENTS AND INITIATIVES**

- » *The Maryland Bridge to Excellence in Public Schools Act* sets a standard for the acceleration of academic achievement for all students and the elimination of achievement gaps among students. OSSI ensures that schools are focused on improving student performance in order to meet the requirements of this legislation as well as the long-standing plans and expectations for educational excellence in MCPS.
- » OSSI is continuing to utilize the SSIF and the level-alike organization to provide more targeted and differentiated supports to schools. The teams have analyzed school context data using the SSIF to maximize school improvement efforts and to provide intense support to schools to help them accelerate their progress in raising achievement levels for all students and narrowing achievement gaps. Through this process, OSSI has been able to strategically match skills and expertise to support schools based on their unique school contexts. These practices allow for principals and central office leaders to work collaboratively to identify creative strategies and practices to improve

student performance, address the specific needs of students, and close gaps between subgroups. Each school has a customized plan of support. The associate or director assigned to each school serves as the case manager for each school and makes sure the strategies and plans are implemented and supported by the coordinated efforts of central office staff. The case manager works closely with the associate superintendents of elementary, middle, and high schools as well as OSSI directors to provide ongoing support to those schools, including intensive differentiated coaching on the School Improvement Process; uncover existing barriers to accelerate the closing of achievement gaps; and work with school leaders to create conditions for school success.

- » OSSI manages the school-based administrator selection and assignment process and the interviews of external candidates for assistant principal and principal positions. The office also collaborates with other offices and school administrators in the assignments of principal interns, assistant principals, and assistant school administrators, assigning 20 principal interns and 26 assistant principals for FY 2015. We are continuing to focus efforts on accelerating student achievement in our middle schools, including “focus” teachers to provide math and reading interventions in the middle schools and the restoration of the SDT position from 0.4 to 1.0 full-time equivalent in each middle school. Among the programmatic shifts guided by OSSI are the creation of a project-based learning environment at Wheaton High School and the redesign of Alternative Programs that will allow students to work across curricular areas and employ 21st century skills such as collaboration, communication, analysis, and creativity to prepare students for success in the 21st century.
- » DILS supports schools with the school improvement process, including conducting a root-cause analysis; identifying an instructional focus; planning, implementing, and monitoring professional learning; and engaging professional learning communities in the examination of professional practice through the lens of racial equity to increase student achievement. The department collaborated with system leaders to develop a professional learning framework to ensure that all leaders responsible for the design and delivery of professional learning have a common language and toolkit for the delivery of professional learning experiences that result in change in adult practices.
- » DILS includes the EIU and the SDT Project Team. The EIU provided direct services and varying levels of training to 81 schools and offices to develop foundational knowledge related to equity, such as the impact of colorblindness, historical inequity, and research-based practices to create equitable classrooms. In addition to directly supporting schools, the team expanded an existing professional learning community that focused on operationalizing equity to 12 elementary, middle, and high schools and developed a race and equity framework that organizes strategies to develop the culture,

practice, and leadership of leaders to lead for equity. The SDT Project Team works with school-based SDTs, other teacher leaders, and administrators to ensure the effective development and monitoring of professional learning at the school level. In addition to the training and job-embedded professional learning that ensures a high-quality SDT in every school, this team works collaboratively with administrators and teacher leaders to support professional learning communities within schools. The SDT Project Team also designs and delivers the School Leadership Teams Institute (SLTI), which focuses on shared leadership and collaborative decision making to improve teaching and learning to school leadership teams. More than 126 schools have completed more than 177 SLTI workshops.

## PERFORMANCE MEASURES

The state accountability measures have changed as Maryland has received a *No Child Left Behind* waiver. Schools are no longer held accountable for making Adequate Yearly Progress (AYP) or meeting AMO. Five districtwide milestones have been established to measure student progress: state assessments (Grades 3, 4, 5, and 8); eligibility; graduation rate; completion of Algebra 1 and Algebra 2 with a C or better; performance on Advanced Placement exams of 3 or higher/International Baccalaureate of 4 or higher; and SAT score of 1650 or higher/ACT of 24 or higher. System performance targets have been set for these milestones and their corresponding data indicators to guide schools and departments in developing action plans to improve student achievement. During the transition, AMOs in reading and mathematics (as well as other county and school assessments) are being used to inform instructional decisions. The following reflect the number and percentage of schools where students met the AMOs in reading and mathematics in the “all students” category in 2014.

- » Elementary schools (Reading) 106 (81.2%); Elementary schools (Math) 91 (69.7%)
- » Middle schools (Reading) 27 (71.1%); Middle schools (Math) 19 (50.0%)
- » High schools (Reading) and High schools (Math) were not available at this time.
- » In 2015, our goal will be 100 percent of elementary and high schools and 90 percent of middle schools meeting their AMOs in reading and mathematics in the “all students” category.
- » Additionally, our goal will be for K–12 schools to meet the AMOs in reading and mathematics by subgroups: African American, Latino, Free and Reduced-price Meals System, Special Education, Limited English Proficiency.

**Explanation:** The primary function of OSSI is to ensure that schools are focused on improving student learning and achievement. OSSI uses a wide range of data to ensure that principals and teachers examine their schools’ performance and adjust their instructional plans accordingly.

**Performance Measure:** Increase the percentage of Alternative Program students who meet the established exit criteria and transition to their home/comprehensive school at the end of the school year.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
47%	50%	55%

**Explanation:** Each student has individualized exit criteria (based on academics, behaviors, and attendance) to transition from alternative programs to a home/comprehensive school.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this office is \$10,730,116, an increase of \$441,522 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes - \$327,701**

*Continuing Salary Costs—\$327,701*

There is an increase of \$327,701 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

*Realignments to Meet Expenditure Requirements and Program Priorities—\$0*

Realignments are budgeted to address priority spending needs in this office. There is a realignment of \$5,500 from local travel mileage reimbursement to fund travel for professional learning.

**Strategic Priority Enhancements—\$113,821**

*Middle School Improvement Strategy Implementation—\$113,821*

The middle school improvement strategy implementation is designed to align existing teachers (i.e., middle school focus teachers, staff development teachers, and staff development substitutes funded in FY 2014) to the middle school framework and optimize opportunities for adults and students to meet the three competency areas of academic excellence, create problem solving, and social emotional learning identified in the MCPS' Strategic Planning Framework Building Our Future Together: Students, Staff, and Community. The resources for positions, professional learning, and resource development support the creation of conditions for collaboration that will improve student achievement and contribute to equity for all students.

The FY 2015 Operating Budget included \$102,835 to support a pilot group of five middle schools and leadership teams to study ways to incorporate the three competencies throughout the instructional program. Middle school schedules include time for collaborative planning for staff to incorporate these characteristics into their content areas. Leadership teams will participate in workshops to focus on understanding the middle school improvement strategy and explore ways to incorporate the strategy in school structure, curricula, and activities. Cohorts of staff are planning and designing innovative ways to apply the strategy. The FY 2016 budget includes the additions of a 1.0 middle school coordinator position and \$113,821. Funding of \$333,847 for professional learning for secondary leadership teams, and collaborative cohort planning to extend this middle school improvement strategy to additional schools is budgeted in the Middle Schools budget. There also is \$55,887 for employee benefits budgeted in the Department of Financial Services budget.

**Neglected and Delinquent Youth Program**

The FY 2016 request for this grant program is \$131,896, the same level of funding as budgeted in FY 2015.

**Program's Recent Funding History**

	FY 2015 Projected 7/1/14	FY 2015 Received 11/30/14	FY 2016 Projected 7/1/15
Federal	\$131,896	\$181,746	\$131,896
State			
Other			
County			
<b>Total</b>	<b>\$131,896</b>	<b>\$181,746</b>	<b>\$131,896</b>

# Office Dep. Supt. for Sch. Supp. & Impr. - 617/561/612/613/633

Dr. Kimberly Statham, Deputy Superintendent for School Support & Improv.

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	112,550	113,750	113,750	<b>114,750</b>	1,000
Position Salaries	\$9,088,236	\$9,682,642	\$9,682,642	<b>\$10,119,967</b>	\$437,325
<b>Other Salaries</b>					
Summer Employment		77,687	77,687	<b>79,629</b>	1,942
Professional Substitutes		57,272	57,272	<b>58,704</b>	1,432
Stipends		34,722	34,722	<b>34,722</b>	
Professional Part Time		89,079	89,079	<b>89,079</b>	
Supporting Services Part Time		32,938	32,938	<b>33,761</b>	823
Other					
Subtotal Other Salaries	87,172	291,698	291,698	<b>295,895</b>	4,197
<b>Total Salaries &amp; Wages</b>	<b>9,175,408</b>	<b>9,974,340</b>	<b>9,974,340</b>	<b>10,415,862</b>	<b>441,522</b>
<b>02 Contractual Services</b>					
Consultants		10,274	10,274	<b>10,274</b>	
Other Contractual		103,524	103,524	<b>103,524</b>	
<b>Total Contractual Services</b>	<b>102,477</b>	<b>113,798</b>	<b>113,798</b>	<b>113,798</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks		7,697	7,697	<b>7,697</b>	
Media					
Instructional Supplies & Materials		49,915	49,915	<b>49,915</b>	
Office		23,000	23,000	<b>23,000</b>	
Other Supplies & Materials		50,132	50,132	<b>50,132</b>	
<b>Total Supplies &amp; Materials</b>	<b>114,427</b>	<b>130,744</b>	<b>130,744</b>	<b>130,744</b>	
<b>04 Other</b>					
Local/Other Travel		66,712	66,712	<b>66,712</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		3,000	3,000	<b>3,000</b>	
<b>Total Other</b>	<b>29,157</b>	<b>69,712</b>	<b>69,712</b>	<b>69,712</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$9,421,469</b>	<b>\$10,288,594</b>	<b>\$10,288,594</b>	<b>\$10,730,116</b>	<b>\$441,522</b>

# Office of the Deputy Supt of SSI - 617/561/612/613/633

Dr. Kimberly Statham, Deputy Superintendent for School Support & Improv.

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>617 Office Dep. Supt. for Sch. Supp. &amp; Impr.</b>						
1	Chief Sch Improvement Officer		1.000				
1	Dep Supt for Schl Supp & Imprv		1.000	1.000	1.000	<b>1.000</b>	
2	Associate Superintendent		6.000	6.000	6.000	<b>6.000</b>	
2	Q Director II		8.000	11.000	11.000	<b>11.000</b>	
2	P Director I		1.000				
1	P Executive Director		2.000	2.000	2.000	<b>2.000</b>	
2	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
2	N Coordinator					<b>1.000</b>	1.000
1	19 Admin Services Mgr III		1.000	1.000	1.000	<b>1.000</b>	
1	17 Admin Services Manager I		1.000				
2	17 Admin Services Manager I		7.000	7.000	8.000	<b>8.000</b>	
2	16 Administrative Secretary III		6.000	8.000	7.000	<b>7.000</b>	
2	15 Administrative Secretary II		1.000				
2	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
1	13 Fiscal Assistant I		1.000				
	<b>Subtotal</b>		<b>38.000</b>	<b>38.000</b>	<b>38.000</b>	<b>39.000</b>	<b>1.000</b>
	<b>561 Alternative Programs</b>						
2	P Principal Alternative Programs		1.000	1.000	1.000	<b>1.000</b>	
2	N Asst Principal, Alt Programs		1.000	1.000	1.000	<b>1.000</b>	
3	BD Instructional Specialist			1.000	1.000	<b>1.000</b>	
7	BD Pupil Personnel Worker		1.000	1.000	1.000	<b>1.000</b>	
7	BD Social Worker		1.000	1.000	1.000	<b>1.000</b>	
3	BD Psychologist			1.000	1.000	<b>1.000</b>	
3	BD Counselor	X	1.000	2.000	2.000	<b>2.000</b>	
3	BD Media Specialist	X	1.000	1.000	1.000	<b>1.000</b>	
2	AD Central Off Teacher	X	2.000	.500	.500	<b>.500</b>	
3	AD Teacher, Staff Development	X		1.000	1.000	<b>1.000</b>	
3	AD Teacher, Alternative Programs	X	30.700	29.400	29.400	<b>29.400</b>	
6	AD Teacher, Special Education	X	1.000	1.000	1.000	<b>1.000</b>	
6	AD Teacher, Resource Spec Ed	X		1.000	1.000	<b>1.000</b>	
3	AD Res Teacher-Alternative Prgs	X	7.000	5.000	5.000	<b>5.000</b>	
2	25 IT Systems Specialist		.500	.500	.500	<b>.500</b>	
2	16 School Registrar		1.000	1.000	1.000	<b>1.000</b>	
2	16 School Admin Secretary			1.000	1.000	<b>1.000</b>	
2	16 Security Team Leader	X	1.000	1.000	1.000	<b>1.000</b>	
2	14 Administrative Secretary I		2.000	1.000	1.000	<b>1.000</b>	
2	14 Security Assistant	X	2.000	3.000	3.000	<b>3.000</b>	
3	13 Paraeducator	X	16.350	16.350	16.350	<b>16.350</b>	
	<b>Subtotal</b>		<b>69.550</b>	<b>70.750</b>	<b>70.750</b>	<b>70.750</b>	
	<b>613 Leadership Development Unit</b>						
2	Q Director II		1.000	1.000	1.000	<b>1.000</b>	

## Office of the Deputy Supt of SSI - 617/561/612/613/633

Dr. Kimberly Statham, Deputy Superintendent for School Support & Improv.

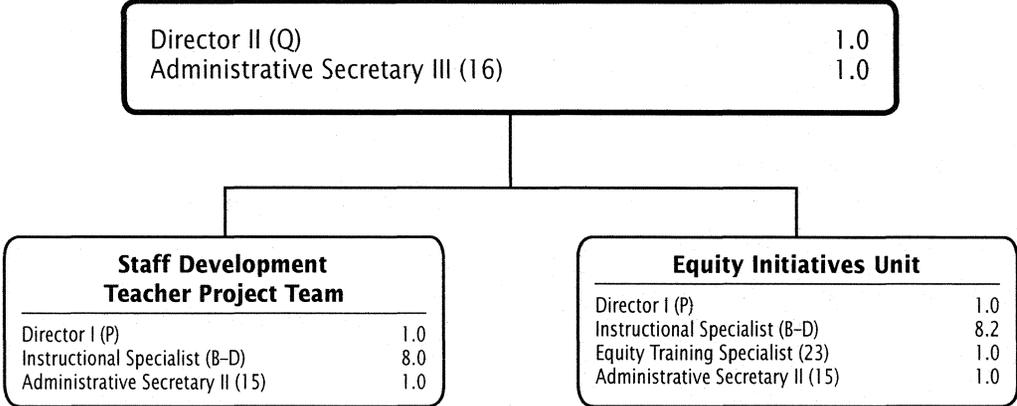
CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>613 Leadership Development Unit</b>						
2	P Director I		2.000	2.000	2.000	<b>2.000</b>	
2	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>5.000</b>	<b>5.000</b>	<b>5.000</b>	<b>5.000</b>	
	<b>Total Positions</b>		<b>112.550</b>	<b>113.750</b>	<b>113.750</b>	<b>114.750</b>	<b>1.000</b>

# Neglected and Delinquent Youth - 937

Dr. Kimberly Statham, Deputy Superintendent for School Support & Improvement

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)					
Position Salaries					
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		18,552	18,552	<b>18,552</b>	
Supporting Services Part Time					
Other					
Subtotal Other Salaries	5,917	18,552	18,552	<b>18,552</b>	
<b>Total Salaries &amp; Wages</b>	5,917	18,552	18,552	<b>18,552</b>	
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		106,703	106,703	<b>106,703</b>	
<b>Total Contractual Services</b>	151,879	106,703	106,703	<b>106,703</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		4,697	4,697	<b>4,697</b>	
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	502	4,697	4,697	<b>4,697</b>	
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits		1,944	1,944	<b>1,944</b>	
Utilities					
Miscellaneous					
<b>Total Other</b>	417	1,944	1,944	<b>1,944</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$158,715</b>	<b>\$131,896</b>	<b>\$131,896</b>	<b>\$131,896</b>	

# Department of Instructional Leadership Support



**MISSION** *The Department of Instructional Leadership Support (DILS) works collaboratively with school leaders and Montgomery County Public Schools (MCPS) offices to provide support and training for school administrators, leadership teams, and teacher leaders to ensure high-quality instruction, so that achievement is not predictable by race and all students are prepared for college and career success.*

## MAJOR FUNCTIONS

### School Improvement Planning Support and Professional Learning

DILS includes the Equity Initiatives Unit (EIU) and the Staff Development Teacher (SDT) Project Team. DILS supports schools with the school improvement process, including conducting a root-cause analysis; identifying an instructional focus; planning, implementing, and monitoring professional learning; and engaging professional learning communities in the examination of professional practice through the lens of racial equity to increase student achievement. The department uses the School Support and Improvement Framework (SSIF) and the school story protocol to identify each school's strengths and needs and differentiate support. In addition, the department works collaboratively within and among MCPS offices to use the professional learning framework to develop and provide ongoing systemwide training and support for instructional leaders. The department also provides professional learning to central services leaders on the design, implementation, and monitoring of effective professional learning, using the professional learning cycle.

### Equity and Cultural Proficiency Professional Learning and Support

The mission of the Equity Initiatives Unit continues to focus on building leadership to eliminate racial disparities in student performance so achievement is no longer predictable by race. The unit serves three primary audiences: school leadership teams, system leadership teams, and MCPS central office staff. The Equity Initiatives Unit facilitates ongoing leadership training, support, and coaching for schools and central office leadership teams consistent with research and best practices. In addition, MCPS has included equity criterion for each professional growth system, which has increased the need for support from the equity team.

Our strategies have moved from large macro professional development trainings to doing the work in professional learning communities, cross-school networks, and through consultation and coaching with other offices to lead the work with their staff members. By building the capacity of all staff in DILS to explicitly integrate race and equity training into their work supporting the school improvement process, the Equity Initiatives Unit supports all MCPS staff in developing an understanding and capacity to incorporate

the equity criterion into their practice. The school improvement process is another area where we have elevated equity for schools and offices to specifically and intentionally develop an instructional focus that will increase student achievement for all and accelerate learning for students in the achievement gap.

A common knowledge base, conversations, vocabulary, and skill set are continually strengthened through the ongoing study and shared learning experiences of DILS, school-based staff and MCPS central services staff as they relate to race and equity and elimination of the achievement gap. There is also a great deal of collaboration between offices and Professional Learning Communities (PLCs) throughout the district to provide MCPS staff in all three unions with the knowledge and skills needed to create the conditions needed for all children and adults to thrive.

### Staff Development Teacher Training and Support

The Staff Development Teacher (SDT) Project Team works with school-based SDTs, other teacher leaders, and administrators to ensure the effective development and monitoring of professional learning at the school level. The staff development specialists provide the training and job-embedded professional learning necessary to ensure that every school who works collaboratively with administrators and teacher leaders to support professional learning communities within the school has a high-quality SDT. In addition to supporting the planning, implementation, and monitoring of ongoing professional learning opportunities at schools across the district, the staff development specialists support principals and leadership teams through the school improvement process. Professional learning plans are aligned with the school improvement plan at each school. Specialists also work with schools to develop knowledge and skills related to effective teams, effective meetings, and collaborative processes for problem solving and decision making.

In addition to the training and development for SDTs, the SDT Project Team is responsible for training school leadership teams in the School Leadership Teams Institute (SLTI), a special project resulting from the negotiated agreement with the Montgomery County Education Association that focuses on shared leadership and collaborative decision making to improve teaching and learning.

DILS also collaborates with colleagues within the Office of School Support and Improvement (OSSI) in support of its vision and mission.

## ACCOMPLISHMENTS AND INITIATIVES

- » EIU has expanded its support to central offices and middle school assistant principals to provide the knowledge and skills to help leaders move from learning to doing in order to ensure that achievement is not predictable by race, culture, or ethnicity. Additionally, collaboration is done with the Study Circles Team to provide wrap-around services to several schools and

offices in order to ensure that we move from learning to doing. This collaboration with Watkins Mill High School, Brookhaven Elementary School, and Office of Curriculum and Instructional Programs has led schools' ability to align their equity work with their school and office improvement plans.

- » EIU provided direct services to 81 schools and offices. This support consisted of ongoing training to provide school leadership teams with foundational knowledge related to equity, such as the impact of colorblindness, historical inequity, and research-based practices to create equitable classrooms. In addition to our direct support to schools, the team expanded the implementation of its PLC that focused on operationalizing equity to include 12 elementary, middle, and high schools. This PLC consisted of schools from across the county that were brought together to strengthen their ability to have cross-ethnic, racial, and cultural discussions and to identify ways in which each school could begin to address equity systemwide. Each school team then took its learning back to share with school staff. EIU also worked closely with members of OSSI to ensure that equity was elevated as part of the school improvement process.
- » Equity specialists have delivered sessions to schools and offices related to the system priority of eliminating the racial achievement gap, including the following: disaggregating and analyzing data; leading school/office improvement with an elevated equity focus; participating in study circles, equity-focused walk-throughs, and instructional rounds; courageous conversations about race; culturally proficient teaching; equitable practices; oppression in education; coaching for equity; and building relationships. Targeted support also is provided in the form of planning, facilitating, and providing feedback for professional learning; facilitating ongoing book studies; providing books and videos; and designing and delivering specific courses and modules to deepen conversations around equity and developing cultural proficiency.
- » Beginning in Fiscal Year (FY) 2015, EIU will support principals and leadership teams in all 202 schools in the school improvement planning process and aligning professional learning for teachers and leaders to meet the instructional focus identified for students in the achievement gap, with a specific focus on beliefs and expectations. The comprehensive professional learning plan for training and support will be differentiated based on school context, instructional foci, and leadership readiness. Specialists in EIU have also developed a race and equity framework that organizes system strategies for developing the culture, practice, and leadership to achieve equity. This tool will be used with schools to guide their work in aligning school-based efforts and professional learning to the school improvement planning process.
- » The SDT Project Team supports school-based SDTs in all 202 schools and school leadership teams and plays a major role in systemic training on system initiatives,

such as the school improvement process, grading and reporting, Curriculum 2.0, race and equity, and knowledge and skills related to shared leadership. The FY 2014 comprehensive SDT professional learning plan provided for training and development, which was differentiated in the following three key areas:

- » Experience, level, needs, and interest.
- » Job-embedded support based on SDT and school need.
- » Content, process, and/or product of each training plan.

Staff development specialists played a key leadership role in professional learning related to several critical system priorities, including work on Curriculum 2.0; race and equity; standards-based grading and reporting; and the school improvement process and comprehensive professional learning plans, including evaluating professional learning to determine impact on teaching and learning. The support plan for all SDTs is differentiated and prioritized based on experience, skills, and special needs of students and staff within individual schools. SDT training and development consistently focused on coaching skills required to support teachers in their understanding of pedagogy, curriculum, and content. The comprehensive training and development plan for SDTs includes a number of opportunities for them to meet in professional learning communities organized by geographic cluster, by school level, school need, or interest, in order to study together, share best practices, and support and coach each other as they refine their craft.

School leadership teams participating in the SLTI attend one or more of four distinct workshops focused on the specific needs of their school: (1) Shared Leadership: A Team Examination of Collaboration and Empowerment; (2) Effective School Leadership Teams; (3) Skillful Team Collaboration, Part I; and (4) Skillful Team Collaboration, Part II. To date, more than 126 schools have completed more than 177 SLTI workshops.

## PERFORMANCE MEASURES

**Performance Measure:** Percentage of leadership team members participating in the Operationalizing Equity module who indicated on the end of the module survey that they are satisfied (agree or strongly agree) with: (1) the sessions built their capacity to sustain and deepen conversations about race and (2) the sessions were relevant to their work.

	FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
(1)	100%	100%	100%
(2)	100%	100%	100%

**Explanation:** This measure provides information on the actual impact of the Operationalizing Equity training and support provided to school teams. Through surveys, participants indicated the degree to which their knowledge was enhanced by the end of the five-day training. The training and development provided (including job-embedded coaching; school-based, personalized professional learning; and resources and other supports) is directly aligned with the equity criterion

and professional growth system standards. Substitutes and stipends are provided to support ongoing learning. For schools that participate in this module and receive other supports from the equity initiatives unit, follow-up in schools will be provided and actual implementation of practices will be measured and monitored.

**Performance Measure:** Percentage of teachers who indicated on the Staff Development Teacher Survey that they are satisfied (agree or strongly agree) with: (1) the professional supports provided by SDTs; (2) the way SDTs foster professional learning communities in their schools; (3) that the SDT is professional in his/her interactions, and (4) supports the use of data to improve instruction to meet students' needs.

	FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
(1)	83%	85%	87%
(2)	80%	82%	85%
(3)	91%	92%	93%
(4)	88%	89%	90%

**Explanation:** This measure provides information on the actual impact of the training and development supports provided to SDTs as they apply knowledge and skills in their schools. The training and development provided (including direct instruction as well as job-embedded coaching and other supports) is directly aligned with the SDT job description and performance standards. Through standardized surveys, SDTs collect feedback from the teachers in their buildings regarding the supports they provide.

**Performance Measure:** Percentage of school leadership team members who strongly agreed or agreed that they were prepared to apply new learning to become more effective in their work.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
100%	100%	100%

**Explanation:** This measure provides information on the actual impact of the shared leadership training and development provided to school teams. Through surveys, participants indicated the degree to which their knowledge was enhanced by the end of the two-day training. For schools that participate in workshops beginning in June 2010, follow-up in schools will be provided and actual implementation of practices will be measured and monitored.

**Performance Measure:** Percentage of school leadership teams that demonstrated effective application of the knowledge and skills from SLTI to their work as a leadership team.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
100%	100%	100%

**Explanation:** This measure provides information on the actual impact of the shared leadership training and development provided to school teams. The degree to which the teams are implementing the new knowledge and skills is assessed through an examination of authentic artifacts and/or observation.

## OVERVIEW OF BUDGET CHANGES

### FY 2016 Recommended Budget

The FY 2016 recommended budget for this department is \$2,875,246, a decrease of \$64,992 from the current FY 2015 budget. An explanation of this change follows.

### Same Service Level Changes—(\$5,606)

#### Continuing Salary Costs—(\$5,606)

There is a decrease of \$5,606 for continuing salary costs. The cost associated with the salary step and general wage adjustment (GWA) of 2 percent that employees will receive on October 3, 2015, as well as the annualized cost of the FY 2015 salary step and GWA of 1.5 percent that was provided to eligible employees on November 29, 2014, is offset by reductions for staff turnover.

#### Realignments to Meet Expenditure Requirements and Program Priorities—\$0

Realignments are budgeted to address priority spending needs in this department. There is a decrease of \$1,000 for local travel mileage reimbursement and a corresponding increase for travel for professional learning.

### Program Efficiencies and Reductions—(\$180,658)

There are reductions of \$126,658 budgeted for substitutes, \$35,000 for stipends, \$9,000 for instructional materials, and \$10,000 for program supplies. To continue to provide the same level of service to schools, department staff will work collaboratively with schools and school leadership to build capacity and cross-school networks to support schools.

### Strategic Priority Enhancements—\$121,272

#### Support for Equity Initiatives—\$121,272

This enhancement provides 2.0 instructional specialist positions and \$121,272 to the Equity Initiatives Unit. Currently, 6.2 instructional specialists and a 1.0 equity training specialist provide support for 202 schools as well as offices across MCPS. To provide consistent, pervasive, and intentional support to schools, the Equity Initiatives Unit has assigned each school an equity specialist. This results in one specialist having to support between 30-31 schools. With an increased focus on developing cultural competence and proficiency, there must be intentional support and inclusion of equity in school improvement. With additional staff, the Equity Initiatives Unit will be able to expand its collaboration with the Department of Instructional Leadership Support to support schools with the school improvement process and in the design, delivery, and monitoring of school improvement plans and professional learning. There also is \$37,958 for employee benefits budgeted in the Department of Financial Services budget.

# Dept. of Instructional Leadership Support - 216/214/618/652

Betty Collins, Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	22.200	21.200	21.200	<b>23.200</b>	2.000
Position Salaries	\$2,292,177	\$2,351,626	\$2,351,626	<b>\$2,457,822</b>	\$106,196
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		373,954	373,954	<b>236,645</b>	(137,309)
Stipends		77,222	77,222	<b>62,222</b>	(15,000)
Professional Part Time					
Supporting Services Part Time		4,843	4,843	<b>4,964</b>	121
Other					
Subtotal Other Salaries	269,618	456,019	456,019	<b>303,831</b>	(152,188)
<b>Total Salaries &amp; Wages</b>	2,561,795	2,807,645	2,807,645	<b>2,761,653</b>	(45,992)
<b>02 Contractual Services</b>					
Consultants		12,168	12,168	<b>12,168</b>	
Other Contractual		10,000	10,000	<b>10,000</b>	
<b>Total Contractual Services</b>	3,161	22,168	22,168	<b>22,168</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		9,000	9,000		(9,000)
Office					
Other Supplies & Materials		46,651	46,651	<b>36,651</b>	(10,000)
<b>Total Supplies &amp; Materials</b>	33,409	55,651	55,651	<b>36,651</b>	(19,000)
<b>04 Other</b>					
Local/Other Travel		54,774	54,774	<b>54,774</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	10,843	54,774	54,774	<b>54,774</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$2,609,208</u>	<u>\$2,940,238</u>	<u>\$2,940,238</u>	<u><b>\$2,875,246</b></u>	<u>(\$64,992)</u>

# Department of Instructional Leadership Support -216/144/214/652

Betty Collins, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>216 Dept. of Instructional Leadership Support</b>						
2	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
2	BD Instructional Specialist		2.000				
3	BD Instructional Specialist		2.000				
2	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>6.000</b>	<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	
	<b>618 Equity Initiatives Unit</b>						
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
2	BD Instructional Specialist		1.000				
3	BD Instructional Specialist		3.200	6.200	6.200	<b>8.200</b>	2.000
3	23 Equity Training Specialist		1.000	1.000	1.000	<b>1.000</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>7.200</b>	<b>9.200</b>	<b>9.200</b>	<b>11.200</b>	<b>2.000</b>
	<b>652 Staff Development Teacher Project Team</b>						
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
2	BD Instructional Specialist		1.000				
3	BD Instructional Specialist		6.000	8.000	8.000	<b>8.000</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>9.000</b>	<b>10.000</b>	<b>10.000</b>	<b>10.000</b>	
	<b>Total Positions</b>		<b>22.200</b>	<b>21.200</b>	<b>21.200</b>	<b>23.200</b>	<b>2.000</b>

**CHAPTER 3**

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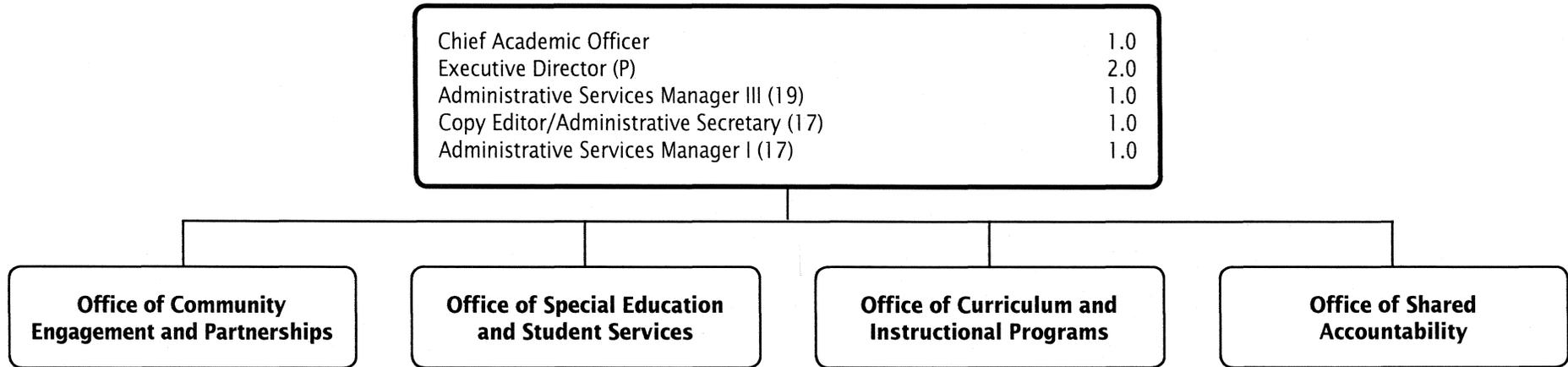
**Office of the Chief Academic Officer**

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**Office of the Chief Academic Officer  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	5.000	3.000	3.000	3.000	
Business/Operations Admin.					
Professional					
Supporting Services	3.000	3.000	3.000	3.000	
<b>TOTAL POSITIONS</b>	<b>8.000</b>	<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$844,996	\$507,548	\$507,548	\$514,322	\$6,774
Business/Operations Admin.					
Professional					
Supporting Services	210,416	212,678	212,678	210,310	(2,368)
<b>TOTAL POSITION DOLLARS</b>	<b>1,055,412</b>	<b>720,226</b>	<b>720,226</b>	<b>724,632</b>	<b>4,406</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional		1,000	1,000		(1,000)
Supporting Services				1,000	1,000
<b>TOTAL OTHER SALARIES</b>		<b>1,000</b>	<b>1,000</b>	<b>1,000</b>	
<b>TOTAL SALARIES AND WAGES</b>	<b>1,055,412</b>	<b>721,226</b>	<b>721,226</b>	<b>725,632</b>	<b>4,406</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>100</b>	<b>5,147</b>	<b>5,147</b>	<b>255,147</b>	<b>250,000</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>16,678</b>	<b>20,329</b>	<b>20,329</b>	<b>20,329</b>	
<b>04 OTHER</b>					
Local/Other Travel	15,788	7,753	7,753	7,753	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>TOTAL OTHER</b>	<b>15,788</b>	<b>7,753</b>	<b>7,753</b>	<b>7,753</b>	
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$1,087,978</b>	<b>\$754,455</b>	<b>\$754,455</b>	<b>\$1,008,861</b>	<b>\$254,406</b>

# Office of the Chief Academic Officer



Chapter 3 – 3

F.T.E. Positions 6.0

(The positions in the Office of Community Engagement and Partnerships are shown in Chapter 7, Office of Shared Accountability in Chapter 6, Curriculum and Instructional Programs in Chapter 4, and Special Education and Student Services in Chapter 5.)

**MISSION** *The mission of the Office of the Chief Academic Officer (OCAO) is to lead systemic education transformation by supporting high-quality instruction for all students. The OCAO pursues success for every student and closing the achievement gap by optimizing teaching and learning through the alignment of rigorous instructional programs, initiatives, and interventions targeted to improve teaching and learning, equitable distribution of resources, and workforce excellence in a system of shared accountability.*

## **MAJOR FUNCTIONS**

### **Programmatic Oversight**

OCAO leads and directs the instructional priorities of Montgomery County Public Schools (MCPS), grounded in an organizational culture of respect. OCAO supervises the Office of Curriculum and Instructional Programs (OCIP), Office of Shared Accountability (OSA), Office of Special Education and Student Services (OSESS), as well as the Office of Community Engagement and Partnerships (OCEP), and issues of Human Relations Compliance. The integrated efforts of these offices are focused on continuously increasing student achievement through an aligned curriculum, high-quality instruction, an effective shared accountability system, meaningful partnerships with families and community members, and the elimination of institutional barriers to individual student success.

### **Innovation Management**

OCAO identifies and disseminates innovative and effective programs and strategies to systemically improve teaching and learning, including identifying strategic interventions designed to increase student achievement and well-being. Through the development and implementation of systemic reform efforts, OCAO has established a safety net of support that acknowledges and provides for the wide variety of student needs in MCPS. OCAO coordinates and integrates the work of its offices within the context of a professional learning community where the leaders of OCAO engage in focused professional learning, aimed at improving teaching and learning.

### **Accountability**

OCAO oversees the development of a new accountability system that will support the new MCPS strategic planning framework by providing schools with the ability to monitor progress and individualize learning for the broad spectrum

of students. In alignment with this effort, OCAO is charged with preparing the school system for the new Partnership for Assessment of Readiness for College and Careers assessments that will become the basis for state and federal accountability models. OCAO integrates the work of OCIP, OSA, OSESS, and OCEP to create a seamless alignment of curriculum, assessment, and progress monitoring for all students in partnership with families and communities.

### **Closing the Achievement Gap**

OCAO is committed to dismantling institutional barriers to student success, creating a culture of high expectations, mutual respect, and shared accountability. Gatekeeping mechanisms and other impediments to student engagement and achievement are identified and systematically eliminated. OCAO supports schools to ensure the success of every student, including students with disabilities, English language learners, and racial and ethnic minorities.

### **State, Federal, and Local Compliance**

OCAO is responsible for setting the standard for a culture of respect for students by ensuring that MCPS is in compliance with all federal, state, and local laws regarding issues of illegal discrimination, sexual harassment, hate/violence, the Americans with Disabilities Act, as well as the dispute resolution process for students with disabilities. Through a comprehensive approach to safeguarding the rights of students, OCAO monitors the coordination of efforts between various offices, maintaining a systemic approach that allows for trend analysis and strategic planning and decision making.

## **ACCOMPLISHMENTS AND INITIATIVES**

- » OCAO launched the Interventions Network in fall 2013. The network comprises 11 schools, engaged in action research to identify effective interventions for a wide range of student needs. Schools in the network focus on early warning signs and implementing personalized learning plans.
- » OCAO provided leadership to establish the MCPS progress measures for the milestones identified in the Strategic Planning Framework—*Building Our Future Together* by establishing progress measures within the context of the changing landscape of assessment in the nation and the state to provide continuity for the system. The progress measures will allow MCPS to evaluate the health of the school system and ensure the continued growth of teaching and learning.
- » OCAO led the collaborative effort to build a predictive analytic system designed to support schools in the early identification of student needs and corresponding appropriate school actions.

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**OVERVIEW OF BUDGET CHANGES**

***FY 2016 Recommended Budget***

The FY 2016 recommended budget for this office is \$1,008,861, an increase of \$254,406 over the current FY 2015 budget.

***Same Service Level Changes—\$4,406***

***Continuing Salary Costs—\$4,406***

There is an increase of \$4,406 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

***Realignments to Meet Expenditure Requirements and Program Priorities—\$0***

Realignments are budgeted to address priority spending needs in this office. There is a realignment of \$100,000 from professional part-time salaries to supporting services part-time salaries.

***Strategic Priority Enhancements—\$250,000***

***Children's Trust—\$250,000***

In collaboration with Montgomery County's departments of Health and Human Services and Recreation, this funding will support the establishment of the Children's Trust. The Children's Trust will support services to improve educational outcomes for children (from birth to age 18) and families by addressing social determinants that impact the educational achievement gap. The collaborative effort would be led by a governing board made up of the County Executive, County Council president, president of the Board of Education, superintendent of schools, and a business leader. The governing board will set policy and funding priorities.

The Children's Trust will have an operations committee that is housed at the Collaboration Council and made up of staff from the departments of Health and Human Services and Recreation, and as well as MCPS and the Collaboration Council. The Trust will have a funding arm housed at the Community Foundation and will leverage private sector funding along with funding from the county. The Children's Trust will be a vehicle to fund activities such as early child care and education, the Services Plus model in schools, after-school activities, additional Linkages to Learning or Kennedy Cluster-type programming, and the Explorers program.

# Office of the Chief Academic Officer - 615

## Dr. Maria V. Navarro, Chief Academic Officer

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	8,000	6,000	6,000	<b>6,000</b>	
Position Salaries	\$1,055,412	\$720,226	\$720,226	<b>\$724,632</b>	\$4,406
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		1,000	1,000		(1,000)
Supporting Services Part Time				<b>1,000</b>	1,000
Other					
Subtotal Other Salaries		1,000	1,000	<b>1,000</b>	
<b>Total Salaries &amp; Wages</b>	1,055,412	721,226	721,226	<b>725,632</b>	4,406
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		5,147	5,147	<b>255,147</b>	250,000
<b>Total Contractual Services</b>	100	5,147	5,147	<b>255,147</b>	250,000
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		20,329	20,329	<b>20,329</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	16,678	20,329	20,329	<b>20,329</b>	
<b>04 Other</b>					
Local/Other Travel		7,753	7,753	<b>7,753</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	15,788	7,753	7,753	<b>7,753</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$1,087,978</u>	<u>\$754,455</u>	<u>\$754,455</u>	<u>\$1,008,861</u>	<u>\$254,406</u>

## Office of the Chief Academic Officer - 615

Dr. Maria V. Navarro, Chief Academic Officer

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
1	Dep Supt for Tch, Lrn, & Prgs		1.000				
1	Chief Academic Officer			1.000	1.000	<b>1.000</b>	
2	P Director I		1.000				
1	P Executive Director		2.000	2.000	2.000	<b>2.000</b>	
2	N Coordinator		1.000				
1	19 Admin Services Mgr III		1.000	1.000	1.000	<b>1.000</b>	
1	17 Copy Editor/Admin Sec		1.000	1.000	1.000	<b>1.000</b>	
1	17 Admin Services Manager I		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>8.000</b>	<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	



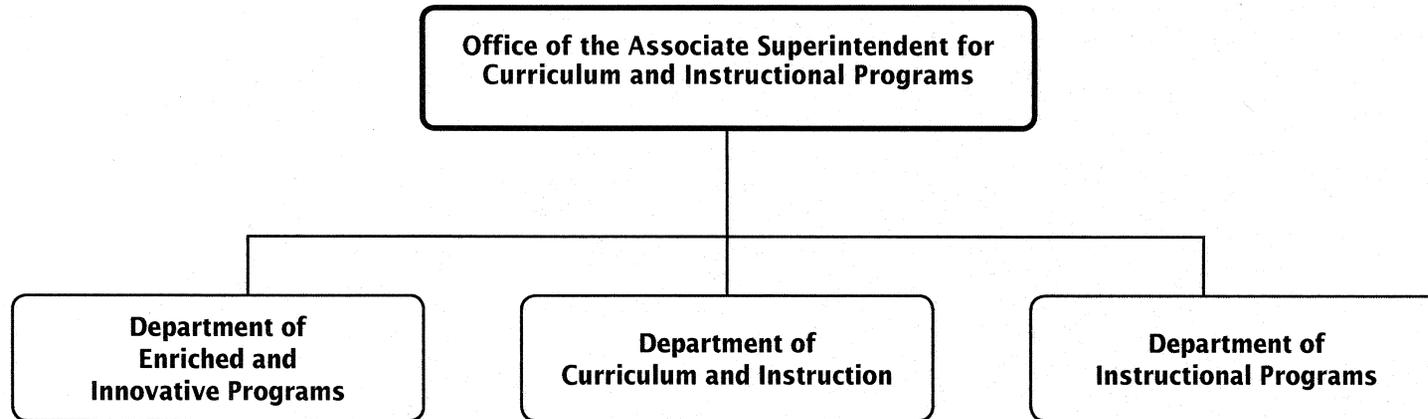
## Office of Curriculum and Instructional Programs

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**Office of Curriculum and Instructional Programs**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	44.000	47.000	47.000	46.000	(1.000)
Business/Operations Admin.					
Professional	835.170	851.156	851.156	877.156	26.000
Supporting Services	280.220	282.080	282.080	278.305	(3.775)
<b>TOTAL POSITIONS</b>	<b>1,159.390</b>	<b>1,180.236</b>	<b>1,180.236</b>	<b>1,201.461</b>	<b>21.225</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$5,752,018	\$6,211,895	\$6,211,895	\$6,154,281	(\$57,614)
Business/Operations Admin.					
Professional	66,749,083	71,050,866	71,050,866	74,897,608	3,846,742
Supporting Services	12,915,464	13,290,762	13,290,762	13,282,312	(8,450)
<b>TOTAL POSITION DOLLARS</b>	<b>85,416,565</b>	<b>90,553,523</b>	<b>90,553,523</b>	<b>94,334,201</b>	<b>3,780,678</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	5,264,591	4,932,103	4,932,103	4,625,582	(306,521)
Supporting Services	696,636	743,900	743,900	736,299	(7,601)
<b>TOTAL OTHER SALARIES</b>	<b>5,961,227</b>	<b>5,676,003</b>	<b>5,676,003</b>	<b>5,361,881</b>	<b>(314,122)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>91,377,792</b>	<b>96,229,526</b>	<b>96,229,526</b>	<b>99,696,082</b>	<b>3,466,556</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>2,080,993</b>	<b>1,710,390</b>	<b>1,710,390</b>	<b>1,798,244</b>	<b>87,854</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>2,272,687</b>	<b>1,709,839</b>	<b>1,709,839</b>	<b>1,700,962</b>	<b>(8,877)</b>
<b>04 OTHER</b>					
Local/Other Travel	313,642	330,342	330,342	340,976	10,634
Insur & Employee Benefits	9,091,680	8,619,476	8,619,476	8,611,776	(7,700)
Utilities					
Miscellaneous	380,397	215,197	215,197	269,381	54,184
<b>TOTAL OTHER</b>	<b>9,785,719</b>	<b>9,165,015</b>	<b>9,165,015</b>	<b>9,222,133</b>	<b>57,118</b>
<b>05 EQUIPMENT</b>	<b>298,304</b>	<b>85,171</b>	<b>85,171</b>	<b>85,171</b>	
<b>GRAND TOTAL AMOUNTS</b>	<b>\$105,815,495</b>	<b>\$108,899,941</b>	<b>\$108,899,941</b>	<b>\$112,502,592</b>	<b>\$3,602,651</b>

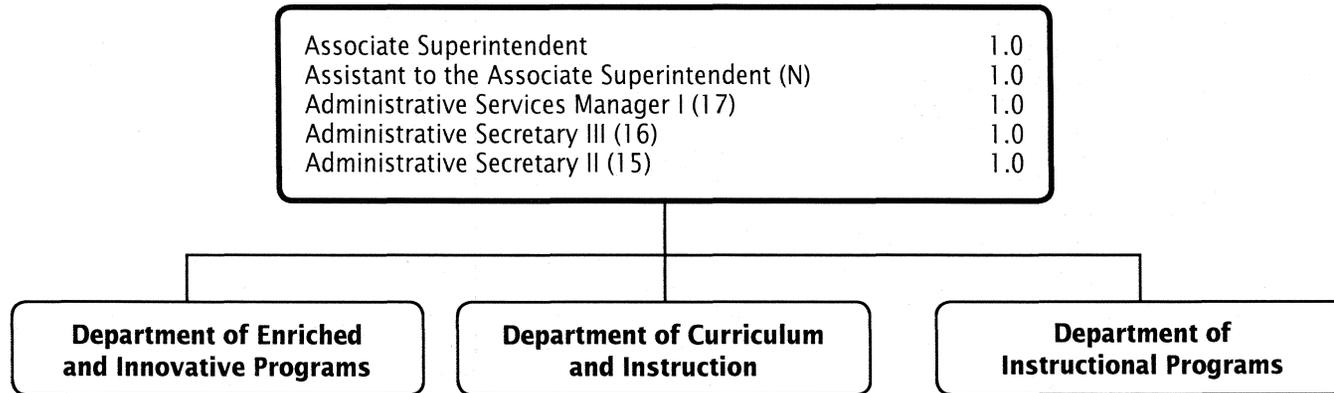
# Office of Curriculum and Instructional Programs—Overview



F.T.E. Position 1,201.461

(There are 928,604 school-based positions shown on K-12 charts in Chapter 1)

# Office of the Associate Superintendent of Curriculum and Instructional Programs



**MISSION** *The mission of the Office of Curriculum and Instructional Programs (OCIP) is to lead the development and implementation of innovative curriculum, instructional programs, and services that promote academic excellence, creative problem solving, and social emotional learning to ensure equitable readiness for college and careers.*

## MAJOR FUNCTIONS

OCIP has direct responsibility for leading the planning, development, and coordination of systemwide initiatives in curriculum, assessment, and instructional programs and related services. OCIP collaborates with other offices of Montgomery County Public Schools (MCPS), parents, and community partners to support schools and ensure that students and teachers have products, instructional programs, and services that provide all students in MCPS schools with access to rigorous instruction that focuses on college and career readiness.

### Strategic Planning

The three departments in OCIP are strategically organized to facilitate collaboration and prioritization of the work that is critical to effectively and efficiently support schools so that students are highly engaged in creative problem solving and social emotional learning. OCIP supports the three departments that facilitate grant-funded programs, school choice processes, college and career readiness initiatives, curriculum development, program implementation, and personalized instruction. Staff members in all departments, divisions, and units are committed to a culture of innovation and adhere to the belief that high-performing teams, with an expectation of excellence and a commitment to mutual accountability, are essential to effectively produce high-quality products, programs, and services that address the various needs of our multicultural school communities.

The Department of Curriculum and Instruction (DCI) supports schools in raising student achievement by providing research-based curriculum, assessments, and instructional materials as well as by creating and delivering professional learning. The department is organized into five teams—Science, Technology, and Engineering; Arts and Humanities; Math Implementation and Development; Elementary Integrated Curriculum; and Instructional Support Coordination. DCI develops K–12 Curriculum 2.0 and disseminates web-based curriculum, assessments, instructional resources, and professional learning aligned with state, national, and international standards, including the Common Core State Standards (CCSS). DCI promotes effective teaching and learning by providing support to school-based staff members who implement MCPS curriculum, assessments, instructional resources, and personalized instruction.

The Department of Instructional Programs (DIP) develops and implements programs that provide students with a variety of learning opportunities. DIP consists of five divisions/units, including Title I Programs (DTP), English for Speakers of Other Languages/Bilingual Programs, Early Childhood Programs and Services, Outdoor Environmental Education Programs, and School Library Media Programs. DIP strives to strengthen family-school partnerships and provides interpretation and translation services so that parents can access information and be a partner in their children’s education. DIP facilitates effective implementation of programs and services by providing consultation and professional learning to school-based staff members.

The Department of Enriched and Innovative Programs (DEIP) coordinates the development of programs and instruction designed to engage students and increase student achievement. DEIP is responsible for leadership related to the highly gifted centers, secondary magnets, accelerated and enriched instruction, foundations, online learning, career and technology education, and postsecondary partnerships. DEIP includes the Division of Accelerated and Enriched Instruction, the Division of Consortia Choice and Application Program Services, Online Learning, Postsecondary Partnerships, Foundations, and Secondary Special Programs. Further, DEIP coordinates and monitors programs that specifically support students who need additional resources in order to meet educational success. DEIP engages in parent and student outreach to promote program participation based on students’ interests and needs.

### Communication and Collaboration

The goal of all departments, divisions, and units in OCIP is to cultivate a strong relationship with school-based staff members by establishing processes and practices to ensure ongoing communication and collaboration. Well-developed communication strategies and professional venues are used to gather information, input, and feedback for the purpose of informing and improving the work of OCIP.

## ACCOMPLISHMENTS AND INITIATIVES

- » Revise curriculum and create professional development opportunities aligned with the CCSS and place them in the web-based Curriculum 2.0 environment to engage all students in the three core competencies—academic excellence, creative problem solving, and social emotional learning.
- » Provide opportunities for teachers to post lessons, instructional materials, and professional learning resources through the Curriculum 2.0 web-based environment.
- » Maintain and establish partnerships with postsecondary institutions, local businesses, national organizations, and government agencies to support students.
- » Support college and career readiness through the development and implementation of secondary pathway programs.

- » Facilitate opportunities for students to earn industry credentials and college credit.
- » Develop and manage grants to enhance the curriculum and instructional programs for our teachers and students.

### PERFORMANCE MEASURES

OCIP will monitor performance and accomplishments through ongoing stakeholder collaboration and collection of feedback via surveys, communication strategies, advisory groups, and focus groups. Stakeholder groups will include principal advisory groups, Curriculum Advisory Committee, Councils on Teaching and Learning, and Montgomery County Council of Parent Teacher Associations.

OCIP leadership will develop action plans to ensure alignment of programs, products, and services with the competencies in the Strategic Planning Framework.

### OVERVIEW OF BUDGET CHANGES

#### **FY 2016 Recommended Budget**

The FY 2016 recommended budget for this office is \$657,898, a decrease of \$144,166 from the current FY 2015 budget. An explanation of this change follows.

#### ***Same Service Level Changes—(\$137,666)***

##### ***Continuing Salary Costs—(\$28,127)***

There is decrease of \$28,127 for continuing salary costs. The cost associated with the salary step and GWA of 2 percent that employees will receive on October 3, 2015, as well as the annualized cost of the FY 2015 salary step and GWA of 1.5 percent that was provided to eligible employees on November 29, 2014, is offset by reductions for staff turnover.

##### ***Realignments to Meet Expenditure Requirements and Program Priorities—(\$109,539)***

There is a realignment of a 1.0 coordinator and \$109,539 from this office to the Department of Accelerated and Enriched Instruction to reflect operational requirements.

##### ***Program Efficiencies and Reductions—(\$6,500)***

There is reduction of \$6,500 budgeted for professional part-time salaries. Work will be assigned to existing staff within this office.

# Office of Curriculum & Instructional Programs - 211

Erick J. Lang, Associate Superintendent

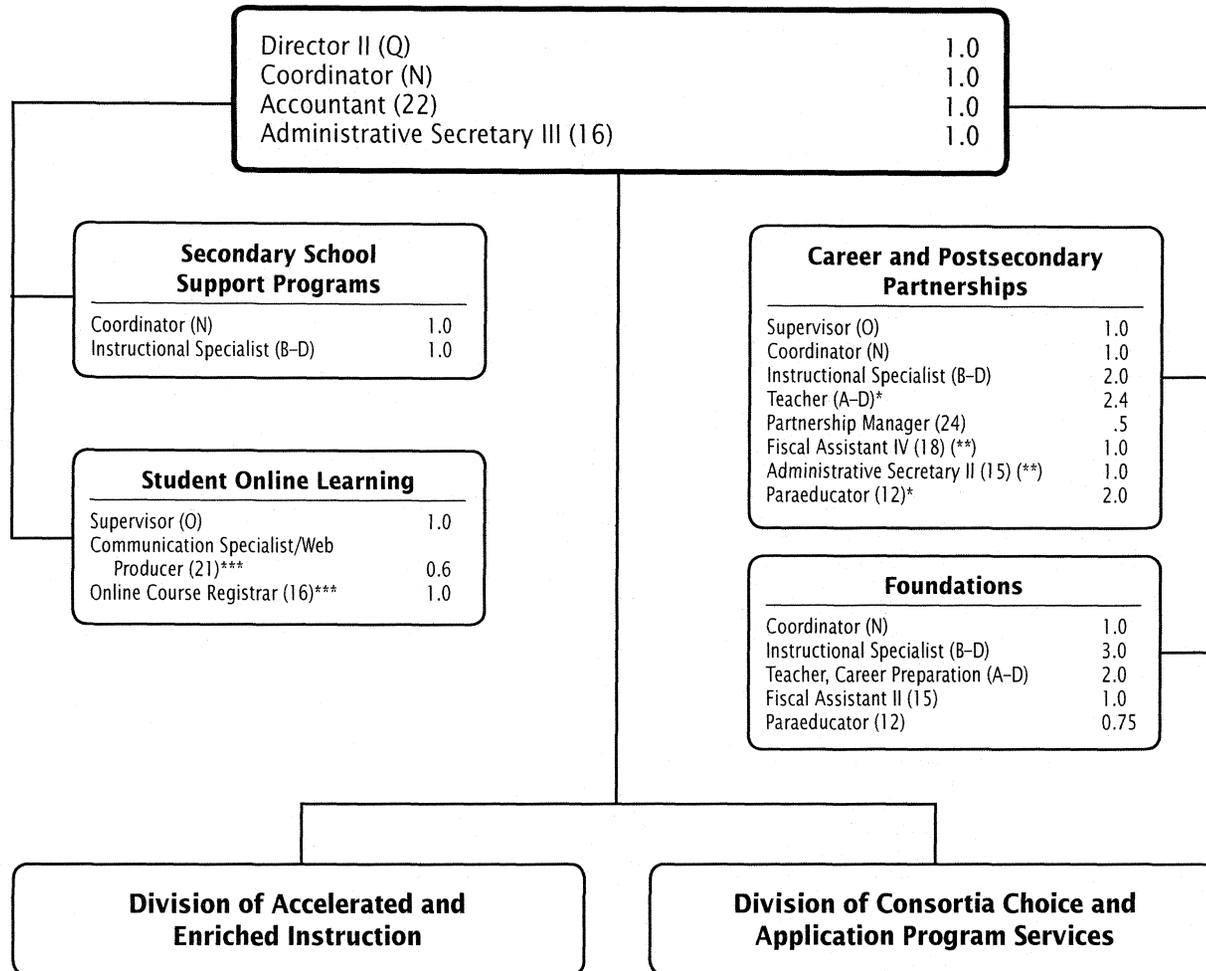
Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	6.000	6.000	6.000	5.000	(1.000)
Position Salaries	\$631,578	\$644,688	\$644,688	\$505,792	(\$138,896)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends		49,736	49,736	49,736	
Professional Part Time		18,319	18,319	11,819	(6,500)
Supporting Services Part Time		49,213	49,213	50,443	1,230
Other					
Subtotal Other Salaries	119,060	117,268	117,268	111,998	(5,270)
<b>Total Salaries &amp; Wages</b>	750,638	761,956	761,956	617,790	(144,166)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		24,900	24,900	24,900	
<b>Total Contractual Services</b>	23,782	24,900	24,900	24,900	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		2,696	2,696	2,696	
Other Supplies & Materials		10,767	10,767	10,767	
<b>Total Supplies &amp; Materials</b>	12,258	13,463	13,463	13,463	
<b>04 Other</b>					
Local/Other Travel		1,745	1,745	1,745	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	978	1,745	1,745	1,745	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$787,656</u>	<u>\$802,064</u>	<u>\$802,064</u>	<u>\$657,898</u>	<u>(\$144,166)</u>

# Office of Curriculum & Instructional Programs - 211

Erick J. Lang, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
1	Associate Superintendent		1.000	1.000	1.000	<b>1.000</b>	
1	N Asst. to Assoc Supt		1.000	1.000	1.000	<b>1.000</b>	
2	N Coordinator		1.000	1.000	1.000		(1.000)
1	17 Admin Services Manager I		1.000	1.000	1.000	<b>1.000</b>	
2	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	<b>5.000</b>	<b>(1.000)</b>

# Department of Enriched and Innovative Programs



F.T.E. Positions 20.05

(\*In addition, 4.4 positions shown on this chart are budgeted in the Perkins Vocational and Technical Education Program grant shown on Page 4-10)

(\*\*1.2 positions (.2 Fiscal Assistant and 1.0 Administrative Secretary) are budgeted in the Perkins Vocational and Technical Education Program shown on page 4-10)

(\*\*\*1.6 positions are budget in the Entrepreneurial Funds in Chapter 8)

**MISSION** *The mission of the Department of Enriched and Innovative Programs (DEIP) is to support the development, implementation, and monitoring of programs that enhance and accelerate instruction for all students and provide support and personalized programs that ensure the success of all students.*

## MAJOR FUNCTIONS

### Program Development and Implementation

DEIP's major functions include support, guidance, and best practices in identifying and developing programs and enrichment to curriculum for all students. Divisions within DEIP provide professional development and support for K–12 school-based staff members for programs in DEIP. DEIP consists of several divisions and units (Division of Accelerated and Enriched Instruction (AEI), Division of Consortia Choice and Application Program Services (DCCAPS), Career and Postsecondary Partnerships (CPP), Foundations, Online Learning, and Special Secondary Programs [Bridge Plan for Academic Validation (Bridge Plan), Advancement Via Individual Determination (AVID)]) that help enrich and enhance access for all students. DEIP has a broad range of partnerships with schools, parents, businesses, and postsecondary institutions.

### Access, Support, and Enrichment

DCCAPS facilitates student school choice processes in the Northeast Consortium, the Downcounty Consortium, the Middle School Magnet Consortium, and the Highly Gifted Center Programs, as well as student recruitment and selection for the implementation of countywide application programs. Once students have access to these programs, AEI provides support, guidance, and best practices in identifying programming and developing curriculum for students who have untapped potential as well as those working above grade level. They provide differentiated professional learning for teachers around the enhanced curriculum. AEI partners with the George B. Thomas Learning Academy (GBTLA), which provides students with weekend tutoring to reinforce academic concepts and teach learning skills.

Two middle school programs that DEIP supports are AVID and the Middle School Extended Day/Extended Year Program. AVID is offered in four middle schools and two high schools through the provision of resources, facilitation of teacher professional learning, and recruitment of mentors to work with students in the schools. The program prepares students to succeed in rigorous courses and become college- and career-ready by providing support and access to rigorous instruction. The Middle School Extended Day/Extended Year Program provides students with additional instructional time to support them in meeting or exceeding grade-level course expectations. Selected middle schools also offer an additional course: "Lights, Camera, Literacy! Plus." Extended-day programs address specific needs of

English language learners, students with reading difficulties, and students who, with specific support, can excel in advanced-level courses.

### Career and College Readiness and Support

DEIP develops, supports, and monitors several programs intended to provide students with varied postsecondary options. The Career and Postsecondary Partnerships (CPP) team supports instruction and enhances curriculum by providing professional learning, leveraging business and postsecondary partnerships. CPP guides students in 26 Maryland State Department of Education programs of study to earn industry credentials and college credits as they explore options for postsecondary education, military service, and careers. Through Career and Technology Education programs, funded by the Perkins grant, we support career pathway programs in 25 high schools as well as Thomas Edison High School of Technology and coordinate partnerships with business, government, and postsecondary institutions to promote college- and career-readiness. Perkins also funds the Foundations program, a collaborative program between Montgomery County Public Schools (MCPS) and the local business community that prepares students for a full range of careers within the automotive, construction, and information technology industries. The programs prepare students to achieve industry certifications.

DEIP supports four high school programs: the Bridge Plan for Academic Validation (Bridge Plan), Online Pathway to Graduation, Regional Summer School, and Student Online Learning. In the Bridge Plan program, staff members help students who did not earn passing scores on High School Assessment (HSA) exams to complete one or more projects in HSA content areas to graduate. The Bridge Plan coordinator provides professional learning for team leaders and facilitates scoring sessions for the program. The Online Pathway to Graduation program allows rising seniors and students who have recently dropped out to earn the credits that they need to graduate. Regional Summer School offers students a wide range of high school courses for original credit or for credit recovery during a six-week window in July and August. Student Online Learning programs provide students with opportunities to take selected high school courses outside of traditional classrooms. These courses allow students to accelerate their learning or recover course credits required for graduation.

## ACCOMPLISHMENTS AND INITIATIVES

- » Coordinated the expansion and support of more than 24 specialized programs, including International Baccalaureate, secondary magnets, Gifted and Talented/Learning Disabled, and the Elementary Center Programs for the Highly Gifted.
- » Implemented the school choice process for eight high schools and three middle schools, resulting in an average first-choice placement rate of 84 percent for the 2013–2014 school year. DCCAPS also coordinated the selection processes for countywide and regional

magnet and center programs and elementary immersion programs.

- » Reviewed more than 5,500 applications for magnet and center program admissions and nearly 1,000 language immersion interest forms during the 2013–2014 school year.
- » Expanded partnerships to develop and implement more than 30 projects or initiatives supported by both MCPS and Maryland postsecondary institutions. There were more than 13,000 annual enrollments within the career programs of study courses in 2014. Also, there were more than 1,000 enrollments within college courses offered by postsecondary partners.
- » Served more than 1,000 students through Foundations. All Foundations students are eligible to earn 3–16 articulation credits with local colleges.
- » Registered 1,420 students for online courses required for graduation. Enrolled 267 students in the Online Pathway to Graduation program to receive credits for 250 courses in mathematics, English, science, and social studies.
- » Coordinated Regional Summer School for more than 5,100 high school students and 430 elementary school students, with 120 participating seniors graduating in August 2014.

## PERFORMANCE MEASURES

**Performance Measure:** Each DEIP team/division will collect, analyze, and use feedback from 100 percent of community informational meetings to improve communication with stakeholders and refine programs.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
100%	100%	100%

**Explanation:** DEIP divisions and units are responsible for sponsoring more than 40 informational meetings annually, related to special programs. Parent feedback is important to continuous improvement of programs, products, and services.

**Performance Measure:** Increase the number of students who attain industry certifications/credentialing and/or earn college credits in the Career and Postsecondary Partnerships and Foundations programs.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
65%	70%	70%

**Explanation:** In collaboration with the business community, school-based, and other central services staff members, Foundations will monitor student certification, credentialing, and attainment of college credit and analyze feedback from all business and community partners to improve, revise, and increase the relevancy of the curriculum.

## OVERVIEW OF BUDGET CHANGES

### FY 2016 Recommended Budget

The FY 2016 recommended budget for this department is \$4,346,002, a decrease of \$69,635 from the current FY 2015 budget. An explanation of this change follows.

### Same Service Level Changes—\$107,217

#### Continuing Salary Costs—\$107,217

There is an increase of \$107,217 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

#### Realignments to Meet Expenditure Requirements and Program Priorities—\$0

There are a number of small technical realignments budgeted to address priority spending needs within this department. These realignments are budget neutral and reflect actual spending trends.

### Program Efficiencies and Reductions—(\$176,852)

There is reduction of \$50,000 budgeted for professional part-time salaries based on prior years spending. In addition, a 1.0 supervisor and \$126,852 is eliminated from this budget. This position manages the Advancement Via Individual Determination program and the George B. Thomas Learning Academy. The position is currently vacant and the responsibilities have been assigned to other positions within the Office of Curriculum and Instructional Programs.

### Perkins Vocational and Technical Education Program

#### FY 2016 Recommended Budget

The FY 2016 recommended budget for this program is \$1,321,131, an increase of \$19,307 over the current FY 2015 budget. An explanation of this change follows.

### Same Service Level Changes—\$29,307

#### Continuing Salary Costs—\$29,307

There is an increase of \$29,307 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

#### Realignments to Meet Expenditure Requirements and Program Priorities—\$0

There is a projected reduction in the FY 2016 Carl D. Perkins Career and Technical Education Improvement grant award based on funding received in FY 2015. As a result, \$75,821 budgeted for instructional materials in the grant will be locally funded in FY 2016.

**Program Efficiencies and Reductions—(\$10,000)**

There is reduction of \$5,000 budgeted for professional part-time salaries and \$5,000 budgeted for instructional materials. These reductions can be made based on prior year spending.

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**Program's Recent Funding History**

	<b>FY 2015 Projected 7/1/14</b>	<b>FY 2015 Received 11/30/14</b>	<b>FY 2016 Projected 7/1/15</b>
Federal	\$1,072,146	\$1,203,725	\$1,023,725
State			
Other			
County	\$229,678	\$229,678	\$297,406
Total	\$1,301,824	\$1,253,403	\$1,321,131

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# Department of Enriched and Innovative Programs - 212/144/215/562/564

## Ruth Green, Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	21.050	21.050	21.050	<b>20.050</b>	(1.000)
Position Salaries	\$2,087,798	\$2,214,157	\$2,214,157	<b>\$2,150,300</b>	(\$63,857)
<b>Other Salaries</b>					
Summer Employment		1,105,874	1,105,874	<b>1,133,521</b>	27,647
Professional Substitutes		16,897	16,897	<b>18,070</b>	1,173
Stipends		13,875	13,875	<b>13,875</b>	
Professional Part Time		177,308	177,308	<b>127,308</b>	(50,000)
Supporting Services Part Time		212,249	212,249	<b>213,806</b>	1,557
Other		445,320	445,320	<b>460,665</b>	15,345
Subtotal Other Salaries	1,987,066	1,971,523	1,971,523	<b>1,967,245</b>	(4,278)
<b>Total Salaries &amp; Wages</b>	<b>4,074,864</b>	<b>4,185,680</b>	<b>4,185,680</b>	<b>4,117,545</b>	<b>(68,135)</b>
<b>02 Contractual Services</b>					
Consultants		5,070	5,070	<b>5,070</b>	
Other Contractual		149,843	149,843	<b>149,843</b>	
<b>Total Contractual Services</b>	<b>120,571</b>	<b>154,913</b>	<b>154,913</b>	<b>154,913</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		30,155	30,155	<b>30,155</b>	
Office		24,027	24,027	<b>23,527</b>	(500)
Other Supplies & Materials		1,000	1,000	<b>1,000</b>	
<b>Total Supplies &amp; Materials</b>	<b>51,225</b>	<b>55,182</b>	<b>55,182</b>	<b>54,682</b>	<b>(500)</b>
<b>04 Other</b>					
Local/Other Travel		7,248	7,248	<b>6,248</b>	(1,000)
Insur & Employee Benefits					
Utilities					
Miscellaneous		12,614	12,614	<b>12,614</b>	
<b>Total Other</b>	<b>9,472</b>	<b>19,862</b>	<b>19,862</b>	<b>18,862</b>	<b>(1,000)</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$4,256,132</b>	<b>\$4,415,637</b>	<b>\$4,415,637</b>	<b>\$4,346,002</b>	<b>(\$69,635)</b>

**Dept. of Enriched/ Innov. Prog. Svcs. - 212/215/144/562/564**

Ruth Green, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
<b>212 Dept of Enriched &amp; Innovative Prgs</b>							
2	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
2	O Supervisor		3.000	3.000	3.000	<b>2.000</b>	(1.000)
2	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
2	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
2	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
2	BD Pre K-12 Content Specialist		2.000	2.000	2.000	<b>2.000</b>	
2	24 Partnerships Manager		.500	.500	.500	<b>.500</b>	
2	22 Accountant		1.000	1.000	1.000	<b>1.000</b>	
2	18 Fiscal Assistant IV		.800	.800	.800	<b>.800</b>	
2	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
<b>Subtotal</b>			<b>12.300</b>	<b>12.300</b>	<b>12.300</b>	<b>11.300</b>	<b>(1.000)</b>
<b>215 Foundations</b>							
2	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
2	BD Instructional Specialist		3.000	3.000	3.000	<b>3.000</b>	
3	AD Teacher, Career Preparation	X	2.000	2.000	2.000	<b>2.000</b>	
2	15 Fiscal Assistant II		1.000	1.000	1.000	<b>1.000</b>	
3	13 Paraeducator	X	.750	.750	.750	<b>.750</b>	
<b>Subtotal</b>			<b>7.750</b>	<b>7.750</b>	<b>7.750</b>	<b>7.750</b>	
<b>144 Bridge for Academic Validation Program</b>							
3	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
<b>Subtotal</b>			<b>1.000</b>	<b>1.000</b>	<b>1.000</b>	<b>1.000</b>	
<b>Total Positions</b>			<b>21.050</b>	<b>21.050</b>	<b>21.050</b>	<b>20.050</b>	<b>(1.000)</b>

# Perkins Vocational and Technical Education Program - 145/951

Ruth Green, Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	5,600	5,600	5,600	<b>5,600</b>	
Position Salaries	\$307,009	\$319,797	\$319,797	<b>\$347,995</b>	\$28,198
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		44,379	44,379	<b>45,488</b>	1,109
Stipends		39,540	39,540	<b>39,540</b>	
Professional Part Time		108,332	108,332	<b>103,332</b>	(5,000)
Supporting Services Part Time					
Other					
Subtotal Other Salaries	185,286	192,251	192,251	<b>188,360</b>	(3,891)
<b>Total Salaries &amp; Wages</b>	492,295	512,048	512,048	<b>536,355</b>	24,307
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		77,680	77,680	<b>77,680</b>	
<b>Total Contractual Services</b>	71,169	77,680	77,680	<b>77,680</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		364,026	364,026	<b>369,026</b>	5,000
Office					
Other Supplies & Materials		8,000	8,000	<b>8,000</b>	
<b>Total Supplies &amp; Materials</b>	472,303	372,026	372,026	<b>377,026</b>	5,000
<b>04 Other</b>					
Local/Other Travel		157,160	157,160	<b>147,160</b>	(10,000)
Insur & Employee Benefits		133,880	133,880	<b>133,880</b>	
Utilities					
Miscellaneous		11,430	11,430	<b>11,430</b>	
<b>Total Other</b>	295,942	302,470	302,470	<b>292,470</b>	(10,000)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		37,600	37,600	<b>37,600</b>	
<b>Total Equipment</b>	13,830	37,600	37,600	<b>37,600</b>	
<b>Grand Total</b>	<u>\$1,345,539</u>	<u>\$1,301,824</u>	<u>\$1,301,824</u>	<u>\$1,321,131</u>	<u>\$19,307</u>

## Vocational Education - 145/951

Ruth Green, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
3	AD Teacher	X	2.400	2.400	2.400	2.400	
2	18 Fiscal Assistant IV		.200	.200	.200	.200	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
3	13 Paraeducator	X	2.000	2.000	2.000	2.000	
	<b>Total Positions</b>		<b>5.600</b>	<b>5.600</b>	<b>5.600</b>	<b>5.600</b>	

## Division of Accelerated and Enriched Instruction

Director I (P)	1.0
Supervisor (O)	1.0
Coordinator (N)	1.0
Instructional Specialist (B-D)	6.5
Data Management Coordinator (17)	0.75
Administrative Secretary II (15)	1.0
Administrative Secretary I (14)	.5

**MISSION** *The mission of the Division of Accelerated and Enriched Instruction (AEI) is to develop exemplary program models, instructional guidelines, curriculum components, and professional development in differentiated instruction to support students who are identified as Gifted and Talented (GT) or who have the motivation or potential to achieve at the highest levels.*

## MAJOR FUNCTIONS

### Support Schools

AEI provides a variety of supports to schools. The division provides the program designs, recommended resources, professional development, and local school support required to implement challenging curriculum and instruction for students in all schools. The division also provides staff members, schools, and the community with updated information about current research, trends, and issues related to accelerated and enriched instruction as well as successful practices and programs. In collaboration with the Office of School Support and Improvement, the team documents the status of accelerated and enriched program implementation in six K–12 clusters each year.

### Gifted and Talented Identification and Support

The division designs and coordinates the identification and instructional programming recommendations for acceleration and enrichment systemwide, for Gifted and Talented/Learning Disabled (GT/LD) programs, and selects components of the Program of Assessment, Diagnosis, and Instruction, which have been embedded within Curriculum 2.0 (C2.0).

### Curriculum Enrichment

During the 2013–2014 school year, staff members participated in the development of Center Program for the Highly Gifted (CPHG) C2.0 for Grades 4 and 5. In 2014–2015, AEI staff members will continue to provide school-based support to ensure all students are provided with accelerated and enriched instruction within the newly established elementary curriculum.

### Highly Gifted Centers Support

In collaboration with the Division of Consortia Choice and Application Program Services, AEI coordinates the selection, instructional program, and professional development for the Elementary CPHG at the elementary level and magnet special programs (International Baccalaureate [IB]) at the secondary level.

## ACCOMPLISHMENTS AND INITIATIVES

- » Provided direct support to schools through school visits, consultations, on-site and web-based training, and districtwide professional development, as requested by school-based administration.
- » Collaborated with other systemwide offices and school-based administrators to implement the Student Instructional Program Planning and Implementation (SIPPI) process.
- » Advocated for students whose talents may be masked by language, poverty, or experience through the AEI support teachers in elementary and middle schools.
- » Conducted outreach to schools to increase awareness and achievement of twice exceptional students by updating key resources (twice exceptional guidebook), offering school-based training and support, and disseminating a memorandum about the status of each school.
- » Provided consultative support to schools regarding eligibility and appropriate programming for more than 50 gifted students with disabilities.
- » Supported the selection of students and curricular implementation of the compacted math program across all elementary schools.
- » Supported the implementation of CPHG C2.0 for Grades 4 and 5 by designing online curriculum and units of instruction, including units for the elementary CPHG.
- » Coordinated seven GT/LD programs, serving approximately 175 students.
- » Supporting International Baccalaureate programs: eight high school IB diploma programmes, eight middle/high school Middle Year Programme (MYP), and one Primary Years Programme (PYP) in Maryland.
- » Rockville and Watkins Mill high schools also offer the IB Career Certificate, a career-preparation program that blends IB with Project Lead the Way.
- » Roberto W. Clemente and Martin Luther King Jr. middle schools are now IB-candidate schools.
- » Montgomery Village, Neelsville, and Watkins Mill middle schools are now in authorization status to be approved for implementation in fall 2014.
- » Increased to 53 students from Title I schools selected for CPHG enrollment.
- » Supported the Wings Mentor Program providing a one-to-one mentor for 32 twice exceptional students in Montgomery County Public Schools (MCPS).
- » Developed and implemented professional development regarding best practices for identification and instruction for twice exceptional students.
- » Provided training to support elementary school programs, including William and Mary Reading/Language Arts program, Junior Great Books, and Jacob’s Ladder reading programs.

- » Facilitated continuing professional learning courses—Teaching and Learning, the International Baccalaureate Program, Addressing the Reading Needs of Highly Able Students and Smart Kids with Learning Difficulties—designed to increase teachers’ capacity to meet the needs of all learners, including gifted and highly able learners.
- » Expanded access to highly able children in challenging above-grade-level science and mathematics experiences through the Young Scholars Program, in collaboration with the George B. Thomas Sr. Learning Academy, Inc.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of school staff members who reported AEI professional development training outcomes met or exceeded expectations.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
99%	99.5%	100%

**Explanation:** AEI provides professional development and local school support to classroom staff members required to implement challenging curriculum and instruction for students in all schools.

**Performance Measure:** Number of students who complete the IB Diploma Programme.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
319	375	400

**Explanation:** MCPS has been building capacity in IB programs with the establishment of MYP in multiple middle schools and high schools and the Primary Years Programme at College Gardens Elementary School. Eight IB diploma programs are now established. MCPS supports 12,000 students enrolled vertically in IB programs. Over 3,248 IB exams were administered to MCPS students in 2014, with 2,947 students scoring a 4 or better on the exam. The final measure of success is the number of students who earn the diploma in Grade 12. This year, 304 IB diplomas and 15 IB career certificates were earned.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this division is \$1,453,849, an increase of \$198,173 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$198,173**

*Continuing Salary Costs—\$57,637*

There is an increase of \$57,637 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

*Realignments to Meet Expenditure Requirements and Program Priorities—\$123,939*

A 1.0 coordinator position and \$109,539 is realigned from the Office of Curriculum and Instructional Programs to this division to reflect operational needs. In addition, \$13,600 from professional part-time salaries and \$800 from instructional materials is realigned to this division’s budget from the Division of Consortia Choice and Application Program Services. These changes will align the budgeted expenditures where they are managed and utilized. There are also several technical realignments budgeted to address priority spending needs within this division.

*Other—\$16,597*

A projected increase of \$16,597 for contractual services and instructional materials is associated with the increased cost of gifted and talented global screening.

# Division of Accelerated and Enriched Instruction - 237/234

Meredith A. Casper, Director I

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	11.250	10.750	10.750	11.750	1.000
Position Salaries	\$1,049,181	\$1,044,553	\$1,044,553	\$1,211,394	\$166,841
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		9,366	9,366	9,600	234
Stipends					
Professional Part Time		12,000	12,000	25,600	13,600
Supporting Services Part Time		4,036	4,036		(4,036)
Other					
Subtotal Other Salaries	50,061	25,402	25,402	35,200	9,798
<b>Total Salaries &amp; Wages</b>	1,099,242	1,069,955	1,069,955	1,246,594	176,639
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		86,008	86,008	91,337	5,329
<b>Total Contractual Services</b>	110,290	86,008	86,008	91,337	5,329
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		71,875	71,875	83,031	11,156
Office		14,781	14,781	15,693	912
Other Supplies & Materials		4,648	4,648	4,648	
<b>Total Supplies &amp; Materials</b>	89,179	91,304	91,304	103,372	12,068
<b>04 Other</b>					
Local/Other Travel		8,409	8,409	12,546	4,137
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	7,462	8,409	8,409	12,546	4,137
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$1,306,173</u>	<u>\$1,255,676</u>	<u>\$1,255,676</u>	<u>\$1,453,849</u>	<u>\$198,173</u>

## Division of Accelerated and Enriched Instruction - 237/234

Meredith A. Casper, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
2	O Supervisor			1.000	1.000	<b>1.000</b>	
3	O Supervisor		1.000				
2	N Coordinator					<b>1.000</b>	1.000
2	BD Instructional Specialist		6.500	6.500	6.500	<b>6.500</b>	
2	17 Data Management Coordinator		.750	.750	.750	<b>.750</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
2	14 Administrative Secretary I		1.000	.500	.500	<b>.500</b>	
	<b>Total Positions</b>		<b>11.250</b>	<b>10.750</b>	<b>10.750</b>	<b>11.750</b>	<b>1.000</b>

# Division of Consortia Choice and Application Program Services

Director I (P)	1.0
Supervisor (O)	1.0
Instructional Specialist (B-D)	2.0
Consortium Enrollment Assistant (20)	1.0
Data Management Coordinator (17)	1.0
School Registrar (16)	1.0
Administrative Secretary II (15)	1.0
Administrative Secretary I (14)	0.5

**MISSION** *The mission of the Division of Consortia Choice and Application Program Services is to develop and facilitate the Consortia Choice, elementary language immersion, and application programs processes by providing direct services to students, families, and schools; and to support the access, program development, monitoring, and evaluation of high school academy and signature programs.*

**MAJOR FUNCTIONS**

**Application Program Facilitation**

The division was established to align all Consortia Choice, elementary language immersion, countywide magnet, and Elementary Center Programs for the Highly Gifted (HGC) parent communication, student assignment, and appeal processes into one office. The division supports the elementary and secondary countywide application programs’ parent communication, selection, student assignment, and appeal processes. The division works with school and parent stakeholders to communicate school and program options through informational meetings, direct mail, online information, phone calls, publications, and individual meetings with parents.

**Choice Program Facilitation**

Staff members facilitate the Consortia student choice process; the elementary language immersion lottery processes; and the development, monitoring, and evaluation of high school academy and signature programs in 23 high schools. The division is responsible for enrolling all new students in the three Middle School Magnet Consortium (MSMC) schools and the eight high schools that comprise the Northeast Consortium and the Downcounty Consortium.

**ACCOMPLISHMENTS AND INITIATIVES**

- » Processed 12,009 countywide magnet program applications, elementary immersion interest forms, and Choice forms for Consortia students.
- » Responded to 693 appeals in Fiscal Year (FY) 2014.
- » Processed 819 out-of-Consortium student applications for the MSMC program.
- » Enrolled 1,590 new students in Consortia schools, including approximately 1,093 students who had previously attended private or non-Montgomery County public schools.
- » Facilitated 36 informational meetings and open houses. Division staff members also attended numerous parent teacher association and community meetings to provide information on programs, schools, student assignment processes, appeal processes, and transportation.
- » Facilitated the development of elementary and middle school program lessons, materials, and resources

for Choice programs and magnet/academy processes, which are made available to counselors annually for use with student groups as students consider their school choices for middle and high school.

- » Facilitated the professional learning community meetings for the seven elementary immersion program coordinators and the 23 high school academy/signature program coordinators.
- » Conducted the lottery process for 1,035 students who applied to the elementary immersion programs. For the 235 available seats in Grade K, 708 students participated and for Grades 1–5, another 327 students participated for vacant seats made available through attrition.

**PERFORMANCE MEASURES**

**Performance Measure:** Number of students/families receiving adequate information about the Choice process and programs.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
83%	87%	91%

**Explanation:** The percentage of parents indicating on the Choice form that they were provided enough information about the Choice process and its programs is a measure of informed parents and students.

**Performance Measure:** Percentage of Black or African American and Hispanic/Latino students applying for a seat in one of the HGCs.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
26.8%	30%	33%

**Explanation:** The percentage of Black or African American and Hispanic/Latino students applying to the HGC is an indicator of the effectiveness of targeted communication and outreach processes.

**OVERVIEW OF BUDGET CHANGES**

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**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this division is \$887,112, an increase of \$13,222 over the current FY 2015 budget. An explanation of this change follows.

***Same Service Level Changes—\$13,222***

***Continuing Salary Costs—\$27,622***

There is an increase of \$27,622 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

***Realignments to Meet Expenditure Requirements and Program Priorities—(\$14,400)***

Realignments are budgeted to address priority spending needs in this division. There is a realignment of \$14,400 for professional part-time salaries from this division's budget to the Division of Accelerated and Enriched Instruction's budget. This change will align the budgeted expenditures where they are managed and utilized.

# Div. of Consortia Choice & Application Prog. Svcs. - 213

Jeannie H. Franklin, Director I

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	8.500	8.500	8.500	<b>8.500</b>	
Position Salaries	\$761,815	\$799,717	\$799,717	<b>\$827,183</b>	\$27,466
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		1,919	1,919	<b>1,967</b>	48
Stipends					
Professional Part Time		53,215	53,215	<b>39,615</b>	(13,600)
Supporting Services Part Time		4,320	4,320	<b>4,428</b>	108
Other					
Subtotal Other Salaries	4,281	59,454	59,454	<b>46,010</b>	(13,444)
<b>Total Salaries &amp; Wages</b>	766,096	859,171	859,171	<b>873,193</b>	14,022
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		1,513	1,513	<b>1,513</b>	
<b>Total Contractual Services</b>	2,107	1,513	1,513	<b>1,513</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		800	800		(800)
Office		7,496	7,496	<b>7,496</b>	
Other Supplies & Materials		1,000	1,000	<b>1,000</b>	
<b>Total Supplies &amp; Materials</b>	7,289	9,296	9,296	<b>8,496</b>	(800)
<b>04 Other</b>					
Local/Other Travel		3,910	3,910	<b>3,910</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	3,478	3,910	3,910	<b>3,910</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$778,970</u>	<u>\$873,890</u>	<u>\$873,890</u>	<u><b>\$887,112</b></u>	<u>\$13,222</u>

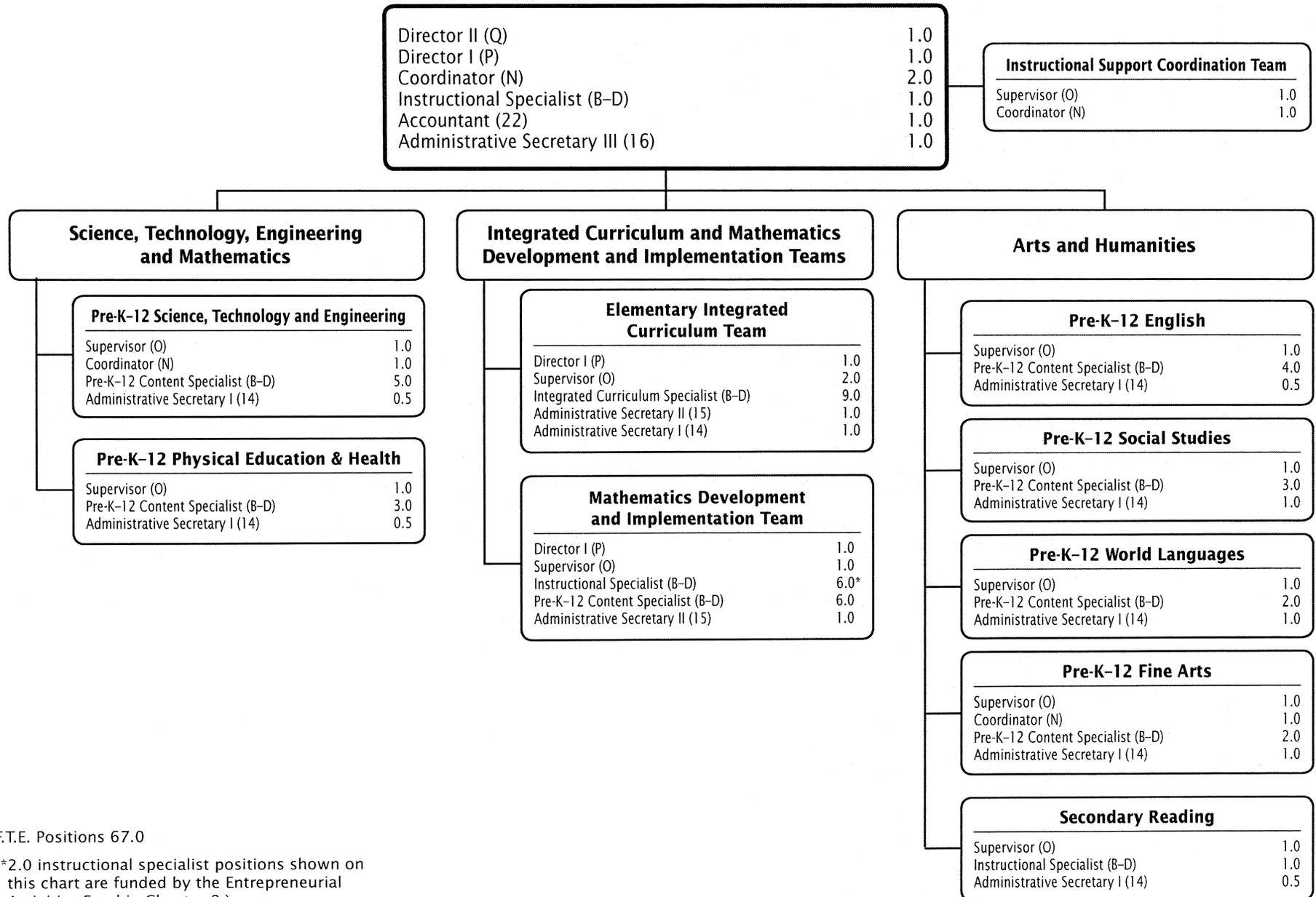
## Div of Consortia Choice & Appl Prog - 213

Jeannie H. Franklin, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
2	O Supervisor			1.000	1.000	<b>1.000</b>	
3	O Supervisor		1.000				
2	BD Instructional Specialist		2.000	2.000	2.000	<b>2.000</b>	
2	20 Consortium Enrollment Asst		1.000	1.000	1.000	<b>1.000</b>	
2	17 Data Management Coordinator		1.000	1.000	1.000	<b>1.000</b>	
2	16 School Registrar		1.000	1.000	1.000	<b>1.000</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
2	14 Administrative Secretary I		.500	.500	.500	<b>.500</b>	
	<b>Total Positions</b>		<b>8.500</b>	<b>8.500</b>	<b>8.500</b>	<b>8.500</b>	

# Department of Curriculum and Instruction

Chapter 4 – 27



F.T.E. Positions 67.0

(\*2.0 instructional specialist positions shown on this chart are funded by the Entrepreneurial Activities Fund in Chapter 8.)

**MISSION** *The mission of the Department of Curriculum and Instruction (DCI) is to support schools in raising student achievement by providing research-based curriculum, assessments, and instructional materials; partnering with strategic stakeholders; and creating and delivering professional development aligned with the Common Core State Standards (CCSS) and other state, national, or industry content standards.*

## MAJOR FUNCTIONS

DCI's major functions include curriculum, instruction, and assessment; school support and programs; professional learning; and strategic stakeholder involvement that promotes effective teaching and learning. DCI comprises eight major disciplines (English language arts; fine arts; health and physical education; mathematics; literacy; science, technology, and engineering; social studies; and world languages), the Math Implementation and Development team, the Elementary Integrated Curriculum team, and the Instructional Support Coordination team. DCI promotes improved achievement of all students by providing differentiated support to schools and by developing and disseminating rigorous curriculum, comprehensive assessments, proven instructional practices, and targeted professional learning. DCI evaluates effective intervention resources and strategies and collaborates with staff members in the offices of Special Education and Student Services (OSESS) and Shared Accountability (OSA) and the Division of English for Speakers of Other Languages (ESOL)/Bilingual Programs to develop and disseminate effective practices for analyzing individual student data and match interventions to students' needs.

### Curriculum, Instruction, and Assessment

With support from the Office of the Chief Technology Officer (OCTO), DCI produces and coordinates Curriculum 2.0 (C2.0)—aligned with the CCSS and other state or national standards—in the Instruction Center (IC) of the myMCPS website. C2.0 includes multimedia, interactive curriculum, assessment, instruction, and professional development resources. C2.0 incorporates principles of Universal Design for Learning (UDL) to ensure that all students have access to general education curriculum and are able to engage in and demonstrate their learning in a variety of ways. DCI designs and disseminates dynamic online resources to facilitate teacher collaboration and support consistent implementation of Montgomery County Public Schools (MCPS) curriculum. DCI evaluates and selects textbooks and instructional materials that align with the CCSS and other standards to prepare students for success on state and national assessments and industry certifications. In consultation with OSA, DCI develops or selects assessments and assessment items, utilizes performance standards and criteria to inform instructional decisions, monitors student progress, and provides district accountability measures (e.g., formative,

end-of-unit assessments, and semester final examinations). DCI collaborates with the Office of School Support and Improvement (OSSI) to promote effective implementation of the curriculum, and collaborates with OSESS, OSSI, and OCTO to develop products and procedures aligned with curriculum and assessment policies.

### School Support and Programs

DCI provides direct support to schools to build the capacity of instructional leaders to promote effective teaching and learning. DCI identifies and articulates effective instructional strategies to engage students in critical thinking and creative and complex problem solving, and develops tools to guide school staff members to increase motivation and achievement of all students. The Instructional Support Coordination Team (ISCT) provides well-coordinated support to schools in a variety of areas, including effective interventions for struggling students, personalized learning, and the development of instructional leadership. Under the guidance of ISCT, a personalized instruction cohort, comprising six schools, explores and experiments with the concepts of personalized instruction. DCI provides job-embedded guidance to schools upon request and supports school improvement through on-site technical assistance, in collaboration with OSSI. DCI supervises language immersion programs in elementary and middle schools and develops translated instructional materials and assessments that align with MCPS curriculum. DCI collaborates with the Department of Enriched and Innovative Programs (DEIP) to support implementation of college-level courses in high school as well as elective and advanced courses for middle schools. DCI also manages choral and instrumental music programs in all grades, and coordinates local and state music festivals and competitions.

### Professional Learning

DCI creates and posts online curriculum-related professional development resources in the IC on myMCPS, provides curriculum implementation professional learning for classroom teachers, and provides professional learning to instructional leaders through principal curriculum update meetings; administrator professional learning community meetings; and administrative and supervisory meetings. DCI provides curriculum implementation professional learning to resource teachers, reading specialists, content specialists, math content coaches, immersion teachers, and dual enrollment coordinators. DCI develops and implements continuing professional development courses for teacher certification as required by the Maryland State Department of Education (MSDE), provides program workshops required by the Code of Maryland Regulations (COMAR), and designs and implements curriculum training for the New Educator Orientation.

### Strategic Stakeholder Involvement

DCI provides information to, and invites input and feedback from, a wide range of stakeholders in the development and review of products, programs, and services. DCI benchmarks effective practices in similar districts, analyzes

current research, and consults with state and federal agencies, higher education, and business. DCI liaises with national education organizations and assessment consortia to inform product development and service delivery and to influence MSDE and consortia decisions about curriculum and assessments.

**ACCOMPLISHMENTS AND INITIATIVES**

- » Developed C2.0 resources, posting 11 secondary courses in six content areas and implemented the elementary integrated curriculum for Prekindergarten (Pre-K).
- » Facilitated teacher communication and collaboration to encourage posting original lessons and rating centrally and teacher-developed lessons, instructional materials, and professional development resources.
- » Reviewed and approved textbooks and instructional materials aligned with the new standards.
- » Developed or revised high school final examinations in English, mathematics, science, social studies, and world languages and collaborated with the Department of Materials Management and OSA to distribute the exams, administration directions, scoring guides, and rubrics to secondary schools.
- » Provided well-coordinated support to schools in a variety of areas, including effective interventions for struggling students, personalized learning, and the development of instructional leadership. Established Personalized Instruction Cohort 1 to explore and experiment with the concepts of personalized instruction.
- » Designed and delivered 30 professional learning sessions in collaboration with OSSI, OCTO, OSESS, Professional Growth Systems, and English for Speakers of Other Languages (ESOL)/Bilingual Programs for secondary school leadership teams—1,600 staff members—on effective implementation of literacy instruction aligned with the CCSS in all content areas.
- » Designed and delivered professional learning for 360 middle and high school teachers on effective implementation of instruction on described lessons for family life and sexual orientation.
- » Designed and delivered professional learning for 900 teachers on effective implementation of instruction aligned with CCSS in C2.0 Algebra 1, C2.0 Geometry and Honors Geometry, and C2.0 Mathematics 6.
- » Designed and delivered professional learning for 2,200 teachers in Grades 3, 4, and 5 on small-group instruction in reading.
- » Designed and implemented professional learning, in collaboration with Early Childhood on pre-K curriculum to 480 Preschool Education Program (PEP), PEP ESOL, Head Start, and pre-K teachers.
- » Managed 14 federal, state, organization, and foundation grants in support of system initiatives.

- » Studied and developed new processes to improve support to schools and supported Intervention Network and Innovation Network schools.
- » Developed and gathered community feedback on the secondary Comprehensive Health Education (CHE) framework. Finalized the CHE framework, based on research and stakeholder feedback for Board approval on June 17, 2014. Communicated and implemented processes for collecting input and feedback from internal and external stakeholders on products and services and made improvements based on stakeholder feedback. DCI identified effective practices in benchmark districts, analyzed current research, and consulted regularly with representatives of state and federal agencies, higher education, business, and national organizations to inform revision of C2.0.

**PERFORMANCE MEASURES**

**Performance Measure:** Number of revised or new secondary courses in C2.0, with interactive multi-media curriculum, instruction, assessment, and professional development resources, which align with CCSS or other state or national standards; provide models of challenge and support; and are posted in the IC on myMCPS.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
37	48	55

**Explanation:** Curriculum, instruction, assessment, and professional development resources must be disseminated digitally, in order to improve timeliness and quality of support provided to teachers implementing the curriculum. Digital dissemination encourages teacher collaboration and participation in resource development. It also increases agility to revise curriculum and update instructional and professional development resources by facilitating collection, analysis, and application of feedback.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Current Budget**

The current FY 2015 budget for this department is changed from the budget adopted by the Board of Education on June 17, 2014. The change is a result of a realignment of a 1.0 direction I position to a 1.0 supervisor position.

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this department is \$7,889,958, an increase of \$167,124 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$248,239**

*Continuing Salary Costs—\$211,290*

There is an increase of \$211,290 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

*Other—\$36,949*

An amount of \$36,949 is added to the budget for fine arts programs. Since 1999, a portion of the Montgomery County Public Schools fine arts programs have been funded by the Maryland Fine Arts Initiative Bridge to Excellence grant. Over the last seven years, grant funding has declined and is insufficient to support quality programming.

**Program Efficiencies and Reductions—(\$141,081)**

There are several efficiencies and reductions in this department's budget. A vacant administrative secretary I position and \$64,060 is eliminated from the budget. The position is responsible for document editing, and streamlined processes have been put in place to manage the workload. In addition, a vacant director position is reconstituted to a supervisor position which allows for a reduction of \$12,586. A reduction of \$38,435 can be made for instructional materials based on a renegotiated agreement with Scholastic which provides materials for Read 180. Also, there is a reduction of \$4,000 for local travel mileage reimbursement based on actual and projected spending needs. The budget for assessments is reduced by \$22,000 based on projected spending requirements. This includes a reduction of \$12,000 for contractual services and \$10,000 for materials.

**Strategic Priority Enhancements—\$59,966**

*Secondary Reading-Read 180—\$59,966*

Additional funds of \$59,966 for contractual services, instructional materials, stipends, and substitutes are required to upgrade from the Read 180 Enterprise Edition to Read 180 the Next Generation. READ 180 is one of the most effective reading interventions available and is implemented in every secondary school as a research-based intervention for those students who struggle with reading. The current edition of READ 180 used in MCPS is not aligned to the Common Core State Standards (CCSS) and has been in use for almost 10 years. This enhancement will provide the upgraded version at two middle schools and two high schools. The new edition emphasizes writing much more than its earlier edition. This is part of a multi-year effort in which all middle schools would be upgraded in FY 2017, and all high schools upgraded in FY 2018. This funding also will support training for teachers as well as technology support plans.

**Dept. of Curriculum and Instruction - 232/164/650**

**Martin Creel, Director II**

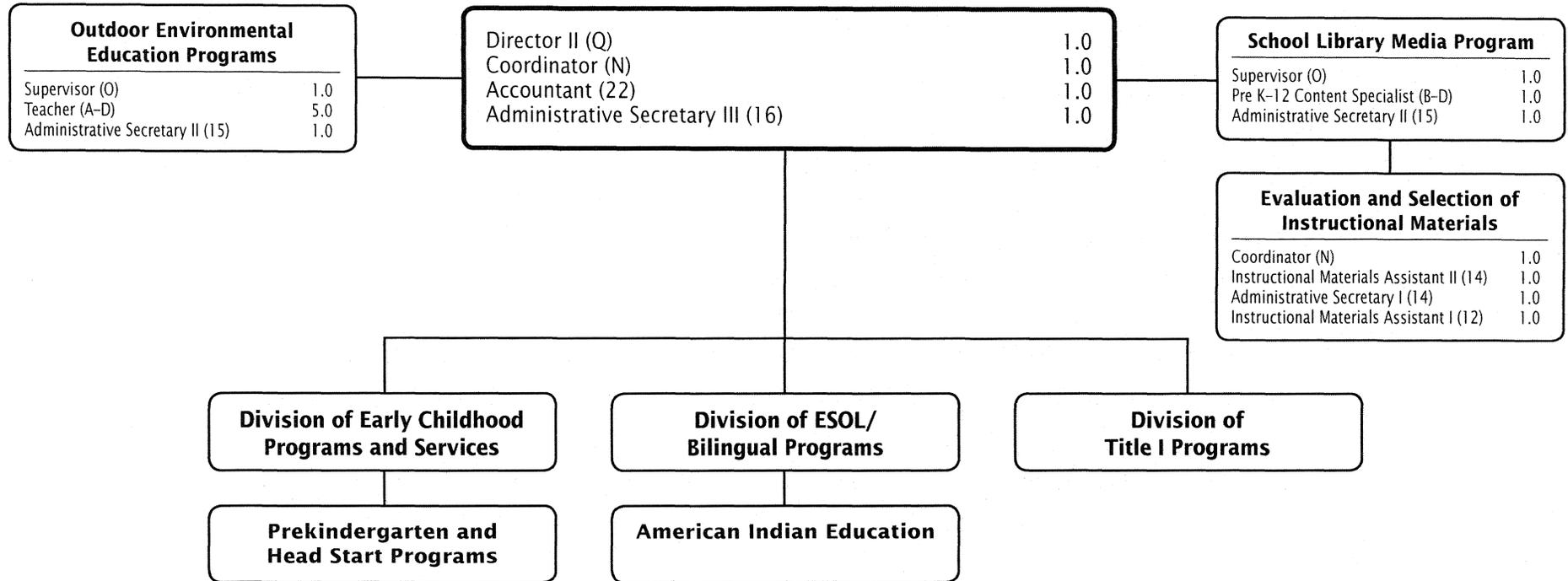
Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	63.000	68.000	68.000	<b>67.000</b>	(1.000)
Position Salaries	\$6,265,852	\$7,111,025	\$7,111,025	<b>\$7,245,669</b>	\$134,644
<b>Other Salaries</b>					
Summer Employment				<b>10,989</b>	10,989
Professional Substitutes				<b>26,020</b>	26,020
Stipends				<b>163,873</b>	
Professional Part Time		163,873	163,873		
Supporting Services Part Time					
Other					
Subtotal Other Salaries	178,154	163,873	163,873	<b>200,882</b>	37,009
<b>Total Salaries &amp; Wages</b>	6,444,006	7,274,898	7,274,898	<b>7,446,551</b>	171,653
<b>02 Contractual Services</b>					
Consultants		3,000	3,000	<b>3,000</b>	
Other Contractual		140,819	140,819	<b>144,925</b>	4,106
<b>Total Contractual Services</b>	121,279	143,819	143,819	<b>147,925</b>	4,106
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		174,745	174,745	<b>180,110</b>	5,365
Office		29,412	29,412	<b>29,412</b>	
Other Supplies & Materials		65,710	65,710	<b>55,710</b>	(10,000)
<b>Total Supplies &amp; Materials</b>	251,818	269,867	269,867	<b>265,232</b>	(4,635)
<b>04 Other</b>					
Local/Other Travel		34,250	34,250	<b>30,250</b>	(4,000)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	31,511	34,250	34,250	<b>30,250</b>	(4,000)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$6,848,614</u>	<u>\$7,722,834</u>	<u>\$7,722,834</u>	<u><b>\$7,889,958</b></u>	<u>\$167,124</u>

# Department of Curriculum and Instruction - 232/164/650

Martin Creel, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
<b>232 Dept. of Curriculum &amp; Instruction</b>							
2	Q Director II		1.000	1.000	1.000	1.000	
1	P Director I		1.000	1.000	1.000	1.000	
2	P Director I			1.000			
2	O Supervisor		8.000	8.000	9.000	9.000	
2	N Coordinator		2.000	2.000	2.000	2.000	
2	N Coordinator		1.000	2.000	2.000	2.000	
2	BD Instructional Specialist		1.000	5.000	5.000	5.000	
2	BD Pre K-12 Content Specialist		24.000	24.000	24.000	24.000	
3	BD Pre K-12 Content Specialist		1.000	1.000	1.000	1.000	
2	22 Accountant		1.000	1.000	1.000	1.000	
2	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
1	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		6.000	6.000	6.000	5.000	(1.000)
<b>Subtotal</b>			<b>48.000</b>	<b>54.000</b>	<b>54.000</b>	<b>53.000</b>	<b>(1.000)</b>
<b>650 Elementary Integrated Curriculum Team</b>							
2	P Director I		1.000	1.000	1.000	1.000	
2	O Supervisor		2.000	2.000	2.000	2.000	
2	BD Elem Integrated Curr Spec		10.000	9.000	9.000	9.000	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I			1.000	1.000	1.000	
2	11 Office Assistant IV		1.000				
<b>Subtotal</b>			<b>15.000</b>	<b>14.000</b>	<b>14.000</b>	<b>14.000</b>	
<b>Total Positions</b>			<b>63.000</b>	<b>68.000</b>	<b>68.000</b>	<b>67.000</b>	<b>(1.000)</b>

# Department of Instructional Programs



**MISSION** *The mission of the Department of Instructional Programs (DIP) is to collaborate with other offices, departments, divisions, and community partners to develop and implement high-quality, innovative programs and services that meet the needs of all Montgomery County Public Schools (MCPS) students and their families.*

## MAJOR FUNCTIONS

### Development and Implementation of Instructional Programs

The department aligns staff and services with research-based program models that guide the development and implementation of instructional programs to improve student achievement. DIP staff collaborates with the schools and offices within MCPS, parents, and community stakeholders to provide high-quality programs and services in compliance with federal, state, and local mandates, such as the *No Child Left Behind Act of 2001*; Title I, Improving the Academic Achievement of the Disadvantaged and Title III, Language Instruction for Limited English Proficient and Immigrant Students of the *Elementary and Secondary Education Act of 1965*; the *Maryland's Bridge to Excellence in Public Schools Act*; and in alignment with the goals and continuous improvement efforts as described in the strategic planning framework *Building Our Future Together*. DIP enhances the school system's capacity for differentiated instructional programs and services through the 1) Division of Early Childhood Programs and Services (DECPS), 2) Division of English for Speakers of Other Languages (ESOL)/Bilingual Programs, 3) Division of Title I Programs (DTP), 4) Outdoor Environmental Education Programs (OEEP), and 5) School Library Media Programs (SLMP).

The intentional connections between the units of the department cultivate teams that allow for the knowledge transfer of successful practices within each program and the integration of services to support student achievement. Mutual accountability is embraced through collaboration within the Office of Curriculum and Instructional Programs (OCIP), the Office of School Support and Improvement, the Office of Special Education and Student Services (OSESS), and the Office of Community Engagement and Partnerships. In consultation with other MCPS offices, DIP designs and implements training for school system staff that supports instructional practices and assists teachers to identify students' strengths and achievement needs. DIP provides families with a rich array of resources and interrelated support services to build a shared understanding of the instructional program and assists in tailoring curriculum implementation for diverse learners.

### Administration of Grant-Funded Programs

DECPS provides high-quality early education programs and services to promote young children's school readiness and the

development of the foundational knowledge and skills necessary for academic success. The division collaborates with schools, OSESS, and the Montgomery County Collaboration Council for Children, Youth and Families to coordinate services that focus on family literacy and mathematics by building the skills of parents, caregivers, and licensed child-care providers and by targeting resources to support children's healthy development and readiness for kindergarten.

DTP is responsible for implementing programs to ensure that all children meet or exceed academic standards. Title I funds are used to support highly qualified professional and paraprofessional positions and scientifically research-based programming designed to enrich and enhance learning for economically disadvantaged students. DTP also is responsible for implementing local initiatives such as the Extended Learning Opportunities Summer Adventures in Learning program. Additional funding is provided to implement full-day Head Start programs in designated Title I schools, parent programs, and a wide range of outreach activities.

ESOL provides support to English language learners (ELL) and American Indian students that include instructional resources, professional development support, and English language proficiency assessments and support. Counseling and parent outreach services, including translation and interpretation, also are provided by the division to support ELL. The division helps ensure the implementation of a rigorous standards-based ESOL curriculum, which includes teaching ELL the skills and cultural background necessary to function successfully in general education classes. Bilingual counseling services provide bilingual and cross-cultural counseling, as well as crisis intervention to ELL and their families who are in the process of adjusting to a new school, community, and country.

### Outdoor Environmental Education Programs and School Library Media Programs Implementation

OEEP promotes environmental literacy in the Pre-K–12 curriculum and uses the outdoor environment as an integrating context for teaching and learning. MCPS curriculum-based experiences at outdoor education sites engage students in authentic field investigations that specifically target the Maryland State Department of Education's (MSDE) science and social studies indicators, while nurturing an awareness, appreciation, and stewardship for the natural environment. Through academically enriched lessons and the residential living program, Grade 6 students experience unique opportunities for social emotional learning.

SLMP leads the integration of information literacy into the curriculum across content areas to maximize student learning in two ways: 1) building capacity of library media staff to provide for teaching and learning of digital, visual, textual, and technological literacy; and 2) collaborating with other MCPS staff and students, community members, business partners, and institutions of higher education to access and use high-quality and innovative resources and technologies. The Evaluation and Selection Unit of SLMP ensures the development of diverse collections of print, nonprint, and electronic resources to support curriculum implementation.

**ACCOMPLISHMENTS AND INITIATIVES**

- » Implemented full-day Head Start in 18 classrooms and provided half-day Head Start in 16 classrooms.
- » Engaged with MSDE, the Montgomery County Council, agencies, and child-care providers in the implementation and monitoring of a universal prekindergarten plan for Montgomery County.
- » Provided professional development of 687 kindergarten teachers on the implementation of the new Kindergarten Readiness Assessment to monitor student readiness for kindergarten; continue to provide prekindergarten and early childhood instructional strategies.
- » Promoted the services of the Language Assistance Services Unit to provide translation services in Spanish, Chinese, Vietnamese, Korean, and French and implement the translation management and communication systems.
- » Implemented a program for older high-school-aged students with interrupted or no formal education that focused on English language acquisition and entry-level job skills.
- » Provided professional development training opportunities to ESOL and non-ESOL teachers to address the language acquisition and language proficiency needs of ELLs.
- » Facilitated the integration of K–12 environmental literacy in Grades K–12.
- » Provided outdoor field experiences to more than 25,000 MCPS students through OEEP—10,000 students in the Grade 6 residential outdoor education program on three campuses; 15,000 students in day-only programs offered at all grade levels.
- » Collaborated with the Chesapeake Bay Foundation, the Montgomery County Department of Environmental Protection, Maryland-National Capital Park and Planning Commission, Maryland Association for Environmental and Outdoor Education Association, MSDE, Audubon GreenKids, and various local agencies to provide professional development courses and seminars in environmental education for more than 500 teachers and school leaders.
- » Created a Grade 4 project-based learning module that provides a meaningful watershed educational experience through grant funding from the National Oceanic and Atmospheric Administration; conducted the first year of professional learning for 115 teachers.
- » Collaborated with the Office of the Chief Technology Officer in implementing the 2014–2016 Strategic Technology Plan, to enable a stronger library media program-classroom connection in order to provide continuous access to 21st century teaching and learning resources.

- » Supported the partnership between MCPS; University of Maryland, College Park; and The Universities at Shady Grove through the Professional Library Resource Center to build employee professional capacity through continuing professional development, hands-on instruction, resources, and borrowing privileges.
- » Organized a cross-functional work group that developed a vision to enhance the ways in which school library media programs facilitates the 21st century learning, technology, and communication needs of students, staff members, and the school community. Reviewed current library media practices and research; benchmarked with both school and industry library media practitioners; and outlined guiding principles and best practices to achieve the vision and incorporate new standards.

**PERFORMANCE MEASURES**

**Performance Measure:** Increase the usage of centrally purchased online Maryland K12 (MDK12) Digital Library and Maryland Library Consortiums subscription databases by students in Grades K–12, as measured by the percent variance in searches from the previous year.

	FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
Grades 6–12	.05%	1%	3%
Grades K–5	3%	4%	5%

**Explanation:** MCPS revised its entire curriculum, in alignment with Common Core State Standards, to increase writing and research skills in multiple content areas for diverse student groups and purposes. The incorporation of information literacy standards has created a renewed emphasis on writing and researching using 21st century literacy skills. Participation in the MDK12 Digital Library and Maryland Library Consortiums allows students to access digital resources that support engaging and collaborative learning environments to increase student achievement.

**Performance Measure:** Increase the participation rate of students in the Grade 6 residential program.

	FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
	89%	91%	92%

**Explanation:** OEEP continues to add to its recommended list of best practices for increasing student participation in the Grade 6 residential program. Suggestions include specific strategies that target student participation at schools with a high percentage of students who participate in the Free or Reduced-price Meals System program. Staff members will analyze student participation data and teacher feedback and work directly with local schools to develop and implement additional supports with the goal of providing an outdoor environmental education experience for every Grade 6 student.

## OVERVIEW OF BUDGET CHANGES

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### **FY 2016 Recommended Budget**

The FY 2016 recommended budget for this department is \$2,178,469, a decrease of \$171,223 from the current FY 2015 budget. An explanation of this change follows.

### ***Same Service Level Changes—\$78,777***

#### ***Continuing Salary Costs—\$62,093***

There is an increase of \$62,093 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

#### ***Other—\$16,684***

An increase of \$16,684 for contractual services and facility rental for the Outdoor Environmental Education program is required based on student enrollment and a facility rate increase.

### ***Program Efficiencies and Reductions—(\$250,000)***

There is reduction of \$250,000 budgeted for contractual services for the Professional Library at the Universities at Shady Grove (USG). The Professional Library was moved from MCPS to USG in FY 2010 due to budget constraints. Currently, the library is not being widely utilized. A reduction of \$250,000 for contractual services will eliminate the Professional Library at USG. MCPS staff who are seeking advanced degrees and are enrolled colleges and universities has access to libraries at those institutions. Also, staff have abundant online resources available to support research based inquiries.

# Department of Instructional Programs - 233/261/263/264/265

Sylvia K. Morrison, Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	18,000	18,000	18,000	<b>18,000</b>	
Position Salaries	\$1,697,547	\$1,769,319	\$1,769,319	<b>\$1,831,071</b>	\$61,752
<b>Other Salaries</b>					
Summer Employment		1,592	1,592	<b>1,592</b>	
Professional Substitutes					
Stipends					
Professional Part Time		6,379	6,379	<b>6,379</b>	
Supporting Services Part Time		13,647	13,647	<b>14,320</b>	673
Other					
Subtotal Other Salaries	20,554	21,618	21,618	<b>22,291</b>	673
<b>Total Salaries &amp; Wages</b>	1,718,101	1,790,937	1,790,937	<b>1,853,362</b>	62,425
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		503,236	503,236	<b>269,588</b>	(233,648)
<b>Total Contractual Services</b>	507,209	503,236	503,236	<b>269,588</b>	(233,648)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		7,815	7,815	<b>7,815</b>	
Office		19,204	19,204	<b>19,204</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	26,463	27,019	27,019	<b>27,019</b>	
<b>04 Other</b>					
Local/Other Travel		9,968	9,968	<b>9,968</b>	
Insur & Employee Benefits		16,532	16,532	<b>16,532</b>	
Utilities					
Miscellaneous		2,000	2,000	<b>2,000</b>	
<b>Total Other</b>	26,091	28,500	28,500	<b>28,500</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$2,277,864</u>	<u>\$2,349,692</u>	<u>\$2,349,692</u>	<u>\$2,178,469</u>	<u>(\$171,223)</u>

# Department of Instructional Programs - 233/261/263/264/265

Sylvia K. Morrison, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>233 Department of Instructional Programs</b>						
2	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
2	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
2	22 Accountant		1.000	1.000	1.000	<b>1.000</b>	
2	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	
	<b>261 Outdoor Environmental Ed Prgs</b>						
2	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
3	AD Teacher	X	5.000	5.000	5.000	<b>5.000</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	
	<b>263 School Library Media Program</b>						
2	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
2	BD Pre K-12 Content Specialist		1.000	1.000	1.000	<b>1.000</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>3.000</b>	<b>3.000</b>	<b>3.000</b>	<b>3.000</b>	
	<b>264 Eval &amp; Selec of Instruct Materials</b>						
2	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
2	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
2	14 Instruct Materials Asst II		1.000	1.000	1.000	<b>1.000</b>	
2	12 Instruct Materials Asst I		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	
	<b>Total Positions</b>		<b>18.000</b>	<b>18.000</b>	<b>18.000</b>	<b>18.000</b>	

## Division of Title I Programs

Director I (P)	1.0
Supervisor (O)	1.0
Instructional Specialist (B-D)	5.0
Teacher, Central Office (A-D)	2.0
Accountant (22)	1.0
Administrative Secretary II (15)	1.0
Data Systems Operator II (15)	0.5
Fiscal Assistant II (15)	1.375
Administrative Secretary I (14)	1.0

Schools	
Teacher, Focus (A-D)	102.8
Teacher, Head Start (A-D)	7.2
Parent Communications Coordinator (17)	6.775
Paraeducator-Focus (12)	49.375
Paraeducator-Head Start (12)	9.450

F.T.E. Positions 189.475

(The 175.6 positions in schools also are shown on the K-12 charts in Chapter 1)

**MISSION** *The mission of the Division of Title I Programs (DTP) is to provide customized support to identified schools impacted by poverty for the purpose of implementing and monitoring the requirements of the Elementary and Secondary Education Act of 1965 (ESEA).*

**MAJOR FUNCTIONS**

**Program Implementation**

DTP is responsible for implementing the Title I, Part A, program and ensuring compliance with federal and state regulations, which are a part of the ESEA, commonly referred to as *No Child Left Behind Act of 2001* (NCLB). DTP also is responsible for implementing local initiatives such as the Extended Learning Opportunities Summer Adventures in Learning (ELO SAIL) program. Twenty-eight elementary schools were identified as Title I for Fiscal Year (FY) 2015.

