

MONTGOMERY COUNTY PUBLIC SCHOOLS, ROCKVILLE MARYLAND  
THE SUPERINTENDENT'S RECOMMENDED

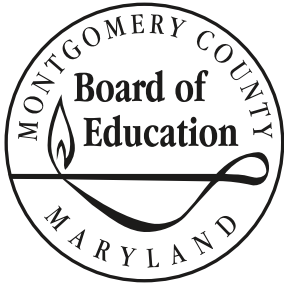
# FY 2017 OPERATING BUDGET and Personnel Complement

Recommended to the Board of Education  
December 2015

Fiscal and School Year Ending  
June 30, 2017

Mr. Larry A. Bowers  
Interim 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*



**[montgomeryschoolsmd.org](http://montgomeryschoolsmd.org)**

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

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850 Hungerford Drive  
Rockville, Maryland 20850  
[www.montgomeryschoolsmd.org](http://www.montgomeryschoolsmd.org)



**MONTGOMERY COUNTY PUBLIC SCHOOLS**  
MARYLAND  
www.montgomeryschoolsmd.org

December 8, 2015



Dear Members of the Board of Education:

I am pleased to submit for your consideration my Fiscal Year (FY) 2017 Operating Budget recommendation for Montgomery County Public Schools (MCPS). I am recommending an FY 2017 Operating Budget of \$2,453,323,284, which will help to build the foundation and structure that is needed to ensure that all MCPS students are ready to graduate from high school and are prepared to be successful in college and careers.

My recommendation includes an increase of \$103.0 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. The \$103.0 million represents a 4.5 percent increase in the operating budget compared to FY 2016.

An additional \$24.0 million of funding will be needed to restore one-time funding that was used by the Montgomery County Council to fund the FY 2016 Operating Budget. In addition, \$7.9 million of additional funding is needed to cover increased costs related to the teacher pension shift from the state to the county that began a few years ago. When these two amounts are added, my budget recommendation represents an increase of \$134,934,348 more than the approved FY 2016 Operating Budget, an increase of 5.8 percent.

As we begin our discussions on the budget, it should be noted that our community continues to receive a strong return on the investment they make in our students. For instance, consider the performance of the MCPS Class of 2015:

- 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 exam;
- Our graduates earned a combined average score of 1629 on the SAT, which is 139 points higher than the nation and 167 points higher than the state of Maryland; and
- Our students earned \$335 million in college scholarships.

Although our students collectively are performing at a high level compared to other students across the nation, we continue to recognize that we have not served all students as well as we would like. Although progress has been made in graduation rates, dropout rates, suspensions, and AP access, there is more work to be done. We must increase our efforts to close the achievement gap in all areas.

September 21, 2015. This budget is developed around the core values of Learning, Excellence, and Equity, with a focus on closing the achievement gap.

We cannot continue to operate at the funding levels we have received during the past eight years following the economic downturn experienced starting in 2008. I recognize that the county and the state both have faced difficult economic and budgetary challenges since that time. However, we cannot continue to fund the MCPS Operating Budget as we have in the past and expect the school system and our schools to meet our targets and close the achievement gap.

Between FY 2009 and FY 2016, we have eliminated more than 1,800 positions and \$210 million from the budget. Nearly 300 of these positions and more than \$53 million have been from central services. Simply put, we cannot cut more positions from the budget and expect to maintain and improve our students' performance in the classroom. We cannot continue to fund the MCPS operating budget at the minimal funding level of Maintenance of Effort (MOE) and, at the same time, use one-time funding sources to fund a recurring budget, including savings from hiring freezes and expenditure restrictions, to build up an MCPS fund balance to fund the next year's budget. Funding at MOE is a misnomer as it simply means the county is required to fund the same dollar amount per pupil as the prior year. It does not maintain the same level of services because it does not provide the resources to address inflation; the increasing cost of health benefits for our employees and retirees; salary increases for our current employees; and utility costs to heat, cool, and light our schools. With rising costs, funding MCPS at the minimum funding level required by state law means funding at less per student than before.

### **Managing Growth**

The projected enrollment for the 2016–2017 school year is 159,016, or 2,502 more students than what was budgeted for the 2015–2016 school year. This is the eighth year in a row that our enrollment has increased by at least 2,000 students, and the trend is expected to continue. While most of the growth during the past several 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 2021–2022 school year, enrollment is expected to reach 166,598 students, an increase of more than 10,000 students from the current fiscal year.

In order to manage our expected growth in student enrollment, my budget recommendation adds more than 247 positions, including 140.5 general elementary/secondary positions, 58.0 positions for special education services, and 32.6 positions to serve our growing population of students who receive English for Speakers of Other Languages (ESOL) services. We also need 35.1 positions to open the new Clarksburg/Damascus Middle School, plan for a new middle school in the Bethesda/Chevy Chase Cluster, and open additional space at several existing schools.

### **Strategic Priority Enhancements**

This budget recommendation includes \$2.8 million in strategic priority enhancements, including 13.0 new positions. These resources support efforts that build on our ongoing work and address our long-standing challenges in new and innovative ways. The enhancements will help our mission to close the achievement gap, implement the Common Core State Standards, and ensure that students are college and career ready. These enhancements are reflected in each of the district's five strategic priorities including: (1) strengthen the foundation for academic success; (2) focus on accountability and results; (3) focus on human capital management; (4) strengthen partnerships and engagement; and (5) enhance our culture of collaboration and respect.

These strategic priority enhancements include funding to conduct a review of the Dual Language program and provide for professional learning to strengthen the program; professional development to support literacy and mathematics; 4.0 teachers and funding to expand the Students Engaged in Pathways to Achievement program; funding to strength our Career and Technology Education pathways to enhance the career readiness of our students; funding to help develop and organize transition opportunities for students; funding for our Student to Educator Pathway program; funding to expand the Achieving College Excellence and Success program to two additional schools; 5.0 additional parent community coordinators focusing on schools with Free and Reduced-price Meal System totals that exceed 40 percent; 4.0 equity specialists for our Equity Initiatives Unit to lower the number of schools that each specialist is assigned; and funding for the Minority Achievement University Partnerships focusing on students interested in pursuing a career or degree in one of the science, technology, engineering, and mathematics fields.

I also am recommending organizational changes that are intended to better focus our work around the strategic priorities. This includes reestablishing the chief of staff position in the Office of the Superintendent of Schools, and assigning the Office of Communications and the departments of Shared Accountability and Partnerships to the chief of staff. The organizational changes include establishing the Office of Student Services and Family Engagement, reporting directly to the chief academic officer. This new office combines the Department of Student Services and the Department of Family and Community Engagement. We also will consolidate parent community coordinators, ESOL counselors, and ESOL transition counselors to better serve families and students. Other resources in the Division of ESOL/Bilingual Services will be realigned to the three departments in the Office of Curriculum and Instructional Programs. Finally, Study Circles will be realigned to the Equity Initiatives Unit to support our focus on cultural proficiency in all of our schools.

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

As it has been for the last several years, this budget recommendation was developed in partnership with our employees and parents/guardians. 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, Inc., who were involved in the development of this budget recommendation. This fall, we added representatives of the African American Student Achievement Action Group and the Latino Student Achievement Action Group to the discussion on the development of the MCPS operating budget. I also appreciate the dedication and cooperation of our executive leadership team and other MCPS staff in the development of this recommendation.

This will be the last budget that I have developed here at MCPS, but in many respects it is the most important budget on which I have worked. At the beginning, I said this budget is about building a strong foundation for our school district for the years ahead. I look forward to working with the Board of Education on my recommended FY 2017 Operating Budget. I believe this budget reflects our core values, is an investment in our children, and is an indication of our commitment to providing all students in Montgomery County with an education that prepares them to be successful in their futures.

Sincerely,

A handwritten signature in cursive script that reads "Larry A. Bowers".

Larry A. Bowers  
Interim Superintendent of Schools

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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 work sessions 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's approved revenue, and 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***

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

## ***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 in which 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 the 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 School Support and Improvement; Office of the Chief Academic Officer; Office of Curriculum and Instructional Programs; Office of Special Education; Office of Student Services and Engagement; 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 2016 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 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative	717.700	706.200	707.200	713.100	5.900
Business/Operations Admin.	90.650	89.650	88.650	87.650	(1.000)
Professional	12,517.482	12,468.276	12,468.776	12,650.686	181.910
Supporting Services	8,262.157	8,181.423	8,182.623	8,255.440	72.817
<b>TOTAL POSITIONS</b>	<b>21,587.989</b>	<b>21,445.549</b>	<b>21,447.249</b>	<b>21,706.876</b>	<b>259.627</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$92,258,189	\$95,569,558	\$95,672,848	\$98,002,924	\$2,330,076
Business/Operations Admin.	8,227,299	8,948,116	8,844,826	8,981,968	137,142
Professional	984,828,931	1,025,225,658	1,025,285,078	1,074,722,174	49,437,096
Supporting Services	350,906,239	369,933,797	369,914,377	379,378,463	9,464,086
<b>TOTAL POSITION DOLLARS</b>	<b>1,436,220,658</b>	<b>1,499,677,129</b>	<b>1,499,717,129</b>	<b>1,561,085,529</b>	<b>61,368,400</b>
<b>OTHER SALARIES</b>					
Administrative	331,121	397,576	397,576	405,528	7,952
Professional	58,930,766	57,277,647	57,277,647	58,691,595	1,413,948
Supporting Services	25,286,952	23,486,206	23,486,206	24,260,569	774,363
<b>TOTAL OTHER SALARIES</b>	<b>84,548,839</b>	<b>81,161,429</b>	<b>81,161,429</b>	<b>83,357,692</b>	<b>2,196,263</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>1,520,769,497</b>	<b>1,580,838,558</b>	<b>1,580,878,558</b>	<b>1,644,443,221</b>	<b>63,564,663</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>26,380,344</b>	<b>27,087,749</b>	<b>27,047,749</b>	<b>27,661,080</b>	<b>613,331</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>64,528,428</b>	<b>66,007,929</b>	<b>66,007,929</b>	<b>66,132,307</b>	<b>124,378</b>
<b>04 OTHER</b>					
Local/Other Travel	2,204,651	2,641,153	2,656,591	2,494,062	(162,529)
Insur & Employee Benefits	523,945,817	526,747,522	526,747,522	594,892,593	68,145,071
Utilities	39,502,871	40,510,945	40,510,945	41,564,244	1,053,299
Miscellaneous	51,392,202	56,564,075	56,548,637	57,944,913	1,396,276
<b>TOTAL OTHER</b>	<b>617,045,541</b>	<b>626,463,695</b>	<b>626,463,695</b>	<b>696,895,812</b>	<b>70,432,117</b>
<b>05 EQUIPMENT</b>	<b>15,117,717</b>	<b>17,991,005</b>	<b>17,991,005</b>	<b>18,190,864</b>	<b>199,859</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$2,243,841,527</b>	<b>\$2,318,388,936</b>	<b>\$2,318,388,936</b>	<b>\$2,453,323,284</b>	<b>\$134,934,348</b>

**TABLE 1A**  
**SUMMARY OF BUDGET CHANGES FY 2016 - FY 2017**  
(\$ in millions)

ITEM	FTE	AMOUNT
<b>FY 2016 CURRENT OPERATING BUDGET</b>	<b>21,447.249</b>	<b>\$2,318.4</b>
<b>ENROLLMENT CHANGES</b>		
Elementary/Secondary	140.485	10.3
Special Education	57.972	4.4
ESOL	32.600	2.2
Transportation	16.000	1.6
<b>Subtotal</b>	<b>247.057</b>	<b>\$ 18.6</b>
<b>NEW SCHOOLS/ADDITIONAL SPACE</b>		
	<b>35.100</b>	<b>\$ 4.1</b>
<b>EMPLOYEE SALARIES - CONTINUING AND NEGOTIATED SALARIES FOR CURRENT EMPLOYEES (including benefits)</b>		
		<b>\$ 55.3</b>
<b>EMPLOYEE BENEFITS AND INSURANCE</b>		
Employee Benefits Plan (active) - Including Negotiated Changes		28.9
Employee Benefits Plan (retired)		9.8
Retirement		(11.6)
FICA/Self-Insurance/Workers' Compensation, Fire Insurance		(0.9)
Self-insurance, Worker's Compensation		0.2
Restoration of MCPS OPEB		23.9
Pension Shift from State		7.9
<b>Subtotal</b>		<b>\$ 58.3</b>
<b>INFLATION AND OTHER</b>		
Textbooks, Instructional Materials, Building/Maintenance Supplies		0.6
Utilities		0.6
Special Education		0.8
Transportation	4.000	0.3
Transportation - Diesel Fuel		(1.4)
Grants and Enterprise Funds	(0.555)	0.1
Other	(0.800)	0.5
<b>Subtotal</b>	<b>2.645</b>	<b>\$ 1.5</b>
<b>EFFICIENCIES &amp; REDUCTIONS</b>		
Central Services	(18.400)	(3.0)
Support Operations	(2.000)	(0.2)
School-Based	(17.775)	(2.6)
<b>Subtotal</b>	<b>(38.175)</b>	<b>\$ (5.7)</b>

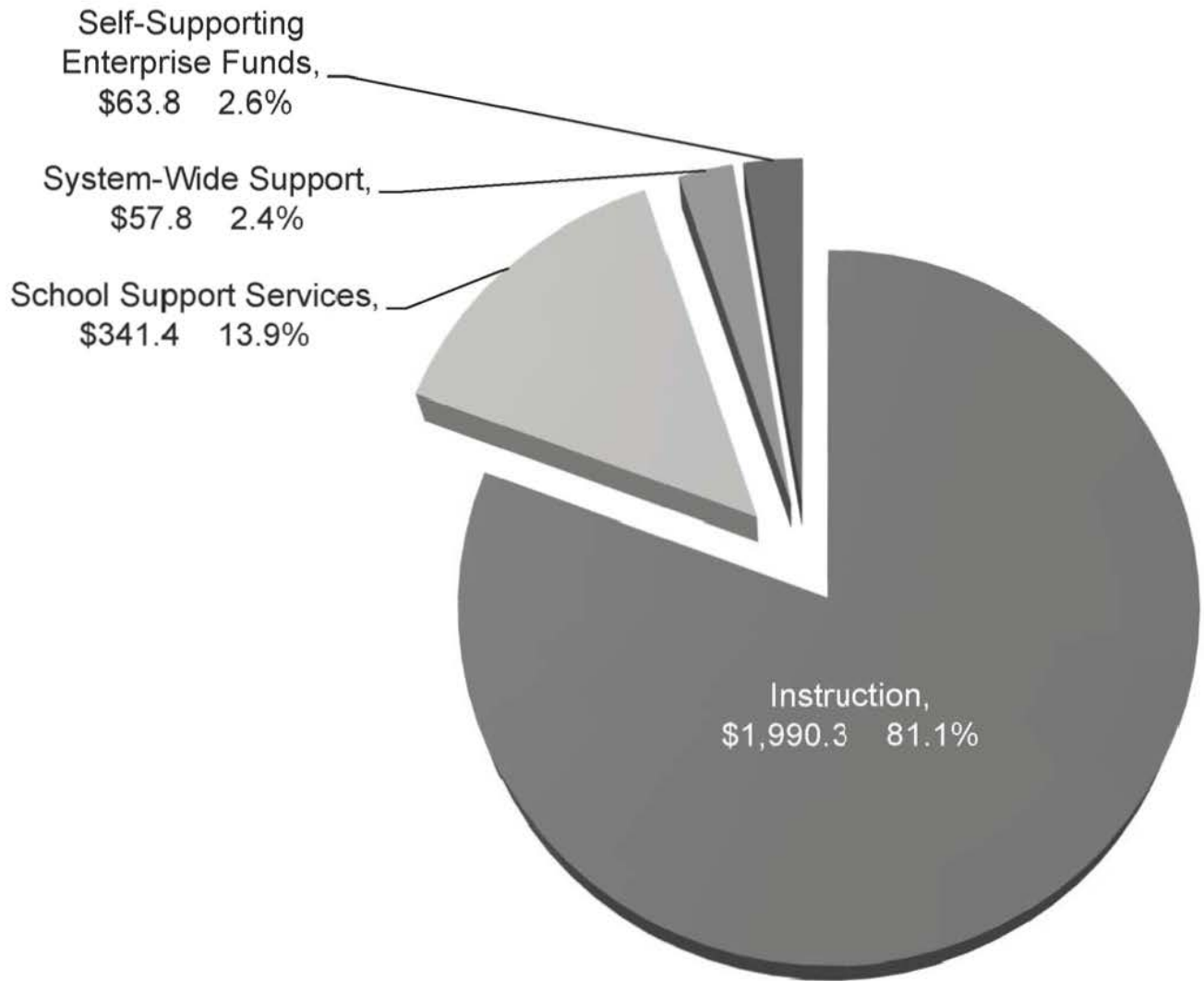
ITEM	FTE	AMOUNT
<b>STRATEGIC PRIORITY ENHANCEMENTS</b>		
Dual Language Program		\$ 0.1
Children's Opportunity Fund		0.4
Professional Development to Support Literacy and Mathematics		1.0
Career Readiness		0.1
Students Engaged in Pathways to Achievement	4.000	0.2
Marking Period Assessment Development		0.1
College and Career Readiness and College Completion Act		0.1
Teacher Workforce Diversity Initiative		0.1
Achieving College Excellence and Success		0.1
Parent Community Coordinators	5.000	0.3
Cultural Proficiency	4.000	0.3
Minority Achievement University Partnerships		0.1
<b>Subtotal</b>	<b>13.000</b>	<b>\$ 2.9</b>
<b>FY 2017 OPERATING BUDGET</b>		
	<b>21,706.876</b>	<b>\$ 2,453.3</b>
<b>FY 2016 - FY 2017 CHANGE</b>		
	<b>259.627</b>	<b>\$ 134.9</b>
<b>Less Grants</b>		
		(79.0)
<b>Less Enterprise funds</b>		
		(63.6)
<b>SPENDING AFFORDABILITY BUDGET</b>		
	<b>21,706.876</b>	<b>\$ 2,310.7</b>
<b>REVENUE INCREASE BY SOURCE</b>		
Local		106.3
State		28.1
Federal		(0.2)
Other		(0.3)
Fund Balance		-
Enterprise/Special Revenue Funds		1.0
<b>TOTAL REVENUE INCREASE</b>		<b>\$ 134.9</b>

# WHERE THE MONEY GOES

## FY 2017 OPERATING BUDGET

Total Expenditures = \$2,453,323,284

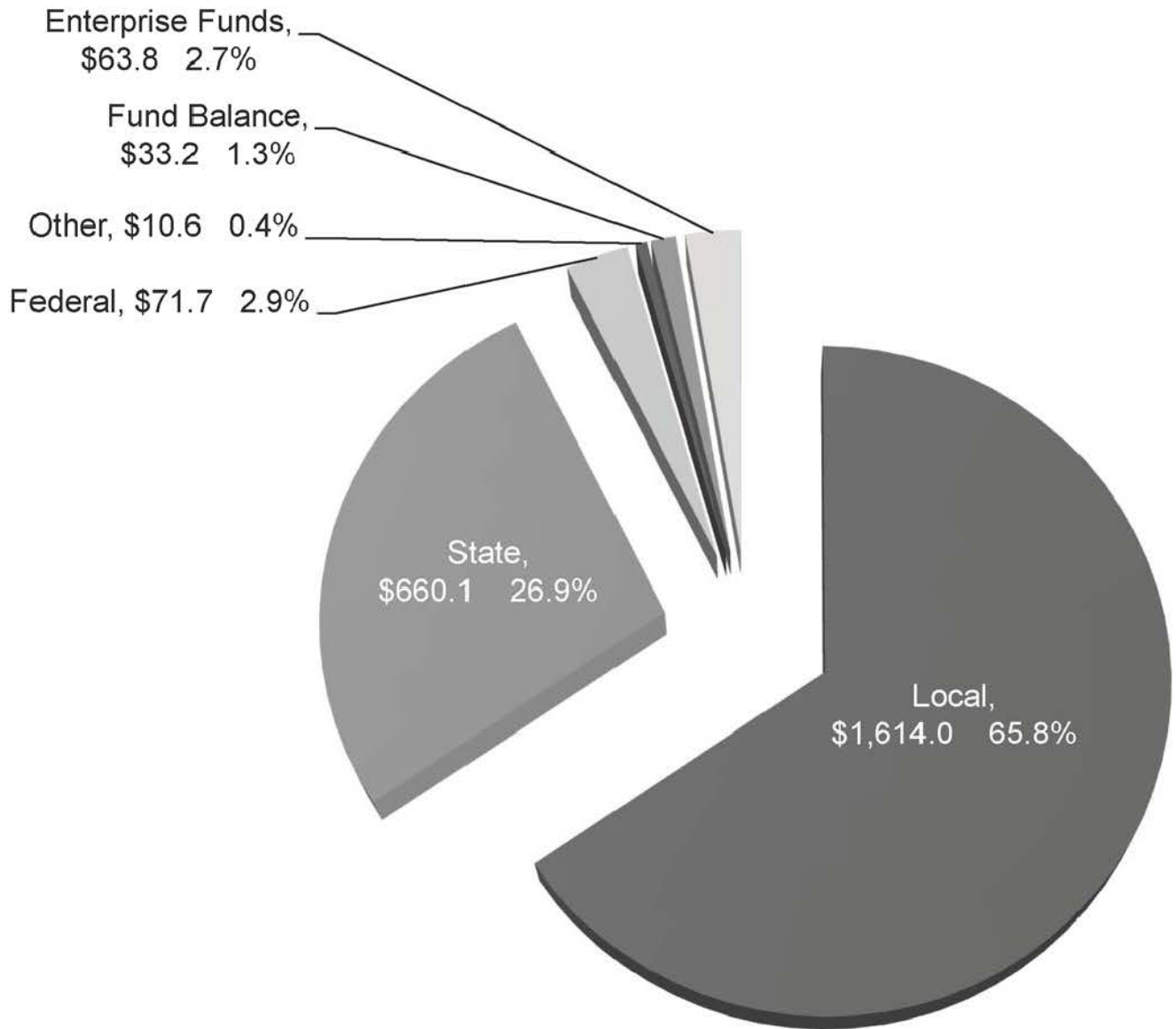
(Dollars in Millions on Chart)



# WHERE THE MONEY COMES FROM

## FY 2017 OPERATING BUDGET

Total Revenue = \$2,453,323,284  
(Dollars in Millions on Chart)





**TABLE 2  
BUDGET REVENUE BY SOURCE**

<b>SOURCE</b>	<b>FY 2015 ACTUAL</b>	<b>FY 2016 BUDGET</b>	<b>FY 2016 CURRENT</b>	<b>FY 2017 ESTIMATED</b>
<b>CURRENT FUND</b>				
<b>From the County:</b>	\$1,439,045,758	\$1,463,274,812	\$1,463,274,812	\$1,613,936,762
Local Contribution for State Retirement	37,809,551	44,356,785	44,356,785	
Total from the County	1,476,855,309	1,507,631,597	1,507,631,597	1,613,936,762
<b>From the State:</b>				
Bridge to Excellence				
Foundation Grant	310,456,913	322,176,176	322,176,176	329,428,813
Geographic Cost of Education Index	34,394,095	17,744,167	17,744,167	35,488,334
Limited English Proficient	55,596,595	60,287,318	60,287,318	60,287,318
Compensatory Education	128,619,158	136,727,928	136,727,928	139,708,256
Students with Disabilities - Formula	35,861,741	36,565,418	36,565,418	37,362,453
Students with Disabilities - Reimbursement	17,037,526	17,737,979	17,737,979	17,270,242
Transportation	38,090,967	39,786,572	39,786,572	39,786,572
Miscellaneous	171,860	400,000	400,000	170,000
Programs financed through State Grants	6,225,301	644,000	644,000	644,000
Total from the State	626,454,156	632,069,558	632,069,558	660,145,988
<b>From the Federal Government:</b>				
Impact Aid	258,780	200,000	200,000	150,000
Programs financed through Federal Grants	71,503,473	71,717,356	71,717,356	71,588,683
Total from the Federal Government	71,762,253	71,917,356	71,917,356	71,738,683
<b>From Other Sources:</b>				
Tuition and Fees				
D.C. Welfare	115,020	200,000	200,000	120,000
Nonresident Pupils	704,032	680,000	680,000	530,000
Summer School	1,574,849	1,493,967	1,493,967	1,519,000
Outdoor Education	516,260	681,356	681,356	680,000
Student Activities Fee	703,269	756,500	756,500	691,600
Miscellaneous	496,950	293,932	293,932	300,000
Programs financed through Private Grants	823,051	6,731,204	6,731,204	6,731,204
Total from Other Sources	4,933,431	10,836,959	10,836,959	10,571,804
Fund Balance	38,172,451	33,162,633	33,162,633	33,162,633
Total Current Fund	2,218,177,600	2,255,618,103	2,255,618,103	2,389,555,870
<b>ENTERPRISE &amp; SPECIAL FUNDS</b>				
<b>School Food Service Fund:</b>				
State	2,081,616	2,259,860	2,259,860	2,305,057
National School Lunch, Special Milk and Free Lunch Programs	35,013,592	29,207,955	29,207,955	34,400,008
Sale of Meals and other	17,909,360	21,699,064	21,699,064	17,262,204
Total School Food Service Fund	55,004,568	53,166,879	53,166,879	53,967,269
<b>Real Estate Management Fund:</b>				
Rental fees	3,277,410	3,257,703	3,257,703	3,686,191
Total Real Estate Management Fund	3,277,410	3,257,703	3,257,703	3,686,191

**TABLE 2  
BUDGET REVENUE BY SOURCE**

SOURCE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 ESTIMATED
<b>Field Trip Fund:</b>				
Fees	2,003,127	1,991,533	1,991,533	2,006,361
Total Field Trip Fund	2,003,127	1,991,533	1,991,533	2,006,361
<b>Entrepreneurial Activities Fund:</b>				
Fees	2,205,227	2,700,509	2,700,509	2,364,802
Total Entrepreneurial Activities Fund	2,205,227	2,700,509	2,700,509	2,364,802
Total Enterprise Funds	62,490,332	61,116,624	61,116,624	62,024,623
<b>Instructional Television Special Revenue Fund:</b>				
Cable Television Plan	1,595,624	1,654,209	1,654,209	1,742,791
Total Instructional Special Revenue Fund	1,595,624	1,654,209	1,654,209	1,742,791
<b>GRAND TOTAL</b>	<b>\$2,282,263,556</b>	<b>\$2,318,388,936</b>	<b>\$2,318,388,936</b>	<b>\$2,453,323,284</b>
<b>Tax - Supported Budget</b>	<b>FY 2015 ACTUAL</b>	<b>FY 2016 BUDGET</b>	<b>FY 2016 CURRENT</b>	<b>FY 2017 ESTIMATED</b>
Grand Total	\$2,282,263,556	\$2,318,388,936	\$2,318,388,936	\$2,453,323,284
<b>Less:</b>				
Grants	(78,551,825)	(79,092,560)	(79,092,560)	(78,963,887)
Enterprise Funds	(62,490,332)	(61,116,624)	(61,116,624)	(62,024,623)
Special Revenue Fund	(1,595,624)	(1,654,209)	(1,654,209)	(1,742,791)
<b>Grand Total - Tax-Supported Budget</b>	<b>\$2,139,625,775</b>	<b>\$2,176,525,543</b>	<b>\$2,176,525,543</b>	<b>\$2,310,591,983</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 2015 ACTUAL</b>	<b>FY 2016 BUDGET</b>	<b>FY 2016 CURRENT</b>	<b>FY 2017 ESTIMATED</b>
<u>Budgeted</u>				
<b>FEDERAL AID: NO CHILD LEFT BEHIND (NCLB)</b>				
Title I - A (941)	\$ 18,332,660	\$ 23,022,664	\$ 23,022,664	\$ 22,790,115
Subtotal	18,332,660	23,022,664	23,022,664	22,790,115
Title I - D				
Neglected and Delinquent Youth (937)	135,502	131,896	131,896	140,137
Total Title I	18,468,162	23,154,560	23,154,560	22,930,252
Title II - A				
Skillful Teaching and Leading Program (915)	337,626	350,043	350,043	350,043
Teacher Mentoring (917)	215,382	254,880	254,880	254,880
Consulting Teachers (961)	2,902,171	2,902,171	2,902,171	2,902,171
Total Title II	3,455,179	3,507,094	3,507,094	3,507,094
Title III				
English Language Acquisition (927)	3,331,818	3,507,094	3,507,094	3,352,368
Title VII				
American Indian Education (903)	25,942	25,700	25,700	26,024
<b>SUBTOTAL</b>	<b>25,281,101</b>	<b>30,194,448</b>	<b>30,194,448</b>	<b>29,815,738</b>
<b>OTHER FEDERAL, STATE, AND LOCAL AID</b>				
Head Start Child Development (932)				
Federal	3,603,675	3,603,675	3,603,675	3,771,965
Individuals with Disabilities Education (907/913)				
Federal	29,718,897	30,611,365	30,611,365	30,557,523
Infants and Toddlers - Passthrough from Montgomery County Department of Health and Human Services (930)				
Federal	791,315	791,315	791,315	791,315
State	232,423	232,423	232,423	232,423
Judith P. Hoyer Child Care Centers State (904/905)	644,000	644,000	644,000	644,000
Medical Assistance Program (939)				
Federal	4,833,370	4,916,730	4,916,730	5,010,522
National Institutes of Health (NIH) (908)				
Federal	276,647	270,525	270,525	275,207
Provision for Future Supported Projects (999)				
Other	4,902,058	6,731,204	6,731,204	6,731,204
Carl D. Perkins Career & Technical Ed. Improvement (951)				
Federal	1,023,725	1,023,725	1,023,725	1,133,990
McKinney - Vento Homeless Children and Youth (910)				
Federal	-	73,150	73,150	-
<b>SUBTOTAL</b>	<b>46,026,110</b>	<b>48,898,112</b>	<b>48,898,112</b>	<b>49,148,149</b>
<b>TOTAL</b>	<b>\$ 71,307,211</b>	<b>\$ 79,092,560</b>	<b>\$ 79,092,560</b>	<b>\$ 78,963,887</b>

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

<b>Program Name and Source of Funding</b>	<b>FY 2015 ACTUAL</b>	<b>FY 2016 BUDGET</b>	<b>FY 2016 CURRENT</b>	<b>FY 2017 ESTIMATED</b>
<b><u>Summary of Funding Sources</u></b>				
Federal	\$ 65,761,153	\$ 71,717,356	\$ 71,717,356	\$ 71,588,683
State	644,000	644,000	644,000	644,000
County				
Other	4,902,058	6,731,204	6,731,204	6,731,204
<b>GRAND TOTAL</b>	<b>\$ 71,307,211</b>	<b>\$ 79,092,560</b>	<b>\$ 79,092,560</b>	<b>\$ 78,963,887</b>

**Additional grant appropriation through the Provision for Future Supported Projects as of November 10, 2015**

NIST Summer Institute		\$ 8,000
Title I - A		11,515
Title II - A		65,704
American Indian Education		324
IDEA - Preventative Services		154,783
<b>SUBTOTAL FEDERAL FUNDING</b>		<b>240,326</b>
National Defense Education Program		46,276
Race to the Top - Master Teacher		5,500
Ready 4 Kindergarten		115,055
<b>SUBTOTAL STATE FUNDING</b>		<b>166,831</b>
ED Cluster Project		62,985
Howard Hughes Medical Institute		545,000
<b>SUBTOTAL OTHER FUNDING</b>		<b>607,985</b>
<b>TOTAL</b>		<b>\$ 1,015,142</b>

**TABLE 4  
SUMMARY OF STUDENT ENROLLMENT - FY 2014 THROUGH FY 2017**

DESCRIPTION	(1)	(2)	(3)	(4)	(5)	CHANGE	
	FY 2014 ACTUAL 9/30/2013	FY 2015 ACTUAL 9/30/2014	FY 2016 ACTUAL 9/30/2015	FY 2016 BUDGET 9/30/2015	FY 2017 PROJECTED 9/30/2015	COLUMN (5) LESS COLUMN (4)	
						#	%
<b>ENROLLMENT</b>							
PRE-KINDERGARTEN	1,899	1,912	2,152	2,145	2,285	140	6.5%
HEAD START	628	628	628	628	628		
KINDERGARTEN	11,858	11,544	11,419	11,400	11,366	(34)	-0.3%
GRADES 1-5 / 6 *	58,121	59,584	60,186	60,390	60,730	340	0.6%
<b>SUBTOTAL ELEMENTARY</b>	<b>72,506</b>	<b>73,668</b>	<b>74,385</b>	<b>74,563</b>	<b>75,009</b>	<b>446</b>	<b>0.6%</b>
GRADES 6-8 **	32,125	33,167	34,106	34,236	34,991	755	2.2%
<b>SUBTOTAL MIDDLE</b>	<b>32,125</b>	<b>33,167</b>	<b>34,106</b>	<b>34,236</b>	<b>34,991</b>	<b>755</b>	<b>2.2%</b>
GRADES 9-12	44,759	45,257	45,797	45,496	46,817	1,321	2.9%
<b>SUBTOTAL HIGH</b>	<b>44,759</b>	<b>45,257</b>	<b>45,797</b>	<b>45,496</b>	<b>46,817</b>	<b>1,321</b>	<b>2.9%</b>
<b>SUBTOTAL PRE-K - GRADE 12</b>	<b>149,390</b>	<b>152,092</b>	<b>154,288</b>	<b>154,295</b>	<b>156,817</b>	<b>2,522</b>	<b>1.6%</b>
<b>SPECIAL EDUCATION</b>							
PRE-KINDERGARTEN	1,112	1,206	1,601	1,563	1,493	(70)	-4.5%
SPECIAL CENTERS	486	425	434	431	481	50	11.6%
<b>SUBTOTAL SPECIAL EDUCATION</b>	<b>1,598</b>	<b>1,631</b>	<b>2,035</b>	<b>1,994</b>	<b>1,974</b>	<b>(20)</b>	<b>-1.0%</b>
<b>MONTESSORI CHARTER SCHOOL</b>	<b>99</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>ALTERNATIVE PROGRAMS</b>	<b>155</b>	<b>117</b>	<b>121</b>	<b>225</b>	<b>225</b>	<b>-</b>	<b>-</b>
<b>GATEWAY TO COLLEGE</b>	<b>47</b>	<b>12</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>GRAND TOTAL</b>	<b>151,289</b>	<b>153,852</b>	<b>156,447</b>	<b>156,514</b>	<b>159,016</b>	<b>2,502</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.

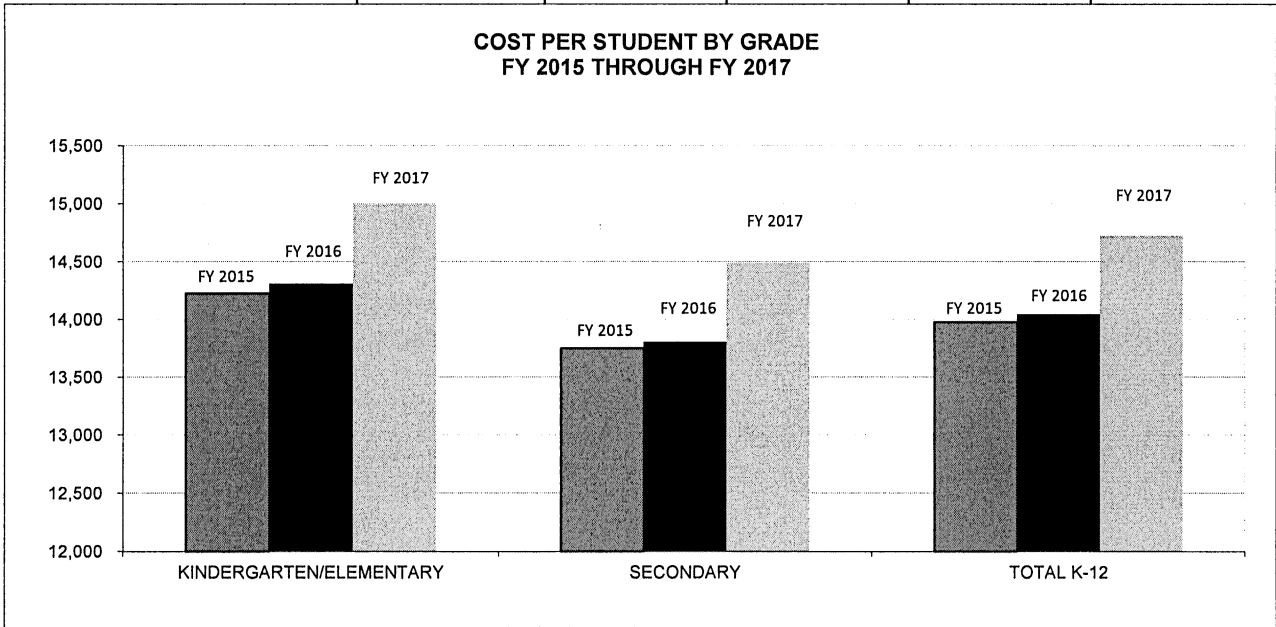
\*\* Excludes enrollment numbers for Chevy Chase and North Chevy Chase Grade 6 that are budgeted in the elementary schools' enrollment figures.

**TABLE 5  
ALLOCATION OF STAFFING**

	POSITIONS	BUDGET FY 2012	BUDGET FY 2013	BUDGET FY 2014	BUDGET FY 2015	CURRENT FY 2016	REQUEST FY 2017	FY 16 - FY 17 CHANGE
1	<b>Executive</b>	17.000	19.000	21.000	19.000	16.000	16.000	-
2	<b>Administrative</b> - (directors, supervisors, program coordinators, executive assistants)	199.000	195.000	196.700	204.700	199.700	196.600	(3.100)
3	<b>Business/Operations Administrator</b> - (leadership positions supervised by directors and supervisors)	92.000	92.000	91.650	90.650	88.650	87.650	(1.000)
4	<b>Other Professional</b> - (12-month instructional/evaluation specialists)	186.900	182.300	183.500	189.500	187.400	186.400	(1.000)
5	<b>Principal/Assistant Principal</b>	484.000	486.000	491.500	494.000	491.500	500.500	9.000
6	<b>Teacher</b>	10,281.220	10,475.070	10,759.420	10,984.160	10,940.304	11,114.414	174.110
7	<b>Special Education Specialist</b> (speech pathologists, physical/occupational therapists)	482.400	495.200	506.750	508.958	506.708	503.008	(3.700)
8	<b>Media Specialist</b>	189.200	190.200	192.200	195.500	195.500	196.500	1.000
9	<b>Counselor</b>	451.300	453.300	456.300	467.500	467.000	476.500	9.500
10	<b>Psychologist</b>	94.805	94.905	100.000	106.034	106.034	107.034	1.000
11	<b>Social Worker</b>	13.905	14.405	14.800	14.830	14.830	15.830	1.000
12	<b>Pupil Personnel Worker</b>	45.000	45.000	45.000	51.000	51.000	51.000	-
13	<b>Instructional Aide and Assistant</b> (paraeducators, media assistants, lunch-hour aides, parent assistants, instructional data assistants)	2,519.048	2,560.253	2,596.605	2,660.994	2,652.222	2,684.414	32.192
14	<b>Secretarial/Clerical/Data Support</b> (secretarial, clerical, personnel/transportation/fiscal/other lower grade program/data assistants)	997.250	988.100	986.625	983.250	963.225	964.975	1.750
15	<b>IT Systems Specialist</b>	131.000	131.000	131.000	133.000	109.000	108.000	(1.000)
16	<b>Security</b> - (includes all positions except those in lines 2,3,14 above)	227.000	227.000	227.000	229.000	232.000	233.000	1.000
17	<b>Cafeteria</b> - (Includes all positions except those in lines 2,3,14,15 above)	556.448	557.948	558.948	561.448	561.448	564.323	2.875
18	<b>Building Services</b> - (includes all positions except those in lines 2,3,14 above)	1,335.200	1,342.700	1,365.075	1,376.700	1,363.200	1,379.700	16.500
19	<b>Facilities Management/Maintenance</b> - (includes all positions except those in lines 2,3,14,15 above)	344.500	345.000	354.000	354.000	352.000	353.000	1.000
20	<b>Supply/Property Management</b> - (includes all positions except those in lines 2, 3,14,15 above)	53.000	47.000	50.000	51.500	51.500	51.500	-
21	<b>Transportation</b> - (includes all positions except those in lines 2,3 14,15 above)	1,687.650	1,685.650	1,685.590	1,685.590	1,673.153	1,693.153	20.000
22	<b>Other Support Personnel</b> - (business, technology human resources,communications, printing, and other support staff)	224.400	234.575	230.075	226.675	224.875	223.375	(1.500)
	<b>TOTAL</b>	<b>20,612.226</b>	<b>20,861.606</b>	<b>21,243.738</b>	<b>21,587.989</b>	<b>21,447.249</b>	<b>21,706.876</b>	<b>259.627</b>

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

	KINDERGARTEN/ ELEMENTARY	SECONDARY	TOTAL K-12*	AMOUNT EXCLUDED*	TOTAL BUDGET**
<b>FY 2015 BUDGET</b>					
EXPENDITURES	\$1,016,611,306	\$1,079,347,800	\$2,095,959,106	\$180,804,878	\$2,276,763,984
STUDENTS 9/30/14	71,451	78,491	149,942		
COST PER STUDENT	14,228	13,751	13,978		
<b>FY 2016 BUDGET</b>					
EXPENDITURES	1,027,204,678	1,109,773,603	2,136,978,281	181,410,655	2,318,388,936
STUDENTS 9/30/15	71,790	80,388	151,522		
COST PER STUDENT	14,308	13,805	14,043		
<b>FY 2017 BUDGET</b>					
EXPENDITURES	1,081,003,449	1,185,291,841	2,266,295,290	187,027,994	2,453,323,284
STUDENTS 9/30/16	72,096	81,808	153,904		
COST PER STUDENT	14,994	14,489	14,725		



**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, Prekindergarten, Infants and Toddlers, and Enterprise Funds.  
 FY 2016 Figures Reflect Current Approved Budget.

## **Montgomery County Public Schools FY 2017 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/Montgomery County Business and Operations Administrators (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 three-year 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 a 2 percent general wage increases effective on October 17, 2015, and employees will receive a 2 percent general wage increase effective on September 3, 2016. The agreements ratified in March 2014 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 new employees with previous experience 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 appropriation that the County Council passed on May 21, 2015, for the FY 2016 MCPS Operating Budget left a funding gap of \$53.1 million compared to the Board of Education's budget request. In order to close the gap, the Board of Education took several steps on June 16, 2015, when it approved the final FY 2016 Operating Budget. This included savings of more than \$3 million from the delay of implementation of FY 2016 salary increases from October 3, 2015, to October 17, 2015. The members of the employee associations ratified these changes prior to the Board's action on the FY 2016 Operating Budget. The Board approved the amendments to the contracts along with the FY 2016 Operating Budget on June 16, 2015.

The agreements call for employees to pay a greater share of their health insurance premiums, and over the 2015 and 2016 calendar 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 January 2016. The benefit changes are expected to save \$18.5 million in FY 2016 and each year thereafter.



## 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

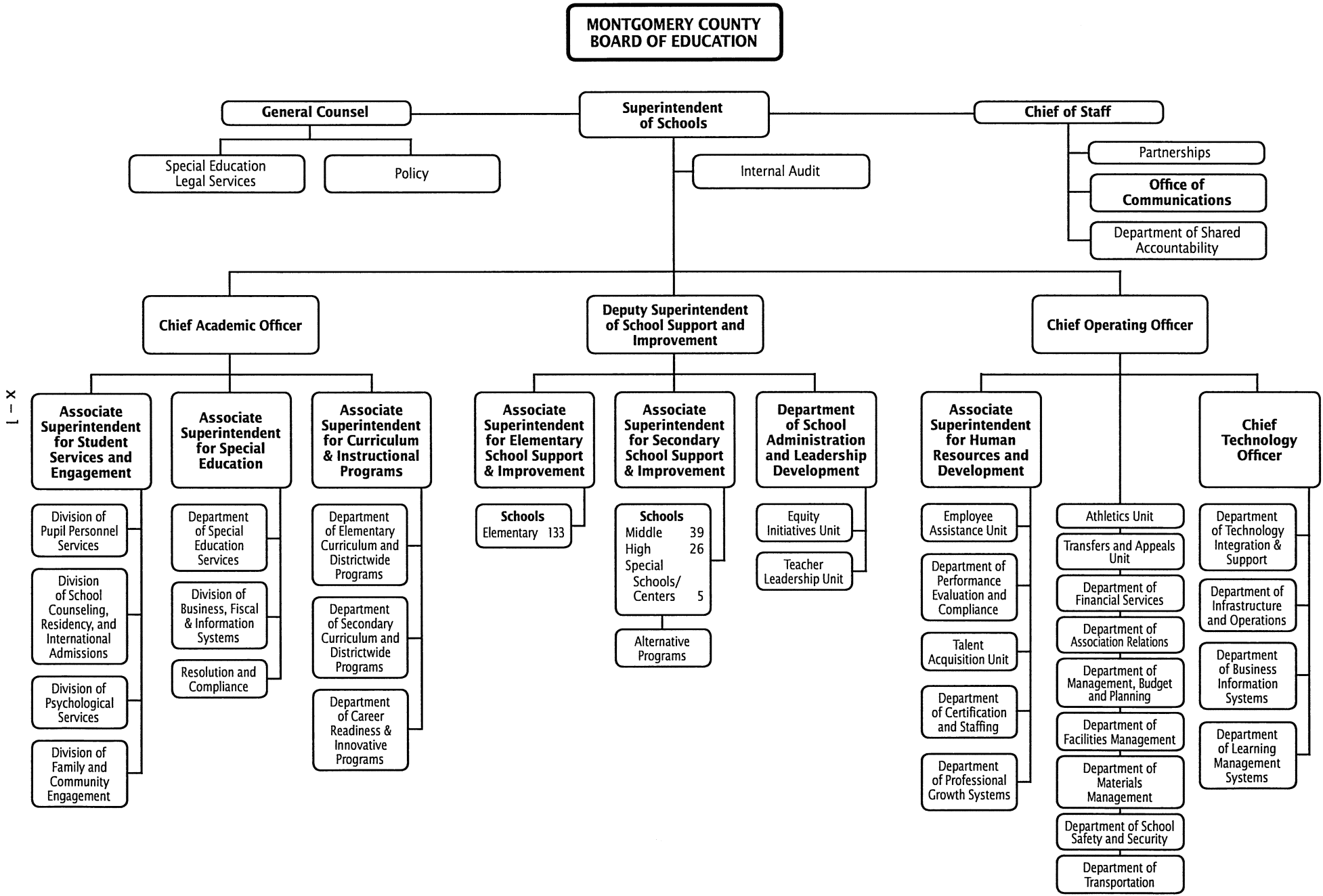
WHEREAS, The Special Education Staffing Committee composed of parents, teachers, principals, special education staff, and special education advocates held two meetings in June and December of 2015 and recommendations were submitted to the Department of Special Education; and

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 2017 Special Education Staffing Plan as included in the FY 2017 Recommended Operating Budget; and be it further

Resolved, That upon final approval of the FY 2017 Operating Budget in June 2016, the Special Education Staffing Plan will be submitted to MSDE.

# MONTGOMERY COUNTY PUBLIC SCHOOLS ORGANIZATION—FY 2017



1 - X

**CHAPTER 1**

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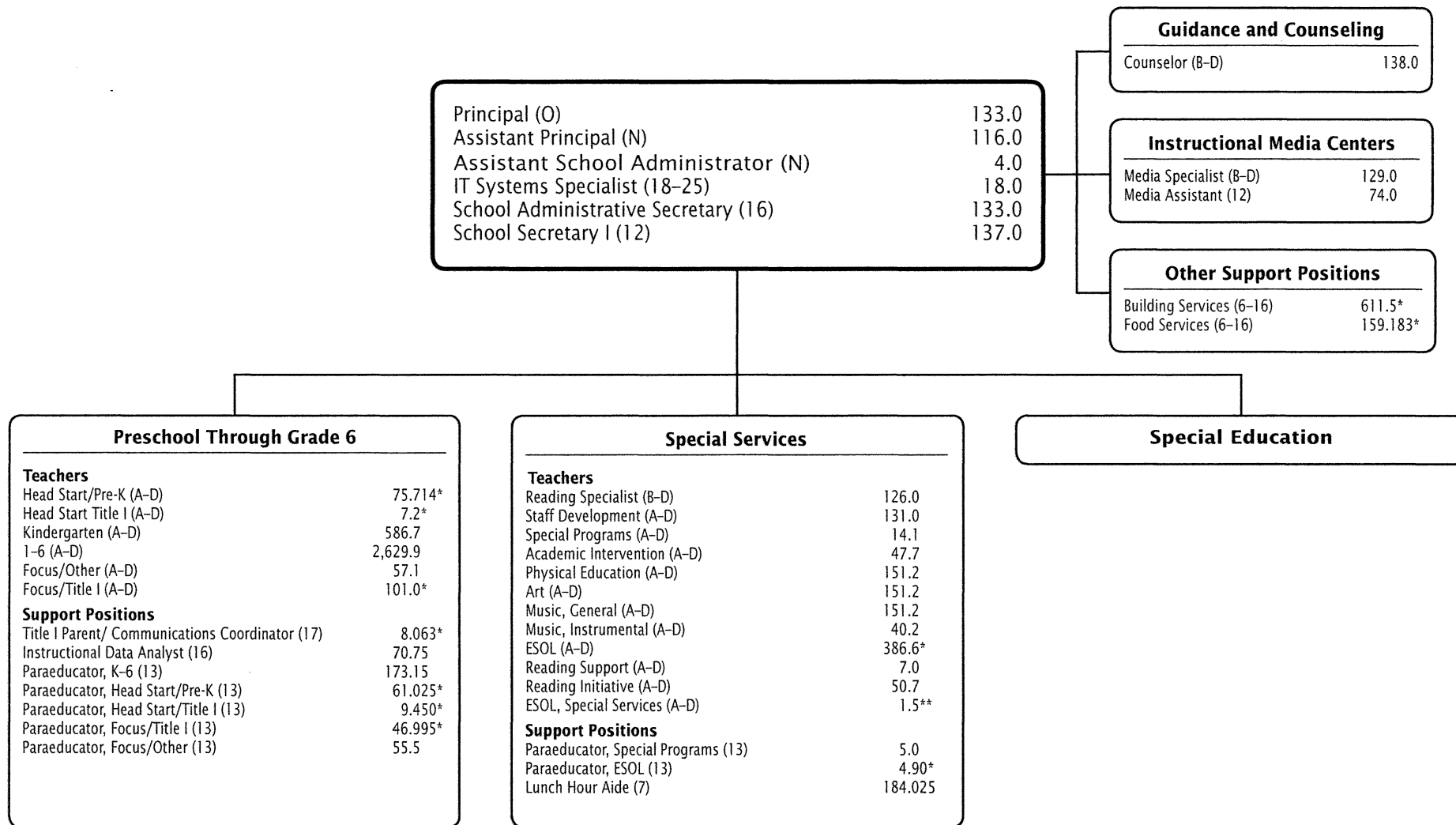
**K-12 Instruction**

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

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative	493.000	490.500	490.500	499.500	9.000
Business/Operations Admin.	25.000	25.000	25.000	25.000	
Professional	9,113.000	9,018.600	9,021.600	9,148.710	127.110
Supporting Services	1,820.373	1,755.068	1,755.068	1,772.543	17.475
<b>TOTAL POSITIONS</b>	<b>11,451.373</b>	<b>11,289.168</b>	<b>11,292.168</b>	<b>11,445.753</b>	<b>153.585</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$62,441,696	\$64,638,270	\$64,638,270	\$67,067,344	\$2,429,074
Business/Operations Admin.	2,216,331	2,334,941	2,334,941	2,301,400	(33,541)
Professional	706,078,443	732,585,046	732,739,861	767,966,815	35,226,954
Supporting Services	82,232,866	82,333,575	82,333,575	83,557,352	1,223,777
<b>TOTAL POSITION DOLLARS</b>	<b>852,969,336</b>	<b>881,891,832</b>	<b>882,046,647</b>	<b>920,892,911</b>	<b>38,846,264</b>
<b>OTHER SALARIES</b>					
Administrative	331,121	397,576	397,576	405,528	7,952
Professional	40,737,296	42,334,056	42,334,056	44,576,283	2,242,227
Supporting Services	2,115,643	2,792,432	2,792,432	2,837,859	45,427
<b>TOTAL OTHER SALARIES</b>	<b>43,184,060</b>	<b>45,524,064</b>	<b>45,524,064</b>	<b>47,819,670</b>	<b>2,295,606</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>896,153,396</b>	<b>927,415,896</b>	<b>927,570,711</b>	<b>968,712,581</b>	<b>41,141,870</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>1,942,919</b>	<b>2,741,395</b>	<b>2,741,395</b>	<b>2,782,935</b>	<b>41,540</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>19,671,162</b>	<b>19,580,555</b>	<b>19,580,555</b>	<b>21,471,456</b>	<b>1,890,901</b>
<b>04 OTHER</b>					
Local/Other Travel	714,320	827,541	827,541	797,672	(29,869)
Insur & Employee Benefits					
Utilities					
Miscellaneous	3,395,409	3,701,076	3,701,076	3,749,716	48,640
<b>TOTAL OTHER</b>	<b>4,109,729</b>	<b>4,528,617</b>	<b>4,528,617</b>	<b>4,547,388</b>	<b>18,771</b>
<b>05 EQUIPMENT</b>	<b>305,595</b>	<b>789,944</b>	<b>789,944</b>	<b>784,928</b>	<b>(5,016)</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$922,182,801</b>	<b>\$955,056,407</b>	<b>\$955,211,222</b>	<b>\$998,299,288</b>	<b>\$43,088,066</b>

# Elementary Schools



F.T.E. Positions 5,514.425

(\*In addition, chart includes 1,473.130 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 competencies 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* and the 2015–2016 Strategic Priorities. 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 superintendent and DSSIs in the Office of School Support and Improvement (OSSI) analyze individual school performance data relative to countywide, 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—districtwide targets and milestones, and gap reduction will inform differentiated support to schools and areas for improvement in attainment of literacy and math goals (i.e., MAP-R, MIRL, MAP-M, and PARCC)
- » Perceptual data—stakeholder input such as the Gallup survey on student and staff engagement, student voice data, and parent survey data
- » Implementation data—curriculum implementation rubrics; professional learning communities implementation rubrics; data collected in Instructional Core Teams (ICT). For example, reading pilot, mathematics student achievement monitoring protocol, School Improvement Plans, informal and formal observations from site visits and coaching conversations, principal SLOs, data collected in DSSI log (informal and formal observations), processes for reporting allegations of child abuse, and compliance with Title IX (i.e., gender equity, sexual harassment); school participation and implementation of equity/cultural proficiency professional learning; audit results; principal supervision/evaluation of staff (3 tier system and SLO); principal develops partnerships with stakeholders to maximize

parent and community engagement (connected to SIP goals).

- » Leadership data—standards of leadership practice in our professional growth system for principals; OHRD data (i.e., PGS implementation, diversity of workforce, goal/SLO setting and follow-up coaching; principal, AP1, AP2, and principal intern evaluations; teacher and leader learning).

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 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 superintendent and DSSIs liaise 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 superintendent 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 superintendent 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: 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, 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 selecting and assigning 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 completes 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**

- » Utilized school improvement strategies and professional learning to develop culturally proficient staff and 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 provide 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. Prioritized schools and coordinated efforts within OSSI and among other offices to provide targeted, aligned, and differentiated support to schools.
- » Starting in 2014, the elementary school administrators and teacher leaders have utilized Early Warning Indicators (EWI) and multiple measures to inform allocations of resources.
- » Increased the number of DSSIs 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.
- » Maintained and established 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). OSSI will monitor school performance on these milestones and their corresponding data indicators, along with school-specific math, literacy, and cultural proficiency goals 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, resulting 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 Current Budget**

The current FY 2016 budget for elementary schools is changed by \$645,459 from the budget adopted by the Board of Education on June 16, 2015. The change is a result of a realignment of \$525,459 from the middle schools level, and \$120,000 from the high schools level that is realigned to this budget for curriculum training.

### **FY 2017 Recommended Budget**

The FY 2017 recommended budget for elementary schools is \$464,263,593, an increase of \$16,655,889 over the current FY 2016 budget. An explanation of this change follows.

### **Same Service Level Changes—\$15,977,958**

#### *Continuing Salary Costs—\$14,524,697*

There is an increase of \$14,524,697 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

#### *Student Enrollment—\$1,246,835*

There is an increase of 306 elementary school students projected for FY 2017. This requires an increase of 18.975 additional positions and \$1,246,835. The changes are as follows:

- » 3.0 assistant principal positions and \$319,947
- » 1.0 assistant school administrator position and \$106,649
- » (2.0) kindergarten teacher positions and (\$105,590)
- » 16.0 classroom teacher positions and \$844,719
- » (1.625) media assistant positions and (\$51,296)
- » 1.4 paraeducator positions and \$42,090
- » 1.2 lunch hour aide positions and \$27,725

In addition, there is an increase to the budget of \$39,659 for textbooks, instructional supplies, and media center materials. There also is an increase of \$22,932 for substitutes.

#### *Realignments to Meet Expenditure Requirements and Program Priorities—(\$12,096)*

Realignments between elementary and middle schools budgets are necessary to address priority spending needs. There is a decrease to the elementary schools budget of \$12,096 for contractual services that is realigned to the middle schools budget for instructional computer repairs.

#### *Other—\$218,522*

Applying an inflation factor of three percent increases the budget for textbooks and instructional materials by \$218,522.

### **Program Efficiencies and Reductions—(\$403,305)**

The FY 2017 recommended budget for this department includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

The inflation amount of \$218,522 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 3.5 classroom teacher positions and \$184,783 as a result of a change in how accelerated instruction in mathematics for Grades 4 and 5 students will be provided. We will phase out serving students in middle schools and will provide math to students in their home schools. This will be accomplished through greater departmentalization, flexible grouping, and differentiation, which may require additional paraeducators to support mathematics instruction.

### **Strategic Priority Enhancements—\$1,081,236**

#### *Professional Development to Support Literacy and Mathematics—\$1,000,000*

Building a more strategic infrastructure for the delivery of professional development will result in a more deliberate allocation of resources. Rather than a system that is based on developing the same professional development for all schools and staff, the system will be based on an understanding of the individual needs and context of each school. This approach will allow the school system to effectively target schools based on demonstrated needs and provide differentiated professional development that is designed specifically to meet the needs of the targeted school. The redesigned approach to professional development creates the opportunity for schools with the greatest need for support to receive significant, deep, and ongoing support; thereby, more effectively utilizing existing resources and significantly increasing the return on investment ratio. For FY 2017, \$1,000,000 is added to the elementary schools budget to support professional development for literacy and mathematics. In addition, there is \$76,500 for employee benefits budgeted in the Department of Financial Services budget. It should be noted that in FY 2016, \$2,000,000 of professional development funds were eliminated from the budget in order to meet the funding level appropriated to MCPS.

#### *Dual Language—\$81,236*

Perfecting existing programs prior to expansion is an element of strategic continuous improvement. The Dual Language program at Kemp Mill Elementary School has been a singleton program for many years. Without an institutional



partner and with changes in staff and administration, the program has lacked attention and nurturing. Bringing a renewed level of intentionality to the Dual Language program will not only strengthen the academic program at Kemp Mill Elementary School but will provide valuable lessons for any possible expansion beyond Kemp Mill Elementary School. Funding is included for a consultant to conduct a review of the Kemp Mill program and lead professional learning. In addition, there is \$4,684 for employee benefits budgeted in the Department of Financial Services budget.

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

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

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	5,585.325	5,498.950	5,498.950	5,514.425	15.475
Position Salaries	\$400,147,222	\$414,639,937	\$414,639,937	\$429,574,961	\$14,935,024
<b>Other Salaries</b>					
Summer Employment		92,069	92,069	93,910	1,841
Professional Substitutes		8,141,634	8,487,093	9,248,677	761,584
Stipends		2,300,807	2,300,807	2,942,239	641,432
Professional Part Time		288,000	588,000	604,575	16,575
Supporting Services Part Time		1,604,024	1,604,024	1,636,104	32,080
Other		10,989,376	10,989,376	11,209,166	219,790
Subtotal Other Salaries	21,843,548	23,415,910	24,061,369	25,734,671	1,673,302
<b>Total Salaries &amp; Wages</b>	<b>421,990,770</b>	<b>438,055,847</b>	<b>438,701,306</b>	<b>455,309,632</b>	<b>16,608,326</b>
<b>02 Contractual Services</b>					
Consultants		145,510	145,510	145,510	
Other Contractual		667,097	667,097	675,001	7,904
<b>Total Contractual Services</b>	<b>773,457</b>	<b>812,607</b>	<b>812,607</b>	<b>820,511</b>	<b>7,904</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks		1,932,696	1,932,696	1,942,803	10,107
Media		922,379	922,379	927,203	4,824
Instructional Supplies & Materials		4,429,003	4,429,003	4,453,731	24,728
Office					
Other Supplies & Materials		299,613	299,613	299,613	
<b>Total Supplies &amp; Materials</b>	<b>10,309,643</b>	<b>7,583,691</b>	<b>7,583,691</b>	<b>7,623,350</b>	<b>39,659</b>
<b>04 Other</b>					
Local/Other Travel		86,120	86,120	86,120	
Insur & Employee Benefits					
Utilities					
Miscellaneous		186,652	186,652	186,652	
<b>Total Other</b>	<b>161,351</b>	<b>272,772</b>	<b>272,772</b>	<b>272,772</b>	
<b>05 Equipment</b>					
Leased Equipment		88,228	88,228	88,228	
Other Equipment		149,100	149,100	149,100	
<b>Total Equipment</b>	<b>39,387</b>	<b>237,328</b>	<b>237,328</b>	<b>237,328</b>	
<b>Grand Total</b>	<b>\$433,274,608</b>	<b>\$446,962,245</b>	<b>\$447,607,704</b>	<b>\$464,263,593</b>	<b>\$16,655,889</b>

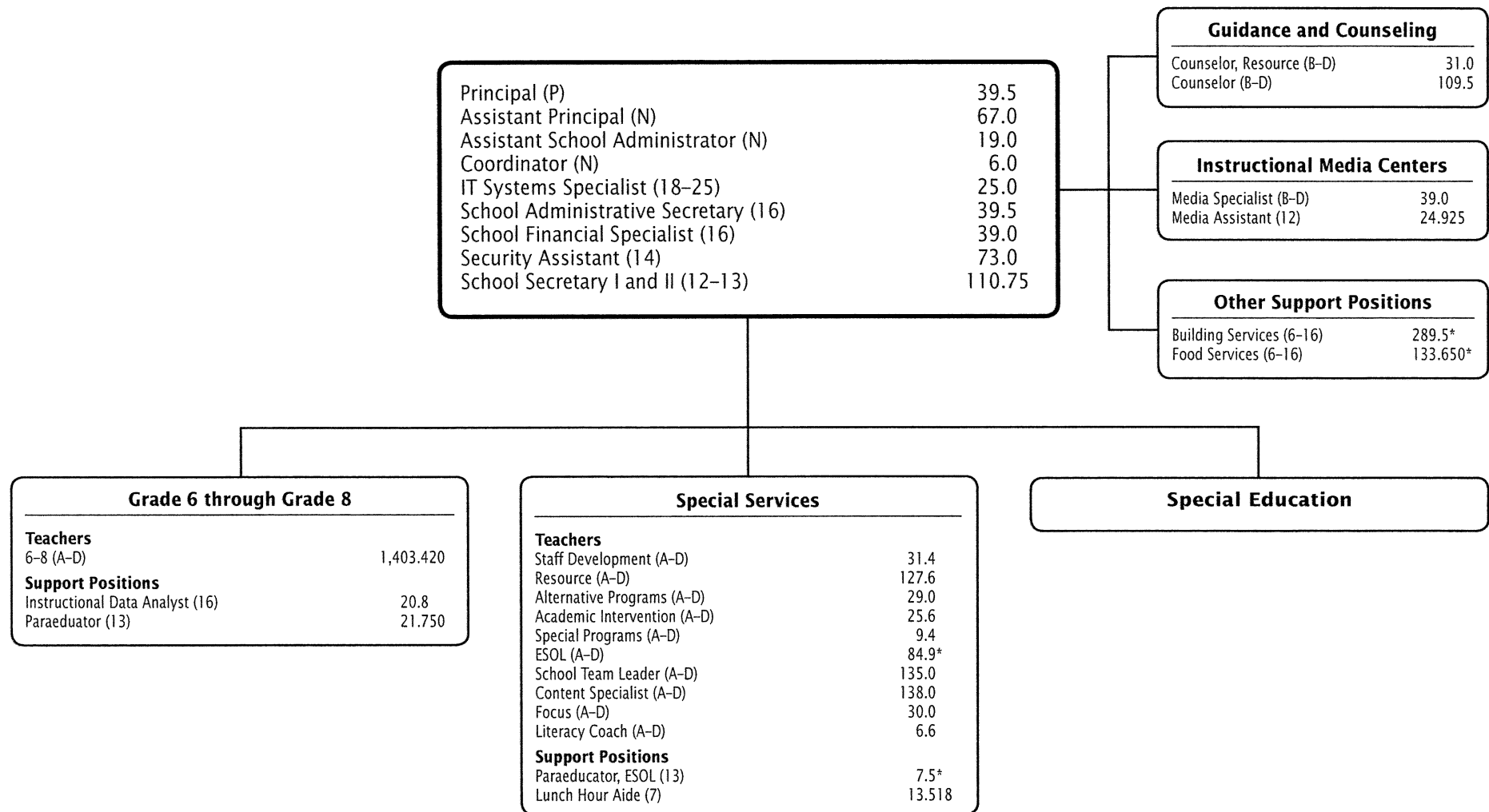
# Elementary Schools - 121/123/124/125/126/128

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

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
2	O Principal		133.000	133.000	133.000	<b>133.000</b>	
2	N Assistant Principal		113.000	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	126.000	126.000	126.000	<b>126.000</b>	
3	BD Counselor, Elementary	X	138.000	138.000	138.000	<b>138.000</b>	
3	BD Media Specialist	X	129.000	129.000	129.000	<b>129.000</b>	
3	AD Teacher	X	2,652.300	2,617.400	2,617.400	<b>2,629.900</b>	12.500
3	AD Teacher, Academic Intervention	X	47.700	47.700	47.700	<b>47.700</b>	
3	AD Teacher, Staff Development	X	131.000	131.000	131.000	<b>131.000</b>	
3	AD Teacher, Reading Support	X	7.000	7.000	7.000	<b>7.000</b>	
3	AD Teacher, Reading Initiative	X	55.700	50.700	50.700	<b>50.700</b>	
3	AD Teacher, Special Programs	X	14.800	14.100	14.100	<b>14.100</b>	
3	AD Teacher, Focus	X	57.100	57.100	57.100	<b>57.100</b>	
3	AD Teacher, Kindergarten	X	619.300	588.700	588.700	<b>586.700</b>	(2.000)
3	AD Teacher, Physical Education	X	151.200	151.200	151.200	<b>151.200</b>	
3	AD Teacher, Art	X	151.200	151.200	151.200	<b>151.200</b>	
3	AD Teacher, General Music	X	151.200	151.200	151.200	<b>151.200</b>	
3	AD Teacher, Instrumental Music	X	40.200	40.200	40.200	<b>40.200</b>	
10	25 IT Systems Specialist		34.000	18.000	18.000	<b>18.000</b>	
2	16 School Admin Secretary		133.000	133.000	133.000	<b>133.000</b>	
3	16 Instructional Data Analyst	X	88.750	70.750	70.750	<b>70.750</b>	
3	13 Paraeducator	X	185.125	171.750	171.750	<b>173.150</b>	1.400
3	13 Paraeducator - Special Prgs	X	5.000	5.000	5.000	<b>5.000</b>	
3	13 Paraeducator - Focus	X	55.500	55.500	55.500	<b>55.500</b>	
2	12 School Secretary I	X	137.000	137.000	137.000	<b>137.000</b>	
3	12 Media Assistant	X	81.250	75.625	75.625	<b>74.000</b>	(1.625)
3	7 Lunch Hour Aide	X	145.000	182.825	182.825	<b>184.025</b>	1.200
<b>Total Positions</b>			<b>5,585.325</b>	<b>5,498.950</b>	<b>5,498.950</b>	<b>5,514.425</b>	<b>15.475</b>

# Middle Schools

Chapter 1 – 10



F.T.E. Positions 2,615.263

(\*In addition, this chart includes 515.550 positions from ESOL, School/Plant Operations, and Food Services. School-based special education positions are shown in Chapter 5.)