DTP assists with the development of school improvement plans aimed at closing the gap in performance among subgroups by monitoring and analyzing formal and informal student data, examining the current educational program in collaboration with staff members, and identifying changes that will improve academic achievement. School improvement efforts focus on the analysis of local and state assessment data to monitor and improve the instructional program, the development of monitoring tools, and the ongoing examination of student work.

DTP collaborates with other Montgomery County Public Schools offices, particularly the Division of English for Speakers of Other Languages/Bilingual Programs, the Office of Community Engagement and Partnerships, the Office of School Support and Improvement, and county and community agencies to plan and implement extended-learning programs. The purpose of these programs is to minimize academic loss over the summer, preview new knowledge and skills students will encounter at their next grade level, and provide opportunities for both the development of skills and accelerated learning. In addition, DTP works closely with the Division of Early Childhood Programs and Services to implement full-day Head Start classes in designated Title I schools. DTP also consults with the Department of Special Education Services to coordinate and align activities that reduce the gap between the special education subgroup and all other students.

**ACCOMPLISHMENTS AND INITIATIVES**

- » Sustained the Title I program model by including additional positions to support the unique needs of schools—provided funds to support parent involvement initiatives, and offered extended-learning time through extended-day and extended-year programs.
- » Allocated additional funds to Brookhaven and Kemp Mill elementary schools, identified as focus schools under the 2012 NCLB flexibility waiver granted to the Maryland State Department of Education (MSDE), to reduce the gap in performance between their highest- and lowest-performing subgroups on state and local assessments.
- » Allocated additional funds to 20 Title I elementary schools, identified as approaching targets schools by MSDE, to implement strategies that help schools meet performance targets in reading and mathematics.
- » Delivered a 19-day ELO SAIL summer program at 26 Title I schools to nearly 4,500 students in kindergarten through Grade 2, including eligible private school and homeless students. The program provides instructional materials, a four-week curriculum, and instruction focused on skills essential for the upcoming school year, along with transportation, breakfast, and lunch. Previous evaluation of the ELO SAIL program demonstrated that students who attended 15 days or more made gains in their reading and mathematics skills that were beyond the maintenance level.
- » Provided supplemental funding for the afternoon portion of the Head Start instructional day in identified Title I elementary schools. The full-day program, in its eighth year, is a six-hour program that services 360 federally eligible children in full-day Head Start classes at Title I schools.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of kindergarten through Grade 2 students in Title I schools who attend the ELO SAIL summer program, based on the total school enrollment.

FY 2014 Actual	FY 2015 Estimated	FY 2016 Recommended
45%	65%	75%

**Explanation:** In summer 2014, about 45 percent of all eligible kindergarten through Grade 2 students, based on total school enrollment, attended the ELO SAIL program. The approximate average ELO SAIL daily attendance of students enrolled was 81 percent. Previous evaluations of the ELO SAIL program demonstrated that students who attended 15 days or more generally gained skills in reading and mathematics that went beyond the maintenance level. By providing an additional month of instruction in reading and mathematics, fewer students in Title I schools will experience a loss of skills over the summer and a greater number will maintain or gain skills necessary for the upcoming grade level.

**Performance Measure:** Percentage of students who attend full-day Head Start programs, based on the total enrollment of students in Title I schools.

<b>FY 2014 Actual</b>	<b>FY 2015 Estimated</b>	<b>FY 2016 Recommended</b>
100%	100%	100%

**Explanation:** In FY 2014, all available spaces in full-day classes were filled. The goal of the full-day program is to provide students with additional learning time to develop the essential skills needed for school success.

## **OVERVIEW OF BUDGET CHANGES**

### **FY 2016 Recommended Budget**

The FY 2016 recommended budget for this program is \$21,256,537, or a decrease of \$1,098,717 from the current FY 2015 budget. An explanation of this change follows.

#### **Same Service Level Changes—(\$1,098,717)**

##### *Continuing Salary Costs—\$476,548*

There is an increase of \$476,548 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

##### *Other—(\$1,575,265)*

In FY 2015, there was a reduction to the Title I, Part A Program of \$1,575,265, as a result of receiving less funding. The FY 2016 Title I, Part A Program budget is based on the same level of funding as received in FY 2015.

### **Program's Recent Funding History**

	<b>FY 2015 Projected 7/1/14</b>	<b>FY 2015 Received 11/30/14</b>	<b>FY 2016 Projected 7/1/15</b>
Federal	\$22,355,254	\$21,256,537	\$21,256,537
State			
Other			
County			
<b>Total</b>	<b>\$22,355,254</b>	<b>\$21,256,537</b>	<b>\$21,256,537</b>

# Division of Title I Programs - 941

Deann M. Collins, Director I

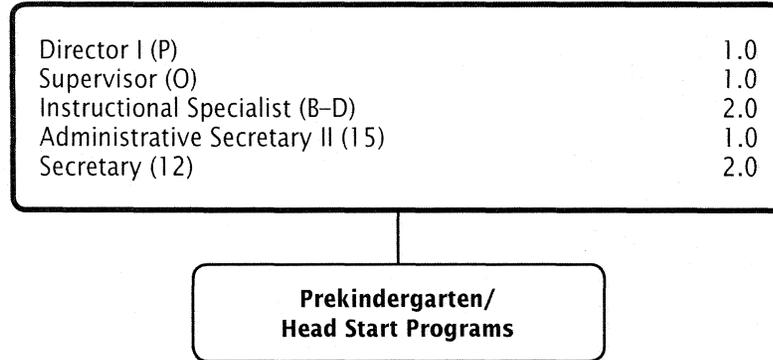
Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	207,000	205,200	205,200	<b>189,475</b>	(15,725)
Position Salaries	\$13,721,522	\$12,951,591	\$12,951,591	<b>\$12,316,019</b>	(\$635,572)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		308,868	308,868	<b>263,315</b>	(45,553)
Stipends					
Professional Part Time		1,672,502	1,672,502	<b>1,572,502</b>	(100,000)
Supporting Services Part Time		288,340	288,340	<b>252,628</b>	(35,712)
Other					
Subtotal Other Salaries	2,804,000	2,269,710	2,269,710	<b>2,088,445</b>	(181,265)
<b>Total Salaries &amp; Wages</b>	<b>16,525,522</b>	<b>15,221,301</b>	<b>15,221,301</b>	<b>14,404,464</b>	(816,837)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		60,622	60,622	<b>60,622</b>	
<b>Total Contractual Services</b>	<b>335,541</b>	<b>60,622</b>	<b>60,622</b>	<b>60,622</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		392,622	392,622	<b>342,622</b>	(50,000)
Office		8,000	8,000	<b>8,000</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	<b>844,954</b>	<b>400,622</b>	<b>400,622</b>	<b>350,622</b>	(50,000)
<b>04 Other</b>					
Local/Other Travel		20,690	20,690	<b>20,690</b>	
Insur & Employee Benefits		6,461,797	6,461,797	<b>6,229,917</b>	(231,880)
Utilities					
Miscellaneous		142,651	142,651	<b>142,651</b>	
<b>Total Other</b>	<b>7,281,189</b>	<b>6,625,138</b>	<b>6,625,138</b>	<b>6,393,258</b>	(231,880)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		47,571	47,571	<b>47,571</b>	
<b>Total Equipment</b>	<b>281,822</b>	<b>47,571</b>	<b>47,571</b>	<b>47,571</b>	
<b>Grand Total</b>	<b>\$25,269,028</b>	<b>\$22,355,254</b>	<b>\$22,355,254</b>	<b>\$21,256,537</b>	(\$1,098,717)

## Div of Title I Programs - 941

Deann M. Collins, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
2	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
2	BD Instructional Specialist		6.000	7.000	7.000	<b>5.000</b>	(2.000)
3	BD Instructional Specialist		1.000				
3	AD Central Off Teacher	X	1.600	1.800	1.800	<b>2.000</b>	.200
3	AD Teacher, Focus	X	114.900	112.700	112.700	<b>102.800</b>	(9.900)
3	AD Teacher, Head Start	X	7.200	7.600	7.600	<b>7.200</b>	(.400)
2	22 Accountant		1.000	1.000	1.000	<b>1.000</b>	
3	17 Parent Comm Coordinator	X	7.900	7.900	7.900	<b>6.775</b>	(1.125)
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
2	15 Data Systems Operator II		.500	.500	.500	<b>.500</b>	
2	15 Fiscal Assistant II		1.000	1.125	1.125	<b>1.375</b>	.250
3	15 Fiscal Assistant II		.500				
2	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
3	13 Paraeducator - Focus	X	51.950	51.600	51.600	<b>49.375</b>	(2.225)
3	13 Paraeducator Head Start	X	9.450	9.975	9.975	<b>9.450</b>	(.525)
	<b>Total Positions</b>		<b>207.000</b>	<b>205.200</b>	<b>205.200</b>	<b>189.475</b>	<b>(15.725)</b>

# Division of Early Childhood Programs and Services



**MISSION** *The mission of the Division of Early Childhood Programs and Services (DECPS) is to provide comprehensive, research-based services to young children, ensuring their school success through partnerships with families, schools, and the community.*

**MAJOR FUNCTIONS**

**Program Development**

The Kindergarten/Judy Center Unit of DECPS facilitates and coordinates the Montgomery County Public Schools (MCPS) prekindergarten, Head Start, kindergarten, and Judith P. Hoyer Early Child Care and Family Education and Enhancement Programs (Judy Centers). DECPS ensures compliance with federal, state, and local mandates, including the *No Child Left Behind Act of 2001*; *Maryland's Bridge to Excellence in Public Schools Act of 2002*; *Maryland Model for School Readiness Initiative*; *Improving Head Start for School Readiness Act of 2007*; and *The Strategic Planning Framework, Building Our Future Together: Students, Staff, and Community*.

**Program Implementation**

DECPS staff members confer regularly with the United States Department of Education and the Maryland State Department of Education (MSDE) on the implementation of initiatives, including the Head Start Performance Standards, the Kindergarten Readiness Assessment, the Age of School Entry requirements, and the Judith P. Hoyer legislation governing the Gaithersburg and Silver Spring Judy Center programs. Staff members collaborate with program supervisors and instructional specialists in the Department of Curriculum and Instruction to align early childhood programs and services with the curriculum and other MCPS offices and county agencies to increase family and community involvement and collaboration.

Through engagement and collaboration with MSDE, the Montgomery County Council, families, child care providers, county agencies, business partners, and health care providers, MCPS continues to fully implement its Early Childhood Initiative and other Montgomery County early childhood efforts that coordinate early childhood education and supports for children birth through age 5. Services focusing on family literacy provide skill-building and target resources for parents and caregivers to ensure children's healthy development and academic and social readiness for kindergarten.

**ACCOMPLISHMENTS AND INITIATIVES**

- » Reached highly impacted families that were previously underserved in Montgomery County through outreach to an increased number of child care providers and the expansion of Judy Center early childhood program partners.

- » Served 2,773 students and provided a comprehensive literacy-based program that builds prekindergarten and Head Start students' background knowledge, oral language, foundational literacy, mathematics skills, and social emotional development through the prekindergarten curriculum.
- » Used MCPS Curriculum 2.0, aligned with the Common Core State Standards (CCSS), to provide all kindergarten students with a rich, literacy-based program that maximizes their development in the early years and ensures that they enter Grade 1 with the knowledge and skills necessary for academic success. DECPS specialists work with schools on an ongoing basis to provide direct support to principals and teachers as they implement the integrated curriculum in all kindergarten classes
- » Partnered with the Office of Special Education and Student Services to establish inclusion/collaboration classes, allowing more access for preschool children with special needs to be placed in the least restrictive environment.
- » Provided annual professional learning to kindergarten teachers to ensure accurate completion of the new state-mandated Kindergarten Readiness Assessment, which measures student readiness upon kindergarten entry. DECPS supported staff in the transition to online reporting using the new assessment.
- » Implemented outreach programs to inform the child care community, private preschools, and parents about age-of-entry and the MCPS kindergarten program.
- » Provided comprehensive early childhood services to approximately 559 children, birth through age 5 and their families, in the Silver Spring Judy Center (serving the Rolling Terrace Elementary School community) and approximately 907 children and their families in the Gaithersburg Judy Center (serving Summit Hall and Washington Grove elementary school communities). All classroom programs and affiliated child care partners continue to receive the distinction of MSDE early childhood accreditation.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of MCPS prekindergarten students who consistently demonstrate full readiness as measured by Early Childhood Observation Record (ECOR).

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
83%	84%	85%

**Explanation:** ECOR is a performance-based assessment used to record child observations conducted by teachers three times annually. ECOR assesses outcomes on the following dimensions of learning and personal development: personal and social development, physical well-being and motor development, language and literacy, mathematical thinking, scientific thinking, social studies, and the arts.

**Performance Measure:** Number of families served.

**Gaithersburg Judy Center (GJC)**

<b>FY 2014 Actual</b>	<b>FY 2015 Estimate</b>	<b>FY 2016 Projected</b>
298	225*	235

Please note that the reduction in estimation of families served for this year (FY 2015) is reflective of reducing GJC services from three schools down to two schools served this year.

**Performance Measure:** Number of families served.

**Silver Spring Judy Center**

<b>FY 2014 Actual</b>	<b>FY 2015 Estimate</b>	<b>FY 2016 Projected</b>
203	215	225

**Explanation:** Families of children ages birth to 5 are provided with a variety of comprehensive early childhood services that support their children’s cognitive and social emotional development. The programs for children ages birth through 3 are highly attended and at capacity.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this division \$712,530, an increase of \$3,061 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$4,061**

*Continuing Salary Costs—\$4,061*

There is an increase of \$4,061 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

**Program Efficiencies and Reductions—(\$1,000)**

There is a reduction of \$1,000 budgeted for dues, registration, and fees based on prior year spending.

# Division of Early Childhood Programs & Services - 235

## Vacant, Director I

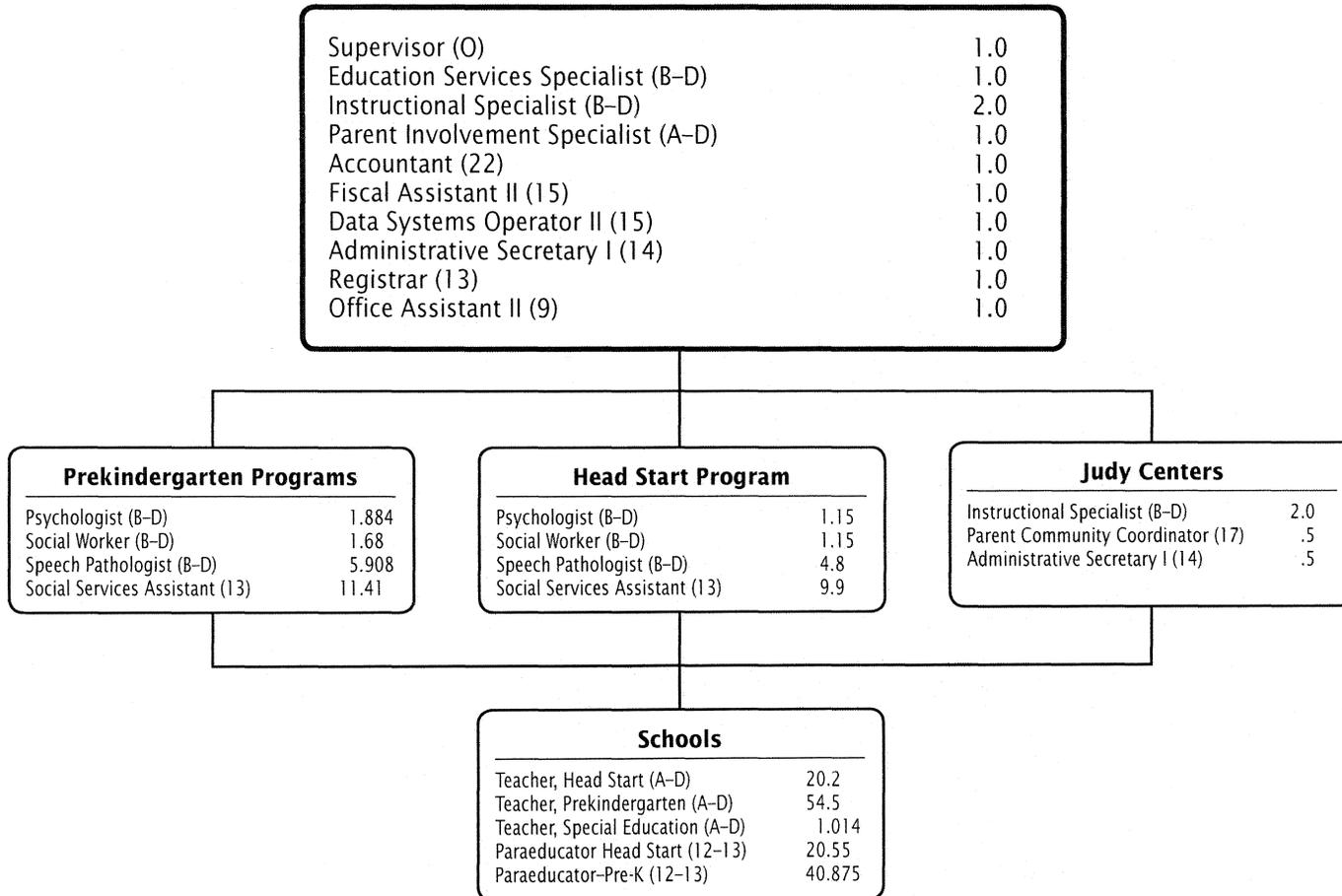
Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	7,000	7,000	7,000	<b>7,000</b>	
Position Salaries	\$573,156	\$665,526	\$665,526	<b>\$669,587</b>	\$4,061
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		20,785	20,785	<b>20,785</b>	
Supporting Services Part Time					
Other					
Subtotal Other Salaries	19,591	20,785	20,785	<b>20,785</b>	
<b>Total Salaries &amp; Wages</b>	592,747	686,311	686,311	<b>690,372</b>	4,061
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		540	540	<b>540</b>	
<b>Total Contractual Services</b>	435	540	540	<b>540</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		14,151	14,151	<b>14,151</b>	
Office		3,000	3,000	<b>3,000</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	21,215	17,151	17,151	<b>17,151</b>	
<b>04 Other</b>					
Local/Other Travel		5,467	5,467	<b>4,467</b>	(1,000)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	4,178	5,467	5,467	<b>4,467</b>	(1,000)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$618,575</u>	<u>\$709,469</u>	<u>\$709,469</u>	<u>\$712,530</u>	<u>\$3,061</u>

## Division of Early Childhood Programs and Services - 235

Vacant, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
2	O Supervisor			1.000	1.000	<b>1.000</b>	
2	BD Instructional Specialist		3.000	2.000	2.000	<b>2.000</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
2	12 Secretary		2.000	2.000	2.000	<b>2.000</b>	
	<b>Total Positions</b>		<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	

# Prekindergarten and Head Start Programs



F.T.E. Positions 189.021

(The 137.139 positions in schools also are shown on the K-12 charts in Chapter 1)

**MISSION** *The mission of the Division of Early Childhood Programs and Services' Prekindergarten/Head Start Unit programs is to provide comprehensive, research-based services to young children, ensuring their school success through partnerships with families, schools, and the community.*

**MAJOR FUNCTIONS**

**Recruitment and Enrollment**

The Prekindergarten/Head Start Unit develops and executes a comprehensive recruitment plan involving numerous stakeholders. The plan engages the community to recruit and enroll income-eligible families by using media, participating in community forums and events, and collaborating with a wide range of agencies. Staff members engage families to ensure retention in the program.

**Program Implementation**

The Prekindergarten/Head Start Unit offers literacy-rich, comprehensive full- and part-day instructional programs. The programs provide parent engagement, lunch, health, transportation, and social services for children from low-income families. Collaborative efforts with the Division of Preschool and Related Services in the Office of Special Education and Student Services provide an inclusive environment for children with special needs to participate in a general education setting. In keeping with federal and state laws, the program implements a comprehensive instructional program that prepares vulnerable learners for kindergarten success. Instruction is differentiated to meet the needs of each child. Staff members provide direct support for both teachers and paraeducators to ensure consistency and fidelity in the delivery of the prekindergarten/Head Start curriculum.

**Family and Community Engagement**

The Prekindergarten/Head Start programs build strong relationships with families to foster children's school-readiness skills and promote family self-sufficiency. Parent training develops skills to support children and encourages parents as life-long learners. The programs expand existing community partnerships to improve outcomes for Montgomery County's most vulnerable young learners and their families.

**ACCOMPLISHMENTS AND INITIATIVES**

- » Initiated widespread community outreach, including an annual community forum and staff participation on a variety of community committees, to engage low-income families and partners serving low-income families. More than 8,560 families inquired about the program and 3,127 applications were completed.
- » Offered full-day Head Start to 620 federally eligible children in 18 full-day Head Start classes located at 16 Title I schools. The full-day program offers the benefits of increased time and intensity of instruction to implement a rigorous curriculum and support the development of social skills in young children.
- » Engaged in 13,744 contacts with families, which included 1,692 home visits. Support services foster self-sufficiency for families while promoting school readiness for their children.
- » Provided support to schools, including 487 visits by teachers and psychologists to prekindergarten and Head Start classrooms to monitor instruction and curriculum implementation. Instructional specialists provided monitoring visits to ensure fidelity in the implementation of the curriculum and full compliance with federal and state laws. Staff, including psychologists and social workers, conducted over 700 interactions with staff and parents.
- » Supported the implementation of a new curriculum for use in all Montgomery County Public Schools (MCPS) early childhood programs, including special education and high school child development classes.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of MCPS prekindergarten students who consistently demonstrate full readiness, as measured by Early Childhood Observation Record (ECOR).

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
83%	84	85%

**Explanation:** ECOR is a performance-based assessment used to record child observations conducted by teachers three times annually. ECOR assesses outcomes on the following dimensions of learning and personal development: personal and social development, physical well-being and motor development, language and literacy, mathematical thinking, scientific thinking, social studies, and the arts.

**Performance Measure:** Percentage of prekindergarten/Head Start families who participate in family literacy and mathematics training or other family skill-building activities.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
77%	78%	79%

**Explanation:** Training events provide parents with strategies to foster and support children's learning in reading, writing, mathematics, and science.

**Performance Measure:** Percentage of prekindergarten/Head Start families who access social services and program supports to work toward self-sufficiency.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
86%	88%	90%

**Explanation:** Parent engagement and adult education, including computer and ESOL classes and parent workshops, are critical components of the MCPS prekindergarten/Head Start programs. These skill-building learning opportunities promote family literacy and self-sufficiency and foster children’s healthy growth and development.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for Prekindergarten and Head Start Programs is \$14,940,825, an increase of \$1,045,790 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$1,093,383**

*Continuing Salary Costs—\$449,383*

There is an increase of \$449,383 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

*Realignments to Meet Expenditure Requirements and Program Priorities—\$644,000*

There is a realignment of \$644,000 from the Provision for Future Supported Projects to establish the Judith B. Hoyer Center Gaithersburg and the Judith B. Hoyer Center Silver Spring grants as budgeted grants. These grants are expected to be ongoing and have a stable funding level and therefore, meet the criteria for budgeted grants. As a result, a 2.0 instructional specialist positions and \$150,170, a .5 administrative secretary I position and \$22,501, and a .5 parent community coordinator position and \$21,990 are added to this budget. In addition, \$449,339 is added for contractual services, employee benefits, instructional materials, office supplies, local travel, student transportation, dues, and other program costs.

*Other—\$0*

Projected funding for the Head Start grant is expected to increase by \$231,765 based on the amount received in FY 2015. As a result, locally funded expenditures of \$175,996 for continuing salary costs for current employees and 1.050 positions and \$55,769 can be supported by grant funds.

**Program Efficiencies and Reductions—(\$47,593)**

There is reduction of \$47,593 budgeted for substitutes; food; instructional materials; and dues, registration and fees based on prior year spending.

**Head Start**

**Program’s Recent Funding History**

	FY 2015 Projected 7/1/14	FY 2015 Received 11/30/14	FY 2016 Projected 7/1/15
Federal	\$3,371,910	\$3,603,675	\$3,603,675
State			
Other			
County	\$10,523,125	\$10,523,125	\$10,693,150
Total	\$13,895,035	\$14,126,800	\$14,296,825

**Judith B. Hoyer Early Childhood Centers  
(Judy Centers)**

**Program’s Recent Funding History**

	FY 2015 Projected 7/1/14	FY 2015 Received 11/30/14	FY 2016 Projected 7/1/15
Federal			
State			\$644,000
Other			
County			
Total			\$644,000

# Prekindergarten/Head Start Programs Unit - 294/296/297/904/905/932

## Vacant, Director I

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	184.425	186.571	186.571	<b>189.021</b>	2.450
Position Salaries	\$11,438,823	\$12,314,371	\$12,314,371	<b>\$12,866,077</b>	\$551,706
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		73,529	73,529	<b>71,780</b>	(1,749)
Stipends					
Professional Part Time		47,542	47,542	<b>13,500</b>	(34,042)
Supporting Services Part Time		107,645	107,645	<b>134,613</b>	26,968
Other					
Subtotal Other Salaries	142,162	228,716	228,716	<b>219,893</b>	(8,823)
<b>Total Salaries &amp; Wages</b>	<b>11,580,985</b>	<b>12,543,087</b>	<b>12,543,087</b>	<b>13,085,970</b>	<b>542,883</b>
<b>02 Contractual Services</b>					
Consultants		42,309	42,309	<b>42,283</b>	(26)
Other Contractual		5,778	5,778	<b>130,943</b>	125,165
<b>Total Contractual Services</b>	<b>42,024</b>	<b>48,087</b>	<b>48,087</b>	<b>173,226</b>	<b>125,139</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		83,602	83,602	<b>149,801</b>	66,199
Office				<b>14,918</b>	14,918
Other Supplies & Materials		95,505	95,505	<b>91,005</b>	(4,500)
<b>Total Supplies &amp; Materials</b>	<b>155,380</b>	<b>179,107</b>	<b>179,107</b>	<b>255,724</b>	<b>76,617</b>
<b>04 Other</b>					
Local/Other Travel		25,640	25,640	<b>48,337</b>	22,697
Insur & Employee Benefits		1,052,612	1,052,612	<b>1,276,882</b>	224,270
Utilities					
Miscellaneous		46,502	46,502	<b>100,686</b>	54,184
<b>Total Other</b>	<b>1,234,336</b>	<b>1,124,754</b>	<b>1,124,754</b>	<b>1,425,905</b>	<b>301,151</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$13,012,725</b>	<b>\$13,895,035</b>	<b>\$13,895,035</b>	<b>\$14,940,825</b>	<b>\$1,045,790</b>

# Prekindergarten and Head Start Programs Unit - 294/296/297/932/966

Vacant, Director I

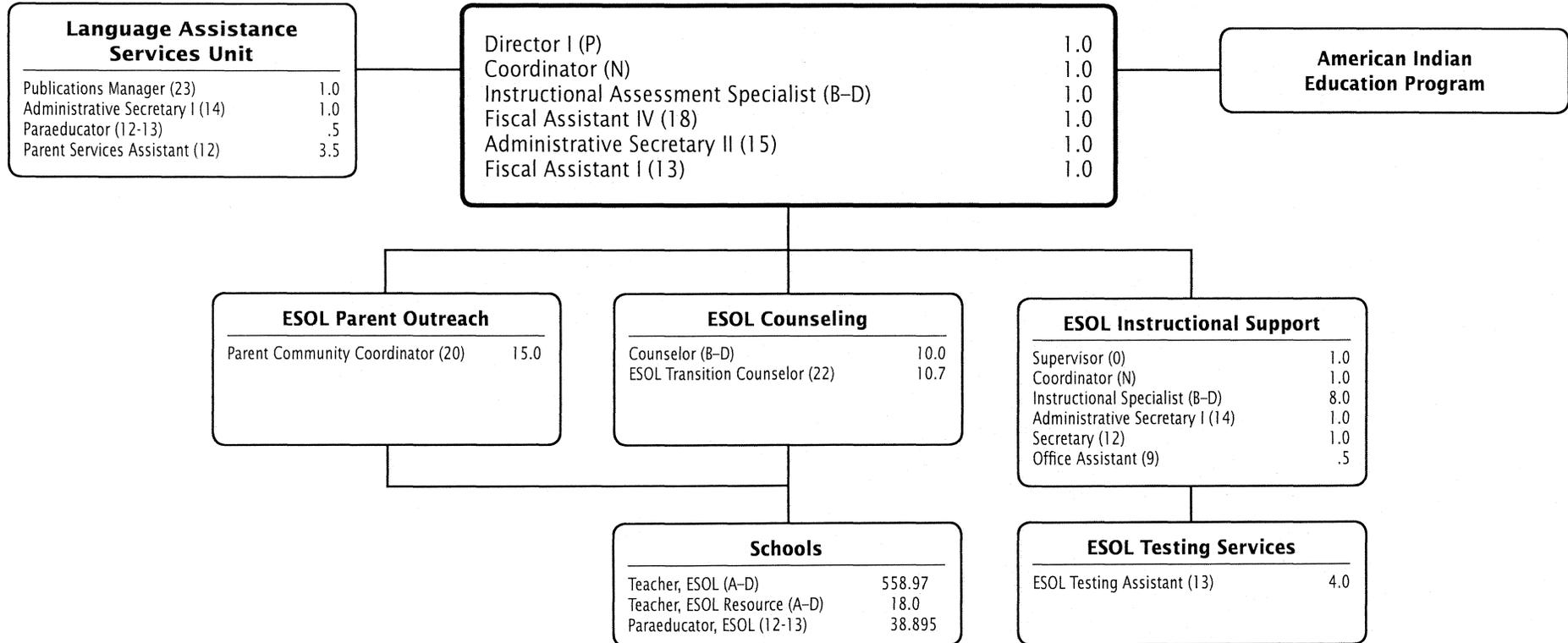
CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
<b>294 Prekindergarten/Head Start Programs Unit</b>							
2	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
2	BD Instructional Specialist		2.000	2.000	2.000	<b>2.000</b>	
2	BD Education Services Spec		1.000	1.000	1.000	<b>1.000</b>	
2	AD Parent Involvement Specialist		1.000	1.000	1.000	<b>1.000</b>	
3	AD Teacher, Special Education	X	1.000	1.014	1.014	<b>1.014</b>	
2	22 Accountant		1.000	1.000	1.000	<b>1.000</b>	
2	15 Data Systems Operator II		1.000	1.000	1.000	<b>1.000</b>	
2	15 Fiscal Assistant II		1.000	1.000	1.000	<b>1.000</b>	
2	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
2	13 Registrar		1.000	1.000	1.000	<b>1.000</b>	
2	9 Office Assistant II		1.000	1.000	1.000	<b>1.000</b>	
<b>Subtotal</b>			<b>12.000</b>	<b>12.014</b>	<b>12.014</b>	<b>12.014</b>	
<b>296 Head Start/Local</b>							
3	AD Teacher, Head Start	X	8.900	9.900	9.900	<b>8.900</b>	(1.000)
3	13 Paraeducator Head Start	X	9.700	10.300	10.300	<b>9.700</b>	(.600)
7	13 Social Services Assistant		3.300	3.300	3.300	<b>3.300</b>	
<b>Subtotal</b>			<b>21.900</b>	<b>23.500</b>	<b>23.500</b>	<b>21.900</b>	<b>(1.600)</b>
<b>297 Prekindergarten</b>							
7	BD Social Worker		1.650	1.680	1.680	<b>1.680</b>	
3	BD Psychologist		1.850	1.884	1.884	<b>1.884</b>	
3	BD Speech Pathologist	X	5.800	5.908	5.908	<b>5.908</b>	
3	AD Teacher, Prekindergarten	X	53.500	54.500	54.500	<b>54.500</b>	
3	13 Paraeducator - Pre-K	X	40.125	40.875	40.875	<b>40.875</b>	
7	13 Social Services Assistant	X	9.500	9.710	9.710	<b>9.710</b>	
7	13 Social Services Assistant		1.700	1.700	1.700	<b>1.700</b>	
<b>Subtotal</b>			<b>114.125</b>	<b>116.257</b>	<b>116.257</b>	<b>116.257</b>	
<b>904 Judith B. Hoyer Silver Spring Center</b>							
14	BD Instructional Specialist					<b>1.000</b>	1.000
14	14 Administrative Secretary I					<b>.500</b>	.500
<b>Subtotal</b>						<b>1.500</b>	<b>1.500</b>
<b>905 Judith B. Hoyer Gaithersburg Center</b>							
14	BD Instructional Specialist					<b>1.000</b>	1.000
14	17 Parent Comm Coordinator	X				<b>.500</b>	.500
<b>Subtotal</b>						<b>1.500</b>	<b>1.500</b>
<b>932 Head Start</b>							
7	BD Social Worker		1.150	1.150	1.150	<b>1.150</b>	
3	BD Psychologist		1.150	1.150	1.150	<b>1.150</b>	
3	BD Speech Pathologist	X	4.800	4.800	4.800	<b>4.800</b>	
3	AD Teacher, Head Start	X	11.700	10.700	10.700	<b>11.300</b>	.600

## Prekindergarten and Head Start Programs Unit - 294/296/297/932/966

Vacant, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>932 Head Start</b>						
3	13 Paraeducator Head Start	X	11.000	10.400	10.400	<b>10.850</b>	.450
7	13 Social Services Assistant	X	5.600	5.600	5.600	<b>5.600</b>	
7	13 Social Services Assistant		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>36.400</b>	<b>34.800</b>	<b>34.800</b>	<b>35.850</b>	<b>1.050</b>
	<b>Total Positions</b>		<b>184.425</b>	<b>186.571</b>	<b>186.571</b>	<b>189.021</b>	<b>2.450</b>

# Division of ESOL/Bilingual Programs



Chapter 4 – 55

F.T.E. Positions 680.065  
 (The 615.865 positions in schools also  
 are shown on K-12 charts in Chapter 1)

**MISSION** *The mission of the Division of English for Speakers of Other Languages (ESOL)/Bilingual Programs is to provide high-quality instruction, assessment, counseling, and parent outreach activities that enable English language learners (ELL) and Native American students to demonstrate successful academic performance across all curricular areas.*

## MAJOR FUNCTIONS

### Program Development

The Division of ESOL/Bilingual Programs supports academic excellence for ESOL students by centering all division functions on English language development instruction and supporting 21st century teaching and learning for ESOL students across all content areas. Additionally, the division supports the districtwide focus on creative problem solving and social emotional learning through the multilingual counseling and parent outreach functions.

The current ESOL curriculum is aligned with the World-Class Instructional Design and Assessment English language development standards to support the acquisition of the academic English skills needed for college and career readiness. ESOL students who have had little or no previous schooling benefit from the intensive basic skills literacy, numeracy, and language instruction provided by the Multidisciplinary Educational Training and Support program.

### Program Services/Outreach

Bilingual and cross-cultural counseling provide additional support to enable ESOL students to succeed academically by assisting students with the process of acculturation. Individual and group counseling sessions, as well as crisis intervention, assist ELLs to bolster their academic performance by easing sociocultural and social emotional challenges.

The ESOL parent outreach team supports academic success by providing a consistent and collaborative approach to parent and family issues. The division's parent outreach program minimizes linguistic and cultural barriers so that ELL parents can learn how to support their children's education.

The Language Assistance Services Unit (LASU) supports parent engagement by providing professional translation and interpretation services in multiple languages, using various media to address the need to communicate essential information to our diverse community. LASU also offers simultaneous interpretation services for large-scale events in schools and central offices, as well as school-system-sponsored activities and community forums.

The American Indian Education Program (AIEP) assists Native American students in improving academic achievement by providing after-school activities. The focus is on valuing their cultural heritage, tutoring, counseling on

college options, and providing opportunities for parents to become active participants in their children's education.

## ACCOMPLISHMENTS AND INITIATIVES

- » Enrolled 19,938 students in ESOL programs for Fiscal Year (FY) 2014, missing the projected figure of 20,100 by 162 students. The enrollment distribution by grade level continues to follow the pattern established over the past few years, with students in Prekindergarten to Grade 2 making up 71 percent of the elementary ESOL enrollment and 57 percent of the total ESOL enrollment. Although born in the United States, most ESOL children have lived in a non-English-speaking environment, come to school with very limited English language skills, and lack the basic oral language foundation for developing reading and writing skills in any language. In FY 2015, the ESOL enrollment projection is 20,300 and reflects expected enrollment of 16,000; 1,900; and 2,350 ESOL students at the elementary, middle, and high school levels, respectively, as well as 50 ESOL students enrolled in special centers.
- » Facilitated professional development training for both ESOL and non-ESOL staff members on collaboration/coteaching and effective practices to meet the academic and linguistic needs of elementary ESOL students.
- » Translated 2,812 pages of district documents into eight different languages to enable schools and offices to provide vital information to parents to support academic achievement. LASU staff works closely with various units in the Office of Communications and the Office of Community Engagement and Partnerships to provide consistent and timely information to the community in English and the five most commonly spoken languages.
- » Scheduled 11,604 requests for interpreter services in 62 languages to support schools and Montgomery County Public Schools (MCPS) offices in their work with parents and provide students with equal access to educational services. LASU staff members provided simultaneous interpretation equipment for 124 MCPS events. Schools and offices used the Language Line to obtain a total of 113,234 minutes of interpretation services in 47 languages for 2,485 interactions, primarily telephone calls and ad hoc visits to schools by parents.
- » Provided services to Native American students, including tutoring in mathematics and reading, as well as exploration of postsecondary educational options through AIEP, funded by the Office of Indian Education of the United States Department of Education.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of ESOL students progressing toward English language proficiency (ELP), as measured by the state-mandated ELP assessment.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
65.4%	67%	69%

**Explanation:** The state-mandated ELP assessment is used by the Maryland State Department of Education (MSDE) to determine the percentage of ESOL students progressing toward proficiency in English. In FY 2014, 65.4 percent of the ESOL student population demonstrated progress toward proficiency in English, exceeding the state target of 56 percent by 9.3 percent.

**Performance Measure:** Percentage of ESOL students achieving ELP, as measured by the state-mandated ELP assessment.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
22.2%	23%	24%

**Explanation:** The state-mandated ELP assessment is used by MSDE to determine the percentage of ESOL students expected to attain proficiency in English. In FY 2014, 22.2 percent of the ESOL student population achieved proficiency in English, exceeding the state target of 12 percent by nearly 10.2 percent.

**Performance Measure:** Percentage of students in the limited English proficient (LEP) subgroup meeting the Annual Measurable Objective (AMO) in reading, mathematics, and graduation rate.

Year	Reading Percent Proficient	Reading Participation Rate	Mathematics Percent Proficient	Mathematics Participation Rate	Graduation Rate
2013	Not Met	Met	Not Met	Met	Met

**Explanation:** Students in the LEP subgroup must achieve Annual Measurable Objectives (AMO) in reading/language arts, mathematics, and graduation rate to satisfy state and federal mandates. A student enrolled in his/her first full academic year in a U.S. school is exempt from the Maryland School Assessments (MSA) reading requirements but will meet student participation requirements for reading by taking the ELP assessment. ESOL students, regardless of ELP, meet student participation requirements in mathematics by taking the MSA in mathematics in his/her first full academic year in a U.S. school. However, schools are not required to include this score for accountability purposes. Students who have exited LEP services within the past two years and those who have refused ESOL services have their scores on reading/language arts and mathematics assessments included in LEP AMO calculations. The results for FY 2014 are not yet available.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Current Budget**

The current FY 2015 budget for this division is changed from the budget adopted by the Board of Education on June 17, 2014. The change is a result of a realignment of \$64,625 from stipends to substitutes.

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this division is \$56,832,581, an increase of \$3,639,455 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$3,647,306**

*Continuing Salary Costs—\$2,046,153*

There is an increase of \$2,046,153 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014

*Student Enrollment—\$2,024,053*

There is an increase of 780 ESOL students projected for FY 2016. This requires an increase of 41.5 additional positions and \$2,024,053. This includes an additional 36.5 classroom teachers and \$1,883,583, and 5.0 paraeducators and \$140,470.

*Realignments to Meet Expenditure Requirements and Program Priorities—(\$422,900)*

There is a realignment of 5.0 communications specialist/web producer positions and \$422,810 from this division to the Office of Communications. In addition, this budget includes a number of technical and budget neutral realignments to address priority spending needs within this division based on prior year spending trends. There is a realignment of \$90 from the grant to locally supported employee benefits budgeted in the Department of Financial Services.

**Program Efficiencies and Reductions—(\$41,000)**

There is reduction of \$41,000 budgeted for textbooks. This reduction can be made as a result of the recent textbooks purchases for districtwide implementation of the ESOL curriculum.

**Strategic Priority Enhancements—\$33,149**

*Sheltered Instruction Observation Tool (SIOP))—\$33,149*

An additional \$33,149 is budgeted to expand the SIOP model as part of a multi-year initiative. The SIOP model is a key strategy used to improve the academic success of English Language Learners (ELLs). It has been shown that ELLs who have participated in classes taught by teachers trained in the SIOP model significantly improve their literacy and writing skills more than students in classes with non-SIOP trained teachers. To develop a strong foundation in SIOP, selected schools will send their principals and/or assistant

principals, staff development teachers, resource teachers, reading specialists, special education and ESOL teachers, and grade-level team leaders to SIOP training. The criteria to identify schools for participating in this SIOP training will be schools that missed their 2013 Annual Measurable Achievement Objectives (AMAO) III in reading or mathematics and AMAO I and/or II for limited English proficient students over the past three years. The FY 2016 costs include training for 20 new schools and additional support for the 35 existing SIOP schools.

**Program's Recent Funding History**

	<b>FY 2015 Projected 7/1/14</b>	<b>FY 2015 Received 11/30/14</b>	<b>FY 2016 Projected 7/1/15</b>
Federal	\$3,354,765	\$3,507,094	\$3,507,094
State			
Other			
County	\$49,838,361	\$49,838,361	\$53,325,487
<b>Total</b>	<b>\$53,193,126</b>	<b>\$53,354,455</b>	<b>\$56,832,581</b>

**American Indian Education Program**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this program is \$25,700, an increase of \$260 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$260**

*Other—\$260*

There is an additional \$260 added to this budget based on the expected FY 2016 grant award.

**Program's Recent Funding History**

	<b>FY 2015 Projected 7/1/14</b>	<b>FY 2015 Received 11/30/14</b>	<b>FY 2016 Projected 7/1/15</b>
Federal	\$25,540	\$25,942	\$25,700
State			
Other			
County			
<b>Total</b>	<b>\$25,540</b>	<b>\$25,942</b>	<b>\$25,700</b>

**ESOL/BILINGUAL PROGRAMS ENROLLMENT AND STAFFING**

	<b>FY 2015 BUDGET</b>	<b>FY 2016 BUDGET</b>	<b>CHANGE</b>
<b><u>Elementary School</u></b>			
<b>Enrollment:</b>			
METS * Students	45	50	5
Non-METS Students (Levels 1-5)	15,955	16,000	45
<b>Total Enrollment</b>	<b>16,000</b>	<b>16,050</b>	<b>50</b>
<b>Positions:</b>			
METS Teachers	3.0	3.0	-
Non-METS Teachers	382.6	378.2	(4.4)
Paraeducators	5.4	5.4	-
<b>Total Positions</b>	<b>391.0</b>	<b>386.6</b>	<b>(4.4)</b>
<b><u>Middle School</u></b>			
<b>Enrollment:</b>			
METS Students	90	150	60
Non-METS Students (Levels 1-5)	1,810	2,113	303
<b>Total Enrollment</b>	<b>1,900</b>	<b>2,263</b>	<b>363</b>
<b>Positions:</b>			
METS Teachers	6.0	10.0	4.0
Non-METS Teachers	51.6	66.9	15.3
Coaches	10.0	10.0	-
Paraeducators	4.5	7.5	3.0
<b>Total Positions</b>	<b>72.1</b>	<b>94.4</b>	<b>22.3</b>
<b><u>High School</u></b>			
<b>Enrollment:</b>			
METS Students	130	400	270
Non-METS Students (Levels 1-5)	2,220	2,317	97
<b>Total Enrollment</b>	<b>2,350</b>	<b>2,717</b>	<b>367</b>
<b>Positions:</b>			
METS Teachers	6.4	16.0	9.6
Non-METS Teachers	60.8	72.9	12.1
Resource Teachers	18	18.0	-
SEPA Teachers	0.4	0.4	-
Paraeducators	24.5	26.5	2.0
<b>Total Positions</b>	<b>110.1</b>	<b>133.8</b>	<b>23.7</b>
<b><u>Special Education Centers</u></b>			
<b>Enrollment:</b>			
Students	50	50	-
<b>Total Enrollment</b>	<b>50</b>	<b>50</b>	<b>-</b>
<b>Positions:</b>			
Non-METS Teachers	1.6	1.6	-
<b>Total Positions</b>	<b>1.6</b>	<b>1.6</b>	<b>-</b>

Teacher staffing for ESOL (Non-METS) is based on projected enrollment and the intensity, or level of service required as follows:

<b>Elementary Proficiency-Based Staffing:</b>	<b>Secondary Proficiency-Based Staffing:</b>
Level 1 - Number of Students/5.8 x .2	Level 1 - Number of Students/11 x .7
Level 2 - Number of Students/5.8 x .18	Level 2 - Number of Students/11 x .5
Level 3 - Number of Students/5.8 x .16	Level 3 - Number of Students/15 x .3
Level 4 - Number of Students/7.8 x .14	Level 4 - Number of Students/15 x .3
Level 5 - Number of Students/7.8 x .1	Level 5 - Number of Students/16 x .3

\* METS - Multi-disciplinary Education, Training, and Support. Students have little or no formal education in their native countries. 50% of high school METS students are included in the High School non-METS Level 1 enrollment numbers for staffing purposes.

# Division of ESOL and Bilingual Programs - 239/927

Dr. Karen C. Woodson, Director I

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	627.565	643.565	643.565	<b>680.065</b>	36.500
Position Salaries	\$46,882,284	\$50,718,779	\$50,718,779	<b>\$54,363,114</b>	\$3,644,335
<b>Other Salaries</b>					
Summer Employment		132,361	132,361	<b>132,361</b>	
Professional Substitutes		58,000	122,625	<b>180,988</b>	58,363
Stipends		271,350	206,725	<b>1,350</b>	(205,375)
Professional Part Time		67,242	67,242	<b>67,752</b>	510
Supporting Services Part Time		64,450	64,450	<b>66,061</b>	1,611
Other					
Subtotal Other Salaries	439,012	593,403	593,403	<b>448,512</b>	(144,891)
<b>Total Salaries &amp; Wages</b>	<b>47,321,296</b>	<b>51,312,182</b>	<b>51,312,182</b>	<b>54,811,626</b>	<b>3,499,444</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		600,682	600,682	<b>787,610</b>	186,928
<b>Total Contractual Services</b>	<b>738,220</b>	<b>600,682</b>	<b>600,682</b>	<b>787,610</b>	<b>186,928</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks		101,901	101,901	<b>60,901</b>	(41,000)
Media		17,556	17,556	<b>17,556</b>	
Instructional Supplies & Materials		150,736	150,736	<b>145,334</b>	(5,402)
Office		525	525	<b>300</b>	(225)
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	<b>336,495</b>	<b>270,718</b>	<b>270,718</b>	<b>224,091</b>	<b>(46,627)</b>
<b>04 Other</b>					
Local/Other Travel		55,855	55,855	<b>55,655</b>	(200)
Insur & Employee Benefits		953,689	953,689	<b>953,599</b>	(90)
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>890,164</b>	<b>1,009,544</b>	<b>1,009,544</b>	<b>1,009,254</b>	<b>(290)</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>	<b>2,652</b>				
<b>Grand Total</b>	<b>\$49,288,827</b>	<b>\$53,193,126</b>	<b>\$53,193,126</b>	<b>\$56,832,581</b>	<b>\$3,639,455</b>

## Division of ESOL/Bilingual Programs - 239/927

Dr. Karen C. Woodson, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
2	P Director I		1.000	1.000	1.000	1.000	
2	O Supervisor		1.000	1.000	1.000	1.000	
3	N Coordinator		1.000	1.000	1.000	1.000	
3	N Coordinator		1.000	1.000	1.000	1.000	
3	BD Instruct Assessment Spec		1.000	1.000	1.000	1.000	
2	BD Instructional Specialist		6.000	6.000	6.000	6.000	
3	BD Counselor	X	11.000	10.000	10.000	10.000	
3	BD Instructional Specialist		2.000	2.000	2.000	2.000	
3	AD Teacher, ESOL	X	507.070	522.470	522.470	558.970	36.500
3	AD Teacher, ESOL Resource	X	18.000	18.000	18.000	18.000	
2	23 Publications Manager		1.000	1.000	1.000	1.000	
3	22 ESOL Transition Counselor	X	9.100	10.700	10.700	10.700	
3	21 Comm Spec/Web Producer		5.000	5.000	5.000		(5.000)
3	20 Parent Community Coord		15.000	15.000	15.000	15.000	
2	18 Fiscal Assistant IV		1.000	1.000	1.000	1.000	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		2.000	2.000	2.000	2.000	
2	13 Fiscal Assistant I		1.000	1.000	1.000	1.000	
3	13 ESOL Testing Assistant		4.000	4.000	4.000	4.000	
3	13 Paraeducator - ESOL	X	34.395	34.395	34.395	39.395	5.000
2	12 Secretary		1.000	1.000	1.000	1.000	
3	12 Parent Services Assistant		3.500	3.500	3.500	3.500	
2	9 Office Assistant II		.500	.500	.500	.500	
<b>Total Positions</b>			<b>627.565</b>	<b>643.565</b>	<b>643.565</b>	<b>680.065</b>	<b>36.500</b>

# American Indian Education - 903

Dr. Karen C. Woodson, Director I

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)					
Position Salaries					
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		12,000	12,000	12,260	260
Supporting Services Part Time					
Other					
Subtotal Other Salaries	12,000	12,000	12,000	12,260	260
<b>Total Salaries &amp; Wages</b>	12,000	12,000	12,000	12,260	260
<b>02 Contractual Services</b>					
Consultants		5,390	5,390	5,390	
Other Contractual		3,000	3,000	3,000	
<b>Total Contractual Services</b>	8,366	8,390	8,390	8,390	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		4,084	4,084	4,084	
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	4,108	4,084	4,084	4,084	
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits		966	966	966	
Utilities					
Miscellaneous					
<b>Total Other</b>	918	966	966	966	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$25,392</u>	<u>\$25,440</u>	<u>\$25,440</u>	<u>\$25,700</u>	<u>\$260</u>

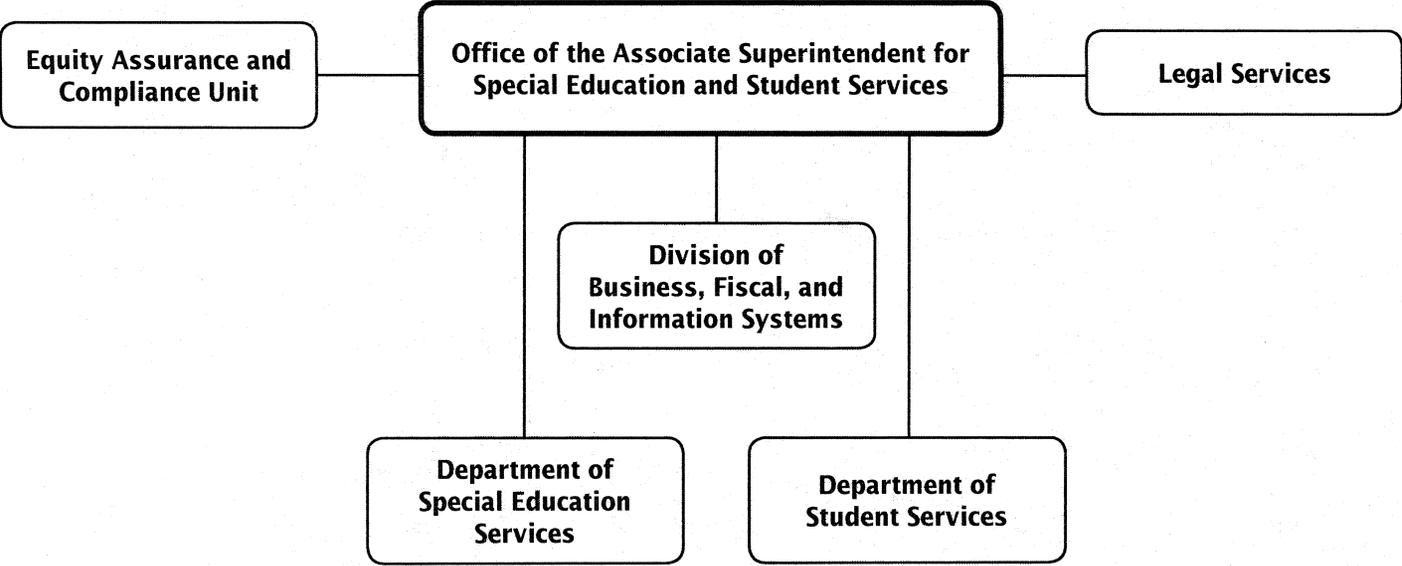
## Special Education and Student Services

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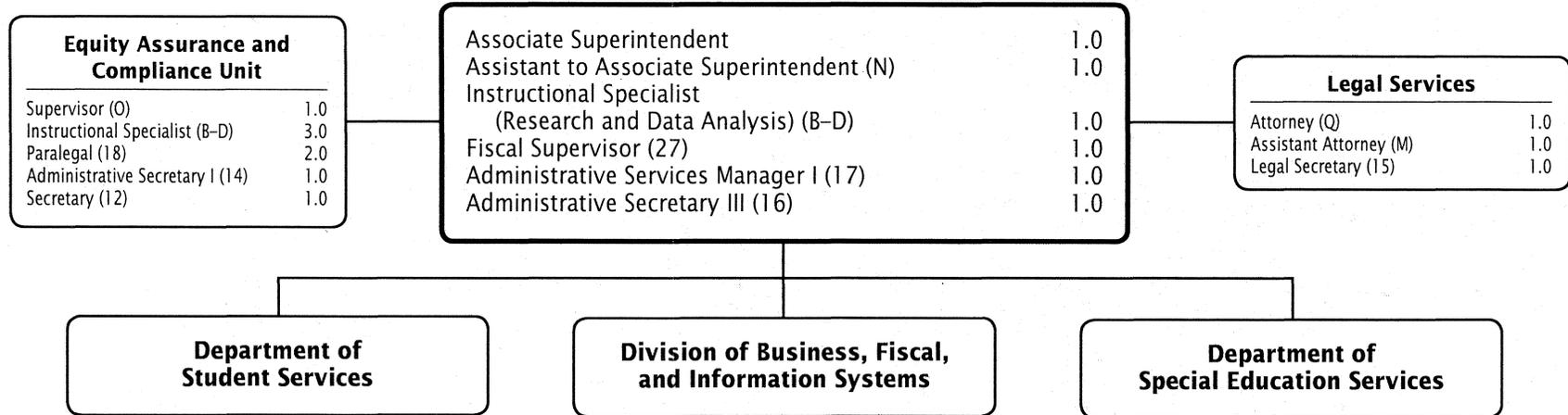
**Office of Special Education and Student Services**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	46.000	47.000	47.000	47.000	
Business/Operations Admin.	1.000	1.000	1.000	1.000	
Professional	2,366.400	2,416.126	2,416.126	2,494.400	78.274
Supporting Services	1,610.655	1,646.466	1,646.966	1,695.386	48.420
<b>TOTAL POSITIONS</b>	<b>4,024.055</b>	<b>4,110.592</b>	<b>4,111.092</b>	<b>4,237.786</b>	<b>126.694</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$5,903,272	\$6,331,176	\$6,331,176	\$6,354,311	\$23,135
Business/Operations Admin.	89,602	93,306	93,306	96,427	3,121
Professional	186,833,843	199,373,389	199,373,389	208,081,785	8,708,396
Supporting Services	60,704,507	64,837,026	64,864,906	68,548,483	3,683,577
<b>TOTAL POSITION DOLLARS</b>	<b>253,531,224</b>	<b>270,634,897</b>	<b>270,662,777</b>	<b>283,081,006</b>	<b>12,418,229</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	7,640,118	6,581,256	6,553,376	6,866,825	313,449
Supporting Services	3,864,125	6,057,478	6,057,478	6,243,633	186,155
<b>TOTAL OTHER SALARIES</b>	<b>11,504,243</b>	<b>12,638,734</b>	<b>12,610,854</b>	<b>13,110,458</b>	<b>499,604</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>265,035,467</b>	<b>283,273,631</b>	<b>283,273,631</b>	<b>296,191,464</b>	<b>12,917,833</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>2,906,227</b>	<b>2,803,944</b>	<b>2,803,944</b>	<b>3,333,814</b>	<b>529,870</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>2,053,038</b>	<b>2,429,950</b>	<b>2,430,200</b>	<b>2,286,517</b>	<b>(143,683)</b>
<b>04 OTHER</b>					
Local/Other Travel	740,176	849,588	849,338	764,710	(84,628)
Insur & Employee Benefits	8,971,875	8,107,916	8,107,916	8,882,409	774,493
Utilities	14,859	12,000	12,000	12,000	
Miscellaneous	41,509,731	40,364,327	40,364,327	42,350,024	1,985,697
<b>TOTAL OTHER</b>	<b>51,236,641</b>	<b>49,333,831</b>	<b>49,333,581</b>	<b>52,009,143</b>	<b>2,675,562</b>
<b>05 EQUIPMENT</b>	<b>621,872</b>	<b>331,171</b>	<b>331,171</b>	<b>285,595</b>	<b>(45,576)</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$321,853,245</b>	<b>\$338,172,527</b>	<b>\$338,172,527</b>	<b>\$354,106,533</b>	<b>\$15,934,006</b>

# Office of Special Education and Student Services—Overview



# Office of the Associate Superintendent of Special Education and Student Services



**MISSION** *The mission of the Office of Special Education and Student Services (OSESS) is to clearly and effectively communicate and engage in meaningful collaboration with stakeholders to ensure the success of students through continuous improvement efforts.*

## MAJOR FUNCTIONS

Under the leadership of the Chief Academic Officer, OSESS oversees the Department of Special Education Services; the Department of Student Services (DSS); the Division of Business, Fiscal, and Information Systems; the Equity Assurance and Compliance Unit (EACU); and the Legal Services Unit.

### Delivery of a Continuum of Special Education Services and Support to Schools

Charged with oversight of the delivery of special education services to approximately 17,657 students with disabilities, OSESS provides a comprehensive, collaborative, and individualized support system that enables students with disabilities to access high-quality, rigorous instruction within the Least Restrictive Environment (LRE); develops, coordinates, and enhances efforts to align general and special education; develops and monitors programs; implements the Extended School Year program; and promotes and coordinates the use of technology necessary to meet the needs of every student. As a result of a continuous improvement process that examines data outcomes, the office makes systematic decisions designed to reduce disproportionality in the identification of minority students for special education services, increases inclusive opportunities, expands access to appropriate interventions, ensures supports to schools to help them achieve, and provides increased LRE options for students.

### Provision of Comprehensive Coordinated Student Services and Support to Schools

OSESS delivers comprehensive and coordinated student services and establishes positive partnerships with human services agencies, postsecondary institutions, and parents to ensure that all students meet with success and develop college, career, and community readiness skills. OSESS facilitates and enhances communication with parents, schools, and the community, strengthening active school and community partnerships through effective communication, outreach, and collaborative interagency opportunities to create a safe school environment that addresses the social, emotional, and physical well-being of all students.

### Compliance with Federal, State, and Local Laws, Policies, and Procedures

The associate superintendent of OSESS provides direct oversight of the EACU and Legal Services units that work with families to provide technical support in understanding and assessing their procedural safeguards under the Individuals with *Disabilities Education Act*; facilitate requests for mediation, due process hearings, and administrative reviews, and responds to Office of Civil Rights and Maryland State

Department of Education (MSDE) complaints. The Legal Services Unit supports school and special centers, including coordination, planning, monitoring, and evaluation services designed to meet the requirements set forth by federal law and state legislation for educating students with disabilities. In addition, OSESS is responsible for a range of legislative mandates, including but not limited to, child abuse reporting, bullying, disciplinary hearings, and international student enrollment and residency.

### Development and Administration of Budget and Staffing

Working closely with schools, OSESS develops and implements an effective budgeting process to provide special education and student services with staffing, technology support, and resources for students from birth to age 21 in Montgomery County Public Schools (MCPS). The office monitors grant financial and operational activities to ensure compliance with required grant reporting and applicable district policies. OSESS also implements the Medical Assistance program, including the verification of student eligibility, claims processing, and monitoring.

## ACCOMPLISHMENTS AND INITIATIVES

- » OSESS increased interagency collaboration between MCPS and other county and community agencies that provide services in the LRE to children with disabilities. Child Find staff members represent early childhood special education on committees, under the auspices of the Montgomery County Collaboration Council, addressing the needs of preschool children. In addition, funding through the Collaboration Council will support students with attendance, suspension, or juvenile justice issues and their families, as well as a truancy-reduction program in 10 other middle schools.
- » Other outreach efforts include collaboration with the military education liaisons and the Montgomery County Mental Health Association, including the Serving Together project, and Identity, Inc. As a result of enhanced collaboration with Child Welfare Services (CWS), OSESS coordinated professional learning opportunities on Endless Dreams for MCPS and CWS staff members, supported the implementation of the *Fostering Connections to Success and Increasing Adoptions Act*, to better support children in foster care, and implementation of the *Family Educational Rights and Privacy Act*, to update the process for sharing student information to improve education outcomes and direct services for children in out-of-home care, while still protecting the privacy rights of students and parents. Staff members attended Youth Mental Health First Aid training and a cadre of MCPS staff members were certified as trainers for the 2014–2015 school year. The first Special Education Parent Summit was held in May 2014, with 286 parents and 18 community organizations in attendance.

- » In alignment with the MCPS Strategic Planning Framework, OSESS is committed to supporting schools to increase academic excellence, creative problem solving, and social emotional learning (SEL). OSESS developed Coordinated Student Service Teams composed of counselors, pupil personnel workers, and psychologists who will collaborate with school teams to provide SEL and mental health supports within the multi-tiered system of the support framework. During the 2012–2013 school year, OSESS conducted a parent survey of parents of elementary and secondary students with disabilities to gather information on the experiences of the parent as a member of the child’s Individualized Education Program team and to learn about his/her level of satisfaction with the services the child receives. A report from a similar survey of parents of preschool children with disabilities was completed and an action plan was developed and implemented.
- » To ensure the delivery of culturally relevant and responsive instruction, OSESS collaborated with the Office of Curriculum and Instructional Programs (OCIP) to establish an English for Speakers of Other Languages (ESOL)/Special Education professional learning community to examine data and identify root causes of the over-identification of students for special education services. ESOL staff members provided professional learning opportunities to speech and language pathologists related to the impact of bilingualism on speech language assessments, which led to the development of an electronic resource comprising strategies for ESOL students with oral language errors that is used by speech pathologists and ESOL and general and special education staff members.
- » Through a collaborative effort with Montgomery College and the Universities at Shady Grove, OSESS is partnering to implement Achieving Collegiate Excellence and Success (ACES), a program designed to support a seamless educational transition from high school to college completion at 10 high schools. ACES will provide comprehensive interventions, support, and coaching to high school students who are underrepresented in higher education, in particular Black or African American, Hispanic/Latino, low-income students, and those who would be the first in their family to attend college. In the first year of implementation, 98 percent of ACES seniors applied for admission to a two- or four-year college.
- » Under the direction of OSESS, DSS collaborated with OCIP to provide professional learning opportunities to teachers assigned to the Interim Instructional Services (IIS) unit on Curriculum 2.0 and mathematics instruction to support students accessing home and hospital educational services. Additionally, the Office of the Chief Technology Officer (OCTO) supported the installation of a computer lab to build the capacity of IIS teachers and facilitate access to a variety of resources to improve instructional practices. The use of technology to support IIS instruction was further enhanced. A permanent 1.0 full-time equivalent (FTE) coordinator,

a 1.0 FTE special education specialist, and an additional 0.5 FTE to provide services for medically fragile students with disabilities were added to support IIS, with a special focus on the medically fragile students with disabilities.

**PERFORMANCE MEASURES**

**Performance Measure:** To decrease disproportionality in the following areas:

- » To reduce the disproportionate suspension of students with disabilities compared to general education students to a risk ratio of LE 2.0.
- » To reduce the disproportionate suspension of Black or African American students compared to all other students to a weighted risk ratio of LE 2.0.
- » To reduce the disproportionate identification of ESOL students with learning and speech and language disabilities in elementary school from 2.2 percent to 1.5 percent, so it is commensurate with the overall MCPS identification rate for elementary school.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
2.2%	2.0%	1.8%

**Explanation:** This measure identifies the results of systemwide efforts to meet the social emotional and academic needs of our students in order to close the achievement gap

**Performance Measure:** To increase parent participation in their child’s educational journey, with a specific focus on Hispanic families

**PARENT OUTREACH**

- » To increase the number of participants attending the annual OSESS Parent Summit from 286 to 325 (or 14%).
- » To reduce the number of days from initial contact for a registration appointment with the Division of School Counseling, Residency, and International Admissions, to the date of the appointment, as well as the wait time on the day of the appointment.
- » To increase the number and percentage of Hispanic/Latino family groups attending the annual OSESS Parent Summit to a number more proportionate with the MCPS Hispanic student population.
- » To increase the attendance of Hispanic participants from 14.7 percent to 25 percent.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
14.7%	17.7%	20.7%

**Explanation:** This measure identifies the results of systemwide efforts to increase parent and community engagement in order to close the achievement gap

**Performance Measure:** To continue to collaborate with Montgomery College and the Universities at Shady Grove to implement the Achieving Collegiate Excellence and Success (ACES) program to ensure that students are college, career, and community ready:

- » Increase participation rate of eligible students to 90 percent or higher at the 10 ACES high schools

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
80.7%	85.0%	90.0%

**Explanation:** This measure identifies the results of systemwide efforts to increase the graduation rate of African American and Hispanic students.

**Performance Measure:** To increase the percentage of successful special education mediation sessions by working cooperatively with parents and advocates and implementing effective dispute-resolution processes.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
75%	85%	88%

**Explanation:** This measure identifies the results of efforts to implement successful dispute-resolution processes in mediation.

**Performance Measure:** To reduce the number of complaints filed with the Maryland State Department of Education (MSDE) that result in findings of violations.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
10	7	5

**Explanation:** This measure identifies the results of systemwide efforts to provide professional development to MCPS staff members regarding MCPS policies, procedures, and implementation of corrective actions to reduce the number of violations found by MSDE in state complaints filed by parents.

## OVERVIEW OF BUDGET CHANGES

### FY 2016 Recommended Budget

The FY 2016 recommended budget for this office is \$2,358,817, an increase of \$64,778 over the current FY 2015 budget. An explanation of this change follows.

#### Same Service Level Changes—\$64,978

##### Continuing Salary Costs—\$64,463

There is an increase of \$64,463 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014

##### Other—\$515

The FY 2016 Operating Budget includes an increase of \$515 for the subscription for the Westlaw online legal service.

#### Program Efficiencies and Reductions—(\$200)

There is reduction of \$200 for local travel mileage reimbursement.

# Office of Special Education and Student Services - 511/257

Chrisandra A. Richardson, Associate Superintendent

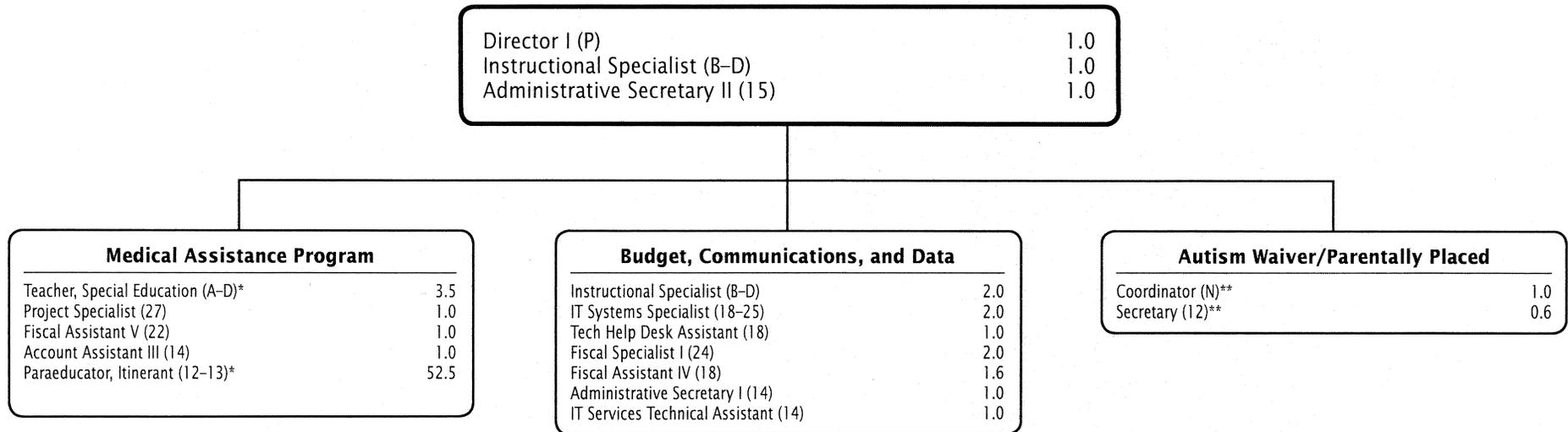
Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	17,000	17,000	17,000	17,000	
Position Salaries	\$1,577,069	\$1,678,214	\$1,678,214	\$1,742,544	\$64,330
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		72,857	72,857	69,657	(3,200)
Supporting Services Part Time		5,316	5,316	8,649	3,333
Other					
Subtotal Other Salaries	59,598	78,173	78,173	78,306	133
<b>Total Salaries &amp; Wages</b>	1,636,667	1,756,387	1,756,387	1,820,850	64,463
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		509,207	509,207	509,722	515
<b>Total Contractual Services</b>	584,490	509,207	509,207	509,722	515
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		11,527	11,527	13,527	2,000
Other Supplies & Materials		4,322	4,322	4,322	
<b>Total Supplies &amp; Materials</b>	15,840	15,849	15,849	17,849	2,000
<b>04 Other</b>					
Local/Other Travel		6,596	6,596	6,396	(200)
Insur & Employee Benefits					
Utilities					
Miscellaneous		6,000	6,000	4,000	(2,000)
<b>Total Other</b>	10,087	12,596	12,596	10,396	(2,200)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$2,247,084</u>	<u>\$2,294,039</u>	<u>\$2,294,039</u>	<u>\$2,358,817</u>	<u>\$64,778</u>

# Office of Special Education and Student Services - 511/257

Chrisandra A. Richardson, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>511 Office of Spec. Educ. &amp; Student Svcs.</b>						
1	Associate Superintendent		1.000	1.000	1.000	<b>1.000</b>	
6	Q Attorney		1.000	1.000	1.000	<b>1.000</b>	
1	N Asst. to Assoc Supt		1.000	1.000	1.000	<b>1.000</b>	
6	M Assistant Attorney		1.000	1.000	1.000	<b>1.000</b>	
6	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	27 Fiscal Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	17 Admin Services Manager I		1.000	1.000	1.000	<b>1.000</b>	
1	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
6	15 Legal Secretary		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>9.000</b>	<b>9.000</b>	<b>9.000</b>	<b>9.000</b>	
	<b>257 Equity Assurance &amp; Compliance Unit</b>						
6	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
6	BD Instructional Specialist		3.000	3.000	3.000	<b>3.000</b>	
6	18 Paralegal		2.000	2.000	2.000	<b>2.000</b>	
6	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
6	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>8.000</b>	<b>8.000</b>	<b>8.000</b>	<b>8.000</b>	
	<b>Total Positions</b>		<b>17.000</b>	<b>17.000</b>	<b>17.000</b>	<b>17.000</b>	

# Division of Business, Fiscal, and Information Systems



F.T.E. Positions 73.2

\*56.0 positions in Medical Assistance are school-based

\*\*1.6 position is funded by the Medical Assistance Program

**MISSION** *The mission of the Division of Business, Fiscal, and Information Systems (DBFIS) is to manage services, value collaboration, and consistently respond to and respect the needs of students, staff members, and parents countywide.*

**MAJOR FUNCTIONS**

**Administrative Support and Program Coordination/Monitoring**

The Division of Business, Fiscal, and Information Systems (DBFIS) directs and administers Extended School Year (ESY) services, which are provided beyond the regular school year to eligible students receiving special education services. Eligibility for ESY is determined by the Individualized Education Program (IEP) team. ESY services are designed to meet specific objectives in a student’s IEP. Services vary in type, intensity, location, inclusion of related services, and length of time, depending on the student’s needs.

DBFIS works closely with the Equity Assurance and Compliance Unit (EACU) to monitor systemwide compliance with state performance indicators, to disseminate information regarding Montgomery County Public Schools (MCPS) performance as it relates to compliance requirements, and to broadcast relevant changes of state and federal special education regulations and practices.

The DBFIS Online Administrative Student Information System/Special Service (O/SS) office provides the EACU and the Office of Special Education and Student Services (OSESS) with the essential data to monitor the disproportionate identification patterns of minority students in special education. The DBFIS Technology Team provides support to central office, non-school-based and school-based staff members on hardware and specialized software applications, and ensures that appropriate technologies and accommodations are in place to enhance teaching strategies and improve guaranteed access to instruction for students with disabilities.

The O/SS office collaborates with the Maryland State Department of Education (MSDE), the Office of the Chief Technology Officer (OCTO), and MCPS stakeholders to manage and monitor the IEP online process, state timelines, data collection, and produce comprehensive IEP reports for various special programs. These reports are used to analyze data to meet program initiatives. O/SS also provides professional development and support to MCPS staff members on the use of the online IEP as well as state requirements regarding the IEP process.

The Medicaid Home and Community-based Autism Waiver Program coordinated by DBFIS is a collaborative effort that provides noneducational services to qualified students with autism and their families. Staff members from the Autism Waiver Program collaborate with the Montgomery County Department of Health and Human Services, MSDE, and the Montgomery County Department of Health and Mental

Hygiene to coordinate and monitor services for participants in the program. Through the Autism Waiver Program, students and families receive respite care, environmental accessibility adaptations, family training, supported adult life planning, intensive individual support services in the home and community, therapeutic integration service, service coordination, and, in some cases, residential habilitation service.

DBFIS supervises the implementation of Child Find procedures for students who are enrolled in MSDE-approved private/religious or parochial schools, or are being home-schooled, and ensures all MSDE and special education timelines are satisfied. In addition, DBFIS oversees the countywide summer assessment process to support schools in conducting educational assessments and IEP procedures for determining special education eligibility and services for the upcoming school year.

DBFIS collaborates with the Model Learning Center to ensure a free, appropriate public education to students with disabilities through the provision of special education and related services. The Model Learning Center is an educational program at the Montgomery County Correctional Facility, in Boyds, Maryland. As a part of the Model Learning Center, MCPS makes available 1.5 full-time equivalent teacher positions and a cadre of part-time teachers who provide services to incarcerated students with and without disabilities. Students in this program can elect to continue working toward a high school diploma or a certificate of attendance.

**Budget Development**

DBFIS has the overall responsibility for the budget of the OSESS, managing the *Individuals with Disabilities Education Act* (IDEA) Part B grants, ESY services, providing on-site educational technology support, overseeing the administration of O/SS, the Medical Assistance Program (MAP), private/religious, parochial, and home-schooled special education school services, and the Autism Waiver Program. DBFIS monitors each unit to ensure implementation of continuous improvement activities in alignment with the MCPS strategic planning framework, as well as student services programs and grants.

**Budget Administration**

DBFIS initiates and facilitates the development, implementation, and monitoring of the annual special education and student services budget and staffing allocations.

DBFIS staff members organize and analyze data from O/SS when developing the special education annual budget. The enrollment of students with disabilities and the settings in which they receive services drives the budget planning and preparation process. DBFIS fiscal staff members use enrollment and trend data to allocate special education personnel. Fiscal staff members, in collaboration with the Placement and Assessment Services Unit, participate in the MSDE monitoring of nonpublic schools and provide accountability for tuition funds for nonpublic school services. DBFIS also

provides funding for MCPS students who experience a psychiatric hospitalization.

**Grant Development and Funding Administration**

DBFIS participates in identifying and preparing applications for grants that align with federal, state, and system goals. A grant timeline is established, which serves to initiate the grant proposal writing, submission, and approval process.

DBFIS manages MAP, which enables MCPS to receive federal Medicaid funding for eligible IEP health-related services, including speech and language, occupational and physical therapies, audiological services, and specified social work services. Case management (i.e., service coordination) also is covered under the project. Funding obtained from MAP is used to supplement existing special education services, such as staffing and instructional materials.

**ACCOMPLISHMENTS AND INITIATIVES**

- » Upgrades were made to the revised budget process implemented for development of the Fiscal Year (FY) 2015 DBFIS budget. These upgrades are a continuing effort to more closely design and streamline the budget process to reflect our school system’s priorities and Board of Education interests.
- » MAP continues to monitor ongoing changes in Medicaid laws as the *Affordable Care Act* becomes fully implemented. The MAP team works closely with DBFIS leadership to expand professional development resources and options to ensure that Medicaid service providers are thoroughly trained to meet evolving standards for documentation of services. During the 2015–2016 school year, MAP staff members will develop automation processes to reduce the administrative burden for Medicaid service providers and implementation service encounter quality assurance systems.
- » The O/SS office in collaboration with the DBFIS Technology Team developed a secure O/SS Sharepoint site. This site is linked to other Sharepoint sites, including adaptive physical education and transportation, and with other sites outside of OSESS, providing stakeholders with a single resource for all IEP-related topics.
- » The ESY office continued the collaboration with OCTO and the O/SS office to make upgrades to the online system for ESY student data submission and collection. These improvements allowed school and central office staff members to input data and access reports with greater clarity and efficiency. Improved data led to more productive planning and implementation processes.
- » The Fiscal team is now providing annual fiscal training to support staff within OSESS in gaining knowledge of overall operational processes, including grant planning and monitoring.

- » Improvements were made in reporting student data and the summer assessment process for private/religious, parochial and home-schooled students. The O/SS office collaborated with OCTO to create a report that accurately provides student numbers about eligibility and the number of students receiving special education services. In order to provide quality assessment services within the timelines and guidelines of the process, DBFIS has identified a pool of certified and qualified assessors.
- » Technology representatives from DBFIS have been, and continue to, participate with OCTO on cross-functional leadership and development teams for Research/Design and Technology Modernization Image Design. Participation on these development teams ensures that planning and consideration are infused into the process so that students with disabilities and at-risk students have access to, and can receive educational benefits from, emerging technologies and innovation learning tools. Participation on these teams also ensures that any alternative media, access, or accommodations needed for emerging technologies will be equally effective and equally integrated in a timely manner for all students. During the 2015–2016 school year, technology representatives from DBFIS will begin framing specialized research, design, and support practices for Chrome books, Android devices, iPads, and Google applications, with the goal of full integration and equal educational opportunities for students with disabilities and at-risk students.
- » MSDE uses a State Performance Plan (SPP) to monitor how each local school system implements the requirements of IDEA. The collaborative efforts of DBFIS, the Department of Special Education Services, the Office of School Support and Improvement, and school-based administrators and staff members are resulting in a significant increase in the monitoring and achievement of compliance with the SPP indicators.
- » In FY 2014, the Autism Waiver Program provided comprehensive in-home and community-based supports to approximately 250 students and their families, thereby reducing the need to consider more costly residential placements. While the program provides noneducational services, staff members providing these services work closely with MCPS staff members to coordinate school and waiver services.

**PERFORMANCE MEASURES**

**Performance Measure:** To access the maximum allowable federal revenue from MAP through the use of continuous improvement practices and intensive monitoring.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
\$4,833,389	\$4,705,938	\$4,916,731

**Explanation:** This measure indicates revenue generated by the MAP fee-for-services claim processing that can be used to support educational services.

**Performance Measure:** To continue to submit all grant applications, report, and budget revisions by the established due dates.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
100%	100%	100%

**Explanation:** This measure identifies the results of processes and procedures put in place to ensure timely submission of required budget documents.

## OVERVIEW OF BUDGET CHANGES

### Division of Business, Fiscal, and Informational Systems

#### FY 2016 Recommended Budget

The FY 2016 recommended budget for this division is \$2,643,043, an increase of \$3,577 over the current FY 2015 budget. An explanation of this change follows.

#### Same Service Level Changes—\$78,924

##### Continuing Salary Costs—\$66,348

There is an increase of \$66,348 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

##### Student Enrollment—\$1,000

There is an increase of \$1,000 for materials for additional students with disabilities projected to require extended school year services.

##### Realignments to Meet Expenditure Requirements and Program Priorities—\$11,576

There are a number of technical realignments within the budget for this division that are budget neutral and align the budget with actual and projected expenditure needs. There is a reduction of a 1.0 IT Services Technical Assistant position and a corresponding increase of a 1.0 Help Desk Assistant position. There is a realignment of \$11,576 into the budget for this division from other OSESS units to fund temporary part-time salaries and program supplies.

#### Program Efficiencies and Reductions—(\$75,347)

There is reduction of \$5,298 for professional part-time, substitutes, and materials. Efficiencies will be put in place to ensure that the reductions do not impact operations. In addition, there is a reduction of \$68,549 for temporary part-time salaries for the Extended School Year program. This reduction is based on prior year spending trends.

### Medical Assistance Program

#### FY 2016 Recommended Budget

The FY 2016 recommended budget for the Medical Assistance program is \$4,916,730, an increase of \$210,792 over the FY 2015 budget. An explanation of this change follows.

#### Same Service Level Changes—\$210,792

##### Continuing Salary Costs—\$180,761

There is an increase of \$180,761 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014

##### Other—\$156,831

There is an increase of \$18,275 to fund the rate increase for contractual billing services for Medicaid reimbursement. An increase of \$8,100 also is required for licenses for speech/language pathologists that are required by the state to document services provided to Medicaid-eligible students. In addition, there is an increase of \$130,456 for employee benefits.

##### Realignments to Meet Expenditure Requirements and Program Priorities—(\$126,800)

There is an increase to the budget of a special education teacher position and \$98,839, and a shift of 6.0 paraeducator positions and \$196,692 to the Department of Special Education Services' budget. In addition, there is a shift of \$28,947 of grant funded employee benefits to the locally funded budget in the Department of Financial Services.

### Program's Recent Funding History

	FY 2015 Projected 7/1/14	FY 2015 Received 11/30/14	FY 2016 Projected 7/1/15
Federal	\$4,705,938	\$4,705,938	\$4,916,730
State			
Other			
County			
Total	\$4,705,938	\$4,705,938	\$4,916,730

# Div of Business, Fiscal, & Information Systems - 241

Julie S. Hall, Director I

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	12.300	12.100	12.600	<b>12.600</b>	
Position Salaries	\$1,064,330	\$1,137,972	\$1,165,852	<b>\$1,215,101</b>	\$49,249
<b>Other Salaries</b>					
Summer Employment		335,283	335,283	<b>274,939</b>	(60,344)
Professional Substitutes		13,500	13,500	<b>10,338</b>	(3,162)
Stipends					
Professional Part Time		208,310	180,430	<b>166,090</b>	(14,340)
Supporting Services Part Time		883,897	883,897	<b>915,623</b>	31,726
Other					
Subtotal Other Salaries	266,913	1,440,990	1,413,110	<b>1,366,990</b>	(46,120)
<b>Total Salaries &amp; Wages</b>	<b>1,331,243</b>	<b>2,578,962</b>	<b>2,578,962</b>	<b>2,582,091</b>	3,129
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		18,000	18,000	<b>15,000</b>	(3,000)
<b>Total Contractual Services</b>	26,131	18,000	18,000	<b>15,000</b>	(3,000)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		10,897	10,897	<b>13,897</b>	3,000
Other Supplies & Materials		7,007	7,007	<b>8,955</b>	1,948
<b>Total Supplies &amp; Materials</b>	31,909	17,904	17,904	<b>22,852</b>	4,948
<b>04 Other</b>					
Local/Other Travel		12,600	12,600	<b>11,100</b>	(1,500)
Insur & Employee Benefits					
Utilities		12,000	12,000	<b>12,000</b>	
Miscellaneous					
<b>Total Other</b>	28,729	24,600	24,600	<b>23,100</b>	(1,500)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$1,418,012</b>	<b>\$2,639,466</b>	<b>\$2,639,466</b>	<b>\$2,643,043</b>	<b>\$3,577</b>

## Division of Business, Fiscal, & Information Systems - 241

Julie S. Hall, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
6	P Director I		1.000	1.000	1.000	<b>1.000</b>	
6	N Coordinator		.200				
6	BD Instructional Specialist		3.000	3.000	3.000	<b>3.000</b>	
6	25 IT Systems Specialist		1.500	1.500	2.000	<b>2.000</b>	
6	24 Fiscal Specialist I		2.000	2.000	2.000	<b>2.000</b>	
6	18 Fiscal Assistant IV		1.600	1.600	1.600	<b>1.600</b>	
6	18 Technical Help Desk Asst					<b>1.000</b>	1.000
6	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
6	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
6	14 IT Services Technical Asst		1.000	1.000	1.000		(1.000)
	<b>Total Positions</b>		<b>12.300</b>	<b>12.100</b>	<b>12.600</b>	<b>12.600</b>	

# Medical Assistance Program - 939

Julie S. Hall, Director I

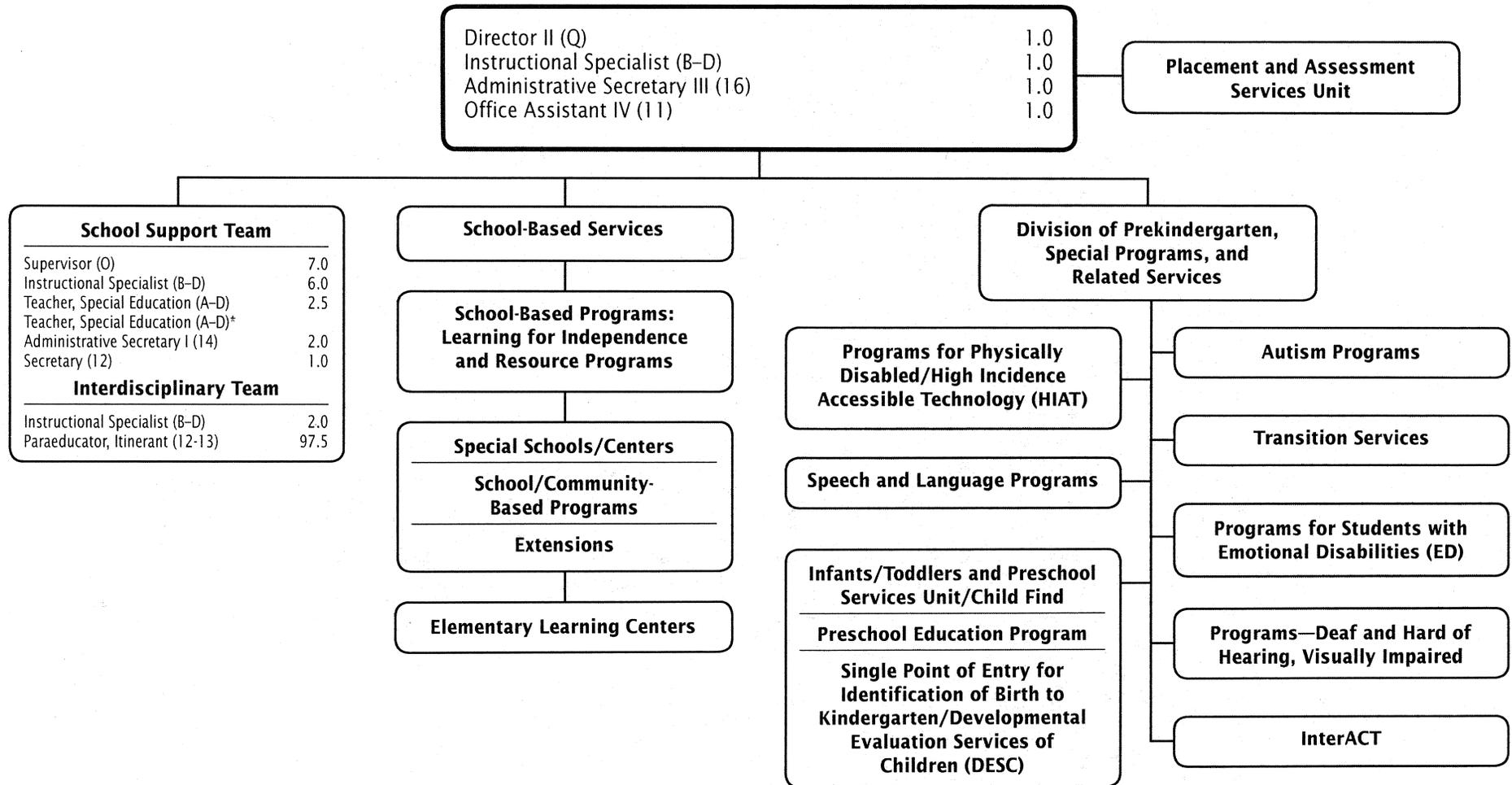
Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	63.700	65.600	65.600	<b>60.600</b>	(5.000)
Position Salaries	\$2,233,802	\$2,576,099	\$2,576,099	<b>\$2,658,919</b>	\$82,820
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		3,500	3,500	<b>3,588</b>	88
Other					
Subtotal Other Salaries	271,394	3,500	3,500	<b>3,588</b>	88
<b>Total Salaries &amp; Wages</b>	<b>2,505,196</b>	<b>2,579,599</b>	<b>2,579,599</b>	<b>2,662,507</b>	<b>82,908</b>
<b>02 Contractual Services</b>					
Consultants		25,000	25,000	<b>25,000</b>	
Other Contractual		756,725	756,725	<b>775,000</b>	18,275
<b>Total Contractual Services</b>	<b>779,443</b>	<b>781,725</b>	<b>781,725</b>	<b>800,000</b>	<b>18,275</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>					
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits		1,329,314	1,329,314	<b>1,430,823</b>	101,509
Utilities					
Miscellaneous		15,300	15,300	<b>23,400</b>	8,100
<b>Total Other</b>	<b>1,421,301</b>	<b>1,344,614</b>	<b>1,344,614</b>	<b>1,454,223</b>	<b>109,609</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$4,705,940</b>	<b>\$4,705,938</b>	<b>\$4,705,938</b>	<b>\$4,916,730</b>	<b>\$210,792</b>

## Medical Assistance Program - 939

Julie S. Hall, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
6	N Coordinator		.800	1.000	1.000	<b>1.000</b>	
6	AD Teacher	X		2.500	2.500		(2.500)
6	AD Teacher, Special Education	X				<b>3.500</b>	3.500
6	27 Project Specialist		1.000	1.000	1.000	<b>1.000</b>	
6	22 Fiscal Assistant V		1.000	1.000	1.000	<b>1.000</b>	
6	14 Account Assistant III		1.000	1.000	1.000	<b>1.000</b>	
6	13 Spec Ed Itinerant Paraeducator	X	59.300	58.500	58.500	<b>52.500</b>	(6.000)
6	12 Secretary		.600	.600	.600	<b>.600</b>	
	<b>Total Positions</b>		<b>63.700</b>	<b>65.600</b>	<b>65.600</b>	<b>60.600</b>	<b>(5.000)</b>

# Department of Special Education Services



Chapter 5 – 18

F.T.E. Positions 122.0

\* In addition, 3.5 FTEs for the School Support Team are shown in the Medical Assistance program on page XX.

**MISSION** *The mission of the Department of Special Education Services (DSES) is to provide, implement, and monitor the delivery of a seamless continuum of services for students with disabilities, from birth through age 21, to prepare for college, career, and community readiness.*

## MAJOR FUNCTIONS

### **Ensure Implementation and Compliance with the Individuals with Disabilities Education Act (IDEA)/ Code of Maryland Regulations (COMAR)**

In accordance with IDEA and COMAR, DSES ensures a free appropriate public education (FAPE) to all students with disabilities in need of special education and related services. DSES ensures that services are provided in the least restrictive environment (LRE) in the home school or cluster, to the maximum extent possible.

### **Ensure the Provision of a Continuum of Special Education Services from Birth Through Age 21**

DSES is responsible for the Division of Prekindergarten, Special Programs and Related Services, which ensures the provision of early intervention, specialized, and/or related services to students with developmental delays or disabilities, from birth through age 21. DSES provides oversight of all school-based special education services for students in prekindergarten through Grade 12. This includes ensuring implementation of special education services in a continuum of settings including the general education environment, special class placements, public and private day schools, and residential settings. DSES oversees the Placement and Assessment Services Unit, which is responsible for monitoring students enrolled in nonpublic schools.

### **Eliminate the Achievement Gap of Students with Disabilities**

In alignment with the Montgomery County Public Schools (MCPS) strategic planning framework, *Building Our Future Together: Student, Staff, and Community*, DSES collaborates with the Office of School Support and Improvement, the Office of Shared Accountability, and the Office of Curriculum and Instructional Programs to provide access and opportunity for all students with disabilities to achieve at high levels and to narrow the achievement gap of students with disabilities compared with their typically developing peers. DSES special education supervisors, instructional specialists, and itinerant resource teachers develop and implement professional learning opportunities to improve the instructional outcomes for students with disabilities in the LRE.

### **Eliminate the Disproportionate Identification and Suspension of Students with Disabilities**

DSES staff members provide technical assistance to public and nonpublic Individualized Education Program teams regarding the identification, evaluation, and placement of

students with disabilities. In addition, DSES provides ongoing monitoring of all public and nonpublic special education services to reduce overrepresentation of African American students in special education; to reduce the suspension rate of students with disabilities; and to ensure the provision of FAPE, as required by state and federal mandates.

### **Ensure that Students with Disabilities are College, Career, and Community Ready**

In support of the strategic planning framework goal and the mission of DSES to prepare every MCPS student to demonstrate readiness for college, career, and community, including adult services, DSES oversees transition services for every student with a disability, beginning at age 14. Parents are valued partners with students and school staff members in identifying each student's postsecondary outcomes, including the transition to college, planning the student's school program, and determining adult service needs.

## ACCOMPLISHMENTS AND INITIATIVES

### **Ensure Implementation and Compliance with IDEA/ COMAR Regulations:**

- » In support of the core values of the MCPS strategic planning framework and IDEA, DSES is committed to promoting improved academic achievement for all students with disabilities in the LRE setting. The October 25, 2013, Maryland Special Education/Early Intervention Services Census Data and Related Tables (Census Data) report shows that the percentage of students receiving services in LRE A increased from 61.05 percent in 2007, to 67.35 percent in 2013, which exceeds the Maryland State Department of Education (MSDE) target of 63.11 percent by 4.24 percentage points.

### **Ensure the Provision of a Continuum of Special Education Services, from Birth Through Age 21:**

- » In 2012, MCPS secured a highly competitive, two-year Expanding Bridges, MSDE grant. The project targeted a systemic transformation through increased partnerships and the establishment of Professional Learning Communities (PLCs). Expanding Bridges provided professional learning in the use of Universal Design for Learning (UDL) principles, improved opportunities for family involvement, and opportunities for students with disabilities to become college, career, and community ready.
- » MCPS established collaborative prekindergarten classes designed to provide students with disabilities with access to the general education environment and curriculum. In Fiscal Year (FY) 2014, the collaborative classrooms initiative increased from 16 to 20 elementary schools. The professional development and collaborative planning efforts of general and special educators for these prekindergarten classes led to positive outcomes for students with disabilities transitioning to kindergarten. In FY 2014, 88.7 percent of the children with disabilities from the collaborative

prekindergarten classes were recommended for comparable or less-restrictive environments for kindergarten, or were dismissed from special education, a slight decrease from FY 2013. In addition to collaborative classrooms, MCPS expanded opportunities for prekindergarten students with disabilities to receive services in a regular early childhood setting by inviting nondisabled community peers to participate in 25 classrooms.

**Support Students with Disabilities in the Least Restrictive Environment:**

- » During the 2013–2014 school year, DSES continued to support the design and implementation of Curriculum 2.0, a digital curriculum that embeds the principles of UDL. All students, including students with disabilities, have access to curriculum that includes strategies, materials, and resources to make content areas readily accessible.
- » The High Incidence Accessible Technology (HIAT) team provided technology training, online materials, guides, resource links, and examples of universally designed instruction to support student access to the MCPS curriculum. HIAT expanded the availability of assistive technology services to a wider range of students with disabilities to facilitate their participation in general education classes and achievement at higher levels. HIAT continues to provide professional development on UDL strategies for teachers throughout the school year. During the 2013–2014 school year, DSES staff members established PLCs at three elementary schools and three middle schools to study and reflect on the implementation of UDL strategies. In addition, support was continued at 16 schools, which began implementation in previous years. Grade-level teams consisting of general and special education teachers, media specialists, paraeducators, and instructional leadership teams collaboratively planned, designed, and implemented UDL practices in general education classrooms for the benefit of all students in the school. Each school will continue to serve as a resource for training materials, video examples, and models on UDL implementation to benefit all MCPS schools and curriculum offices over the next several years. Resources from these projects already are available at <http://montgomeryschoolsmd.org/departments/hiat/udl/>.
- » Professional learning opportunities for general and special education teachers continues as a major initiative for DSES. The Middle School Special Education Institute (MSSEI) was designed to build the capacity of general and special education teachers, staff development teachers and related service providers, and paraeducators to teach special education students in the LRE by providing them with targeted professional learning opportunities and observations. In 2013–2014, the MSSEI paired Grade 8 science coteaching teams from each middle school with a job-alike coteaching team from another middle school. This structure was designed to promote peer coaching and ensured that general and special education teachers and paraeducators had the opportunity to access collaborative,

job-embedded professional learning. During these activities, teachers engaged in analyzing the alignment of the Grade 8 science curriculum with UDL practices, observing implementation, and developing a shared body of work that included lesson plans and materials.

- » The Student Achievement Grant for 2013–2014 focused on working with students with disabilities in four elementary schools—Damascus, Fox Chapel, William B. Gibbs, and Weller Road to improve mathematics instruction by forming a mathematics PLC. The PLC focused on equitable practices, differentiated strategies, and increasing student discourse. It provided professional learning to general and special education teachers to study the mathematics curriculum and progressions in depth, use of specific mathematics instructional strategies, and manipulatives and flexible groupings. In addition, instructional rounds were completed with an observation protocol tool to monitor implementation of these strategies and concepts, followed by structured conversations to review the observational data and develop action plans. A total of 90 percent of the elementary students with disabilities in the targeted schools exhibited gains on mathematics assessments. In addition, 85 percent of the general and special education teachers reported improvement in their teaching due to collaboration. All four schools expressed a desire to continue in the grant for another year.
- » During the 2013–2014 school year, reading and mathematics resources were expanded at the secondary level. Secondary schools received reading and mathematics resources to scaffold instruction for students with intellectual disabilities. In addition, professional development opportunities to support the implementation of reading and mathematics intervention programs were provided at all levels. Additional professional development opportunities were provided for teachers in elementary schools that have elementary learning centers and Learning and Academic Disabilities programs, focusing on strategies to scaffold mathematics instruction for students with disabilities.

**Ensure that Students with Disabilities are College, Career, and Community Ready**

- » Under the direction of DSES, Transition Services planned and designed activities for middle and high school-aged students to ensure that transition planning is student-focused with parents, school-based administrators, staff members, and community agencies. During the 2013–2014 school year, four School-to-Adult Transition workshops were offered to students and parents that addressed eligibility services available in the community and in the schools, student and parent roles in accessing those eligibility services, and tips to promote a successful transition from MCPS to adult living. Transition support teachers assigned to each high school continued to counsel students on career planning, teach career-related classes, help develop and support work experiences, and link students to appropriate services in the community.

» On January 28, 2014, MSDE released the four-year graduation rate calculations for all districts and schools in Maryland. This is the fourth year that Maryland has calculated the graduation rate using the “cohort” method, which is considered more accurate than the state’s previous calculation, the “leaver” rate. The four-year graduation rate has improved for all major student subgroups in MCPS. For special education students, the graduation rate is 67.5 percent, up 4.7 percentage points from 2012.

**PERFORMANCE MEASURES**

**Performance Measure:** To increase the percentage of students with special needs in general education settings, or LRE A, as suggested by the MSDE self-evaluation guidelines.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
67.35 %	68.50%	70.00%

**Explanation:** This measure indicates the degree to which students with special needs are educated in general education settings. In 2013, MCPS exceeded the LRE A MSDE state target of 63.11 percent by 4.38 percentage points. Each consecutive year, MCPS will continue to increase the percentage of students with disabilities educated in the general education environment, as indicated above.

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 19 states working together to develop a common set of computer-based K–12 assessments in English language arts/literacy and mathematics linked to the new, more rigorous Common Core State Standards. During the 2014–2015 school year, MCPS will administer PARCC, which will replace the current Maryland School Assessment. The data from the 2014–2015 PARCC assessment will provide the baseline data that DSES will analyze to determine needs and future planning for the department.

**OVERVIEW OF BUDGET CHANGES**

**Department of Special Education Services**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for the Department of Special Education Services is \$13,021,278, an increase of \$400,660 over the FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$583,660**

*Continuing Salary Costs—\$365,724*

There is an increase of \$365,724 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014

*Enrollment Growth—\$224,040*

There is an increase of \$53,323 for substitutes, \$120,717 to fund critical staffing paraeducators, and \$50,000 for substitute instructional assistants.

*Realignments to Meet Expenditure Requirements and Program Priorities—(\$42,104)*

There is a realignment of 6.0 paraeducator positions and \$196,692 to this budget from the budget for the Medical Assistance program. There is a realignment of 2.4 teacher positions and \$222,386 from this budget to the Medical Assistance program budget. In addition, \$2,550 for extra-curricular activities, \$362 for temporary part-time salaries, \$1,948 for program supplies, \$7,500 for local travel mileage reimbursement, and \$4,050 for field trips is realigned from this budget to other OSESS budgets to support priority spending needs.

*Other—\$36,000*

An inflation adjustment of 3 percent results in an increase of \$36,000 for instructional materials for students with disabilities.

**Program Efficiencies and Reductions—(\$183,000)**

There is a reduction of \$36,000 for inflation budgeted for instructional materials. In addition, there is a reduction of \$142,000 for instructional materials. For the past several years, schools have not spent allocated funds. Also, there is a reduction of \$5,000 for local travel mileage reimbursement based on actual spending trends.

**Placement and Assessment Services**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for the Placement and Assessment Unit is \$43,778,816, an increase of \$1,960,152 over the FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$1,960,968**

*Continuing Salary Costs—\$50,565*

There is an increase of \$50,565 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014

*Enrollment Growth—\$1,261,453*

There is a net increase of \$1,261,453 for tuition for students served in nonpublic schools. Funding is included for a net budget-to-budget increase of 13 additional students over the number budgeted for FY 2015. An additional 41 students (41 students budget-to-budget, 30 students FY 2015 projected to FY 2016 budget) is offset by a reduction of 28 students as a result of establishing classes in MCPS. The Office of Special Education and Student Services will avoid sending 28 students with emotional disabilities to nonpublic day programs next year and reduce tuition by \$1,944,460 by establishing

new classes in MCPS. If the classes were not established, the cost for tuition for 41 students would be \$3,205,913.

The cost to add the classes is \$756,250 for 15.875 additional positions. The resources to establish the classes are reflected in the budgets for the Department of Special Education Services, the Division of Prekindergarten, Special Programs, and Related Services, and the Department of Financial Services for employee benefits.

While the net budgetary cost savings is \$1,188,210 (increase for the classes and tuition savings), it is important to note that MCPS is projected to receive a reduction of \$848,504 in state revenue as a result of this change. MCPS pays 300 percent of the average per-pupil cost, plus 30 percent of the cost that exceeds the 300 percent amount. The state pays 70 percent of the cost that exceeds the 300 percent amount. Thus, if MCPS tuition costs are reduced, MCPS receives less state reimbursement. In total however, there is an overall system-wide savings of \$339,706—a reduction of \$1,944,460 in tuition, offset by an increase of \$756,250 to establish classes, and a reduction of state revenue in the amount of \$848,504.

*Realignments to Meet Expenditure Requirements and Program Priorities—(\$3,000)*

There is a realignment of \$3,000 from the budget for special program travel to meet spending requirements in other OSESS units.

*Other—\$651,950*

It is projected that the state will allow nonpublic schools to raise tuition rates by an average of 1.5 percent, the same rate as this year. The cost of this change is \$651,950.

**Program Efficiencies and Reductions—(\$816)**

There is a reduction of \$816 for local travel mileage reimbursement based on actual spending trends.

**Special School and Centers**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for special schools and centers is \$8,750,768, an increase of \$503,330 over the FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$504,263**

*Continuing Salary Costs—\$451,000*

There is an increase of \$451,000 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014

*Realignments to Meet Expenditure Requirements and Program Priorities—\$53,263*

A technical realignment is necessary to move .2 art, .2 music, and .2 physical education teacher positions to this budget for the Stephen Knolls School from the locally-funded IDEA budget. An additional technical realignment moves a

12-month psychologist position to a 10-month position at the Carl Sandburg Learning Center.

*Program Efficiencies and Reductions—(\$933)*

There is a reduction of \$933 for local travel mileage reimbursement based on actual spending trends

**School-based Services**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for School-based Services is \$105,374,930, an increase of \$8,031,007 over the FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$7,306,471**

*Continuing Salary Costs—\$3,635,331*

There is an increase of \$3,635,331 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014

*Enrollment Growth—\$3,079,637*

A net addition of 35.074 teacher and 42.148 paraeducator positions and \$3,079,638 are budgeted due to changes in enrollment in the following programs:

- » School/Community-based Programs—increases of 4.6 teacher and 4.375 paraeducator positions and \$376,831
- » Elementary Learning Centers—increases of 6.0 teacher and 6.125 paraeducator positions and \$503,276
- » GT/LD Program—increases of a 0.6 teacher and .525 paraeducator positions and \$47,869
- » Home School Model—increases of 11.3 teacher and 11.5 paraeducator positions and \$947,115
- » Learning and Academic Disabilities (LAD) Model—increases of 5.7 teachers and 6.938 paraeducator positions and \$509,416
- » Resource Program—an increase of \$4.125 paraeducator positions and \$115,805
- » Hours-based Staffing Model—increases of 4.374 teacher and 3.31 paraeducator positions and \$334,370
- » Extensions—increases of a 1.0 teacher and 2.625 paraeducator positions and \$128,947. In addition, 1.5 teacher and 2.625 paraeducator positions and \$116,008 are added to the budget to create Extensions classes to avoid sending 4 students to nonpublic schools next year.

*Realignments to Meet Expenditure Requirements and Program Priorities—\$591,503*

A net of 8.1 teacher positions and \$591,503 are realigned to this budget. Specifically, 18.1 teacher positions and \$1,466,418 are realigned from the locally-funded IDEA budget, and 10.0 teacher positions and \$874,915 are realigned to the IDEA grant-funded budget.

**Strategic Priority Enhancements—\$724,536****4.5 Learning and Academic Disabilities Elementary Program Specialist Positions—\$271,508**

Learning and Academic Disabilities (LAD) services are provided in 18 MCPS elementary schools. Students in these programs receive specialized instruction in the general education environment and in small group settings. LAD programs in elementary schools serve, on average, 20 students. To provide additional support for LAD services, a .25 learning and academic disabilities elementary program specialist position per school will be added for these 18 schools resulting in a total of 4.5 positions and \$271,508. An amount of \$84,982 for employee benefits for these positions is budgeted in the Department of Financial Services.

**6.0 Teachers and .4 Paraeducator for Home School Model for Elementary Schools—\$453,028**

MCPS has had a longstanding goal of providing services to students with disabilities in their neighborhood school. This goal was originally driven by the Individuals with Disabilities Education Act of 1997, which required students with disabilities to have access to the general education environment to the maximum extent appropriate. The U.S. Department of Education's Office of Special Education Programs continues to mandate that each state and local educational agency (LEA) achieve the target of 80 percent participation of students with disabilities in the general education environment. Although MCPS has consistently met the state's Least Restrictive Environment target, MCPS is in the bottom quartile of LEAs in the state. To increase participation, the recommended FY 2016 Operating Budget includes funding for the first year of a multi-year enhancement to implement the Home School Model (HSM) in all elementary schools by adding 6.0 teacher positions and a .4 paraeducator and \$453,028 to this budget for FY 2016. An additional \$117,626 for employee benefits is budgeted in the Department of Financial Services budget.

A total of 68 schools have implemented the HSM with another 10 planned for FY 2016. These additional resources for the HSM will ensure access and equity for all elementary school-aged students with disabilities. HSM elementary schools are staffed using an hours-based staffing formula. The formula is designed to account for the total number of special education instructional hours for all students with an Individualized Education Program who require services from general and special education teachers and paraeducators.

# Department of Special Education Services - 251

**Gwendolyn J. Mason, Director II**

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	118.700	117.000	117.000	<b>120.600</b>	3.600
Position Salaries	\$5,565,567	\$5,459,092	\$5,459,092	<b>\$5,648,582</b>	\$189,490
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		2,346,528	2,346,528	<b>2,458,514</b>	111,986
Stipends		12,000	12,000	<b>9,450</b>	(2,550)
Professional Part Time					
Supporting Services Part Time		3,675,080	3,675,080	<b>3,937,312</b>	262,232
Other					
Subtotal Other Salaries	5,342,033	6,033,608	6,033,608	<b>6,405,276</b>	371,668
<b>Total Salaries &amp; Wages</b>	<b>10,907,600</b>	<b>11,492,700</b>	<b>11,492,700</b>	<b>12,053,858</b>	561,158
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks		264,472	264,472	<b>264,472</b>	
Media		12,152	12,152	<b>12,152</b>	
Instructional Supplies & Materials		802,961	802,961	<b>660,961</b>	(142,000)
Office		6,326	6,326	<b>6,326</b>	
Other Supplies & Materials		1,948	1,948		(1,948)
<b>Total Supplies &amp; Materials</b>	888,715	1,087,859	1,087,859	<b>943,911</b>	(143,948)
<b>04 Other</b>					
Local/Other Travel		35,000	35,000	<b>22,500</b>	(12,500)
Insur & Employee Benefits					
Utilities					
Miscellaneous		5,059	5,059	<b>1,009</b>	(4,050)
<b>Total Other</b>	29,551	40,059	40,059	<b>23,509</b>	(16,550)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$11,825,866</b>	<b>\$12,620,618</b>	<b>\$12,620,618</b>	<b>\$13,021,278</b>	\$400,660

## Department of Special Education Services - 251

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
6	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
6	O Supervisor		7.000	7.000	7.000	<b>7.000</b>	
6	BD Instructional Specialist		9.000	9.000	9.000	<b>9.000</b>	
6	AD Teacher, Special Education	X	6.000	3.500	3.500	<b>1.100</b>	(2.400)
6	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
6	14 Administrative Secretary I		2.000	2.000	2.000	<b>2.000</b>	
6	13 Spec Ed Itinerant Paraeducator	X	90.700	91.500	91.500	<b>97.500</b>	6.000
6	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
6	11 Office Assistant IV		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>118.700</b>	<b>117.000</b>	<b>117.000</b>	<b>120.600</b>	<b>3.600</b>

# Placement and Assessment Services Unit

Supervisor (O)	1.0
Coordinator (N)	1.0
Instructional Specialist (B-D)	6.0
Psychologist (B-D)*	2.5
Teacher, Resource (A-D)	1.0
Administrative Secretary I (14)	1.0
Secretary (12)	3.0

F.T.E. Positions 15.5

\* Psychologist positions are supervised by the Psychological Services Unit Director under the Department of Student Services

# Placement and Assessment Services Unit - 255

Joanne C. Hoffman, Supervisor

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	15,500	15,500	15,500	<b>15,500</b>	
Position Salaries	\$1,328,936	\$1,467,151	\$1,467,151	<b>\$1,517,568</b>	\$50,417
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		64,230	64,230	<b>64,230</b>	
Supporting Services Part Time		5,933	5,933	<b>6,081</b>	148
Other					
Subtotal Other Salaries	99,818	70,163	70,163	<b>70,311</b>	148
<b>Total Salaries &amp; Wages</b>	<b>1,428,754</b>	<b>1,537,314</b>	<b>1,537,314</b>	<b>1,587,879</b>	<b>50,565</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		3,239	3,239	<b>3,239</b>	
Office		4,156	4,156	<b>4,156</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	<b>5,804</b>	<b>7,395</b>	<b>7,395</b>	<b>7,395</b>	
<b>04 Other</b>					
Local/Other Travel		16,589	16,589	<b>12,773</b>	(3,816)
Insur & Employee Benefits					
Utilities					
Miscellaneous		40,257,366	40,257,366	<b>42,170,769</b>	1,913,403
<b>Total Other</b>	<b>41,426,072</b>	<b>40,273,955</b>	<b>40,273,955</b>	<b>42,183,542</b>	<b>1,909,587</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$42,860,630</b>	<b>\$41,818,664</b>	<b>\$41,818,664</b>	<b>\$43,778,816</b>	<b>\$1,960,152</b>

## Placement and Assessment Services Unit - 255

Joanne C. Hoffman, Supervisor

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
6	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
6	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
6	BD Instructional Specialist		6.000	6.000	6.000	<b>6.000</b>	
3	BD Psychologist		2.500	2.500	2.500	<b>2.500</b>	
6	AD Teacher, Resource Spec Ed	X	1.000	1.000	1.000	<b>1.000</b>	
6	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
6	12 Secretary		3.000	3.000	3.000	<b>3.000</b>	
	<b>Total Positions</b>		<b>15.500</b>	<b>15.500</b>	<b>15.500</b>	<b>15.500</b>	

# School-Based Services

<b>School-Based Programs: Resource Programs</b>	
Elementary Program Specialist (A-D)	4.5
Teacher, Resource Room (A-D)*****	255.7
Teacher, Resource (A-D)***	45.0
Teacher, Resource (A-D)****	
Teacher, Special Education (A-D)	376.2
Teacher, Special Education (A-D)**	
Paraeducator (12-13)	537.101
<b>Secondary Intensive Reading Program</b>	
Teacher, Special Education (A-D)	12.0
<b>Gifted and Talented/ Learning Disabled Programs</b>	
Teacher, Special Education (A-D)	13.2
Paraeducator (12-13)	11.55
<b>Learning for Independence</b>	
Teacher, Special Education (A-D)	70.0
Paraeducator (12-13)	62.125

<b>School/Community- Based Programs</b>	
Teacher, Special Education (A-D)	66.0
Paraeducator (12-13)	99.0
<b>Extensions</b>	
Instructional Specialist (B-D)	1.0
Social Worker (B-D)	1.0
Teacher, Special Education (A-D)	12.5
Secondary Program Specialist (A-D)	2.0
Paraeducator (12-13)	26.25

<b>Elementary Learning Centers</b>	
Elementary Program Specialist (A-D)	6.5
Teacher, Special Education (A-D)	64.5
Paraeducator (12-13)	54.25

<b>Medical Assistance Program*</b>

F.T.E. Positions 1,720.376

- \* Resources for Medical Assistance are shown in the Division of Business, Fiscal, and Information Systems
- \*\* 137.5 positions funded by IDEA
- \*\*\* 20.0 positions funded by IDEA
- \*\*\*\* 1.0 position supports Model Learning Center
- \*\*\*\*\* 0.5 position supports Model Learning Center

# School-Based Services - 248/242/246/275/279/280/281

Gwendolyn J. Mason, Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	1,586.176	1,625.554	1,625.554	1,721.776	96.222
Position Salaries	\$93,652,928	\$97,343,923	\$97,343,923	\$105,264,340	\$7,920,417
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends				110,590	110,590
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					110,590
<b>Total Salaries &amp; Wages</b>	93,652,928	97,343,923	97,343,923	105,374,930	8,031,007
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>					
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>					
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$93,652,928</u>	<u>\$97,343,923</u>	<u>\$97,343,923</u>	<u>\$105,374,930</u>	<u>\$8,031,007</u>

# School-Based Services - 248/242/246/275/279/280/281

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>248 School-Based Services</b>						
6	AD Sp Ed Elem Prgrm Spec	X				4.500	4.500
6	AD Teacher, Special Education	X	383.700	342.126	342.126	377.600	35.474
6	AD Teacher, Sp Ed Resource Room	X	254.700	255.700	255.700	255.700	
6	AD Teacher, Resource Spec Ed	X	45.000	45.000	45.000	45.000	
6	13 Paraeducator	X	556.026	510.828	510.828	537.101	26.273
	<b>Subtotal</b>		<b>1,239.426</b>	<b>1,153.654</b>	<b>1,153.654</b>	<b>1,219.901</b>	<b>66.247</b>
	<b>242 School-Community Based</b>						
6	AD Teacher, Special Education	X	63.000	61.400	61.400	66.000	4.600
6	13 Paraeducator	X	100.500	94.625	94.625	99.000	4.375
	<b>Subtotal</b>		<b>163.500</b>	<b>156.025</b>	<b>156.025</b>	<b>165.000</b>	<b>8.975</b>
	<b>246 Elementary Learning Centers</b>						
6	AD Sp Ed Elem Prgrm Spec	X	6.500	6.000	6.000	6.500	.500
6	AD Teacher, Special Education	X	59.500	59.000	59.000	64.500	5.500
6	13 Paraeducator	X	48.125	48.125	48.125	54.250	6.125
	<b>Subtotal</b>		<b>114.125</b>	<b>113.125</b>	<b>113.125</b>	<b>125.250</b>	<b>12.125</b>
	<b>275 Extensions</b>						
6	BD Instructional Specialist			1.000	1.000	1.000	
7	BD Social Worker		1.000	1.000	1.000	1.000	
6	AD Teacher, Special Education	X	10.000	10.000	10.000	12.500	2.500
6	AD Sp Ed Secondary Prgm Spec	X	3.000	2.000	2.000	2.000	
6	13 Paraeducator	X	21.000	21.000	21.000	26.250	5.250
	<b>Subtotal</b>		<b>35.000</b>	<b>35.000</b>	<b>35.000</b>	<b>42.750</b>	<b>7.750</b>
	<b>279 Gifted and Talented/Learning Disabled Program</b>						
6	AD Teacher, Special Education	X	11.800	12.600	12.600	13.200	.600
6	13 Paraeducator	X	10.325	11.025	11.025	11.550	.525
	<b>Subtotal</b>		<b>22.125</b>	<b>23.625</b>	<b>23.625</b>	<b>24.750</b>	<b>1.125</b>
	<b>280 Secondary Intensive Reading Program</b>						
6	AD Teacher, Special Education	X	12.000	12.000	12.000	12.000	
	<b>Subtotal</b>		<b>12.000</b>	<b>12.000</b>	<b>12.000</b>	<b>12.000</b>	
	<b>281 Learning for Independence</b>						
6	AD Teacher, Special Education	X		70.000	70.000	70.000	
6	13 Paraeducator	X		62.125	62.125	62.125	
	<b>Subtotal</b>			<b>132.125</b>	<b>132.125</b>	<b>132.125</b>	
	<b>Total Positions</b>		<b>1,586.176</b>	<b>1,625.554</b>	<b>1,625.554</b>	<b>1,721.776</b>	<b>96.222</b>

# Special Schools/Centers\*

Rock Terrace School	
Principal (P)	1.0
Assistant Principal (N)	1.0
Psychologist (B-D)**	0.5
Media Specialist (B-D)	0.5
Counselor (B-D)	1.0
Teacher, Staff Development (A-D)	0.4
Teacher, Special Education (A-D)	0.1
Teacher, Special Education (A-D)****	
Teacher, Physical Education (A-D)	1.0
Teacher, Art (A-D)	0.6
Teacher, Music (A-D)	0.6
School Administrative Secretary (16)	1.0
Instructional Data Assistant (16)	0.25
Security Assistant (14)	1.0
School Secretary II (13)	1.0
Paraeducator (12-13)	16.1
Media Assistant (12)	1.0

Stephen Knolls School	
Coordinator (N)	1.0
Media Specialist (B-D)	0.5
Teacher, Special Education (A-D)*****	
Teacher, Staff Development (A-D)	0.3
Teacher, Physical Education (A-D)**	0.9
Teacher, Art (A-D)***	0.7
Teacher, Music (A-D)***	0.6
School Administrative Secretary (16)	1.0
Instructional Data Assistant (16)	0.25
Paraeducator (12-13)	13.75
Media Assistant (12)	0.5
School Secretary I (12)	0.5
Lunch Aide (7)	0.875

Longview School	
Coordinator (N)	1.0
Teacher, Special Education (A-D)***	
Teacher, Staff Development (A-D)	0.3
Teacher, Physical Ed. (A-D)	0.5
Teacher, Art (A-D)	0.5
Teacher, Music (A-D)	0.4
School Administrative Secretary (16)	1.0
Paraeducator (12-13)	15.75
Media Assistant (12)	0.5
School Secretary I (12)	0.5
Lunch Aide (7)	0.875

Carl Sandburg Learning Center	
Principal (O)	1.0
Psychologist (B-D)** 10-month	1.0
Media Specialist (B-D)	0.5
Teacher, Staff Development (A-D)	0.5
Elementary Program Specialist (A-D)	2.0
Teacher, Special Education (A-D)	16.0
Teacher, Art (A-D)	0.7
Teacher, Music (A-D)	0.5
Teacher, Physical Education (A-D)	1.0
School Administrative Secretary (16)	1.0
Instructional Data Assistant (16)	0.25
Paraeducator (12-13)	28.0
Media Assistant (12)	0.5
School Secretary I (12)	0.5
Lunch Aide (7)	0.875

John L. Gildner Regional Institute for Children and Adolescents (JLG-RICA)	
Principal (P)	1.0
Assistant Principal (N)	1.0
Media Specialist (B-D)	1.0
Secondary Program Specialist (A-D)	2.0
Teacher (A-D)	0.5
Teacher, Special Education (A-D)	2.0
Teacher, Special Education (A-D)*****	
Teacher, Transition (A-D)	1.0
Teacher, Physical Education (A-D)	1.0
Teacher, Music (A-D)	0.6
Teacher, Art (A-D)	1.0
School Administrative Secretary (16)	1.0
Instructional Data Assistant (16)	0.25
Security Assistant (14)	1.0
Paraeducator (12-13)	19.75
Media Assistant (12)	0.5
School Secretary I (12)	1.0

F.T.E. Positions 158.175

\* Special schools/centers are supervised by the Office of the Deputy Superintendent for School Support and Improvement

\*\* Psychologist positions are supervised by the Psychological Services Unit under the Department of Student Services

\*\*\* Additional 9.0 positions funded by IDEA

\*\*\*\* Additional 16.0 positions funded by IDEA

\*\*\*\*\* Additional 18.0 positions funded by IDEA

\*\*\*\*\* Additional 8.0 positions funded by IDEA

# Special Schools/Centers - 240/243/272/273/274/295

Gwendolyn J. Mason, Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	151.975	157.575	157.575	<b>158.175</b>	.600
Position Salaries	\$7,749,317	\$8,236,047	\$8,236,047	<b>\$8,738,683</b>	\$502,636
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other		5,091	5,091	<b>5,218</b>	127
Subtotal Other Salaries	6,953	5,091	5,091	<b>5,218</b>	127
<b>Total Salaries &amp; Wages</b>	<b>7,756,270</b>	<b>8,241,138</b>	<b>8,241,138</b>	<b>8,743,901</b>	<b>502,763</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>					
<b>04 Other</b>					
Local/Other Travel		6,300	6,300	<b>6,867</b>	567
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>5,139</b>	<b>6,300</b>	<b>6,300</b>	<b>6,867</b>	<b>567</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$7,761,409</b>	<b>\$8,247,438</b>	<b>\$8,247,438</b>	<b>\$8,750,768</b>	<b>\$503,330</b>

## Special Schools/Centers - 240/243/272/273/274/295

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
<b>243 Rock Terrace School</b>							
6	P Principal		1.000	1.000	1.000	1.000	
6	N Assisant Principal		1.000	1.000	1.000	1.000	
3	BD Psychologist		.500	.500	.500	.500	
6	BD Counselor	X	1.000	1.000	1.000	1.000	
6	BD Media Specialist	X	.500	.500	.500	.500	
6	AD Teacher, Staff Development	X	.400	.400	.400	.400	
6	AD Teacher, Special Education	X	.100	.100	.100	.100	
6	AD Teacher, Physical Education	X	1.000	1.000	1.000	1.000	
6	AD Teacher, Art	X	.600	.600	.600	.600	
6	AD Teacher, General Music	X	.600	.600	.600	.600	
6	16 School Admin Secretary		1.000	1.000	1.000	1.000	
6	16 Instructional Data Assistant	X	.250	.250	.250	.250	
6	14 Security Assistant	X	1.000	1.000	1.000	1.000	
6	13 School Secretary II	X	1.000	1.000	1.000	1.000	
6	13 Paraeducator	X	16.100	16.100	16.100	16.100	
6	12 Media Assistant	X	1.000	1.000	1.000	1.000	
<b>Subtotal</b>			<b>27.050</b>	<b>27.050</b>	<b>27.050</b>	<b>27.050</b>	
<b>272 Stephen Knolls School</b>							
6	N Coordinator Special Center		1.000	1.000	1.000	1.000	
6	BD Media Specialist	X	.500	.500	.500	.500	
6	AD Teacher, Staff Development	X	.300	.300	.300	.300	
6	AD Teacher, Physical Education	X	.700	.700	.700	.900	.200
6	AD Teacher, Art	X	.500	.500	.500	.700	.200
6	AD Teacher, General Music	X	.400	.400	.400	.600	.200
6	16 School Admin Secretary		1.000	1.000	1.000	1.000	
6	16 Instructional Data Assistant	X	.250	.250	.250	.250	
6	13 Paraeducator	X	13.750	13.750	13.750	13.750	
6	12 School Secretary I		.500	.500	.500	.500	
6	12 Media Assistant	X	.500	.500	.500	.500	
6	7 Lunch Hour Aide	X	.875	.875	.875	.875	
<b>Subtotal</b>			<b>20.275</b>	<b>20.275</b>	<b>20.275</b>	<b>20.875</b>	<b>.600</b>
<b>273 Carl Sandburg Learning Center</b>							
6	O Principal		1.000	1.000	1.000	1.000	
3	BD Psychologist		1.000	1.000	1.000		(1.000)
3	BD Psychologist - 10 Month	X				1.000	1.000
6	BD Media Specialist	X	.500	.500	.500	.500	
6	AD Teacher, Staff Development	X	.500	.500	.500	.500	
6	AD Sp Ed Elem Prgm Spec	X	2.000	2.000	2.000	2.000	
6	AD Teacher, Special Education	X	16.000	16.000	16.000	16.000	
6	AD Teacher, Physical Education	X	1.000	1.000	1.000	1.000	
6	AD Teacher, Art	X	.700	.700	.700	.700	

# Special Schools/Centers - 240/243/272/273/274/295

Gwendolyn J. Mason, Director II

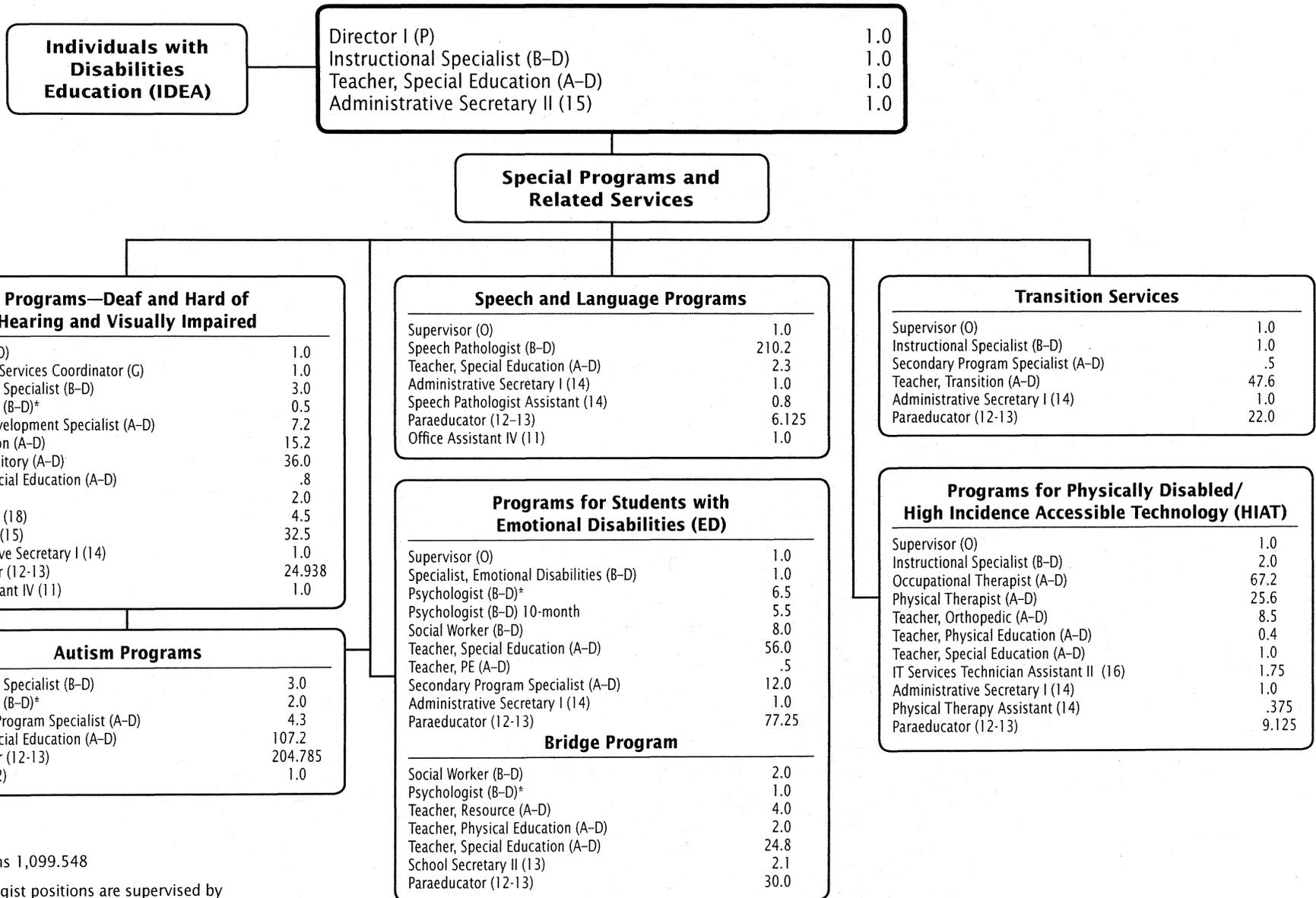
CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
<b>273 Carl Sandburg Learning Center</b>							
6	AD Teacher, General Music	X	.500	.500	.500	.500	
6	16 School Admin Secretary		1.000	1.000	1.000	1.000	
6	16 Instructional Data Assistant	X	.250	.250	.250	.250	
6	13 Paraeducator	X	28.000	28.000	28.000	28.000	
6	12 School Secretary I		.500	.500	.500	.500	
6	12 Media Assistant	X	.500	.500	.500	.500	
6	7 Lunch Hour Aide	X	.875	.875	.875	.875	
<b>Subtotal</b>			<b>54.325</b>	<b>54.325</b>	<b>54.325</b>	<b>54.325</b>	
<b>274 Longview School</b>							
6	N Coordinator Special Center		1.000	1.000	1.000	1.000	
6	AD Teacher, Staff Development	X	.300	.300	.300	.300	
6	AD Teacher, Physical Education	X	.500	.500	.500	.500	
6	AD Teacher, Art	X	.500	.500	.500	.500	
6	AD Teacher, General Music	X	.400	.400	.400	.400	
6	16 School Admin Secretary		1.000	1.000	1.000	1.000	
6	13 Paraeducator	X	15.750	15.750	15.750	15.750	
6	12 School Secretary I		.500	.500	.500	.500	
6	12 Media Assistant	X	.500	.500	.500	.500	
6	7 Lunch Hour Aide	X	.875	.875	.875	.875	
<b>Subtotal</b>			<b>21.325</b>	<b>21.325</b>	<b>21.325</b>	<b>21.325</b>	
<b>295 JLG - RICA</b>							
6	P Principal		1.000	1.000	1.000	1.000	
6	N Assistant Principal		1.000	1.000	1.000	1.000	
6	BD Media Specialist	X	1.000	1.000	1.000	1.000	
6	AD Teacher	X	.500	.500	.500	.500	
6	AD Teacher, Special Education	X		2.000	2.000	2.000	
6	AD Teacher, Physical Education	X	1.000	1.000	1.000	1.000	
6	AD Teacher, Art	X	1.000	1.000	1.000	1.000	
6	AD Teacher, General Music	X		.600	.600	.600	
6	AD Teacher, Sp Ed Transition	X	1.000	1.000	1.000	1.000	
6	AD Sp Ed Secondary Prgm Spec	X	2.000	2.000	2.000	2.000	
6	16 School Admin Secretary		1.000	1.000	1.000	1.000	
6	16 Instructional Data Assistant	X	.250	.250	.250	.250	
6	14 Security Assistant	X	1.000	1.000	1.000	1.000	
6	13 Paraeducator	X	16.750	19.750	19.750	19.750	
6	12 School Secretary I		1.000	1.000	1.000	1.000	

## Special Schools/Centers - 240/243/272/273/274/295

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>295 JLG - RICA</b>						
6	12 Media Assistant	X	.500	.500	.500	.500	
	<b>Subtotal</b>		<b>29.000</b>	<b>34.600</b>	<b>34.600</b>	<b>34.600</b>	
	<b>Total Positions</b>		<b>151.975</b>	<b>157.575</b>	<b>157.575</b>	<b>158.175</b>	<b>.600</b>

# Division of Prekindergarten, Special Programs, and Related Services



F.T.E. Positions 1,099.548

\* Psychologist positions are supervised by the Psychological Services Unit under the Department of Student Services

# Division of Prekindergarten, Special Programs, and Related Services—

271/245/249/252/253/254/256/258/259/299/276/277/278/913/907/930

Felicia Piacente, Director I

301-279-8520

**MISSION** *The mission of the Division of Prekindergarten, Special Programs, and Related Services (DPSPRS) is to provide services to young children with disabilities and their families, and to provide specialized programming and related services to all students with disabilities, birth to age 21.*

## MAJOR FUNCTIONS

### **Ensure Implementation and Compliance with Individuals with Disabilities Education Act (IDEA)/ Code of Maryland Regulations (COMAR)**

In accordance with IDEA and COMAR, DPSPRS ensures the infrastructure is in place to support a seamless birth-through-age-5 comprehensive and coordinated system of services for young children with disabilities and their families. DPSPRS ensures the provision of a free appropriate public education by providing specially designed services to meet the unique needs of students with physical disabilities, autism spectrum disorders, emotional disabilities, speech/language and hearing and/or vision impairments, and developmental delays. Related services of speech/language, occupational, and physical therapy are provided to students with disabilities throughout the school district.

### **Ensure the Provision of a Continuum of Special Education Services, Birth Through Age 21**

DPSPRS oversees and monitors the Montgomery County Infants and Toddlers Program, the Child Find/Early Childhood Disabilities Unit, Preschool Education Program, Physical Disabilities Program, the Interdisciplinary Augmentative Communication and Technology team, and the following specialized services: deaf and hard of hearing; vision; autism spectrum disorders; emotional disabilities, including Bridge services; speech and language; occupational and physical therapy; and transition services. Young children with developmental delays and students with disabilities require access to a wide range of special education services. Identified needs are addressed through an Individualized Family Service Plan (IFSP) or an Individualized Education Program (IEP). It is a priority of DPSPRS to serve young children and students with disabilities in the natural environment or least restrictive environment (LRE). For children birth to age 3 with an IFSP, or those on an Extended IFSP option, the focus is on providing the family with strategies to foster developmental skills. Students, ages 3 to 5 years-old may receive services in community preschools and child care centers, at a local school in an early childhood setting, or in small supportive classes within a Montgomery County public school. Specialized services for students with unique needs are provided in supported general education and special education classes.

### **Eliminate the School Readiness and Achievement Gaps for Students with Disabilities**

In alignment with the MCPS strategic planning framework, *Building Our Future Together: Students, Staff, and Community*, DPSPRS collaborates with the Division of Early Childhood Programs and Services (DECPS) to improve the percentage of kindergarten students with disabilities reported as fully ready for school. In order to improve school readiness, DPSPRS works closely with interagency partners such as the Department of Health and Human Services as well as the Montgomery County Early Care and Education Congress to support young children and their families. To eliminate the achievement gap for students with disabilities, MCPS program supervisors and specialists work closely with the offices of School Support and Improvement and Curriculum and Instructional Programs to provide access and opportunity for all students with disabilities to achieve at high levels. Professional development activities focus on eliminating the school readiness and achievement gaps between students with disabilities and their nondisabled peers.

### **Eliminate the Disproportionate Identification and Suspension of Students with Disabilities**

Staff members from the Emotional Disabilities (ED) Services unit in DPSPRS provide systemwide professional learning on crisis prevention and positive behavioral supports. Social workers and behavior support teachers provide ongoing consultation to school-based staff members on behavior management strategies and social skills instruction, and facilitate the development of Functional Behavioral Assessments and Behavioral Intervention Plans.

### **Ensure that Students with Disabilities are College and Workforce Ready**

In order to ensure that all students with disabilities graduate ready for college and/or entry into the workforce, Transition Services staff members provide career-planning guidance and linkages to community agencies for students with disabilities, beginning at age 14, or younger if appropriate. Transition support teachers coordinate in-school and community work experiences, conduct independent living skills instruction, and plan and deliver transition workshops for families.

## ACCOMPLISHMENTS AND INITIATIVES

- » Improved instruction in early childhood settings: According to the October 25, 2013, Maryland State Department of Education (MSDE) Census Data Report, 40.71 percent of students with disabilities, ages 3 to 5 years old, received services in a regular early childhood setting. This was accomplished by inviting nondisabled community peers to participate in classroom activities, by working with DECPS to increase collaborative cotaught classes, by providing increased services to young students with disabilities in community preschools and child care centers, and

# Division of Prekindergarten, Special Programs, and Related Services—

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by serving kindergarten students with disabilities in general education settings. In Fiscal Year (FY) 2014, DPSPRS continued its formal community partnership, allowing prekindergarten students with disabilities to receive specialized instruction through their IEP and remaining at their child care center with nondisabled peers. Since its inception in February 2012, 21 students attended the MCPS Building Bridges inclusive classroom at the Arc Karasik and Family Infant and Child Care Center.

- » Expanded Universal Design for Learning (UDL) projects: In FY 2014, 22 MCPS schools participated in UDL projects, an increase of six schools from FY 2013. UDL promotes high instructional expectations for all students, including those with disabilities, by embracing multiple learning styles through flexibility in the presentation of curriculum content and in the ways students demonstrate their knowledge and skills. In FY 2015, Alternative Programs will be added as a UDL project school.
- » Improved prekindergarten instruction: In FY 2015, MCPS will implement a new prekindergarten curriculum aligned with the Maryland College and Career-Ready Standards. DPSPRS special education prekindergarten staff members will work collaboratively with early childhood general educators to provide high-quality, standards-based instruction in order to prepare students for entry into kindergarten.

## PERFORMANCE MEASURES

The new Kindergarten Readiness Assessment (KRA), a component of Ready for Kindergarten, Maryland's Early Childhood Comprehensive Assessment System, replaced the Maryland Model for School Readiness in fall 2014. School readiness will be measured in six developmental domains, and the KRA will provide information about students' skills as they enter kindergarten. The results of the 2014-2015 KRA will provide baseline data that will inform DPSPRS in planning instructional improvements for prekindergarten students with disabilities.

**Performance Measure:** To increase the percentage of children ages 3 through 5 who receive services in settings with typically developing peers.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
40.7%	48%	55%

**Explanation:** This measure indicates improvement toward LRE mandates and promotes special education instruction in early childhood environments. Targets are set by MSDE.

**Performance Measure:** To increase the cumulative number of participants that complete professional learning in the area of UDL through the Educators using Technology to Improve the Performance of Students (E-TIPS) certification program.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
1,949	2,150	2,350

**Explanation:** This measure indicates the number of staff members in general or special education that have completed E-TIPS professional learning for accessing technology to enhance instruction for all students.

**Performance Measure:** To increase the cumulative number of staff that successfully complete Crisis Prevention Institute (CPI) initial and refresher nonviolent crisis intervention and physical restraint training.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
3,263	3,665	4,000

**Explanation:** This measure determines staff members' ability to respond to student crises safely. One team of five staff members per school and discrete prekindergarten through Grade 12 special education programs, school security staff members, and all ED cluster staff members were trained in FY 2012. Staff members completed refreshers in FY 2013 or FY 2014; or will attend the course in FY 2015. Estimates for FY 2015 and FY 2016 include new staff members who will participate in the initial course.

**Performance Measure:** To increase the percentage of preschool children ages 3 through 5 with IEPs who demonstrate Improved Positive Social Emotional Skills (Outcome A), Acquisition and Use of Knowledge and Skills (Outcome B); and Use of Appropriate Behaviors to Meet Their Needs (Outcome C).

	FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
Outcome A	60.8%	69%	72%
Outcome B	69.9%	72%	75%
Outcome C	60.3%	64%	67%

**Explanation:** This measure determines the number of children who substantially increase their rate of growth by the time they exit early childhood special education. Note: The MSDE targeted percentage for Outcome A is 68.3; Outcome B is 68.6; and Outcome C is 63.7.

## Division of Prekindergarten, Special Programs, and Related Services—

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### OVERVIEW OF BUDGET CHANGES

#### Division of Prekindergarten, Special Programs, and Related Services

##### FY 2016 Recommended Budget

The FY 2016 recommended budget for this division is \$72,395,665, an increase of \$3,341,641 over the FY 2015 budget. An explanation of this change follows.

##### Same Service Level Changes—\$3,412,352

###### Continuing Salary Costs—\$1,172,987

There is an increase of \$1,172,987 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014

###### Enrollment Growth—\$1,039,663

An additional 24.397 positions and \$1,026,052 are budgeted due to changes in enrollment in the following programs.

- » Bridge Program—increases of 1.1 teacher and 1.250 paraeducator positions and \$95,838
- » Services for Students who Deaf or Hard of Hearing—an increase of a 1.0 teacher position and a reduction of a .438 paraeducator position for a net increase of \$43,922
- » Speech and Language Programs—an increase of 5.9 speech/language pathologist positions and \$368,237
- » Services for Students with Visual Impairments—an increase of a .2 teacher position and \$11,040
- » Services for Students with Physical Disabilities—an increase of a .2 physical therapist position and \$11,040
- » Transition Services—a reduction of a .5 paraeducator position and a reduction of \$14,047
- » Programs for Students with Emotional Disabilities—a reduction of 1.0 teacher, 2.0 secondary program specialist, and 1.5 paraeducator positions for a reduction of \$265,487. However, an additional 3.5 teacher, 8.25 paraeducator positions and 231,776 are added to the budget to create classes to avoid sending 24 students to nonpublic schools next year.
- » Students with Autism Spectrum Disorders—increases of 4.0 teacher and 4.435 paraeducator positions and \$345,398

In addition, to positions and position salaries for enrollment growth, there is an increase of \$13,611 for substitute teacher salaries.

##### Realignments to Meet Expenditure Requirements and Program Priorities—\$1,199,702

There a number of technical realignments within the budget for this division to align resources based on priority spending and operational requirements. The budget for the division

is increased overall by 15.425 positions (2.3 teacher, 7.0 speech/language pathologist, 6.125 paraeducator positions) and \$1,189,702 for Speech and Language Programs. These resources are realigned from the locally-funded IDEA budget. An additional \$2,000 is realigned to this budget for local travel mileage reimbursement from other OSESS units.

##### Program Efficiencies and Reductions—(\$125,911)

There is a reduction of a .5 secondary program specialist position and \$54,187 in the Transition Services Unit. Other staff in the unit will assume the duties and responsibilities of the position. In addition, there is a reduction of \$46,956 in assistive technology equipment, \$18,289 for local travel mileage reimbursement, and \$6,479 for program materials based on actual spending trends.

##### Strategic Priority Enhancements—\$52,200

###### Teacher for High Incidence Accessible Technology Team—\$55,200

The High Incidence Accessible Technology team in the Office of Special Education and Student Services provides direct support to schools, students, and parents regarding the implementation of Universal Design for Learning strategies and technology tools to promote access to the curriculum for students with disabilities. Advances in the use of technology in classrooms, the implications for instruction and assessments, and the expectations with the Maryland College and Career-Readiness Standards require more central support for administrators and teachers. This division's budget includes an increase of a 1.0 special education teacher position and \$52,200 for FY 2016. An amount of \$17,278 for employee benefits for the position is budgeted in the Department of Financial Services budget. The position will increase the timeliness in responding to the needs of schools and providing additional direct support to schools to provide guidance for these technology advances and effective implementation of Universal Design for Learning strategies.

##### Individuals with Disabilities Education Act (IDEA), InterACT, and Infants and Toddlers Programs

###### FY 2016 Recommended Budget

The FY 2016 recommended budget for these programs is \$78,255,505, a decrease \$470,438 from the FY 2015 budget. An explanation of this change follows.

##### Same Service Level Changes—(\$259,758)

###### Continuing Salary Costs—779,030

There is an increase of 779,030 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

###### Enrollment Growth—(\$168,263)

There is an overall reduction of \$6.325 positions and \$197,707 due to changes in enrollment in the following programs.

# Division of Prekindergarten, Special Programs, and Related Services—

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- » Preschool Language Classes—decreases of .5 speech/language pathologist and .437 paraeducator positions, and a reduction of \$43,484
- » Beginnings Preschool Program—a decrease of a .1 teacher position and \$8,375
- » PEP & PEP ARC—decreases of a 1.5 teacher, .25 speech/language pathologist, 3.438 paraeducator, and .35 parent educator positions, and \$184,853.
- » InterACT—decreases of a 1.0 teacher, .2 speech/language pathologist, and 1.75 paraeducators positions, and \$116,848
- » Infants and Toddlers Program—an increase of a 1.0 teacher position, a reduction of 3.7 physical/occupational therapist positions, and a net reduction of \$149,040
- » Itinerant/Medically Fragile Preschool Program—Increases of 3.0 teacher, 1.2 speech/language pathologist, 1.5 occupational/physical therapist positions, and \$323,297.
- » DESC—an increase of a .2 occupational therapist position, and \$11,040

In addition to positions increases, there is an increase of \$29,444 for professional part-time salaries for operation of the Child Find clinics.

### *Realignments to Meet Expenditure Requirements and Program Priorities—(\$1,232,185)*

There is a net of 22.725 positions and \$1,236,367 realigned from this budget to and from other OSESS budgets and the budget for the Department of Financial Services for related employee benefits.

### *Other—\$361,660*

There is an increase of \$273,259 for nursing services for students with disabilities, \$96,355 for employee benefits, and \$28,545 for teacher salaries.

### *Program Efficiencies and Reductions—(\$210,680)*

There is a reduction of \$197,418 for contractual speech and physical/occupational services in the Infants and Toddlers program. Contractual services are only used when positions are not filled and temporary part-time services are not available. For FY 2016, additional temporary part-time services will be utilized. In addition, there is reduction of \$13,262 for local travel mileage reimbursement.

### **Program's Recent Funding History**

#### **Individuals with Disabilities Education Act, InterACT and Preschool Programs**

	<b>FY 2015 Projected 7/1/14</b>	<b>FY 2015 Received 11/30/14</b>	<b>FY 2016 Projected 7/1/15</b>
Federal	\$29,634,218	\$30,255,423	\$30,455,423
State			
Other			
County	\$2,868,314	\$2,868,314	\$17,890
<b>Total</b>	<b>\$32,502,532</b>	<b>\$33,123,737</b>	<b>\$30,473,313</b>

### **Program's Recent Funding History**

#### **Infants and Toddlers Program**

	<b>FY 2015 Projected 7/1/14</b>	<b>FY 2015 Received 11/30/14</b>	<b>FY 2016 Projected 7/1/15</b>
Federal	\$1,023,738	\$1,023,738	\$1,023,738
State			
Other			
County	\$45,199,673	\$45,199,673	\$46,758,454
<b>Total</b>	<b>\$46,223,411</b>	<b>\$46,223,411</b>	<b>\$47,782,192</b>

**Div. PreK Spec Prog. & Rel. Svcs. - 271/245/249/252/253/254/256/258/259**

**Felicia Piacente, Director I**

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	1,036.079	1,059.226	1,059.226	<b>1,099.548</b>	40.322
Position Salaries	\$63,420,264	\$68,191,483	\$68,191,483	<b>\$71,576,067</b>	\$3,384,584
<b>Other Salaries</b>					
Summer Employment				<b>13,611</b>	13,611
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		176,586	176,586	<b>181,001</b>	4,415
Other		28,201	28,201	<b>28,906</b>	705
Subtotal Other Salaries	205,703	204,787	204,787	<b>223,518</b>	18,731
<b>Total Salaries &amp; Wages</b>	63,625,967	68,396,270	68,396,270	<b>71,799,585</b>	3,403,315
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		66,000	66,000	<b>66,000</b>	
<b>Total Contractual Services</b>	66,000	66,000	66,000	<b>66,000</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks		28,122	28,122	<b>28,122</b>	
Media					
Instructional Supplies & Materials		289,556	289,556	<b>283,077</b>	(6,479)
Office		2,720	2,970	<b>4,970</b>	2,000
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	126,978	320,398	320,648	<b>316,169</b>	(4,479)
<b>04 Other</b>					
Local/Other Travel		177,566	177,316	<b>165,027</b>	(12,289)
Insur & Employee Benefits					
Utilities					
Miscellaneous		37,500	37,500	<b>39,550</b>	2,050
<b>Total Other</b>	215,977	215,066	214,816	<b>204,577</b>	(10,239)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		56,290	56,290	<b>9,334</b>	(46,956)
<b>Total Equipment</b>	3,056	56,290	56,290	<b>9,334</b>	(46,956)
<b>Grand Total</b>	<u>\$64,037,978</u>	<u>\$69,054,024</u>	<u>\$69,054,024</u>	<u><b>\$72,395,665</b></u>	<u>\$3,341,641</u>

# Div. PreK Spec Prgms & Rel. Svcs. - 271/245/249/252/253/254/256/258/259

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
<b>271 Dept. of Prschi Sp Ed &amp; Related Svc</b>							
6	P Director I		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		1.000	1.000	1.000	1.000	
6	AD Teacher, Special Education	X	1.000	1.000	1.000	1.000	
6	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
6	11 Office Assistant IV		1.000				
<b>Subtotal</b>			<b>5.000</b>	<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	
<b>245 Bridge Program</b>							
7	BD Social Worker		2.000	2.000	2.000	2.000	
3	BD Psychologist		1.000	1.000	1.000	1.000	
6	AD Teacher, Special Education	X	22.000	23.800	23.800	24.800	1.000
6	AD Teacher, Physical Education	X	2.000	2.000	2.000	2.100	.100
6	AD Teacher, Resource Spec Ed	X	4.000	4.000	4.000	4.000	
6	13 School Secretary II		2.000	2.000	2.000	2.000	
6	13 Paraeducator	X	27.500	28.750	28.750	30.000	1.250
<b>Subtotal</b>			<b>60.500</b>	<b>63.550</b>	<b>63.550</b>	<b>65.900</b>	<b>2.350</b>
<b>249 Deaf and Hard of Hearing Programs</b>							
6	O Supervisor		1.000	1.000	1.000	1.000	
6	G Interpreting Svcs Coordinator		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		2.000	2.000	2.000	2.000	
3	BD Psychologist		.500	.500	.500	.500	
6	AD Teacher, Special Education	X				.800	.800
6	AD Teacher, Auditory	X	36.000	36.000	36.000	36.000	
6	AD Auditory Development Spec	X	7.000	7.000	7.000	7.200	.200
6	18 Interpreter Hearing Impair II	X	4.500	4.500	4.500	4.500	
6	15 Interpreter Hearing Impair I	X	32.500	32.500	32.500	32.500	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	13 Paraeducator	X	21.001	21.001	21.001	20.563	(.438)
<b>Subtotal</b>			<b>106.501</b>	<b>106.501</b>	<b>106.501</b>	<b>107.063</b>	<b>.562</b>
<b>252 Speech and Language Services</b>							
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Speech Pathologist	X	196.700	197.300	197.300	210.200	12.900
6	AD Teacher, Special Education	X				2.300	2.300
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	14 Speech/Language Path Asst	X	.800	.800	.800	.800	
6	13 Paraeducator	X				6.125	6.125
6	11 Office Assistant IV		1.000	1.000	1.000	1.000	
<b>Subtotal</b>			<b>200.500</b>	<b>201.100</b>	<b>201.100</b>	<b>222.425</b>	<b>21.325</b>
<b>253 Visually Impaired Programs</b>							
6	BD Instructional Specialist		1.000	1.000	1.000	1.000	

# Div. PreK Spec Prgms & Rel. Svcs. - 271/245/249/252/253/254/256/258/259

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
<b>253 Visually Impaired Programs</b>							
6	AD Teacher, Vision	X	15.000	15.000	15.000	15.000	
6	AD Teacher, Special Education	X				.200	.200
6	18 Braillist		1.000	2.000	2.000	2.000	
6	13 Paraeducator	X	4.813	4.375	4.375	4.375	
6	11 Office Assistant IV		1.000	1.000	1.000	1.000	
<b>Subtotal</b>			<b>22.813</b>	<b>23.375</b>	<b>23.375</b>	<b>23.575</b>	<b>.200</b>
<b>254 Physically Disabled Programs</b>							
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		2.000	2.000	2.000	2.000	
6	AD Teacher, Orthopedic	X	8.000	7.500	7.500	7.500	
6	AD Teacher, Special Education	X	1.000	1.000	1.000	2.000	1.000
6	AD Teacher, Physical Education	X	.400	.400	.400	.400	
6	AD Physical Therapist	X	25.400	25.400	25.400	25.600	.200
6	AD Occupational Therapist	X	67.200	67.200	67.200	67.200	
6	16 IT Services Tech Asst II		1.750	1.750	1.750	1.750	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	14 Physical Therapy Assistant	X	.375	.375	.375	.375	
6	13 Paraeducator	X	9.375	9.125	9.125	9.125	
<b>Subtotal</b>			<b>117.500</b>	<b>116.750</b>	<b>116.750</b>	<b>117.950</b>	<b>1.200</b>
<b>256 Transition Services</b>							
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		1.000	1.000	1.000	1.000	
6	AD Teacher, Sp Ed Transition	X	47.600	47.600	47.600	47.600	
6	AD Sp Ed Secondary Prgm Spec	X	1.000	1.000	1.000	.500	(.500)
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	13 Paraeducator	X	22.750	22.500	22.500	22.000	(.500)
<b>Subtotal</b>			<b>74.350</b>	<b>74.100</b>	<b>74.100</b>	<b>73.100</b>	<b>(1.000)</b>
<b>258 Programs for Students with ED</b>							
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Specialist Emotional Disab		1.000	1.000	1.000	1.000	
7	BD Social Worker		8.000	8.000	8.000	8.000	
3	BD Psychologist		6.500	6.500	6.500	5.500	(1.000)
3	BD Psychologist - 10 Month	X				1.000	1.000
6	AD Teacher, Special Education	X	54.000	55.000	55.000	56.500	1.500
6	AD Sp Ed Secondary Prgm Spec	X	13.000	13.000	13.000	12.000	(1.000)
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	13 Paraeducator	X	69.000	70.500	70.500	77.250	6.750
<b>Subtotal</b>			<b>153.500</b>	<b>156.000</b>	<b>156.000</b>	<b>163.250</b>	<b>7.250</b>

## Div. PreK Spec Prgms & Rel. Svcs. - 271/245/249/252/253/254/256/258/259

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>259 Autism Program</b>						
6	BD Instructional Specialist		2.500	3.000	3.000	<b>3.000</b>	
3	BD Psychologist		2.000	2.000	2.000	<b>2.000</b>	
6	AD Sp Ed Elem Prgm Spec	X	4.500	4.500	4.500	<b>4.300</b>	(.200)
6	AD Teacher, Special Education	X	96.500	103.000	103.000	<b>107.200</b>	4.200
6	13 Paraeducator	X	188.915	200.350	200.350	<b>204.785</b>	4.435
6	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>295.415</b>	<b>313.850</b>	<b>313.850</b>	<b>322.285</b>	<b>8.435</b>
	<b>Total Positions</b>		<b>1,036.079</b>	<b>1,059.226</b>	<b>1,059.226</b>	<b>1,099.548</b>	<b>40.322</b>

# Individuals with Disabilities Education Act (IDEA) School-Based Services

<b>School-Based Programs: Learning and Academic Disabilities</b>	
Teacher, Resource (A-D)	20.0
Teacher, Special Education (A-D)	137.5

<b>Stephen Knolls School</b>	
Teacher, Special Education (A-D)	8.0

<b>Longview School</b>	
Teacher, Special Education (A-D)	9.0

<b>Rock Terrace School</b>	
Teacher, Special Education (A-D)	16.0

<b>JIG-RICA</b>	
Teacher, Special Education (A-D)	18.0

<b>PEP Beginnings</b>	
Teacher, Beginnings (A-D)	4.88

<b>PEP Comprehensive</b>	
Teacher, Special Education (A-D)	1.0

<b>Parentally-Placed Private School Students</b>	
Speech Pathologist (B-D)	3.0
Teacher, Resource Room (A-D)	1.0

F.T.E. Positions 218.38

\*All positions also are shown on other charts in this chapter to reflect program assignments

# Individuals with Disabilities Education - 299/907/913

## Felicia Piacente, Director I

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	265.500	238.262	238.262	<b>218.380</b>	(19.882)
Position Salaries	\$18,564,226	\$21,423,966	\$21,423,966	<b>\$18,228,511</b>	(\$3,195,455)
<b>Other Salaries</b>					
Summer Employment		1,298,671	1,298,671	<b>1,327,423</b>	28,752
Professional Substitutes		130,691	130,691	<b>309,584</b>	178,893
Stipends		41,905	41,905	<b>61,687</b>	19,782
Professional Part Time		141,020	141,020	<b>73,928</b>	(67,092)
Supporting Services Part Time		909,907	909,907	<b>784,632</b>	(125,275)
Other					
Subtotal Other Salaries	3,142,175	2,522,194	2,522,194	<b>2,557,254</b>	35,060
<b>Total Salaries &amp; Wages</b>	<b>21,706,401</b>	<b>23,946,160</b>	<b>23,946,160</b>	<b>20,785,765</b>	<b>(3,160,395)</b>
<b>02 Contractual Services</b>					
Consultants				<b>21,168</b>	21,168
Other Contractual		964,044	964,044	<b>1,555,493</b>	591,449
<b>Total Contractual Services</b>	<b>970,812</b>	<b>964,044</b>	<b>964,044</b>	<b>1,576,661</b>	<b>612,617</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks				<b>23,372</b>	23,372
Media					
Instructional Supplies & Materials		446,405	446,405	<b>249,956</b>	(196,449)
Office				<b>3,000</b>	3,000
Other Supplies & Materials		196,929	196,929	<b>288,477</b>	91,548
<b>Total Supplies &amp; Materials</b>	<b>767,601</b>	<b>643,334</b>	<b>643,334</b>	<b>564,805</b>	<b>(78,529)</b>
<b>04 Other</b>					
Local/Other Travel		122,069	122,069	<b>90,441</b>	(31,628)
Insur & Employee Benefits		6,552,044	6,552,044	<b>7,179,380</b>	627,336
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>7,397,912</b>	<b>6,674,113</b>	<b>6,674,113</b>	<b>7,269,821</b>	<b>595,708</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		274,881	274,881	<b>276,261</b>	1,380
<b>Total Equipment</b>	<b>618,816</b>	<b>274,881</b>	<b>274,881</b>	<b>276,261</b>	<b>1,380</b>
<b>Grand Total</b>	<b>\$31,461,542</b>	<b>\$32,502,532</b>	<b>\$32,502,532</b>	<b>\$30,473,313</b>	<b>(\$2,029,219)</b>

## Individuals with Disabilities Education - 299/913

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>299 Individuals with Disabilities Educ.</b>						
6	BD Speech Pathologist	X	8.100	7.500	7.500		(7.500)
6	AD Teacher, Special Education	X	24.500	21.500	21.500		(21.500)
6	AD Teacher, Physical Education	X	.200	.200	.200		(.200)
6	AD Teacher, Art	X	.200	.200	.200		(.200)
6	AD Teacher, General Music	X	.200	.200	.200		(.200)
6	13 Paraeducator	X	12.250	6.562	6.562		(6.562)
	<b>Subtotal</b>		<b>45.450</b>	<b>36.162</b>	<b>36.162</b>		<b>(36.162)</b>
	<b>913 Individuals with Disabilities Educ.</b>						
6	BD Speech Pathologist	X				<b>3.000</b>	3.000
6	AD Teacher, Beginnings	X		.100	.100		(.100)
6	AD Teacher, Special Education	X	192.000	177.000	177.000	<b>189.500</b>	12.500
6	AD Teacher, Sp Ed Resource Room	X				<b>1.000</b>	1.000
6	AD Teacher, Resource Spec Ed	X	20.000	20.000	20.000	<b>20.000</b>	
	<b>Subtotal</b>		<b>212.000</b>	<b>197.100</b>	<b>197.100</b>	<b>213.500</b>	<b>16.400</b>
	<b>907 PEP/Child Find/DESC</b>						
6	BD Speech Pathologist	X	.300				
6	AD Teacher, Beginnings	X	5.000	3.000	3.000	<b>4.880</b>	1.880
6	AD Sp Ed Elem Prgrm Spec	X	2.000	2.000	2.000		(2.000)
6	AD Teacher, Special Education	X	.750				
	<b>Subtotal</b>		<b>8.050</b>	<b>5.000</b>	<b>5.000</b>	<b>4.880</b>	<b>(.120)</b>
	<b>Total Positions</b>		<b>265.500</b>	<b>238.262</b>	<b>238.262</b>	<b>218.380</b>	<b>(19.882)</b>

# Infants and Toddlers, Prekindergarten Special Education Programs, and InterACT

Infants and Toddlers Program	
Coordinator (N)	5.0
Speech Pathologist (B-D)	78.0
Elementary Program Specialist (A-D)**	5.0
Occupational Therapist (A-D)	30.1
Physical Therapist (A-D)	34.0
Physical Therapist (A-D)**	1.0
Teacher, Auditory (A-D)	3.5
Teacher, Infants and Toddlers (A-D)	77.0
Teacher, Special Education (A-D)	0.2
Teacher, Vision (A-D)	3.5
Administrative Secretary I (14)	5.0
Paraeducator (12-13)	42.1

Preschool Education Program (PEP) Office	
Coordinator (N)	2.0
Instructional Specialist (B-D)	1.0
Psychologist (B-D)*	3.0
Elementary Program Specialist (A-D)***	2.0
Teacher, Preschool (A-D)	0.2
Administrative Secretary I (14)	2.0

Preschool Education Program (PEP Classic)	
Teacher, Parent Education (A-D)	21.4
Teacher, Preschool (A-D)	52.5
Paraeducator (12-13)	45.062

PEP Beginnings	
Speech Pathologist (B-D)	2.1
Teacher, Beginnings (A-D)	2.12
Teacher, Beginnings (A-D)***	
Physical Therapist (A-D)	2.8
Occupational Therapist (A-D)	1.4
Paraeducator (12-13)	10.5

PEP Intensive Needs	
Speech Pathologist (B-D)	6.2
Occupational Therapist (A-D)	9.3
Teacher, Preschool (A-D)	31.0
Paraeducator (12-13)	31.0

PEP Itinerant	
Speech Pathologist (B-D)	3.2
Occupational Therapist (A-D)	2.4
Physical Therapist (A-D)	0.8
Teacher, Preschool (A-D)	8.0

PEP Comprehensive	
Speech Pathologist (B-D)	3.2
Teacher, Preschool (A-D)	16.0
Teacher, Special Education (A-D)***	
Teacher, Special Education (A-D)	1.4
Physical Therapist (A-D)	3.2
Occupational Therapist (A-D)	3.2
Paraeducator (12-13)	24.0

Arc of Montgomery County	
Speech Pathologist (B-D)	0.5
Teacher, Preschool (A-D)	1.5
Teacher, Special Education (A-D)	0.4
Occupational Therapist (A-D)	1.0
Physical Therapist (A-D)	0.5
Paraeducator (12-13)	2.25

Child Find	
Supervisor (O)	1.0
Instructional Specialist (B-D)	3.0
Administrative Secretary I (14)	1.0
Program Secretary (13)	1.0

Single Point of Entry for Identification of Birth to Kindergarten/DESC	
Instructional Specialist (B-D)	4.0
Psychologist (B-D)*	1.5
Speech Pathologist (B-D)	3.0
Occupational Therapist (A-D)	2.7
Program Secretary (13)	2.0

InterACT	
Instructional Specialist (B-D)	1.0
Speech Pathologist (B-D)	6.9
Occupational Therapist (A-D)	1.6
Physical Therapist (A-D)	0.5
Teacher, Special Education (A-D)	6.0
IT Services Technical Assistant II (16)	1.0
Paraeducator (12-13)	4.875

F.T.E. Positions 627.107

\* Psychologist positions are supervised by the Psychological Services Unit under the Department of Student Services

\*\* Positions funded by the Montgomery County Department of Health and Human Services

\*\*\* 5.88 Positions funded by IDEA

# Infants & Toddlers, Prekindergarten Prgs, InterACT - 277/276/278/930

Chrisandra A. Richardson, Associate Superintendent

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	595.625	627.275	627.275	<b>622.107</b>	(5.168)
Position Salaries	\$42,069,169	\$45,080,223	\$45,080,223	<b>\$46,804,124</b>	\$1,723,901
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		180,150	180,150	<b>178,888</b>	(1,262)
Supporting Services Part Time		177,281	177,281	<b>181,713</b>	4,432
Other					
Subtotal Other Salaries	196,445	357,431	357,431	<b>360,601</b>	3,170
<b>Total Salaries &amp; Wages</b>	42,265,614	45,437,654	45,437,654	<b>47,164,725</b>	1,727,071
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		197,418	197,418		(197,418)
<b>Total Contractual Services</b>	241,661	197,418	197,418		(197,418)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		799	799	<b>799</b>	
Other Supplies & Materials		55,000	55,000	<b>55,000</b>	
<b>Total Supplies &amp; Materials</b>	53,809	55,799	55,799	<b>55,799</b>	
<b>04 Other</b>					
Local/Other Travel		312,928	312,928	<b>299,666</b>	(13,262)
Insur & Employee Benefits		208,359	208,359	<b>250,749</b>	42,390
Utilities					
Miscellaneous		11,253	11,253	<b>11,253</b>	
<b>Total Other</b>	514,387	532,540	532,540	<b>561,668</b>	29,128
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$43,075,471</u>	<u>\$46,223,411</u>	<u>\$46,223,411</u>	<u>\$47,782,192</u>	<u>\$1,558,781</u>

# Infants & Toddlers, Prekindergarten Prgs, InterACT - 277/276/278/930

Chrisandra A. Richardson, Associate Superintendent

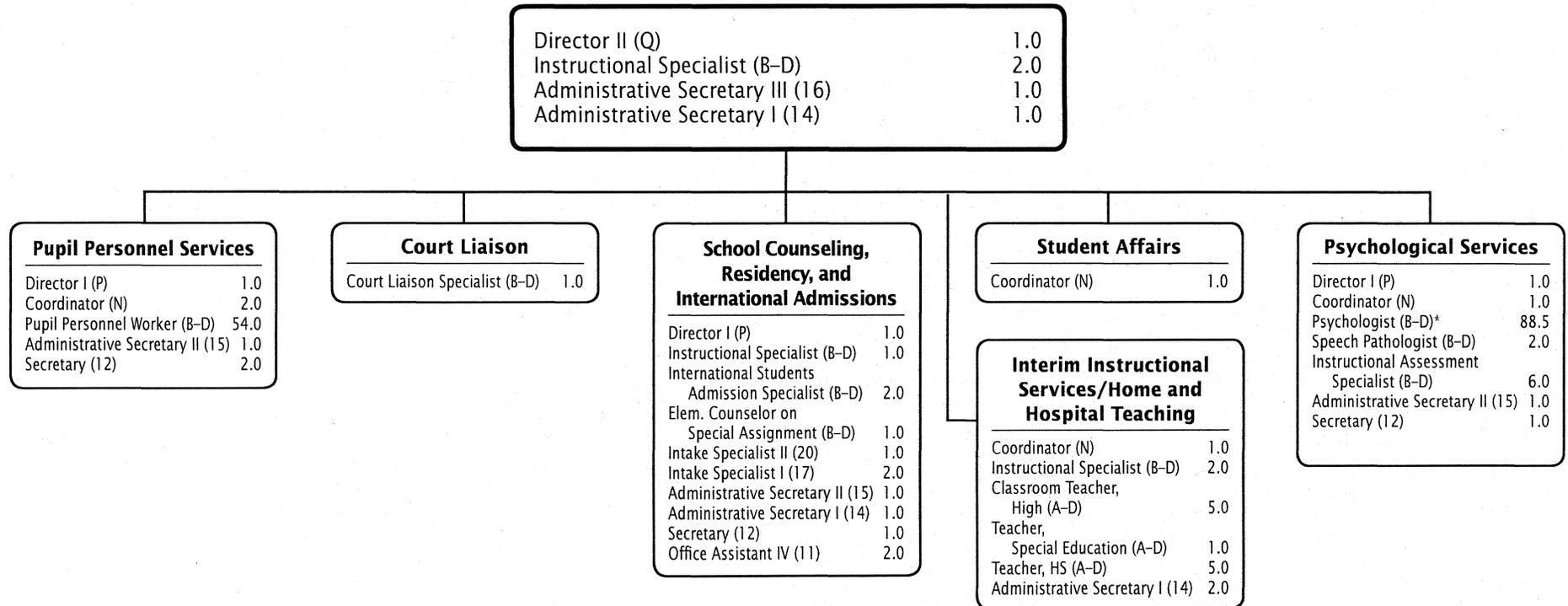
CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>277 Infants &amp; Toddlers, Prekindergarten Prgs, InterACT</b>						
6	N Coordinator		5.000	5.000	5.000	<b>5.000</b>	
6	BD Speech Pathologist	X	77.600	78.000	78.000	<b>78.000</b>	
6	AD Teacher, Infants & Toddlers	X	75.000	76.000	76.000	<b>77.000</b>	1.000
6	AD Sp Ed Elem Prgrm Spec	X	1.000				
6	AD Teacher, Vision	X	3.000	3.500	3.500	<b>3.500</b>	
6	AD Teacher, Special Education	X	.200	.200	.200	<b>.200</b>	
6	AD Physical Therapist	X	35.800	36.200	36.200	<b>34.000</b>	(2.200)
6	AD Occupational Therapist	X	31.700	31.600	31.600	<b>30.100</b>	(1.500)
6	AD Teacher, Auditory	X	3.000	3.500	3.500	<b>3.500</b>	
6	14 Administrative Secretary I		5.000	5.000	5.000	<b>5.000</b>	
6	13 Paraeducator	X	42.100	42.100	42.100	<b>42.100</b>	
	<b>Subtotal</b>		<b>279.400</b>	<b>281.100</b>	<b>281.100</b>	<b>278.400</b>	<b>(2.700)</b>
	<b>276 PEP/Child Find/DESC</b>						
6	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
6	N Coordinator		2.000	2.000	2.000	<b>2.000</b>	
6	BD Instructional Specialist		8.000	8.000	8.000	<b>8.000</b>	
3	BD Psychologist		4.500	4.500	4.500	<b>4.500</b>	
6	BD Speech Pathologist	X	17.050	17.250	17.250	<b>18.200</b>	.950
6	AD Teacher, Beginnings	X	2.000	4.000	4.000	<b>2.120</b>	(1.880)
6	AD Teacher, Preschool Education	X	98.700	107.700	107.700	<b>109.200</b>	1.500
6	AD Sp Ed Elem Prgrm Spec	X				<b>2.000</b>	2.000
6	AD Teacher, Special Education	X	22.800	23.550	23.550	<b>23.200</b>	(.350)
6	AD Physical Therapist	X	7.200	7.200	7.200	<b>7.300</b>	.100
6	AD Occupational Therapist	X	17.500	18.400	18.400	<b>20.000</b>	1.600
6	14 Administrative Secretary I		3.000	3.000	3.000	<b>3.000</b>	
6	13 Program Secretary		3.000	3.000	3.000	<b>3.000</b>	
6	13 Paraeducator	X	108.000	116.250	116.250	<b>112.812</b>	(3.438)
	<b>Subtotal</b>		<b>294.750</b>	<b>315.850</b>	<b>315.850</b>	<b>316.332</b>	<b>.482</b>
	<b>278 InterACT</b>						
6	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
6	BD Speech Pathologist	X	6.500	7.100	7.100	<b>6.900</b>	(.200)
6	AD Teacher, Special Education	X	4.000	7.000	7.000	<b>6.000</b>	(1.000)
6	AD Physical Therapist	X	.500	.500	.500	<b>.500</b>	
6	AD Occupational Therapist	X	1.600	1.600	1.600	<b>1.600</b>	
6	16 IT Services Tech Asst II		1.000	1.000	1.000	<b>1.000</b>	
6	13 Paraeducator	X	.875	6.125	6.125	<b>4.375</b>	(1.750)
	<b>Subtotal</b>		<b>15.475</b>	<b>24.325</b>	<b>24.325</b>	<b>21.375</b>	<b>(2.950)</b>
	<b>930 Infants and Toddlers</b>						
6	AD Teacher, Infants & Toddlers	X	1.000				
6	AD Sp Ed Elem Prgrm Spec	X	4.000	5.000	5.000	<b>5.000</b>	

# Infants & Toddlers, Prekindergarten Prgs, InterACT - 277/276/278/930

Chrisandra A. Richardson, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>930 Infants and Toddlers</b>						
6	AD Physical Therapist	X	1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	
	<b>Total Positions</b>		<b>595.625</b>	<b>627.275</b>	<b>627.275</b>	<b>622.107</b>	<b>(5.168)</b>

# Department of Student Services



F.T.E. Positions 191.5

\* School Psychologist positions are supervised by the Psychological Services Unit in the Department of Student Services

**MISSION** *The mission of the Department of Student Services (DSS) is to support the strategic plan of Montgomery County Public Schools (MCPS) by working to ensure that every student is healthy, safe, engaged, supported, and challenged. This is achieved through the development and implementation of a coordinated program of student services. The department plans, implements, and coordinates services that support student achievement and social and emotional development. Data on DSS programs and services are monitored and analyzed to verify the positive impact on student learning and success.*

## MAJOR FUNCTIONS

### Coordination of Academic, Social, and Behavioral Services for All Students

DSS provides a coordinated, comprehensive program of student supports and services in all schools, including crisis response and academic, behavioral, and social and emotional interventions. DSS interprets and ensures compliance with federal, state, and county policies and regulations, including issues related to Section 504 of the *Rehabilitation Act* of 1973, the *Individuals with Disabilities Education Act* (IDEA), Code of Maryland Regulations (COMAR), child abuse and neglect, the *McKinney Vento Homeless Education Assistance Improvement Act* of 2001, the *Fostering Connections to Success and Increasing Adoptions Act* of 2008 (FCA), suicide prevention, bullying, gang activity, and substance abuse prevention. DSS provides interim instructional services, including home and hospital teaching, Positive Behavioral Interventions and Supports (PBIS), student leadership opportunities, and EpiPens® Epinephrine auto-injectors to schools to treat anaphylaxis. In addition, DSS initiates, develops, and enhances community partnerships.

### Psychological Service Delivery in Schools

The Division of Psychological Services (DPS) creates safe, healthy, and supportive learning environments for children by providing direct and indirect psychological and mental health supports and services, including comprehensive evaluations, to students, families, and staff members. DPS works to increase achievement by identifying and addressing the learning, behavior, and social emotional difficulties that interfere with school success. DPS assists teachers with designing and implementing academic and behavioral interventions to support effective, individualized instruction for all learners. DPS enhances the understanding and acceptance of diverse cultures and backgrounds, in addition to performing bilingual assessment services.

### Monitoring Behavior, Attendance, and Student Progress and the Degree to which Students Are Able to Maintain a High Level of Academic Performance During Periods of Homelessness

The Division of Pupil Personnel Services (DPPS) advocates for students by consulting with schools and families, and serving as a liaison between schools and the juvenile justice system. DPPS refers students and families to appropriate community agencies and service providers and evaluates, processes, and responds to requests for a change of school assignment. DPPS investigates and supports students recommended for expulsion, other disciplinary actions, and truancy reviews. DPPS also liaises between the home schooling specialist and families, and reviews home schooling programs and family home schooling plans.

### Counseling, Residency, Admissions, and Transition Services

The Division of School Counseling, Residency, and International Admissions (SCRIA) enhances academic, personal, and social development of all students through a comprehensive program that monitors progress toward high school completion and entry to higher education or the workforce. The division also supports a smooth transition between elementary and middle and middle and high schools for students and their families. SCRIA responds to issues related to homelessness, foster care, kinship care, residency, and tuition waivers. In addition, SCRIA serves the enrollment needs of international and exchange students, students who are United States citizens coming from foreign schools, and unaccompanied minors and processes I-20 visas.

## ACCOMPLISHMENTS AND INITIATIVES

DSS strategically assigns personnel to all schools in order to support the effective and efficient implementation of the school program. The staff collaborates with other MCPS offices to positively impact academic success, career development, health, and personal and interpersonal outcomes for students, while supporting a high-quality, world-class education for every student.

DSS accomplished the following:

- » Developed a long-range plan to realign the work of DSS with the social emotional learning (SEL) component of the MCPS Strategic Planning Framework, *Building Our Future Together: Students, Staff, and Community*.
- » Collaborated with the Montgomery County Department of Health and Human Services to provide professional development on the *Fostering Connections to Success and Increasing Adoptions Act* of 2008, the Casey Family Program's Endless Dreams curriculum, the *Family Educational Rights and Privacy Act*, and alternative responses to reported child neglect and abuse cases.
- » Collaborated with the Montgomery County Mental Health Association to provide youth mental health

first-aid training to school-based staff members and to provide training to DSS staff members.

- » Enhanced supports for Interim Instructional Services (IIS), formerly known as Home and Hospital Teaching, with the addition of a coordinator and special education teacher.
- » Recruited more than 50 highly qualified, certified teachers to serve students receiving IIS.
- » Planned professional development sessions for 200 IIS teachers at all grade levels to align instruction to changes in MCPS curriculum, increase communication with schools, reinforce expectations for grading and reporting, and build technology skills for online instruction.
- » Revised IIS processes to improve timely service delivery to students and families.
- » Supervised 20 graduate-level counseling student interns, two graduate-level school psychologist student interns, and 12 graduate student school psychology practicum students.
- » Supported 97 schools, including three special education schools, and one alternative program site, in the implementation of PBIS. Seven more schools will begin implementing PBIS during the 2014-2015 school year.
- » Facilitated the election of the student member on the Board of Education (this election is the 14th largest election in Maryland), with 77.1 percent of eligible students voting.
- » Supported a voter drive and registered 1,198 high school students to vote.
- » Sent 14 students—10 from MCPS and 4 from private schools—to serve as student pages in the Maryland Senate and the House of Delegates in Annapolis.
- » Collected, sorted, and distributed 16,010 pounds of useable school and office supplies to an organization that benefits children. This program, Drive for Supplies, in cooperation with Learn Shop, Inc., helped more than 160 students from 74 schools earn 2,096 student service learning hours.

DPS accomplished the following:

- » Completed 3,194 psychological assessment reports for students referred to problem-solving teams, including Section 504 and Individualized Education Program (IEP) teams.
- » Conducted student observations, parent and teacher consultations, and written reviews of non-MCPS psychological reports.
- » Attended thousands of Educational Management Team, Section 504, and IEP meetings.
- » Conducted 923 language-dominance assessments, 246 educational assessments, 377 psychological assessments, and 181 speech/language assessments through the Bilingual Assessment Team.

DPPS accomplished the following:

- » Conducted 1,720 home schooling reviews, provided parents with feedback on their educational program, and offered suggestions and resources to improve their instructional delivery.
- » Provided Section 504 systemwide training for 349 MCPS staff members.
- » Intervened with students who had chronic and severe truancy issues in 66 cases, using the interdisciplinary Truancy Review Board.
- » Conducted investigative conferences for 337 expulsion requests.
- » Provided case management, advocacy, and referral services for five students who participated in an Expulsion Review Board hearing.
- » Processed 3,572 change of school assignment requests.
- » Collaborated with other MCPS offices to interpret the new Maryland disciplinary regulations and develop a new MCPS Code of Conduct to reflect those changes.
- » Conducted 46 Interagency Transition Team meetings at the Montgomery County Department of Juvenile Services (DJS) for students returning to MCPS from DJS placements.
- » Collaborated with the Montgomery County Department of Social Services to enroll and facilitate the special education process for 13 Children in Need of Assistance cases.

SCRIA accomplished the following:

- » Served more than 3,800 students from 147 countries enrolling in MCPS.
- » Provided updated information to registrars and resource counselors on the unaccompanied youth humanitarian crisis, immigration updates, and registration procedures for unaccompanied youth.
- » Enrolled 985 students from El Salvador, Honduras, and Guatemala, a 62.2 percent increase over the previous academic year.
- » Helped the MCPS graduating class of 2014 earn \$338.9 million in college scholarships.

## PERFORMANCE MEASURES

**Performance Measure:** To increase the number of schools where PBIS will be implemented. The goal is to recruit five more schools to participate.

	FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
Total number of schools	97	104	109

**Explanation:** This measure identifies the need for PBIS in additional MCPS schools. PBIS is a framework for creating safer and more effective schools by building a better environment through positive disciplinary practices, tiered interventions, and SEL implementation.

**Performance Measure:** To reduce by 1 percent the percentage of all MCPS students whose behavioral infractions result in disciplinary referrals or suspensions.

	FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
Discipline/ Suspension Rates	5%	4%	≤3%

**Explanation:** This measure addresses the rate of student suspensions in MCPS relative to other Maryland school districts and is an important performance measure of student success. Across Maryland, the average rate of suspensions (in-house and out-of-school) is 8 percent.

**Performance Measure:** To increase by 5 percent each year the percentage of students identified with severe or chronic truancy issues who attain and maintain attendance rates of 90 percent or above for the remainder of the school year.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
80%	85%	90%

**Explanation:** This measure addresses regular school attendance, which is directly correlated with student academic success and school climate.

**Performance Measure:** To initiate IIS within 10 days of receiving the application for services to ensure students maintain pace with the MCPS curriculum currently taught in the home school.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
80%	100%	100%

**Explanation:** This measure relates to the continuity of high-quality instruction, which is critical to ensuring that a student can continue to learn while he or she is in need of IIS and to provide timely services in compliance with COMAR regulations.

**Performance Measure:** To begin tracking the number of students demonstrating positive outcomes following receipt of direct and/or indirect psychological interventions.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
	100%	150%

**Explanation:** This measure addresses the recommendation to MCPS staff from IDEA and COMAR that strongly suggests the use of early intervention for students with significant learning and/or behavioral needs.

## OVERVIEW OF BUDGET CHANGES

### FY 2015 Current Budget

The current FY 2015 budget for this department is changed from the budget adopted by the Board of Education on June 17, 2014. The change is a result of the realignment of \$2,000 from the Department of Student Services to the Bilingual Assessment Team for office supplies.

### FY 2016 Recommended Budget

The FY 2016 recommended budget for this department is \$22,267,306, an increase of \$1,810,084 from the current FY 2015 budget. An explanation of this change follows.

#### Same Service Level Changes—\$821,497

##### Continuing Salary Costs—\$708,215

There is an increase of \$708,215 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA that employees received on November 29, 2014.

##### Student Enrollment—\$113,282

Bilingual Assessment Team (BAT) instructional assessment specialists administer bilingual educational assessments of English language learners (ELL) who are referred to BAT when a learning disability is suspected. The Individuals with Disabilities Education Act (IDEA) prescribes a very specific six-day timeline from screening to evaluation. To help BAT meet IDEA timeline requirements for completing evaluations of the rapidly growing ELL student population, there is an increase of a 1.0 FTE instructional assessment specialist position and \$60,636 in the FY 2016 budget. The employee benefit costs of this position, \$18,979, are included in the Department of Financial Services budget. There also is an increase of \$4,165 in the BAT budget for instructional materials. There is an increase of \$48,481 for contractual services. This amount includes \$45,000 for the cost associated with private duty nursing for 504 students and \$3,481 for the cost of computer services associated with implementing PBIS in additional schools.

#### Program Efficiencies and Reductions—(\$11,000)

There is a reduction of \$6,000 budgeted for services provided to MCPS students who are in hospitals outside of Montgomery County and a reduction of \$5,000 for residency verification-related contractual services.

#### Strategic Priority Enhancements—\$999,587

##### Positions for Coordinated Student Services Teams—\$590,123

Coordinated Student Services Teams (CSST) comprised of school psychologists, pupil personnel workers, and counselors align services and programs to enable students to acquire social and emotional competence. CSSTs help educators promote social/emotional learning, respond to crisis

situations, and provide mental health support. This is the second year of a multiyear effort to enhance the work of CSSTs.

The FY 2016 budget includes \$308,595 for 5.0 FTE school psychologist positions and \$281,528 for 4.0 FTE pupil personnel worker positions. The elementary school budget includes \$289,411 for 3.5 FTE elementary school counselor positions that are part of this enhancement. Deployment of new staff will be based on school enrollment and variables that are associated with high school dropout rates, including Free and Reduced-price Meals System eligibility, attendance, mobility, and suspension rates. The cost of employee benefits for this enhancement, \$253,699, is budgeted in the Department of Financial Services.

**Achieving College Excellence and Success (ACES)—\$239,740**  
 Achieving Collegiate Excellence and Success (ACES) is a collaborative program among MCPS, Montgomery College (MC), and the Universities of Shady Grove (USG) that began in the fall of 2013. The program, which is offered in ten high schools, focuses on identifying and supporting students who come from backgrounds that are underrepresented in higher education and those who are the first in their family to attend college. Students apply to ACES in the spring of their sophomore year and, if accepted to the program, are assigned an academic coach when they are in Grades 11 and 12. Coaches meet individually with students and provide help in test preparation, tutoring, assistance with college applications and financial aid/scholarship applications, and college visits. This additional funding will be used to expand the ACES program into Grades 9 and 10 at five MCPS schools.

**Redesign of Interim Instructional Services—\$169,724**  
 Interim Instructional Services (IIS) in MCPS serves approximately 800 MCPS students each school year, with approximately 125 of these students receiving special education services. Students generally need services in their homes for a minimum of eight weeks to a maximum of the entire school year. To ensure that students receiving IIS develop the three competencies of academic excellence, creative problem solving, and social emotional learning, the IIS model was redesigned to provide a coordinated instructional program aligned with MCPS curriculum requirements and individual student needs. The new IIS model provides students with personalized learning plans, blended learning opportunities, and social emotional supports to allow students to progress academically toward graduation and, when appropriate, transition seamlessly back to their home schools.

To perform these tasks effectively and meet mandated state guidelines for service delivery, 5.0 additional teacher positions and 1.0 instructional specialist are budgeted in FY 2016 to support the IIS program. These five teacher positions are part of a multiyear plan to develop a comprehensive home study program aligned with MCPS curriculum and standards. An essential component of the revised IIS model is case management, which is critical for students receiving special education services so the child's Individualized Education Program is followed and services are provided according to

federal and state regulations and for maintaining regular communication between the home school and IIS. Two of these five teacher positions will support instruction in mathematics, the highest need area for qualified staffing in IIS. These additional staff will serve a critical role as case managers in addition to their instructional roles. The interim instructional specialist is required to establish and maintain strong communication with all MCPS schools. With about 250 students enrolled in IIS at one time, and timely intake meetings required within 10 days, the interim instructional services specialist is vital to assigning teachers to students and overall case management and communication. In the Department of Financial Services budget, \$85,826 is budgeted for employee benefits for this enhancement.

**National Institutes of Health Program**

The FY 2016 request for this program is \$270,525, an increase of \$5,273 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$5,273**

*Other—\$5,273*

There is an increase of \$5,273 for professional part-time salaries.

**Program's Recent Funding History**

	FY 2015 Projected 7/1/14	FY 2015 Received 11/30/14	FY 2016 Projected 7/1/15
Federal	\$265,252	\$265,252	\$270,525
State			
Other			
County			
<b>Total</b>	<b>\$265,252</b>	<b>\$265,252</b>	<b>\$270,525</b>

**Homeless Children and Youth Education**

The FY 2016 request for this program is \$73,150 that has been realigned from the Provision for Future Supported Projects budget. MCPS has received these funds from the McKinney-Vento Homeless Children and Youth Education program for several years and expects to continue receiving this grant in the future. The funds are used to pay for tutoring, transportation, and supplies needed by MCPS students who reside in four homeless shelters.

**Same Service Level Changes—\$0**

**Program's Recent Funding History**

	FY 2015 Projected 7/1/14	FY 2015 Received 11/30/14	FY 2016 Projected 7/1/15
Federal			
State			\$73,150
Other			
County			
<b>Total</b>			<b>\$73,150</b>

# Department of Student Services - 551/552/553/555

Debra A. Berner, Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	161.500	175.500	175.500	<b>191.500</b>	16.000
Position Salaries	\$16,305,616	\$18,040,727	\$18,040,727	<b>\$19,686,567</b>	\$1,645,840
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		28,000	28,000	<b>28,700</b>	700
Stipends		162,310	162,310	<b>162,310</b>	
Professional Part Time		1,334,660	1,334,660	<b>1,289,747</b>	(44,913)
Supporting Services Part Time		168,973	168,973	<b>173,197</b>	4,224
Other					
Subtotal Other Salaries	1,683,314	1,693,943	1,693,943	<b>1,653,954</b>	(39,989)
<b>Total Salaries &amp; Wages</b>	17,988,930	19,734,670	19,734,670	<b>21,340,521</b>	1,605,851
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		267,550	267,550	<b>366,431</b>	98,881
<b>Total Contractual Services</b>	237,690	267,550	267,550	<b>366,431</b>	98,881
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		186,471	184,471	<b>256,926</b>	72,455
Office		15,347	17,347	<b>19,057</b>	1,710
Other Supplies & Materials		79,594	79,594	<b>79,594</b>	
<b>Total Supplies &amp; Materials</b>	162,382	281,412	281,412	<b>355,577</b>	74,165
<b>04 Other</b>					
Local/Other Travel		159,940	159,940	<b>149,940</b>	(10,000)
Insur & Employee Benefits					
Utilities					
Miscellaneous		13,650	13,650	<b>54,837</b>	41,187
<b>Total Other</b>	151,607	173,590	173,590	<b>204,777</b>	31,187
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$18,540,609</u>	<u>\$20,457,222</u>	<u>\$20,457,222</u>	<u><b>\$22,267,306</b></u>	<u>\$1,810,084</u>

# National Institutes of Health Program - 908

Debra A. Berner, Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)					
Position Salaries					
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends		1,400	1,400	1,400	
Professional Part Time		209,741	209,741	215,014	5,273
Supporting Services Part Time		17,713	17,713	17,713	
Other					
Subtotal Other Salaries	229,897	228,854	228,854	234,127	5,273
<b>Total Salaries &amp; Wages</b>	229,897	228,854	228,854	234,127	5,273
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>					
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits		18,199	18,199	18,199	
Utilities					
Miscellaneous		18,199	18,199	18,199	
<b>Total Other</b>	35,879	36,398	36,398	36,398	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$265,776</u>	<u>\$265,252</u>	<u>\$265,252</u>	<u>\$270,525</u>	<u>\$5,273</u>

# Homeless Children and Youth - 910

Debra A. Berner, Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)					
Position Salaries					
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time				40,725	40,725
Supporting Services Part Time					
Other					
Subtotal Other Salaries				40,725	40,725
<b>Total Salaries &amp; Wages</b>				40,725	40,725
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials				2,160	2,160
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>				2,160	2,160
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits				3,258	3,258
Utilities					
Miscellaneous				27,007	27,007
<b>Total Other</b>				30,265	30,265
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>				<b>\$73,150</b>	<b>\$73,150</b>

# Department of Student Services - 551/552/553/555/964/908

Debra A. Berner, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>551 Department of Student Services</b>						
7	Q Director II		1.000	1.000	1.000	1.000	
7	P Director I		2.000	2.000	2.000	2.000	
7	N Coordinator		4.000	4.000	4.000	4.000	
7	BD Court Liaison Specialist		1.000	1.000	1.000	1.000	
7	BD Instructional Specialist		2.000	2.000	2.000	2.000	
7	BD Pupil Personnel Worker		44.000	50.000	50.000	54.000	4.000
3	BD Psychologist		61.000	61.000	61.000	61.000	
3	BD Psychologist - 10 Month		12.500	17.500	17.500	22.500	5.000
7	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
7	15 Administrative Secretary II		2.000	2.000	2.000	2.000	
7	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
2	12 Secretary		2.000	2.000	2.000	2.000	
	<b>Subtotal</b>		<b>133.500</b>	<b>144.500</b>	<b>144.500</b>	<b>153.500</b>	<b>9.000</b>
	<b>552 Bilingual Assessment Team</b>						
2	BD Instruct Assessment Spec		4.000	5.000	5.000	6.000	1.000
3	BD Psychologist		5.000	5.000	5.000	5.000	
3	BD Speech Pathologist	X	2.000	2.000	2.000	2.000	
2	12 Secretary		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>12.000</b>	<b>13.000</b>	<b>13.000</b>	<b>14.000</b>	<b>1.000</b>
	<b>553 Home &amp; Hospital Teaching</b>						
2	N Coordinator			1.000	1.000	1.000	
2	BD Instructional Specialist		1.000				
6	BD Instructional Specialist			1.000	1.000	2.000	1.000
3	AD Teacher	X				5.000	5.000
6	AD Teacher, Special Education	X		1.000	1.000	1.000	
2	14 Administrative Secretary I			2.000	2.000	2.000	
7	14 Administrative Secretary I		2.000				
	<b>Subtotal</b>		<b>3.000</b>	<b>5.000</b>	<b>5.000</b>	<b>11.000</b>	<b>6.000</b>
	<b>555 Counseling, Residency &amp; Intl.</b>						
7	P Director I		1.000	1.000	1.000	1.000	
7	BD Intl Students Admission Spec		2.000	2.000	2.000	2.000	
3	BD Instructional Specialist		1.000	1.000	1.000	1.000	
3	BD Elem Counselor Spec Assign		1.000	1.000	1.000	1.000	
7	20 ISAO Intake Specialist II		1.000	1.000	1.000	1.000	
7	17 ISAO Intake Specialist I		2.000	2.000	2.000	2.000	
7	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
7	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
7	12 Secretary		1.000	1.000	1.000	1.000	

# Department of Student Services - 551/552/553/555/964/908

Debra A. Berner, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>555 Counseling, Residency &amp; Intl.</b>						
7	11 Office Assistant IV		2.000	2.000	2.000	2.000	
	<b>Subtotal</b>		<b>13.000</b>	<b>13.000</b>	<b>13.000</b>	<b>13.000</b>	
	<b>Total Positions</b>		<b>161.500</b>	<b>175.500</b>	<b>175.500</b>	<b>191.500</b>	<b>16.000</b>

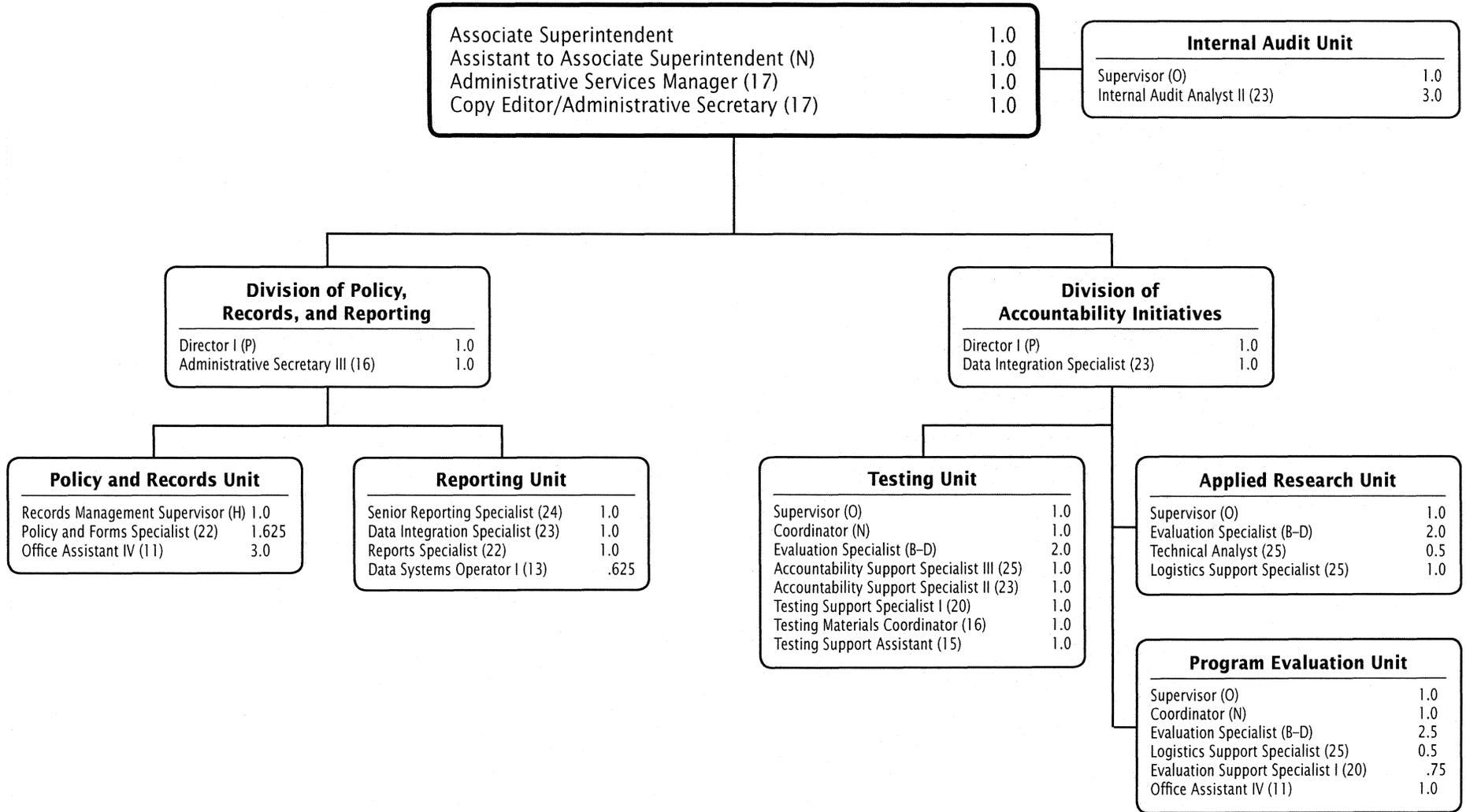
## Office of Shared Accountability

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**Office of Shared Accountability  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	10,000	10,000	10,000	10,000	
Business/Operations Admin.	1,000	1,000	1,000	1,000	
Professional	6,500	7,000	7,000	6,500	(.500)
Supporting Services	24,000	24,000	24,000	24,000	
<b>TOTAL POSITIONS</b>	<b>41,500</b>	<b>42,000</b>	<b>42,000</b>	<b>41,500</b>	<b>(.500)</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$1,245,836	\$1,337,929	\$1,337,929	\$1,383,502	\$45,573
Business/Operations Admin.	84,052	87,578	87,578	92,665	5,087
Professional	692,590	768,985	768,985	757,836	(11,149)
Supporting Services	1,849,514	1,923,206	1,923,206	1,957,692	34,486
<b>TOTAL POSITION DOLLARS</b>	<b>3,871,992</b>	<b>4,117,698</b>	<b>4,117,698</b>	<b>4,191,695</b>	<b>73,997</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	54,901	63,080	63,080	63,080	
Supporting Services	116,798	117,875	117,875	120,822	2,947
<b>TOTAL OTHER SALARIES</b>	<b>171,699</b>	<b>180,955</b>	<b>180,955</b>	<b>183,902</b>	<b>2,947</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>4,043,691</b>	<b>4,298,653</b>	<b>4,298,653</b>	<b>4,375,597</b>	<b>76,944</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>123,233</b>	<b>334,046</b>	<b>334,046</b>	<b>184,046</b>	<b>(150,000)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>18,613</b>	<b>24,659</b>	<b>24,659</b>	<b>24,659</b>	
<b>04 OTHER</b>					
Local/Other Travel	12,480	9,944	9,944	9,944	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>TOTAL OTHER</b>	<b>12,480</b>	<b>9,944</b>	<b>9,944</b>	<b>9,944</b>	
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$4,198,017</b>	<b>\$4,667,302</b>	<b>\$4,667,302</b>	<b>\$4,594,246</b>	<b>(\$73,056)</b>

# Office of Shared Accountability



**MISSION** *The mission of the Office of Shared Accountability (OSA) is to support schools by providing timely, responsive, and useful information that supports high expectations, equitable practices, and continuous improvement efforts throughout Montgomery County Public Schools (MCPS).*

## MAJOR FUNCTIONS

The following are the major functions of OSA.

### Applied Research

OSA conducts research to identify and understand factors that influence student outcomes and perceptions of school quality, including the production of extensive research reports on academic indicators and standardized tests that support data-driven decision making, school improvement, and academic achievement. OSA develops prediction models and monitoring tools that inform articulation and instructional decisions. OSA conducts analysis associated with performance targets to monitor the MCPS strategic planning framework and guide school improvement planning. In addition, surveys regarding the quality of services and supports provided by MCPS are administered to students, parents, and staff to provide information for continuous improvement throughout the school system.

### Internal Audit

Financial and program audits of funds appropriated by MCPS, as well as funds within the Independent Activity Fund at individual school sites, are conducted by OSA. Audits ensure that expenditures of such funds (including federal, state, and private grant monies) conform to statutory or other restrictions on their use and ensure compliance with reporting requirements for use of these funds. OSA also is responsible for managing the MCPS external audit contract, interacting with the Maryland State Department of Education (MSDE), the Maryland Public School Construction Program, and the Maryland Office of Legislative Audits on auditing issues, assessing the school system's internal financial controls, and advising managers of any required corrective actions.

### Policy Review, Revision, and Development

Working with the Board of Education Policy Committee and the Executive Leadership Team, OSA develops and manages revisions to and codification of policies and regulations; collaborates with responsible offices, departments, divisions, and external stakeholders for reviewing, updating, and revising policies and regulations; and monitors, reviews, and analyzes state and federal legislation to ensure alignment between MCPS policies and regulations and local, state, and federal laws. Additionally, OSA administers a systemwide forms management and control program that ensures accurate and consistent data collection.

### Program Evaluation

Comprehensive evaluations of MCPS programs and initiatives are conducted to provide quantitative and qualitative information on fidelity of programs' or initiatives' implementation and their outcomes through the application of scientific tools and techniques. Evaluations also are done for key curricula that support these priority areas and initiatives and federal and state grants. In addition, OSA provides technical assistance and consultation to other MCPS program staff, developing evaluation plans for major grant proposals sought by the school system, providing psychometric consultation and analyses; conducting longitudinal analysis of achievement data; evaluating community-based programs; and collaborating with outside higher education institutions in the evaluation of programs operating within the school system.

### Records Maintenance and Retention (Students, Staff, and Offices)

In accordance with state and federal laws OSA is responsible for the maintenance and permanent retention of student records, some employee records, as well as certain office records; monitoring and implementing state requirements for maintenance of student records; supporting schools in ensuring the timely and accurate entry of information into a student's electronic and paper record; and serving the needs of the public who require access to their records.

### Reporting (Federal, State, and Local)

A mandated function of OSA is to ensure compliance with federal, state, and local reporting requirements. OSA supports the infrastructure for collecting and sharing data, monitoring data to ensure accuracy, verifying and transmitting data reports to state and federal agencies, and serving as a resource for the system and the community for ad hoc student data requests.

### Testing (Systemwide Assessments)

OSA oversees the administration of a comprehensive system of student assessments and provides data for measuring and monitoring student achievement. This includes local exams and all facets of assessments mandated by MSDE in compliance with the No Child Left Behind Act of 2001 (i.e., the Maryland School Assessment, Partnership for Assessing Readiness for College and Careers assessments, and Maryland High School Assessment). OSA also supports the administration of cognitive assessments for gifted and talented identification, the National Assessment of Educational Progress (NAEP), and the Assessing Comprehension and Communication in English State to State for English Language Learners English Language Proficiency Assessment. OSA staff members have primary responsibility for overseeing the administration (training, materials, security) of these assessments, supporting school testing coordinators in each school, as well as the analysis and reporting of the results to MSDE, the MCPS Board of Education, MCPS staff, and the public.

All OSA units receive, process, and respond to ad hoc requests by stakeholders throughout the school system.

**ACCOMPLISHMENTS AND INITIATIVES**

OSA continues to address the challenges of increased demands for services and products in each of the following areas:

- » Policy and regulatory requirements related to federal, state, and local mandates.
- » Mandates at both the federal and state levels for high-stakes testing and accountability.
- » Awareness of the value and increased staff capacity of using data-driven and research-based decision making to guide both systemic and school-level improvements.
- » Requests for implementation and outcome evaluations of major reforms, initiatives, and policies.
- » Collaboration with other MCPS offices to support the collection and appropriate use of data.
- » Collaboration and partnerships, particularly in grant-supported initiatives, that require evaluation services.
- » Demand for internal financial controls, monitoring and compliance, and increased federal and state reporting requirements.

During the 2013–2014 school year, OSA supported the MCPS mission, vision, and goals through the following activities:

- » Oversaw the development of Early Warning Indicators for potential MCPS student dropouts.
- » Administered a comprehensive program of student assessments, including more than 225,000 assessments mandated by MSDE, 350,000 countywide high school final exams and national assessments such as the Preliminary SAT (PSAT), InView, and NAEP assessments.
- » Conducted more than 70 professional development sessions for school-based staff on topics including the School Progress Index, accommodations for students with disabilities and English language learners, test administration and security, and data interpretation. Training sessions for school and central office staff on the use of monitoring tools to help staff identify students who are at academic risk and can be supported by intervention strategies were also conducted.
- » Provided comprehensive aggregated student achievement data to stakeholders throughout the district for use in identifying strengths and weaknesses in student and school performance and to evaluate instructional programs.
- » Designed data-collection instruments to evaluate MCPS programs and initiatives. Administered 6,337 student evaluation surveys; 837 teacher/staff surveys. Conducted 36 observations and 36 interviews.
- » Completed eight comprehensive studies (including both implementation and outcome components), two formative studies, and two impact studies to evaluate MCPS programs, practices, and initiatives, or practices for the purpose of improvement or enhancement.

- » Provided evaluation and consultation services for nine federal or state grants for MCPS.
- » Provided more than 170 hours of methodological supports or technical assistance to MCPS committees and work groups.
- » Responded to 53 ad hoc requests for technical assistance, consultation, and data analysis from other MCPS departments and MCPS/Higher Education Partnerships.
- » Published reports, including those on systemwide data points, standardized assessments, Schools at a Glance, Special Education at a Glance, and School Safety and Security at a Glance.
- » Managed the production of the Annual Report on Our Call to Action: Pursuit of Excellence.
- » Revised/developed 40 policies, regulations, and exhibits and 125 forms.
- » Provided more than 30 training sessions and support to school-based record keepers, pupil personnel workers, and guidance counselors.
- » Received and processed more than 24,000 records for students who withdrew or graduated from MCPS schools in 2010.
- » Processed more than 10,000 diplomas.
- » Successfully completed 83 Independent Activity Fund audits and 13 studies of operations for use by senior leadership and school management.
- » Collaborated with the offices of the Chief Operating Officer and Human Resources and Development to provide school finance professional development to school administrators and financial agents.
- » Collaborated with Gallup, Inc. to administer, analyze, and report results for 72,000 student and 18,000 staff engagement surveys. Additionally, managed MCPS satisfaction surveys of 60,000 parents.
- » Processed and reported summary results of nearly 200,000 high school standardized test scores (approximately 100,000 SAT and ACT scores; 60,000 PSAT scores; 31,000 Advanced Placement and International Baccalaureate exam scores).
- » Provided report and analysis of local assessment data used to monitor primary reading strategic plan data points for primary reading and elementary and middle school mathematics.
- » Processed approximately 45 requests for internal/external research/data collection activities.
- » Managed the production of the first MCPS student code of conduct.

## PERFORMANCE MEASURES

**Performance Measure:** Update the middle school and college readiness monitoring tools to provide school staff with actionable data.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
11	11	11

**Explanation:** OSA updates monitoring tools immediately after new data is available to allow school staff to provide timely interventions.

**Performance Measure:** Number of ad hoc data analysis requests to which OSA reviews and responds.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
53	58	63

**Explanation:** OSA is receiving an increasing number of ad hoc requests for data analysis as the system has moved to increased data-driven decision making and accountability.

## OVERVIEW OF BUDGET CHANGES

### FY 2016 Recommended Budget

The FY 2016 recommended budget for this office is \$4,594,246, a decrease of \$73,056 from the current FY 2015 budget. An explanation of this change follows.

#### **Same Service Level Changes—\$111,944**

##### *Continuing Salary Costs—\$111,944*

There is an increase of \$111,944 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

#### **Program Efficiencies and Reductions—(\$185,000)**

There is reduction of \$150,000 for a FY 2015 study of special education programs and services which will not require funding in FY 2016. In addition, a .5 evaluation specialist position and \$35,000 was budgeted to conduct a study of the Kennedy Cluster project. This study is expected to be completed in FY 2015.

# Office of Shared Accountability - 624/621/622/623/625/626/627

Geoffrey Sanderson, Associate Superintendent

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	41.500	42.000	42.000	<b>41.500</b>	(.500)
Position Salaries	\$3,871,992	\$4,117,698	\$4,117,698	<b>\$4,191,695</b>	\$73,997
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		63,080	63,080	<b>63,080</b>	
Supporting Services Part Time		117,875	117,875	<b>120,822</b>	2,947
Other					
Subtotal Other Salaries	171,699	180,955	180,955	<b>183,902</b>	2,947
<b>Total Salaries &amp; Wages</b>	4,043,691	4,298,653	4,298,653	<b>4,375,597</b>	76,944
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		334,046	334,046	<b>184,046</b>	(150,000)
<b>Total Contractual Services</b>	123,233	334,046	334,046	<b>184,046</b>	(150,000)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		7,800	7,800	<b>7,800</b>	
Other Supplies & Materials		16,859	16,859	<b>16,859</b>	
<b>Total Supplies &amp; Materials</b>	18,613	24,659	24,659	<b>24,659</b>	
<b>04 Other</b>					
Local/Other Travel		9,944	9,944	<b>9,944</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	12,480	9,944	9,944	<b>9,944</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$4,198,017</u>	<u>\$4,667,302</u>	<u>\$4,667,302</u>	<u><b>\$4,594,246</b></u>	<u>(\$73,056)</u>

# Office of Shared Accountability - 624/625/626/627/621/622/623

Geoffrey Sanderson, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>624 Office of Shared Accountability</b>						
1	Associate Superintendent		1.000	1.000	1.000	<b>1.000</b>	
1	P Director I		1.000	2.000	2.000	<b>2.000</b>	
1	N Asst. to Assoc Supt		1.000	1.000	1.000	<b>1.000</b>	
1	23 Data Integration Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	17 Copy Editor/Admin Sec		1.000	1.000	1.000	<b>1.000</b>	
1	17 Admin Services Manager I		1.000	1.000	1.000	<b>1.000</b>	
1	16 Administrative Secretary III			1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>6.000</b>	<b>8.000</b>	<b>8.000</b>	<b>8.000</b>	
	<b>625 Testing Unit</b>						
1	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
1	BD Evaluation Specialist		2.000	2.000	2.000	<b>2.000</b>	
1	25 Accountability Supp Spec III		1.000	1.000	1.000	<b>1.000</b>	
1	23 Accountability Support Spec II		1.000	1.000	1.000	<b>1.000</b>	
1	20 Testing Support Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	16 Testing Materials Coordinator		1.000	1.000	1.000	<b>1.000</b>	
1	15 Data Systems Operator II		1.000				
1	15 Testing Support Assistant			1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>9.000</b>	<b>9.000</b>	<b>9.000</b>	<b>9.000</b>	
	<b>626 Applied Research Unit</b>						
1	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	BD Evaluation Specialist		2.000	2.000	2.000	<b>2.000</b>	
1	25 Technical Analyst		.500	.500	.500	<b>.500</b>	
1	25 Logistics Support Specialist		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>4.500</b>	<b>4.500</b>	<b>4.500</b>	<b>4.500</b>	
	<b>627 Program Evaluation Unit</b>						
1	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
1	BD Evaluation Specialist		2.500	3.000	3.000	<b>2.500</b>	(.500)
1	25 Logistics Support Specialist		.500	.500	.500	<b>.500</b>	
1	21 Evaluation Support Specialist			.750	.750	<b>.750</b>	
1	20 Testing Support Specialist		.750				
1	11 Office Assistant IV		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>6.750</b>	<b>7.250</b>	<b>7.250</b>	<b>6.750</b>	<b>(.500)</b>
	<b>621 Reporting Unit</b>						
1	P Director I		1.000				
1	24 Senior Reporting Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	23 Data Integration Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	22 Reports Specialist		1.000	1.000	1.000	<b>1.000</b>	

# Office of Shared Accountability - 624/625/626/627/621/622/623

Geoffrey Sanderson, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>621 Reporting Unit</b>						
1	16 Administrative Secretary III		1.000				
1	13 Data Systems Operator		.625	.625	.625	.625	
	<b>Subtotal</b>		<b>5.625</b>	<b>3.625</b>	<b>3.625</b>	<b>3.625</b>	
	<b>622 Policy and Records Unit</b>						
1	H Records Management Supervisor		1.000	1.000	1.000	1.000	
1	22 Policy/Forms Specialist		1.625	1.625	1.625	1.625	
1	11 Office Assistant IV		3.000	3.000	3.000	3.000	
	<b>Subtotal</b>		<b>5.625</b>	<b>5.625</b>	<b>5.625</b>	<b>5.625</b>	
	<b>623 Internal Audit Unit</b>						
1	O Supervisor		1.000	1.000	1.000	1.000	
1	25 Internal Audit Analyst II		3.000	3.000	3.000	3.000	
	<b>Subtotal</b>		<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	
	<b>Total Positions</b>		<b>41.500</b>	<b>42.000</b>	<b>42.000</b>	<b>41.500</b>	<b>(.500)</b>



**CHAPTER 7**

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**Office of Community Engagement and Partnerships**

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**Office of Community Engagement and Partnerships**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	6.000	7.000	7.000	7.000	
Business/Operations Admin.					
Professional	2.000	2.800	2.800	2.800	
Supporting Services	17.500	20.500	20.500	20.500	
<b>TOTAL POSITIONS</b>	<b>25.500</b>	<b>30.300</b>	<b>30.300</b>	<b>30.300</b>	
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$763,284	\$912,802	\$912,802	\$956,517	\$43,715
Business/Operations Admin.					
Professional	219,720	260,855	260,855	300,572	39,717
Supporting Services	1,112,926	1,397,696	1,397,696	1,486,270	88,574
<b>TOTAL POSITION DOLLARS</b>	<b>2,095,930</b>	<b>2,571,353</b>	<b>2,571,353</b>	<b>2,743,359</b>	<b>172,006</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	14,274	71,385	56,385	53,082	(3,303)
Supporting Services	6,019	8,542	8,542	8,756	214
<b>TOTAL OTHER SALARIES</b>	<b>20,293</b>	<b>79,927</b>	<b>64,927</b>	<b>61,838</b>	<b>(3,089)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>2,116,223</b>	<b>2,651,280</b>	<b>2,636,280</b>	<b>2,805,197</b>	<b>168,917</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>81,354</b>	<b>262,847</b>	<b>263,647</b>	<b>251,868</b>	<b>(11,779)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>27,472</b>	<b>34,206</b>	<b>34,206</b>	<b>33,131</b>	<b>(1,075)</b>
<b>04 OTHER</b>					
Local/Other Travel	10,228	20,690	20,690	15,190	(5,500)
Insur & Employee Benefits					
Utilities					
Miscellaneous	50,155	62,300	62,825	62,300	(525)
<b>TOTAL OTHER</b>	<b>60,383</b>	<b>82,990</b>	<b>83,515</b>	<b>77,490</b>	<b>(6,025)</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$2,285,432</b>	<b>\$3,031,323</b>	<b>\$3,017,648</b>	<b>\$3,167,686</b>	<b>\$150,038</b>

# Office of Community Engagement and Partnerships

Chief Engagement and Partnership Officer	1.0
Assistant to Associate Superintendent (N)	1.0
Supervisor (O)	1.0
After-school Program Teacher (A-D)	.8
Partnership Manager (24)	2.0
Administrative Services Manager I (17)	1.0
Fiscal Assistant III (16)	0.5

<b>Department of Family and Community Engagement</b>	
Director (P)	1.0
Administrative Secretary II (15)	2.0

<b>Parent and Community Engagement</b>	
Supervisor (O)	1.0
Coordinator (N)	1.0
Instructional Specialist (B-D)	2.0
Partnership Manager (24)	1.0
Parent Community Coordinator (20)	10.0
Communications Assistant (16)	1.0
Office Assistant IV (11)	1.0

<b>Study Circles</b>	
Coordinator (N)	1.0
Parent Community Coordinator (20)	2.0

## FY 2016 OPERATING BUDGET

**MISSION** *The Office of Community Engagement and Partnerships (OCEP) engages families, schools, and community partners to remove barriers to learning.*

**MAJOR FUNCTIONS**

**Family and Community Engagement**

OCEP connects and provides support to families, school leadership and staff, and community organizations to increase their capacity, understanding, and ability to navigate the school environment and engage with one another to achieve student success. Through delivery of direct interventions to families and schools, a robust information and referral system, training and professional development for staff and parents, and targeting resources in key schools, OCEP builds capacity of both internal and external stakeholders to understand and address cultural, familial, and economic issues that impact learning.

**Engaging School and Community Stakeholders**

OCEP researches and supports implementation of national best practices designed to enhance Montgomery County Public Schools (MCPS) ability to engage students and families in a culturally competent manner. Through the use of study circles, implementation of student achievement action groups, community engagement teams, and direct dialogue with communities, OCEP works to strengthen relationships between parents, schools, and communities.

**Enhancing Organizational Partnerships**

OCEP fosters and maintains relationships with a host of parent, community, and other institutional partners to support and promote academic attainment and career readiness. The office connects with local businesses, faith-based and nonprofit organizations, governmental entities, and other community affiliates to develop, coordinate, and promote services and resources to enhance education.

**ACCOMPLISHMENTS AND INITIATIVES**

- » OCEP responded to 14,093 parent and community requests and inquiries through the ASK MCPS Call Center and e-mail drop box.
- » OCEP fundraising and partnership efforts resulted in a 30 percent increase in backpacks available to needy students, as a record 19,245 backpacks were distributed to MCPS students receiving Free and Reduced-price Meals System (FARMS) services.
- » OCEP continues to engage with student achievement action groups to address the academic achievement gap among African American and Latino communities.
- » OCEP partnered with the Montgomery County Collaboration for Children Youth and Families/InfoMontgomery and the MCPS Office of Shared Accountability (OSA) to clarify and expand the vision for partnerships,

collecting baseline data for expanded opportunities for resources and partnership development.

- » OCEP partnered with the Office of Special Education and Student Services to increase efficiency in providing professional development to MCPS and county government staff.
- » OCEP worked with OSA to complete a full evaluation of the Linkages to Learning program.
- » OCEP supported 15 school leadership teams through a year-long process to develop the structures to identify and eliminate institutional barriers at their respective schools.
- » OCEP organized and facilitated learning communities with African American parents and diverse school staff at two schools.
- » OCEP organized and facilitated learning communities with Latino parents and diverse staff at one school.
- » OCEP facilitated the Executive Leadership Team’s dialogue on racial barriers to achievement.
- » OCEP facilitated the creation of a governance structure and process for the Excel Beyond the Bell partnership.

**PERFORMANCE MEASURES**

**Performance Measure:** Number of partnerships with community organizations.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
200	215	225

**Explanation:** This measure depicts collaboration and partnerships with community nonprofit and faith-based organizations, governmental entities, and corporate/business partners. These partnerships support much-needed services to students by providing events/activities such as the Back-to-School Fair; MCPS Give BACKpacks; Neediest Kids; Family Market Days; Connection Resource Bank; Ruth Rales Comcast Kids Reading Network; College Preparation and Scholarship Fair; Parent Academy, community workshops and meetings.

**Performance Measure:** Number of calls handled by ASK MCPS call center.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
11,126	12,000	12,500

**Explanation:** This measure represents telephone customer services assistance provided to families, students, staff, and community members. The call center ensures that information is provided in a timely and efficient manner. Assistance is available in English and Spanish. Additionally, 2,967 e-mail questions and requests were handled through the ASK MCPS e-mail drop box.

**Performance Measure:** Number of parents provided with direct, one-on-one support.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
1,237	1,400	1,450

**Explanation:** This measure depicts the number of parents/families who receive direct one-on-one support to advocate, resolve issues, and partner with schools regarding their student’s education. Support is provided at parent-teacher conferences, Education Management Team and Individualized Education Program meetings, as well as other meetings to discuss student progress.

**Performance Measure:** Number of Study Circles.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
37	40	43

**Explanation:** The Study Circles program provides a structure for schools and central office to identify, examine, and eliminate institutional barriers to African American and Latino student achievement by engaging a diverse staff, parents, and students in dialogue and problem solving.

**Performance Measure:** Interagency partnerships with Linkages to Learning.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
300	320	340

**Explanation:** This measure depicts specific partnerships within given Linkages to Learning sites where community nonprofit organizations, faith-based organizations, governmental entities, and corporate/business partners collaborate. Students and schools are served by partnering directly with the Linkages to Learning agency to improve academic performance.

**Performance Measure:** Families formally served with Linkages to Learning.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
1,600	1,700	1,850

**Explanation:** Students and families obtain direct service through case management and mental health services. These services directly affect family functioning and bridge students’ capacity to perform successfully within the school.

## OVERVIEW OF BUDGET CHANGES

### FY 2015 Current Budget

The current FY 2015 budget of \$3,017,648 for this department is changed from the budget adopted by the Board of Education on June 17, 2014. Permanent realignments were made in FY 2015 to move funds where they are utilized and managed. There is a realignment of \$15,000 from professional part-time salaries in this budget to the Office of the Chief Operating Officer, and a realignment of \$800 from the Middle Schools budget to this budget for facility use charges for the National Association for the Advancement of Colored People (NAACP)/MCPS Parent Kick-off meeting. In addition, \$525 is realigned from the Elementary Schools budget to this budget to pay for lunches provided through the Supplemental Nutrition Assistance Program (SNAP) for eligible senior citizens who volunteer in schools.

### FY 2016 Recommended Budget

The FY 2016 recommended budget for this department is \$3,167,686, an increase of \$150,038 over the current FY 2015 budget. An explanation of this change follows.

#### Same Service Level Changes—\$172,802

##### Continuing Salary Costs—\$172,802

There is an increase of \$172,802 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA that employees received on November 29, 2014.

#### Program Efficiencies and Reductions—(\$22,764 )

There is a reduction of \$12,304 budgeted for contractual services for the Study Circles program and Community Engagement Teams. The budget for supplies for the Student Service Learning program is reduced by \$1,075. The budget for substitute teachers is reduced by \$3,885. The substitutes are hired to allow teachers to participate in professional development related to Student Service Learning and Study Circles. The budget for mileage reimbursement for local travel by staff is reduced by \$5,500. These reductions can be made based on prior year expenditure trends and projected spending requirements.

# Office of Community Engagement and Partnerships - 522/521

Timothy B. Warner, Chief Engagement and Partnership Officer

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	25.500	30.300	30.300	<b>30.300</b>	
Position Salaries	\$2,095,930	\$2,571,353	\$2,571,353	<b>\$2,743,359</b>	\$172,006
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		23,296	23,296	<b>19,993</b>	(3,303)
Stipends		22,496	22,496	<b>22,496</b>	
Professional Part Time		25,593	10,593	<b>10,593</b>	
Supporting Services Part Time		8,542	8,542	<b>8,756</b>	214
Other					
Subtotal Other Salaries	20,293	79,927	64,927	<b>61,838</b>	(3,089)
<b>Total Salaries &amp; Wages</b>	2,116,223	2,651,280	2,636,280	<b>2,805,197</b>	168,917
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		262,847	263,647	<b>251,868</b>	(11,779)
<b>Total Contractual Services</b>	81,354	262,847	263,647	<b>251,868</b>	(11,779)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		22,880	22,880	<b>22,880</b>	
Other Supplies & Materials		11,326	11,326	<b>10,251</b>	(1,075)
<b>Total Supplies &amp; Materials</b>	27,472	34,206	34,206	<b>33,131</b>	(1,075)
<b>04 Other</b>					
Local/Other Travel		20,690	20,690	<b>15,190</b>	(5,500)
Insur & Employee Benefits					
Utilities					
Miscellaneous		62,300	62,825	<b>62,300</b>	(525)
<b>Total Other</b>	60,383	82,990	83,515	<b>77,490</b>	(6,025)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$2,285,432</u>	<u>\$3,031,323</u>	<u>\$3,017,648</u>	<u><b>\$3,167,686</b></u>	<u>\$150,038</u>

# Department of Family and Community Partnerships - 521/522z

Timothy B. Warner, Chief Engagement and Partnership Officer

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
2	Chief Engage & Partn Officer		1.000	1.000	1.000	1.000	
2	P Director I			1.000	1.000	1.000	
3	O Supervisor		1.000	1.000	1.000	1.000	
2	O Supervisor		1.000	1.000	1.000	1.000	
2	N Asst. to Assoc Supt		1.000	1.000	1.000	1.000	
2	N Coordinator		2.000	2.000	2.000	2.000	
2	BD Instructional Specialist		1.000	1.000	1.000	1.000	
3	BD Instructional Specialist			1.000	1.000	1.000	
2	AD Teacher	X		.800	.800	.800	
3	AD Central Off Teacher	X	1.000				
2	24 Partnerships Manager		3.000	3.000	3.000	3.000	
3	20 Parent Community Coord		10.000	12.000	12.000	12.000	
1	17 Admin Services Manager I		1.000	1.000	1.000	1.000	
2	16 Communications Assistant		1.000	1.000	1.000	1.000	
2	16 Fiscal Assistant III		.500	.500	.500	.500	
2	15 Administrative Secretary II		1.000	2.000	2.000	2.000	
2	11 Office Assistant IV		1.000	1.000	1.000	1.000	
	<b>Total Positions</b>		<b>25.500</b>	<b>30.300</b>	<b>30.300</b>	<b>30.300</b>	



## CHAPTER 8

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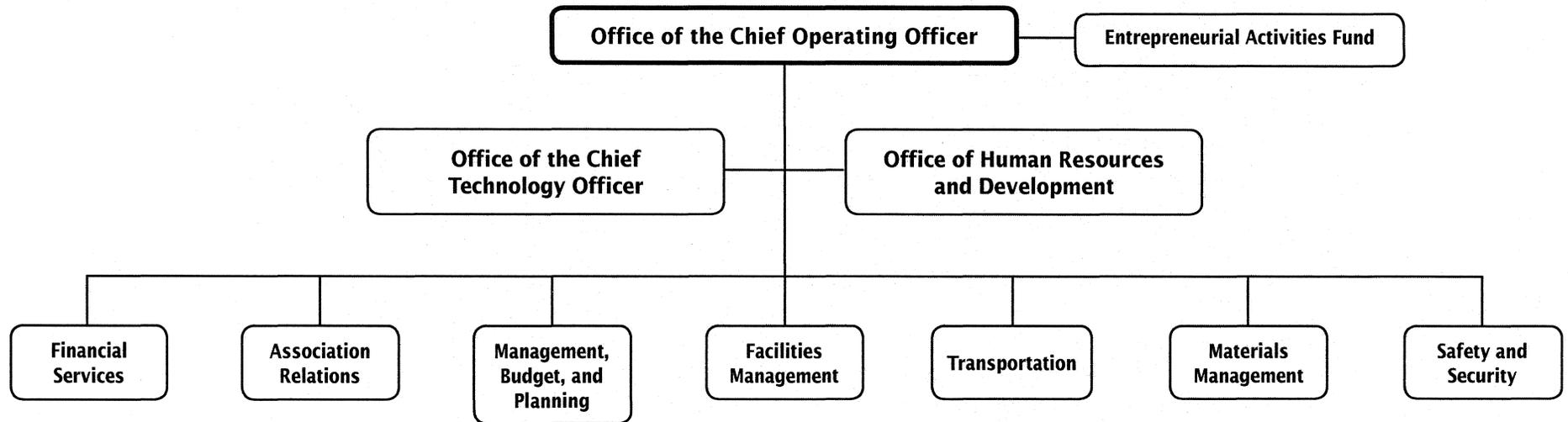
### Office of Chief Operating Officer

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**Office of the Chief Operating Officer  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	34.700	34.700	34.700	34.700	
Business/Operations Admin.	49.650	50.650	50.650	50.650	
Professional	4.000	4.000	4.000	4.000	
Supporting Services	4,211,213	4,222,213	4,221,213	4,246,276	25.063
<b>TOTAL POSITIONS</b>	<b>4,299,563</b>	<b>4,311,563</b>	<b>4,310,563</b>	<b>4,335,626</b>	<b>25.063</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$4,420,114	\$4,753,975	\$4,753,975	\$4,847,394	\$93,419
Business/Operations Admin.	4,596,841	4,979,661	4,979,661	5,059,936	80,275
Professional	442,431	459,721	459,721	498,606	38,885
Supporting Services	166,144,275	179,443,808	179,405,472	186,922,974	7,517,502
<b>TOTAL POSITION DOLLARS</b>	<b>175,603,661</b>	<b>189,637,165</b>	<b>189,598,829</b>	<b>197,328,910</b>	<b>7,730,081</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	550,511	553,947	568,947	493,866	(75,081)
Supporting Services	19,221,197	14,419,934	14,419,934	13,317,224	(1,102,710)
<b>TOTAL OTHER SALARIES</b>	<b>19,771,708</b>	<b>14,973,881</b>	<b>14,988,881</b>	<b>13,811,090</b>	<b>(1,177,791)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>195,375,369</b>	<b>204,611,046</b>	<b>204,587,710</b>	<b>211,140,000</b>	<b>6,552,290</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>11,655,260</b>	<b>11,284,380</b>	<b>11,282,380</b>	<b>10,781,774</b>	<b>(500,606)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>43,664,078</b>	<b>43,118,072</b>	<b>43,116,972</b>	<b>43,106,333</b>	<b>(10,639)</b>
<b>04 OTHER</b>					
Local/Other Travel	240,488	252,046	253,046	258,480	5,434
Insur & Employee Benefits	514,051,520	497,203,294	497,203,294	548,280,298	51,077,004
Utilities	39,485,202	35,734,587	35,734,587	38,845,690	3,111,103
Miscellaneous	8,328,028	9,280,077	9,281,077	10,521,628	1,240,551
<b>TOTAL OTHER</b>	<b>562,105,238</b>	<b>542,470,004</b>	<b>542,472,004</b>	<b>597,906,096</b>	<b>55,434,092</b>
<b>05 EQUIPMENT</b>	<b>12,543,832</b>	<b>13,759,817</b>	<b>13,759,817</b>	<b>16,033,347</b>	<b>2,273,530</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$825,343,777</b>	<b>\$815,243,319</b>	<b>\$815,218,883</b>	<b>\$878,967,550</b>	<b>\$63,748,667</b>

# Chief Operating Officer—Overview



Chapter 8 – 3

F.T.E. Positions 4,335.626

(In addition, there are 67.5 positions funded by the Capital Budget, 21.0 funded by ICB, and 30.4 funded by the Employee Benefits Trust Fund. These non-operating budget positions are noted on other charts in this chapter. Also, there are 1,967.448 school-based positions shown on K-12 charts in Chapter 1)

# Office of the Chief Operating Officer

Chief Operating Officer	1.0
Executive Director (P)	2.0
Director I (P)	2.0
Supervisor (O)	1.0
Business & Fiscal Administrator (I)	1.0
Instructional Specialist (B-D)	1.0
Fiscal Specialist I (24)	1.0
Administrative Services Manager III (19)	1.0
Copy Editor/Administrative Secretary I (17)	1.0
Administrative Services Manager (17)	1.0
Appeals/Transfer Control Assistant (16)	1.0
Fiscal Assistant II (15)	1.0
Administrative Secretary II (15)	1.0
Administrative Secretary I (14)	1.0
Secretary (12)	1.5

**MISSION** *The mission of the Office of the Chief Operating Officer (OCOO) is to provide the highest-quality business operations and support services that are essential to the educational success of students through staff committed to implementing equitable practices and continuous improvement strategies.*

## MAJOR FUNCTIONS

### Responsibilities

#### Responsibilities

OCOO works at the direction of the superintendent of schools and in collaboration with the deputy superintendent of school support and improvement (DSSSI) and the chief academic officer (CAO) to ensure implementation of the Montgomery County Public Schools (MCPS) Strategic Planning Framework, *Building Our Future Together*. OCOO works closely with DSSSI, CAO, and the Executive Leadership Team to operate as a professional learning community (PLC) focused on upholding system priorities and core competencies. OCOO has overall responsibility for the Office of Human Resources and Development (OHRD); the Office of the Chief Technology Officer (OCTO); the Department of School Safety and Security (DSSS); the Department of Facilities Management (DFM); the Department of Financial Services (DFS); the Department of Management, Budget, and Planning (DMBP); the Department of Transportation (DOT); the Department of Materials Management (DMM); the Department of Association Relations (DAR); the Appeals/Transfer Team; and the Athletics Unit. OCOO monitors each of its office, department, and division strategic plans to ensure that they are aligned with the MCPS strategic planning framework. OCOO works with each of its offices, departments, and divisions to develop, monitor, and assess short- and long-term goals and performance measures. OCOO leadership staff uses what they are learning about the characteristics of successful PLCs to lead their offices and departments. Also, service contracts are developed to provide high-quality customer service.