## FY 2017 OPERATING BUDGET

**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* and the 2015–2016 Strategic Priorities. 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 countywide, 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—districtwide targets and milestones and gap reduction will inform differentiated support to schools and areas for improvement in attainment of literacy and math goals (i.e., MAP-R, MAP-M, Algebra 1, Eligibility, Suspension, and PARCC)
- » Perceptual data—stakeholder input such as the Gallup survey on student and staff engagement, student voice data, and parent survey data
- » Implementation data—curriculum implementation rubrics; data collected in Instructional Core Teams (ICT) (e.g. Middle School Implementation Team, mathematics student achievement monitoring protocol, Algebra 1 Coach on paper, code of conduct

implementation; School Improvement Plans, informal and formal observations from site visits and coaching conversations, principal SLOs, data collected in DSSI log (informal and formal observations), processes for reporting allegations of child abuse, and compliance with Title IX (i.e., gender equity, sexual harassment); school participation and implementation of equity/cultural proficiency professional learning; audit results; principal supervision/evaluation of staff (three-tier system and SLO); principal develops partnerships with stakeholders to maximize parent and community engagement (connected to SIP goals).

- » Leadership data—standards of leadership practice in our professional growth system for principals; OHRD data (i.e., PGS implementation, diversity of work force), goal/SLO setting and follow-up coaching; principal, AP1, AP2, and principal intern evaluations; teacher and leader learning.

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 reflect teaching and learning practices that promote academic excellence, creative problem solving, and social emotional learning for all middle school students.

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 principals 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: 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 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.

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 in 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 completes all principal evaluations using the Administrative and Supervisory Professional Growth System.

**ACCOMPLISHMENTS AND INITIATIVES**

- » Increased 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.
- » Ensured 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.
- » Utilized school improvement strategies and professional learning to develop culturally proficient staff and 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. Prioritized schools and coordinated efforts within OSSI and among other offices to provide targeted, aligned, and differentiated support to schools.

- » Starting in 2014, the middle school administrators and teacher leaders have 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.
- » Maintained and established 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; and completion of Algebra 1 with a C or better. OSSI will monitor school performance on these milestones and their corresponding data indicators, along with school-specific math, literacy, and cultural proficiency goals 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 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, resulting 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 Current Budget**

The current FY 2016 budget for middle schools is changed from the budget adopted by the Board of Education on June 16, 2015. The change is a result of a realignment of \$525,459 for substitutes from this budget to the elementary schools budget for curriculum training.

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for middle schools is \$232,337,465, an increase of \$12,605,482 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$12,942,927**

*Continuing Salary Costs—\$7,642,514*

There is an increase of \$7,642,514 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

*Student Enrollment—\$2,597,278*

There is an increase of 755 middle school students projected for FY 2017. This requires an increase of 44.220 additional positions and \$2,597,278. The changes are as follows:

- » 2.0 assistant school administrator positions and \$213,298
- » 35.72 classroom teacher positions and \$1,906,384
- » 4.0 counselor positions and \$211,180
- » 2.0 security assistant positions and \$65,088
- » .5 lunch hour aide positions and \$11,552

In addition, there is an increase to the budget of \$123,208 for textbooks, instructional supplies, and media center materials. There also is an increase of \$66,568 for substitutes.

*New School/Space—\$2,551,465*

The new Clarksburg/Damascus middle school is scheduled to open in FY 2017. Two positions were added in the FY 2016 budget, a .5 principal and a .5 administrative secretary, to allow for planning and preparation, and to ensure that the school will be ready for students in August 2017. For FY 2017, 15.6 positions and \$2,468,347 are added to the budget to open the new school. The positions are as follows:

- » .5 principal position and \$59,915
- » 2.0 assistant principals and \$213,298
- » 1.0 staff development teacher position and \$52,795
- » 1.0 alternative programs teacher position and \$52,795
- » 1.0 resource teacher position and \$84,472
- » 1.0 media specialist position and \$52,795
- » 1.6 resource counselor position and \$ 52,795
- » .5 school administrative secretary position and \$23,203
- » 1.0 school financial specialist position and \$46,405
- » 1.0 school secretary II position and \$32,777
- » 1.0 school secretary I position and \$31,567
- » 2.0 security assistant positions and \$65,088
- » .5 instructional data analyst position and \$18,115
- » .625 medial assistant position and \$19,729
- » .875 paraeducator position and \$26,306

There also is an increase to the budget of \$1,562,000 for textbooks, instructional supplies, and media center materials, and \$74,292 for summer employment.

In addition, there is a .5 principal position and \$59,915, and a .5 administrative secretary position and \$23,203 is budgeted to allow for the planning and preparation to ensure that the new Bethesda/Chevy Chase middle school will be ready for students in September of 2018.

*Realignments to Meet Expenditure Requirements and Program Priorities—\$12,096*

Realignments between elementary and middle schools budgets are necessary to address priority spending needs. There is an increase to the middle schools budget of \$12,096 for instructional computer repairs that is realigned from the elementary schools contractual services budget. In addition, there is a realignment within the middle schools budget of 2.0 security assistant positions and \$72,898 to 2.0 school secretary I positions.

*Other—\$139,574*

Applying an inflation factor of three percent increases the budget for textbooks and instructional materials by \$139,574.

***Program Efficiencies and Reductions—(\$337,445)***

The FY 2017 recommended budget for this department includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

The inflation amount of \$139,574 budgeted for textbooks and instructional materials is eliminated. Efficiencies will be necessary to ensure that schools have required textbooks and materials.

In addition, there is a reduction of \$8,295 for contractual services, \$2,764 for dues, registration, and fees, \$5,881 for instructional materials, \$14,721 for stipends, \$103,952 for professional part-time salaries, \$40,875 for program supplies, \$4,043 for substitutes, \$8,240 for supporting services part-time salaries, and \$9,100 for travel for professional learning.



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

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

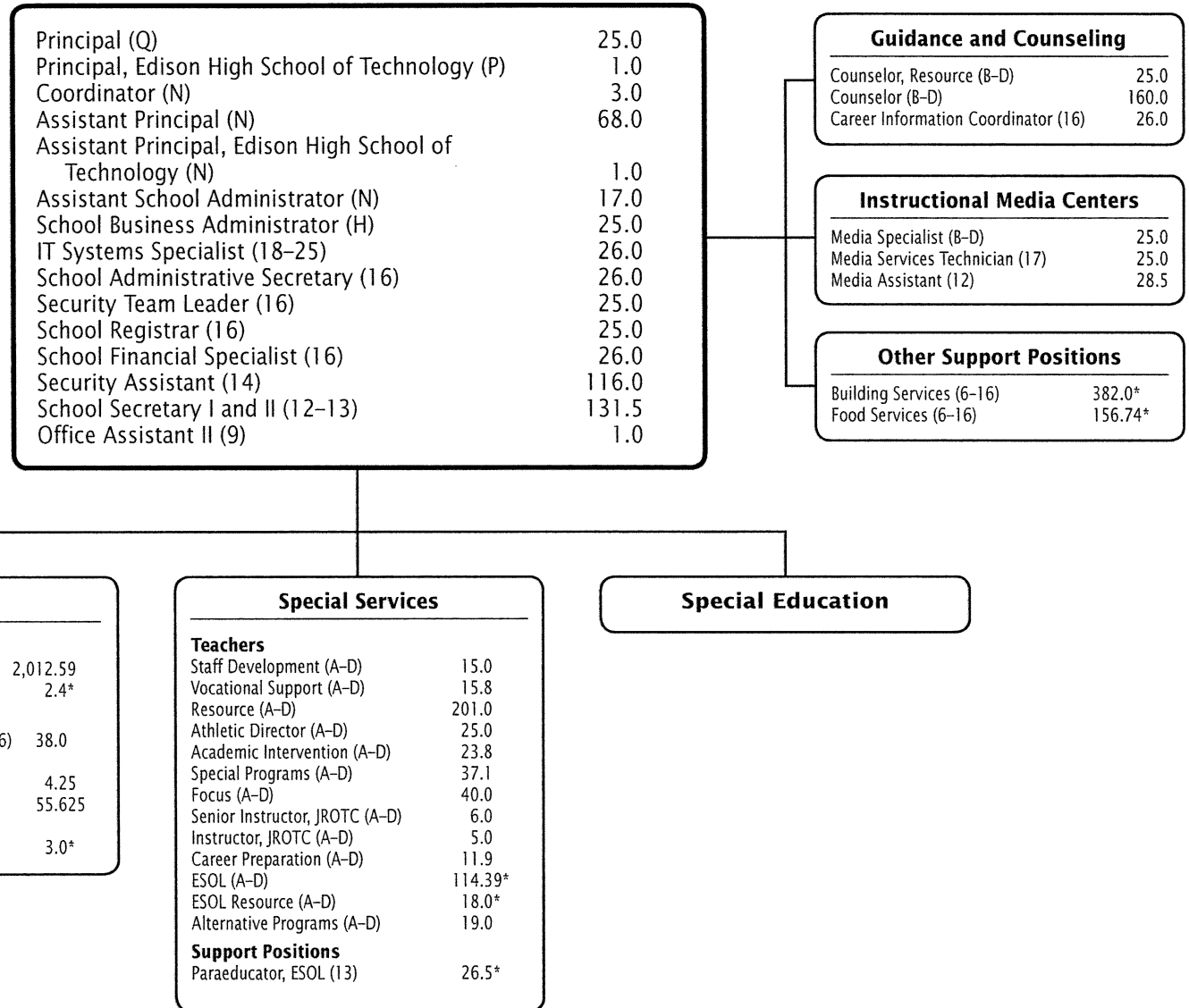
Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	2,574.668	2,554.443	2,554.443	<b>2,615.263</b>	60.820
Position Salaries	\$199,679,754	\$206,246,167	\$206,246,167	<b>\$217,128,113</b>	\$10,881,946
<b>Other Salaries</b>					
Summer Employment		169,870	169,870	<b>173,267</b>	3,397
Professional Substitutes		3,299,544	2,774,085	<b>2,902,601</b>	128,516
Stipends		1,497,288	1,497,288	<b>1,512,512</b>	15,224
Professional Part Time		1,590,300	1,590,300	<b>1,518,154</b>	(72,146)
Supporting Services Part Time		304,915	304,915	<b>302,773</b>	(2,142)
Other		1,014,888	1,014,888	<b>1,035,186</b>	20,298
Subtotal Other Salaries	7,788,900	7,876,805	7,351,346	<b>7,444,493</b>	93,147
<b>Total Salaries &amp; Wages</b>	<b>207,468,654</b>	<b>214,122,972</b>	<b>213,597,513</b>	<b>224,572,606</b>	<b>10,975,093</b>
<b>02 Contractual Services</b>					
Consultants		28,209	28,209	<b>28,209</b>	
Other Contractual		610,989	610,989	<b>614,790</b>	3,801
<b>Total Contractual Services</b>	<b>478,614</b>	<b>639,198</b>	<b>639,198</b>	<b>642,999</b>	<b>3,801</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks		1,434,101	1,434,101	<b>1,903,323</b>	469,222
Media		670,670	670,670	<b>1,228,077</b>	557,407
Instructional Supplies & Materials		2,547,685	2,547,685	<b>3,200,383</b>	652,698
Office					
Other Supplies & Materials		94,569	94,569	<b>53,694</b>	(40,875)
<b>Total Supplies &amp; Materials</b>	<b>3,575,047</b>	<b>4,747,025</b>	<b>4,747,025</b>	<b>6,385,477</b>	<b>1,638,452</b>
<b>04 Other</b>					
Local/Other Travel		165,177	165,177	<b>153,313</b>	(11,864)
Insur & Employee Benefits					
Utilities					
Miscellaneous		445,776	445,776	<b>445,776</b>	
<b>Total Other</b>	<b>436,074</b>	<b>610,953</b>	<b>610,953</b>	<b>599,089</b>	<b>(11,864)</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		137,294	137,294	<b>137,294</b>	
<b>Total Equipment</b>	<b>55,896</b>	<b>137,294</b>	<b>137,294</b>	<b>137,294</b>	
<b>Grand Total</b>	<b>\$212,014,285</b>	<b>\$220,257,442</b>	<b>\$219,731,983</b>	<b>\$232,337,465</b>	<b>\$12,605,482</b>

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

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

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
2	P Principal		38.000	38.500	38.500	<b>39.500</b>	1.000
2	N Coordinator		6.000	6.000	6.000	<b>6.000</b>	
2	N Assistant Principal		65.000	65.000	65.000	<b>67.000</b>	2.000
2	N Asst Sch Administrator (11 mo)		19.000	17.000	17.000	<b>19.000</b>	2.000
3	BD Reading Specialist	X	27.000	21.600			
3	BD Counselor, Secondary	X	105.500	105.500	105.500	<b>109.500</b>	4.000
3	BD Media Specialist	X	38.000	38.000	38.000	<b>39.000</b>	1.000
3	BD Counselor, Resource	X	30.000	30.000	30.000	<b>31.000</b>	1.000
3	AD Teacher	X	1,326.700	1,346.100	1,367.700	<b>1,403.420</b>	35.720
3	AD Teacher, Academic Intervention	X	25.600	25.600	25.600	<b>25.600</b>	
3	AD Teacher, Staff Development	X	38.000	30.400	30.400	<b>31.400</b>	1.000
3	AD Teacher, Alternative Programs	X	28.000	28.000	28.000	<b>29.000</b>	1.000
3	AD Literacy Coach	X	6.600	6.600	6.600	<b>6.600</b>	
3	AD Teacher, Special Programs	X	11.400	9.400	9.400	<b>9.400</b>	
3	AD Middle School Team Ldr	X	135.000	135.000	135.000	<b>135.000</b>	
3	AD Content Specialist	X	138.000	138.000	138.000	<b>138.000</b>	
3	AD Teacher, Focus	X	30.000	30.000	30.000	<b>30.000</b>	
3	AD Teacher, Resource	X	126.000	126.000	126.000	<b>127.600</b>	1.600
10	25 IT Systems Specialist		31.000	25.000	25.000	<b>25.000</b>	
2	16 School Financial Specialist		38.000	38.000	38.000	<b>39.000</b>	1.000
2	16 School Admin Secretary		38.000	38.500	38.500	<b>39.500</b>	1.000
3	16 Instructional Data Analyst	X	30.175	20.300	20.300	<b>20.800</b>	.500
2	14 Security Assistant	X	69.000	71.000	71.000	<b>73.000</b>	2.000
2	13 School Secretary II	X	21.500	21.500	21.500	<b>22.500</b>	1.000
2	13 School Secretary II		41.000	41.000	41.000	<b>41.000</b>	
3	13 Paraeducator	X	20.250	20.875	20.875	<b>21.750</b>	.875
2	12 School Secretary I	X	46.250	44.250	44.250	<b>47.250</b>	3.000
3	12 Media Assistant	X	32.675	24.300	24.300	<b>24.925</b>	.625
3	7 Lunch Hour Aide	X	13.018	13.018	13.018	<b>13.518</b>	.500
	<b>Total Positions</b>		<b>2,574.668</b>	<b>2,554.443</b>	<b>2,554.443</b>	<b>2,615.263</b>	<b>60.820</b>

# High Schools



F.T.E. Positions 3,316.065

(\*In addition chart includes 703.030 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*, and the 2015–2016 Strategic Priorities. 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—districtwide targets and milestones and gap reduction will inform differentiated support to schools and areas for improvement in attainment of literacy and math goals (i.e., Algebra 1, English 9, Algebra 2, Eligibility, Suspension, SAT, AP/IB, PARCC, Graduation)
- » Perceptual data—stakeholder input such as the Gallup survey on student and staff engagement, student voice data, and parent survey data
- » Implementation data—curriculum implementation rubrics; data collected in Instructional Core Teams (ICT) (e.g. mathematics student achievement monitoring protocol, Algebra 1 Coach on paper, high school eligibility tool and code of conduct implementation, School Improvement Plans, informal and formal observations from site visits and coaching conversations, principal SLOs, data collected in DSSI log (informal and formal observations), processes for reporting

allegations of child abuse, and compliance with Title IX (i.e., gender equity, sexual harassment); school participation and implementation of equity/cultural proficiency professional learning; audit results; principal supervision/evaluation of staff (three-tier system and SLO); principal develops partnerships with stakeholders to maximize parent and community engagement (connected to SIP goals).

- » Leadership data—standards of leadership practice in our professional growth system for principals; OHRD data (i.e., PGS implementation, diversity of workforce), goal/SLO setting and follow-up coaching; principal, AP1, AP2, and principal intern evaluations; teacher and leader learning.

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. 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 secondary schools and DSSIs establish clarity for expectations of characteristics for 21st century high schools (i.e., collaborative problem solving, critical thinking, community engagement). 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 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. 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: 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 HS 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, additional staff, specific professional learning sessions, etc.). OSSI engages 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 selecting and assigning 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 completes all principal evaluations using the Administrative and Supervisory Professional Growth System.

## **ACCOMPLISHMENTS AND INITIATIVES**

- » Developed and implemented 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.
- » Utilized school improvement strategies and professional learning to develop culturally proficient staff and 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. Prioritized schools and coordinated efforts within OSSI and among other offices to provide targeted, aligned, and differentiated support to schools.
- » Starting in 2014, high school administrators and teacher leaders have utilized Early Warning Indicators (EWI) and multiple measures to inform allocation 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 support to schools.
- » Maintained and established 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**

Districtwide milestones and gap-reduction targets have been established to measure student progress: eligibility; graduation rate; completion of Algebra 1 and 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. OSSI will monitor school performance on these milestones and their corresponding data indicators, along with school-specific math, literacy, and cultural proficiency goals 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 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.

## **OVERVIEW OF BUDGET CHANGES**

### **FY 2016 Current Budget**

The current FY 2016 budget for high schools is changed by \$34,815 from the budget adopted by the Board of Education on June 16, 2015. The change is a result of a reduction of \$120,000 for substitutes that is realigned to the elementary schools budget for curriculum training. In addition, there is a realignment of 3.0 classroom teacher positions and \$154,815 to this budget from the Office of School Support and Improvement, Alternative Programs.

### **FY 2017 Recommended Budget**

The FY 2017 recommended budget for high schools is \$301,698,230, an increase of \$13,826,695 over the current FY 2016 budget. An explanation of this change follows.

### **Same Service Level Changes—\$13,801,160**

#### *Continuing Salary Costs—\$9,320,717*

There is an increase of \$9,320,717 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

#### *Student Enrollment—\$4,273,241*

There is an increase of 1,321 high school students projected for FY 2017. This requires an increase of 77.290 additional positions and \$4,273,421. The changes are as follows:

- » 64.290 classroom teacher positions and \$3,429,432
- » 2.0 resource teacher positions and \$105,590
- » 5.0 counselor positions and \$263,975
- » 3.0 security assistant positions and \$97,632
- » .5 media assistant position and \$15,784
- » 1.0 english composition assistant position and \$35,696
- » 1.5 paraeducator positions and \$45,096

In addition, there is an increase to the budget of \$182,790 for textbooks, instructional supplies, and media center materials. There also is an increase of \$97,246 for substitutes.

### *Realignments to Meet Expenditure Requirements and Program Priorities—\$207,202*

Realignments are budgeted within the high school budget to address priority spending needs. There is a decrease of 2.0 security assistant positions and \$71,809, and a corresponding increase of 2.0 school secretary I positions and \$71,809. In addition, there is reduction of \$10,000 for contractual services and a corresponding increase of \$10,000 for stipends for the Forensics and Debate program.

### *Other—\$207,202*

Applying an inflation factor of three percent increases the budget for textbooks and instructional materials by \$207,202.

### **Program Efficiencies and Reductions—(\$286,465)**

The FY 2017 recommended budget for this department includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

The inflation amount of \$207,202 budgeted for textbooks and instructional materials is eliminated. Efficiencies will be necessary to ensure that schools have required textbooks and materials.

In addition, there is a reduction of \$3,000 for professional part-time salaries, \$2,182 for supporting services part-time salaries, \$23,535 for substitutes, \$18,387 for contractual services, \$6,778 for consultants, \$7,183 for dues, registration, and fees, \$10,522 for travel for professional learning, \$300 for local travel reimbursement, \$5,016 for equipment, and \$2,360 for student transportation based on prior year spending trends.

### **Strategic Priority Enhancements—\$312,000**

#### *Minority Achievement University Partnerships—\$70,000*

The Minority Achievement University Partnerships will link students with local Historically Black Colleges and Universities supporting a focus on pathways to college predicated on building positively reinforcing relationships with adults. The partnerships will focus on students interested in pursuing a career or degree in one of the STEM fields and will include college-level coursework, mentoring, and support with the college application process. The total amount budgeted for this enhancement is \$82,295. Of this amount \$30,000 is for part-time salaries, \$30,000 for other instructional costs, and \$10,000 for instructional materials is added to the high schools budget. In addition, there is \$10,000 for student transportation budgeted in the Department of Transportation, and \$2,295 for employee benefits budgeted in the Department of Financial Services budget.

#### *Marking Period Assessment Development—\$126,000*

Funding is included in FY 2017 for summer marking period assessment development for 30 courses. This is based on four teachers per course working with a central services

instructional specialist to develop four marking period assessments for each course. In addition, there is \$9,639 for employee benefits budgeted in the Department of Financial Services budget.

*College and Career Readiness and College Completion Act (Transition Courses)—\$25,000*

MCPS will utilize teachers to help develop/organize transition opportunities for students in preparation for the 2016–2017 school year. Work would take place during summer 2016. Teachers will help to develop and organize support materials that will be used through after school and lunchtime programs. In addition, funding will support expansion of Accuplacer to include the English as a second language version, as well as additional licenses to cover the increased number of students taking this assessment. The high schools budget is increase by \$25,000; \$10,000 for summer employment and \$15,000 for contractual services to support this enhancement. In addition, there is \$765 for employee benefits budgeted in the Department of Financial Services budget.

*Career Readiness—\$70,000*

Creating a pathway to high school completion—where every student in MCPS exits the school system amply prepared for the next phase of life—requires the school system to have a professional development system that strategically targets and effectively meets areas of need of a broad array of school communities, programs, and options that supports an increasingly diverse and complex student population and broadens relationships with other governmental agencies that leverage resources to support students and families. As a part of this effort, to ensure that every student has a pathway to thrive in their future, there will be a focus on strengthening the Career and Technology Education (CTE) pathways. These pathways, which can result in certifications and/or the building of employability skills, will be fortified and effectively marketed so that students and families understand their benefits. This effort combined with an increased use of Naviance and with an enhanced communications strategy will raise the understanding of staff, students, and families about the potential of the CTE pathways, and what is required to be college and career ready. The FY 2017 high schools budget includes \$50,000 for consultants and \$20,000 for instructional materials to support this enhancement.

*Teacher Workforce Diversity Initiative—\$21,000*

The Student to Educator Pathway (STEP) program seeks to build our talent pipeline by expending opportunities for students who grow up in neighborhoods that are underrepresented among our MCPS alumni teachers. It will establish a career pathway for a yearly cohort of MCPS graduating seniors that will lead to a career teaching in MCPS. This program is already under way, with 20 students from four high schools—Wheaton, Northwood, Einstein, and Clarksburg—participating in their senior year of high school. In FY 2017, this cohort of students will matriculate to college, and as a part of their acceptance into the STEP program, MCPS will provide scholarships annually to each student-teacher as part of our commitment to supporting them through their college years and on their journey to become an MCPS teacher. This scholarship will be leveraged to garner additional private and philanthropic funding to support our STEP students and grow the STEP program as a part of building new teacher talent pipelines here in Montgomery County. The high schools budget includes \$21,000 to support this enhancement.

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

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

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	3,291.380	3,235.775	3,238.775	3,316.065	77.290
Position Salaries	\$253,142,360	\$261,005,728	\$261,160,543	\$274,189,837	\$13,029,294
<b>Other Salaries</b>					
Summer Employment		137,610	137,610	276,362	138,752
Professional Substitutes		3,508,971	3,448,971	3,592,862	143,891
Stipends		6,683,651	6,683,651	6,857,324	173,673
Professional Part Time		1,299,947	1,239,947	1,262,946	22,999
Supporting Services Part Time		450,391	450,391	457,218	6,827
Other		2,150,779	2,150,779	2,193,794	43,015
Subtotal Other Salaries	13,551,612	14,231,349	14,111,349	14,640,506	529,157
<b>Total Salaries &amp; Wages</b>	<b>266,693,972</b>	<b>275,237,077</b>	<b>275,271,892</b>	<b>288,830,343</b>	<b>13,558,451</b>
<b>02 Contractual Services</b>					
Consultants		62,656	62,656	94,269	31,613
Other Contractual		1,226,934	1,226,934	1,225,156	(1,778)
<b>Total Contractual Services</b>	<b>690,848</b>	<b>1,289,590</b>	<b>1,289,590</b>	<b>1,319,425</b>	<b>29,835</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks		1,786,355	1,786,355	1,833,632	47,277
Media		750,812	750,812	770,683	19,871
Instructional Supplies & Materials		4,369,533	4,369,533	4,515,175	145,642
Office		307	307	307	
Other Supplies & Materials		342,832	342,832	342,832	
<b>Total Supplies &amp; Materials</b>	<b>5,786,472</b>	<b>7,249,839</b>	<b>7,249,839</b>	<b>7,462,629</b>	<b>212,790</b>
<b>04 Other</b>					
Local/Other Travel		576,244	576,244	558,239	(18,005)
Insur & Employee Benefits					
Utilities					
Miscellaneous		3,068,648	3,068,648	3,117,288	48,640
<b>Total Other</b>	<b>3,512,304</b>	<b>3,644,892</b>	<b>3,644,892</b>	<b>3,675,527</b>	<b>30,635</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		415,322	415,322	410,306	(5,016)
<b>Total Equipment</b>	<b>210,312</b>	<b>415,322</b>	<b>415,322</b>	<b>410,306</b>	<b>(5,016)</b>
<b>Grand Total</b>	<b>\$276,893,908</b>	<b>\$287,836,720</b>	<b>\$287,871,535</b>	<b>\$301,698,230</b>	<b>\$13,826,695</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 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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>68.000</b>	
2	N Asst Sch Administrator (11 mo)		18.000	17.000	17.000	<b>17.000</b>	
2	H School Business Admin		25.000	25.000	25.000	<b>25.000</b>	
3	BD Counselor, Secondary	X	154.000	154.000	154.000	<b>159.000</b>	5.000
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	1,942.800	1,924.300	1,927.300	<b>1,991.590</b>	64.290
3	AD Teacher, Academic Intervention	X	23.800	23.800	23.800	<b>23.800</b>	
3	AD Teacher, Staff Development	X	15.000	15.000	15.000	<b>15.000</b>	
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	11.900	11.900	<b>11.900</b>	
3	AD Teacher, Special Programs	X	44.100	37.100	37.100	<b>37.100</b>	
3	AD Teacher, Focus	X	40.000	40.000	40.000	<b>40.000</b>	
3	AD Teacher, Resource	X	195.000	195.000	195.000	<b>197.000</b>	2.000
3	AD Senior Instructor, JROTC	X	6.000	6.000	6.000	<b>6.000</b>	
3	AD Instuctor, JROTC	X	5.000	5.000	5.000	<b>5.000</b>	
10	25 IT Systems Specialist		25.000	25.000	25.000	<b>25.000</b>	
3	17 Media Services Technician	X	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	37.000	37.000	<b>38.000</b>	1.000
3	16 Career Information Coordinator		25.000	25.000	25.000	<b>25.000</b>	
3	15 Dual Enrollment Program Assist	X	4.250	4.250	4.250	<b>4.250</b>	
10	14 Security Assistant	X	1.000				
2	14 Security Assistant	X	113.000	115.000	115.000	<b>116.000</b>	1.000
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	51.880	52.875	52.875	<b>54.375</b>	1.500
2	12 School Secretary I	X	68.500	66.500	66.500	<b>68.500</b>	2.000
3	12 Media Assistant	X	44.500	28.000	28.000	<b>28.500</b>	.500
	<b>Subtotal</b>		<b>3,258.030</b>	<b>3,200.525</b>	<b>3,203.525</b>	<b>3,280.815</b>	<b>77.290</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>	
3	BD Counselor, Secondary	X	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 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>142 Edison High School of Technology</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	1.000	<b>1.000</b>	
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	1.250	1.250	<b>1.250</b>	
2	9 Office Assistant II	X	1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>32.750</b>	<b>33.750</b>	<b>33.750</b>	<b>33.750</b>	
	<b>143 High School Intervention</b>						
3	AD Teacher	X	.600	1.500	1.500	<b>1.500</b>	
	<b>Subtotal</b>		<b>.600</b>	<b>1.500</b>	<b>1.500</b>	<b>1.500</b>	
	<b>Total Positions</b>		<b>3,291.380</b>	<b>3,235.775</b>	<b>3,238.775</b>	<b>3,316.065</b>	<b>77.290</b>

**CHAPTER 2**

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**Office of School Support and Improvement**

**Office of the Deputy Superintendent of  
School Support and Improvement** .....

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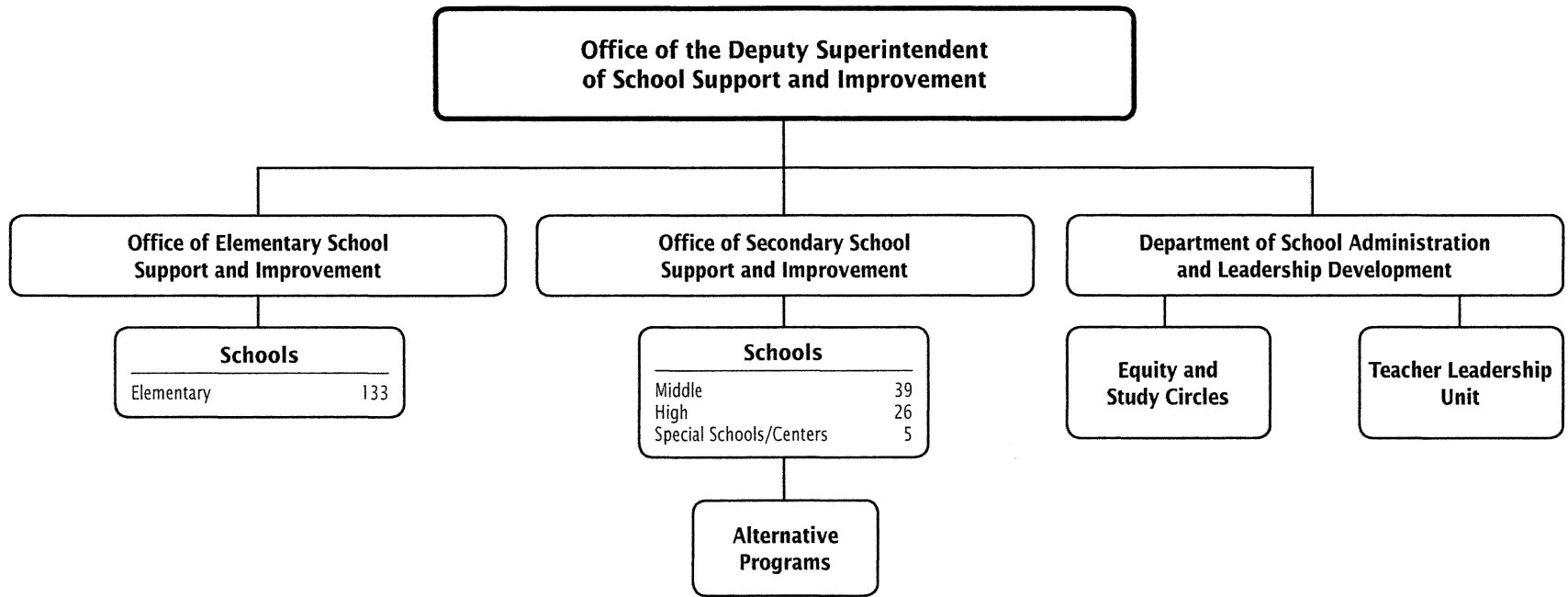
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Department of School Administration and Leadership Development..... 2-13

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

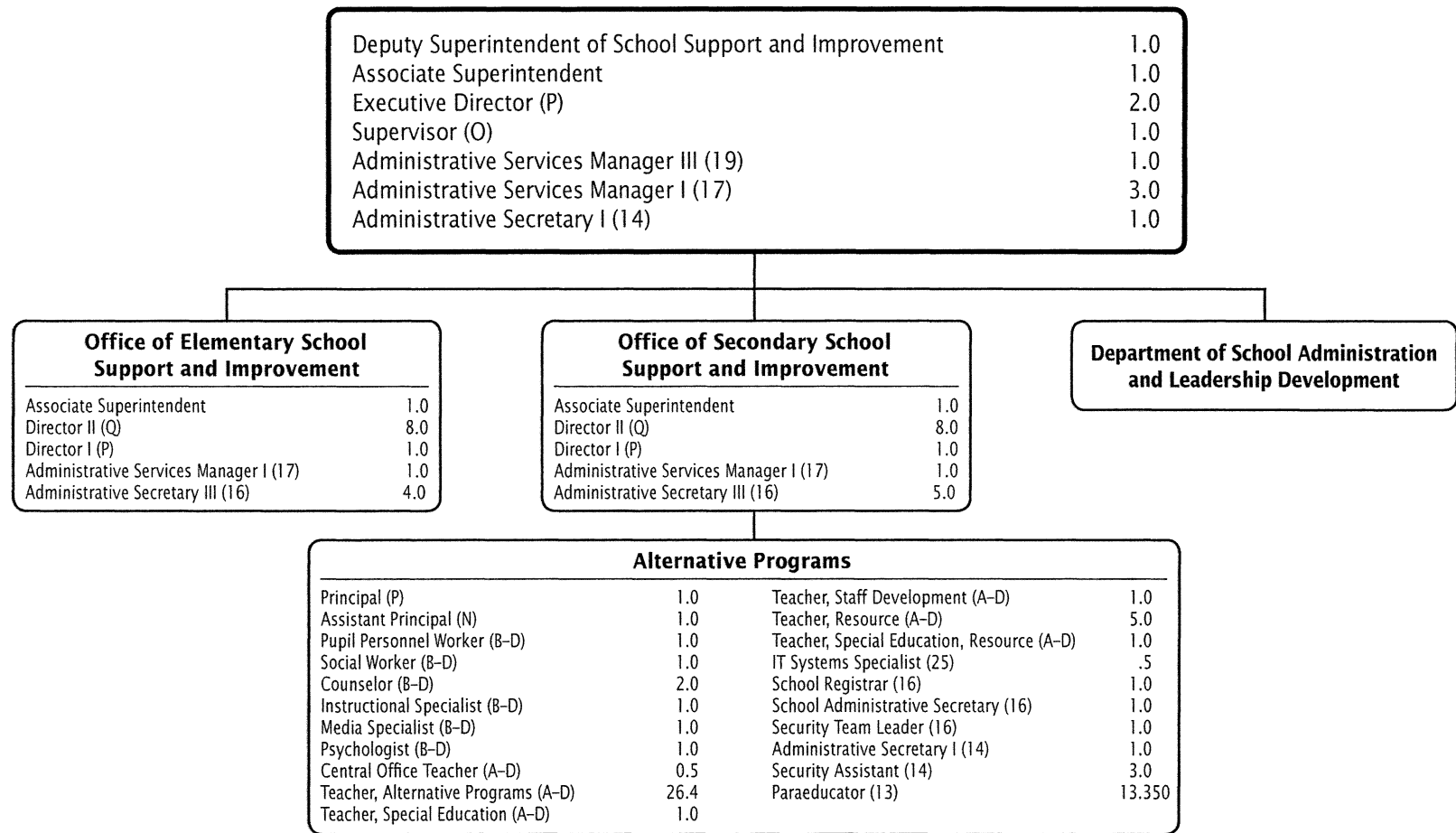
OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative	29.000	30.000	30.000	31.000	1.000
Business/Operations Admin.					
Professional	59.100	57.100	54.100	58.100	4.000
Supporting Services	46.850	40.850	40.850	42.850	2.000
<b>TOTAL POSITIONS</b>	<b>134.950</b>	<b>127.950</b>	<b>124.950</b>	<b>131.950</b>	<b>7.000</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$4,447,109	\$4,721,862	\$4,721,862	\$4,906,946	\$185,084
Business/Operations Admin.					
Professional	5,023,509	4,984,984	4,830,169	5,150,574	320,405
Supporting Services	2,401,503	2,239,511	2,239,511	2,409,185	169,674
<b>TOTAL POSITION DOLLARS</b>	<b>11,872,121</b>	<b>11,946,357</b>	<b>11,791,542</b>	<b>12,466,705</b>	<b>675,163</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	257,348	579,553	579,553	521,672	(57,881)
Supporting Services	29,422	38,725	38,725	22,046	(16,679)
<b>TOTAL OTHER SALARIES</b>	<b>286,770</b>	<b>618,278</b>	<b>618,278</b>	<b>543,718</b>	<b>(74,560)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>12,158,891</b>	<b>12,564,635</b>	<b>12,409,820</b>	<b>13,010,423</b>	<b>600,603</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>331,752</b>	<b>242,669</b>	<b>242,669</b>	<b>258,353</b>	<b>15,684</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>92,408</b>	<b>172,092</b>	<b>172,092</b>	<b>168,471</b>	<b>(3,621)</b>
<b>04 OTHER</b>					
Local/Other Travel	61,173	121,486	121,486	72,781	(48,705)
Insur & Employee Benefits	1,838	1,944	1,944	569	(1,375)
Utilities					
Miscellaneous	4,089	3,000	3,000	6,500	3,500
<b>TOTAL OTHER</b>	<b>67,100</b>	<b>126,430</b>	<b>126,430</b>	<b>79,850</b>	<b>(46,580)</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$12,650,151</b>	<b>\$13,105,826</b>	<b>\$12,951,011</b>	<b>\$13,517,097</b>	<b>\$566,086</b>

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



Chapter 2 – 3

# Office of the Deputy Superintendent of School Support and Improvement



**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 three associate superintendents: an associate superintendent for elementary schools, an associate superintendent for secondary schools, and an associate superintendent for school administration. The associate superintendent for school administration supervises the director of the Department of School Administration and Leadership Development (DSALD). Staff in DSALD 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. The associate superintendents for elementary and secondary schools supervise directors of school support and improvement (DSSI) that each provide direct support to 16 to 18 schools at the elementary level and 10 to 12 schools at the secondary level.

Additionally, level-alike school improvement teams, led by the associate superintendents for elementary and secondary schools allow OSSI to meet the needs of schools at each level to implement Curriculum 2.0 and the Common Core State Standards; strengthen Professional Learning Communities; develop strong leaders to lead for equity and develop culturally proficient staff; and promote social emotional learning and the development of 21st century skills in our students. The level-alike school improvement teams include 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, Family and Community Engagement, and the Department 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 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. 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 outside 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 DSSIs conduct formal observations of principals and associate superintendents, and complete all principal evaluations using the Administrative and Supervisory Professional Growth System. Associate superintendents and DSSIs serve on second-year assistant principal trainee and principal intern development teams. DSSIs serve on all first-year elementary assistant principal trainee development teams.

### **Assessment and Monitoring of School Improvement**

Associate superintendents and the DSSIs 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 schools by using multiple sources of data to pinpoint the support needed. The SSIF is based on four categories of data that help us understand the conditions for student success at each school. Examples of the type of data in each category of the SSIF are noted below:

- » Student outcome data—districtwide targets and milestones and gap reduction will inform differentiated support to schools and areas for improvement in attainment of literacy and math goals (i.e., MAP-R, MIREL, MAP-M, Algebra 1, English 9, Algebra 2, Eligibility, Suspension, SAT, AP/IB; PARCC, Graduation)

- » Perceptual data—stakeholder input Gallup data, staff surveys, parent surveys (i.e., SDT end-of-year survey to school based staff, survey per school support/training, OSSI survey to principals, parents, and partners, survey of participants and PDT members; A&S Survey); MAG Advisory and PLCs (Principal, AP/ASA/Magnet Coordinators)
- » Implementation data—implementation rubrics Data collected in Instructional Core Teams (ICT) (e.g., reading pilot, MSIT, mathematics student achievement monitoring protocol, Algebra 1 Coach on paper, high school eligibility tool and code of conduct implementation; School Improvement Plans, informal and formal observations from site visits and coaching conversations, Principal SLOs, data collected in DSSI log (informal and formal observations), processes for reporting allegations of child abuse, and compliance with Title IX (i.e., gender equity, sexual harassment); school participation and implementation of equity/cultural proficiency professional learning; audit results; Principal supervision/evaluation of staff (three tier system and SLO); Principal develops partnerships with stakeholders to maximize parent and community engagement (connected to SIP goals).
- » Leadership data—standards of leadership practice in our professional growth system for principals; OHRD data (i.e., PGS implementation, diversity of workforce), goal/SLO setting and follow-up coaching; principal, AP1, AP2, and principal intern evaluations; teacher and leader learning.

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 have demonstrated 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 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), and to receive more intense support (more frequent visits, addition 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 instructional specialists, staff development specialists, equity 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.

### **Developing Effective Educational Environments**

OSSI supervises and supports Alternative Programs that work to provide a positive and effective educational program 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, social/emotional 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**

- » *Maryland's 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 children. 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.
- » Implemented the Instructional Core Team, a multi-stakeholder cross functional forum for data-driven action planning, data monitoring, and the implementation and evaluation of systematic research based strategies. Staffs from OSSI, the Office of the Chief Academic Officer, and the Office of the Chief Technology Officer collaborate to develop, implement, and monitor strategic, intentional actions that support the system's strategic priorities.
- » Beginning July 1, 2015, OSSI reorganized its level-alike structure to reduce the number of associate superintendents of schools and increase the number of directors of school support and improvement. The launch, which provided one associate superintendent at the elementary level and one at the secondary level, promotes more consistency and coherence in expectations



for practices, processes, and structures aligned to the system's strategic plan; accountability measures; and targeted and differentiated support to schools to meet school improvement goals for math, literacy, and cultural proficiency.

- » The office manages the school-based administrator selection and assignment process and the interviews of outside candidates for assistant principal and principal positions. OSSI also collaborates with other offices and school administrators in the assignments of principal interns, assistant principals, and assistant school administrators. There are continued focused efforts to accelerate student achievement in our middle schools through the Middle School Improvement Strategy team. Among the programmatic shifts guided by the office is the continued design and implementation of a project-based learning environment at Wheaton High School and the redesign of alternative programs that would allow students to work across curricular areas and employ skills, such as collaboration, communication, analysis and creativity to enhance efforts to prepare students for success in the 21st century.
- » DSALD continues to support 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 is also engaged in aligning professional learning systemwide to focus on a renewed commitment to cultural proficiency.
- » DSALD includes the Equity Initiatives Unit (EIU) and the Teacher Leadership Unit (TLU). The EIU provided direct services and varying levels of training to schools and offices to develop foundational knowledge related to equity, such as the impact of colorblindness, historical inequity, and researched-based practices to create equitable classrooms. In addition to their direct support to schools the team created a new professional learning community that focused leading and coaching for equity. The TLU works with school-based SDTs, middle school resource teachers, and 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 to ensure a high-quality SDT in every school, this team works collaboratively with administrators and teacher leaders to support professional learning communities within schools. The TLU 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.

## PERFORMANCE MEASURES

During the 2014–2015 school year, new state tests were administered to Montgomery County Public Schools (MCPS) students in Grades 3 through 8 and those who took three high school courses—Algebra 1, Algebra 2, and English 10. Maryland is 1 of 13 states that administered these new tests, which were developed by the Partnership for Assessment of Readiness for College and Careers (PARCC). The PARCC assessments are significantly different than previous state tests, such as the Maryland School Assessments (MSA) and Maryland High School Assessments (HSA). These new tests are much more rigorous and ask students to demonstrate what they know in a variety of ways—not just through multiple choice questions or short written answers and will be scored differently. While the Maryland State Department of Education released statewide PARCC assessment results for Algebra 1, Algebra 2, and English 10 on October 27, 2015, statewide results for elementary and middle school English language arts and mathematics assessments will be released on December 8, 2015.

Districtwide milestones and gap reduction targets 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, 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. OSSI will monitor school performance on these milestones and their corresponding data indicators, along with school-specific math, literacy, and cultural proficiency goals 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 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.

## OVERVIEW OF BUDGET CHANGES

### FY 2016 Current Budget

The current FY 2016 budget for this office is changed from the budget adopted by the Board of Education on June 16, 2015. The change is a result of a realignment of 3.0 alternative programs teacher positions and \$154,815 from this budget to K-12 Instruction.

### FY 2017 Recommended Budget

The FY 2017 recommended budget for this office is \$10,290,067, an increase of \$45,247 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$182,802**

*Continuing Salary Costs—\$182,802*

There is an increase of \$182,802 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

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

There are a number of realignments budgeted to address priority spending needs within this office. There is a decrease of \$9,000 for contractual services, \$4,000 for travel for professional learning, and \$6,000 for local travel reimbursement and the funds are realigned to provide \$19,000 for building rental. In addition, there are budget neutral realignments within Alternative Programs that includes a decrease of \$6,000 for professional part-time salaries, \$1,000 for office supplies, \$1,000 for textbooks, and \$3,000 for instructional materials, and corresponding increases of \$6,000 for extra-curricular activity stipends and \$5,000 for media center materials.

**Program Efficiencies and Reductions—(\$137,555)**

The FY 2017 recommended budget for this office includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

Within the Office of the Deputy Superintendent for School Support and Improvement, there are reductions totaling \$137,555. This amount includes \$39,971 for professional part-time salaries, \$15,465 for supporting services part-time salaries, \$30,000 for summer employment, \$20,032 for stipends, \$2,000 for building rental, \$2,000 for local travel reimbursement, and \$28,087 for travel for professional learning. Staff will need to consolidate trips to schools and fewer staff members will attend conferences. Part-time salaries, summer employment, stipends and building rental are reduced based upon prior year spending trends.

**Neglected and Delinquent Youth Program**

The FY 2017 recommended budget for this program is \$140,137, an increase of \$8,241 over the FY 2016 budget. An explanation of this change follows.

*Contractual Services—\$8,241*

It is projected that MCPS will receive increased revenue for FY 2017, and as a result there is a program increase of \$8,241 for contractual services.

**Program's Recent Funding History**

	<b>FY 2016 Projected 7/1/15</b>	<b>FY 2016 Received 11/30/15</b>	<b>FY 2017 Projected 7/1/16</b>
Federal	\$131,896	\$140,137	\$140,137
State			
Other			
County			
<b>Total</b>	<b>\$131,896</b>	<b>\$140,137</b>	<b>\$140,137</b>

**Office Dep. Supt. for Sch. Supp. & Impr. - 617/561/613**

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

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	113,750	108,750	105,750	<b>105,750</b>	
Position Salaries	\$9,647,163	\$9,789,486	\$9,634,671	<b>\$9,811,556</b>	\$176,885
<b>Other Salaries</b>					
Summer Employment		79,629	79,629	<b>51,222</b>	(28,407)
Professional Substitutes		58,704	58,704	<b>59,878</b>	1,174
Stipends		34,722	34,722	<b>21,384</b>	(13,338)
Professional Part Time		89,079	89,079	<b>44,889</b>	(44,190)
Supporting Services Part Time		33,761	33,761	<b>18,971</b>	(14,790)
Other					
Subtotal Other Salaries	116,350	295,895	295,895	<b>196,344</b>	(99,551)
<b>Total Salaries &amp; Wages</b>	9,763,513	10,085,381	9,930,566	<b>10,007,900</b>	77,334
<b>02 Contractual Services</b>					
Consultants		10,274	10,274	<b>10,274</b>	
Other Contractual		103,524	103,524	<b>111,524</b>	8,000
<b>Total Contractual Services</b>	95,186	113,798	113,798	<b>121,798</b>	8,000
<b>03 Supplies &amp; Materials</b>					
Textbooks		7,697	7,697	<b>6,697</b>	(1,000)
Media				<b>5,000</b>	5,000
Instructional Supplies & Materials		49,915	49,915	<b>46,915</b>	(3,000)
Office		23,000	23,000	<b>22,000</b>	(1,000)
Other Supplies & Materials		50,132	50,132	<b>50,132</b>	
<b>Total Supplies &amp; Materials</b>	71,397	130,744	130,744	<b>130,744</b>	
<b>04 Other</b>					
Local/Other Travel		66,712	66,712	<b>26,625</b>	(40,087)
Insur & Employee Benefits					
Utilities					
Miscellaneous		3,000	3,000	<b>3,000</b>	
<b>Total Other</b>	43,708	69,712	69,712	<b>29,625</b>	(40,087)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$9,973,804</u>	<u>\$10,399,635</u>	<u>\$10,244,820</u>	<u><b>\$10,290,067</b></u>	<u>\$45,247</u>

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

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

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>617 Office Dep. Supt. for Sch. Supp. &amp; Impr.</b>						
1	Dep Supt for Schl Supp & Imprv		1.000	1.000	1.000	<b>1.000</b>	
2	Associate Superintendent		6.000	3.000	3.000	<b>3.000</b>	
2	Q Director II		11.000	16.000	16.000	<b>16.000</b>	
2	P Director I			2.000	2.000	<b>2.000</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	19 Admin Services Mgr III		1.000	1.000	1.000	<b>1.000</b>	
2	17 Admin Services Manager I		8.000	5.000	5.000	<b>5.000</b>	
2	16 Administrative Secretary III		7.000	9.000	9.000	<b>9.000</b>	
2	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>38.000</b>	<b>41.000</b>	<b>41.000</b>	<b>41.000</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	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	1.000	<b>1.000</b>	
3	BD Counselor	X	2.000	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	.500	.500	.500	<b>.500</b>	
3	AD Teacher, Staff Development	X	1.000	1.000	1.000	<b>1.000</b>	
3	AD Teacher, Alternative Programs	X	29.400	29.400	26.400	<b>26.400</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	1.000	<b>1.000</b>	
3	AD Res Teacher-Alternative Prgs	X	5.000	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	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		1.000	1.000	1.000	<b>1.000</b>	
2	14 Security Assistant	X	3.000	3.000	3.000	<b>3.000</b>	
3	13 Paraeducator	X	16.350	13.350	13.350	<b>13.350</b>	
	<b>Subtotal</b>		<b>70.750</b>	<b>67.750</b>	<b>64.750</b>	<b>64.750</b>	
	<b>613 Leadership Development Unit</b>						
2	Q Director II		1.000				
2	P Director I		2.000				
2	16 Administrative Secretary III		1.000				

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

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

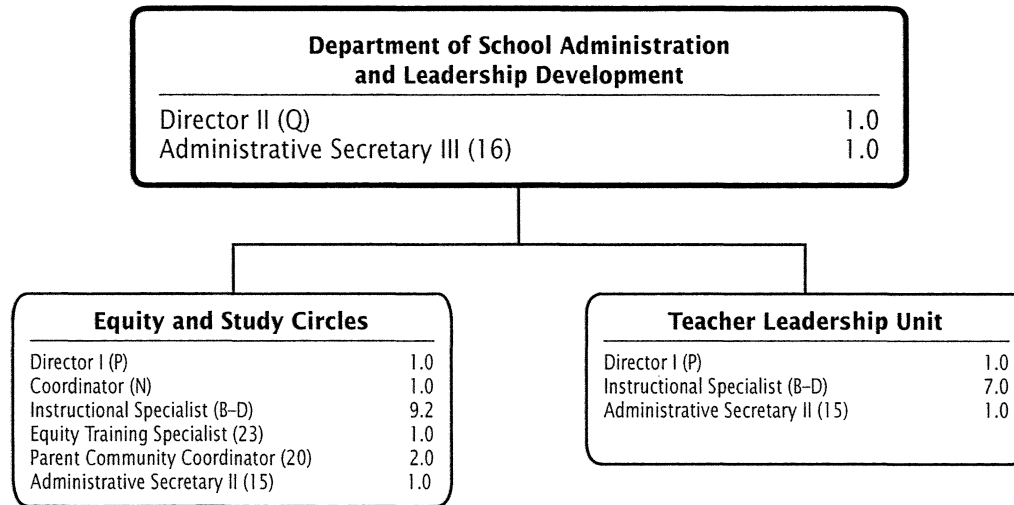
CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>613 Leadership Development Unit</b>						
2	15 Administrative Secretary II		1.000				
	<b>Subtotal</b>		<b>5.000</b>				
	<b>Total Positions</b>		<b>113.750</b>	<b>108.750</b>	<b>105.750</b>	<b>105.750</b>	

# Neglected and Delinquent Youth Program - Grant - 937

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

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 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	7,105	(11,447)
Supporting Services Part Time					
Other					
Subtotal Other Salaries	16,464	18,552	18,552	7,105	(11,447)
<b>Total Salaries &amp; Wages</b>	16,464	18,552	18,552	7,105	(11,447)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		106,703	106,703	126,887	20,184
<b>Total Contractual Services</b>	236,434	106,703	106,703	126,887	20,184
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		4,697	4,697	1,326	(3,371)
Office					
Other Supplies & Materials				750	750
<b>Total Supplies &amp; Materials</b>	12,545	4,697	4,697	2,076	(2,621)
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits		1,944	1,944	569	(1,375)
Utilities					
Miscellaneous				3,500	3,500
<b>Total Other</b>	1,838	1,944	1,944	4,069	2,125
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$267,281</u>	<u>\$131,896</u>	<u>\$131,896</u>	<u>\$140,137</u>	<u>\$8,241</u>

# Department of School Administration and Leadership Development



**MISSION** *The Department of School Administration and Leadership Development (DSALD) 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

DSALD includes the Equity Initiatives Unit (EIU) and the Teacher Leadership Unit (TLU). DSALD 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 (PLCs) 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.

### Equity Initiatives Unit

The mission of the EIU continues to focus on building leadership capacity to eliminate racial disparities in student performance so student achievement is no longer predictable by race. The 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 by the equity team. In addition, the unit has introduced the MCPS Equity Framework which serves as a reflection tool to support schools and offices in identifying how equity connects to their day-to-day work.

Our strategies have moved from large macro professional development trainings to micro work in PLCs cross-school networks, and consultation and coaching with other offices to lead the work with their staff members. The school-improvement process is another place where the unit has 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 gap.

In addition, a common knowledge base, conversations, vocabulary, and skill set are continually strengthened through the ongoing study and shared learning experiences of DSALD,

school-based staff, and MCPS central services staff as it relates to race and equity and elimination of the achievement gap. The unit collaborates with offices and PLCs throughout the district to provide MCPS staff, in all three unions, with the knowledge and skills needed to create the conditions needed so all students and adults can thrive in their futures.

The unit modules are organized around the themes of leadership and the school-improvement process, developing an understanding of equity and cultural proficiency, specific student groups, and research-based practices aimed at closing the racial achievement gap. The goal is to continue to provide the knowledge needed to lead learning in a diverse school system and the skills needed to lead for equity and the development of cultural proficiency.

Starting in FY 2017, Study Circles are added to the EIU. The mission of the Study Circles Program is to identify, examine, and eliminate institutional barriers to the African American and the Latino student achievement in Montgomery County Public Schools. The program provides a structure for diverse stakeholders to (1) engage in honest and productive dialogue around race and equity, (2) hear a broad range of experiences and perspectives, (3) identify and examine institutional barriers (beliefs, practices, and policies), and (4) collaboratively work to eliminate the barriers.

During summer 2015, the unit offered summer learning specifically focused on deepening the knowledge and skills of central office staff. This was the first time the unit provided summer learning opportunities for central office staff. A total of 135 central services staff members participated in the five sessions this summer. Overwhelmingly, the feedback was very positive and participants found the sessions were very informative.

### Teacher Leader Training and Support

The TLU works collaboratively with school leaders and MCPS offices to build the capacity of teacher leaders to lead for equity through the school-improvement process, lead PLCs in on-going reflection and examination of practice through an equity lens, and provide teachers with the professional learning and coaching support necessary to transform staff and student learning to ensure that student achievement is not predictable by race and all students are college- and career-ready.

The staff development specialists in the TLU provide the training and job-embedded professional learning necessary to ensure that every school has a high-quality staff development teacher (SDT) who works collaboratively with administrators and teacher leaders to lead the school improvement process and to design, implement, and monitor the professional learning aligned to the school improvement plan. As part of the new work of the Teacher Leadership Unit, the staff development specialists will also provide training to resource teachers (RTs) and content specialists (CSs) at the middle and high school levels to ensure that all teachers at the secondary level are engaged in micro professional learning that transforms instructional practice to meet the needs of all students.



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 school-based instructional 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 professional learning communities, effective meetings, collaborative planning, data-analysis, and collaborative processes for problem solving and decision making.

In addition to the training and development for SDTs and RTs/CSs, the TLU is responsible for training school leadership teams in the School Leadership Teams Institute, a special project resulting from the negotiated agreement with the Montgomery County Education Association and focusing on shared leadership and collaborative decision making to improve teaching and learning.

DSALD also collaborates with colleagues within the Office of School Support and Improvement 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 knowledge and skills that will help leaders move from learning to doing in order to ensure that achievement is not predictable by race, culture, or ethnicity.
- » In addition to the work with central services and middle school assistant principals, through the Study Circles Team, the unit provides wrap-around services to several schools and offices in order to ensure that we move from learning to doing.
- » EIU provided direct service and support to more than 190 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 researched-based practices to create equitable classrooms. In addition to our direct support to, the team expanded the implementation of its professional learning opportunities to include the following:
  - » Operationalizing Equity 101
  - » Operationalizing Equity 102
  - » Leading for Equity
  - » Coaching for Equity
  - » Elevating the Black Male
  - » Latino American Students
- » These learning opportunities were offered throughout the year, with a total number of 1,220 plus staff members participating in at least one of the offerings.
- » Equity specialists continue to facilitate sessions for schools and offices related to the system priority of eliminating the racial achievement gap. Sessions include the following: disaggregating and analyzing data, leading school/office improvement with an elevated equity focus, participation in study circles, equity focused walkthroughs and instructional rounds, courageous conversations about race, culturally proficient teaching, equitable practices, oppression in education, coaching for equity, and building relationships. Also, targeted support 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 designed to deepen conversations around equity and developing cultural proficiency.
- » Equity specialists support principals and leadership teams in all 203 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/office context, instructional foci, and leadership readiness to engage in this work. Specialists in the unit will continue to incorporate the MCPS 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. Additionally, the unit will expand professional learning offerings for staff by adding the following new modules:
  - » Facilitating with a Lens on Equity
  - » Entering Equity Through Storytelling
  - » Black and Brown Girls
  - » Cultural Proficiency and the Brain
- » The Study Circles team instituted a new year-long process to help school and central office leadership teams develop skills in addressing racial barriers to student achievement and parent engagement. Twenty-four teams of school and office leaders participated. End-of-year evaluations showed that each team made significant progress along the levels of the Study Circles framework.
- » A total of 27 new Study Circle facilitators were trained in the skills needed to lead Study Circles and support the further development of cultural proficiency among MCPS staff.
- » The Study Circles team conducted four workshops with the Montgomery County Council of Parent Teacher Associations to provide parent leaders with the skills to recruit parents of diverse backgrounds who reflect the racial/ethnic diversity of the school community.
- » The TLU supports school-based SDTs, RTs/CSs, teacher leaders and leadership teams in all 202 schools and plays a major role in systemic training on MCPS strategic priorities such as the school improvement process, equity/cultural competence, Curriculum 2.0, and knowledge and skills related to shared leadership. The

FY 2015 comprehensive professional learning plan provided for training and development for SDTs in all schools that was differentiated by years of experience, school level, and SDT and/or school need. The professional learning plan included the following components:

- » Professional learning for SDTs in their first year in the position
- » Professional learning for SDTs in their second year in the position
- » Professional learning for all SDTs in elementary schools to support the implementation of system initiatives
- » Professional learning for all SDTs in secondary schools to support the implementation of system initiatives
- » Job-embedded coaching and support based on SDT and/or school need to all 202 SDTs/schools
- » Networks or small groups of SDT formed based on cluster focus, similar SIP instructional focus, or other common need/interest
- » Professional learning differentiated by content based on readiness and/or interest
- » Coaching Teachers and Collaborative Teams
- » Facilitative Leadership: Tapping the Power of Participation
- » School-Improvement Process—Differentiated Coaching Workshops for Principals and SDTs.
- » In addition, in FY 2015 the TLU provided multiple opportunities for principals and SDTs to engage in professional learning together to enhance their knowledge and skills for leading the school improvement process. Principals and SDTs from all 202 schools attended training mid-year that was differentiated by level, elementary, and secondary, that provided specific, practical strategies, tools and processes for collecting and analyzing the five data sources needed to conduct an effective root-cause-analysis process. In the spring, principals and SDTs also attended voluntary group coaching workshops that offered five differentiated learning opportunities in each session based on each school's assessment of where they were in the school improvement process/timeline, including:
  - » Planning to Conduct a Root Cause Analysis
  - » Analyzing RCA Data to Determine the Instructional Focus
  - » Elevating the Equity work in the SIP/Learning Progression
  - » Developing a Learning Progression
  - » Planning for Leader Learning
- » Staff development specialists played a key leadership role in professional learning related to several critical system priorities, including work on Curriculum 2.0 and CCSS; race and equity/cultural proficiency; building the capacity of teacher leaders; 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 and RTs/CSs 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 or schools 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 131 schools have completed more than 179 SLTI workshops.
- » In FY 2016, the newly formed Teacher Leadership Unit is expanding its work to provide specific professional learning to middle school and high school resource teachers (RTs) and content specialists (CSs) in addition to all SDTs. In FY 2016, all first year RTs/CSs will engage in professional learning that will develop their leadership skills to lead for equity, lead school improvement, lead learning, and lead their PLCs. In addition, TLU will work with SDTs to provide first-year RTs/CSs with job-embedded coaching and support as they learn and develop new leadership skills. In order to increase support for micro professional learning aligned the SIP in each school and to enhance the leadership of each secondary PLC, the TLU will provide professional learning to a small team from each secondary school, including the SDT, 1 or 2 RTs/CSs, and an administrator. In addition, the TLU will provide professional learning to all elementary SDTs and one other teacher leader to support the implementation of the MCPS Strategic Priorities.

**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 2015 Actual	FY 2016 Estimate	FY2017 Recommended
(1) Sessions Built Capacity	100%	100%	100%
(2) Sessions Were Relevant	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 staff who indicated on end of session surveys (agree or strongly agree) that 2014–2015 Equity Unit sessions (1) were relevant to the system’s charge to collectively work to close the racial achievement gap; (2) created conditions where staff members were comfortable taking risks; (3) established a safe environment to engage in the content; and (4) content was connected to the session outcomes.

	FY 2015 Actual	FY 2016 Estimate	FY2017 Recommended
(1) Sessions Relevant	93%	96%	97%
(2) Created Risk Taking	94.6%	97%	98%
(3) Safe Environment	96.8%	98%	100%
(4) Content Connected w/Outcomes	97.2%	98%	100%

**Explanation:** This measure provides information on the actual impact of the Equity Initiatives Unit training and support provided to staff. Substitutes and stipends are provided to support ongoing learning. For schools and offices that participate in modules and receive other supports from the Equity Unit, follow-up is provided and implementation of practices is 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 2015 Actual	FY 2016 Estimate	FY2017 Recommended
(1) Professional supports provided by STDs	85%	86%	87%
(2) STDs foster PLCs	82%	84%	85%
(3) STD is professional in Interactions	92%	92%	93%
(4) Supports use of data to improve instruction	89%	90%	91%

**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 2015 Actual	FY 2016 Estimate	FY2017 Recommended
School Leadership Team Members Prepared to Apply Learning	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 2015 Actual	FY 2016 Estimate	FY2017 Recommended
Teams Demonstrated Effective Application of Knowledge	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.

**Performance Measure:** Number of school and office leadership teams that participate in the year-long Study Circles process.

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
25	25	25

**Explanation:** The Study Circles program helps school and central office leadership teams to develop the trust and structures necessary to ensure culturally proficient practices and policies. All leadership teams are provided year-long support, including two full-day retreats, five coaching sessions, and individual coaching for principals and staff development teachers.