All units monitor data and provide progress reports on a family of measures—financial results, organizational results, workforce excellence, and customer focus. All units have developed process maps and related Inputs, Guides, Outputs, and Enablers (IGOE) for key processes under their responsibilities. Additionally, OCOO has primary responsibility for staffing of schools and the Entrepreneurial Activities Fund. The office also prepares items for Board of Education action, discussion, and information relating to schools, procurement, facilities planning and management, budget, materials management, food services, security, personnel matters, technology, transportation, association relations, and all financial matters.

## ACCOMPLISHMENTS AND INITIATIVES

- » OCOO supports schools in a very dynamic environment. Since 2007, there have been large increases in enrollment, totaling almost 16,300 students. As of fall 2014, the preliminary MCPS enrollment is 154,432 students. Large annual increases in enrollment are projected to continue for the five-year forecast period, with another 11,000 students expected by the 2019–2020 school year.
- » The Fiscal Year (FY) 2015 Operating Budget is \$2.23 billion, a 2.3 percent increase over FY 2014. The budget included \$37.8 million, an increase of \$3.3 million, for the third year of a four-year plan that shifts a portion of teacher pension costs from the state to the county. The FY 2015 Operating Budget increased by 2.2 percent, excluding the increase for the pension shift.
- » The FY 2015–2020 Capital Improvements Program (CIP) totals \$1.528 billion for the six-year period, an increase of \$162.5 million over the previously approved CIP. Approved FY 2015 expenditures total \$247.5 million.
- » Major accomplishments in the area of school facilities include the completion of six major capital projects, totaling 392,983 square feet of new construction for the 2014–2015 school year.
- » The Division of Controller continues to benefit from the Financial Management System (FMS) modules designed to enhance online capabilities. The iExpense module enables employees to enter their monthly mileage expense reports online. More than 138 MCPS suppliers are using the iSupplier module to access FMS directly, to review invoice and payment information, and to enter billing information.
- » During FY 2014, DFS continued its implementation of the new online payment system for parents to pay student extracurricular activities fees electronically. There were 13,208 online transactions made for extracurricular activities fees, which is 55 percent of total transactions. The online payment system also is used for electronic payment of summer school fees and for schools to use in creating online payment options for parents.
- » One major goal of DMM is to continue developing programs that shift school administrative tasks to the department, which results in improving the instructional time efficiency of school staff. The Ambassador Service, an inventory-management program, designed to improve supply efficiency in schools, continues to be successful. Reporting enhancements within the FMS continue to be developed to provide accurate, timely data to financial managers.
- » Around 151 million pages of instructional materials were requested by school staff and produced centrally by the Copy-Plus work group of Editorial, Graphics & Publishing Services. This represents a reduction of more than 60,000 hours of school staff time spent

duplicating materials for instructional purposes that can be used for instructional planning and preparation.

- » The Department of Professional Growth Systems implemented revisions to the Professional Growth System (PGS) for teachers and principals. Also, the department implemented professional development plans to provide support to principals and school leadership teams on the new Student Learning Objectives and revisions to the PGS.
- » The Career Pathways Program assists supporting services employees to prepare, plan, determine, and discover the options they have in their own career pathways. The program website provides links to multiple resources that individuals can access to determine their interests and discover potential jobs and careers that match their skill sets.

## PERFORMANCE MEASURES

OCOO uses a family of measures with an equity lens to monitor the organizational effectiveness and performance of its offices, departments, divisions, and units. The OCOO Strategic Plan includes the following categories: Leadership; Customer Focus; Strategic Planning; Operational Focus; Workforce Focus; Measurement, Analysis, and Knowledge Management; and Performance Results. Additionally, OCOO is working in collaboration with the Office of the Chief Academic Officer and the Office of School Support and Improvement on monitoring and managing the school system's Strategic Planning Framework, *Building Our Future Together*.

## OVERVIEW OF BUDGET CHANGES

### FY 2016 Recommended Budget

The FY 2016 recommended budget for this office is \$2,006,056, a decrease of \$397,551 from the current FY 2015 budget. An explanation of this change follows.

### Same Service Level Changes —(\$397,551)

#### Continuing Salary Costs —\$49,876

There is an increase of \$49,876 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

#### Realignments to Meet Expenditure Requirements and Priorities —(\$447,427)

There are a number of realignments budgeted to address priority spending needs within this office. There is a decrease of \$7,910 in supporting services part-time salaries and a corresponding increase of \$2,910 for office supplies and \$5,000 for local travel mileage. In addition, there is a realignment of \$487,427 for contractual legal services from this office to the Office of General Counsel to reflect where all legal funds are budgeted. Furthermore, there is a realignment of \$40,000 from the Elementary Schools budget to this office to more accurately reflect where the funds are managed and spent.

# Office of the Chief Operating Officer - 331/798

## Larry A. Bowers, Chief Operating Officer

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	17,500	17,500	17,500	<b>17,500</b>	
Position Salaries	\$1,589,180	\$1,778,885	\$1,778,885	<b>\$1,828,506</b>	\$49,621
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time			15,000	<b>15,000</b>	
Supporting Services Part Time		8,473	8,473		(8,473)
Other		1,710	1,710	<b>2,528</b>	818
Subtotal Other Salaries	86,309	10,183	25,183	<b>17,528</b>	(7,655)
<b>Total Salaries &amp; Wages</b>	<b>1,675,489</b>	<b>1,789,068</b>	<b>1,804,068</b>	<b>1,846,034</b>	<b>41,966</b>
<b>02 Contractual Services</b>					
Consultants		2,500	2,500	<b>2,500</b>	
Other Contractual		553,327	553,327	<b>105,900</b>	(447,427)
<b>Total Contractual Services</b>	<b>1,105,794</b>	<b>555,827</b>	<b>555,827</b>	<b>108,400</b>	(447,427)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		3,586	3,586	<b>6,900</b>	3,314
Other Supplies & Materials		26,761	26,761	<b>26,357</b>	(404)
<b>Total Supplies &amp; Materials</b>	<b>17,508</b>	<b>30,347</b>	<b>30,347</b>	<b>33,257</b>	2,910
<b>04 Other</b>					
Local/Other Travel		3,365	3,365	<b>8,365</b>	5,000
Insur & Employee Benefits					
Utilities					
Miscellaneous		70,000	70,000	<b>70,000</b>	
<b>Total Other</b>	<b>66,974</b>	<b>73,365</b>	<b>73,365</b>	<b>78,365</b>	5,000
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$2,865,765</b>	<b>\$2,448,607</b>	<b>\$2,463,607</b>	<b>\$2,066,056</b>	(\$397,551)

# Office of the Chief Operating Officer - 331

Larry A. Bowers, Chief Operating Officer

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
1	Chief Operating Officer		1.000	1.000	1.000	<b>1.000</b>	
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
1	P Executive Director		2.000	2.000	2.000	<b>2.000</b>	
2	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	I Business & Fiscal Admin		1.000	1.000	1.000	<b>1.000</b>	
2	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
2	24 Fiscal Specialist I		1.000	1.000	1.000	<b>1.000</b>	
1	19 Admin Services Mgr III		1.000	1.000	1.000	<b>1.000</b>	
1	17 Copy Editor/Admin Sec		1.000	1.000	1.000	<b>1.000</b>	
1	17 Admin Services Manager I		1.000	1.000	1.000	<b>1.000</b>	
2	16 Appls Trans Control Asst		1.000	1.000	1.000	<b>1.000</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
2	15 Fiscal Assistant II		1.000	1.000	1.000	<b>1.000</b>	
2	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
2	12 Secretary		1.500	1.500	1.500	<b>1.500</b>	
	<b>Total Positions</b>		<b>17.500</b>	<b>17.500</b>	<b>17.500</b>	<b>17.500</b>	

## Entrepreneurial Activities Fund

Instructional Specialist (B-D)	3.0
Communications Specialist/Web Producer (21)	1.0
Printing Equipment Operator IV (18)	1.0
Customer Service Specialist (16)	2.0
School Registrar (16)	0.6
Fiscal Assistant II (15)	1.0
Printing Equipment Operator I (11)	2.0
Truck Driver/Warehouse Worker Shift 1 (11)	2.0

**MISSION** *The mission of the Entrepreneurial Activities Fund is to provide supplemental funding to enable the school system to enhance its services and support the instructional program through the sale of Montgomery County Public Schools (MCPS) expertise, services, and products.*

## **MAJOR FUNCTIONS**

The purpose of this fund is to serve as the main focal point to organize marketing efforts, identify and mobilize staff resources and expertise, plan and implement revenue-generating activities, and identify and secure the start-up capital necessary to expand the program with additional revenue-generating activities. Activities that have been moved into this fund include the Taylor Science Materials Center, Supply Warehouse, printing and graphic services, Student e-Learning, managing human resources transactions and professional development online, and entrepreneurial activity development.

### **Taylor Science Materials Center**

The Center provides complete sets of science materials for MCPS teachers and students. Through bulk-purchasing practices, the cost of providing an effective inquiry-based, hands-on, minds-on science program is reduced significantly. The center sells customized science kit materials and tools and manipulatives for assessment activity to school districts that are implementing similar science programs.

### **Supply Warehouse Services**

MCPS operates a general supply warehouse that provides, through bulk purchases, quality school supplies to schools and offices in order to efficiently operate our instructional programs. The operating capacity of the supply warehouse activity increased, through technological advancements, allowing this service to expand to other local governments and nonprofit organizations.

### **Editorial, Graphics, & Publishing Services Unit (EGPS)**

EGPS is a centrally funded function that provides direct support to schools and offices. Products include classroom documents and posters, examination booklets, diplomas, and instructional guides, as well as staff development, budget, regulatory, and administrative publications required for effective MCPS operations. The EGPS entrepreneurial activities are directed toward local and county government agencies, nonprofit organizations, and the independent activities and parent teacher association-sponsored initiatives within MCPS schools. Revenue generated with this activity is used to improve efficiencies and capabilities within EGPS, reducing the annual operating budget requirements for the publishing needs of the school system.

The MCPS partnership with a private company has created a handheld-based formative reading assessment for use by

primary grade teachers. The private partner markets this product nationally to school systems interested in using technology-enhanced assessments to replace traditional paper-based assessments with state-of-the-art technology to monitor and analyze student performance. Administering the assessment electronically improves the process and accuracy of providing individual student data to teachers and principals to support teaching and learning.

### **Student e-Learning**

The Student e-Learning (formerly Student Online Learning) program provides the opportunity for high school students to take courses outside of the traditional classroom setting. The primary goal of the Student e-Learning program is to provide all students in MCPS with the opportunity to enhance their educational experience through high-quality online courses and web-enhanced classroom experiences. The program will receive revenue from student tuition for online courses and the sale and licensing of MCPS-developed online courses.

### **Pearson Project**

The Pearson Project includes funds for two instructional specialist positions that serve on the Math Implementation Team in the Office of Curriculum and Instructional Programs. Team members provide direct support to teachers related to mathematics instruction under Curriculum 2.0. The budget also includes funds for temporary part-time salaries and contractual services.

### **Other Entrepreneurial Activity Development**

MCPS continues to identify instructional and other business services for entrepreneurial activities development. Some resources that continue to be utilized within MCPS are the choral and instrumental music programs, curriculum guides sales, business and instructional software, video productions, and educational training services.

## **ACCOMPLISHMENTS AND INITIATIVES**

With increasing competition for limited tax dollars for direct support to the educational program of the school system, it is important that MCPS explore creative ways to generate alternative sources of revenue, while maintaining and improving the high-quality level of the instructional program. It also is anticipated that the activities in this fund will allow MCPS to move some expenditures out of the general fund so that they do not compete with limited tax dollars.

**PERFORMANCE MEASURES**

**Performance Measure:** Taylor Science Materials Center—profit-and-loss activity.

<b>FY 2014 Actual</b>	<b>FY 2015 Estimate</b>	<b>FY 2016 Recommended</b>
62%	113%	117%

**Explanation:** This measure reflects the percentage of elementary science material center expenditures funded by the Entrepreneurial Fund. In FY 2014, additional costs for vehicles were transferred to the fund. Additionally, the national science standards changed, significantly impacting the sales of kits. Local school systems did not purchase kits until the newly implemented national standards were standardized and approved.

**Performance Measure:** Supply Warehouse Services revenue activity.

<b>FY 2014 Actual</b>	<b>FY 2015 Estimate</b>	<b>FY 2016 Recommended</b>
\$193,961	\$203,659	\$213,842

**Explanation:** This measure reflects the growth of supply warehouse sales through entrepreneurial activities.

**Performance Measure:** Editorial, Graphics & Publishing—annual revenue and percentage retained as profit and reinvestment.

<b>FY 2014 Actual</b>	<b>FY 2015 Estimate</b>	<b>FY 2016 Recommended</b>
\$554,055	\$580,000	\$595,000
2%	5%	5%

**Explanation:** This measure reflects the gross revenue received and the percentage retained as cumulative net assets and dollars spent on durable equipment systems used to directly support the schools.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this fund is \$2,618,811, a decrease of \$291,801 from the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—(\$130,703)**

*Continuing Salary Costs—\$69,297*

There is an increase of \$69,297 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

*Realignments to Meet Expenditure Requirements and Priorities—(\$200,000)*

There are a number of realignments budgeted to address priority spending needs within this fund. Specifically, there is \$131,445 realigned among and between various programs budgeted within the Entrepreneurial Activities Fund. The realignments are neutral overall and reflect actual costs. In addition, there is a realignment of \$200,000 from this fund to the Division of Food and Nutrition Services for \$50,000, the Real Estate Management Fund for \$100,000, and the Field Trip Fund for \$50,000.

**Program Efficiencies and Reductions—(\$161,098)**

There is a reduction of \$136,000 for instructional materials and \$25,098 for supporting services part-time salaries in the budget for the Taylor Science Center. The reductions can be made as a result of excess fund balance within the Entrepreneurial Activities Fund. These reductions will have no impact on overall operations of the fund.

# Entrepreneurial Activities Fund - 820/821/822/823/824/825/826/827/828

Larry A. Bowers, Chief Operating Officer

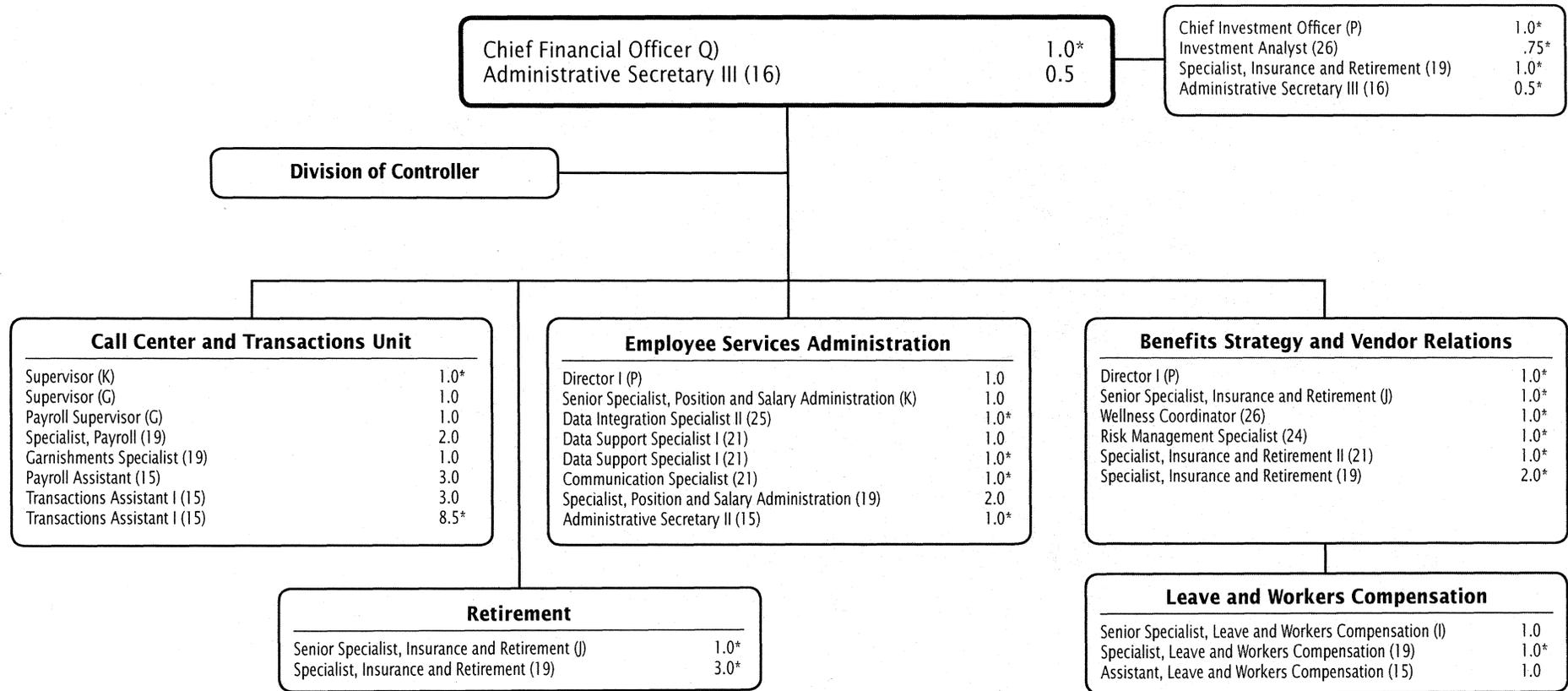
Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	12.600	12.600	12.600	<b>12.600</b>	
Position Salaries	\$855,546	\$899,736	\$899,736	<b>\$975,751</b>	\$76,015
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends		51,617	51,617	<b>44,457</b>	(7,160)
Professional Part Time		305,730	305,730	<b>222,809</b>	(82,921)
Supporting Services Part Time		5,657	5,657	<b>5,798</b>	141
Other		38,516	38,516	<b>16,239</b>	(22,277)
Subtotal Other Salaries	296,733	401,520	401,520	<b>289,303</b>	(112,217)
<b>Total Salaries &amp; Wages</b>	<b>1,152,279</b>	<b>1,301,256</b>	<b>1,301,256</b>	<b>1,265,054</b>	(36,202)
<b>02 Contractual Services</b>					
Consultants		490	490	<b>490</b>	
Other Contractual		666,942	666,942	<b>559,942</b>	(107,000)
<b>Total Contractual Services</b>	<b>467,281</b>	<b>667,432</b>	<b>667,432</b>	<b>560,432</b>	(107,000)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		364,066	364,066	<b>106,066</b>	(258,000)
Office					
Other Supplies & Materials		204,875	204,875	<b>320,320</b>	115,445
<b>Total Supplies &amp; Materials</b>	<b>382,010</b>	<b>568,941</b>	<b>568,941</b>	<b>426,386</b>	(142,555)
<b>04 Other</b>					
Local/Other Travel		21,149	21,149	<b>18,785</b>	(2,364)
Insur & Employee Benefits		326,854	326,854	<b>333,174</b>	6,320
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>310,435</b>	<b>348,003</b>	<b>348,003</b>	<b>351,959</b>	3,956
<b>05 Equipment</b>					
Leased Equipment		4,980	4,980	<b>4,980</b>	
Other Equipment		20,000	20,000	<b>10,000</b>	(10,000)
<b>Total Equipment</b>	<b>30,084</b>	<b>24,980</b>	<b>24,980</b>	<b>14,980</b>	(10,000)
<b>Grand Total</b>	<b>\$2,342,089</b>	<b>\$2,910,612</b>	<b>\$2,910,612</b>	<b>\$2,618,811</b>	(\$291,801)

## Entrepreneurial Activities Fund - 820/821/822/824/825/826/827/828

Larry A. Bowers, Chief Operating Officer

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>820 Entrepreneurial Activities Fund</b>						
81	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
81	15 Fiscal Assistant II		1.000	1.000	1.000	<b>1.000</b>	
81	11 Truck Drive/Whr Wkr Shift 1		2.000	2.000	2.000	<b>2.000</b>	
	<b>Subtotal</b>		<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	
	<b>822 Printing Services</b>						
81	18 Printing Equipment Operator IV		1.000	1.000	1.000	<b>1.000</b>	
81	16 Customer Service Spec		2.000	2.000	2.000	<b>2.000</b>	
81	11 Printing Equip Operator I		2.000	2.000	2.000	<b>2.000</b>	
	<b>Subtotal</b>		<b>5.000</b>	<b>5.000</b>	<b>5.000</b>	<b>5.000</b>	
	<b>823 Student Online Learning</b>						
81	21 Comm Spec/Web Producer		1.000	1.000	1.000	<b>1.000</b>	
81	16 School Registrar		.600	.600	.600	<b>.600</b>	
	<b>Subtotal</b>		<b>1.600</b>	<b>1.600</b>	<b>1.600</b>	<b>1.600</b>	
	<b>827 Pearson North Star Project</b>						
81	BD Instructional Specialist		2.000	2.000	2.000	<b>2.000</b>	
	<b>Subtotal</b>		<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	
	<b>Total Positions</b>		<b>12.600</b>	<b>12.600</b>	<b>12.600</b>	<b>12.600</b>	

# Department of Financial Services



Chapter 8 – 14

F.T.E. Positions 19.85

(In addition, the chart includes 28.4\* positions funded by the Employee Benefits Trust Fund, including (.30) of the Chief Financial Officer position and (.35) of the ERSC Call Center Supervisor position)

**MISSION** *The mission of the Department of Financial Services is to ensure broad access to accurate and timely financial information using a fully integrated suite of business applications that include the Human Resources Information System (HRIS), the Financial Management System (FMS), and the Lifeworks Retirement System to provide high-quality services to schools and employees; and to provide a comprehensive employee compensation and benefits, loss prevention, and a risk management program that supports success for every student through the role of employee compensation and benefits in attracting and retaining highly qualified staff.*

## MAJOR FUNCTIONS

### Employee and Retiree Service Center and the Division of Controller

The Department of Financial Services coordinates the functions and operations of the Employee and Retiree Service Center (ERSC) and the Division of Controller, while maximizing the efficiency of departments that use the FMS and HRIS systems and creating cross-functional opportunities for process improvement. The integration of financial services improves productivity in data entry, reporting, and access to information that ultimately results in increased effectiveness and expanded management information. The Division of Controller prepares the financial statements, provides for internal controls of all accounting activities, processes accounting transactions, collects amounts owed to Montgomery County Public Schools (MCPS), makes all payments on behalf of MCPS, and coordinates system cash.

ERSC is a single point of contact for employees and retirees for information about compensation and benefits and administration of employee programs such as leave, salary administration, and workforce reporting. It operates a call center, transactions unit, and a communications program; provides support for policy implementation; and provides continued expansion of the use of technology to improve service and efficiency.

ERSC staff processes employee transactions to ensure effective use of the HRIS system. ERSC coordinates the activities of maintaining employee files, processing all employee transactions, collecting time and attendance information, producing paychecks, administering leave, and collecting related data. Changes in compensation, benefit offerings, and related administrative requirements due to new or amended laws and regulations or changes in negotiated agreements are communicated and implemented by ERSC staff.

Both the Division of Controller and ERSC provide information to schools; offices, departments, and divisions

(ODDs); and individuals regarding the business operations of MCPS through workshops, communications, and direct assistance. By providing assistance and support to schools and ODDs, staff members in the Department of Financial Services contribute to the efficient functioning of MCPS. As the unit responsible for financial and employee data, the department has the depth of understanding of data required to answer complex questions and provide consistent, accurate responses to data requests, surveys, and other required reporting.

### Employee and Retiree Benefits

MCPS employees and retirees may choose to participate in medical, dental, prescription drug, vision, and life insurance plans. Medical plan options include three point-of-service plans and three health maintenance organization options. Dental coverage includes a choice between a preferred dental option plan with both in- and out-of-network benefit features and a dental maintenance organization. Employee life, dependent life, and optional life insurance programs are offered, and employees have the opportunity to participate in pretax flexible spending plans for qualifying medical and dependent care expenses. MCPS matches the first \$100 contributed to a medical flexible spending account as an incentive for employees to participate in this program.

ERSC offers a systemwide employee wellness program. Since 2011, ERSC has offered programs designed to increase employee activity, smoking cessation, and preventive health care. Prizes and incentives have been given to schools, offices, and teams who have competed to improve the health of the staff. Regular newsletters, seminars, health screenings, and supports also are provided.

The Benefits Strategy and Vendor Relations Unit is responsible for the design and delivery of employee and retiree benefit programs and manages all aspects of contract and vendor relations associated with the benefit plans. The unit collaborates with ERSC staff to ensure that the benefit plans are administered according to contract and regulations, and that all stakeholders are operating from a common framework of understanding about the benefit plans. Staff is responsible for evaluating vendor performance; conducting ongoing financial monitoring, budget, and rate development; managing the competitive bid process; and measuring performance on an ongoing basis.

This unit prepares and disseminates information about plan provisions, maintains and analyzes statistical and demographic data, tracks plan utilization and expense data, remits monthly premiums to vendors, and oversees all benefit-plan-related contracts. In addition, the unit manages periodic filings with the Internal Revenue Service to maintain qualified plan status and oversees banking and cash management arrangements for the employee benefit program. The unit also coordinates the MCPS retiree benefits with Medicare, particularly the Medicare Part D program for which the MCPS retiree prescription benefit qualifies as an actuarially equivalent plan qualifying for subsidy payments from Medicare.

The investment and retirement function of this unit administers contracts related to the MCPS Employees' Retirement and Pension Systems and the trust for Other Post-employment Benefits (OPEB), oversees vendor relations with tax-deferred annuity and deferred compensation carriers, serves as liaison to the Board of Investment Trustees, and monitors plan investment performance. The Risk Management function of this unit acts as the liaison with the Montgomery County self-insurance fund and oversees the MCPS loss prevention program.

**ACCOMPLISHMENTS AND INITIATIVES**

- » Containment of rising employee and retiree medical, dental, and prescription costs is an important focus of the Department of Financial Services. MCPS continues to offer comprehensive wellness programs focused on increasing and maintaining employee activity and healthy living, smoking cessation, and proactive preventative care.
- » Through discussion with its employee and retiree associations, MCPS is changing retiree prescription benefits, effective January 1, 2015, to incorporate Medicare Part D prescription benefits, saving MCPS approximately \$5 million per year. The Fiscal (FY) 2015 changes are expected to save the county approximately \$36 million in OPEB contributions for FY 2015.
- » In late summer 2014, an online retirement estimator for all employees was implemented, allowing employees to project future retirement benefits, do "what if" simulations to determine the impact of future work years and potential raises, and create their own estimates of the retirement payment options. This system informs employees of the significant value of their MCPS pension benefit.
- » During FY 2013, a web-based system for school accounting for independent activity funds was implemented, improving school efficiency, transparency of school funds, and central accounting. An online store was made available to all schools, reducing teachers' roles in collecting funds and offering parents the convenience of online payment. During FY 2014, 67 schools used the online store along with five central service departments.

**Benefits Strategy and Vendor Relations**

The cost of health insurance, including prescription plans, is a significant part of the MCPS budget, and this unit has initiated efforts to contain costs, educate employees and retirees to become better health-care consumers, and provide high-quality health care at competitive prices. MCPS has taken the lead in working with other county agencies in joint procurement efforts that combine the purchasing power of the agencies that resulted in several million dollars of savings for each. In FY 2013, several county agencies joined together to competitively bid their health plans, with the results of that process reflected in vendor contracts, effective January 1, 2014. As a result, savings of more than \$25 million will be recognized by MCPS over the coming

three years. Significant changes were negotiated for January 1, 2016, including an increased employee share, the options for employees to "buy back" some of the increase through completion of Health Risk Assessments and annual physical examinations, including appropriate tests. MCPS compares its experience with the cost increases of our health benefits to national and regional peers. Over recent years, we have benefited from early adoption of Wellness initiatives and plan design changes. The most recent year reflects later adoption of some of these same initiatives by our peers, so that MCPS performance is being compared with other plans now experiencing the impact of these changes.

**PERFORMANCE MEASURES**

**Call Center Efficiency:**

	<b>FY 2014 Actual</b>	<b>FY 2015 Estimate</b>	<b>FY 2016 Recommended</b>
Average wait time	73 sec.	72 sec.	70 sec.
Average duration	4 min., 13 sec.	4 min., 10 sec	4 min.
Average volume/business day	263 calls	260 calls	265 calls
Average wait/abandoned call	1 min., 59 sec.	2 min.	2 min
Percentage of abandoned calls	6.7%	6.5%	+0%
Percentage of calls answered within 1 minute	59%	60%	65%

**Explanation:** These measures help the unit assess service levels to employees and retirees through the call center.

**Transaction processing efficiency:**

	<b>FY 2014 Actual</b>	<b>FY 2015 Estimate</b>	<b>FY 2016 Recommended</b>
Percentage of new teachers paid on first pay date	81.7%	99.9%	99.9%
Year-to-year trend in growth rates of benefit costs compared with national averages	-5.4%	-1.0%	-1.0%
Trend in growth rate of benefit costs compared with regional peers	-2.58%	-1.0%	-1.0%

**Explanation:** These last two measures compare the rate of increase in costs for employee and retiree health benefits (medical, prescription, dental, and vision programs) compared with other organizations, either in the region or the nation. The rate of increase in costs is a measure of the effectiveness of the program administration and design. Differences in costs may be a result of a state-mandated coverage that is different from other parts of the country, so the regional comparison is important.

## OVERVIEW OF BUDGET CHANGES

### Department of Financial Services

#### FY 2016 Recommended Budget

The FY 2016 recommended budget for this department is \$1,700,372, a decrease of \$30,790 from the current FY 2015 budget. An explanation of this change follows.

#### **Same Service Level Changes—(\$30,790)**

##### *Continuing Salary Costs—(\$30,790)*

There is a decrease of \$30,790 for continuing salary costs for current employees. The cost associated with the salary step and GWA of 2 percent that employees will receive on October 3, 2015, as well as the annualized cost of the FY 2015 salary step and GWA of 1.5 percent that was provided to eligible employees on November 29, 2014, is offset by reductions for staff turnover.

#### **Insurance and Employee Benefits**

The FY 2016 request for employee benefits is \$534,498,521, an increase of \$50,598,325 over the current FY 2015 budget. An explanation of this change follows.

#### **Continuing Salary Costs—\$6,702,760**

There is an increase of \$3,879,553 for social security benefits and a \$2,823,207 increase for retirement benefits for continuing salary costs for current employees. This amount includes the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

#### **Realignment—(\$419,328)**

Realignments are budgeted to address priority spending needs for the organization. Due to the need to realign funds to create additional position and non-position salaries within specific organizational units, there are decreases in social security contributions of \$168,223, employee health benefits of \$156,008, and retirement contributions of \$95,097.

#### **Grant Shifts—\$74,333**

Due to funding changes and program needs for the Title II Part A grant, there are increases in social security contributions of \$26,049, employee health benefits of \$19,506, and retirement contributions of \$28,778.

#### **Enrollment Changes—\$4,174,238**

The budget includes an increase for current enrollment projections, budgeted salaries, and positions related to changes in student enrollment for FY 2016. There is an increase for social security contributions of \$992,115, employee health benefits of \$2,466,087, and retirement contributions of \$716,036.

#### **New Schools—\$69,004**

Due to additional square footage added as a result of renovated/modernized facilities, 4.5 positions are added to the FY 2016 budget. The staffing increases result in additional social security contributions of \$15,943, employee health benefits of \$41,121, and retirement contributions of \$11,940.

#### **Employee Health Benefits—\$33,986,119**

Health and life insurance coverage for current active and retired employees and their families are provided through the Employee Benefit Plan (EBP). The health and life insurance budget for

FY 2016 will increase by \$34 million. The increase is due to several factors regarding both the active and retiree trust funds. The budget includes the recovery of a one-time \$13.3 million reduction in appropriation from the FY 2015 retiree trust fund. In addition, the budget includes \$24.2 million due to a 3.8 percent projected increase in claims expenses for FY 2016. This rate is based on a blend of claim experience trends that includes MCPS employees' claims experience, which is significantly lower than local and national trends. Furthermore, the budget includes \$10 million to restore the combined net assets of both the active and retiree trust fund balances to a 3.0 percent reserve target level. These increases are partially offset by a \$13.5 million reduction in the budget as a result of savings due to increased employee contribution amounts for prescription drug plans.

#### **Retirement Contributions—\$6,613,877**

The budget for current retirement programs is increased by \$6,613,877. The primary increase results from the fourth year of a four year plan that shifts \$6,547,234 of retirement costs from the state to MCPS. In addition, the cost for current retirement programs is based on percentage of salary as provided by the annual actuarial study. Based on this study, there is an increase of \$66,643 in the budget for retirement benefits.

#### **Other—\$41,351**

Due to operational staffing changes, the budget includes an increase of \$10,959 for social security contributions, \$23,553 for employee health benefits, and \$6,839 for retirement contributions.

#### **Self-Insurance—(\$1,810,321)**

The budget includes a significant decrease in contributions to the county's self-insurance program. As a result of achieving an acceptable reserve fund balance over the past year, while also experiencing lower claims than projected, there is a decrease in worker's compensation of \$2,072,840 in the budget. This decrease is partially offset by increases in fire and property insurance of \$262,519.

**Program Efficiency and Reductions—(\$325,943)**

The FY 2016 budget includes efficiencies and reductions totaling \$5.6 million. As a result, there is a \$325,943 reduction in employee benefits associated with the elimination of 10.75 positions and part-time salaries. This includes reductions in employee health benefits of \$163,159, social security contributions of \$115,410, and retirement contributions of \$47,374.

**Strategic Priority Enhancements—\$1,492,235**

Details on increases in program restorations and enhancements are included in various chapters of the budget. As a result of these increases, there is an increase of \$416,536 for social security contributions, \$833,647 for employee health benefits, and \$242,052 for retirement costs.

**Selected Expenditure Information**

Description	FY 2015 Current Budget	FY 2016 Budget	Change
Worker's Compensation	\$13,974,374	\$11,901,534	(\$2,072,840)
Social Security	109,255,841	114,313,363	5,057,522
Employee Benefit - Active	226,247,529	244,375,558	18,128,029
Employee Benefit - Retirees	8,380,899	27,303,736	18,922,837
Retirement and Administrative Fees	83,197,746	86,950,770	3,753,024
Pension Shift From State	37,809,551	44,356,785	6,547,234
Unemployment Compensation	300,000	300,000	0
Other	4,734,256	4,996,775	262,519
<b>Total</b>	<b>\$483,900,196</b>	<b>\$534,498,521</b>	<b>\$50,598,325</b>

# Department of Financial Services - 334/333

Susanne G. DeGraba, Chief Financial Officer

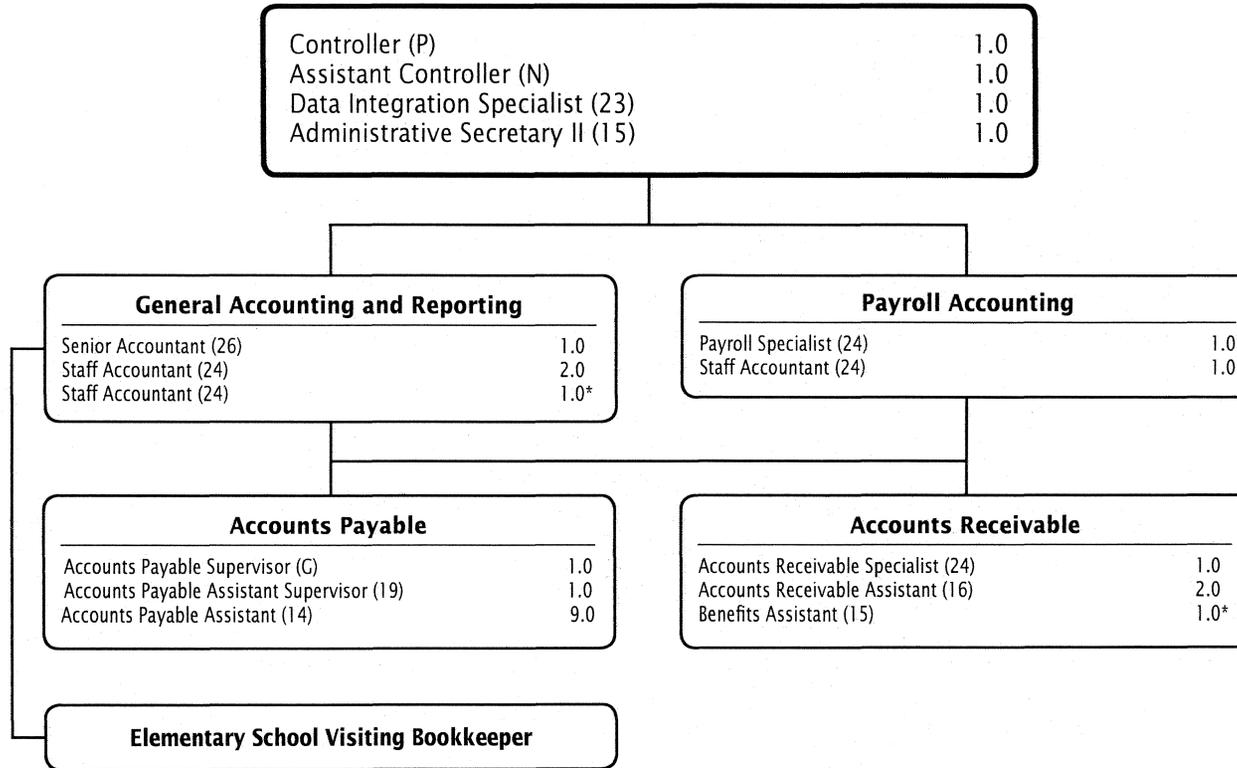
Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	19,850	19,850	19,850	19,850	
Position Salaries	\$1,540,783	\$1,688,314	\$1,688,314	\$1,657,363	(\$30,951)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		2,000	2,000	2,750	750
Other		4,458	4,458	3,869	(589)
Subtotal Other Salaries	-7,586	6,458	6,458	6,619	161
<b>Total Salaries &amp; Wages</b>	1,533,197	1,694,772	1,694,772	1,663,982	(30,790)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		14,000	14,000	14,000	
<b>Total Contractual Services</b>	18,541	14,000	14,000	14,000	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		19,807	19,807	19,807	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	22,235	19,807	19,807	19,807	
<b>04 Other</b>					
Local/Other Travel		2,583	2,583	2,583	
Insur & Employee Benefits		483,800,196	483,800,196	534,398,521	50,598,325
Utilities					
Miscellaneous		100,000	100,000	100,000	
<b>Total Other</b>	501,539,250	483,902,779	483,902,779	534,501,104	50,598,325
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$503,113,223</u>	<u>\$485,631,358</u>	<u>\$485,631,358</u>	<u>\$536,198,893</u>	<u>\$50,567,535</u>

## Department of Financial Services - 334/333

Susanne G. DeGraba, Chief Financial Officer

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
1	Q Chief Financial Officer		.700	.700	.700	.700	
1	P Director I		1.000	1.000	1.000	1.000	
1	K Sr Spec Pos & Sal Admin		1.000	1.000	1.000	1.000	
1	K ERSC Call Ctr/Transaction Supv		.650	.650	.650	.650	
1	I Sr Spec Leave/Wkrs Com		1.000	1.000	1.000	1.000	
1	G Payroll Supervisor		1.000	1.000	1.000	1.000	
1	G ERSC Call Ctr/Trans Asst Supv		1.000	1.000	1.000	1.000	
1	21 Data Support Specialist I		1.000	1.000	1.000	1.000	
1	19 Garnishments Specialist		1.000	1.000	1.000	1.000	
1	19 Specialist, Payroll		2.000	2.000	2.000	2.000	
1	19 Spec, Position/Salary Admin		2.000	2.000	2.000	2.000	
1	16 Administrative Secretary III		.500	.500	.500	.500	
1	15 Transactions Assistant I		3.000	3.000	3.000	3.000	
1	15 Payroll Assistant		3.000	3.000	3.000	3.000	
1	15 Assist, Leave Admin/Wkrs Comp		1.000	1.000	1.000	1.000	
	<b>Total Positions</b>		<b>19.850</b>	<b>19.850</b>	<b>19.850</b>	<b>19.850</b>	

# Division of Controller



F.T.E. Positions 23.0

(\*In addition, the chart includes 2.0 positions funded by the Employee Benefits Trust Fund.)

**MISSION** *The mission of the Division of Controller (DOC) is to fulfill the accounting requirements of a diverse school system community with the highest quality performance through staff that is service-oriented, courteous, professional, and committed to excellence and continuous improvement.*

**MAJOR FUNCTIONS**

**General Accounting**

The DOC monitors Montgomery County Public Schools (MCPS) financial activity and procedures, prepares financial statements and statistical reports, reviews and implements new accounting principles and regulatory standards, provides timely financial data that assist managers in monitoring and controlling expenditures, and provides accounting support for the Employee Benefit Plan and the Retirement and Pension System. Other activities include controlling encumbrance activity; administering and supporting purchasing card activity; preparing comprehensive annual, federal, and state reports; preparing audited financial statements for the MCPS Educational Foundation, a 501(c) (3) corporation; preparing income tax and personal property tax statements for the foundation; and providing effective management of MCPS operating accounts, trust funds, and foundation cash balances.

Division staff administers the Visiting Bookkeepers (VB) program. The VB program provides general bookkeeping, reporting, and/or bank reconciliation services for all 133 elementary schools and five special centers. The VB program enhances fiscal management of elementary school independent activity funds by providing bookkeeping services and offering training assistance. The program also ensures consistent application of accounting procedures across all elementary schools and assists the Internal Audit Unit in performing its oversight responsibility. Because of expanding regulations on federal grants, the duties of the VB program have expanded to review the Time and Effort certification maintained at elementary schools with federal programs.

**Payroll Accounting**

MCPS staff processes payroll tax withholdings and other deduction payments and related reports; monitors the recording of salary encumbrances and expenditures; and provides wage-related information to customers and stakeholders.

**Accounts Receivable**

DOC staff bills customers for services rendered by MCPS units.

**Accounts Payable**

DOC staff pays vendors, verifies authorizations and account classifications for all payments, and monitors purchasing card activity.

**Systems Management**

DOC staff assists school staff with training on financial systems.

**Extracurricular Fees Collection**

DOC staff collects and monitors payments of extracurricular activity fees.

**ACCOMPLISHMENTS AND INITIATIVES**

- » Systemwide growth in financial activity continues to affect the division's workload. The division assumes primary control responsibility for the Financial Management System (FMS) and its feeder systems. The division, through process reviewed continuous improvement techniques, has enhanced the work flow in the accounts payable and the accounts receivable units. These work flow improvements allow the units to manage an ever-increasing workload.
- » FMS functionality managed by the division includes general ledger accounting and reporting, accounts payable, accounts receivable, grants management, fixed assets, and cash management. The division's document management system functions with FMS so that the payment process operates as a paperless environment. During Fiscal Year (FY) 2012 and FY 2013, the division expanded the document management system to include archiving of accounts receivable, payroll accounting, and MCPS Educational Foundation documents.
- » FMS substantially improves MCPS financial process flows and has enabled the division to improve and expand services to customers and stakeholders. Transaction flows, including approvals, are electronic-based rather than paper-based. The electronic flow of documents is more efficient, enables the tracking of document status, and facilitates the measurement of process performance and efficiency. The division also has additional tools available that it is using to improve service delivery. For example, FMS has allowed the implementation of more efficient payment methods, using electronic payments to vendors and direct deposit for employee reimbursements. The percentage of invoices received electronically increased by 1.5 percent during FY 2014.
- » The division implemented efficiencies to the cash receipts process by establishing remote electronic check deposit using special scanning equipment. This change has allowed for the elimination of daily trips to the bank to deposit check receipts and reduces bank fees charged to MCPS. As a result of the success of this effort, the division also implemented remote electronic check deposits for the Summer School Unit,

Extra Curricular Activity Unit, and the MCPS Educational Foundation.

- » The division devoted considerable time during FY 2013 and FY 2014 to training and operational support for FMS, School Funds Online (SFO), and federal grant time and effort compliance. Individual FMS orientation and group training sessions were provided throughout the year for schools and central services personnel. The division maintains a leadership role in evaluating and adapting the procure-to-pay process in response to stakeholder input. The division worked with the Department of Instructional Technology to develop specialized FMS training webinars. These webinars allow school-based staff to learn remotely from their location, using their equipment and their data as the basis for learning. During FY 2014, the division supported schools in the use of SFO financial software. The districtwide support included the setup of 290 vendors who interfaced with FMS for IRS Form 1099 compliance. The division developed and implemented a process for reporting districtwide unclaimed property to include school Independent Activity Fund (IAF) accounts to the state of Maryland. The visiting bookkeepers are training and supporting the elementary schools with time and effort compliance reporting requirements on federal grants.
- » The DOC continues to benefit from FMS modules designed to enhance Internet capabilities. The iExpense module enables employees to enter their monthly mileage expense reports online. More than 400 MCPS suppliers are using the iSupplier module to directly access FMS to review invoice and payment information and to enter billing information. During FY 2013, the division implemented a new replacement online payment system for parents to electronically pay student extracurricular activities fees. More than 7,000 parents in FY 2013 and 9,700 parents in FY 2014 paid the extracurricular activities fees online. The trend is continuing with an approximate 15 percent increase in use of the online payment system during FY 2015. The new online payment system will become a model for electronic payment of summer school fees and for school districts to use in creating online payment options for parents.
- » The iReceivables module allows customers to view and pay amounts owed to MCPS online. With schools receiving MCPS invoices electronically, costs for postage and paper have been reduced. The process has improved collections, with schools paying invoice amounts in a timelier manner. During the year-end review of collections of outstanding invoice amounts, the number of MCPS school invoices that were over 30 days old decreased by 90 percent, with a balance change from \$69,511 to \$7,326 during FY 2013 and to \$3,100 during FY 2014
- » The division implemented Online School Payment (OSP), an application for the payment of activity fees online with credit cards. The program was a success, with extra curricular activity payments increasing by 2,700, or 38.6 percent. The program was expanded during FY 2013 and FY 2014 for individual school use of credit cards for processing payments for school functions. The division helped schools expand the use of OSP for student obligations and districtwide student activities, including regional summer school fees for high schools and elementary schools, student fees for participation in choral and instrumental honor ensembles, and fees for student online learning. The division supported schools by training 244 school staff on the use of OSP over the last two fiscal years.
- » During FY 2014, MCPS started the process of replacing the Purchasing Card (P-Card) provider. In January 2014, the Board approved the utilization of a cooperative contract supported by the Council of Governments from Fairfax County. The JP Morgan P-Cards allows for MCPS to pool P-Card purchases with other local governments in the Washington metropolitan region and receive higher rebates on those purchases. The card in the new contract is accepted by more vendors and is expected to save the district processing costs on small dollar orders. Another benefit is a new web-based application that expands internal control with an online reconciliation and approval workflow process. The online application will send e-mail notifications to the card holder informing them that there are transactions ready to be reviewed. After the employee reviews the transactions, an e-mail will be sent to the FMS account owner. The account owner, who is normally the school principal or an MCPS director, would then approve the P-Card activity. All transactions from the prior month would need to be reviewed and approved by the 7th day of the next month. With 2,200 P-Cards issued by the P-Card provider, DOC will continue to work with the Procurement Unit and the Internal Audit Unit to ensure that P-Card policies and procedures are interpreted in a consistent fashion with P-Card purchases. Deviations are reported to the Procurement Unit to augment future purchasing card training. Information also is shared with the Internal Audit Unit so they will be able to review compliance on a future audit visit to the office or school.
- » MCPS has received the Association of School Business Officials (ASBO) Award of Excellence in Financial Reporting for excellence in the preparation and issuance of the FY 2013 Comprehensive Annual Financial Report (CAFR). This is the 33rd consecutive year that MCPS has received this prestigious award. The award is the highest recognition for school district financial operations offered by ASBO. It is presented only to school systems that have met or exceeded the standards of the program.
- » For the ninth consecutive year, the Government Finance Officers Association (GFOA) awarded a Certificate of Achievement for Excellence in Financial Reporting to MCPS for its CAFR for the fiscal year ending on June 30, 2013. In order to be awarded a Certificate of Achievement, a government entity must publish an easily readable and efficiently organized CAFR.

» Customer satisfaction plays an important role in the division’s mission and strategic plan. Improving and expanding division products and services for customers and stakeholders consumes a major portion of our annual improvement efforts. In FY 2013, the division participated as a member of the team responsible for choosing SFO for replacing the accounting software used by schools in managing their independent activities funds. The division’s staff and visiting bookkeepers will continue to assist elementary schools with post-implementation activities related to the new software. The division will work in partnership with the chief financial officer to document new processes and train and support school staff with the use of SFO.

**PERFORMANCE MEASURES**

**Performance Measure:** Invoice-to-payment days. (Export Payment Register)

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
15.7 days	15 days	15 days

**Explanation:** Measure of the efficiency of the division’s payment process.

**Performance Measure:** Percentage of payments voided.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
0.26%	0.2%	0.2%

**Explanation:** A quality measure of the accuracy of invoice and payment processing. MCPS measures favorably compared with the benchmark of 1.12 percent developed in a 2008 member survey by the Council of the Great City Schools.

**Performance Measure:** Number of invoices processed monthly per full-time equivalent (FTE) employee.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
1,071 invoices	1,100 invoices	1,100 invoices

**Explanation:** An efficiency measure of the division’s payment process. The division measures favorably compared with the benchmark of 755 invoices per FTE in a 2008 member survey by the Council of the Great City Schools.

**Performance Measure:** Percentage of supplier invoices received electronically.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
22.6%	24%	24%

**Explanation:** Measures the success of the division in promoting supplier electronic presentation of invoices. Processing electronic invoices is more economical for MCPS.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this division is \$1,942,281, an increase of \$148,246 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$148,246**

*Continuing Salary Costs—\$90,136*

There is an increase of \$90,136 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

*Realignments to Meet Expenditure Requirements and Priorities—\$0*

There is a realignment of a 1.0 accounts receivable assistant position to fund a 1.0 accounts payable assistant position to meet operational requirements in the division.

*Other—\$58,110*

There is an increase of \$50,000 for indirect costs from grants. Some grantors allow recipients to budget for indirect costs to defray some of the costs associated with administering grant programs. Traditionally, the budget in this division has been reduced by the amount that was available in grants for indirect costs. However, there are fewer grants, and the rate allowable by the state for grants has been reduced. In addition, there is an increase of \$8,110 to cover fees for credit card usage for payments for extracurricular activities fees.

**Program Efficiencies and Reductions—\$0**

There is an increase in projected revenue in the budget of \$30,446 as result of a \$2.50 increase in the extracurricular activities fee for students.

# Division of Controller - 332/155

Susan B. Chen, Controller

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	24.000	23.000	23.000	<b>23.000</b>	
Position Salaries	\$1,714,934	\$1,757,989	\$1,757,989	<b>\$1,844,946</b>	\$86,957
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		42,244	42,244	<b>43,300</b>	1,056
Other		84,907	84,907	<b>87,030</b>	2,123
Subtotal Other Salaries	121,636	127,151	127,151	<b>130,330</b>	3,179
<b>Total Salaries &amp; Wages</b>	1,836,570	1,885,140	1,885,140	<b>1,975,276</b>	90,136
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		19,191	19,191	<b>19,191</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	19,855	19,191	19,191	<b>19,191</b>	
<b>04 Other</b>					
Local/Other Travel		600	600	<b>600</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		-110,896	-110,896	<b>-52,786</b>	58,110
<b>Total Other</b>	-36,650	(110,296)	(110,296)	<b>(52,186)</b>	58,110
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$1,819,775</u>	<u>\$1,794,035</u>	<u>\$1,794,035</u>	<u>\$1,942,281</u>	<u>\$148,246</u>

## Division of Controller - 332/155

Susan B. Chen, Controller

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>332 Division of Controller</b>						
1	P Controller		1.000	1.000	1.000	<b>1.000</b>	
1	N Assistant Controller		1.000	1.000	1.000	<b>1.000</b>	
1	G Accounts Payable Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	26 Senior Accountant		1.000	1.000	1.000	<b>1.000</b>	
1	24 Payroll Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	24 Accounts Receivable Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	24 Staff Accountant		3.000	3.000	3.000	<b>3.000</b>	
1	23 Data Integration Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	19 Accts Payable Asst Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	16 Accounts Receivable Assistant		1.000	3.000	3.000	<b>2.000</b>	(1.000)
1	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
1	14 Accounts Payable Assistant		10.000	8.000	8.000	<b>9.000</b>	1.000
	<b>Subtotal</b>		<b>23.000</b>	<b>23.000</b>	<b>23.000</b>	<b>23.000</b>	
	<b>155 Extra Curr Activity Fee Admin.</b>						
2	15 ECA Receipts Assistant		1.000				
	<b>Subtotal</b>		<b>1.000</b>				
	<b>Total Positions</b>		<b>24.000</b>	<b>23.000</b>	<b>23.000</b>	<b>23.000</b>	

# Department of Association Relations

Director II	1.0
Administrative Secretary III (16)	1.0

**MISSION** *The mission of the Department of Association Relations (DAR) is to establish and maintain productive relationships with the three employee associations, to enhance the school system's ability to provide the most effective education to students by negotiating and administering realistic and relevant union contracts, and to assist school system administrators in implementing union contracts and Board of Education policies and regulations.*

**MAJOR FUNCTIONS**

**Labor Contract Administration**

DAR coordinates all employee relations activities with the associations that represent administrators/principals, teachers, supporting services employees, and noncertified supervisory personnel. It conducts formal negotiations with the four recognized organizations on wages, hours, and other working conditions. It administers the negotiated agreements through regular contact with the employee associations, handles informal complaints, provides advice to management on contract interpretations, oversees the grievance and administrative complaint procedures, represents the Montgomery County Board of Education in grievance hearings and arbitrations, and prepares cases for presentation before the Public School Labor Relations Board, the Maryland State Board of Education, or court action.

**Negotiations with Employee Groups**

Specifically, DAR is responsible for negotiating with the Montgomery County Education Association (MCEA), the Service Employees International Union Local 500 (SEIU Local 500), and the Montgomery County Association of Administrators and Principals (MCAAP). MCAAP represents administrative and supervisory personnel and noncertificated supervisory personnel (MCAAP/Montgomery County Business and Operations Administrators) in separate bargaining units under one contract. The department administers all three negotiated agreements, handles informal complaints and grievances, prepares and presents arbitration cases, supports collaboration efforts enumerated in all three negotiated agreements, and provides support and training to MCPS supervisors and administrators. The department also is responsible for processing any requests for recognition of additional bargaining units or challenges of existing exclusive representatives by competing organizations.

**ACCOMPLISHMENTS AND INITIATIVES**

» Contract Administration—Day-to-day contract administration continues to be a major focus of DAR. Formal employee grievances and administrative complaints have decreased to 64 for FY 2014, continuing a gradual decline over the previous six fiscal years. During

2014, there was one arbitration involving a technical interpretation of the SEIU step increase mechanism. This resulted in an award in favor of the union requiring a revision and how step increases were calculated for employees who were promoted during the time of step increase freezes.

- » Monitoring Legal and Labor Relations Environment Changes—The Public School Labor Relations Board is reshaping school district labor relations in Maryland on a case-by-case basis, requiring continuous monitoring. New MCPS program initiatives, federal laws affecting benefits and work rules; state changes affecting the scope and process of bargaining; economic trends; and comparability issues among school systems, government, and the private sector also continue to impact this department's workload.
- » During FY 2014, MCPS successfully negotiated three-year contracts through 2017 with administrators (MCAAP/MCBOA), supporting services employees (SEIU Local 500), and teachers (MCEA). These agreements commit to salary and benefit adjustments each year of the contract. All of these multiyear agreements were achieved without impasse, mediation, or fact-finding, in spite of a challenging economic climate. The Board and the associations again used the interest-based approach to negotiations to arrive at the agreements. Economic terms negotiated during FY 2014 provided general salary schedule increases of 1.5 percent, effective November 29, 2014; 2.0 percent effective October 3, 2015, and 2.0 percent, effective September 3, 2016. The agreements also provided for salary step movement for eligible employees on the same date and the reinstatement of a step adjustment that had been delayed due to financial conditions, which will be implemented on March 4, 2017. At the conclusion of the contract in 2017, all step increases that had been delayed will have been granted.
- » DAR provided support, facilitation, and training to labor management councils, joint work groups, and other labor/management cooperative groups.

**PERFORMANCE MEASURES**

**Performance Measure:** Number of supporting services grievances and administrative complaints filed.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
45	45	45

**Explanation:** This measure reflects the amount of time devoted by school system administrators to address possible contract and regulation violations related to supporting services employees. It also is an indication, along with the third performance measure (below), of either the degree to which school system administrators are failing to apply the contract and MCPS policies and regulations appropriately and/or the degree to which the employee association and/or employees are challenging administrative decisions without good reason.

**Performance Measure:** Number of teacher grievances and administrative complaints filed.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
17	18	15

**Explanation:** This measure reflects the amount of time devoted to address possible contract and/or regulation violations related to teachers and other certificated personnel. It also is an indication, along with the third performance measure (below), of either the degree to which school system administrators are failing to apply the contract and MCPS policies and regulations appropriately and/or the degree to which the employee association and/or employees are challenging administrative decisions without good reason.

**Performance Measure:** Number and percentage of completed supporting services grievances and administrative complaints awarded in favor of the grievant/complainant or settled by providing some remedy to the grievant/complainant.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
14 (28.8%)	10 (22.2%)	10 (22.2%)

**Explanation:** This measure reflects the degree to which there are actual or arguable violations of the contracts or regulations, or problems existing, which justify adjustments being made through the appeals processes. Also, it may reflect the manner in which the grievance process is being used. In FY 2012, only nine grievances (or 15 percent) were granted entirely.

**Performance Measure:** Number and percentage of completed teacher grievances and administrative complaints awarded in favor of the grievant/complainant or settled by providing some remedy to the grievant/complainant.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
7 (41%)	6 (33%)	5 (33%)

**Explanation:** This measure reflects the degree to which there are actual violations of the contracts or regulations or problems existing that justify adjustments being made through the appeals processes. It also may reflect the manner in which the grievance process is being used.

## OVERVIEW OF BUDGET CHANGES

### FY 2016 Recommended Budget

The FY 2016 recommended budget for this department is \$260,674, a decrease of \$9,940 from the current FY 2015 budget. An explanation of this change follows.

### Same Service Level Changes—\$3,591

#### Continuing Salary Costs—\$3,591

There is an increase of \$3,591 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

### Program Efficiencies and Reductions—(\$13,531)

There is reduction of \$13,531 for association relations expenses based on actual spending trends.

# Department of Association Relations - 661

Stan Damas, Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	2,000	2,000	2,000	<b>2,000</b>	
Position Salaries	\$218,147	\$223,991	\$223,991	<b>\$227,562</b>	\$3,571
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		15,000	15,000	<b>15,000</b>	
Supporting Services Part Time		807	807	<b>827</b>	20
Other					
Subtotal Other Salaries	13,754	15,807	15,807	<b>15,827</b>	20
<b>Total Salaries &amp; Wages</b>	231,901	239,798	239,798	<b>243,389</b>	3,591
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		24,916	24,916	<b>11,385</b>	(13,531)
<b>Total Contractual Services</b>	45,442	24,916	24,916	<b>11,385</b>	(13,531)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		3,000	3,000	<b>3,000</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	1,794	3,000	3,000	<b>3,000</b>	
<b>04 Other</b>					
Local/Other Travel		400	400	<b>400</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		2,500	2,500	<b>2,500</b>	
<b>Total Other</b>	351	2,900	2,900	<b>2,900</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$279,488</u>	<u>\$270,614</u>	<u>\$270,614</u>	<u><b>\$260,674</b></u>	<u>(\$9,940)</u>

## Department of Association Relations - 661

Stan Damas, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
1	Director II		1.000	1.000	1.000	1.000	
1	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
	<b>Total Positions</b>		<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	

# Department of Management, Budget, and Planning

Director II (Q)	1.0
Supervisor (O)	1.0
Grants Specialist (27)	1.0
Management and Budget Specialist IV (27)	1.0
Management and Budget Specialist III (26)	2.0
Management and Budget Specialist II (25)	1.0
Management and Budget Specialist I (24)	2.0
Administrative Secretary III (16)	1.0
Fiscal Assistant III (16)	0.75
Secretary (12)	0.625

**MISSION** *The mission of the Department of Management, Budget, and Planning (DMBP) is to plan, develop, secure, and manage fiscal resources for Montgomery County Public Schools (MCPS) by providing timely, objective, and accurate information to decision makers to support the education of students.*

**MAJOR FUNCTIONS**

**Operating Budget Development**

DMBP provides guidance and support to executive staff and program managers on operating budget preparation and formulation for MCPS. Detailed analyses of budget proposals are developed using demographic, economic, other fiscal data, and trends. Options and recommendations on the operating budget are provided to the superintendent of schools and the Board of Education. DMBP works closely with the county government, County Council, and state government on budget matters. The department facilitates review of the operating budget and communicates budget information within the organization, to the county and state, and to the public through a variety of publications, forums, and presentations.

**Operating Budget Administration**

Through financial monitoring and analysis, DMBP controls current-year revenues and expenditures to ensure that the operating budget is implemented as approved. The department conducts regular reviews of the financial condition of the MCPS operating budget by examining all expenditure accounts and preparing expenditure and revenue projections. Fiscal issues related to schools and units are reviewed and management initiatives to improve efficiency and effectiveness are recommended. Detailed financial reports are prepared for the superintendent of schools and the Board of Education.

**Position Management**

Working closely with the Office of Human Resources and Development (OHRD) and the Department of Financial Services, DMBP monitors and manages all position allocations in MCPS.

**Grants Development and Administration**

DMBP assists units in obtaining additional financial resources from individuals, foundations, corporations, government agencies, and other entities to support identified school system priorities. The department provides technical assistance and training to staff and facilitates development of grant applications. Once funding is obtained, documents are prepared for the superintendent, the Board of Education, and the County Council to authorize the expenditure of the grant funds. Implementation of grants are monitored to ensure programmatic and budgetary compliance with grantor requirements.

**ACCOMPLISHMENTS AND INITIATIVES**

- » DMBP provided leadership and support that led to the successful completion and approval of the FY 2015 Operating Budget. On June 17, 2014, the Board of Education approved a \$2.277 billion operating budget for MCPS for FY 2015. This represents a \$51.3 million (or 2.3 percent) increase over the FY 2014 Operating Budget.
- » A revised budget development process was implemented beginning with the development of the FY 2015 Operating Budget that is continuing with the development of the FY 2016 Budget. The process provides for more staff involvement and is designed to elicit more input from numerous stakeholders early on in the process, with the goal of streamlining budgeting and aligning resources with the school system priorities, strategic planning framework, and the Board of Education’s Operating Budget interests.
- » During summer 2014, DMBP designed and developed a new structure for the publication of the MCPS Program Budget. The redesign presents approximately 90 individual program budgets that are divided among six umbrella categories that better reflect MCPS and its strategic planning framework. These six categories include (1) additional resources to help students who are struggling, (2) collaborative partnerships to improve student achievement, (3) programs to support school improvement and ensure high-quality instruction, (4) core instructional programs, (5) school support operations, and (6) systemwide support. The Program Budget for the FY 2015 Operating Budget was published in late October 2014.
- » DMBP implemented a new financial monitoring system during FY 2013. To improve current-year financial projections, the new system allows users greater and more efficient access to financial data. Additional system improvements were planned and implemented during FY 2014. These improvements, which greatly assist the users in the offices, allow financial projections to be entered using a data table to quicken entry with the table presented in a full-screen view showing all account information within a single view. Now, prior-month projections for all accounts can be viewed in the data table. Finally, system code was revised to increase response time and enhance performance.

**PERFORMANCE MEASURES**

**Performance Measure:** Total categorical variance between budgeted and actual expenditures.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
1.0%	1.0%	1.0%

**Explanation:** This measure reflects the difference between budgeted and actual expenditures. The department minimizes these variances through the use of the financial monitoring and position control processes.

**Performance Measure:** Total variance between budgeted/authorized positions and paid positions.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
0.04%	0.04%	0.04%

**Explanation:** This measures the effectiveness of the position management process, which is a monitoring process administered jointly by DMPB, OHRD, and the Employee and Retiree Service Center to ensure that expenditures do not exceed the budget, the number and type of paid positions does not exceed the number of budgeted/authorized positions, and employees are assigned to the proper location. Because more than 90 percent of the MCPS operating budget covers personnel costs, including salaries and employee benefits, the need to carefully manage personnel actions is a vital part of budget control and fiscal integrity.

**Performance Measure:** Percentage of grant application funding received.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
90%	90%	90%

**Explanation:** Grant funding awarded to MCPS is a function of the amounts and availability of grants for which the district and its schools are eligible. This performance measure quantifies the quality of ongoing activities that are essential to securing grants—research, communication, training, technical assistance, proposal quality control, as well as the appropriate and timely use of awarded funds.

## OVERVIEW OF BUDGET CHANGES

### Department of Management, Budget, and Planning

#### FY 2015 Current Budget

The current FY 2015 budget for this department is changed from the budget adopted by the Board of Education on June 17, 2014. The change is a result of a realignment of \$1,100 for office supplies from this department to the Office of the Superintendent of Schools to support equipment maintenance costs.

#### FY 2016 Recommended Budget

The FY 2016 recommended budget for this department is \$1,137,004, a decrease of \$94,160 from the current FY 2015 budget. An explanation of this change follows.

#### Same Service Level Changes—\$3,179

##### Continuing Salary Costs—\$3,179

There is an increase of \$3,179 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

#### Program Efficiencies and Reductions—(\$97,339)

There is reduction of \$97,339 and a 1.0 applications developer position. The majority of responsibilities previously assigned to this position will be delegated to current staff, however technical assistance will still be required from staff in the Office of the Chief Technology Officer.

#### Provision for Future Supported Projects—999

##### FY 2016 Recommended Budget

The FY 2016 recommended budget for this Provision is \$6,731,204, a decrease of \$1,717,150 from the current FY 2015 budget. An explanation of this change follows.

#### Same Service Level Changes—(\$1,717,150)

##### Realignments to Meet Expenditure Requirements and Program Priorities—(\$717,150)

There is a realignment of \$717,150 from the Provision for Future Supported Projects to establish the Judith B. Hoyer Centers grants (\$644,000) and the McKinney Vento Homeless Children and Youth grant (\$73,150). The grants should be established as budgeted grants because MCPS receives funding each year and the grant amounts are relatively stable.

##### Other—(\$1,000,000)

There is decrease of \$1,000,000 from the Provision based on actual expenditures and fewer grants anticipated in FY 2016.

#### Program's Recent Funding History

	FY 2015 Projected 7/1/14	FY 2015 Received 11/30/14	FY 2016 Projected 7/1/15
Federal			
State			
Other	\$8,448,354	\$8,448,354	\$6,731,204
County			
Total	\$8,448,354	\$8,448,354	\$6,731,204

# Department of Management, Budget, & Planning - 336

Thomas P. Klausung, Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	12.375	12.375	12.375	<b>11.375</b>	(1.000)
Position Salaries	\$1,168,137	\$1,220,592	\$1,220,592	<b>\$1,126,432</b>	(\$94,160)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		2,979	2,979	<b>2,979</b>	
Other		1,000	1,000	<b>1,000</b>	
Subtotal Other Salaries	287,496	3,979	3,979	<b>3,979</b>	
<b>Total Salaries &amp; Wages</b>	<b>1,455,633</b>	<b>1,224,571</b>	<b>1,224,571</b>	<b>1,130,411</b>	<b>(94,160)</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		605	605	<b>605</b>	
<b>Total Contractual Services</b>		<b>605</b>	<b>605</b>	<b>605</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		6,359	5,259	<b>5,259</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	<b>2,828</b>	<b>6,359</b>	<b>5,259</b>	<b>5,259</b>	
<b>04 Other</b>					
Local/Other Travel		329	329	<b>329</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		400	400	<b>400</b>	
<b>Total Other</b>	<b>344</b>	<b>729</b>	<b>729</b>	<b>729</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$1,458,805</b>	<b>\$1,232,264</b>	<b>\$1,231,164</b>	<b>\$1,137,004</b>	<b>(\$94,160)</b>

# Provision for Future Supported Projects - 999

Thomas P. Klausung, Director II

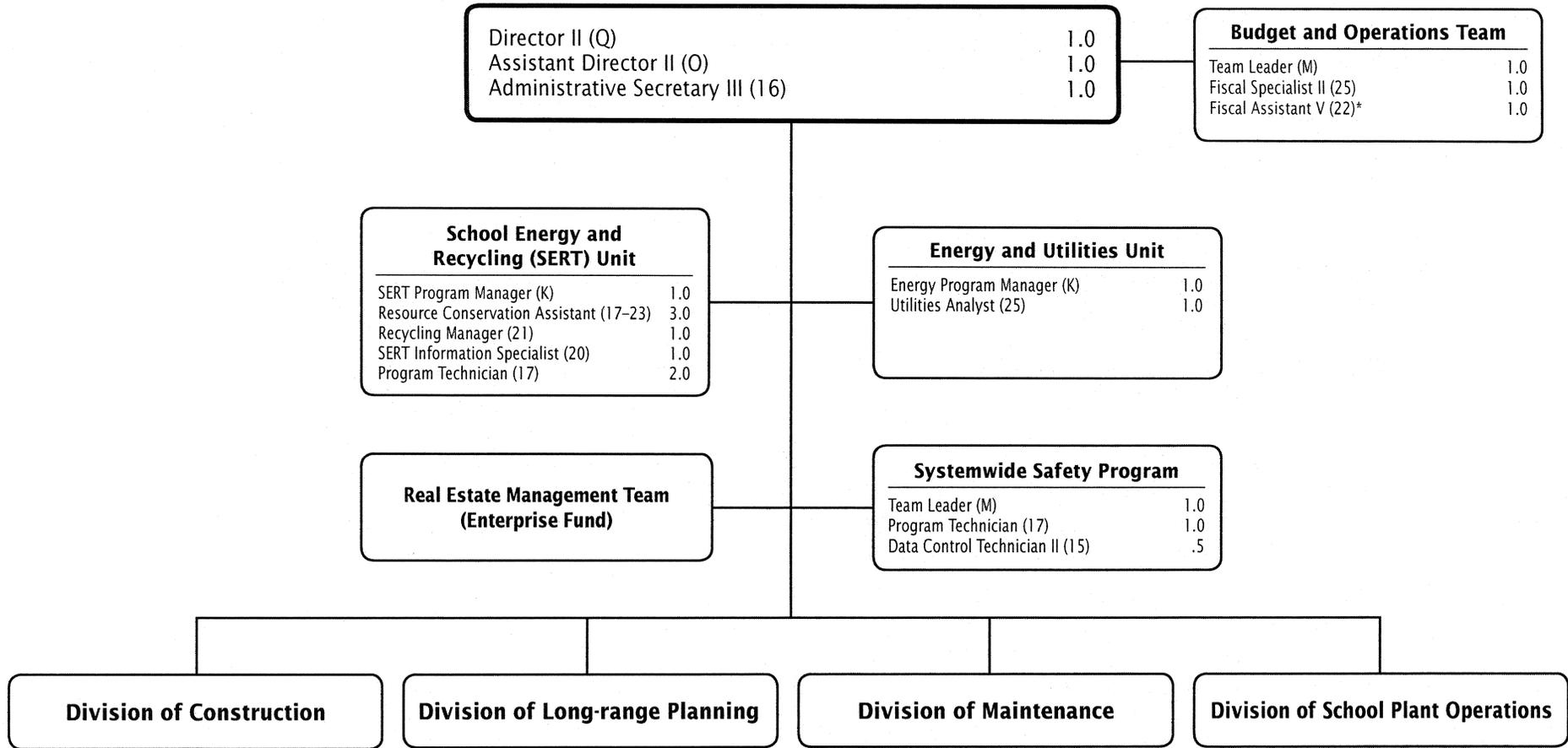
Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)					
Position Salaries					
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other		5,634,394	5,634,394	4,389,256	(1,245,138)
Subtotal Other Salaries	3,604,421	5,634,394	5,634,394	4,389,256	(1,245,138)
<b>Total Salaries &amp; Wages</b>	3,604,421	5,634,394	5,634,394	4,389,256	(1,245,138)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		862,285	862,285	662,328	(199,957)
<b>Total Contractual Services</b>	835,578	862,285	862,285	662,328	(199,957)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		989,685	989,685	837,525	(152,160)
<b>Total Supplies &amp; Materials</b>	291,649	989,685	989,685	837,525	(152,160)
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous		961,392	961,392	841,497	(119,895)
<b>Total Other</b>	683,738	961,392	961,392	841,497	(119,895)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		598	598	598	
<b>Total Equipment</b>	48,607	598	598	598	
<b>Grand Total</b>	<u>\$5,463,993</u>	<u>\$8,448,354</u>	<u>\$8,448,354</u>	<u>\$6,731,204</u>	<u>(\$1,717,150)</u>

# Department of Management, Budget and Planning - 336

Thomas P. Klausung, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>336 Dept. of Management, Budget &amp; Plan.</b>						
1	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
1	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	27 Grants Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	27 Management & Budget Spec IV		1.000	1.000	1.000	<b>1.000</b>	
1	26 Management & Budget Spec III		2.000	2.000	2.000	<b>2.000</b>	
1	25 Applications Developer II		1.000	1.000	1.000		(1.000)
1	25 Management & Budget Spec II		1.000	1.000	1.000	<b>1.000</b>	
1	24 Management & Budget Spec I		2.000	2.000	2.000	<b>2.000</b>	
1	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
1	16 Fiscal Assistant III		.750	.750	.750	<b>.750</b>	
1	12 Secretary		.625	.625	.625	<b>.625</b>	
	<b>Subtotal</b>		<b>12.375</b>	<b>12.375</b>	<b>12.375</b>	<b>11.375</b>	<b>(1.000)</b>
	<b>Total Positions</b>		<b>12.375</b>	<b>12.375</b>	<b>12.375</b>	<b>11.375</b>	<b>(1.000)</b>

# Department of Facilities Management



F.T.E. Positions 17.5

(\*In addition, the chart includes a 1.0 position funded by the Capital Budget.)

**MISSION** *The mission of the Department of Facilities Management (DFM) is to create and maintain high-quality public facilities for learning through staff dedicated to excellence and continuous improvement.*

## MAJOR FUNCTIONS

### Capital Programming and Long-Range Planning

The Division of Long-Range Planning develops plans to address changes in enrollment and instructional programs through development of high-quality data analysis, planning strategies, and long-range facility plans. Division staff collaborates with other Montgomery County Public Schools (MCPS) staff and school communities in the site-selection process and the development of educational specifications, facilitates community involvement in the school boundary change process, and facilitates instructional program placements. The division also maintains school boundary information and makes data available to the public and other governmental users.

### Facility Design and Construction

The Division of Construction manages the design and construction process for capital projects, including new schools, the revitalization/expansion of aging facilities, additions, relocatable classroom placements, replacement of heating and air conditioning systems, vehicular/pedestrian access improvements, and accessibility improvements for individuals with disabilities to ensure that facilities are completed when needed.

### Building Operations and Maintenance

The Division of School Plant Operations assists the schools with the allocation of building services staffing; develops standards and productivity measures; provides technical assistance on work techniques and product usage; evaluates overall building service performance; evaluates employee performance in collaboration with school administration; purchases equipment and supplies; provides on-the-job training; and assists with outside usage of school buildings.

The Division of Maintenance provides a high-quality learning environment through facility maintenance and repair services, environmental services, capital asset replacement services, and automated energy management services. The division's environmental services include an indoor-air-quality team that conducts indoor-air-quality assessments; identifies and implements indoor-air-quality improvements; develops comprehensive building maintenance plans for schools; performs preventive and routine maintenance; trains school-based staff on preventive and routine maintenance procedures and practices; and works closely with Systemwide Safety Programs to ensure that programs and procedures are in place to comply with safety requirements; life safety and fire code requirements; electrical lockout/tagout requirements; hazardous material disposal, use,

and storage requirements; and other safety requirements at MCPS facilities.

### Real Estate Management

The Real Estate Management Team ensures that building space is used efficiently to support instructional programs, negotiates and manages tenant leases, assists with the development of countywide master plans, acquires and manages future school sites, and generates revenue through joint tenant agreements and cellular tower leases that are used to offset MCPS leased administrative and support space expenditures and reduce funding requested from the county.

### Systemwide Safety Programs

Systemwide Safety Programs supports schools and offices by developing and deploying safety and health training and programs; responding to safety-related incidents and concerns; maintaining compliance with student and employee safety and health regulations; and ensuring that facilities are designed, modified, and maintained in accordance with fire code and safety and health requirements.

### Utility Management and Resource Conservation Services

The School Energy and Recycling Team (SERT) significantly reduces MCPS energy and water consumption and increases MCPS recycling rates by providing sustainability training and education; incentives, recognition, and award programs to encourage sustainable practices and resource conservation; accessible energy and recycling data; individual school programs developed to integrate into the curriculum using investigation-based learning opportunities; assistance and management of energy-efficiency programs and initiatives; and conservation operations and procedures. Students participate in school-based programs, aligned with the curriculum, that encourage environmental stewardship and provide financial incentives to their schools for resource conservation and recycling efforts. DFM is committed to realigning resources and improving services through systematic reviews of key business processes to ensure that best practices are used to deliver services so that schools get the support needed for student and school success.

### Energy and Utilities Team

The Energy and Utilities Team manages MCPS energy costs and consumption by collaborating with schools and various offices to implement conservation strategies; developing and implementing energy-efficient programs that retrofit energy technology to existing facilities; managing procurement of deregulated energy commodities; and ensuring the integrity of utility data and billing. The team develops programs to improve school energy efficiency, initiates innovative strategies such as purchase power agreements for solar photovoltaic systems, and supports other units with real-time facility operating data and diagnostics.

**ACCOMPLISHMENTS AND INITIATIVES**

DFM continues to meet the challenge of providing classrooms to accommodate increasing enrollments, meeting state capacity requirements, and maintaining and updating older facilities to meet diverse educational program needs. In FY 2014, four major capital construction projects were completed, adding 212,612 square feet of new facilities, 247 systemic replacement projects were completed, and more than 59,000 maintenance repairs were completed.

DFM continues to provide a high level of coordinated planning to manage the increased complexity of environmental regulations and building permit processes, coupled with the difficulty of completing major work while buildings are occupied.

Through the efforts of several MCPS sustainability programs, Travilah Elementary School achieved a National Green Ribbon Award from the United States Department of Education. Travilah was among 48 schools nationwide to receive this award.

Prompted by very expensive electric capacity charges, DFM continues to implement a program, Peak Load Management (PLM), to manage peak electrical demand at MCPS facilities. These charges most likely are to be set during the critical summer afternoon hours. This period of summer coincides with the MCPS summer break and provides an ideal opportunity to minimize MCPS' exposure to these very expensive capacity charges. The program uses energy management systems to curtail central plant chillers and pumps to many facilities during the critical hours each weekday. The effectiveness of this program has improved each year, resulting in an average annual cost avoidance of \$1.5 million and a reduction in the school system's capacity by more than 30 percent.

The SERT program is a certified Maryland Green Center through the Maryland Association of Environmental Educators. This certification recognizes and honors environmental education efforts, best management practices, and community engagement. The Center offers support to schools working toward certification as Maryland Green Schools. Currently, 59 Montgomery County public schools are Certified Maryland Green Schools.

The department aggressively pursues resource conservation measures. In FY 2014, MCPS's energy performance index was 59 kBtu per square foot. Even with the severe winter weather, this represents more than a 7.5 percent reduction since 2003 and more than a 15 percent reduction since 1990. It also demonstrates that MCPS is a leader in managing energy and reducing energy consumption.

The Energy and Utilities Team participated in the State of Maryland Energy Efficiency Initiative. This initiative includes extensive lighting retrofits that will complete the systemwide transition to a 25-watt linear fluorescent lamp from 32- and 40-watt lamps. This retrofit program also piloted LED lighting in parking lots and high school

auditoriums. The efforts of these projects will impact more than 2 million square feet and require close to 30,000 fixture retrofits and upgrades. These spaces will benefit from improved lighting quality, reduced lighting system energy consumption, and reduced maintenance costs on lamp and ballast replacements.

The department continues to implement its management plans to improve quality, safety, efficiency, and cost-effective delivery of services through emphasis on strategies that reduce construction costs without sacrificing quality, increase maintenance/operation productivity, and focus on real estate management practices that maximize revenue.

The department will continue to emphasize conservation projects and efforts, including integrating energy-management controls with network interface to provide greater accessibility for school and department staff.

The department will continue to expand its focus to emphasize safety in the workplace and learning environments through injury prevention/reduction and safety compliance training programs.

The department led the development and publication of the first systemwide Environmental Sustainability Management Plan. This plan is a comprehensive overview of the environmental sustainability programs and initiatives in five major categories: student education, awareness, and actions; building construction, maintenance, and operations; energy and natural resource conservation; materials and waste cycles; and transportation. This plan also provides the current strategies, goals, measures, and future strategies and actions for each of these categories. The Environmental Sustainability Management Plan catalogs the environmental accomplishments and provides the road map for continuing to build a more sustainable future.

**PERFORMANCE MEASURES**

**Performance Measure:** Thousands of energy consumption units (BTU) per facility square footage.

FY 2014 Actual	FY 2015 Estimated	FY 2016 Recommended
59	54	52

**Explanation:** This measures utility-consumption efficiency by tracking total energy use per building square footage.

**Performance Measure:** Return on funds used to support resource conservation programs.

FY 2014 Actual	FY 2015 Estimated	FY 2016 Recommended
\$4.5 million	\$4.9 million	\$4.4 million

**Explanation:** This measures the efficiency and effectiveness of energy savings programs. The decrease in FY 2016 will be due to a decrease in the capacity charge unit price and not because of any reduction in performance.

**Performance Measure:** Percentage of business processes scheduled for review for improvement strategies that were completed.

FY 2013 Actual	FY 2014 Estimated	FY 2015 Recommended
100%	100%	100%

**Explanation:** This measures compliance with the department's multiyear plan to review all major business processes systematically.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this department is \$46,421,417, an increase of \$3,944,020 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$3,944,020**

**Continuing Salary Costs—\$18,273**

There is an increase of \$18,273 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

**Realignments to Meet Expenditure Requirements and Priorities—\$0**

Realignments are budgeted to address priority spending needs in this department. There is a realignment of \$500 from local travel mileage reimbursement to support costs for program supplies.

**New Schools/Space—\$247,249**

There is an increase of \$247,249 for electricity, gas, and water and sewer expenses related to an additional 91,527 square feet of space for modernizations of schools.

**Utilities—\$2,862,254**

The budget includes an increase of \$2,862,254 in utility costs due to higher projected rate changes over the FY 2015 budget. Electric rates are expected to increase by four percent, resulting in an increase of \$1,980,000. Water and sewer rates are expected to increase by ten percent, resulting in an increase of \$359,109. Natural gas rates are expected to increase by five percent, resulting in an increase of \$413,893. In addition, heating oil and propane costs are projected to increase by \$109,252.

**Other—\$816,244**

The budget includes an increase of \$127,054 for a .5 data control technician position to support mandatory safety compliance activities involving automated external defibrillator training in the Systemwide Safety program. In addition, there is an increase of \$674,690 for relocatable classrooms as the costs must be shifted to the Operating Budget after one year of funding in the Capital Budget. Furthermore, there is an increase of \$14,500 for recycling fees.

UTILITIES					
	FY 2015 CURRENT BUDGET	FY 2015 RATE	FY 2016 REQUESTED AMOUNT	FY 2016 REQUESTED RATE	INC/(DEC) FY 16 - FY 15 AMOUNT
Electricity <sup>(1)</sup>	\$ 25,366,177	0.1197	\$ 27,525,752	0.1250	\$ 2,159,575
Fuel Oil #2	142,000	3.90	228,184	4.00	86,184
Natural Gas	6,207,672	1.05	6,664,508	1.10	456,836
Propane	91,956	2.66	115,024	2.93	23,068
Water and Sewer	3,884,804	8.84	4,268,644	9.71	383,840
<b>Total</b>	<b>\$ 35,692,609</b>		<b>\$ 38,802,112</b>		<b>\$ 3,109,503</b>

Electricity <sup>(1)</sup> - Funds for the Energy Awards Program of \$444,646 are not included.

# Department of Facilities Management - 321/311/315/324/325/326

**James C. Song, Director II**

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	17.000	17.000	17.000	17.500	.500
Position Salaries	\$1,454,058	\$1,578,210	\$1,578,210	\$1,606,537	\$28,327
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>	1,454,058	1,578,210	1,578,210	1,606,537	28,327
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		1,550,655	1,548,655	1,548,655	
<b>Total Contractual Services</b>	1,795,982	1,550,655	1,548,655	1,548,655	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		1,000	1,000	1,000	
Other Supplies & Materials		120,007	120,007	119,507	(500)
<b>Total Supplies &amp; Materials</b>	122,503	121,007	121,007	120,507	(500)
<b>04 Other</b>					
Local/Other Travel		3,058	4,058	7,558	3,500
Insur & Employee Benefits					
Utilities		35,702,987	35,702,987	38,812,490	3,109,503
Miscellaneous		3,509,358	3,510,358	4,313,548	803,190
<b>Total Other</b>	42,638,088	39,215,403	39,217,403	43,133,596	3,916,193
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		12,122	12,122	12,122	
<b>Total Equipment</b>	12,122	12,122	12,122	12,122	
<b>Grand Total</b>	<u>\$46,022,753</u>	<u>\$42,477,397</u>	<u>\$42,477,397</u>	<u>\$46,421,417</u>	<u>\$3,944,020</u>

## Department of Facilities Management - 321/311/315/324/325/326

James C. Song, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
1	Q Director II		1.000	1.000	1.000	1.000	
10	O Assistant Director II		1.000	1.000	1.000	1.000	
10	M Team Leader		2.000	2.000	2.000	2.000	
10	K Energy Program Manager		1.000	1.000	1.000	1.000	
10	K SERT Program Manager		1.000	1.000	1.000	1.000	
10	25 Fiscal Specialist II		1.000	1.000	1.000	1.000	
10	25 Utilities Analyst		1.000	1.000	1.000	1.000	
10	23 Resource Conservation Asst		3.000	3.000	3.000	3.000	
10	21 Recycling Manager		1.000	1.000	1.000	1.000	
10	20 SERT Information Specialist		1.000	1.000	1.000	1.000	
10	17 Program Technician		3.000	3.000	3.000	3.000	
1	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
10	15 Data Control Technician II					.500	.500
	<b>Total Positions</b>		<b>17.000</b>	<b>17.000</b>	<b>17.000</b>	<b>17.500</b>	<b>.500</b>

# Real Estate Management Fund

Team Leader (M)	1.0
Site Administration Specialist (25)	1.0*
Fiscal Assistant III (16)	1.0
Data Systems Operator II (15)	0.5
Building Services Manager II (12)	2.0
Secretary (12)	1.0
Building Services Assistant Manager I (10)	1.0
Building Services Worker (6)	0.5

F.T.E. Positions 7.0

(\*In addition, the chart includes a 1.0 position funded by the Capital Budget.)

**MISSION** *The Real Estate Management team advocates for the real estate interests of Montgomery County Public Schools (MCPS) through effective management practices and identifying revenue and cost-reduction opportunities. The REM team supports the Department of Facilities Management's mission in providing a high-quality learning and work environment for students and staff.*

## MAJOR FUNCTIONS

### Lease Management

The REM team assists principals with identifying and selecting high-quality child-care programs for their schools and monitoring customer satisfaction and tenant compliance throughout the term of the lease. The REM team coordinates requests for installation of telecommunications towers and related facilities, reviewing applications, and negotiating fees for approved cellular tower installations on school sites. The REM team also develops proposals to lease space and identifies surplus MCPS space that can be made available on a leased basis for complementary child-care tenant programs and others, as appropriate. Team members forecast revenues and expenses for each budget cycle to ensure that the fund remains self-supporting. School sites are advertised and leased for agricultural or recreational purposes, producing revenue and eliminating the cost of maintenance. The REM team monitors tenants on a regular basis for lease compliance and surveys customers for satisfaction.

### Athletic Field Management

The REM team oversees the Adopt-a-Field program, which saves the Board of Education the cost of maintaining athletic fields by having private groups pay for maintenance in exchange for blocks of reserved use during nonschool hours. The REM team solicits proposals and negotiates agreements for artificial turf field use and cost sharing as the program expands at high schools throughout the county.

### Property Acquisition and Disposition

The REM team identifies, negotiates, and acquires sites for future schools through dedication or by purchase. The REM team collaborates with property owners and developers to provide safe pedestrian access to schools at no cost. The REM team also resolves school property boundary issues and coordinates the review and approval of license agreements and memoranda of understanding with local and bi-county agencies for use of portions of school sites. The REM Team oversees the process for acquiring and granting easements to help facilitate school construction and renovation and improve the provision of public utilities to school sites.

### Space Management

The REM team consults with school and central services staff on the need for additional space for school programs and administrative use and identifies surplus MCPS space that can be made available on a leased basis for complementary child-care tenant programs and MCPS administrative programs and other appropriate uses.

### Interagency Coordination

The REM team participates on multi-agency committees to plan for future schools and child-care needs, resolves problems, and identifies new revenue sources. These multi-agency committees include the Maryland-National Capital Park and Planning Commission Development Review Committee, the Interagency Coordinating Board's Child Care Committee, the Montgomery County Department of Transportation, the Montgomery County Transmission Facilities Coordinating Group, and the Montgomery County Department of Health and Human Services.

## ACCOMPLISHMENTS AND INITIATIVES

- » Received State Clearing House approval for Clarksburg/Damascus Middle School #2, William H. Farquhar Middle School, Bethesda-Chevy Chase Middle School #2, and Richard Montgomery Elementary School #5.
- » Participated in the site selection process and drafting of the Site Selection Advisory Committee report for a school site in the Clarksburg Cluster.
- » Bid and awarded a short-term lease for the Grosvenor Center holding school.
- » Negotiated a lease amendment for MCPS space at Festival at Muddy Branch, reducing the lease rate by 11 percent.
- » Negotiated colocation agreement for the Sherwood High School cell tower.
- » Bid and awarded a before- and after-school child care program for the new Wilson Wims Elementary School.
- » Completed the Real Estate Management Team Strategic Plan, process map updates, and work program break-down structure.
- » Created a tracking system for Real Estate Management Work Requests.
- » Planned, coordinated, and hosted a Customer Service professional learning community.
- » Participated in the Before and After Child Care Work Group for new Montgomery County child care regulations and administrative procedures.

**PERFORMANCE MEASURES**

**Performance Measure:** The Real Estate Management Fund maintains self-supporting balances.

	<b>FY 2014 Actual</b>	<b>FY 2015 Estimate</b>	<b>FY 2016 Recommended</b>
Revenues	\$2,744,862	\$3,061,694	\$3,143,372
Expenses	\$2,845,571	\$3,039,390	\$3,271,985
Net Income	\$(100,709)	\$22,304	\$(128,613)

**Explanation:** This measures the ability to balance revenues and expenses. A decrease in available child-care space caused by increasing school enrollments will continue to affect joint-occupancy income. Additionally, the uncertainty of establishing new cell tower locations decreases the projected revenue. However, cell tower revenue and temporary holding school leases are projected to offset some of these impacts. The recommendation for FY 2016 is to reduce levels of expenditures and maintain the fund assets above 10 percent.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this fund is \$3,257,703, an increase of \$91,656 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$91,656**

*Continuing Salary Costs—(\$8,344)*

There is a decrease of \$8,344 for continuing salary costs. The cost associated with the salary step and GWA of 2 percent that employees will receive on October 3, 2015, as well as the annualized cost of the FY 2015 salary step and GWA of 1.5 percent that was provided to eligible employees on November 29, 2014, is offset by reductions for staff turnover.

*Realignments to Meet Expenditure Requirements and Priorities—\$100,000*

There are a number of realignments budgeted to address priority spending needs within this fund. There is \$201,059 realigned among and between accounts budgeted within the fund. The realignments are neutral overall and reflect the actual costs and operations of this fund. In addition, there is a realignment of \$100,000 from the Entrepreneurial Activities Fund to this fund to support facility rental costs.

# Real Estate Management Fund - 850

## James C. Song, Director II

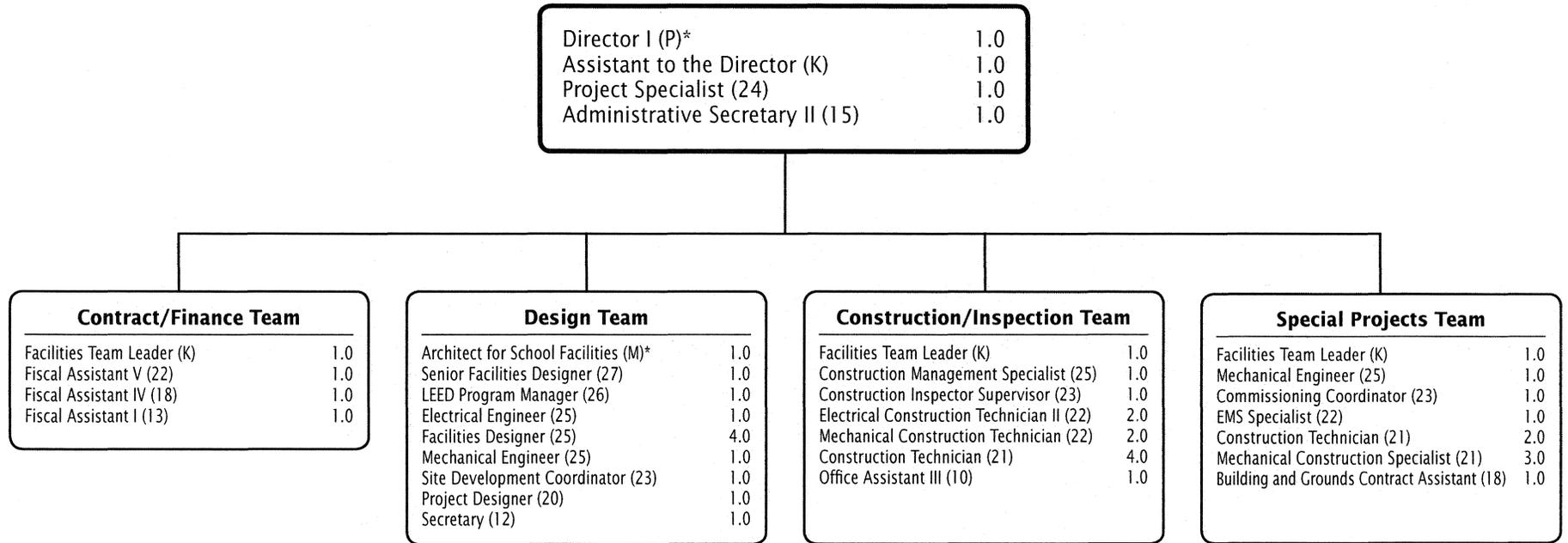
Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	7.000	7.000	7.000	<b>7.000</b>	
Position Salaries	\$383,386	\$413,105	\$413,105	<b>\$395,000</b>	(\$18,105)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		73,677	73,677	<b>35,519</b>	(38,158)
Other		79,611	79,611	<b>30,101</b>	(49,510)
Subtotal Other Salaries	10,625	153,288	153,288	<b>65,620</b>	(87,668)
<b>Total Salaries &amp; Wages</b>	<b>394,011</b>	<b>566,393</b>	<b>566,393</b>	<b>460,620</b>	(105,773)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		1,875,722	1,875,722	<b>2,049,281</b>	173,559
<b>Total Contractual Services</b>	1,604,523	1,875,722	1,875,722	<b>2,049,281</b>	173,559
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		5,700	5,700	<b>5,700</b>	
Other Supplies & Materials		42,604	42,604	<b>32,604</b>	(10,000)
<b>Total Supplies &amp; Materials</b>	35,491	48,304	48,304	<b>38,304</b>	(10,000)
<b>04 Other</b>					
Local/Other Travel		3,693	3,693	<b>5,193</b>	1,500
Insur & Employee Benefits		160,851	160,851	<b>166,780</b>	5,929
Utilities					
Miscellaneous		482,225	482,225	<b>527,825</b>	45,600
<b>Total Other</b>	788,046	646,769	646,769	<b>699,798</b>	53,029
<b>05 Equipment</b>					
Leased Equipment		19,159	19,159		(19,159)
Other Equipment		9,700	9,700	<b>9,700</b>	
<b>Total Equipment</b>	18,482	28,859	28,859	<b>9,700</b>	(19,159)
<b>Grand Total</b>	<b>\$2,840,553</b>	<b>\$3,166,047</b>	<b>\$3,166,047</b>	<b>\$3,257,703</b>	<b>\$91,656</b>

# Real Estate Management Fund - 850

James C. Song, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
51	M Team Leader		1.000	1.000	1.000	<b>1.000</b>	
51	16 Fiscal Assistant III		1.000	1.000	1.000	<b>1.000</b>	
51	15 Data Systems Operator II		.500	.500	.500	<b>.500</b>	
51	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
51	12 Building Service Manager II		2.000	2.000	2.000	<b>2.000</b>	
51	10 Build Svcs Asst Mgr I Shft 2		1.000	1.000	1.000	<b>1.000</b>	
51	6 Building Service Wkr Shft 1		.500	.500	.500	<b>.500</b>	
	<b>Total Positions</b>		<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	

# Division of Construction



F.T.E. Positions 2.0\*

(\*In addition, the chart includes 40.0 positions funded by the Capital Budget)

**MISSION** *The mission of the Division of Construction is to efficiently manage planning, design, and construction processes to provide high-quality learning environments.*

**MAJOR FUNCTIONS**

**Capital Improvement Program Planning**

This division coordinates the development of the six-year Capital Improvements Program (CIP), in conjunction with the Division of Long-range Planning, and manages facilities planning, design, and construction activities for capital projects through four teams, each of which is responsible for specific activities.

**Capital Project Design**

The Design Team procures architectural/engineering services, coordinates design activities with consultants and project stakeholders, secures approvals for plans and specifications from outside agencies, and coordinates construction bidding. This team also assists with the capital budget process by preparing cost estimates and expenditure requirements for capital projects.

**Special Projects Management—Relocatable Classrooms; Heating, Ventilation and Air Conditioning (HVAC) Replacement; and Other Special Projects**

The Special Projects Management team implements relocatable classroom moves and plans and constructs special capital projects, such as accessibility modifications for individuals with disabilities, improved safe vehicular/pedestrian access to school sites, systemic HVAC replacements, building modifications, and program improvements.

**Construction Management and Inspection**

The Construction Inspection Team administers major capital projects during the construction phase to ensure that work complies with plans and specifications and is completed on time.

**Capital Financial Management**

The Fiscal Management Team manages spending for capital projects; initiates and reviews payments for completed work; ensures that contracts comply with federal, state, and local government requirements; and monitors and reports on Minority Business Enterprise (MBE) participation. This team also is responsible for outreach efforts to support minority businesses as part of the effort to achieve the Board of Education’s goal for MBE participation in construction-related activities.

**ACCOMPLISHMENTS AND INITIATIVES**

In Fiscal Year (FY) 2014, the Division of Construction successfully completed the following projects:

- » Revitalization and expansion of Gaithersburg High School
- » Revitalization and expansion of Bel Pre Elementary School
- » New construction of Wilson Wims Elementary School
- » Addition to Waters Landing Elementary School

In FY 2015, the following projects will be under construction:

- » Revitalization and expansion of Candlewood and Rock Creek Forest elementary schools
- » Revitalization and expansion of Wheaton and Thomas Edison high schools
- » Construction of the new Clarksburg/Damascus and William H. Farquhar middle schools
- » Additions to Arcola, Bethesda, North Chevy Chase, and Rosemary Hills elementary schools and Clarksburg High School

The division also provides design and management oversight of countywide CIP projects, including *Americans with Disabilities Act of 1990* (ADA) compliance retrofits, building modifications and program improvements, fire safety code upgrades, HVAC replacements, improved (safe) access to schools, Washington Suburban Sanitary Commission compliance, and relocatable classrooms.

**PERFORMANCE MEASURES**

**Customer Focus**

**Performance Measure:** Customer satisfaction with a major capital project (Rating scale 1/low to 5/high).

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
4.7	4.9	4.9

**Explanation:** This measures the building principal and staff satisfaction with design and construction processes.

**Employee Focus**

**Performance Measure:** Employee satisfaction survey of division staff (Rating scale 1/low to 5/high).

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
3.9	4.0	4.0

**Explanation:** This measures the division’s staff satisfaction with the work environment.

**Performance Measure:** Average project change order percentage.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
5.6%	4.4%	4.0%

**Explanation:** This measures the accuracy of the contract plans and number of owner changes during construction.

**Performance Measure:** Construction cost per square foot.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
\$237	\$254	\$259

**Explanation:** This measures the cost effectiveness of building designs used to meet program requirements and building standards.

**Organizational Results**

**Performance Measure:** Timely completion of major capital projects.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
100%	100.0%	100.0%

**Explanation:** This measures the timely completion of design and construction projects and variance of bid costs versus project budgets.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this division is \$253,150, an increase of \$7,620 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$7,620**

*Continuing Salary Costs—\$7,620*

There is an increase of \$7,620 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

# Division of Construction - 322

Dr. Richard Shuman Jr., Director I

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	2.000	2.000	2.000	<b>2.000</b>	
Position Salaries	\$234,895	\$245,530	\$245,530	<b>\$253,150</b>	\$7,620
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>	234,895	245,530	245,530	<b>253,150</b>	7,620
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>					
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>					
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$234,895</u>	<u>\$245,530</u>	<u>\$245,530</u>	<u><b>\$253,150</b></u>	<u>\$7,620</u>

## Division of Construction - 322

Dr. Richard Shuman Jr., Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
1	P Director I		1.000	1.000	1.000	<b>1.000</b>	
1	M Architect - School Facilities		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	

## Division of Long-range Planning

Director I (P)	1.0
Coordinator GIS Services (26)	1.0
Senior Facilities Planner (26)	1.0
Planner II (24)	2.0*
Administrative Secretary II (15)	1.0

F.T.E. Positions 4.0

(\*In addition, the chart includes 2.0 positions funded by the Capital Budget)

**MISSION** *The mission of the Division of Long-range Planning (DLRP) is to prepare decision makers and the community to address changes in enrollment and instructional programs through the development of high-quality data analysis, planning strategies, and long-range facility plans.*

## MAJOR FUNCTIONS

### Demographic Analyses and Enrollment Forecasting

DLRP conducts research on demographic trends and briefs Montgomery County Public Schools (MCPS) leadership periodically. Drawing on demographic research, staff develops enrollment projections for the system as a whole, for special programs, and for each school. These projections include annual enrollments for the six-year Capital Improvements Program (CIP) and for 10 and 15 years into the future. Enrollment projections are prepared each fall and are updated each spring. These projections are critical to the formulation of the operating budget and the six-year CIP. Accurate enrollment projections ensure sufficient funding is requested to meet student needs and that limited resources are allocated wisely.

DLRP participates in county master plan processes and prepares the “schools test” for the county’s subdivision staging policy. DLRP staff monitors the local economy and housing market to support forecasting and long-range planning. DLRP develops and maintains Geographical Information Systems applications and a demographic and facility-planning database, which are necessary for enrollment forecasting; facility planning; boundary, roundtable, and consortia studies; and other types of planning analysis.

### Facility Planning and Capital Programming

Based on enrollment projections and analysis of individual school facility utilizations, DLRP develops plans to address school space needs. A variety of planning strategies are used, including relocatable classrooms for interim use, boundary changes, student choice consortia, and construction of new schools and additions. DLRP also includes revitalization/expansion of older schools, technology modernization, and countywide systemic projects in CIP planning. DLRP staff works closely with school communities, the divisions of Construction and Maintenance, and the superintendent of schools to develop a recommended six-year CIP for the Board of Education’s review and approval. After adoption by the County Council, DLRP publishes the Educational Facilities Master Plan for submission to the Maryland State Department of Education for review and comment.

DLRP implements approved capital and noncapital planning actions by collaborating with school communities and other MCPS staff to develop educational specifications, facilitate boundary studies, roundtable studies, and student choice consortia studies, and to determine instructional program placements—including special education programs, prekindergarten programs, English for Speakers of Other

Languages centers, centers for the highly gifted, language immersion programs, and others. DLRP annually determines the placement of relocatable classrooms, based on school utilization levels and staffing allocation.

### School Service Area Information

DLRP is responsible for maintaining accurate school boundaries and making this information available to the public online. In addition, DLRP provides a telephone boundary information service that provides callers with official school assignments for specific addresses. The customers of this boundary service are school staff, members of the real estate community, and the general public.

## ACCOMPLISHMENTS AND INITIATIVES

- » DLRP achieved a high level of enrollment forecast accuracy in FY 2014. Total MCPS enrollment was just six students above forecast (99.99 percent accurate). At the more challenging level of individual school enrollment forecasts, 166 of the 202 schools were within 5 percent of forecast (82.2 percent accurate).
- » DLRP successfully facilitated the superintendent and executive staff development of the FY 2015–2020 CIP, and prepared the CIP and Educational Facilities Master Plan documents for publication.
- » DLRP, with the Real Estate Management Team, conducted a site-selection process for a new elementary school in the Clarksburg Cluster. DLRP conducted a community outreach effort to gather input for the Board of Education Policy Management Committee on Policy CNE: Facility Improvements That Are not Funded with Montgomery County Revenue.
- » DLRP participated in three feasibility studies and eight design development processes with the Division of Construction. DLRP collaborated with the Department of Student Services on office space planning for itinerant staff, and with the Department of Special Education on program locations and expansions.
- » DLRP improved the user interface and capabilities of the “school assignment locator” application to better assist schools, families, and the public with identification of school of assignments for county addresses.
- » DLRP collaborated with the Montgomery County Planning Department to ensure school impacts and site needs (where appropriate) were considered in the Bethesda Downtown, Ashton/Sandy Spring, and White Oak Science Gateway sector plans.
- » DLRP provided cluster enrollment forecast and utilization data for adoption in the Montgomery County Planning Board’s FY 2014 Subdivision Staging Policy that regulates residential subdivision approvals and generates revenue through school facility payments.
- » DLRP collaborated with the Montgomery County Planning Department to institute a new method for obtaining student generation rates for various housing types. This provides more accurate information for projecting the impact of new housing on enrollment.

**PERFORMANCE MEASURES**

**Performance Measure:** Enrollment forecast accuracy of countywide one-year forecast.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
99.9%	99.5%	99.5%

**Explanation:** The accuracy of the countywide enrollment projections is critical to the development of the overall operating and capital budgets.

**Performance Measure:** Enrollment forecast accuracy of countywide six-year forecast.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
91.6%	98.0%	98.0%

**Explanation:** The accuracy of the six-year forecast is critical to the development of long-range facility plans for the CIP and for multiyear operating budgets.

**Performance Measure:** Enrollment forecast accuracy of individual school's one-year forecast.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
82.2%	80.0%	80.0%

**Explanation:** The accuracy of individual school forecasts is critical to operating and capital budget decisions regarding distribution of resources (e.g., staffing, supplies, and relocatable classrooms).

**Performance Measure:** Community involvement in planning; "opportunity to participate."

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
100%	95.0%	95.0%

**Explanation:** Measuring participants' sense of opportunity to participate in division advisory committees provides valuable feedback on perceptions of access to MCPS processes.

**Performance Measure:** Community involvement in planning; "ideas respected and thoughts represented."

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
100%	95.0%	95.0%

**Explanation:** Measuring representation and respect for participant activity in division advisory committees provides valuable feedback on issues that are important in the community and need to be considered by MCPS decision makers.

**Performance Measure:** Community involvement in planning; "process surfacing community viewpoints."

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
100%	95.0%	95.0%

**Explanation:** Measuring participants' views on how well planning processes are surfacing community viewpoints provides valuable feedback on the efficacy of these processes and the completeness of input received.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this division is \$452,016, an increase of \$7,127 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$7,127**

*Continuing Salary Costs—\$7,127*

There is an increase of \$7,127 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

*Realignments to Meet Expenditure Requirements and Priorities—\$0*

There are a number of realignments budgeted to address priority spending needs within this division. There is an increase of \$1,600 for telephone costs and a corresponding decrease of \$1,600 for contractual services. In addition, there is a \$2,600 increase for dues, registrations, and fees and a corresponding decrease of \$1,300 for office supplies and \$1,300 for program supplies to reflect the actual costs and operations of the division.

## Division of Long-range Planning - 335

Bruce Crispell, Director I

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	4.000	4.000	4.000	<b>4.000</b>	
Position Salaries	\$408,338	\$423,064	\$423,064	<b>\$430,161</b>	\$7,097
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		1,211	1,211	<b>1,241</b>	30
Other					
Subtotal Other Salaries	1,464	1,211	1,211	<b>1,241</b>	30
<b>Total Salaries &amp; Wages</b>	409,802	424,275	424,275	<b>431,402</b>	7,127
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		12,500	12,500	<b>10,900</b>	(1,600)
<b>Total Contractual Services</b>	6,256	12,500	12,500	<b>10,900</b>	(1,600)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		2,583	2,583	<b>1,283</b>	(1,300)
Other Supplies & Materials		3,302	3,302	<b>2,002</b>	(1,300)
<b>Total Supplies &amp; Materials</b>	6,267	5,885	5,885	<b>3,285</b>	(2,600)
<b>04 Other</b>					
Local/Other Travel		2,229	2,229	<b>4,829</b>	2,600
Insur & Employee Benefits					
Utilities				<b>1,600</b>	1,600
Miscellaneous					
<b>Total Other</b>	1,520	2,229	2,229	<b>6,429</b>	4,200
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$423,845</u>	<u>\$444,889</u>	<u>\$444,889</u>	<u><b>\$452,016</b></u>	<u>\$7,127</u>

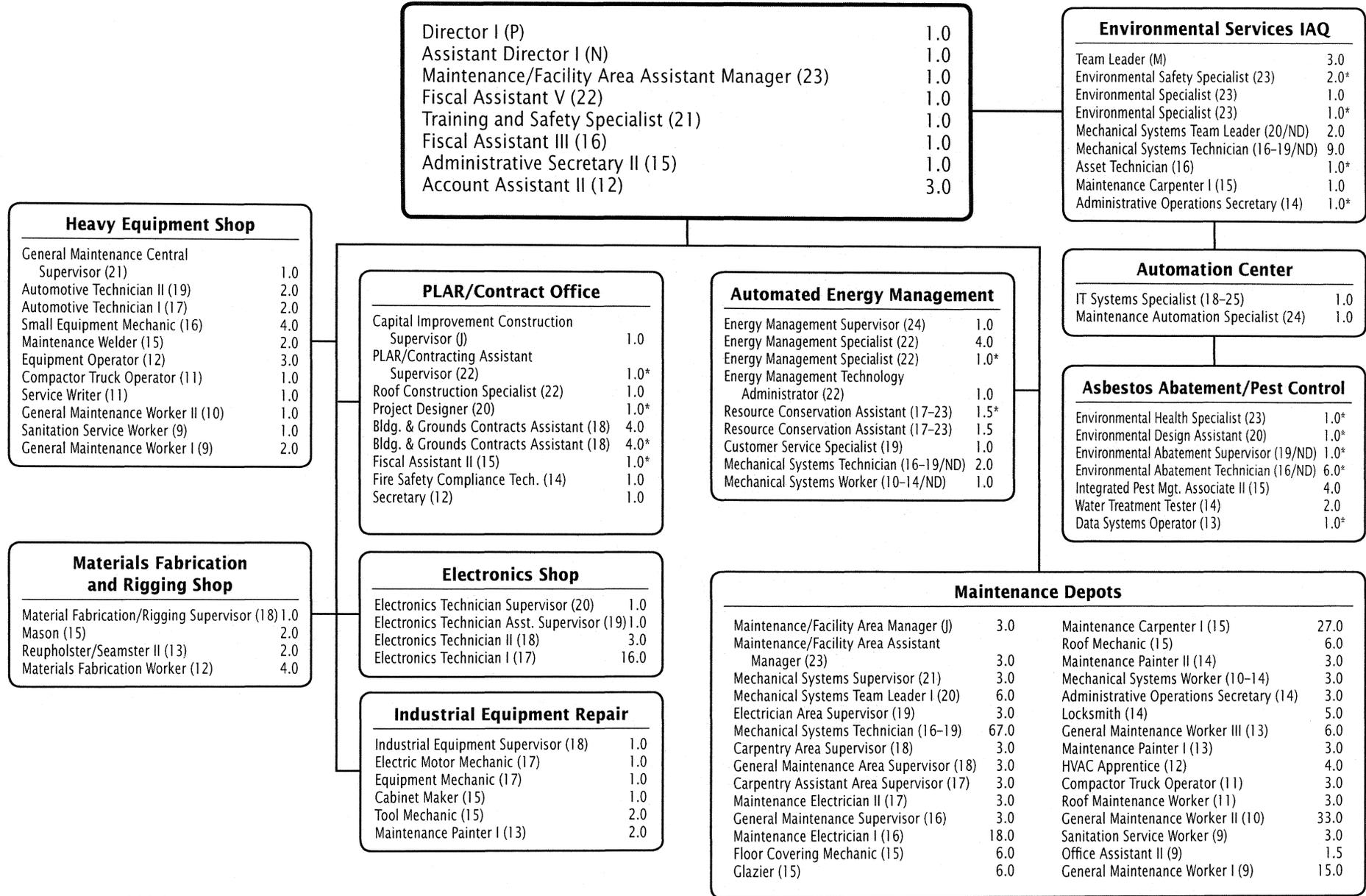
## Division of Long-range Planning

Bruce Crispell, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
1	P Director I		1.000	1.000	1.000	<b>1.000</b>	
1	26 Coordinator GIS Services		1.000	1.000	1.000	<b>1.000</b>	
1	26 Sr. Facilities Planner		1.000	1.000	1.000	<b>1.000</b>	
1	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	

# Division of Maintenance

Chapter 8 – 59



F.T.E. Positions 360.0

(\*In addition, the chart includes 23.5 positions funded by the Capital Budget and 1.0 is funded by ICB.)

ND Night Differential = Shift 2

**MISSION** *The mission of the Division of Maintenance (DOM) is to support student success by working as a team to sustain high-quality learning environments through maintenance and repair, environmental and indoor air quality (IAQ) services, capital asset replacements, and automated energy management.*

## **MAJOR FUNCTIONS**

The Division of Maintenance provides supervisory and administrative support to plan, program, and manage four major functional areas for all MCPS facilities—maintenance and repair, environmental and indoor air quality (IAQ) services, capital asset replacements, and automated energy management. These varied operations are coordinated and performed by three regional maintenance depots (Bethesda, Clarksburg, and Randolph) and one central depot (Shady Grove).

### **Maintenance and Repair**

DOM performs a wide variety of maintenance and repair services and some preventive maintenance services at all MCPS facilities. It makes repairs to building components and systems in the areas of heating, ventilation, and air conditioning (HVAC); electrical; plumbing; and carpentry. It provides general maintenance services, such as grass-cutting for large fields, snow and ice removal for driveways and parking lots, and hauling and excavation services. The division also coordinates requirements for contracted maintenance and repair services for elevators, heating and air conditioning systems, and other building systems and components that are beyond the capabilities of in-house personnel.

### **Environmental and Indoor Air Quality Services**

The division performs facility-related environmental services, including the following: IAQ and related preventive maintenance for HVAC systems; fire and life safety compliance; trash removal; hazardous waste management and disposal; storm water management; maintenance of fats, oils, and grease interceptors; integrated pest management services; water-treatment of HVAC systems; and underground storage tank management and removal. It also employs trained and licensed specialists who conduct regular inspections and remove and dispose of asbestos-containing materials when required by regulations.

### **Capital Asset Replacements**

The Planned Life-cycle Asset Replacement (PLAR) and Contracting section plans, programs, coordinates, and manages contracted projects to refurbish or replace facility equipment and building components such as, but not limited to, asphalt and concrete surfaces, building roofs, fire safety systems, restrooms, carpet and floor tile, lighting and ceiling tiles, doors and windows, bleachers, grandstands, and lockers.

### **Automated Energy Management**

The Automated Energy Management section operates and maintains computerized controls for heating and cooling systems. They optimize equipment programming to maintain temperature set-points to meet county guidelines. They implement a Peak Load Management strategy to monitor each building's energy usage and maximize energy cost savings. They also coordinate scheduling of heating and air conditioning for the Interagency Coordinating Board (ICB) for Community Use of Public Facilities.