**Performance Measure:** Number of schools/office leadership teams who participated in Study Circles that changed practices and policies

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
*	18	22

**Explanation:** This is a new measure starting in FY 2016. This measure captures the beginnings of systemic organizational change based on trust and capacity-building during study circles.

The FY 2017 recommended budget includes a reorganization that results in an overall budget neutral set of realignments between departments and offices. The realignments include 2.0 parent community coordinator positions and \$159,594, and a 1.0 coordinator position and \$134,446 that is realigned to this department from the Office of Student Services and Engagement to support Study Circles that is managed by the Equity Unit.

**Program Efficiencies and Reductions—(\$26,756)**

The FY 2017 recommended budget for this department includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

Within the Department of School Administration and Leadership Development, there are reductions totaling \$26,756. This amount includes \$12,500 for contractual services, \$2,500 for dues, fees, and registrations, \$1,000 for program supplies, \$2,650 for substitutes, \$1,988 for supporting services part-time salaries, and \$6,118 for travel for professional learning. As a result of the reduction for dues, fees, and registrations and travel for professional learning, fewer staff members will attend conferences. Contractual services, program supplies, substitutes and part-time salaries are reduced based on prior year trends.

**OVERVIEW OF BUDGET CHANGES**

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this department is \$3,086,893, an increase of \$512,598 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$251,358**

*Continuing Salary Costs—(\$42,682)*

There is decrease of \$42,682 for continuing salary costs. Included in this amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015, that is offset by reductions for staff turnover.

*Realignments to Meet Expenditure Requirements and Program Priorities—\$294,040*

Realignments are budgeted to address priority spending needs in this department. There is a realignment of \$10,000 from staff development stipends to substitute teachers. In addition, there is a realignment of \$3,000 in travel for professional learning and a corresponding increase in dues, fees, and registrations.

**Strategic Priority Enhancements—\$287,996**

*Cultural Proficiency—4.0 Equity Specialist FTE Positions and \$287,996*

MCPS is committed to educational equity for all of its students. To achieve this goal, it is essential that all staff members develop a strengths-based perspective of diversity to improve engagement, increase rigor, and enhance our culture of collaboration and respect. The growth and transformation of practice that incorporates daily, intentional practices to eliminate the racial achievement gap requires targeted, ongoing professional learning at the school and office level. Cultural proficiency has been elevated as a key strategy for achieving equity and closing the achievement gap. As such, every school and office has identified specific action plans they will engage in to build the cultural proficiency of every staff member.

The mission of the Equity Initiatives Unit is to build capacity of MCPS staff to eliminate racial predictability in student achievement. The six existing equity specialists offer one-on-one support to 202 schools, design and deliver training models for school and office staff, collaborate with Study Circles, and provide logistical and technical support to the Montgomery County Education Association/McDaniel College Partnership graduate certificate program in Equity and Excellence in Education. The budget for this department is increased by \$287,996, \$252,996 and 4.0 instructional specialist positions, and \$35,000 for substitutes. In addition, there is \$76,097 for employee benefits budgeted in the Department of Financial Services budget.

# Dept. of School Admin. & Leadership Dev. - 216/618/652

Betty Collins, Director II

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	21.200	19.200	19.200	<b>26.200</b>	7.000
Position Salaries	\$2,224,958	\$2,156,871	\$2,156,871	<b>\$2,655,149</b>	\$498,278
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		236,645	236,645	<b>283,728</b>	47,083
Stipends		62,222	62,222	<b>53,466</b>	(8,756)
Professional Part Time					
Supporting Services Part Time		4,964	4,964	<b>3,075</b>	(1,889)
Other					
Subtotal Other Salaries	153,956	303,831	303,831	<b>340,269</b>	36,438
<b>Total Salaries &amp; Wages</b>	<b>2,378,914</b>	<b>2,460,702</b>	<b>2,460,702</b>	<b>2,995,418</b>	534,716
<b>02 Contractual Services</b>					
Consultants		12,168	12,168	<b>4,668</b>	(7,500)
Other Contractual		10,000	10,000	<b>5,000</b>	(5,000)
<b>Total Contractual Services</b>	132	22,168	22,168	<b>9,668</b>	(12,500)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		36,651	36,651	<b>35,651</b>	(1,000)
<b>Total Supplies &amp; Materials</b>	8,466	36,651	36,651	<b>35,651</b>	(1,000)
<b>04 Other</b>					
Local/Other Travel		54,774	54,774	<b>46,156</b>	(8,618)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	21,554	54,774	54,774	<b>46,156</b>	(8,618)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$2,409,066</b>	<b>\$2,574,295</b>	<b>\$2,574,295</b>	<b>\$3,086,893</b>	<b>\$512,598</b>

## Dept. School Administration & Leadership Development - 216/618/652

Betty Collins, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>216 Dept. of School Admin. &amp; Leadership Dev.</b>						
2	Q Director II		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>2.000</b>	<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	
	<b>618 Equity and Study Circles</b>						
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
2	N Coordinator					<b>1.000</b>	1.000
3	BD Instructional Specialist		6.200	5.200	5.200	<b>9.200</b>	4.000
3	23 Equity Training Specialist		1.000	1.000	1.000	<b>1.000</b>	
3	20 Parent Community Coord					<b>2.000</b>	2.000
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>9.200</b>	<b>8.200</b>	<b>8.200</b>	<b>15.200</b>	<b>7.000</b>
	<b>652 Teacher Leadership Unit</b>						
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
3	BD Instructional Specialist		8.000	7.000	7.000	<b>7.000</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>10.000</b>	<b>9.000</b>	<b>9.000</b>	<b>9.000</b>	
	<b>Total Positions</b>		<b>21.200</b>	<b>19.200</b>	<b>19.200</b>	<b>26.200</b>	<b>7.000</b>

**CHAPTER 3**

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**Office of Chief Academic Officer**

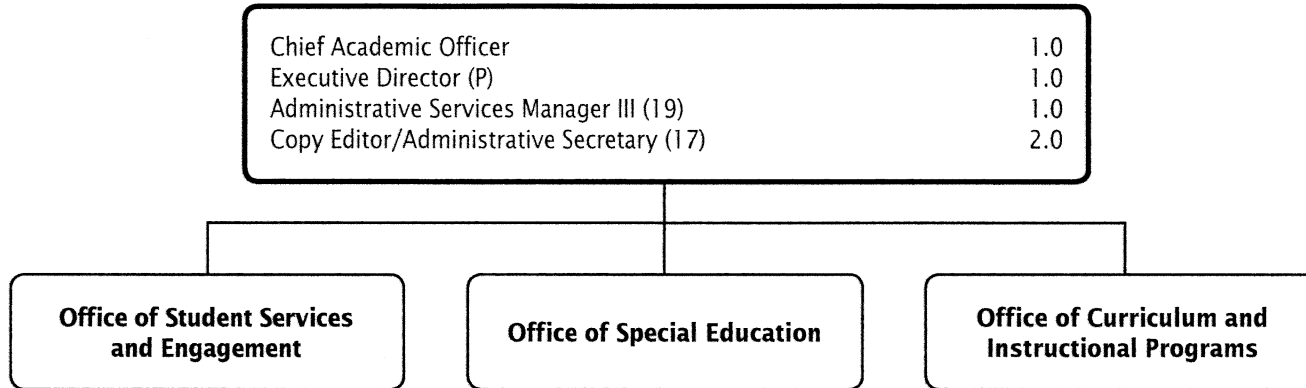
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**Office of Chief Academic Officer  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative	3.000	2.000	2.000	2.000	
Business/Operations Admin.					
Professional					
Supporting Services	3.000	2.000	2.000	3.000	1.000
<b>TOTAL POSITIONS</b>	<b>6.000</b>	<b>4.000</b>	<b>4.000</b>	<b>5.000</b>	<b>1.000</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$500,430	\$374,654	\$374,654	\$381,911	\$7,257
Business/Operations Admin.					
Professional					
Supporting Services	204,142	144,198	144,198	230,468	86,270
<b>TOTAL POSITION DOLLARS</b>	<b>704,572</b>	<b>518,852</b>	<b>518,852</b>	<b>612,379</b>	<b>93,527</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional					
Supporting Services	3,545	1,000	1,000		(1,000)
<b>TOTAL OTHER SALARIES</b>	<b>3,545</b>	<b>1,000</b>	<b>1,000</b>		<b>(1,000)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>708,117</b>	<b>519,852</b>	<b>519,852</b>	<b>612,379</b>	<b>92,527</b>
<b>02 CONTRACTUAL SERVICES</b>	17,000	255,147	255,147	630,892	375,745
<b>03 SUPPLIES &amp; MATERIALS</b>	7,579	20,329	20,329	20,329	
<b>04 OTHER</b>					
Local/Other Travel	1,066	7,753	7,753		(7,753)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>TOTAL OTHER</b>	<b>1,066</b>	<b>7,753</b>	<b>7,753</b>		<b>(7,753)</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$733,762</b>	<b>\$803,081</b>	<b>\$803,081</b>	<b>\$1,263,600</b>	<b>\$460,519</b>



# Office of the Chief Academic Officer



F.T.E. Positions 5.0

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

**MISSION** *The mission of the Office of the Chief Academic Officer (OCAO) is to create the conditions for every student to have a high-quality learning experience by eliminating barriers to opportunity and closing achievement gaps.*

## 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 offices of Curriculum and Instructional Programs (OCIP), Special Education (OSE), as well as Student Services and Engagement (OSSE) 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, meaningful engagement 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, OSE, and OSSE to create a seamless alignment between 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, and 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 provided leadership to establish the MCPS progress measures for the milestones identified in the *Strategic Planning Framework—Building Our Future Together*. 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 implement a predictive analytic system designed to support schools in the early identification of student needs and corresponding appropriate school actions.
- » OCAO provided leadership for several major system initiatives, including the Choice Study; Child Abuse policy development, implementation and training; the Evolving Gender Norms, and implementation of the Code of Conduct.

## OVERVIEW OF BUDGET CHANGES

### FY 2017 Recommended Budget

The FY 2017 recommended budget for this office is \$1,263,600, an increase of \$460,519 over the current FY 2016 budget. An explanation of this change follows.

### Same Service Level Changes—\$93,547

#### Continuing Salary Costs—\$27,499

There is an increase of \$27,499 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

***Realignments to Meet Expenditure Requirements and Program Priorities—\$66,048***

There are several realignments budgeted to address priority spending needs in this office. There are realignments of \$4,000 from travel for professional learning, \$1,144 from dues, registration, and fees, and \$23 from supporting services part-time salaries to fund contractual services for \$5,167.

The FY 2017 recommended budget includes a reorganization that results in an overall budget neutral set of realignments between departments and offices. The realignment for this office includes an increase of a 1.0 copy editor/administrative secretary position and \$66,048 from the Office of Shared Accountability, now shown in the Office of the Superintendent of Schools, reporting to the Chief of Staff.

***Program Efficiencies and Reductions—(\$8,028)***

The FY 2017 recommended budget for this office includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is a reduction of \$8,028 for supporting services part-time salaries, contractual services, local travel mileage reimbursement, travel for professional learning, and dues, registration and fees based on prior year spending trends.

***Strategic Priority Enhancements—\$375,000******Children's Opportunity Fund—\$375,000***

For FY 2017, an additional \$375,000 will be added for the Children's Opportunity Fund to provide funding for a partnership between the Norm and Ruth Rales Foundation, and Bell, a non-profit organization that partners with schools to expand learning time in the summer and after school. This funding will be used to launch a high quality summer learning program for third grade students in summer 2016.

# Office of the Chief Academic Officer - 615

Dr. Maria V. Navarro, Chief Academic Officer

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	6.000	4.000	4.000	<b>5.000</b>	1.000
Position Salaries	\$704,572	\$518,852	\$518,852	<b>\$612,379</b>	\$93,527
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		1,000	1,000		(1,000)
Other					
Subtotal Other Salaries	3,545	1,000	1,000		(1,000)
<b>Total Salaries &amp; Wages</b>	708,117	519,852	519,852	<b>612,379</b>	92,527
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		255,147	255,147	<b>630,892</b>	375,745
<b>Total Contractual Services</b>	17,000	255,147	255,147	<b>630,892</b>	375,745
<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>	7,579	20,329	20,329	<b>20,329</b>	
<b>04 Other</b>					
Local/Other Travel		7,753	7,753		(7,753)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	1,066	7,753	7,753		(7,753)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$733,762</b>	<b>\$803,081</b>	<b>\$803,081</b>	<b>\$1,263,600</b>	<b>\$460,519</b>

## Office of the Chief Academic Officer - 615

Dr. Maria V. Navarro, Chief Academic Officer

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
1	Chief Academic Officer		1.000	1.000	1.000	<b>1.000</b>	
1	P Executive Director		2.000	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>2.000</b>	1.000
1	17 Admin Services Manager I		1.000				
	<b>Total Positions</b>		<b>6.000</b>	<b>4.000</b>	<b>4.000</b>	<b>5.000</b>	<b>1.000</b>



## Office of Curriculum and Instructional Programs

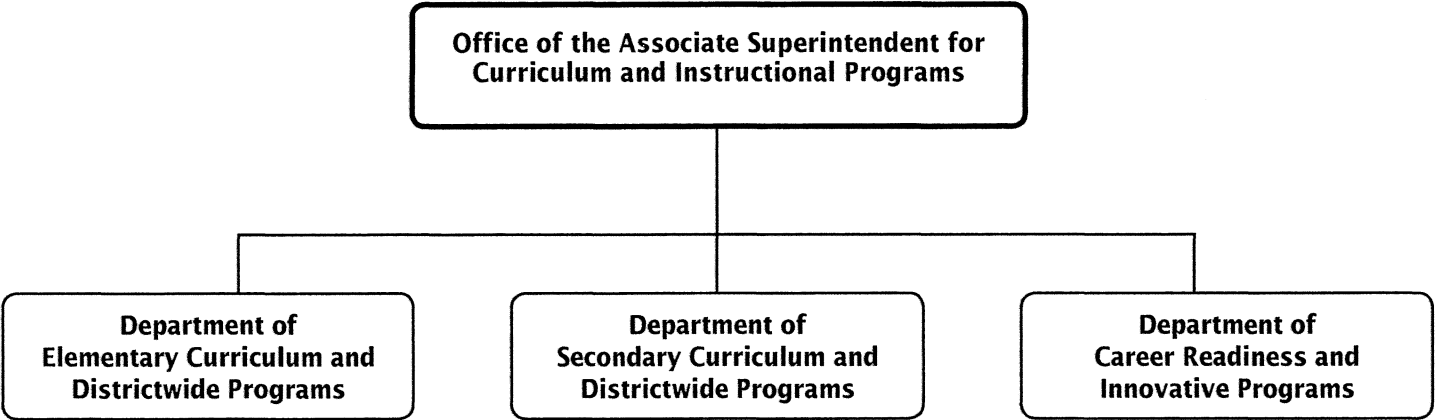
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**Office of Curriculum and Instructional Programs**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative	47.000	42.000	42.000	41.000	(1.000)
Business/Operations Admin.					
Professional	851.156	874.676	874.176	899.476	25.300
Supporting Services	260.380	249.018	249.718	242.388	(7.330)
<b>TOTAL POSITIONS</b>	<b>1,158.536</b>	<b>1,165.694</b>	<b>1,165.894</b>	<b>1,182.864</b>	<b>16.970</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$5,703,558	\$5,654,175	\$5,654,175	\$5,705,514	\$51,339
Business/Operations Admin.					
Professional	69,975,980	74,515,939	74,463,852	79,323,162	4,859,310
Supporting Services	11,617,131	11,154,143	11,206,230	11,458,412	252,182
<b>TOTAL POSITION DOLLARS</b>	<b>87,296,669</b>	<b>91,324,257</b>	<b>91,324,257</b>	<b>96,487,088</b>	<b>5,162,831</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	5,779,522	6,586,013	6,586,013	5,600,340	(985,673)
Supporting Services	611,161	687,951	687,951	640,409	(47,542)
<b>TOTAL OTHER SALARIES</b>	<b>6,390,683</b>	<b>7,273,964</b>	<b>7,273,964</b>	<b>6,240,749</b>	<b>(1,033,215)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>93,687,352</b>	<b>98,598,221</b>	<b>98,598,221</b>	<b>102,727,837</b>	<b>4,129,616</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>1,728,858</b>	<b>1,625,592</b>	<b>1,625,592</b>	<b>1,222,289</b>	<b>(403,303)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>1,497,973</b>	<b>1,672,393</b>	<b>1,671,393</b>	<b>1,296,449</b>	<b>(374,944)</b>
<b>04 OTHER</b>					
Local/Other Travel	324,167	380,167	379,467	360,830	(18,637)
Insur & Employee Benefits	7,849,600	8,033,591	8,033,591	7,987,832	(45,759)
Utilities					
Miscellaneous	179,799	285,580	285,580	264,953	(20,627)
<b>TOTAL OTHER</b>	<b>8,353,566</b>	<b>8,699,338</b>	<b>8,698,638</b>	<b>8,613,615</b>	<b>(85,023)</b>
<b>05 EQUIPMENT</b>	<b>175,632</b>	<b>85,171</b>	<b>85,171</b>	<b>79,571</b>	<b>(5,600)</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$105,443,381</b>	<b>\$110,680,715</b>	<b>\$110,679,015</b>	<b>\$113,939,761</b>	<b>\$3,260,746</b>



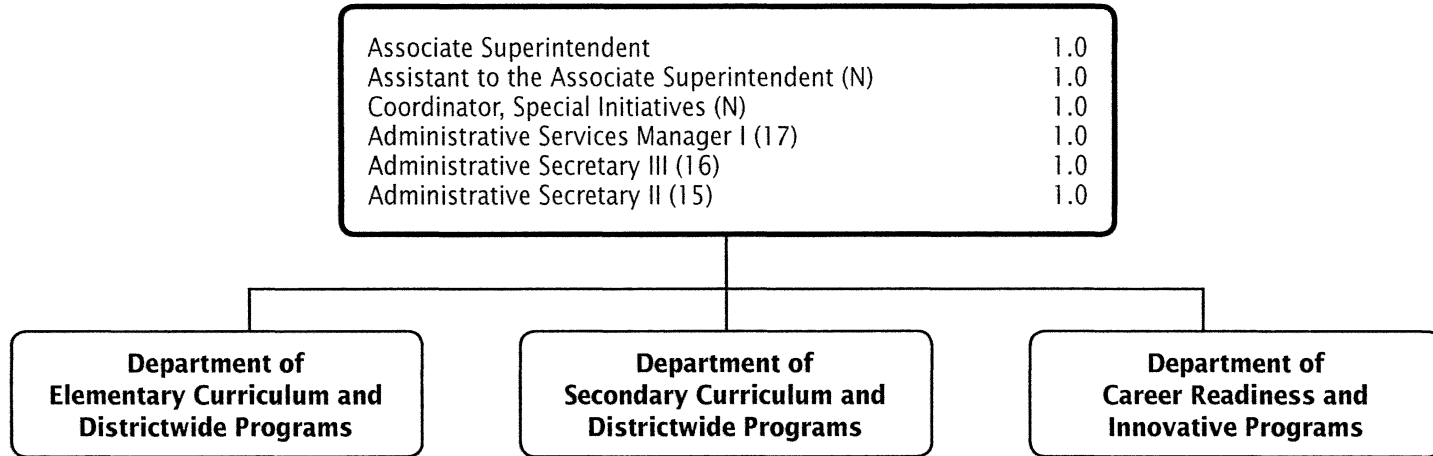
# Office of Curriculum and Instructional Programs—Overview



Chapter 4 – 3

F.T.E. Position 1,182.864  
(There are 959.137 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 have been restructured to strategically align with the Office of School Support and Improvement to support schools and to provide innovative curriculum, instructional programs, and services that promote academic excellence. This new structure facilitates collaboration and prioritization of the work that is critical to effectively and efficiently support schools so students are engaged in instruction that fosters creative problem solving and meets their social emotional needs. The three departments are responsible for grant-funded programs, school choice processes, college and career readiness initiatives, curriculum development, and program implementation. 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 diverse school communities.

### Curriculum, Assessment, and Instructional Programs and Services

The Department of Secondary Curriculum and Districtwide Programs (DSCDP) 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 six teams—Science, Technology, and Engineering; Arts and Humanities; Math Implementation and Development; Secondary ESOL Programs; Outdoor Environmental Education Programs; and School Library Media Programs.

DSCDP develops secondary 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) and Next Generation Science Standards. DSCDP promotes effective teaching and learning by providing support to school-based staff members implementing MCPS curriculum, assessments, and instructional resources.

The Department of Elementary Curriculum and Districtwide Programs (DECDP) develops and implements curriculum, assessment, instructional strategies, and programs and services that provide students with a variety of learning opportunities that foster success for all learners. DECDP consists of the Elementary Integrated Curriculum team, the newly restructured Division of Title I and Early Childhood Programs and Services, the Division of Accelerated and Enriched Instruction, and ESOL/Bilingual Programs. DECDP strives to provide students and teachers with effective curriculum products, assessment measures, and instructional programs and services that afford all students in MCPS schools access to academic success, creative problem solving, and social emotional learning, leading to college and career readiness.

The Department of Career Readiness and Innovative Programs (DCRIP) develops, implements, and monitors innovative instructional programs that engage students and increase academic achievement ensuring college and career readiness for all learners. DCRIP includes the Division of Consortia Choice and Application Program Services, Student Online Learning, Career and Postsecondary Partnerships, Foundations, Secondary School Support Programs, and the newly created Interim Instructional Services. DCRIP engages in parent and student outreach to promote program participation based on students' interests and needs. Further, DCRIP coordinates and monitors programs that specifically support students who need additional resources in order to meet educational success.

### Communication and Collaboration

The goal of all departments, divisions, and units in OCIP is to cultivate a strong relationship with school-based staff members, parents, and community organizations 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. Additionally, OCIP provides materials and services so that parents can access information and be effective partners in their children's education.

**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.
- » 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.

Curriculum and Districtwide Programs budgeted to reflect operational requirements.

***Program Efficiencies and Reductions—(\$56,985)***

The FY 2017 recommended budget for this office includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is a reduction of \$56,985 budgeted for professional part-time salaries, supporting services part-time salaries, contractual services, office supplies, program supplies, and staff development stipends. Activities are able to be assigned to existing staff within this office or are able to be reduced based on prior year spending.

**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 MCPS Strategic Planning Framework.

**OVERVIEW OF BUDGET CHANGES**

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this office is \$745,441, a decrease of \$30,410 from the current FY 2016 budget. An explanation of this change follows.

***Same Service Level Changes—\$26,575***

***Continuing Salary Costs—\$25,375***

There is an increase of \$25,375 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

***Realignments to Meet Expenditure Requirements and Program Priorities—\$1,200***

There is a realignment of \$1,200 in local travel mileage reimbursement to this office from the Department of Secondary

# Office of Curriculum & Instructional Programs - 211

Dr. Erick J. Lang, Associate Superintendent

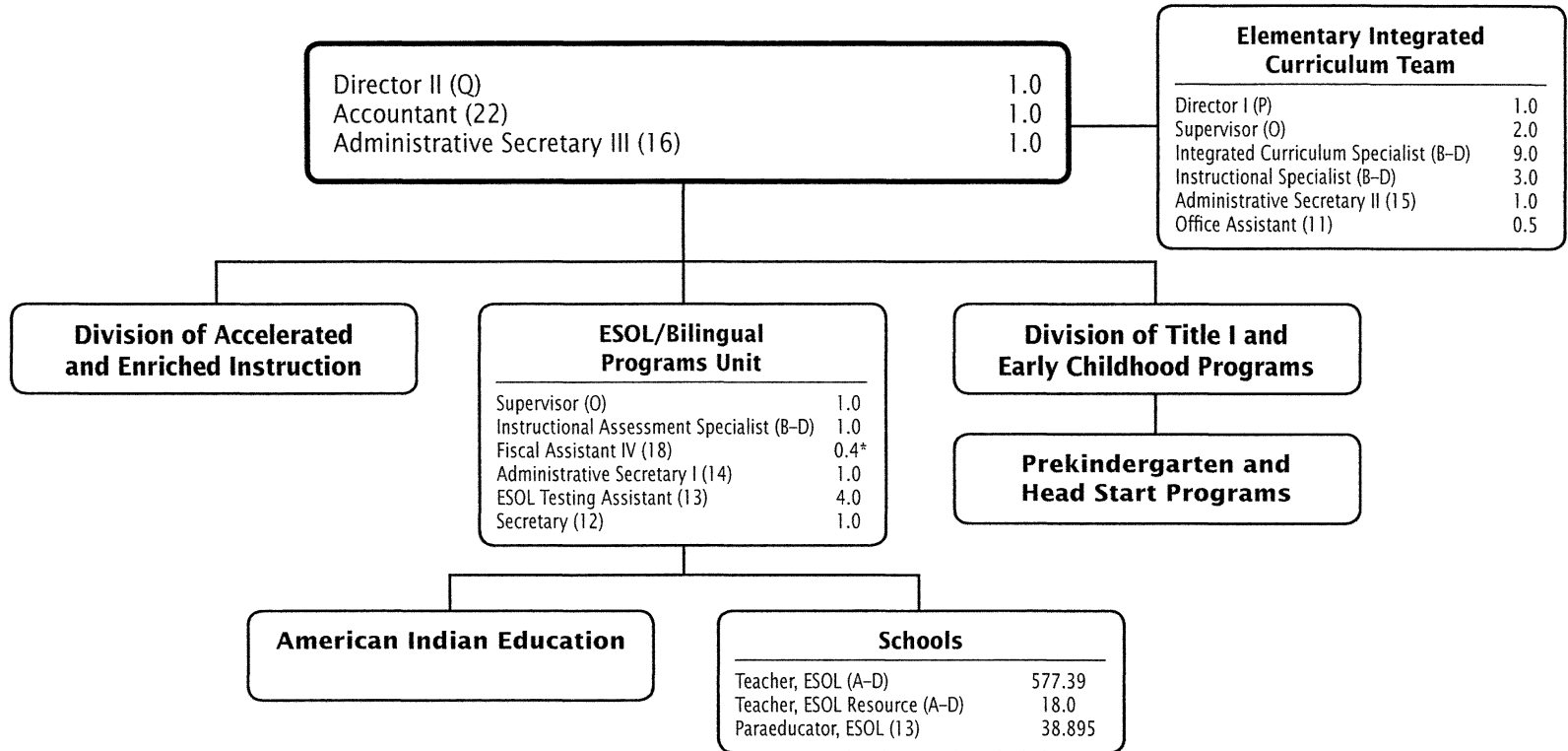
Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	6,000	6,000	6,000	<b>6,000</b>	
Position Salaries	\$513,813	\$623,745	\$623,745	<b>\$646,880</b>	\$23,135
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends		49,736	49,736	<b>24,799</b>	(24,937)
Professional Part Time		11,819	11,819	<b>4,076</b>	(7,743)
Supporting Services Part Time		50,443	50,443	<b>41,478</b>	(8,965)
Other					
Subtotal Other Salaries	82,190	111,998	111,998	<b>70,353</b>	(41,645)
<b>Total Salaries &amp; Wages</b>	596,003	735,743	735,743	<b>717,233</b>	(18,510)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		24,900	24,900	<b>15,900</b>	(9,000)
<b>Total Contractual Services</b>	25,607	24,900	24,900	<b>15,900</b>	(9,000)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		2,696	2,696	<b>2,596</b>	(100)
Other Supplies & Materials		10,767	10,767	<b>6,767</b>	(4,000)
<b>Total Supplies &amp; Materials</b>	13,001	13,463	13,463	<b>9,363</b>	(4,100)
<b>04 Other</b>					
Local/Other Travel		1,745	1,745	<b>2,945</b>	1,200
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	633	1,745	1,745	<b>2,945</b>	1,200
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$635,244</b>	<b>\$775,851</b>	<b>\$775,851</b>	<b>\$745,441</b>	<b>(\$30,410)</b>

# Office of Curriculum & Instructional Programs - 211

Dr. Erick J. Lang, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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	<b>1.000</b>	
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>6.000</b>	

# Department of Elementary Curriculum and Districtwide Programs



**MISSION** *The mission of the Department of Elementary Curriculum and Districtwide Programs (DECDP) is to support schools in raising student achievement by providing research-based curriculum, assessments, and instructional materials; collaborating with other offices and departments, community partners, and families to develop and implement high-quality, innovative programs and services that meet the diverse needs of all learners; and creating and delivering professional development aligned with the Common Core State Standards (CCSS) and other local, state, and national content standards.*

## MAJOR FUNCTIONS

DECDP's major functions include curriculum, instruction, assessment, and program development; school support and improvement; professional learning; and strategic stakeholder involvement that promotes effective teaching and learning. DECDP is composed of the Elementary Integrated Curriculum Team, which now includes elementary ESOL; the Division of Title I and Early Childhood Programs and Services; the Division of Accelerated and Enriched Instruction (AEI), and ESOL/Bilingual Programs. DECDP 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. DECDP evaluates effective instructional strategies and collaborates with staff members in the office of Special Education (OSE) and the Department of Shared Accountability (DSA) to develop and disseminate effective practices for analyzing individual student data and match instruction to students' needs.

### Curriculum, Instruction, and Assessment

DECDP produces and coordinates Curriculum 2.0 (C2.0)—aligned with the CCSS—in the Instruction Center (IC) of the myMCPS website with support from the Office of the Chief Technology Officer (OCTO). C2.0 includes multimedia, interactive curriculum, assessment, instruction, and professional development resources and 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. DECDP designs and disseminates dynamic online resources to facilitate teacher collaboration and support consistent implementation of Montgomery County Public Schools (MCPS) curriculum. DECDP evaluates and selects textbooks and instructional materials at the elementary level that align with the CCSS and other standards to prepare students for success on local, state, and national assessments. In consultation with the Department of Shared Accountability, DECDP 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 and summative). Specifically, DECDP in collaboration with the Office of School Support and Improvement (OSSI) created a districtwide literacy plan to assess and monitor students' instructional reading level through implementing high-quality guided reading and ongoing formative assessment measures.

### Program Development and Implementation

To bolster the academic performance of second language learners, DECDP ensures that MCPS maintains high-quality English language development instruction, and provides assessment, counseling, and parent outreach activities that promote acculturation and bolster social emotional well-being. DECDP also oversees the implementation of Title I programs in identified schools impacted by poverty, in compliance with the *Elementary and Secondary Education Act of 1965 (ESEA)*. To prepare the district's most vulnerable learners for kindergarten success, DECDP provides oversight for a range of comprehensive, research-based pre-school and Head Start programs and services. In support of students who are identified as gifted and talented or who have the motivation or potential to achieve at the highest levels, DECDP coordinates the development of exemplary program models, instruction guidelines, curriculum components, and professional development in differentiated instruction.

### ESOL/Bilingual Programs

ESOL/Bilingual Programs supports academic excellence for ESOL students by ensuring that English language development instruction and professional learning for staff meet or exceed state and federal requirements for students learning English as a new language.

### School Support and Improvement

DECDP provides direct support to schools to build the capacity of instructional leaders to promote effective teaching and learning for all students, including those attending prekindergarten and Head Start, English language learners, student who are highly able, and students in designated Title I schools impacted by poverty. The department 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. DECDP provides job-embedded guidance to schools upon request and supports school improvement through on-site technical assistance, in collaboration with OSSI. Specifically, DECDP in collaboration with OSSI, created a districtwide literacy plan to assess and monitor students' instructional reading level through implementing high-quality guided reading and ongoing formative assessment measures.

### Professional Learning

DECDP 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, administrative and supervisory meetings, and school leadership team trainings. DECDP provides curriculum implementation professional learning to reading specialists, math content coaches, ESOL teachers, and teaching and learning representatives. DECDP creates digital modules for schools to use in delivering face-to-face professional learning as well as provides in-person support for the school instructional leaders who will be presenting those modules. To ensure that students learning English as a new language meet or exceed state and federal requirements, DECDP provides professional development for teachers, paraeducators, and administrators on English language development and strategies to support ESOL students' success in the content areas. DECDP 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 Outreach and Stakeholder Involvement

DECDP provides information to, and invites input and feedback from, a wide range of stakeholders in the development and review of products, programs, and services. DECDP benchmarks effective practices in similar districts; analyzes current research; and consults with local, state, and federal agencies, and business. DECDP 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 and program implementation. DECDP supports parents through providing a variety of resources, including guides for understanding the curriculum and the standards-based report card, outreach and services for second language learners, and information and services for students who are highly able. DECDP also collaborates with the Department of Partnerships and Family and Community Engagement to raise money for improved classroom libraries as well as to build school, family, and community awareness of the importance of independent reading.

## ACCOMPLISHMENTS AND INITIATIVES

- » Developed C2.0 resources and revised the Prekindergarten through Grade 2 curriculum.
- » 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.
- » Provided well-coordinated support to schools in a variety of areas, including effective interventions for struggling students and the development of instructional leadership.
- » Designed and delivered professional learning sessions for more than 2,000 elementary teachers and administrators related to Monitoring Instructional Reading Levels (MIRL).
- » 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.
- » Enrolled 21,463 students in ESOL programs for FY 2015, missing the projected figure of 21,050 by 413 students.
- » Developed new resources for teachers who instruct level one ESOL students in Grades K–5.
- » Launched a new ESOL resource site for teachers on the IC, which includes resources, sample lessons, and formative assessments.
- » Developed a new writer's toolkit, in collaboration with the Montgomery County Education Association, which includes videos, PowerPoints, and other tools to support writing instruction with chrome books.
- » Increased the number of families registered for Pre-K and Head Start as a result of improved recruitment efforts.
- » Conducted eight Elementary Principals' Curriculum Update Meetings for administrators and their instructional leaders, focused on CCSS reading/language arts and mathematics instruction, expectations, and Look Fors. Included were several sessions dedicated to high-quality guided reading instruction and assessing student progress.
- » Provided and coordinated a 19-day ELO SAIL summer program at 24 Title I schools with 3,449 students in Kindergarten through Grade 2, including eligible private school and homeless students.
- » Provided and coordinated a 19-day ELO STEP summer program, in partnership among the divisions of Title I and Early Childhood Programs and Services, Accelerated and Enriched Instruction, and Consortia Choice and Application Program Services, for 216 Grade 3 students. ELO STEP is designed to nurture critical and creative thinking skills through engaging, rigorous instruction.
- » Advocated for students whose talents may be masked by language, poverty, or experience through consultation and support to elementary and middle schools.
- » Supported International Baccalaureate (IB) programs: eight high school IB diploma programs, 11 middle/high school Middle Years Programmes (MYP), and one Primary Years Programme (PYP).
- » 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.

- » Conducted outreach to schools to increase awareness and achievement of twice exceptional students by updating key resources, offering schools-based training and support, and disseminating a memorandum about the status of each school.

**PERFORMANCE MEASURES**

**Performance Measure:** Number of revised or new elementary courses in C2.0, with interactive multimedia 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 2015 Actual	FY 2016 Estimated	FY 2017 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 2016 Current Budget**

The current FY 2016 budget for the Department of Elementary Curriculum and Districtwide Programs is changed from the budget adopted by the Board of Education on June 16, 2015. The change is a result in a realignment from this budget of \$1,000 in instructional materials and \$700 in local travel mileage to the budget for the Office of Communications. In addition, there is a budget neutral realignment that decreases staff development stipends by \$28,200 and corresponding increases substitutes by \$28,200.

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this department is \$54,641,630 an increase of \$1,664,230 from the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$1,700,569**

*Continuing Salary Costs—\$2,086,088*

There is an increase of \$2,086,088 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

*Student Enrollment—\$1,721,117*

There is an increase of 1,570 ESOL students projected for FY 2017. This requires an increase of 32.6 additional teacher positions and \$1,721,117.

*Realignments to Meet Expenditure Requirements and Program Priorities—(\$2,118,797)*

There are several realignments budgeted to address operational requirements. There is a realignment to this department of a 1.0 FTE office assistant IV position and \$53,904 from the Division of Title 1 and Early Childhood Programs and Services, and \$5,000 in office supplies and \$4,000 for local travel mileage reimbursement from the Department of Secondary Curriculum and Districtwide Programs. A realignment from this department of \$300,791 for training stipends, staff development substitute salaries, contractual services, textbooks and instructional materials to the Department of Secondary Curriculum and Districtwide Programs, and \$373,973 in contractual services is realigned to the Office of Communications. In addition, there is a realignment of \$800 in office supplies and \$2,000 in other program costs from this department to the Department of Career Readiness and Innovative Programs, and \$1,200 in local travel mileage reimbursement from this department to the Office of Curriculum and Instructional Programs.

The FY 2017 recommended budget includes a reorganization that results in an overall budget neutral set of realignments between departments and offices. The realignment includes 9.5 FTE counselor positions and \$1,033,550, 4.3 FTE ESOL transition counselor positions and \$289,863, a 1.0 FTE ESOL parent community coordinator position and \$58,831, and a 1.0 FTE instructional specialist position and \$120,693 from this department to the Office of Student Services and Engagement. In addition, there is a realignment of a 1.0 FTE coordinator position and \$136,738 to a 1.0 FTE supervisor position and \$136,738 and a 1.0 FTE administrative secretary II position and \$72,357 to a 1.0 FTE administrative secretary I position and \$72,357 within this department based on operational requirements.

*Other—\$12,161*

There is a projected reduction in the FY 2017 Title III, English for Speakers of Other Languages grant. As a result, \$12,161 budgeted for instructional materials in the grant will be locally funded.

**Program Efficiencies and Reductions—(\$247,519)**

The FY 2017 recommended budget for this department includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is reduction of a 1.0 FTE director position and \$153,350, a 1.0 FTE fiscal assistant I position and \$51,490, and a .5 FTE office assistant IV position and \$16,598 from this department. Responsibilities are able to be reassigned to other department staff. In addition, there is a reduction of

\$10,000 in instructional materials and \$16,081 in local travel mileage reimbursement based on prior year spending.

**Strategic Priority Enhancements—\$211,180**

*SEPA Program Expansion—4.0 FTE Teachers and \$211,180*

In order to meet the needs of a growing student population who have limited or no formal education, a reimagining of both the Students Engaged in Pathways to Achievement (SEPA) and the Multidisciplinary Education, Training, and Support (METS) programs is required. As a growing number of older students who have not had the advantage of a quality formal education enter the school system, designing programs that will get them a high school diploma, a GED, or at a minimum, a marketable skill, is paramount. To meet this need, strengthening and creating greater access to the SEPA program is a critical entry point. As our understanding of the needs of older students who are unable to meet high school graduation requirements by the age of 21 deepens, the need to construct and expand programs such as SEPA is clear. Just as the needs of this growing group of older students demand attention, so to must attention be paid to the larger pool of students with limited or interrupted education who need significant support to achieve a high school diploma. Thus, investments in the METS program will strengthen the academic program that is essential if these students are to meet MCPS's rigorous requirements. Implementing core content and CTE courses for SEPA students will be at one location. The program will be offered through an extended day at Thomas Edison High School of Technology with time divided between core content areas and CTE areas for industry certification. The initiative will require the realignment of positions allocated to schools for the students identified for the program, plus an additional 4.0 FTE teacher positions and \$211,180. In addition, \$61,284 is added to the budget for employee benefits in the Department of Financial Services.

**American Indian Education Program**

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this program is \$26,024, an increase of \$324 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$324**

*Continuing Salary Costs—\$245*

There is an increase of \$245 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

*Other—\$79*

There are increases of \$79 are made based on the expected grant award for FY 2017 being the same level of funding received for FY 2016.

**Program's Recent Funding History  
American Indian Education**

	<b>FY 2016 Projected 7/1/15</b>	<b>FY 2016 Received 11/30/15</b>	<b>FY 2017 Projected 7/1/16</b>
Federal	\$25,700	\$26,024	\$26,024
State			
Other			
County			
<b>Total</b>	<b>\$25,700</b>	<b>\$26,024</b>	<b>\$26,024</b>

# Dept of Elementary Cur & Districtwide Prgms - 233/239/650

Niki T. Hazel, Director II

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	634.865	642.685	642.885	<b>662.185</b>	19.300
Position Salaries	\$49,816,359	\$52,065,102	\$52,065,102	<b>\$54,410,775</b>	\$2,345,673
<b>Other Salaries</b>					
Summer Employment		10,000	10,000	<b>10,200</b>	200
Professional Substitutes		12,658	40,858	<b>14,030</b>	(26,828)
Stipends		79,200	51,000	<b>32,695</b>	(18,305)
Professional Part Time		10,200	10,200	<b>10,404</b>	204
Supporting Services Part Time					
Other					
Subtotal Other Salaries	210,243	112,058	112,058	<b>67,329</b>	(44,729)
<b>Total Salaries &amp; Wages</b>	50,026,602	52,177,160	52,177,160	<b>54,478,104</b>	2,300,944
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		557,468	557,468	<b>42,396</b>	(515,072)
<b>Total Contractual Services</b>	774,618	557,468	557,468	<b>42,396</b>	(515,072)
<b>03 Supplies &amp; Materials</b>					
Textbooks		60,901	60,901	<b>24,161</b>	(36,740)
Media					
Instructional Supplies & Materials		113,821	112,821	<b>39,000</b>	(73,821)
Office		9,524	9,524	<b>14,524</b>	5,000
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	205,244	184,246	183,246	<b>77,685</b>	(105,561)
<b>04 Other</b>					
Local/Other Travel		58,226	57,526	<b>43,445</b>	(14,081)
Insur & Employee Benefits					
Utilities					
Miscellaneous		2,000	2,000		(2,000)
<b>Total Other</b>	52,108	60,226	59,526	<b>43,445</b>	(16,081)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$51,058,572</u>	<u>\$52,979,100</u>	<u>\$52,977,400</u>	<u>\$54,641,630</u>	<u>\$1,664,230</u>

# Dept of Elementary Curriculum & Districtwide Prgs - 233/650/239

Niki T. Hazel, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>233 Dept of Elementary Cur &amp; Districtwide Prgms</b>						
2	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
2	N Coordinator		1.000				
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>3.000</b>	<b>3.000</b>	<b>3.000</b>	
	<b>239 Division of ESOL &amp; Bilingual Prgs.</b>						
2	P Director I		1.000	1.000	1.000		(1.000)
2	O Supervisor		1.000			<b>1.000</b>	1.000
3	N Coordinator		1.000	1.000	1.000		(1.000)
3	BD Instruct Assessment Spec		1.000	1.000	1.000	<b>1.000</b>	
2	BD Instructional Specialist		6.000	1.000	1.000		(1.000)
3	BD Counselor	X	10.000	10.000	9.500		(9.500)
3	AD Teacher, ESOL	X	522.470	540.790	540.790	<b>577.390</b>	36.600
3	AD Teacher, ESOL Resource	X	18.000	18.000	18.000	<b>18.000</b>	
2	23 Publications Manager		1.000				
3	22 ESOL Transition Counselor		2.600	3.600	4.300		(4.300)
3	21 Comm Spec/Web Producer		5.000				
3	20 Parent Community Coord			1.000	1.000		(1.000)
2	18 Fiscal Assistant IV		.400	.400	.400	<b>.400</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000		(1.000)
2	14 Administrative Secretary I		2.000			<b>1.000</b>	1.000
2	13 Fiscal Assistant I		1.000	1.000	1.000		(1.000)
3	13 Language Services Assistant		3.500				
3	13 ESOL Testing Assistant		4.000	4.000	4.000	<b>4.000</b>	
3	13 Paraeducator - ESOL	X	34.395	38.895	38.895	<b>38.895</b>	
2	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
2	9 Office Assistant II		.500				
	<b>Subtotal</b>		<b>616.865</b>	<b>623.685</b>	<b>623.885</b>	<b>642.685</b>	<b>18.800</b>
	<b>650 Elementary Integrated Curriculum Team</b>						
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
2	O Supervisor		2.000	2.000	2.000	<b>2.000</b>	
2	BD Instructional Specialist			3.000	3.000	<b>3.000</b>	
2	BD Elem Integrated Curr Spec		9.000	9.000	9.000	<b>9.000</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
2	14 Administrative Secretary I		1.000				
2	11 Office Assistant IV					<b>.500</b>	.500
	<b>Subtotal</b>		<b>14.000</b>	<b>16.000</b>	<b>16.000</b>	<b>16.500</b>	<b>.500</b>
	<b>Total Positions</b>		<b>634.865</b>	<b>642.685</b>	<b>642.885</b>	<b>662.185</b>	<b>19.300</b>

**ESOL/BILINGUAL PROGRAMS ENROLLMENT AND STAFFING**

	<b>FY 2016 BUDGET</b>	<b>FY 20167 BUDGET</b>	<b>CHANGE</b>
<b><u>Elementary School</u></b>			
<b>Enrollment:</b>			
METS * Students	50	50	-
Non-METS Students (Levels 1-5)	16,000	16,650	650
<b>Total Enrollment</b>	<b>16,050</b>	<b>16,700</b>	<b>650</b>
<b>Positions:</b>			
METS Teachers	3.0	3.0	-
Non-METS Teachers	370.2	383.6	13.4
Paraeducators	4.9	4.9	-
<b>Total Positions</b>	<b>378.1</b>	<b>391.5</b>	<b>13.4</b>
<b><u>Middle School</u></b>			
<b>Enrollment:</b>			
METS Students	150	160	10
Non-METS Students (Levels 1-5)	2,113	2,240	127
<b>Total Enrollment</b>	<b>2,263</b>	<b>2,400</b>	<b>137</b>
<b>Positions:</b>			
METS Teachers	10.0	10.0	-
Non-METS Teachers	69.8	64.9	(4.9)
Coaches **	10.0	10.0	-
Paraeducators	7.5	7.5	-
<b>Total Positions</b>	<b>97.3</b>	<b>92.4</b>	<b>(4.9)</b>
<b><u>High School</u></b>			
<b>Enrollment:</b>			
METS Students	400	400	-
Non-METS Students (Levels 1-5)	2,317	3,100	783
<b>Total Enrollment</b>	<b>2,717</b>	<b>3,500</b>	<b>783</b>
<b>Positions:</b>			
METS Teachers	16.0	16.0	-
Non-METS Teachers	69.8	92.4	22.6
Resource Teachers	18.0	18.0	-
SEPA Teachers	0.4	6.0	5.6
Paraeducators	26.5	26.5	-
<b>Total Positions</b>	<b>130.7</b>	<b>158.9</b>	<b>28.2</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>Positions:</b>			
Non-METS Teachers	1.6	1.5	(0.1)
<b>Total Positions</b>	<b>1.6</b>	<b>1.5</b>	<b>(0)</b>

\* 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.

# American Indian Education - 903

Niki T. Hazel, Director II

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)					
Position Salaries					
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		12,260	12,260	12,000	(260)
Supporting Services Part Time					
Other					
Subtotal Other Salaries	17,700	12,260	12,260	12,000	(260)
<b>Total Salaries &amp; Wages</b>	17,700	12,260	12,260	12,000	(260)
<b>02 Contractual Services</b>					
Consultants		5,390	5,390		(5,390)
Other Contractual		3,000	3,000	8,385	5,385
<b>Total Contractual Services</b>	2,500	8,390	8,390	8,385	(5)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		4,084	4,084	4,673	589
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	1,003	4,084	4,084	4,673	589
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits		966	966	966	
Utilities					
Miscellaneous					
<b>Total Other</b>	1,354	966	966	966	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$22,557</u>	<u>\$25,700</u>	<u>\$25,700</u>	<u>\$26,024</u>	<u>\$324</u>

# Division of Accelerated and Enriched Instruction

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



**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.

### Curriculum Enrichment

During the 2014–2015 school year, staff members facilitated professional development and common planning time in the Center Program for the Highly Gifted (CPHG). In the 2015–2016 school year, AEI staff members will continue to provide school-based support to ensure all students are provided with accelerated and enriched instruction.

### Gifted and Talented Identification and Support

The division designs and coordinates the identification and instructional programming recommendations for acceleration and enrichment systemwide at the elementary and middle school levels, for highly able and gifted and talented students. Additionally, we support seven GT/LD vertically across MCPS.

### Center Programs for the Highly Gifted Support

In collaboration with the Division of Consortia Choice and Application Program Services, AEI supports the selection of students for magnet programs across 14 select elementary and secondary sites. Additionally, AEI coordinates instructional programming and professional development for magnet special programs.

### International Baccalaureate

The division coordinates the implementation of the International Baccalaureate (IB) Program in 24 MCPS school sites from Kindergarten through Grade 12. The IB program parallels the MCPS curriculum, while providing students with access to an international framework and curricula that

encourage students to think critically and through the lens of global citizen at both the local and world levels.

## 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 for identification and access to enriched and accelerated services.
- » 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 53 gifted students with disabilities.
- » Supported the selection of students and curricular implementation of the compacted mathematics program across all elementary schools.
- » Monitored the implementation of the CPHG curriculum.
- » Coordinated seven GT/LD programs, serving approximately 150 students.
- » Supporting IB programs: eight high school IB diploma programs; 11 middle/high school Middle Years Programmes (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.
- » Supported the Wings Mentor Program providing a one-to-one mentor for 30 twice exceptional students in MCPS.
- » Developed and implemented professional development regarding best practices for identification and access to enriched and accelerated instruction for twice exceptional students.
- » Provided training to support elementary school programs, including William and Mary Reading/Language Arts program and Junior Great Books and Jacob’s Ladder reading programs.
- » Provided training to support secondary school programs, including Great Books/Roundtable.

- » Facilitated continuing professional learning courses—Teaching and Learning, the IB Program, Enriching and Extending the Reading/Language Arts 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 2015 Actual	FY 2016 Estimated	FY 2017 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 Full Diploma Program

FY 2015 Actual	FY 2016 Estimated	FY 2017 Recommended
334	375	400

**Explanation:** MCPS has been building capacity in IB programs with the establishment of PYP in a single elementary school, MYP in multiple middle schools, and MYP/DP programs in high schools. Eight IB diploma programs are now established. MCPS supports 15,000 students enrolled vertically in IB programs. More than 3,611 IB exams were administered to MCPS students in 2015, with 2,366 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, 307 IB full diplomas and 27 IB career certificates were earned.

**OVERVIEW OF BUDGET CHANGES**

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this division is \$1,406,614, an increase of \$95,968 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$105,677**

*Continuing Salary Costs—\$105,677*

There is an increase of \$105,677 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

**Program Efficiencies and Reductions—(\$9,709)**

The FY 2017 recommended budget for this division includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is reduction of \$9,709 budgeted for dues, registration, and fees; travel for professional learning; and substitutes. These reductions can be taken based on prior year spending

## Division of Accelerated and Enriched Instruction - 237

Meredith A. Casper, Director I

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	10,750	10,250	10,250	<b>10,250</b>	
Position Salaries	\$1,091,064	\$1,068,191	\$1,068,191	<b>\$1,173,164</b>	\$104,973
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		9,600	9,600	<b>6,920</b>	(2,680)
Stipends					
Professional Part Time		25,600	25,600	<b>26,112</b>	512
Supporting Services Part Time					
Other					
Subtotal Other Salaries	10,136	35,200	35,200	<b>33,032</b>	(2,168)
<b>Total Salaries &amp; Wages</b>	1,101,200	1,103,391	1,103,391	<b>1,206,196</b>	102,805
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		91,337	91,337	<b>91,337</b>	
<b>Total Contractual Services</b>	85,755	91,337	91,337	<b>91,337</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		83,031	83,031	<b>83,031</b>	
Office		15,693	15,693	<b>15,693</b>	
Other Supplies & Materials		4,648	4,648	<b>4,648</b>	
<b>Total Supplies &amp; Materials</b>	86,222	103,372	103,372	<b>103,372</b>	
<b>04 Other</b>					
Local/Other Travel		12,546	12,546	<b>5,709</b>	(6,837)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	10,773	12,546	12,546	<b>5,709</b>	(6,837)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$1,283,950</b>	<b>\$1,310,646</b>	<b>\$1,310,646</b>	<b>\$1,406,614</b>	<b>\$95,968</b>

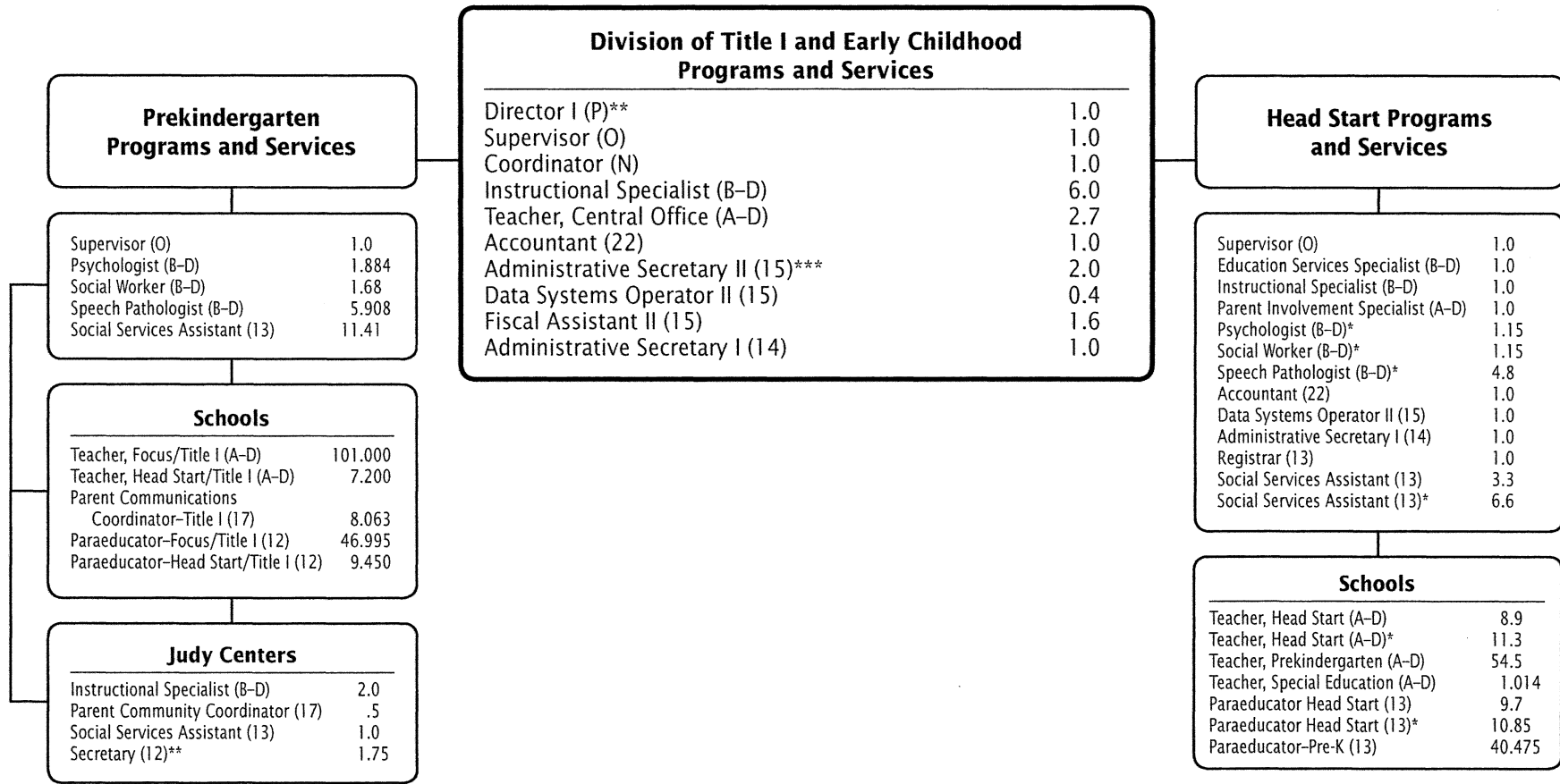
## Division of Accelerated and Enriched Instruction - 237/234

Meredith A. Casper, Director I

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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		6.500	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		.500				
	<b>Total Positions</b>		<b>10.750</b>	<b>10.250</b>	<b>10.250</b>	<b>10.250</b>	

# Division of Title I and Early Childhood Programs and Services

Chapter 4 – 23



F.T.E. Positions 379.279

(The 309.447 positions in schools also are shown on the K-12 charts in Chapter 1)

\*There are 35.85 Head Start grant positions shown on this chart.

\*\* .5 is locally funded

\*\*\* 1.0 is locally funded

# Division of Title I and Early Childhood Programs and Services—

294/235/296/297/904/905/932/941

Deann M. Collins, Director I

301-230-0660

**MISSION** *The mission of the Division of Title I and Early Childhood Programs and Services (DTECPS) is to provide comprehensive, research-based services to young children; ensure their school success through partnerships with families, schools, and the community; and customize 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

Under the leadership of the chief academic officer and the Office of Curriculum and Instructional Programs (OCIP), DTECPS oversees the implementation of Title I, prekindergarten, Head Start, and the Judith P. Hoyer Early Child Care and Family Education and Enhancement Programs (Judy Centers).

### **Implementation of Title I, Part A Program and Improving Head Start for School Readiness Act of 2007**

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; examines the current educational program in collaboration with staff members; and identifies changes that will improve academic achievement in 26 Title I elementary schools identified for FY 2016.

### **Implements Head Start performance standards in 17 partial-day Head Start classes and 17 full-day Head Start classes in 15 Title I schools.**

Implements local initiatives such as Extended Learning Opportunities Summer Adventures in Learning (ELO SAIL), Extended Learning Opportunities Summer Title I Enrichment Program (ELO STEP), and Head Start summer programs. DTECPS collaborates with various program supervisors and instructional specialists in OCIP, other Montgomery County Public Schools (MCPS) offices, and county agencies to increase family and community involvement and to plan and implement extended learning programs. The purpose of the 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.

### **Implementation of Early Childhood Initiatives and Programs**

Coordinates and implements 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 Prekindergarten, Special Programs, and Related Services in the Office of

Special Education (OSE) provide an inclusive environment for children with special needs to participate in a general education setting. In keeping with federal and state laws, the programs implement 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.

Through engagement and collaboration with the Maryland State Department of Education (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 education and supports for children, birth through age 5. Services on family literacy provide skill-building for parents and caregivers. Services also target resources to ensure the development of children and academic and social readiness for kindergarten.

Implements the Judith P. Hoyer legislation governing the Gaithersburg and Silver Spring Judy Center programs. The Silver Spring Judy Center serves the Rolling Terrace Elementary School community. The Gaithersburg Judy Center serves the communities of Summit Hall and Washington Grove elementary schools.

Collaborates with the Elementary Integrated Curriculum Team to align early childhood programs and services with the curriculum.

Collaborates with MCPS offices and county agencies to increase family and community involvement.

## 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.
- » Provided and coordinated a 19-day ELO SAIL summer program at 24 Title I schools with 3,449 students in Kindergarten through Grade 2, including eligible private school and homeless students. This 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 went beyond the maintenance level.
- » Provided and coordinated a 19-day ELO STEP summer program, in partnership with the divisions of Accelerated and Enriched Instruction and Consortia Choice and Application Program Services, for 216 students.

# Division of Title I and Early Childhood Programs and Services—

294/235/296/297/904/905/932/941

Deann M. Collins, Director I

301-230-0660

ELO STEP is designed to nurture critical and creative thinking skills through engaging, rigorous instruction.

- » 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 ninth year, is a six-hour program that serves 340 federally-eligible children in 17 full-day Head Start classes located at 15 Title I schools.
- » Served 2,833 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.
- » Used MCPS Curriculum 2.0, aligned with the Common Core State Standards, to provide all prekindergarten students with rich, literacy-based programs that maximize their development in the early years and ensures that they enter kindergarten with the knowledge and skills necessary for academic success. Instructional specialists worked with schools on an ongoing basis to provide direct support to principals and teachers as they implemented the integrated curriculum in all prekindergarten classes.
- » Partnered with OSE to establish inclusion/collaboration sites, allowing more access for preschool children with special needs to be placed in the least restrictive environment.
- » Provided and coordinated comprehensive early childhood services for approximately 215 children, birth through age 5, and their families at the Silver Spring Judy Center and approximately 230 children and their families at the Gaithersburg Judy Center. All classroom programs and affiliated child-care providers continue to receive the distinction of MSDE early childhood accreditation.

## 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 2015 Actual	FY 2016 Estimated	FY 2017 Recommended
45%	60%	75%

**Explanation:** In summer 2015, approximately 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 83 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

FY 2015 Actual	FY 2016 Estimated	FY 2017 Recommended
55.56%	52.47%	56%

**Explanation:** Please note that the reduction in percentage for this year is reflective of the reduced number of Title I schools with full-day Head Start programs for FY 2016. In FY 2015, 18 full-day Head Start classes were funded. In FY 2016, 17 full-day Head Start classes are being funded. The number of partial-day Head Start programs remains the same.

**Performance Measure:** Number of families receiving or participating in early childhood services that support cognitive and social emotional development of children ages birth to 5

### Gaithersburg Judy Center

FY 2015 Actual	FY 2016 Estimated	FY 2017 Recommended
217	230	245

### Silver Spring Judy Center

FY 2015 Actual	FY 2016 Estimated	FY 2017 Recommended
215	245	260

**Explanation:** Families of children age birth to 5 are provided with a variety of comprehensive early childhood services that support their child'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 2017 Recommended Budget

#### Division of Title I and Early Childhood Programs and Services

The FY 2017 recommended budget for this division is \$15,511,560, an increase of \$407,611 over the current FY 2016 budget. An explanation of this change follows.

#### Same Service Level Changes—\$468,760

##### Continuing Salary Costs—\$546,241

There is an increase of \$546,241 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

# Division of Title I and Early Childhood Programs and Services—

294/235/296/297/904/905/932/941

Deann M. Collins, Director I

301-230-0660

## Realignments to Meet Expenditure Requirements and Program Priorities—(\$54,888)

There is a realignment of a 1.0 FTE office assistant IV position and \$53,904 from this division to the Department of Elementary Curriculum and Districtwide Programs to reflect operational requirements. In addition, there are a number of budget neutral realignments budgeted to address priority spending needs within this division. There are reductions of \$6,484 from instructional materials, \$5,000 from consultants, and \$1,800 from field trips and corresponding increases to professional part-time salaries of \$600 and supporting services part-time salaries of \$11,700. In addition there is a realignment of \$984 to support employee benefits budgeted in the Department of Financial Services.

## Other—(\$22,593)

There is a reduction of \$23,593 to this budget based on the expected FY 2017 grant awards.

## Program Efficiencies and Reductions—(\$61,149)

The FY 2017 recommended budget for this division includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is a reduction of a .4 FTE paraeducator position and \$12,026 based on staffing requirements and no impact to the program is expected. In addition, there are reductions of \$49,123 budgeted for supporting services part-time salaries; local mileage reimbursement; instructional materials; contractual services; field trips; meals and snacks; dues, registration, and fees; and office supplies based on prior year spending.

## Head Start

### Program's Recent Funding History

	FY 2016 Projected 7/1/15	FY 2016 Received 11/30/5	FY 2017 Projected 7/1/16
Federal	\$3,603,675	\$3,603,675	\$3,771,965
State			
Other			
County	\$3,603,675	\$3,603,675	\$3,771,965
Total	\$14,296,825	\$14,459,949	\$14,867,560

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

### Program's Recent Funding History

	FY 2016 Projected 7/1/15	FY 2016 Received 11/30/5	FY 2017 Projected 7/1/16
Federal			
State	\$644,000	\$644,000	\$644,000
Other			
County			
Total	\$644,000	\$644,000	\$644,000

## Title I Programs Grant

### FY 2017 Recommended Budget

The FY 2017 recommended budget for this program is \$23,022,664, no change from the current FY 2016 budget. An explanation of changes follows.

### Same Service Level Changes—\$1,412,016

#### Continuing Salary Costs—\$1,412,016

There is an increase of \$1,412,016 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

#### Other—(\$1,412,016)

Realignments are made based on the expected grant award for FY 2017 being the same level of funding received for FY 2016.

## Title I

### Program's Recent Funding History

	FY 2016 Projected 7/1/15	FY 2016 Received 11/30/5	FY 2017 Projected 7/1/16
Federal	\$21,256,537	\$23,022,664	\$23,022,664
State			
Other			
County			
Total	\$21,256,537	\$23,022,664	\$23,022,664



**Div of Title 1 & Early Childhood Prgrms/Svcs - 294/235/296/297/904/905/932**

**Deann M. Collins, Director I**

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	193,571	190,521	190,521	<b>190,371</b>	(.150)
Position Salaries	\$12,745,796	\$12,986,258	\$12,986,258	<b>\$13,512,409</b>	\$526,151
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		71,780	71,780	<b>69,084</b>	(2,696)
Stipends					
Professional Part Time		34,285	34,285	<b>15,486</b>	(18,799)
Supporting Services Part Time		134,613	134,613	<b>161,806</b>	27,193
Other					
Subtotal Other Salaries	187,352	240,678	240,678	<b>246,376</b>	5,698
<b>Total Salaries &amp; Wages</b>	<b>12,933,148</b>	<b>13,226,936</b>	<b>13,226,936</b>	<b>13,758,785</b>	<b>531,849</b>
<b>02 Contractual Services</b>					
Consultants		42,283	42,283	<b>35,783</b>	(6,500)
Other Contractual		133,483	133,483	<b>79,810</b>	(53,673)
<b>Total Contractual Services</b>	<b>37,731</b>	<b>175,766</b>	<b>175,766</b>	<b>115,593</b>	<b>(60,173)</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		163,952	163,952	<b>108,292</b>	(55,660)
Office		17,918	17,918	<b>8,777</b>	(9,141)
Other Supplies & Materials		91,005	91,005	<b>71,308</b>	(19,697)
<b>Total Supplies &amp; Materials</b>	<b>144,858</b>	<b>272,875</b>	<b>272,875</b>	<b>188,377</b>	<b>(84,498)</b>
<b>04 Other</b>					
Local/Other Travel		52,804	52,804	<b>47,405</b>	(5,399)
Insur & Employee Benefits		1,276,882	1,276,882	<b>1,327,961</b>	51,079
Utilities					
Miscellaneous		98,686	98,686	<b>73,439</b>	(25,247)
<b>Total Other</b>	<b>1,248,311</b>	<b>1,428,372</b>	<b>1,428,372</b>	<b>1,448,805</b>	<b>20,433</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$14,364,048</b>	<b>\$15,103,949</b>	<b>\$15,103,949</b>	<b>\$15,511,560</b>	<b>\$407,611</b>

# Div of Title 1 and Early Childhood Prgms & Svcs - 294/296/297/904/905/932/235

Deann M. Collins, Director I

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>235 Div. of Early Childhood Prgs &amp; Svcs.</b>						
2	P Director I		1.000				
2	O Supervisor		1.000				
2	BD Instructional Specialist		2.000				
2	15 Administrative Secretary II		1.000				
2	12 Secretary		2.000				
	<b>Subtotal</b>		<b>7.000</b>				
	<b>294 Div of Title 1 &amp; Early Childhood Prgms/Svcs</b>						
2	P Director I			.500	.500	.500	
2	O Supervisor		1.000	1.000	1.000	1.000	
2	BD Instructional Specialist		2.000	1.000	1.000	1.000	
2	BD Education Services Spec		1.000	1.000	1.000	1.000	
2	AD Parent Involvement Specialist		1.000	1.000	1.000	1.000	
3	AD Teacher, Special Education	X	1.014	1.014	1.014	1.014	
2	22 Accountant		1.000	1.000	1.000	1.000	
2	15 Administrative Secretary II			1.000	1.000	1.000	
2	15 Data Systems Operator II		1.000	1.000	1.000	1.000	
2	15 Fiscal Assistant II		1.000				
2	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
2	13 Registrar		1.000	1.000	1.000	1.000	
2	12 Secretary			1.000	1.000	1.000	
2	9 Office Assistant II		1.000	1.000	1.000		(1.000)
	<b>Subtotal</b>		<b>12.014</b>	<b>12.514</b>	<b>12.514</b>	<b>11.514</b>	<b>(1.000)</b>
	<b>296 Head Start -Local</b>						
3	AD Teacher, Head Start	X	9.900	8.900	8.900	8.900	
3	13 Paraeducator Head Start	X	10.300	9.700	9.700	9.700	
7	13 Social Services Assistant		3.300	3.300	3.300	3.300	
	<b>Subtotal</b>		<b>23.500</b>	<b>21.900</b>	<b>21.900</b>	<b>21.900</b>	
	<b>297 Prekindergarten</b>						
2	O Supervisor			1.000	1.000	1.000	
7	BD Social Worker		1.680	1.680	1.680	1.680	
3	BD Psychologist		1.884	1.884	1.884	1.884	
3	BD Speech Pathologist	X	5.908	5.908	5.908	5.908	
3	AD Teacher, Prekindergarten	X	54.500	54.500	54.500	54.500	
3	13 Paraeducator - Pre-K	X	40.875	40.875	40.875	40.475	(.400)
7	13 Social Services Assistant	X	9.710	9.710	9.710	9.710	
7	13 Social Services Assistant		1.700	1.700	1.700	1.700	
	<b>Subtotal</b>		<b>116.257</b>	<b>117.257</b>	<b>117.257</b>	<b>116.857</b>	<b>(.400)</b>
	<b>904 Judith B. Hoyer Silver Spring Center</b>						
14	BD Instructional Specialist			1.000	1.000	1.000	

# Div of Title 1 and Early Childhood Prgms & Svcs - 294/296/297/904/905/932/235

Deann M. Collins, Director I

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>904 Judith B. Hoyer Silver Spring Center</b>						
14	13 Social Services Assistant	X				.500	.500
14	12 Secretary			.500	.500	.750	.250
	<b>Subtotal</b>			<b>1.500</b>	<b>1.500</b>	<b>2.250</b>	<b>.750</b>
	<b>905 Judith B. Hoyer Gaithersburg Center</b>						
14	BD Instructional Specialist			1.000	1.000	<b>1.000</b>	
14	17 Parent Comm Coordinator	X		.500	.500	.500	
14	13 Social Services Assistant	X				.500	.500
	<b>Subtotal</b>			<b>1.500</b>	<b>1.500</b>	<b>2.000</b>	<b>.500</b>
	<b>932 Head Start Program - Grant</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	10.700	11.300	11.300	<b>11.300</b>	
3	13 Paraeducator Head Start	X	10.400	10.850	10.850	<b>10.850</b>	
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>34.800</b>	<b>35.850</b>	<b>35.850</b>	<b>35.850</b>	
	<b>Total Positions</b>		<b>193.571</b>	<b>190.521</b>	<b>190.521</b>	<b>190.371</b>	<b>(.150)</b>

# Title I Programs - Grant - 941

Deann M. Collins, Director I

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	205.200	193.088	193.088	<b>188.908</b>	(4.180)
Position Salaries	\$13,099,485	\$12,614,407	\$12,614,407	<b>\$13,775,946</b>	\$1,161,539
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		263,315	263,315	<b>263,315</b>	
Stipends					
Professional Part Time		2,665,020	2,665,020	<b>1,787,210</b>	(877,810)
Supporting Services Part Time		252,628	252,628	<b>202,628</b>	(50,000)
Other					
Subtotal Other Salaries	2,013,014	3,180,963	3,180,963	<b>2,253,153</b>	(927,810)
<b>Total Salaries &amp; Wages</b>	<b>15,112,499</b>	<b>15,795,370</b>	<b>15,795,370</b>	<b>16,029,099</b>	233,729
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		60,822	60,822	<b>60,822</b>	
<b>Total Contractual Services</b>	<b>165,111</b>	<b>60,822</b>	<b>60,822</b>	<b>60,822</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		357,428	357,428	<b>257,428</b>	(100,000)
Office		8,000	8,000	<b>8,000</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	<b>399,895</b>	<b>365,428</b>	<b>365,428</b>	<b>265,428</b>	(100,000)
<b>04 Other</b>					
Local/Other Travel		23,690	23,690	<b>23,690</b>	
Insur & Employee Benefits		6,587,132	6,587,132	<b>6,453,403</b>	(133,729)
Utilities					
Miscellaneous		142,651	142,651	<b>142,651</b>	
<b>Total Other</b>	<b>6,614,054</b>	<b>6,753,473</b>	<b>6,753,473</b>	<b>6,619,744</b>	(133,729)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		47,571	47,571	<b>47,571</b>	
<b>Total Equipment</b>	<b>131,628</b>	<b>47,571</b>	<b>47,571</b>	<b>47,571</b>	
<b>Grand Total</b>	<b>\$22,423,187</b>	<b>\$23,022,664</b>	<b>\$23,022,664</b>	<b>\$23,022,664</b>	

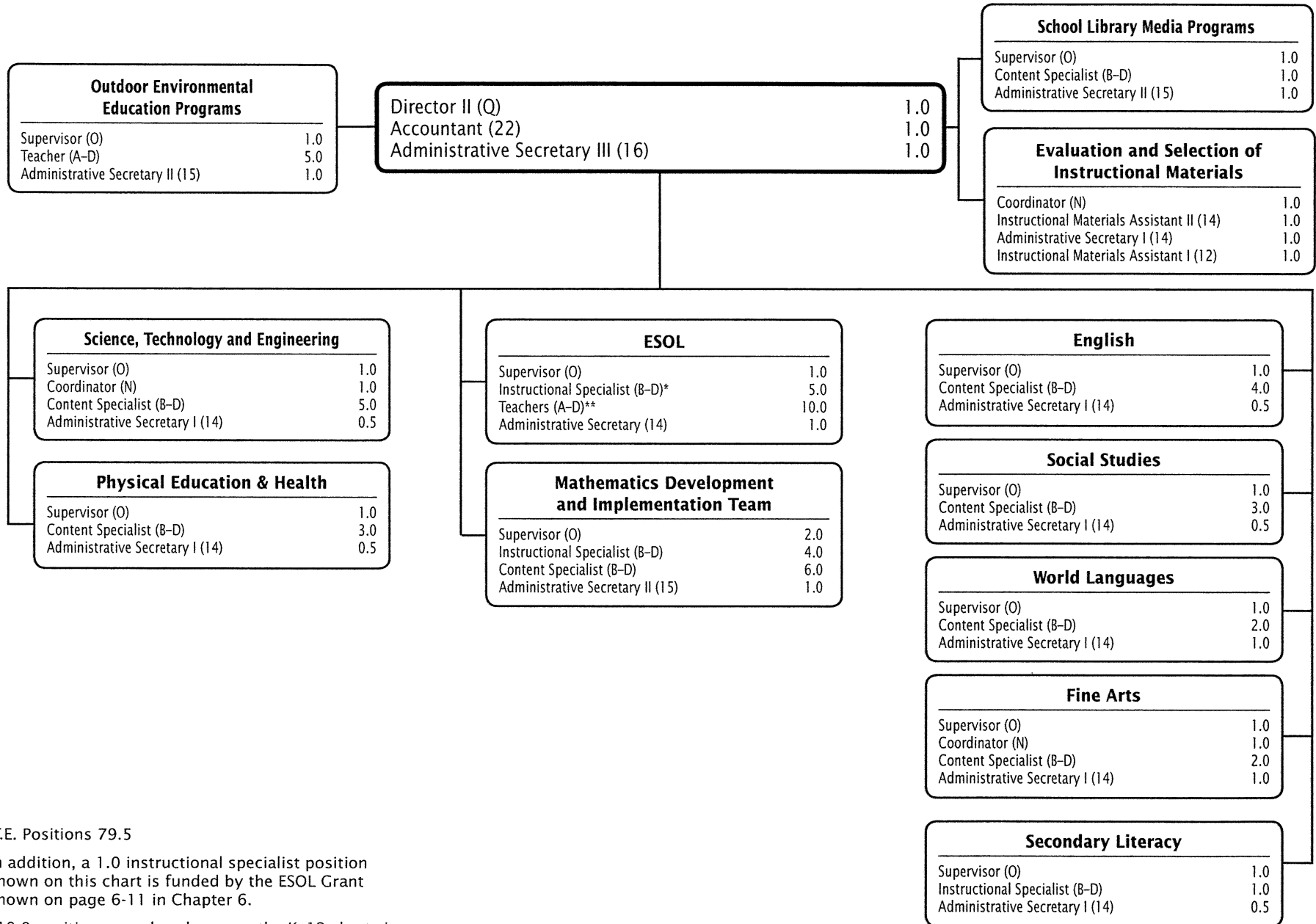
# Title I Programs - Grant - 941

Deann M. Collins, Director I

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
2	P Director I		1.000	.500	.500	<b>.500</b>	
2	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
2	N Coordinator			1.000	1.000	<b>1.000</b>	
2	BD Instructional Specialist		7.000	6.000	6.000	<b>6.000</b>	
3	AD Central Off Teacher	X	1.800	2.700	2.700	<b>2.700</b>	
3	AD Teacher, Focus	X	112.700	102.800	102.800	<b>101.000</b>	(1.800)
3	AD Teacher, Head Start	X	7.600	7.200	7.200	<b>7.200</b>	
2	22 Accountant		1.000	1.000	1.000	<b>1.000</b>	
3	17 Parent Comm Coordinator	X	7.900	8.063	8.063	<b>8.063</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
2	15 Data Systems Operator II		.500	.400	.400	<b>.400</b>	
2	15 Fiscal Assistant II		1.125	1.600	1.600	<b>1.600</b>	
2	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
3	13 Paraeducator - Focus	X	51.600	49.375	49.375	<b>46.995</b>	(2.380)
3	13 Paraeducator Head Start	X	9.975	9.450	9.450	<b>9.450</b>	
<b>Total Positions</b>			<b>205.200</b>	<b>193.088</b>	<b>193.088</b>	<b>188.908</b>	<b>(4.180)</b>

# Department of Secondary Curriculum and Districtwide Programs

Chapter 4 – 32



F.T.E. Positions 79.5

\*In addition, a 1.0 instructional specialist position shown on this chart is funded by the ESOL Grant shown on page 6-11 in Chapter 6.

\*\*10.0 positions are also shown on the K-12 charts in Chapter 1.

**MISSION** *The mission of the Department of Secondary Curriculum and Districtwide Programs (DSCDP) is to support schools in increasing student achievement by providing research-based curriculum, assessments, and instructional materials; collaborating with other offices, departments, and community partners to develop and implement high-quality innovative programs that meet the diverse needs of all learners; 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

DSCDP's major functions include curriculum, instruction, and assessment; school support and programs; professional learning; and strategic stakeholder involvement that promotes effective teaching and learning. DSCDP comprises 11 major disciplines (English language arts; fine arts; secondary English for Speakers of Other Languages (ESOL); health and physical education; secondary literacy; outdoor environmental education programs (OEEP); school library media programs (SLMP); science, technology, and engineering; social studies; and world languages), and the Math Implementation and Development team. DSCDP 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. DSCDP evaluates effective intervention resources and strategies and collaborates with staff members in the offices of School Support and Improvement (OSSI), Special Education (OSE), Department of Shared Accountability (DSA), and 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), DSCDP 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 portal. 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. DSCDP designs and disseminates dynamic online resources to facilitate teacher collaboration and support consistent implementation of Montgomery County Public Schools (MCPS) curriculum. DSCDP 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, DSCDP 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 other centrally developed assessments). DSCDP collaborates with OSSI to promote effective implementation of the curriculum, and collaborates with OESS, OSSI, and OCTO to develop products and procedures aligned with curriculum and assessment policies.

### School Support and Programs

In collaboration with other offices, DSCDP provides direct support to schools to build the capacity of instructional leaders to promote effective teaching and learning. DSCDP 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. DSCDP provides job-embedded guidance to schools and supports school improvement through on-site technical assistance, in collaboration with OSSI. DSCDP supervises language immersion programs in elementary and middle schools and develops translated instructional materials and assessments that align with MCPS curriculum. DSCDP collaborates with the Department of Career Readiness and Innovative Programs (DCRIP) to support implementation of college-level courses in high school as well as elective and advanced courses for middle schools. DSCDP also manages choral and instrumental music programs in all grades, and coordinates local and state music festivals and competitions.

### Professional Learning

DSCDP 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. DSCDP provides curriculum implementation professional learning to resource teachers, reading specialists, content specialists, math content coaches, immersion teachers, and dual enrollment coordinators. DSCDP 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

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

current research, and consults with state and federal agencies, higher education, and business. DSCDP 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.

## Secondary ESOL Instruction

The ESOL team in DSCDP supports academic excellence for secondary ESOL students by focusing on quality English language development (ELD) instruction and supporting 21st century teaching and learning for ESOL students across all content areas in both middle and high schools. Secondary ESOL Instruction also provides curriculum resources, professional learning, and instructional supports to secondary schools to bolster the academic success of secondary ESOL students. Secondary ESOL Instruction curriculum resources are aligned with the World-Class Instructional Design and Assessment ELD standards and are correlated to the Literacy and Language CCSS to support the development of academic English 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 (METS) program. The METS specialist provides critical intake services for newly enrolling METS families and direct supports to METS teachers in 24 schools that offer the METS program to over 600 ESOL students with interrupted formal education. The METS specialist also provides direct support and professional learning on implementing the METS curriculum.

## Outdoor Environmental Education Programs (OEEP)

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

## School Library Media Programs (SLMP)

SLMP leads the implementation of a 21st century vision for library media programs and 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, and business partners, as well as state and local education agencies 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 digital resources to support curriculum implementation.

## ACCOMPLISHMENTS AND INITIATIVES

- » Developed C2.0 resources, posting 11 secondary courses in six content areas.
- » Facilitated teacher communication and collaboration to encourage posting original lessons and rating centrally and teacher-developed lessons, instructional materials, and professional development resources.
- » 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, OSE, Professional Growth Systems, and 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 descripted 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.
- » 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. DSCDP 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.
- » There were 5,102 middle and high school students out of 21,463 ESOL students that were enrolled in ESOL programs for FY 2015. In FY 2016, the ESOL enrollment projection is 21,250 and reflects expected enrollment of 2,350 and 2,800 ESOL students at the middle and high school levels, respectively.



- » Facilitated professional learning for ESOL teachers and paraeducators serving ESOL students with interrupted formal education enrolled in the METS program. These sessions focused on implementing METS reading and math curricula, collaborative planning and reducing social emotional barriers to learning. Additionally, METS staff received critical information on understanding the reading and math benchmarks used to monitor progress toward and attainment of requirements to exit the METS program.
- » Professional development has been provided to ESOL and non-ESOL staff members in schools at both the middle and high school levels to address the academic and linguistic needs of ELLs during both ELD and content instruction. Some of the professional learning strategies to support content teachers include the implementation of the Sheltered Instruction Observation Protocol (SIOP) professional learning strategy in 20 middle schools and eight high schools. Several professional learning sessions about academic language were offered to secondary staff during the Literacy and Leadership Week in July 2015. In addition, 10 ELD teacher/coaches were assigned to 20 middle schools to improve academic outcomes for students in the limited English proficient (LEP) subgroup. These identified schools received instructional support and professional development from the assigned ELD teacher/coach.
- » Facilitated the integration of K–12 environmental education in the Grades K–12 curricula. Provided outdoor environmental 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.
- » Collaborated with the Office of the Chief Technology Officer to implement the ongoing Strategic Technology Plan, to enable a stronger library media program-classroom connection to have continuous access to 21st century teaching and learning resources.
- » Implemented and monitored the 21st century vision and guiding principles to enhance the ways in which SLMP facilitates innovative and collaborative learning, technology, and communication needs of students, staff members, and the school community. Reviewed growth continuum data and benchmarked those library programs that fully established the implementation of the 21st century vision. Provided targeted support to those school library media programs at the beginning stages of the implementation process.

**PERFORMANCE MEASURES**

**Performance Measure:** Number of revised or new secondary courses in C2.0, with interactive multimedia curriculum, instruction, assessment, and professional development resources, that 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 2016 Estimated	FY 2017 Recommended
37	55	56*

**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.

**Performance Measure:** Increase the number of Grade 11 students determined college and career ready, as defined by MSDE (collect baseline data in 2015–2016).

**Explanation:** *The Maryland College and Career Readiness and College Completion Act* of 2013 requires that all students take a MSDE-approved college readiness assessment by the end of Grade 11, beginning in the 2015–2016 school year. MSDE approved assessments include the SAT, ACT, ACCUPLACER, PARCC English 11, and PARCC Algebra 2. MCPS has made the decision not to administer the PARCC English 11 or Algebra 2 assessments for the CCRCCA requirement during the 2015–2016 school year. All Grade 11 students will take either the SAT, ACT, or ACCUPLACER by the end of the school year. FY 2016 will serve as baseline year and growth targets will be set for FY 2017 and beyond.

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

FY 2015 Actual	FY 2016 Estimated	FY 2017 Recommended
67.17%	57%	58%

**Explanation:** The state-mandated ELP assessment is used by MSDE to determine the percentage of ESOL students progressing toward proficiency in English. In FY 2015, the percentage of the ESOL student population who demonstrated progress toward proficiency in English is to be determined.

## Department of Secondary Curriculum and Districtwide Programs—

232/164/238/261/263/264/265

Scott W. Murphy, Director II

301-279-3350

### OVERVIEW OF BUDGET CHANGES

#### **FY 2017 Recommended Budget**

The FY 2017 recommended budget for this department is \$9,749,586, an increase of \$804,232 over the current FY 2016 budget. An explanation of this change follows.

#### ***Same Service Level Changes—\$1,014,823***

##### *Continuing Salary Costs—\$445,120*

There is an increase of \$445,120 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

##### *Student Enrollment—\$14,219*

An increase of \$14,219 for contractual services and facility rental for the Outdoor Environmental Education program is required based on student enrollment.

##### *Realignments to Meet Expenditure Requirements and Program Priorities—\$410,484*

There are several realignments budgeted to reflect operational requirements. There is a realignment of \$300,791 in training stipends, staff development substitutes, contractual services, and textbooks and instructional materials to this department from the ESOL and Bilingual Programs Unit within the Department of Elementary Curriculum and Districtwide Programs. In addition, there is a realignment of \$5,800 in office supplies and \$5,200 local travel mileage reimbursement from this department to the Department of Elementary Curriculum and Districtwide Programs.

The FY 2017 recommended budget includes a reorganization that results in an overall budget neutral set of realignments between departments and offices. The realignment includes a 1.0 FTE instructional specialist position and \$120,693 to this department from the ESOL and Bilingual Programs Unit within the Department of Elementary Curriculum and Districtwide Programs.

##### *Other—\$145,000*

An increase in contractual services for the Outdoor Environmental Education program is required for food services at the Smith Center.

#### ***Program Efficiencies and Reductions—(\$210,591)***

The FY 2017 recommended budget for this department, includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is reduction of \$62,000 budgeted for instructional materials and a reduction of \$52,152 for contractual services. In addition, there are reductions for stipends of \$37,000 as the training for Drexel for mathematics is no longer required and other reductions totaling \$59,439 based on prior year spending.

# Dept of Secondary Cur & Districtwide Prgms - 232/164/238/261/263/264/265

Scott W. Murphy, Director II

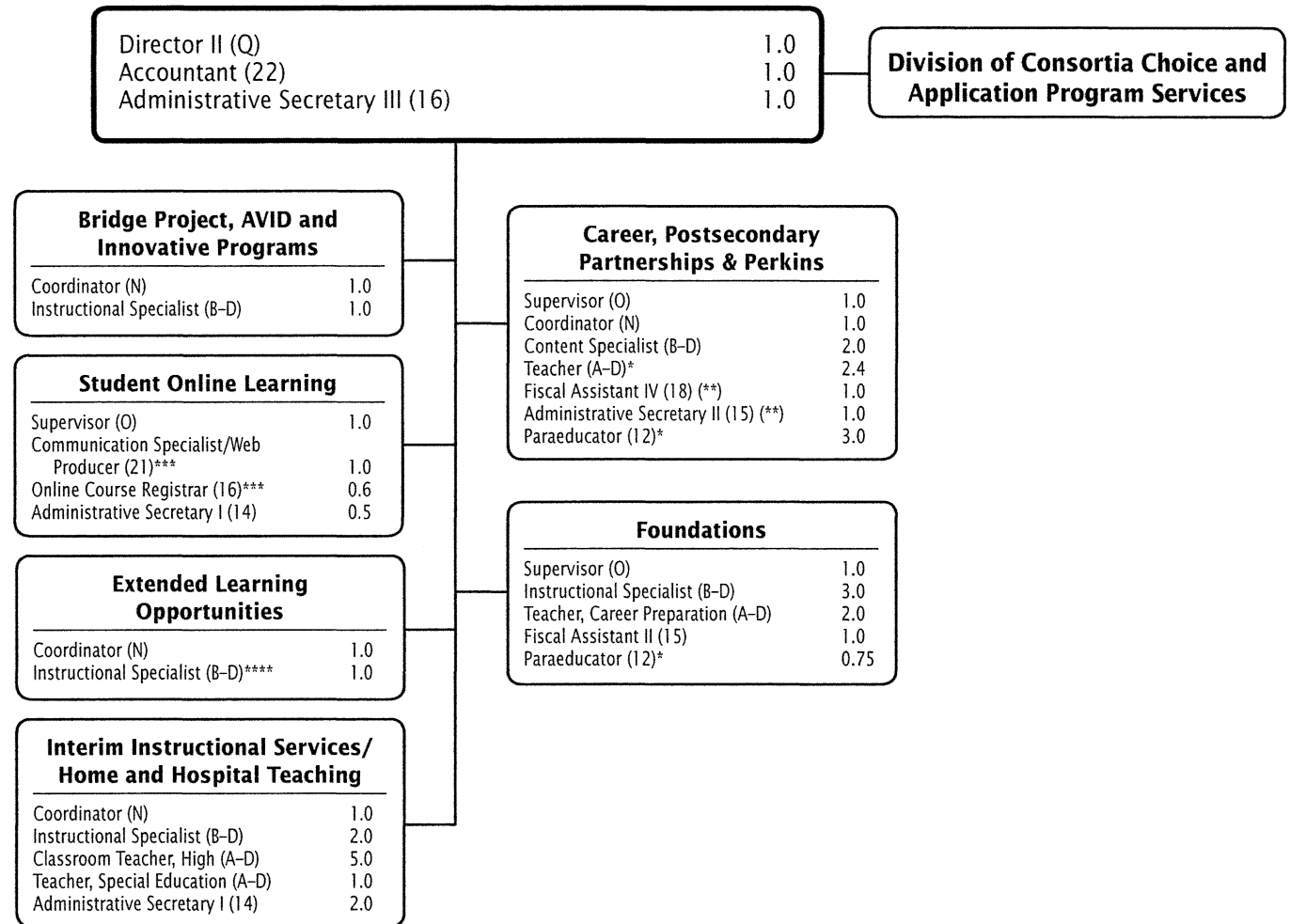
Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	68,000	78,500	78,500	<b>79,500</b>	1,000
Position Salaries	\$6,539,978	\$7,967,462	\$7,967,462	<b>\$8,528,812</b>	\$561,350
<b>Other Salaries</b>					
Summer Employment		1,592	1,592	<b>1,539</b>	(53)
Professional Substitutes		10,989	10,989	<b>36,964</b>	25,975
Stipends		145,480	145,480	<b>126,939</b>	(18,541)
Professional Part Time		50,792	50,792	<b>41,300</b>	(9,492)
Supporting Services Part Time		14,320	14,320	<b>14,606</b>	286
Other					
Subtotal Other Salaries	170,780	223,173	223,173	<b>221,348</b>	(1,825)
<b>Total Salaries &amp; Wages</b>	<b>6,710,758</b>	<b>8,190,635</b>	<b>8,190,635</b>	<b>8,750,160</b>	<b>559,525</b>
<b>02 Contractual Services</b>					
Consultants		3,000	3,000		(3,000)
Other Contractual		414,513	414,513	<b>607,032</b>	192,519
<b>Total Contractual Services</b>	<b>497,003</b>	<b>417,513</b>	<b>417,513</b>	<b>607,032</b>	<b>189,519</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks				<b>48,901</b>	48,901
Media					
Instructional Supplies & Materials		186,335	186,335	<b>174,553</b>	(11,782)
Office		39,392	39,392	<b>29,123</b>	(10,269)
Other Supplies & Materials		57,300	57,300	<b>94,290</b>	36,990
<b>Total Supplies &amp; Materials</b>	<b>220,082</b>	<b>283,027</b>	<b>283,027</b>	<b>346,867</b>	<b>63,840</b>
<b>04 Other</b>					
Local/Other Travel		37,647	37,647	<b>28,995</b>	(8,652)
Insur & Employee Benefits		16,532	16,532	<b>16,532</b>	
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>47,597</b>	<b>54,179</b>	<b>54,179</b>	<b>45,527</b>	<b>(8,652)</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$7,475,440</b>	<b>\$8,945,354</b>	<b>\$8,945,354</b>	<b>\$9,749,586</b>	<b>\$804,232</b>

# Dept of Secondary Curriculum & Districtwide Prgs - 232/164/238/261/263/264

Scott W. Murphy, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
<b>232 Dept. of Curriculum &amp; Instruction</b>							
2	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
1	P Director I		1.000	1.000	1.000		(1.000)
2	O Supervisor		9.000	8.000	8.000	<b>9.000</b>	1.000
2	N Coordinator		2.000	2.000	2.000	<b>2.000</b>	
2	N Coordinator		2.000				
2	BD Instructional Specialist		5.000	5.000	5.000	<b>5.000</b>	
2	BD Pre K-12 Content Specialist		24.000	24.000	24.000	<b>24.000</b>	
3	BD Pre K-12 Content Specialist		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>	
1	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
2	14 Administrative Secretary I		6.000	4.500	4.500	<b>4.500</b>	
<b>Subtotal</b>			<b>54.000</b>	<b>49.500</b>	<b>49.500</b>	<b>49.500</b>	
<b>261 Outdoor Environmental Education Programs</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>238 Secondary ESOL</b>							
2	O Supervisor			1.000	1.000	<b>1.000</b>	
2	BD Instructional Specialist			3.000	3.000	<b>4.000</b>	1.000
3	AD Teacher, ESOL	X		10.000	10.000	<b>10.000</b>	
2	14 Administrative Secretary I			1.000	1.000	<b>1.000</b>	
<b>Subtotal</b>				<b>15.000</b>	<b>15.000</b>	<b>16.000</b>	<b>1.000</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>68.000</b>	<b>78.500</b>	<b>78.500</b>	<b>79.500</b>	<b>1.000</b>

# Department of Career Readiness and Innovative Programs



F.T.E. Positions 37.65

\*2.4 teachers in Career and Postsecondary Partnerships & Perkins, and 3.0 Paraeducator positions in Foundations are budgeted in the Perkins Vocational and Technical Education Program grant.

\*\*1.2 positions (.2 Fiscal Assistant and 1.0 Administrative Secretary) are budgeted in the Perkins Vocational and Technical Education Program shown on page 4-48.

\*\*\*In addition, 1.6 positions are budgeted in the Entrepreneurial Funds in Chapter 7.

\*\*\*\*In addition, a 1.0 instructional specialist position is budgeted in the ESOL grant shown on page 6-11 in Chapter 6.

**MISSION** *The mission of the Department of Career Readiness and Innovative Programs (DCRIP) is to develop, implement, and monitor innovative instructional programs that provide students and schools with rigorous and relevant opportunities for postsecondary success.*

## **MAJOR FUNCTIONS**

DCRIP aligns staff, programs, and services to ensure success in the development, design, and implementation of career and innovative programs. The department consists of the Division of Consortia Choice and Application Program Services (DCCAPS), Career and Postsecondary Partnerships (CPP), Foundations, Interim Instructional Services (IIS), Student Online Learning, and Secondary School Support Programs—Bridge Plan for Academic Validation, Advancement Via Individual Determination (AVID), High School Signatures and Academies, and Students Engaged in Pathways to Achievement (SEPA). DCRIP has a broad range of partnerships with schools, parents, businesses, and postsecondary institutions.

### **Access, Support, and Enrichment for College and Career Readiness**

In collaboration with the Division of Accelerated and Enriched Instruction, DCCAPS offers 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, DCCAPS 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.

The CPP team supports instruction and enhances curriculum by providing professional learning and 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, career pathway programs are supported in 25 high schools as well as Thomas Edison High School of Technology

AVID prepares students to succeed in rigorous courses and become college- and career-ready by providing not only access to rigorous instruction, but support to enable student success. The program, offered in four middle schools and three high schools, provides resources, facilitates teacher professional learning, and recruits tutors to work with students in the schools.

Foundations, a collaborative program between MCPS and the local business community, offers students state-of-the-art technologies and supports education and training in a full range of careers within the automotive, construction, computer science, and information technology industries. Through the various program opportunities, students may receive industry certifications, articulated college credits, and advanced placement with local colleges.

### **Alternative Instructional Innovative Opportunities**

DCRIP offers alternatives to traditional comprehensive middle and high schools. Regional Summer School provides students a wide range of high school courses for original credit or for credit recovery during a six-week window in July and August. 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. Extended-day programs address specific needs of English language learners, students with reading difficulties, and students who struggle in on-level math courses. The Online Pathway to Graduation Program (OPTG) allows rising seniors and students who have recently dropped out to earn the credits that they need to graduate. Student Online Learning provides 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.

SEPA is a program for older English language learners enrolled in English for Speakers of Other Languages in any of the MCPS high schools. In order to be eligible for the SEPA program, students must be 18–20 years of age and they must be unable to complete all of the requirements necessary to graduate with a diploma prior to aging out of the school system at 21. Options include the Construction Trades (electricity, HVAC, carpentry, plumbing, and masonry), Automotive Technology, Nail Technology, Restaurant Management, and Hospitality and Tourism.

IIS serves approximately 800 MCPS students each school year, with approximately 125 of these students receiving special education services. Students generally need services outside of school for a minimum of eight weeks to a maximum of the entire school year. 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 back to their home schools.

Through the Bridge Plan for Academic Validation, 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.

# Department of Career Readiness and Innovative Programs—

212/144/215/562/564/145/951/553/908

Dr. Benjamin T. OuYang, Director II

301-279-8529

## ACCOMPLISHMENTS AND INITIATIVES

- » Coordinated the expansion and support of more than 24 specialized programs, including International Baccalaureate, secondary magnets, Gifted and Talented/Learning Disabled, Highly Gifted Center Programs, and AVID.
- » Implemented the school choice process for eight high schools and three middle schools, resulting in an average first-choice placement rate of 84.0 percent for the 2014–2015 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 2014–2015 school year.
- » Expanded current list of more than 30 partnership projects with postsecondary institutions, such as Universities at Shady Grove and Montgomery College to enable successful postsecondary transition for students. Each project is supported by MCPS, business/community partners, and Maryland postsecondary institutions. There were more than 13,000 annual enrollments within the career programs of study and approximately 1,000 enrollments within college courses offered by postsecondary partners.
- » Served more than 8,500 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 196 students in the OPTG Program to receive credits for 342 courses in mathematics, English, science, and social studies.
- » Coordinated Regional Summer School for more than 4,950 high school students and 430 elementary school students, with 108 participating seniors graduating in August 2014.
- » Added additional staffing and reorganized IIS to improve and expand services to students and families. The number of temporary part-time teachers engaged in IIS increased from 165 to more than 350.
- » Administered the Bridge Plan for Academic Validation, an academic intervention that provides students with an alternative means of meeting the HSA graduation requirement, to approximately 1,000 high school students. Six hundred twenty-five students met their HSA graduation requirement through the Bridge Plan.

## PERFORMANCE MEASURES

**Performance Measure:** To increase the number of students who participate in the SEPA Program and become certified in a trade/skill.

FY 2015 Actual	FY 2016 Estimate	FY 2017 Target
14%	14%	20%

**Explanation:** This measure relates to the importance of innovative instructional programs that provide students and schools rigorous and relevant programs for postsecondary success.

**Performance Measure:** To increase the number of IIS students who achieve a “C” or better on county curriculum unit assessments.

FY 2015 Actual	FY 2016 Estimate	FY 2017 Target
50%	60%	80%

**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 increase the number of students who attain industry certifications/credentialing and/or earn college credits in CPP and Foundations programs.

FY 2015 Actual	FY 2016 Estimate	FY 2017 Target
60%	65%	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 2017 Recommended Budget

The FY 2017 recommended budget for this department is \$4,389,092, an increase of \$59,672 over the current FY 2016 budget. An explanation of this change follows.

### Same Service Level Changes—\$100,888

#### Continuing Salary Costs—\$96,088

There is an increase of \$96,088 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also

# Department of Career Readiness and Innovative Programs—

212/144/215/562/564/145/951/553/908

Dr. Benjamin T. OuYang, Director II

301-279-8529

includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

### *Realignments to Meet Expenditure Requirements and Program Priorities—\$4,800*

There are several realignments budgeted to reflect operational requirements. There is a realignment of \$4,000 for other program costs and \$800 for office supplies to this budget from the budget for the Department of Elementary Curriculum and Districtwide Programs. In addition, there are several budget neutral realignments within this division to address budget priorities.

### *Program Efficiencies and Reductions—(\$41,216)*

There is reduction of \$24,937 budgeted for supporting services part-time salaries, substitutes, local travel mileage reimbursement, program supplies, and office supplies that can be taken based on prior year spending. In addition, there is a reduction of \$16,279 in supporting services part-time salaries for grading English and algebra projects for the Bridge to Academic Validation program. Other program staff will perform this work.

## **Interim Instructional Services**

### **FY 2017 Recommended Budget**

The FY 2017 recommended budget for this program is \$2,018,748, an increase of \$288,901 over the current FY 2016 budget. An explanation of this change follows.

### *Same Service Level Changes—\$318,266*

#### *Continuing Salary Costs—\$318,266*

There is an increase of \$318,266 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

### *Program Efficiencies and Reductions—(\$29,365)*

The FY 2017 recommended budget for this program includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is reduction of \$25,011 budgeted for professional part-time salaries and a reduction of \$4,354 for contractual services based on prior year spending.

## **Perkins Vocational and Technical Education Program**

### **FY 2017 Recommended Budget**

The FY 2017 recommended budget for this program is \$1,294,242 a decrease of \$26,889 from the current FY 2016 budget. An explanation of this change follows.

### *Same Service Level Changes—\$113,347*

#### *Continuing Salary Costs—\$35,895*

There is an increase of \$35,895 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

#### *Other—\$77,452*

There is an additional 1.0 FTE paraeducator position and \$77,452 added to this budget based on the expected FY 2017 grant award.

### *Program Efficiencies and Reductions—(\$140,236)*

The FY 2017 recommended budget for this program includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is reduction of \$140,236 for instructional materials and professional part-time salaries. These reductions can be made based on program requirements.

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

	<b>FY 2016 Projected 7/1/15</b>	<b>FY 2016 Received 11/30/15</b>	<b>FY 2017 Projected 7/1/16</b>
Federal	\$1,023,725	\$1,133,990	\$1,133,990
State			
Other			
County	\$ 297,406	\$ 297,406	\$ 160,252
Total	<u>\$1,321,131</u>	<u>\$1,431,396</u>	<u>\$1,294,242</u>

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# Department of Career Readiness and Innovative Programs—

212/144/215/562/564/145/951/553/908

Dr. Benjamin T. OuYang, Director II

301-279-8529

## National Health Institutes of Health Program Grant

### FY 2017 Recommended Budget

The FY 2017 recommended budget for this program is \$275,207, an increase of \$4,682 over the current FY 2016 budget. An explanation of this change follows.

### *Same Service Level Changes—\$4,682*

#### *Continuing Salary Costs—\$4,682*

There is an increase of \$4,682 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

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### Program's Recent Funding History

	FY 2016 Projected 7/1/15	FY 2016 Received 11/30/15	FY 2017 Projected 7/1/16
Federal	\$270,525	\$270,525	\$275,207
State			
Other			
County			
Total	\$270,525	\$270,525	\$275,207

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**Dept of Career Readiness & Innovative Programs - 212/144/215/562/564**

**Dr. Benjamin T. OuYang, Director II**

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	21.050	20.050	20.050	<b>20.050</b>	
Position Salaries	\$1,979,972	\$2,133,718	\$2,133,718	<b>\$2,190,462</b>	\$56,744
<b>Other Salaries</b>					
Summer Employment		1,133,521	1,133,521	<b>1,156,191</b>	22,670
Professional Substitutes		18,070	18,070	<b>14,012</b>	(4,058)
Stipends		13,875	13,875	<b>14,153</b>	278
Professional Part Time		127,308	127,308	<b>129,854</b>	2,546
Supporting Services Part Time		213,806	213,806	<b>201,723</b>	(12,083)
Other		460,665	460,665	<b>469,879</b>	9,214
Subtotal Other Salaries	2,124,782	1,967,245	1,967,245	<b>1,985,812</b>	18,567
<b>Total Salaries &amp; Wages</b>	4,104,754	4,100,963	4,100,963	<b>4,176,274</b>	75,311
<b>02 Contractual Services</b>					
Consultants		5,070	5,070	<b>7,563</b>	2,493
Other Contractual		149,843	149,843	<b>147,350</b>	(2,493)
<b>Total Contractual Services</b>	45,105	154,913	154,913	<b>154,913</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		30,155	30,155	<b>30,905</b>	750
Office		23,527	23,527	<b>7,155</b>	(16,372)
Other Supplies & Materials		1,000	1,000	<b>496</b>	(504)
<b>Total Supplies &amp; Materials</b>	60,150	54,682	54,682	<b>38,556</b>	(16,126)
<b>04 Other</b>					
Local/Other Travel		6,248	6,248	<b>2,735</b>	(3,513)
Insur & Employee Benefits					
Utilities					
Miscellaneous		12,614	12,614	<b>16,614</b>	4,000
<b>Total Other</b>	7,156	18,862	18,862	<b>19,349</b>	487
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$4,217,165</b>	<b>\$4,329,420</b>	<b>\$4,329,420</b>	<b>\$4,389,092</b>	<b>\$59,672</b>

# Dept of Career Readiness & Innovative Prgms - 212/144/215/562/564

Dr. Benjamin T. OuYang, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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	2.000	2.000	<b>2.000</b>	
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				
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>	
2	14 Administrative Secretary I			.500	.500	<b>.500</b>	
	<b>Subtotal</b>		<b>12.300</b>	<b>11.300</b>	<b>11.300</b>	<b>11.300</b>	
	<b>215 Foundations Program Unit</b>						
2	O Supervisor			1.000	1.000	<b>1.000</b>	
2	N Coordinator		1.000				
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>20.050</b>	<b>20.050</b>	<b>20.050</b>	

# Interim Instructional Services - 553

Anne Taylor, Coordinator

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	5.000	11.000	11.000	<b>11.000</b>	
Position Salaries	\$374,802	\$710,780	\$710,780	<b>\$1,010,490</b>	\$299,710
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		927,792	927,792	<b>921,337</b>	(6,455)
Supporting Services Part Time					
Other					
Subtotal Other Salaries	1,145,269	927,792	927,792	<b>921,337</b>	(6,455)
<b>Total Salaries &amp; Wages</b>	<b>1,520,071</b>	<b>1,638,572</b>	<b>1,638,572</b>	<b>1,931,827</b>	<b>293,255</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		55,290	55,290	<b>50,936</b>	(4,354)
<b>Total Contractual Services</b>	<b>23,414</b>	<b>55,290</b>	<b>55,290</b>	<b>50,936</b>	<b>(4,354)</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		4,750	4,750	<b>4,750</b>	
Office		944	944	<b>944</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	<b>1,080</b>	<b>5,694</b>	<b>5,694</b>	<b>5,694</b>	
<b>04 Other</b>					
Local/Other Travel		30,291	30,291	<b>30,291</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>27,476</b>	<b>30,291</b>	<b>30,291</b>	<b>30,291</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$1,572,041</b>	<b>\$1,729,847</b>	<b>\$1,729,847</b>	<b>\$2,018,748</b>	<b>\$288,901</b>

## Interim Instructional Services - 553

Anne Taylor, Coordinator

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
2	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
6	BD Instructional Specialist		1.000	2.000	2.000	<b>2.000</b>	
3	AD Teacher	X		5.000	5.000	<b>5.000</b>	
6	AD Teacher, Special Education	X	1.000	1.000	1.000	<b>1.000</b>	
2	14 Administrative Secretary I		2.000	2.000	2.000	<b>2.000</b>	
	<b>Total Positions</b>		<b>5.000</b>	<b>11.000</b>	<b>11.000</b>	<b>11.000</b>	

# National Institutes of Health Program - Grant - 908

Anne Taylor, Coordinator

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 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	1,428	28
Professional Part Time		215,014	215,014	219,314	4,300
Supporting Services Part Time		17,713	17,713	18,067	354
Other					
Subtotal Other Salaries	222,488	234,127	234,127	238,809	4,682
<b>Total Salaries &amp; Wages</b>	222,488	234,127	234,127	238,809	4,682
<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>	34,782	36,398	36,398	36,398	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$257,270</u>	<u>\$270,525</u>	<u>\$270,525</u>	<u>\$275,207</u>	<u>\$4,682</u>

# Career and Post Secondary Partnerships - 145/951

Genevieve L. Floyd, Supervisor

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	5,600	5,600	5,600	<b>6,600</b>	1,000
Position Salaries	\$336,938	\$347,995	\$347,995	<b>\$415,019</b>	\$67,024
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		45,488	45,488	<b>33,492</b>	(11,996)
Stipends		39,540	39,540	<b>41,360</b>	1,820
Professional Part Time		97,432	97,432	<b>89,923</b>	(7,509)
Supporting Services Part Time					
Other					
Subtotal Other Salaries	159,624	182,460	182,460	<b>164,775</b>	(17,685)
<b>Total Salaries &amp; Wages</b>	<b>496,562</b>	<b>530,455</b>	<b>530,455</b>	<b>579,794</b>	<b>49,339</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		77,680	77,680	<b>74,680</b>	(3,000)
<b>Total Contractual Services</b>	<b>72,014</b>	<b>77,680</b>	<b>77,680</b>	<b>74,680</b>	<b>(3,000)</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		375,026	375,026	<b>249,242</b>	(125,784)
Office					
Other Supplies & Materials		2,000	2,000	<b>2,000</b>	
<b>Total Supplies &amp; Materials</b>	<b>359,287</b>	<b>377,026</b>	<b>377,026</b>	<b>251,242</b>	<b>(125,784)</b>
<b>04 Other</b>					
Local/Other Travel		153,060	153,060	<b>171,705</b>	18,645
Insur & Employee Benefits		133,880	133,880	<b>170,771</b>	36,891
Utilities					
Miscellaneous		11,430	11,430	<b>14,050</b>	2,620
<b>Total Other</b>	<b>306,127</b>	<b>298,370</b>	<b>298,370</b>	<b>356,526</b>	<b>58,156</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		37,600	37,600	<b>32,000</b>	(5,600)
<b>Total Equipment</b>	<b>44,004</b>	<b>37,600</b>	<b>37,600</b>	<b>32,000</b>	<b>(5,600)</b>
<b>Grand Total</b>	<b>\$1,277,994</b>	<b>\$1,321,131</b>	<b>\$1,321,131</b>	<b>\$1,294,242</b>	<b>(\$26,889)</b>

## Career and Postsecondary Partnerships - 145/951

Genevieve L. Floyd, Supervisor

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
3	AD Teacher	X	2.400	2.400	2.400	<b>2.400</b>	
2	18 Fiscal Assistant IV		.200	.200	.200	<b>.200</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
3	13 Paraeducator	X	2.000	2.000	2.000	<b>3.000</b>	1.000
<b>Total Positions</b>			<b>5.600</b>	<b>5.600</b>	<b>5.600</b>	<b>6.600</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

**MISSION** *The mission of the Division of Consortia Choice and Application Program Services (DCCAPS) is to develop and facilitate the outreach, school assignment, articulation and appeal processes for the Consortia Choice, elementary and middle school language immersion, and application programs. DCCAPS is committed to providing direct services to students, parents, and schools to maximize their awareness of MCPS special programs. DCCAPS also provides program and process support to local high school academy and signature programs.*

**MAJOR FUNCTIONS**

The division was established to align the outreach and school assignment processes of Consortia Choice, elementary and middle school language immersion, elementary and secondary countywide magnet, and local academy and signature programs. Key aspects include outreach, timelines, parent communication, student assignments, school notification, articulation, and appeal processes.

**Application Program Facilitation**

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, Immersion, and Academy and Signature Programs Support and Facilitation**

Staff members facilitate the Consortia student Choice process; elementary and middle language immersion lottery and articulation process, and the support 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 more than 12,000 countywide magnet program applications, elementary immersion interest forms, and Choice forms for students.
- » Responded to more than 700 appeals in FY 2015.
- » Processed 861 MSMC Choice forms for out of consortium students, the largest applicant pool since the inception of the MSMC.
- » Enrolled 1,648 new students in Consortia schools, a 5 percent increase from last year, including approximately

1,120 students who had previously attended private or non-Montgomery County public schools.

- » Facilitated and supported 36 informational meetings and open houses, where total attendance is above 10,000 people. 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 and key staff annually for use with student, parent, and school groups.
- » Facilitated and supported the professional learning community meetings for the seven elementary immersion program coordinators and principals, the 23 high school academy/signature program coordinators, the 11 consortia program coordinators and counselors, and the administrators for the 13 application programs.
- » Conducted the lottery process for 988 students who applied to the elementary immersion programs. For the 235 available seats in Kindergarten, 647 students participated and for Grades 1–5, another 341 students participated for vacant seats made available through attrition.
- » Partnered with the divisions of Title I and Early Childhood Programs and Services and Accelerated and Enriched Instruction to implement a summer and mathematics enrichment program for approximately 250 highly able students in Title I schools.

**PERFORMANCE MEASURES**

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

FY 2015 Actual	FY 2016 Estimated	FY 2017 Recommended
84%	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 Centers for the Highly Gifted (HGC)

FY 2015 Actual	FY 2016 Estimated	FY 2017 Recommended
31.5%	34%	37%

**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 2017 Recommended Budget**

The FY 2017 recommended budget for this division is \$858,953, a decrease of \$7,575 from the current FY 2016 budget. An explanation of this change follows.

***Same Service Level Changes—\$17,452******Continuing Salary Costs—\$17,452***

There is an increase of \$17,452 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

***Program Efficiencies and Reductions—(\$25,027)***

The FY 2017 recommended budget for this division includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is reduction of \$14,128 for professional part-time salaries, \$4,416 for supporting services part-time salaries, and \$1,961 for substitutes for the Highly Gifted Center program. Responsibilities will be distributed to other staff and elementary schools with 10 or fewer Highly Gifted Center candidates will test their own students. In addition, there are reductions of \$4,522 for contractual services, copy machine maintenance, office supplies, and program supplies that can be reduced based on prior year spending.

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

Jeannie H. Franklin, Director I

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	8.500	8.000	8.000	<b>8.000</b>	
Position Salaries	\$798,462	\$806,599	\$806,599	<b>\$823,131</b>	\$16,532
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		1,967	1,967	<b>45</b>	(1,922)
Stipends					
Professional Part Time		39,615	39,615	<b>26,279</b>	(13,336)
Supporting Services Part Time		4,428	4,428	<b>101</b>	(4,327)
Other					
Subtotal Other Salaries	47,105	46,010	46,010	<b>26,425</b>	(19,585)
<b>Total Salaries &amp; Wages</b>	845,567	852,609	852,609	<b>849,556</b>	(3,053)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		1,513	1,513	<b>295</b>	(1,218)
<b>Total Contractual Services</b>		1,513	1,513	<b>295</b>	(1,218)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		7,496	7,496	<b>4,666</b>	(2,830)
Other Supplies & Materials		1,000	1,000	<b>526</b>	(474)
<b>Total Supplies &amp; Materials</b>	7,151	8,496	8,496	<b>5,192</b>	(3,304)
<b>04 Other</b>					
Local/Other Travel		3,910	3,910	<b>3,910</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	3,195	3,910	3,910	<b>3,910</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$855,913</b>	<b>\$866,528</b>	<b>\$866,528</b>	<b>\$858,953</b>	(\$7,575)

## Div of Consortia Choice & Appl Prog - 213

Jeannie H. Franklin, Director I

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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		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				
	<b>Total Positions</b>		<b>8.500</b>	<b>8.000</b>	<b>8.000</b>	<b>8.000</b>	



## Office of Special Education

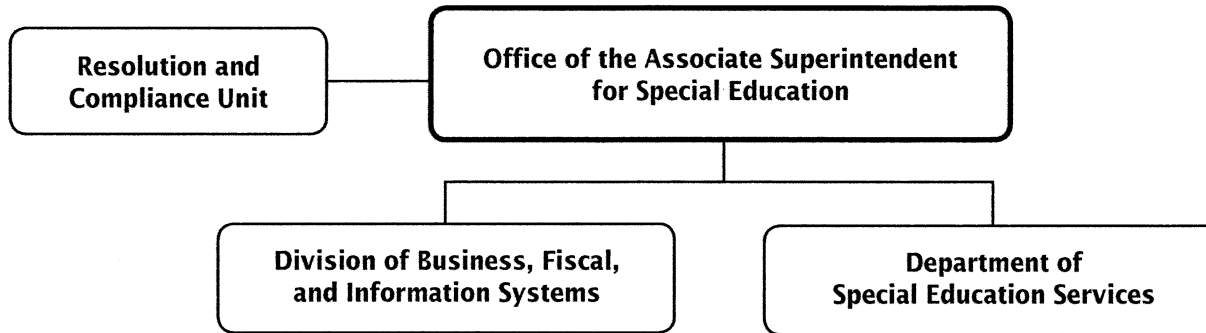
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**Office of Special Education  
Summary of Resources  
By Object of Expenditure**

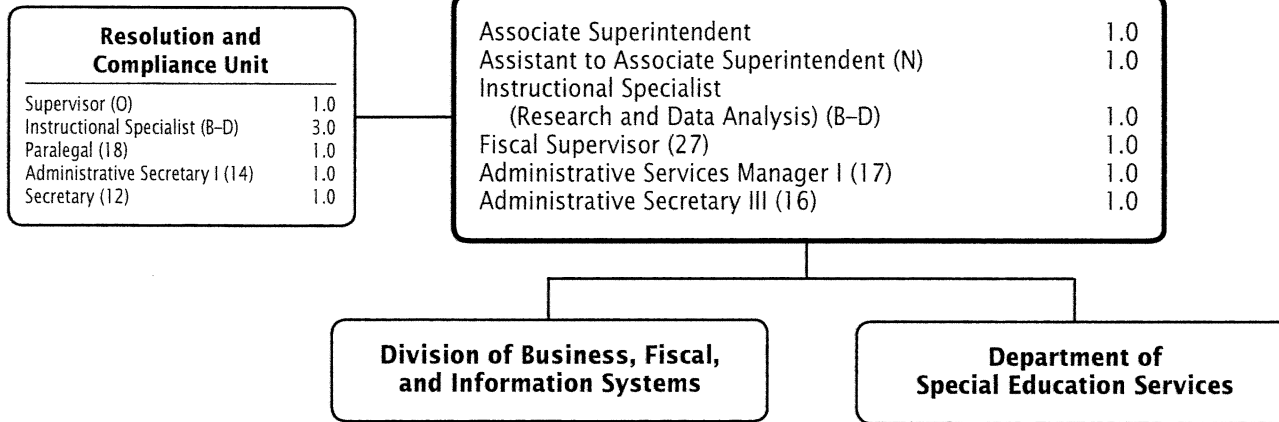
OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative	38,000	36,000	36,000	37,000	1,000
Business/Operations Admin.	1,000	1,000	1,000	1,000	
Professional	2,266,626	2,296,400	2,296,400	2,315,200	18,800
Supporting Services	1,629,966	1,660,636	1,660,636	1,682,133	21,497
<b>TOTAL POSITIONS</b>	<b>3,935,592</b>	<b>3,994,036</b>	<b>3,994,036</b>	<b>4,035,333</b>	<b>41,297</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$5,008,772	\$4,830,948	\$4,830,948	\$5,113,797	\$282,849
Business/Operations Admin.	93,441	96,237	96,237	99,034	2,797
Professional	179,770,620	188,551,156	188,551,156	196,357,306	7,806,150
Supporting Services	62,162,477	66,747,346	66,747,346	69,089,837	2,342,491
<b>TOTAL POSITION DOLLARS</b>	<b>247,035,310</b>	<b>260,225,687</b>	<b>260,225,687</b>	<b>270,659,974</b>	<b>10,434,287</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	4,713,078	4,865,451	4,865,451	5,040,411	174,960
Supporting Services	5,465,740	6,053,635	6,053,635	6,082,390	28,755
<b>TOTAL OTHER SALARIES</b>	<b>10,178,818</b>	<b>10,919,086</b>	<b>10,919,086</b>	<b>11,122,801</b>	<b>203,715</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>257,214,128</b>	<b>271,144,773</b>	<b>271,144,773</b>	<b>281,782,775</b>	<b>10,638,002</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>2,494,075</b>	<b>2,943,783</b>	<b>2,943,783</b>	<b>3,045,409</b>	<b>101,626</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>1,608,160</b>	<b>1,923,608</b>	<b>1,923,608</b>	<b>1,939,049</b>	<b>15,441</b>
<b>04 OTHER</b>					
Local/Other Travel	510,673	612,269	612,269	584,374	(27,895)
Insur & Employee Benefits	9,521,621	8,946,182	8,946,182	8,827,577	(118,605)
Utilities	11,483				
Miscellaneous	39,234,628	41,186,843	41,186,843	42,992,662	1,805,819
<b>TOTAL OTHER</b>	<b>49,278,405</b>	<b>50,745,294</b>	<b>50,745,294</b>	<b>52,404,613</b>	<b>1,659,319</b>
<b>05 EQUIPMENT</b>	<b>276,221</b>	<b>285,595</b>	<b>285,595</b>	<b>276,261</b>	<b>(9,334)</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$310,870,989</b>	<b>\$327,043,053</b>	<b>\$327,043,053</b>	<b>\$339,448,107</b>	<b>\$12,405,054</b>



# Office of Special Education—Overview



# Office of the Associate Superintendent of Special Education



**MISSION** *The mission of the Office of Special Education (OSE) 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, OSE oversees the Department of Special Education Services; the Division of Business, Fiscal and Information Systems; and the Resolution and Compliance Unit (RACU).

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

Charged with oversight of the delivery of special education services to approximately 18,236 students with disabilities in FY 2016, OSE 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 students. As a result of a continuous improvement process that examines data outcomes, OSE makes systematic decisions designed to reduce disproportionality in the suspension and 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.

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

The associate superintendent of OSE provides direct oversight of RACU. RACU works with families to provide technical support in understanding and assessing their procedural safeguards under the *Individuals with Disabilities Education Act*; facilitates requests for mediation, due process hearings, and administrative reviews; and responds to Office of Civil Rights and Maryland State Department of Education complaints.

### Development and Administration of Budget and Staffing

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

## ACCOMPLISHMENTS AND INITIATIVES

- » OSE 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 for Children Youth and Families, addressing the needs of preschool children.
- » The second annual Special Education Parent Summit was held in May 2015, with 286 parents and 18 community organizations and partners in attendance.
- » During the 2014–2015 school year, OSESS collaborated with WestEd to implement a special education audit. The results of the audit have guided short- and long-term structures, processes, and programs. During the 2013–2014 school year, to ensure the delivery of culturally relevant and responsive instruction, OSE 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. As a result, the team refined processes and procedures for referrals for language dominance assessments and bilingual assessments for student with suspected disabilities and has partnered with Towson University on a grant-funded professional development program for staff members at one elementary school. The change in processes and procedures has provided the student, families, and schools with the assessments and documentation needed to make appropriate educational decisions for an individual student.

## OVERVIEW OF BUDGET CHANGES

### FY 2017 Recommended Budget

The FY 2017 recommended budget for this office is \$1,913,673, an increase of \$10,066 over the current FY 2016 budget. An explanation of this change follows.

### Same Service Level Changes—\$23,866

#### Continuing Salary Costs—\$23,866

There is an increase of \$23,866 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

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

Realignments are budgeted to address priority spending needs in this office. There is decrease of \$4,000 for consultants and a corresponding increase of \$4,000 for professional part-time salaries.

***Program Efficiencies and Reductions—(\$13,800)***

The FY 2017 recommended budget for this office includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There are total reductions of \$13,800 for supporting services part-time salaries, contractual services, local travel mileage reimbursement, and office supplies based on prior year spending trends. Efficiencies will be put in place to ensure that these reductions do not impact operations.

**Office of Special Education - 511/257**  
**Chrisandra A. Richardson, Associate Superintendent**

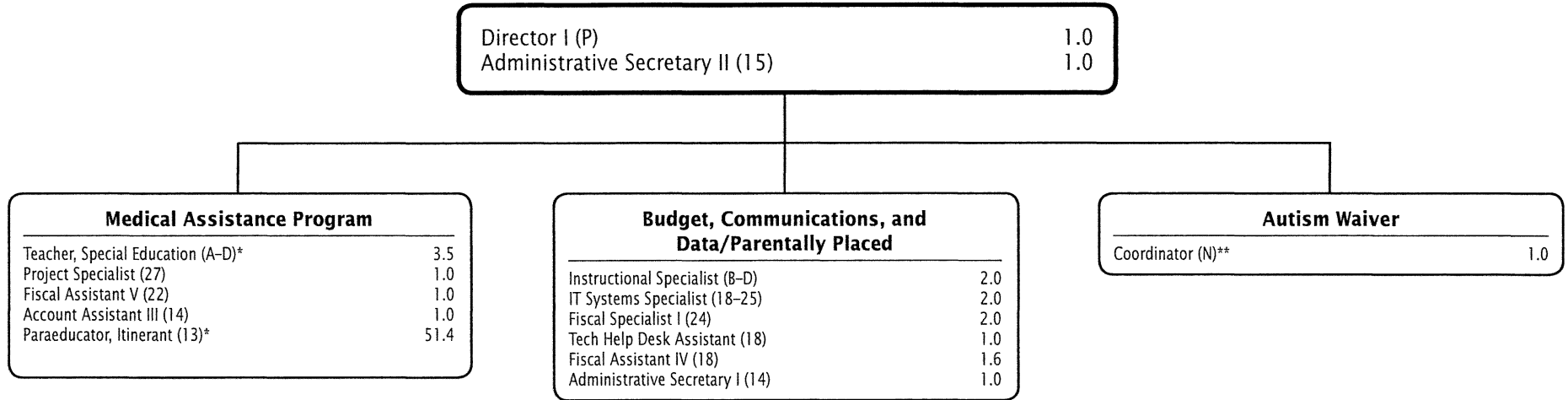
Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	17,000	13,000	13,000	<b>13,000</b>	
Position Salaries	\$1,688,330	\$1,320,846	\$1,320,846	<b>\$1,343,146</b>	\$22,300
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		69,657	69,657	<b>75,050</b>	5,393
Supporting Services Part Time		8,649	8,649	<b>196</b>	(8,453)
Other					
Subtotal Other Salaries	67,246	78,306	78,306	<b>75,246</b>	(3,060)
<b>Total Salaries &amp; Wages</b>	<b>1,755,576</b>	<b>1,399,152</b>	<b>1,399,152</b>	<b>1,418,392</b>	<b>19,240</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		486,122	486,122	<b>478,548</b>	(7,574)
<b>Total Contractual Services</b>	<b>360,905</b>	<b>486,122</b>	<b>486,122</b>	<b>478,548</b>	<b>(7,574)</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		12,677	12,677	<b>11,677</b>	(1,000)
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	<b>12,188</b>	<b>12,677</b>	<b>12,677</b>	<b>11,677</b>	<b>(1,000)</b>
<b>04 Other</b>					
Local/Other Travel		3,056	3,056	<b>2,456</b>	(600)
Insur & Employee Benefits					
Utilities					
Miscellaneous		2,600	2,600	<b>2,600</b>	
<b>Total Other</b>	<b>5,297</b>	<b>5,656</b>	<b>5,656</b>	<b>5,056</b>	<b>(600)</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$2,133,966</b>	<b>\$1,903,607</b>	<b>\$1,903,607</b>	<b>\$1,913,673</b>	<b>\$10,066</b>

# Office of Special Education - 511/257

Chrisandra A. Richardson, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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	N Asst. to Assoc Supt		1.000	1.000	1.000	<b>1.000</b>	
6	M Assistant Attorney		1.000				
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				
	<b>Subtotal</b>		<b>9.000</b>	<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	
	<b>257 Resolution &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	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		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>8.000</b>	<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	
	<b>Total Positions</b>		<b>17.000</b>	<b>13.000</b>	<b>13.000</b>	<b>13.000</b>	

# Division of Business, Fiscal, and Information Systems



F.T.E. Positions 70.5

\*54.9 positions in Medical Assistance are school-based

\*\*1.0 position is funded by the Medical Assistance Program

**MISSION** *The mission of the Division of Business, Fiscal and Information Systems 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 Resolution and Compliance Unit (RACU) 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 communicate relevant changes of state and federal special education regulations and practices.

The DBFIS Online Administrative Student Information System/Special Service (O/SS) office provides RACU and the Office of Special Education (OSE) with 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 online IEP 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 process as well as state requirements regarding the IEP process.

DBFIS manages all fiscal operations linked to students with disabilities served in a private separate day and/or residential setting. Students' access is facilitated and monitored by the Placement and Assessment Services Unit (PASU). A fiscal specialist in DBFIS maintains records for all nonpublic students, monitoring and managing nonpublic tuition accounts totaling over \$40 million. Additionally, monthly enrollment

data and financial reporting to executive staff members is provided, along with managing state reporting, budget and forecasts for all nonpublic special education students. 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 consultation, 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 also 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 met. In addition, DBFIS manages and coordinates a centralized process for the completion of required student assessments, which must take place in the summer to meet mandated deadlines. This process supports schools in providing educational assessments and implementing IEP procedures for determining special education eligibility and services for the upcoming school year.

Additionally, 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 1.5 full-time equivalent teacher positions and a cadre of part-time teachers available, 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 managing the *Individuals with Disabilities Education Act (IDEA)* Part B grants; ESY services, providing on-site educational technology support; and 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 also monitors each unit to ensure implementation of continuous improvement activities in alignment with the MCPS Strategic Planning Framework: *Building Our Future Together*, 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 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 PASU, 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 processes.

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

- » Significant upgrades were made to the revised budget process implemented for development of the Fiscal Year (FY) 2015 DBFIS budget. Since FY 2015, continuous improvements have been added annually to ensure the budget process is more closely designed and streamlined 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* evolves and federal, state, and local performance measures are established. 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 continue to develop automation and innovative processes to reduce the administrative burden for Medicaid service providers and increase implementation service encounter quality-assurance systems.
- » The O/SS office collaborated with OCTO to reduce the number of program errors in both child and exit counts. In addition, the O/SS office implemented a process to monitor an accurate count of private/religious students and collaborated with the Division of Prekindergarten, Special Programs, and Related Services to write requirements for the 2015 IEP changes and provided online training on those changes. The O/SS office also collaborated with OCTO on implementing significant printing updates for the 2015–2016 school year.
- » The ESY Unit continuously collaborates with OCTO and the O/SS office to ensure that the necessary changes and upgrades to the online system for ESY student data submission and collection are in place. These improvements allow school and central office staff members to input data and access reports with greater clarity and efficiency. Improved data has led to more streamlined planning and implementation of all processes. In addition, an ESY secured SharePoint site has been developed to provide resources and support for the ESY process and is available to all staff members. Professional Learning opportunities have been provided to increase stakeholders' knowledge of the IEP process as related to ESY, and ESY forms and transportation requirements.
- » The fiscal team provides annual fiscal training to support staff members within OSESS in gaining knowledge of overall operational processes, including grant planning and monitoring.
- » Fiscal staff members, in a continuing collaboration with PASU, made improvements to the nonpublic enrollment tracking systems. Focused training is being provided to PASU staff members to increase use and knowledge of nonpublic enrollment tracking systems to improve operational and financial processes.
- » Improvements made in reporting student data and the summer assessment process for private/religious, parochial, and home-schooled students has increased the accuracy of quarterly data reports. The O/SS office maintains a collaborative relationship with OCTO to ensure accurate data is maintained for the number of eligible students and the number of students receiving special education services through active service plans. 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 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 continue to frame specialized research, design, management, and support practices for Chrome books, android devices, iPads, and Google applications for the MCPS strategic 21st Century Learning Spaces Initiative, 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 have resulted in a significant increase in the monitoring and achievement of compliance with SPP indicators.

- » In FY 2015, the Autism Waiver Program provided comprehensive in-home and community-based supports to approximately 255 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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
\$4,932,928	\$4,980,405	\$4,980,405

**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, reports, and budget revisions by the established due dates.

FY 2015 Actual	FY 2016 Estimate	FY 2017 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.

**Performance Measure:** To increase the accuracy of the child-count data provided to MSDE.

State Reporting Errors	FY 2014	FY 2015	FY 2016
Child Count	332	231	Not Yet Available
Exit Count	335	189	133

**Explanation:** Increased accuracy in reporting represents increased accuracy in the funding provided by the state to MCPS.