## **ACCOMPLISHMENTS AND INITIATIVES**

Accomplishments for the Division of Maintenance in FY 2014 include the following:

- » Completed 59,862 maintenance and repair work orders.
- » Managed 189 capital replacement projects.
- » Coordinated compliance with the Montgomery County Municipal Separate Storm Sewer System (MS4) permit.
- » Conducted semiannual inspections and updated management plans for asbestos abatement in more than 95 facilities, as required by the federal Asbestos Hazard Emergency Response Act.
- » Completed investigations and responses to 233 IAQ complaints.
- » Tested and certified more than 220 fire alarm and sprinkler systems in all schools and administrative facilities (Montgomery County Fire Code and National Fire Protection Association Life Safety Code).
- » Inspected more than 500 relocatable classroom buildings for physical condition and indoor air quality.
- » Performed integrated pest management in more than 222 facilities; maintained records and provided required notifications of pest control applications (state of Maryland).
- » With new environmental site design practices being incorporated into school construction and storm water management designs, the division also maintains “green roofs” and bioretention facilities.

DOM continued to improve its work processes and levels of production through implementation of various initiatives and professional development of the workforce:

- » DOM is continuing a multiyear process of improving business efficiencies based on “lean” management concepts. Included in this initiative are ongoing enhancements to the computerized maintenance management system (“Maximo”) to expand supervisors’ and managers’ capabilities to process and monitor work orders, analyze the backlog of work and other performance data, track and control inventory, and provide short- and long-term management of facility assets. The system has become more user-friendly, with web-based access that allows customers to easily request

work and to monitor work order status and history. In FY 2014, the Automation Team continued refining enhancements to the upgraded work order and asset management system. New features, such as automated e-mails to work requestors, custom reports, and specialized routing of work orders, are geared to keep our customers informed and increase productivity. The team also has been creating preventive maintenance records that automatically generate important work orders to keep our critical equipment operating. Finally, the division implemented an inventory application that will help monitor spare parts and supplies.

- » DOM continued to maintain its website to provide essential customer support information to schools and staff on maintenance organization, capabilities, services, procedures, points of contact for assistance, and performance measures.
- » The division continued its tradition of providing annual workforce briefings and divisionwide meetings to review business performance and thereby increase employee engagement in the success of the organization. Participants in these meetings shared information and discussed priorities, expectations, and special subjects of interest. Key leaders in the division participated in monthly meetings to discuss operational issues, share successful practices, and review other developmental topics.
- » DOM completed and published an equity action plan in FY 2012. As part of that plan, the division has continued to focus on improving procedures for interviewing and selecting candidates to fill vacant positions and for ensuring fair and equitable job competition. Staff from the division participated in a department study circle on equity.
- » To address customer concerns and expectations for thermal comfort, the Division of Maintenance operates a state-approved apprenticeship program for four HVAC mechanic trainees who, upon graduation, are assigned to permanent positions. This four-year training program, now in its second cycle, has helped the division to improve long-term management of vacancies in this critical trade, with corresponding improvements in customer service. These apprentices completed their third year of school in FY 2014.
- » As a means of enhancing workforce involvement in long-term business success, the division fosters employee understanding and ownership of the strategic business plan by including a cross section of the workforce in periodic updates of the plan and by providing all employees with copies of updated plans. In FY 2014, the division conducted the next review and update of its business strategic plan, in alignment with the school system’s plan

One main focus of the division’s mission is customer service. The collective and measurable successes of customer service initiatives include improving productivity, stabilizing backlogs of work, improving levels of employee morale and job satisfaction, minimizing employee grievances, improving

employee perceptions of their leaders, and steadily increasing customer satisfaction. In summary, DOM continues to contribute to student success by effectively employing its limited resources to meet the maintenance and related service needs of a growing facilities inventory.

## PERFORMANCE MEASURES

**Performance Measure:** Customer Satisfaction (Scale: 1–Poor to 5–Excellent).

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
4.0	4.0	4.1

**Explanation:** The Baldrige National Quality Program suggests that standards of service quality should be customer driven. Therefore, the level of customer satisfaction is a core performance measure for delivery of maintenance and repair services. Performance information for FY 2014 is based on January 2014 survey responses from 111 schools that reported levels of satisfaction with both the timeliness and quality of maintenance and repair services.

**Performance Measure:** Total number of maintenance work orders completed during the fiscal year.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
59,862	60,000	60,000

**Explanation:** The total number of maintenance work orders completed is a direct measure of completed work effort in support of customers, schools, and facilities. Documented annual increases in work output occurred from FY 2003 to FY 2006, with consistent growth in the major trade areas (e.g., carpentry, electrical, general maintenance, and mechanical systems). From FY 2011 to FY 2014, the total number of completed work orders has stabilized at around 60,000 work orders. Some annual variations are to be expected.

**Performance Measure:** Employee Satisfaction (Scale: 1–Poor to 5–Excellent).

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
4.0	4.0	4.0

**Explanation:** Levels of productivity and efficiency in an organization are closely related to how employees feel about their workplace environment, wages and benefits, the quality of supervision, and opportunities for professional development and career advancement. Employee satisfaction levels for FY 2014 are based on surveys performed in October 2013, as part of the director’s annual workforce briefings. Employee satisfaction data slowly improved over seven years, and have leveled off for the past four years.

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**OVERVIEW OF BUDGET CHANGES**

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**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this division is \$34,466,608, an increase of \$1,268,494 over the current FY 2015 budget. An explanation of this change follows.

***Same Service Level Changes—\$1,392,547***

***Continuing Salary Costs—\$648,010***

There is an increase of \$648,010 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

***Other—\$744,537***

The budget includes additional funds of \$516,000 for environmental compliance mandates related to stormwater management, bioretention ponds, and green roofs and tree maintenance. The budget also includes an additional \$140,000 for equipment to purchase four tanks for brine application and snow plow boxes to improve emergency weather response operations. In addition, applying an inflation factor of three percent increases the budget for maintenance supplies by \$88,537.

***Program Efficiencies and Reductions—(\$124,053)***

There is reduction of \$30,516 for refuse tax and \$5,000 for contractual services. In addition, there is a reduction of \$88,537 for the 3 percent inflation rate applied to maintenance supplies. Efficiencies will be implemented to ensure that supply purchases stay within budget.

# Division of Maintenance - 323/338/339

Lynne Zarate, Director I

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	360.000	360.000	360.000	<b>360.000</b>	
Position Salaries	\$20,855,581	\$23,033,203	\$23,033,203	<b>\$23,663,346</b>	\$630,143
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other		714,682	714,682	<b>732,549</b>	17,867
Subtotal Other Salaries	976,411	714,682	714,682	<b>732,549</b>	17,867
<b>Total Salaries &amp; Wages</b>	21,831,992	23,747,885	23,747,885	<b>24,395,895</b>	648,010
<b>02 Contractual Services</b>					
Consultants		11,055	11,055	<b>11,055</b>	
Other Contractual		2,308,359	2,308,359	<b>2,303,359</b>	(5,000)
<b>Total Contractual Services</b>	2,244,462	2,319,414	2,319,414	<b>2,314,414</b>	(5,000)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		582	582	<b>582</b>	
Other Supplies & Materials		3,225,898	3,225,898	<b>3,225,898</b>	
<b>Total Supplies &amp; Materials</b>	3,643,688	3,226,480	3,226,480	<b>3,226,480</b>	
<b>04 Other</b>					
Local/Other Travel		2,889	2,889	<b>2,889</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		2,679,425	2,679,425	<b>3,164,909</b>	485,484
<b>Total Other</b>	2,263,780	2,682,314	2,682,314	<b>3,167,798</b>	485,484
<b>05 Equipment</b>					
Leased Equipment		886,561	886,561	<b>886,561</b>	
Other Equipment		335,460	335,460	<b>475,460</b>	140,000
<b>Total Equipment</b>	1,201,186	1,222,021	1,222,021	<b>1,362,021</b>	140,000
<b>Grand Total</b>	<u>\$31,185,108</u>	<u>\$33,198,114</u>	<u>\$33,198,114</u>	<u>\$34,466,608</u>	<u>\$1,268,494</u>

## Division of Maintenance - 323/338/339

Lynne Zarate, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>323 Division of Maintenance</b>						
11	P Director I		1.000	1.000	1.000	<b>1.000</b>	
11	N Assistant Director I		1.000	1.000	1.000	<b>1.000</b>	
11	J Maintenance Facility Area Mgr		3.000	3.000	3.000	<b>3.000</b>	
11	J Capital Impr Construct Supv		1.000	1.000	1.000	<b>1.000</b>	
11	25 IT Systems Specialist		1.000	1.000	1.000	<b>1.000</b>	
11	24 Energy Mgt Supervisor		1.000	1.000	1.000	<b>1.000</b>	
11	24 Maintenance Automation Spec		1.000	1.000	1.000	<b>1.000</b>	
11	23 Resource Conservation Asst		1.500	1.500	1.500	<b>1.500</b>	
11	23 Environmental Specialist		1.000	1.000	1.000	<b>1.000</b>	
11	23 Maint/Facility Area Asst Mgr		4.000	4.000	4.000	<b>4.000</b>	
11	22 Fiscal Assistant V		1.000	1.000	1.000	<b>1.000</b>	
11	22 Energy Management Spec		4.000	4.000	4.000	<b>4.000</b>	
11	22 Energy Mgt Tech Admin		1.000	1.000	1.000	<b>1.000</b>	
11	22 Roof Construction Specialist		1.000	1.000	1.000	<b>1.000</b>	
11	21 Mechanical Systems Supervisor		3.000	3.000	3.000	<b>3.000</b>	
11	21 General Maint Central Supv		1.000	1.000	1.000	<b>1.000</b>	
11	21 Training and Safety Specialist		1.000	1.000	1.000	<b>1.000</b>	
11	20 Mech Systems Team Ldr Shft 1		6.000	6.000	6.000	<b>6.000</b>	
11	20 Electronic Technician Supv		1.000	1.000	1.000	<b>1.000</b>	
11	19 Energy Mgt Customer Svc Spec		1.000	1.000	1.000	<b>1.000</b>	
11	19 Mechanical Systems Tech Shft 1		67.000	67.000	67.000	<b>67.000</b>	
11	19 Mechanical Systems Tech Shft 2		2.000	2.000	2.000	<b>2.000</b>	
11	19 Electrician Area Supervisor		3.000	3.000	3.000	<b>3.000</b>	
11	19 Electronic Tech Asst Superv		1.000	1.000	1.000	<b>1.000</b>	
11	19 Auto Technican II Shift 1		2.000	2.000	2.000	<b>2.000</b>	
11	18 Carpentry Area Supervisor		3.000	3.000	3.000	<b>3.000</b>	
11	18 General Maintenance Area Supv		3.000	3.000	3.000	<b>3.000</b>	
11	18 Build & Grounds Contracts Asst		3.000	4.000	4.000	<b>4.000</b>	
11	18 Material Fabrication Sup		1.000	1.000	1.000	<b>1.000</b>	
11	18 Electronic Technician II		3.000	3.000	3.000	<b>3.000</b>	
11	18 Industrial Equipment Supv		1.000	1.000	1.000	<b>1.000</b>	
11	17 Carpentry Asst Area Supv		3.000	3.000	3.000	<b>3.000</b>	
11	17 Maintenance Electrician II		3.000	3.000	3.000	<b>3.000</b>	
11	17 Electric Motor Mechanic		1.000	1.000	1.000	<b>1.000</b>	
11	17 Electronic Technician I		16.000	16.000	16.000	<b>16.000</b>	
11	17 Paint Specialist		1.000				
11	17 Equipment Mechanic		1.000	1.000	1.000	<b>1.000</b>	
11	17 Auto Technican I Shift 1		2.000	2.000	2.000	<b>2.000</b>	
11	16 Fiscal Assistant III		1.000	1.000	1.000	<b>1.000</b>	
11	16 General Maintenance Supervisor		3.000	3.000	3.000	<b>3.000</b>	
11	16 Maintenance Electrician I		18.000	18.000	18.000	<b>18.000</b>	
11	16 Small Equipment Mechanic		4.000	4.000	4.000	<b>4.000</b>	
11	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
11	15 Integr Pest Mgt Assoc II		4.000	4.000	4.000	<b>4.000</b>	
11	15 Maintenance Carpenter I		27.000	27.000	27.000	<b>27.000</b>	

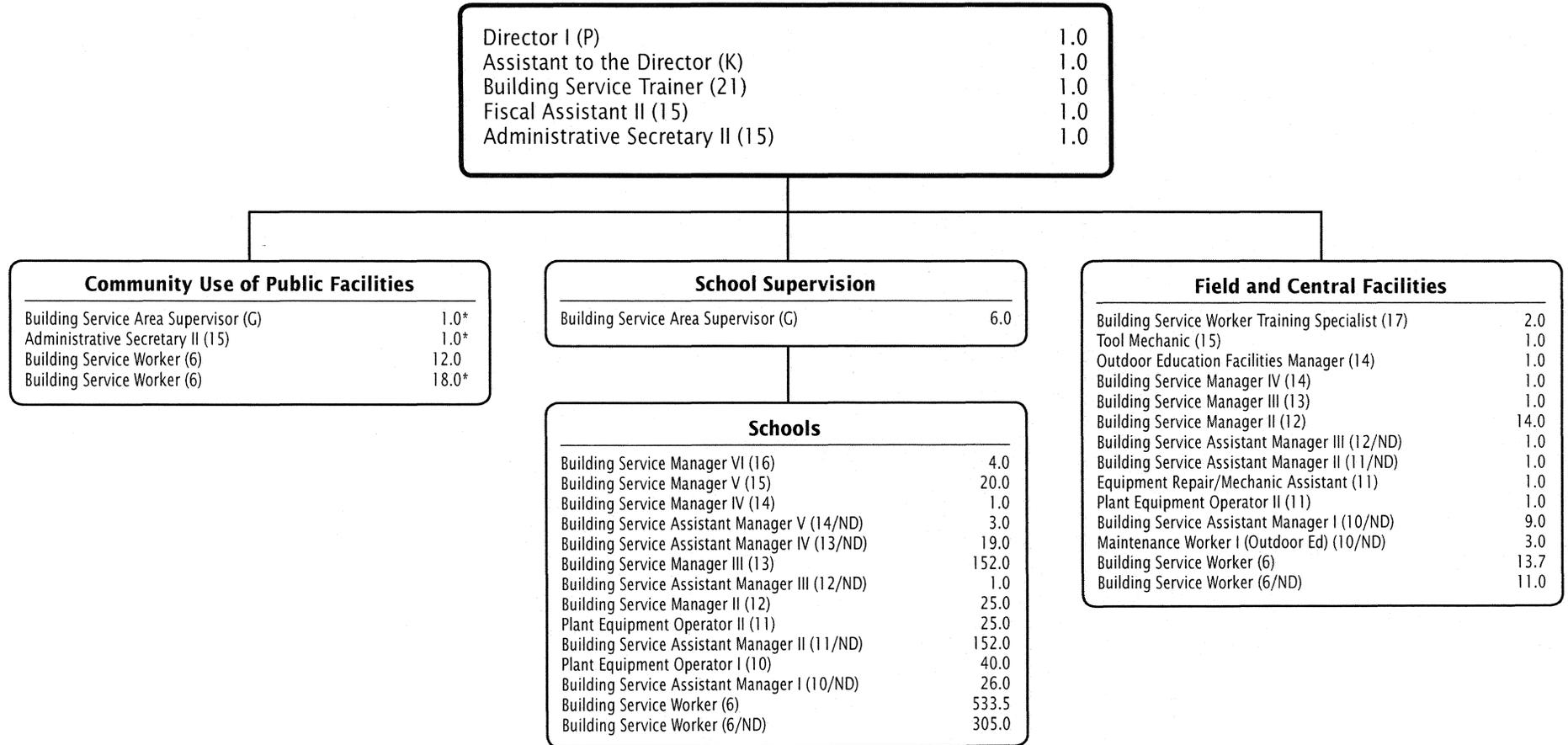
## Division of Maintenance - 323/338/339

Lynne Zarate, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>323 Division of Maintenance</b>						
11	15 Floor Covering Mechanic		6.000	6.000	6.000	6.000	
11	15 Roof Mechanic		6.000	6.000	6.000	6.000	
11	15 Glazier		6.000	6.000	6.000	6.000	
11	15 Tool Mechanic		2.000	2.000	2.000	2.000	
11	15 Cabinet Maker		1.000	1.000	1.000	1.000	
11	15 Maintenance Welder		2.000	2.000	2.000	2.000	
11	15 Mason		2.000	2.000	2.000	2.000	
11	14 Admin Operations Secretary		3.000	3.000	3.000	3.000	
11	14 Mechanical Sys Worker Shift 1		3.000	3.000	3.000	3.000	
11	14 Mechanical Sys Worker Shift 2		1.000	1.000	1.000	1.000	
11	14 Locksmith		5.000	5.000	5.000	5.000	
11	14 Maintenance Painter II		3.000	3.000	3.000	3.000	
11	14 Water Treatment Tester		2.000	2.000	2.000	2.000	
11	14 Fire Safety Compliance Tech.		1.000	1.000	1.000	1.000	
11	13 General Maintenance Worker III		6.000	6.000	6.000	6.000	
11	13 Reupholsterer Seamster II		2.000	2.000	2.000	2.000	
11	13 Maintenance Painter I		5.000	5.000	5.000	5.000	
11	12 Secretary		1.000	1.000	1.000	1.000	
11	12 Account Assistant II		3.000	3.000	3.000	3.000	
11	12 Equipment Operator		3.000	3.000	3.000	3.000	
11	12 Materials Fabrication Worker		4.000	4.000	4.000	4.000	
11	11 Roof Maintenance Worker		3.000	3.000	3.000	3.000	
11	11 Service Writer		1.000	1.000	1.000	1.000	
11	11 Compactor Truck Operator		4.000	4.000	4.000	4.000	
11	10 General Maintenance Worker II		34.000	34.000	34.000	34.000	
11	9 Office Assistant II		1.500	1.500	1.500	1.500	
11	9 General Maintenance Worker I		17.000	17.000	17.000	17.000	
11	9 Sanitation Serv Worker		4.000	4.000	4.000	4.000	
	<b>Subtotal</b>		<b>341.000</b>	<b>341.000</b>	<b>341.000</b>	<b>341.000</b>	
	<b>338 Indoor Air Quality</b>						
11	M Team Leader		3.000	3.000	3.000	3.000	
11	20 Mech Systems Team Ldr Shft 2		2.000	2.000	2.000	2.000	
11	19 Mechanical Systems Tech Shft 2		9.000	9.000	9.000	9.000	
11	15 Maintenance Carpenter I		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>15.000</b>	<b>15.000</b>	<b>15.000</b>	<b>15.000</b>	
	<b>339 Maintenance Apprenticeship Program</b>						
11	12 HVAC Apprentice		4.000	4.000	4.000	4.000	
	<b>Subtotal</b>		<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	
	<b>Total Positions</b>		<b>360.000</b>	<b>360.000</b>	<b>360.000</b>	<b>360.000</b>	

# Division of School Plant Operations

Chapter 8 – 66



F.T.E. Positions 1,390.2

(\*In addition, the chart includes 20.0 positions funded by ICB. The 1,306.5 positions in schools also are shown on K-12 charts in Chapter 1)

ND Night Differential = Shift 2

**MISSION** *The mission of the Division of School Plant Operations (DSPO) is to provide building services with qualified people to ensure a clean, safe, comfortable, and attractive facility environment that is conducive to health and learning by using efficient, effective techniques and materials.*

## MAJOR FUNCTIONS

### Facility Operations

DSPO staff directs school-based staff that provides cleaning, grounds care, minor maintenance, facility systems monitoring, and other building services and supports. DSPO maintains the cleanliness and operations of facilities by supervising building service staff; conducting formal inspections; and managing the inventory of housekeeping supplies, equipment, and materials. Building service supervisors visit schools frequently to perform formal and informal inspections and training. Also they advise principals on the site-based management of building service staff. They help building service staff members carry out effective building service procedures to ensure that quality standards are sustained. DSPO staff provide emergency response support and remediation, including oversight, staff, and equipment necessary to restore buildings to normal operations and ensure that essential programs can continue with minimal interruption. DSPO staff also schedules and provides supervision and building service workers for community use of schools.

### Building Service Staff Training

DSPO administers a comprehensive training program for building service staff that includes instruction in basic custodial techniques and processes, operation and maintenance of custodial and facility heating, ventilation, and air conditioning equipment, and supervisory and leadership skills. This includes designing, scheduling, and administering regular classroom courses and providing practical, hands-on instructional experiences. DSPO also provides individualized on-site training and support to schools on systematic team cleaning and other best practices for the effective management of building service programs.

### Custodial Equipment Repair

DSPO operates a custodial equipment repair shop that restores inoperable equipment to service in facilities. Existing equipment is assessed and repaired. If the equipment is not able to be repaired, suitable replacement equipment is provided. Equipment that is deemed not repairable is stripped of all working parts for use in other equipment. To ensure timely customer service, the Equipment Repair Shop operates vehicles that are equipped with repair tools and supplies that allow staff to repair equipment on site. Approximately 1,300 pieces of equipment are repaired each year.

### Financial Management

DSPO administers, manages, and monitors custodial fund allocations to schools for building services. Financial processes to support effective facility operations include account oversight for the purchase of custodial equipment and materials, employee uniforms, use of substitutes, and position management. Training and support is provided to school-based staff to ensure that salary costs associated with work performed by building service staff for community use of public facilities is properly accounted and reimbursed.

## ACCOMPLISHMENTS AND INITIATIVES

- » DSPO staff implemented an Emergency Response Team (ERT) approach to respond, report, and remediate emergency conditions that occur at schools. During emergency situations, such as inclement weather events or power outages when full deployment of staff may not be required, ERT leaders respond, access, and report conditions at neighboring schools, and may begin remediation processes when necessary. This process enables rapid communication of conditions to executive staff, supports timely decisions for restoration of operations, and allows instructional programs to resume as soon as possible.
- » In order to improve the retention and success rate of employees in historically hard-to-fill building service manager and assistant manager positions, DSPO, in collaboration with the Office of Human Resources and Development (OHRD), established a support program to help schools recruit, select, and onboard employees who are new to this leadership position. This collaborative planning and implementation provides new leaders the greatest opportunity to become well established, fully engaged, and highly productive more quickly.
- » To improve the effectiveness and operation of critical equipment, DSPO developed a hands-on skills assessment for employees who complete required technical courses, including boiler and air conditioning. This hands-on evaluation allows supervisors to confirm that technical information taught in the classroom translates into practical application. Additional hands-on approaches have been added to courses offered in basic skills and plant equipment operations.
- » To reduce the environmental impact of facility services on student and staff productivity and to improve operational efficiency, DSPO uses operational processes and environmentally responsible standards for purchasing cleaning products and equipment. DSPO uses a comprehensive healthy, high-performance cleaning program that ensures that sustainable operations are maintained at all facilities. This includes the use of products that have obtained the Green Seal certification and the use of green-cleaning practices.

**PERFORMANCE MEASURES**

**Performance Measure:** Organizational results—building inspections meeting standard.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
96.0%	98%	99%

**Explanation:** This measures the quality of custodial operations/cleanliness.

**Performance Measure:** Customer satisfaction.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
84%	87.0%	87.0%

**Explanation:** This measures the level of satisfaction of customers with DSPO services. DSPO's customer satisfaction performance measurement data is gathered from the annual principal survey conducted by the Department of Facilities Management.

**Performance Measure:** Employee Focus—Absenteeism.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
92.2%	93%	93%

**Explanation:** This measures the number of employees at work as a percentage of total days available to work.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this division is \$65,728,367, an increase of \$1,606,687 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$1,648,098**

*Continuing Salary Costs—\$1,340,935*

There is an increase of \$1,340,935 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

*New Schools/Space—\$115,752*

The budget includes an additional 3.5 building services positions and \$100,266 as a result of an additional 91,527 square feet of space for modernizations of schools. The budget also includes an increase of \$15,486 for custodial supplies.

*Other—\$191,411*

The budget includes additional funds of \$150,000 for lamps at schools. The additional funds are needed for lamps that are expected to reach the end of their service life. In addition, applying an inflation factor of three percent increases the budget for custodial supplies by \$41,111.

**Program Efficiencies and Reductions—(\$41,111)**

There is a reduction of \$41,111 for the 3 percent inflation rate applied to custodial supplies. Efficiencies will be implemented to ensure that supply purchases stay within budget.

# Division of School Plant Operations - 329/327/328/330

Dianne Jones, Director I

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	1,374.700	1,386.700	1,386.700	<b>1,390.200</b>	3.500
Position Salaries	\$57,635,224	\$60,431,638	\$60,431,638	<b>\$61,850,945</b>	\$1,419,307
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		376,906	376,906	<b>386,329</b>	9,423
Other		498,880	498,880	<b>511,351</b>	12,471
Subtotal Other Salaries	2,269,601	875,786	875,786	<b>897,680</b>	21,894
<b>Total Salaries &amp; Wages</b>	59,904,825	61,307,424	61,307,424	<b>62,748,625</b>	1,441,201
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		3,000	3,000	<b>3,000</b>	
<b>Total Contractual Services</b>	3,016	3,000	3,000	<b>3,000</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		717	717	<b>717</b>	
Other Supplies & Materials		2,377,007	2,377,007	<b>2,542,493</b>	165,486
<b>Total Supplies &amp; Materials</b>	2,015,047	2,377,724	2,377,724	<b>2,543,210</b>	165,486
<b>04 Other</b>					
Local/Other Travel		59,270	59,270	<b>59,270</b>	
Insur & Employee Benefits					
Utilities		13,200	13,200	<b>13,200</b>	
Miscellaneous		63,360	63,360	<b>63,360</b>	
<b>Total Other</b>	68,393	135,830	135,830	<b>135,830</b>	
<b>05 Equipment</b>					
Leased Equipment		38,979	38,979	<b>38,979</b>	
Other Equipment		258,723	258,723	<b>258,723</b>	
<b>Total Equipment</b>	92,798	297,702	297,702	<b>297,702</b>	
<b>Grand Total</b>	<u>\$62,084,079</u>	<u>\$64,121,680</u>	<u>\$64,121,680</u>	<u><b>\$65,728,367</b></u>	<u>\$1,606,687</u>

# Division of School Plant Operations - 329/327/328/330

Dianne Jones, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
<b>329 Field and Central Facilities</b>							
10	P Director I		1.000	1.000	1.000	<b>1.000</b>	
10	K Assistant to the Director		1.000	1.000	1.000	<b>1.000</b>	
10	G Building Service Area Supv		6.000	6.000	6.000	<b>6.000</b>	
10	21 Building Service Trainer		1.000	1.000	1.000	<b>1.000</b>	
10	17 Building Service Training Spec		2.000	2.000	2.000	<b>2.000</b>	
10	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
10	15 Fiscal Assistant II		1.000	1.000	1.000	<b>1.000</b>	
10	15 Tool Mechanic		1.000	1.000	1.000	<b>1.000</b>	
10	14 Outdoor Ed Facilities Manager		1.000	1.000	1.000	<b>1.000</b>	
10	14 Building Service Manager IV		1.000	1.000	1.000	<b>1.000</b>	
10	13 Building Service Manager III		1.000	1.000	1.000	<b>1.000</b>	
10	12 Build Svc Asst Mgr III Shft 2			1.000	1.000	<b>1.000</b>	
10	12 Building Service Manager II		14.000	14.000	14.000	<b>14.000</b>	
10	11 Plant Equipment Operator II		1.000	1.000	1.000	<b>1.000</b>	
10	11 Build Svc Asst Mgr II Shft 2		1.000	1.000	1.000	<b>1.000</b>	
10	11 Equip Repair/ Mechanic Assist		1.000	1.000	1.000	<b>1.000</b>	
10	10 Outdoor Ed Maint Wkr I Shft 2		3.000	3.000	3.000	<b>3.000</b>	
10	10 Build Svcs Asst Mgr I Shft 2		10.000	9.000	9.000	<b>9.000</b>	
10	6 Building Service Wkr Shft 1		24.700	25.700	25.700	<b>25.700</b>	
10	6 Building Service Wkr Shft 2		11.000	11.000	11.000	<b>11.000</b>	
<b>Subtotal</b>			<b>82.700</b>	<b>83.700</b>	<b>83.700</b>	<b>83.700</b>	
<b>327 Elementary Plant Operations</b>							
10	13 Building Service Manager III		103.000	111.000	111.000	<b>111.000</b>	
10	12 Build Svc Asst Mgr III Shft 2		1.000				
10	12 Building Service Manager II		29.000	22.000	22.000	<b>22.000</b>	
10	11 Build Svc Asst Mgr II Shft 2		49.000	111.000	111.000	<b>111.000</b>	
10	10 Plant Equipment Operator I		1.000	1.000	1.000	<b>1.000</b>	
10	10 Build Svcs Asst Mgr I Shft 2		82.000	22.000	22.000	<b>22.000</b>	
10	6 Building Service Wkr Shft 1		283.500	290.000	290.000	<b>292.500</b>	2.500
10	6 Building Service Wkr Shft 2		50.000	55.000	55.000	<b>55.000</b>	
<b>Subtotal</b>			<b>598.500</b>	<b>612.000</b>	<b>612.000</b>	<b>614.500</b>	<b>2.500</b>
<b>328 Secondary Plant Operations</b>							
10	16 Building Service Manager VI		3.000	4.000	4.000	<b>4.000</b>	
10	15 Building Service Manager V		20.000	20.000	20.000	<b>20.000</b>	
10	14 Build Svc Asst Mgr V Shft 2		7.000	3.000	3.000	<b>3.000</b>	
10	14 Building Service Manager IV		1.000	1.000	1.000	<b>1.000</b>	
10	13 Building Svcs. Asst Mgr IV sh 2			19.000	19.000	<b>19.000</b>	
10	13 Building Service Manager III		39.000	39.000	39.000	<b>39.000</b>	
10	12 Build Svc Asst Mgr III Shft 2		17.000	1.000	1.000	<b>1.000</b>	
10	11 Plant Equipment Operator II		25.000	25.000	25.000	<b>25.000</b>	
10	11 Build Svc Asst Mgr II Shft 2		34.000	39.000	39.000	<b>39.000</b>	

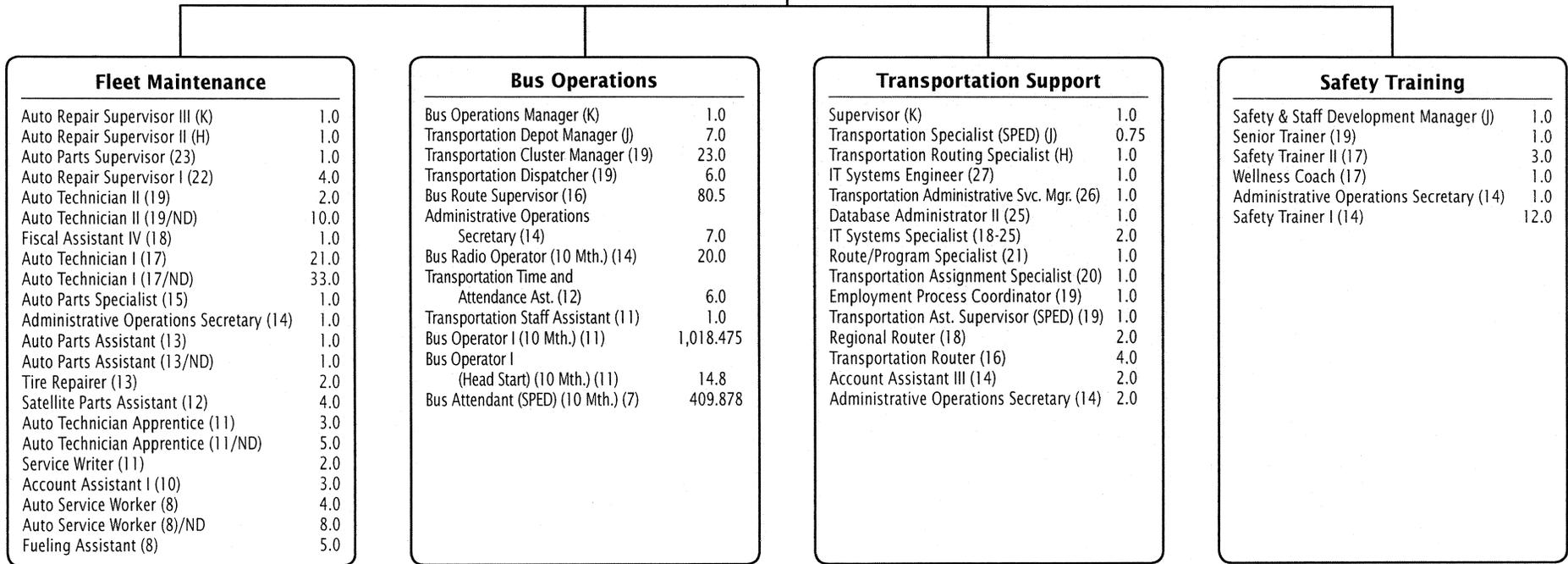
# Division of School Plant Operations - 329/327/328/330

Dianne Jones, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>328 Secondary Plant Operations</b>						
10	10	Plant Equipment Operator I	38.000	38.000	38.000	<b>38.000</b>	
10	10	Build Svcs Asst Mgr I Shft 2	5.000				
10	6	Building Service Wkr Shft 1	243.500	236.000	236.000	<b>237.000</b>	1.000
10	6	Building Service Wkr Shft 2	243.000	248.000	248.000	<b>248.000</b>	
	<b>Subtotal</b>		<b>675.500</b>	<b>673.000</b>	<b>673.000</b>	<b>674.000</b>	<b>1.000</b>
	<b>330 Special/alternative Prgs. Plant Ops.</b>						
10	13	Building Service Manager III	2.000	2.000	2.000	<b>2.000</b>	
10	12	Building Service Manager II	3.000	3.000	3.000	<b>3.000</b>	
10	11	Build Svc Asst Mgr II Shft 2		2.000	2.000	<b>2.000</b>	
10	10	Plant Equipment Operator I	1.000	1.000	1.000	<b>1.000</b>	
10	10	Build Svcs Asst Mgr I Shft 2	5.000	4.000	4.000	<b>4.000</b>	
10	6	Building Service Wkr Shft 1	5.000	4.000	4.000	<b>4.000</b>	
10	6	Building Service Wkr Shft 2	2.000	2.000	2.000	<b>2.000</b>	
	<b>Subtotal</b>		<b>18.000</b>	<b>18.000</b>	<b>18.000</b>	<b>18.000</b>	
	<b>Total Positions</b>		<b>1,374.700</b>	<b>1,386.700</b>	<b>1,386.700</b>	<b>1,390.200</b>	<b>3.500</b>

# Department of Transportation

Director II (Q)	1.0
Assistant Director II (O)	1.0
Fiscal Specialist I (24)	0.75
Administrative Secretary III (16)	1.0
Transportation Special Assistant (15)	1.0
Office Assistant IV (11)	1.0



Chapter 8 – 72

F.T.E. Positions 1,755.153

ND Night Differential = Shifts 2 and 3

## FY 2016 OPERATING BUDGET

**MISSION** *The Department of Transportation strives to achieve “Customer Delight” by providing safe, timely, and efficient transportation that contributes to the educational success of all students through staff committed to excellence and continuous improvement.*

## MAJOR FUNCTIONS

The Department of Transportation (DOT) is responsible for the operation of regular and special program bus service for eligible students, vehicle maintenance and repair, employee recruiting and training, and transportation administrative services. Bus operations provide transportation services for more than 100,000 students daily. Ridership comprises two categories—regular education and special education.

### Regular Education Transportation

Around 98,000 students ride regular education school buses to neighborhood schools and Head Start, magnet, International Baccalaureate, language immersion, consortium, and other programs.

### Special Education Transportation

A total of 5,000 students who, due to a disability, require transportation to specialized programs outside of their home school or who require transportation using specialized equipment and/or a bus attendant ride special education buses to special education programs.

### Career and Technology Education, Outdoor Education, and After-school Activities

Transportation is provided for students to attend various career and technology programs that enhance the educational options for students. All students at some point in their Montgomery County Public Schools (MCPS) journey are transported to one or more outdoor education programs. Middle and high schools are provided bus service to take students to their neighborhoods following after-school activities.

### Vehicle Maintenance and Repair

The Fleet Maintenance Unit manages vehicle maintenance and repair facilities, provides fuel distribution, and repairs 1,270 buses and 150 other MCPS vehicles. Most repair services are provided by the five depot repair facilities; some specialized services are contracted out.

### Human Resources and Training

Human resource services managed within the department include advertising and recruiting; hiring; preemployment record checks and drug testing; safety training; and maintenance of licensing, certification, and medical record

assessments. DOT continues to facilitate the rapid deployment of new school bus operators by authorization from the state of Maryland to conduct Motor Vehicle Administration driver record checks and commercial driver’s license testing on MCPS premises. The training and employment plan is aimed at employee retention, with an overall goal of reducing training and recruiting needs and costs. School bus operator and attendant training and retention also are facilitated by ongoing cooperative activities with Service Employees International Union (SEIU) Local 500 that focus on professional growth.

### Transportation Administrative Services

DOT designs all bus routes and manages employee assignments, planning, training, personnel services, accounting, and related services to more than 2,100 permanent and temporary employees. The systemwide bidding process for mid-day and other extra work developed jointly between SEIU Local 500 and DOT continues to provide assignment stability, resulting in improved service to customers. Post-accident, random, and reasonable suspicion drug-testing programs required by federal law also are administered.

## ACCOMPLISHMENTS AND INITIATIVES

- » Through refined and creative routing, large increases in student enrollment and associated bus ridership have been absorbed with considerably smaller increases in fleet and staff size. An example of creative routing is double runs, where one bus transports two groups of students to a school. Double runs are possible when a large group of students can be picked up or dropped off at one or two stops fairly close to the school. This allows a bus to make this short trip after a longer one in the morning and before a longer one in the afternoon. The capacity to absorb additional enrollment increases is coming to an end, and additional enrollment will require additional buses and staff.
- » Replacement special education buses are being purchased with air conditioning. This eliminates the need for the use of taxi cabs to transport students with disabilities who cannot tolerate high temperatures.
- » Replacement buses are equipped with the newest emissions-reduction equipment and all buses are fueled with ultra-low sulfur diesel fuel, reducing harmful emissions by as much as 90 percent, compared with buses without such equipment and fueled with high sulfur content diesel fuel.
- » DOT is working with the Montgomery County Police Department to implement an automated camera enforcement program aimed at motorists who illegally pass stopped school buses.

## PERFORMANCE MEASURES

**Performance Measure:** Number of preventable accidents per million miles.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
0.9	1.2	1.2

**Explanation:** A measure of the delivery of safe transportation services is the preventable accident rate.

**Performance Measure:** Ensure satisfactory performance by having no more than a 7.0 percent absence rate for school bus operators and attendants.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
8.5	7.2	7.0

**Explanation:** Satisfactory customer service requires school bus operators and attendants, with regular knowledge of routes and the students they serve, to be at work daily. Substitutes, while skilled as drivers, cannot replace the personal touch and knowledge of the regular school bus operator and attendant.

**Performance Measure:** Every route has an appropriately configured school bus available every day (i.e., 95 percent of the fleet is available for service daily).

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
94.8%	95%	95%

**Explanation:** While spare buses are available to fill in for buses out of service, the mix of specialized equipment and the geographical distribution of the spare fleet mean that the needed spare is not always at the right location when needed. Timely service and customer satisfaction is directly related to enough school buses being available each morning.

**Performance Measure:** Review diesel fuel MPG for operational efficiency.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
6.39	6.85	7.1

**Explanation:** MPG data are used to evaluate operational cost of the school bus fleet. Higher MPG will decrease diesel fuel purchases and help control expenditures, since a 1-cent-per-gallon increase in the price of fuel will cost the school system \$32,000. MPG information and other operational data by bus manufacturers are used in the selection process of new school buses. Because of the high cost of diesel fuel, the MPG data by vehicle will be reviewed and evaluated to control waste from bus idling.

## OVERVIEW OF BUDGET CHANGES

### FY 2016 Recommended Budget

The FY 2016 recommended budget for this department is \$108,377,954, an increase of \$6,056,848 over the current FY 2015 budget. An explanation of this change follows.

### Same Service Level Changes—\$6,501,561

#### Continuing Salary Costs—\$3,060,790

There is an increase of \$3,060,790 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

#### Student Enrollment—\$1,431,930

Due to projected enrollment growth, there is an increase for 17 additional transit-style buses and 5 conventional-style buses at an annual lease/purchase cost of \$470,572. In addition, there is an increase of \$554,544 for 20.625 bus operator I positions, and \$106,913 for 4.688 bus attendant positions. Furthermore, there is an additional \$47,182 budgeted for substitute bus drivers and \$252,719 for bus repairs, parts, and supplies.

#### Bus Replacement—\$1,749,578

The department's budget reflects a reduction of \$695,494 in lease payments on buses purchased in prior years. Offsetting this reduction is a \$2,445,072 increase for the lease/purchase of 112 buses to replace those that have reached the end of their normal service life.

#### Other—\$259,263

The budget includes a projected increase of \$237,485 for insurance based on projected claims and reserve requirements. Insurance for MCPS is provided under the county's self-insurance program. In addition, there is an increase of \$21,778 for a .5 bus route supervisor position to manage all of the data from bus cameras.

### Program Efficiencies and Reductions—(\$444,713)

There is reduction of \$256,492 and 3.75 bus operator positions by consolidating the routes of four buses into "double back" runs. This reduction also includes the elimination of four transit-style buses, and costs for substitute bus drivers, bus repairs, parts and supplies. The reduction can be made as a result of improved efficiency in routing without any decrease in services to students. In addition, there is a reduction of \$130,986 by requesting a state waiver for continued use of six buses that otherwise would reach the end of their service life in FY 2016. State law requires each of the waived buses to pass safety inspections before they can continue in use. Furthermore, there is a reduction of \$57,235 to the budget as a result of eliminating subsidies to elementary schools for use of activity buses. The full cost will now be funded through the schools IAF funds.

<b>Selected Expenditure Information</b>			
Operation and Maintenance of Buses and Vehicles			
Description	FY 2015 Current Budget	FY 2016 Budget	Change
Diesel Fuel	\$10,160,519	\$10,296,739	\$136,220
Bus Parts	3,822,416	3,858,415	35,999
Tires and Tubes	652,409	652,409	0
Indirect Shop Supplies	294,994	296,517	1,523
Service Vehicle Parts and Fuel	665,966	665,966	0
Other Supplies	129,777	129,777	0
<b>Total</b>	<u><u>\$15,726,081</u></u>	<u><u>\$15,899,823</u></u>	<u><u>\$173,742</u></u>

<b>LEASE / PURCHASE OF BUSES</b>					
PURPOSE	Fiscal Year Purchased	TYPE			* Total
		Conventional	Transit		
Growth / New Programs	2003	6	1		7
Growth / New Programs	2004	5	19		24
Growth / New Programs	2005	30			30
Growth / New Programs	2006	9	17		26
Growth / New Programs	2007	12			12
Growth / New Programs	2008		9		9
Growth / New Programs	2009				0
Growth / New Programs	2010				0
Growth / New Programs	2011				0
Growth / New Programs	2012				0
Growth / New Programs	2013				0
Growth / New Programs	2014		3		3
Growth / New Programs	2015	2	3		5
Growth / New Programs	2016	5	13		18
Replacement	2003	10	38		48
Replacement	2004	1	11		12
Replacement	2005	33	17		50
Replacement	2006	26	69		95
Replacement	2007	12	78		90
Replacement	2008	112	9		121
Replacement	2009	27	31		58
Replacement	2010	42			42
Replacement	2011	34	62		96
Replacement	2012	63	43		106
Replacement	2013	27	62		89
Replacement	2014	54	50		104
Replacement	2015	22	85		107
Replacement	2016		106		106
<b>Total</b>		<u><u>532</u></u>	<u><u>726</u></u>		<u><u>1,258</u></u>

# Department of Transportation - 344

Todd Watkins, Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	1,733.090	1,733.090	1,733.090	<b>1,755.153</b>	22.063
Position Salaries	\$61,135,478	\$67,410,847	\$67,410,847	<b>\$70,945,452</b>	\$3,534,605
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		3,009,541	3,009,541	<b>3,084,839</b>	75,298
Other		1,334,265	1,334,265	<b>1,367,621</b>	33,356
Subtotal Other Salaries	8,855,644	4,343,806	4,343,806	<b>4,452,460</b>	108,654
<b>Total Salaries &amp; Wages</b>	69,991,122	71,754,653	71,754,653	<b>75,397,912</b>	3,643,259
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		1,500,880	1,500,880	<b>1,501,402</b>	522
<b>Total Contractual Services</b>	1,305,803	1,500,880	1,500,880	<b>1,501,402</b>	522
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		42,991	42,991	<b>42,991</b>	
Other Supplies & Materials		15,683,090	15,683,090	<b>15,856,832</b>	173,742
<b>Total Supplies &amp; Materials</b>	15,314,161	15,726,081	15,726,081	<b>15,899,823</b>	173,742
<b>04 Other</b>					
Local/Other Travel		58,002	58,002	<b>58,002</b>	
Insur & Employee Benefits		1,087,741	1,087,741	<b>1,325,226</b>	237,485
Utilities					
Miscellaneous		1,204,518	1,204,518	<b>1,168,147</b>	(36,371)
<b>Total Other</b>	1,766,913	2,350,261	2,350,261	<b>2,551,375</b>	201,114
<b>05 Equipment</b>					
Leased Equipment		10,971,096	10,971,096	<b>12,823,119</b>	1,852,023
Other Equipment		18,135	18,135	<b>204,323</b>	186,188
<b>Total Equipment</b>	9,621,006	10,989,231	10,989,231	<b>13,027,442</b>	2,038,211
<b>Grand Total</b>	<b>\$97,999,005</b>	<b>\$102,321,106</b>	<b>\$102,321,106</b>	<b>\$108,377,954</b>	<b>\$6,056,848</b>

# Department of Transportation - 344

Todd Watkins, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
9	Q Director II		1.000	1.000	1.000	1.000	
9	O Assistant Director II		1.000	1.000	1.000	1.000	
9	K Supervisor		1.000	1.000	1.000	1.000	
9	K Auto Repair Supervisor III		1.000	1.000	1.000	1.000	
9	K Bus Operations Manager		1.000	1.000	1.000	1.000	
9	J Safety/Staff Development Mgr		1.000	1.000	1.000	1.000	
9	J Transportation Spec - Spec Ed		.750	.750	.750	.750	
9	J Transportation Depot Manager		7.000	7.000	7.000	7.000	
9	H Auto Repair Supervisor II		1.000	1.000	1.000	1.000	
9	H Transportation Routing Spec		1.000	1.000	1.000	1.000	
9	27 IT Systems Engineer		1.000	1.000	1.000	1.000	
9	26 Transport Admin Svcs Mgr		1.000	1.000	1.000	1.000	
9	25 IT Systems Specialist		2.000	2.000	2.000	2.000	
9	25 Database Administrator II		1.000	1.000	1.000	1.000	
9	24 Fiscal Specialist I		.750	.750	.750	.750	
9	23 Auto Parts Supervisor		1.000	1.000	1.000	1.000	
9	22 Auto Repair Supv I		4.000	4.000	4.000	4.000	
9	21 Route/Program Specialist		1.000	1.000	1.000	1.000	
9	20 Transportation Assignment Spec		1.000	1.000	1.000	1.000	
9	19 Employment Process Coordinator		1.000	1.000	1.000	1.000	
9	19 Auto Technican II Shift 1		2.000	2.000	2.000	2.000	
9	19 Auto Technican II Shift 2		5.000	5.000	5.000	5.000	
9	19 Auto Technican II Shift 3		5.000	5.000	5.000	5.000	
9	19 Transportation Asst Supv		1.000	1.000	1.000	1.000	
9	19 Transportation Dispatcher		6.000	6.000	6.000	6.000	
9	19 Transportation Cluster Mgr		23.000	23.000	23.000	23.000	
9	19 Senior Trainer		1.000	1.000	1.000	1.000	
9	18 Fiscal Assistant IV		1.000	1.000	1.000	1.000	
9	18 Regional Router		2.000	2.000	2.000	2.000	
9	17 Wellness Coach		1.000	1.000	1.000	1.000	
9	17 Safety Trainer II		3.000	3.000	3.000	3.000	
9	17 Auto Technican I Shift 1		21.000	21.000	21.000	21.000	
9	17 Auto Technican I Shift 2		17.000	17.000	17.000	17.000	
9	17 Auto Technican I Shift 3		16.000	16.000	16.000	16.000	
9	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
9	16 Bus Route Supervisor		80.000	80.000	80.000	80.500	.500
9	16 Transportation Router		4.000	4.000	4.000	4.000	
9	15 Transport Special Assistant		1.000	1.000	1.000	1.000	
9	15 Auto Parts Specialist		1.000	1.000	1.000	1.000	
9	14 Admin Operations Secretary		11.000	11.000	11.000	11.000	
9	14 Account Assistant III		2.000	2.000	2.000	2.000	
9	14 Radio Bus Operator	X	20.000	20.000	20.000	20.000	
9	14 Safety Trainer I		12.000	12.000	12.000	12.000	

## Department of Transportation - 344

Todd Watkins, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
9	13 Tire Repairer		2.000	2.000	2.000	<b>2.000</b>	
9	13 Auto Parts Asst Shift 1		1.000	1.000	1.000	<b>1.000</b>	
9	13 Auto Parts Asst Shift 2		1.000	1.000	1.000	<b>1.000</b>	
9	12 Satellite Parts Asst Shift I		4.000	4.000	4.000	<b>4.000</b>	
9	12 Transport Time/Attend Asst		6.000	6.000	6.000	<b>6.000</b>	
9	11 Office Assistant IV		1.000	1.000	1.000	<b>1.000</b>	
9	11 Service Writer		2.000	2.000	2.000	<b>2.000</b>	
9	11 Auto Tech Apprentice Shift 1		3.000	3.000	3.000	<b>3.000</b>	
9	11 Auto Tech Apprentice Shift 2		2.000	2.000	2.000	<b>2.000</b>	
9	11 Auto Tech Apprentice Shift 3		3.000	3.000	3.000	<b>3.000</b>	
9	11 Bus Operator I	X	1,036.400	1,016.400	1,016.400	<b>1,033.275</b>	16.875
9	11 Transportation Staff Assistant		1.000	1.000	1.000	<b>1.000</b>	
9	10 Account Assistant I		3.000	3.000	3.000	<b>3.000</b>	
9	8 Auto Service Worker Shift 1		4.000	4.000	4.000	<b>4.000</b>	
9	8 Auto Service Worker Shift 2		5.000	5.000	5.000	<b>5.000</b>	
9	8 Auto Service Worker Shift 3		3.000	3.000	3.000	<b>3.000</b>	
9	8 Transportation Fueling Asst		5.000	5.000	5.000	<b>5.000</b>	
9	7 Bus Attendant Spec Ed	X	385.190	405.190	405.190	<b>409.878</b>	4.688
	<b>Total Positions</b>		<b>1,733.090</b>	<b>1,733.090</b>	<b>1,733.090</b>	<b>1,755.153</b>	<b>22.063</b>

## Field Trip Fund

Transportation Specialist (SPED) (J)	0.25
Fiscal Specialist (24)	0.25
Business Services Analyst (23)	1.0
Senior Field Trip Coordinator (19)	1.0
Field Trip Assistant (12)	2.0

**MISSION** *The mission of the Field Trip Enterprise Fund is to provide supplemental transportation services for field trips and extracurricular activities for instructional programs and to enrich the educational experience for Montgomery County Public Schools (MCPS) students on a cost-recovery basis.*

**MAJOR FUNCTIONS**

**Extracurricular trips**

Midday trips on school days are provided for schools that take students to museums, cultural activities, and other educational destinations. Costs for most of these trips are passed along to student participants. Trips using MCPS buses must be taken during the hours of 9:30 a.m. and 1:30 p.m. on school days, since buses used on trips also must take students to schools and back home.

**Sports trips**

Transportation to inter-school athletic events are provided for an array of sports teams in all high schools. The Field Trip Unit works with the athletic director and coaches at each high school to coordinate these trips. Schools pay for these trips using athletic funds.

**Trips for other government agencies**

Summer transportation is provided for children who participate in recreation programs and camps provided by the Montgomery County Recreation Department, the cities of Rockville and Gaithersburg, and other governmental agencies.

**Child care trips**

Annual contracts with child-care providers are negotiated to support educational continuity for students whose child-care providers are outside their home school area.

**ACCOMPLISHMENTS AND INITIATIVES**

» The Department of Transportation (DOT) continues to use a web-based application to enter requests for field trips and extracurricular trips and a field trip application for managing the requests. The web-based application replaced the typing of field trip tickets and automated the requesting and approval of a field trip. The web-based application gives MCPS schools the ability to see the approval status of a trip and the ability to reconcile completed field trips to a Financial Management System invoice. The field trip application interfaces with the trip request application to import trip requests from MCPS schools and eliminates the double entry of a trip request by schools and the Field Trip Unit.

- » The Number of requests for midday extracurricular trips, funded by students, and requests for trips to serve other governmental agencies have been down compared with pre-recession levels.
- » MCPS is working with Montgomery County Government on a pilot program to provide transportation for private schools at times when MCPS school buses are otherwise unused. This program is intended to reduce the number of cars on the road during morning and afternoon rush-hour periods. Any service provided by MCPS will be on a cost-recovery basis.

**PERFORMANCE MEASURE**

**Performance Measure:** Number of field trips provided.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
11,509	11,800	11,800

**Explanation:** DOT helps enrich students' educational experiences by providing school buses for field trips and extracurricular activities. This is a chance to enhance the educational programs beyond the school setting.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this fund is \$1,991,533, an increase of \$95,573 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$95,573**

*Continuing Salary Costs—\$45,573*

There is an increase of \$45,573 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

*Realignments to Meet Expenditure Requirements and Priorities—\$50,000*

There is a realignment of \$50,000 from the Entrepreneurial Activities Fund to support part-time salaries for field trip services.

# Field Trip Fund - 830

Todd Watkins, Director II

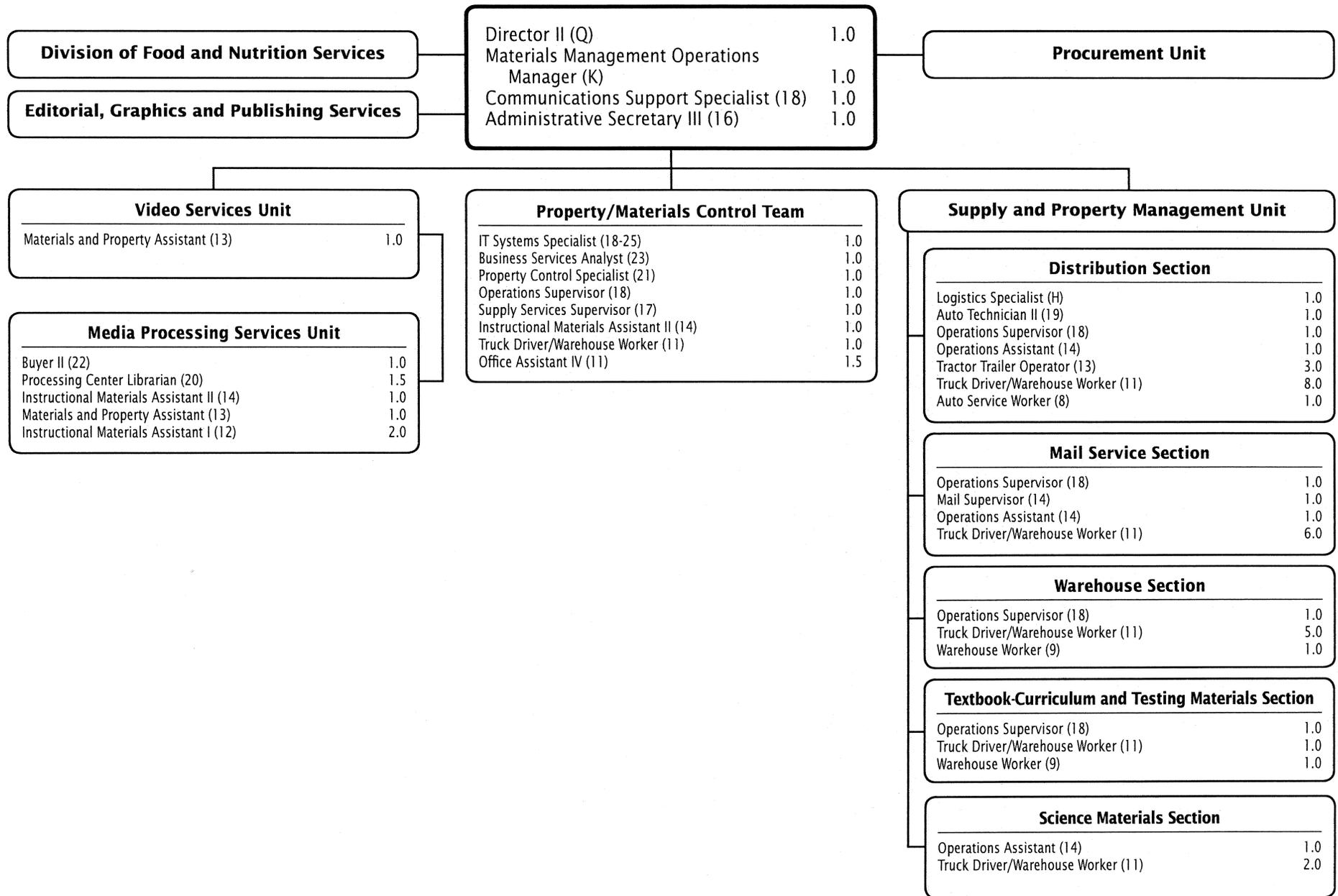
Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	4.500	4.500	4.500	<b>4.500</b>	
Position Salaries	\$278,599	\$287,826	\$287,826	<b>\$306,499</b>	\$18,673
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		756,863	756,863	<b>825,785</b>	68,922
Other		104,000	104,000	<b>106,600</b>	2,600
Subtotal Other Salaries	849,100	860,863	860,863	<b>932,385</b>	71,522
<b>Total Salaries &amp; Wages</b>	1,127,699	1,148,689	1,148,689	<b>1,238,884</b>	90,195
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		49,638	49,638	<b>49,638</b>	
<b>Total Contractual Services</b>	44,668	49,638	49,638	<b>49,638</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		10,091	10,091	<b>10,091</b>	
Other Supplies & Materials		511,575	511,575	<b>511,575</b>	
<b>Total Supplies &amp; Materials</b>	471,656	521,666	521,666	<b>521,666</b>	
<b>04 Other</b>					
Local/Other Travel		138	138	<b>138</b>	
Insur & Employee Benefits		174,224	174,224	<b>179,602</b>	5,378
Utilities					
Miscellaneous					
<b>Total Other</b>	152,493	174,362	174,362	<b>179,740</b>	5,378
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		1,605	1,605	<b>1,605</b>	
<b>Total Equipment</b>	3,750	1,605	1,605	<b>1,605</b>	
<b>Grand Total</b>	<b>\$1,800,266</b>	<b>\$1,895,960</b>	<b>\$1,895,960</b>	<b>\$1,991,533</b>	<b>\$95,573</b>

## Field Trip Fund - 830

Todd Watkins, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
71	J Transportation Spec - Spec Ed		.250	.250	.250	<b>.250</b>	
71	24 Fiscal Specialist I		.250	.250	.250	<b>.250</b>	
71	23 Business Services Analyst		1.000	1.000	1.000	<b>1.000</b>	
71	19 Sr Field Trip Coordinator		1.000	1.000	1.000	<b>1.000</b>	
71	12 Field Trip Assistant	X	2.000	2.000	2.000	<b>2.000</b>	
	<b>Total Positions</b>		<b>4.500</b>	<b>4.500</b>	<b>4.500</b>	<b>4.500</b>	

# Department of Materials Management



**MISSION** *The mission of the Department of Materials Management (DMM) is to facilitate economically the delivery of approved, high-quality products, resources, and services in an environment of cooperation, integrity, and excellence, that are essential to the educational success of all students in Montgomery County Public Schools (MCPS) and support the programs of our community partners.*

**MAJOR FUNCTIONS**

**Supply and Property Management**

DMM manages a warehouse and distribution network that provides the necessary textbooks, classroom and office supplies, science kits, furniture, equipment, and test materials to MCPS schools and offices. The department also provides an efficient and effective mail service for both internal (Pony) and external mail. DMM strives to effectively deliver the resources and services required of all instructional programs. This is accomplished by listening to the needs of its customers and understanding requirement expectations to formulate strategies to meet targeted goals and benchmark best practices in the supply chain industry.

**Instructional and Library Material Processing**

DMM maintains a database of approved textbooks and library and instructional materials. It also circulates videos requested by teachers for classroom use. School library media purchases are processed centrally to ensure uniformity, facilitate systematic cataloging of records, and save time for school staffs.

**Editorial, Graphics & Publishing Services**

The Editorial, Graphics & Publishing Services (EGPS) Unit is responsible for providing document preparation, graphic content (illustration and typography), and editorial support to schools and offices. Graphic arts and editorial services create visual content and multimedia design/layouts for products such as school website homepage designs; public information materials; student daily planners and handbooks; student diplomas and certificates; and other guides used in the academic programs. The unit also provides custom color printing services. Copy-Plus provides centralized duplication for instructional materials. TeamWorks provides copier equipment and maintenance for the high-volume copiers located in all schools and many central service offices.

**Procurement**

The Procurement Unit purchases goods and services through contract awards to vendors who meet product specifications. Vendor performance and product quality are monitored to ensure maximum customer satisfaction. State law requires MCPS to advertise for sealed bids for material, equipment, and supplies that cost more than \$25,000.

During FY 2010, the state passed a funding accountability law (pertaining to MCPS only) that provides for web-based reporting to the public; several other jurisdictions have since followed. Additional state laws have been passed mandating certain parameters in the purchase of uniforms and safety equipment manufactured outside of the United States and reducing lead in plumbing materials. In addition, the Board of Education has tasked the Procurement Unit with promoting outreach efforts and actively recruiting minority, female, and disabled vendors.

**Food and Nutrition Services**

The Division of Food and Nutrition Services provides high-quality, nutritious meals in a cost-effective and efficient operation. The division administers five child nutrition programs, a central production facility, and a food warehouse and distribution center. It also provides nutrition education and support to schools and various community groups.

**ACCOMPLISHMENTS AND INITIATIVES**

- » A total of 15 school-based focus groups were held in FY 2014. The feedback received has been instrumental in the improvement of services and products provided by DMM. Item pictures have been added to the Financial Management System (FMS), and information regarding new products has been sent out to FMS users.
- » Mail services (Pony) explores every option to reduce the mail costs by using bulk and nonprofit rates when feasible. Overall postage costs were decreased, even with the centralized mailing of the interim grade reports. The cost of delivery is \$.21 per piece, while the cost of outside vendors is \$.62 per piece.
- » DMM works closely with the divisions of Maintenance and Construction to support the movement of schools and offices due to new construction, renovations, and other projects. In FY 2014, DMM moved two elementary schools into renovated buildings, one middle school into a renovated building, one high school into a new facility, and two elementary schools into holding facilities. The department also opened five elementary school additions and moved offices either to new locations or within the existing space.
- » One major goal of the department is to continue developing programs that shift school administrative tasks to DMM, to improve the instructional-time efficiency of school staff. The Ambassador Service, an inventory-management program with the objective of improving supply efficiency in schools, continues to be successful. Reporting enhancements within FMS continue to be developed to provide accurate, timely data to financial managers.
- » In FY 2014, school offices placed 895 separate work orders for custom printed materials. In addition, EGPS works with central service offices to produce and deliver systemwide print materials for the schools, including high school diplomas, exams, study guides,

program guides, regulatory documents, and administrative forms.

- » Copy-Plus responds to hundreds of individual work orders from teachers every day. In FY 2014, the work group produced 151 million pages of printing, requested by teachers for classroom instruction, homework, assessments, and parent information packets.
- » In FY 2014, the TeamWorks work group replaced 50 large copiers in schools and offices, and completed preventive maintenance and repair service on the 294 machines systemwide. Annual spending for this program continues to be well below contractual maintenance proposals solicited from commercial vendors.
- » The Procurement Unit advertised and implemented 383 solicitations, upon Board approval, for 946 contracts for the previous fiscal year. The procurement contract approvals were valued at \$159,813,717, with \$15,569,122 coming from minority, female, or disabled vendors. With these contracts in place, the staff processed 48,375 purchase orders and blanket releases during FY 2014.
- » Procurement Unit staff will continue to reduce total delivered costs for goods and services by engaging in additional strategic sourcing practices. This will be accomplished through strategic sourcing initiatives, featuring a narrow, high-performance supply base and a selection, contracting, and monitoring process that is highly disciplined. By engaging in effective strategic sourcing, the Procurement Unit will greatly improve its ability to buy goods and services at the lowest total delivered cost (not just price); consolidate purchasing power with other county agencies; develop tighter buyer-supplier relationships; realign business processes, work, and information flow; and improve teamwork and purchasing skills.
- » The progress that the Procurement Unit has made in procurement of goods and services over the past few years was recognized formally with the 2014 Achievement of Excellence in Procurement (AEP) Award from the National Purchasing Institute. This is the third year that the unit has had the honor of receiving this award, which is given to those jurisdictions that demonstrate excellence in the areas of innovation, professionalism, productivity, e-procurement, and leadership.

**PERFORMANCE MEASURES**

**Performance Measure:** Warehouse supply orders with original line fill rate greater than 98 percent.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
99%	99%	99.2%

**Explanation:** This measure reflects the outcome of shipping supply orders with a product completion rate of 98 percent or greater.

**Performance Measure:** Mail services cost to process each piece of mail.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
\$0.21	\$0.208	\$0.205

**Explanation:** This measure reflects the efficiency of the mail service operation in processing output.

**Performance Measure:** Number of printed pages requested by school staff and produced by the Copy-Plus work group of EGPS.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
151 million	153 million	155 million

**Explanation:** This measures the expansion of work performed centrally and the reduction of school staff time spent duplicating materials for instructional purposes. It is estimated that for every 2,500 copies generated by Copy-Plus, one hour of school-based staff time is saved that can be used for instructional planning and preparation.

**Performance Measure:** Average number of pages printed within the schools in between copier repair service requests by school offices and performed by the TeamWorks work group of EGPS.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
62,501	64,000	66,000

**Explanation:** This measures the operations improvement of the high-volume copiers located in all schools and several central offices.

**Performance Measure:** Number of material transactions.

	FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
Number of requisition lines	135,282	136,200	136,500
Number of online purchase orders	48,375	49,000	49,500
Number of purchasing card transactions	47,225	50,000	50,500

**Explanation:** This measure continues to evaluate the Procurement Unit on workload distribution, status of projects, forecasting future personnel needs, types of personnel needed, and planning for future district initiatives.

**Performance Measure:** Current professional procurement staff with certification.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Goal
81.0%	81.0%	90%

**Explanation:** This measurement reflects the establishment of a continuous formal buyer/professional development program for the Procurement Unit staff. Training is on procurement-related instruction and greatly aids in the efficiency of purchasing goods and services. The goal has been set at 65 percent, per guidelines of the Achievement of Excellence in Procurement from the National Procurement Institute, Inc.

## OVERVIEW OF BUDGET CHANGES

### Department of Materials Management

#### FY 2016 Recommended Budget

The FY 2016 recommended budget for this department is \$6,218,939, an increase of \$220,833 over the current FY 2015 budget. An explanation of this change follows.

#### **Same Service Level Changes—\$267,522**

##### *Continuing Salary Costs—\$267,522*

There is an increase of \$267,522 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

##### *Realignments to Meet Expenditure Requirements and Priorities—\$0*

There are a number of realignments budgeted to address priority spending needs within this department. There is a realignment of \$44,590 from the budget for moving trucks to support the purchase of school furniture. In addition, there is a realignment of \$1,000 from local travel mileage reimbursement to vehicle operations to support fuel costs for vehicles.

#### **Program Efficiencies and Reductions—(\$46,689)**

There is reduction of \$28,689 for postage due to increased utilization of web-based communications. In addition, there is a reduction of \$13,000 for program supplies and \$5,000 for instructional materials in the Video Services Unit. The reduction may delay the conversion of videos from VHS to DVD format.

### Procurement Unit

#### FY 2016 Recommended Budget

The FY 2016 recommended budget for this unit is \$889,744, an increase of \$21,384 over the current FY 2015 budget. An explanation of this change follows.

#### **Same Service Level Changes—\$45,317**

##### *Continuing Salary Costs—\$45,317*

There is an increase of \$45,317 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

#### **Program Efficiencies and Reductions—(\$23,933)**

There is reduction of \$21,433 for contractual services by eliminating project funds to enable cross-agency resource sharing of expenditure data with other districts. In addition, there is a reduction of \$1,000 for office supplies and \$1,500 for dues, registrations, and fees.

### Division of Editorial, Graphics, Publishing and Services

#### FY 2016 Recommended Budget

The FY 2016 recommended budget for this division is \$4,828,178, an increase of \$100,070 over the current FY 2015 budget. An explanation of this change follows.

#### **Same Service Level Changes—\$113,688**

##### *Continuing Salary Costs—\$113,688*

There is an increase of \$113,688 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

##### *Realignments to Meet Expenditure Requirements and Priorities—\$0*

Realignments are budgeted to address priority spending needs in this division. There is a decrease of \$20,496 for instructional materials and a corresponding increase of \$8,466 for contractual maintenance for copiers to support the Copy-Plus and TeamWorks printing operations, and \$12,030 to purchase 15 refurbished copiers for schools.

#### **Program Efficiencies and Reductions—(\$13,618)**

There is reduction of \$13,618 for supporting services part-time salaries. These reductions can be made as a result of overall efficiencies within the division.

# Department of Materials Management - 351/352/354/355

Kathleen C. Lazor, Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	58.500	58.000	58.000	<b>58.000</b>	
Position Salaries	\$3,496,021	\$4,069,697	\$4,069,697	<b>\$4,323,295</b>	\$253,598
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		522,722	522,722	<b>535,790</b>	13,068
Other		34,227	34,227	<b>35,083</b>	856
Subtotal Other Salaries	900,016	556,949	556,949	<b>570,873</b>	13,924
<b>Total Salaries &amp; Wages</b>	<b>4,396,037</b>	<b>4,626,646</b>	<b>4,626,646</b>	<b>4,894,168</b>	267,522
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		63,822	63,822	<b>63,922</b>	100
<b>Total Contractual Services</b>	104,300	63,822	63,822	<b>63,922</b>	100
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		37,860	37,860	<b>32,860</b>	(5,000)
Office		6,668	6,668	<b>6,668</b>	
Other Supplies & Materials		424,521	424,521	<b>382,732</b>	(41,789)
<b>Total Supplies &amp; Materials</b>	538,757	469,049	469,049	<b>422,260</b>	(46,789)
<b>04 Other</b>					
Local/Other Travel		3,767	3,767	<b>2,767</b>	(1,000)
Insur & Employee Benefits					
Utilities		18,400	18,400	<b>18,400</b>	
Miscellaneous		124,843	124,843	<b>125,843</b>	1,000
<b>Total Other</b>	346,806	147,010	147,010	<b>147,010</b>	
<b>05 Equipment</b>					
Leased Equipment		610,501	610,501	<b>655,091</b>	44,590
Other Equipment		81,078	81,078	<b>36,488</b>	(44,590)
<b>Total Equipment</b>	686,566	691,579	691,579	<b>691,579</b>	
<b>Grand Total</b>	<b>\$6,072,466</b>	<b>\$5,998,106</b>	<b>\$5,998,106</b>	<b>\$6,218,939</b>	\$220,833

# Department of Materials Management - 351/352/354/355

Kathleen C. Lazor, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>351 Department of Materials Management</b>						
1	Q Director II		1.000	1.000	1.000	1.000	
1	K Materials Mgt Oper Mgr		1.000	1.000	1.000	1.000	
1	21 Comm Spec/Web Producer		1.000				
1	18 Communications Support Spec			1.000	1.000	1.000	
1	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	
	<b>352 Supply and Property Management Unit</b>						
10	H Logistics Specialist		1.000	1.000	1.000	1.000	
10	25 IT Systems Specialist		1.000	1.000	1.000	1.000	
10	23 Business Services Analyst		1.000	1.000	1.000	1.000	
10	21 Property Control Specialist		1.000	1.000	1.000	1.000	
10	19 Auto Technican II Shift 1		1.000	1.000	1.000	1.000	
10	18 Operations Supervisor		5.000	5.000	5.000	5.000	
10	17 Supply Services Supervisor		1.000	1.000	1.000	1.000	
10	14 Mail Supervisor		1.000	1.000	1.000	1.000	
10	14 Operations Assistant		3.000	3.000	3.000	3.000	
10	14 Instruct Materials Asst II		1.000	1.000	1.000	1.000	
10	13 Tractor Trailer Operator		3.000	3.000	3.000	3.000	
10	13 Materials & Property Asst					1.000	1.000
10	12 Instruct Materials Asst I		1.000				
10	11 Office Assistant IV		1.500	1.500	1.500	1.500	
10	11 Truck Drive/Whr Wkr Shift 1		23.000	23.000	23.000	23.000	
10	9 Warehouse Worker		2.000	2.000	2.000	2.000	
10	8 Auto Service Worker Shift 1		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>47.500</b>	<b>46.500</b>	<b>46.500</b>	<b>47.500</b>	<b>1.000</b>
	<b>354 Media Processing Services Unit</b>						
2	22 Buyer II		1.000	1.000	1.000	1.000	
2	20 Processing Center Librarian		1.000	1.500	1.500	1.500	
2	14 Instruct Materials Asst II		1.000	1.000	1.000	1.000	
2	13 Materials & Property Asst		1.000	1.000	1.000	1.000	
2	12 Instruct Materials Asst I		2.000	2.000	2.000	2.000	
	<b>Subtotal</b>		<b>6.000</b>	<b>6.500</b>	<b>6.500</b>	<b>6.500</b>	
	<b>355 Video Services Unit</b>						
2	13 Materials & Property Asst		1.000	1.000	1.000		(1.000)
	<b>Subtotal</b>		<b>1.000</b>	<b>1.000</b>	<b>1.000</b>		<b>(1.000)</b>
	<b>Total Positions</b>		<b>58.500</b>	<b>58.000</b>	<b>58.000</b>	<b>58.000</b>	

## Editorial, Graphics, and Publishing Services

Supervisor (O)	1.0
Printing Supervisor (H)	1.0
Publications Supervisor (G)	2.0
Publications Art Director (23)	1.0
Communications Specialist/Web Producer (21)	1.0
Electronic Graphic Artist (20)	1.0
Graphic Designer I (18)	2.0
Printing Equipment Operator IV (18)	2.0
Equipment Mechanic (17)	1.0
Customer Service Specialist (16)	2.0
Printing Equipment Operator III (16)	2.0
Copier Repair Technician (15)	5.0
Fiscal Assistant II (15)	1.0
Administrative Secretary I (14)	1.0
Printing Equipment Operator II (14)	5.5
Printing Equipment Operator I (11)	7.0

# Editorial, Graphics, and Publishing Services - 417

Kathleen C. Lazor, Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	35.500	35.500	35.500	<b>35.500</b>	
Position Salaries	\$2,041,804	\$2,245,187	\$2,245,187	<b>\$2,356,252</b>	\$111,065
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends		181,600	181,600	<b>181,600</b>	
Professional Part Time					
Supporting Services Part Time		59,535	59,535	<b>54,214</b>	(5,321)
Other		45,408	45,408	<b>39,734</b>	(5,674)
Subtotal Other Salaries	325,866	286,543	286,543	<b>275,548</b>	(10,995)
<b>Total Salaries &amp; Wages</b>	2,367,670	2,531,730	2,531,730	<b>2,631,800</b>	100,070
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		462,473	462,473	<b>470,939</b>	8,466
<b>Total Contractual Services</b>	495,067	462,473	462,473	<b>470,939</b>	8,466
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		893,072	893,072	<b>872,576</b>	(20,496)
Office					
Other Supplies & Materials		612,200	612,200	<b>612,200</b>	
<b>Total Supplies &amp; Materials</b>	1,552,602	1,505,272	1,505,272	<b>1,484,776</b>	(20,496)
<b>04 Other</b>					
Local/Other Travel		2,233	2,233	<b>1,000</b>	(1,233)
Insur & Employee Benefits					
Utilities					
Miscellaneous		6,900	6,900	<b>8,133</b>	1,233
<b>Total Other</b>	10,981	9,133	9,133	<b>9,133</b>	
<b>05 Equipment</b>					
Leased Equipment		219,500	219,500	<b>231,530</b>	12,030
Other Equipment					
<b>Total Equipment</b>	245,210	219,500	219,500	<b>231,530</b>	12,030
<b>Grand Total</b>	<u>\$4,671,530</u>	<u>\$4,728,108</u>	<u>\$4,728,108</u>	<u><b>\$4,828,178</b></u>	<u>\$100,070</u>

# Editorial Graphics & Publishing Services - 417

Kathleen C. Lazor, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
1	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
10	H Printing Supervisor			1.000	1.000	<b>1.000</b>	
3	H Printing Supervisor		1.000				
1	G Publications Supervisor			1.000	1.000	<b>1.000</b>	
10	G Publications Supervisor			1.000	1.000	<b>1.000</b>	
1	23 Publications Manager		1.000				
1	23 Publications Art Director		1.000	1.000	1.000	<b>1.000</b>	
1	23 Printing Services Supervisor		1.000				
1	21 Comm Spec/Web Producer			1.000	1.000	<b>1.000</b>	
3	21 Comm Spec/Web Producer		1.000				
1	20 Electronics Graph Artist		1.000	1.000	1.000	<b>1.000</b>	
1	18 Graphics Designer I			2.000	2.000	<b>2.000</b>	
3	18 Graphics Designer I		2.000				
10	18 Printing Equipment Operator IV			2.000	2.000	<b>2.000</b>	
3	18 Printing Equipment Operator IV		2.000				
10	17 Equipment Mechanic			1.000	1.000	<b>1.000</b>	
3	17 Equipment Mechanic		1.000				
1	16 Customer Service Spec		2.000	2.000	2.000	<b>2.000</b>	
10	16 Printing Equip Operator III			2.000	2.000	<b>2.000</b>	
3	16 Printing Equip Operator III		2.000				
1	15 Fiscal Assistant II		1.000	1.000	1.000	<b>1.000</b>	
10	15 Copier Repair Technician			5.000	5.000	<b>5.000</b>	
3	15 Copier Repair Technician		5.000				
1	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
10	14 Printing Equip Operator II			5.500	5.500	<b>5.500</b>	
3	14 Printing Equip Operator II		5.500				
10	11 Printing Equip Operator I			7.000	7.000	<b>7.000</b>	
3	11 Printing Equip Operator I		7.000				
	<b>Total Positions</b>		<b>35.500</b>	<b>35.500</b>	<b>35.500</b>	<b>35.500</b>	

## Procurement Unit

Team Leader (M)	1.0
Business Services Analyst (23)	1.0
Buyer II (22)	2.0
Buyer I (18)	3.0
Materials Support Specialist (16)	1.0
Buyer Assistant II (14)	2.0
Buyer Assistant I (12)	1.0

## Procurement Unit - 353

Kathleen C. Lazor, Director II

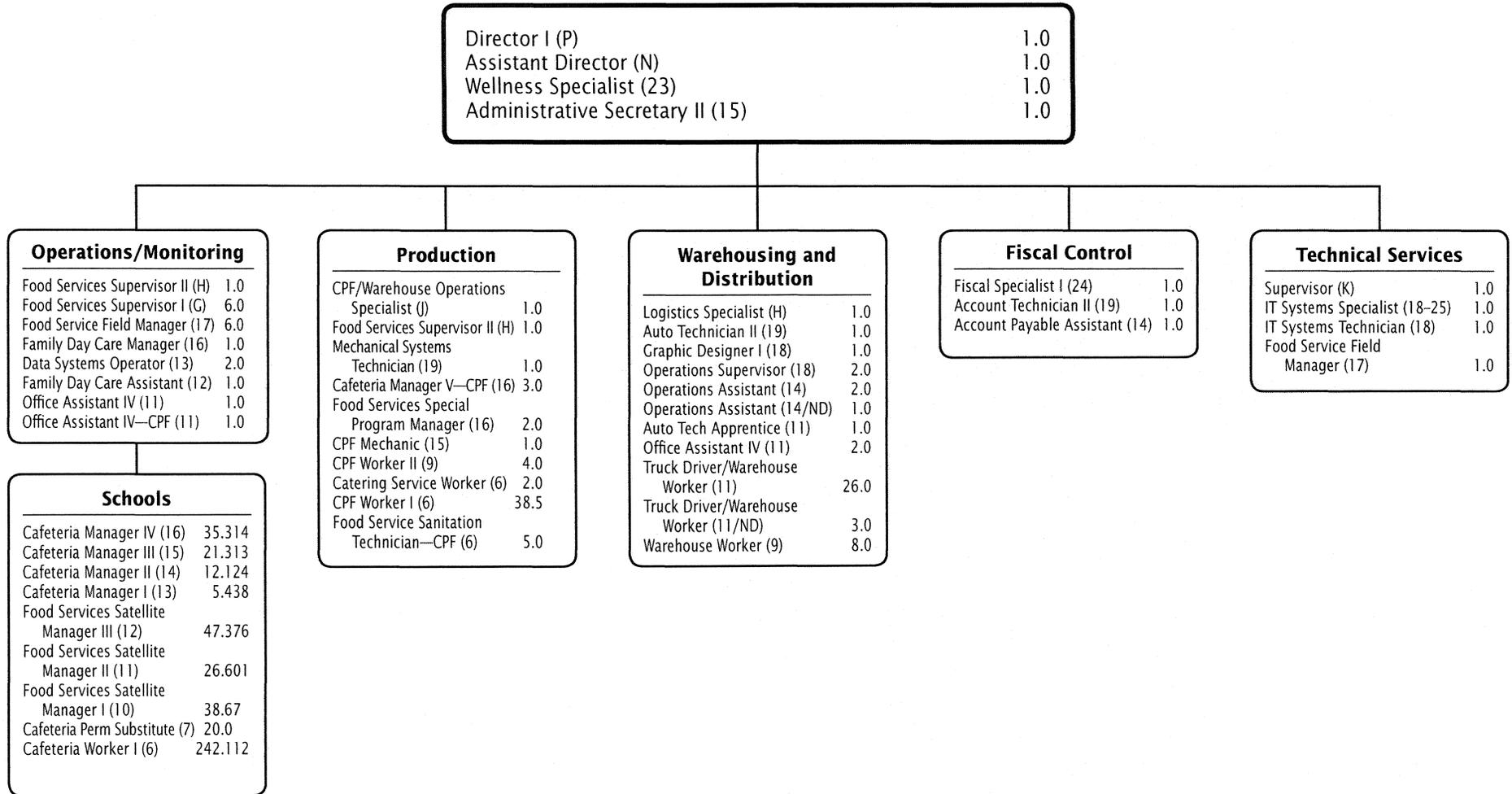
Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	12.000	11.000	11.000	11.000	
Position Salaries	\$898,690	\$835,552	\$835,552	\$880,869	\$45,317
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>	898,690	835,552	835,552	880,869	45,317
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		22,183	22,183	750	(21,433)
<b>Total Contractual Services</b>	1,263	22,183	22,183	750	(21,433)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		4,431	4,431	4,500	69
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	5,257	4,431	4,431	4,500	69
<b>04 Other</b>					
Local/Other Travel		6,194	6,194	3,625	(2,569)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	3,997	6,194	6,194	3,625	(2,569)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$909,207</u>	<u>\$868,360</u>	<u>\$868,360</u>	<u>\$889,744</u>	<u>\$21,384</u>

## Procurement Unit - 353

Kathleen C. Lazor, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
1	P Director I		1.000				
1	M Team Leader			1.000	1.000	<b>1.000</b>	
1	J Senior Buyer		1.000				
1	23 Business Services Analyst		1.000	1.000	1.000	<b>1.000</b>	
1	22 Buyer II		2.000	2.000	2.000	<b>2.000</b>	
1	18 Buyer I		3.000	3.000	3.000	<b>3.000</b>	
1	16 Materials Support Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	14 Buyer Assistant II		2.000	2.000	2.000	<b>2.000</b>	
1	12 Buyer Assistant I		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>12.000</b>	<b>11.000</b>	<b>11.000</b>	<b>11.000</b>	

# Division of Food and Nutrition Services



F.T.E. Positions 585.448

(The 448.948 positions in schools also are shown on K-12 charts in Chapter 1)

ND Night Differential = Shift 3

**MISSION** *The mission of the Division of Food and Nutrition Services (DFNS) is to provide a variety of appealing, high-quality, and nutritious meals in a cost-effective and efficient operation. Dedicated employees empowered to promote successful students serve meals in an innovative learning environment, respectful of each student's needs and differences.*

**MAJOR FUNCTIONS**

**Child Nutrition Program Administration**

DFNS provides breakfast and lunch in all school cafeterias, alternative sites, and the Lathrop E. Smith Center. Additionally, the division actively supports the Maryland Meals for Achievement (MMFA) program that provides breakfast, at no charge, to all students in the classrooms at 74 schools and the Fresh Fruit and Vegetable Program in three elementary schools. It administers the Free and Reduced-price Meals System (FARMS) program for students, provides meals to low-income children during the summer, and monitors meal service in licensed family child care homes. The division also participates in the at-risk, after-school snack and after-school supper program to students up to age 18 in eligible school-based programs. It provides nutrition education services and meals to nonprofit child-care centers and after-school programs.

**Promotion of Nutrition Education and the Wellness Policy**

The division coordinates nutrition education initiatives with school administrators, staff, parents, and communities to fully develop the "Team Nutrition" concept and strengthen the classroom/cafeteria connection. Board of Education Policy JPC, *Wellness: Physical and Nutritional Health*, is implemented and embraced fully by all schools. The division supervises the systemwide vending contract for all schools and offices.

The DFNS Centralized Facility, which houses the administrative offices, central production facility, central warehouse, and training areas for staff, was rebuilt and opened in FY 2015. This 77,000 square-foot facility will enable DFNS to expand operations by allowing a greater opportunity to prepare healthy menu options and continue to conduct operations efficiently within a growing school system.

**Central Production Facility Management**

The central production facility processes food for nutrition programs. It provides catering to school system and county agency functions that generate revenue and help keep meal costs affordable for students.

**Central Warehouse Management**

The food service warehouse receives, stores, and distributes food and supplies to schools, nonprofit organizations, and

county government agencies. The division determines food and equipment specifications, purchases supplies and materials, maintains its data support systems, and plans kitchen design processes. It approves and pays invoices for goods received and federal and state claim reimbursements.

**ACCOMPLISHMENTS AND INITIATIVES**

- » The county's changing economics and demographics are creating a change in the number of students eligible for free and reduced-price meals. In FY 2006, the FARMS application changed from an individual student application to a household application. Beginning with the 2006–2007 school year, the meal benefit application is preprinted with student information. The form has been revised, with input 0-from stakeholders, for ease of completion. At the end of FY 2014, 34.9 percent of the student population was eligible to participate in FARMS. This was an increase of .7 percent from FY 2013. During FY 2015, DFNS will continue to not charge eligible students the 30 cents reduced price for breakfast. This will continue to encourage more students who are most in need to participate in the breakfast program.
- » MCPS continues to plan menus to provide well-balanced, nutritious, and affordable meals that students enjoy and that help prepare them to learn. Menus are planned to provide a variety of offerings and meet the varied needs of our customers. Students and staff are accepting the lower fat and vegetarian options that are part of the daily offerings in school cafeterias. Fifty-six elementary schools have received the Silver level award for the Healthy U.S. School Challenge, an award given by the U.S. Department of Agriculture. All 133 MCPS elementary schools have received the Bronze level of this award. Focus groups are held with parents and students at the elementary, middle, and high school levels to hear their perceptions and feedback on meal quality and value and the quality of customer service provided by the division's staff. When possible, program changes are implemented based on the responses. Cafeteria managers share their best practices at training meetings.
- » The division has been addressing the childhood overweight and obesity epidemic actively through collaboration with nutrition and physical education programs. The division has implemented fully the nutritional requirements adopted by the Board of Education in the à la carte program and supports schools' implementation by working directly with the various companies providing vending services. The division, along with the Division of Procurement, has been successful in implementing a systemwide vending contract for snacks and beverages. Staff has been involved in community forums related to childhood obesity.
- » Division staff collaborates with school staff and the community to provide a coordinated approach that empowers students to make healthy food choices and

become more physically active. Successful initiatives focus on efforts to improve the health of students by increasing their awareness of the impact of good nutrition and regular physical activity. Division staff members are active participants on the School Health Council and MCPS Action for Healthy Kids, as well as Maryland Action for Healthy Kids.

- » The division has been an active participant in MMFA since 1998. There are 74 schools included in the program for the 2014–2015 school year. Breakfast is served in the classrooms of these schools to all students at no cost. Evaluators report that test scores in MMFA schools improve significantly more than in matched comparison schools. Evaluations of the schools participating statewide showed that tardiness and disciplinary suspensions decreased significantly following the start of MMFA. Teachers and administrators overwhelmingly report that the program has a positive impact on the learning environment and on student behavior.
- » There has been a collaborative effort with the Montgomery County Government to provide a Summer Food Service Program serving meals during the summer months to students of low-income families. During FY 2014, 181,498 breakfasts and 263,163 lunches were served. Additionally, there were 12 walk-in sites serving students. Beginning in June 2013, summer sites operated with cafeteria staff providing hot meals to the students. As a result of the hot meals, there was an increase of 97,571 breakfasts (116% increase) and 126,349 lunches (92% Increase) served in FY 2014.
- » A fully integrated software system encompasses all operations. It includes a point-of-sale meals system that manages student accounts and links all schools to the central office. This transmits current student database information, including FARMS eligibility, directly to cafeteria managers and eliminates the overt identification of students. It also allows for quick accounting and resource management. Adults are able to electronically place money on students’ accounts using mylunchmoney.com.
- » Centralized and automated food service operations keep food costs well below the industry standard. In FY 2014, food costs were 30 percent of revenue compared with the industry standard of 45 percent.
- » The division operates as an enterprise fund and maintains a fiscally sound program. *The National School Lunch Act* requires the division to operate at a break-even point.

**PERFORMANCE MEASURES**

**Performance Measure:** Elementary lunch participation reaches 55 percent of enrollment by FY 2017.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
49%	51%	52%

**Explanation:** This measures customer satisfaction at the elementary school level, with consideration of the economic downturn.

**Performance Measure:** Secondary school meal participation reaches 34 percent of enrollment by FY 2017.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
27%	30%	32%

**Explanation:** This measures customer satisfaction at the secondary school level, with consideration of the economic downturn.

**Performance Measure:** 100 percent of cafeteria managers rank “satisfaction with job” at 3 or higher on a 5-point scale on the annual Food Services Manager Survey.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
100%	100%	100%

**Explanation:** This is a human resource results measurement that provides information on how employees feel about the quality of their workplace environment and the opportunities for professional development.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this fund is \$53,166,879, an increase of \$1,944,473 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$1,944,473**

*Continuing Salary Costs—\$1,894,473*

There is an increase of \$1,894,473 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

*Realignments to Meet Expenditure Requirements and Priorities—\$50,000*

There are a number of realignments budgeted to address priority spending needs within this fund. There is \$908,200 realigned among and between accounts budgeted within the fund. The realignments are neutral overall and reflect the actual costs and operations of this fund. In addition, there is a realignment of \$50,000 from the Entrepreneurial Activities Fund to this fund to support costs for food supplies and materials.

<b>Selected Expenditure Information</b>			
Supplies and Materials for Division of Food and Nutrition Services			
	FY 2015 Current Budget	FY 2016 Budget	Change
Meat, Fish, and Poultry	4,707,761	4,323,577	(384,184)
Fruits and Vegetables	2,127,141	2,124,541	(2,600)
Dairy Products	3,837,132	3,964,341	127,209
Groceries	2,674,279	2,668,429	(5,850)
Bakery Goods	1,969,160	2,208,744	239,584
Ice Cream	200,240	150,240	(50,000)
Disposables	1,674,325	1,675,825	1,500
Other	226,200	229,800	3,600
<b>Total</b>	<b>17,416,238</b>	<b>17,345,497</b>	<b>(70,741)</b>

# Division of Food and Nutrition Services - 810/811/812/813/814/815

Marla Caplon, Director I

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	582.948	585.448	585.448	<b>585.448</b>	
Position Salaries	\$18,200,902	\$19,598,837	\$19,598,837	<b>\$21,138,073</b>	\$1,539,236
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		506,000	506,000	<b>527,750</b>	21,750
Other		317,156	317,156	<b>325,084</b>	7,928
Subtotal Other Salaries	1,017,816	823,156	823,156	<b>852,834</b>	29,678
<b>Total Salaries &amp; Wages</b>	19,218,718	20,421,993	20,421,993	<b>21,990,907</b>	1,568,914
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		1,242,028	1,242,028	<b>1,352,313</b>	110,285
<b>Total Contractual Services</b>	1,517,855	1,242,028	1,242,028	<b>1,352,313</b>	110,285
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		17,416,238	17,416,238	<b>17,345,497</b>	(70,741)
<b>Total Supplies &amp; Materials</b>	19,160,411	17,416,238	17,416,238	<b>17,345,497</b>	(70,741)
<b>04 Other</b>					
Local/Other Travel		81,897	81,897	<b>81,897</b>	
Insur & Employee Benefits		11,653,428	11,653,428	<b>11,876,995</b>	223,567
Utilities					
Miscellaneous		185,202	185,202	<b>185,202</b>	
<b>Total Other</b>	11,499,164	11,920,527	11,920,527	<b>12,144,094</b>	223,567
<b>05 Equipment</b>					
Leased Equipment		185,820	185,820	<b>298,268</b>	112,448
Other Equipment		35,800	35,800	<b>35,800</b>	
<b>Total Equipment</b>	584,021	221,620	221,620	<b>334,068</b>	112,448
<b>Grand Total</b>	<u>\$51,980,169</u>	<u>\$51,222,406</u>	<u>\$51,222,406</u>	<u><b>\$53,166,879</b></u>	<u>\$1,944,473</u>

## Division of Food and Nutrition Services - 810/811/812/812/814

Marla Caplon, Director I

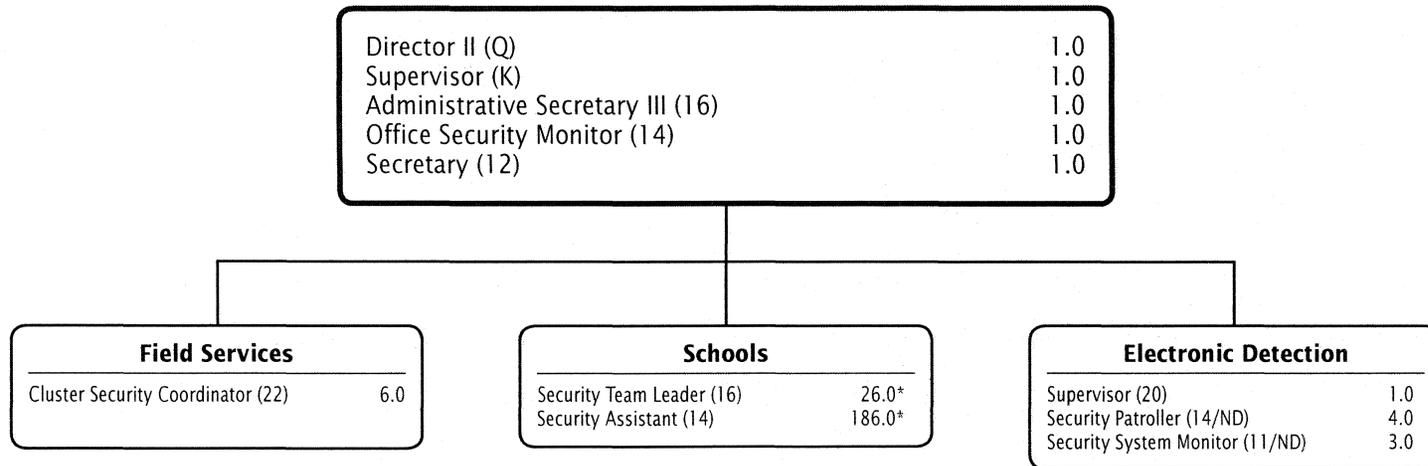
CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
61	P Director I		1.000	1.000	1.000	1.000	
61	N Assistant Director I		1.000	1.000	1.000	1.000	
61	K Supervisor		1.000	1.000	1.000	1.000	
61	J CPF/Warehouse Operations Spec		1.000	1.000	1.000	1.000	
61	H Food Services Supervisor II		2.000	2.000	2.000	2.000	
61	H Logistics Specialist		1.000	1.000	1.000	1.000	
61	G Food Services Supervisor I		6.000	6.000	6.000	6.000	
61	25 IT Systems Specialist		1.000	1.000	1.000	1.000	
61	24 Fiscal Specialist I		1.000	1.000	1.000	1.000	
61	23 Wellness Specialist		1.000	1.000	1.000	1.000	
61	19 Account Technician II		1.000	1.000	1.000	1.000	
61	19 Auto Technican II Shift 1		1.000	1.000	1.000	1.000	
61	19 Mechanical Systems Tech Shft 1			1.000	1.000	1.000	
61	18 IT Systems Technician			1.000	1.000	1.000	
61	18 Graphics Designer I		1.000	1.000	1.000	1.000	
61	18 Operations Supervisor		2.000	2.000	2.000	2.000	
61	17 Food Service Field Manager		6.000	6.000	6.000	6.000	
61	17 Food Svcs Field Manager 12 mo			1.000	1.000	1.000	
61	16 IT Services Tech Asst II		2.000				
61	16 Cafeteria Manager IV	X	41.500	38.002	38.002	35.314	(2.688)
61	16 Food Svcs Spec Prog Mgr		2.000	2.000	2.000	2.000	
61	16 CPF Manager V		1.000	1.000	1.000	1.000	
61	16 CPF Manager V		2.000	2.000	2.000	2.000	
61	16 Family Day Care Manager		1.000	1.000	1.000	1.000	
61	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
61	15 Cafeteria Manager III	X	14.875	18.375	18.375	21.313	2.938
61	15 CPF Mechanic		1.000	1.000	1.000	1.000	
61	14 Accounts Payable Assistant		1.000	1.000	1.000	1.000	
61	14 Cafeteria Manager II	X	7.425	9.312	9.312	8.249	(1.063)
61	14 Cafeteria Manager II 9 mo		3.875	3.875	3.875	3.875	
61	14 Operations Assistant		2.000	2.000	2.000	2.000	
61	14 Operations Assist Shift 3		1.000	1.000	1.000	1.000	
61	13 Data Systems Operator		2.000	2.000	2.000	2.000	
61	13 Cafeteria Manager I	X	4.625	4.625	4.625	5.438	.813
61	12 Food Svcs Satellite Mgr III		33.375	38.626	38.626	47.376	8.750
61	12 Family Day Care Assistant		.750	1.000	1.000	1.000	
61	11 Office Assistant IV		3.000	3.000	3.000	3.000	
61	11 Office Assistant IV CPF	X	1.000	1.000	1.000	1.000	
61	11 Food Svcs Satellite Mgr II		39.010	34.476	34.476	26.601	(7.875)
61	11 Auto Tech Apprentice Shift 1		1.000	1.000	1.000	1.000	
61	11 Truck Drive/Whr Wkr Shift 1		9.000	8.000	8.000	9.000	1.000
61	11 Truck Drive/Whr Wkr Shift 1		14.000	15.000	15.000	17.000	2.000
61	11 Truck Drive/Wrh Wkr Shift 3		6.000	6.000	6.000	3.000	(3.000)

## Division of Food and Nutrition Services - 810/811/812/812/814

Marla Caplon, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
61	10 Food Svcs Satellite Mgr I		39.775	39.545	39.545	<b>38.670</b>	(.875)
61	9 Warehouse Worker	X	6.000	6.000	6.000	<b>6.000</b>	
61	9 Warehouse Worker		1.000	2.000	2.000	<b>2.000</b>	
61	9 CPF Worker II	X	2.000	4.000	4.000	<b>4.000</b>	
61	9 General Maintenance Worker I		1.000				
61	8 Auto Service Worker Shift 1		1.000				
61	7 Cafeteria Perm Substitute		21.500	20.000	20.000	<b>20.000</b>	
61	6 Cafeteria Worker I 9 mo		74.675	74.477	74.477	<b>74.477</b>	
61	6 Cafeteria Worker I	X	166.125	167.635	167.635	<b>167.635</b>	
61	6 CPF Worker I	X	40.438	38.500	38.500	<b>38.500</b>	
61	6 Catering Services Worker	X	2.000	2.000	2.000	<b>2.000</b>	
61	6 Food Svc Sanit Tech CPF	X	4.000	4.000	4.000	<b>4.000</b>	
61	6 Food Svc Sanit Tech CPF		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>582.948</b>	<b>585.448</b>	<b>585.448</b>	<b>585.448</b>	

# Department of School Safety and Security



F.T.E. Positions 19.0

(\*The 212.0 positions in schools also are shown on K-12 charts in Chapter 1 and Office of Special Education and Student Services in Chapter 5)

ND Night Differential = Shifts 2 and 3

**MISSION** *The mission of the Department of School Safety and Security (DSSS) is to promote a safe and secure learning and working environment for students and staff through interactive partnerships with the extended school community and public safety partners.*

**MAJOR FUNCTIONS**

**Comprehensive School System Emergency Preparedness**

DSSS staff members design, develop, and conduct safety and security training programs for all security staff, school-based administrators, and all other school- and facility-based staff. DSSS is responsible for developing overall school system emergency response protocols and working in partnership with public safety agencies to mitigate emergency scenarios that affect the school system. Staff provides security support and performs security assessments for all existing schools and facilities. Staff investigates and recommends corrective action regarding serious security issues and responds to critical incidents that occur in schools and facilities. DSSS staff reviews and assesses the readiness of all staff to react in emergency situations and develop lesson-learned summaries for review with Montgomery County Public Schools (MCPS) stakeholders and public safety partners.

**School Security Program Infrastructure Development and Management**

DSSS staff members facilitate the design and installation of all security systems. These systems include, but are not limited to, access control systems, visitor management systems, and digital surveillance systems. Staff works with selected security contractors and MCPS technology staff to survey and study all new security technology. DSSS staff members perform site evaluations and review construction plans for safety and security concerns in new and revitalization/expansion construction projects.

**Staffing Management**

The director and his designee are responsible for assisting in the development of security position job descriptions and professional expectations. Staff coordinates with the MCPS Office of Human Resources and Development staffing analyst to review all prospective employee applications and conduct screening interviews. Department cluster security coordinators actively participate in all school-based interviews of security personnel. The department director and supervisor participate in all school-based interviews of security team leader candidates.

**24-Hour Facility and Property Security**

DSSS's Electronic Detection Section monitors perimeter intrusion; motion detectors; glass breakage; and refrigeration, boiler, and power outage alarms at all MCPS schools and facilities after hours, on weekends, and on holidays.

Security patrollers respond to schools and facilities for reports of alarms, burglaries, vandalism, suspicious individuals, trespassers, and various other calls for service.

**ACCOMPLISHMENTS AND INITIATIVES**

- » DSSS staff supervised the school security infrastructure upgrades as part of the 2008–2014 \$9 million capital improvement plan, including the completion of access control systems (ACS) in all MCPS elementary schools, new digital camera systems in all secondary schools, and visitor management systems (VMS) in all schools. DSSS has implemented additional security system upgrades as part of state- and county-funded initiatives scheduled for the 2013–2015 school years. The initiatives include additional digital cameras in schools, new access control systems (ACS) in secondary schools, and the upgrading of communication technology resources.
- » DSSS staff developed and organized implementation of a student mentoring program, called “Courageous Young Men,” during the 2012–2013 school year. This program, now in its third year, promotes and enhances the development of positive learning and social skills among MCPS middle school male students. In the 2013–2014 school year, another mentoring program with the same goals, called “Amazing Young Ladies,” was implemented for female middle school students. These one-week programs are supported with oversight and evaluation by DSSS staff.

**PERFORMANCE MEASURES**

**Performance Measure:** Number of districtwide emergency preparedness training sessions for administrative, professional, and support staff.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
32	32	56

**Explanation:** Number of sessions linked to systemwide emergency preparedness training needs. Revision of emergency preparedness program required an enhanced training program.

**Performance Measure:** Percentage of schools and facilities that successfully complete the minimum required number of emergency preparedness drills.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
95%	95%	100%

**Explanation:** Department cluster security coordinators coordinate with administrators and facilitate the completion of four scenario-based emergency preparedness drills at all schools each school year.

**Performance Measure:** Percentage of schools that have submitted their school emergency plans, prior to the beginning of the school year, as required.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
94%	98%	100%

**Explanation:** The department facilitates formulation, submission, and approval of state-mandated school emergency plans.

**Performance Measure:** Percentage of school-based on-site emergency team (OSET) members that receive formal emergency preparedness training and have the awareness and knowledge of MCPS emergency procedures.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
80%	80%	100%

**Explanation:** Percentage of OSET staff members who completed the training and are knowledgeable about MCPS emergency procedures. Percentages take into account annual turnover of school-based staff.

**Performance Measure:** Percentage of customer satisfaction with emergency preparedness training.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
90%	90%	100%

**Explanation:** Based on post-training customer evaluation surveys.

**Performance Measure:** Percentage of improvement of staff's knowledge of emergency procedures.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
25%	25%	40%

**Explanation:** Percentage shows increase in scores using a pre- and post-class questionnaire.

## OVERVIEW OF BUDGET CHANGES

### FY 2015 Current Budget

The current FY 2015 budget for this department is changed from the budget adopted by the Board of Education on June 17, 2014. The change is a result of a technical realignment of \$33,336 and a 1.0 security assistant position from this department to the High Schools budget.

### FY 2016 Recommended Budget

The FY 2016 recommended budget for this department is \$1,960,139, an increase of \$178,703 over the current FY 2015 budget. An explanation of this change follows.

#### *Same Service Level Changes—\$178,703*

##### *Continuing Salary Costs—\$66,098*

There is an increase of \$66,098 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

##### *Other—\$112,605*

There is an increase of \$112,605 to the budget to maintain functions related to visitor management and access control systems in schools. The additional funding will support visitor management badge identification cards, access control license and door readers, and annual software updates to ensure that all security systems work in collaboration with one another.

# Department of School Safety and Security - 337

Robert B. Hellmuth, Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	20.000	20.000	19.000	<b>19.000</b>	
Position Salaries	\$1,493,958	\$1,494,962	\$1,456,626	<b>\$1,518,771</b>	\$62,145
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends				<b>15,000</b>	15,000
Professional Part Time					
Supporting Services Part Time		128,232	128,232	<b>131,438</b>	3,206
Other		29,873	29,873	<b>30,620</b>	747
Subtotal Other Salaries	162,402	158,105	158,105	<b>177,058</b>	18,953
<b>Total Salaries &amp; Wages</b>	<b>1,656,360</b>	<b>1,653,067</b>	<b>1,614,731</b>	<b>1,695,829</b>	<b>81,098</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		57,000	57,000	<b>59,410</b>	2,410
<b>Total Contractual Services</b>	<b>59,429</b>	<b>57,000</b>	<b>57,000</b>	<b>59,410</b>	<b>2,410</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		2,605	2,605	<b>3,355</b>	750
Other Supplies & Materials		56,000	56,000	<b>148,245</b>	92,245
<b>Total Supplies &amp; Materials</b>	<b>60,359</b>	<b>58,605</b>	<b>58,605</b>	<b>151,600</b>	<b>92,995</b>
<b>04 Other</b>					
Local/Other Travel		250	250	<b>250</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		850	850	<b>3,050</b>	2,200
<b>Total Other</b>	<b>615</b>	<b>1,100</b>	<b>1,100</b>	<b>3,300</b>	<b>2,200</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		50,000	50,000	<b>50,000</b>	
<b>Total Equipment</b>		<b>50,000</b>	<b>50,000</b>	<b>50,000</b>	
<b>Grand Total</b>	<b>\$1,776,763</b>	<b>\$1,819,772</b>	<b>\$1,781,436</b>	<b>\$1,960,139</b>	<b>\$178,703</b>

## Department of School Safety and Security - 337

Robert B. Hellmuth, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
10	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
10	K Supervisor		1.000	1.000	1.000	<b>1.000</b>	
10	25 Safety & Staff Dev Manager		1.000				
10	22 Cluster Security Coordinator		6.000	6.000	6.000	<b>6.000</b>	
10	20 Supv Electronic Detection		1.000	1.000	1.000	<b>1.000</b>	
10	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
10	14 Security Assistant	X		1.000			
10	14 Office Security Monitor		1.000	1.000	1.000	<b>1.000</b>	
10	14 Security Patroller Shift 2		2.000	2.000	2.000	<b>2.000</b>	
10	14 Security Patroller Shift 3		2.000	2.000	2.000	<b>2.000</b>	
10	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
10	11 Security Sys Monitor Shft 2		2.000	2.000	2.000	<b>2.000</b>	
10	11 Security Sys Monitor Shift 3		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>20.000</b>	<b>20.000</b>	<b>19.000</b>	<b>19.000</b>	

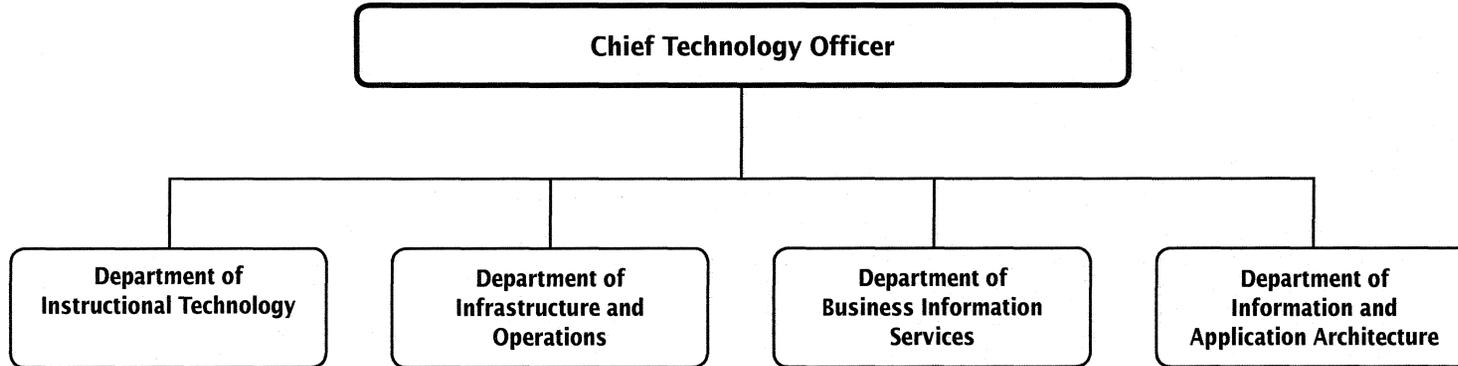
## Office of the Chief Technology Officer

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**Office of the Chief Technology Officer  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	14.000	14.000	14.000	14.000	
Business/Operations Admin.	13.000	12.000	12.000	11.000	(1.000)
Professional	20.200	20.200	20.200	20.200	
Supporting Services	109.800	109.800	109.800	107.800	(2.000)
<b>TOTAL POSITIONS</b>	<b>157.000</b>	<b>156.000</b>	<b>156.000</b>	<b>153.000</b>	<b>(3.000)</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$1,766,661	\$1,959,347	\$1,959,347	\$1,960,345	\$998
Business/Operations Admin.	1,135,964	1,413,459	1,413,459	1,263,462	(149,997)
Professional	2,222,485	2,335,763	2,335,763	2,405,478	69,715
Supporting Services	8,460,489	9,334,954	9,334,954	9,454,837	119,883
<b>TOTAL POSITION DOLLARS</b>	<b>13,585,599</b>	<b>15,043,523</b>	<b>15,043,523</b>	<b>15,084,122</b>	<b>40,599</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	124,940	195,724	195,724	173,000	(22,724)
Supporting Services	141,441	72,522	72,522	66,415	(6,107)
<b>TOTAL OTHER SALARIES</b>	<b>266,381</b>	<b>268,246</b>	<b>268,246</b>	<b>239,415</b>	<b>(28,831)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>13,851,980</b>	<b>15,311,769</b>	<b>15,311,769</b>	<b>15,323,537</b>	<b>11,768</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>7,373,481</b>	<b>6,843,378</b>	<b>6,843,378</b>	<b>6,659,327</b>	<b>(184,051)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>320,308</b>	<b>376,382</b>	<b>376,382</b>	<b>348,407</b>	<b>(27,975)</b>
<b>04 OTHER</b>					
Local/Other Travel	78,324	67,145	67,145	65,639	(1,506)
Insur & Employee Benefits					
Utilities	3,013,389	2,886,848	2,886,848	2,897,526	10,678
Miscellaneous	824,453	634,405	634,405	634,405	
<b>TOTAL OTHER</b>	<b>3,916,166</b>	<b>3,588,398</b>	<b>3,588,398</b>	<b>3,597,570</b>	<b>9,172</b>
<b>05 EQUIPMENT</b>	<b>371,299</b>	<b>725,103</b>	<b>725,103</b>	<b>774,068</b>	<b>48,965</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$25,833,234</b>	<b>\$26,845,030</b>	<b>\$26,845,030</b>	<b>\$26,702,909</b>	<b>(\$142,121)</b>

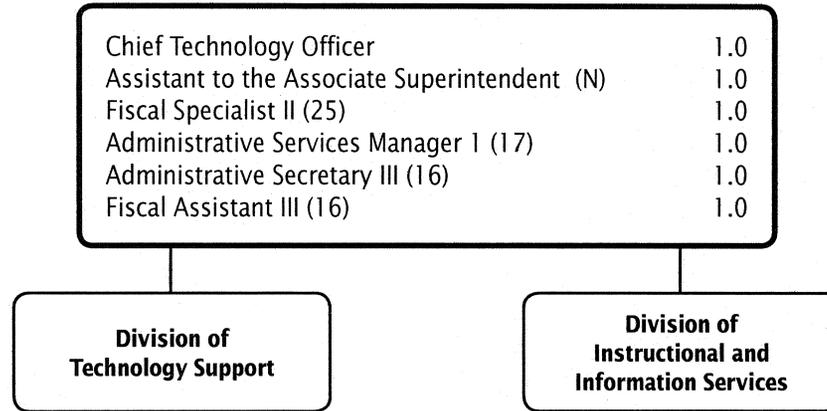
# Office of the Chief Technology Officer—Overview



F.T.E. Positions 153.0

(In addition, there are 18.5 positions funded by the Capital Budget, and a 0.5 position funded by the Employee Benefits Trust Fund)

# Office of the Chief Technology Officer



**MISSION** *The mission of the Office of the Chief Technology Officer (OCTO) is to provide high-quality technology systems and services essential to the success of every student. The office is committed to excellence in providing technology solutions to support teachers, engage students, and assist in the effective business operations of Montgomery County Public Schools (MCPS). These solutions are reflective of the requirements and priorities of our stakeholders. They are developed following best practices for project management and are implemented with continuous collaboration and communication.*

*The office is dedicated to creating an organizational culture of respect, where individuals are aware and understand the impact of their behavior and decisions on others and have an awareness, understanding, and tolerance of other interests, viewpoints, cultures, and backgrounds.*

## **MAJOR FUNCTIONS**

### **Information and Application Architecture**

OCTO supports schools and offices by provisioning the management and administration of student systems. These systems allow offices to collect essential data; make decisions and plans based on data analysis; disseminate accurate, current, and timely information; and conduct efficient daily management and support operations. OCTO staff collaborates with other offices to develop and implement various system architectures to enhance services we provide to schools and students.

### **Instructional Technology**

OCTO designs, develops, and delivers high-quality technology professional development on systemwide applications to support teaching and learning, using technology to facilitate and enhance professional learning communities, collaborating with MCPS offices and schools to identify needs for which technology solutions can be applied; and developing, distributing, and supporting interactive distance and blended learning experiences. The office manages the implementation of new technologies in schools to increase teacher capacity for teaching and learning. OCTO manages the Center for Technology Innovation (CTI), which is the school district's primary technology training facility for all staff. The office supports the Technology Modernization Program and the instructional implementation of the Educational Technology Policy in all schools. OCTO also evaluates new technologies and plans for the ordering and distribution of these technologies.

### **Infrastructure and Operations**

OCTO is responsible for building, fortifying, and managing the enterprise-wide technical systems and learning infrastructure across the school district. This includes facilitating the implementation of effective, secure, and reliable hardware and software solutions for the entire school system. OCTO staff provides operational support for the provisioning of administrative data and reports. OCTO staff ensures the safety and security of the MCPS network.

### **Business Information Services**

OCTO helps develop business solutions to automate the management of tasks necessary to manage the business of education throughout the district. The office works collaboratively with MCPS offices to develop solutions that enhance operational efficiencies to support staff and schools.

### **Technology Support**

OCTO provides on-site technical support and Help Desk services to schools and offices. Staff also install new technologies and ensure readiness for the start of each school year.