**OVERVIEW OF BUDGET CHANGES**

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

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this division is \$2,536,621, a decrease of \$106,422 from the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$31,257**

*Continuing Salary Costs—\$31,257*

There is an increase of \$31,257 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

*Program Efficiencies and Reductions—(\$137,679)*

The FY 2017 recommended budget for this division includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is a reduction of a 1.0 instructional specialist position and \$63,249 budgeted for this division. Other staff in the division will assume the duties and responsibilities of the position. In addition, there are reductions of \$74,430 for supporting services part-time salaries, substitutes, supplies, assistive technology equipment, and contractual maintenance based on prior year spending trends. Efficiencies will be put in place to ensure that these reductions do not impact operations.

**Medical Assistance Program**

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this program is \$5,010,522, an increase of \$93,792 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$93,792**

*Continuing Salary Costs—\$41,866*

There is an increase of \$41,866 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

*Other—\$115,200*

There is an increase of \$111,600 to fund the rate increase for contractual billing services for Medicaid reimbursement. In addition, an increase of \$3,600 is required for licenses for speech-language pathologists required by the state to document services provided to Medicaid-eligible students.

*Realignments to Meet Expenditure Requirements and Program Priorities—(\$63,274)*

There is a shift of 1.9 paraeducator positions and \$46,562 to the Department of Special Education Services' budget. In addition, there is a shift of \$16,712 of grant funded employee benefits to the locally funded budget in the Department of Financial Services.

**Program's Recent Funding History**

	<b>FY 2016 Projected 7/1/15</b>	<b>FY 2016 Received 11/30/15</b>	<b>FY 2017 Projected 7/1/16</b>
Federal	\$4,916,730	\$5,067,213	\$5,010,522
State			
Other			
County			
<b>Total</b>	<b>\$4,916,730</b>	<b>\$5,067,213</b>	<b>\$5,010,522</b>

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

Julie S. Hall, Director I

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	12,600	12,600	12,600	11,600	(1,000)
Position Salaries	\$1,109,027	\$1,215,101	\$1,215,101	\$1,155,769	(\$59,332)
<b>Other Salaries</b>					
Summer Employment		274,939	274,939	273,382	(1,557)
Professional Substitutes		10,338	10,338	5,545	(4,793)
Stipends					
Professional Part Time		166,090	166,090	169,412	3,322
Supporting Services Part Time		915,623	915,623	883,460	(32,163)
Other					
Subtotal Other Salaries	1,240,593	1,366,990	1,366,990	1,331,799	(35,191)
<b>Total Salaries &amp; Wages</b>	<b>2,349,620</b>	<b>2,582,091</b>	<b>2,582,091</b>	<b>2,487,568</b>	<b>(94,523)</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		15,000	15,000	12,600	(2,400)
<b>Total Contractual Services</b>	<b>8,178</b>	<b>15,000</b>	<b>15,000</b>	<b>12,600</b>	<b>(2,400)</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		13,897	13,897	12,046	(1,851)
Other Supplies & Materials		8,955	8,955	1,307	(7,648)
<b>Total Supplies &amp; Materials</b>	<b>12,840</b>	<b>22,852</b>	<b>22,852</b>	<b>13,353</b>	<b>(9,499)</b>
<b>04 Other</b>					
Local/Other Travel		11,100	11,100	11,100	
Insur & Employee Benefits					
Utilities					
Miscellaneous		12,000	12,000	12,000	
<b>Total Other</b>	<b>9,169</b>	<b>23,100</b>	<b>23,100</b>	<b>23,100</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$2,379,807</b>	<b>\$2,643,043</b>	<b>\$2,643,043</b>	<b>\$2,536,621</b>	<b>(\$106,422)</b>

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

Julie S. Hall, Director I

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
6	P Director I		1.000	1.000	1.000	<b>1.000</b>	
6	BD Instructional Specialist		3.000	3.000	3.000	<b>2.000</b>	(1.000)
6	25 IT Systems Specialist		2.000	2.000	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			1.000	1.000	<b>1.000</b>	
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				
	<b>Total Positions</b>		<b>12.600</b>	<b>12.600</b>	<b>12.600</b>	<b>11.600</b>	<b>(1.000)</b>

# Medical Assistance Program - Grant - 939

Julie S. Hall, Director I

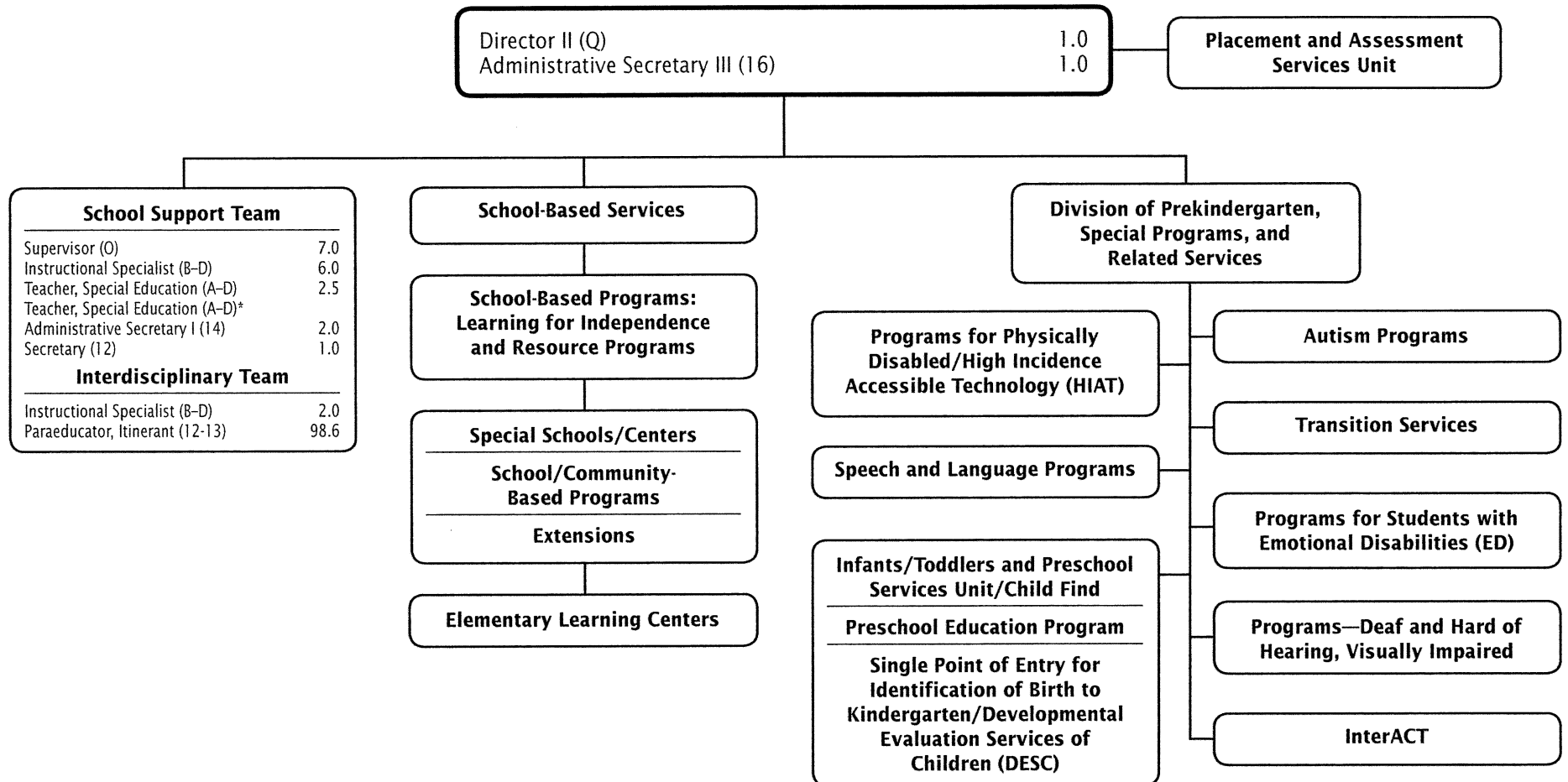
Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	65.600	60.800	60.800	<b>58.900</b>	(1,900)
Position Salaries	\$2,709,425	\$2,658,919	\$2,658,919	<b>\$2,654,223</b>	(\$4,696)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries	676				
<b>Total Salaries &amp; Wages</b>	2,710,101	2,658,919	2,658,919	<b>2,654,223</b>	(4,696)
<b>02 Contractual Services</b>					
Consultants		25,000	25,000	<b>31,725</b>	6,725
Other Contractual		775,000	775,000	<b>879,875</b>	104,875
<b>Total Contractual Services</b>	777,397	800,000	800,000	<b>911,600</b>	111,600
<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		1,434,411	1,434,411	<b>1,417,699</b>	(16,712)
Utilities					
Miscellaneous		23,400	23,400	<b>27,000</b>	3,600
<b>Total Other</b>	1,345,726	1,457,811	1,457,811	<b>1,444,699</b>	(13,112)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$4,833,224</u>	<u>\$4,916,730</u>	<u>\$4,916,730</u>	<u><b>\$5,010,522</b></u>	<u>\$93,792</u>

## Medical Assistance Program - 939

Julie S. Hall, Director I

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
6	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
6	AD Teacher	X	2.500				
6	AD Teacher, Special Education	X		3.500	3.500	<b>3.500</b>	
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	58.500	53.300	53.300	<b>51.400</b>	(1.900)
6	12 Secretary		.600				
	<b>Total Positions</b>		<b>65.600</b>	<b>60.800</b>	<b>60.800</b>	<b>58.900</b>	<b>(1.900)</b>

# Department of Special Education Services



Chapter 5 – 18

F.T.E. Positions 121.1

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



**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 (DPSPRS), 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 also oversees the Placement and Assessment Services Unit (PASU), 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 Suspension of Students with Disabilities**

DSES staff members monitor student access to instruction by analyzing suspension data. One of the strategic goals of

the department is to reduce the suspension rate of students with disabilities and to ensure the provision of FAPE, as required by state and federal mandates. DSES provides systemwide professional learning that focuses on strategies to prevent behavioral crises and restorative, rather than punitive, practices in response to behavioral crises.

### **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/guardians 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 1, 2014, 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 2014. However, this failed to meet the state target of 68.4 percent in this area. The system met the state targets for students in LRE 40 percent of the school day and LRE for separate public/private day, residential facilities, and home and hospital facilities. DSES is creating more opportunities for supported general education environments to improve LRE at the early childhood and school-age levels. The department provides professional learning and coaching on the principles of Universal Design for Learning (UDL) to ensure teachers can effectively and systematically ensure students can access the curriculum in a general education environment.

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

- » In order to provide a continuum of services to students from kindergarten through age 21, the system offers special education services that range from resource services available in every school, to cotaught/supported general education classes, to self-contained special education classes, and separate schools. DSES staff members continue to support general and special education teachers as they work together to navigate curricular resources, integrate technology, and implement evidence-based interventions designed to improve student performance.

» MCPS continues to expand inclusive opportunities for prekindergarten students with disabilities. In 2015, MCPS enrolled students in 20 collaborative classes, with students cotaught by a general and a special educator. MCPS also invited nondisabled community peers to participate in 40 classes, with the goal of providing students with disabilities access to an early childhood setting. Teachers and other classroom staff members participated in a professional learning designed to enhance their knowledge and skills in implementing the general education curriculum in an inclusive setting.

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

» During the 2014–2015 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 continues to expand 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. It also continues to provide professional development on UDL strategies for teachers, paraeducators, and related services for staff members throughout the school year. During the 2014–2015 school year, support was provided to 22 schools, where teams consisting of general and special education teachers, media specialists, paraeducators, and support specialists collaboratively designed and implemented UDL practices in general education classrooms for the benefit of all students. Resources from UDL projects 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. Activities are designed to build the capacity of general and special education teachers, staff development teachers, related service providers, and paraeducators by providing them with focused professional learning opportunities and observations. In 2014–2015, Grade 9 English coteaching teams from each high school were paired with a job-alike coteaching team from another high 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 9 English curriculum with UDL practices, observing implementation, and developing a shared body of work that included lesson plans and materials.

» The Student Achievement Grant for 2014–2015 focused on working with students with disabilities at Waters Landing, Clopper Mill, and South Lake elementary schools to improve mathematics instruction by forming a mathematics focus group with representatives from each school (staff development teacher, mathematics teacher, and special educator) to work with central office staff members to implement professional learning and support collaborative planning. In addition, each school established a professional learning community in Grades K–2 that focused on equitable practices, differentiated strategies, and increasing student discourse. The project team and the focus group provided professional learning to general and special education teachers and paraeducators 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 95 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 three schools expressed a desire to sustain the efforts and continue to implement the strategies and structures in other grades during the next school year.

» During the 2014–2015 school year, reading and mathematics resources were expanded at the elementary and secondary levels. Elementary and 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 (LAD) programs, focusing on strategies to scaffold mathematics instruction for students with disabilities.

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

» In order to reduce the discrepancy in rates of suspensions and expulsions of students with disabilities, special and general education staff members are being trained to use proactive strategies to address challenging student behaviors. Teachers and paraeducators are provided with intensive nonviolent crisis intervention training delivered by the Crisis Prevention Institute (CPI). CPI is an internationally recognized organization providing training on the use of safe and proactive behavioral strategies and physical-restraint techniques. Staff members also are being provided with professional learning on restorative practices. Restorative

justice refers to a group of practices that aim to hold an offender accountable for his or her actions, often by requiring the offender to face the victim and engage in some type of restoration of what was lost. Restorative justice fosters the mending of relationships among students rather than punishing offenders, to increase student engagement in school and motivation to succeed.

**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-age students to ensure that transition planning is student-focused with parents, school-based administrators, staff members, and community agencies. During the 2014–2015 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, coordinate transition activities, help develop and support work experiences, and link students to appropriate services in the community.

On January 20, 2015, the Maryland State Department of Education (MSDE) released the four-year graduation rate calculations for all districts and schools in Maryland. This is the fifth 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 70.35 percent, up 2.85 percentage points from 2013.

**PERFORMANCE MEASURES**

**Performance Measure:** To increase the percentage of students with disabilities in general education settings, or LRE A, surpassing the target set by MSDE:

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
67.35%	68.00%	70.00%

**Explanation:** This measure indicates the degree to which students with special needs are educated in general education settings. In 2015, 67.35 percent of students with disabilities were provided services inside regular education classrooms 80 percent or more of the time. Each consecutive year, MCPS will continue to increase the percentage of students with disabilities educated in the general education environment, as indicated above.

**Performance Measure:** To decrease the risk ratio for suspension of students with disabilities to less than 2.0.

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
7.40	5.0	<2.0

**Explanation:** This measure indicates the risk for suspension of students with disabilities. In 2015, students with disabilities were 7.4 times more likely to be suspended than their typically developing peers. The MSDE target is a risk ratio of less than 2.

**Performance Measure:** Increase the percentage of Grade 3 students with disabilities meeting the MCPS Strategic Planning Framework Milestone target in reading, as measured by the end-of-year proficient benchmark Rasch Unit (RIT) scores on MAP-R.

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
35.8%	40%	45%

**Explanation:** This measure indicates the percentage of students with disabilities who are meeting the MCPS benchmark for proficiency in reading at Grade 3. By providing professional learning focused on reading interventions, MCPS will reduce the achievement gap in reading each year.

**Performance Measure:** Increase the percentage of Grade 5 students with disabilities who are meeting the MCPS Strategic Planning Framework Milestone target in mathematics, as measured by the end-of-year proficient benchmark scores on MAP-M.

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
35.9%	40%	45%

**Explanation:** This measure indicates the percentage of students with disabilities who are meeting the MCPS benchmark for proficiency in mathematics at Grade 5. By providing professional learning focused on mathematics interventions, MCPS will reduce the achievement gap in mathematics each year.

**OVERVIEW OF BUDGET CHANGES**

**Department of Special Education Services**

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this department is \$13,355,720, an increase of \$270,005 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$400,636**

**Continuing Salary Costs—\$210,983**

There is an increase of \$210,983 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also

includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

***Enrollment Growth—\$114,963***

There is an increase of \$51,530 for substitutes, \$40,921 to fund paraeducators substitutes, and \$22,512 for instructional materials for enrollment growth.

***Realignments to Meet Expenditure Requirements and Program Priorities—\$46,562***

There is a shift of 1.9 paraeducator positions and \$46,562 to this budget from the budget for the Medical Assistance program.

***Other—\$28,128***

An inflation adjustment of 3 percent results in an increase of \$28,128 for instructional materials for students with disabilities supported through this department.

***Program Efficiencies and Reductions—(\$130,631)***

The FY 2017 recommended budget for this department includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There are reductions of a 1.0 instructional specialist position and \$63,249 and a 1.0 office assistant IV position and \$37,644 budgeted for this department. Other staff in the department will assume the duties and responsibilities of these positions. In addition, there are reductions of \$29,738 for stipends, textbooks, and materials based on prior year spending trends. Efficiencies will be put in place to ensure that these reductions do not impact operations.

**Placement and Assessment Services**

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this unit is \$44,577,087, an increase of \$1,872,009 over the current FY 2016 budget. An explanation of this change follows.

***Same Service Level Changes—\$1,874,004***

***Continuing Salary Costs—\$71,158***

There is an increase of \$71,158 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

***Student Enrollment—\$964,412***

There is a net increase of \$964,412 for tuition for students served in nonpublic schools. Funding is included for a net

budget-to-budget increase of 10 additional students over the number budgeted for FY 2016.

***Realignments to Meet Expenditure Requirements and Program Priorities—(\$3,045)***

There is a realignment of \$3,045 from the budget for professional part-time salaries to meet spending requirements in other Special Education units.

***Other—\$841,479***

It is projected that the state will allow nonpublic schools to raise tuition rates by an average of 1.5 percent, the same rate projected for FY 2016. The cost of this change is \$841,479.

***Program Efficiencies and Reductions—(\$1,995)***

The FY 2017 recommended budget for this department includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is a reduction of \$1,995 budgeted for supporting services part-time salaries based on actual spending trends.

**School-based Services**

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for School-based Services is \$106,862,810, an increase of \$3,765,490 over the current FY 2016 budget. An explanation of this change follows.

***Same Service Level Changes—\$4,031,803***

***Continuing Salary Costs—\$1,894,317***

There is an increase of \$1,894,317 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

***Student Enrollment—\$1,990,576***

A net addition of 27.5 teacher and 15.212 paraeducator positions and \$1,990,576 are budgeted due to changes in enrollment in the following programs:

- » School/Community-based Programs—decreases of 2.0 teacher and 3.0 paraeducator positions and \$203,138
- » Elementary Learning Centers—increases of 6.5 teacher and 6.125 paraeducator positions and a decrease of a .5 elementary program specialist position for a net increase of \$522,980
- » GT/LD Program—decreases of a .4 teacher and .35 paraeducator positions and \$33,111
- » Home School Model—increases of 6.0 teacher and 2.75 paraeducator positions and \$421,514

- » Learning and Academic Disabilities (LAD) Model—increases of 2.0 teachers and .75 paraeducator positions and \$115,728
- » Resource Program—increases of 3.5 teachers and 1.5 paraeducator positions and \$242,752
- » Learning for Independence—increases of 2.0 teachers and .875 paraeducator positions and \$139,252
- » Hours-based Staffing Model—increases of 6.4 teacher and 3.937 paraeducator positions and \$479,789
- » Extensions—increases of a .5 elementary program specialist, 1.5 teacher, and 2.625 paraeducator positions and \$191,864.

In addition, the new Clarksburg/Damascus middle school is scheduled to open in FY 2017. As a result, 2.0 teacher positions and \$112,946 are added to the budget to open the new school.

*Realignments to Meet Expenditure Requirements and Program Priorities—\$146,910*

A shift of 1.5 teacher positions and \$146,910 is necessary from the IDEA grant funded budget.

There also are several technical realignments budgeted to address needs within school-based services. 48.0 teacher positions are redistributed from the Learning and Academic Disabilities Model to the Hours-based Staffing Model and 76.7 teacher positions to the Home School Model to allow for more accurate tracking of expenditures and allow separate reporting by specific program. There are no changes to the services provided.

***Program Efficiencies and Reductions—(\$266,313)***

The FY 2017 recommended budget for this department includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process. As a result, reductions for the following programs are listed below.

- » GT/LD Program—decrease of a .85 paraeducator position and \$25,554
- » Secondary Intensive Reading Program—decrease of a .4 teacher position and \$22,589
- » Learning for Independence—decrease of a 1.0 teacher position and a .875 paraeducator position and \$82,779
- » Least Restrictive Environment Support—decrease of a 1.0 teacher and 2.625 paraeducator positions and \$135,391

**Special School and Centers**

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for the special schools and centers is \$8,517,399, a decrease of \$233,369 from the current FY 2016 budget. An explanation of this change follows.

***Same Service Level Changes—(\$233,369)***

*Continuing Salary Costs—(\$37,997)*

There is decrease of \$37,997 for continuing salary costs. Included in this amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015, that is offset by reductions for staff turnover.

*Realignments to Meet Expenditure Requirements and Program Priorities—\$56,473*

A technical realignment is necessary to shift a 1.0 special education teacher position and \$56,473 from IDEA budget to the locally funded budget for the Rock Terrace School.

*Student Enrollment—(\$211,406)*

A net reduction of 2.0 teachers, 2.75 paraeducators, a .5 media position and \$211,406 are budgeted due to changes in enrollment in the Rock Terrace School and the John L. Gildner Regional Institute for Children and Adolescents (JIG-RICA).

*Other—(\$40,439)*

A .5 counselor position and a .5 psychologist position have been realigned to create a 1.0 psychologist position—10 months for a net reduction of \$40,439 to meet the needs at the Rock Terrace School.

# Department of Special Education Services - 251

Philip A. Lynch, Director II

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	117,000	121,200	121,200	<b>121,100</b>	(.100)
Position Salaries	\$5,442,379	\$5,713,019	\$5,713,019	<b>\$5,760,734</b>	\$47,715
<b>Other Salaries</b>					
Summer Employment				<b>12,549</b>	12,549
Professional Substitutes		2,458,514	2,458,514	<b>2,559,214</b>	100,700
Stipends		9,450	9,450	<b>8,029</b>	(1,421)
Professional Part Time					
Supporting Services Part Time		3,937,312	3,937,312	<b>4,025,262</b>	87,950
Other					
Subtotal Other Salaries	6,154,508	6,405,276	6,405,276	<b>6,605,054</b>	199,778
<b>Total Salaries &amp; Wages</b>	<b>11,596,887</b>	<b>12,118,295</b>	<b>12,118,295</b>	<b>12,365,788</b>	<b>247,493</b>
<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>261,555</b>	(2,917)
Media		12,152	12,152	<b>12,152</b>	
Instructional Supplies & Materials		660,961	660,961	<b>686,390</b>	25,429
Office		6,326	6,326	<b>6,326</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	<b>755,616</b>	<b>943,911</b>	<b>943,911</b>	<b>966,423</b>	<b>22,512</b>
<b>04 Other</b>					
Local/Other Travel		22,500	22,500	<b>22,500</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		1,009	1,009	<b>1,009</b>	
<b>Total Other</b>	<b>30,255</b>	<b>23,509</b>	<b>23,509</b>	<b>23,509</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$12,382,758</b>	<b>\$13,085,715</b>	<b>\$13,085,715</b>	<b>\$13,355,720</b>	<b>\$270,005</b>

## Department of Special Education Services - 251

Philip A. Lynch, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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>8.000</b>	(1.000)
6	AD Teacher, Special Education	X	3.500	2.500	2.500	<b>2.500</b>	
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	91.500	96.700	96.700	<b>98.600</b>	1.900
6	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
6	11 Office Assistant IV		1.000	1.000	1.000		(1.000)
	<b>Total Positions</b>		<b>117.000</b>	<b>121.200</b>	<b>121.200</b>	<b>121.100</b>	<b>(.100)</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



# Placement and Assessment Services Unit - 255

Joanne C. Hoffman, Supervisor

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	15,500	15,500	15,500	<b>15,500</b>	
Position Salaries	\$1,454,621	\$1,517,568	\$1,517,568	<b>\$1,587,319</b>	\$69,751
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		64,230	64,230	<b>62,470</b>	(1,760)
Supporting Services Part Time		6,081	6,081	<b>4,208</b>	(1,873)
Other					
Subtotal Other Salaries	97,874	70,311	70,311	<b>66,678</b>	(3,633)
<b>Total Salaries &amp; Wages</b>	1,552,495	1,587,879	1,587,879	<b>1,653,997</b>	66,118
<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>	6,800	7,395	7,395	<b>7,395</b>	
<b>04 Other</b>					
Local/Other Travel		12,773	12,773	<b>12,773</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		41,097,031	41,097,031	<b>42,902,922</b>	1,805,891
<b>Total Other</b>	39,183,782	41,109,804	41,109,804	<b>42,915,695</b>	1,805,891
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$40,743,077</u>	<u>\$42,705,078</u>	<u>\$42,705,078</u>	<u><b>\$44,577,087</b></u>	<u>\$1,872,009</u>

## Placement & Assessment Services Unit - 255

Joanne C. Hoffman, Supervisor

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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

## Elementary Learning Centers

Elementary Program Specialist (A-D)	6.0
Teacher, Special Education (A-D)	71.0
Paraeducator (13)	60.375

## School/Community-Based Programs

Teacher, Special Education (A-D)	64.0
Paraeducator (13)	96.0

### Extensions

Instructional Specialist (B-D)	1.0
Social Worker (B-D)	1.0
Elementary Program Specialist (A-D)	0.5
Teacher, Special Education (A-D)	14.0
Secondary Program Specialist (A-D)	2.0
Paraeducator (13)	28.875

## School-Based Programs

Teacher, Resource Room (A-D)****	77.1
Teacher, Resource (A-D)***	45.0
Teacher, Resource (A-D)****	
Teacher, Special Education (A-D)	347.8
Teacher, Special Education (A-D)**	
Paraeducator (13)	479.638

### Resource Only

Teacher, Resource Room (A-D)	58.5
Paraeducator (13)	23.0

### Secondary Intensive Reading Program

Teacher, Special Education (A-D)	11.6
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### Gifted and Talented/ Learning Disabled Programs

Teacher, Special Education (A-D)	12.8
Paraeducator (13)	10.35

### Learning for Independence

Teacher, Special Education (A-D)	71.0
Paraeducator (13)	62.125

### Least Restrictive Environment Support

Teacher, Special Education (A-D)	12.0
Paraeducator (13)	18.938

### Hours Based Staffing

Teacher, Special Education (A-D)	6.4
Teacher, Resource Room (A-D)	49.0
Teacher, Resource (A-D)	1.0
Paraeducator (13)	3.937

### Home School Model

Teacher, Special Education (A-D)	6.0
Teacher, Resource Room (A-D)	76.7
Paraeducator (13)	2.75

## Medical Assistance Program\*

F.T.E. Positions 1,720.388

- \* Resources for Medical Assistance are shown in the Division of Business, Fiscal, and Information Systems
- \*\* 137.4 positions funded by IDEA
- \*\*\* 20.0 positions funded by IDEA
- \*\*\*\* 1.5 positions support Model Learning Center

# School Based Services - 248/242/246/275/279/280/281/282/283/284/285

**Philip A. Lynch, Director II**

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	1,625.554	1,682.926	1,682.926	<b>1,720.388</b>	37.462
Position Salaries	\$96,204,931	\$103,097,320	\$103,097,320	<b>\$106,862,810</b>	\$3,765,490
<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>	96,204,931	103,097,320	103,097,320	<b>106,862,810</b>	3,765,490
<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>\$96,204,931</u>	<u>\$103,097,320</u>	<u>\$103,097,320</u>	<u><b>\$106,862,810</b></u>	<u>\$3,765,490</u>

# School-Based Services - 248/242/246/275/279/280/281/282/283/284/285

Philip A. Lynch, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>248 School Based Services</b>						
6	AD Teacher, Special Education	X	342.126	345.400	345.400	<b>347.800</b>	2.400
6	AD Teacher, Sp Ed Resource Room	X	255.700	198.700	198.700	<b>77.100</b>	(121.600)
6	AD Teacher, Resource Spec Ed	X	45.000	45.000	45.000	<b>45.000</b>	
6	13 Paraeducator	X	510.828	478.888	478.888	<b>479.638</b>	.750
	<b>Subtotal</b>		<b>1,153.654</b>	<b>1,067.988</b>	<b>1,067.988</b>	<b>949.538</b>	<b>(118.450)</b>
	<b>242 School and Community Based Programs</b>						
6	AD Teacher, Special Education	X	61.400	66.000	66.000	<b>64.000</b>	(2.000)
6	13 Paraeducator	X	94.625	99.000	99.000	<b>96.000</b>	(3.000)
	<b>Subtotal</b>		<b>156.025</b>	<b>165.000</b>	<b>165.000</b>	<b>160.000</b>	<b>(5.000)</b>
	<b>246 Elementary Learning Centers</b>						
6	AD Sp Ed Elem Prgrm Spec	X	6.000	6.500	6.500	<b>6.000</b>	(.500)
6	AD Teacher, Special Education	X	59.000	64.500	64.500	<b>71.000</b>	6.500
6	13 Paraeducator	X	48.125	54.250	54.250	<b>60.375</b>	6.125
	<b>Subtotal</b>		<b>113.125</b>	<b>125.250</b>	<b>125.250</b>	<b>137.375</b>	<b>12.125</b>
	<b>275 Extensions Program</b>						
6	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
7	BD Social Worker		1.000	1.000	1.000	<b>1.000</b>	
6	AD Sp Ed Elem Prgrm Spec	X				<b>.500</b>	.500
6	AD Teacher, Special Education	X	10.000	12.500	12.500	<b>14.000</b>	1.500
6	AD Sp Ed Secondary Prgrm Spec	X	2.000	2.000	2.000	<b>2.000</b>	
6	13 Paraeducator	X	21.000	26.250	26.250	<b>28.875</b>	2.625
	<b>Subtotal</b>		<b>35.000</b>	<b>42.750</b>	<b>42.750</b>	<b>47.375</b>	<b>4.625</b>
	<b>279 Gifted and Talented/Learning Disabled Progs.</b>						
6	AD Teacher, Special Education	X	12.600	13.200	13.200	<b>12.800</b>	(.400)
6	13 Paraeducator	X	11.025	11.550	11.550	<b>10.350</b>	(1.200)
	<b>Subtotal</b>		<b>23.625</b>	<b>24.750</b>	<b>24.750</b>	<b>23.150</b>	<b>(1.600)</b>
	<b>280 Secondary Intensive Reading Program</b>						
6	AD Teacher, Special Education	X	12.000	12.000	12.000	<b>11.600</b>	(.400)
	<b>Subtotal</b>		<b>12.000</b>	<b>12.000</b>	<b>12.000</b>	<b>11.600</b>	<b>(.400)</b>
	<b>281 Learning for Independence Programs</b>						
6	AD Teacher, Special Education	X	70.000	70.000	70.000	<b>71.000</b>	1.000
6	13 Paraeducator	X	62.125	62.125	62.125	<b>62.125</b>	
	<b>Subtotal</b>		<b>132.125</b>	<b>132.125</b>	<b>132.125</b>	<b>133.125</b>	<b>1.000</b>
	<b>282 Resource Only</b>						
6	AD Teacher, Sp Ed Resource Room	X		57.000	57.000	<b>58.500</b>	1.500
6	13 Paraeducator	X		21.500	21.500	<b>23.000</b>	1.500
	<b>Subtotal</b>			<b>78.500</b>	<b>78.500</b>	<b>81.500</b>	<b>3.000</b>

# School-Based Services - 248/242/246/275/279/280/281/282/283/284/285

Philip A. Lynch, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>283 Least Restrictive Environment Support</b>						
6	AD Teacher, Special Education	X		13.000	13.000	<b>12.000</b>	(1.000)
6	13 Paraeducator	X		21.563	21.563	<b>18.938</b>	(2.625)
	<b>Subtotal</b>			<b>34.563</b>	<b>34.563</b>	<b>30.938</b>	<b>(3.625)</b>
	<b>284 Hours Based Staffing</b>						
6	AD Teacher, Special Education	X				<b>6.400</b>	6.400
6	AD Teacher, Sp Ed Resource Room	X				<b>49.000</b>	49.000
6	AD Teacher, Resource Spec Ed	X				<b>1.000</b>	1.000
6	13 Paraeducator	X				<b>3.937</b>	3.937
	<b>Subtotal</b>					<b>60.337</b>	<b>60.337</b>
	<b>285 Home School Model</b>						
6	AD Teacher, Special Education	X				<b>6.000</b>	6.000
6	AD Teacher, Sp Ed Resource Room	X				<b>76.700</b>	76.700
6	13 Paraeducator	X				<b>2.750</b>	2.750
	<b>Subtotal</b>					<b>85.450</b>	<b>85.450</b>
	<b>Total Positions</b>		<b>1,625.554</b>	<b>1,682.926</b>	<b>1,682.926</b>	<b>1,720.388</b>	<b>37.462</b>

# Special Schools/Centers\*

Rock Terrace School	
Principal (P)	1.0
Assistant Principal (N)	1.0
Psychologist (B-D) 10-month	1.0
Counselor (B-D)	0.5
Media Specialist (B-D)	0.5
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 Analyst (16)	0.25
Security Assistant (14)	1.0
School Secretary II (13)	1.0
Paraeducator (13)	16.1
Media Assistant (12)	0.5

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 Analyst (16)	0.25
Paraeducator (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 (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 Analyst (16)	0.25
Paraeducator (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)	1.0
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 Analyst (16)	0.25
Security Assistant (14)	1.0
Paraeducator (13)	17.0
Media Assistant (12)	0.5
School Secretary I (12)	1.0

F.T.E. Positions 153.925

\* Special schools/centers are supervised by the Office of the Deputy Superintendent for School Support and Improvement

\*\* Additional 9.0 positions funded by IDEA

\*\*\* Additional 15.0 positions funded by IDEA

\*\*\*\* Additional 18.0 positions funded by IDEA

\*\*\*\*\* Additional 8.0 positions funded by IDEA

# Special Schools and Centers - 240/243/272/273/274/295

**Philip A. Lynch, Director II**

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	157.575	158.175	158.175	<b>153.925</b>	(4.250)
Position Salaries	\$7,177,620	\$8,738,683	\$8,738,683	<b>\$8,505,210</b>	(\$233,473)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other		5,218	5,218	<b>5,322</b>	104
Subtotal Other Salaries		5,218	5,218	<b>5,322</b>	104
<b>Total Salaries &amp; Wages</b>	7,177,620	8,743,901	8,743,901	<b>8,510,532</b>	(233,369)
<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		6,867	6,867	<b>6,867</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	4,871	6,867	6,867	<b>6,867</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$7,182,491</u>	<u>\$8,750,768</u>	<u>\$8,750,768</u>	<u><b>\$8,517,399</b></u>	<u>(\$233,369)</u>



# Special Schools/Centers - 240/243/272/273/274/295

Philip A. Lynch, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>243 Rock Terrace School</b>						
6	P Principal		1.000	1.000	1.000	<b>1.000</b>	
6	N Assisant Principal		1.000	1.000	1.000	<b>1.000</b>	
3	BD Psychologist		.500	.500	.500		(.500)
3	BD Psychologist - 10 Month	X				<b>1.000</b>	1.000
6	BD Counselor	X	1.000	1.000	1.000	<b>.500</b>	(.500)
6	BD Media Specialist	X	.500	.500	.500	<b>.500</b>	
6	AD Teacher, Staff Development	X	.400	.400	.400	<b>.400</b>	
6	AD Teacher, Special Education	X	.100	.100	.100	<b>.100</b>	
6	AD Teacher, Physical Education	X	1.000	1.000	1.000	<b>1.000</b>	
6	AD Teacher, Art	X	.600	.600	.600	<b>.600</b>	
6	AD Teacher, General Music	X	.600	.600	.600	<b>.600</b>	
6	16 School Admin Secretary		1.000	1.000	1.000	<b>1.000</b>	
6	16 Instructional Data Analyst	X	.250	.250	.250	<b>.250</b>	
6	14 Security Assistant	X	1.000	1.000	1.000	<b>1.000</b>	
6	13 School Secretary II	X	1.000	1.000	1.000	<b>1.000</b>	
6	13 Paraeducator	X	16.100	16.100	16.100	<b>16.100</b>	
6	12 Media Assistant	X	1.000	1.000	1.000	<b>.500</b>	(.500)
	<b>Subtotal</b>		<b>27.050</b>	<b>27.050</b>	<b>27.050</b>	<b>26.550</b>	<b>(.500)</b>
	<b>272 Stephen Knolls School</b>						
6	N Coordinator Special Center		1.000	1.000	1.000	<b>1.000</b>	
6	BD Media Specialist	X	.500	.500	.500	<b>.500</b>	
6	AD Teacher, Staff Development	X	.300	.300	.300	<b>.300</b>	
6	AD Teacher, Physical Education	X	.700	.900	.900	<b>.900</b>	
6	AD Teacher, Art	X	.500	.700	.700	<b>.700</b>	
6	AD Teacher, General Music	X	.400	.600	.600	<b>.600</b>	
6	16 School Admin Secretary		1.000	1.000	1.000	<b>1.000</b>	
6	16 Instructional Data Analyst	X	.250	.250	.250	<b>.250</b>	
6	13 Paraeducator	X	13.750	13.750	13.750	<b>13.750</b>	
6	12 School Secretary I		.500	.500	.500	<b>.500</b>	
6	12 Media Assistant	X	.500	.500	.500	<b>.500</b>	
6	7 Lunch Hour Aide	X	.875	.875	.875	<b>.875</b>	
	<b>Subtotal</b>		<b>20.275</b>	<b>20.875</b>	<b>20.875</b>	<b>20.875</b>	
	<b>273 Carl Sandburg Learning Center</b>						
6	O Principal		1.000	1.000	1.000	<b>1.000</b>	
3	BD Psychologist		1.000				
3	BD Psychologist - 10 Month	X		1.000	1.000	<b>1.000</b>	
6	BD Media Specialist	X	.500	.500	.500	<b>.500</b>	
6	AD Teacher, Staff Development	X	.500	.500	.500	<b>.500</b>	
6	AD Sp Ed Elem Prgm Spec	X	2.000	2.000	2.000	<b>2.000</b>	
6	AD Teacher, Special Education	X	16.000	16.000	16.000	<b>16.000</b>	
6	AD Teacher, Physical Education	X	1.000	1.000	1.000	<b>1.000</b>	

# Special Schools/Centers - 240/243/272/273/274/295

Philip A. Lynch, Director II

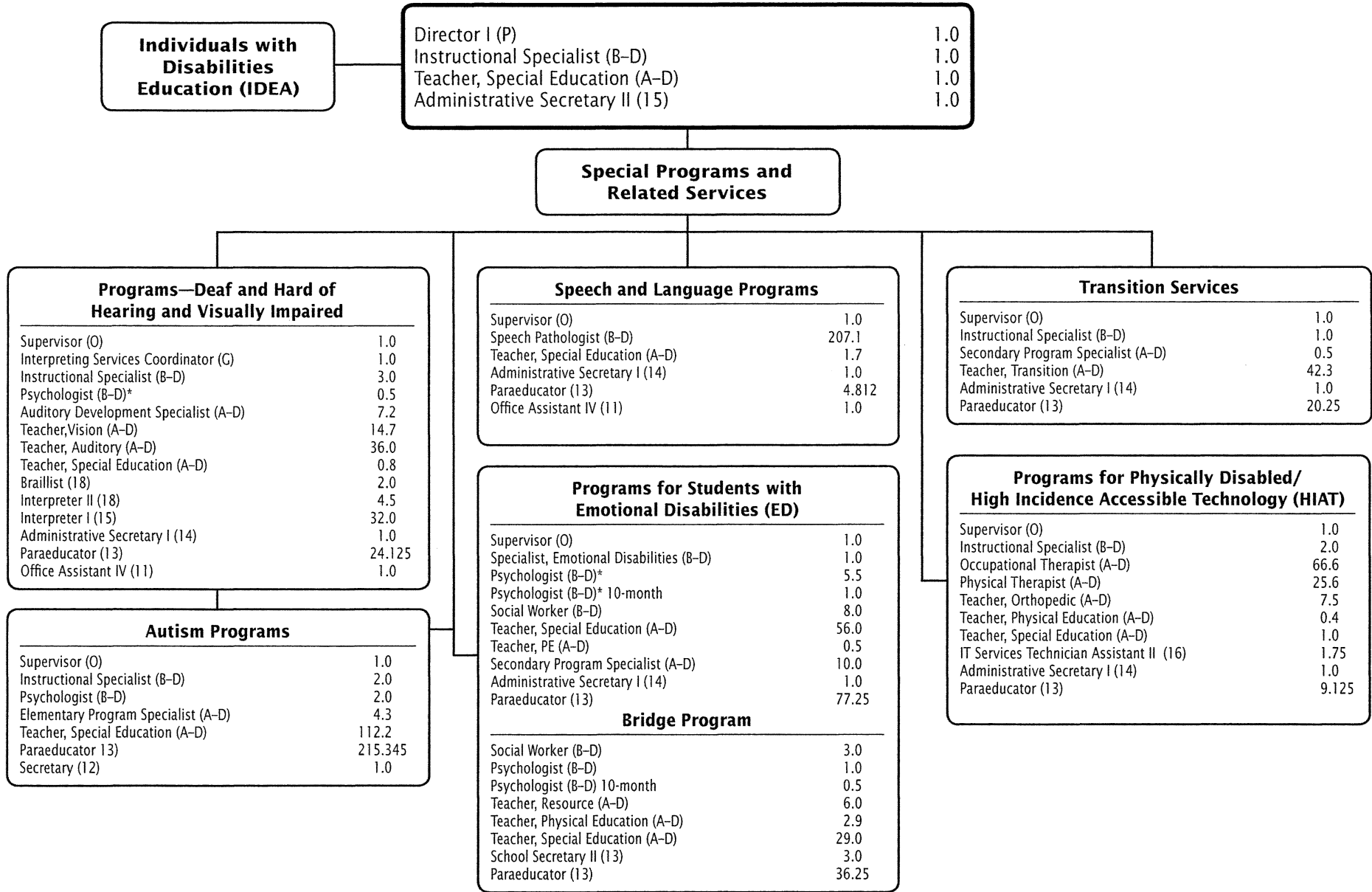
CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>273 Carl Sandburg Learning Center</b>						
6	AD Teacher, Art	X	.700	.700	.700	.700	
6	AD Teacher, General Music	X	.500	.500	.500	.500	
6	16 School Admin Secretary		1.000	1.000	1.000	1.000	
6	16 Instructional Data Analyst	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 Regional Institute for Children &amp; Adolescents</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	1.000	(1.000)
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	.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 Analyst	X	.250	.250	.250	.250	
6	14 Security Assistant	X	1.000	1.000	1.000	1.000	
6	13 Paraeducator	X	19.750	19.750	19.750	17.000	(2.750)
6	12 School Secretary I		1.000	1.000	1.000	1.000	

**Special Schools/Centers - 240/243/272/273/274/295**

Philip A. Lynch, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>295 Regional Institute for Children &amp; Adolescents</b>						
6	12 Media Assistant	X	.500	.500	.500	.500	
	<b>Subtotal</b>		<b>34.600</b>	<b>34.600</b>	<b>34.600</b>	<b>30.850</b>	<b>(3.750)</b>
	<b>Total Positions</b>		<b>157.575</b>	<b>158.175</b>	<b>158.175</b>	<b>153.925</b>	<b>(4.250)</b>

# Division of Prekindergarten, Special Programs, and Related Services



**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, comprehensive and coordinated system of services for young children with disabilities and their families, ages birth to kindergarten. DPSPRS ensures the provision of a free appropriate public education by offering 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 21**

DPSPRS oversees and monitors the Montgomery County Infants and Toddlers Program, the Child Find/Early Childhood Disabilities Unit, Preschool Education Program, the 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 and the least restrictive environment. For children ages birth to 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 age 3 to kindergarten 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 Montgomery County Public Schools (MCPS). Specialized services for students with unique needs are provided in supported general education and special education classes.

### **Narrow 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 Title I and Early Childhood Programs and Services (DTECPS) to increase the percentage of kindergarten students with disabilities reported as fully ready for school. In order to improve kindergarten readiness, DPSPRS works closely with interagency partners such as the Montgomery County Department of Health and Human Services and the Montgomery County Early Care and Education Congress, to support young children and their families. To lessen 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 learning activities focus on narrowing 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 deliver 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, Career, and Community Ready**

To ensure that all students with disabilities graduate ready for college and/or entry into the workforce and community, 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 1, 2014, Maryland State Department of Education (MSDE) Census Data Report, 42.58 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—271/245/249/252/  
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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 while remaining at their child-care center with nondisabled peers. Since its inception in February 2012, 28 students attended the MCPS Building Bridges inclusive classroom at the Arc Montgomery County Karasik and Family Infant and Child Care Center. In FY 2016, additional Preschool Education Program (PEP) classes will invite nondisabled community peers to participate in school activities four days per week.

- » Expanded Universal Design for Learning (UDL) projects: In FY 2015, UDL projects were continued in 22 MCPS schools and Alternative Programs set UDL as their instructional focus. 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 2016, Professional Learning Communities will be formed for Grade 8 English coteaching teams at all middle schools, and for Grade 9 English and mathematics coteaching teams at all high schools. UDL will be incorporated into the new Emotional Disability services at Magruder High School. Improved prekindergarten instruction: In FY 2015, MCPS implemented a new prekindergarten curriculum aligned with the Maryland College and Career-Ready Standards (MCCRS). DPSPRS special education prekindergarten staff members collaborated with early childhood general educators to plan and implement high-quality instruction in order to prepare students for entry into kindergarten. In FY 2016, prekindergarten and kindergarten special educators will work together to ensure a shared understanding of the kindergarten curriculum and the development of standards-based IEPs for both prekindergarten and rising kindergarten students.

**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 was measured in six developmental domains, and the KRA provided information about students’ skills as they entered kindergarten. The results of the 2014–2015 KRA provide baseline data that inform DPSPRS in planning instructional improvements for prekindergarten students with disabilities.

**Performance Measure:** To increase the percentage of students with disabilities fully ready to participate in the kindergarten curriculum and achieve success in school.

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
29%	34%	39%

**Explanation:** This measure is administered to all students in kindergarten during the first quarter of school.

**Performance Measure:** To increase the percentage of children ages 3 to kindergarten who receive services in settings with typically developing peers.

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
42.6%	45%	48%

**Explanation:** This measure indicates improvement toward LRE mandates and promotes special education instruction in early childhood environments.

**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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
2,270	2,500	2,700

**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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
4,517	5,417	6,320

**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, FY 2014, or FY 2015, or will attend the course in FY 2016. Estimates for FY 2016 and FY 2017 include new staff members who will participate in the initial course.

The new Child Outcomes Summary (COS) process, a component of Ready for Kindergarten, Maryland’s Early Childhood Comprehensive Assessment System, replaced the Work Sampling System on July 1, 2015, as the method for measuring early childhood outcomes. The COS process involves collecting and synthesizing data from many sources and settings on how students function in relation to age-expected skills. Involving families is a significant component and expectation of the COS process.

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**Performance Measure:** To increase the percentage of pre-school children ages 3 to kindergarten 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).

	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Recommended</b>
Outcome A	65.6%	68%	71%
Outcome B	73.1%	75%	78%
Outcome C	63%	66%	69%

**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 67.3, Outcome B is 66.0, and Outcome C is 61.5.

## OVERVIEW OF BUDGET CHANGES

### Division of Prekindergarten, Special Programs, and Related Services

#### FY 2017 Recommended Budget

The FY 2017 recommended budget for this division is \$77,043,105, an increase of \$4,864,476 over the current FY 2016 budget. An explanation of this change follows.

#### Same Service Level Changes—\$5,368,003

##### Continuing Salary Costs—\$4,490,300

There is an increase of \$4,490,300 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

##### Student Enrollment—\$865,322

An additional 21.384 positions and \$865,322 are budgeted due to changes in enrollment in the following programs.

- » Bridge Program—increases of 7.0 teacher, 6.250 paraeducator, a 1.0 social worker, a 0.5 psychologist, and a 1.0 school secretary II positions and \$723,570 due to changes in enrollment and to add this program at 2 new sites.
- » Services for Students who Deaf or Hard of Hearing—a reduction of .438 paraeducator position and \$13,168
- » Speech and Language Programs—a reduction of a .3 teacher position, a .438 paraeducator position and an increase of a .9 speech/language pathologist position for a net increase of \$41,993

- » Services for Students with Physical Disabilities—a reduction of a .6 occupational therapist position and \$44,561
- » Transition Services—a reduction of 5.3 teacher positions and 1.75 paraeducator positions and \$351,919
- » Programs for Students with Emotional Disabilities—a reduction of 2.0 secondary program specialist positions and \$112,946
- » Students with Autism Spectrum Disorders—increases of 5.0 teacher and 10.576 paraeducator positions and \$599,841

In addition, to positions and position salaries for enrollment growth, there is an increase of \$22,512 for instructional materials.

#### Realignments to Meet Expenditure Requirements and Program Priorities—\$3,045

There is a realignment of \$3,045 from the Department of Special Education Services budget to this division to meet spending requirements.

#### Other—\$9,336

An inflation adjustment of 3 percent results in an increase of \$9,336 for instructional materials for students with disabilities supported through this division.

#### Program Efficiencies and Reductions—(\$503,527)

The FY 2017 recommended budget for this division includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process. As a result, reductions for the following programs are listed below.

- » Services for Students who Deaf or Hard of Hearing—a reduction of a 0.5 interpreter I position and \$17,024
- » Speech and Language Programs—reductions of a .3 teacher, 4.0 speech/language pathologist, .875 paraeducator, and 0.8 speech/language pathologist assistant positions and \$385,151
- » Services for Students with Visual Impairments—reductions of a .5 teacher and a.375 paraeducator position and \$39,511
- » Services for Students with Physical Disabilities—a reduction of a.375 physical therapist assistant position and \$12,204

In addition, there are reductions of \$27,295 for local travel mileage reimbursement and \$22,342 for textbooks and instructional materials.

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**Individuals with Disabilities Education Act (IDEA),  
InterACT, and Infants and Toddlers Programs**

**Same Service Level Changes—\$1,942,020**

**Continuing Salary Costs—\$2,235,790**

There is an increase of \$2,235,790 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

**Student Enrollment—(\$35,084)**

There is an overall increase of 1.126 positions and net reduction of \$35,084 due to changes in enrollment in the following programs.

- » Preschool Education Program (PEP)—increases of .6 teacher and .876 paraeducator positions, and \$60,220
- » PEP & PEP ARC—decreases of .3 speech/language pathologist, .8 occupational therapist, .3 physical therapist, .7 teacher and .75 paraeducator positions, and \$167,804
- » PEP Comprehensive—increases of a .4 teacher, .2 speech/language pathologist, .2 occupational therapist, .4 physical therapist, and 1.5 paraeducator position and \$128,266
- » PEP Intensive Needs—increases of 2.0 teachers, a .4 speech/language pathologist, a .6 occupational therapist, and 2.0 paraeducator positions and \$249,674
- » Infants and Toddlers Program—a decrease of a 4.8 teacher positions, a .8 speech/language pathologist, 1.1 physical therapist positions and an increase of 1.5 occupational therapist, for a net reduction of \$305,440

**Realignments to Meet Expenditure Requirements and  
Program Priorities—(\$258,686)**

There is a net of 2.5 positions and \$203,383 realigned from the IDEA grant funded budget to other Office of Special Education budgets and \$55,303 to the budget for the Department of Financial Services for related employee benefits. A shift of 1.5 teacher positions and \$146,910 is necessary from the IDEA grant funded budget to the Department of Special Education's School-based services budget. In addition, there is a technical realignment shifting a 1.0 special education teacher position and \$56,473 from IDEA budget to the locally funded budget for the Rock Terrace School.

**Program Efficiencies and Reductions—(\$73,012)**

The FY 2017 recommended budget for this program includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process. As a result, reductions for the following programs are listed below.

- » Infants and Toddlers Program—reduction of a .2 paraeducator position and \$11,295 and a reduction of \$19,084 for program supplies
- » Preschool Education Program—reduction of a 1.0 administrative secretary I position and \$42,633

**Program's Recent Funding History**

**Individuals with Disabilities Education Act, InterACT,  
and Preschool**

	<b>FY 2016 Projected 7/1/15</b>	<b>FY 2016 Received 11/30/15</b>	<b>FY 2017 Projected 7/1/16</b>
Federal	\$30,611,365	\$30,557,523	\$30,557,523
State			
Other			
County	23,049,714	23,221,498	24,298,491
<b>Total</b>	<b>\$53,661,079</b>	<b>\$53,779,021</b>	<b>\$54,856,014</b>

**Program's Recent Funding History**

**Infants and Toddlers Program**

	<b>FY 2016 Projected 7/1/15</b>	<b>FY 2016 Received 11/30/15</b>	<b>FY 2017 Projected 7/1/16</b>
Federal	\$ 791,315	\$ 791,315	\$ 791,315
State	232,423	232,423	232,423
Other			
County	23,623,949	22,959,404	23,751,419
<b>Total</b>	<b>\$24,647,687</b>	<b>\$23,983,142</b>	<b>\$24,775,157</b>



**Div. PreK, Spec Prgms & Rel. Svcs. - 271/245/249/252/253/254/256/258/259**

**Felicia Piacente, Director I**

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	1,059.226	1,098.548	1,098.548	<b>1,112.207</b>	13.659
Position Salaries	\$66,113,180	\$71,359,031	\$71,359,031	<b>\$76,236,826</b>	\$4,877,795
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		13,611	13,611	<b>13,883</b>	272
Stipends					
Professional Part Time					
Supporting Services Part Time		181,001	181,001	<b>184,621</b>	3,620
Other		28,906	28,906	<b>29,484</b>	578
Subtotal Other Salaries	174,322	223,518	223,518	<b>227,988</b>	4,470
<b>Total Salaries &amp; Wages</b>	<b>66,287,502</b>	<b>71,582,549</b>	<b>71,582,549</b>	<b>76,464,814</b>	<b>4,882,265</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		66,000	66,000	<b>66,000</b>	
<b>Total Contractual Services</b>	<b>66,000</b>	<b>66,000</b>	<b>66,000</b>	<b>66,000</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks		28,122	28,122	<b>27,683</b>	(439)
Media					
Instructional Supplies & Materials		283,077	283,077	<b>306,028</b>	22,951
Office		4,970	4,970	<b>4,970</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	<b>226,986</b>	<b>316,169</b>	<b>316,169</b>	<b>338,681</b>	<b>22,512</b>
<b>04 Other</b>					
Local/Other Travel		165,027	165,027	<b>137,732</b>	(27,295)
Insur & Employee Benefits					
Utilities					
Miscellaneous		39,550	39,550	<b>35,878</b>	(3,672)
<b>Total Other</b>	<b>163,964</b>	<b>204,577</b>	<b>204,577</b>	<b>173,610</b>	<b>(30,967)</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		9,334	9,334		(9,334)
<b>Total Equipment</b>		<b>9,334</b>	<b>9,334</b>		<b>(9,334)</b>
<b>Grand Total</b>	<b>\$66,744,452</b>	<b>\$72,178,629</b>	<b>\$72,178,629</b>	<b>\$77,043,105</b>	<b>\$4,864,476</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 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>271 Dept. of Prschl Sp Ed &amp; Related Svc</b>						
6	P Director I		1.000	1.000	1.000	<b>1.000</b>	
6	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
6	AD Teacher, Special Education	X	1.000	1.000	1.000	<b>1.000</b>	
6	15 Administrative Secretary II		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>245 Bridge Program</b>						
7	BD Social Worker		2.000	2.000	2.000	<b>3.000</b>	1.000
3	BD Psychologist		1.000	1.000	1.000	<b>1.000</b>	
3	BD Psychologist - 10 Month	X				<b>.500</b>	.500
6	AD Teacher, Special Education	X	23.800	24.800	24.800	<b>29.000</b>	4.200
6	AD Teacher, Physical Education	X	2.000	2.100	2.100	<b>2.900</b>	.800
6	AD Teacher, Resource Spec Ed	X	4.000	4.000	4.000	<b>6.000</b>	2.000
6	13 School Secretary II		2.000	2.000	2.000	<b>3.000</b>	1.000
6	13 Paraeducator	X	28.750	30.000	30.000	<b>36.250</b>	6.250
	<b>Subtotal</b>		<b>63.550</b>	<b>65.900</b>	<b>65.900</b>	<b>81.650</b>	<b>15.750</b>
	<b>249 Deaf and Hard of Hearing Programs</b>						
6	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
6	G Interpreting Svcs Coordinator		1.000	1.000	1.000	<b>1.000</b>	
6	BD Instructional Specialist		2.000	2.000	2.000	<b>2.000</b>	
3	BD Psychologist		.500	.500	.500	<b>.500</b>	
6	AD Teacher, Special Education	X		.800	.800	<b>.800</b>	
6	AD Teacher, Auditory	X	36.000	36.000	36.000	<b>36.000</b>	
6	AD Auditory Development Spec	X	7.000	7.200	7.200	<b>7.200</b>	
6	18 Interpreter Hearing Impair II	X	4.500	4.500	4.500	<b>4.500</b>	
6	15 Interpreter Hearing Impair I	X	32.500	32.500	32.500	<b>32.000</b>	(.500)
6	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
6	13 Paraeducator	X	21.001	20.563	20.563	<b>20.125</b>	(.438)
	<b>Subtotal</b>		<b>106.501</b>	<b>107.063</b>	<b>107.063</b>	<b>106.125</b>	<b>(.938)</b>
	<b>252 Speech and Language Services</b>						
6	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
6	BD Speech Pathologist	X	197.300	210.200	210.200	<b>207.100</b>	(3.100)
6	AD Teacher, Special Education	X		2.300	2.300	<b>1.700</b>	(.600)
6	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
6	14 Speech/Language Path Asst	X	.800	.800	.800		(.800)
6	13 Paraeducator	X		6.125	6.125	<b>4.812</b>	(1.313)
6	11 Office Assistant IV		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>201.100</b>	<b>222.425</b>	<b>222.425</b>	<b>216.612</b>	<b>(5.813)</b>
	<b>253 Visually Impaired Programs</b>						
6	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	

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CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
<b>253 Visually Impaired Programs</b>							
6	AD Teacher, Vision	X	15.000	15.000	15.000	<b>14.500</b>	(.500)
6	AD Teacher, Special Education	X		.200	.200	<b>.200</b>	
6	18 Braillist		2.000	2.000	2.000	<b>2.000</b>	
6	13 Paraeducator	X	4.375	4.375	4.375	<b>4.000</b>	(.375)
6	11 Office Assistant IV		1.000	1.000	1.000	<b>1.000</b>	
<b>Subtotal</b>			<b>23.375</b>	<b>23.575</b>	<b>23.575</b>	<b>22.700</b>	<b>(.875)</b>
<b>254 Physically Disabled Programs</b>							
6	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
6	BD Instructional Specialist		2.000	2.000	2.000	<b>2.000</b>	
6	AD Teacher, Orthopedic	X	7.500	7.500	7.500	<b>7.500</b>	
6	AD Teacher, Special Education	X	1.000	1.000	1.000	<b>1.000</b>	
6	AD Teacher, Physical Education	X	.400	.400	.400	<b>.400</b>	
6	AD Physical Therapist	X	25.400	25.600	25.600	<b>25.600</b>	
6	AD Occupational Therapist	X	67.200	67.200	67.200	<b>66.600</b>	(.600)
6	16 IT Services Tech Asst II		1.750	1.750	1.750	<b>1.750</b>	
6	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
6	14 Physical Therapy Assistant	X	.375	.375	.375		(.375)
6	13 Paraeducator	X	9.125	9.125	9.125	<b>9.125</b>	
<b>Subtotal</b>			<b>116.750</b>	<b>116.950</b>	<b>116.950</b>	<b>115.975</b>	<b>(.975)</b>
<b>256 Transition Services Unit</b>							
6	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
6	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
6	AD Teacher, Sp Ed Transition	X	47.600	47.600	47.600	<b>42.300</b>	(5.300)
6	AD Sp Ed Secondary Prgm Spec	X	1.000	.500	.500	<b>.500</b>	
6	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
6	13 Paraeducator	X	22.500	22.000	22.000	<b>20.250</b>	(1.750)
<b>Subtotal</b>			<b>74.100</b>	<b>73.100</b>	<b>73.100</b>	<b>66.050</b>	<b>(7.050)</b>
<b>258 Programs for Students with Emotional Disabili</b>							
6	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
6	BD Specialist Emotional Disab		1.000	1.000	1.000	<b>1.000</b>	
7	BD Social Worker		8.000	8.000	8.000	<b>8.000</b>	
3	BD Psychologist		6.500	5.500	5.500	<b>5.500</b>	
3	BD Psychologist - 10 Month	X		1.000	1.000	<b>1.000</b>	
6	AD Teacher, Special Education	X	55.000	56.000	56.000	<b>56.000</b>	
6	AD Teacher, Physical Education	X		.500	.500	<b>.500</b>	
6	AD Sp Ed Secondary Prgm Spec	X	13.000	12.000	12.000	<b>10.000</b>	(2.000)
6	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
6	13 Paraeducator	X	70.500	77.250	77.250	<b>77.250</b>	
<b>Subtotal</b>			<b>156.000</b>	<b>163.250</b>	<b>163.250</b>	<b>161.250</b>	<b>(2.000)</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 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>259 Autism Programs</b>						
6	O Supervisor					<b>1.000</b>	1.000
6	BD Instructional Specialist		3.000	3.000	3.000	<b>2.000</b>	(1.000)
3	BD Psychologist		2.000	2.000	2.000	<b>2.000</b>	
6	AD Sp Ed Elem Prgrm Spec	X	4.500	4.300	4.300	<b>4.300</b>	
6	AD Teacher, Special Education	X	103.000	107.200	107.200	<b>112.200</b>	5.000
6	13 Paraeducator	X	200.350	204.785	204.785	<b>215.345</b>	10.560
6	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>313.850</b>	<b>322.285</b>	<b>322.285</b>	<b>337.845</b>	<b>15.560</b>
	<b>Total Positions</b>		<b>1,059.226</b>	<b>1,098.548</b>	<b>1,098.548</b>	<b>1,112.207</b>	<b>13.659</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)	137.4

<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)	15.0

<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 217.28

\*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 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	238,262	219,780	219,780	<b>217,280</b>	(2,500)
Position Salaries	\$20,128,729	\$18,388,493	\$18,388,493	<b>\$18,393,941</b>	\$5,448
<b>Other Salaries</b>					
Summer Employment		1,327,423	1,327,423	<b>1,380,774</b>	53,351
Professional Substitutes		309,584	309,584	<b>315,776</b>	6,192
Stipends		61,687	61,687	<b>62,921</b>	1,234
Professional Part Time		73,928	73,928	<b>13,498</b>	(60,430)
Supporting Services Part Time		784,632	784,632	<b>760,400</b>	(24,232)
Other					
Subtotal Other Salaries	2,219,603	2,557,254	2,557,254	<b>2,533,369</b>	(23,885)
<b>Total Salaries &amp; Wages</b>	<b>22,348,332</b>	<b>20,945,747</b>	<b>20,945,747</b>	<b>20,927,310</b>	<b>(18,437)</b>
<b>02 Contractual Services</b>					
Consultants		21,168	21,168	<b>21,168</b>	
Other Contractual		1,555,493	1,555,493	<b>1,555,493</b>	
<b>Total Contractual Services</b>	<b>1,081,476</b>	<b>1,576,661</b>	<b>1,576,661</b>	<b>1,576,661</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks		23,372	23,372	<b>23,372</b>	
Media					
Instructional Supplies & Materials		249,956	249,956	<b>249,956</b>	
Office		3,000	3,000	<b>3,000</b>	
Other Supplies & Materials		288,477	288,477	<b>288,477</b>	
<b>Total Supplies &amp; Materials</b>	<b>549,485</b>	<b>564,805</b>	<b>564,805</b>	<b>564,805</b>	
<b>04 Other</b>					
Local/Other Travel		90,441	90,441	<b>90,441</b>	
Insur & Employee Benefits		7,228,601	7,228,601	<b>7,126,708</b>	(101,893)
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>7,907,842</b>	<b>7,319,042</b>	<b>7,319,042</b>	<b>7,217,149</b>	<b>(101,893)</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		276,261	276,261	<b>276,261</b>	
<b>Total Equipment</b>	<b>276,221</b>	<b>276,261</b>	<b>276,261</b>	<b>276,261</b>	
<b>Grand Total</b>	<b>\$32,163,356</b>	<b>\$30,682,516</b>	<b>\$30,682,516</b>	<b>\$30,562,186</b>	<b>(\$120,330)</b>

## Individuals with Disabilities Education - 299/907/913

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>299 Individuals with Disabilities Educ.</b>						
6	BD Speech Pathologist	X	7.500				
6	AD Teacher, Special Education	X	21.500				
6	AD Teacher, Physical Education	X	.200				
6	AD Teacher, Art	X	.200				
6	AD Teacher, General Music	X	.200				
6	13 Paraeducator	X	6.562				
	<b>Subtotal</b>		<b>36.162</b>				
	<b>913 Individuals with Disabilities Educ.</b>						
6	BD Speech Pathologist	X		3.000	3.000	<b>3.000</b>	
6	AD Teacher, Beginnings	X	.100				
6	AD Teacher, Special Education	X	177.000	190.900	190.900	<b>188.400</b>	(2.500)
6	AD Teacher, Sp Ed Resource Room	X		1.000	1.000	<b>1.000</b>	
6	AD Teacher, Resource Spec Ed	X	20.000	20.000	20.000	<b>20.000</b>	
	<b>Subtotal</b>		<b>197.100</b>	<b>214.900</b>	<b>214.900</b>	<b>212.400</b>	<b>(2.500)</b>
	<b>907 Preschool Ed. Program/Child Find/DESC - Gra</b>						
6	AD Teacher, Beginnings	X	3.000	4.880	4.880	<b>4.880</b>	
6	AD Sp Ed Elem Prgrm Spec	X	2.000				
	<b>Subtotal</b>		<b>5.000</b>	<b>4.880</b>	<b>4.880</b>	<b>4.880</b>	
	<b>Total Positions</b>		<b>238.262</b>	<b>219.780</b>	<b>219.780</b>	<b>217.280</b>	<b>(2.500)</b>

# Infants and Toddlers, Prekindergarten Special Education Programs, and InterACT

Infants and Toddlers Program	
Coordinator (N)	5.0
Speech Pathologist (B-D)	72.2
Elementary Program Specialist (A-D)*	5.0
Occupational Therapist (A-D)	30.5
Physical Therapist (A-D)	29.4
Physical Therapist (A-D)*	1.0
Teacher, Auditory (A-D)	3.0
Teacher, Infants and Toddlers (A-D)	72.2
Teacher, Vision (A-D)	3.0
Administrative Secretary I (14)	5.0
Paraeducator (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)	1.0

Preschool Education Program (PEP Classic)	
Teacher, Parent Education (A-D)	22.0
Teacher, Preschool (A-D)	52.5
Paraeducator (13)	45.938

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 (13)	10.5

PEP Intensive Needs	
Speech Pathologist (B-D)	6.6
Occupational Therapist (A-D)	9.9
Teacher, Preschool (A-D)	33.0
Paraeducator (12-13)	33.0

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)	3.4
Teacher, Preschool (A-D)	17.0
Teacher, Special Education (A-D)**	
Teacher, Special Education (A-D)	0.8
Physical Therapist (A-D)	3.6
Occupational Therapist (A-D)	3.4
Paraeducator (13)	25.5

Arc of Montgomery County	
Speech Pathologist (B-D)	0.2
Teacher, Preschool (A-D)	1.0
Teacher, Special Education (A-D)	0.2
Occupational Therapist (A-D)	0.2
Physical Therapist (A-D)	0.2
Paraeducator (13)	1.5

Child Find	
Supervisor (0)	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 (13)	4.375

F.T.E. Positions 611.433

\* Positions funded by the Montgomery County Department of Health and Human Services

\*\* 5.88 Positions funded by IDEA



# Infants & Toddlers, Prek., & InterACT Programs - 277/276/278/930

Chrisandra A. Richardson, Associate Superintendent

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	627.275	611.507	611.507	<b>611.433</b>	(.074)
Position Salaries	\$45,007,068	\$46,216,707	\$46,216,707	<b>\$48,159,996</b>	\$1,943,289
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		26,000	26,000	<b>87,908</b>	61,908
Supporting Services Part Time		186,213	186,213	<b>189,437</b>	3,224
Other					
Subtotal Other Salaries	223,996	212,213	212,213	<b>277,345</b>	65,132
<b>Total Salaries &amp; Wages</b>	45,231,064	46,428,920	46,428,920	<b>48,437,341</b>	2,008,421
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>	200,119				
<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>35,916</b>	(19,084)
<b>Total Supplies &amp; Materials</b>	44,245	55,799	55,799	<b>36,715</b>	(19,084)
<b>04 Other</b>					
Local/Other Travel		300,505	300,505	<b>300,505</b>	
Insur & Employee Benefits		283,170	283,170	<b>283,170</b>	
Utilities					
Miscellaneous		11,253	11,253	<b>11,253</b>	
<b>Total Other</b>	627,499	594,928	594,928	<b>594,928</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$46,102,927</b>	<b>\$47,079,647</b>	<b>\$47,079,647</b>	<b>\$49,068,984</b>	<b>\$1,989,337</b>

# Infants & Toddlers, Prekindergarten Prgs, InterACT - 277/276/278/930

Chrisandra A. Richardson, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>277 Infants &amp; Toddlers, Prek., &amp; InterACT Program</b>						
6	N Coordinator		5.000	5.000	5.000	<b>5.000</b>	
6	BD Speech Pathologist	X	78.000	73.000	73.000	<b>72.200</b>	(.800)
6	AD Teacher, Infants & Toddlers	X	76.000	76.000	76.000	<b>72.200</b>	(3.800)
6	AD Teacher, Vision	X	3.500	3.500	3.500	<b>3.000</b>	(.500)
6	AD Teacher, Special Education	X	.200	.200	.200		(.200)
6	AD Physical Therapist	X	36.200	30.500	30.500	<b>29.400</b>	(1.100)
6	AD Occupational Therapist	X	31.600	29.000	29.000	<b>30.500</b>	1.500
6	AD Teacher, Auditory	X	3.500	3.500	3.500	<b>3.000</b>	(.500)
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>281.100</b>	<b>267.800</b>	<b>267.800</b>	<b>262.400</b>	<b>(5.400)</b>
	<b>276 Preschool Education Program/Child Find/DES</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	17.250	18.200	18.200	<b>18.500</b>	.300
6	AD Teacher, Beginnings	X	4.000	2.120	2.120	<b>2.120</b>	
6	AD Teacher, Preschool Education	X	107.700	109.200	109.200	<b>111.100</b>	1.900
6	AD Sp Ed Elem Prgrm Spec	X		2.000	2.000	<b>2.000</b>	
6	AD Teacher, Special Education	X	23.550	23.200	23.200	<b>23.600</b>	.400
6	AD Physical Therapist	X	7.200	7.300	7.300	<b>7.400</b>	.100
6	AD Occupational Therapist	X	18.400	20.000	20.000	<b>20.000</b>	
6	14 Administrative Secretary I		3.000	3.000	3.000	<b>2.000</b>	(1.000)
6	13 Program Secretary		3.000	3.000	3.000	<b>3.000</b>	
6	13 Paraeducator	X	116.250	112.812	112.812	<b>116.438</b>	3.626
	<b>Subtotal</b>		<b>315.850</b>	<b>316.332</b>	<b>316.332</b>	<b>321.658</b>	<b>5.326</b>
	<b>278 InterACT</b>						
6	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
6	BD Speech Pathologist	X	7.100	6.900	6.900	<b>6.900</b>	
6	AD Teacher, Special Education	X	7.000	6.000	6.000	<b>6.000</b>	
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	6.125	4.375	4.375	<b>4.375</b>	
	<b>Subtotal</b>		<b>24.325</b>	<b>21.375</b>	<b>21.375</b>	<b>21.375</b>	
	<b>930 Infants and Toddlers Program - Grant</b>						
6	AD Sp Ed Elem Prgrm Spec	X	5.000	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 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>930 Infants and Toddlers Program - Grant</b>						
6	AD Physical Therapist	X	1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	
	<b>Total Positions</b>		<b>627.275</b>	<b>611.507</b>	<b>611.507</b>	<b>611.433</b>	<b>(.074)</b>



**CHAPTER 6**

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**Office of Student Services and Engagement**

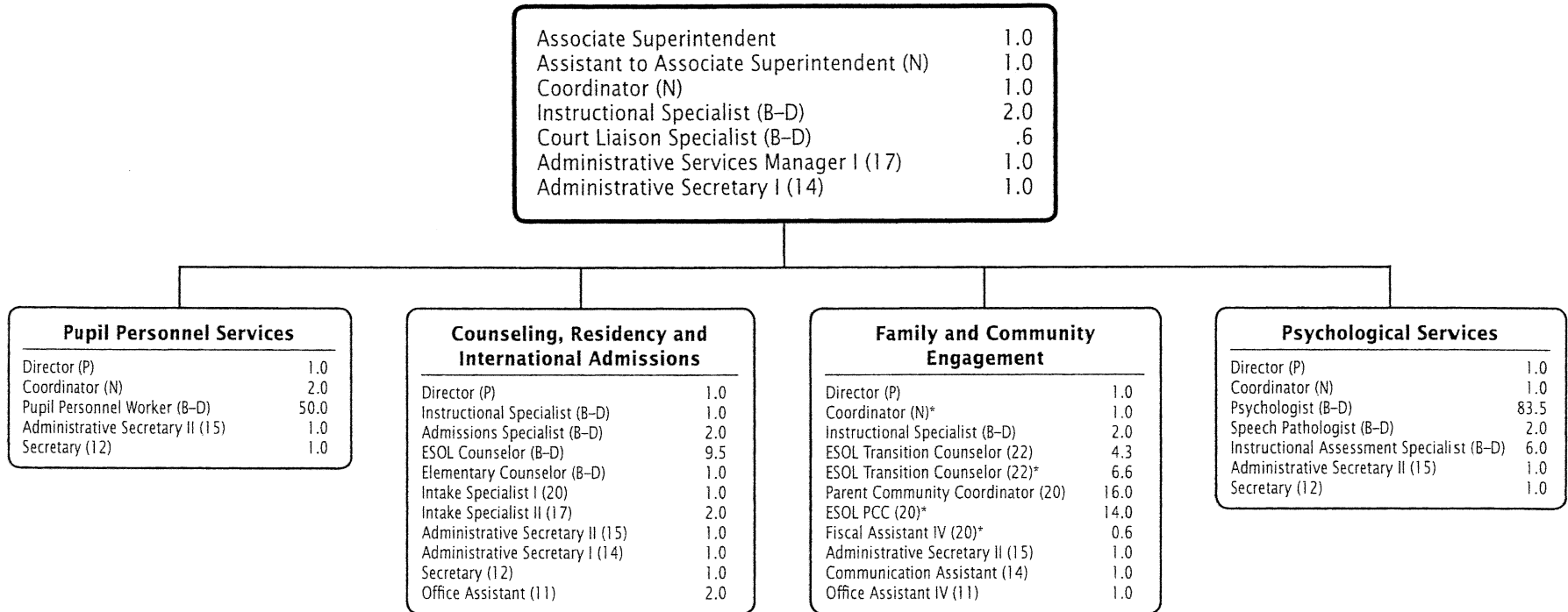
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Family and Community Engagement .....	6-13

**Office of Student Services and Engagement**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative	16,000	15,000	15,000	11,000	(4,000)
Business/Operations Admin.					
Professional	152,300	152,900	152,900	161,600	8,700
Supporting Services	59,200	57,700	57,700	58,500	.800
<b>TOTAL POSITIONS</b>	<b>227,500</b>	<b>225,600</b>	<b>225,600</b>	<b>231,100</b>	<b>5,500</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$2,130,509	\$2,080,831	\$2,080,831	\$1,574,151	(\$506,680)
Business/Operations Admin.					
Professional	15,856,686	16,768,193	16,768,193	18,260,949	1,492,756
Supporting Services	3,872,203	4,149,834	4,149,834	4,248,369	98,535
<b>TOTAL POSITION DOLLARS</b>	<b>21,859,398</b>	<b>22,998,858</b>	<b>22,998,858</b>	<b>24,083,469</b>	<b>1,084,611</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	629,537	806,992	806,992	775,530	(31,462)
Supporting Services	190,273	248,014	248,014	229,906	(18,108)
<b>TOTAL OTHER SALARIES</b>	<b>819,810</b>	<b>1,055,006</b>	<b>1,055,006</b>	<b>1,005,436</b>	<b>(49,570)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>22,679,208</b>	<b>24,053,864</b>	<b>24,053,864</b>	<b>25,088,905</b>	<b>1,035,041</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>432,480</b>	<b>633,897</b>	<b>633,897</b>	<b>653,320</b>	<b>19,423</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>290,070</b>	<b>380,330</b>	<b>380,330</b>	<b>343,299</b>	<b>(37,031)</b>
<b>04 OTHER</b>					
Local/Other Travel	134,026	134,839	134,839	123,316	(11,523)
Insur & Employee Benefits	888,394	956,857	956,857	957,088	231
Utilities					
Miscellaneous	83,295	113,593	113,593	116,286	2,693
<b>TOTAL OTHER</b>	<b>1,105,715</b>	<b>1,205,289</b>	<b>1,205,289</b>	<b>1,196,690</b>	<b>(8,599)</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$24,507,473</b>	<b>\$26,273,380</b>	<b>\$26,273,380</b>	<b>\$27,282,214</b>	<b>\$1,008,834</b>

# Office of Student Services and Engagement

Chapter 6 – 3



F.T.E. Positions 231.1

\*Positions funded by Title III grant.

Note: Two grant-funded instructional specialist positions on the personnel complement are shown on the ESOL Secondary, page 4-32 and Career Readiness, page 4-39.

**MISSION** *The mission of the Office of Student Services and Engagement (OSSE) is to create and maintain a seamless infrastructure of support for students and families through a coordinated program of student services focused on student wellness. Being a supportive community that supports student health, safety, school engagement and social emotional development is central to OSSE's mission.*

## MAJOR FUNCTIONS

Under the leadership of the chief academic officer, the Office of Student Services and Engagement (OSSE) is responsible for the following:

### Pupil Personnel Services and Support to Schools

OSSE 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. OSSE 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. Student Leadership and the Positive Behavioral Interventions and Supports units are key components of our student services model.

### Psychological Services

Psychological Services in MCPS helps to create safe, healthy, and supportive learning environments for children by providing direct and indirect psychological and mental health supports and services, including consultation, psychological assessments, and counseling services for students, families, and staff members.

### School Counseling, Residency, and International Admissions

School Counseling, Residency, and International Admissions (SCRIA) supports the academic, personal, and social development of all students through a comprehensive K–12 program designed to foster and monitor progress toward high school completion and college and career readiness. SCRIA supports students experiencing homelessness, in kinship care, or foster care. Additionally, SCRIA provides counseling services to students who are English Language Learners (ELL) in pre-K through Grade 12, helping ELL students understand and adjust to the American school and community, acquire the socio-cultural skills, and develop positive self-concept that are necessary to succeed in MCPS and in American society. SCRIA determines students' availability for learning by assessing post-traumatic stress they may have been suffering due to exposure to traumatic events

in their childhood such as war, famine, illnesses, sexual or physical abuse, domestic violence, grief, and loss issues, migration issues as well as current family reunification issues and makes appropriate referrals to county agencies and service providers. SCRIA processes questions of residency and requests for tuition waiver. SCRIA enrolls international students, exchange students, unaccompanied minors, and U.S. students coming from foreign schools. Finally, SCRIA also processes I-20 visas.

### Family and Community Engagement

OSSE provides support that increases a family's ability to navigate the school environment. Family and Community Engagement fosters collaboration among school leaders, staff, and community organizations that leads to student success. By delivering direct interventions to families and schools, using a robust information and referral system, delivering high-quality staff development and parent training, and targeting resources in key schools, Family and Community Engagement enables multiple stakeholders to address the cultural, familial, and economic issues that impact learning.

Through a variety of strategies that include working with student achievement action groups, community engagement teams, parent governance structures in Linkages to Learning schools, direct dialogue with families and communities, Family and Community Engagement strengthens relationships among parents, schools, and communities. Family and Community Engagement also employs and teaches research-based practices that enable MCPS staff and leadership to build the capacity of families to interact with the school system in a culturally proficient manner.

## ACCOMPLISHMENTS AND INITIATIVES

- » Funding through the Collaboration Council supports students with attendance, suspension, or juvenile justice issues and their families, as well as a truancy-reduction program in 10 middle schools.
- » Other outreach efforts include collaboration with the military education liaison and the Montgomery County Mental Health Association (MHA), including the Serving Together project and support for the youth crisis hotline and Identity, Inc. As a result of enhanced collaboration with Child Welfare Services (CWS), OSSE 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 implemented 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. MCPS staff members also provide Youth Mental Health First Aid Training and MHA trained a cadre of staff members who work under OSSE to provide Youth Mental Health First Aid Training. This training is now offered to all interested MCPS staff members throughout the school year.



- » In alignment with the MCPS Strategic Planning Framework, OSSE is committed to supporting schools to increase academic excellence and engage in problem solving and social emotional learning (SEL) with students. OSSE is focusing on 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 support framework. During the 2014–2015 school year, OSSE collaborated with WestEd to implement a special education audit. The results of the audit have guided short- and long-term structures, processes and programs. During the 2013–2014 school year, to ensure the delivery of culturally relevant and responsive instruction, OSSE 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. As a result, the team refined processes and procedures for referrals for language dominance assessments and bilingual assessments for student with suspected disabilities and has partnered with Towson University on a grant-funded professional development program for staff members at one elementary school. The change in processes and procedures has provided the student, families, and schools with the assessments and documentation needed to make appropriate educational decisions for an individual student.
- » Through a collaborative effort with Montgomery College and the Universities at Shady Grove, OSSE 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 provided 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, and 95 percent of the students with disabilities applied and were accepted at a two- or four-year college. The remaining 5 percent of students with disabilities entered the military or Job Corps.
- » Under the direction of OSSE, Pupil Personnel Services collaborated with Interim Instructional Services (IIS) stakeholders to create a process map to clarify all steps and responsibilities for parents/guardians and schools by engaging parents/guardians and students to gather feedback about the IIS redesign. IIS partnered with the Office of the Chief Technology Officer (OCTO) to develop and pilot the IIS online application and intake forms and implemented the use of tools through Google Apps for Education to enable IIS teachers to send instant student performance updates to parents/guardians, counselors, and case managers as well as other process improvements for hiring and assigning IIS teachers, provided ongoing professional development and more closely aligned IIS instruction and assessment to the MCPS curriculum.
- » OSSE responded to 17,496 parent and community requests and inquiries through the ASK MCPS Call Center and 3,939 requests through the ASK MCPS e-mail drop box.
- » OSSE coordinated 83 Parent Academy workshops that 2,229 parents attended. An average of 27 parents attended each session.
- » OSSE also coordinated 204 other workshops that 7,752 parents attended.
- » OSSE parent community coordinators served 1,321 parents of children with special needs by accompanying them to Individualized Education Plan (IEP), Education Management Team (EMT), and other meetings designed to enable parents to advocate for their children. Parent community coordinators also assisted parents by reviewing student grades and progress reports with them, helping parents to activate Edline, and sharing school and community resources with families.
- » OSSE coordinated the August 29, 2015, Back-to-School Fair in collaboration with 120 community partners. More than 8,000 people attended this year's event.
- » OSSE collaborated with the Montgomery County Department of Health and Human Services and the Capital Area Food Bank to provide 34 Family Markets and community resource fairs at eight schools.
- » OSSE continued to engage with African American and Latino student achievement action groups to address the academic achievement gap among students from these subgroups.
- » OSSE facilitated and participated in an evaluation of the Linkages to Learning program by Shared Accountability.
- » OSSE partnered with Action in Montgomery to implement the Child First initiative, which included community organizing and after-school activities at Burnt Mills and South Lake elementary schools.
- » OSSE facilitated among high school principals a year-long Professional Learning Community (PLC) that focused its work on developing racially and culturally proficient structures. The PLC helped principals to identify challenges across schools and to share best practices with one another.
- » OSSE facilitated participation of members of the African American Student Achievement Action Group and the Latino Student Achievement Action Group in the MCPS Operating Budget Steering Committee process.
- » OSSE hosted a symposium for the African American Student Achievement Action Group to align its work with that of local nonprofit organizations that serve African American students.
- » OSSE formed project teams to develop a districtwide strategy for partnerships.

- » OSSE provided professional development related to community building to prepare staff to implement Community Engagement Teams.
- » OSSE initiated formulation of a framework for staff in various MCPS offices to work with families in a more coordinated and impactful way.

**PERFORMANCE MEASURES**

**Performance Measure:** To reduce the disproportionate identification of ESOL students with learning and speech and language disabilities in elementary school from 2.0 percent to 1.5 percent so that it is commensurate with the overall MCPS identification rate for elementary school students.

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
2.0%	2.1%	1.5%

**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 continue to collaborate with Montgomery College and the Universities at Shady Grove to implement the ACES program to ensure that students are college, career, and community ready: increase participation rate of eligible students to 100 percent at the 10 ACES high schools

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
97%	97.0%	100%

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

**Performance Measure:** Number of calls handled by the ASK MCPS call center

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
17,496	18,000	18,500

**Explanation:** This measure represents the volume of customer service requests that Family and Community Engagement receives and responds to on behalf of 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. In addition to calls received by the ASK MCPS call center, 2,967 e-mail questions and requests were handled through the ASK MCPS e-mail drop box.

**Performance Measure:** Percentage of African American and Latino parents participating in Parent Academy programs

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
16%	20%	25%

**Explanation:** This is a new measure starting in FY 2016. The Parent Academy provides free workshops on a range of topics to support parents’ understanding of MCPS curriculum and programs, strengthen parenting skills, and raise awareness of school and community resources. Interpretation and child care services are provided at all Parent Academy workshops. During FY 2015, 83 Parent Academy workshops were conducted. The percentage is based on the race and ethnicity of parents who attend the workshops.

**Performance Measure:** Number of parents provided with direct one-on-one support

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
1,321	1,350	1,400

**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, EMT and IEP meetings, as well as other meetings held to discuss student progress.

**Performance Measure:** Families formally served by the Linkages to Learning program

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
1,934	2,000	2,200

**Explanation:** This measure captures the unduplicated number of families that receive case management and mental health services through the Linkages to Learning (LTL) program. LTL services directly affect family functioning and strengthen students’ performance at school.

**Performance Measure:** Number of Community Engagement Teams (CETs) with engagement plans

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
*	3	30

**Explanation:** This new measure for FY 2016 reflects Family and Community Engagement’s efforts to integrate its various functions at schools and build capacity among parents and community stakeholders to promote high academic achievement and student success. MCPS will build on the work it undertakes in FY 2016 to pilot CETs in three schools by refining that work and expanding it in FY 2017. The goal for each school will be to develop a plan for parent and community engagement that aligns with the school improvement plan.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Current Budget**

The Office of Student Services and Engagement (OSSE) was created by realigning funding and staff from the Department of Student Services, the Office of Community Engagement and Partnerships, and the Division of ESOL and Bilingual Programs. OSSE will include a central administrative office and four divisions—Family and Community Engagement; Psychological Services; School Counseling, Residency, and International Admissions; and Pupil Personnel Services. OSSE staff and resources will be dedicated to developing and maintaining a seamless infrastructure of support for students and families that allows the school system to maximize the use of its student services staff. Housing parent community coordinators, ESOL counselors, psychologists, ESOL transition counselors, and pupil personnel workers in OSSE provides an opportunity to coordinate their efforts without the institutional barriers inherent in interoffice work. Additionally, OSSE will lead the system’s implementation of a restorative student discipline model. Coordinating that work will be enhanced through OSSE’s structure which consolidates student and family support staff.

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this office, excluding the Division of Family and Community Engagement, is \$25,046,830. This includes an increase of \$1,748,944 over the FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$1,728,492**

*Continuing Salary Costs—\$646,297*

There is an increase of \$646,297 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

*Realignments to Meet Expenditure Requirements and Program Priorities—\$1,081,565*

The creation of OSSE included realigning positions and resources from the Department of Student Services, the Office of Community Engagement and Partnerships, and the Office of Curriculum and Instructional Programs. The net effect of these realignments was to increase the budget by \$1,081,565 and 8 FTE positions. This established within OSSE the Psychological Services division (95.5 FTE positions and \$11,506,354); the School Counseling, Residency, and International Admissions division (22.5 FTE positions and \$2,312,477); the Pupil Personnel Services division (55.0 FTE positions and \$6,759,367); the Family and Community Engagement division (26.3 FTEs and \$2,235,384), and the Limited English Proficiency program (24.2 FTE positions and \$3,557,065). In addition, 7.6 FTE positions and \$838,417 were realigned to the administrative office of OSSE.

Within the Psychological Services division, there is a budget neutral realignment of \$90,000 from the stipends account to the contractual services account. The realigned funds will be used for students whose accommodation plans entitle them to contractual nursing services under Section 504 of the Rehabilitation Services Act.

**Program Efficiencies and Reductions—(\$8,918)**

The FY 2017 budget of the Psychological Services division includes a reduction of \$1,795 for non-training stipends and a reduction of \$7,123 for local travel mileage reimbursement.

**Strategic Priority Enhancements—\$30,000**

*Achieving College Excellence and Success—\$30,000*

Achieving College Excellence and Success (ACES) is a collaborative program that seeks to create a seamless pathway from high school to college completion. A collaboration among MCPS, Montgomery College, and The Universities at Shady Grove, ACES focuses on identifying and supporting students who come from backgrounds that are under-represented in higher education and those who are the first in their family to attend college. The program began in fall 2013 at ten high schools. Students apply to ACES in the spring of their sophomore year and, if accepted to the program, are assigned an academic coach during their 11th and 12th grades. Coaching and support through Montgomery College and The Universities at Shady Grove will continue for ACES students who choose to attend these institutions. For FY 2017, two additional schools will be added to the program. Existing funds totaling \$20,000 will be realigned, and an additional \$30,000 will be added to cover the costs for transportation.

**Limited English Proficient Grant—927**

The FY 2017 grant to serve LEP students is \$3,557,065, the same level of funding as budgeted in FY 2016.

**Program’s Recent Funding History**

	<b>FY 2016 Projected 7/1/15</b>	<b>FY 2016 Received 11/30/15</b>	<b>FY 2017 Projected 7/1/16</b>
Federal	\$ 3,507,094	\$ 3,357,065	\$ 3,557,065
State			
Other			
County	53,325,487	50,657,526	52,564,622
<b>Total</b>	<b>\$56,832,581</b>	<b>\$54,014,591</b>	<b>\$56,121,687</b>

# Office of Student Services and Engagement - 556/551/552/555/557/910

## Vacant, Associate Superintendent

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	170.500	170.100	170.100	<b>180.600</b>	10.500
Position Salaries	\$17,260,375	\$18,178,335	\$18,178,335	<b>\$19,915,479</b>	\$1,737,144
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		28,700	28,700	<b>29,274</b>	574
Stipends		259,270	259,270	<b>172,661</b>	(86,609)
Professional Part Time		274,404	274,404	<b>238,352</b>	(36,052)
Supporting Services Part Time		173,197	173,197	<b>176,661</b>	3,464
Other					
Subtotal Other Salaries	377,930	735,571	735,571	<b>616,948</b>	(118,623)
<b>Total Salaries &amp; Wages</b>	<b>17,638,305</b>	<b>18,913,906</b>	<b>18,913,906</b>	<b>20,532,427</b>	<b>1,618,521</b>
<b>02 Contractual Services</b>					
Consultants		65,000	65,000	<b>65,000</b>	
Other Contractual		334,181	334,181	<b>424,181</b>	90,000
<b>Total Contractual Services</b>	<b>237,184</b>	<b>399,181</b>	<b>399,181</b>	<b>489,181</b>	<b>90,000</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		200,423	200,423	<b>198,263</b>	(2,160)
Office		18,113	18,113	<b>18,113</b>	
Other Supplies & Materials		79,594	84,969	<b>84,969</b>	
<b>Total Supplies &amp; Materials</b>	<b>179,184</b>	<b>298,130</b>	<b>303,505</b>	<b>301,345</b>	(2,160)
<b>04 Other</b>					
Local/Other Travel		119,649	119,649	<b>112,526</b>	(7,123)
Insur & Employee Benefits		3,258	3,258		(3,258)
Utilities					
Miscellaneous		51,293	51,293	<b>54,286</b>	2,993
<b>Total Other</b>	<b>138,380</b>	<b>174,200</b>	<b>174,200</b>	<b>166,812</b>	(7,388)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$18,193,053</b>	<b>\$19,785,417</b>	<b>\$19,790,792</b>	<b>\$21,489,765</b>	<b>\$1,698,973</b>

# Office of Student Services and Engagement 556/551/552/555/557/910

Vacant, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>556 Office of Student Services and Engagement</b>						
1	Associate Superintendent					1.000	1.000
2	N Asst. to Assoc Supt					1.000	1.000
7	N Coordinator					1.000	1.000
7	BD Court Liaison Specialist					.600	.600
7	BD Instructional Specialist					2.000	2.000
7	17 Admin Services Manager I					1.000	1.000
7	14 Administrative Secretary I					1.000	1.000
	<b>Subtotal</b>					<b>7.600</b>	<b>7.600</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 Counselor	X				9.500	9.500
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	
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>22.500</b>	<b>9.500</b>
	<b>557 Pupil Personnel Services</b>						
1	P Director I					1.000	1.000
7	N Coordinator					2.000	2.000
7	BD Pupil Personnel Worker					50.000	50.000
1	15 Administrative Secretary II					1.000	1.000
7	12 Secretary					1.000	1.000
	<b>Subtotal</b>					<b>55.000</b>	<b>55.000</b>
	<b>551 Psychological Services</b>						
7	Q Director II		1.000	1.000	1.000		(1.000)
7	P Director I		2.000	2.000	2.000	1.000	(1.000)
7	N Coordinator		4.000	4.000	4.000	1.000	(3.000)
7	BD Court Liaison Specialist		1.000	.600	.600		(.600)
7	BD Instructional Specialist		2.000	2.000	2.000		(2.000)
7	BD Pupil Personnel Worker		50.000	50.000	50.000		(50.000)
3	BD Psychologist		61.000	61.000	61.000	61.000	
3	BD Psychologist - 10 Month	X	17.500	17.500	17.500	17.500	
7	16 Administrative Secretary III		1.000	1.000	1.000		(1.000)
7	15 Administrative Secretary II		2.000	2.000	2.000	1.000	(1.000)
7	14 Administrative Secretary I		1.000	1.000	1.000		(1.000)

# Office of Student Services and Engagement 556/551/552/555/557/910

Vacant, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>551 Psychological Services</b>						
2	12 Secretary		2.000	1.000	1.000		(1.000)
	<b>Subtotal</b>		<b>144.500</b>	<b>143.100</b>	<b>143.100</b>	<b>81.500</b>	<b>(61.600)</b>
	<b>552 Bilingual Assessment Team</b>						
2	BD Instruct Assessment Spec		5.000	6.000	6.000	<b>6.000</b>	
3	BD Psychologist		5.000	5.000	5.000	<b>5.000</b>	
3	BD Speech Pathologist	X	2.000	2.000	2.000	<b>2.000</b>	
2	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>13.000</b>	<b>14.000</b>	<b>14.000</b>	<b>14.000</b>	
	<b>Total Positions</b>		<b>170.500</b>	<b>170.100</b>	<b>170.100</b>	<b>180.600</b>	<b>10.500</b>

# Limited English Proficiency (ESOL) - Grant - 927

## Vacant, Director I

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	26.700	26.700	26.700	<b>24,200</b>	(2,500)
Position Salaries	\$2,072,847	\$2,222,686	\$2,222,686	<b>\$2,230,434</b>	\$7,748
<b>Other Salaries</b>					
Summer Employment		122,361	122,361	<b>217,299</b>	94,938
Professional Substitutes		59,450	59,450	<b>46,871</b>	(12,579)
Stipends		1,350	1,350	<b>960</b>	(390)
Professional Part Time		8,375	8,375		(8,375)
Supporting Services Part Time		66,061	66,061	<b>52,400</b>	(13,661)
Other					
Subtotal Other Salaries	384,522	257,597	257,597	<b>317,530</b>	59,933
<b>Total Salaries &amp; Wages</b>	<b>2,457,369</b>	<b>2,480,283</b>	<b>2,480,283</b>	<b>2,547,964</b>	67,681
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		24,143	24,143	<b>29,566</b>	5,423
<b>Total Contractual Services</b>	62,106	24,143	24,143	<b>29,566</b>	5,423
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		31,513	31,513	<b>4,697</b>	(26,816)
Office					
Other Supplies & Materials		17,556	17,556	<b>16,150</b>	(1,406)
<b>Total Supplies &amp; Materials</b>	90,701	49,069	49,069	<b>20,847</b>	(28,222)
<b>04 Other</b>					
Local/Other Travel				<b>1,600</b>	1,600
Insur & Employee Benefits		953,599	953,599	<b>957,088</b>	3,489
Utilities					
Miscellaneous					
<b>Total Other</b>	886,988	953,599	953,599	<b>958,688</b>	5,089
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$3,497,164</b>	<b>\$3,507,094</b>	<b>\$3,507,094</b>	<b>\$3,557,065</b>	\$49,971

## Limited English Proficiency Grant - 927

Vacant, Director I

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
3	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
3	BD Instructional Specialist		2.000	2.000	2.000	<b>2.000</b>	
3	22 ESOL Transition Counselor		8.100	8.100	8.100	<b>6.600</b>	(1.500)
3	20 Parent Community Coord		15.000	15.000	15.000	<b>14.000</b>	(1.000)
2	18 Fiscal Assistant IV		.600	.600	.600	<b>.600</b>	
	<b>Total Positions</b>		<b>26.700</b>	<b>26.700</b>	<b>26.700</b>	<b>24.200</b>	<b>(2.500)</b>



## Division of Family and Community Engagement—522

Vacant, Director I

**MISSION** *The Division of Family and Community Engagement (DFCE) engages families, schools, and community partners to remove barriers to learning through such means as building capacity of school staff and families, responding to the needs of schools and families, collaborating with other offices, and developing resources.*

### MAJOR FUNCTIONS

#### Division of Family and Community Engagement

The Division of Family and Community Engagement (DFCE) provides support that increases a family's ability to navigate the school environment. DFCE fosters collaboration among school leaders, staff, and community organizations that leads to student success. By delivering direct interventions to families and schools, using a robust information and referral system, delivering high-quality staff development and parent training, and targeting resources in key schools, DFCE enables multiple stakeholders to address the cultural, familial, and economic issues that impact learning. The multilingual 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 English Language Learner (ELL) parents can learn how to support their children's education.

Parent community coordinators (PCCs) provide schools and parents with direct services to support family engagement efforts promoting student learning and well-being. PCCs serve as a resource to parents/guardians to provide the skills and knowledge that will enable families to partner with the school system in the educational decision-making process and promote learning at home. This service includes helping parents access school system and community resources, building their knowledge, and strengthening their advocacy skills. PCCs collaborate with school and central services staff on targeted outreach to address concerns that interfere with student success, in particular attendance concerns. PCCs act as the lead on attendance issues in elementary schools and refer students and families to appropriate community agencies and service providers. PCCs collaborate with school staff to meet the special needs of ESOL students, often providing translation and other language-related services. PCCs assist schools with designing and implementing culturally responsive family engagement plans and programs to support effective parent outreach aligned with school goals and the diverse needs of the school community. These activities include targeted outreach based on student needs, academic learning nights, college and career readiness programs, and meetings and workshops on a variety of topics such as helping with homework, parent advocacy, understanding how to read the report card, preparing for parent-teacher conferences, social emotional development, special education issues, and more. Many of these parent outreach activities

are targeted to serve parents who face cultural and language barriers. PCCs understand the difficulties families have finding information and resources to support student and family needs. In addition, PCCs support systemwide family engagement efforts that include facilitating Parent Academy workshops and collaborating with other offices to support PARCC Night, George B. Thomas, Sr. Learning Academy parent workshops, and other requests from parent organizations for presentations and workshops.

#### Engaging School and Community Stakeholders

Through a variety of strategies that include student-achievement action groups, community-engagement teams, parent governance structures in Linkages to Learning schools, direct dialogue with families and communities, DFCE strengthens relationships among parents, schools, and communities. DFCE also employs and teaches research-based practices that enable MCPS staff and leadership to build the capacity of families to interact with the school system in a culturally proficient manner.

### ACCOMPLISHMENTS AND INITIATIVES

- » Responded to 17,496 parent and community requests and inquiries through the ASK MCPS Call Center and 3,939 requests through the ASK MCPS e-mail drop box.
- » Coordinated 83 Parent Academy workshops that 2,229 parents attended. An average of approximately 27 parents attended each session.
- » Coordinated 204 other workshops that 7,752 parents attended.
- » Helped to coordinate the annual Special Education Summit for Parents. The summit drew 276 parent participants and 91 children for whom child care was provided.
- » Parent community coordinators served 1,321 parents of children with special needs by accompanying them to Individual Education Plan (IEP), Education Management Team (EMT), and other meetings designed to enable parents to advocate for their children. Parent community coordinators also assisted parents by reviewing student grades and progress reports with them, helping parents to activate Edline, and sharing school and community resources with families.
- » Coordinated the August 29, 2015, Back-to-School Fair in collaboration with 120 community partners. More than 8,000 people attended this year's event.
- » Collaborated with the Montgomery County Department of Health and Human Services and the Capital Area Food Bank to provide 34 Family Markets and community resource fairs at eight schools.
- » Continued to engage with African American and Latino student achievement action groups to address the academic achievement gap among students from these subgroups.

# Division of Family and Community Engagement—522

Vacant, Director I

- » Facilitated and participated in an evaluation of the Linkages to Learning program by the Department of Shared Accountability.
- » Staff assisted the Montgomery Coalition for Adult English Literacy in securing a \$200,000 grant that enabled Linkages to Learning to offer 21 literacy classes to parents in 11 schools.
- » Partnered with Action in Montgomery to implement the Child First initiative, which included community organizing and after-school activities at Burnt Mills and South Lake elementary schools.
- » Facilitated participation of members of African American Student Achievement Action Group and Latino Student Achievement Action Group in the MCPS Operating Budget Steering Committee process.
- » Hosted a symposium for African American Student Achievement Action Group to align its work with that of local nonprofit organizations that serve African American students.
- » Formed project teams to develop a districtwide strategy for partnerships.
- » Provided professional development related to community building to prepare staff to implement Community Engagement Teams.
- » Initiated formulation of a framework for staff in various MCPS offices to work with families in a more coordinated and impactful way.
- » ESOL parent community coordinators provided 10,689 direct contacts to ESOL families. Of these contacts, 36.6 percent focused on academic issues. Referrals to social services providers was the second most prominent area of focus, representing 9.9 percent of all parent outreach services provided. Finally, the areas of behavior, attendance, and acculturation rounded out the top five reasons for parent outreach supports, representing 8.8 percent, 8.0 percent, and 7.7 percent, respectively.

## PERFORMANCE MEASURES

**Performance Measure:** Number of calls handled by the ASK MCPS call center

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
17,496	18,000	18,500

**Explanation:** This measure represents the volume of customer service requests this unit receives and responds to on behalf of 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. In addition to calls received by the ASK MCPS call center, 2,967 e-mail questions and requests were handled through the ASK MCPS e-mail drop box.

**Performance Measure:** Percentage of African American and Latino parents participating in Parent Academy programs

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
16%	20%	25%

**Explanation:** This is a new measure starting in FY 2016. The Parent Academy provides free workshops on a range of topics to support parents' understanding of MCPS curriculum and programs, strengthen parenting skills, and raise awareness of school and community resources. Interpretation and child care services are provided at all Parent Academy workshops. During FY 2015, 83 Parent Academy workshops were conducted. The percentage is based on the race and ethnicity of parents who attend the workshops.

**Performance Measure:** Number of parents provided with direct one-on-one support

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
1,321	1,350	1,400

**Explanation:** This measure represents 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, EMT and IEP meetings, as well as other meetings held to discuss student progress.

**Performance Measure:** Families formally served by the Linkages to Learning program

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
1,934	2,000	2,200

**Explanation:** This measure captures the unduplicated number of families that receive case management and mental health services through the Linkages to Learning (LTL) program. LTL services directly affect family functioning and strengthen students' performance at school.

**Performance Measure:** Number of Community Engagement Teams (CETs) with engagement plans

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
*	3	30

**Explanation:** This new measure for FY 2016 reflects DFCE's efforts to integrate its various functions at schools and build capacity among parents and community stakeholders to promote high academic achievement and student success. DFCE will build upon the work it undertakes in FY 2016 to pilot CETs in three schools by refining that work and expanding it in FY 2017. The goal for each school will be to develop a plan for parent and community engagement that aligns with the school's improvement plan.

## Division of Family and Community Engagement—522

Vacant, Director I

**Performance Measure:** Number of students at CET schools who need high levels of academic and behavioral support

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
*	12%	10%

**Explanation:** This is a new measure, starting in FY 2016, that will use Early Warning Indicators to correlate student performance to interventions that the unit has implemented in CET schools. CET schools will be used because the most intensive and coordinated work by DFCE staff will be done within them. This measure anticipates an overall decrease in the percentage, based on intensified engagement with schools.

### OVERVIEW OF BUDGET CHANGES

#### FY 2016 Current Budget

The Department of Family and Community Engagement (DFCE) division within the Office of Student Services and Engagement (OSSE) was created by realigning funding and staff from the former Office of Community Engagement and Partnerships and the Division of ESOL and Bilingual Programs.

#### FY 2017 Recommended Budget

The FY 2017 recommended budget for this office is \$2,235,384. This amount is a decrease of \$740,110 from the FY 2016 budget. An explanation of these changes follows.

#### Same Service Level Changes—(\$665,086)

##### *Continuing Salary Costs—\$134,775*

There is an increase of \$134,775 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA that employees received on October 17, 2015.

##### *Realignments to Meet Expenditure Requirements and Program Priorities—(\$825,613)*

The FY 2017 recommended budget includes a reorganization to strengthen the district's partnerships, parent engagement, and services to children and families. The realignment resulting from the reorganization includes 10.8 FTE positions and \$1,115,476 from the former Office of Community Engagement and Partnerships to the new Office of Student Services and Engagement. This includes: a 1.0 FTE assistant to the associate superintendent position and \$133,326; a 1.0 FTE administrative services manager position and \$78,217; a 1.0 FTE administrative secretary position and \$67,003; and a 1.0 FTE supervisor position and \$144,353.

A 1.0 coordinator position and \$134,446, and 2.0 parent community coordinator positions and \$100,763 are realigned from the former Office of Community Engagement and Partnerships to the Equity Unit in the Office of School Support and Improvement. These positions support the Study Circles program.

Also realigned from the former Office of Community Engagement and Partnerships are a 1.0 FTE supervisor position and \$139,486 and 3.0 FTE partnership manager positions and \$263,376. These positions and funds are realigned to the Partnerships unit, which is under the auspices of the Chief of Staff.

There is a decrease of a 0.8 FTE teacher position and \$54,506. These resources were used to coordinate the EBB after-school programs at the Montgomery Village and E. Brooke Lee middle schools.

Finally, realigned to the DFCE division from the Office of Curriculum and Instructional Programs are 4.3 FTE ESOL transition counselor positions and \$289,863. Locating the ESOL transition counselors in DFCE will facilitate coordination of their efforts and allow the system to maximize the use of these staff.

##### *Other—\$25,752*

To provide the same level of service that MCPS has offered in the past to students who participate in the Excel Beyond the Bell (EBB) after-school programs at the Montgomery Village and E. Brooke Lee middle schools, the FY 2017 budget includes \$25,752 in additional funds for stipends. In prior years, MCPS delivered these services at a cost of \$54,506 by paying teachers to coordinate the programs. This change represents a decrease of \$28,754 in the cost of these services.

#### Program Efficiencies and Reductions—(\$281,984)

Within the Family and Community Engagement division, there is a reduction of \$281,984. This includes a 1.0 FTE associate superintendent position and \$175,166 and reductions of \$9,783 for professional part-time salaries; \$8,086 for supporting services part-time salaries; \$6,649 for office supplies; \$76,000 for contractual services; \$300 for business and community seminars; \$500 for local travel mileage reimbursement; \$5,000 for travel for professional learning; and \$500 for dues, fees, and registration.

#### Strategic Priority Enhancements—\$206,960

##### *Parent Community Coordinators—\$206,960*

Parent Community Coordinators (PCCs) provide schools and parents with direct services to support family engagement efforts promoting student learning and well-being. In order to provide services to schools with Free and Reduced-price Meal System totals exceeding 40 percent, an additional 5.0 PCCs will be added in FY 2017. Locating all PCCs within the Office of Student Services and Engagement will create consistency within the role and eliminate duplication of efforts. Combining the pool of PCCs also will allow for more effective and strategic use of their knowledge and skills.

## **Division of Family and Community Engagement—522**

Vacant, Director I

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creating an office dedicated to establishing and maintaining a seamless infrastructure of support for student and families through a coordinated program of student services focusing on student wellness will allow the school system to maximize the use of student service staff. Housing the PCCs, counselors, ESOL transition counselors, and pupil personnel workers together in a single office provides an opportunity to truly coordinate efforts without the institutional barriers inherent in interoffice work. Additionally the system's implementation of a restorative student discipline model will be led by the office and the coordination of that work will be enhanced through a structure that consolidates student and family support staff. Employee benefits of \$85,496 for these positions are budgeted in the Department of Financial Services.

# Family and Community Engagement - 522

## Vacant, Director I

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	30.300	28.800	28.800	26.300	(2.500)
Position Salaries	\$2,526,176	\$2,597,837	\$2,597,837	\$1,937,556	(\$660,281)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		19,993	19,993	20,393	400
Stipends		22,496	22,496	48,698	26,202
Professional Part Time		10,593	10,593	1,022	(9,571)
Supporting Services Part Time		8,756	8,756	845	(7,911)
Other					
Subtotal Other Salaries	57,358	61,838	61,838	70,958	9,120
<b>Total Salaries &amp; Wages</b>	2,583,534	2,659,675	2,659,675	2,008,514	(651,161)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		210,573	210,573	134,573	(76,000)
<b>Total Contractual Services</b>	133,190	210,573	210,573	134,573	(76,000)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		22,880	22,880	16,231	(6,649)
Other Supplies & Materials		10,251	4,876	4,876	
<b>Total Supplies &amp; Materials</b>	20,185	33,131	27,756	21,107	(6,649)
<b>04 Other</b>					
Local/Other Travel		15,190	15,190	9,190	(6,000)
Insur & Employee Benefits					
Utilities					
Miscellaneous		62,300	62,300	62,000	(300)
<b>Total Other</b>	80,347	77,490	77,490	71,190	(6,300)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$2,817,256</u>	<u>\$2,980,869</u>	<u>\$2,975,494</u>	<u>\$2,235,384</u>	<u>(\$740,110)</u>

## Family and Community Engagement - 522

Vacant, Director I

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
2	Chief Engage & Partn Officer		1.000	1.000	1.000		(1.000)
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
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	1.000	1.000		(1.000)
2	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
3	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
2	AD Teacher	X	.800	.800	.800		(.800)
2	24 Partnerships Manager		3.000	3.000	3.000		(3.000)
3	22 ESOL Transition Counselor					<b>4.300</b>	4.300
3	20 Parent Community Coord		12.000	12.000	12.000	<b>16.000</b>	4.000
1	17 Admin Services Manager I		1.000	1.000	1.000		(1.000)
2	16 Communications Assistant		1.000	1.000	1.000	<b>1.000</b>	
2	16 Fiscal Assistant III		.500				
2	15 Administrative Secretary II		2.000	2.000	2.000	<b>1.000</b>	(1.000)
2	11 Office Assistant IV		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>30.300</b>	<b>28.800</b>	<b>28.800</b>	<b>26.300</b>	<b>(2.500)</b>

## Office of Chief Operating Officer

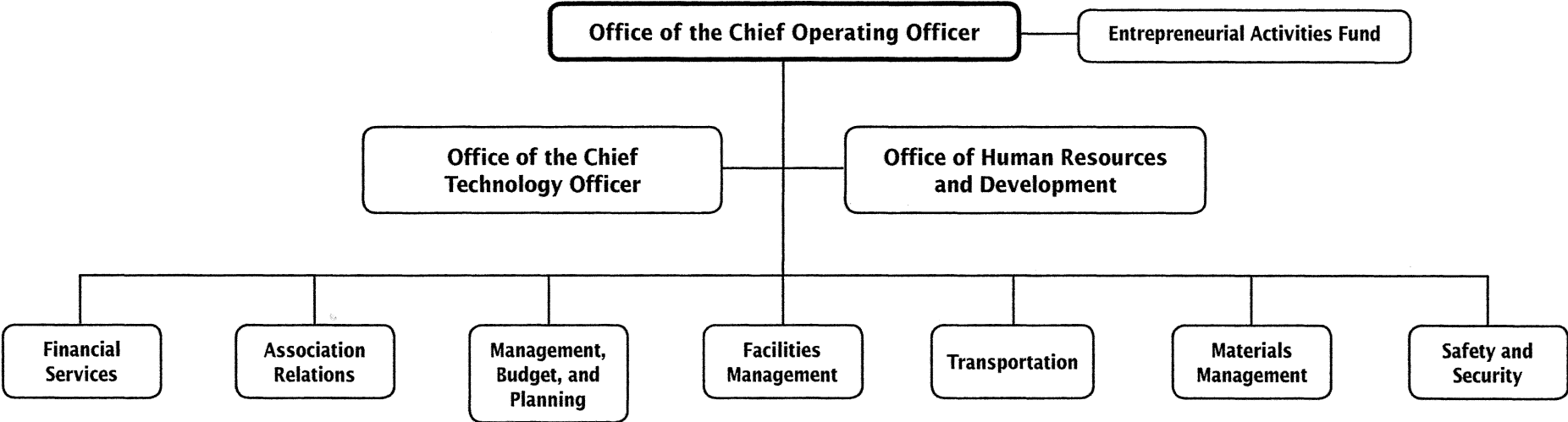
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**Office of the Chief Operating Officer  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative	34.700	33.700	34.700	34.600	(.100)
Business/Operations Admin.	50.650	50.650	49.650	49.650	
Professional	4.000	4.000	5.000	3.000	(2.000)
Supporting Services	4,221.213	4,190.776	4,191.276	4,227.651	36.375
<b>TOTAL POSITIONS</b>	<b>4,310.563</b>	<b>4,279.126</b>	<b>4,280.626</b>	<b>4,314.901</b>	<b>34.275</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$4,400,687	\$4,735,111	\$4,838,401	\$4,945,201	\$106,800
Business/Operations Admin.	4,719,992	5,053,331	4,950,041	5,189,708	239,667
Professional	465,045	498,587	610,094	373,440	(236,654)
Supporting Services	171,624,759	184,642,281	184,570,774	189,226,489	4,655,715
<b>TOTAL POSITION DOLLARS</b>	<b>181,210,483</b>	<b>194,929,310</b>	<b>194,969,310</b>	<b>199,734,838</b>	<b>4,765,528</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	477,905	493,866	493,866	496,946	3,080
Supporting Services	16,601,880	13,317,224	13,317,224	13,744,422	427,198
<b>TOTAL OTHER SALARIES</b>	<b>17,079,785</b>	<b>13,811,090</b>	<b>13,811,090</b>	<b>14,241,368</b>	<b>430,278</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>198,290,268</b>	<b>208,740,400</b>	<b>208,780,400</b>	<b>213,976,206</b>	<b>5,195,806</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>12,419,646</b>	<b>10,797,774</b>	<b>10,757,774</b>	<b>11,122,652</b>	<b>364,878</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>40,659,541</b>	<b>41,411,353</b>	<b>41,411,353</b>	<b>40,117,165</b>	<b>(1,294,188)</b>
<b>04 OTHER</b>					
Local/Other Travel	206,039	258,480	258,480	255,130	(3,350)
Insur & Employee Benefits	499,737,978	503,612,180	503,612,180	571,882,195	68,270,015
Utilities	36,535,665	37,706,974	37,706,974	38,716,618	1,009,644
Miscellaneous	7,737,854	10,549,206	10,549,206	10,104,032	(445,174)
<b>TOTAL OTHER</b>	<b>544,217,536</b>	<b>552,126,840</b>	<b>552,126,840</b>	<b>620,957,975</b>	<b>68,831,135</b>
<b>05 EQUIPMENT</b>	<b>13,704,250</b>	<b>16,055,347</b>	<b>16,055,347</b>	<b>16,372,490</b>	<b>317,143</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$809,291,241</b>	<b>\$829,131,714</b>	<b>\$829,131,714</b>	<b>\$902,546,488</b>	<b>\$73,414,774</b>



# Chief Operating Officer—Overview



Chapter 7 – 3

F.T.E. Positions 4,314.901

(In addition, there are 67.5 positions funded by the Capital Budget, 22.0 funded by ICB, and 30.5 funded by the Employee Benefits Trust Fund. These non-operating budget positions are noted on other charts in this chapter. Also, there are 1,964.823 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
Administrator for Business and Finance Support (M)	1.0
Instructional Specialist (B-D)	2.0
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
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

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 the 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 offices, departments, and division strategic plans to ensure that they are aligned with the MCPS strategic planning framework, *Building Our Future Together*. 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 18,929 students. As of fall 2015, the MCPS enrollment is 156,674 students. Large annual increases in enrollment are projected to continue for the six-year forecast period, with another 10,143 students expected by the 2021–2022 school year.
- » The FY 2016 Operating Budget is \$2.318 billion, a 1.8 percent increase over Fiscal Year 2015.
- » The FY 2017–2022 Capital Improvements Program (CIP) totals \$1.728 billion for the six-year period, an increase of \$185 million over the previously approved CIP. Approved FY 2016 expenditures total \$283.3 million.
- » Major accomplishments in the area of school facilities include the completion of five addition projects for the 2015–2016 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, review invoice and payment information, and enter billing information.
- » During FY 2015, DFS continued its implementation of the new online payment system for parents to pay student extracurricular activities fees electronically. More than 14,600 students—63 percent of payments—were paid online. 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.
- » Copy-Plus responds to hundreds of individual work orders from teachers every day. In FY 2015, the work group produced 151 million pages of printing requested by teachers for classroom instruction, homework, assessments, and parent information packets.
- » The Department of Professional Growth Systems implemented revisions to the Professional Growth Systems (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 Current Budget

The current FY 2016 budget for this office is changed from the budget adopted by the Board of Education on June 16, 2015. The change is a result of a realignment of a 1.0 appeals transfer control assistant position to form a 1.0 instructional specialist position within the office.

### FY 2017 Recommended Budget

The FY 2017 recommended budget for this office is \$1,977,224, an increase of \$20,633 over the current FY 2016 budget. An explanation of this change follows.

### **Same Service Level Changes—\$20,633**

#### *Continuing Salary Costs—\$22,433*

There is an increase of \$22,433 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

#### *Realignments to Meet Expenditure Requirements and Program Priorities—(\$1,800)*

There is a realignment of \$1,800 from other program expenditures to the Office of the Superintendent to cover office material expenses.

# Office of the Chief Operating Officer - 331/798

Dr. Andrew M. Zuckerman, Chief Operating Officer

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	17,500	16,500	16,500	16,500	
Position Salaries	\$1,490,800	\$1,719,041	\$1,759,041	\$1,781,123	\$22,082
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		15,000	15,000	15,300	300
Supporting Services Part Time					
Other		2,528	2,528	2,579	51
Subtotal Other Salaries	12,510	17,528	17,528	17,879	351
<b>Total Salaries &amp; Wages</b>	1,503,310	1,736,569	1,776,569	1,799,002	22,433
<b>02 Contractual Services</b>					
Consultants		2,500	2,500	2,500	
Other Contractual		105,900	65,900	65,900	
<b>Total Contractual Services</b>	906,776	108,400	68,400	68,400	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		6,900	6,900	6,900	
Other Supplies & Materials		26,357	26,357	26,357	
<b>Total Supplies &amp; Materials</b>	13,934	33,257	33,257	33,257	
<b>04 Other</b>					
Local/Other Travel		8,365	8,365	8,365	
Insur & Employee Benefits					
Utilities					
Miscellaneous		70,000	70,000	68,200	(1,800)
<b>Total Other</b>	82,727	78,365	78,365	76,565	(1,800)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$2,506,747</u>	<u>\$1,956,591</u>	<u>\$1,956,591</u>	<u>\$1,977,224</u>	<u>\$20,633</u>

# Office of the Chief Operating Officer - 331

Dr. Andrew M. Zuckerman, Chief Operating Officer

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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	M Admin for Business and Finance				1.000	<b>1.000</b>	
1	I Business & Fiscal Admin		1.000	1.000			
2	BD Instructional Specialist		1.000	1.000	2.000	<b>2.000</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			
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>16.500</b>	<b>16.500</b>	<b>16.500</b>	

# Entrepreneurial Activities Fund

Instructional Specialist (B-D)	1.0
Communications Specialist/Web Producer (21)	1.0
Printing Equipment Operator IV (18)	1.0
Customer Service Specialist (16)	1.0
School Registrar (16)	0.6
Copier Repair Technician (15)	1.0
Fiscal Assistant II (15)	2.0
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. Through technological advancements, the operating capacity of the supply warehouse activity increased, allowing this service to expand to other local governments and nonprofit organizations.

### **Editorial, Graphics, and Publishing Services Unit (EGPS)**

EGPS is a centrally funded function that provides direct support to schools and offices. Products include classroom instructional materials, examination booklets, student daily planners, and diplomas, as well as parent guides and public information materials. 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 by 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 receives revenue from student tuition for online courses and the sale and licensing of MCPS-developed online courses.

### **Human Resources Online**

Human Resources Online provides an online system that will utilize automation, workflow, process metrics, and self-service applications to enable MCPS to continuously improve the development, efficiency, and management of its human resource processes. The system replaces manual, paper-based, inefficient processes with electronic transactions, using a reusable process library for greater control and flexibility.

The Professional Development Online (PDO) system incorporates a powerful registration component, course management, and electronic portfolio with automation of mentor tracking and tuition reimbursement. PDO delivers customized reporting solutions to the Office of Human Resources and Development and streamlines complex processes, such as payment for attending Tier 1 training and tracking required course completion.

The development of additional entrepreneurial activities continues to be identified in areas of instructional and business services. Examples of possible products and services developed in support of the educational process include instructional curriculum guides, business and instructional software, video productions, and educational training services.

### **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 Instruction. 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 choral and instrumental music program, 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 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Recommended</b>
98%	108%	111%

**Explanation:** This measure reflects the percentage of elementary science material center expenditures funded by the Entrepreneurial Fund. The national science standards changed, significantly impacting the sales of kits. Local school systems have not been purchasing the kits at the same rate as in the past. Now that the national standards are implemented and approved, the sale of kits to local systems is increasing.

**Performance Measure:** Supply Warehouse Services revenue activity

<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Recommended</b>
\$196,186	\$205,995	\$216,295

**Explanation:** This measure reflects the growth of supply warehouse sales through entrepreneurial activities.

**Performance Measure:** Editorial, Graphics and Publishing—annual revenue and percentage retained as profit and reinvestment

<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Recommended</b>
\$600,814 7%	\$615,000 4%	\$630,000 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 2017 Recommended Budget**

The FY 2017 recommended budget for this fund is \$2,364,802, a decrease of \$335,707 from the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—(\$335,707)**

*Continuing Salary Costs—(\$15,243)*

There is a decrease of \$15,243 for continuing salary costs. Included in this amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015, that is offset by reductions for staff turnover.

*Realignments to Meet Expenditure Requirements and Priorities—(\$320,464)*

There are a number of realignments budgeted to address priority spending needs within this fund. Specifically, there is \$45,000 realigned among and between various programs budgeted within the Entrepreneurial Activities Fund. The realignments are neutral overall and reflect the actual costs of the programs. In addition, there is a realignment of \$320,464 from the Pearson Project to support additional increases in the Real Estate Management Fund. The realignment includes the reduction of 2.0 instructional specialist positions and the associated position salaries. This realignment can be made as a result of the Pearson Project ending in FY 2016.

# Entrepreneurial Activities Fund - 820/821/822/823/824/825/826/827/828

Dr. Andrew M. Zuckerman, Chief Operating Officer

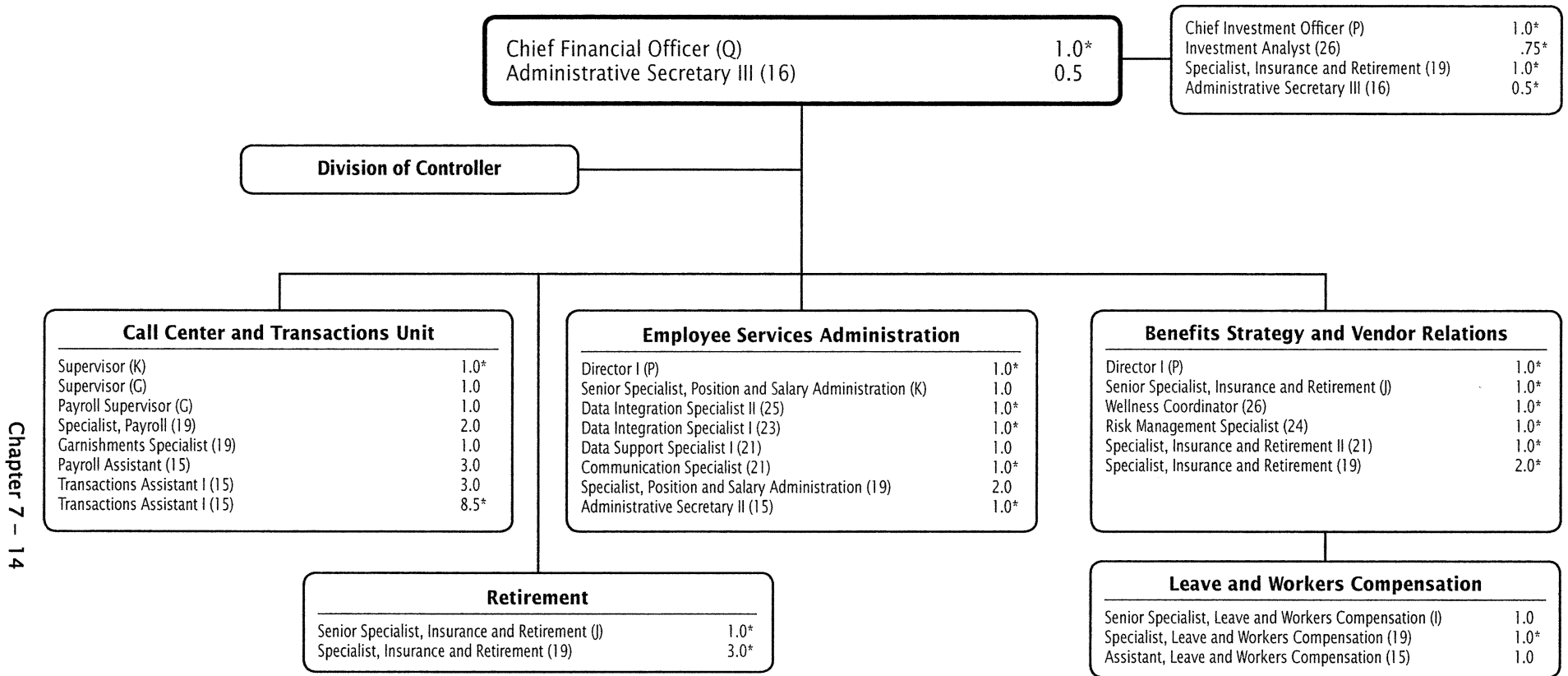
Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	12.600	13.600	13.600	11.600	(2.000)
Position Salaries	\$875,945	\$1,031,901	\$1,031,901	\$756,770	(\$275,131)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends		44,457	44,457	44,457	
Professional Part Time		222,809	222,809	232,809	10,000
Supporting Services Part Time		5,798	5,798	5,798	
Other		16,239	16,239	16,239	
Subtotal Other Salaries	281,883	289,303	289,303	299,303	10,000
<b>Total Salaries &amp; Wages</b>	<b>1,157,828</b>	<b>1,321,204</b>	<b>1,321,204</b>	<b>1,056,073</b>	<b>(265,131)</b>
<b>02 Contractual Services</b>					
Consultants		490	490	490	
Other Contractual		559,942	559,942	556,942	(3,000)
<b>Total Contractual Services</b>	<b>585,041</b>	<b>560,432</b>	<b>560,432</b>	<b>557,432</b>	<b>(3,000)</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		106,066	106,066	114,066	8,000
Office					
Other Supplies & Materials		298,320	298,320	273,320	(25,000)
<b>Total Supplies &amp; Materials</b>	<b>334,314</b>	<b>404,386</b>	<b>404,386</b>	<b>387,386</b>	<b>(17,000)</b>
<b>04 Other</b>					
Local/Other Travel		18,785	18,785	18,785	
Insur & Employee Benefits		358,722	358,722	308,146	(50,576)
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>320,172</b>	<b>377,507</b>	<b>377,507</b>	<b>326,931</b>	<b>(50,576)</b>
<b>05 Equipment</b>					
Leased Equipment		26,980	26,980	26,980	
Other Equipment		10,000	10,000	10,000	
<b>Total Equipment</b>	<b>141,106</b>	<b>36,980</b>	<b>36,980</b>	<b>36,980</b>	
<b>Grand Total</b>	<b>\$2,538,461</b>	<b>\$2,700,509</b>	<b>\$2,700,509</b>	<b>\$2,364,802</b>	<b>(\$335,707)</b>

# Entrepreneurial Activities Fund - 820/821/822/824/825/826/827/828

Dr. Andrew M. Zuckerman, Chief Operating Officer

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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	1.000	<b>1.000</b>	
81	15 Fiscal Assistant II			1.000	1.000	<b>1.000</b>	
81	15 Copier Repair Technician				1.000	<b>1.000</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>6.000</b>	<b>6.000</b>	<b>6.000</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		(2.000)
	<b>Subtotal</b>		<b>2.000</b>	<b>2.000</b>	<b>2.000</b>		<b>(2.000)</b>
	<b>Total Positions</b>		<b>12.600</b>	<b>13.600</b>	<b>13.600</b>	<b>11.600</b>	<b>(2.000)</b>

# Department of Financial Services



Chapter 7 - 14

F.T.E. Positions 19.75

(In addition, the chart includes 28.5\* positions funded by the Employee Benefits Trust Fund, including (.30) of the Chief Financial Officer position, (.35) of the ERSC Call Center Supervisor position), and (.10) of the Employee Services Administration Direction I 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 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. The unit provides administration of employee programs such as payroll, health and retirement benefits, leave, salary administration, and workforce reporting. It operates a call center, transactions unit, and 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 employees' 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.

The investment and retirement function of this unit administers contracts related to the MCPS Employees' Retirement and Pension Systems, oversees the operation of the 403(b) and 457(b) plans, 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 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 2015, 98 schools used the online store-along with five central service departments.
- » In FY 2015, the 403(b) and 457(b) plans were amended to a more cost-effective model with one record keeper and a menu of investment choices selected by a Defined Contribution Investment Committee (DCIC). Transition of assets occurred on January 1, 2016.
- » In FY 2015, a customer check-in system was installed in the ERSC lobby to track the lobby volume to anticipate future peak service times and schedule resources appropriately.

**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 and Service**

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
Average wait time		
1 min. 41 sec.	1 min. 30 sec.	1 min. 30 sec.
Average duration		
4 min. 46 sec.	4 min. 30 sec.	4 min. 30 sec.
Average volume/business day		
253 calls	250 calls	250 calls
Average wait/abandoned call		
2 min. 7 sec.	2 min.	2 min.
Percentage of abandoned calls		
9.9%	9.5%	9.0%
Percentage of calls answered within 1 minute		
54%	55%	55%

**ERSC Lobby Service**

In FY 2015, 9,416 customers were served by staff in the ERSC lobby.

**Explanation:** These measures demonstrate the service levels provided to employees, allowing employees to focus on teaching and serving our students, knowing their personal business has been addressed.