### **Instructional and Information Services**

OCTO staff provide instructional systems, including the Online Achievement and Reporting System, comprising electronic grading and assessment systems, and reporting of assessments aligned with MCPS and Maryland state standards. OCTO staff develops and maintains the myMCPS portal to deliver a personalized user experience, based on users' roles and responsibilities in the school system. myMCPS facilitates team and peer-group communication and collaboration; provides role-specific access to applications, data warehouse dashboards and reports and offers information services, including the elementary integrated curriculum; teacher and student attendance data; and social networking features, such as wikis, discussion boards, and blogs.

## **ACCOMPLISHMENTS AND INITIATIVES**

- » OCTO has expanded and enhanced the usefulness of key operational management solutions. The office had identified, developed, and implemented industry-leading software solutions that best meet the needs of schools and offices.
- » OCTO has implemented an online system to provide staff and student with access to digital resources, research databases, and mobile technologies. A collection and circulation management system was implemented for the evaluation and selection of instructional materials, streamlining the evaluation of library materials so they get to students faster.
- » OCTO provided a system that manages staff retirement benefits. Among the enhanced functions of the upgraded system is the ability for staff members to calculate benefits on demand, including the ability to calculate future retirement benefits based on "what-if" scenarios. Staff members also will be able to print a retirement statement on demand, as opposed to on a

- yearly basis or by special request from the Employee and Retiree Service Center.
- » OCTO implemented a financial management system for schools to manage Independent Activity Funds (IAF) and to give parents the ability to use credit cards to pay for school events and MCPS district fees. The system improves the efficiency and effectiveness of financial operations at both the school and central services levels, while offering a new level of access and convenience for parents.
  - » OCTO implemented business intelligence reporting for selected central service areas to enhance and improve the development and distribution of complex reporting from the Financial Management System (FMS).
  - » OCTO streamlined processes such as notification of Staffing Allocations, distribution of Employee Action Notices, school selection of stipend positions, and payroll processing. This has helped to reduced use of paper, enhanced reliability and better access to information.
  - » OCTO provided technology modernization services, replacing 9,236 computers and 644 printers in 42 schools. The computer count includes 217 carts with 10 mobile devices in each cart to make use of wireless mobility within the school, in support of instruction and assessment. Staff continued to refurbish and repair 834 computers in the five schools that had been anticipating the replacement of their four-year-old computers in 2013. These schools included 10 high schools, nine middle schools, 16 elementary schools, and three special schools. The program supported the installation of technology in one modernized high school, one modernized middle school, and two new elementary schools.
  - » OCTO enhanced the school support staffing model with primary and backup assignments, based on geography and technology inventory for each school. The model incorporates a “lifeboat” system to rapidly deploy replacement servers to schools, restoring access to technology and minimizing downtime.
  - » OCTO staff equipped all elementary schools with interactive whiteboard technologies by the beginning of the 2013–2014 school year. Interactive whiteboard solutions were installed in more than 80 schools, primarily in locations where this technology was not previously installed. A total of 2,015 interactive white boards were installed in instructional spaces across the county.
  - » OCTO staff designed and facilitated more than 120 professional development and work sessions representing more than 20 topics, including grading and reporting, integrating technology with instruction, using Measures of Academic Progress data to inform instruction, Professional Development Online, and Edline. More than 1,500 teachers and MCPS staff attended these trainings.
  - » The OCTO instructional technology specialists conducted more than 420 professional development sessions across 110 different topics. They provided job-embedded professional development for system initiatives and regularly supported collaborative grade-level planning to all elementary schools.
  - » OCTO has configured tablet technologies and integrated them into instructional spaces. Staff have enabled primary teachers to administer the Reading 3D assessments in place of the palm pilot devices. These new tablet technologies also will be used to support the new Kindergarten Entry Assessment.
  - » OCTO has updated the Documentation of Intervention (DOI) to enable users to set goals for groups of students, monitor those goals with data, and create multiple records at once, all in a new user-friendly interface. The DOI application is compatible with mobile devices.
  - » OCTO has upgraded the Online Administrative Student Information System to fulfill Board of Education policy, regulation, and procedural changes, as well as Maryland state- and federal government-mandated changes. These upgrades included modifications to the Special Services module to comply with Maryland State Department of Education-mandated changes to the Individual Education Program.
  - » OCTO deployed the initial phase of the student course-scheduling system at select secondary schools. The upgrade enables schools to plan and complete their master schedule, using a web-based interface that provided improved accessibility and transparency for all users. The upgrade enabled better management and definition of courses and control of course availability.
  - » OCTO has released an upgraded data warehouse, enabling district staff, students, and parents to gain new insights into information to help our students continue to achieve at higher levels. This new system allows users greater access to all student data, including demographics, assessments, marks, attendance, program participation, and instructional interventions. All data and reports are aligned with the school support and improvement framework and support monitoring and analysis of the performance targets set for the strategic planning framework districtwide milestones.
  - » OCTO partnered with all offices at MCPS as well as with other MCPS partners, including Montgomery College (MC), Montgomery County Government (MCG), and the Universities at Shady Grove, to provide data systems to help our students and community. OCTO partnered with MCG to make data available to the community as part of the data Montgomery initiative. This initiative provides direct access to county datasets in a user-friendly format, offering the public an opportunity to review and analyze various sets of Montgomery County data.
  - » OCTO staff worked closely with staff from the Office of Special Education and Student Services to develop data systems and reports to ensure that MCPS is compliant with state and federal legislation governing the special education process and to monitor whether students are receiving the most appropriate services and accommodations in a timely manner.

## **OVERVIEW OF BUDGET CHANGES**

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### **FY 2016 Recommended Budget**

The FY 2016 recommended budget for this office is \$4,365,385, a decrease of \$427,249 from the current FY 2015 budget. An explanation of this change follows.

### ***Same Service Level Changes—(\$406,674)***

#### ***Continuing Salary Costs—\$12,079***

There is an increase of \$12,249 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

#### ***Realignments to Meet Expenditure Requirements and Program Priorities—(\$418,753)***

Realignments are budgeted to address priority spending needs in this office. There is a realignment of \$10,678 from contractual maintenance to fund utilities costs for telephones. In addition, there are realignments of \$418,753 in contractual maintenance from this office's budget to the budget of the Division of Technology Support (\$4,830), the budget of the Department of Infrastructure and Operations (\$340,211), the budget of the Department of Business Information (\$12,000), and the budget of the Department of Information and Application Architecture (\$61,712).

#### ***Program Efficiencies and Reductions—(\$20,575)***

There is reduction of \$20,575 budgeted for contractual maintenance for system security vulnerability software. A new system purchased for system center configuration will provide this service.

# Office of Chief Technology Officer - 411

## Sherwin Collette, Chief Technology Officer

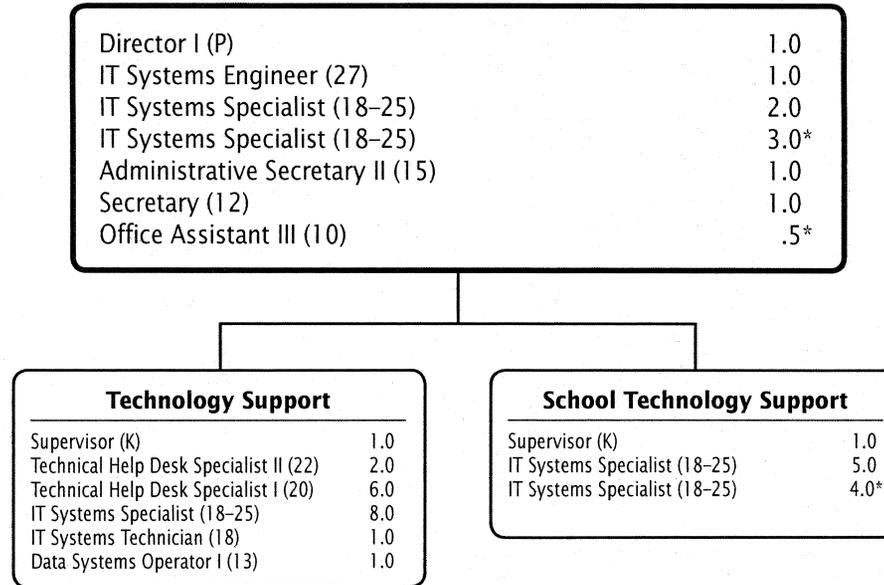
Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	6.000	6.000	6.000	<b>6.000</b>	
Position Salaries	\$557,654	\$581,127	\$581,127	<b>\$593,206</b>	\$12,079
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>	557,654	581,127	581,127	<b>593,206</b>	12,079
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		919,731	919,731	<b>469,725</b>	(450,006)
<b>Total Contractual Services</b>	1,213,254	919,731	919,731	<b>469,725</b>	(450,006)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		10,799	10,799	<b>10,799</b>	
Other Supplies & Materials		3,508	3,508	<b>3,508</b>	
<b>Total Supplies &amp; Materials</b>	16,254	14,307	14,307	<b>14,307</b>	
<b>04 Other</b>					
Local/Other Travel		26,216	26,216	<b>26,216</b>	
Insur & Employee Benefits					
Utilities		2,886,848	2,886,848	<b>2,897,526</b>	10,678
Miscellaneous		634,405	634,405	<b>634,405</b>	
<b>Total Other</b>	3,882,556	3,547,469	3,547,469	<b>3,558,147</b>	10,678
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$5,669,718</b>	<b>\$5,062,634</b>	<b>\$5,062,634</b>	<b>\$4,635,385</b>	(\$427,249)

# Office of the Chief Technology Officer - 411

Sherwin Collette, Chief Technology Officer

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
1	Chief Technology Officer		1.000	1.000	1.000	<b>1.000</b>	
1	N Asst. to Assoc Supt		1.000	1.000	1.000	<b>1.000</b>	
1	25 Fiscal Specialist II		1.000	1.000	1.000	<b>1.000</b>	
1	17 Admin Services Manager I		1.000	1.000	1.000	<b>1.000</b>	
1	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
1	16 Fiscal Assistant III		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	

# Division of Technology Support



F.T.E. Positions 31.0

(\*In addition, there are 7.5 positions funded by the Capital Budget)

**MISSION** *The mission of the Division of Technology Support (DTS) is to provide technical assistance to schools and offices, while maintaining the operational readiness of new and existing hardware and software.*

## **MAJOR FUNCTIONS**

DTS provides technical assistance to staff in all MCPS facilities through the services of the School Technology Support team, Help Desk, Technical Services and Support team, and the Field Installation Unit.

### **School Technology Support**

The School Technology Support (STS) team consists of three groups—first- and second-level information technology support specialists (ITSS), and certified computer repair staff. The ITSS group is responsible for network administration; server, workstation, and printer maintenance and repair; and software installation and upgrades, including visitor management and school access control systems. The team's work assignment includes all elementary schools, 16 middle schools, and five special schools. This group routinely partners with administrators, teachers, media specialists, and central services staff to prepare for distance learning, online testing, and other events that require technical assistance. They also participate in project management in support of school initiatives. The certified hardware repair group is deployed to kindergarten through Grade 12 locations to troubleshoot, diagnose, and repair hardware that no longer is under warranty. The workload of the STS team is monitored through the Unicenter Service Desk (USD) issue tracking system, which allows the supervisors to adjust resource allocation needs more effectively. Although USD is the major source of requests for service and support, the team also receives communications through e-mail, telephone, routine and emergency site visits, and internal requests for more advanced help to resolve problems. The STS team works proactively to identify industry best practices in order to improve customer service. The Help Desk team provides one central location for MCPS staff to seek information and immediate resolution to technical problems.

### **Help Desk**

The Help Desk supports a wide range of technology infrastructure, hardware, and more than 100 enterprise-wide and school- and office-based applications. Help Desk specialists attend ongoing training to prepare them to resolve basic network issues; support new application inquiries; and respond to software questions, including questions about the Microsoft Office Suite. This team also attends operation and application training to ensure that the most current information available is shared with MCPS staff. The Help Desk team routinely researches and collaborates with other technologists in order to post useful information and timely solutions to frequently asked questions on the Help Desk website as well as to a self-service database, Knowledge Tools. The Help Desk collaborates with appropriate staff and departments to

create services and operation-level agreements that specifically outline a comprehensive support plan for all MCPS enterprise applications.

### **Technical Services and Support**

The Technical Services and Support (TSS) team is responsible for computer software and hardware support in non-school-based offices. The TSS group also works with the school-based technical staff to maintain the closed-circuit security camera systems and access control systems for the Department of School Safety and Security. Support includes integration services, application deployment, network administration, computer image support, and on-site equipment repair and upgrades. TSS maintains a parts database and inventory for both warranty and non-warranty maintenance of supported equipment. The team sets up and provides technical support for computers and multimedia equipment used for MCPS meetings and activities. Audiovisual (AV) equipment support includes maintaining an equipment pool for all of MCPS, collaborating with school and media center staff on establishing AV standards and addressing AV needs, and providing warranty repair of equipment purchased from the AV bid list. TSS staff also collaborates with the Office of Procurement and MCPS Television staff in reviewing and making recommendations on all multimedia equipment.

USD administration is provided by members of the TSS team as well as the STS team. This team is responsible for applying application upgrades and maintaining USD instances for the Employee and Retiree Service Center (ERSC), the offices of Shared Accountability, Curriculum and Instructional Programs, and the Chief Technology Officer (OCTO), and the Division of Family and Community Partnerships. This team also is responsible for extracting data from the USD issue tracking system to design customized reports for schools and central services when information is requested.

### **Field Installation Unit**

The Field Installation Unit implements 21st century technologies in MCPS classrooms. Staff in this unit works with school staff to update technology in schools through the Technology Modernization Program and ensure readiness at the opening of the school year. Staff maximizes the technology investment by reassigning older technologies and equipment to single-purpose, less demanding, yet important, functions in the schools. Examples of reassignments include door card readers, achievement series scan stations, visitor management systems, Fluency and Automaticity through Systematic Teaching with Technology (FASTT) Math, and Read 180. Additionally, the unit collects online data for updating and maintaining the asset management system and software license compliance. This unit supports centralized distribution of software updates, service packs, license keys, and enterprise systems management.

## ACCOMPLISHMENTS AND INITIATIVES

- » Tech Mod replaced 9,236 computers and 644 printers in 42 schools, including three special education schools and four newly revitalized schools. The computer count includes 217 carts with 10 mobile devices in each cart to make use of wireless mobility within their school, in support of instruction and assessment. Staff continued to refurbish and repair 834 computers in the five schools that had been anticipating the replacement of their four-year-old computers in Fiscal Year (FY) 2013. These schools included 10 high schools, nine middle schools, 16 elementary schools, and three special schools. The program supported the installation of technology in one modernized high school, one modernized middle school, and two new elementary schools.
- » In FY 2013, of the 91,832 requests logged by the system, the MCPS Help Desk closed 25,404 requests within two hours of the call. In addition, they processed another 35,443 tickets that were submitted by other MCPS staff via the web or e-mail and handled by the eight-member team. The supervisor and team lead of the Help Desk are proactive in using the issue tracking software to spot trends. They routinely use this information to provide first-level troubleshooting before escalating an issue to second-level support staff, usually resolving the customer's problem within the Help Desk, without escalation. The Help Desk team works continuously to improve customer service by collaborating with other teams in OCTO and by incorporating user feedback into daily operations. They participate in the development of customized support plans and service- and operation-level agreements that are essential to the seamless delivery of service to our customers. This team meets with various project teams periodically to prepare training documents and assist in training designated staff on new enterprise applications. The Help Desk maintains the Help Desk website and provides users with timely solutions to frequently asked questions.
- » In FY 2013, STS staff resolved 37,700 reported problems. ITSS staffing is a team model with primary and backup assignments, based on geography and technology inventory for each school. The team incorporates a "Lifeboat" system to rapidly deploy replacement servers to schools, restoring access to technology and minimizing downtime.
- » In FY 2013, the TSS team closed 534 emergency requests, handling 74 percent within the 12-hour service-level agreement (SLA) performance measure. The TSS team also handled 4,184 normal priority calls, meeting the three-day SLA performance measure 56 percent of the time. The total number of requests of all priorities for this time period was 4,037.

## PERFORMANCE MEASURES

**Performance Measure:** Percentage of phone requests both opened and closed by the Help Desk staff on first customer contact (as measured by closure in USD issue tracking system within two hours).

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
84%	85%	85%

**Explanation:** This measure is an indication of the timeliness of problem resolution by Help Desk staff within the SLA.

**Performance Measure:** Percentage of customers who are satisfied with the timelines of service received from an MCPS hardware technician.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
100%	100%	100%

**Explanation:** This measure is evaluated through the use of customer satisfaction survey cards to indicate the timeliness of problem resolution by the MCPS hardware staff servicing non-warranty equipment, K-12. This percentage reflects the satisfaction rate of those who responded through the survey cards.

**Performance Measure:** Percentage of customers who indicate satisfaction with the level of knowledge demonstrated by their ITSS.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
86.2%	88%	90%

**Explanation:** This measure reflects the level of customer satisfaction with the services provided by the assigned technologist, according to customers who reply to the customer satisfaction survey cards. This percentage reflects the satisfaction rate of those who responded through the survey cards.

**Performance Measure:** Percentage of emergency tickets closed within 48 hours for non-school-based offices.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
80%	80%	83%

**Explanation:** This measure reflects the number of tickets closed within the 48 hours, as they were opened.

## **OVERVIEW OF BUDGET CHANGES**

### **FY 2016 Recommended Budget**

The FY 2016 recommended budget for this division is \$2,794,462, a decrease of \$69,547 from the current FY 2015 budget. An explanation of this change follows.

### ***Same Service Level Changes—\$72,019***

#### ***Continuing Salary Costs—(\$13,877)***

There is decrease of \$13,877 for continuing salary costs. The cost associated with the salary step general wage adjustment (GWA) of 2 percent that employees will receive on October 3, 2015, as well as the annualized cost of the FY 2015 salary step and GWA of 1.5 percent that was provided to eligible employees on November 29, 2014, is offset by reductions for staff turnover.

#### ***Realignments to Meet Expenditure Requirements and Program Priorities—\$85,896***

Realignments are budgeted to address priority spending needs in this office. There is realignment of a 1.0 IT system specialist position and \$81,066 from the Department of Instructional Technology to this division. In addition, there is a realignment of \$4,830 from the budget of the Office of Chief Technology Officer to this office to fund contractual maintenance for \$3,275, and local travel mileage reimbursement for \$1,555.

#### ***Program Efficiencies and Reductions—(\$141,566)***

There is reduction of a 1.0 vacant supervisor position and \$123,069. The position's responsibility is to oversee the Technology Modernization project plan. This responsibility has been redistributed to other supervisors in the office. Also, there is reduction of \$18,497 budgeted for contractual maintenance to fund the Safari Books Online subscription. The subscription provided access to high quality technical manuals and materials to help staff solve technological questions. Staff will utilize the Internet and other free online resources to provide solutions.

# Division of Technology Support - 422/423/424/434

Charles McGee, Director I

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	31.000	31.000	31.000	<b>31.000</b>	
Position Salaries	\$2,437,796	\$2,681,386	\$2,681,386	<b>\$2,625,506</b>	(\$55,880)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>	2,437,796	2,681,386	2,681,386	<b>2,625,506</b>	(55,880)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		131,514	131,514	<b>116,292</b>	(15,222)
<b>Total Contractual Services</b>	105,780	131,514	131,514	<b>116,292</b>	(15,222)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		10,152	10,152	<b>10,152</b>	
Other Supplies & Materials		22,923	22,923	<b>22,923</b>	
<b>Total Supplies &amp; Materials</b>	32,389	33,075	33,075	<b>33,075</b>	
<b>04 Other</b>					
Local/Other Travel		12,258	12,258	<b>13,813</b>	1,555
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	12,262	12,258	12,258	<b>13,813</b>	1,555
<b>05 Equipment</b>					
Leased Equipment		5,776	5,776	<b>5,776</b>	
Other Equipment					
<b>Total Equipment</b>	5,769	5,776	5,776	<b>5,776</b>	
<b>Grand Total</b>	<u>\$2,593,996</u>	<u>\$2,864,009</u>	<u>\$2,864,009</u>	<u><b>\$2,794,462</b></u>	<u>(\$69,547)</u>

# Division of Technology Support - 422/423/424/434

Charles McGee, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>422 Division of Technology Support</b>						
1	P Director I		1.000	1.000	1.000	<b>1.000</b>	
1	27 IT Systems Engineer		1.000	1.000	1.000	<b>1.000</b>	
1	25 IT Systems Specialist			1.000	1.000	<b>1.000</b>	
10	25 IT Systems Specialist					<b>1.000</b>	1.000
11	25 IT Systems Specialist		1.000				
1	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
1	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>5.000</b>	<b>5.000</b>	<b>5.000</b>	<b>6.000</b>	<b>1.000</b>
	<b>423 Technology Support</b>						
10	K Supervisor			1.000	1.000	<b>1.000</b>	
11	K Supervisor		1.000				
10	25 IT Systems Specialist			7.000	7.000	<b>8.000</b>	1.000
11	25 IT Systems Specialist		7.000				
1	22 Technical Help Desk Spec II		1.000	2.000	2.000	<b>2.000</b>	
3	22 Technical Help Desk Spec II		1.000				
1	20 Technical Help Desk Spec I		2.000	6.000	6.000	<b>6.000</b>	
3	20 Technical Help Desk Spec I		4.000				
10	18 IT Systems Technician			1.000	1.000	<b>1.000</b>	
11	18 IT Systems Technician		1.000				
10	13 Data Systems Operator			1.000	1.000	<b>1.000</b>	
11	13 Data Systems Operator		1.000				
	<b>Subtotal</b>		<b>18.000</b>	<b>18.000</b>	<b>18.000</b>	<b>19.000</b>	<b>1.000</b>
	<b>424 School Technology Support</b>						
10	K Supervisor			1.000	1.000	<b>1.000</b>	
11	K Supervisor		1.000				
10	25 IT Systems Specialist			5.000	5.000	<b>5.000</b>	
11	25 IT Systems Specialist		5.000				
	<b>Subtotal</b>		<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	
	<b>434 Field Installation</b>						
10	K Supervisor			1.000	1.000		(1.000)
3	K Supervisor		1.000				
1	25 IT Systems Specialist		1.000				
10	25 IT Systems Specialist			1.000	1.000		(1.000)
	<b>Subtotal</b>		<b>2.000</b>	<b>2.000</b>	<b>2.000</b>		<b>(2.000)</b>
	<b>Total Positions</b>		<b>31.000</b>	<b>31.000</b>	<b>31.000</b>	<b>31.000</b>	

## Division of Instructional and Informational Services

Director I (P)	1.0
Supervisor (O)	3.0
Supervisor (K)	1.0
Instructional Specialist (B-D)	3.0
Application Developer III (27)	1.0
Database Administrator III (27)	1.0
Application Developer II (25)	7.0
Technical Analyst (25)	1.0
Student Systems Specialist (24)	1.0
Applications Specialist I (23)	1.0
Administrative Secretary II (15)	1.0
Data Control Technician II (15)	1.0
Data Control Technician I (13)	1.0
Fiscal Assistant I (13)	.8

**MISSION** *The mission of the Division of Instructional and Informational Services (DIIS) is to provide instructional and information solutions that enhance the education of students through the innovative application of technology; increase the efficiency of the educator; and transform access to information in support of teaching and learning for staff, students, parents, unions, and the community.*

## MAJOR FUNCTIONS

### Application Development

DIIS collaborates with offices, schools, and local government agencies to promote and support MCPS and the initiatives of the Office of the Chief Technology Officer by developing, implementing, and continuously improving MCPS applications and services. Based on goals and priorities, the department develops, purchases, implements, and supports complex solutions for students, parents, schools, and offices. These solutions enable the collection and analysis of essential data; decision making and planning; dissemination of accurate and timely information; and operational effectiveness that streamlines and enhances the management of teaching and learning, as well as MCPS's compliance with state and federal regulations. DIIS focuses on providing and managing student systems so that they support greater accountability and sharing of knowledge among staff, students, and parents.

### Instructional Applications

DIIS staff supports offices and schools by managing and administering student systems. The Online Administrative Student Information System (OASIS) is the source system for managing all student administrative information, including enrollment, attendance, report cards and transcripts, scheduling, course management, and assessment information. OASIS contains user-friendly applications that provide an easy and accurate method of collecting student administrative data. The OASIS Special Services (OSS) module is a component of OASIS that greatly increases the efficiency of managing the special education process for families, schools, and central services administrators and enables creation of the electronic Individualized Education Program (IEP). DIIS staff also manages the Online Achievement and Reporting System (OARS), comprising an electronic grade book and classroom-to-home communication solution, as well as electronic assessment systems to support timely delivery and reporting of assessments aligned with MCPS and Maryland state standards. The enterprise electronic grade book facilitates grading and reporting activities and policy alignment across the district and a classroom-to-home parent outreach component to securely communicate individual student achievement information from teachers to parents.

### myMCPS

Information from the student systems and other information services is published in the myMCPS portal, which provides end users with the information they need in a single place. The myMCPS portal is designed to deliver a personalized user experience, based on a user's roles and responsibilities in the school system. The portal facilitates team and peer-group communication and collaboration; provides access to role-specific applications, data warehouse dashboards, and reports; and offers information services, including the elementary integrated curriculum, teacher and student attendance data, and social networking features such as wikis, discussion boards, and blogs.

## ACCOMPLISHMENTS AND INITIATIVES

- » DIIS identifies, develops, and implements industry-leading software solutions that best meet the requirements of schools and offices. The prevalence of social networking structures underpins important technology decisions as MCPS works to provide solutions that meet or exceed the expectations of 21st century learners and educators.
- » The enterprise portal, myMCPS, received a major upgrade that provides users with a dynamic, interactive, and scalable environment that enables school and office staff to contribute to, and participate in, social networking and professional development. The portal features rich cloud-based application delivery, communication, document storage, and collaboration resources with interactive dashboards and reports. The enhanced features empower staff to create and share instructional content with the MCPS 21st century professional learning community. Rich feature sets include video libraries, content personalization, and discussion boards to accelerate the communication of ideas across groups. The department is committed to continuously enhancing applications.
- » The Documentation of Intervention (DOI) has been updated to allow users to set goals for groups of students, monitor those goals with data, and create multiple DOIs at once, all in a new user-friendly interface.
- » OASIS has received continuous upgrades to fulfill Board of Education policy, regulation, and procedural changes, as well as Maryland state- and federal government-mandated changes. These upgrades included modifications to the Special Services module to comply with Maryland State Department of Education (MSDE)-mandated changes to the IEP.
- » New student data reports were created in support of new state and federal compliance requirements, which are tied to MCPS funding levels and MSDE compliance regulations.
- » The Extended School Year and the Home and Hospital programs continue to be streamlined and automated, ensuring that students with special needs receive timely access to services.

- » The initial phase of the student course scheduling system upgrade began at selected secondary schools. This upgrade enables those schools to plan and complete their master schedule, using a web-based interface that provides improved accessibility and transparency for all users. During subsequent phases, students will have the ability to enter their course requests, improving the accuracy and efficiency for master schedulers during articulation and master schedule development. Additionally, the upgrade enabled better management and definition of courses and control of their availability.
- » The electronic grade book has been adopted by the remaining 103 elementary schools in Kindergarten through Grade 5, in support of the implementation of standards-based teaching and learning. This allows all 131 elementary schools to take full advantage of Curriculum 2.0.
- » All elementary students will receive a standards-based report card, which will reflect more accurately the students' understanding of the concepts taught in each subject.
- » Use of the electronic gradebook to collect attendance in middle schools was expanded to simplify the recording and reporting of daily attendance for local and state accountability.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of users satisfied with the customer service provided by the department.

<b>FY 2013 Actual</b>	<b>FY 2014 Estimate</b>	<b>FY 2015 Recommended</b>
92%	95%	97%

**Explanation:** This is a measure of customer satisfaction with DIIS staff service, as measured by surveying stakeholders in work group sessions.

**Performance Measure:** The percentage of software implemented without major defects.

<b>FY 2013 Actual</b>	<b>FY 2014 Estimate</b>	<b>FY 2015 Recommended</b>
80%	90%	92%

**Explanation:** This measure indicates the percentage of software implemented that performs without error, based on design specifications, as measured by source control work item management software.

**Performance Measure:** The percentage of stakeholder-requested enhancements implemented for enterprise systems.

<b>FY 2013 Actual</b>	<b>FY 2014 Estimate</b>	<b>FY 2015 Recommended</b>
90%	92%	94%

**Explanation:** This measure indicates the percentage of user-requested enhancements that are implemented once approved by a recognized advisory group. This is measured by using project/work plans that itemize the work of the unit, including user-requested enhancements, and are used to monitor progress and completion of those items.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this division is \$3,076,057, an increase of \$83,149 from the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$83,149**

*Continuing Salary Costs—\$83,149*

There is an increase of \$83,149 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

*Realignments to Meet Expenditure Requirements and Program Priorities—\$0*

Realignments are budgeted to address priority spending needs in this division. There is a reduction of \$129,200 from contractual maintenance, \$2,724 from professional part-time salaries, and \$1,145 from supporting services part-time salaries, and a corresponding increase for consultant fees.

# Div. of Instructional & Informational Services - 442

Joel Smetanka, Director I

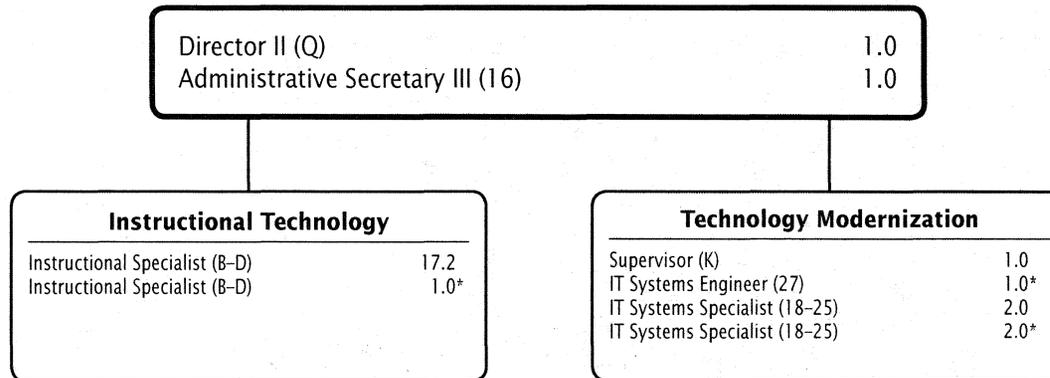
Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	24.800	23.800	23.800	<b>23.800</b>	
Position Salaries	\$1,875,090	\$2,371,956	\$2,371,956	<b>\$2,454,701</b>	\$82,745
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		95,724	95,724	<b>93,000</b>	(2,724)
Supporting Services Part Time		16,145	16,145	<b>15,404</b>	(741)
Other					
Subtotal Other Salaries	106,889	111,869	111,869	<b>108,404</b>	(3,465)
<b>Total Salaries &amp; Wages</b>	1,981,979	2,483,825	2,483,825	<b>2,563,105</b>	79,280
<b>02 Contractual Services</b>					
Consultants		136,753	136,753	<b>269,822</b>	133,069
Other Contractual		368,230	368,230	<b>239,030</b>	(129,200)
<b>Total Contractual Services</b>	117,783	504,983	504,983	<b>508,852</b>	3,869
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		3,600	3,600	<b>3,600</b>	
<b>Total Supplies &amp; Materials</b>	5,231	3,600	3,600	<b>3,600</b>	
<b>04 Other</b>					
Local/Other Travel		500	500	<b>500</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	232	500	500	<b>500</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$2,105,225</u>	<u>\$2,992,908</u>	<u>\$2,992,908</u>	<u><b>\$3,076,057</b></u>	<u>\$83,149</u>

## Division of Instructional & Informational Svcs - 442

Joel Smetanka, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
1	P Director I		1.000	1.000	1.000	<b>1.000</b>	
1	O Supervisor		1.000	3.000	3.000	<b>3.000</b>	
2	O Supervisor		2.000				
1	K Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	J Operations Development Manager		1.000				
1	BD Instructional Specialist			3.000	3.000	<b>3.000</b>	
2	BD Instructional Specialist		3.000				
1	27 Applications Developer III		1.000	1.000	1.000	<b>1.000</b>	
1	27 Database Administrator III			1.000	1.000	<b>1.000</b>	
2	27 Database Administrator III		1.000				
1	25 Applications Developer II		6.000	7.000	7.000	<b>7.000</b>	
2	25 Applications Developer II		1.000				
1	25 Technical Analyst		1.000	1.000	1.000	<b>1.000</b>	
1	24 Student Systems Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	23 Applications Specialist I		1.000	1.000	1.000	<b>1.000</b>	
1	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
1	15 Data Control Technician II		1.000	1.000	1.000	<b>1.000</b>	
1	13 Fiscal Assistant I		.800	.800	.800	<b>.800</b>	
1	13 Data Control Technician I		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>24.800</b>	<b>23.800</b>	<b>23.800</b>	<b>23.800</b>	

# Department of Instructional Technology



F.T.E. Positions 22.2

(\*In addition, there are 4.0 positions funded by the Capital Budget)

**MISSION** *The mission of the Department of Instructional Technology (DIT) is to lead the selection of innovative technologies in K–12 environments and lead the development of high-quality professional development that promotes the effective integration of technology in teaching and learning environments and excellence in teaching and learning. This is accomplished by building the capacity of administrative, instructional, and support services staff through high-quality, differentiated, and job-embedded professional development to support the implementation of new and existing technologies in schools and offices.*

## **MAJOR FUNCTIONS**

### **Leadership, Professional Development, and Innovative Technologies**

DIT works closely with school leadership to support school improvement plans with technology strategies; designing, developing, and delivering high-quality technology professional development on systemwide applications to support teaching and learning; using technology to facilitate and enhance professional learning communities; collaborating with Montgomery County Public Schools' (MCPS) offices and schools to identify needs for which technology solutions can be applied; and developing, distributing, and supporting interactive blended learning opportunities. The department provides leadership and program management for the implementation of new technologies in schools to increase teacher capacity by saving valuable time. DIT manages the Center for Technology Innovation, which is the school district's primary technology training facility for all staff. The department supports the instructional implementation of the Educational Technology Policy in all schools and the Technology Modernization Program. DIT consists of a team that provides professional development and coaching to teachers and MCPS staff on the integration of technology with teaching and learning; and the Technology Innovation Unit, which is charged with evaluating new technologies and planning for the ordering and distribution of these technologies.

### **Professional Development on the Integration of Technology**

The team of instructional technology specialists provides on-site, centralized, and web-based professional development using the Analysis, Design, Development, Implementation, and Evaluation instructional system design model for school and office staff on skills and strategies needed for data-driven decision making, and integrating technology into instructional and management practices. Professional development, including myMCPS, assessment technologies, communications applications, curriculum and course management platforms, instructional applications, and

electronic resources, will enhance both instructional and managerial practices. Whenever feasible, this team employs a job-embedded approach to professional development when working with school staff to increase technological pedagogical content knowledge as it relates to each teacher's implementation of the curriculum. The use of webinar and collaboration site technologies facilitates professional learning communities that bring together job-alike professionals from across the county. The team develops online training opportunities using best-practice technology solutions and methodologies, translates application functions into MCPS business practices, and researches and develops the latest instructional resources and software. This group collaborates with school leadership and identifies targeted, exemplary technology-integration practices. Staff also helps identify hardware, software, and electronic resources to support school-improvement objectives and provide support and training to administrators and instructional and support staff. This team also supports the use of 21st century interactive classroom technologies to create and strengthen inclusive, diverse community-centered classrooms that foster a culture of inquiry, respect, and risk-taking so that all students are empowered to participate as full citizens in meaningful learning communities.

### **Selection, Testing, and Provision of Innovative Technologies**

The Technology Innovation Unit continuously collaborates with schools and offices to understand interests and needs, gathering requirements from stakeholders. The unit cultivates strategic partnerships with vendors who focus on improving technology products, services, prices, quality, and on-time delivery. The team oversees the testing of products and configurations prior to deployment to schools, to ensure product reliability and effective ongoing operations in every school. Staff also keeps abreast of emerging technology trends and products and assesses their applicability in the educational environment. Educationally appropriate products are evaluated to determine if the product meets identified needs, and high-level tests are performed to assess compatibility with the MCPS technology infrastructure. The team also oversees a program to refurbish computers in schools where technology is four years old, in response to the change from a four-year to a five-year replacement cycle that was put in place temporarily as a result of the fiscal crisis. Further, they oversee the planning and implementation of interactive whiteboard technology, in connection with redefining 21st century learning spaces.

## **ACCOMPLISHMENTS AND INITIATIVES**

- » The Technology Modernization initiative replaced approximately 9,300 computers in 42 schools, 4 of which were newly renovated. In support of the wireless project, the majority of computers provided to the schools in this initiative were laptop computers and tablets.
- » Additionally, 2,050 computers were refurbished and supplied to the schools to supplement the new

computers and to ensure that the school had enough computers to meet the needs of their instructional programs.

- » From February through August 2013, installation of Promethean technologies began across elementary schools. These interactive technologies serve as the hub of the classroom, facilitating whole-group instruction, small-group work, and the ability for staff and students to interact with digital content through multiple modalities. The integration of student response systems, slates, and tablets with these technologies provide the capability for seamless formative assessment opportunities during classroom instruction. All elementary schools were equipped with these technologies at the beginning of the 2013–2014 school year. To date, interactive whiteboard solutions have been installed in more than 80 schools, representing those locations where this technology was not previously installed. A total of 2,015 interactive whiteboards were installed in instructional spaces at these locations.
- » Throughout the school year, instructional technology specialists provided schools and offices with ongoing services and support for all technology systems, including the Instruction Center, myMCPS, Measures of Academic Progress, mClass, standards-based grading and reporting, the electronic grade book, Financial Management System, Human Resources Information System, MCPS Careers, Professional Development Online, Connect-ED, Fortis, the Transportation Information Management System, and the Facilities Availability and Emergency Status Reporting. The Office of the Chief Technology Officer instructional technology specialists conducted more than 420 professional development sessions across 110 different topics. They provided job-embedded professional development for system initiatives and regularly supported collaborative grade-level planning to all elementary schools.
- » This past summer, DIT designed and facilitated more than 120 professional development and work sessions, representing more than 20 topics, including grading and reporting, integrating technology with instruction, using MAP data to inform instruction, PDO, and Edline. More than 1,500 teachers and MCPS staff attended these trainings this past summer.
- » This past summer, instructional technology specialists worked with more than 900 teachers as they earned credit creating interactive lessons that integrate technology with Curriculum 2.0. These teachers participated in a week-long course designed to help them plan for meaningful instruction using digital content, multimedia formats, interactive applications, and technology resources as they teach Curriculum 2.0.
- » Professional development on myMCPS and its key applications is designed and facilitated by specialists within DIT. The new Documentation of Interventions (DOI) application was completed this past summer and has been poised for use by all schools since the start of the school year. This enhanced application allows school staff to create records for student interventions,

update and monitor student progress toward meeting goals, and create group DOI records. DIT is collaborating with units in other offices to design and deliver professional development to support teachers and instructional staff.

- » The department provides project management on three assessment technologies: the MCPS Assessment Program—Primary Reading 3D; Measure of Academic Progress—Reading, Math, and Primary; and Achievement Series. Project management also is provided for Discovery Education Streaming, which provides schools with access to a vast on-demand video library to support instruction.
- » Currently, DIT is working to configure tablet technologies and integrate these into instructional spaces. One immediate use of these technologies will be to enable primary teachers to administer the Reading 3D assessments in place of the palm pilot devices. These new tablet technologies also will be used to support the new Kindergarten readiness assessments.
- » DIT is creating blended learning environments through the integration of technology, interactive applications, and virtual community spaces. These blended environments help meet the needs of students in regular instructional programs as well as alternative programs, credit recovery, and home and hospital teaching circumstances.

## PERFORMANCE MEASURES

**Performance Measure:** Mastery of Training Outcomes.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
90%	93%	96%

**Explanation:** Percentage of attendees reporting mastery of all stated training session outcomes, as indicated on post-training survey.

**Performance Measure:** Center of Technology Innovation Satisfaction.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
87%	90%	93%

**Explanation:** Percentage of guest instructors that rate their experience as excellent or very good, as reported via online survey.

## OVERVIEW OF BUDGET CHANGES

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### **FY 2016 Recommended Budget**

The FY 2016 recommended budget for this department is \$2,639,086, a decrease of \$103,917 from the current FY 2015 budget. An explanation of this change follows.

### ***Same Service Level Changes—(\$15,036)***

#### ***Continuing Salary Costs—\$66,030***

There is an increase of \$66,030 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

#### ***Realignments to Meet Expenditure Requirements and Program Priorities—(\$81,066)***

There is a realignment of a 1.0 IT system specialist position and \$81,066 from the budget of this department to the Division of Technology Support's budget.

### ***Program Efficiencies and Reductions—(\$88,881)***

There is reduction of a 1.0 administrative secretary I position and \$66,881. The position manages the daily operations of the Center for Technology Innovation. The duties and responsibilities will be redistributed to other staff in the department. Also, there is a reduction of \$20,000 budgeted for training stipends. The reduction can be made based on a projected decrease in the number of teachers who will attend the training.

# Dept. of Instructional Technology - 435/427/428

Dr. Kara B. Trenkamp, Director II

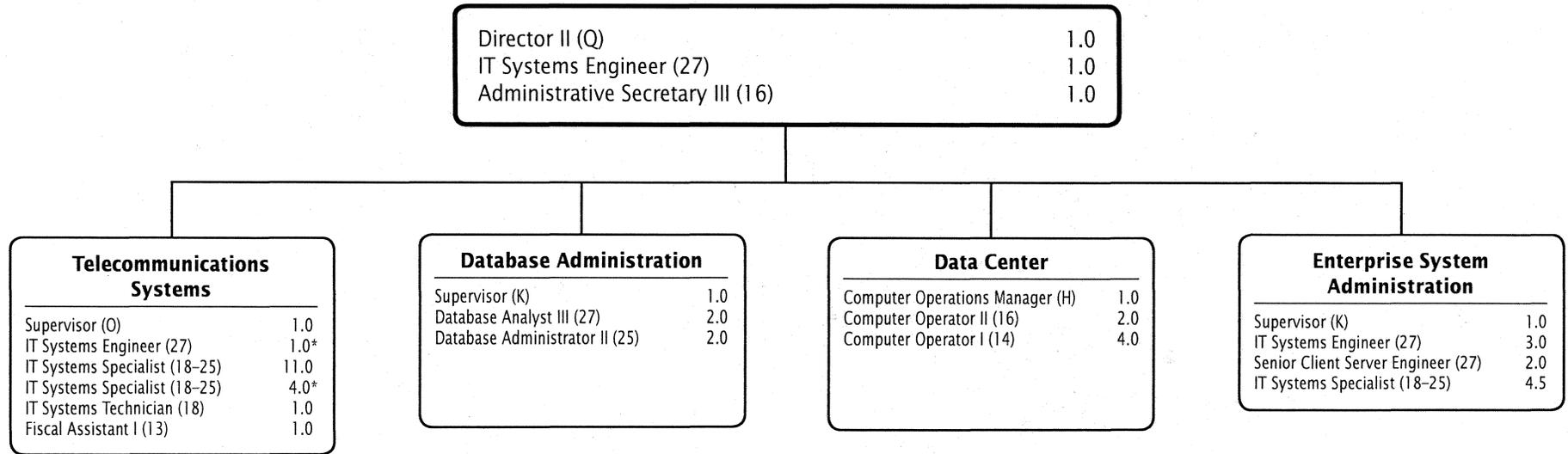
Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	24,200	24,200	24,200	<b>22,200</b>	(2,000)
Position Salaries	\$2,390,761	\$2,611,323	\$2,611,323	<b>\$2,529,406</b>	(\$81,917)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends		100,000	100,000	<b>80,000</b>	(20,000)
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					(20,000)
<b>Total Salaries &amp; Wages</b>	<b>2,515,701</b>	<b>2,711,323</b>	<b>2,711,323</b>	<b>2,609,406</b>	<b>(101,917)</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		3,900	3,900	<b>3,900</b>	
<b>Total Contractual Services</b>	<b>3,945</b>	<b>3,900</b>	<b>3,900</b>	<b>3,900</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		6,780	6,780	<b>6,780</b>	
Other Supplies & Materials		2,000	2,000	<b>2,000</b>	
<b>Total Supplies &amp; Materials</b>	<b>7,873</b>	<b>8,780</b>	<b>8,780</b>	<b>8,780</b>	
<b>04 Other</b>					
Local/Other Travel		19,000	19,000	<b>17,000</b>	(2,000)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>15,807</b>	<b>19,000</b>	<b>19,000</b>	<b>17,000</b>	<b>(2,000)</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$2,543,326</b>	<b>\$2,743,003</b>	<b>\$2,743,003</b>	<b>\$2,639,086</b>	<b>(\$103,917)</b>

## Dept. of Tech. Consulting & Comm. Sys. - 435/427/428

Dr. Kara B. Trenkamp, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>435 Dept. of Instructional Technology</b>						
2	Q Director II			1.000	1.000	<b>1.000</b>	
3	Q Director II		1.000				
3	BD Instructional Specialist		17.200	17.200	17.200	<b>17.200</b>	
2	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
2	14 Administrative Secretary I		1.000	1.000	1.000		(1.000)
	<b>Subtotal</b>		<b>20.200</b>	<b>20.200</b>	<b>20.200</b>	<b>19.200</b>	<b>(1.000)</b>
	<b>428 Technology Modernization</b>						
1	K Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	25 IT Systems Specialist		3.000	3.000	3.000	<b>2.000</b>	(1.000)
	<b>Subtotal</b>		<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	<b>3.000</b>	<b>(1.000)</b>
	<b>Total Positions</b>		<b>24.200</b>	<b>24.200</b>	<b>24.200</b>	<b>22.200</b>	<b>(2.000)</b>

# Department of Infrastructure and Operations



F.T.E. Positions 39.5

(\*In addition, there are 5.0 positions funded by the Capital Budget)

**MISSION** *The mission of the Department of Infrastructure and Operations (DIO) is to manage the enterprise-wide technical systems, including the data center, network connections, e-mail, and telephones and to facilitate the implementation of effective, secure, and reliable hardware and software solutions. This department also is responsible for providing the operational support for administrative data and reports aligned with the Foundation: Organizational Effectiveness, Building our Future Together, the MCPS Strategic Planning Framework.*

## **MAJOR FUNCTIONS**

### **Department Management**

DIO accomplishes its mission through four units—Database Administration, Data Center, Telecommunication and Network Security, and Enterprise Systems Administration. All four units work collaboratively to ensure that Montgomery County Public Schools' (MCPS) technology systems are designed and operated in the most efficient and secure manner possible. The director's office manages major projects within DIO and provides collaborative support to the other departments' project teams. To ensure that these services are provided in an effective, efficient, and systemic manner, the director's office coordinates the work efforts of the technical resources and subject-matter experts for department projects, following the shared project and process-management methods that are common to all Office of the Chief Technology Officer (OCTO) project teams. The director's office ensures that project documentation is kept in an accessible place and that quality assurance processes are created, documented, and communicated for maximum efficiency.

### **Database Administration**

The Database Administration Unit is responsible for creating, maintaining, backing up, recovering, and monitoring enterprise databases (Online Administrative Student Information System, online student look-up, period-by-period attendance, grading and reporting, financial management system, payroll, and retirement) for effective use in an operational environment. This includes all student and business systems.

### **Data Center**

The Data Center operates, monitors, and provides technical support for the MCPS central servers and related equipment (high-speed printers and scanners) to allow 24-hour access to essential student and administrative databases and to run applications, including payroll, student attendance and enrollment, retirement, asset management, financial management, report cards, and online materials ordering application systems. The unit is responsible for maintaining the data center facility with round-the-clock sensors to monitor

power, temperature, humidity, fire, and other mechanical functions.

### **Telecommunication and Network Security**

The Telecommunication and Network Security Unit designs, installs, and supports local- and wide-area networks (LAN/WAN), which include wired and wireless networks in schools, central services, and field offices. The unit maintains all telephone systems—wired, wireless, and cellular, including school and office voice mail systems, data transmission lines, and voice circuits. The Telecommunication Services Unit supports converged telephony, which combines voice, data, cellular, and video on data circuits. Telephony specialists evaluate current system needs, while reviewing telecommunications trends. To improve MCPS telecommunications capabilities, staff is responsible for researching, planning, expanding, and modernizing existing systems as both technology and location needs evolve. The unit monitors and maintains the MCPS WAN, which is implemented by connections through several carriers, including the county's fiber-optic network (FiberNet). The connection to the Internet and county government, the security firewall, and the intrusion detection/prevention equipment—along with the data wiring at new and modernized construction projects, including the telephone and cable television distribution systems—also are the responsibility of this unit. This unit is also responsible for the Internet protection systems required by the *Children's Internet Protection Act*, and *Protecting Children in the 21st Century Act*. This unit also monitors and investigates all violations of MCPS Regulation IGT-RA, and processes all legal eDiscovery requests. Also, this unit is responsible for the business continuity of the data center functions, and maintains an off-site recovery location. This unit applies for rebates for eligible telecommunications, internal connection, and Internet-related costs under the Schools and Libraries Universal Service E-Rate Program, funded under the *Telecommunications Act of 1996*. Staff carefully reviews telecommunication invoices, including wireless and data connection lines, to ensure accuracy of payment.

### **Enterprise Systems Administration**

The Enterprise Systems Administration Unit designs systems architecture for new or upgraded applications and installs, manages, and supports enterprise servers that house the technology systems used by staff and students as well as parents. The unit is responsible for the efficient operation of the systems as well as preventive security measures. The Enterprise Systems Administration Unit also is responsible for systemwide user account management for the network and all application systems, including the student data system, financial management, human resources systems, and the myMCPS portal, to enable appropriate access for MCPS users. In addition, the unit manages the operation of the MCPS e-mail system and is responsible for all e-mail system upgrades and implementations. The unit is also responsible for the operation and maintenance of Storage Area Networks, which provide a central repository for the storage of electronic data and databases. Enterprise Systems

Administration staff is responsible for researching emerging industry trends and standards and recommending enhancements that will improve the effectiveness and efficiency of enterprise technology systems. Enterprise-wide data backup solutions are implemented and managed by this unit, including backing up central data as well as remotely backing up school data. The unit ensures that systems can be recovered quickly in the event of mechanical failure or disaster.

## ACCOMPLISHMENTS AND INITIATIVES

- » The continuing rapid advancement of technology requires staff to research new and emerging technologies, to work continuously with technology users in reassessing which technologies best meet instructional and administrative needs, and to plan how to modernize or replace aging and obsolete equipment and software. The MCPS Strategic Technology Plan calls for a robust and resilient cyber infrastructure that ensures anytime, anywhere access to learning resources, and the virtual community is a fundamental requirement for effective digital learning.
- » The department installed and implemented 121 school-wide wireless systems in the schools which did not yet have that capability, aligning with the MCPS Strategic Technology Plan.
- » The department provided large-scale printing services for both student and business systems, including approximately 146,000 report cards, 19,000 related administrative reports, and 30,000 interim reports per reporting period, as well as 1,500 employee paychecks (employee paystubs are available electronically via ePaystub, eliminating the need for paystub printing for employees using direct deposit) and 22,000 timesheets per pay period. The Data Center staff collaborated with the Office of Shared Accountability's Testing Unit to print, fold, and seal 90,000 MSA and 60,000 HSA reports. The staff also collaborated with the Applied Research Unit to print, fold, and seal 210,000 school-based staff and parent surveys.
- » The department has been actively researching and investigating emerging options for "cloud-based" computing. Staff is working toward a shift of some major components of the e-mail system to a cloud-based model, which will provide improved capabilities for secure staff and student collaboration through the myMCPS portal. Similarly, research is being conducted into the options of "elastic" computing models, which introduce efficiencies into the technology environment by expanding and shrinking the server (capacity) footprint to exactly match user demand.
- » The expansion of the virtual server environment continued with the addition of four expansion nodes. These expansions have increased the capacity for server virtualization, resulting in less need for independent physical servers, which are more expensive and consume greater amounts of energy.
- » The department has worked closely with other departments throughout OCTO to expand the myMCPS system in support of improved functionality and the addition of parent/student/teacher collaboration features.
- » A new identity management system has been developed and is in the early deployment stages. The system will support many features of the new myMCPS portal and will improve the management of user accounts and access to disparate systems throughout the enterprise.
- » The department completed an upgrade of the MCPS e-mail system to Microsoft's Office 365, which uses Exchange 2010, to take advantage of increased protection of data for security and to optimize our investment for future growth. This upgrade also provides better integration with myMCPS. The department continued to modify the structure of the MCPS network (Active Directory) toward a single domain network design and consolidated domain controllers for a more efficiently run network.
- » In Fiscal Year FY 2015, databases for the Financial Management System, student systems applications, and the myMCPS portal will be upgraded to the latest and most efficient versions that allow for faster access to data for students and staff.
- » During FY 2014, almost all MCPS elementary schools were connected to the county's FiberNet system, for faster and more reliable WAN and Internet connectivity. Internet availability continued to be over 99 percent overall.
- » New telephone systems were installed in five elementary schools and administrative offices, using Voice-over-IP (VoIP)-capable phone systems. These VoIP systems provide additional services to the users, such as caller ID and call forwarding, and significantly reduce the expenses of inside wiring by using either existing data lines or running one data line throughout a school, as opposed to a large number of voice lines per handset. We anticipate that 4,900 work requests for moves, additions, and changes for schools and administrative offices will be completed in FY 2014. The Telecommunications Team continued its management of the cell phone and data device programs, refreshing phone equipment for emergency phones in portable classrooms and school emergency kits.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of uptime for the WAN.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
99.91%	99.95%	99.97%

**Explanation:** This is a measure of availability of switches, routers, and vendor-supplied lines that provide access to schools, offices, and the ISP connection.

**Performance Measure:** Percentage of uptime for e-mail system.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
99.9%	99.9%	99.9%

**Explanation:** This measure indicates the amount of time e-mail is available to end users, other than regularly scheduled maintenance hours.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this department is \$6,600,314, an increase of \$411,960 from the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$492,221**

*Continuing Salary Costs—\$152,010*

There is an increase of \$152,010 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

*Realignments to Meet Expenditure Requirements and Program Priorities—\$340,211*

There is a realignment of \$340,211 from the Office of Chief Technology Officer’s budget to this department’s budget. Of that amount, \$258,480 is realigned to fund contractual maintenance, \$71,231 is realigned to fund the lease/purchase of equipment, and \$10,500 is realigned to fund consultant fees.

**Program Efficiencies and Reductions—(\$80,261)**

There is a reduction of \$22,266 budgeted for the lease/purchase of server equipment. The final lease payment obligation for server equipment will be satisfied in FY 2015. Also, there is a reduction of \$9,840 budgeted for consultant fees for Identity Management which will be supported by MCPS staff in FY 2016. In addition, there is a reduction of \$21,000 budgeted for program supplies, a reduction of \$16,480 budgeted for contractual maintenance, a reduction of \$6,775 budgeted for supporting services part-time salaries, a reduction of \$3,000 budgeted for contractual services, and a reduction of \$900 budgeted for local travel mileage reimbursement. These reductions can be made based on prior year spending trends.

# Dept of Infrastructure & Ops - 446/433/447/448/451

Charles L. McGee, Acting Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	39,500	39,500	39,500	<b>39,500</b>	
Position Salaries	\$3,388,637	\$3,536,989	\$3,536,989	<b>\$3,687,842</b>	\$150,853
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		35,626	35,626	<b>33,142</b>	(2,484)
Other		10,660	10,660	<b>7,526</b>	(3,134)
Subtotal Other Salaries	34,552	46,286	46,286	<b>40,668</b>	(5,618)
<b>Total Salaries &amp; Wages</b>	3,423,189	3,583,275	3,583,275	<b>3,728,510</b>	145,235
<b>02 Contractual Services</b>					
Consultants		66,000	66,000	<b>66,660</b>	660
Other Contractual		1,569,810	1,569,810	<b>1,808,810</b>	239,000
<b>Total Contractual Services</b>	1,667,329	1,635,810	1,635,810	<b>1,875,470</b>	239,660
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		3,400	3,400	<b>3,400</b>	
Other Supplies & Materials		251,137	251,137	<b>230,137</b>	(21,000)
<b>Total Supplies &amp; Materials</b>	216,639	254,537	254,537	<b>233,537</b>	(21,000)
<b>04 Other</b>					
Local/Other Travel		4,488	4,488	<b>3,588</b>	(900)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	3,672	4,488	4,488	<b>3,588</b>	(900)
<b>05 Equipment</b>					
Leased Equipment		710,244	710,244	<b>759,209</b>	48,965
Other Equipment					
<b>Total Equipment</b>	365,530	710,244	710,244	<b>759,209</b>	48,965
<b>Grand Total</b>	<b>\$5,676,359</b>	<b>\$6,188,354</b>	<b>\$6,188,354</b>	<b>\$6,600,314</b>	<b>\$411,960</b>

# Dept. of Infrastructure & Operations- 446/433/447/448/451

Charles L. McGee, Acting Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>446 Dept of Infrastructure &amp; Operations</b>						
1	Q Director II		1.000	1.000	1.000	1.000	
1	27 IT Systems Engineer		1.000	1.000	1.000	1.000	
1	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>3.000</b>	<b>3.000</b>	<b>3.000</b>	<b>3.000</b>	
	<b>433 Telecommunications Systems</b>						
1	O Supervisor		1.000				
10	O Supervisor			1.000	1.000	1.000	
1	25 IT Systems Specialist		6.000				
10	25 IT Systems Specialist			11.000	11.000	11.000	
11	25 IT Systems Specialist		4.000				
10	18 IT Systems Technician			1.000	1.000	1.000	
11	18 IT Systems Technician		1.000				
11	14 IT Services Technical Asst		1.000				
10	13 Fiscal Assistant I			1.000	1.000	1.000	
11	13 Fiscal Assistant I		1.000				
	<b>Subtotal</b>		<b>14.000</b>	<b>14.000</b>	<b>14.000</b>	<b>14.000</b>	
	<b>447 Database Administration</b>						
1	K Supervisor		1.000	1.000	1.000	1.000	
1	27 Database Analyst III		2.000	2.000	2.000	2.000	
1	25 Database Administrator II		2.000	2.000	2.000	2.000	
	<b>Subtotal</b>		<b>5.000</b>	<b>5.000</b>	<b>5.000</b>	<b>5.000</b>	
	<b>448 Data Center</b>						
1	H Computer Operations Mgr		1.000	1.000	1.000	1.000	
1	16 Computer Operator II Shift 2		1.000	1.000	1.000	1.000	
1	16 Computer Operator II Shift 3		1.000	1.000	1.000	1.000	
1	14 Computer Operator I Shift 1		2.000	2.000	2.000	2.000	
1	14 Computer Operator I Shift 2		1.000	1.000	1.000	1.000	
1	14 Computer Operator I Shift 3		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	
	<b>451 Enterprise System Administration</b>						
1	K Supervisor		1.000	1.000	1.000	1.000	
1	27 Sr Client Server Engineer		2.000	2.000	2.000	2.000	
1	27 IT Systems Engineer		3.000	3.000	3.000	3.000	
1	25 IT Systems Specialist		2.000	4.500	4.500	4.500	
11	25 IT Systems Specialist		2.000				
1	13 Data Systems Operator		.500				
	<b>Subtotal</b>		<b>10.500</b>	<b>10.500</b>	<b>10.500</b>	<b>10.500</b>	
	<b>Total Positions</b>		<b>39.500</b>	<b>39.500</b>	<b>39.500</b>	<b>39.500</b>	

# Department of Business Information Services

Director II (Q)	1.0
Supervisor (K)	2.0
Application Developer III (27)	2.0
Development Project Manager (27)	3.5
Development Project Manager (27)	0.5*
Applications Developer II (25)	5.0
Technical Analyst (25)	1.0
IT Systems Specialist (18-25)	1.0
Administrative Secretary III (16)	1.0
Fiscal Assistant II (15)	1.0

F.T.E. Positions 17.5

(\*In addition, there is a 0.5 position funded by the Employee Benefits Trust Fund)

**MISSION** *The mission of the Department of Business Information Services (DBIS) is to plan, develop, implement, and support high-quality business solutions contributing to the transformation of learning environments through the innovative integration of technology across all aspects of the school system.*

## MAJOR FUNCTIONS

### Business Operational Technologies

DBIS collaborates with offices, schools, and government agencies to promote and support Montgomery County Public Schools (MCPS) and the initiatives of the Office of the Chief Technology Officer by developing, implementing, and continuously improving business solutions. Based on goals and priorities, the department develops, purchases, implements, and supports complex solutions for the business of education. These solutions enable operational effectiveness that streamlines and enhances management for all stakeholders. Connect-ED is a website used by schools and central services to effectively and efficiently communicate important information to students, staff, parents, and the community, such as student absences and school activities. The Transportation Information Management System supports the management of human and automotive resources used by MCPS. Fortis software provides MCPS with an electronic document management system that dramatically increases access to information previously available only on paper, such as personnel and student records. The Destiny library management system provides schools with a centralized K–12 resource management tool. This system assists schools in working more efficiently, while creating an engaging and collaborative learning environment that promotes and supports student achievement.

### Human Capital Management Solutions

DBIS implements and supports human capital management solutions, providing applications and systems to facilitate operational excellence in the delivery of services for human resource management, professional development, and career management. The Human Resources Information System (HRIS) integrates personnel, time and attendance, leave management, payroll, and employee benefit functions that allow for effective management of information and resources. Lifeworks is the system used to manage and administer employee pension benefits. Lifeworks also provides employees with retirement analysis features to assist in retirement planning. The Professional Development Online system is used for managing and monitoring MCPS employee training. MCPS Careers provides a web-based solution that automates the application and hiring process for MCPS-based position vacancies, and Career Pathways guides supporting services employees in career planning.

### Financial Management Solutions

DBIS staff develops new functionalities for financial management solutions, in collaboration with schools and offices across the system, and is committed to delivering the highest level of operational performance and support. The Financial Management System (FMS) integrates supply chain, finance, and budgeting functions, providing access to essential information and streamlining financial processes for schools and offices, service providers, and external agencies. Financial management software is used in schools to manage Independent Activity Funds (IAFs), providing real-time reporting and transactional information. In addition, a secure online system allows parents to view their students' financial account history and make electronic payments for school activity items, extracurricular activity fees, and summer school payments. Integration with systems, including HRIS and the Destiny Library Manager, illustrates the focus on streamlining and enhancing financial management for all stakeholders.

## ACCOMPLISHMENTS AND INITIATIVES

- » To ensure that MCPS maintains its status as a world-class school system, DBIS continues to expand and enhance the usefulness of key operational management solutions. This includes identifying, developing, and implementing industry-leading software solutions that best meet the needs of schools and offices. The prevalence of web-based solutions underpins important technology decisions as MCPS works to provide solutions that meet or exceed the expectations of 21st century institutions.
- » The Destiny Library Manager was upgraded to enhance access to digital resources, research databases, and mobile technologies. A collection and circulation management system was implemented for the evaluation and selection of instructional materials streamlining the evaluation of library materials so they get to students faster. The Destiny system will be expanded to provide for the management of current inventories of textbooks and instructional materials and prepare for the management of the rapidly expanding availability of digital resources.
- » A school financial management software system was implemented for schools to manage IAFs and to provide the ability to use credit cards to pay for school events and identified school system fees. Enhancements are planned to expand the capabilities for online payment and tracking. Overall, the newly implemented system improves the efficiency and effectiveness of financial operations at both the school and central services level, while offering a new level of access and convenience for parents.
- » Business intelligence reporting was implemented for selected central services areas to enhance and improve the development and distribution of complex reporting in FMS. Plans are in place to expand the capability.

- » The Fortis document management system was upgraded with necessary technologies to allow MCPS to expand the use of the system, enabling authorized users in schools and offices to access documents via a web-based portal.
- » The system that manages staff retirement benefits, Lifeworks, received a major upgrade. Among the enhanced functions of the upgraded system is the ability for staff members to calculate benefits on demand, including the ability to calculate future retirement benefits based on “what-if” scenarios. Staff members also will be able to print a retirement statement on demand, as opposed to on a yearly basis or by special request by the Employee and Retiree Service Center.
- » Career Pathways for support services employees was implemented, in collaboration with the Office of Human Resources and Development and Service Employees International Union Local 500. This web-based system guides staff in preparing, planning, determining areas of interest, and discovering potential job opportunities.
- » Improvements to reduce paper, streamline processes, and increase online access were implemented in several areas. Examples include the use of e-mail distribution for application information, including school staffing allocations and Summer Employment Action Notices; providing online screens for identifying elementary team leaders and faculty representatives; collecting accident/incident information for transportation; implementing job automation to enhance operations, which reduces processing time for complex systems such as payroll processing; and expanding the Fortis document management system, significantly reducing paper record keeping while increasing access to information.

**PERFORMANCE MEASURES**

**Performance Measure:** The percentage of software implemented without major defects.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
100%	100%	100%

**Explanation:** This measure indicates the percentage of software implemented that performs without error, based on design specifications.

**Performance Measure:** The percentage of stakeholder-requested enhancements implemented for enterprise systems.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
89%	92%	94%

**Explanation:** This measure indicates the percentage of user-requested enhancements that are implemented, once approved by a recognized advisory group.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this department is \$3,586,116, a decrease of \$36,008 from the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$7,062**

*Continuing Salary Costs—(\$4,938)*

There is decrease of \$4,938 for continuing salary costs. The cost associated with the salary step general wage adjustment (GWA) of 2 percent that employees will receive on October 3, 2015, as well as the annualized cost of the FY 2015 salary step and GWA of 1.5 percent that was provided to eligible employees on November 29, 2014, is offset by reductions for staff turnover.

*Realignments to Meet Expenditure Requirements and Program Priorities—\$12,000*

There are several realignments budgeted to address priority spending needs within this department. There is a decrease of \$59,352 for consultant fees, a decrease of \$5,113 for program supplies, a decrease of \$1,862 for office supplies, and a decrease of \$161 for local travel mileage reimbursement. There is a corresponding increase of \$66,488 for contractual maintenance. In addition, \$12,000 for contractual maintenance is realigned from the Office of the Chief Technology Officer’s budget to this department’s budget.

**Program Efficiencies and Reductions—(\$43,070)**

There is reduction of a 1.0 vacant data control technician II position and \$43,070. The position assists with technical administration of the Financial Management System and the Human Resource Information System. The duties and responsibilities of the position will be redistributed to other staff in the department.

# Dept. of Business Information Services - 421/443

Doreen M. Heath, Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	18.500	18.500	18.500	<b>17.500</b>	(1.000)
Position Salaries	\$1,715,395	\$1,873,723	\$1,873,723	<b>\$1,825,715</b>	(\$48,008)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>	<b>1,715,395</b>	<b>1,873,723</b>	<b>1,873,723</b>	<b>1,825,715</b>	<b>(48,008)</b>
<b>02 Contractual Services</b>					
Consultants		289,352	289,352	<b>230,000</b>	(59,352)
Other Contractual		1,430,008	1,430,008	<b>1,508,496</b>	78,488
<b>Total Contractual Services</b>	<b>1,648,239</b>	<b>1,719,360</b>	<b>1,719,360</b>	<b>1,738,496</b>	<b>19,136</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		1,862	1,862		(1,862)
Other Supplies & Materials		14,113	14,113	<b>9,000</b>	(5,113)
<b>Total Supplies &amp; Materials</b>	<b>9,066</b>	<b>15,975</b>	<b>15,975</b>	<b>9,000</b>	<b>(6,975)</b>
<b>04 Other</b>					
Local/Other Travel		3,983	3,983	<b>3,822</b>	(161)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>1,505</b>	<b>3,983</b>	<b>3,983</b>	<b>3,822</b>	<b>(161)</b>
<b>05 Equipment</b>					
Leased Equipment		9,083	9,083	<b>9,083</b>	
Other Equipment					
<b>Total Equipment</b>		<b>9,083</b>	<b>9,083</b>	<b>9,083</b>	
<b>Grand Total</b>	<b>\$3,374,205</b>	<b>\$3,622,124</b>	<b>\$3,622,124</b>	<b>\$3,586,116</b>	<b>(\$36,008)</b>

## Department of Business Information Services - 421

Doreen M. Heath, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>421 Dept of Business Info Services</b>						
1	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
1	K Supervisor		2.000	2.000	2.000	<b>2.000</b>	
1	27 Applications Developer III		2.000	2.000	2.000	<b>2.000</b>	
1	27 Development Proj Manager		3.500	3.500	3.500	<b>3.500</b>	
1	25 Applications Developer II		5.000	5.000	5.000	<b>5.000</b>	
1	25 IT Systems Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	25 Technical Analyst		1.000	1.000	1.000	<b>1.000</b>	
1	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
1	15 Fiscal Assistant II		1.000	1.000	1.000	<b>1.000</b>	
1	15 Data Control Technician II		1.000	1.000	1.000		(1.000)
	<b>Subtotal</b>		<b>18.500</b>	<b>18.500</b>	<b>18.500</b>	<b>17.500</b>	<b>(1.000)</b>
	<b>Total Positions</b>		<b>18.500</b>	<b>18.500</b>	<b>18.500</b>	<b>17.500</b>	<b>(1.000)</b>

# Department of Information and Application Architecture

Director II (Q)	1.0
Supervisor (O)	2.0
Supervisor (K)	2.0
Database Administrator III (27)	2.0
ETL Analyst/Programmer (25)	2.0
Technical Analyst (25)	1.0
Application Developer I (23)	1.0
IT Systems Specialist (18-25)	1.0
Administrative Secretary III (16)	1.0

**MISSION** *The mission of the Department of Information and Application Architecture (DIAA) is to strengthen the ability of staff and students to effectively use technology through the design of connected systems, processes, and information services.*

## MAJOR FUNCTIONS

### Knowledge Management Solutions

DIAA collaborates with offices, schools, and local government agencies to promote and support Montgomery County Public Schools (MCPS) and the initiatives of the Office of the Chief Technology Officer (OCTO) by developing, implementing, and continuously improving MCPS knowledge management solutions. Based on goals and priorities, the department develops, purchases, implements, and supports complex solutions for students, parents, schools, and offices. These solutions enable the collection and analysis of essential data; decision making and planning; dissemination of accurate and timely information; and operational effectiveness that streamlines and enhances the management of teaching and learning, as well as MCPS compliance with state and federal regulations.

### Data Management and Reporting

DIAA oversees and manages the database architecture and reporting solutions for the district, as well as the implementation of quality assurance practices across the office. This department provides comprehensive data solutions to district staff, students, and parents, as well as to the Maryland State Department of Education (MSDE). These data management and reporting solutions provide current and historical reports to support both detail and summary-level data analysis for strategic decision making.

### Quality Management

This department adds value to the overall operations within OCTO through the implementation of quality assurance processes across all departments. This department provides leadership in the use of quality assurance best practices, focused on meeting commitments for high-quality products and services that satisfy customer needs and perform reliably when delivered. Quality assurance practices encompass the entire software development process, including requirements, change management, configuration management, testing, and release. Quality assurance tools and techniques provide for tracking the effective use of development processes with measurement and verification throughout the development life cycle to final readiness review. Through the disciplines of technology testing and quality assurance, staff guides the planning and implementation of test protocols for products and services to verify their accuracy, performance, and usability in support of high-quality solutions. Additionally, staff creates materials, including user guides, quick reference cards, and frequently asked questions to provide school staff with guidance that supports a successful experience with the use of technology products and services.

## ACCOMPLISHMENTS AND INITIATIVES

- » To ensure that MCPS maintains its status as a world-class school system, DIAA continues to expand and enhance the usefulness of key data management solutions. This includes identifying, developing, and implementing industry-leading database solutions that best meet the needs of schools and offices. The prevalence of data-driven applications and reporting underpins the importance of technology as MCPS works to provide solutions that meet or exceed the expectations of 21st century learners and educators.
- » As the learning systems, instructional practices, and data change and evolve throughout the district, the data management, reporting, and analysis engines evolve to help teachers and staff best use the enormous amount of information generated each day. An upgraded data warehouse enables district staff, students, and parents to gain new insights into this information to help our students continue to achieve at higher levels. This new system will provide users with greater visibility into all student data, including demographics, assessments, marks, attendance, program participation, and instructional interventions. Additionally, more data about school processes will be captured and made available, such as school programs and improvement plans. All data and reports are aligned with the School Support and Improvement Framework and support monitoring and analysis of the performance targets set for the strategic planning framework districtwide milestones.
- » Schools with students applying for any University System of Maryland (USM) school will now have a far more efficient way to transmit official transcripts. A new electronic transcript management system will allow schools to generate, verify, and transmit transcripts directly to any school that is part of the USM consortium. This process significantly reduces the amount of time it has traditionally taken for students' official transcripts to be generated, transmitted by MCPS central services, received, and processed by USM consortia schools by allowing MCPS school administrators to transmit transcripts directly to the USM system in real time. Once submitted, school officials receive an electronic receipt that the transcript was transmitted and received within moments of the transmission. Other institutions not using the new system will continue to receive transcripts via electronic transmission using the eDocs feature of the Naviance system in use by all high schools, or by U.S. mail where applicable.
- » Department staff continued to partner with all offices at MCPS as well as with other MCPS partners such as Montgomery College (MC), Montgomery County Government (MCG), and the Universities at Shady Grove (USG) to provide data and systems to help our students and community. DIAA worked with MCG to begin providing data to the community as part of the data Montgomery initiative, which provides direct access to county data sets in a consumable format, offering the

public an opportunity to review and analyze raw data, and the opportunity to use it for a variety of purposes. DIAA also worked in partnership with MC and USG on the development and provision of data systems for the Achieving Collegiate Excellence and Success (ACES) program, which is a collaborative program that seeks to create a seamless pathway from high school to college completion. ACES focuses on identifying and supporting students who are underrepresented in higher education and those who are the first in their family to attend college.

- » DIAA continued to provide close support for district and state reporting of special education data. As MSDE guides and mandates change, DIAA staff works closely with staff from the Office of Special Education and Student Services and the Department of Instructional Information Services to make changes. These changes to data systems and reports ensure that MCPS is compliant with state and federal legislation governing the special education process and help monitor to ensure that students are receiving the most appropriate services and accommodations in a timely manner.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of users satisfied with the customer service provided by the department.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
95%	97%	100%

**Explanation:** This is a measure of customer satisfaction with DIAA staff service, as obtained via customer service surveys provided during or after a customer engagement.

**Performance Measure:** The percentage of software implemented without major defects.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
90%	92%	100%

**Explanation:** This measure indicates the percentage of software implemented that performs without error, based on design specifications.

**Performance Measure:** The percentage of stakeholder requested enhancements implemented for enterprise systems.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
92%	94%	100%

**Explanation:** This measure indicates the percentage of user-requested enhancements that are implemented once approved by a recognized advisory group.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this department is \$3,371,489, a decrease of \$509 from the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$42,691**

*Continuing Salary Costs—(\$19,021)*

There is decrease of \$19,273 for continuing salary costs. The cost associated with the salary step general wage adjustment (GWA) of 2 percent that employees will receive on October 3, 2015, as well as the annualized cost of the FY 2015 salary step and GWA of 1.5 percent that was provided to eligible employees on November 29, 2014, is offset by reductions for staff turnover.

*Realignments to Meet Expenditure Requirements and Program Priorities—\$61,712*

There is a realignment of \$61,712 from the Office of the Chief Technology Officer’s budget to this department’s budget to fund contractual services.

**Program Efficiencies and Reductions—(\$43,200)**

There is reduction of \$43,200 budgeted for contractual services that funded the Blackboard online course delivery system. The classes and services currently created and delivered through Blackboard will be developed and delivered through other existing tools and services such Google and SharePoint.

# Dept of Information & Application Architecture - 445/426

Karen E. Dwyer, Acting Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	13,000	13,000	13,000	<b>13,000</b>	
Position Salaries	\$1,220,266	\$1,387,019	\$1,387,019	<b>\$1,367,746</b>	(\$19,273)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		10,091	10,091	<b>10,343</b>	252
Other					
Subtotal Other Salaries		10,091	10,091	<b>10,343</b>	252
<b>Total Salaries &amp; Wages</b>	1,220,266	1,397,110	1,397,110	<b>1,378,089</b>	(19,021)
<b>02 Contractual Services</b>					
Consultants		170,697	170,697	<b>170,697</b>	
Other Contractual		1,757,383	1,757,383	<b>1,775,895</b>	18,512
<b>Total Contractual Services</b>	2,617,151	1,928,080	1,928,080	<b>1,946,592</b>	18,512
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		4,146	4,146	<b>4,146</b>	
Other Supplies & Materials		41,962	41,962	<b>41,962</b>	
<b>Total Supplies &amp; Materials</b>	32,856	46,108	46,108	<b>46,108</b>	
<b>04 Other</b>					
Local/Other Travel		700	700	<b>700</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	132	700	700	<b>700</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$3,870,405</u>	<u>\$3,371,998</u>	<u>\$3,371,998</u>	<u><b>\$3,371,489</b></u>	<u>(\$509)</u>

## Dept. of Information and Application Architecture - 445

Karen E. Dwyer, Acting Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
1	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
1	O Supervisor		2.000	2.000	2.000	<b>2.000</b>	
1	K Supervisor		2.000	2.000	2.000	<b>2.000</b>	
1	27 Database Administrator III		1.000	2.000	2.000	<b>2.000</b>	
2	27 Database Administrator III		1.000				
1	25 IT Systems Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	25 ETL Analyst/Programmer			2.000	2.000	<b>2.000</b>	
2	25 ETL Analyst/Programmer		2.000				
1	25 Technical Analyst		1.000	1.000	1.000	<b>1.000</b>	
1	23 Applications Developer I		1.000	1.000	1.000	<b>1.000</b>	
1	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>13.000</b>	<b>13.000</b>	<b>13.000</b>	<b>13.000</b>	

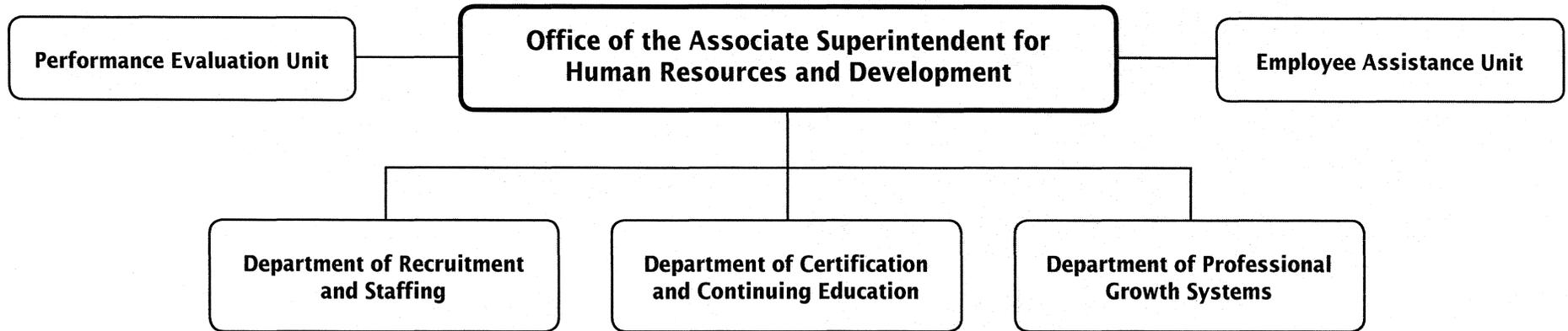
## Office of Human Resources and Development

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**Office of Human Resources and Development**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	21.000	21.000	21.000	21.000	
Business/Operations Admin.					
Professional	44.100	44.100	44.100	45.100	1.000
Supporting Services	52.375	52.375	52.375	52.375	
<b>TOTAL POSITIONS</b>	<b>117.475</b>	<b>117.475</b>	<b>117.475</b>	<b>118.475</b>	<b>1.000</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$2,869,362	\$2,949,325	\$2,949,325	\$3,268,199	\$318,874
Business/Operations Admin.					
Professional	4,470,782	4,611,359	4,611,359	4,769,172	157,813
Supporting Services	3,641,149	3,844,384	3,844,384	3,964,133	119,749
<b>TOTAL POSITION DOLLARS</b>	<b>10,981,293</b>	<b>11,405,068</b>	<b>11,405,068</b>	<b>12,001,504</b>	<b>596,436</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	960,745	1,064,815	1,064,815	1,155,128	90,313
Supporting Services	169,899	268,510	268,510	158,246	(110,264)
<b>TOTAL OTHER SALARIES</b>	<b>1,130,644</b>	<b>1,333,325</b>	<b>1,333,325</b>	<b>1,313,374</b>	<b>(19,951)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>12,111,937</b>	<b>12,738,393</b>	<b>12,738,393</b>	<b>13,314,878</b>	<b>576,485</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>325,997</b>	<b>262,395</b>	<b>262,395</b>	<b>239,038</b>	<b>(23,357)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>146,912</b>	<b>222,250</b>	<b>222,250</b>	<b>202,432</b>	<b>(19,818)</b>
<b>04 OTHER</b>					
Local/Other Travel	83,329	71,500	71,500	152,800	81,300
Insur & Employee Benefits	5,174,975	4,827,963	4,827,963	4,759,260	(68,703)
Utilities					
Miscellaneous	73,366	98,235	98,235	100,904	2,669
<b>TOTAL OTHER</b>	<b>5,331,670</b>	<b>4,997,698</b>	<b>4,997,698</b>	<b>5,012,964</b>	<b>15,266</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$17,916,516</b>	<b>\$18,220,736</b>	<b>\$18,220,736</b>	<b>\$18,769,312</b>	<b>\$548,576</b>

# Office of Human Resources and Development—Overview



# Office of the Associate Superintendent of Human Resources and Development

Performance Evaluation Unit	
Director II (Q)	1.0
Coordinator (N)	1.0
Investigation Specialist (25)	1.0
Data Management Specialist (19)	1.0
Administrative Secretary III (16)	1.0
Personnel Assistant III (12)	2.0
Personnel Assistant I (10)	0.875

Associate Superintendent	1.0
Assistant to Associate Superintendent (N)	1.0
Personnel Specialist (25)	1.0
Fiscal Specialist II (25)	1.0
A&S Personnel Assistant (23)	1.0
Administrative Services Manager I (17)	1.0
Administrative Secretary (16)	1.0

Employee Assistance Unit	
Employee Assistance Specialist (B-D)	2.1
Secretary (12)	1.0

**MISSION** *The Office of Human Resources and Development (OHRD) is committed to excellence, equity, and lifelong learning. We build an effective workforce of diverse professionals who contribute to the success of all students by ensuring access to growth and recognition opportunities. In order to meet the needs of the students of Montgomery County, we recognize the importance of organizational effectiveness and excellent customer service and satisfaction. We also are committed to academic excellence, creative problem solving, and social emotional learning.*

## MAJOR FUNCTIONS

### Overview

OHRD oversees the Department of Recruitment and Staffing, the Department of Certification and Continuing Education, and the Department of Professional Growth Systems. The Performance Evaluation and Compliance Unit and the Employee Assistance Program Unit also are included in this office.

The OHRD Leadership Team is a professional learning community comprising representatives from all three employee associations and every OHRD department and unit. The OHRD Leadership Team's charge is to align and implement a vision for OHRD that is focused on support to schools and the Montgomery County Public Schools (MCPS) workforce. Through a shared ownership of problems of practice, the OHRD Leadership Team has committed to seek the expertise of team members, encourage risk taking, and hold each other accountable for decisions and actions designed for continuous improvement. The OHRD Leadership Team meets monthly to continuously question the current state, gather data and feedback from our customers, problem solve, seek more efficient and effective methods, test those new methods, and reflect and act on the results.

### Recruitment and Staffing

OHRD, through the Department of Recruitment and Staffing, recruits, hires, and conducts selection and assessment processes for all MCPS staff and monitors employment laws. The department recruits nationwide to ensure that teacher and supporting services positions are filled from a broad, diverse, and high-quality applicant pool. Applicants are recruited through visits to college campuses, job fairs, and association and community events. University partnerships, career awareness programs, and employee referrals provide additional recruitment opportunities for the department. Furthermore, MCPS recruitment efforts are evident in various publications, recruiting sources, and the recruitment website. To ensure that employees' knowledge, skills, and abilities are matched appropriately with assigned positions, the department administers processes for voluntary

and involuntary transfers, promotions, and reassignments. The department also interviews and staffs substitute teacher positions.

### Performance Evaluation and Compliance

OHRD, through the Performance Evaluation and Compliance Unit, conducts pre-employment background checks, including processing 1,531 fingerprints during the 2013–2014 school year and monitoring more than 1,400 drug tests. This unit also monitors litigation, equal employment opportunity alignment, human relations, and *Americans with Disabilities Act* issues that are raised by employees; assists in adjudicating grievances; represents administrators in matters of discipline, hearings, arbitrations, and grievances; participates in the collective bargaining process; handles all employee investigations; oversees the employee evaluation systems; and processes all employee dismissals and nonrenewals.

### Employee Assistance Program

The Employee Assistance Program Unit provides counseling and consultation services to intervene in and prevent work performance issues.

### Certification and Continuing Education

The Department of Certification and Continuing Education manages and monitors the certification needs of more than 13,000 certificated employees and also manages and monitors both pre- and post-employment higher education partnerships. The department advises all MCPS staff on matters related to certification and classification and takes leadership in ensuring that all policies and regulations related to human resources are implemented and updated, as appropriate. In addition, the Department of Certification and Continuing Education provides oversight of Continuing Professional Development (CPD) courses that are available primarily to teaching staff seeking academic credit for salary advancement and certification renewal. The Department of Certification and Continuing Education also is responsible for the oversight and processing of tuition reimbursement requests for administrators, support staff, and teachers. This department serves as the MCPS liaison to the Maryland State Department of Education (MSDE) for matters related to certification, CPD courses, and selected higher education partnerships, and works collaboratively with the Montgomery County Association of Administrators and Principals (MCAAP), the Service Employees International Union (SEIU) Local 500, and the Montgomery County Education Association (MCEA) to promote the ongoing professional growth and development of the MCPS workforce.

### Professional Growth Systems

The Department of Professional Growth Systems provides support for the three professional growth systems: administrators, teachers, and supporting services. The Consulting Teacher team, the Skillful Teaching and Leading team, the Staff Development Programs team, and the Onboarding, Induction, and Growth team establish and clarify standards

of performance for all employees, provide support to employees who need additional assistance, and support a collaborative process used to measure each employee’s job performance. The onboarding process, mentoring system, professional development opportunities, support systems, and evaluation processes have resulted in a systematic approach to the development of all staff. As a result, the training and development programs provided are research-based, job-embedded, and results-oriented. Also, there is a deliberate emphasis on building systemic capacity to eliminate the institutional barriers that perpetuate inequities in student achievement by race, ethnicity, socioeconomic status, language, and disability. The major functions of the office support and implement numerous projects and programs. The focus of each team and the projects implemented is to build a high-quality workforce. The teams lead and facilitate staff development efforts for individual staff members to support continuous improvement initiatives. Projects within the Department of Professional Growth Systems focus on specific client groups or specific project goals.

OHRD celebrates the accomplishments of great teachers and administrators through the coordination of many awards. OHRD serves as the MCPS liaison to MSDE for matters related to National Board for Professional Teaching Standards (NBPTS) certification and works collaboratively with MCEA to promote, recruit, and select MCPS teachers to pursue NBPTS certification. Additionally, the office arranges selected systemwide recognition events and oversees MCPS employee award and recognition programs, including MCPS Years of Service, the MCPS Retiree Celebration, the Mark Mann Excellence and Harmony Award, Montgomery County Teacher of the Year, Maryland State Teacher of the Year, The Washington Post Agnes Meyer Outstanding Teacher Award, The Washington Post Distinguished Educational Leadership Award, and the Shirley J. Lowrie “Thank You for Teaching” Award. Additionally, our supporting services employees are recognized for their outstanding service through the Supporting Services Employee of the Year Award. Supporting services professionals are also recognized through the Recycling Awards, Energy Conservation Performance Awards, Heart of the Program Award, Safe Driving Awards, and Transportation Customer Delight Awards.

**ACCOMPLISHMENTS AND INITIATIVES**

OHRD fills each administrative position with the most qualified applicant or employee. OHRD also continues to aggressively recruit a strong and diverse applicant pool for administrative vacancies. The office is impacted by an increasingly veteran workforce that is eligible for retirement; a student population with diverse educational and social needs; increased requests for services and information; and increased legislation and mandates at the federal, state, and local level. Community demands for higher standards of accountability for all personnel and the need for student achievement and safety require more frequent investigations and a greater commitment of time to employee evaluations.

- » For the 2013–2014 school year, 76 qualified assistant principal (AP) candidates were processed for acceptance into the AP eligibility pool; 39 were accepted; 67 assistant principal vacancies were filled with the following diversity—40 percent African American, 4 percent Asian American, 1 percent Hispanic and 55 percent White; and 14 assistant school administrator vacancies were filled with the following diversity—14 percent African American, 7 percent Asian American, 21 percent Hispanic, 50 percent White, and 8 percent multi-racial.
- » The professional growth systems for all employees are implemented fully. Each professional growth system has an evaluation component, professional development plan, and peer assistance process to support continuous improvement of employee performance.
- » Ongoing collaborative meetings were held between the Office of School Support and Improvement and OHRD to clarify the evaluation cycles for AP1s, AP2s, and principal interns.
- » OHRD is responsible for assisting administrators and supervisors with internal investigations and all facets of disciplinary action for employees. Seventy-one investigations were conducted during the 2013–2014 school year. All legal actions related to employment and disciplinary actions are coordinated through this office. The quality of investigations and collaboration with employee associations has led to a decrease in the number of overall grievances.
- » In FY 2014, 653 individual cases were handled through the Employee Assistance Program Unit, and the unit conducted 58 auxiliary services—e.g., workshops, crisis responses, and orientation presentations—resulting in a well-supported and more productive workforce.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of employees who indicate satisfaction after using employee assistance services.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
97%	97%	97%

**Explanation:** This measure reports the percentage of employees who report satisfaction on the Employee Assistance Client Survey.

**Performance Measure:** The diversity of the Board of Education-appointed administrators new to the position will remain above 30 percent and will increase by 1 percent each year.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
42%	43%	44%

**Explanation:** This measure highlights the percentage of the Board of Education-appointed administrative new hires, which includes principals and central services administrators.

## **OVERVIEW OF BUDGET CHANGES**

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### **FY 2016 Recommended Budget**

The FY 2016 recommended budget for this office is \$1,841,636, an increase of \$2,395 over the current FY 2015 budget. An explanation of this change follows.

### ***Same Service Level Changes—\$30,355***

#### ***Continuing Salary Costs—\$30,355***

There is an increase of \$30,355 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

#### ***Realignments to Meet Expenditure Requirements and Program Priorities—\$0***

Realignments are budgeted to address priority spending needs in this office. There is a realignment of \$10,000 for consultant fees and a realignment of \$10,000 for supporting service part-time salaries to fund employee health evaluation services. Also, there is a decrease of \$14,400 for program supplies to fund awards and recognition for employee retirement events for \$11,400, and to fund office supplies for \$3,000. In addition, there is a reduction of \$2,000 for books and subscriptions and a reduction of \$1,100 for dues, registrations and fees for a corresponding increase of \$3,100 for contractual maintenance.

#### ***Program Efficiencies and Reductions—(\$27,960)***

There is a reduction of \$24,250 budgeted for supporting service part-time salaries, a reduction of \$2,000 budgeted for advertising, and a reduction of \$1,710 budgeted for building rental. These reductions can be made based on prior year spending trends.

# Office of the Assoc Supt for HR & Dev - 381/314

## Vacant, Associate Superintendent

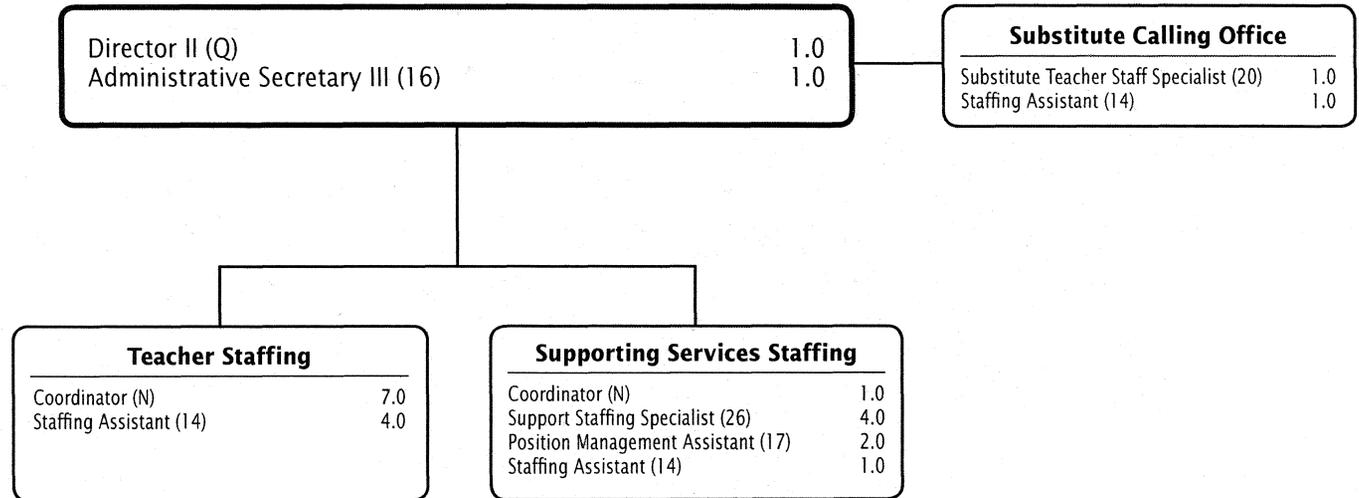
Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	17,975	17,975	17,975	<b>17,975</b>	
Position Salaries	\$1,618,936	\$1,693,865	\$1,693,865	<b>\$1,723,178</b>	\$29,313
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		1,400	1,400	<b>1,400</b>	
Supporting Services Part Time		41,671	41,671	<b>8,463</b>	(33,208)
Other					
Subtotal Other Salaries	25,289	43,071	43,071	<b>9,863</b>	(33,208)
<b>Total Salaries &amp; Wages</b>	1,644,225	1,736,936	1,736,936	<b>1,733,041</b>	(3,895)
<b>02 Contractual Services</b>					
Consultants		25,000	25,000	<b>15,000</b>	(10,000)
Other Contractual		29,060	29,060	<b>48,450</b>	19,390
<b>Total Contractual Services</b>	67,359	54,060	54,060	<b>63,450</b>	9,390
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		9,233	9,233	<b>12,233</b>	3,000
Other Supplies & Materials		25,291	25,291	<b>10,891</b>	(14,400)
<b>Total Supplies &amp; Materials</b>	21,463	34,524	34,524	<b>23,124</b>	(11,400)
<b>04 Other</b>					
Local/Other Travel		6,221	6,221	<b>5,121</b>	(1,100)
Insur & Employee Benefits					
Utilities					
Miscellaneous		7,500	7,500	<b>16,900</b>	9,400
<b>Total Other</b>	23,016	13,721	13,721	<b>22,021</b>	8,300
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$1,756,063</u>	<u>\$1,839,241</u>	<u>\$1,839,241</u>	<u>\$1,841,636</u>	<u>\$2,395</u>

# Office of the Assoc Supt for Human Resources & Dev - 381/314

Vacant, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>381 Office of the Assoc Supt for HR &amp; Dev</b>						
1	Associate Superintendent		1.000	1.000	1.000	<b>1.000</b>	
1	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
1	N Asst. to Assoc Supt		1.000	1.000	1.000	<b>1.000</b>	
1	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
1	25 Personnel Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	25 Fiscal Specialist II		1.000	1.000	1.000	<b>1.000</b>	
1	25 Investigation Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	23 A&S Personnel Assistant		1.000	1.000	1.000	<b>1.000</b>	
1	19 Data Management Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	17 Admin Services Manager I		1.000	1.000	1.000	<b>1.000</b>	
1	16 Administrative Secretary III		1.000	2.000	2.000	<b>2.000</b>	
1	16 Communications Assistant		1.000				
1	14 Personnel Assistant		1.000				
1	12 Personnel Assistant III		1.000	2.000	2.000	<b>2.000</b>	
1	10 Personnel Assistant I		.875	.875	.875	<b>.875</b>	
	<b>Subtotal</b>		<b>14.875</b>	<b>14.875</b>	<b>14.875</b>	<b>14.875</b>	
	<b>314 Employee Assistance Unit</b>						
1	BD Employee Assistance Spec		2.100	2.100	2.100	<b>2.100</b>	
1	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>3.100</b>	<b>3.100</b>	<b>3.100</b>	<b>3.100</b>	
	<b>Total Positions</b>		<b>17.975</b>	<b>17.975</b>	<b>17.975</b>	<b>17.975</b>	

# Department of Recruitment and Staffing



**MISSION** *The mission of the Department of Recruitment and Staffing is to promote workforce excellence by recruiting, hiring, and retaining highly qualified, diverse individuals for teaching, supporting services, and substitute positions to support student achievement through effective communication, management of resources, and systematic accountability to all stakeholders.*

## MAJOR FUNCTIONS

### Recruitment

The department recruits nationwide to ensure that teacher and supporting services positions are filled from a broad, diverse, and high-quality applicant pool. Applicants are recruited through visits to college campuses, job fairs, and association and community events. University partnerships, career-awareness programs, and employee referrals provide additional recruitment opportunities for the department. Furthermore, Montgomery County Public Schools (MCPS) recruitment efforts are evident in various newsprint, publications, e-recruiting sources, and the recruitment website.

### Certification and Continuing Education

The department, in collaboration with the Department of Certification and Continuing Education, manages MCPS pre-employment and recruitment partnerships with local universities that increase the number of applicants from diverse ethnic backgrounds and in critical shortage areas.

The department interviews and evaluates the credentials of all candidates and works closely with school-based administrators and program managers to hire the most qualified applicants to work with students. The department works in collaboration with other components of the Office of the Chief Operating Officer to ensure that vacancies are filled only in allocated positions. The department also works to ensure that there is a significant number of highly qualified candidates for all vacant positions, and is committed to balanced staffing and a diverse workforce.

To ensure that employees' knowledge, skills, and abilities are matched appropriately with assigned positions, the department administers processes for voluntary and involuntary transfers, promotions, and reassignments. The department conducts interviews and staffs substitute teacher positions.

## ACCOMPLISHMENTS AND INITIATIVES

- » Increased competition for highly qualified teacher candidates—especially with the current nationwide teacher shortage in special education, speech/language pathologists, occupational therapists/physical therapists, technology, computer sciences, and world languages—continues to require innovative recruiting

and hiring practices that focus on the pursuit of equity and excellence.

- » Staff in the Department of Recruiting and Staffing have trained over 50 principals, assistant principals, and central services staff members, which is added to the 60 already trained, in the practices of screening teacher candidate résumés for the interview selection process. This collaborative effort is part of our system's Hiring for Equity and Excellence initiative, which seeks to ensure that, collectively, we are actively seeking to recruit an exceptional workforce that is dynamic and diverse.
- » The department began the 2014–2015 school year with all teacher-level positions filled by contracted teachers or qualified substitute teachers, and 3,254 transactions were completed for assignments to positions. As a result of an aggressive recruitment campaign targeting historically black colleges and universities and other institutions and organizations with high percentages of racial and ethnic diversity for FY 2015, on the opening day of school, the diversity of the 735 new employees hired for teacher-level positions were as follows—71 percent White, 11 percent African American, 6 percent Asian American, 7 percent Hispanic, and 5 percent unspecified or two or more races. The department will continue to work toward increasing the diversity of the teacher workforce.
- » The Supporting Services team is responsible for the recruitment, hiring, promotions, and all other staffing functions for the non-certificated and non-administrative employees. The representation of diversity among the staffing analysts is 40 percent Hispanic, 20 percent African American, 20 percent Asian American, and 20 percent White. For supporting services positions, 776 new permanent employees and 576 temporary and substitutes were hired, and 1,053 employees received transfers or promotions for the start of FY 2015.
- » The Supporting Services team supports various partnership programs including the following:
  - » Creative Initiatives in Teacher Education (University of Maryland)
  - » Special Education Teacher Immersion Training/Professional Immersion Special Education Master of Science (Johns Hopkins University)
  - » Master of Arts in Teaching Program (Towson University)
  - » Washington Adventist University

The pool of available, qualified substitute teachers is strong for FY 2015. Our Substitute Employee Management System allows classroom teachers, special education paraeducators, substitutes, and administrators to prearrange substitute assignments; match teachers to the most highly qualified substitutes available; integrate with the Human Resources Information System to more efficiently track employee leave and time; use text-to-speech and attach lesson plans to prepare substitutes for assignments; improve the monitoring of staff absences; and more easily identify substitutes in their

schools through enhanced reporting capabilities. Strategies to keep the unfilled substitute job rate at 3 percent or lower include daily and monthly monitoring of leave and monthly substitute orientation sessions.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of filled vacancies for teaching positions at the opening of school will remain at 100 percent.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
100%	100%	100%

**Explanation:** This measure reports the percentage of vacant teaching positions filled at the start of the school year.

**Performance Measure:** The percentage of teachers in Title I schools designated as “highly qualified” will increase to 100 percent.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
99%	100%	100%

**Explanation:** This measure reports the percentage of teachers in Title I schools designated “highly qualified,” as required by No Child Left Behind legislation.

**Performance Measure:** The percentage of unfilled rate for teacher absences will decrease to 1 percent or lower.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
0.75%	0.50%	0.50%

**Explanation:** This measure reports the percentage of unfilled rate for teacher absences.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this department is \$2,764,418, an increase of \$478,810 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$305,810**

*Continuing Salary Costs—\$305,810*

There is an increase of \$305,810 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

**Program Efficiencies and Reductions—(\$7,000)**

There is a reduction of \$7,000 budgeted for advertising. The reduction can be made based on prior year spending trends.

**Strategic Priority Enhancements—\$180,000**

In MCPS, we recognize that our success today and in the future requires us to recruit, retain, and develop the most talented workforce in public education. Under our strategic planning framework, Building Our Future Together, we have devoted substantial attention to enhancing the cultural proficiency of all staff to meet the needs of our increasing diverse student body. Equally important, we have been working to increase the diversity of our teaching corps to include the best teachers of all backgrounds, and especially to attract talented teachers of color and others with background and experiences that are underrepresented in our current workforce. But to effect real gains and promote our core value of equity, we must develop a new, bolder vision for teacher workforce diversity. Therefore, we have made enhancing teacher diversity a priority area in the FY 2016 budget. This department’s budget includes \$180,000 for this enhancements.

# Department of Recruitment and Staffing - 382

Jeffrey M. Martinez, Director II

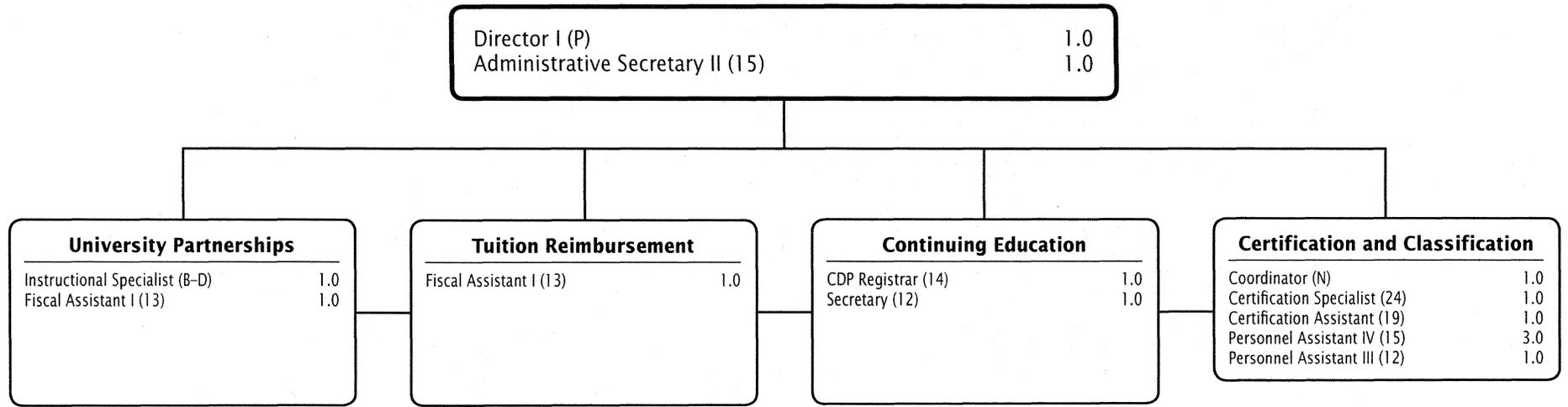
Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	23,000	23,000	23,000	<b>23,000</b>	
Position Salaries	\$2,150,440	\$2,227,658	\$2,227,658	<b>\$2,532,832</b>	\$305,174
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends				<b>30,000</b>	30,000
Professional Part Time				<b>15,000</b>	15,000
Supporting Services Part Time		25,427	25,427	<b>39,063</b>	13,636
Other					
Subtotal Other Salaries	32,196	25,427	25,427	<b>84,063</b>	58,636
<b>Total Salaries &amp; Wages</b>	2,182,636	2,253,085	2,253,085	<b>2,616,895</b>	363,810
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		11,098	11,098	<b>46,098</b>	35,000
<b>Total Contractual Services</b>	7,756	11,098	11,098	<b>46,098</b>	35,000
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		2,000	2,000	<b>12,000</b>	10,000
<b>Total Supplies &amp; Materials</b>	4,916	2,000	2,000	<b>12,000</b>	10,000
<b>04 Other</b>					
Local/Other Travel		19,425	19,425	<b>89,425</b>	70,000
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	19,116	19,425	19,425	<b>89,425</b>	70,000
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$2,214,424</u>	<u>\$2,285,608</u>	<u>\$2,285,608</u>	<u><b>\$2,764,418</b></u>	<u>\$478,810</u>

## Department of Recruitment and Staffing - 382

Jeffrey M. Martinez, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
1	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
1	N Coordinator		8.000	8.000	8.000	<b>8.000</b>	
1	26 Support Staffing Specialist		4.000	4.000	4.000	<b>4.000</b>	
1	20 Substitute Teacher Staff Spec		1.000	1.000	1.000	<b>1.000</b>	
1	17 Position Management Assistant		2.000	2.000	2.000	<b>2.000</b>	
1	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
1	14 Staffing Assistant		6.000	6.000	6.000	<b>6.000</b>	
	<b>Total Positions</b>		<b>23.000</b>	<b>23.000</b>	<b>23.000</b>	<b>23.000</b>	

# Department of Certification and Continuing Education



Chapter 10 – 15

**MISSION** *The Department of Certification and Continuing Education (DCCE) is committed to providing certification and professional development services to all Montgomery County Public Schools (MCPS) staff.*

## MAJOR FUNCTIONS

### Overview

DCCE works collaboratively with administrators, supervisors, teachers, specialists, support professionals, state agencies, and college and university partners to promote the ongoing professional growth and development of a high-quality workforce in MCPS. The major functions of DCCE are divided into the following four units/programs:

### Certification Unit

The Certification Unit ensures that only qualified instructional professionals work directly with students. This unit 1) evaluates the credentials of prospective teachers, administrators, and specialists; 2) evaluates educator records for endorsement requests; 3) processes all certificate-related requests through the Maryland State Department of Education (MSDE) Educator Information System; 4) maintains certification records and highly qualified designations for all educators; 5) monitors and informs educators of requirements to renew certificates; and 6) implements the Maryland Quality Teacher Incentive Act. Additionally, the unit monitors local contingencies and state requirements for compliance; complies with state audits for Title I and related MSDE requests; processes salary lane changes and national license supplements for educators on the A–D professional salary schedule; and reviews professional leave requests and clearance for professional and support staff.

### Continuing Professional Development Program

Part of ensuring a high-quality employee in each position includes providing staff with what they need to meet the needs of our diverse learners. Opportunities for professional development for new educators as well as veteran educators are available through the Continuing Professional Development (CPD) program. Through this program, teachers are able to complete graduate-level courses and receive credit from MSDE for certification renewal and salary advancement. CPD courses are offered each semester and in the summer.

### Higher Education Partnerships

The Higher Education Partnership Program is a learning community that fosters collaboration between institutions of higher education and MCPS to provide opportunities for the academic development of all staff and mutually beneficial partnerships that build the capacity of MCPS and college/university staff. The mission of the program is to provide current MCPS staff and candidates seeking employment with MCPS with opportunities to further their education, extend their professional skills, conduct action research on

problems of practice, engage in academic discussions, apply theoretical concepts, and increase their learning to better meet systemwide priorities. There are three main higher education partnership program categories: teacher preparation, career enhancement, and leadership development.

### Tuition Reimbursement

MCPS has a vested interest in making sure all employees have the knowledge and skills that will help them succeed at work. To that end, MCPS offers tuition reimbursement to all staff to encourage them to take courses that will benefit them and MCPS. The tuition reimbursement program helps foster employee job satisfaction, improve productivity, and contribute to the overall success of the school system. It is an effective way to recruit and retain a highly competent workforce as the long-term value of a more highly educated workforce cannot be overstated. Tuition reimbursement programs increase the quality of a career life for employees and, at the same time, add value to the system's human resources.

## ACCOMPLISHMENTS AND INITIATIVES

- » For Fiscal Year (FY) 2014, 99.0 percent of Title I teachers were designated "highly qualified." Additionally in FY 2014, 96.8 percent of classes were taught by teachers designated "highly qualified."
- » Teachers are required to renew their certificates based on their renewal cycles. In FY 2014, 2,804 certificate renewals were reviewed and processed for January and July 2014 cycles.
- » Specialists holding state licensure are required to keep their Maryland State Board of Examiners (MSBE) licenses valid. In FY 2014, 260 specialists renewed their MSBE licenses.
- » For FY 2014, State Quality Teacher Incentive Act stipends were awarded to 1,198 MCPS educators in 104 schools.
- » Tuition reimbursement is available for supporting services staff, teachers, and administrators who choose to further their education. In FY 2014, MCPS offered just under \$4 million in reimbursement to 6,120 employees.
- » Higher education partnerships continue to build workforce capacity. Partnerships meet the system's critical needs in hiring and workforce diversity by training employees in critical needs areas including special education; science, technology, engineering and mathematics (STEM) education; human development in adolescent cognitive, social, emotional, and physical development; culturally and linguistically responsive special education; and equity and excellence in education.
- » MCPS has higher education partnership programs that provide doctoral degrees. This year, three employees were awarded Ed.D degrees from the University of Maryland, College Park.
- » Approximately 475 professional and support professional employees were accepted as candidates this year and participated in over 25 higher education partnerships.

- » Approximately 260 employees graduated from MCPS partnerships earning certificates, certifications, master’s degrees, and doctorates.
- » Development of additional partnerships is ongoing to continuously meet the academic needs of the MCPS workforce. Johns Hopkins University and MCPS have partnered to offer an online doctoral program in Entrepreneurial Leadership in Education. The first cohort of 20 candidates, including teachers and administrators, started coursework in the fall 2014. MCPS also has partnered with Towson University to offer a Master’s in Business Administration (MBA) degree program targeting business and operations administrators and supporting services employees in operations. The first cohort of approximately 15 candidates began in the fall 2014.
- » A new professional development school (PDS) partnership was established with American University and Wood Acres Elementary School. This brings the total number of PDSs to 33. MCPS also is working with Howard University and Ana G. Mendez University to provide practicum and internship experiences for students matriculating in their elementary education and dual language programs respectively.
- » In FY 2014, 356 student teacher interns completed their student teaching experience in the MCPS Continuing Professional Development program.
- » Opportunities for professional development for new and veteran educators also are available through the CPD program. Through this program, teachers are able to complete courses and receive credit from MSDE for certification renewal and salary advancement.
- » For FY 2014, 46 CPD courses (147 sections) were offered, with 4,252 participants completing coursework.
- » Three full online courses with 17 sections as well as seven hybrid (online and traditional) courses with 53 sections were offered, based on input from participants.
- » Four new mathematics courses—MA-81 Developing Student Understanding of Ratios and Proportions, MA-82 Enhancing Instruction in the Middle school Classroom, MA-83 Enhancing Instruction in the Geometry Classroom, and MA-84 Enhancing Instruction in the Algebra Classroom—were offered during FY 2014 to more closely align the mathematics offerings with Common Core.

**PERFORMANCE MEASURES**

**Performance Measure:** The percentage of teachers in Title I schools designated as “highly qualified” will increase to 100 percent.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
99.0%	100%	100%

**Explanation:** This measure reports the percentage of teachers in Title I schools designated “highly qualified,” as required by No Child Left Behind legislation.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this department is \$5,195,358, an increase of \$17,927 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$29,576**

*Continuing Salary Costs—\$26,976*

There is an increase of \$26,976 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

*Realignments to Meet Expenditure Requirements and Program Priorities—\$2,600*

There is a realignment of \$2,400 budgeted for professional part-time salaries to fund stipends. In addition, \$2,600 is realigned from the budget of the Department of Professional Growth Systems to this department’s budget to fund stipends.

**Program Efficiencies and Reductions—(\$16,649)**

There is a reduction of \$16,649 budgeted for supporting service part-time salaries. The reduction can be made based on prior year spending trends.

**Strategic Priority Enhancements—\$5,000**

In MCPS, we recognize that our success today and in the future requires us to recruit, retain, and develop the most talented workforce in public education. Under our strategic planning framework, Building Our Future Together, we have devoted substantial attention to enhancing the cultural proficiency of all staff to meet the needs of our increasing diverse student body. Equally important, we have been working to increase the diversity of our teaching corps to include the best teachers of all backgrounds, and especially to attract talented teachers of color and others with background and experiences that are underrepresented in our current workforce. But to effect real gains and promote our core value of equity, we must develop a new, bolder vision for teacher workforce diversity. Therefore, we have made enhancing teacher diversity a priority area in the FY 2016 budget. To support this strategic enhancement, \$5,000 is added to this department’s budget for program supplies.