**Satisfaction Survey Results**

Percentage of employees responding that the staff member assisting them was courteous:

Telephone		
95.7%	96%	97%
E-mail		
92.5%	93%	94%

Percentage of employees responding that they received a timely response:

Telephone		
89.7%	90%	91%
E-mail		
86.1%	87%	88%

**Explanation:** These measures help the unit assess service levels to employees and retirees through the call center as well as customer satisfaction levels.

Year-to-year trend in growth rates of benefit costs compared with national averages:

-5.4%	-1.0%	-1.0%
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Trend in growth rate of benefit costs compared with regional peers:

-2.58%	-1.0%	-1.0%
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**Explanation:** These 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—334**

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this department is \$1,772,227, an increase of \$71,855 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$85,228**

*Continuing Salary Costs—\$85,228*

There is an increase of \$85,228 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

**Program Efficiencies and Reductions—(\$13,373)**

The FY 2017 recommended budget for this department, division, unit, office includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process. There is a shift of position salaries of \$13,373 and a .10 director position to the MCPS Employees Group Insurance Fund.

**Insurance and Employee Benefits—333**

The FY 2017 request for employee benefits is \$557,998,198, an increase of \$68,193,343 over the current FY 2016 budget. An explanation of this change follows.

*Continuing Salary Costs—\$5,958,284*

There is an increase of \$3,872,885 for social security benefits and a \$2,085,399 increase for retirement benefits for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

*Realignment—\$54,255*

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 increases in social security contributions of \$35,266 and retirement contributions of \$18,989.

*Grant Shifts—\$19,098*

Due to funding changes and program needs for grants, there are increases in social security contributions of \$12,414 and retirement contributions of \$6,684.

*Enrollment Changes—\$3,781,985*

The budget includes an increase for current enrollment projections, budgeted salaries, and positions related to changes in student enrollment. There is an increase for social security contributions of \$941,802, employee health benefits of \$2,325,940, and retirement contributions of \$514,243.

*New Schools—\$536,690*

Due to additional square footage added as a result of the opening of the new Clarksburg/Damascus middle school, and modernization of facilities, 35.1 positions are added to the budget. The staffing increases result in additional social security contributions of \$132,416, employee health benefits of \$331,957, and retirement contributions of \$72,317.

**Employee Health Benefits—\$62,710,630**

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 2017 will increase by \$62.7 million. The increase is due to several factors regarding both the active and retiree trust funds. The budget includes \$27.6 million due to a 7.1 percent projected increase in medical and prescription drug claims for FY 2017. Medical claims are projected to increase by \$14 million or 6 percent over FY 2016, and prescription drug claims are projected to increase by \$13 million or 12 percent over FY 2016. The rate increase is based on a blend of national, local, and MCPS claim trends. There is an additional \$11.1 million needed for FY 2017 to restore the MCPS Employees Group Insurance Fund balance back to a zero fund balance. Based on the County Council's action in funding the FY 2016 Operating Budget, as well as actual FY 2015 experience and current projections for FY 2016, the MCPS Employees Group Insurance Fund balance for both active employees and retirees is projected to be in deficit by the end of FY 2016. Lastly, the budget includes the restoration of \$24.0 million that was transferred from the MCPS OPEB Fund to the MCPS Employees Group Insurance Fund in FY 2016. The transfer allowed for a reduction of this amount in appropriation in the FY 2016 Operating Budget. Over the past two fiscal years, a total of \$51.2 million has been transferred from the MCPS OPEB Fund, thereby reducing the appropriation request within the MCPS Operating Budget on a temporary basis. However, since the MCPS OPEB Fund balance has been depleted, funding will be needed from the county in order to restore the budget in FY 2017 and in future fiscal years.

**Retirement Contributions—(\$3,636,310)**

The budget for current retirement programs has decreased by \$3,636,310. There is an increase of \$7,910,862 due to the amount owed to the state for the teacher pension shift to local school districts. The total amount is increased from \$50,761,802 in FY 2016 to \$58,672,664 in FY 2017. In addition, the normal pension cost for current retirement programs is based on a percentage of salary, as provided by the annual actuarial study. The rate applied in FY 2017 has been lowered from 5.01 to 4.18 percent. As a result of this rate

reduction, the budget can be reduced by \$11,586,078 for retirement contributions. In addition, there is an increase of \$38,906 for administrative retirement fees.

**Social Security Contributions—(\$927,772)**

The budget includes a decrease in social security contributions of \$927,772 primarily due to rate increases in employee health insurance premiums of \$11.5 million over FY 2016. The increase in employee health insurance premiums results in a higher deduction in payroll before calculating social security contributions.

**Other—(\$6,464)**

The budget includes a decrease of \$50,000 in unemployment compensation, and an increase of \$40,821 in employee flex spending match based on actual spending trends. There also is a small adjustment for automobile allowance of \$2,715.

**Self-Insurance—\$137,379**

The budget includes an increase 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 slight increases to projected claims, there is an increase in worker's compensation of \$50,510 in the budget. There also is an increase in fire and property insurance of \$86,869.

**Program Efficiencies and Reductions—(\$754,191)**

The budget includes overall program efficiencies and reductions totaling \$5.7 million. Included in this amount is a \$754,191 reduction in employee benefits associated with the elimination of 38.175 positions and part-time salaries. This includes reductions in employee health benefits of \$443,250, social security contributions of \$201,230, and retirement contributions of \$109,711.

**Strategic Priority Enhancements—\$319,760**

Details on increases in strategic priority enhancements are included in various chapters of the budget. As a result of these increases, there is an increase of \$116,871 for social security contributions, \$139,532 for employee health benefits, and \$63,357 for retirement contributions.

**Selected Expenditure Information**

Description	FY 2016 Current Budget	FY 2017 Budget	Change
Worker's Compensation	\$11,901,534	\$11,952,044	\$50,510
Social Security	111,725,041	115,707,693	3,982,652
Employee Benefit - Active	238,496,208	269,776,317	31,280,109
Employee Benefit - Retirees	3,353,736	37,138,435	33,784,699
Retirement and Administrative Fees	74,674,776	65,778,882	(8,895,894)
Pension Shift From State	44,356,785	52,267,647	7,910,862
Unemployment Compensation	300,000	250,000	(50,000)
Other	4,996,775	5,127,180	130,405
<b>Total</b>	<b>\$489,804,855</b>	<b>\$557,998,198</b>	<b>\$68,193,343</b>



# Department of Financial Services - 334/333

Susanne G. DeGraba, Chief Financial Officer

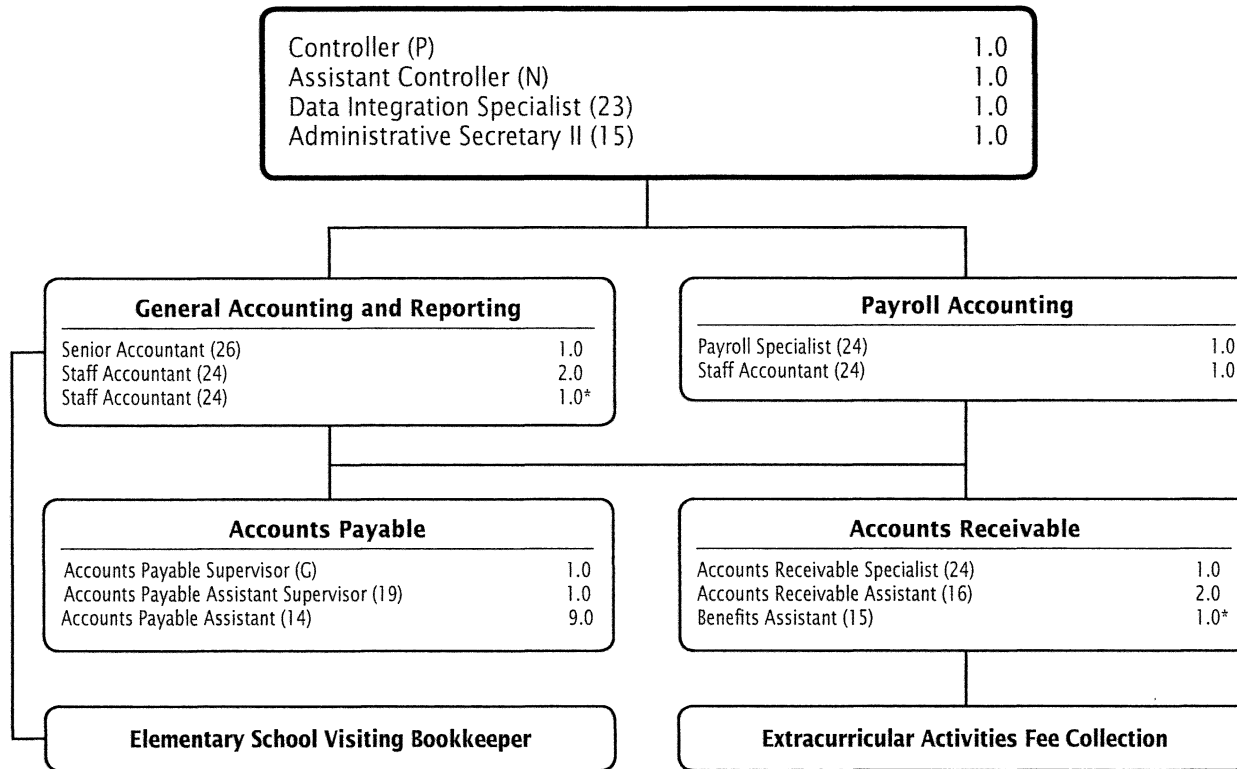
Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	19,850	19,850	19,850	19,750	(.100)
Position Salaries	\$1,566,449	\$1,657,363	\$1,657,363	\$1,729,086	\$71,723
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		2,750	2,750	2,805	55
Other		3,869	3,869	3,946	77
Subtotal Other Salaries	-14,892	6,619	6,619	6,751	132
<b>Total Salaries &amp; Wages</b>	1,551,557	1,663,982	1,663,982	1,735,837	71,855
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		14,000	14,000	14,000	
<b>Total Contractual Services</b>	26,221	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>	18,273	19,807	19,807	19,807	
<b>04 Other</b>					
Local/Other Travel		2,583	2,583	2,583	
Insur & Employee Benefits		489,704,855	489,704,855	557,898,198	68,193,343
Utilities					
Miscellaneous		100,000	100,000	100,000	
<b>Total Other</b>	486,816,121	489,807,438	489,807,438	558,000,781	68,193,343
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$488,412,172</u>	<u>\$491,505,227</u>	<u>\$491,505,227</u>	<u>\$559,770,425</u>	<u>\$68,265,198</u>

## Department of Financial Services - 334/333

Susanne G. DeGraba, Chief Financial Officer

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
1	Q Chief Financial Officer		.700	.700	.700	<b>.700</b>	
1	P Director I		1.000	1.000	1.000	<b>.900</b>	(.100)
1	K Sr Spec Pos & Sal Admin		1.000	1.000	1.000	<b>1.000</b>	
1	K ERSC Call Ctr/Transaction Supv		.650	.650	.650	<b>.650</b>	
1	I Sr Spec Leave/Wkrs Com		1.000	1.000	1.000	<b>1.000</b>	
1	G Payroll Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	G ERSC Call Ctr/Trans Asst Supv		1.000	1.000	1.000	<b>1.000</b>	
1	21 Data Support Specialist I		1.000	1.000	1.000	<b>1.000</b>	
1	19 Garnishments Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	19 Specialist, Payroll		2.000	2.000	2.000	<b>2.000</b>	
1	19 Spec, Position/Salary Admin		2.000	2.000	2.000	<b>2.000</b>	
1	16 Administrative Secretary III		.500	.500	.500	<b>.500</b>	
1	15 Transactions Assistant I		3.000	3.000	3.000	<b>3.000</b>	
1	15 Payroll Assistant		3.000	3.000	3.000	<b>3.000</b>	
1	15 Assist, Leave Admin/Wkrs Comp		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>19.850</b>	<b>19.850</b>	<b>19.850</b>	<b>19.750</b>	<b>(.100)</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**

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 assists 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. In 2015, DOC assumed responsibility for the Centralized Investment Fund, the internal investment fund for school independent activity fund cash.

DOC 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 six special centers. The VB program enhances fiscal management of elementary school independent activity funds by providing bookkeeping services and offering training assistance. The program 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. In FY 2015, the program has expanded to assist the implementation of online review/approval process in the procurement card program.

**Payroll Accounting**

DOC 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 Fee 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.
- » During FY 2015, the division was an active participant with implementing the switch to the JP Morgan Purchasing Card (P-Card). The JP Morgan P-Card allows for MCPS to pool P-Card purchases with other local governments in the Washington, D.C. metropolitan region and receive higher rebates on those purchases. Schools and offices benefit from the use of P-Cards by having a convenient method to pay for small purchases. MCPS benefits by saving on procurement and accounting costs for purchases and receiving rebates. The P-Card program improves internal controls with a web-based application with online reconciliation and approval of transactions by requiring the MCPS staff P-Card user to review all purchases and their school principal or department director to approve the purchases. DOC takes the lead with creating the approval work flow and managing the interface to post P-Card transaction to the FMS accounting software, for reviewing purchases for proper use and compliance with MCPS policies and regulations, and for the annual certification of P-Card users and approvers. With more than 1,800 P-Cards issued by the P-Card provider, DOC will continue to work with the Procurement and Internal Audit units to ensure that P-Card policies and procedures are interpreted in a consistent fashion. Deviations are reported to the Procurement Unit to augment future purchasing card training. Information also is shared with the Internal Audit Unit to enable compliance review on future audit visits to the office or school.
- » MCPS received a rebate of \$20,044, based on purchases of \$1,341,976 over the last quarter of calendar year 2014. This was the first significant rebate received by MCPS for its P-Card program purchases.

- The rebate is expected to be higher with card usage over a full calendar year and schools making purchases for the start of the new school year.
- » DOC provides support on MCPS P-card approval process flows, including reviews and approvals that 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 internal control and efficiency.
  - » The division devotes considerable time 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 offices. The division maintains a leadership role in evaluating and adapting the procure-to-pay process in response to stakeholder input. The division works with the Department of Instructional Technology to provide 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 2015, the division supported schools in the use of SFO financial software. The division 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 elementary schools with time and effort compliance reporting requirements on federal grants. The role of the visiting bookkeepers continues to evolve, adding support to elementary schools for SFO, iReceivables payments, web-based P-Card reviews and approvals, and coverage for the school administrative secretary on long-term leave or vacant positions.
  - » 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. DOC offers an online payment system for parents to electronically pay student extracurricular activities fees. More than 14,600 students in FY 2015, 63 percent of payments, paid online.
  - » The division continues to take the lead with expanding the use of Online School Payment (OSP), an application for the payment of MCPS purchases and fees online with credit cards. OSP is a convenient method for parents to process payments for extracurricular activities fees, regional summer school classes, costs for music honors ensembles, student e-learning classes, and other special programs. Schools are using the OSP program to collect costs for school fees, gym uniforms, tickets for programs, field trips, and other school events. The division supported schools by training 317 school staff on the use of OSP over the last three fiscal years.
  - » The OSP program was successfully expanded to help MCPS secondary schools collect student debts and obligations with the use of credit cards. The project was collaboration between DOC and the Division of Instructional and Information Services. In FY 2015, DOC staff assisted eight middle schools and 13 high schools to upgrade Filemaker Pro databases for the conversion and implement a credit card interface program with OSP.
  - » The division took over the responsibilities of the coordinator of the Centralized Investment Fund (CIF) at the end of FY 2015. The Centralized Investment Fund (CIF) gives MCPS schools the ability to pool cash for investment. The CIF is a cash management tool where cash is moved back and forth to the school cash accounts when needed. DOC staff tasks include coordination, budgeting and processing of the CIF activity, and the monthly reconciliation of the CIF investment statement to the schools' SFO accounting software investment balance. Estimated fees of \$15,000 in FY 2016 are budgeted to DOC for the role of the CIF coordinator.
  - » 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 2014 Comprehensive Annual Financial Report (CAFR). This is the 34th 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 11th 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, 2014. In order to be awarded a Certificate of Achievement, a government entity must publish an easily readable and efficiently organized CAFR.
  - » During FY 2014 and FY 2015, DOC was an active participant with implementing new financial software for the MCPS Educational Foundation (EFI). The financial software, Blackbaud Financial Edge, interfaces with the Blackbaud Raisers Edge software that processes gift donations. Improvements during FY 2015 included a dashboard function that allows EFI board members and officers to log on with a secure username and password to review financial statements along with live general ledger transactions. DOC developed the documentation for recording constituents and processing gift batches for checks, cash, and debit card and credit card receipts through Raisers Edge. DOC supervises an EFI temporary staff in the Controller's office with recording the receipts to Raisers Edge.

**PERFORMANCE MEASURES**

**Performance Measure:** Invoice-to-payment days (Export Payment Register)

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
15.1 days	15 days	15 days

**Explanation:** Measures of the efficiency of the division's payment process.

**Performance Measure:** Percentage of payments voided

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
0.56%	0.50%	0.50%

**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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
989 invoices	1,000 invoices	1,000 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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
16.63%	18%	18%

**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 2017 Recommended Budget**

The FY 2017 recommended budget for this division is \$2,004,405, an increase of \$69,624 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$69,624**

*Continuing Salary Costs—\$66,124*

There is an increase of \$66,124 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

*Other—\$3,500*

There is an increase of \$3,500 for program supplies for new tax forms required by the Affordable Care Act.

# Division of Controller - 332/155

Susan B. Chen, Controller

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	23,000	23,000	23,000	<b>23,000</b>	
Position Salaries	\$1,674,089	\$1,837,446	\$1,837,446	<b>\$1,900,963</b>	\$63,517
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		43,300	43,300	<b>44,166</b>	866
Other		87,030	87,030	<b>88,771</b>	1,741
Subtotal Other Salaries	153,119	130,330	130,330	<b>132,937</b>	2,607
<b>Total Salaries &amp; Wages</b>	<b>1,827,208</b>	<b>1,967,776</b>	<b>1,967,776</b>	<b>2,033,900</b>	<b>66,124</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		19,191	19,191	<b>22,691</b>	3,500
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	<b>19,613</b>	<b>19,191</b>	<b>19,191</b>	<b>22,691</b>	<b>3,500</b>
<b>04 Other</b>					
Local/Other Travel		600	600	<b>600</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		-52,786	-52,786	<b>-52,786</b>	
<b>Total Other</b>	<b>-66,242</b>	<b>(52,186)</b>	<b>(52,186)</b>	<b>(52,186)</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$1,780,579</b>	<b>\$1,934,781</b>	<b>\$1,934,781</b>	<b>\$2,004,405</b>	<b>\$69,624</b>

## Division of Controller - 332/155

Susan B. Chen, Controller

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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	3.000	2.000	2.000	<b>2.000</b>	
1	15	Administrative Secretary II	1.000	1.000	1.000	<b>1.000</b>	
1	14	Accounts Payable Assistant	8.000	9.000	9.000	<b>9.000</b>	
	<b>Subtotal</b>		<b>23.000</b>	<b>23.000</b>	<b>23.000</b>	<b>23.000</b>	
	<b>Total Positions</b>		<b>23.000</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 (SEIU) Local 500, and the Montgomery County Association of Administrators and Principals (MCAAP). MCAAP represents administrative and supervisory personnel and non-certificated 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 collaborative 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. There were 85 formal employee grievances and administrative complaints for Fiscal Year (FY) 2015, ending a gradual decline over the previous six fiscal years. During 2014, there was one arbitration.
- » Monitoring Legal and Labor Relations Environment Changes—The Public School Labor Relations Board is continuing the process of 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 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. During 2015, MCPS successfully renegotiated salary increases for 2016 to accommodate budget shortfalls. The negotiated change moved the salary increases that were to be effective October 3, 2015, in all three contracts, one pay period later to October 17, 2015.
- » 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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
Formal	54	54	54
Informal	45	45	45

**Explanation:** These measures reflect the amount of time and energy devoted by school system administrators to address possible contract and/or 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 applying the contract and MCPS policies and regulations appropriately and/or the degree to which the employee association and/or employees are challenging administrative decisions.

**Performance Measure:** Number of teacher grievances and administrative complaints filed

	FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
Formal	23	23	23
Informal	30	30	30

**Explanation:** These measures reflect 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 applying the contract and MCPS policies and regulations appropriately and/or the degree to which the employee association and/or employees are challenging administrative decisions.

**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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
Formal	8 (15%)	7(13%)	6 (11%)
Informal	27 (60%)	25 (56%)	20 (44%)

**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. The informal review of potential grievances or administrative complaints is resulting in a significant percentage of legitimate employee concerns being addressed.

**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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
Formal	6 (26%)	5 (22%)	5(22%)
Informal	10 (33%)	9 (30%)	8 (27%)

**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. Informal grievances or administrative complaints are as likely to raise legitimate employee concerns as formal grievances or complaints.

**OVERVIEW OF BUDGET CHANGES**

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this department is \$265,829, an increase of \$5,155 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$5,155**

*Continuing Salary Costs—\$5,155*

There is an increase of \$5,155 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

# Department of Association Relations - 661

Stan Damas, Director II

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	2.000	2.000	2.000	<b>2.000</b>	
Position Salaries	\$224,098	\$227,562	\$227,562	<b>\$232,400</b>	\$4,838
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		15,000	15,000	<b>15,300</b>	300
Supporting Services Part Time		827	827	<b>844</b>	17
Other					
Subtotal Other Salaries	23,574	15,827	15,827	<b>16,144</b>	317
<b>Total Salaries &amp; Wages</b>	247,672	243,389	243,389	<b>248,544</b>	5,155
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		11,385	11,385	<b>11,385</b>	
<b>Total Contractual Services</b>	49,234	11,385	11,385	<b>11,385</b>	
<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>	2,044	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>	1,500	2,900	2,900	<b>2,900</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$300,450</b>	<b>\$260,674</b>	<b>\$260,674</b>	<b>\$265,829</b>	<b>\$5,155</b>

## Department of Association Relations - 661

Stan Damas, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
1	Director II		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>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 the preparation and formulation of the operating budget 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 MCPS budget matters. The department facilitates the review of the operating budget and communicates budget information within MCPS, to the county and state, and to the public through a variety of publications, forums, and presentations.

### Operating Budget Administration

Through regular financial monitoring and analysis, DMBP maintains controls for 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 with executive staff by examining all expenditure accounts and preparing expenditure and revenue projections. Fiscal issues related to schools, offices, departments, and divisions 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 the Chief Operating Officer, Office of Human Resources and Development, and the Department of Financial Services, DMBP monitors and manages all position allocations in MCPS.

### Grants Development and Administration

DMBP assists offices, departments, and divisions in obtaining additional financial resources from individuals, foundations, corporations, government agencies, and other entities to support identified school system priorities. The department coordinates the development of the annual Bridge to Excellence Master Plan on behalf of MCPS. The department also provides technical assistance and training to staff and facilitates development of grant applications. Once funding is obtained, documents are prepared for the superintendent of schools, 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 2016 Operating Budget. On June 16, 2015, the Board of Education approved a \$2.318 billion operating budget for MCPS for FY 2016. This represents an increase of \$36.2 million (or 1.6 percent) increase over the FY 2015 Operating Budget. The department worked closely with MCPS leadership to eliminate a gap of \$53.1 million between the Board of Education's FY 2016 budget request and the County Council's appropriation.
- » A revised budget development process was implemented beginning with the development of the FY 2015 Operating Budget and continued 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 Superintendent's Recommended FY 2016 Operating Budget was published in January 2015 and the Board of Education's approved budget in September 2015.
- » In FY 2015, DMBP coordinated for the first time the preparation of the Bridge to Excellence Master Plan for MCPS that was approved by the Board of Education in October 2014 and submitted to the Maryland State Department of Education.
- » DMBP implemented a new financial monitoring system beginning in 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 greatly assist the users in the offices, departments, and divisions allowing 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 2015 Actual	FY 2016 Estimate	FY 2017 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 2015 Actual	FY 2016 Estimate	FY 2017 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 DMBP, OHRD, and the Employee and Retiree Service Center in the Department of Financial Services 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 that 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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
91.4%	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 2017 Recommended Budget**

The FY 2017 recommended budget for this department is \$1,092,323 a decrease of \$29,681 from the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$25,734**

*Continuing Salary Costs—(\$25,734)*

There is a decrease of \$25,734 for continuing salary costs. Included in this amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015, that is offset by reductions for staff turnover.

**Program Efficiencies and Reductions—(\$3,947)**

The FY 2017 recommended budget for this department includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is reduction of \$3,947 for supporting services part-time salaries, contractual maintenance, office supplies, and training support. These reductions can be made as result of overall efficiencies within the department.

**Provision for Future Supported Projects—999**

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this Provision is \$6,731,204, resulting in no change from the current FY 2016 budget.

**Program's Recent Funding History**

	FY 2016 Budgeted 7/1/15	FY 2016 Projected 11/30/15	FY 2017 Projected 7/1/15
Federal			
State			
Other	\$6,731,204	\$6,731,204	\$6,731,204
County			
<b>Total</b>	<b>\$6,731,204</b>	<b>\$6,731,204</b>	<b>\$6,731,204</b>



# Department of Management, Budget & Planning - 336

Thomas P. Klausung, Director II

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	12.375	11.375	11.375	<b>11.375</b>	
Position Salaries	\$1,026,824	\$1,111,432	\$1,111,432	<b>\$1,085,618</b>	(\$25,814)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		3,979	3,979	<b>2,824</b>	(1,155)
Other					
Subtotal Other Salaries	2,652	3,979	3,979	<b>2,824</b>	(1,155)
<b>Total Salaries &amp; Wages</b>	1,029,476	1,115,411	1,115,411	<b>1,088,442</b>	(26,969)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		605	605	<b>304</b>	(301)
<b>Total Contractual Services</b>		605	605	<b>304</b>	(301)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		5,259	5,259	<b>3,248</b>	(2,011)
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	3,569	5,259	5,259	<b>3,248</b>	(2,011)
<b>04 Other</b>					
Local/Other Travel		329	329	<b>329</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		400	400		(400)
<b>Total Other</b>	637	729	729	<b>329</b>	(400)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$1,033,682</b>	<b>\$1,122,004</b>	<b>\$1,122,004</b>	<b>\$1,092,323</b>	<b>(\$29,681)</b>

# Provision for Future Supported Projects - 999

Thomas P. Klausung, Director II

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 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		4,389,256	4,389,256	<b>4,389,256</b>	
Subtotal Other Salaries	2,103,447	4,389,256	4,389,256	<b>4,389,256</b>	
<b>Total Salaries &amp; Wages</b>	2,103,447	4,389,256	4,389,256	<b>4,389,256</b>	
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		662,328	662,328	<b>662,328</b>	
<b>Total Contractual Services</b>	943,087	662,328	662,328	<b>662,328</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		837,525	837,525	<b>837,525</b>	
<b>Total Supplies &amp; Materials</b>	234,173	837,525	837,525	<b>837,525</b>	
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous		841,497	841,497	<b>841,497</b>	
<b>Total Other</b>	378,191	841,497	841,497	<b>841,497</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		598	598	<b>598</b>	
<b>Total Equipment</b>	51,250	598	598	<b>598</b>	
<b>Grand Total</b>	<b>\$3,710,148</b>	<b>\$6,731,204</b>	<b>\$6,731,204</b>	<b>\$6,731,204</b>	

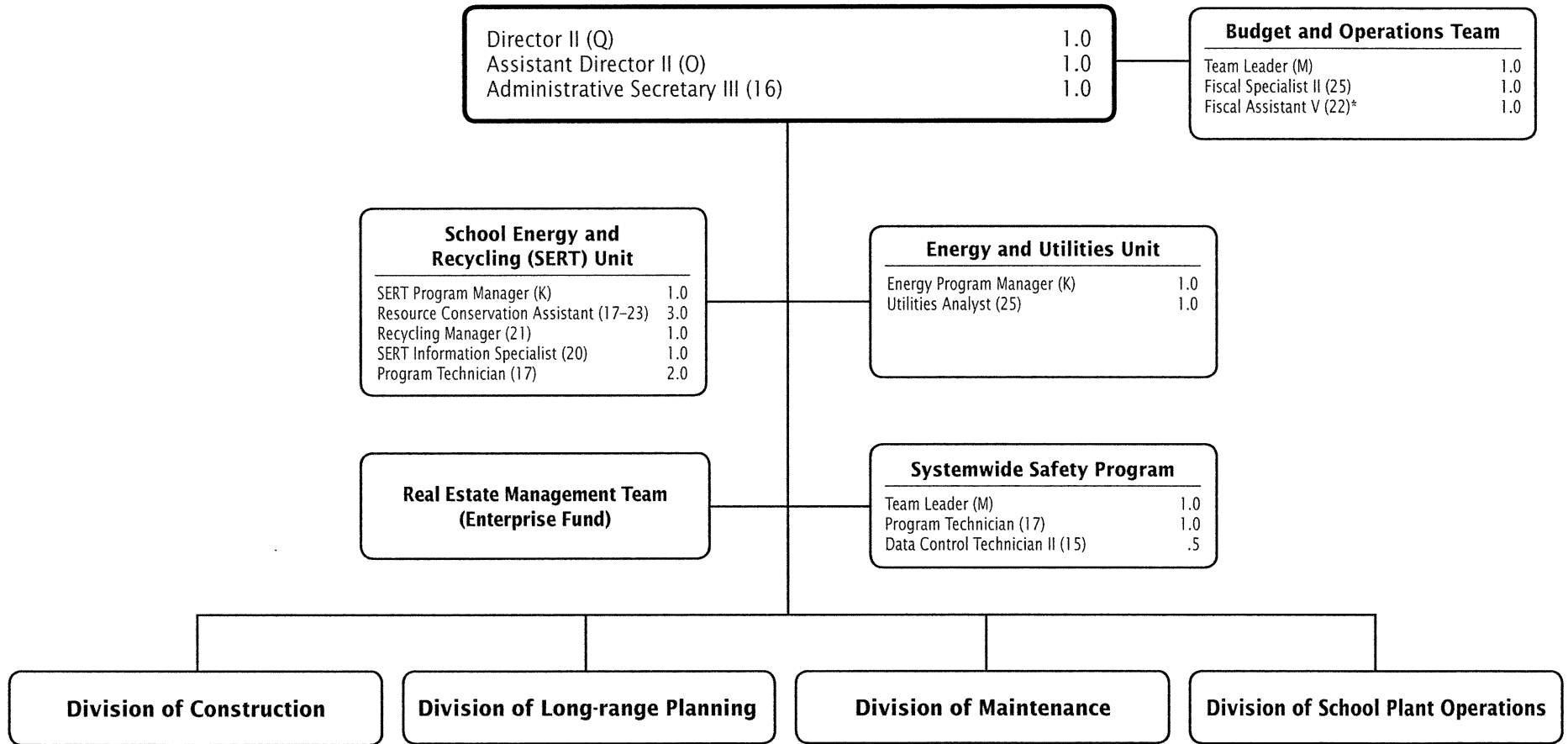
# Department of Management, Budget and Planning - 336

Thomas P. Klausing, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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	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>11.375</b>	<b>11.375</b>	<b>11.375</b>	
	<b>Total Positions</b>		<b>12.375</b>	<b>11.375</b>	<b>11.375</b>	<b>11.375</b>	

# Department of Facilities Management

Chapter 7 – 38



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 student 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 the Capital Improvement Program, educational specifications, and facilitates community involvement in the school boundary change process and 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 facilitates 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 capital projects are completed in a timely manner.

### **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 and 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 negotiates and manages tenant leases, assists with the development of countywide master plans, acquires and manages future school sites, manages the artificial turf program, 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, responds to safety-related incidents and concerns, maintains compliance with student and employee safety and health regulations, manages the systemwide automated external defibrillator (AED) program, and ensures 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) 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 student enrollments, meeting state capacity requirements, and maintaining and updating older facilities to meet diverse educational program needs. In FY 2015, five major capital construction projects were completed, adding 94,254 square feet of new construction; 240 systemic replacement projects were completed; and more than 63,000 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, Northwest High School achieved a National Green Ribbon Award from the United States Department of Education. Northwest High School was among 58 schools nationwide to receive this award in 2015. Since 2012, three elementary schools, one middle school, and one high school in MCPS have achieved this award. MCPS was the recipient of the 2013 United States Department of Education District Sustainability 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 at many facilities during the critical hours each weekday. Each year, this program has improved its effectiveness, resulting in an average annual cost avoidance of \$1.5 million and a reduction in the school system's capacity charges by more than 30 percent.
- » The SERT program is a certified Maryland Green Center (Center) through the Maryland Association for Environmental and Outdoor Education. 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, 70 MCPS schools are Certified Maryland Green Schools. MCPS is well on its way to achieving a goal of 50 percent of the schools to achieve this certification by 2024.
- » The department aggressively pursues resource conservation measures. In FY 2015, MCPS's energy performance index was 57.7 kBtu per square foot. Even with the severe winter weather, this represents more than a 7.5 percent reduction since 2003 and a more than 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 high school auditoriums and in parking lots. The efforts of these projects impacted 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 initiated a second phase of solar photovoltaic (PV) power purchase agreements. This phase will more than triple the capacity of solar PV arrays hosted by MCPS to more than 3 megawatts. Under the power purchase agreement, MCPS will purchase the electricity produced by the hosted systems at a low fixed cost, with an estimated cost avoidance of more than \$206,000 per year.
- » 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 in FY 2014. 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. The Environmental Sustainability Management Plan will be updated in FY 2016.
- » The department expanded the MCPS AED program to all middle schools in FY 2015, coordinating AED distribution and training for staff. In FY 2016, an online management system was implemented to improve recordkeeping and ensure school staff perform routine AED inspections and maintenance.

» DFM continues to engage communities on various complex capital projects including short- and long-term solutions for a bus transportation depot, relocation of an alternative education program, colocation of special education schools with general education schools, and other challenging capital projects.

**PERFORMANCE MEASURES**

**Performance Measure:** Customer Focus Results—Principal satisfaction with DFM services

FY 2015 Actual	FY 2016 Estimated	FY 2017 Recommended
4.0	4.1	4.2

**Explanation:** This measures principal satisfaction with a variety of services provided by DFM divisions and units.

**Performance Measure:** Organizational Effectiveness Results—Thousands of energy consumption units (BTU) per facility square footage

FY 2015 Actual	FY 2016 Estimated	FY 2017 Recommended
58	56	54

**Explanation:** This measures utility consumption efficiency by tracking total energy use per building square footage.

**Performance Measure:** Financial Results—Facility operating and maintenance costs per facility square footage

FY 2015 Actual	FY 2016 Estimated	FY 2017 Recommended
\$5.35	\$5.43	\$5.51

**Explanation:** This measures the cost to operate and maintain MCPS facilities including the utilities.

**Performance Measure:** Financial Results—Cost avoidance through resource conservation programs

FY 2015 Actual	FY 2016 Estimated	FY 2017 Recommended
\$3.7 million	\$3.8 million	\$4.0 million

**Explanation:** This measures the avoided cost from energy savings programs.

**Performance Measure:** Workforce Excellence Results—Safety training completion

FY 2015 Actual	FY 2016 Estimated	FY 2017 Recommended
61%	75%	82%

**Explanation:** This measures the annual percent completion of mandatory online safety training courses by all MCPS staff. Courses are assigned to help teach employees to know how to prevent injuries and illnesses from workplace hazards and to comply with state law.

**OVERVIEW OF BUDGET CHANGES**

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this department is \$45,938,249, an increase of \$612,720 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$1,086,247**

*Continuing Salary Costs—\$88,225*

There is an increase of \$88,225 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

*New Schools/Space—\$374,526*

There is an increase of \$374,526 in utilities for electricity, gas, and water and sewer expenses related to an additional 228,545 square feet of space for the opening of the new Clarksburg/Damascus middle school and other modernizations of schools.

*Utilities—\$635,118*

The budget includes an increase of \$635,118 in utility costs due to higher projected rate changes over the FY 2016 budget. Electric rates are expected to increase by one percent, resulting in an increase of \$605,228. Water and sewer rates are expected to increase by twelve percent, resulting in an increase of \$426,865. Natural gas rates are expected to decrease by seven percent, resulting in a decrease of \$310,253. In addition, heating oil and propane costs are projected to decrease by \$86,722.

*Other—(\$11,622)*

The budget includes a decrease of \$12,122 due to the expiration of vehicle lease payments. In addition, there is an increase of \$500 for local travel mileage reimbursement.

**Program Efficiencies and Reductions—(\$473,527)**

The FY 2017 recommended budget for this department includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

The budget includes a decrease of \$225,000 for relocatable classrooms and \$200,000 for facility rental costs. The reduction in facility rental costs will reduce the tax-supported funding request; however the costs will now be absorbed within the Real Estate Management Fund. There also is a decrease of \$43,027 for program and recycling supplies in the School Energy and Recycling Team Unit. In addition, there is a decrease of \$4,000 for consultants, and \$1,500 for dues, registrations, and fees in the Systemwide Safety Program Unit. These reductions can be made as result of overall efficiencies within these units.

UTILITIES

	FY 2016 CURRENT BUDGET	FY 2016 RATE	FY 2017 REQUESTED AMOUNT	FY 2017 REQUESTED RATE	INC/(DEC) FY 17 - FY 16 AMOUNT
Electricity <sup>(1)</sup>	\$ 26,525,752	0.1193	\$ 27,399,801	0.1210	\$ 874,049
Fuel Oil #2	170,784	2.75	87,742	2.75	(83,042)
Natural Gas	6,664,508	1.10	6,397,819	1.02	(266,689)
Propane	77,286	2.00	73,606	2.00	(3,680)
Water and Sewer	4,268,644	9.71	4,757,650	10.90	489,006
Total	<u>\$ 37,706,974</u>		<u>\$ 38,716,618</u>		<u>\$ 1,009,644</u>

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 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	17,000	17,500	17,500	17,500	
Position Salaries	\$1,441,858	\$1,605,787	\$1,605,787	\$1,694,012	\$88,225
<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>	1,441,858	1,605,787	1,605,787	1,694,012	88,225
<b>02 Contractual Services</b>					
Consultants		16,000	16,000	12,000	(4,000)
Other Contractual		1,548,655	1,548,655	1,838,655	290,000
<b>Total Contractual Services</b>	1,722,240	1,564,655	1,564,655	1,850,655	286,000
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		1,000	1,000	1,000	
Other Supplies & Materials		119,507	119,507	76,480	(43,027)
<b>Total Supplies &amp; Materials</b>	23,058	120,507	120,507	77,480	(43,027)
<b>04 Other</b>					
Local/Other Travel		7,558	7,558	6,558	(1,000)
Insur & Employee Benefits					
Utilities		37,706,974	37,706,974	38,716,618	1,009,644
Miscellaneous		4,307,926	4,307,926	3,592,926	(715,000)
<b>Total Other</b>	39,573,516	42,022,458	42,022,458	42,316,102	293,644
<b>05 Equipment</b>					
Leased Equipment		12,122	12,122		(12,122)
Other Equipment					
<b>Total Equipment</b>	12,122	12,122	12,122		(12,122)
<b>Grand Total</b>	<u>\$42,772,794</u>	<u>\$45,325,529</u>	<u>\$45,325,529</u>	<u>\$45,938,249</u>	<u>\$612,720</u>

## Department of Facilities Management - 321/311/315/324/325/326

James C. Song, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
1	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
10	O Assistant Director II		1.000	1.000	1.000	<b>1.000</b>	
10	M Team Leader		2.000	2.000	2.000	<b>2.000</b>	
10	K SERT Program Manager		1.000	1.000	1.000	<b>1.000</b>	
10	K Energy Program Manager		1.000	1.000	1.000	<b>1.000</b>	
10	25 Fiscal Specialist II		1.000	1.000	1.000	<b>1.000</b>	
10	25 Utilities Analyst		1.000	1.000	1.000	<b>1.000</b>	
10	23 Resource Conservation Asst		3.000	3.000	3.000	<b>3.000</b>	
10	21 Recycling Manager		1.000	1.000	1.000	<b>1.000</b>	
10	20 SERT Information Specialist		1.000	1.000	1.000	<b>1.000</b>	
10	17 Program Technician		3.000	3.000	3.000	<b>3.000</b>	
1	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
10	15 Data Control Technician II			.500	.500	<b>.500</b>	
	<b>Total Positions</b>		<b>17.000</b>	<b>17.500</b>	<b>17.500</b>	<b>17.500</b>	

# Real Estate Management Fund

Team Leader (M)	1.0
Real Estate Management Specialist (25)	1.0*
Fiscal Assistant III (16)	1.0
Data Systems Operator II (15)	0.5
Building Services Manager II (12)	4.0
Secretary (12)	1.0
Building Services Assistant Manager I (10)	2.0
Building Services Worker (6)	2.0

F.T.E. Positions 11.5

(\*In addition, the chart includes a 1.0 position funded by the Capital Budget.)

**MISSION** *The Real Estate Management (REM) Team advocates for the real estate interests of Montgomery County Public Schools 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 Real Estate Management Team assists principals with identifying and selecting high-quality all-day 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 and reviews applications and negotiates 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 non-school 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. The REM Team works with interested schools to install artificial turf and manages the overall program.

### **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 multiagency committees to plan for future schools and child-care needs, resolves problems, and identifies new revenue sources. These multiagency 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, Farquhar Middle School, Bethesda-Chevy Chase Middle School #2, and Richard Montgomery Elementary School #5.
- » Chaired Artificial Turf Field Program Work Group and drafted recommendations report for the Board of Education's consideration.
- » Bid and awarded short-term leases for the Fairland and Tilden Holding Centers.
- » Negotiated co-location agreement for the Sherwood High School cell tower.
- » Negotiated and executed child-care space leases and amendments with Montgomery County at Stone Mill, Judith A. Resnick, Thurgood Marshall, Bel Pre, and Brooke Grove elementary schools.
- » Negotiated and executed a new agreement with the City of Takoma Park for the city maintenance of Lee Jordan Field.
- » Bid and awarded a before- and after-school child-care program for Kensington Parkwood Elementary School.
- » Completed the Real Estate Management Team Strategic Plan, process maps updates, and work program break-down structure.
- » Executed easements and rights-of-way to support construction of Clarksburg Damascus Middle School #2, Farquhar Middle School, Julius West Middle School, and Wheaton High School.
- » Negotiated and executed two turf field agreements at Richard Montgomery and Walter Johnson high schools.
- » Participated in efforts to develop interim solutions for bus central maintenance operations and bus parking.
- » Participated in the Before and After Child-care Work Group for new Montgomery County child-care regulations and administrative procedures.

**PERFORMANCE MEASURES**

**Performance Measure:** Financial Results—The Real Estate Management Fund maintains self-supporting balances

	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Recommended</b>
Revenues	\$3,277,409	\$3,447,660	\$3,615,417
Expenses	\$3,362,809	\$3,295,104	\$3,615,417
Net Income	(\$85,400)	\$152,556	-

**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 may impact projected revenue. However, cell tower revenue for existing locations and temporary holding school leases are projected to increase substantially through FY 2017, as a result of two new short-term leases, mitigating potential impacts of lost revenues in other areas. The recommendation for FY 2017 is to continue to identify expenditure reductions and maintain the fund assets above 10 percent.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Current Budget**

The current FY 2016 budget for this fund is changed from the budget adopted by the Board of Education on June 16, 2015. The change is a result of an increase of 1.5 building services positions to staff the Fairland and Tilden Holding Centers. The additional costs will be offset by annual revenues anticipated for both holding centers.

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this fund is \$3,686,191, an increase of \$428,488 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$428,488**

*Continuing Salary Costs—\$108,024*

There is an increase of \$108,024 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

*Realignments to Meet Expenditure Requirements and Priorities—\$320,464*

There is a realignment of \$320,464 from the Pearson Project within the Entrepreneurial Activities Fund to this fund to support salaries of \$170,000 and 3.0 building services positions for the English Manor site. The realignment of funds can be made from the Pearson Project as a result of the project ending in FY 2016. In addition, there is \$95,464 realigned to support employee benefits for the 3.0 positions, along with the 1.5 positions added in the current FY 2016 Operating Budget. Furthermore, the realignment includes \$15,000 to support facility rental costs and \$40,000 for cell tower revenue sharing.

# Real Estate Management Fund - 850

**James C. Song, Director II**

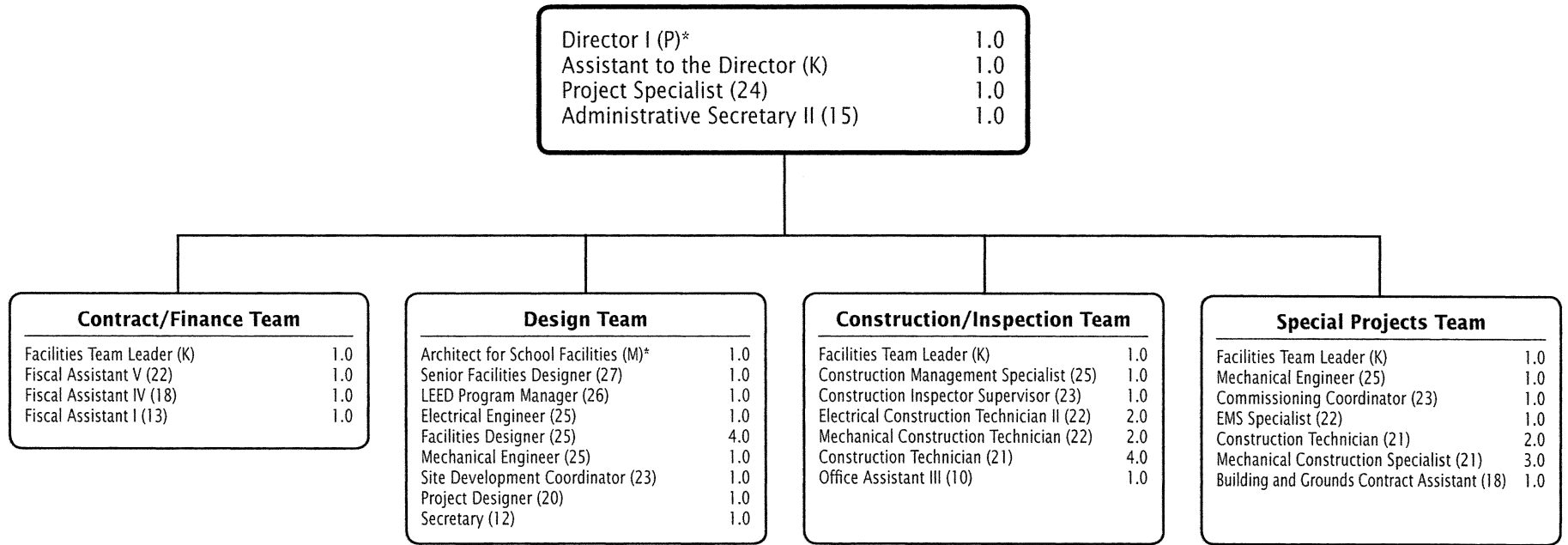
Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	7.000	7.000	8.500	<b>11.500</b>	3.000
Position Salaries	\$390,414	\$395,000	\$395,000	<b>\$673,024</b>	\$278,024
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		35,519	35,519	<b>35,519</b>	
Other		30,101	30,101	<b>30,101</b>	
Subtotal Other Salaries	22,284	65,620	65,620	<b>65,620</b>	
<b>Total Salaries &amp; Wages</b>	<b>412,698</b>	<b>460,620</b>	<b>460,620</b>	<b>738,644</b>	278,024
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		2,049,281	2,049,281	<b>2,064,281</b>	15,000
<b>Total Contractual Services</b>	<b>2,012,847</b>	<b>2,049,281</b>	<b>2,049,281</b>	<b>2,064,281</b>	15,000
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		5,700	5,700	<b>5,700</b>	
Other Supplies & Materials		32,604	32,604	<b>32,604</b>	
<b>Total Supplies &amp; Materials</b>	<b>15,786</b>	<b>38,304</b>	<b>38,304</b>	<b>38,304</b>	
<b>04 Other</b>					
Local/Other Travel		5,193	5,193	<b>5,193</b>	
Insur & Employee Benefits		166,780	166,780	<b>262,244</b>	95,464
Utilities					
Miscellaneous		527,825	527,825	<b>567,825</b>	40,000
<b>Total Other</b>	<b>659,233</b>	<b>699,798</b>	<b>699,798</b>	<b>835,262</b>	135,464
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		9,700	9,700	<b>9,700</b>	
<b>Total Equipment</b>	<b>17,207</b>	<b>9,700</b>	<b>9,700</b>	<b>9,700</b>	
<b>Grand Total</b>	<b>\$3,117,771</b>	<b>\$3,257,703</b>	<b>\$3,257,703</b>	<b>\$3,686,191</b>	<b>\$428,488</b>

## Real Estate Management Fund - 850

James C. Song, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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	3.000	<b>4.000</b>	1.000
51	10 Build Svcs Asst Mgr I Shft 2		1.000	1.000	1.000	<b>2.000</b>	1.000
51	6 Building Service Wkr Shft 1		.500	.500	1.000	<b>2.000</b>	1.000
	<b>Total Positions</b>		<b>7.000</b>	<b>7.000</b>	<b>8.500</b>	<b>11.500</b>	<b>3.000</b>

# Division of Construction



Chapter 7 – 50

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 Improvements Program Planning**

The Division of Construction 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, engages communities in gathering input during planning processes, 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, and Building Modifications and Program Improvements (BMPI) program.

**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; as well as 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 FY 2015, the Division of Construction successfully completed the following projects:

- » Addition to Clarksburg High School revitalization
- » Addition to Arcola Elementary School
- » Addition to Bethesda Elementary School
- » Addition to North Chevy Chase Elementary School
- » Addition to Rosemary Hills Elementary School

In FY 2016, the following projects will be under construction:

- » Revitalization and expansion of Wheaton High School and Thomas Edison High School of Technology
- » Revitalization and expansion of William H. Farquhar Middle School
- » Construction of the new Clarksburg/Damascus and Bethesda-Chevy Chase #2 middle schools
- » Addition to Julius West Middle School
- » Revitalization and expansion of Brown Station, Wayside, and Wheaton Woods elementary schools
- » Addition to Wood Acres Elementary School

The Division of Construction also provides design and management oversight of countywide CIP projects, including *Americans with Disabilities Act 2010 (ADA)* compliance retrofits, Building Modifications and Program Improvements (BMPI) program, fire safety code upgrades, HVAC replacements, improved (safe) access to schools, and relocatable classrooms.

**PERFORMANCE MEASURES**

**Performance Measure:** Customer Focus Results—principal surveys (rating scale = 1/low to 5/high)

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
4.8	4.8	4.8

**Explanation:** This measures the school principal and staff satisfactions with capital project design and construction processes.

**Performance Measure:** Organizational Effectiveness—timely completion of major capital projects

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
100%	100%	100%

**Explanation:** This measures the timely completion of design and construction projects and variance of bid costs versus project budgets.

**Performance Measure:** Financial Results—building construction cost per square foot

<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Recommended</b>
\$225	\$235	\$250

**Explanation:** This measures the cost effectiveness of building designs used to meet program requirements and building standards.

**Performance Measure:** Financial Results—project change order percentages

<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Recommended</b>
4.4%	4.0%	3.8%

**Explanation:** This measures the accuracy of the contract plans and number of owner changes during construction.

**Performance Measure:** Workforce Excellence Results—employee satisfaction survey of division staff (rating scale = 1/low to 5/high)

<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Recommended</b>
3.4	4.0	4.2

**Explanation:** This measures the division’s staff satisfaction with the work environment.

**OVERVIEW OF BUDGET CHANGES**

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this division is \$262,625, an increase of \$9,475 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$9,475**

*Continuing Salary Costs—\$9,475*

There is an increase of \$9,475 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

## Division of Construction - 322

Seth P. Adams, Director I

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	2.000	2.000	2.000	<b>2.000</b>	
Position Salaries	\$243,954	\$253,150	\$253,150	<b>\$262,625</b>	\$9,475
<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>	243,954	253,150	253,150	<b>262,625</b>	9,475
<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>\$243,954</u>	<u>\$253,150</u>	<u>\$253,150</u>	<u><b>\$262,625</b></u>	<u>\$9,475</u>

## Division of Construction - 322

Seth P. Adams, Director I

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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 student 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 2015. Total MCPS enrollment was just 301 students below forecast (99.8 percent accurate). At the more challenging level of individual school enrollment forecasts, 174 of the 202 schools were within 5 percent of forecast (86.1 percent accurate).
- » DLRP successfully facilitated the superintendent and executive staff development of the Amended FY 2015–2020 CIP, and prepared the CIP and Educational Facilities Master Plan documents for publication.
- » DLRP updated the regulation that guides MCPS facility planning and capital programming work, Regulation FAA-RA, Long-range Educational Facilities Planning. The updated regulation was issued on June 6, 2015.
- » DLRP conducted a roundtable discussion group process concerning the collocation of Rock Terrace School at Tilden Middle School when the school is revitalized/expanded. The Board of Education adopted the collocation, and the project is scheduled for completion in August 2020.
- » DLRP conducted a boundary advisory committee process to establish the service area for the new Clarksburg/Damascus Middle School that is scheduled to open in August 2016. Action on boundaries will occur in fall 2015.
- » DLRP participated in a subgroup of the Baldrige Leadership Team that developed a new strategic planning process and template for standardizing these plans across MCPS.
- » DLRP participated in 10 feasibility studies, three cluster capacity 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 Services on program locations and expansions.
- » DLRP participated in an “Infrastructure Forum” sponsored by a county councilmember that informed the general public about how MCPS and county planners collaborate on master plans and sector plans.

- » DLRP collaborated with the Montgomery County Planning Department to ensure school impacts and site needs (where appropriate) were considered in the Bethesda Downtown, Laytonsville, Westbard, and Montgomery Village sector plans.
- » DLRP facilitated a cross-agency work group in an exploration of the use of small sites and repurposed commercial buildings for schools. These approaches may be needed as land for schools becomes scarcer in the future.
- » DLRP provided cluster enrollment forecast and utilization data for adoption in the Montgomery County Planning Board's FY 2015 Subdivision Staging Policy that regulates residential subdivision approvals and generates revenue through school facility payments.
- » DLRP collaborated with the Montgomery County Planning Department to explore ways to measure and predict housing turnover. The results of this ongoing study may provide additional information for projecting enrollment.

**PERFORMANCE MEASURES**

**Performance Measure (Organizational Effectiveness Results):** Enrollment forecast accuracy of countywide one-year forecast

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
99.5%	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 (Organizational Effectiveness Results):** Enrollment forecast accuracy of countywide six-year forecast

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
94.2%	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 (Organizational Effectiveness Results):** Enrollment forecast accuracy of individual schools' one-year forecast

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
86.1%	85.0%	85.0%

**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 (Customer Focus Results):** Community involvement in planning; "opportunity to participate"

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
97.6%	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 (Customer Focus Results):** Community involvement in planning; "ideas respected and thoughts represented"

FY 2015 Actual	FY 2016 Estimate	FY 2017 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 (Customer Focus Results):** Community involvement in planning; "process surfacing community viewpoints"

FY 2015 Actual	FY 2016 Estimate	FY 2017 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 2017 Recommended Budget**

The FY 2017 recommended budget for this division is \$465,688, an increase of \$13,672 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$14,913**

*Continuing Salary Costs—\$14,913*

There is an increase of \$14,913 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

***Program Efficiencies and Reductions—(\$1,241)***

The FY 2017 recommended budget for this division includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is a reduction of \$1,241 for supporting services part-time salaries. This reduction can be made as result of overall efficiencies within the division.



# Division of Long-range Planning - 335

Bruce Crispell, Director I

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	4.000	4.000	4.000	<b>4.000</b>	
Position Salaries	\$410,327	\$430,161	\$430,161	<b>\$445,074</b>	\$14,913
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		1,241	1,241		(1,241)
Other					
Subtotal Other Salaries	414	1,241	1,241		(1,241)
<b>Total Salaries &amp; Wages</b>	410,741	431,402	431,402	<b>445,074</b>	13,672
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		10,900	10,900	<b>10,900</b>	
<b>Total Contractual Services</b>	1,359	10,900	10,900	<b>10,900</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		1,283	1,283	<b>1,283</b>	
Other Supplies & Materials		2,002	2,002	<b>2,002</b>	
<b>Total Supplies &amp; Materials</b>	2,220	3,285	3,285	<b>3,285</b>	
<b>04 Other</b>					
Local/Other Travel		4,829	4,829	<b>4,829</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		1,600	1,600	<b>1,600</b>	
<b>Total Other</b>	7,141	6,429	6,429	<b>6,429</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$421,461</u>	<u>\$452,016</u>	<u>\$452,016</u>	<u><b>\$465,688</b></u>	<u>\$13,672</u>

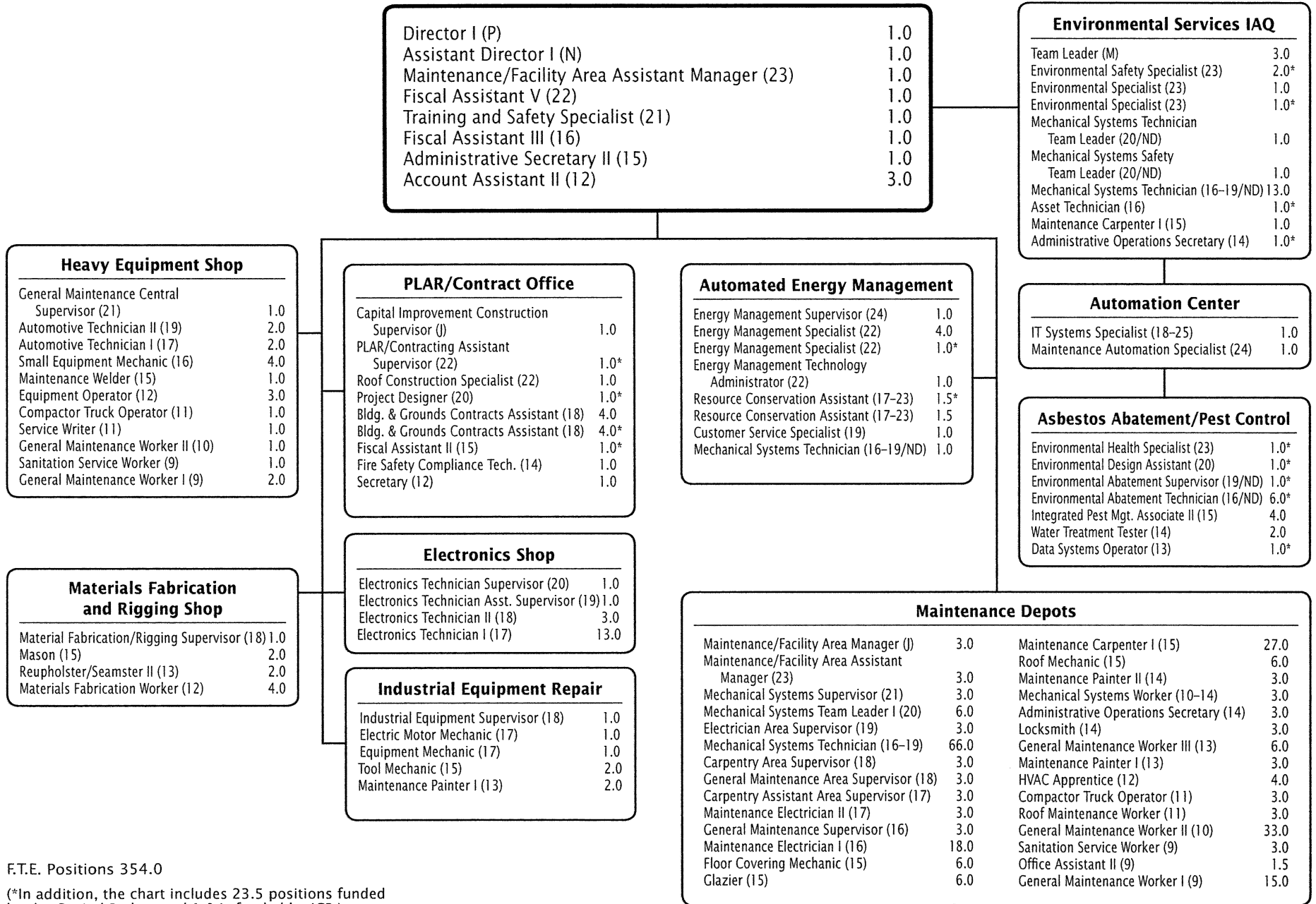
## Division of Long-range Planning

Bruce Crispell, Director I

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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 7 – 61



F.T.E. Positions 354.0

(\*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 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 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, as well as preventive maintenance services at all MCPS facilities. The DOM 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: indoor air quality (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 Contract 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 2015 include the following:

- » Completed 63,980 maintenance and repair work orders
- » Managed 139 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 80 facilities, as required by the federal *Asbestos Hazard Emergency Response Act*
- » Completed investigations and responses to 334 indoor air quality 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 518 relocatable classroom buildings for physical condition and indoor air quality
- » Performed integrated pest management in approximately 220 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 bio-retention storm water facilities.

The Division of Maintenance continued to improve its work processes and levels of production through implementation of various initiatives and professional development of the workforce:

- » The Division of Maintenance is continuing a multi-year 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 a selected parts 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. Features, such as automated e-mails to work requestors, custom reports, and specialized routing of work orders, are designed to keep our customers informed and increase productivity. In FY 2015, the Automation Team continued refining functionality of the upgraded work order and asset management system, including development of “on-screen messages” to enhance quality of data input and the creation of a simple mechanism to allow maintenance staff to generate work orders for regularly-scheduled, routine work orders.

- » In FY 2016, the team plans to roll out an online assistance function that will aid all users with explanations about data fields, guide users through Maximo process steps with simple, on-screen information, and begin work on creating consistent screen “Start Centers” for like-user groups to provide front office and shop supervisors with critical Key Performance Indicators.
- » In FY 2015, DOM upgraded its website to provide essential customer support information to schools and staff on maintenance organization, capabilities, services, points of contact for assistance, key processes and performance measures. New this year was a section for employees, which includes a set of Frequently Asked Questions.
- » 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. These meetings are intended to share information and discuss 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 updated equity action plan in FY 2015. 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 and full implementation of the Supporting Services Professional Growth System.
- » To address customer concerns and expectations for thermal comfort, the DOM operates a state-approved apprenticeship program for four HVAC mechanic trainees who, upon graduation, are assigned to permanent positions. This four-year training program completed its second cycle in FY 2015. The program has helped the division to improve long-term management of vacancies in this critical trade, with corresponding improvements in customer service.
- » 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 2015, the division conducted a 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, the 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 Focus Results—Customer Satisfaction (Scale: 1–Poor to 5–Excellent)

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
3.9	3.9	4.0

**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 2015 is based on January 2015 survey responses from school administrators who reported levels of satisfaction with both the timeliness and quality of maintenance and repair services.

**Performance Measure:** Organizational Effectiveness Results—Total number of maintenance work orders completed during the fiscal year

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
63,980	64,500	65,000

**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 2007, with consistent growth in the major trade areas (e.g., carpentry, electrical, general maintenance, and mechanical systems). The total number of completed work orders has grown more slowly in recent years, averaging about 62,300 work orders. With the addition of documented preventive maintenance activities and increased regulatory requirements, work orders are expected to continue to increase.

**Performance Measure:** Workforce Excellence Results—Employee Satisfaction (Scale: 1-Poor to 5-Excellent)

<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Recommended</b>
3.8	3.9	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 2015 are based on surveys performed in July 2015, 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.

**OVERVIEW OF BUDGET CHANGES**

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this division is \$34,292,654, an increase of \$87,545 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$234,782**

*Continuing Salary Costs—\$57,642*

There is an increase of \$57,642 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

*Other—\$177,140*

The budget includes additional funds of \$177,140 for environmental compliance mandates related to stormwater management, bioretention ponds, and green roofs and tree maintenance.

**Program Efficiencies and Reductions—(\$147,237)**

The FY 2017 recommended budget for this division includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is a reduction of \$46,062 and a 1.0 cabinet maker position and \$48,397 and a 1.0 electronic technician position. In addition, there is a reduction of \$52,778 for maintenance supplies. These reductions can be made as result of overall efficiencies within the department.