# Department of Certification & Continuing Ed - 383/657/658/659

**Dr. Inger H. Swimpson, Director I**

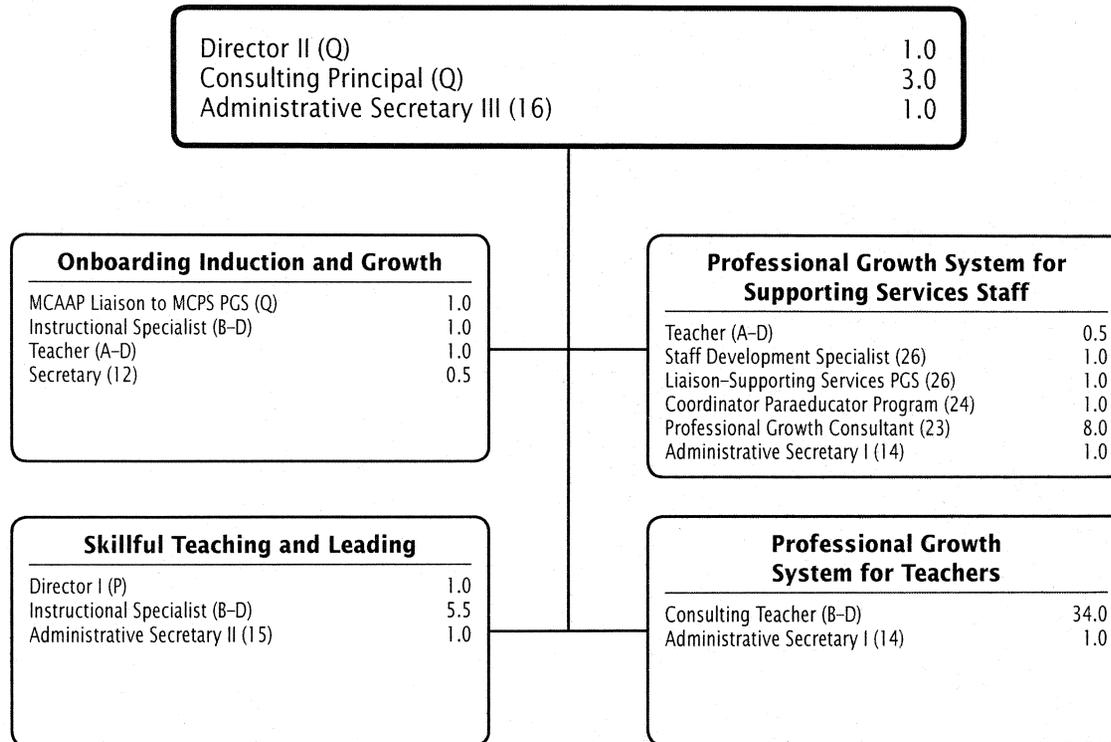
Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	14,000	14,000	14,000	14,000	
Position Salaries	\$1,018,173	\$1,077,844	\$1,077,844	\$1,104,304	\$26,460
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		4,012	4,012	4,112	100
Stipends		122,000	122,000	122,000	
Professional Part Time		4,800	4,800	2,400	(2,400)
Supporting Services Part Time		16,649	16,649	416	(16,233)
Other		77,630	77,630	82,630	5,000
Subtotal Other Salaries	217,550	225,091	225,091	211,558	(13,533)
<b>Total Salaries &amp; Wages</b>	1,235,723	1,302,935	1,302,935	1,315,862	12,927
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		20,000	20,000	20,000	
<b>Total Contractual Services</b>	24,157	20,000	20,000	20,000	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		3,000	3,000	8,000	5,000
<b>Total Supplies &amp; Materials</b>	3,823	3,000	3,000	8,000	5,000
<b>04 Other</b>					
Local/Other Travel		1,750	1,750	1,750	
Insur & Employee Benefits		3,849,746	3,849,746	3,849,746	
Utilities					
Miscellaneous					
<b>Total Other</b>	4,203,292	3,851,496	3,851,496	3,851,496	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$5,466,995</u>	<u>\$5,177,431</u>	<u>\$5,177,431</u>	<u>\$5,195,358</u>	<u>\$17,927</u>

# Dept of Certification & Continuing Education 383/657/658/659

Dr. Inger H. Swimpson, Director I

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>383 Department of Certification &amp; Continuing Ed</b>						
2	P Director I		1.000	1.000	1.000	1.000	
1	N Coordinator		1.000	1.000	1.000	1.000	
1	24 Certification Specialist		1.000	1.000	1.000	1.000	
1	19 Certification Assistant		1.000	1.000	1.000	1.000	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
1	15 Personnel Assistant IV		2.500	3.000	3.000	3.000	
1	12 Personnel Assistant III		1.500	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>9.000</b>	<b>9.000</b>	<b>9.000</b>	<b>9.000</b>	
	<b>657 Continuing Education</b>						
2	14 CPD Registrar		1.000	1.000	1.000	1.000	
2	12 Secretary		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	
	<b>658 University Partnerships</b>						
2	BD Instructional Specialist		1.000	1.000	1.000	1.000	
2	13 Fiscal Assistant I		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	
	<b>659 Tuition Reimbursement</b>						
2	13 Fiscal Assistant I		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>1.000</b>	<b>1.000</b>	<b>1.000</b>	<b>1.000</b>	
	<b>Total Positions</b>		<b>14.000</b>	<b>14.000</b>	<b>14.000</b>	<b>14.000</b>	

# Department of Professional Growth Systems



**MISSION** *The mission of the Department of Professional Growth Systems (PGS) is threefold: 1) to establish and clarify standards of performance for all employees, including administrators, teachers, and support professionals; 2) to provide support to employees who need additional assistance; and 3) to support a collaborative process used to measure each employee's job performance. The Teacher PGS includes the development of teaching staff through a comprehensive induction program for teachers new to Montgomery County Public Schools (MCPS) and through direct instructional support of novice and experienced staff performing below standard. The Administrative and Supervisory PGS (A&S PGS) supports development of high-performing staff and instructional leaders who have the knowledge, skills, strategies, beliefs, and practices that result in student achievement. The Supporting Services PGS (SSPGS) ensures the development of supporting services staff through professional development courses, coaching, modeling, mentoring support, direct support to staff performing below competency, and promotion of the continued professional development of the MCPS workforce. All three professional growth systems reflect the MCPS focus on career-long learning through the professional and academic growth and development of all members of the workforce.*

## MAJOR FUNCTIONS

### Consulting Teachers

The major functions of this department are supported by five teams: the Consulting Teacher team (supports the Teacher PGS); the Consulting Principal team (supports the A&S PGS); the Supporting Services Professional Growth System team (supports the SSPGS); the Skillful Teaching and Leading team; and the Onboarding, Induction, and Growth team. The Skillful Teaching and Leading and Onboarding, Induction, and Growth teams support employees in all three professional growth systems.

The function of the Consulting Teacher team is to support novice and underperforming teachers through ongoing coaching, modeling, observation, and review. Consulting teachers provide intensive, individualized, instructional support and resources to teachers. Their caseloads comprise both novice and underperforming teachers and are

dependent on the number of novice teachers hired in a year and the number of teachers identified as underperforming. An implementation team ensures that the work of the Teacher PGS is put into practice at a high-quality level.

The vision of the A&S PGS System is to create a comprehensive system for attracting, recruiting, mentoring, developing, evaluating, and recognizing administrators in a dynamic structure for critical reflection, continuous improvement, and lifelong learning. An implementation team ensures that the work of the A&S PGS is put into practice at a high-quality level.

### Consulting Principals

The function of the Consulting Principals team is to provide individualized support to novice principals, principals who have moved to a new level (elementary, middle, or high school), principals new to MCPS, principal interns, and principals and other administrators who have been identified as underperforming.

### Skillful Teaching

The functions of the Skillful Teaching and Leading team are the training and the support of staff to implement the knowledge, skills, strategies, beliefs, and practices of six courses taught by the team: Studying Skillful Teaching 1 and 2; Observing and Analyzing Teaching 1 and 2; Studying Skillful Teaching for Paraeducators: Supporting Teaching and Learning; and Supervising and Evaluating Performance (SEP) for central services and business and operations administrators. All of these courses are built on the premise that effective effort and belief in continuous improvement creates a cycle of motivation and success. Finally, the core knowledge presented in these courses focuses on student achievement and learning through expert instruction and leadership. The Skillful Teaching and Leading team also coordinates the Traditions course, which is the first professional development experience for all new employees participating in the Onboarding process (see below). The team also coordinates Facilitative Leadership, which trains MCPS staff to facilitate teams, work groups, and committees effectively. Another project by the team is the Student Learning Objectives (SLO) initiative. The team developed and conducted training sessions to help leadership teams implement the rollout of the SLO initiative in all MCPS schools.

### Professional Growth Systems

The Supporting Services Professional Growth System (SSPGS) includes an evaluation process, training and development opportunities, career pathways options, and a peer assistance program for underperforming staff. When a support professional is identified as not meeting competency due to his/her performance, one of the supports provided by the SSPGS is support from a professional growth consultant (PGC). The Supporting Services Training and Development program (SSTD) provides professional development experiences that are aligned with the seven core competencies identified in the SSPGS. Trainings include paraeducator career lattice training, training for instructional data

assistants, face-to-face computer classes, School Finance Basic Training, English language instruction courses, and a new training model, called Open Labs, to assist support professionals who are beginner computer users. An implementation team ensures that the work of the SSPGS is put into practice at a high-quality level.

A Joint PGS Implementation team, comprising all members of each implementation team, is charged with increasing consistency among the PGSs, while valuing and recognizing differences through: 1) learning from each PGS to share and implement best practices; 2) clarifying processes to improve effectiveness, efficiency, and transparency; and 3) analyzing data from all three PGSs, including disaggregated client data by race, gender, and other factors to ensure equity and due process for all employees. The Joint PGS Implementation team also is charged with ensuring that the components of the PGSs (Attracting, Recruiting, Mentoring, Developing, Evaluating, Recognizing, and Retaining) are fully implemented for all employees with fidelity.

### New Teacher Induction

The Onboarding, Induction, and Growth team's function is to welcome and orient all new employees into the organization and prepare them to succeed at their jobs by becoming fully engaged, productive members of the school system. By adding the Onboarding experience, the team provides a seamless, consistent, and positive experience for all new hires. The New Teacher Induction Program provides a comprehensive induction program to teachers new to MCPS. It includes orientation, peer support, courses, mentoring, and workshops to enhance instructional practices and ensure professional growth.

## ACCOMPLISHMENTS AND INITIATIVES

### Teacher Professional Growth

The consulting teachers work to provide intensive individualized instructional support and resources to every novice and underperforming teacher within the Peer Assistance and Review (PAR) program. Their work is guided by the MCPS Teacher Performance Standards.

- » In Fiscal Year (FY) 2014, 33 consulting teachers worked with 616 novice and underperforming teachers.

The Studying Skillful Teaching and Observing and Analyzing Teaching coursework not only focuses on teacher quality, but it also provides opportunities for administrators and support professionals to build their instructional and supervisory skills.

- » During FY 2014, there was continued countywide implementation of Skillful Teaching through the following graduate college courses: Studying Skillful Teaching 1 (SST1), Studying Skillful Teaching 2 (SST2), Observing and Analyzing Teaching 1 (OAT1), Observing and Analyzing Teaching 2 (OAT2), Studying Skillful Teaching for Paraeducators (SSTP): Supporting

Teaching and Learning, and Supervising and Evaluating Performance (SEP).

- » A total of 355 teachers participated in SST 1 classes; 148 teachers participated in SST 2 classes; 137 school leaders and aspiring administrators participated in OAT 1 classes; 110 school leaders participated in OAT 2 classes; and 45 paraeducators participated in SST for Paraeducators: Supporting Teaching and Learning. In addition, 20 central services and business and operations administrators participated in Supervisory and Evaluating Performance (SEP) classes.
- » Data from end-of-course surveys indicate that an overwhelming majority of the participants were satisfied with their course and are implementing strategies learned. Data from end-of-course surveys also indicate that participants are implementing strategies from each strand of the course. Instructional specialists are supporting teachers, paraeducators, leadership teams, instructional councils, and administrators at their sites as they implement Skillful Teacher/Leader strategies.

The New Teacher Induction (NTI) Program provides a comprehensive induction experience to teachers new to MCPS.

- » The program provided eight sessions of the course Mentoring for All: Strategies, Assessments, and Activities (116 participants) in FY 2014.
- » The program also provided four modules of the course Landing on Your Feet (165 participants), which covered classroom management, parent and home involvement, beliefs and high expectations, and managing time.
- » The induction program included 370 mentors, 907 new teachers, and 719 Traditions participants.
- » Data from end-of-course/workshop surveys indicate that an overwhelming majority of participants were satisfied with the courses and modules. Data from the New Educator Orientation (NEO) indicated that 95 percent of the new educators who attended NEO recommended the event highly to other new teachers.
- » The NTI team works collaboratively with other PGS units to deliver Traditions: An Onboarding Experience to all new MCPS employees, including management of logistics, site coordination, and observation of trainers for 37 sessions and 719 participants.

### A&S Professional Growth

The A&S PGS was implemented fully in FY 2005. Since that time, all principals scheduled for evaluation have been evaluated using the new leadership standards and performance criteria. A handbook with the standards is on the PGS website and is available to all school-based and central services administrators.

- » The six leadership standards for principals have been modified to create standards and performance criteria for assistant principals, assistant school administrators, and coordinators of school-based programs. This set of standards and performance criteria is aligned

with the principals' standards in order to facilitate a consistent approach to school leadership.

- » A third set of standards has been developed for central services administrators and a fourth set for business and operations administrators. While these sets of standards and performance criteria were derived from the principals' standards, the resultant performance criteria were adjusted to fit the different roles within central services and business and operations.
- » In FY 2014, three consulting principals provided one-on-one mentoring for new principals, principals who changed levels, principals new to MCPS, principal interns, and principals and other administrators who were identified as having performance issues.
- » A PAR Panel of associate superintendents, directors of school support and improvement, and principals supports the work of the consulting principals with novice principals, principals who changed levels, principals new to MCPS, and underperforming principals and administrators. This panel provides additional support in assisting principals to be highly effective. Ultimately, the PAR panel makes recommendations to the superintendent of schools regarding the employment status of principals and administrators.
- » PAR Panels for assistant principals, central services administrators and supervisors, and business and operations administrators also have been established.

### Supporting Services Professional Growth

The SSPGS was developed in collaboration with Service Employees International Union (SEIU) Local 500. This system is based on core competencies and performance criteria that reflect the high level of skills and commitment to excellence expected of all supporting services personnel. The SSPGS recognizes the roles of supporting services employees as multifaceted, ever-changing, and integral to supporting high-quality teaching and learning. It establishes an infrastructure that describes the skills and knowledge required for support professionals to assist in building learning communities for students and staff. Similar to the professional growth systems for teachers and administrative and supervisory personnel, the purpose of the SSPGS is to institute a comprehensive system for recruiting, staffing, evaluating, developing, recognizing, and retaining high-quality supporting services staff in all our schools and offices.

- » One component of the SSPGS is the Performance Improvement Process (PIP), which includes eight professional growth consultants (PGCs) who are the supporting services equivalent of the consulting teachers and consulting principals. The PGCs are the direct liaison among supporting services employees, administrators/supervisors, and the PAR Panel.
- » The SSPGS PIP offers supporting services professionals several options to address issues of underperformance, including a six-month PAR program, a 90-day special evaluation, or an opportunity for reassignment to a previously held position in which the employee was successful. PAR provides underperforming supporting

services employees with an opportunity to receive the intensive, individualized assistance and professional development necessary to improve job performance and meet the core competency criteria of the SSPGS. PGCs fulfill their roles of providing intensive, individualized support to underperforming support professionals as generalists. As such, the intricate and complex nature of their work requires dedicated time to coordinate resources, provide support, monitor progress, and document professional growth and development for each client.

- » Over the nine-year implementation of the SSPGS, PGCs have provided an average of 83.3 hours of support per client who completed the six-month PAR program. Approximately 81 percent of those clients were able to successfully return to their professional growth cycle.
- » In addition to providing support to clients, during Fiscal Year 2014, the PGCs coordinated and facilitated the Supporting Services New Employee Orientation, facilitated Traditions (the first step of Onboarding), presented SSPGS overviews, and taught a variety of in-house trainings through Supporting Services Training and Development (SSTD) that have provided over 271 hours of face-to-face training time to support the professional development of support professional employees and administrators/supervisors.
- » Professional Development Plans (PDPs) were developed by supporting services professionals in all schools and offices. To assist employees and supervisors in the completion of PDPs, electronic interactive tutorials were created and posted on the SSPGS website.
- » The Department of Transportation, Division of School Plant Operations, and the Supporting Services Training Corps (SSTC) have each been assigned one PGC to assist in implementing the SSPGS and building the capacity of supporting services professionals. These PGCs spent a total of 1,749 hours supporting these focus areas in addition to their regular duties.

The Supporting Services Training and Development (SSTD) team provides professional development opportunities that support the seven core competencies of the Supporting Services Professional Growth System (SSPGS). The team mission is to assist supporting services professionals in acquiring the skills to achieve excellence in their present positions and to work toward obtaining positions of increasing responsibility within the system.

- » Offerings include more than 60 training titles covering communication skills, diversity awareness, organizational skills, computer literacy, office skills, career development, and supervisory skills.
- » In addition to general competency training, open to all supporting services staff, training is delivered for specific audiences, including school financial agents, instructional data analysts, English language learners, and paraeducators.

- » New training implemented this year included blended online and face-to-face training for 125 first-year paraeducators, using PD Now paraeducator training modules by Master Teacher.
- » The attendance total for SSTD-sponsored training this past year was 3,368.
- » Implementation of the Supporting Services Training Corps (SSTC) will provide 38 in-house trainers by selecting and training support professionals who, in addition to their primary duties, will be released to deliver supporting services training four times per year. The SSTC will deliver training in the areas of school finance, written communication, behavior management, bullying awareness and prevention, and computer literacy. SSTC will benefit the system by creating capacity to meet critical, immediate training needs and yielding both budget savings and improved opportunities to develop high-quality, MCPS-specific learning opportunities.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of teachers successfully returned to the Professional Growth System.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
88%	100%	100%

**Explanation:** This measure demonstrates the effectiveness of the program by providing the percentage of consulting teacher clients who successfully completed the PAR process and were returned to the professional growth cycle. The remaining clients resigned, retired, received a second year of PAR support, were on extended leave, or were nonrenewed.

**Performance Measure:** Percentage of participants who indicated satisfaction with the Skillful Teacher coursework.

	FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
OAT1	100%	100%	100%
SST1	10%	100%	100%
SST-Para	100%	100%	100%
SST2	100%	100%	100%

**Explanation:** Participants report satisfaction with both SST and OAT classes. Participant feedback is used in planning sessions in order to better meet the needs of our customers.

**Performance Measure:** Percentage of participants who demonstrated their knowledge through performance assessments.

	FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
OAT1	98%	100%	100%
SST1	98%	100%	100%
SST-Para	98%	100%	100%
SST2	98%	100%	100%
OAT2	98%	100%	100%

**Explanation:** Data indicates that participants have been able to apply their learning on the performance assessments. The Skillful Teaching and Leading team members continue to work beyond the completion of the course with those staff members who need support in applying the learning.

**Performance Measure:** Percentage of participants who felt the New Teacher Induction courses were relevant.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
98%	99%	99%

**Explanation:** Data indicates that participants feel the courses offered through the New Teacher Induction program are relevant. The New Teacher Induction program will continue to offer courses that enhance the comprehensive induction model and provide support to improve instructional practices. These courses include Landing on Your Feet (novice teachers) and Mentoring for All: Strategies, Assessments, and Activities (mentors).

**Performance Measure:** Percentage of participants who indicate they are satisfied that the course is relevant in the performance of the duties associated with their position.

	FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
Introduction to Promethean Board	100%	99%	99%
Mentor Forum	98%	99%	99%
Managing Stress	100%	99%	99%
How to Work with Your Paraeducator	98%	99%	99%
Time Management	98%	99%	99%
Activinspire	98%	98%	99%
Interesting Websites	90%	90%	90%
Professionalism and Ethics	98%	99%	99%
Digital Portfolio	100%	99%	99%
Discovery Streaming	100%	100%	100%

**Explanation:** Data indicates that participants feel the courses offered through the New Teacher Induction program are relevant. The New Teacher Induction program will continue to offer courses that enhance the comprehensive induction model and provide support to improve instructional practices. These workshops will include new ideas such as Professionalism and Ethics.

**Performance Measure:** Percentage of novice principals who indicated that they are satisfied with the supports they receive from their consulting principals.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
98%	98%	100%

**Explanation:** This measure provides information on the actual impact of the differentiated and job-embedded training and development support provided by the consulting principals to novice principals through analysis of the novice principals' experiences as the clients who received the services. The training and support is aligned directly with the consulting principals' job description and performance standards in the A&S PGS.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this department is \$3,920,584, a decrease of \$66,108 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$48,411**

*Continuing Salary Costs—\$61,011*

There is an increase of \$61,011 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

*Realignments to Meet Expenditure Requirements and Program Priorities—(\$12,600)*

Realignments are budgeted to address priority spending needs in this department. There is a realignment of \$2,400 budgeted for professional part-time salaries to fund local travel mileage reimbursement. In addition, there is a realignment of \$16,120 in contractual services to fund program supplies. Also, there is a realignment of \$12,600 from this department's budget to the Professional Growth System for Teacher Program's budget for local travel mileage reimbursement (\$10,000) and the Department of Continuing Education & Certification's budget for teacher training stipend (\$2,600).

*Program Efficiencies and Reductions—(\$114,519)*

There is a reduction of \$52,181 budgeted for supporting service part-time salaries, a reduction of \$41,441 budgeted

for substitutes, a reduction of \$15,897 budgeted for professional part-time salaries, and a reduction of \$5,000 budgeted for building rental. These reductions can be made based on prior year spending trends.

**Title II A—Improving Teacher Quality, Skillful Teaching and Leading Program**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this program is \$350,043, a decrease of \$5,400 over the current FY 2015 budget. An explanation of this change follows.

*Same Service Level Changes—(\$5,400)*

There is a realignment of \$5,400 from the budget of this program to the Teacher Mentoring program's budget for stipends.

**Title II A—Improving Teacher Quality, Teacher Mentoring Program**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this department is \$254,880, an increase of \$5,400 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$5,400**

*Realignments to Meet Expenditure Requirements and Program Priorities—\$5,400*

Realignments are budgeted to address priority spending needs in this program. There is a realignment of \$47,627 budgeted for consultant fees to fund substitutes. There also is a realignment of \$20,440 for training supplies to fund professional part-time salaries by \$16,560 and employee benefits by \$3,880. In addition, there is a realignment of \$5,400 from the budget of the Skillful Teaching and Leading program to this program's budget to fund stipends for teacher mentors.

**Title II A—Improving Teacher Quality, Consulting Teacher Program**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this department is \$4,442,393, an increase of \$115,552 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$115,552**

*Continuing Salary Costs—\$61,011*

There is an increase of \$61,011 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

*Realignments to Meet Expenditure Requirements and Program Priorities—\$64,243*

There is a realignment of \$74,243 budgeted for employee benefits from this program’s budget to the local tax supported budget, due to a reduction in projected grant revenue. In addition, there is a realignment of \$10,000 from the budget of the Department of Professional Growth Systems to this program’s budget to fund local travel mileage reimbursement for consulting teachers.

*Other—\$80,000*

There is an increase of a 1.0 consulting teacher position and \$80,000. The additional position will help reduce the average caseload for consulting teacher.

**Title II A—Improving Teacher Quality, Skillful Teaching and Leading Program**

**Program’s Recent Funding History**

	<b>FY 2015 Projected 7/1/14</b>	<b>FY 2015 Received 11/30/14</b>	<b>FY 2016 Projected 7/1/15</b>
Federal	\$355,433	\$350,869	\$350,043
State			
Other			
County			
<b>Total</b>	<b>\$355,433</b>	<b>\$350,869</b>	<b>\$350,043</b>

**Title II A—Improving Teacher Quality, Teacher Mentoring Program**

**Program’s Recent Funding History**

	<b>FY 2015 Projected 7/1/14</b>	<b>FY 2015 Received 11/30/14</b>	<b>FY 2016 Projected 7/1/15</b>
Federal	\$249,480	\$254,054	\$254,880
State			
Other			
County			
<b>Total</b>	<b>\$249,480</b>	<b>\$254,054</b>	<b>\$254,880</b>

**Title II A—Improving Teacher Quality, Consulting Teacher Program**

**Program’s Recent Funding History**

	<b>FY 2015 Projected 7/1/14</b>	<b>FY 2015 Received 11/30/14</b>	<b>FY 2016 Projected 7/1/15</b>
Federal	\$2,910,100	\$2,902,171	\$2,902,171
State			
Other			
County	\$1,416,741	\$1,416,741	\$1,540,222
<b>Total</b>	<b>\$4,326,841</b>	<b>\$4,318,912</b>	<b>\$4,442,393</b>

**Dept. of Prof. Growth Systems - 384/653/654/655/656/665**

**David Steinberg, Director II**

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	28.500	28.500	28.500	<b>28.500</b>	
Position Salaries	\$2,935,014	\$3,060,541	\$3,060,541	<b>\$3,116,235</b>	\$55,694
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		45,689	45,689	<b>22,365</b>	(23,324)
Stipends		300,955	300,955	<b>300,955</b>	
Professional Part Time		21,632	21,632		(21,632)
Supporting Services Part Time		76,918	76,918	<b>29,763</b>	(47,155)
Other		294,097	294,097	<b>285,104</b>	(8,993)
Subtotal Other Salaries	655,512	739,291	739,291	<b>638,187</b>	(101,104)
<b>Total Salaries &amp; Wages</b>	3,590,526	3,799,832	3,799,832	<b>3,754,422</b>	(45,410)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		96,730	96,730	<b>76,610</b>	(20,120)
<b>Total Contractual Services</b>	106,007	96,730	96,730	<b>76,610</b>	(20,120)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		8,000	8,000	<b>10,500</b>	2,500
Other Supplies & Materials		63,026	63,026	<b>57,548</b>	(5,478)
<b>Total Supplies &amp; Materials</b>	78,297	71,026	71,026	<b>68,048</b>	(2,978)
<b>04 Other</b>					
Local/Other Travel		19,104	19,104	<b>21,504</b>	2,400
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	20,133	19,104	19,104	<b>21,504</b>	2,400
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$3,794,963</u>	<u>\$3,986,692</u>	<u>\$3,986,692</u>	<u><b>\$3,920,584</b></u>	<u>(66,108)</u>

# Dept of Prof. Growth Systems - 384/654/656/665

David Steinberg, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>384 Dept. of Prof. Growth Systems</b>						
2	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
2	Q Consulting Principal		3.000	3.000	3.000	<b>3.000</b>	
2	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>5.000</b>	<b>5.000</b>	<b>5.000</b>	<b>5.000</b>	
	<b>654 Onboarding, Induction &amp; Professional Growth</b>						
2	Q MCAAP Liaison to MCPS PGS		1.000	1.000	1.000	<b>1.000</b>	
3	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
3	AD Teacher		1.000	1.000	1.000	<b>1.000</b>	
2	12 Secretary		.500	.500	.500	<b>.500</b>	
	<b>Subtotal</b>		<b>3.500</b>	<b>3.500</b>	<b>3.500</b>	<b>3.500</b>	
	<b>656 Supporting Services PGS</b>						
3	AD Central Off Teacher	X	.500	.500	.500	<b>.500</b>	
2	26 Staff Development Specialist		1.000	1.000	1.000	<b>1.000</b>	
2	26 Liaison - Supporting Svcs PGS		1.000	1.000	1.000	<b>1.000</b>	
3	24 Coordinator Paraeducator Prog		1.000	1.000	1.000	<b>1.000</b>	
3	23 Professional Growth Consultant		8.000	8.000	8.000	<b>8.000</b>	
2	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>12.500</b>	<b>12.500</b>	<b>12.500</b>	<b>12.500</b>	
	<b>665 Skillful Teaching and Leading</b>						
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
3	BD Instructional Specialist		5.500	5.500	5.500	<b>5.500</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>7.500</b>	<b>7.500</b>	<b>7.500</b>	<b>7.500</b>	
	<b>Total Positions</b>		<b>28.500</b>	<b>28.500</b>	<b>28.500</b>	<b>28.500</b>	

# Title II A - Skillful Teaching and Leading Project - 915

David Steinberg, Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)					
Position Salaries					
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		51,655	51,655	<b>110,804</b>	59,149
Stipends					
Professional Part Time				<b>16,560</b>	16,560
Supporting Services Part Time		17,790	17,790	<b>6,339</b>	(11,451)
Other					
Subtotal Other Salaries	119,359	69,445	69,445	<b>133,703</b>	64,258
<b>Total Salaries &amp; Wages</b>	119,359	69,445	69,445	<b>133,703</b>	64,258
<b>02 Contractual Services</b>					
Consultants		80,507	80,507	<b>32,880</b>	(47,627)
Other Contractual					
<b>Total Contractual Services</b>	120,718	80,507	80,507	<b>32,880</b>	(47,627)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		109,200	109,200	<b>88,760</b>	(20,440)
<b>Total Supplies &amp; Materials</b>	35,899	109,200	109,200	<b>88,760</b>	(20,440)
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits		5,556	5,556	<b>10,696</b>	5,140
Utilities					
Miscellaneous		90,735	90,735	<b>84,004</b>	(6,731)
<b>Total Other</b>	130,058	96,291	96,291	<b>94,700</b>	(1,591)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$406,034</u>	<u>\$355,443</u>	<u>\$355,443</u>	<u><b>\$350,043</b></u>	<u>(5,400)</u>

# Title II A - Teacher Mentoring Project - 917

David Steinberg, Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)					
Position Salaries					
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends		56,000	56,000	60,000	4,000
Professional Part Time					
Supporting Services Part Time					
Other		175,000	175,000	176,000	1,000
Subtotal Other Salaries		231,000	231,000	236,000	5,000
<b>Total Salaries &amp; Wages</b>	80,738	231,000	231,000	236,000	5,000
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>					
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits		18,480	18,480	18,880	400
Utilities					
Miscellaneous					
<b>Total Other</b>	6,043	18,480	18,480	18,880	400
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$86,781</u>	<u>\$249,480</u>	<u>\$249,480</u>	<u>\$254,880</u>	<u>\$5,400</u>

# Prof. Growth System for Teachers - 660/961

David Steinberg, Director II

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	34.000	34.000	34.000	<b>35.000</b>	1.000
Position Salaries	\$3,258,730	\$3,345,160	\$3,345,160	<b>\$3,524,955</b>	\$179,795
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>	<b>3,258,730</b>	<b>3,345,160</b>	<b>3,345,160</b>	<b>3,524,955</b>	<b>179,795</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		2,500	2,500	<b>2,500</b>	
<b>Total Supplies &amp; Materials</b>	<b>2,514</b>	<b>2,500</b>	<b>2,500</b>	<b>2,500</b>	
<b>04 Other</b>					
Local/Other Travel		25,000	25,000	<b>35,000</b>	10,000
Insur & Employee Benefits		954,181	954,181	<b>879,938</b>	(74,243)
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>930,012</b>	<b>979,181</b>	<b>979,181</b>	<b>914,938</b>	<b>(64,243)</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$4,191,256</b>	<b>\$4,326,841</b>	<b>\$4,326,841</b>	<b>\$4,442,393</b>	<b>\$115,552</b>

# Prof. Growth System for Teachers - 660/961

David Steinberg, Director II

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>660 Prof. Growth System for Teachers</b>						
3	AD Teacher, Consulting	X	10.250	11.000	11.000	<b>15.000</b>	4.000
2	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>11.250</b>	<b>12.000</b>	<b>12.000</b>	<b>16.000</b>	<b>4.000</b>
	<b>961 Title II A - PGS for Teachers</b>						
3	AD Teacher, Consulting	X	22.750	22.000	22.000	<b>19.000</b>	(3.000)
	<b>Subtotal</b>		<b>22.750</b>	<b>22.000</b>	<b>22.000</b>	<b>19.000</b>	<b>(3.000)</b>
	<b>Total Positions</b>		<b>34.000</b>	<b>34.000</b>	<b>34.000</b>	<b>35.000</b>	<b>1.000</b>

**CHAPTER 11**

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**Board of Education and  
Office of the Superintendent of Schools**

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**Board of Education and Office of the Superintendent  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	10,000	12,000	12,000	12,000	
Business/Operations Admin.	1,000	1,000	1,000	1,000	
Professional					
Supporting Services	35,000	35,000	35,000	41,000	6,000
<b>TOTAL POSITIONS</b>	<b>46,000</b>	<b>48,000</b>	<b>48,000</b>	<b>54,000</b>	<b>6,000</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$1,454,695	\$1,830,181	\$1,830,181	\$1,911,874	\$81,693
Business/Operations Admin.	99,905	104,101	104,101	111,673	7,572
Professional					
Supporting Services	2,466,426	2,660,077	2,660,077	3,222,033	561,956
<b>TOTAL POSITION DOLLARS</b>	<b>4,021,026</b>	<b>4,594,359</b>	<b>4,594,359</b>	<b>5,245,580</b>	<b>651,221</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	157,958	157,800	157,800	157,800	
Supporting Services	39,636	21,211	21,211	21,742	531
<b>TOTAL OTHER SALARIES</b>	<b>197,594</b>	<b>179,011</b>	<b>179,011</b>	<b>179,542</b>	<b>531</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>4,218,620</b>	<b>4,773,370</b>	<b>4,773,370</b>	<b>5,425,122</b>	<b>651,752</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>106,295</b>	<b>147,405</b>	<b>137,505</b>	<b>624,932</b>	<b>487,427</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>146,794</b>	<b>140,282</b>	<b>140,282</b>	<b>144,782</b>	<b>4,500</b>
<b>04 OTHER</b>					
Local/Other Travel	116,327	108,055	119,055	126,555	7,500
Insur & Employee Benefits	348,315	353,504	353,504	353,504	
Utilities					
Miscellaneous	78,923	66,972	66,972	73,472	6,500
<b>TOTAL OTHER</b>	<b>543,565</b>	<b>528,531</b>	<b>539,531</b>	<b>553,531</b>	<b>14,000</b>
<b>05 EQUIPMENT</b>	<b>5,351</b>	<b>880</b>	<b>880</b>	<b>880</b>	
<b>GRAND TOTAL AMOUNTS</b>	<b>\$5,020,625</b>	<b>\$5,590,468</b>	<b>\$5,591,568</b>	<b>\$6,749,247</b>	<b>\$1,157,679</b>

## Board of Education

Chief of Staff-Ombudsman	1.0
Staff Assistant, Policy and Communications (P)	1.0
Staff Assistant, Legislative and Intergovernmental Relations (P)	1.0
Administrative Services Manager IV (21)	1.0
Administrative Secretary, Board of Education (20)	1.0
Administrative Secretary, Board of Education (17)	1.0
Administrative Secretary II (15)	1.0

**MISSION** *The mission of the Board of Education is to provide leadership and oversight for a high-quality educational system with community-supported goals, policies, and resources committed to benefit our diverse student population. The Office of the Board of Education enables the elected Board members to function as a cohesive and effective body in performing its responsibilities to adopt educational policy, ensure accountability, promote intergovernmental relations, and respond to community and student concerns.*

## MAJOR FUNCTIONS

As required by Maryland law, the Board maintains a “reasonably uniform” system of public schools designed to provide high-quality education and an equal educational opportunity for all children.

### Development and Adoption of Educational Policy and Rules and Regulation for Managing the School System

Specifically, the Board determines, with the advice of the superintendent of schools, the educational policies of the county school system. It also adopts, codifies, and makes available to the public the rules and regulations for conducting and managing the public schools. The powers and mandatory duties of the Board of Education are defined in the Education Article of the Annotated Code of Maryland and Title 13A of the Code of Maryland Regulations. The Board’s primary functions, aligned to support the Strategic Planning Framework, *Building Our Future Together: Students, Staff, and Community*, for the Montgomery County Public Schools (MCPS) include, but are not limited to, the following:

- » Selecting and appointing the superintendent of schools
- » Adopting operating and capital budgets
- » Making decisions on educational, budgetary, facility, and financial matters
- » Establishing curriculum guides and courses of study
- » Making continuous appraisal of the educational and administrative management of the school system
- » Establishing school boundaries
- » Acting in a quasi-judicial capacity, in particular, deciding appeals
- » Advancing a legislative agenda
- » Appointing personnel

To carry out its duties, the Board usually meets twice each month, convening for one all-day meeting and one evening meeting. Other meetings may be held to hear appeals; review and act on budgets and facilities; preside over public hearings; meet with other elected officials and public bodies; host community forums; hold parent, student, and employee meetings; and hold local, state, and national association meetings.

## Community Stakeholder Engagement

The Board performs its functions as a committee of the whole and through the work of the following standing committees: Fiscal Management; Policy; Special Populations; and Strategic Planning. These committees all work in alignment with their individual charters and the Strategic Planning Framework to further the mission of the Board of Education by providing leadership and oversight of the school system.

The Board office works with the community and appropriate MCPS offices to address concerns related to school-system decisions or actions. The office also researches and analyzes educational policies, practices, and budgets; coordinates all appeals before the Board; and provides legislative and intergovernmental information as well as represents the Board’s positions on these matters. The office maintains all of the Board’s records and handles its correspondence, calendars, and meeting materials.

## ACCOMPLISHMENTS AND INITIATIVES

- » The Office of the Board of Education supports the Board’s work; improves on customer service to Board members and the community; ensures robust collaboration with key stakeholders; and allows for increased reporting, analysis, and communications capabilities. The Board is committed to constantly improving the school system’s educational practices in response to the community’s willingness to examine alternative models of delivering educational services. Board protocols and processes ensure a proper alignment of committee assignments and work plans with the vision of the Board’s academic priorities, the overarching goal being to strengthen the Board’s ability to harness its resources and use its committees as effectively as possible to support the work of the Board. Strengthening alignment of committee work with the MCPS Strategic Planning Framework, *Building Our Future Together: Students, Staff, and Community*, enables the Board to ensure coherence and proactivity in its overall work plan. Over the past few years, the Board’s committees have evolved to become more mature as they have assumed more responsibility in tackling key aspects of the Board’s work.
- » The Board also continuously reviews and adapts to changes in education laws, bylaws, rules, regulations, and policies. Following is a summary of some of the Board’s actions in the past fiscal year: Policy BLB, *Rules of Procedure in Appeals and Hearings*, outlines the process used for appeals and hearings, with additional language added to comply with the new student discipline regulations; Policy BLC, *Procedures for Review and Resolution of Special Education Disputes*, establishes and recognizes review and resolution options that permit cooperative problem solving of disputes regarding the identification, evaluation, educational placement, or provision of a free and appropriate public education for a student with a disability or suspected of having a disability under the *Individuals with Disabilities Education*

*Act (IDEA); Policy, FAA, Long-range Educational Facilities Planning*, reflects the circumstances in which staff conducts roundtable discussions or other processes to receive community input on topics broader than those related to a specific school or site, clarifies that the Board may identify alternatives to the superintendent of school's recommendations with respect to school boundaries or geographic student choice assignment plans, and indicates that the superintendent of schools may present a different or condensed process and schedule for making recommendations to the Board regarding the Capital Improvements Program, facility planning activities and school boundaries, and geographic student choice assignment plans, in the event the Board determines that unusual circumstances exist; and Policy JFA, *Student Rights and Responsibilities*, reflects the technical changes required to comply with the new state discipline regulations.

- » To ensure that the Board's voice is heard on statewide funding and legislative issues relevant to the needs of MCPS students and staff, the Board adopts a legislative platform each year, prior to the legislative session of the Maryland General Assembly. The legislative platform is shared with community stakeholders and elected officials in Montgomery County and across the state and is the basis for Board positions on legislation proposed throughout the legislative session. During the 2014 session, of the 18 bills that the Board supported as introduced, two passed, while six passed with amendment. Of the three bills that the Board supported with amendment, one passed as introduced and one passed with amendment.
- » During Fiscal Year FY 2014, the Board adjudicated 117 appeals. Thirty-seven were related to student disciplinary actions, personnel disciplinary actions, admission to magnet programs, early entrance to kindergarten, admission to highly gifted centers, and complaints from the public; and 80 related to transfers and consortia assignments. In addition, the Office of the Board of Education handled complaints made to the ombudsman, which were received through telephone calls, written correspondence, and walk-in visits. The ombudsman cases involved school-related issues clustered around student behavior (bullying, discipline), school environment (staff, climate, safety and security), special education (certificate of completion, available services), enrollment (determinations of residency, custody), transportation (bus routes, walking distance), and human resources.
- » For the past six years, the Board has implemented a process for public involvement in the MCPS operating budget and long-range strategic planning. Input from community members is constantly being analyzed and collated and the results shared with the Board and community members. As a result of this enhanced process for community involvement, community members from varied experiences and backgrounds have offered invaluable input into the alignment of the budget with strategic plan initiatives.

## OVERVIEW OF BUDGET CHANGES

### FY 2016 Recommended Budget

The FY 2016 recommended budget for this office is \$1,132,215, a decrease of \$12,258 from the current FY 2015 budget. An explanation of this change follows.

### Same Service Level Changes—(\$12,258)

#### Continuing Salary Costs—(\$12,258)

There is decrease of \$12,258 for continuing salary costs. The cost associated with the salary step and general wage adjustment (GWA) of 2 percent that employees will receive on October 3, 2015, as well as the annualized cost of the FY 2015 salary step and GWA of 1.5 percent that was provided to eligible employees on November 29, 2014, is offset by reductions for staff turnover.

**Board of Education - 711**  
**Roland Ikheola, Chief of Staff - Ombudsman**

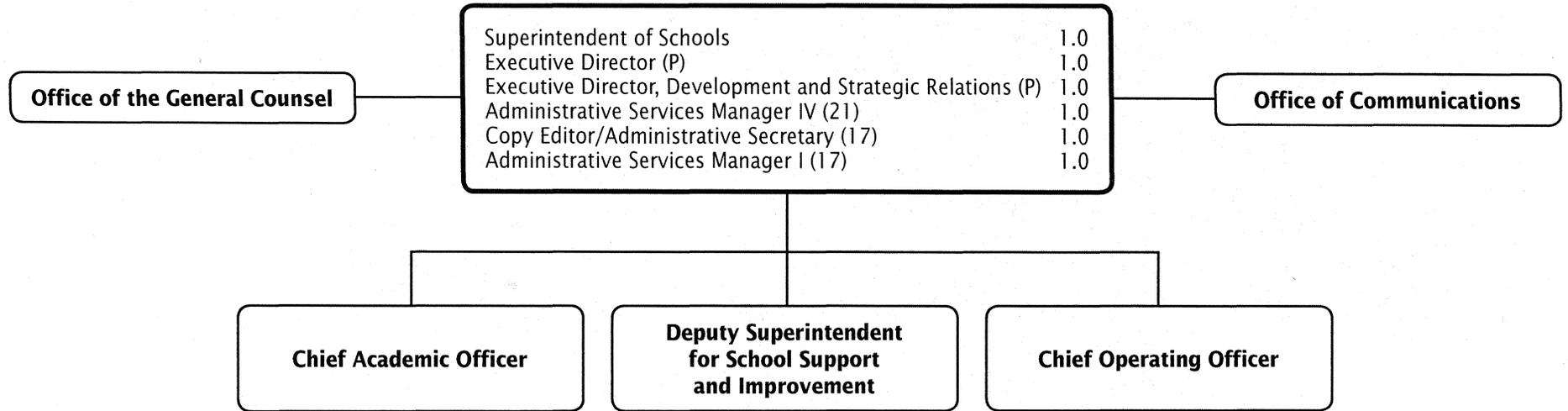
Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	7.000	7.000	7.000	<b>7.000</b>	
Position Salaries	\$785,584	\$807,705	\$807,705	<b>\$795,383</b>	(\$12,322)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		133,500	133,500	<b>133,500</b>	
Supporting Services Part Time					
Other		2,563	2,563	<b>2,627</b>	64
Subtotal Other Salaries	135,511	136,063	136,063	<b>136,127</b>	64
<b>Total Salaries &amp; Wages</b>	921,095	943,768	943,768	<b>931,510</b>	(12,258)
<b>02 Contractual Services</b>					
Consultants		35,000	23,580	<b>23,580</b>	
Other Contractual			420	<b>420</b>	
<b>Total Contractual Services</b>	420	35,000	24,000	<b>24,000</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		7,228	7,228	<b>7,228</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	2,354	7,228	7,228	<b>7,228</b>	
<b>04 Other</b>					
Local/Other Travel		96,877	107,877	<b>107,877</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		61,600	61,600	<b>61,600</b>	
<b>Total Other</b>	181,471	158,477	169,477	<b>169,477</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$1,105,340</u>	<u>\$1,144,473</u>	<u>\$1,144,473</u>	<u><b>\$1,132,215</b></u>	<u>(\$12,258)</u>

## Board of Education - 711

Roland Ikheloa, Chief of Staff - Ombudsman

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
1	Chief of Staff - Ombudsman		1.000	1.000	1.000	<b>1.000</b>	
1	P Staff Assistant		2.000	2.000	2.000	<b>2.000</b>	
1	21 Admin Services Manager IV		1.000	1.000	1.000	<b>1.000</b>	
1	20 Admin Secretary to the Board		1.000	1.000	1.000	<b>1.000</b>	
1	17 Admin Secretary to the Board		1.000	1.000	1.000	<b>1.000</b>	
1	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	

# Office of the Superintendent of Schools



**MISSION** *The mission of the Office of the Superintendent of Schools is to provide high-quality educational leadership in attaining excellence in teaching and learning in Montgomery County Public Schools (MCPS).*

## MAJOR FUNCTIONS

### Leadership

The superintendent supports the policies and academic priorities of the Board of Education and has the overall responsibility of attaining rigorous standards of performance for students and employees. The superintendent leads educational initiatives designed to improve achievement for all students from prekindergarten through Grade 12, ensures high-quality teaching and accountability, provides the resources necessary to engage students and their families in the learning community of their schools, and provides students with the academic credentials necessary in a global society.

### Strategic Planning

The superintendent directs the academic and administrative functions of the school system and provides leadership in the implementation of the MCPS strategic planning framework, *Building Our Future Together: Students, Staff, and Community*, through the execution and monitoring of the district's 5 point implementation plan; the annual operating budget; the six-year capital improvements program; and other initiatives. The superintendent's duties and responsibilities include those identified by law, by the policies and decisions of the Board of Education (Board), and by administrative regulations governing the operation of the school system. The superintendent leads the work of all schools and offices through an executive staff, with the primary assistance of the chief operating officer, chief academic officer, and deputy superintendent for school support and improvement. Personnel in the superintendent's immediate office include the executive director and support professionals.

### Shared Governance

The superintendent supports the responsibilities and functions of the Board as both superintendent and secretary-treasurer. The superintendent works closely with the president and vice president of the Board and provides them with guidance and counsel on matters of educational and public policy, academic standards and accountability, public funding, personnel, land use, and legal matters. His leadership team and office personnel work collaboratively with the Board's staff to develop thorough responses to inquiries and requests, prepare meeting documents, and successfully complete the business of the Board.

### Partnerships

The superintendent also works closely with the leaders of parent and employee organizations; federal, state, and local officials; business leaders; civic and community representatives; and leaders of professional associations, universities, and organizations focused on school reform and improvement. These efforts reflect the public partnerships that the superintendent maintains in the implementation of effective strategies to improve teaching and learning.

## ACCOMPLISHMENTS AND INITIATIVES

- » In June 2013, the Board adopted the new MCPS strategic planning framework, *Building Our Future Together*, which emphasizes MCPS's commitment to ensuring that students graduate ready for college and/or entry into the workforce. The process of designing the new strategic planning framework included a joint effort with the Board to establish five new core values that guide the district's work: learning, relationships, respect, excellence, equity. This was a significant accomplishment that established a solid foundation on which to build the framework. As a next step, MCPS designed the district's implementation plan, containing the 5 core strategic areas of focus for district-wide improvement: Academic Rigor and Culturally Proficient Instruction; Equitable Funding and Support; Human Capital Management; Community Engagement; Operational Excellence and Continuous Improvement.
- » In the strategic planning framework, MCPS remains committed to educating each and every student so that academic success is not predictable by race, ethnicity, or socioeconomic status. *Building Our Future Together* focuses on three core competency areas for students: academic excellence, creative problem solving, and social emotional learning. The framework outlines the expectations in these three areas for students; staff; and community; laying out a clear path to meet MCPS goals, while maintaining a sharp focus on the area of organizational effectiveness. It also provides five districtwide milestones to measure student progress and indicators for organizational effectiveness.
- » MCPS has long been recognized as one of the most successful school districts in the nation for academic and organizational excellence. In recent years, MCPS was named a recipient of the 2010 Malcolm Baldrige National Quality Award, the highest presidential honor an American organization can receive for performance excellence through innovation, improvement, and visionary leadership. MCPS also is the first Maryland-based organization to be a Baldrige recipient. There is ample evidence that our collective efforts have produced outstanding results for students.
- » The upgraded elementary curriculum—Curriculum 2.0—was expanded to Grades 4 and 5 for the 2013–2014 school year after initial implementation to kindergarten, Grade 1, Grade 2, and Grade 3 classrooms during the 2012–2013 school year. MCPS Curriculum

2.0 intensifies the focus on teaching the whole child; integrates thinking, reasoning, and creativity; and is based on new and internationally driven standards in reading, writing, and mathematics (Common Core State Standards).

- » Ongoing improvements in middle school, including more rigorous and inclusive academic programs, are under way in 2014.
- » Eight MCPS high schools ranked in the top 200 in the Washington Post's 2014 High School Challenge rankings. All 25 MCPS high schools appear in the rankings, which represent the top 9 percent of the nation's high schools. Additionally, 17 MCPS high schools placed on the list of America's Best High Schools, published annually by Newsweek/The Daily Beast; 2 MCPS high schools made the top 100 nationally, and the district had the top 6 schools in the state of Maryland. Also in 2014, 11 MCPS high schools made the U.S. News & World Report 2014 list of Best High Schools.
- » Strategic improvements in the high school program have resulted in unprecedented levels of student achievement on national measures of academic rigor, including the Advanced Placement (AP) and International Baccalaureate programs. A historic high of 33,662 AP exams were taken by MCPS students in 2014; students earned a 3 or higher on 73.9 percent of the exams.
- » In 2014, the percentage of AP exams taken by MCPS African American students who earned college-ready scores of 3 or higher was 49.8 percent, which is significantly higher than the 32.9 percent in Maryland and 28.9 percent in the nation.
- » In 2014, the percentage of AP exams taken by MCPS Hispanic students who earned college-ready scores of 3 or higher was 57.7 percent, which was higher than the 52.9 percent in Maryland and 41.8 percent for the nation.
- » The performance of MCPS high school students on the SAT continues to significantly outpace that of the nation and the state. Students in the Class of 2014 posted an average combined SAT score of 1650, and the SAT participation rate also remained high, at 69 percent.
- » Though MCPS outperforms the state and nation with respect to student achievement, the priority of closing the achievement gap by race and ethnicity, while simultaneously raising standards for all students, remains a challenge for the system and a central component for all initiatives. Of special focus is the underachievement of African American and Hispanic students, who represent about 50 percent of total enrollment. These efforts coincide with priorities for improving achievement for students with disabilities, students with limited English proficiency, and students challenged by poverty, mobility, homelessness, and immigration. The number of students living in poverty increased by 2,257 students, with 35.2 percent of all students eligible to receive free and reduced-price meals. Nearly 12 percent of students receive special education services and about 14 percent, or 21,463 students, receive assistance through

the English for Speakers of Other Languages program, more than the total enrollment of 13 Maryland school districts. 153,852 children attend schools in the system. In the 2014-2015 school year, the highest enrollment in Maryland and the 17th largest enrollment in the nation.

## OVERVIEW OF BUDGET CHANGES

### Office of the Superintendent

#### FY 2015 Current Budget

The current FY 2015 budget for office is changed from the budget adopted by the Board of Education on June 17, 2014. The change is a result of a realignment of \$1,100 from the Department of Management, Budget, & Planning to this office to fund the equipment maintenance costs.

#### FY 2016 Recommended Budget

The FY 2016 recommended budget for this office is \$808,025, a decrease of \$252,773 from the current FY 2015 budget. An explanation of this change follows.

#### **Same Service Level Changes—(\$252,773)**

##### *Continuing Salary Costs—\$93,082*

There is an increase of \$93,082 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

##### *Realignments to Meet Expenditure Requirements and Program Priorities—(\$354,355)*

There is a realignment of 3.0 positions and \$354,355 to the Office General Counsel.

##### *Other—\$8,500*

There is an increase of \$8,500 for supplies and local travel mileage reimbursement.

# Office of the Superintendent of Schools - 611

Dr. Joshua P. Starr, Superintendent of Schools

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	8.000	9.000	9.000	<b>6.000</b>	(3.000)
Position Salaries	\$694,782	\$1,040,811	\$1,040,811	<b>\$779,503</b>	(\$261,308)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		1,391	1,391	<b>1,426</b>	35
Other					
Subtotal Other Salaries	446	1,391	1,391	<b>1,426</b>	35
<b>Total Salaries &amp; Wages</b>	695,228	1,042,202	1,042,202	<b>780,929</b>	(261,273)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		1,200	2,300	<b>2,300</b>	
<b>Total Contractual Services</b>		1,200	2,300	<b>2,300</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		10,500	10,500	<b>12,500</b>	2,000
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	19,286	10,500	10,500	<b>12,500</b>	2,000
<b>04 Other</b>					
Local/Other Travel		5,796	5,796	<b>7,296</b>	1,500
Insur & Employee Benefits					
Utilities					
Miscellaneous				<b>5,000</b>	5,000
<b>Total Other</b>	4,079	5,796	5,796	<b>12,296</b>	6,500
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$718,593</u>	<u>\$1,059,698</u>	<u>\$1,060,798</u>	<u><b>\$808,025</b></u>	<u>(\$252,773)</u>

# Office of the Superintendent of Schools - 611

Dr. Joshua P. Starr, Superintendent of Schools

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
1	Superintendent of Schools		1.000	1.000	1.000	<b>1.000</b>	
1	Chief of Staff - Ombudsman		1.000				
1	General Counsel		1.000	1.000	1.000		(1.000)
1	P Executive Director			1.000	1.000	<b>1.000</b>	
2	P Executive Director			1.000	1.000	<b>1.000</b>	
1	M Assistant Attorney			1.000	1.000		(1.000)
1	21 Admin Services Manager IV		1.000	1.000	1.000	<b>1.000</b>	
1	18 Paralegal		1.000				
1	17 Copy Editor/Admin Sec		1.000	1.000	1.000	<b>1.000</b>	
1	17 Admin Services Manager I		1.000	1.000	1.000	<b>1.000</b>	
1	15 Legal Secretary		1.000	1.000	1.000		(1.000)
	<b>Total Positions</b>		<b>8.000</b>	<b>9.000</b>	<b>9.000</b>	<b>6.000</b>	<b>(3.000)</b>

# Office of the General Counsel

General Counsel	1.0
Assistant General Counsel (M)	1.0
Administrative Services Manager I (17)	1.0

**MISSION** *The Office of the General Counsel supports student success by providing the highest quality legal counsel, advice, and representation to the Montgomery County Board of Education (Board) and Montgomery County Public Schools (MCPS) in a cost-effective manner. The Office of the General Counsel is committed to creative legal problem-solving to assist the Board, the superintendent, and staff as they engage in strategic decision-making to advance MCPS' vision, mission, core purpose, and core values. In furtherance of the Board's mandate to strengthen partnerships, align and conserve resources, and reduce avoidable litigation, the Office of the General Counsel navigates legal requirements, evaluates and manages legal risk, and seeks to promote collaborative resolution of disputes if possible.*

**MAJOR FUNCTIONS**

The Office of the General Counsel provides timely advice to the Board, superintendent, and MCPS staff about pending legal matters being handled for the Board and the school system as a whole, and provides legal counsel in a wide range of fields including personnel issues, student matters, special education, policy development and implementation, real estate and land use, contracting and procurement, and civil rights. Under the direction of the general counsel who is integrated into the school system's governing structure as a member of the superintendent's executive leadership team, the Office of the General Counsel seeks to proactively anticipate legal issues relevant to decision-making and identify legal matters with significant policy or administrative implications. The office also helps facilitate review of policies, actions, and key initiatives by the Board and the system as a whole to provide advice on legal opportunities to promote equity and excellence in our work.

The Office of the General Counsel conducts and supervises all aspects of litigation and administrative agency proceedings in which MCPS or the Board is named as plaintiff or defendant. These duties include, but are not limited to, review and preparation of pleadings, trial, and appellate briefs; negotiation between parties including settlements; the conduct of trial and hearings at the level of original jurisdiction or on appeal; and participation in other court or hearing appearances in order to represent the interests of the school system. In addition, the office provides direction in drafting, review, and application of legal documents, contracts, policies, and regulations. The office also plays a key role in coordinating responses to subpoenas regarding student, school, and personnel matters.

The Office of the General Counsel is responsible for monitoring and evaluating all internal and external providers of

legal services. It works closely with all internal and external counsel to review strategy and supervise resources applied to legal matters. The office also manages the process of selection and approval of outside counsel.

The Office of the General Counsel provides regular updates to the Board, superintendent, and MCPS staff on relevant court and administrative decisions that are likely to impact MCPS policy or practice. The office also provides legal assistance in interpreting the impact of legislation and regulations based on the interests of the school system.

**ACCOMPLISHMENTS AND INITIATIVES**

- » Following a comprehensive review of MCPS legal services by the Board's Fiscal Management Committee, the Board authorized the creation of an in-house general counsel function as part of the Fiscal Year (FY) 2014 Operating Budget. The general counsel was appointed in March 2014. Under his direction, the Office of the General Counsel is setting up essential infrastructure necessary to support its work and integrate its functions into the broader operations of MCPS. The Office of the General Counsel has helped spearhead and provided consultation on key priority initiatives with significant legal implications—such as the revisions to policies regarding discipline and student conduct, including the development and implementation of MCPS' Code of Conduct, workforce diversity, the Board-authorized comprehensive review of special education processes and services, and the Board-authorized review of MCPS choice and other special academic programs.
- » In FY 2016, the Office of the General Counsel will contribute to these and other priority initiatives. In addition, the office will continue to develop and implement record-keeping and reporting systems for efficient monitoring and tracking of new and existing legal matters, and establish protocols for effectively incorporating the Office of the General Counsel into the work of MCPS. To inform these efforts, the Office of the General Counsel is benchmarking best practices in other school districts and comparable organizations.

**OVERVIEW OF BUDGET CHANGES**.....

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this office is \$851,782, an increase of \$851,782 from the current FY 2015 budget.

An explanation of this change follows.

***Same Service Level Changes—\$851,782***

***Realignments to Meet Expenditure Requirements and Program Priorities—\$841,782***

There is a realignment of 3.0 positions and \$354,355 from the budget of the Office of the Superintendent to this budget. In addition, there is a realignment of contractual legal funds of \$487,427 from the budget of the Office of the Chief Operating Officer to this budget.

***Other—\$10,000***

A total of \$10,000 is added to this office's budget for office supplies; local travel mileage reimbursement; dues, registration and fees, and subscriptions.

**General Counsel - 610**  
**Joshua I. Civin, General Counsel**

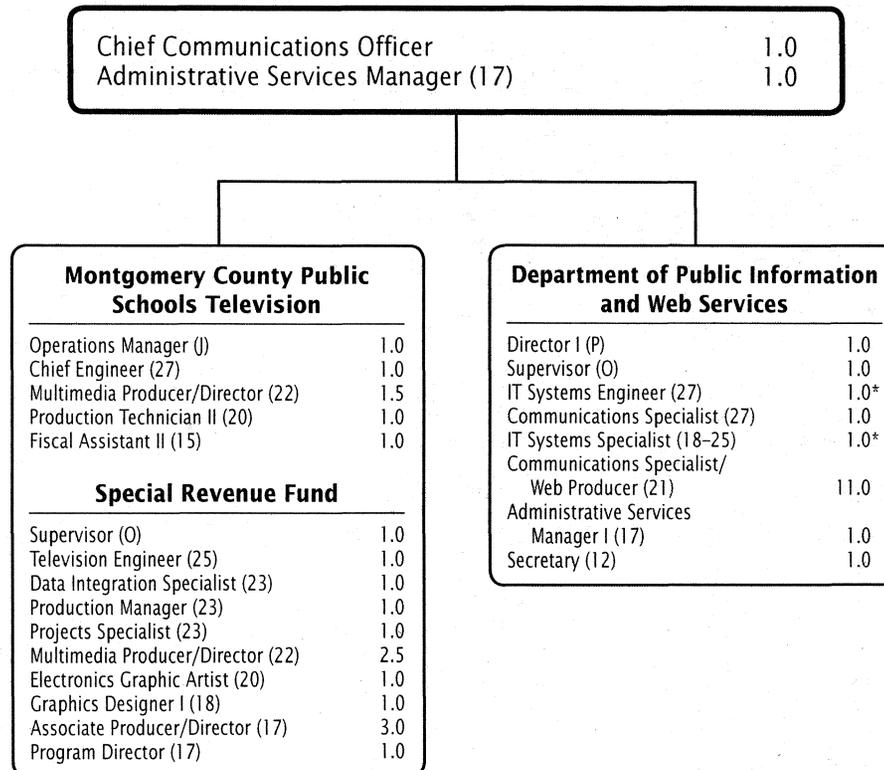
Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)				3,000	3,000
Position Salaries				\$354,355	\$354,355
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>				<b>354,355</b>	354,355
<b>02 Contractual Services</b>					
Consultants					
Other Contractual				487,427	487,427
<b>Total Contractual Services</b>				<b>487,427</b>	487,427
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office				2,500	2,500
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>				<b>2,500</b>	2,500
<b>04 Other</b>					
Local/Other Travel				6,000	6,000
Insur & Employee Benefits					
Utilities					
Miscellaneous				1,500	1,500
<b>Total Other</b>				<b>7,500</b>	7,500
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>				<b>\$851,782</b>	\$851,782

## Office of the General Counsel - 610

Joshua I. Civin, General Counsel

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
1	General Counsel					1.000	1.000
1	M Assistant General Counsel					1.000	1.000
1	17 Admin Services Manager I					1.000	1.000
	<b>Total Positions</b>					<b>3.000</b>	<b>3.000</b>

# Office of Communications



F.T.E. Positions 38.0

(\*In addition, 2.0 positions are funded by the Capital Budget.)

**MISSION** *The purpose of the Office of Communications (OC) is to communicate effectively and provide timely communication resources that support student success and connect Montgomery County Public Schools (MCPS) to its diverse community.*

## MAJOR FUNCTIONS

### Supporting Schools, Students, and Staff

The Office of Communications provides direct support to schools, students, and staff in a variety of ways, including the maintenance and improvement of school-based websites and training of school-based webmasters; working with school-based leaders during emergencies and crises by facilitating and crafting communications; producing a variety of student-focused programming and videos, including *Homework Hotline Live!*, which provides students with real-time support with homework assignments; maintaining television production equipment and studios in schools; and producing multimedia resources that support staff development and engagement, such as training videos and surveys.

### Informing the MCPS Community

OC is central to the district's efforts to inform parents, staff, students, and community members, using a variety of communications tools, including, but not limited to, the MCPS website, the biweekly *MCPS QuickNotes* newsletter, MCPS TV programming and YouTube site, the @MCPS Twitter feed, and the Alert MCPS text-messaging service. The office also works with media to share important information and news, including the production of video and audio products that are broadcast by media outlets, such as *Univision*. The OC also provides broad internal communication through *The Bulletin*, a biweekly staff newsletter, and regular HTML e-mails to staff. In addition, OC produces *Communications Update* biweekly throughout the school year to facilitate communication between principals and their school communities.

OC regularly collaborates with the Language Assistance Services Unit to provide important communications to families in six languages—Amharic, Chinese, French, Korean, Spanish, and Vietnamese. *MCPS QuickNotes* is translated into all six languages, as are numerous other communications, including information about the superintendent's community engagement events and materials about Curriculum 2.0.

### Supporting School System Central Services and Business Operations

OC plays a crucial role in the organizational excellence of MCPS. The office provides communications assistance to central services offices and departments, including curriculum, special education, the Office of School Support and Improvement, and many others. The office manages the central MCPS website to provide access to important information and maintains the servers and systems that schools and offices use to publish their web content. OC also works with

other departments to provide web designs for off-the-shelf web-based systems, such as myMCPS and the applicant tracking system. The office also produces numerous training and informational videos for districtwide initiatives, such as Curriculum 2.0, standards-based report cards, and the Strategic Planning Framework.

## ACCOMPLISHMENTS AND INITIATIVES

- » Continued update and redesign of the MCPS website to make it easier for all users to find important information. This includes a major redesign of the main MCPS website and top-level pages to make them easier to use and more aligned with current best practices in web design and organization. The OC continued to improve the searchability of the website and also launched a new mobile application that is available for download on all Apple, Amazon, and Android-based devices and drives users to mobile-friendly web content, social media, and other sought-after information. The OC updated 15 office and 14 school websites, making the sites easier to use and mobile friendly. The office also continued to improve the process of streaming and archiving video of Board of Education meetings.
- » Launched redesigned versions of *MCPS QuickNotes* and *The Bulletin* and increased the frequency of *MCPS QuickNotes* to every other week during the school year. Continued to grow the social media presence for Montgomery County Public Schools with the number of Twitter followers nearly doubling in Fiscal Year FY 2014, exceeding 30,000. *Homework Hotline Live!*, on MCPS TV, is increasing its social media presence in FY 2015, making it easier for students to ask questions and get answers. *Homework Hotline Live!*, responded to 3,987 inquiries from students in FY 2014. The office also continued to increase outreach to the Spanish-speaking community through its website, social media outreach, and partnerships with local media.
- » Supported the Board of Education's priority regarding public engagement by coordinating and executing several opportunities for the community to learn more about MCPS and provide input and feedback on important topics. This included the annual State of the Schools event; four Community Day events that included school visits, meetings with staff and principals, and a community town hall meeting; two Superintendent's Book Club events; and the Neighbor-to-Nighbor initiative that allowed the public to provide input on the Operating Budget and the proposed changes to Bell Times initiative. The office also coordinated extensive outreach effort to solicit input on the proposal to change Bell Times, and convened and coordinated the work of the Superintendent's Cybercivility Task Force.

**PERFORMANCE MEASURES**

**Performance Measure:** Number of subscribers to external communication tools.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
172,200	206,640	210,772

**Explanation:** This measures the total usage of the three main external communication tools the OC employs to deliver timely news, information, and emergency notifications to staff, students, parents, and community members. This includes the total subscribers to MCPS QuickNotes, Twitter, and Alert MCPS.

**Performance Measure:** Amount of content viewed from the MCPS web.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
89.8 million	93.4 million	97.1 million

**Explanation:** This measure indicates the use of the MCPS web by the public and staff to find information and access online important school-system operations, such as ePaystub, financial management systems, myMCPS, and others. Page views measure each time a web page is opened.

**Performance Measure:** Support to schools and students.

FY 2014 Actual	FY 2015 Estimate	FY 2016 Recommended
5,621	5,800	6,000

**Explanation:** This measure indicates direct support that OC provides to schools and students, including the number of incidences of direct support to school-based webmasters; service calls for school TV studios; requests from schools for information, assistance; and assistance to schools with emergency communications. This measure also includes the number of inquiries to Homework Hotline Live!, which provides students with real-time homework assistance.

**OVERVIEW OF BUDGET CHANGES**

**Office of Communications**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this office is \$2,303,016, an increase of \$512,343 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$453,740**

*Continuing Salary Costs—\$30,930*

There is an increase of \$30,930 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

*Realignments to Meet Expenditure Requirements and Program Priorities—\$422,810*

There is a realignment of 5.0 communication specialist positions and \$422,810 from the budget of the Division of ESOL and Bilingual Program to this office’s budget. These positions provide services that should be managed by this office.

**Strategic Priority Enhancements—\$58,603**

*Communication Specialist—\$58,603*

This enhancement will add two 0.5 communication specialist positions to this office to allow MCPS to respond to an increased number of requests received for translation of documents to Amharic and Spanish. Amharic is the fastest growing language in MCPS. Translation requests for Amharic have been handled on a contractual basis. Requests for Amharic-translated projects have increased from 30 in FY 2011 to 152 in FY 2014. In addition, Spanish is the most utilized language for translation services in MCPS. One full-time translator is employed by MCPS, but we must use contract services to provide additional capacity. The Language Assistance Services Unit processed 309 requests for Spanish translations in FY 2014. The cost of these two translators is offset by the savings from the reduced reliance on contractual translation services. This enhancement will also reduce the turnaround time required for translation services in MCPS.

**Montgomery County Public School Television Special Revenue Fund**

**FY 2016 Recommended Budget**

The FY 2016 recommended budget for this fund is \$1,654,209, an increase of \$58,585 over the current FY 2015 budget. An explanation of this change follows.

**Same Service Level Changes—\$58,585**

*Continuing Salary Costs—\$58,585*

There is an increase of \$58,585 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2 percent that eligible employees will receive on October 3, 2015. The amount also includes the annualized cost of the FY 2015 salary step and 1.5 percent GWA employees received on November 29, 2014.

**Office of Communications - 642/412**  
**Brian K. Edwards, Chief Communications Officer**

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	18.500	18.500	18.500	<b>24.500</b>	6.000
Position Salaries	\$1,497,321	\$1,614,515	\$1,614,515	<b>\$2,126,553</b>	\$512,038
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		24,300	24,300	<b>24,300</b>	
Supporting Services Part Time		8,577	8,577	<b>8,791</b>	214
Other		3,638	3,638	<b>3,729</b>	91
Subtotal Other Salaries	34,394	36,515	36,515	<b>36,820</b>	305
<b>Total Salaries &amp; Wages</b>	1,531,715	1,651,030	1,651,030	<b>2,163,373</b>	512,343
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		93,605	93,605	<b>93,605</b>	
<b>Total Contractual Services</b>	94,995	93,605	93,605	<b>93,605</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		8,615	8,615	<b>8,615</b>	
Other Supplies & Materials		30,269	30,269	<b>30,269</b>	
<b>Total Supplies &amp; Materials</b>	26,088	38,884	38,884	<b>38,884</b>	
<b>04 Other</b>					
Local/Other Travel		3,382	3,382	<b>3,382</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		3,772	3,772	<b>3,772</b>	
<b>Total Other</b>	6,100	7,154	7,154	<b>7,154</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$1,658,898</u>	<u>\$1,790,673</u>	<u>\$1,790,673</u>	<u><b>\$2,303,016</b></u>	<u>\$512,343</u>

# Office of Communications - 642/412

Brian K. Edwards, Chief Communications Officer

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
	<b>642 Office of Communications</b>						
1	Chief Communications Officer		1.000	1.000	1.000	<b>1.000</b>	
1	P Director I		1.000	1.000	1.000	<b>1.000</b>	
1	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	27 Communications Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	21 Comm Spec/Web Producer		6.000	6.000	6.000	<b>12.000</b>	6.000
1	17 Admin Services Manager I		2.000	2.000	2.000	<b>2.000</b>	
1	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>13.000</b>	<b>13.000</b>	<b>13.000</b>	<b>19.000</b>	<b>6.000</b>
	<b>412 MCPS Television</b>						
1	J Operations Manager			1.000	1.000	<b>1.000</b>	
3	J Operations Manager		1.000				
1	27 Chief Engineer			1.000	1.000	<b>1.000</b>	
3	27 Chief Engineer		1.000				
1	22 Multimedia Producer/Director			1.500	1.500	<b>1.500</b>	
3	22 Multimedia Producer/Director		1.500				
1	20 Production Technician II			1.000	1.000	<b>1.000</b>	
3	17 Assoc Producer/Director		1.000				
1	15 Fiscal Assistant II			1.000	1.000	<b>1.000</b>	
3	15 Fiscal Assistant II		1.000				
	<b>Subtotal</b>		<b>5.500</b>	<b>5.500</b>	<b>5.500</b>	<b>5.500</b>	
	<b>Total Positions</b>		<b>18.500</b>	<b>18.500</b>	<b>18.500</b>	<b>24.500</b>	<b>6.000</b>

# Instructional Television Special Revenue Fund - 860

Dr. Dick Lipsky, Supervisor

Description	FY 2014 Actual	FY 2015 Budget	FY 2015 Current	FY 2016 Request	FY 2016 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	12,500	13,500	13,500	<b>13,500</b>	
Position Salaries	\$1,043,339	\$1,131,328	\$1,131,328	<b>\$1,189,786</b>	\$58,458
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		3,500	3,500	<b>3,588</b>	88
Other		1,542	1,542	<b>1,581</b>	39
Subtotal Other Salaries	27,243	5,042	5,042	<b>5,169</b>	127
<b>Total Salaries &amp; Wages</b>	1,070,582	1,136,370	1,136,370	<b>1,194,955</b>	58,585
<b>02 Contractual Services</b>					
Consultants		11,100	11,100	<b>11,100</b>	
Other Contractual		6,500	6,500	<b>6,500</b>	
<b>Total Contractual Services</b>	10,880	17,600	17,600	<b>17,600</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		15,000	15,000	<b>15,000</b>	
Other Supplies & Materials		68,670	68,670	<b>68,670</b>	
<b>Total Supplies &amp; Materials</b>	99,066	83,670	83,670	<b>83,670</b>	
<b>04 Other</b>					
Local/Other Travel		2,000	2,000	<b>2,000</b>	
Insur & Employee Benefits		353,504	353,504	<b>353,504</b>	
Utilities					
Miscellaneous		1,600	1,600	<b>1,600</b>	
<b>Total Other</b>	351,915	357,104	357,104	<b>357,104</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		880	880	<b>880</b>	
<b>Total Equipment</b>	5,351	880	880	<b>880</b>	
<b>Grand Total</b>	<b>\$1,537,794</b>	<b>\$1,595,624</b>	<b>\$1,595,624</b>	<b>\$1,654,209</b>	<b>\$58,585</b>

## Instructional Television Special Revenue Fund - 860

Dr. Dick Lipsky, Supervisor

CAT	DESCRIPTION	10 Mon	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 REQUEST	FY 2016 CHANGE
37	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
37	25 Television Engineer		1.000	1.000	1.000	<b>1.000</b>	
37	23 Data Integration Specialist		1.000	1.000	1.000	<b>1.000</b>	
37	23 Production Manager		1.000	1.000	1.000	<b>1.000</b>	
37	23 Projects Specialist		1.000	1.000	1.000	<b>1.000</b>	
37	22 Multimedia Producer/Director		1.500	2.500	2.500	<b>2.500</b>	
37	20 Electronics Graph Artist		1.000	1.000	1.000	<b>1.000</b>	
37	20 Production Technician II		1.000				
37	18 Graphics Designer I		1.000	1.000	1.000	<b>1.000</b>	
37	17 Assoc Producer/Director		2.000	3.000	3.000	<b>3.000</b>	
37	17 Program Director		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>12.500</b>	<b>13.500</b>	<b>13.500</b>	<b>13.500</b>	

APPENDIX A

**Administrative and Supervisory  
Salary Schedule** Effective July 1, 2015–October 2, 2015 (Fiscal Year Basis)

Salary Steps	N-11*	M	N	O	P	Q
<b>1</b>	\$89,540	\$91,154	\$96,623	\$102,421	\$108,565	\$115,080
<b>2</b>	\$92,227	\$93,889	\$99,522	\$105,493	\$111,823	\$118,532
<b>3</b>	\$94,994	\$96,705	\$102,508	\$108,658	\$115,177	\$122,087
<b>4</b>	\$97,844	\$99,606	\$105,583	\$111,918	\$118,632	\$125,749
<b>5</b>	\$100,780	\$102,594	\$108,751	\$115,276	\$122,192	\$129,523
<b>6</b>	\$103,803	\$105,672	\$112,013	\$118,734	\$125,857	\$133,408
<b>7</b>	\$106,917	\$108,841	\$115,374	\$122,296	\$129,634	\$137,412
<b>8</b>	\$110,125	\$112,107	\$118,835	\$125,965	\$133,522	\$141,533
<b>9</b>	\$113,428	\$115,470	\$122,400	\$129,743	\$137,527	\$145,777
<b>10</b>	\$116,831	\$118,935	\$126,072	\$131,041	\$138,903	\$147,235

\*The salary of employees assigned to 11-month positions. All other salaries are for 12-month positions.

APPENDIX A

**Administrative and Supervisory  
Salary Schedule** Effective October 3, 2015–June 30, 2016 (Fiscal Year Basis)

Salary Steps	N-11*	M	N	O	P	Q
<b>1</b>	\$91,331	\$92,977	\$98,555	\$104,469	\$110,737	\$117,381
<b>2</b>	\$94,071	\$95,766	\$101,512	\$107,603	\$114,059	\$120,902
<b>3</b>	\$96,894	\$98,639	\$104,558	\$110,831	\$117,481	\$124,529
<b>4</b>	\$99,801	\$101,598	\$107,695	\$114,156	\$121,005	\$128,264
<b>5</b>	\$102,795	\$104,646	\$110,926	\$117,581	\$124,636	\$132,114
<b>6</b>	\$105,879	\$107,785	\$114,254	\$121,108	\$128,374	\$136,076
<b>7</b>	\$109,055	\$111,018	\$117,682	\$124,742	\$132,226	\$140,160
<b>8</b>	\$112,327	\$114,349	\$121,212	\$128,484	\$136,193	\$144,363
<b>9</b>	\$115,697	\$117,780	\$124,848	\$132,338	\$140,278	\$148,693
<b>10</b>	\$119,168	\$121,313	\$128,594	\$133,661	\$141,681	\$150,180

\*The salary of employees assigned to 11-month positions. All other salaries are for 12-month positions.

APPENDIX A

**Business and Operations Administrators**  
**Salary Schedule Effective July 1, 2015–October 2, 2015 (Fiscal Year Basis)**

<b>Salary Steps</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>
<b>1</b>	\$65,441	\$69,367	\$73,529	\$77,941	\$82,617
<b>2</b>	\$67,404	\$71,448	\$75,734	\$80,279	\$85,096
<b>3</b>	\$69,426	\$73,592	\$78,007	\$82,688	\$87,648
<b>4</b>	\$71,509	\$75,799	\$80,346	\$85,169	\$90,278
<b>5</b>	\$73,654	\$78,073	\$82,757	\$87,723	\$92,986
<b>6</b>	\$75,864	\$80,415	\$85,240	\$90,355	\$95,776
<b>7</b>	\$78,140	\$82,828	\$87,798	\$93,066	\$98,650
<b>8</b>	\$80,484	\$85,313	\$90,431	\$95,859	\$101,610
<b>9</b>	\$82,899	\$87,873	\$93,145	\$98,734	\$104,658
<b>10</b>	\$85,386	\$90,509	\$95,939	\$101,696	\$107,797
<b>11</b>	\$87,948	\$93,224	\$98,816	\$104,747	\$111,031
<b>12</b>	\$90,586	\$96,020	\$101,781	\$107,889	\$114,362

APPENDIX A

**Business and Operations Administrators**  
**Salary Schedule** Effective October 3, 2015–June 30, 2016 (Fiscal Year Basis)

<b>Salary Steps</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>
<b>1</b>	\$66,750	\$70,754	\$74,999	\$79,500	\$84,269
<b>2</b>	\$68,752	\$72,877	\$77,249	\$81,885	\$86,797
<b>3</b>	\$70,815	\$75,063	\$79,567	\$84,342	\$89,401
<b>4</b>	\$72,939	\$77,315	\$81,953	\$86,872	\$92,084
<b>5</b>	\$75,128	\$79,634	\$84,412	\$89,478	\$94,846
<b>6</b>	\$77,381	\$82,024	\$86,944	\$92,162	\$97,692
<b>7</b>	\$79,703	\$84,485	\$89,553	\$94,928	\$100,623
<b>8</b>	\$82,094	\$87,019	\$92,240	\$97,776	\$103,642
<b>9</b>	\$84,557	\$89,630	\$95,007	\$100,709	\$106,751
<b>10</b>	\$87,094	\$92,319	\$97,858	\$103,730	\$109,953
<b>11</b>	\$89,707	\$95,088	\$100,793	\$106,842	\$113,251
<b>12</b>	\$92,397	\$97,940	\$103,817	\$110,047	\$116,649

APPENDIX A

**Teacher and Other Professional  
Salary Schedule Effective July 1, 2015–October 2, 2015 (Fiscal Year Basis)**

Grade Step	BA	MA/MEQ	MA/MEQ+30	MA/MEQ+60
1	\$47,106	\$51,895	\$53,419	\$54,800
2	\$47,832	\$52,766	\$55,013	\$56,395
3	\$49,266	\$54,797	\$57,130	\$58,567
4	\$50,745	\$56,907	\$59,331	\$60,821
5	\$52,266	\$59,098	\$61,615	\$63,162
6	\$54,280	\$61,373	\$63,987	\$65,594
7	\$56,370	\$63,736	\$66,451	\$68,121
8	\$58,539	\$66,190	\$69,010	\$70,742
9	\$60,793	\$68,739	\$71,666	\$73,467
10	\$63,134	\$71,385	\$74,425	\$76,295
11		\$74,134	\$77,290	\$79,232
12		\$76,988	\$80,265	\$82,282
13		\$79,952	\$83,356	\$85,450
14		\$83,029	\$86,564	\$88,739
15		\$85,520	\$89,162	\$91,402
16		\$88,087	\$91,837	\$94,144
17		\$90,729	\$94,592	\$96,968
18		\$93,450	\$97,430	\$99,878
19		\$96,254	\$100,353	\$102,874
20		\$96,254	\$100,353	\$102,874
21		\$96,254	\$100,353	\$102,874
22		\$96,254	\$100,353	\$102,874
23		\$96,254	\$100,353	\$102,874
24		\$96,254	\$100,353	\$102,874
25		\$98,420	\$102,611	\$105,189

The salary of employees assigned to 12-month positions will be 117.5 percent of the salary of the step/grade (B/D) for which employee would qualify if employed in a 10-month position.

APPENDIX A

**Teacher and Other Professional  
Salary Schedule** Effective October 3, 2015–June 30, 2016 (Fiscal Year Basis)

Grade Step	BA	MA/MEQ	MA/MEQ+30	MA/MEQ+60
1	\$48,048	\$52,933	\$54,488	\$55,896
2	\$48,789	\$53,821	\$56,113	\$57,523
3	\$50,251	\$55,893	\$58,273	\$59,738
4	\$51,760	\$58,045	\$60,517	\$62,037
5	\$53,312	\$60,280	\$62,847	\$64,426
6	\$55,366	\$62,600	\$65,266	\$66,906
7	\$57,497	\$65,011	\$67,780	\$69,483
8	\$59,710	\$67,514	\$70,390	\$72,157
9	\$62,009	\$70,114	\$73,099	\$74,936
10	\$64,397	\$72,813	\$75,913	\$77,820
11		\$75,616	\$78,836	\$80,817
12		\$78,528	\$81,870	\$83,928
13		\$81,551	\$85,023	\$87,159
14		\$84,690	\$88,296	\$90,514
15		\$87,230	\$90,945	\$93,230
16		\$89,849	\$93,674	\$96,027
17		\$92,543	\$96,484	\$98,907
18		\$95,319	\$99,378	\$101,876
19		\$98,180	\$102,360	\$104,932
20		\$98,180	\$102,360	\$104,932
21		\$98,180	\$102,360	\$104,932
22		\$98,180	\$102,360	\$104,932
23		\$98,180	\$102,360	\$104,932
24		\$98,180	\$102,360	\$104,932
25		\$100,389	\$104,664	\$107,292

The salary of employees assigned to 12-month positions will be 117.5 percent of the salary of the step/grade (B/D) for which employee would qualify if employed in a 10-month position.

**APPENDIX A**

**Supporting Services  
Hourly Rate Schedule Effective July 1, 2015–October 2, 2015 (Fiscal Year Basis)**

<b>Grade Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
4	\$12.56	\$13.02	\$13.52	\$14.09	\$14.70	\$15.34	\$15.94	\$16.24	\$16.57	\$16.88
5	\$13.02	\$13.52	\$14.09	\$14.70	\$15.34	\$15.94	\$16.61	\$16.89	\$17.27	\$17.62
6	\$13.52	\$14.09	\$14.70	\$15.34	\$15.94	\$16.61	\$17.27	\$17.65	\$17.99	\$18.35
7	\$14.09	\$14.70	\$15.34	\$15.94	\$16.61	\$17.27	\$18.06	\$18.35	\$18.76	\$19.11
8	\$14.70	\$15.34	\$15.94	\$16.61	\$17.27	\$18.06	\$18.76	\$19.11	\$19.49	\$19.88
9	\$15.34	\$15.94	\$16.61	\$17.27	\$18.06	\$18.76	\$19.55	\$19.93	\$20.34	\$20.75
10	\$15.94	\$16.61	\$17.27	\$18.06	\$18.76	\$19.55	\$20.45	\$20.91	\$21.33	\$21.73
11	\$16.61	\$17.27	\$18.06	\$18.76	\$19.55	\$20.45	\$21.45	\$21.93	\$22.34	\$22.79
12	\$17.27	\$18.06	\$18.76	\$19.55	\$20.45	\$21.45	\$22.63	\$23.08	\$23.52	\$23.96
13	\$18.06	\$18.76	\$19.55	\$20.45	\$21.45	\$22.63	\$23.70	\$24.13	\$24.58	\$25.10
14	\$18.76	\$19.55	\$20.45	\$21.45	\$22.63	\$23.70	\$24.87	\$25.35	\$25.85	\$26.35
15	\$19.55	\$20.45	\$21.45	\$22.63	\$23.70	\$24.87	\$26.10	\$26.66	\$27.21	\$27.76
16	\$20.45	\$21.45	\$22.63	\$23.70	\$24.87	\$26.10	\$27.41	\$27.95	\$28.48	\$29.04
17	\$21.45	\$22.63	\$23.70	\$24.87	\$26.10	\$27.41	\$28.78	\$29.37	\$29.97	\$30.53
18	\$22.63	\$23.70	\$24.87	\$26.10	\$27.41	\$28.78	\$30.17	\$30.74	\$31.39	\$32.03
19	\$23.70	\$24.87	\$26.10	\$27.41	\$28.78	\$30.17	\$31.69	\$32.30	\$32.97	\$33.62
20	\$24.87	\$26.10	\$27.41	\$28.78	\$30.17	\$31.69	\$33.25	\$33.97	\$34.62	\$35.31
21	\$26.10	\$27.41	\$28.78	\$30.17	\$31.69	\$33.25	\$34.87	\$35.57	\$36.31	\$37.02
22	\$27.41	\$28.78	\$30.17	\$31.69	\$33.25	\$34.87	\$36.47	\$37.21	\$37.97	\$38.72
23	\$28.78	\$30.17	\$31.69	\$33.25	\$34.87	\$36.47	\$38.18	\$38.97	\$39.77	\$40.55
24	\$30.17	\$31.69	\$33.25	\$34.87	\$36.47	\$38.18	\$40.00	\$40.79	\$41.58	\$42.48
25	\$31.69	\$33.25	\$34.87	\$36.47	\$38.18	\$40.00	\$41.85	\$42.71	\$43.54	\$44.43
26	\$33.25	\$34.87	\$36.47	\$38.18	\$40.00	\$41.85	\$43.83	\$44.69	\$45.58	\$46.48
27	\$34.87	\$36.47	\$38.18	\$40.00	\$41.85	\$43.83	\$45.85	\$46.83	\$47.75	\$48.67
28	\$36.47	\$38.18	\$40.00	\$41.85	\$43.83	\$45.85	\$48.01	\$48.94	\$49.93	\$50.94
29	\$38.18	\$40.00	\$41.85	\$43.83	\$45.85	\$48.01	\$50.32	\$51.34	\$52.34	\$53.38
30	\$40.00	\$41.85	\$43.83	\$45.85	\$48.01	\$50.32	\$52.72	\$53.77	\$54.87	\$56.01

APPENDIX A

**Supporting Services  
Hourly Rate Schedule Effective October 3, 2015–June 30, 2016 (Fiscal Year Basis)**

<b>Grade Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
4	12.81	13.28	13.79	14.37	14.99	15.64	16.25	16.56	16.91	17.22
5	13.28	13.79	14.37	14.99	15.64	16.25	16.94	17.23	17.61	17.97
6	13.79	14.37	14.99	15.64	16.25	16.94	17.61	18.00	18.35	18.72
7	14.37	14.99	15.64	16.25	16.94	17.61	18.42	18.72	19.13	19.49
8	14.99	15.64	16.25	16.94	17.61	18.42	19.13	19.49	19.88	20.28
9	15.64	16.25	16.94	17.61	18.42	19.13	19.94	20.33	20.75	21.16
10	16.25	16.94	17.61	18.42	19.13	19.94	20.86	21.33	21.75	22.17
11	16.94	17.61	18.42	19.13	19.94	20.86	21.88	22.37	22.79	23.24
12	17.61	18.42	19.13	19.94	20.86	21.88	23.09	23.54	23.99	24.44
13	18.42	19.13	19.94	20.86	21.88	23.09	24.17	24.61	25.07	25.60
14	19.13	19.94	20.86	21.88	23.09	24.17	25.36	25.86	26.37	26.88
15	19.94	20.86	21.88	23.09	24.17	25.36	26.62	27.20	27.76	28.32
16	20.86	21.88	23.09	24.17	25.36	26.62	27.95	28.51	29.05	29.62
17	21.88	23.09	24.17	25.36	26.62	27.95	29.35	29.96	30.57	31.14
18	23.09	24.17	25.36	26.62	27.95	29.35	30.77	31.36	32.02	32.67
19	24.17	25.36	26.62	27.95	29.35	30.77	32.32	32.94	33.63	34.29
20	25.36	26.62	27.95	29.35	30.77	32.32	33.92	34.65	35.31	36.02
21	26.62	27.95	29.35	30.77	32.32	33.92	35.56	36.28	37.03	37.76
22	27.95	29.35	30.77	32.32	33.92	35.56	37.20	37.95	38.73	39.50
23	29.35	30.77	32.32	33.92	35.56	37.20	38.95	39.75	40.56	41.36
24	30.77	32.32	33.92	35.56	37.20	38.95	40.80	41.61	42.42	43.33
25	32.32	33.92	35.56	37.20	38.95	40.80	42.69	43.57	44.41	45.32
26	33.92	35.56	37.20	38.95	40.80	42.69	44.70	45.58	46.50	47.41
27	35.56	37.20	38.95	40.80	42.69	44.70	46.76	47.77	48.70	49.64
28	37.20	38.95	40.80	42.69	44.70	46.76	48.97	49.92	50.93	51.96
29	38.95	40.80	42.69	44.70	46.76	48.97	51.33	52.37	53.39	54.45
30	40.80	42.69	44.70	46.76	48.97	51.33	53.77	54.85	55.97	57.13

## State Budget Categories

State law requires all counties and Baltimore City to appropriate and record expenditures for education in accordance with standardized state budget categories. This is so the Maryland State Department of Education may collect and compare data on local education spending from across the state. These state budget categories are generally based on broad functional classifications such as administration, instructional costs, special education, and student transportation.

Below are summaries of the types of expenditures in each of the state categories of expenditure and the percent of each category to the total operating budget.

### **Category 1—Administration (1.9 percent)**

Administration includes activities associated with the general direction and control of the school district and includes such activities as establishing and administering policy, providing fiscal and business services, and central information systems and supporting each of the other instructional and supporting services programs. Administration includes expenditures for the Board of Education, executive staff units, evaluation and supporting services, administrators, supervisors and human resources. These expenditures affect the district as a whole and are not confined to a single school building.

### **Category 2—Mid-level Administration (6.1 percent)**

Mid-level Administration includes supervision of district-wide and school-level instructional programs and activities. It includes all school-based administration, including the office of the principal. Mid-level Administration includes school business and clerical activities, graduation expenses, curriculum development, supervision of guidance and psychological services, supervision of career and technology programs, and educational media services. Mid-level Administration also includes central district school support and improvement activities.

### **Category 3—Instructional Salaries (39.1 percent)**

Instructional Salaries include directly or adjunctly teaching students in non-special education settings. It includes most activities that occur on a regular basis at the school level or for the benefit of the instructional program. Instructional salaries include all salary expenditures for providing these activities, including salaries for teachers, paraeducators, school aides, teaching specialists, resource teachers, psychologists, school counselors, media staff, part-time salaries, substitutes, and stipends but do not include employee benefits. Salaries for staff involved in professional development activities are also included in this category.

### **Category 4—Textbooks and Instructional Supplies (1.2 percent)**

Textbooks and Instructional Supplies includes all supplies and materials used in support of Instruction. This category includes books, media materials, computer materials, art and music supplies, science and laboratory supplies, and physical education supplies. This category also includes supplies used for extracurricular activities.

### **Category 5—Other Instructional Costs (.5 percent)**

Other Instructional Costs includes all other expenditures for Instruction, including contractual services, contractual copier maintenance, reimbursement for out-of-county tuition, consultants, equipment, school furniture, local travel, facilities rental, and miscellaneous expenditures related to instruction.

### **Category 6—Special Education (13.4 percent)**

Special Education includes instructional activities for students with disabilities. Special education includes expenditures for students in public schools and for tuition and other expenditures for students in non-public institutions. This category includes instructional salaries, textbooks and instructional supplies, and other instructional costs for special education students. This category also includes school administrative expenditures for schools dedicated to special education and professional development activities related to special education instruction.

### **Category 7—Student Personnel Services (.5 percent)**

Student Personnel Services includes activities designed to improve student attendance at school and to prevent or solve student problems in the home, school, and community. This category includes pupil personnel workers and school social workers. This category also includes international student services, student affairs, and court liaison.

### **Category 8—Student Health Services (0 percent)**

Student Health Services includes physical and mental health activities that are not instructional and that provide students with appropriate medical, dental, and nursing services. In Montgomery County, nearly all student health services are provided by the Department of Health and Human Services, Division of School Health Services.

### **Category 9—Student Transportation (4.5 percent)**

Student Transportation includes activities concerned with the conveyance of students between home, school, and school activities. Included are vehicle operation services,

monitoring services, vehicle servicing and maintenance services, transportation training, and other student transportation services. This category does not include vehicle operations related to other school support activities.

**Category 10—Operation of Plant and Equipment (5.6 percent)**

Operation of Plant and Equipment includes activities concerned with keeping the physical plant open, comfortable, and safe for use. These activities include cleaning and regular upkeep of plant and equipment in schools, grounds, and other facilities; utilities expenditures, including telecommunications, materials management, and security services.

**Category 11—Maintenance of Plant (1.4 percent)**

Maintenance of Plant includes activities concerned with keeping the grounds, buildings, and fixed equipment (other than student transportation assets, and furniture and movable equipment) in their original condition of completeness or efficiency through repair, scheduled and preventive maintenance, or replacement of property.

**Category 12—Fixed Charges (23.2 percent)**

Fixed Charges, primarily used for employee benefits expenditures, are charges of a generally recurrent nature which are not readily allocable to other expenditure categories. The following are included:

- Board contributions to employee retirement and social security
- Employee insurance benefits (health, life, accident, disability, etc.)
- Fidelity insurance, personal liability insurance, and judgments
- Interest on current loans
- Tuition reimbursement

**Category 13—Food Service (0 percent)**

Food Service includes activities concerned with providing food to students and staff in school or a Senior Feeding Program. For budgetary purposes, MCPS chooses to allocate food service expenditures to the Food Service Fund (Category 61).

**Category 14—Community Services (0 percent)**

Community Services are activities that are provided for the community or some segment of the community other than for public school activities and adult education programs. These services generally are provided to adults rather than to school-aged children. These services do not include parent support or engagement activities for the benefit of school instruction.

**Category 37—MCPS Television Special Revenue Fund (.1 percent)**

The MCPS Television Special Revenue Fund was created in FY 2001 to segregate revenue received by MCPS from the Montgomery County Cable TV Fund as part of the county Cable Television Plan. The majority of the Cable Fund revenue comes from license fees.

**Category 51—Real Estate Fund (.1 percent)**

The Real Estate Fund was created in FY 1993 to manage real estate lease revenues and expenditures as an enterprise activity. Revenue for the fund comes from real estate lease rentals, mainly from former schools.

**Category 61—Food Service Fund (2.2 percent)**

The Food Service Fund provides all food service and nutrition programs for schools and other customers as an enterprise activity. Revenue for the fund comes from federal and state food aid programs and from the sale of meals to students and other customers.

**Category 71—Field Trip Fund (.1 percent)**

The Field Trip Fund was created in FY 1994 to provide transportation services for school field trips and external customers on a cost recovery basis as an enterprise activity. Revenue for the fund comes from reimbursements by students and other customers.

**Category 81—Entrepreneurial Activities Fund (.1 percent)**

The Entrepreneurial Activities Fund was created in FY 1999 to provide entrepreneurial activities to earn outside revenue to help defray system costs. Revenue for the fund comes from sales of goods and services to external customers, including other government agencies and non-profit organizations. Entrepreneurial activities do not compete with commercial firms or engage in any activities unrelated to the instructional program. Entrepreneurial activities include warehouse services, printing, sales of curriculum materials, sales of science kits, and other entrepreneurial development activities.

The following tables display actual, budgeted, and recommended funding by state budget category.

**Category 1**  
**Administration**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	72.700	73.700	73.700	73.700	
Business/Operations Admin.	19.650	19.650	19.650	19.650	
Professional	8.600	12.100	12.100	11.600	(.500)
Supporting Services	232.550	241.050	241.050	244.050	3.000
<b>TOTAL POSITIONS</b>	<b>333.500</b>	<b>346.500</b>	<b>346.500</b>	<b>349.000</b>	<b>2.500</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$9,986,003	\$10,689,583	\$10,689,583	\$11,117,566	\$427,983
Business/Operations Admin.	1,804,005	2,145,791	2,145,791	2,128,271	(17,520)
Professional	942,016	1,408,494	1,408,494	1,404,305	(4,189)
Supporting Services	16,647,259	19,042,042	19,042,042	19,806,949	764,907
<b>TOTAL POSITION DOLLARS</b>	<b>29,379,283</b>	<b>33,285,910</b>	<b>33,285,910</b>	<b>34,457,091</b>	<b>1,171,181</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	227,000	688,512	688,512	705,371	16,859
Supporting Services	496,772	513,130	513,130	461,194	(51,936)
<b>TOTAL OTHER SALARIES</b>	<b>723,772</b>	<b>1,201,642</b>	<b>1,201,642</b>	<b>1,166,565</b>	<b>(35,077)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>30,103,055</b>	<b>34,487,552</b>	<b>34,487,552</b>	<b>35,623,656</b>	<b>1,136,104</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>5,932,466</b>	<b>7,626,125</b>	<b>7,616,225</b>	<b>7,324,703</b>	<b>(291,522)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>528,743</b>	<b>602,914</b>	<b>601,814</b>	<b>598,718</b>	<b>(3,096)</b>
<b>04 OTHER</b>					
Local/Other Travel	234,826	222,735	233,735	309,472	75,737
Insur & Employee Benefits					
Utilities				1,600	1,600
Miscellaneous	305,816	152,733	152,733	233,066	80,333
<b>TOTAL OTHER</b>	<b>540,642</b>	<b>375,468</b>	<b>386,468</b>	<b>544,138</b>	<b>157,670</b>
<b>05 EQUIPMENT</b>	<b>359,234</b>	<b>691,365</b>	<b>691,365</b>	<b>740,330</b>	<b>48,965</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$37,464,140</b>	<b>\$43,783,424</b>	<b>\$43,783,424</b>	<b>\$44,831,545</b>	<b>\$1,048,121</b>

**Category 2**  
**Mid-Level Administration**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	569.500	579.000	579.000	584.500	5.500
Business/Operations Admin.	26.000	25.000	25.000	25.000	
Professional	86.500	81.800	81.800	80.800	(1.000)
Supporting Services	993.000	992.125	992.125	995.375	3.250
<b>TOTAL POSITIONS</b>	<b>1,675.000</b>	<b>1,677.925</b>	<b>1,677.925</b>	<b>1,685.675</b>	<b>7.750</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$71,179,978	\$75,361,328	\$75,361,328	\$78,097,621	\$2,736,293
Business/Operations Admin.	2,293,427	2,271,784	2,271,784	2,339,550	67,766
Professional	8,815,366	8,780,052	8,780,052	9,050,825	270,773
Supporting Services	49,236,301	51,043,440	51,043,440	52,849,911	1,806,471
<b>TOTAL POSITION DOLLARS</b>	<b>131,525,072</b>	<b>137,456,604</b>	<b>137,456,604</b>	<b>142,337,907</b>	<b>4,881,303</b>
<b>OTHER SALARIES</b>					
Administrative	267,939	397,576	397,576	397,576	
Professional	777,263	726,388	726,388	737,304	10,916
Supporting Services	1,506,900	1,197,643	1,197,643	1,327,377	129,734
<b>TOTAL OTHER SALARIES</b>	<b>2,552,102</b>	<b>2,321,607</b>	<b>2,321,607</b>	<b>2,462,257</b>	<b>140,650</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>134,077,174</b>	<b>139,778,211</b>	<b>139,778,211</b>	<b>144,800,164</b>	<b>5,021,953</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>1,549,153</b>	<b>1,088,010</b>	<b>1,088,010</b>	<b>837,860</b>	<b>(250,150)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>242,201</b>	<b>305,629</b>	<b>305,629</b>	<b>282,641</b>	<b>(22,988)</b>
<b>04 OTHER</b>					
Local/Other Travel	200,832	359,824	359,824	340,511	(19,313)
Insur & Employee Benefits					
Utilities					
Miscellaneous	185,496	188,460	188,460	196,570	8,110
<b>TOTAL OTHER</b>	<b>386,328</b>	<b>548,284</b>	<b>548,284</b>	<b>537,081</b>	<b>(11,203)</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$136,254,856</b>	<b>\$141,720,134</b>	<b>\$141,720,134</b>	<b>\$146,457,746</b>	<b>\$4,737,612</b>

**Category 3**  
**Instructional Salaries**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	7.000	4.000	4.000	4.000	
Business/Operations Admin.	3.000				
Professional	9,893.670	10,118.626	10,108.626	10,288.626	180.000
Supporting Services	1,198.400	1,085.368	1,101.868	1,106.463	4.595
<b>TOTAL POSITIONS</b>	<b>11,102.070</b>	<b>11,207.994</b>	<b>11,214.494</b>	<b>11,399.089</b>	<b>184.595</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$888,684	\$531,636	\$531,636	\$537,962	\$6,326
Business/Operations Admin.	265,269				
Professional	757,795,642	796,136,931	795,628,467	835,865,453	40,236,986
Supporting Services	50,678,628	43,239,127	43,747,591	44,441,220	693,629
<b>TOTAL POSITION DOLLARS</b>	<b>809,628,223</b>	<b>839,907,694</b>	<b>839,907,694</b>	<b>880,844,635</b>	<b>40,936,941</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	47,117,256	51,420,345	51,420,345	51,319,952	(100,393)
Supporting Services	5,072,639	6,692,148	6,692,148	6,052,161	(639,987)
<b>TOTAL OTHER SALARIES</b>	<b>52,189,895</b>	<b>58,112,493</b>	<b>58,112,493</b>	<b>57,372,113</b>	<b>(740,380)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>861,818,118</b>	<b>898,020,187</b>	<b>898,020,187</b>	<b>938,216,748</b>	<b>40,196,561</b>
<b>02 CONTRACTUAL SERVICES</b>					
<b>03 SUPPLIES &amp; MATERIALS</b>					
<b>04 OTHER</b>					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>TOTAL OTHER</b>					
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$861,818,118</b>	<b>\$898,020,187</b>	<b>\$898,020,187</b>	<b>\$938,216,748</b>	<b>\$40,196,561</b>

**Category 4**  
**Textbooks And Instructional Supplies**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
<b>TOTAL POSITIONS</b>					
<b>01 SALARIES &amp; WAGES</b>					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
<b>TOTAL POSITION DOLLARS</b>					
<b>OTHER SALARIES</b>					
Administrative					
Professional					
Supporting Services					
<b>TOTAL OTHER SALARIES</b>					
<b>TOTAL SALARIES AND WAGES</b>					
<b>02 CONTRACTUAL SERVICES</b>					
<b>03 SUPPLIES &amp; MATERIALS</b>	23,193,442	28,816,603	28,816,603	28,472,814	(343,789)
<b>04 OTHER</b>					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>TOTAL OTHER</b>					
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<u>\$23,193,442</u>	<u>\$28,816,603</u>	<u>\$28,816,603</u>	<u>\$28,472,814</u>	<u>(\$343,789)</u>

**Category 5**  
**Other Instructional Costs**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
<b>TOTAL POSITIONS</b>					
<b>01 SALARIES &amp; WAGES</b>					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
<b>TOTAL POSITION DOLLARS</b>					
<b>OTHER SALARIES</b>					
Administrative					
Professional					
Supporting Services					
<b>TOTAL OTHER SALARIES</b>					
<b>TOTAL SALARIES AND WAGES</b>					
<b>02 CONTRACTUAL SERVICES</b>	6,121,030	5,074,537	5,075,337	5,588,813	513,476
<b>03 SUPPLIES &amp; MATERIALS</b>					
<b>04 OTHER</b>					
Local/Other Travel	926,119	1,262,355	1,262,355	1,319,678	57,323
Insur & Employee Benefits					
Utilities					
Miscellaneous	3,545,575	3,608,782	3,607,982	3,921,959	313,977
<b>TOTAL OTHER</b>	4,471,694	4,871,137	4,870,337	5,241,637	371,300
<b>05 EQUIPMENT</b>	2,187,259	1,791,718	1,791,718	1,762,334	(29,384)
<b>GRAND TOTAL AMOUNTS</b>	<u>\$12,779,983</u>	<u>\$11,737,392</u>	<u>\$11,737,392</u>	<u>\$12,592,784</u>	<u>\$855,392</u>

**Category 6**  
**Special Education**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	36.000	36.000	36.000	36.000	
Business/Operations Admin.	1.000	1.000	1.000	1.000	
Professional	2,201.400	2,241.126	2,241.126	2,304.400	63.274
Supporting Services	1,590.655	1,626.466	1,626.966	1,675.386	48.420
<b>TOTAL POSITIONS</b>	<b>3,829.055</b>	<b>3,904.592</b>	<b>3,905.092</b>	<b>4,016.786</b>	<b>111.694</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$4,554,678	\$4,765,532	\$4,765,532	\$4,818,789	\$53,257
Business/Operations Admin.	89,602	93,306	93,306	96,427	3,121
Professional	169,722,610	180,852,510	180,852,510	187,868,943	7,016,433
Supporting Services	59,500,144	63,577,972	63,605,852	67,268,106	3,662,254
<b>TOTAL POSITION DOLLARS</b>	<b>233,867,034</b>	<b>249,289,320</b>	<b>249,317,200</b>	<b>260,052,265</b>	<b>10,735,065</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	6,688,351	5,434,611	5,406,731	5,803,729	396,998
Supporting Services	4,122,313	7,326,437	7,326,437	6,834,888	(491,549)
<b>TOTAL OTHER SALARIES</b>	<b>10,810,664</b>	<b>12,761,048</b>	<b>12,733,168</b>	<b>12,638,617</b>	<b>(94,551)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>244,677,698</b>	<b>262,050,368</b>	<b>262,050,368</b>	<b>272,690,882</b>	<b>10,640,514</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>2,666,150</b>	<b>2,525,356</b>	<b>2,525,356</b>	<b>2,955,830</b>	<b>430,474</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>1,885,146</b>	<b>2,716,664</b>	<b>2,716,914</b>	<b>2,346,906</b>	<b>(370,008)</b>
<b>04 OTHER</b>					
Local/Other Travel	603,304	687,992	687,742	613,114	(74,628)
Insur & Employee Benefits					
Utilities	14,859	12,000	12,000	12,000	
Miscellaneous	41,466,540	40,321,225	40,321,225	42,238,728	1,917,503
<b>TOTAL OTHER</b>	<b>42,084,703</b>	<b>41,021,217</b>	<b>41,020,967</b>	<b>42,863,842</b>	<b>1,842,875</b>
<b>05 EQUIPMENT</b>	<b>621,872</b>	<b>331,171</b>	<b>331,171</b>	<b>285,595</b>	<b>(45,576)</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$291,935,569</b>	<b>\$308,644,776</b>	<b>\$308,644,776</b>	<b>\$321,143,055</b>	<b>\$12,498,279</b>

**Category 7**  
**Student Personnel Services**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	8.000	8.000	8.000	8.000	
Business/Operations Admin.					
Professional	64.800	70.830	70.830	74.830	4.000
Supporting Services	35.100	33.310	33.310	33.310	
<b>TOTAL POSITIONS</b>	<b>107.900</b>	<b>112.140</b>	<b>112.140</b>	<b>116.140</b>	<b>4.000</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$1,056,200	\$1,144,269	\$1,144,269	\$1,102,797	(\$41,472)
Business/Operations Admin.					
Professional	7,299,612	8,124,873	8,124,873	8,869,764	744,891
Supporting Services	1,762,144	1,780,601	1,780,601	1,777,143	(3,458)
<b>TOTAL POSITION DOLLARS</b>	<b>10,117,956</b>	<b>11,049,743</b>	<b>11,049,743</b>	<b>11,749,704</b>	<b>699,961</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	229,586	48,565	48,565	49,315	750
Supporting Services	176,031	232,242	232,242	235,598	3,356
<b>TOTAL OTHER SALARIES</b>	<b>405,617</b>	<b>280,807</b>	<b>280,807</b>	<b>284,913</b>	<b>4,106</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>10,523,573</b>	<b>11,330,550</b>	<b>11,330,550</b>	<b>12,034,617</b>	<b>704,067</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>34,183</b>	<b>52,005</b>	<b>52,005</b>	<b>56,405</b>	<b>4,400</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>31,477</b>	<b>14,403</b>	<b>14,403</b>	<b>14,403</b>	
<b>04 OTHER</b>					
Local/Other Travel	93,622	120,578	120,578	110,578	(10,000)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>TOTAL OTHER</b>	<b>93,622</b>	<b>120,578</b>	<b>120,578</b>	<b>110,578</b>	<b>(10,000)</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$10,682,855</b>	<b>\$11,517,536</b>	<b>\$11,517,536</b>	<b>\$12,216,003</b>	<b>\$698,467</b>

**Category 8  
Health Services  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
<b>TOTAL POSITIONS</b>					
<b>01 SALARIES &amp; WAGES</b>					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
<b>TOTAL POSITION DOLLARS</b>					
<b>OTHER SALARIES</b>					
Administrative					
Professional	1,722	2,000	2,000	2,000	
Supporting Services					
<b>TOTAL OTHER SALARIES</b>	1,722	2,000	2,000	2,000	
<b>TOTAL SALARIES AND WAGES</b>	1,722	2,000	2,000	2,000	
<b>02 CONTRACTUAL SERVICES</b>	13,101				
<b>03 SUPPLIES &amp; MATERIALS</b>	1,565	1,590	1,590	1,590	
<b>04 OTHER</b>					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>TOTAL OTHER</b>					
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$16,388</b>	<b>\$3,590</b>	<b>\$3,590</b>	<b>\$3,590</b>	

**Category 9**  
**Student Transportation**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	2.000	2.000	2.000	2.000	
Business/Operations Admin.	13.750	13.750	13.750	13.750	
Professional					
Supporting Services	1,717,340	1,717,340	1,717,340	1,739,403	22,063
<b>TOTAL POSITIONS</b>	<b>1,733,090</b>	<b>1,733,090</b>	<b>1,733,090</b>	<b>1,755,153</b>	<b>22,063</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$258,004	\$268,909	\$268,909	\$278,008	\$9,099
Business/Operations Admin.	1,304,925	1,385,369	1,385,369	1,435,231	49,862
Professional					
Supporting Services	59,572,549	65,756,569	65,756,569	69,232,213	3,475,644
<b>TOTAL POSITION DOLLARS</b>	<b>61,135,478</b>	<b>67,410,847</b>	<b>67,410,847</b>	<b>70,945,452</b>	<b>3,534,605</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	334,732	105,000	105,000	157,625	52,625
Supporting Services	8,886,761	4,343,806	4,343,806	4,452,460	108,654
<b>TOTAL OTHER SALARIES</b>	<b>9,221,493</b>	<b>4,448,806</b>	<b>4,448,806</b>	<b>4,610,085</b>	<b>161,279</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>70,356,971</b>	<b>71,859,653</b>	<b>71,859,653</b>	<b>75,555,537</b>	<b>3,695,884</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>1,346,694</b>	<b>1,669,757</b>	<b>1,669,757</b>	<b>1,645,079</b>	<b>(24,678)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>15,314,161</b>	<b>15,726,081</b>	<b>15,726,081</b>	<b>15,899,823</b>	<b>173,742</b>
<b>04 OTHER</b>					
Local/Other Travel	55,441	58,002	58,002	58,002	
Insur & Employee Benefits					
Utilities					
Miscellaneous	1,267,310	1,422,415	1,422,415	1,468,431	46,016
<b>TOTAL OTHER</b>	<b>1,322,751</b>	<b>1,480,417</b>	<b>1,480,417</b>	<b>1,526,433</b>	<b>46,016</b>
<b>05 EQUIPMENT</b>	<b>9,621,006</b>	<b>10,989,231</b>	<b>10,989,231</b>	<b>13,027,442</b>	<b>2,038,211</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$97,961,583</b>	<b>\$101,725,139</b>	<b>\$101,725,139</b>	<b>\$107,654,314</b>	<b>\$5,929,175</b>

**Category 10**  
**Operation Of Plant And Equipment**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	5.000	6.000	6.000	6.000	
Business/Operations Admin.	11.000	16.000	16.000	15.000	(1.000)
Professional					
Supporting Services	1,441.575	1,593.700	1,593.700	1,598.700	5.000
<b>TOTAL POSITIONS</b>	<b>1,457.575</b>	<b>1,615.700</b>	<b>1,615.700</b>	<b>1,619.700</b>	<b>4.000</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$650,897	\$807,972	\$807,972	\$821,587	\$13,615
Business/Operations Admin.	970,104	1,614,065	1,614,065	1,476,395	(137,670)
Professional					
Supporting Services	61,432,186	75,759,723	75,759,723	77,976,510	2,216,787
<b>TOTAL POSITION DOLLARS</b>	<b>63,053,187</b>	<b>78,181,760</b>	<b>78,181,760</b>	<b>80,274,492</b>	<b>2,092,732</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	795,400	546,406	546,406	650,066	103,660
Supporting Services	3,364,736	1,615,179	1,615,179	1,651,283	36,104
<b>TOTAL OTHER SALARIES</b>	<b>4,160,136</b>	<b>2,161,585</b>	<b>2,161,585</b>	<b>2,301,349</b>	<b>139,764</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>67,213,323</b>	<b>80,343,345</b>	<b>80,343,345</b>	<b>82,575,841</b>	<b>2,232,496</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>2,083,998</b>	<b>2,066,810</b>	<b>2,064,810</b>	<b>2,067,094</b>	<b>2,284</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>2,701,873</b>	<b>3,058,328</b>	<b>3,058,328</b>	<b>3,285,620</b>	<b>227,292</b>
<b>04 OTHER</b>					
Local/Other Travel	56,320	71,441	72,441	75,146	2,705
Insur & Employee Benefits					
Utilities	42,498,591	38,621,435	38,621,435	41,741,616	3,120,181
Miscellaneous	4,158,612	4,238,411	4,239,411	5,045,801	806,390
<b>TOTAL OTHER</b>	<b>46,713,523</b>	<b>42,931,287</b>	<b>42,933,287</b>	<b>46,862,563</b>	<b>3,929,276</b>
<b>05 EQUIPMENT</b>	<b>135,494</b>	<b>474,640</b>	<b>474,640</b>	<b>430,050</b>	<b>(44,590)</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$118,848,211</b>	<b>\$128,874,410</b>	<b>\$128,874,410</b>	<b>\$135,221,168</b>	<b>\$6,346,758</b>

**Category 11**  
**Maintenance Of Plant**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	5.000	5.000	5.000	5.000	
Business/Operations Admin.	6.000	4.000	4.000	4.000	
Professional					
Supporting Services	375.000	351.000	351.000	351.000	
<b>TOTAL POSITIONS</b>	<b>386.000</b>	<b>360.000</b>	<b>360.000</b>	<b>360.000</b>	
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$586,160	\$600,908	\$600,908	\$628,648	\$27,740
Business/Operations Admin.	607,017	450,078	450,078	440,413	(9,665)
Professional					
Supporting Services	21,760,008	21,982,217	21,982,217	22,594,285	612,068
<b>TOTAL POSITION DOLLARS</b>	<b>22,953,185</b>	<b>23,033,203</b>	<b>23,033,203</b>	<b>23,663,346</b>	<b>630,143</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	231,135	155,000	155,000	158,875	3,875
Supporting Services	1,016,418	714,682	714,682	732,549	17,867
<b>TOTAL OTHER SALARIES</b>	<b>1,247,553</b>	<b>869,682</b>	<b>869,682</b>	<b>891,424</b>	<b>21,742</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>24,200,738</b>	<b>23,902,885</b>	<b>23,902,885</b>	<b>24,554,770</b>	<b>651,885</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>2,459,507</b>	<b>2,319,414</b>	<b>2,319,414</b>	<b>2,314,414</b>	<b>(5,000)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>3,706,861</b>	<b>3,226,480</b>	<b>3,226,480</b>	<b>3,226,480</b>	
<b>04 OTHER</b>					
Local/Other Travel	6,268	2,889	2,889	2,889	
Insur & Employee Benefits					
Utilities					
Miscellaneous	2,263,606	2,679,425	2,679,425	3,164,909	485,484
<b>TOTAL OTHER</b>	<b>2,269,874</b>	<b>2,682,314</b>	<b>2,682,314</b>	<b>3,167,798</b>	<b>485,484</b>
<b>05 EQUIPMENT</b>	<b>1,213,251</b>	<b>1,222,021</b>	<b>1,222,021</b>	<b>1,362,021</b>	<b>140,000</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$33,850,231</b>	<b>\$33,353,114</b>	<b>\$33,353,114</b>	<b>\$34,625,483</b>	<b>\$1,272,369</b>

**Category 12  
Fixed Charges  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
<b>TOTAL POSITIONS</b>					
<b>01 SALARIES &amp; WAGES</b>					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
<b>TOTAL POSITION DOLLARS</b>					
<b>OTHER SALARIES</b>					
Administrative					
Professional					
Supporting Services					
<b>TOTAL OTHER SALARIES</b>					
<b>TOTAL SALARIES AND WAGES</b>					
<b>02 CONTRACTUAL SERVICES</b>					
<b>03 SUPPLIES &amp; MATERIALS</b>					
<b>04 OTHER</b>					
Local/Other Travel					
Insur & Employee Benefits	525,490,337	506,445,236	506,445,236	557,979,136	51,533,900
Utilities					
Miscellaneous	669,282	758,299	758,299	638,404	(119,895)
<b>TOTAL OTHER</b>	<b>526,159,619</b>	<b>507,203,535</b>	<b>507,203,535</b>	<b>558,617,540</b>	<b>51,414,005</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b><u>526,159,619</u></b>	<b><u>507,203,535</u></b>	<b><u>507,203,535</u></b>	<b><u>558,617,540</u></b>	<b><u>51,414,005</u></b>

**Category 14**  
**Community Services**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative					
Business/Operations Admin.					
Professional				2,000	2,000
Supporting Services				1,000	1,000
<b>TOTAL POSITIONS</b>				<b>3,000</b>	<b>3,000</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative					
Business/Operations Admin.					
Professional				150,170	150,170
Supporting Services				51,316	51,316
<b>TOTAL POSITION DOLLARS</b>				<b>201,486</b>	<b>201,486</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional				17,568	17,568
Supporting Services				34,608	34,608
<b>TOTAL OTHER SALARIES</b>				<b>52,176</b>	<b>52,176</b>
<b>TOTAL SALARIES AND WAGES</b>				<b>253,662</b>	<b>253,662</b>
<b>02 CONTRACTUAL SERVICES</b>	693,682	523,495	523,495	459,448	(64,047)
<b>03 SUPPLIES &amp; MATERIALS</b>				75,681	75,681
<b>04 OTHER</b>					
Local/Other Travel				19,671	19,671
Insur & Employee Benefits					
Utilities					
Miscellaneous	50,000	50,000	50,000	90,558	40,558
<b>TOTAL OTHER</b>	<b>50,000</b>	<b>50,000</b>	<b>50,000</b>	<b>110,229</b>	<b>60,229</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$743,682</b>	<b>\$573,495</b>	<b>\$573,495</b>	<b>\$899,020</b>	<b>\$325,525</b>

**Category 37**  
**MCPS Television Special Revenue Fund**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	1,000	1,000	1,000	1,000	
Business/Operations Admin.					
Professional					
Supporting Services	11,500	12,500	12,500	12,500	
<b>TOTAL POSITIONS</b>	<b>12,500</b>	<b>13,500</b>	<b>13,500</b>	<b>13,500</b>	
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$136,705	\$138,320	\$138,320	\$144,854	\$6,534
Business/Operations Admin.					
Professional					
Supporting Services	906,634	993,008	993,008	1,044,932	51,924
<b>TOTAL POSITION DOLLARS</b>	<b>1,043,339</b>	<b>1,131,328</b>	<b>1,131,328</b>	<b>1,189,786</b>	<b>58,458</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional					
Supporting Services	27,243	5,042	5,042	5,169	127
<b>TOTAL OTHER SALARIES</b>	<b>27,243</b>	<b>5,042</b>	<b>5,042</b>	<b>5,169</b>	<b>127</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>1,070,582</b>	<b>1,136,370</b>	<b>1,136,370</b>	<b>1,194,955</b>	<b>58,585</b>
<b>02 CONTRACTUAL SERVICES</b>	10,880	17,600	17,600	17,600	
<b>03 SUPPLIES &amp; MATERIALS</b>	99,066	83,670	83,670	83,670	
<b>04 OTHER</b>					
Local/Other Travel	2,106	2,000	2,000	2,000	
Insur & Employee Benefits	348,315	353,504	353,504	353,504	
Utilities					
Miscellaneous	1,494	1,600	1,600	1,600	
<b>TOTAL OTHER</b>	<b>351,915</b>	<b>357,104</b>	<b>357,104</b>	<b>357,104</b>	
<b>05 EQUIPMENT</b>	5,351	880	880	880	
<b>GRAND TOTAL AMOUNTS</b>	<b>\$1,537,794</b>	<b>\$1,595,624</b>	<b>\$1,595,624</b>	<b>\$1,654,209</b>	<b>\$58,585</b>

**Category 51**  
**Real Estate Fund**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	1,000	1,000	1,000	1,000	
Business/Operations Admin.					
Professional					
Supporting Services	6,000	6,000	6,000	6,000	
<b>TOTAL POSITIONS</b>	<b>7,000</b>	<b>7,000</b>	<b>7,000</b>	<b>7,000</b>	
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$113,765	\$117,177	\$117,177	\$120,696	\$3,519
Business/Operations Admin.					
Professional					
Supporting Services	269,621	295,928	295,928	274,304	(21,624)
<b>TOTAL POSITION DOLLARS</b>	<b>383,386</b>	<b>413,105</b>	<b>413,105</b>	<b>395,000</b>	<b>(18,105)</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional					
Supporting Services	10,625	153,288	153,288	65,620	(87,668)
<b>TOTAL OTHER SALARIES</b>	<b>10,625</b>	<b>153,288</b>	<b>153,288</b>	<b>65,620</b>	<b>(87,668)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>394,011</b>	<b>566,393</b>	<b>566,393</b>	<b>460,620</b>	<b>(105,773)</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>1,604,523</b>	<b>1,875,722</b>	<b>1,875,722</b>	<b>2,049,281</b>	<b>173,559</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>35,491</b>	<b>48,304</b>	<b>48,304</b>	<b>38,304</b>	<b>(10,000)</b>
<b>04 OTHER</b>					
Local/Other Travel	515	3,693	3,693	5,193	1,500
Insur & Employee Benefits	158,790	160,851	160,851	166,780	5,929
Utilities					
Miscellaneous	628,741	482,225	482,225	527,825	45,600
<b>TOTAL OTHER</b>	<b>788,046</b>	<b>646,769</b>	<b>646,769</b>	<b>699,798</b>	<b>53,029</b>
<b>05 EQUIPMENT</b>	<b>18,482</b>	<b>28,859</b>	<b>28,859</b>	<b>9,700</b>	<b>(19,159)</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$2,840,553</b>	<b>\$3,166,047</b>	<b>\$3,166,047</b>	<b>\$3,257,703</b>	<b>\$91,656</b>

**Category 61**  
**Food Service Fund**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative	2.000	2.000	2.000	2.000	
Business/Operations Admin.	11.000	11.000	11.000	11.000	
Professional					
Supporting Services	569.948	572.448	572.448	572.448	
<b>TOTAL POSITIONS</b>	<b>582.948</b>	<b>585.448</b>	<b>585.448</b>	<b>585.448</b>	
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$232,780	\$236,958	\$236,958	\$259,756	\$22,798
Business/Operations Admin.	948,698	966,573	966,573	1,026,604	60,031
Professional					
Supporting Services	17,019,424	18,395,306	18,395,306	19,851,713	1,456,407
<b>TOTAL POSITION DOLLARS</b>	<b>18,200,902</b>	<b>19,598,837</b>	<b>19,598,837</b>	<b>21,138,073</b>	<b>1,539,236</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional					
Supporting Services	1,017,816	823,156	823,156	852,834	29,678
<b>TOTAL OTHER SALARIES</b>	<b>1,017,816</b>	<b>823,156</b>	<b>823,156</b>	<b>852,834</b>	<b>29,678</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>19,218,718</b>	<b>20,421,993</b>	<b>20,421,993</b>	<b>21,990,907</b>	<b>1,568,914</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>1,517,855</b>	<b>1,242,028</b>	<b>1,242,028</b>	<b>1,352,313</b>	<b>110,285</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>19,160,411</b>	<b>17,416,238</b>	<b>17,416,238</b>	<b>17,345,497</b>	<b>(70,741)</b>
<b>04 OTHER</b>					
Local/Other Travel	107,176	81,897	81,897	81,897	
Insur & Employee Benefits	11,180,673	11,653,428	11,653,428	11,876,995	223,567
Utilities					
Miscellaneous	211,315	185,202	185,202	185,202	
<b>TOTAL OTHER</b>	<b>11,499,164</b>	<b>11,920,527</b>	<b>11,920,527</b>	<b>12,144,094</b>	<b>223,567</b>
<b>05 EQUIPMENT</b>	<b>584,021</b>	<b>221,620</b>	<b>221,620</b>	<b>334,068</b>	<b>112,448</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$51,980,169</b>	<b>\$51,222,406</b>	<b>\$51,222,406</b>	<b>\$53,166,879</b>	<b>\$1,944,473</b>

**Category 71**  
**Field Trip Fund**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative					
Business/Operations Admin.	.250	.250	.250	.250	
Professional					
Supporting Services	4,250	4,250	4,250	4,250	
<b>TOTAL POSITIONS</b>	<b>4,500</b>	<b>4,500</b>	<b>4,500</b>	<b>4,500</b>	
<b>01 SALARIES &amp; WAGES</b>					
Administrative					
Business/Operations Admin.	16,744	22,923	22,923	20,822	(2,101)
Professional					
Supporting Services	261,855	264,903	264,903	285,677	20,774
<b>TOTAL POSITION DOLLARS</b>	<b>278,599</b>	<b>287,826</b>	<b>287,826</b>	<b>306,499</b>	<b>18,673</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional					
Supporting Services	849,100	860,863	860,863	932,385	71,522
<b>TOTAL OTHER SALARIES</b>	<b>849,100</b>	<b>860,863</b>	<b>860,863</b>	<b>932,385</b>	<b>71,522</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>1,127,699</b>	<b>1,148,689</b>	<b>1,148,689</b>	<b>1,238,884</b>	<b>90,195</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>44,668</b>	<b>49,638</b>	<b>49,638</b>	<b>49,638</b>	
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>471,656</b>	<b>521,666</b>	<b>521,666</b>	<b>521,666</b>	
<b>04 OTHER</b>					
Local/Other Travel		138	138	138	
Insur & Employee Benefits	152,493	174,224	174,224	179,602	5,378
Utilities					
Miscellaneous					
<b>TOTAL OTHER</b>	<b>152,493</b>	<b>174,362</b>	<b>174,362</b>	<b>179,740</b>	<b>5,378</b>
<b>05 EQUIPMENT</b>	<b>3,750</b>	<b>1,605</b>	<b>1,605</b>	<b>1,605</b>	
<b>GRAND TOTAL AMOUNTS</b>	<b>\$1,800,266</b>	<b>\$1,895,960</b>	<b>\$1,895,960</b>	<b>\$1,991,533</b>	<b>\$95,573</b>

**Category 81**  
**Entrepreneurial Activities**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2014 ACTUAL	FY 2015 BUDGET	FY 2015 CURRENT	FY 2016 BUDGET	FY 2016 CHANGE
<b>POSITIONS</b>					
Administrative					
Business/Operations Admin.					
Professional	3,000	3,000	3,000	3,000	
Supporting Services	9,600	9,600	9,600	9,600	
<b>TOTAL POSITIONS</b>	<b>12,600</b>	<b>12,600</b>	<b>12,600</b>	<b>12,600</b>	
<b>01 SALARIES &amp; WAGES</b>					
Administrative					
Business/Operations Admin.					
Professional	341,024	354,561	354,561	387,185	32,624
Supporting Services	514,522	545,175	545,175	588,566	43,391
<b>TOTAL POSITION DOLLARS</b>	<b>855,546</b>	<b>899,736</b>	<b>899,736</b>	<b>975,751</b>	<b>76,015</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	276,103	357,347	357,347	267,266	(90,081)
Supporting Services	20,630	44,173	44,173	22,037	(22,136)
<b>TOTAL OTHER SALARIES</b>	<b>296,733</b>	<b>401,520</b>	<b>401,520</b>	<b>289,303</b>	<b>(112,217)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>1,152,279</b>	<b>1,301,256</b>	<b>1,301,256</b>	<b>1,265,054</b>	<b>(36,202)</b>
<b>02 CONTRACTUAL SERVICES</b>	467,281	667,432	667,432	560,432	(107,000)
<b>03 SUPPLIES &amp; MATERIALS</b>	382,010	568,941	568,941	426,386	(142,555)
<b>04 OTHER</b>					
Local/Other Travel	2,261	21,149	21,149	18,785	(2,364)
Insur & Employee Benefits	308,174	326,854	326,854	333,174	6,320
Utilities					
Miscellaneous					
<b>TOTAL OTHER</b>	<b>310,435</b>	<b>348,003</b>	<b>348,003</b>	<b>351,959</b>	<b>3,956</b>
<b>05 EQUIPMENT</b>	30,084	24,980	24,980	14,980	(10,000)
<b>GRAND TOTAL AMOUNTS</b>	<b>\$2,342,089</b>	<b>\$2,910,612</b>	<b>\$2,910,612</b>	<b>\$2,618,811</b>	<b>(\$291,801)</b>

## K-12 Budget Staffing Guidelines for Professional Staff—FY 2016

Position	Elementary Guidelines	Middle School Guidelines	High School Guidelines
Principal	1.0 per school	1.0 per school	1.0 per school
Assistant Principal	Staffing is based on enrollment and number of professional staff. Schools with the largest student enrollment and/or professional staff are allocated an assistant principal.	1.0 per school. Schools projected to have 650 or more students receive a second assistant principal or coordinator (magnet programs). Every effort is made not to remove the second assistant principal one year and have to restore it the next year and maintain administrative stability.	2.0 per school. Schools projected to have more than 1,800 students receive a third assistant principal. Schools with projected enrollment greater than 2,500 receive a fourth assistant principal. Every effort is made not to remove the second assistant principal one year and have to restore it the next year and maintain administrative stability.
Assistant School Administrator (ASA)	1.0 Allocated to the three largest elementary schools (K-5 enrollment greater than 900)	These positions are allocated (a) to schools with projected enrollment greater than 400 without a second assistant principal or coordinator (magnet programs), (b) to schools with projected enrollment greater than 1,000 students, and (c) largest schools without an ASA.	These positions are allocated (a) to schools with projected enrollment greater than 1,250 without a third assistant principal or a coordinator, and (b) to schools with projected enrollment greater than 2,000 without a fourth assistant principal or a coordinator.
Magnet/Special Program Coordinator		One each for cluster magnet and middle school consortium school.	One each for countywide magnet programs at Montgomery Blair and Poolesville high schools and the International Baccalaureate (IB) Program at Richard Montgomery High School.
School Business Administrator			1.0 per school
Classroom Teacher*	These positions for Grades 1-5 are allocated based on enrollment projections for principals to organize the school with class sizes of 27 or less in Grades 1-3, 29 or less in Grades 4-5. Additional classroom teacher positions are provided to the focus schools in order to fulfill the Grade 1-2 class-size initiative at an average of 18 students per class. When numbers support it, positions are allocated for combination classes.	These positions are provided by formula [Enrollment x number of periods/(class size x 5)]. For each resource teacher, content specialist, and team leader, 0.8 of this calculation is moved to the resource teacher (RT) allocation.	These positions are provided by formula [Enrollment x 7/(class size x 5)] + 0.2 released time for Student Service Learning. A 0.4 of this calculation is removed for the athletic director allocation and a 0.8 is removed for each of the RTs.
Academic Intervention Teacher	The Office of School Support and Improvement (OSSI) will allocate these positions based on school needs.	OSSI will allocate these positions based on school needs.	OSSI will allocate these positions based on school needs.

## K-12 Budget Staffing Guidelines for Professional Staff—FY 2016

Position	Elementary Guidelines	Middle School Guidelines	High School Guidelines
Special Program Teacher	These positions are allocated to support special programs in schools including immersion, Primary Years International Baccalaureate (PYIB), and magnet programs.	These teacher positions are provided to support magnet programs and the Middle Years Programmes.	These positions are allocated to schools with magnet, special, or signature programs (specific formulas for each program are provided in attachment).
Staff Development Teacher	Staff development teachers, reading specialists, media specialists, and counselors are allocated to schools based on enrollment and Free and Reduced-price Meals System (FARMS) services. Schools determine which positions are staffed at 1.0 and which at .5 based on school priorities and focus areas.	1.0 per school	.6 per school
ESOL Teacher*	ESOL teachers are allocated using proficiency based formulas for initial allocations and then scheduling once the school year has started. METS teacher allocations are based on pupil/teacher ratio of 15:1. METS students are not included in the ESOL teacher formula.	ESOL teachers are allocated using proficiency based formulas for initial allocations and then scheduling once the school year has started. METS teacher allocations are based on the pupil/teacher ratio of 15:1. METS students are not included in the ESOL teacher formula.	ESOL teachers are allocated using proficiency based formulas for initial allocations and then scheduling once the school year has started. METS teacher positions are allocated to schools with METS students according to the following guidelines: .4 FTE (4–10 students); .6 FTE (11–17 students); .8 FTE (18 or more students).
Media Specialist	Staff development teachers, reading specialists, media specialists, and counselors are allocated to schools based on enrollment and FARMS. Schools determine which positions are staffed at 1.0 and which at .5 based on school priorities and focus areas.	1.0 per school	1.0 per school
Counselor	Staff development teachers, reading specialists, media specialists, and counselors are allocated to schools based on enrollment and FARMS. Schools determine which positions are staffed at 1.0 and which at .5 based on school priorities and focus areas.	These positions are allocated to schools based on projected enrollment and student to staff ratios using guideline of 250:1 ratio.	These positions are allocated to schools based on projected enrollment and student to staff ratios using guideline of 250:1 ratio.

## K-12 Budget Staffing Guidelines for Professional Staff—FY 2016

Position	Elementary Guidelines	Middle School Guidelines	High School Guidelines
Focus Teacher	These positions are allocated to the schools with the highest FARMs percentages with formulas based on FARMs and enrollment. Focus teachers are locally funded and Title I funded.	These positions are allocated to the schools with the highest FARMs percentages with formulas based on FARMs and enrollment.	These positions are allocated to the schools with the highest FARMs percentages with formulas based on FARMs and enrollment.
Reading Initiative Teacher*	Staffing is allocated at a 20:1 ratio. For schools receiving additional staffing for class-size reduction in Grades 1 and 2, no additional allocations are authorized for the program.		
Prekindergarten Teacher	Positions are allocated with a 0.5 teacher per 2.5 hour class.		
Kindergarten Teacher	These positions are allocated on a ratio of one teacher for every 26 students and one for every 18 students at the focus schools.		
Instrumental Music Teacher	These positions are allocated to schools based on the participation in instrumental music programs, Grades 4-5.		
Reading Support Teachers	These positions provide support to schools that are identified to implement reading intervention programs.		
Reading Specialist/ Reading Teacher	Staff development teachers, reading specialists, media specialists, and counselors are allocated to schools based on enrollment and FARMs. Schools determine which positions are staffed at 1.0 and which at .5 based on school priorities and focus areas.	Reading Teachers are allocated 1.0 per school that is not allocated a literacy coach.	
Content Specialist		6.0 per middle school using this leadership model (1 release period); all content specialists must teach 4 classes.	
Team Leader		6.0 per middle school using this leadership model (1 release period); all team leaders must teach 4 classes.	
Resource Teacher/ Interdisciplinary Resource Teacher (IRT)		Based on enrollment and individual school needs (1 release period); all RTs/IRTs must teach 4 classes.	Based on enrollment and individual school needs (1 release period); all RTs/IRTs must teach 4 classes.

## K-12 Budget Staffing Guidelines for Professional Staff—FY 2016

Position	Elementary Guidelines	Middle School Guidelines	High School Guidelines
Resource Counselor		Schools with four or more counselors are provided a resource counselor to coordinate programs.	Schools with four or more counselor FTEs are provided a resource counselor to coordinate programs.
Alternative Teacher		These positions are allocated based on projected enrollment in the school, ineligibility, suspension, and poverty.	These positions are allocated based on projected enrollment in the school, ninth grade retention, ineligibility, suspension, drop-out rates, and poverty.
Literacy Coach		For middle school using the leadership model a .6 is allocated	
Career Support Teacher			These positions are allocated based on size of school programs.
Career Preparation Teacher			These positions are allocated based on size of the internship program.
Athletic Director			1.0 per school is allocated (3 release periods).

## K-12 Budget Staffing Guidelines for Supporting Services Staff—FY 2016

Position	Elementary Guideline	Middle School Guideline	High School Guideline
Administrative Secretary	1.0 FTE per school	1.0 FTE per school	1.0 FTE per school
Secretary I	1.0 FTE per school for all schools > 900 receives an additional 1.0 FTE	1.0 FTE per school for all schools > 1,400 receive an additional .5 FTE 625-1,399 receive an additional .25 FTE	Secretary positions (I and II) are allocated according to the following projected enrollments: > 2,500 = 7.0 FTE 2,200-2,499 = 6.0 FTE 1,900-2,199 = 5.0 FTE 1,600-1,899 = 4.0 FTE 1,300-1,599 = 3.0 FTE less than 1,300 = 2.5 FTE These guidelines provide the total number of positions to be divided between Secretary I and Secretary II positions.
Secretary II (10-month)		These positions are allocated to the schools based on projected enrollment as follows: > 1,000 = 1.0 FTE 700-1,000 = 0.5 FTE 600-699 = 0.25 FTE	
Secretary II (12-month)		1.0 FTE each for programs at Clemente, Eastern, and Takoma Park middle schools	
Guidance Secretary		1.0 FTE per school	1.0 FTE per school
Registrar			1.0 FTE per school
College and Career Information Coordinator			1.0 FTE per school
Financial Specialist		1.0 FTE per school	1.0 FTE per school
Media Assistant	These positions are allocated to schools using the guide as follows: > 630 = .875 FTE  less or equal to 630 = .5 FTE	These positions are allocated to schools based on projected enrollment as follows: > 1,200 = 1.375 FTE 600-1,199 = .875 FTE 300-599 = .5 FTE	Allocations are made according to the following projected student enrollments: > 2,200 = 2.5 FTE 1,700-2,199 = 2.0 FTE 1,400-1,699 = 1.5 FTE less than 1,400 = 1.0 FTE
Paraeducator, Regular	Schools are allocated positions based on the following projected enrollments: > 850 = 2.125 FTE 800-849 = 2.0 FTE 750-799 = 1.875 FTE 700-749 = 1.75 FTE 650-699 = 1.625 FTE 600-649 = 1.5 FTE 550-599 = 1.375 FTE 500-549 = 1.25 FTE 450-499 = 1.125 FTE 400-449 = 1.0 FTE 350-399 = 0.875 FTE less than 350 = 0.75 FTE	Schools are allocated positions based on the following guidelines: > 1,200 = .75 FTE 950-1,200 = .625 FTE 625-949 = .5 FTE < 625 = .375 FTE	Schools are allocated positions based on percent of projected school enrollment compared to total comprehensive high school enrollment.
ESOL Paraeducator	0.75 FTE per METS class	These positions are allotted at 0.75 FTE per METS class.	These positions are allocated from the Division of ESOL/Bilingual Programs to specific school programs.

## K-12 Budget Staffing Guidelines for Supporting Services Staff—FY 2016

Position	Elementary Guideline	Middle School Guideline	High School Guideline
Pre-K Paraeducator	0.375 FTE per 2.5 hour class		
Head Start, Paraeducator	0.6 FTE per 3 hour 15 minute class		
Focus Paraeducator	Title I schools are provided resources for paraeducator allocations. Locally funded focus paraeducators are allocated to schools with high educational loads.		
Lunch Hour Aide	Allocations are based on the following calculation:  FTE = 1 hour (.125) per 50 projected students	Schools with 400 or more students are allocated .375 FTE.  Schools with less than 400 students are allocated .25 FTE.  Schools with specific needs are allocated an additional .125 FTE.	
Instructional Data Assistant	These positions are allocated to schools based on the following projected (K-6) enrollment: > 800 = .875 FTE 575-799 = .75 FTE 350-574 = .625 FTE < 349 = .5 FTE	Schools with projected enrollment greater than 1,000 receive a .875 FTE; schools with less than 1,000 students receive a .75 FTE position.	
Security Team Leader			1.0 FTE per school
Security Assistant		All schools receive 1.0 FTE. Schools with specific program or enrollment needs are allocated a second position.	Allocations are based on enrollment, educational load, and campus size.
Media Services Technician			1.0 FTE per school
IT System Specialist (ITSS)		Schools with projected enrollment greater than 890 are allocated a 1.0 FTE. For schools with projected enrollment less than 890, a pool of ITSSs will be assigned to work with the schools.	1.0 FTE per school
English Composition Assistant			Allocations are made according to the following formula:  [(Projected Enrollment ÷ 58) x 0.5] x 0.125 = Total FTE

## FISCAL YEAR 2016 SPECIAL EDUCATION STAFFING PLAN

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# FISCAL YEAR 2016 SPECIAL EDUCATION STAFFING PLAN

## Montgomery County Public Schools

### June 2015

#### Overview

The responsibility of the Office of Special Education and Student Services (OSESS) is to provide a free appropriate public education (FAPE) to all students with disabilities in need of special education and related services—

- within a comprehensive, collaborative, and individualized support system that enables access to the Montgomery County Public Schools (MCPS) curriculum;
- within the general education framework or the Alternate Academic Learning Outcomes (AALO) aligned with Curriculum 2.0;
- based on articulated curriculum targets aligned with the Maryland College and Career-Ready Standards (MCCRS) or AALO as determined by the Individualized Education Program (IEP) team; and
- in the student's home school or home school cluster, to the maximum extent appropriate, in accordance with national, state, and local mandates.

Local school systems are required by the *Code of Maryland Regulations* (COMAR) 13A.05.02.13 D to develop a yearly Special Education Staffing Plan to ensure that sufficient staff members are available to meet the programming needs of students. The plan must be submitted on or before July 1, with evidence of approval from the Montgomery County Board of Education (BOE). In addition, the plan is required to include—

- evidence of public input;
- evidence of maintenance of effort within the meaning of 34 CFR §300.231, *Maintenance of Effort*, and COMAR 13A.02.05, *Maintenance of Effort*;
- staffing patterns of service providers for special education and related services;
- consideration of time requirements beyond direct services;
- the number and type of service providers needed to provide FAPE to each student with a disability in the least restrictive environment (LRE);
- local accountability and monitoring;
- strategies to resolve concerns regarding staffing plans;
- evaluation of the local staffing plan for effectiveness;
- steps to secure public input in the development of the staffing plan; and
- information on how the public agency will use the staffing plan to monitor the assignment of staff members to ensure that personnel and other resources are available to provide FAPE to each student with a disability in the LRE.

#### Introduction

As required by the Maryland State Department of Education (MSDE), the MCPS *Fiscal Year (FY) 2016 Special Education Staffing Plan* provides evidence of public input, professional

development, special education service descriptions (Attachment A); special education enrollment, the number and types of direct service providers (Attachment B); the process for reviewing and making adjustments to staffing and maintenance of effort. In addition, the plan recommends staffing priorities and recommendations for maintenance of initiatives for FY 2016 (Attachment C).

OSESS recognizes and appreciates the BOE's support of special education through previous budget initiatives and the funding of required improvements. Because of ongoing fiscal limitations, the FY 2016 Staffing Plan Committee focused on critical areas of special education programming. Those items that were not included in the *FY 2015 MCPS Program Budget* were considered by the committee, special education program staff members, and Department of Management, Budget and Planning staff members during the FY 2016 budget process that started in June 2014. See Attachment D for the FY 2016 Budget Timeline.

As stated in the MCPS Strategic Planning Framework, *Building Our Future Together*, MCPS is committed to eliminating the achievement gap for all groups. This commitment was reinforced by two major pieces of federal legislation that drive the delivery of special education services: the *Individuals with Disabilities Education Act* (IDEA) and the *Elementary and Secondary Education Act* (ESEA). BOE Policy IOB, *Education of Students with Disabilities*, further affirms the commitment of the school system to ensure the provision of a FAPE.

IDEA mandates that "to the maximum extent appropriate" children with disabilities shall be "educated with children who are not disabled." Moreover, assignment to "special classes, separate schooling, or other removal of children with disabilities from the regular education environment" should occur "only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." In addition to this LRE mandate, IDEA regulations require school districts to ensure that a child with disabilities is "educated in the school he or she would attend if nondisabled" unless his or her IEP requires some other arrangement.

ESEA holds schools accountable for improved educational outcomes for all students. ESEA specifically mandates testing and disaggregation of test results to show progress for students with disabilities and other identified student subgroups.

Although MCPS has made steady progress in improving access to general education classes for school-aged students with disabilities and narrowing the achievement gap, the school system continues to explore avenues that will support inclusive opportunities and improve student outcomes. For example, the elementary Home School Model (HSM) was adopted in the late 1990s to provide special education services to students in general education classrooms in their home schools.

In 2009, an elementary principal work group collaborated with central services staff members to develop an elementary staffing model which addressed student needs, concerns voiced by principals, as well as ongoing priorities identified by the Special Education Staffing Plan Committee. This work group analyzed the teacher-to-student ratio and special education teacher responsibilities as a strategy to better equalize staffing for all elementary schools. The outcome of this principal work group was an hours-based staffing (HBS) model to be used with HSM

schools and schools that did not have HSM or Learning and Academic Disabilities (LAD) classes, but were allocated a resource room teacher based on total school enrollment. The HBS model considers each school's total number of students with IEPs, the total number of instructional IEP hours needed within the school, the number of grade levels being taught, the number of IEP hours a special educator is responsible for in a given week, and a minimum-base teacher allocation. This staffing model does not incorporate staffing for services such as LAD, School Community-Based Program (SCBP), Learning for Independence (LFI), Autism, Emotional Disabilities (ED), etc.

At the elementary level, during the 2013–2014 school year, professional learning continued to focus on Curriculum 2.0, which is aligned with the MCCRS and embeds Universal Design for Learning (UDL) practices. It is a digital curriculum that ensures all students, including students with disabilities, can access general education instruction. During the 2013–2014 school year, the High Incidence Accessible Technology (HIAT) team supported the development of Professional Learning Communities as a venue to provide professional learning in the use of UDL principles.

Middle school HBS is a staffing model that allocates special education teachers and paraeducators based on the total number of direct instructional service hours on student IEPs. HBS allows for more flexible programming options, including coteaching. In addition, this staffing model ensures that students with disabilities have access to a continuum of services, including consultation, resource support, cotaught classes, and self-contained classes in their home or consortia schools without having to be placed into more restrictive, centralized services. MCPS has expanded the HBS staffing model to all middle schools.

During the 2013–2014 school year, staff members from the Department of Special Education Services (DSES) and the Division of Business, Fiscal and Information Systems (DBFIS) reviewed information from student IEPs using the Online Administrative Student Information System/Special Services (O/SS) data system, classroom observations, MSDE mandates, due process hearing decisions, and input from staff and community members to determine the effectiveness of the MCPS *FY 2015 Special Education Staffing Plan* and to make recommendations for FY 2016 staffing.

Professional learning activities also were aligned with other system initiatives that focused on the provision of special education services within home or consortia schools. During the 2013–2014 school year, OSESS, the Office of Curriculum and Instructional Programs (OCIP), and the Office of School Support and Improvement (OSSI) combined efforts to ensure that students with disabilities gained access to the general education curriculum at all school levels. General and special education teachers continued to participate in professional development based on best practices for coteaching, collaborative planning, differentiated instruction, the use of technology, and UDL strategies.

MCPS holds all staff members accountable for working with all students. MCPS is committed to increasing collaboration among all offices, staff members, schools, and the community to ensure coordinated services that meet the needs of all students in the most effective and efficient ways. The MCPS Special Education Staffing Plan is a vehicle to ensure that appropriate personnel are available to deliver the services required to implement student IEPs. It provides balance among

student needs, teacher responsibilities, and the educational settings in which services will be provided.

### **MCPS Budget Review and Adoption Process**

On December 9, 2014, the superintendent of schools presents his *Recommended FY 2016 Operating Budget* to the members of the BOE and the community. Those recommendations reflect input from a variety of public and private stakeholders, including input provided from the FY 2015 Special Education Staffing Plan Committee. Two public hearings will be held on January 8 and 15, 2015. The BOE operating budget work sessions will be held on January 20 and 22, 2015, and the BOE is scheduled to approve the recommended budget on February 10, 2015. The BOE's recommended budget will be sent to each principal, Parent/Teacher Association president, and public library after March 2, 2015, which is when the law requires that it be submitted to the Montgomery County Executive and the County Council.

The county executive will make public his recommendations for the MCPS budget on March 16, 2015, and the County Council will hold public hearings on all local government budgets in April. The County Council's Education Committee will hold work sessions on the BOE's recommended budget in April 2015 and the full County Council reviews the school system budget in May 2015. The Montgomery County Charter, as amended by voters in November 1992, requires that the County Council act on all budgets by May 31 of each year. This year, the County Council will approve the county budget on May 21, 2015. After the County Council completes its appropriation action, the BOE can adopt the final approved budget for FY 2016 on June 16, 2015. A timeline of budget actions can be found in Attachment D.

### **Public Input**

Mrs. Julie S. Hall, director, DBFIS, invited members of the community, DSES, DBFIS, and other stakeholders to participate on the FY 2016 Special Education Staffing Plan Committee. The committee met on June 3, 2014, to review the *FY 2015 Special Education Staffing Plan*, receive information regarding the FY 2015 MCPS budget, receive public input, and make recommendations for priorities to be considered for inclusion in the FY 2016 budget (see Attachment E for a list of committee members).

During the June 3, 2014, meeting, the committee received an overview of the elements of a staffing plan, considered how the process of developing a staffing plan is aligned with the new FY 2015 budget process, and reviewed the FY 2015 Special Education Staffing Plan Committee recommendations and final FY 2015 special education budget allocations.

As MCPS continues the work needed to ensure that all students are achieving at high levels while maintaining the focus on narrowing the achievement gap, the system conducted focus groups with a variety of stakeholders to gather input to implement a new budget process around the structures, resources, and processes that already are or should be in place to improve student outcomes. Stakeholder feedback was sought on how to best align the system's resources with its competencies in the strategic plan—Academic Excellence, Creative Problem Solving, and Social Emotional Learning. The input from the focus groups was synthesized and themes were identified. The data were used by elementary, middle, and high school teams to inform their

recommendations. The recommendations were made to budget steering committee members who advised the superintendent as the final recommended FY 2016 budget was developed.

During the June 3, 2014, meeting, the committee was asked to participate as a focus group that would inform the elementary, middle, and high school teams regarding special education services in MCPS. The committee was asked to consider how resources, and the current organizational effectiveness in the use of those resources, support students with special needs in order to provide them with the skills needed to be successful in college and career when responding to the following questions.

- 1. An achievement gap exists for students with disabilities. What is currently in place that provides for effective allocation and use of resources? What upgrades and/or changes can be developed to improve the allocation and use of the resources?**
- 2. We are charged as a system to ensure all students have the academic, creative problem solving, and the social emotional competencies that they will need to be successful in the 21<sup>st</sup> century. What changes can be implemented in how resources are allocated and in the organizational use of these resources to support the success of students with disabilities?**
- 3. System priorities, staff responsibility, and student needs and expectations have attuned to the current expectations for our 21<sup>st</sup> century graduates. Should resources be considered for realignment? If so, which resources? Should resources be adjusted to meet the priorities? If so, which resources?**

The committee selected the following top five priorities from the input of the group:

1. Enhance professional learning for all staff members and incorporate information about the emotional aspect of autism.
2. Increase staff to increase the ability of staff members to provide consults (ED, Autism).
3. Revisit HSM philosophy, reduce variability from school to school, and define expectations.
4. Save seats in general education for special education students.
5. Reevaluate allocation of speech/language staff members, especially in schools with elementary learning centers and elementary LAD.

On December 17, 2014, the committee will receive an update on the FY 2016 budget process and a review of the special education budget that is included in the *Superintendent's FY 2016 Recommended Operating Budget*.

The *FY 2016 Special Education Staffing Plan* is available on the MCPS website. In December 2014, a written copy will be distributed with the *Superintendent's FY 2016 Recommended Operating Budget*. The special education staffing plan process is aligned closely with the MCPS operating budget process, with public input and community involvement ongoing throughout the process. All of the input received from the FY 2016 Special Education Staffing Plan Committee was considered during the ongoing budget planning process and the development of the *FY 2016 Special Education Staffing Plan*. In addition, oral and written testimony received through the

BOE's budget hearings will be considered as final changes are made to the *Superintendent's FY 2016 Recommended Operating Budget*.

### **Professional Learning**

The delivery of special education instruction is an integral part of the MCPS systemic school improvement planning process. Teams who make decisions about special education services are aware of their responsibility to consider each student's needs and the supports and services necessary to provide the student with access to, and participation in, the MCPS curriculum in the LRE.

A key element in the provision of FAPE for students with disabilities is the availability of skilled personnel to implement each student's IEP. Through the collaborative efforts of DSES and OCIP, special education staff members who deliver the general education curriculum to students with disabilities participate in mandatory, voluntary, and school-specific professional learning activities; including webinars, that ensure the delivery of effective instructional best practices. Voluntary training modules provide professional learning opportunities for all school personnel responsible for IEP implementation; including general educators, school counselors, psychologists, pupil personnel workers, administrators, and paraeducators.

Central services special education staff members work with OCIP to provide ongoing support, technical assistance, and consultation to special education service providers and programs for prekindergarten (pre-K) and school-age students as follows:

- DSES staff members work closely with the Division of Early Childhood Programs and Services (DECPS) and OCIP to provide professional learning on Maryland's Early Childhood Comprehensive Assessment System, including the Kindergarten Readiness Assessment, MCPS pre-K curriculum, collaboration, and coteaching strategies.
- DSES staff members provide extensive professional learning sessions and job-embedded coaching for staff members supporting students with autism spectrum disorders.
- DSES staff members provide professional learning on reading and mathematics interventions, as well as ongoing, job-embedded coaching and support of evidence-based reading and mathematics methodologies in elementary/secondary LAD, Learning Center, ED cluster, and LFI classrooms.
- DSES staff members provide professional learning sessions to targeted schools on mathematics instructional practices and strategies to ensure student access to Curriculum 2.0 and increase the performance of students with disabilities on assessments in order to narrow the achievement gap with their nondisabled peers.

The role of the itinerant resource teacher (IRT) is to facilitate implementation of services for students with disabilities in the LRE. IRTs have a wide range of expertise in autism spectrum disorders, behavioral and emotional support strategies, elementary and secondary instruction, and mathematics and reading instruction. The team provides professional learning and job-embedded coaching to school staff members to improve students' success in the LRE,

improve the overall student outcomes of students with disabilities. IRT support is available for administrators, general educators, school-based special education staff members, and the community.

MSDE established LRE targets for local school systems that require students with disabilities to receive special education and related services in a general education setting or a combined general education and special education setting. The current MSDE targets are to increase LRE A (in general education greater than 80 percent of the day) and decrease LRE C (removed from general education greater than 60 percent of the day—i.e., self-contained classrooms). It is assumed that as the number of students in LRE C decreases, students will transition into more inclusive environments. The LRE targets, which are closely monitored by MSDE, will ensure that established standards are met and hold schools and local school systems accountable for student performance. MCPS made significant progress in including students with disabilities in general education environments (LRE A) while reducing the percentage of students with disabilities educated in self-contained classrooms (LRE C).

In FY 2014, with 67.35 percent of students with disabilities being served in the general education environment, MCPS exceeded the increased MSDE target of 63.11 percent. In FY 2014, only 13.06 percent of students with disabilities were served in LRE C which exceeded the decreased MSDE target of 15.11 percent.

The MSDE monitoring priority area is to provide FAPE in the LRE and sets measurable and rigorous targets for implementation. The MCPS LRE performance data and MSDE targets from FY 2009 through FY 2014 are indicated in the chart below.

**Percentage of MCPS Students with Disabilities by LRE**

Inclusion Indicator	2009–2010 %	2010–2011 %	2011–2012 %	2012–2013 %	2013–2014 %
MCPS LRE A	66.62	68.18	67.58	67.49	67.35
MSDE Target for LRE A	61.61	62.11	62.11	63.11	63.11
MCPS LRE C	12.70	11.91	12.15	13.13	13.06
MSDE Target for LRE C	15.86	15.61	15.36	15.11	15.11

### **Special Education Facilities and Staffing Patterns**

According to the October 25, 2013, Maryland Special Education Census Data, 17,657 MCPS students, ages 3 to 21, received special education services. Of those students, 386 received services in a public, separate, special education day school and 520 students received services in a nonpublic special education day school.

Participation in the LRE requires access to general education classrooms. DSES, DBFIS, the Department of Transportation, the Department of Facilities Management (DFM), and OSSI are engaged in long-range planning to provide increased options for students with disabilities to access the general education environment throughout the system. The distribution of cluster and countywide services is based on the assumption that all students will be educated in their home school or home school cluster, if possible. For example, programs for high incidence disabilities, such as learning disabilities, are available in every cluster at the elementary and secondary levels. In contrast, highly specialized programs for students who are deaf or hard of hearing are provided on a countywide basis in a centralized location.

Trends related to the identification, evaluation, and placements of students with disabilities have contributed significantly to decisions regarding the location of a variety of programs and services. Increasing the percentage of students receiving special education services in their home school, cluster, or quadcluster has continued to be the goal of DSES. The following special education services are available in MCPS:

- Special education resource services are offered in all schools, kindergarten–Grade 12. Sixty-eight elementary schools provide HSM services. A continuing goal is to provide equitable staffing in the schools implementing this approach. HBS is offered in each middle school, while LAD services are offered in each high school and in selected elementary schools.
- Autism Resource Services are based in selective comprehensive middle and high school buildings. Students served by this model have a diagnosis of an Autism Spectrum Disorder. These students are accessing the general education curriculum with modifications and accommodations; specifically, these students are approximately two to three years below grade level. Students have documented social and emotional needs that significantly interfere with their ability to participate in other educational environments, despite a variety of special and individualized supports. Students are included for all academic classes in the general education environment with accommodations and modifications.
- In accordance with the plan approved by the BOE, all Secondary Learning Centers at the high-school level were phased out as of June 2012.
- Special education services are quadcluster-based for students in need of an Elementary Learning Center, LFI, or SCB class.
- Autism Services at Jones Lane Elementary School are supported through a partnership with MSDE and the Kennedy Krieger Institute. Instruction is provided to students in alignment with evidence-based practices that have proved to be highly effective for students with autism.
- Special education services are available regionally for students with disabilities through the Preschool Education Program, Prekindergarten Language classes, the Augmentative and Alternative Communication classes, classes for students with Autism Spectrum Disorders, the Extensions Program, cluster-based services for students with emotional

disabilities in kindergarten–Grade 12, Gifted and Talented/Learning Disabled Services, Elementary Physical Disabilities classes, and the Longview and Stephen Knolls special education schools.

- Special education services are available countywide for students in need of the Deaf and Hard-of-Hearing Program, pre-K Vision Services, Physical Disabilities classes, the Carl Sandburg Learning Center, the John L. Gildner Regional Institute for Children and Adolescents, and the Rock Terrace School.

Special education classes and program locations are identified in the MCPS *Superintendent's Recommended FY 2016 Capital Budget and Amendments to the FY 2011–2016 Capital Improvements Program* that is published annually in October. However, as enrollment projections and program needs are refined during the year, the location of some classes and programs may change.

Providing pre-K special education services in the LRE is challenging due to the limited number of general education pre-K programs and services available in MCPS. The Division of Prekindergarten, Special Programs, and Related Services and the DECPS continue to collaborate to colocate general and special education pre-K classes to facilitate LRE options for students. The Division of Long-Range Planning and OSSI also are involved in this process, as it has an impact on elementary facilities and requires careful coordination of long-range facilities and program planning. General and special educators use coteaching and collaborative planning strategies to provide instruction to pre-K students with and without disabilities. In FY 2015, this collaborative teaching model is being implemented at 20 MCPS elementary schools.

In an effort to improve kindergarten readiness and increase opportunities for young students with disabilities to be served with their nondisabled peers, MCPS is expanding invitations for community peers to participate in pre-K classrooms. DSES is focused on increasing partnerships with community preschools and child-care centers. Pre-K staff members will provide services to young children with disabilities in their early childhood setting. As a result, students with disabilities are provided greater access to standards-based instruction in the MCPS pre-K curriculum and are better prepared for general education kindergarten settings.

### **Ongoing Review and Adjustments to Staffing**

The process of allocating staff for the following year begins with reviews of student enrollment as reported in the O/SS data system from September through December of the preceding year. These reviews identify any unanticipated special education enrollment trends in schools that may require adjustments to current or future staffing. The January enrollment report is used to generate lists of pre-K, Grades 5, and Grade 8 students who will articulate to elementary, middle, and high schools the following year. This process enables special education supervisors to identify the school the student will most likely attend and add the student to that school's projected enrollment. All of this information is used to develop initial staffing allocations for individual schools beginning in mid-January. Based on historical trends, the current state, and student articulation information, preliminary staffing allocations are made in conjunction with the OSSI associate superintendents in early spring.

Reports from O/SS are used to confirm what services are recommended for the coming year. Special education supervisors review the O/SS data system, visit schools, and consult with service providers, program supervisors, and OSSI associate superintendents to ensure that the information is accurate before any adjustments to preliminary staffing allocations are made.

When a school makes a request for additional staffing, the special education cluster supervisor consults with school staff members to ensure that current staff is being utilized effectively to address students' services on IEPs. Requests for additional staffing are sent to central services special education leadership, as appropriate. When necessary, recommendations for staffing changes may be submitted and are reviewed by the directors of DSES and DBFIS and the associate superintendents for OSESS and OSSI, to make adjustments as needed.

Every effort is made to allocate staffing to meet anticipated needs for the upcoming school year; invariably, some programs are over enrolled and others are under enrolled when the school year begins. In addition, staffing issues arise throughout the year due to many factors, including student mobility, changing needs, and individual class makeup. If concerns arise, staff and/or parents may make requests for additional staffing or for a staffing review. All initial staffing requests/concerns are submitted first to the school principal, who will refer requests for additional staffing to the special education supervisor and the OSSI associate superintendent for further action, if appropriate.

Despite efforts to ensure that all positions are filled, a vacancy may occur due to emergency or medical leave, childcare leave, or a lack of available, qualified personnel. In most cases, staff members have enough advance time to plan for coverage with substitute personnel, a contract provider, or redistribution of existing staff members. Parents are notified by letter if such a vacancy causes a temporary lapse in the delivery of special education services. If missed services cannot be made up, an IEP team considers whether compensatory services are required for individual students.

## Maintenance of Effort

The following table shows the Maintenance of Effort (MOE) for Category 6 special education staffing from FY 2013 to FY 2016. Transportation and fixed charges are not included.

Category	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2016 Budget
Salaries	\$235,390,359	\$244,677,698	\$262,050,368	\$272,690,882
Contracted Services	\$2,834,317	\$2,666,150	\$2,525,356	\$2,955,830
Supplies	\$2,235,125	\$1,885,146	\$2,716,914	\$2,346,906
Other Charges	\$37,042,549	\$42,084,703	\$41,020,967	\$42,863,842
Equipment	\$319,871	\$621,872	\$331,171	\$285,595
<b>TOTAL</b>	<b>\$277,822,221</b>	<b>\$291,935,569</b>	<b>\$308,644,776</b>	<b>\$321,143,055</b>

This table identifies Category 6 funding sources for special education, showing the MOE from FY 2013 to FY 2016.

Funding Source	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2016 Budget
Federal	\$26,341,878	\$26,204,381	\$27,254,945	\$27,515,707
State	\$49,873,129	\$52,252,933	\$51,202,771	\$53,592,813
Local	\$201,607,214	\$213,478,255	\$230,187,060	\$240,034,535
<b>TOTAL</b>	<b>\$277,822,221</b>	<b>\$291,935,569</b>	<b>\$308,644,776</b>	<b>\$321,143,055</b>

For FY 2013, the \$278.7 million Category 6 budget included a net increase of 21.75 professional and 41.605 supporting services positions based on projected changes in enrollment. Budget neutral realignments among and between programs were approved to better serve students in the least restrictive environment. There was an increase of \$1.5 million for tuition for special education students requiring nonpublic placement based on numbers of students and rate changes. Due to persisting fiscal issues, Category 6 reductions totaled \$353,699 and 3.0 positions in central services resources

For FY 2014, the budget included \$291.6 million for Category 6, an increase of \$10.3 million over the FY 2013 budget. This included funds for 52.1 teachers, 7.55 speech/language pathologists, 4.0 occupational/physical therapists, 36.064 paraeducators, a .2 1.0 program specialist, and a 0.75 parent educator. Funds for enrollment were added for teacher and

paraeducator substitutes (\$113,500), extended school year services (\$269,317), critical staffing (\$660,000), interpreters (\$23,251), and local travel for teachers (\$18,267). An additional \$1,612, 104 was budgeted for additional students and rates for nonpublic tuition, and \$148,840 for various other needs. Also, there was a reduction of 10.312 positions and \$424,438 due to the final phase-out of the secondary learning centers and a reduction of \$82,331 in central services resources.

The FY 2015 budget included \$308.6 million for Category 6, a net increase of \$17 million over the FY 2014 budget. This included an additional 74.911 positions for enrollment growth, including 36.0 classroom teacher positions, a 0.9 speech pathologist, 1.2 occupational and physical therapist positions, 35.811 paraeducator positions, and a 1.0 brailist, at a total cost of \$3.1 million, not including employee benefits. In addition, resources for substitutes, paraeducator substitutes, extended school year services, materials and critical staffing were added at a cost of \$1.3 million. Also, there was an increase of 23 students (from 530 to 553) expected to require non-public placements, increasing the budget for tuition payments and rates by \$1 million. Additionally, other resources for rate change/other, such as rising rates for nonpublic tuition were added at a cost of 1.1 million, and funds for continuing salary and compensation increases were added for \$10 million. Category 6 reductions totaled \$199,574 and 1.0 position in central services resources.

The Superintendent's Recommended Operating Budget for FY 2016 budget includes \$321.1 million for special education (Category 6), an increase of \$12.5 over the FY 2015 budget. This includes an increase of 111.694 FTE positions consisting of 63.274 professional, and 48.42 supporting services positions. For enrollment changes there is an increase of \$5.4 million (excluding employee benefits) and 96.3 positions. This included 59.15 positions for teachers and special education specialist positions, and 37.15 paraeducator positions. In addition, there is an increase of \$1.3 million for tuition for additional special education students requiring nonpublic placements. The amount would have been 2.6 million, but the enrollment budget includes funding to establish additional classes in MCPS to retain approximately 28 students with emotional disabilities who would have been sent to nonpublic programs. There is \$651,950 budgeted for a tuition rate increase next year. The budget also includes \$6.7 million for continuing salary and negotiated salary increases next year. Finally, the budget includes a variety of budget-neutral technical realignments to align funds for priority spending needs.

## Fiscal Year (FY) 2016 MCPS Special Education and Related Services Budget Guidelines

The number and type of staff members incorporated into the Montgomery County Public Schools (MCPS) special education budget meets the diverse needs of students with disabilities. The allocation of special education staffing begins with a projection of the number of students and services for the coming fiscal year. Each year, staff members from the Department of Facilities Management, the Department of Special Education Services, and the Division of Business, Fiscal and Information Systems prepare an estimate of the number of students needing services. The enrollment projections serve as a base to determine the number and type of staff members required to provide adequate staffing.

The location and distribution of the various special education services throughout the county affect the number and type of staff needed to provide a free and appropriate public education. Sometimes it is necessary to open a new special education classroom, or site, in a particular location in order to limit the time students spend being transported, thereby allowing them to attend school in their home cluster or quad/quint cluster. Consequently, the location of special education classrooms and services and models may require additional staffing.

Enrollment; class size guidelines; distribution of classes; nature of the disability; specific disability service models; time requirements for staff to fulfill indirect service responsibilities such as planning, case management, participation in meetings, completing assessments, and legal considerations are reviewed and balanced in order to determine the number and type of staff required. The *FY 2016 Special Education Staffing Plan* incorporates the Special Education Staffing Plan Committee's input regarding special education staffing improvements and priorities. Below is information about the various special education instructional service models and the guidelines used for determining the number and type of specific staffing required.

\* Teacher=Tchr

Speech Pathologist=SP

Occupational Therapist/Physical Therapist=OT

Teaching Station=TS

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<b>Resource Services</b>	<p>Resource Room services are available in all MCPS schools and provide students with disabilities with the support they need to be academically successful in the general education environment. Resource teachers provide an array of services to students with disabilities including strategy-based instruction; direct instruction aligned with the Maryland College and Career-Ready Standards in reading/language arts, writing, mathematics, and organizational skills in preparation for the Partnership for Assessment of Readiness for College and Careers (PARCC).</p> <p>Elementary and middle schools staffed with an hours-based staffing model include the resource teacher in the special education staffing allocation.</p>	Available in all schools	<p><b>Elementary Schools</b> Based on school enrollment, schools with Learning and Academic Disabilities classes projected to have an enrollment of fewer than 600 students receive 1.0 resource room teachers. Schools projected to have an enrollment greater than 600 students but fewer than 750 students receive 1.5 resource room teachers. Schools projected to have an enrollment greater than 749 students receive 2.0 resource room teachers.</p>	N/A

**FY 2016 MCPS Special Education and Related Services Budget Guidelines**

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
Resource Services			<p><b>Middle Schools</b> Schools not staffed with hours-based staffing projected to have an enrollment of fewer than 800 students receive a 1.0 resource room teacher. Schools projected to have enrollment of 800 students but fewer than 1,000 students receive 1.5 resource room teachers. Schools projected to have an enrollment of 1,000 students or more receive 2.0 resource room teachers.</p> <p><b>High Schools</b> Schools projected to have an enrollment of fewer than 1,000 students receive 1.0 resource room teacher. Schools projected to have an enrollment of 1,000 or more students but fewer than 1,500 students receive 1.5 resource room teachers. Schools projected to have an enrollment of 1,500 students or more receive 2.0 resource room teachers.</p>	N/A
Learning and Academic Disabilities (LAD)	<p>Elementary LAD classes provide services to students as a result of a disability that impacts academic achievement. Students served by this model previously received considerable amounts of special education support in the general education environment, but require additional services in order to demonstrate progress toward Individualized Education Program (IEP) goals and objectives. Selected elementary schools provide this service within each quad cluster.</p> <p>Secondary LAD services, available in all secondary schools in MCPS, provide services to students as a result of a disability that impacts academic achievement. Students served by this model previously received a considerable amount of special education support, but need additional services in order to demonstrate progress toward their IEP goals and objectives. These services are provided in a continuum of settings that may include components of self-contained classes, cotaught general education classes, and other opportunities for participation with nondisabled peers.</p>	<p>Elementary— Designated sites within each cluster</p> <p>Available in all middle and high schools</p>	1 Tchr:TS	0.875
			1 Tchr:TS	0.875

### FY 2016 MCPS Special Education and Related Services Budget Guidelines

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<b>Learning for Independence (LFI)</b>	LFI services are designed for students with complex learning and cognitive needs, including mild to moderate intellectual disabilities. Services support the implementation of Alternate Academic Learning Outcomes aligned with Curriculum 2.0. Students are provided with many opportunities for interaction with general education peers, including inclusion in general education classes as appropriate, peer tutoring, and extracurricular activities. They learn functional life skills in the context of the general school environment and in community settings. Community-based instruction and vocational training are emphasized at the secondary level so that students are prepared for the transition to post-secondary opportunities upon graduating with a certificate from the school system.	Designated elementary, middle, and high schools in quad or quintclusters	1 Tchr:TS	0.875
<b>Gifted and Talented Learning Disabled Services (GT/LD)</b>	Twice exceptional students receiving GT/LD services demonstrate superior cognitive ability in at least one area and typically have production problems, particularly in the area of written expression. GT/LD services provide students with specialized instruction, adaptations, and accommodations that facilitate appropriate access to rigorous instruction in the least restrictive environment, which may include placement in Honors or Advanced Placement classes, and access to the acceleration and enrichment components in the MCPS instructional guidelines. Some students may receive services in specialized classrooms.	Regional designated elementary and middle schools	1 Tchr:TS	0.875
<b>Elementary School-based Learning Center</b>	Elementary Learning Centers provide comprehensive special education and related services. The program offers a continuum of services for Grades K–5 in self-contained classes with opportunities to be included with nondisabled peers in the general education environment. These services address the goals and objectives in the student’s IEP while ensuring access to the general curriculum through strategies such as assistive technology, reduced class size, and differentiated instruction.	Designated elementary schools within each quadcluster	1 Tchr:TS	0.875
<b>Home School Model</b>	Elementary Home School Model supports students in Grades K–5 as a result of a disability that impacts academic achievement in one or more content areas, organization, and/or behavior. Students served by this model are assigned to age appropriate heterogeneous classes in their neighborhood schools. Student access to the general education curriculum during the course of the day is based on individual student needs and encompasses a variety of instructional models that may include instruction in a general education environment and/or a self-contained setting.	Designated elementary schools	Hours-based Staffing	

**FY 2016 MCPS Special Education and Related Services Budget Guidelines**

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<b>Carl Sandburg Learning Center</b>	Carl Sandburg Learning Center is a special education school that serves students with multiple disabilities in kindergarten through Grade 5, including intellectual disabilities, autism spectrum disorders, language disabilities, and emotional and other learning disabilities. Services are designed for elementary students who need a highly-structured setting, small student-to-teacher ratio, and access to the MCPS general education curriculum or Alternate Academic Learning Outcomes aligned with Curriculum 2.0. Modification of curriculum materials and instructional strategies, based on students' needs, is the basis of all instruction. Emphasis is placed on the development of language, academic, and social skills provided through an in class trans-disciplinary model of service delivery in which all staff members implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in their classroom setting. To address behavioral goals, services may include a behavior management system, psychological consultation, and crisis intervention.	Separate special education day school	1 Tchr:TS	1.250
<b>School/Community-based (SCB) Program</b>	SCB program services are designed for students with severe or profound intellectual disabilities and/or multiple disabilities. Students typically have significant needs in the areas of communication, personal management, behavior management, and socialization. The program emphasizes individualized instruction, utilizing Alternate Academic Learning Outcomes aligned with Curriculum 2.0 in comprehensive schools and related community and work environments. The SCB model includes the following components: age-appropriate classes, heterogeneous groupings, peer interactions, individualized instruction, community instruction, and transition. The program is available in all quad-clusters. The goal of the program is to prepare students to transition to post-secondary opportunities upon graduation with a certificate from the school system.	Designated elementary, middle, and high schools in quad or quintclusters	1 Tchr:TS	1.500
<b>Rock Terrace School</b>	Rock Terrace School is comprised of a middle school, a high school, and an upper school which implements school-to-work programs. The instructional focus of the middle school is the implementation of Alternate Academic Learning Outcomes aligned with Curriculum 2.0 to prepare the students for transition to the high school program. The high school program emphasizes Alternate Academic Learning Outcomes aligned with Curriculum 2.0 and community-based instruction activities that enable students to demonstrate skills that lead to full participation in the school-to-work plan and vocational/community experiences. Authentic jobs help in reinforcing classroom learning. The upper school prepares students for post-secondary experiences and career readiness.	Separate special education day school	1 Tchr:TS	1.000
<b>Stephen Knolls School</b>	Stephen Knolls School services students, ages 5–21, with severe to profound intellectual disabilities and multiple disabilities. Alternate Academic Learning Outcomes aligned with Curriculum 2.0 are utilized to provide students with skills in the areas of communication, mobility, self-help, functional academics, and transition services.	Separate special education day school	1 Tchr:TS	1.750

**FY 2016 MCPS Special Education and Related Services Budget Guidelines**

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<b>Longview School</b>	Longview School provides services to students, ages 5–21, with severe to profound intellectual disabilities and multiple disabilities. Alternate Academic Learning Outcomes aligned with Curriculum 2.0 are utilized to provide students with skills in the areas of communication, mobility, self-help, functional academics, and transition services.	Separate special education day school colocated with Spark M. Matsunaga Elementary School	1 Tchr:TS	1.750
<b>Extensions Program</b>	The Extensions Program serves students of middle and high school age with the most significant cognitive disabilities, multiple disabilities, and/or autism. These are students with a prolonged history of receiving systematic behavioral supports and services to reduce self-injurious and/or disruptive behaviors. The goal of the Extensions Program is to provide intensive educational programming to enable these students to acquire appropriate social and communicative skills in order to facilitate their access to Alternate Academic Learning Outcomes aligned with Curriculum 2.0, and post-secondary opportunities including adult day services and employment.	Designated middle and high schools	1 Tchr:TS	2.625
<b>Emotional Disabilities (ED) Services</b>	ED services are provided to students who demonstrate significant social emotional learning, and/or behavioral difficulties that adversely impact their success in school. Students access the MCPS general education curriculum but have difficulty achieving academic success due to emotional and behavioral difficulties that interfere with their ability to participate successfully in an educational environment. Students are served in a continuum of settings that may include self-contained classes and have opportunities for participation in general education classes with nondisabled peers as appropriate.	Designated elementary, middle, and high schools in each quad or quintclusters	1 Tchr:TS	1.500
<b>Bridge Program</b>	The Bridge Program serves students who demonstrate significant social emotional learning, and/or behavioral challenges that make it difficult to succeed in a large school environment. Many students require social and emotional supports in order to access their academic program. Comprehensive behavior management is utilized in the model that includes proactive teaching and rehearsal of social skills, as well as the use of structured and consistent reinforcement systems. Services are provided in a continuum of settings that may include separate classes and opportunities for participation in general education classes with nondisabled peers as appropriate.	Two middle and two high schools serve students countywide	1 Tchr:TS	1.250

**FY 2016 MCPS Special Education and Related Services Budget Guidelines**

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<b>John L. Gildner Regional Institute for Children and Adolescents (RICA) - Rockville</b>	<p>RICA, in collaboration with the Maryland State Department of Health and Mental Hygiene, provides appropriate educational and treatment services to all students and their families through highly-structured, intensive special education services with therapy integrated in a day and residential treatment facility. An interdisciplinary treatment team, consisting of school, clinical, residential and related service providers develops the student's total educational plan and monitors progress. Consulting psychiatrists, a full time pediatrician, and a school community health nurse also are on staff.</p> <p>RICA offers fully-accredited special education services which emphasize rigorous academic and vocational/occupational opportunities; day and residential treatment; and individual, group, and family therapy. The RICA program promotes acquisition of grade and age-appropriate social and emotional skills and allows students to access the general education curriculum.</p>	Separate special education day school	1 Tchr:TS	1.250
<b>Services for Students with Autism Spectrum Disorders</b>	<p>The Comprehensive Autism Preschool Program (CAPP) provides highly intensive and individualized services for students ages 3–5. Evidence-based instructional practices are utilized to increase academic, language, social, and adaptive skills to ultimately provide access to a variety of school-aged services and to maximize independence in all domains.</p> <p>Autism services for students, elementary through age 21, provide access to Alternate Academic Learning Outcomes aligned with Curriculum 2.0. Students receive Applied Behavior Analysis intensive instruction in a highly-structured setting to improve learning and communication that provides inclusive opportunities with nondisabled peers. At the secondary level, students also receive vocational and community support.</p> <p>Secondary Autism Resource Services, located in three middle and three high schools, are designed for students with autism spectrum disorders who are diploma bound and have difficulty mastering grade-level curriculum. The students require a modified pace and individual accommodations representative of the needs and characteristics of students with autism spectrum disorders. Students receive instruction in the general education curriculum with the supports indicated on their IEPs. Access to the general education curriculum with enrichment is reinforced.</p>	<p>Prekindergarten— Designated elementary schools serve prekindergarten children throughout the county</p> <p>School Aged— Designated elementary, middle, and high schools located regionally throughout the county</p> <p>Secondary School Autism Resource Services—three middle and three high schools located regionally</p>	<p>1 Tchr:TS</p> <p>1 Tchr:TS</p> <p>1 Tchr:TS</p>	<p>3.440</p> <p>1.750</p> <p>1.750</p>

**FY 2016 MCPS Special Education and Related Services Budget Guidelines**

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<b>Transition Services</b>	Transition services are provided to students receiving special education, age 14 or older, to facilitate a smooth transition from school to postsecondary activities. These activities include, but are not limited to, postsecondary education, workforce, experiences, continuing and adult education, adult services, independent living, and/or community participation. Services are based on the individual student's needs, considering the student's strengths, preferences, and interests. Transition services are delivered through direct and/or indirect support coordinated by a transition support teacher.	Services available in secondary schools throughout the county	1.0 Tchr	0.875/TS
<b>Services for Deaf and Hard of Hearing</b>	Deaf and Hard of Hearing services provide comprehensive educational supports to students who are deaf or have a significant hearing loss. These services, provided by itinerant teachers, enable students to develop effective language and communication skills necessary to access the general education environment in neighborhood schools. Students with more significant needs receive services in special centrally-located classes. Services are provided in three communication options—oral/aural, total communication, and cued speech. Assistive technology and consultation also are provided to students and school staff members.	Resource services available throughout the county  Auditory and speech training available throughout the county  Special classes: three elementary, one middle, and one high school serve students throughout the county	1 Tchr:17  1 Tchr:17  1 Tchr:TS	N/A  N/A  0.875
<b>Services for Students with Physical Disabilities</b>	Related services of occupational and physical therapy provide supports for students with physical and/or health-related disabilities to facilitate access to their school program. Services are provided as direct therapy to students and/or consultation to classroom staff members. Services are provided at elementary, middle, and high schools throughout MCPS.	Resource services available throughout the county  Special classes: two elementary schools.	34.6:1  1 Tchr:TS	N/A  1.250

**FY 2016 MCPS Special Education and Related Services Budget Guidelines**

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<b>Services for the Visually Impaired</b>	<p>Vision services are provided to students with significant visual impairments or blindness. Services enable students to develop effective compensatory skills and provide them with access to the general education environment.</p> <p>A prekindergarten class prepares children who are blind or have low vision for entry into kindergarten.</p> <p>Itinerant vision services are provided to school-aged students in their home or assigned school. Skills taught include visual utilization, vision efficiency, reading and writing using Braille, and the use of assistive technology. Students may receive orientation and mobility instruction to help them navigate their environment. Students over the age of 14 receive specialized transition support as appropriate.</p>	<p>Resource services available throughout the county</p> <p>Special class: one elementary school serves preschoolers throughout the county</p>	<p>Mobility/Orientation 45:1 Resource 35:1</p> <p>1 Tchr:TS</p>	0.875
<b>Speech and Language Services</b>	<p>Speech and language services diagnose communication disorders and improve spoken language skills; facilitate compensatory skills; and enhance the development of language, vocabulary, and expressive communication skills to support student access to the general education curriculum. The type and frequency of services provided are determined by individual student needs. For students with less intensive needs, educational strategies are provided to the student's general education teachers and parents for implementation within the classroom and home environments. Students may receive services in their classroom program, in small groups, or individually. Prekindergarten students requiring extensive services attend a class program, two or five days per week.</p>	<p>Resource services available throughout the county's</p> <p>Preschool School-Age Private/Religious Schools</p> <p>Special classes: designated elementary schools serve prekindergarten children throughout the county, two or five days per week</p>	<p>40:1.0 56.4:1.0 56.4:1.0</p> <p>1 Tchr:TS</p>	<p>N/A N/A N/A</p> <p>0.875</p>
<b>Augmentative and Alternative Communication (AAC) Classes</b>	<p>AAC classrooms provide intensive support for students who are not verbal or have limited speech with severe intelligibility issues. Students learn to use and expand their knowledge of augmentative communication devices and other forms of aided communication in order to access the general education curriculum. Emphasis is on the use of alternative communication systems to enhance language development, vocabulary development, and expressive communication skills. Services and supports are often provided within the general education environment to the greatest extent possible.</p>	<p>Special classes located in two elementary schools serve children throughout the county</p>	1 Tchr:TS	1.750
<b>Assistive Technology (InterACT) Services</b>	<p>Assistive technology services provide support for students from birth–21. InterACT services support students who are severely limited in verbal expression or written communication skills, often due to physical disabilities. Services are provided in the natural environment for children birth to age three, or in the elementary, middle, or high school classroom setting for students prekindergarten through age 21.</p>	<p>Services available throughout the county</p>	<p>SLP – 1/75 Services Tchr – 1/190 Services OT – 1/223 Services</p>	0.875/380 Services

**FY 2016 MCPS Special Education and Related Services Budget Guidelines**

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<b>Preschool Education Program (PEP)</b>	PEP offers prekindergarten classes and services for children with disabilities ages 3–5. PEP serves children with delays in multiple developmental domains that impact the child’s ability to learn. Services range from consultative and itinerant services for children in community-based child care settings and preschools to itinerant instruction at home for medically fragile children. Classes are provided for children who need a comprehensive approach to their learning. PEP PILOT provides a two-day per week early childhood setting; PEP collaboration classes offer inclusive opportunities for prekindergarten students using a coteaching model. PEP Classic and Intensive Needs Classes serve children with developmental delays in a structured special education setting. PEP Comprehensive and Beginnings serve students with moderate to severe delays and/or multiple disabilities. Programs are offered at selected elementary schools in one or more quad cluster administrative area(s).	PEP Classic (half-day)	1.0 Tchr/TS	0.875/TS
		Intensive Needs	1.0 Tchr/TS 0.3 SP/TS	1.000
		OT and PT	0.3 OT/PT/TS	
		Medically Fragile Speech/Language OT and PT	1.0 Tchr/TS 0.5 SP/TS 0.3 OT/PT/TS	
		Beginning Classes Speech/Language OT and PT	1.0 Tchr/TS 0.3 SP/TS 0.6 OT/PT/TS	1.50
		PEP Comprehensive Speech/Language OT and PT	1.0 Tchr/TS 0.2 SP/TS 0.2 OT/PT/TS	1.50
<b>Infants and Toddlers</b>	Infants and Toddlers early intervention services are provided to families of children with developmental delays from birth to age 3, or until the start of the school year after turning 4 under the Extended Individual Family Service Plan option. Services are provided in the natural environment and may include specialized instruction, auditory and vision instruction, physical and occupational therapy, and speech-language services. Parental involvement and coaching is a major service component based on the philosophy that a parent can be a child's most effective teacher in the natural setting.	Home-based for individual children	1.0 Tchr/64.0 services	.724 Paraed/ each 6 Prof. Staff
	Infants and Toddlers Teacher	1.0 SP/64.0 services		
	Speech/Language			
	Occupational or Physical Therapy	1.0 OT/PT/64.0 services 2.0		
	Vision	1.0 Tchr/64.0 services		
	Deaf and Hard of Hearing	1.0 Tchr/64.0 services		

**PROJECTED SPECIAL EDUCATION ENROLLMENT, SERVICES and POSITIONS**

December 2014

Department of Special Education Services	FY 2015 Budget						FY 2016 Budget					
	Students	Admin	Teachers	Other Prof	PARAs	Other Support	Students	Admin	Teachers	Other Prof	PARAs	Other Support
<b>Learning Disabilities:</b>												
Resource	1,950		255.2		17.375		2,193		255.2		21.500	
Learning Centers, Elementary	456		59.0	6.0	48.125		532		64.5	6.5	54.250	
LRE Support			13.0		21.563				13.0		21.563	
Learning and Academic Disabilities	3,005		231.6	5.2	199.825		3,149		237.3	9.7	206.762	
Hours Based Staffing	2,682		177.4	7.6	164.190		2,702		181.8	7.6	167.500	
Home School Model	2,019		115.5		107.875		2,126		132.8		119.776	
GT/LD	145		12.6		11.025		158		13.2		11.550	
Secondary Intensive Reading			12.0						12.0			
<b>Intellectual Disabilities (ID):</b>												
School/Community Based Programs	347		61.4		94.625		361		66.0		99.000	
Extensions	51		10.0	4.0	21.000		42		12.5	4.0	26.250	
Learning for Independence	640		70.0		62.125		645		70.0		62.125	
LD/ID Program Support		7.0	6.0	6.0		1.000		7.0	6.0	6.0		1.000
<b>Emotional Disabilities:</b>												
Special Classes	514		74.0	18.8	99.250	2.000	515		78.6	15.8	107.250	2.000
Program Support		1.0	8.0	15.5		1.000		1.0	8.0	15.5		1.000
<b>Autism:</b>												
Special Classes	561		100.0		200.350		581		104.0		204.785	
Program Support			3.0	9.5		1.000			3.2	9.3		1.000
<b>Transition Services:</b>												
School-Based Resource Services	6,550		31.6		15.000		6,525		31.6		14.500	
Nonschool-Based Programs	47		12.0		7.500		50		12.0		7.500	
Program Support		1.0	4.0	2.0		1.000		1.0	4.0	1.5		1.000
<b>Special Schools:</b>												
Longview	49	1.0	9.0	1.7	15.750	2.875	47	1.0	9.0	1.7	15.750	2.875
Stephen Knolls	48	1.0	8.0	3.0	13.750	3.125	43	1.0	8.0	3.0	13.750	3.125
Carl Sandburg	108	1.0	16.0	6.2	28.000	3.125	106	1.0	16.0	6.2	28.000	3.125
Rock Terrace	90	2.0	16.1	4.6	16.100	4.250	91	2.0	16.1	4.6	16.100	4.250
RICA	97	2.0	20.0	7.1	19.750	3.750	101	2.0	20.0	7.1	19.750	3.750
Model Learning Center			1.5						1.5			
<b>Itinerant Paraeducators</b>					150.000						150.000	
<b>School-Based Services Administrative Support</b>		1.0		1.0		4.000		1.0		1.0		4.000

**PROJECTED SPECIAL EDUCATION ENROLLMENT, SERVICES and POSITIONS**

December 2014

Pre-K, Special Programs & Related Svcs	FY 2015 Budget						FY 2016 Budget					
	Students	Admin	Teachers	Other Prof	PARAs	Other Support	Students	Admin	Teachers	Other Prof	PARAs	Other Support
<b>Deaf And Hard of Hearing:</b>												
Resource Program Services	225		13.0			37.000	225		13.0			37.000
Special Classes	153		23.0	7.0	21.001		156		23.0	8.0	20.563	
Program Support		1.0		3.5		1.000		1.0		3.5		1.000
<b>Visual Impairments:</b>												
Resource Program Services	297		12.0		0.875	2.000	295		12.0		0.875	2.000
Special Classes	22		3.0		3.500		22		3.0		3.500	
Program Support				1.0		1.000				1.2		1.000
<b>Physical Disabilities:</b>												
Resource Program Services	3,204			92.6		1.125	3,190			92.8		1.125
Special Classes	35		6.9		9.125		37		6.9		9.125	
Program Support		1.0	2.0	2.0		2.000		1.0	3.0	2.0		2.000
<b>Speech and Language Disabilities:</b>												
Resource Program Services	9,906			191.3		0.800	10,046			197.2		0.800
Special Classes	171		7.5	2.3	6.562		171		7.0	2.3	6.125	
Program Support		1.0		6.0		2.000		1.0		6.0		2.000
<b>InterACT:</b>												
InterACT Services (PreK-12)	550		4.0	8.6			525		4.0	8.6		
Augmentative Communication	17		3.0	0.6	5.250		12		2.0	0.4	3.500	
Program Support				1.0	0.875	1.000				1.0	0.875	1.000
<b>Child Find/DESC:</b>												
Program Support				14.0		3.000				14.2		3.000
Administrative Support		1.0				1.000		1.0				1.000
<b>Preschool Education Programs:</b>												
Special Classes	1,242		112.1	58.7	112.500		1,369		114.5	61.6	110.562	
Program Support		2.0	0.2	6.0		2.000		2.0	0.2	6.0		2.000
Arc of Montgomery County			2.5	3.3	3.750				1.5	2.4	2.250	
<b>Infants and Toddlers Services:</b>												
Deaf and Hard of Hearing	204		3.5				228		3.5			
Physical Therapy	2,532			37.2			2,380			35.0		
Occupational Therapy	2,157			31.6			2,047			30.1		
Special Instruction	5,268		76.0		42.100		5,280		77.0		42.100	
Speech & Language	5,325			78.0			5,304			78.0		
Vision	238		3.5				238		3.5			
InterACT	17						17					
Program Support		5.0	0.2	5.0		5.000		5.0	0.2	5.0		5.000
<b>Preschool/Related Services Administrative Support</b>		1.0		2.0		1.000		1.0		2.0		1.000
<b>Special Education Administrative Support</b>		9.0		18.5		24.200		9.0		22.5		24.200
<b>Summary:</b>												
Total Special Classroom Services	12,499	7.0	1,177.1	136.0	1,292.5	19.1	13,016	7.0	1,226.2	140.9	1,337.3	19.1
Total Resource Services	22,682	-	315.8	292.5	33.3	40.9	22,999	-	315.8	298.6	36.9	40.9
Total Infants and Toddlers Services	15,741	-	83.0	146.8	42.1	-	15,494	-	84.0	143.1	42.1	-
Total Program Support		19.0	23.4	71.5	150.9	21.0		19.0	24.6	71.2	150.9	21.0
Total Administrative Support		12.0	-	21.5	-	30.2		12.0	-	25.5	-	30.2
<b>Total by Position Type</b>		38.0	1,599.3	668.3	1,518.716	111.250		38.0	1,650.6	679.3	1,567.136	111.250
<b>Grand Total</b>				3,935.592						4,046.286		



<b>Fiscal Year (FY) 2016 MCPS Special Education Staffing Plan And Operating Budget Timeline</b>	
Associate Superintendent for Special Education and Student Services Requests Public Participation on FY 2016 Special Education Staffing Plan Committee	May 10, 2014
FY 2016 Special Education Staffing Plan Committee Meets to Develop Recommendations for Special Education Staffing Improvements and Priorities	June 3, 2014
FY 2016 Recommended Special Education Staffing Improvements and Priorities Considered During the Development of the FY 2016 Operating Budget	Fall 2014
Superintendent's FY 2016 Budget Presentation	December 10, 2014
Signup begins for Board of Education (BOE) Operating Budget Hearings	December 9, 2014 December 26, 2014
BOE Operating Budget Hearings	January 8, 2015 January 15, 2015
BOE Operating Budget Work Sessions	January 20, 2015 January 22, 2015
BOE Operating Budget Action	February 10, 2015
BOE Budget Request Transmitted to County Executive and County Council	March 2, 2015
County Executive Recommendations Presented to County Council	March 16, 2015
County Council Budget Hearings	April 2015
County Council Budget Action	May 21, 2015
Final BOE Action on FY 2016 Operating Budget, Including FY 2016 Special Education Staffing Plan	June 16, 2015

## Fiscal Year (FY) 2016 Special Education Staffing Plan Committee

Name	Title
Austin, Ms. Sabrina	Staff Attorney, Maryland Coalition for Inclusive Education; saustin@mcie.org
Bernstein, Mr. Evan	Principal, Forest Knolls Elementary School (acting)
Brown, Ms. Wanda	Representative, Montgomery County Maryland Branch of NAACP
Catena, Ms. Mary Rose	Instructional Specialist, Division of Prekindergarten Special Programs and Related Services
Daddona, Ms. Staci	President, Partnership for Extraordinary Minds
Davisson, Ms. Lisa	Instructional Specialist, Department of Special Education Services
DeFosse, Ms. Pamela	Supervisor, Speech and Language Services
Diamond, Mrs. Nicola	Executive Assistant to the Chief Operating Officer
Doody, Mrs. Suzanne	OSESS Fiscal Supervisor, Office of Special Education and Student Services
Dorner, Mrs. Marti	Fiscal Specialist, Division of Business, Fiscal and Information Systems
Friedlander, Mrs. Barbara	Assistant to Associate Superintendent, Office of Special Education and Student Services
Geness, Ms. Simone	Supervisor, Transition Services Unit
Hall, Mrs. Julie	Director, Division of Business, Fiscal and Information Systems
Handy-Collins, Dr. Christine	Principal, Gaithersburg High School

## Fiscal Year (FY) 2016 Special Education Staffing Plan Committee

Name	Title
Heatwole, Mr. Kyle	Principal, Flora M. Singer Elementary School
Heck, Mrs. Lisa	Instructional Specialist, Division of Business, Fiscal and Information Systems
Hoffman, Ms. Joanne	Supervisor, Placement and Assessment Services Unit
Kannan, Mr. Amuthan	Co-Chairperson, Special Education Advisory Committee
Klausing, Mr. Thomas	Director, Department of Management, Budget and Planning
LaBatt, Ms. Arronza	Executive Director, Office of School Support and Improvement
Lantz, Ms. Judy	President, The Learning Disabilities Association of Montgomery County
Leety-Weinstein, Ms. Jessica	Special Education Program Specialist, Brooke Grove Elementary School
Lertora, Mrs. Katherine	Principal, Rock Terrace School
Levy, Mrs. Janet	Special Education Teacher, Brooke Grove Elementary School
Liburd, Dr. Trevor	Assistant Principal, South Lake Elementary School
Lowery, Mrs. (Vickie) Nani	Special Education Paraeducator, Roberto Clemente Middle School
Mason, Dr. Gwendolyn	Director, Department of Special Education Services
Means-Harris, Ms. Wanda	Principal, Dr. Charles Drew Elementary School

## Fiscal Year (FY) 2016 Special Education Staffing Plan Committee

Name	Title
Myers, Kathy	President, Down Syndrome Network of Montgomery County
Murek, Ms. Sally	Coordinator, Paraeducator Program, Supporting Services Professional Growth System
Parrott, Mrs. Margaret	Instructional Specialist, Transition Services Unit
Piacente, Mrs. Felicia	Director, Division of Prekindergarten Special Programs and Related Services
Redgrave, Ms. Kim	Coordinator, Stephen Knolls School
Reiley, Mrs. Julie	Co-Chairperson, Special Education Advisory Committee
Richardson, Mrs. Chrisandra	Associate Superintendent, Office of Special Education and Student Services
Sachs, Ms. Heather	Education Committee Chair, Down Syndrome Network of Montgomery County
Smith, Dr. Paulette	Principal, Cabin John Middle School
Taylor, Ms. Joan	Chairperson, Special Education Subcommittee, Montgomery County Council of Parent-Teacher Associations
Taylor, Mrs. Joyce	Executive Director, ARC of Montgomery County
Todd, Mrs. Christine	Management/Budget Specialist, Department of Management, Budget and Planning
Turner, Ms. Anne	Co-Chairperson, Special Education Advisory Committee
Webb, Ms. Cynthia	Supervisor, Department of Special Education Services

**Fiscal Year (FY) 2016 Special Education Staffing Plan Committee**

<b>Name</b>	<b>Title</b>
Whitfield, Mr. Donald	Parent, Clearspring Elementary School
Wilson, Mr. Eric	Principal, Sligo Middle School

Committee Support: Miss Rachel Page, administrative secretary, Division of Business, Fiscal and Information Systems  
Telephone: 301-279-3166                      E-mail: Rachel\_M\_Page@mcpsmd.org

**Department of Special Education Services  
Division of Business, Fiscal and Information Systems  
Professional Development Plan  
Fiscal Year 2016**

**Teacher Sessions**

New Teacher Orientation
Nonviolent Crisis Intervention: Initial and refresher courses
DHOH: Building the Capacity of DHOH Teachers to Serve Students with Bilateral Cochlear Implants
DHOH: Instructional and Behavioral Strategies to Address Executive Functioning Deficits in Students who are Deaf or Hard of Hearing
Vision Services: Strategies for Working with Students with Cortical Visual Impairment
Vision Services: Building the Capacity of Vision Teachers to use JAWS (Navigational Text to Speech Software)
Universal Design for Learning for Instructional Leaders
Universal Design for Learning: Everyday UDL Webinar Series
Universal Design for Learning: Introduction to UDL
Technology: Supporting Writers with Clicker Software
Augmentative and Alternative Communication : Strategies and Operation of Specific devices
Augmentative Communication and Assistive Technology: Strategies to Support Early Language Learners
Autism Services: Kennedy Krieger Partnership at Jones Lane Elementary School
Alternate Maryland School Assessment (Alt-MSA): Administration of Assessments
Student Achievement Grant: Professional Learning Communities in Mathematics in Four Elementary Schools focused on Mathematics Curriculum, Scaffolding Instruction, Instructional Rounds, Structured Conversations
Learning and Academic Disabilities and Learning Center Teachers: Mathematics Curriculum, Manipulatives, and Scaffolding Instruction
Middle School Special Education Institute: Building the Capacity of Middle School Teachers to Serve Students in the Least Restrictive Environment
Autism Spectrum Disorders: Learning Adaptive Behaviors and Social Skills
Autism: Jones Lane Elementary School Learning Center, Kennedy Krieger Institute Partnership
Transition Support Teachers: Transition Services for Students with Autism Spectrum Disorders
Transition Support Teachers: Mental Health Transition Services
Speech and Language Services: Evidence-based Practices for Speech Language Pathologists in the Schools
Preschool Education Program : Instructional Strategies to Promote Kindergarten Readiness—Curriculum 2.0, Instructional Technology, Bridging the IEP from prekindergarten to Kindergarten

**Department of Special Education Services  
Division of Business, Fiscal and Information Systems  
Professional Development Plan  
Fiscal Year 2016**

**Teacher Sessions**

Medical Assistance: Certification Training
Autism 101: Serving Students with Autism Spectrum Disorders in the Least Restrictive Environment
Autism Resource Services: Building School Capacity to Support Students with Autism Spectrum Disorders in their Home High Schools
Academic Interventions: Early Interventions in Reading
Academic Interventions: Phonics for Reading
Academic Interventions: Edmark Reading
Academic Interventions: Reading Assistant
Academic Interventions: Fast Track Reading- Comprehension Strand and Work Strand
Academic Interventions: REWARDS Intermediate Reading and Writing Intervention
Academic Interventions: Ready Common Core Mathematics
Academic Interventions: FASTT Mathematics Elementary
Academic Interventions: Ready Common Core Reading
Academic Interventions: FASTT Mathematics Middle School
Academic Interventions: Above and Beyond with Digi-Blocks
Academic Interventions: Understanding Mathematics
Lead Elementary Teachers: Three Meetings per Year to Address Evidence-based Practices in Reading and Mathematics and Other Topics
Elementary Learning Center Teachers: Four Meetings per Year: Improving Mathematics Instructional Practices
Elementary Learning Center Principals: Three Meetings per Year: Evidence-based Practices in Reading and Mathematics and Other Topics
Learning and Academic Disabilities Principals: Three Meetings per Year: Evidence-based Practices in Reading and Mathematics and Other Topics
December Professional Development: Various Topics for Resource Teachers in Special Education
December Professional Development: Various Topics for Lead Elementary Special Education Teachers
December Professional Development: Alt-MSA
Prekindergarten: The Social and Emotional Foundations of Early Learning (SEFEL)
Shift from the Fundamental Life Skills Curriculum to Curriculum 2.0 for Elementary Teachers of Nondiploma Bound Students
Shift from the Fundamental Life Skills Curriculum to Curriculum 2.0 for Secondary Teachers of Nondiploma Bound Students

**Department of Special Education Services  
Division of Business, Fiscal and Information Systems  
Professional Development Plan  
Fiscal Year 2016**

**Paraeducator Sessions**

<b>November 2014</b>	<b>January 2015</b>
Fading Supports and Building Independence: elementary paraeducators	Fading Supports and Building Independence: elementary paraeducators
Shifting from Fundamental Life Skills to Curriculum 2.0	Shifting from Fundamental Life Skills to Curriculum 2.0
Autism: Supporting Autism Spectrum Disorder (ASD) in the special education classroom: secondary paraeducators	Autism: Supporting ASD in the special education classroom: secondary paraeducators
Autism: Supporting ASD in the general education classroom: elementary paraeducators	Autism: Supporting ASD in the general education classroom: elementary paraeducators
Role of the paraeducator in the Asperger's Program: Paraeducators Working in the Asperger's Program	Role of the Paraeducator in the Asperger's Program: Paraeducators Working in the Asperger's Program
Working with Students with intellectual disabilities	Working with Students with Intellectual Disabilities
Accommodations and Modification Hands-on applications: middle and high School paraeducators	Accommodations and Modification Hands-on Applications: Middle and High school Paraeducators
Accommodations and Modification: Hands-on applications: elementary paraeducators	Accommodations and Modification: Hands-on Applications: Elementary Paraeducators
Accommodations and Modification: Hands-on applications secondary paraeducators	Accommodations and Modification: Hands-on Applications Secondary Paraeducators
Reading and Writing Technology Tools to Support Struggling Students	Reading and Writing Technology Tools to Support Struggling Students
Activinspire Beginner	Activinspire Beginner
Activinspire Intermediate	Activinspire Intermediate
Activinspire Advanced	Activinspire Advanced
Strategies for Paraeducators Working Effectively with Students with Special Needs in Physical Education	Strategies for paraeducators working effectively with students with special needs in physical education
Sign Language Software	Sign Language Software
Treatment and Education of Autistic and related Communication-handicapped Children (TEACCH) Strategies	TEACCH Strategies
Prekindergarten Curriculum "Big Day pre-K"	PreKindergarten Curriculum "Big Day pre-K"
	Transition Services: Data Collection

**Department of Special Education Services  
 Division of Business, Fiscal and Information Systems  
 Professional Development Plan  
 Fiscal Year 2016**

**Paraeducator Sessions**

Transition Services: Data Collection	Paraeducator Module Training for Alt-MSA
Paraeducator Module Training for the Alternate Maryland School Assessment (Alt-MSA)	Nonviolent Crisis Intervention
Nonviolent Crisis Intervention	Crisis Prevention Institute: refresher
Crisis Prevention Institute: Refresher	Secondary Research Tools
Secondary Research Tools	Developing Positive Behavior Interventions for Students with Intellectual Disabilities
Developing Positive Behavior Interventions for Students with Intellectual Disabilities	Inclusive Practices for Students with Aspergers Disorder
Inclusive Practices for Students with Aspergers Disorder	

## NON-OPERATING BUDGET POSITIONS

FUNDING SOURCE	OFFICE/DEPARTMENT/DIVISION AND POSITION TITLES	FY 2014 Actual	FY 2015 Current	FY 2016 Requested	FY 2016 Change
	<b>Office of the Chief Operating Officer:</b>				
Trust Funds	<b>Department of Financial Services</b>				
	Chief Financial Officer (Q)	0.3	0.3	0.3	
	Director, Benefits Strategy/Vendor Rel.(P)	1.0	1.0	1.0	
	Chief Investment Officer (P)	1.0	1.0	1.0	
	ERSC Call Center Transactions Supervisor (K)	0.4	0.4	0.4	
	Senior Specialist, Insurance and Retirement (J)	1.0	2.0	2.0	
	Wellness Coordinator (26)	1.0	1.0	1.0	
	Investment Analyst (26)	1.0	1.0	0.75	(0.25)
	Data Integration Specialist II (25)	1.0	1.0	1.0	
	Risk Management Specialist (24)	1.0	1.0	1.0	
	Communications Specialist (21)	1.0	1.0	1.0	
	Data Support Specialist I (21)	1.0	1.0	1.0	
	Specialist, Insurance and Retirement II (21)	1.0	1.0	1.0	
	Specialist, Leave Admin/Wkrs Comp (19)	1.0	1.0	1.0	
	Specialist, Insurance and Retirement (19)	5.0	6.0	6.0	
	Administrative Secretary III (16)	0.5	0.5	0.5	
	Administrative Secretary II (15)	2.0	1.0	1.0	
	Benefits Assistant (15)	1.0	1.0		(1.0)
	Transactions Assistant I (15)	8.5	8.5	8.5	
	<b>Total</b>	<b>28.7</b>	<b>29.7</b>	<b>28.4</b>	<b>(1.25)</b>
Trust Funds	<b>Division of Controller</b>				
	Staff Accountant (22)	1.0	1.0	1.0	
	Benefits Assistant (15)			1.0	1.0
	<b>Total</b>	<b>1.0</b>	<b>1.0</b>	<b>2.0</b>	<b>1.0</b>
Capital Budget	<b>Real Estate Management Fund</b>				
	Site Administration Specialist (25)	1.0	1.0	1.0	
Capital Budget	<b>Division of Construction</b>				
	Assistant to the Director (K)	1.0	1.0	1.0	
	Facilities Team Leader (K)	3.0	3.0	3.0	
	Senior Facilities Designer (27)	1.0	1.0	1.0	
	LEED Program Manager (26)	1.0	1.0	1.0	
	Construction Management Specialist (25)	1.0	1.0	1.0	
	Electrical Engineer (25)	1.0			
	School Facilities Program Manager (25)	4.0	7.0	7.0	
	Mechanical Engineer (25)	2.0			
	Project Specialist (24)	1.0	1.0	1.0	
	Commissioning Coordinator (23)	1.0	1.0	1.0	
	Construction Inspector Supervisor (23)	1.0	1.0	1.0	
	Site Development Coordinator (23)	1.0	1.0	1.0	
	EMS Specialist (22)	1.0	1.0	1.0	
	Electrical Construction Technician II (22)	2.0	2.0	2.0	
	Fiscal Assistant V (22)	1.0	1.0	1.0	
	Mechanical Construction Technician (22)	2.0	2.0	2.0	
	Construction Technician (21)	6.0	6.0	6.0	
	Mechanical Construction Specialist (21)	3.0	3.0	3.0	
	Project Designer (20)	1.0	1.0	1.0	
	Bldg. & Grounds Contracts Assistant (18)	1.0	1.0	1.0	
	Fiscal Assistant IV (18)	1.0	1.0	1.0	
	Administrative Secretary II (15)	1.0	1.0	1.0	
	Fiscal Assistant I (13)	1.0	1.0	1.0	
	Secretary (12)	2.0	2.0	1.0	(1.0)
	Office Assistant III (10)			1.0	1.0
	<b>Total</b>	<b>40.0</b>	<b>40.0</b>	<b>40.0</b>	
Capital Budget	<b>Department of Facilities Management</b>				
	Fiscal Assistant V (22)	1.0	1.0	1.0	
Capital Budget	<b>Division of Long-range Planning</b>				
	Planner II (24)	2.0	2.0	2.0	

## NON-OPERATING BUDGET POSITIONS

FUNDING SOURCE	OFFICE/DEPARTMENT/DIVISION AND POSITION TITLES	FY 2014 Actual	FY 2015 Current	FY 2016 Requested	FY 2016 Change
Capital Budget	<b>Division of Maintenance</b>				
	Environmental Safety Specialist (23)	3.0	3.0	3.0	
	Environmental Health Specialist (23)	1.0	1.0	1.0	
	Energy Management Specialist (22)	1.0	1.0	1.0	
	PLAR Contracting Asst Supervisor (22)	1.0	1.0	1.0	
	Resource Conservation Assistant (22)	0.5	0.5	0.5	
	Projects Designer (20)	1.0	1.0	1.0	
	Environmental Design Assistant (20)	1.0	1.0	1.0	
	Environmental Abatement Supervisor (19)	1.0	1.0	1.0	
	Bldg. & Grounds Contracts Assistant (18)	4.0	4.0	4.0	
	Environmental Abatement Technician (16)	6.0	6.0	6.0	
	Fiscal Assistant II (15)	1.0	1.0	1.0	
	Asset Technician (16)	1.0	1.0	1.0	
	Administrative Operations Secretary (14)	1.0	1.0	1.0	
Data Systems Operator (13)	1.0	1.0	1.0		
	<b>Subtotal</b>	<b>23.5</b>	<b>23.5</b>	<b>23.5</b>	
ICB	Resource Conservation Assistant (22)	1.0	1.0	1.0	
	<b>Total</b>	<b>24.5</b>	<b>24.5</b>	<b>24.5</b>	
ICB	<b>Division of School Plant Operations</b>				
	Building Service Area Supervisor (G)	1.0	1.0	1.0	
	Administrative Secretary II (15)	1.0	1.0	1.0	
	Building Service Worker (6)	18.0	18.0	18.0	
	<b>Total</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>	
	<i><b>Office of Communications:</b></i>				
Capital Budget	<b>Department of Public Information</b>				
	IT Systems Engineer (27)	1.0	1.0	1.0	
	IT Systems Specialist (18-25)	1.0	1.0	1.0	
	<b>Total</b>	<b>2.0</b>	<b>2.0</b>	<b>2.0</b>	
	<i><b>Office of the Chief Technology Officer:</b></i>				
Capital Budget	<b>Division of Technology Innovation</b>				
	IT Systems Engineer (27)	1.0	1.0	1.0	
	IT Systems Specialist (18-25)	5.0	5.0	5.0	
	Instructional Specialist	1.0	1.0	1.0	
	Office Assistant III (10)	0.5	0.5	0.5	
	<b>Total</b>	<b>7.5</b>	<b>7.5</b>	<b>7.5</b>	
Capital Budget	<b>Department of Infrastructure and Operations Operations</b>				
	IT Systems Engineer (27)	1.0	1.0	1.0	
	IT Systems Specialist (18-25)	4.0	4.0	4.0	
	<b>Total</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	
Trust Funds	<b>Business Information Systems</b>				
	Development Project Manager (27)	0.5	0.5	0.5	
Capital Budget	<b>Department of Information and Application Services</b>				
	IT Systems Engineer (27)	1.0	1.0	1.0	
	IT Systems Specialist (18-25)	1.0	1.0	1.0	
	<b>Total</b>	<b>2.0</b>	<b>2.0</b>	<b>2.0</b>	
Capital Budget	<b>Division of Technology Support</b>				
	IT Systems Specialist (18-25)	4.0	4.0	4.0	
	<b>GRAND TOTAL</b>	<b>139.2</b>	<b>140.2</b>	<b>139.9</b>	<b>(0.25)</b>

Note: The positions funded by the Capital Budget or from Trust Funds appear on the organization charts for the units as information only but are not shown on the resource or personnel complement pages in the budget chapters.

**RECONCILIATION AND EXPLANATION OF THE FY 2014 ACTUAL EXPENSES  
BETWEEN THE CAFR AND THE FY 2016 OPERATING BUDGET**

Financial Report Categories	(1). FY 2014 CAFR for Local and Grant Supported Funds by State Category	(2). Less Encumbrances Carried Forward	(3). Total FY2014 Enterprise Fund Expenses	(4). Total FY 2014 Expenses	(5). Budgetary Adjustments	(6). Operating Budget Category Conversions	(7). Total FY 2014 Expenses by Operating Budget Categories
1. Administration	37,709,910	(199,792)	0	\$37,510,118	(45,978)	-	37,464,140
2. Mid-Level Administration	136,260,144	(98,884)	13,775	\$136,175,035	93,596	(13,775)	136,254,856
3. Instructional Salaries and Wages	861,825,041		587,759	\$862,412,800	(6,923)	(587,759)	861,818,118
4. Instructional Textbooks and Supplies	24,233,822	(994,317)	8,245	\$23,247,750	(46,063)	(8,245)	23,193,442
5. Other Instructional Supplies	13,125,038	(345,091)	429,631	\$13,209,578	36	(429,631)	12,779,983
6. Special Education	292,129,611	(200,073)	0	\$291,929,538	6,031	-	291,935,569
7. Student Personnel Services	10,683,058	(203)	0	\$10,682,855	-	-	10,682,855
8. Health Services	16,388		0	\$16,388	-	-	16,388
9. Student Transportation	98,058,767	(97,184)	1,647,773	\$99,609,356	-	(1,647,773)	97,961,583
10. Operation of Plant	118,890,263	(253,035)	3,676,293	\$122,313,521	210,983	(3,676,293)	118,848,211
11. Maintenance of Plant	34,145,123	(294,329)	37	\$33,850,831	(563)	(37)	33,850,231
12. Fixed Charges	526,180,003	(27,625)	12,148,753	\$538,301,131	7,100	(12,148,612)	526,159,619
13. Food Services			45,441,412	\$45,441,412	(4,642,132)	(40,799,280)	-
14. Community Services	743,813		1,190,069	\$1,933,882	(131)	(1,190,069)	743,682
37. Instructional TV					-	1,537,794	1,537,794
51. Real Estate Management					(741)	2,841,294	2,840,553
61. Food Services					138	51,980,031	51,980,169
71. Field Trip Services					-	1,800,266	1,800,266
81. Entrepreneurial Funds					-	2,342,089	2,342,089
<b>Totals</b>	<b>\$2,154,000,981</b>	<b>(\$2,510,532)</b>	<b>\$65,143,747</b>	<b>\$2,216,634,195</b>	<b>(\$4,424,647)</b>	<b>\$0</b>	<b>2,212,209,548</b>

- (1). Data as reported in the FY 2014 Comprehensive Annual Financial Report (CAFR).
- (2). In order to compare actual expenditures in the CAFR to the operating budget, prior year encumbrances must be removed to make a meaningful comparison to budgeted amounts.
- (3). Total amount of Enterprise Funds for inclusion in the FY 2014 expenses in the operating budget document.
- (4). Grand total of expenses to be included in the operating budget statements before adjustments.
- (5). Expenses are reduced for items not budgeted for in the operating budget such as depreciation, loss on disposal on fixed assets, escrow purchases, inventory adjustments, and compensated absences.
- (6). This column represents the mapping of the fund and category numbers used in the financial control system to the categories used by the operating budget system. Unlike the financial control system that uses fund number to capture enterprise expenditure data, the operating budget utilizes unique category numbers to budget and capture financial data for the five enterprise funds.
- (7). FY 2014 operating expenses by budget category as appears in the Superintendent's Recommend FY 2016 Operating Budget

## GLOSSARY OF MCPS OPERATING BUDGET TERMS

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**Agency**—One of the major organizational components of government in Montgomery County, such as Montgomery County Public Schools (MCPS); Montgomery County Government (executive departments, legislative offices and boards, the Circuit Court and judicial offices); Montgomery College (MC); Maryland National Capital Park and Planning Commission (MNCPPC); Washington Suburban Sanitary Commission (WSSC); Housing Opportunities Commission (HOC); and Montgomery County Revenue Authority.

**Allocation**—The process by which staffing and other resources are given to schools on the basis of factors such as enrollment, the types of programs to be implemented, and other school-specific needs.

**Annual Yearly Progress (AYP)**—*No Child Left Behind* (NCLB) requires schools to demonstrate specific quantified progress each year in achieving state standards for each school as a whole and for designated categories of students, including students who are economically disadvantaged, from major racial and ethnic groups, with disabilities, and with limited English proficiency.

**Appropriation**—Authority to spend money within a specified dollar limit for an approved work program during a fiscal year (FY). Unless explicitly renewed, appropriation authorizations expire at the end of the fiscal year.

**Authorized Position**—A position that has been approved for hiring in the approved budget or subsequently revised budget.

**Bridge to Excellence Act (BTE)**—Law requiring Maryland school districts to develop comprehensive five-year master plans that describe their plans for improving the achievement of all students. The BTE law is also known as the Thornton Act.

**Budget Staffing Guidelines**—Guidance approved by the Board of Education (BOE) that is used to budget and allocate personnel positions in regular and special education; for example, counselors are allocated to middle schools on the basis of projected enrollment.

**Capital Improvements Program (CIP)**—The comprehensive presentation of capital project expenditure estimates; funding requirements; capital budget requests; and program data for the construction and modernization of all schools and for other capital projects that address facility issues. The CIP, which covers a six-year period, is both a fiscal plan for proposed project expenditures as well as an annual capital budget for appropriations to fund project activity during the first fiscal year of the plan. The CIP is updated every two years.

**Category**—(Also known as State Category)—State law requires all county school districts to appropriate and record expenditures for education in accordance with standardized state budget categories. These categories are generally based on broad functional classifications, such as administration, instructional costs, special education, and student transportation. Current categories have been in use since FY 1998.

**Code of Maryland Regulations (COMAR)**—The official compilation of all administrative regulations issued by agencies of the state of Maryland.

**Common Core State Standards (CCSS)**—The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). Developed in collaboration with teachers, school administrators, and experts, the CCSS provide a clear and consistent framework to prepare students for college and the workforce.

**Compensation**—Payment made to employees in return for services performed. Total compensation includes salaries, wages, employee benefits (Social Security, employer-paid insurance premiums, disability coverage, and retirement contributions), and other forms of remuneration that have a stated value.

**Consumer Price Index—Urban (CPI-U)**—A commonly accepted indicator of inflation as it applies to consumer goods, including the supplies, materials, and services required by MCPS. That rate of inflation is computed using the average of the indices in one fiscal year compared to the average of the indices in the prior fiscal year. For budget purposes, inflation is measured on a fiscal year (FY) basis using the CPI-U for the Washington-Baltimore Metropolitan area. For purposes of Charter limitation of property tax, the November to November CPI-U of the preceding year is used.

**Continuing Salary Costs**—The incremental salary cost associated with the movement of current MCPS employees along the applicable salary schedule, including changes for longevity (years of service).

**Continuous Improvement**—An ongoing MCPS effort aimed at improving the organizational culture by improving teaching and management processes and creating ownership and shared responsibility among all employees and stakeholders.

**Cost Per Student**—A figure that is calculated using the total operating budget amount (excluding summer school, community services, tuition for students with disabilities in private placement, and revolving management accounts) divided by the number of students in Grades K–12.

**Curriculum 2.0**—MCPS elementary curriculum built around developing students’ critical- and creative-thinking skills, as well as essential academic-success skills, so that students are well prepared for a lifetime of learning. Designed for the elementary grades, Curriculum 2.0 will better engage students and teachers and allow more time for the arts, information literacy, science, social studies, physical education, and other subjects.

**Depreciation**—The expiration of the useful life of a fixed asset over a determined period of time attributable to wear and tear, deterioration, action of the physical elements, inadequacy, and obsolescence. Also, the portion of the cost of a fixed asset charged as an expense during a particular period.

**Employee Benefits**— For budgeting purposes, payments made by MCPS for the employer portion of Social Security taxes, retirement contributions, group health insurance, and life insurance.

**Enrollment**—The number of students in Grades K–12 attending MCPS. The official enrollment count is based upon the number of students recorded on September 30 of each year.

**Enterprise Fund**—A fund used to record the fiscal transactions of MCPS activities that are financed and operated in a manner similar to private enterprise, with the intent that the costs of providing goods and services, including financing, are wholly recovered through charges to consumers, users, or other non-tax revenue.

**Expenditure**—A decrease in the net financial resources of MCPS generally due to the purchase of goods and services or the payment of salaries and benefits.

**Expenditure Restrictions**—A limitation placed on spending budgeted funds that may occur in any given year as a result of a difficult fiscal climate. The specific restrictions and a process for implementation are specified in a memorandum from the chief operating officer. The restrictions may include a freeze on filling vacant positions and other expenditures.

**Financial Management System (FMS)**—An integrated web-enabled solution for tracking and managing MCPS financial business functions within one centralized system. FMS automates many previously paper-based processes and supports efficient operation of schools and offices through improved access to information consistent with the MCPS strategic plan.

**Fiscal Year (FY)**—The 12-month period to which the annual operating and capital budgets and their appropriations apply. The fiscal year for MCPS starts on July 1 and ends on June 30. The number of the fiscal year refers to the year in which the fiscal year ends; for example, Fiscal Year 2016 begins on July 1, 2015 and ends on June 30, 2016.

**Fixed Charges**—Charges of a generally recurrent nature that are not allocable to individual expenditure categories. Included are contributions to employee retirement and insurance, social security, interest on current loans, fidelity and personal liability insurance, and personnel tuition reimbursements.

**Free and Reduced-Price Meals (FARMS) System**—Students may qualify for FARMS services on the basis of their family's income or receipt of Food Supplement Program or Temporary Cash Assistance (TCA) benefits.

**Full-Time Equivalent (FTE)**— A way of describing a position according to the percentage of time the employee is authorized to work. In this system, a full-time permanent employee is a 1.0 FTE. The positions of employees who are authorized to work less than full-time are expressed as fractions of 1.0 FTE; for example, a .5 FTE is authorized to work for 20 hours per week in a job that full-time employees perform for 40 hours per week.

**Fund**—A sum of money or other resources that are used for a specific objective. MCPS uses the following funds—general, capital projects, supported projects, food services, instructional TV, real estate management, field trip, entrepreneurial, and warehouse.

**General Wage Adjustment (GWA)**—A change in wages made according to a formula that reflects changes in the cost of living.

**Grade**—An assigned level on a salary schedule that denotes the level of skills, education, and responsibility of a position.

**Grant**—Funding or resources given by an outside entity to achieve a specific objective or public purpose. MCPS receives grants from government programs, corporate charities, and private philanthropic organizations. Grants are awarded for well-defined purposes and must be spent only for those purposes. MCPS accounts for grant expenditures through supported projects.

**High School Assessments (HSA)**—Tests used to determine a Maryland public school student's mastery of Maryland Content Standards in algebra, English, government, and biology.

**Individuals with Disabilities Education Act (IDEA)**—A federal law regulating how states and public agencies provide early intervention, special education, and related services to children with disabilities. The law mandates a free and appropriate education for students with disabilities in the Least Restrictive Environment (LRE) that meets the student's needs.

**Interagency Coordinating Board for Community Use of Public Facilities (ICB/CUPF)**—The office within Montgomery County Government whose mission is to maximize the community's use of schools and other public facilities and to identify and facilitate activities and programs that respond to the community's needs without disrupting the instructional program of MCPS.

**Lapse**—The amount of unused budgeted salary that remains when an employee terminates service and is not immediately replaced.

**Lease-Purchase Agreement**—A contractual agreement that is a financing mechanism with payments made over time. The mechanism is typically used to acquire equipment.

**Least Restrictive Environment (LRE)**—An educational setting that complies with the mandate of the IDEA to the maximum extent appropriate. Students with disabilities are educated with students who do not have disabilities and only removed from general education classrooms when the nature of their disability prevents their learning with the use of supplementary aids and services.

**Level of Service**—The existing or current services, programs, and facilities provided by MCPS to students. The level of service may increase, decrease, or remain the same depending upon needs, alternatives, and available resources.

**Maintenance of Effort (MOE)**—A Maryland state law that requires local governments to provide a definite level of local effort to fund public education from year to year. Local funding is to remain at least the same on a per-student basis. The law ensures that additional state aid will not supplant local revenues.

**Malcolm Baldrige Criteria for Performance Excellence (Baldrige)**—A systematic process for understanding and improving school performance. The Baldrige criteria, comprising 11 Core Values/Best Practices and seven categories, provide a dynamic framework for continuous improvement.

**Maryland State Assessment (MSA)**—MSA was a criterion-referenced assessment that described how well students in Grades 3–8 and 10 had mastered reading and mathematics content specified in the Maryland Content Standards. The MSA was developed to meet the requirements of the Elementary and Secondary Education Act of 2001. In FY 2015, Maryland school districts replaced the MSA assessments by those developed by the Partnership for Assessment of Readiness for College and Careers.

**Master Plan**—A MCPS multiyear plan that describes the goals, objectives, and strategies that will be used to improve student achievement and meet state and local performance standards for all students. The master plan also describes specifically how to improve student achievement for students in special education, with limited English proficiency, in prekindergarten and kindergarten, gifted and talented, and in career and technology courses. The master plan includes the MCPS strategic plan. By law, the master plan must be submitted to the state of Maryland every five years.

**Maximum Class Size Guidelines**—Guidelines that represent the standard to which MCPS strives in placing the number of children in one classroom.

**MCAAP**—The Montgomery County Association of Administrators and Principals (MCAAP) is the bargaining unit that represents principal trainees, administrative interns, and all administrative and supervisory positions on the M to Q salary schedule, including 11-month assistant school administrators.

**MCBOA**—The Montgomery County Business and Operations Administrators (MCBOA), represented by MCAAP, includes all noncertified supervisory employees who provide direction to other employees, exercise independent judgment, are responsible for the evaluation of at least two other employees, and do not report to members of the SEIU bargaining unit, except those excluded by the Board of Education as confidential employees and those who are represented by MCAAP.

**MCEA**—Montgomery County Education Association (MCEA), the employee organization representing teachers and other professional staff.

**Mission**—A statement that describes an organizational unit’s purpose, reason for existing, and relationship to the MCPS strategic plan.

**Negotiated Agreement**—A legal contract between the BOE and a certified representative of a recognized bargaining unit for specific terms and conditions of employment, e.g., hours, working conditions, salaries, or employee benefits.

**Non-budgeted grants**—Grants that MCPS receives for designated purposes that are not expected to be funded on an ongoing basis or at predictable levels. In many cases, MCPS must compete with other school districts and entities for these grants.

**Non-Recommended Reductions**—A list of expenditure reductions that address the difference between the County Council’s recommended affordability allocation and the BOE’s requested amount. The options cannot be recommended because the Board believes the cuts would harm the schools.

**Object of Expenditure**—A numeric indicator that identifies the form of an expenditure, such as salaries (01), contractual (02), supplies and materials (03), other (04), and equipment (05).

**Operating Budget**—A comprehensive plan by which the MCPS operating programs are funded for a single fiscal year. The operating budget includes descriptions of programs, appropriation authority, details of estimated expenditures and revenue sources, and personnel, as well as related program data information on the fiscal management of the school system.

**Operating Budget Guide**—A guide that is developed and published annually to explain the budgetary process for the upcoming budget development cycle and to promote a clear understanding of budget preparation and submission requirements.

**Operating Budget Orientation**—Meetings held by the Department of Management, Budget, and Planning to review the Operating Budget Guide and provide clarification to MCPS units regarding budget preparation.

**Other Salaries**—Remuneration for temporary work performed on other than full-time bases. Other salaries include payments to substitute teachers, stipends, extracurricular activities, summer teaching, and support during peak or seasonal periods.

**Partnership for Assessment of Readiness for College and Careers (PARCC)**—A consortium of 24 states, including Maryland, that developed a common set of K–12 assessments in English and mathematics, as well as literacy in other content areas, that will determine whether a student is college- and career-ready. Full implementation of the PARCC assessments began in FY 2015.

**Per Student Allocations**—The amount of funds budgeted for textbooks, instructional supplies, media center materials, and other school-based expenses divided by the number of students in schools.

**Performance Measurement**—The description of how key objectives will be measured to attain the goals of the MCPS strategic plan.

**Personnel Complement**—A chart published in the budget that displays budgeted positions by unit. The chart provides position titles, total number of FTEs, grade, and whether the position works year round or is school-calendar based.

**Personnel Costs**—Expenditures for salaries, wages, and benefits payable to MCPS employees.

**Positions**—Identified permanent jobs into which persons may be hired on either a full-time or part-time basis.

**Program**—A primary service, function, or set of activities that addresses a specific responsibility or goal within a mission. A program encompasses all associated activities directed toward the attainment of established objectives. A program will have measurable outcomes and clearly defined attainable objectives that may be short-term or long-term in nature.

**Program Budget**—A published document that displays the allocation of budgeted expenditures by specific MCPS programs. The Program Budget is published twice annually and corresponds to the publication of the Superintendent’s Recommended Operating Budget and the Operating Budget Summary.

**Ratio Positions**—Positions established by applying each school’s student enrollment to Board-approved staffing standards.

**Realignment**—The process by which resources are moved from one part of the budget to another part to meet managerial and operational needs with no net change in the total budget.

**Reorganization**—A change in the organizational structure within or between MCPS units.

**Resource Page**—Charts published in the operating budget document that display the budget for a unit or group of units.

**Revenue**—All funds MCPS receives annually for the Operating Budget from federal, state, and county sources, enterprise funds, fees, and other sources.

**Salaries and Wages**—An object of expenditure for monetary compensation to employees in the form of annual or hourly rates of pay.

**Salary Schedule**—A listing of minimum and maximum salaries for each grade level in a classification plan for authorized positions.

**SEIU**—Service Employees International Union (SEIU), the employee organization that represents supporting services employees.

**Special Education Staffing Plan**—An annual plan required by the state of Maryland for each local district that describes the needs of special education students and how these needs will be met.

**Spending Affordability Guideline (SAG)**—An approach to budgeting that assigns expenditure ceilings for the forthcoming budget year on the basis of expected revenues and other factors. Under the County Charter (Section 305), the County Council is required to establish spending affordability guidelines for both the capital and operating budgets.

**Staffing Ratios**—Per-student standards used to budget for teachers, administrators, and other instructional and support staff at schools.

**State Categories**—State law requires all county school districts to appropriate and record expenditures for education in accordance with standardized state budget categories. These categories are generally based on broad functional classifications such as administration, instructional costs, special education, and student transportation. Current categories have been in use since 1998.

**Step**—A salary increment awarded annually to an employee for satisfactory performance until the employee reaches the top pay step of the pay grade to which the position is assigned.

**Strategic Plan**—A plan adopted by the Board of Education that focuses on the major academic priorities of the school system. It includes major goals, objectives, performance measures, and instructional strategies. The Operating Budget is aligned with the strategic plan.

**Strategy**—The principal ways in which MCPS staff direct their efforts in pursuit of the school system’s and unit’s mission and goals. Strategies are clear and uncomplicated methods for attaining goals and key results.

**Supplemental Appropriation**—An appropriation of funds above amounts originally designated, to authorize expenditures not anticipated in the adopted budget. A supplemental appropriation is required to enable expenditure of reserves or additional revenues received by MCPS through grants or other sources.

**Tax Supported**—A program supported in whole or part by tax revenues and included in spending affordability guidelines.

**Turnover**—The accumulation of unused budgeted funds that results from replacing former employees by lower-paid staff.

**Zero-based Budgeting**—A method of budgeting in which all line items are presumed to have \$0 funds and any amount budgeted for them is based on justified need. This method is in contrast to incremental budgeting that either adds or subtracts amounts or increments from the amount budgeted in the current year.

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## Fiscal Year 2016 Operating Budget Timeline

Superintendent Presents Recommended FY 2016 Operating Budget to Board of Education	December 9, 2014
Sign-up begins for Board of Education Public Hearings	December 19 & 26, 2014
Board of Education Public Hearings-Auditorium	January 8 & 15, 2015
Board of Education Budget Worksessions	January 20 & 22, 2015
Board of Education Action	February 10, 2015
Board of Education Budget Transmittal to County Executive/Council (Required by March 1, 2015)	February 27, 2015
County Executive Releases FY 2016 Operating Budget	March 16, 2015
County Council Budget Public Hearings	April 2015
County Council Worksessions	April - May, 2015
County Council Budget Action	May 21, 2015
Final Board of Education Action to Approve FY 2016 Operating Budget	June 16, 2015

## Operating Budget Documents

**The documents listed below enable citizens to understand the MCPS budget and how resources are used.**

*Budget in Brief* – Provides detailed summary information on the budget and changes proposed in the Superintendent’s Recommended Operating Budget.

*Superintendent’s Recommended Operating Budget* (often called the management budget) – Shows budget resources by office, department, and other units. It includes references to the units that carry out each program, describes in detail the work of each unit, shows all budget changes, and includes performance measures for each operating unit, a glossary of budget terms, an index of all items, and a section describing how to understand the budget.

*The Operating Budget Adopted by the Board of Education* – Shows summary budget information, including changes to the Superintendent’s Recommended Operating Budget made by the Board of Education.

*The Operating Budget Summary* – Includes information based on the final budget appropriated by the County Council and approved by the Board of Education.

*The Program Budget* – Includes summaries of more than 80 programs across MCPS departments and offices. The programs are categorized to show how the budget is aligned with the Montgomery County Public Schools Strategic Planning Framework, *Building Our Future Together*.

*Personnel Complement* – Provides a detailed listing of all positions requested in the budget. The Program Budget, the Superintendent’s Recommended Operating Budget, and the Operating Budget Summary include personnel complements organized by program and unit, respectively.

*Budgeted Staffing Guidelines* – The Superintendent’s Recommended Operating Budget includes budgeted staffing guidelines for regular education and special education. These guidelines govern the allocation of personnel resources by school and special education disability.

*Schools at a Glance* – Provides a variety of information for each school, including programs from the Program Budget that are implemented at each school and personnel expenditures budgeted for each school. A separate document, *Special Education at a Glance*, is published to show special education resources at each school.

**All of these publications are available on the MCPS website at [www.montgomeryschoolsmd.org/departments/budget/](http://www.montgomeryschoolsmd.org/departments/budget/)**



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