**Division of Maintenance - 323/338/339**

**Lynne Zarate, Director I**

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	360.000	356.000	356.000	<b>354.000</b>	(2.000)
Position Salaries	\$21,146,492	\$23,401,847	\$23,401,847	<b>\$23,350,380</b>	(\$51,467)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other		732,549	732,549	<b>758,947</b>	26,398
Subtotal Other Salaries	947,597	732,549	732,549	<b>758,947</b>	26,398
<b>Total Salaries &amp; Wages</b>	22,094,089	24,134,396	24,134,396	<b>24,109,327</b>	(25,069)
<b>02 Contractual Services</b>					
Consultants		10,291	10,291	<b>10,291</b>	
Other Contractual		2,304,123	2,304,123	<b>2,284,123</b>	(20,000)
<b>Total Contractual Services</b>	2,425,292	2,314,414	2,314,414	<b>2,294,414</b>	(20,000)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		15,582	15,582	<b>15,582</b>	
Other Supplies & Materials		3,210,898	3,210,898	<b>3,166,372</b>	(44,526)
<b>Total Supplies &amp; Materials</b>	3,867,015	3,226,480	3,226,480	<b>3,181,954</b>	(44,526)
<b>04 Other</b>					
Local/Other Travel		2,889	2,889	<b>2,889</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		3,164,909	3,164,909	<b>3,342,049</b>	177,140
<b>Total Other</b>	2,462,535	3,167,798	3,167,798	<b>3,344,938</b>	177,140
<b>05 Equipment</b>					
Leased Equipment		886,561	886,561	<b>886,561</b>	
Other Equipment		475,460	475,460	<b>475,460</b>	
<b>Total Equipment</b>	987,500	1,362,021	1,362,021	<b>1,362,021</b>	
<b>Grand Total</b>	<b>\$31,836,431</b>	<b>\$34,205,109</b>	<b>\$34,205,109</b>	<b>\$34,292,654</b>	<b>\$87,545</b>

## Division of Maintenance - 323/338/339

Lynne Zarate, Director I

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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	M Team Leader					<b>3.000</b>	3.000
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 Mech Systems Team Ldr Shft 2					<b>2.000</b>	2.000
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>66.000</b>	(1.000)
11	19 Mechanical Systems Tech Shft 2		2.000	2.000	2.000	<b>14.000</b>	12.000
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		4.000	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	15.000	15.000	<b>13.000</b>	(2.000)
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>	



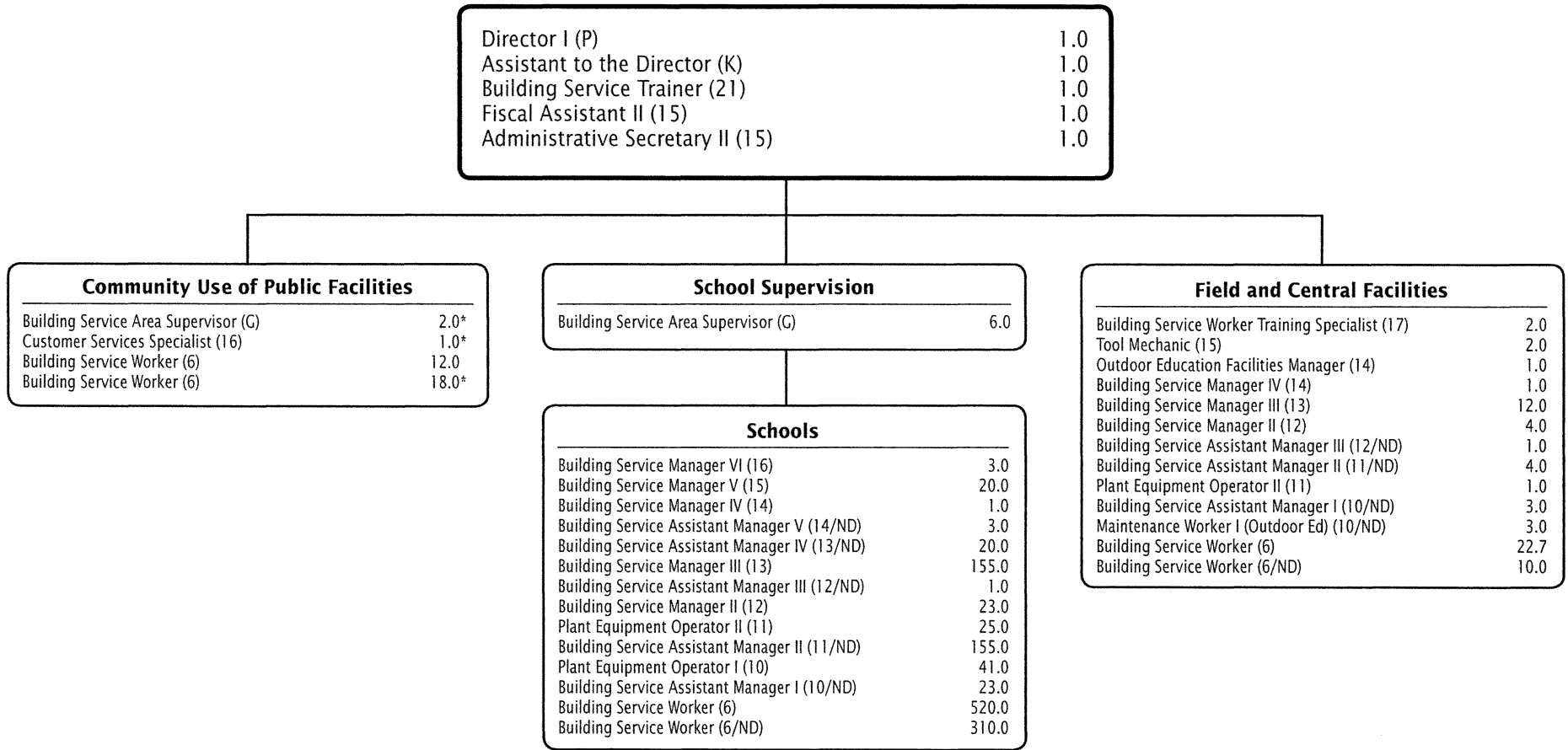
## Division of Maintenance - 323/338/339

Lynne Zarate, Director I

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>323 Division of Maintenance</b>						
11	15 Maintenance Carpenter I		27.000	27.000	27.000	<b>28.000</b>	1.000
11	15 Floor Covering Mechanic		6.000	6.000	6.000	<b>6.000</b>	
11	15 Roof Mechanic		6.000	6.000	6.000	<b>6.000</b>	
11	15 Glazier		6.000	6.000	6.000	<b>6.000</b>	
11	15 Tool Mechanic		2.000	2.000	2.000	<b>2.000</b>	
11	15 Cabinet Maker		1.000	1.000	1.000		(1.000)
11	15 Maintenance Welder		2.000	1.000	1.000	<b>1.000</b>	
11	15 Mason		2.000	2.000	2.000	<b>2.000</b>	
11	14 Admin Operations Secretary		3.000	3.000	3.000	<b>3.000</b>	
11	14 Mechanical Sys Worker Shift 1		3.000	3.000	3.000	<b>3.000</b>	
11	14 Mechanical Sys Worker Shift 2		1.000	1.000	1.000		(1.000)
11	14 Locksmith		5.000	3.000	3.000	<b>3.000</b>	
11	14 Maintenance Painter II		3.000	3.000	3.000	<b>3.000</b>	
11	14 Water Treatment Tester		2.000	2.000	2.000	<b>2.000</b>	
11	14 Fire Safety Compliance Tech.		1.000	1.000	1.000	<b>1.000</b>	
11	13 General Maintenance Worker III		6.000	6.000	6.000	<b>6.000</b>	
11	13 Reupholsterer Seamster II		2.000	2.000	2.000	<b>2.000</b>	
11	13 Maintenance Painter I		5.000	5.000	5.000	<b>5.000</b>	
11	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
11	12 Account Assistant II		3.000	3.000	3.000	<b>3.000</b>	
11	12 Equipment Operator		3.000	3.000	3.000	<b>3.000</b>	
11	12 Materials Fabrication Worker		4.000	4.000	4.000	<b>4.000</b>	
11	12 HVAC Apprentice					<b>4.000</b>	4.000
11	11 Roof Maintenance Worker		3.000	3.000	3.000	<b>3.000</b>	
11	11 Service Writer		1.000	1.000	1.000	<b>1.000</b>	
11	11 Compactor Truck Operator		4.000	4.000	4.000	<b>4.000</b>	
11	10 General Maintenance Worker II		34.000	34.000	34.000	<b>34.000</b>	
11	9 Office Assistant II		1.500	1.500	1.500	<b>1.500</b>	
11	9 General Maintenance Worker I		17.000	17.000	17.000	<b>17.000</b>	
11	9 Sanitation Serv Worker		4.000	4.000	4.000	<b>4.000</b>	
	<b>Subtotal</b>		<b>341.000</b>	<b>337.000</b>	<b>337.000</b>	<b>354.000</b>	<b>17.000</b>
	<b>338 Indoor Air Quality Unit</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>356.000</b>	<b>356.000</b>	<b>354.000</b>	<b>(2.000)</b>

# Division of School Plant Operations

Chapter 7 – 68



F.T.E. Positions 1,389.7

(\*In addition, the chart includes 21.0 positions funded by ICB. The 1,300.0 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

The 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. Division 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. The 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, specialized training at schools, and provides practical, hands-on instructional experiences. The division 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 Custodial Equipment Repair Shop operates vehicles that are equipped with repair tools and supplies that allow staff to repair equipment on site. Approximately 1,400 pieces of equipment are repaired each year.

### Financial Management

The division 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 for and reimbursed.

## ACCOMPLISHMENTS AND INITIATIVES

- » DSPO worked collaboratively with the Division of Maintenance and Utilities Team in implementing a lamp replacement program that ensures required light levels are sustained in classrooms. It includes the analysis and implementation of innovative lighting strategies and ensure that expired lamps are disposed of in an environmentally responsible manner.
- » 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), expanded its New Leader Support Program to include a recruitment fair to inform potential candidates about position requirements and expectations of leadership positions. The program helped schools recruit, select, and bring new leaders onboard. This collaborative planning and implementation provided new leaders the greatest opportunity to become well established, fully engaged, and highly productive as well as supported administrators' abilities to post and hire eligible candidates more quickly.
- » To improve the effective operation of critical mechanical equipment, DSPO enhanced its hands-on instruction and skills assessment for employees who complete required technical courses, including boiler and air conditioning. This hands-on instruction gives employees concrete experiences and accelerates retention of complex concepts. 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.
- » The division improved its Equipment Repair and Replacement Program to optimize the availability of custodial equipment and conserve resources. Staff conduct site inventories, assess equipment life, transfer equipment between schools, and reuse and recycle parts. The program outlines a schedule for replacing custodial equipment, based on such criteria as age, serviceability, cost savings, criticality, facility type, and quantity. As a result, the life span of equipment is extended.

» 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:** Customer Focus Results—Satisfaction survey

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
81%	85%	87%

**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:** Organizational Effectiveness Results—Building inspections meeting standard

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
94.1%	96%	99%

**Explanation:** This measures the quality of custodial operations/cleanliness.

**Performance Measure:** Workforce Excellence Results—Absenteeism

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
92%	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 2017 Recommended Budget**

The FY 2016 recommended budget for this division is \$67,098,918, an increase of \$2,014,697 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$2,027,965**

*Continuing Salary Costs—\$1,493,671*

There is an increase of \$1,493,671 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

*New Schools/Space—\$537,063*

The budget includes an additional 16.5 building services positions and \$509,461 as a result of an additional 228,545 square feet of space for the new Clarksburg/Damascus middle school and other modernizations of schools. The budget also includes an increase of \$27,602 for custodial and uniform supplies.

*Other—(\$2,769)*

The budget includes a reduction of \$2,769 for the lease to purchase of vehicles based on the actual payments.

**Program Efficiencies and Reductions—(\$13,268)**

The FY 2017 recommended budget for this department, division, unit, office includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is a reduction of \$1,146 for supporting services part-time salaries and \$12,122 for custodial equipment replacement. These reductions can be made as result of overall efficiencies within the division.

# Division of School/Plant Operations - 329/327/328/330

Dianne Jones, Director I

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	1,386.700	1,373.200	1,373.200	<b>1,389.700</b>	16.500
Position Salaries	\$58,569,234	\$61,206,799	\$61,206,799	<b>\$63,191,976</b>	\$1,985,177
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		386,329	386,329	<b>392,910</b>	6,581
Other		511,351	511,351	<b>521,579</b>	10,228
Subtotal Other Salaries	1,762,989	897,680	897,680	<b>914,489</b>	16,809
<b>Total Salaries &amp; Wages</b>	60,332,223	62,104,479	62,104,479	<b>64,106,465</b>	2,001,986
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		3,000	3,000	<b>3,000</b>	
<b>Total Contractual Services</b>	2,732	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		2,542,493	2,542,493	<b>2,570,095</b>	27,602
<b>Total Supplies &amp; Materials</b>	2,262,207	2,543,210	2,543,210	<b>2,570,812</b>	27,602
<b>04 Other</b>					
Local/Other Travel		59,270	59,270	<b>59,270</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		76,560	76,560	<b>76,560</b>	
<b>Total Other</b>	118,302	135,830	135,830	<b>135,830</b>	
<b>05 Equipment</b>					
Leased Equipment		38,979	38,979	<b>36,210</b>	(2,769)
Other Equipment		258,723	258,723	<b>246,601</b>	(12,122)
<b>Total Equipment</b>	273,167	297,702	297,702	<b>282,811</b>	(14,891)
<b>Grand Total</b>	<b>\$62,988,631</b>	<b>\$65,084,221</b>	<b>\$65,084,221</b>	<b>\$67,098,918</b>	<b>\$2,014,697</b>

# Division of School Plant Operations - 329/327/328/330

Dianne Jones, Director I

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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	2.000	2.000	<b>2.000</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	12.000	12.000	<b>12.000</b>	
10	12 Build Svc Asst Mgr III Shft 2		1.000	1.000	1.000	<b>1.000</b>	
10	12 Building Service Manager II		14.000	4.000	4.000	<b>4.000</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	4.000	4.000	<b>4.000</b>	
10	11 Equip Repair/ Mechanic Assist		1.000				
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		9.000	3.000	3.000	<b>3.000</b>	
10	6 Building Service Wkr Shft 1		25.700	34.700	34.700	<b>34.700</b>	
10	6 Building Service Wkr Shft 2		11.000	10.000	10.000	<b>10.000</b>	
<b>Subtotal</b>			<b>83.700</b>	<b>89.700</b>	<b>89.700</b>	<b>89.700</b>	
<b>327 Elementary School/Plant Operations</b>							
10	13 Building Service Manager III		111.000	113.000	113.000	<b>113.000</b>	
10	12 Building Service Manager II		22.000	20.000	20.000	<b>20.000</b>	
10	11 Build Svc Asst Mgr II Shft 2		111.000	113.000	113.000	<b>113.000</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		22.000	20.000	20.000	<b>20.000</b>	
10	6 Building Service Wkr Shft 1		290.000	281.000	281.000	<b>282.500</b>	1.500
10	6 Building Service Wkr Shft 2		55.000	62.000	62.000	<b>62.000</b>	
<b>Subtotal</b>			<b>612.000</b>	<b>610.000</b>	<b>610.000</b>	<b>611.500</b>	<b>1.500</b>
<b>328 Secondary School/Plant Operations</b>							
10	16 Building Service Manager VI		4.000	3.000	3.000	<b>3.000</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		3.000	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	20.000	20.000	<b>20.000</b>	
10	13 Building Service Manager III		39.000	39.000	39.000	<b>40.000</b>	1.000
10	12 Build Svc Asst Mgr III Shft 2		1.000	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		39.000	39.000	39.000	<b>40.000</b>	1.000
10	10 Plant Equipment Operator I		38.000	38.000	38.000	<b>39.000</b>	1.000

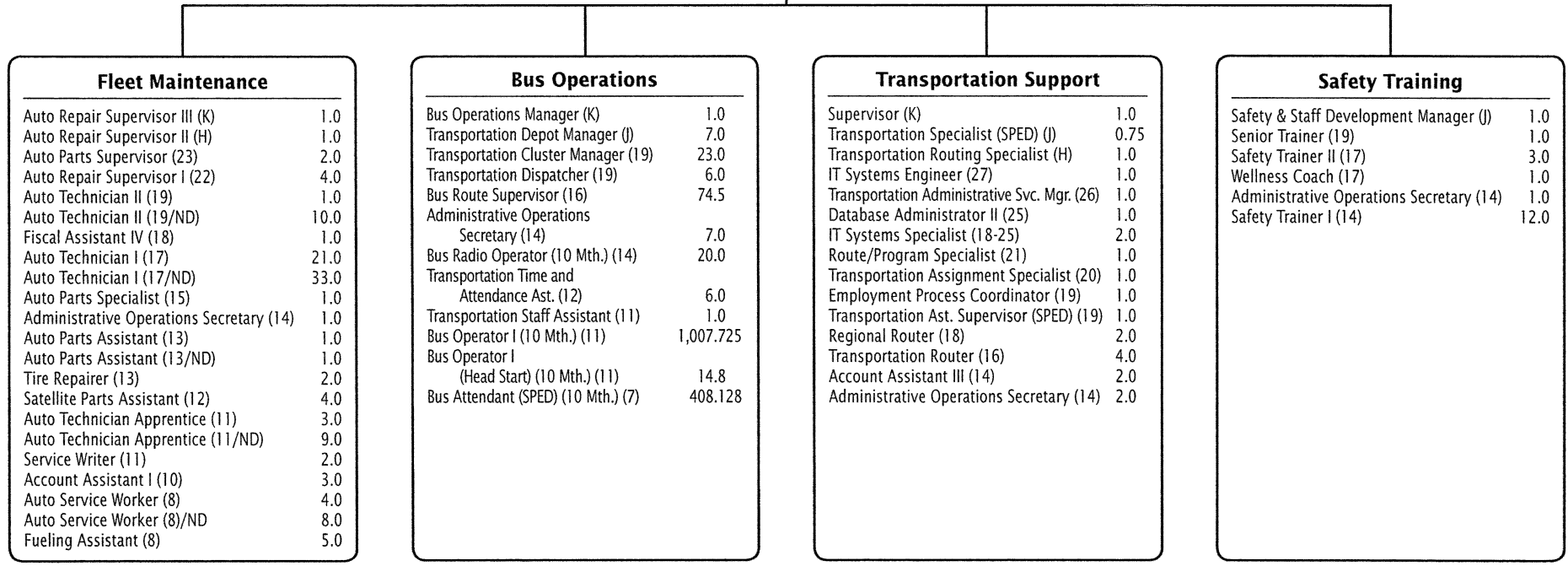
## Division of School Plant Operations - 329/327/328/330

Dianne Jones, Director I

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>328 Secondary School/Plant Operations</b>						
10	6	Building Service Wkr Shft 1	236.000	221.500	221.500	<b>233.500</b>	12.000
10	6	Building Service Wkr Shft 2	248.000	246.000	246.000	<b>246.000</b>	
	<b>Subtotal</b>		<b>673.000</b>	<b>656.500</b>	<b>656.500</b>	<b>671.500</b>	<b>15.000</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	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	4.000	3.000	3.000	<b>3.000</b>	
10	6	Building Service Wkr Shft 1	4.000	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>17.000</b>	<b>17.000</b>	<b>17.000</b>	
	<b>Total Positions</b>		<b>1,386.700</b>	<b>1,373.200</b>	<b>1,373.200</b>	<b>1,389.700</b>	<b>16.500</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



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F.T.E. Positions 1,740.653

ND Night Differential = Shifts 2 and 3

## FY 2017 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 99,000 students ride regular education school buses to neighborhood schools and Head Start, magnet, International Baccalaureate, language immersion, consortium, and other programs.

### Special Education Transportation

Approximately 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 1,286 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; pre-employment 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 midday and other extra work developed jointly between Service Employees International Union (SEIU) Local 500 and DOT continues to provide assignment stability, resulting in improved service to customers. Pre-employment, 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 ability 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 taxi cabs to be used 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, along with the Montgomery County Police Department, has implemented an automated camera enforcement program aimed at motorists who illegally pass stopped school buses. The success of this initiative has surpassed initial expectations. The Police Department is looking into expanding the number of cameras to increase the deterrent effect.

**PERFORMANCE MEASURES**

**Performance Measure:** Number of preventable accidents per million miles.

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
2.4	2.2	2.0

**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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
8.3	8.0	7.5

**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/or 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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
95.0%	95.2%	95.4%

**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 means 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 miles per gallon (MPG) for operational efficiency.

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
5.97	6.50	7.0

**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 an additional \$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 2017 Recommended Budget**

The FY 2017 recommended budget for this department is \$107,025,621, an increase of \$1,676,637 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$1,666,637**

*Continuing Salary Costs—\$1,465,954*

There is an increase of \$1,465,954 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

*Student Enrollment—\$1,392,769*

Due to projected enrollment growth, there is an increase for 10 additional buses at an annual lease/purchase cost of \$220,778. In addition, there is an increase of \$220,078 for 8.0 bus operator I positions, and \$186,710 for 8.0 bus attendant positions. Furthermore, there is an additional \$500,000 budgeted for substitute bus drivers and \$265,203 for bus repairs, parts, and supplies.

*Bus Replacement—\$63,378*

The department’s budget reflects a reduction of \$2,328,116 in lease payments on buses purchased in prior years. Offsetting this reduction is a \$2,391,494 increase for the lease/purchase of 106 buses to replace those that have reached the end of their normal service life.

*Other—(\$1,255,464)*

The budget includes a projected decrease in diesel fuel of \$1,437,250 as a result of lowering the cost from \$3.00 to \$2.50 per gallon. The budget also includes in an increase of \$150,002 for 4.0 auto tech apprentice positions to transport buses for maintenance due to the relocation of buses out of Shady Grove Depot. In addition, there is an increase of \$31,784 for insurance based on projected claims and reserve requirements. Insurance for MCPS is provided under the county’s self-insurance program.

**Strategic Priority Enhancements—\$10,000**

The budget includes \$10,000 for transportation costs related to the Minority Achievement University Partnerships. The partnerships will link students with local Historically Black Colleges and Universities supporting a focus on pathways to college predicated on building positively reinforcing relationships with adults. The partnerships will focus on students interested in pursuing a career or degree in one of the STEM fields and will include college college-level coursework, mentoring, and support with the college application process.

<b>Selected Expenditure Information</b>			
Operation and Maintenance of Buses and Vehicles			
Description	FY 2016 Current Budget	FY 2017 Budget	Change
Diesel Fuel	\$8,623,759	\$7,371,304	(\$1,252,455)
Bus Parts	3,858,415	3,917,215	58,800
Tires and Tubes	652,409	652,409	-
Indirect Shop Supplies	296,517	302,085	5,568
Service Vehicle Parts and Fuel	665,966	665,966	-
Other Supplies	129,777	129,777	-
<b>Total</b>	<u><u>\$14,226,843</u></u>	<u><u>\$13,038,756</u></u>	<u><u>(\$1,188,087)</u></u>

<b>LEASE / PURCHASE OF BUSES</b>				
PURPOSE	Fiscal Year Purchased	TYPE		Total
		Conventional	Transit	
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		2	2
Growth / New Programs	2017	6	4	10
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
Replacement	2017	16	90	106
<b>Total</b>		<u><u>527</u></u>	<u><u>740</u></u>	<u><u>1,267</u></u>

# Department of Transportation - 344

Todd Watkins, Director II

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	1,733,090	1,720,653	1,720,653	<b>1,740,653</b>	20,000
Position Salaries	\$64,723,299	\$69,589,462	\$69,589,462	<b>\$71,523,158</b>	\$1,933,696
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		3,084,839	3,084,839	<b>3,646,535</b>	561,696
Other		1,367,621	1,367,621	<b>1,394,973</b>	27,352
Subtotal Other Salaries	8,616,986	4,452,460	4,452,460	<b>5,041,508</b>	589,048
<b>Total Salaries &amp; Wages</b>	73,340,285	74,041,922	74,041,922	<b>76,564,666</b>	2,522,744
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		1,501,402	1,501,402	<b>1,509,442</b>	8,040
<b>Total Contractual Services</b>	1,540,211	1,501,402	1,501,402	<b>1,509,442</b>	8,040
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		42,991	42,991	<b>42,991</b>	
Other Supplies & Materials		14,183,852	14,183,852	<b>12,995,765</b>	(1,188,087)
<b>Total Supplies &amp; Materials</b>	12,377,978	14,226,843	14,226,843	<b>13,038,756</b>	(1,188,087)
<b>04 Other</b>					
Local/Other Travel		58,002	58,002	<b>58,002</b>	
Insur & Employee Benefits		1,325,226	1,325,226	<b>1,357,010</b>	31,784
Utilities					
Miscellaneous		1,168,147	1,168,147	<b>1,178,147</b>	10,000
<b>Total Other</b>	1,900,971	2,551,375	2,551,375	<b>2,593,159</b>	41,784
<b>05 Equipment</b>					
Leased Equipment		12,823,119	12,823,119	<b>13,107,275</b>	284,156
Other Equipment		204,323	204,323	<b>212,323</b>	8,000
<b>Total Equipment</b>	10,812,180	13,027,442	13,027,442	<b>13,319,598</b>	292,156
<b>Grand Total</b>	<b>\$99,971,625</b>	<b>\$105,348,984</b>	<b>\$105,348,984</b>	<b>\$107,025,621</b>	<b>\$1,676,637</b>

# Department of Transportation - 344

Todd Watkins, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
9	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
9	O Assistant Director II		1.000	1.000	1.000	<b>1.000</b>	
9	K Supervisor		1.000	1.000	1.000	<b>1.000</b>	
9	K Auto Repair Supervisor III		1.000	1.000	1.000	<b>1.000</b>	
9	K Bus Operations Manager		1.000	1.000	1.000	<b>1.000</b>	
9	J Safety/Staff Development Mgr		1.000	1.000	1.000	<b>1.000</b>	
9	J Transportation Spec - Spec Ed		.750	.750	.750	<b>.750</b>	
9	J Transportation Depot Manager		7.000	7.000	7.000	<b>7.000</b>	
9	H Auto Repair Supervisor II		1.000	1.000	1.000	<b>1.000</b>	
9	H Transportation Routing Spec		1.000	1.000	1.000	<b>1.000</b>	
9	27 IT Systems Engineer		1.000	1.000	1.000	<b>1.000</b>	
9	26 Transport Admin Svcs Mgr		1.000	1.000	1.000	<b>1.000</b>	
9	25 IT Systems Specialist		2.000	2.000	2.000	<b>2.000</b>	
9	25 Database Administrator II		1.000	1.000	1.000	<b>1.000</b>	
9	24 Fiscal Specialist I		.750	.750	.750	<b>.750</b>	
9	23 Auto Parts Supervisor		1.000	1.000	2.000	<b>2.000</b>	
9	22 Auto Repair Supv I		4.000	4.000	4.000	<b>4.000</b>	
9	21 Route/Program Specialist		1.000	1.000	1.000	<b>1.000</b>	
9	20 Transportation Assignment Spec		1.000	1.000	1.000	<b>1.000</b>	
9	19 Employment Process Coordinator		1.000	1.000	1.000	<b>1.000</b>	
9	19 Auto Technican II Shift 1		2.000	2.000	1.000	<b>1.000</b>	
9	19 Auto Technican II Shift 2		5.000	5.000	5.000	<b>5.000</b>	
9	19 Auto Technican II Shift 3		5.000	5.000	5.000	<b>5.000</b>	
9	19 Transportation Asst Supv		1.000	1.000	1.000	<b>1.000</b>	
9	19 Transportation Dispatcher		6.000	6.000	6.000	<b>6.000</b>	
9	19 Transportation Cluster Mgr		23.000	23.000	23.000	<b>23.000</b>	
9	19 Senior Trainer		1.000	1.000	1.000	<b>1.000</b>	
9	18 Fiscal Assistant IV		1.000	1.000	1.000	<b>1.000</b>	
9	18 Regional Router		2.000	2.000	2.000	<b>2.000</b>	
9	17 Wellness Coach		1.000	1.000	1.000	<b>1.000</b>	
9	17 Safety Trainer II		3.000	3.000	3.000	<b>3.000</b>	
9	17 Auto Technican I Shift 1		21.000	21.000	21.000	<b>21.000</b>	
9	17 Auto Technican I Shift 2		17.000	17.000	17.000	<b>17.000</b>	
9	17 Auto Technican I Shift 3		16.000	16.000	16.000	<b>16.000</b>	
9	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
9	16 Bus Route Supervisor		80.000	74.500	74.500	<b>74.500</b>	
9	16 Transportation Router		4.000	4.000	4.000	<b>4.000</b>	
9	15 Transport Special Assistant		1.000	1.000	1.000	<b>1.000</b>	
9	15 Auto Parts Specialist		1.000	1.000	1.000	<b>1.000</b>	
9	14 Admin Operations Secretary		11.000	11.000	11.000	<b>11.000</b>	
9	14 Account Assistant III		2.000	2.000	2.000	<b>2.000</b>	
9	14 Radio Bus Operator	X	20.000	20.000	20.000	<b>20.000</b>	
9	14 Safety Trainer I		12.000	12.000	12.000	<b>12.000</b>	

## Department of Transportation - 344

Todd Watkins, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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>4.000</b>	2.000
9	11 Auto Tech Apprentice Shift 3		3.000	3.000	3.000	<b>5.000</b>	2.000
9	11 Bus Operator I	X	1,016.400	1,014.525	1,014.525	<b>1,022.525</b>	8.000
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	405.190	400.128	400.128	<b>408.128</b>	8.000
	<b>Total Positions</b>		<b>1,733.090</b>	<b>1,720.653</b>	<b>1,720.653</b>	<b>1,740.653</b>	<b>20.000</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 9:40 a.m. and 2:10 p.m. on school days, since buses used on trips also must take students to and home from schools.

**Sports Trips**

Transportation to interschool athletic events are provided for a whole 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 City of Rockville, and other government 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.

- » 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.
- » Last year, MCPS worked with Montgomery County Government on a pilot program to provide transportation for private schools at times when MCPS school buses are unused. However, with the new bell times structure, MCPS may not be able to provide this service, unless the private school also modifies its bell times. 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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
13,768	14,000	14,000

**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 2017 Recommended Budget**

The FY 2017 recommended budget for this fund is \$2,006,361, an increase of \$14,828 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$14,828**

**Continuing Salary Costs—\$14,828**

There is an increase of \$14,828 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.



# Field Trip Fund - 830

Todd Watkins, Director II

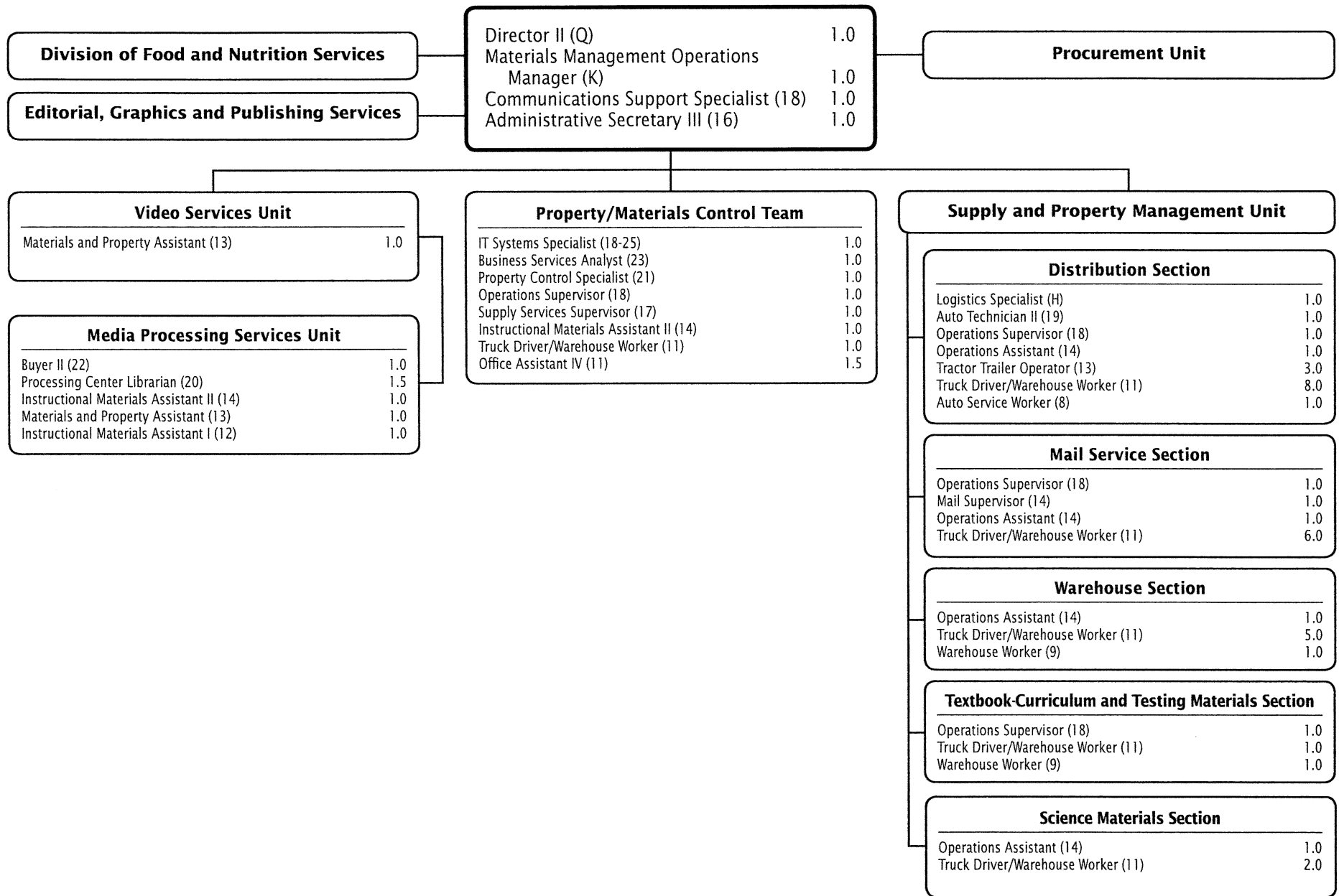
Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	4.500	4.500	4.500	<b>4.500</b>	
Position Salaries	\$301,557	\$306,499	\$306,499	<b>\$321,327</b>	\$14,828
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		825,785	825,785	<b>825,785</b>	
Other		106,600	106,600	<b>106,600</b>	
Subtotal Other Salaries	921,501	932,385	932,385	<b>932,385</b>	
<b>Total Salaries &amp; Wages</b>	1,223,058	1,238,884	1,238,884	<b>1,253,712</b>	14,828
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		49,638	49,638	<b>49,638</b>	
<b>Total Contractual Services</b>	42,912	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>	447,865	521,666	521,666	<b>521,666</b>	
<b>04 Other</b>					
Local/Other Travel		138	138	<b>138</b>	
Insur & Employee Benefits		179,602	179,602	<b>179,602</b>	
Utilities					
Miscellaneous					
<b>Total Other</b>	174,569	179,740	179,740	<b>179,740</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		1,605	1,605	<b>1,605</b>	
<b>Total Equipment</b>		1,605	1,605	<b>1,605</b>	
<b>Grand Total</b>	<b>\$1,888,404</b>	<b>\$1,991,533</b>	<b>\$1,991,533</b>	<b>\$2,006,361</b>	<b>\$14,828</b>

## Field Trip Fund - 830

Todd Watkins, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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 economically facilitate 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. An efficient and effective mail service, for both internal (Pony) and external mail is provided. 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 and Publishing Services**

The Editorial, Graphics and Publishing Services (EGPS) Unit is responsible for providing document preparation, graphic content, and editorial support to schools and offices. Products include public information materials, student daily planners and handbooks, student diplomas and certificates, and other guides used in the academic programs. Custom color printing is provided. 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 U.S. 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 2015. 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 2015, DMM moved three elementary schools into renovated buildings, opened one new elementary school, moved one elementary school into a holding facility, opened four elementary school additions, and moved the Division of Food and Nutrition Services central office, central production facility, and warehouse into their new building and moved offices to new locations or within existing space.
- » One major goal of the department is to continue developing programs that shift school administrative tasks to DMM, resulting in improving 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 2015, school offices placed 959 separate work orders for custom print 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 2015, the work group produced 151 million pages of printing

requested by teachers for classroom instruction, homework, assessments, and parent information packets.

- » In FY 2015, the TeamWorks work group replaced 53 large copiers in schools and offices and completed preventive maintenance and repair service on the 311 machines systemwide. Annual spending for this program continues to be well below State of Maryland Government Purchasing Alliance contract.
- » 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 associated with 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 2015 Achievement of Excellence in Procurement (AEP) Award from the National Purchasing Institute. This is the fourth year that the unit has received the honor, and the award 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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
99.4%	99.5%	99.6%

**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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
\$0.20	\$0.198	\$0.195

**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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
151 million	154 million	156 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 TeamWorks of EGPS.

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
61,203	61,500	62,000

**Explanation:** This measures the operations efficiency of the high-volume copiers located in all schools.

**Performance Measure:** Number of material transactions.

	FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
Number of requisition lines	162,781	164,000	165,000
Number of online purchase orders	42,238	44,000	45,000
Number of purchasing card transactions	36,771	50,000	60,000

**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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
71.0%	86.0%	100%

**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 2017 Recommended Budget

The FY 2017 recommended budget for this department is \$6,066,925, a decrease of \$152,014 from the current FY 2016 budget. An explanation of this change follows.

#### **Same Service Level Changes—(\$104,742)**

##### *Continuing Salary Costs—(\$104,742)*

There is a decrease of \$104,742 for continuing salary costs. Included in this amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015, that is offset by reductions for staff turnover.

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

Realignments are budgeted to address priority spending needs in this department. There is a realignment of \$100,000 from supporting services part-time salaries to support the purchase of \$50,000 for school furniture, and \$50,000 for vehicle operations for moving trucks.

#### **Program Efficiencies and Reductions—(\$47,272)**

The FY 2017 recommended budget for this department, division, unit, office includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is reduction of \$38,608 and a 1.0 instructional materials assistant position. In addition, there is a reduction of \$6,664 for vehicle operations and \$2,000 for office supplies. These reductions can be made as result of overall efficiencies within the department.

### Procurement Unit—353

#### **FY 2017 Recommended Budget**

The FY 2017 recommended budget for this unit is \$896,202, an increase of \$11,458 over the current FY 2016 budget. An explanation of this change follows.

#### **Same Service Level Changes—\$13,058**

##### *Continuing Salary Costs—\$13,058*

There is an increase of \$13,058 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also

includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

#### **Program Efficiencies and Reductions—(\$1,600)**

The FY 2017 recommended budget for this unit includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is reduction of \$800 for office supplies and \$800 for local travel mileage reimbursements. These reductions can be made as result of overall efficiencies within the unit.

### Division of Editorial, Graphics, Publishing and Services—417

#### **FY 2017 Recommended Budget**

The FY 2017 recommended budget for this division is \$4,739,977 a decrease of \$32,051 from the current FY 2016 budget. An explanation of this change follows.

#### **Same Service Level Changes—\$66,865**

##### *Continuing Salary Costs—\$66,865*

There is an increase of \$66,865 for continuing salary costs for current employees. Included in this amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015, that is offset by reductions for staff turnover.

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

Realignments are budgeted to address priority spending needs in this division. There is an increase of \$98,661 for instructional materials for systemwide school publications, and \$2,400 for non-training stipends related to TeamWorks copier maintenance in schools. There is a corresponding decrease of \$64,200 for program supplies, and a decrease of \$36,861 for contractual maintenance on copiers.

#### **Program Efficiencies and Reductions—(\$98,916)**

The FY 2017 recommended budget for this department, division, unit, office includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is reduction of \$36,911 and a 1.0 printing equipment operator position. In addition, there is a reduction of \$56,000 for for instructional materials, \$4,000 for contractual services, and \$2,005 for overtime. 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 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	58,000	58,000	58,000	<b>57,000</b>	(1,000)
Position Salaries	\$3,611,120	\$4,323,295	\$4,323,295	<b>\$4,168,527</b>	(\$154,768)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		535,790	535,790	<b>446,506</b>	(89,284)
Other		35,083	35,083	<b>35,785</b>	702
Subtotal Other Salaries	643,876	570,873	570,873	<b>482,291</b>	(88,582)
<b>Total Salaries &amp; Wages</b>	4,254,996	4,894,168	4,894,168	<b>4,650,818</b>	(243,350)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		63,922	63,922	<b>63,922</b>	
<b>Total Contractual Services</b>	72,664	63,922	63,922	<b>63,922</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		32,860	32,860	<b>32,860</b>	
Office		6,668	6,668	<b>2,668</b>	(4,000)
Other Supplies & Materials		382,732	382,732	<b>382,732</b>	
<b>Total Supplies &amp; Materials</b>	396,627	422,260	422,260	<b>418,260</b>	(4,000)
<b>04 Other</b>					
Local/Other Travel		2,767	2,767	<b>1,717</b>	(1,050)
Insur & Employee Benefits					
Utilities					
Miscellaneous		144,243	144,243	<b>188,629</b>	44,386
<b>Total Other</b>	304,763	147,010	147,010	<b>190,346</b>	43,336
<b>05 Equipment</b>					
Leased Equipment		655,091	655,091	<b>707,091</b>	52,000
Other Equipment		36,488	36,488	<b>36,488</b>	
<b>Total Equipment</b>	705,829	691,579	691,579	<b>743,579</b>	52,000
<b>Grand Total</b>	<b>\$5,734,879</b>	<b>\$6,218,939</b>	<b>\$6,218,939</b>	<b>\$6,066,925</b>	(\$152,014)

# Department of Materials Management - 351/352/354/355

Kathleen C. Lazor, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>351 Department of Materials Management</b>						
1	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
1	K Materials Mgt Oper Mgr		1.000	1.000	1.000	<b>1.000</b>	
1	18 Communications Support Spec		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>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	<b>1.000</b>	
10	25 IT Systems Specialist		1.000	1.000	1.000	<b>1.000</b>	
10	23 Business Services Analyst		1.000	1.000	1.000	<b>1.000</b>	
10	21 Property Control Specialist		1.000	1.000	1.000	<b>1.000</b>	
10	19 Auto Technican II Shift 1		1.000	1.000	1.000	<b>1.000</b>	
10	18 Operations Supervisor		5.000	5.000	4.000	<b>4.000</b>	
10	17 Supply Services Supervisor		1.000	1.000	1.000	<b>1.000</b>	
10	14 Mail Supervisor		1.000	1.000	1.000	<b>1.000</b>	
10	14 Operations Assistant		3.000	3.000	4.000	<b>4.000</b>	
10	14 Instruct Materials Asst II		1.000	1.000	1.000	<b>1.000</b>	
10	13 Tractor Trailer Operator		3.000	3.000	3.000	<b>3.000</b>	
10	13 Materials & Property Asst			1.000	1.000	<b>1.000</b>	
10	11 Office Assistant IV		1.500	1.500	1.500	<b>1.500</b>	
10	11 Truck Drive/Whr Wkr Shift 1		23.000	23.000	23.000	<b>23.000</b>	
10	9 Warehouse Worker		2.000	2.000	2.000	<b>2.000</b>	
10	8 Auto Service Worker Shift 1		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>46.500</b>	<b>47.500</b>	<b>47.500</b>	<b>47.500</b>	
	<b>354 Media Processing Services Unit</b>						
2	22 Buyer II		1.000	1.000	1.000	<b>1.000</b>	
2	20 Processing Center Librarian		1.500	1.500	1.500	<b>1.500</b>	
2	14 Instruct Materials Asst II		1.000	1.000	1.000	<b>1.000</b>	
2	13 Materials & Property Asst		1.000	1.000	1.000	<b>1.000</b>	
2	12 Instruct Materials Asst I		2.000	2.000	2.000	<b>1.000</b>	(1.000)
	<b>Subtotal</b>		<b>6.500</b>	<b>6.500</b>	<b>6.500</b>	<b>5.500</b>	<b>(1.000)</b>
	<b>355 Video Services Unit</b>						
2	13 Materials & Property Asst		1.000				
	<b>Subtotal</b>		<b>1.000</b>				
	<b>Total Positions</b>		<b>58.000</b>	<b>58.000</b>	<b>58.000</b>	<b>57.000</b>	<b>(1.000)</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
Administrative Secretary I (14)	1.0
Printing Equipment Operator II (14)	5.5
Printing Equipment Operator I (11)	6.0

# Editorial, Graphics and Publishing Services - 417

Kathleen C. Lazor, Director II

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	35,500	34,500	34,500	<b>33,500</b>	(1,000)
Position Salaries	\$2,285,131	\$2,300,102	\$2,300,102	<b>\$2,324,546</b>	\$24,444
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends		181,600	181,600	<b>187,632</b>	6,032
Professional Part Time					
Supporting Services Part Time		54,214	54,214	<b>55,298</b>	1,084
Other		39,734	39,734	<b>38,523</b>	(1,211)
Subtotal Other Salaries	252,112	275,548	275,548	<b>281,453</b>	5,905
<b>Total Salaries &amp; Wages</b>	<b>2,537,243</b>	<b>2,575,650</b>	<b>2,575,650</b>	<b>2,605,999</b>	30,349
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		470,939	470,939	<b>430,078</b>	(40,861)
<b>Total Contractual Services</b>	449,236	470,939	470,939	<b>430,078</b>	(40,861)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		872,576	872,576	<b>915,237</b>	42,661
Office					
Other Supplies & Materials		612,200	612,200	<b>548,000</b>	(64,200)
<b>Total Supplies &amp; Materials</b>	1,542,646	1,484,776	1,484,776	<b>1,463,237</b>	(21,539)
<b>04 Other</b>					
Local/Other Travel		1,000	1,000	<b>500</b>	(500)
Insur & Employee Benefits					
Utilities					
Miscellaneous		8,133	8,133	<b>8,633</b>	500
<b>Total Other</b>	7,616	9,133	9,133	<b>9,133</b>	
<b>05 Equipment</b>					
Leased Equipment		231,530	231,530	<b>231,530</b>	
Other Equipment					
<b>Total Equipment</b>	210,896	231,530	231,530	<b>231,530</b>	
<b>Grand Total</b>	<b>\$4,747,637</b>	<b>\$4,772,028</b>	<b>\$4,772,028</b>	<b>\$4,739,977</b>	(\$32,051)

## Editorial Graphics & Publishing Services - 417

Kathleen C. Lazor, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
1	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
10	H Printing Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	G Publications Supervisor		1.000	1.000	1.000	<b>1.000</b>	
10	G Publications Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	23 Publications Art Director		1.000	1.000	1.000	<b>1.000</b>	
1	21 Comm Spec/Web Producer		1.000	1.000	1.000	<b>1.000</b>	
1	20 Electronics Graph Artist		1.000	1.000	1.000	<b>1.000</b>	
1	18 Graphics Designer I		2.000	2.000	2.000	<b>2.000</b>	
10	18 Printing Equipment Operator IV		2.000	2.000	2.000	<b>2.000</b>	
10	17 Equipment Mechanic		1.000	1.000	1.000	<b>1.000</b>	
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	2.000	<b>2.000</b>	
1	15 Fiscal Assistant II		1.000				
10	15 Copier Repair Technician		5.000	5.000	5.000	<b>5.000</b>	
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	5.500	<b>5.500</b>	
10	11 Printing Equip Operator I		7.000	7.000	7.000	<b>6.000</b>	(1.000)
	<b>Total Positions</b>		<b>35.500</b>	<b>34.500</b>	<b>34.500</b>	<b>33.500</b>	<b>(1.000)</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 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	11,000	11,000	11,000	11,000	
Position Salaries	\$818,227	\$875,869	\$875,869	\$888,927	\$13,058
<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>	818,227	875,869	875,869	888,927	13,058
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		750	750	750	
<b>Total Contractual Services</b>	18,113	750	750	750	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		4,500	4,500	3,700	(800)
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	3,835	4,500	4,500	3,700	(800)
<b>04 Other</b>					
Local/Other Travel		3,625	3,625	2,825	(800)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	1,604	3,625	3,625	2,825	(800)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$841,779</u>	<u>\$884,744</u>	<u>\$884,744</u>	<u>\$896,202</u>	<u>\$11,458</u>

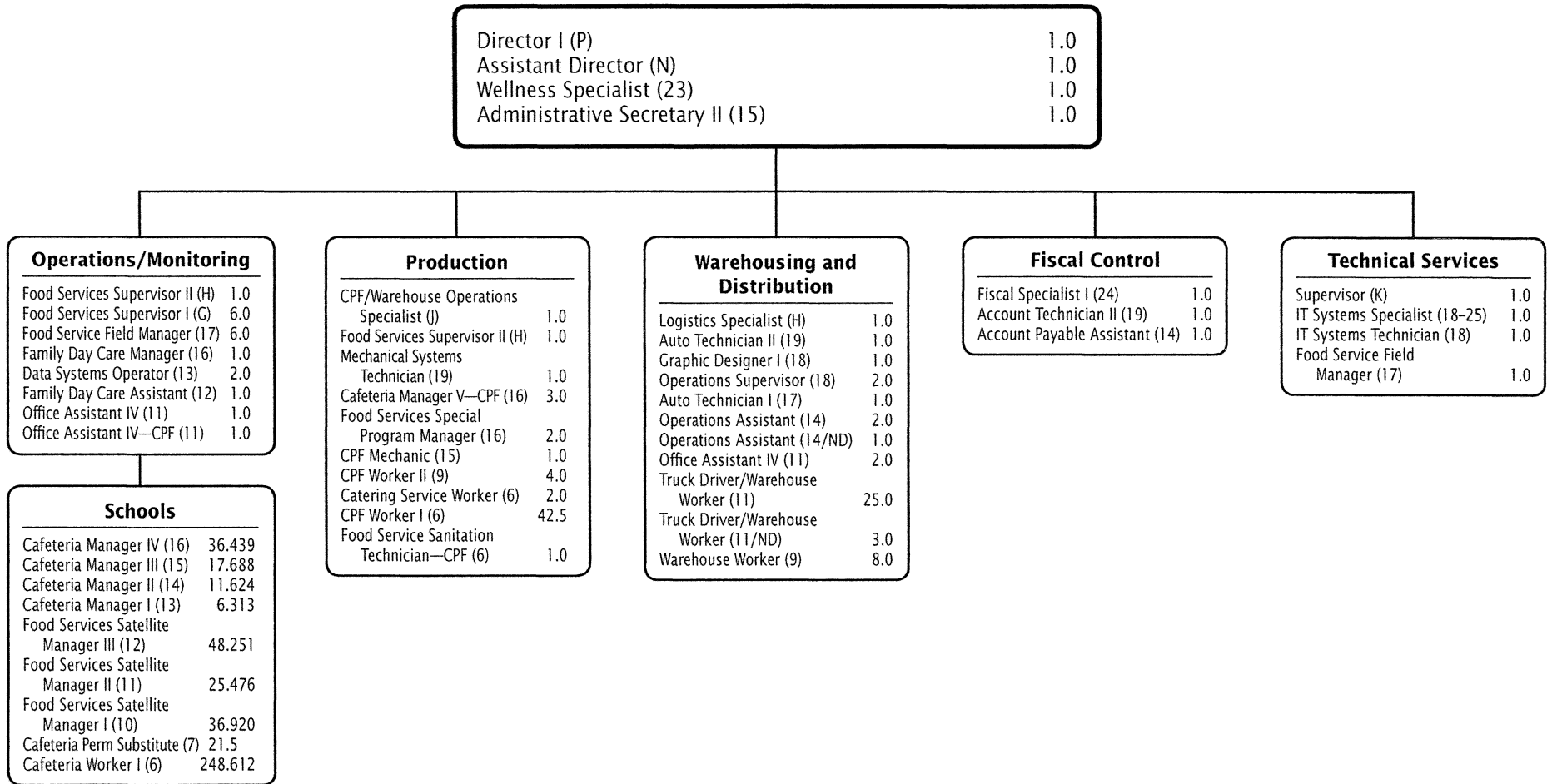
# Procurement Unit - 353

Kathleen C. Lazor, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
1	M Team Leader		1.000	1.000	1.000	<b>1.000</b>	
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>11.000</b>	<b>11.000</b>	<b>11.000</b>	<b>11.000</b>	

# Division of Food and Nutrition Services

Chapter 7 – 97



F.T.E. Positions 588.323

(The 452.823 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 78 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 JPG, *Wellness: Physical and Nutritional Health*, is implemented fully and embraced by all schools. The division supervises the systemwide vending contract for all schools and offices.

**Central Production Facility Management**

The central production facility prepares 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 from stakeholders, for ease of completion. At the end of FY 2015, 36.3 percent of the student population was eligible to participate in FARMS. This was an increase of almost 1 percent from FY 2014. During FY 2016, 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 United States Department of Agriculture (USDA). All 132 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 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 fully implemented guidance provided by the USDA and the Maryland State Department of Education (MSDE) in the implementation of the à la carte program and supports schools' implementation. DFNS staff works 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, Commission on Health, Healthy Montgomery,



and MCPS Action for Healthy Kids, as well as Maryland Action for Healthy Kids.

- » The division has been an active participant in the Maryland Meals for Achievement (MMFA) program since 1998. There are 78 schools currently participating in the program for the 2015–2016 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.
- » MCPS is the sponsor of the Summer Food Service Program, serving meals during the summer months to students of low-income families. During FY 2015, 159,765 breakfasts and 257,718 lunches were served. Additionally, there were 12 walk-in sites serving students. Beginning in June 2013, schools with large summer programs operated with cafeteria staff providing hot meals to the students.
- » 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 cost well below the industry standard. In FY 2013, food cost was 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 52 percent of enrollment by FY 2016.

FY 2015 Actual	FY 2016 Estimated	FY 2017 Recommended
50.1%	52%	52.5%

**Explanation:** This measures customer satisfaction at the elementary school level, with consideration of the economic downturn.

**Performance Measure:** Secondary school meal participation reaches 28 percent of enrollment by FY 2016.

FY 2015 Actual	FY 2016 Estimated	FY 2017 Recommended
26%	28%	28.5%

**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 three or higher on a five-point scale on the annual Food Services Manager Survey.

FY 2015 Actual	FY 2016 Estimated	FY 2017 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 2017 Recommended Budget**

The FY 2017 recommended budget for this fund is \$53,967,269, an increase of \$800,390 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$800,390**

*Continuing Salary Costs—\$800,390*

There is an increase of \$800,390 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

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

There are a number of realignments budgeted to address priority spending needs within this fund. There is \$450,000 realigned among and between supplies and materials accounts budgeted within the fund. The realignments are neutral overall and reflect the actual costs and operations of this fund. In addition, there is \$120,000 realigned from supporting services part-time salaries to contractual services to provide for additional expenses related to the Child Care Food program.

<b>Selected Expenditure Information</b>			
Supplies and Materials for Division of Food and Nutrition Services			
	FY 2016	FY 2017	
	<u>Current Budget</u>	<u>Budget</u>	<u>Change</u>
Meat, Fish, and Poultry	\$4,323,577	\$4,173,577	(150,000)
Fruits and Vegetables	2,124,541	2,024,541	(100,000)
Dairy Products	3,964,341	4,064,341	100,000
Groceries	2,668,429	2,568,429	(100,000)
Bakery Goods	2,208,744	2,533,744	325,000
Ice Cream	150,240	175,240	25,000
Disposables	1,675,825	1,575,825	(100,000)
Other	229,800	229,800	-
<b>Total</b>	<u><u>\$17,345,497</u></u>	<u><u>\$17,345,497</u></u>	<u><u>-</u></u>

# Division of Food and Nutrition Services - 810/811/812/813/814/815

Marla Caplon, Director I

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	585.448	585.448	585.448	<b>588.323</b>	2.875
Position Salaries	\$18,969,668	\$21,138,073	\$21,138,073	<b>\$21,938,463</b>	\$800,390
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		527,750	527,750	<b>467,750</b>	(60,000)
Other		325,084	325,084	<b>265,084</b>	(60,000)
Subtotal Other Salaries	1,175,789	852,834	852,834	<b>732,834</b>	(120,000)
<b>Total Salaries &amp; Wages</b>	20,145,457	21,990,907	21,990,907	<b>22,671,297</b>	680,390
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		1,352,313	1,352,313	<b>1,472,313</b>	120,000
<b>Total Contractual Services</b>	1,563,445	1,352,313	1,352,313	<b>1,472,313</b>	120,000
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		17,345,497	17,345,497	<b>17,345,497</b>	
<b>Total Supplies &amp; Materials</b>	19,035,693	17,345,497	17,345,497	<b>17,345,497</b>	
<b>04 Other</b>					
Local/Other Travel		81,897	81,897	<b>81,897</b>	
Insur & Employee Benefits		11,876,995	11,876,995	<b>11,876,995</b>	
Utilities					
Miscellaneous		185,202	185,202	<b>185,202</b>	
<b>Total Other</b>	11,474,031	12,144,094	12,144,094	<b>12,144,094</b>	
<b>05 Equipment</b>					
Leased Equipment		298,268	298,268	<b>298,268</b>	
Other Equipment		35,800	35,800	<b>35,800</b>	
<b>Total Equipment</b>	447,501	334,068	334,068	<b>334,068</b>	
<b>Grand Total</b>	<b>\$52,666,127</b>	<b>\$53,166,879</b>	<b>\$53,166,879</b>	<b>\$53,967,269</b>	<b>\$800,390</b>

# Division of Food and Nutrition Services - 810/811/812/813/814/815

Marla Caplon, Director I

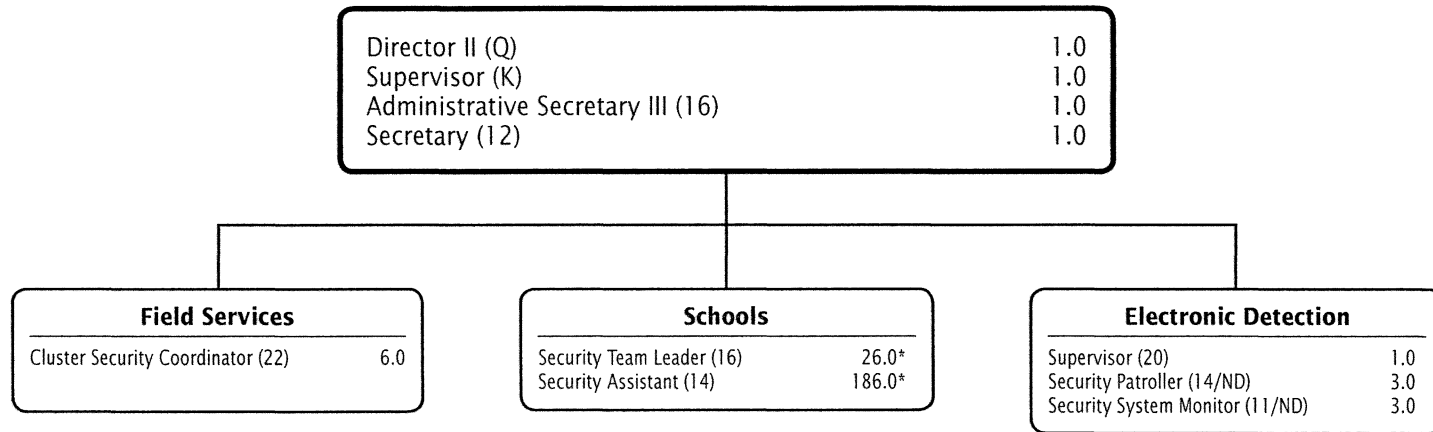
CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
61	P Director I		1.000	1.000	1.000	<b>1.000</b>	
61	N Assistant Director I		1.000	1.000	1.000	<b>1.000</b>	
61	K Supervisor		1.000	1.000	1.000	<b>1.000</b>	
61	J CPF/Warehouse Operations Spec		1.000	1.000	1.000	<b>1.000</b>	
61	H Food Services Supervisor II		2.000	2.000	2.000	<b>2.000</b>	
61	H Logistics Specialist		1.000	1.000	1.000	<b>1.000</b>	
61	G Food Services Supervisor I		6.000	6.000	6.000	<b>6.000</b>	
61	25 IT Systems Specialist		1.000	1.000	1.000	<b>1.000</b>	
61	24 Fiscal Specialist I		1.000	1.000	1.000	<b>1.000</b>	
61	23 Wellness Specialist		1.000	1.000	1.000	<b>1.000</b>	
61	19 Account Technician II		1.000	1.000	1.000	<b>1.000</b>	
61	19 Auto Technican II Shift 1		1.000	1.000	1.000	<b>1.000</b>	
61	19 Mechanical Systems Tech Shft 1		1.000	1.000	1.000	<b>1.000</b>	
61	18 IT Systems Technician		1.000	1.000	1.000	<b>1.000</b>	
61	18 Graphics Designer I		1.000	1.000	1.000	<b>1.000</b>	
61	18 Operations Supervisor		2.000	2.000	2.000	<b>2.000</b>	
61	17 Food Service Field Manager		6.000	6.000	6.000	<b>6.000</b>	
61	17 Food Svcs Field Manager 12 mo		1.000	1.000	1.000	<b>1.000</b>	
61	17 Auto Technican I Shift 1					<b>1.000</b>	1.000
61	16 Cafeteria Manager IV	X	38.002	35.314	35.314	<b>36.439</b>	1.125
61	16 Food Svcs Spec Prog Mgr		2.000	2.000	2.000	<b>2.000</b>	
61	16 CPF Manager V		1.000	1.000	1.000	<b>1.000</b>	
61	16 CPF Manager V		2.000	2.000	2.000	<b>2.000</b>	
61	16 Family Day Care Manager		1.000	1.000	1.000	<b>1.000</b>	
61	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
61	15 Cafeteria Manager III	X	18.375	18.813	18.813	<b>17.688</b>	(1.125)
61	15 CPF Mechanic		1.000	1.000	1.000	<b>1.000</b>	
61	14 Accounts Payable Assistant		1.000	1.000	1.000	<b>1.000</b>	
61	14 Cafeteria Manager II	X	9.312	7.749	7.749	<b>7.749</b>	
61	14 Cafeteria Manager II 9 mo		3.875	3.875	3.875	<b>3.875</b>	
61	14 Operations Assistant		2.000	2.000	2.000	<b>2.000</b>	
61	14 Operations Assist Shift 3		1.000	1.000	1.000	<b>1.000</b>	
61	13 Data Systems Operator		2.000	2.000	2.000	<b>2.000</b>	
61	13 Cafeteria Manager I	X	4.625	5.438	5.438	<b>6.313</b>	.875
61	12 Food Svcs Satellite Mgr III		38.626	47.376	47.376	<b>48.251</b>	.875
61	12 Family Day Care Assistant		1.000	1.000	1.000	<b>1.000</b>	
61	11 Office Assistant IV		3.000	3.000	3.000	<b>3.000</b>	
61	11 Office Assistant IV CPF	X	1.000	1.000	1.000	<b>1.000</b>	
61	11 Food Svcs Satellite Mgr II		34.476	28.601	28.601	<b>25.476</b>	(3.125)
61	11 Auto Tech Apprentice Shift 1		1.000	1.000	1.000		(1.000)
61	11 Truck Drive/Whr Wkr Shift 1		8.000	8.000	8.000	<b>8.000</b>	
61	11 Truck Drive/Wkr Wkr Shift 1		15.000	17.000	17.000	<b>17.000</b>	
61	11 Truck Drive/Wrh Wkr Shift 3		6.000	4.000	4.000	<b>3.000</b>	(1.000)

## Division of Food and Nutrition Services - 810/811/812/813/814/815

Marla Caplon, Director I

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
61	10 Food Svcs Satellite Mgr I		39.545	34.670	34.670	<b>36.920</b>	2.250
61	9 Warehouse Worker	X	6.000	6.000	6.000	<b>6.000</b>	
61	9 Warehouse Worker		2.000	2.000	2.000	<b>2.000</b>	
61	9 CPF Worker II	X	4.000	4.000	4.000	<b>4.000</b>	
61	7 Cafeteria Perm Substitute		20.000	21.500	21.500	<b>21.500</b>	
61	6 Cafeteria Worker I 9 mo		74.477	67.477	67.477	<b>67.477</b>	
61	6 Cafeteria Worker I	X	167.635	178.135	178.135	<b>181.135</b>	3.000
61	6 CPF Worker I	X	38.500	42.500	42.500	<b>42.500</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				
61	6 Food Svc Sanit Tech CPF		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>585.448</b>	<b>585.448</b>	<b>585.448</b>	<b>588.323</b>	<b>2.875</b>

# Department of School Safety and Security



F.T.E. Positions 17.0

(\*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 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 modernization 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**

The DSSS Electronic Detection Section monitors perimeter intrusion, motion detectors, glass breakage, 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 developed district protocols, trained school-based staff, and monitored the use of security equipment, including closed-circuit television, access control, and visitor management systems. Training included the viewing and downloading of images from the camera systems, establishing timeframes for securing the buildings' exterior doors, and methods for checking identification and issuing badges to visitors. DSSS continues to work with schools and other MCPS departments to maintain these systems.
- » DSSS staff developed and organized the implementation of two student mentoring programs called Courageous Young Men and Amazing Young Ladies. These programs promote and enhance the development of positive learning and social skills among MCPS middle school students. These one-week programs are supported by other MCPS departments and county agencies 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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
32	32	65

**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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
95%	95%	100%

**Explanation:** Department cluster security coordinators coordinate with administrators and facilitate the completion of six 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 2015 Actual	FY 2016 Estimate	FY 2017 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 2015 Actual	FY 2016 Estimate	FY 2017 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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
90%	90%	100%

**Explanation:** Based on post-training customer evaluation surveys.

## OVERVIEW OF BUDGET CHANGES

### FY 2017 Recommended Budget

The FY 2017 recommended budget for this department is \$1,893,596, a decrease of \$66,293 from the current FY 2016 budget. An explanation of this change follows.

#### Same Service Level Changes—\$35,447

##### Continuing Salary Costs—\$35,447

There is an increase of \$35,447 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

#### Program Efficiencies and Reductions—(\$101,740)

The FY 2017 recommended budget for this department includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is a reduction of \$43,934 and a 1.0 office security monitor position and \$39,654 and a 1.0 security patroler position. The responsibilities of these positions will be assumed by other staff in the department. In addition, there are reductions of \$13,852 for non-training stipends, \$3,300 for program supplies, and \$1,000 for training supplies. These reductions can be made as result of overall efficiencies within the department.



# Department of School Safety and Security - 337

**Robert B. Hellmuth, Director II**

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	19,000	19,000	19,000	<b>17,000</b>	(2,000)
Position Salaries	\$1,440,997	\$1,518,521	\$1,518,521	<b>\$1,466,839</b>	(\$51,682)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends		15,000	15,000	<b>1,448</b>	(13,552)
Professional Part Time					
Supporting Services Part Time		131,438	131,438	<b>134,067</b>	2,629
Other		30,620	30,620	<b>31,232</b>	612
Subtotal Other Salaries	173,944	177,058	177,058	<b>166,747</b>	(10,311)
<b>Total Salaries &amp; Wages</b>	<b>1,614,941</b>	<b>1,695,579</b>	<b>1,695,579</b>	<b>1,633,586</b>	(61,993)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		59,410	59,410	<b>59,410</b>	
<b>Total Contractual Services</b>	58,236	59,410	59,410	<b>59,410</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		3,355	3,355	<b>3,355</b>	
Other Supplies & Materials		148,245	148,245	<b>143,945</b>	(4,300)
<b>Total Supplies &amp; Materials</b>	58,691	151,600	151,600	<b>147,300</b>	(4,300)
<b>04 Other</b>					
Local/Other Travel		250	250	<b>250</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		3,050	3,050	<b>3,050</b>	
<b>Total Other</b>	149	3,300	3,300	<b>3,300</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		50,000	50,000	<b>50,000</b>	
<b>Total Equipment</b>	45,492	50,000	50,000	<b>50,000</b>	
<b>Grand Total</b>	<b>\$1,777,509</b>	<b>\$1,959,889</b>	<b>\$1,959,889</b>	<b>\$1,893,596</b>	(\$66,293)

## Department of School Safety and Security - 337

Robert B. Hellmuth, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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	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 Office Security Monitor		1.000	1.000	1.000		(1.000)
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>1.000</b>	(1.000)
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>19.000</b>	<b>19.000</b>	<b>19.000</b>	<b>17.000</b>	<b>(2.000)</b>

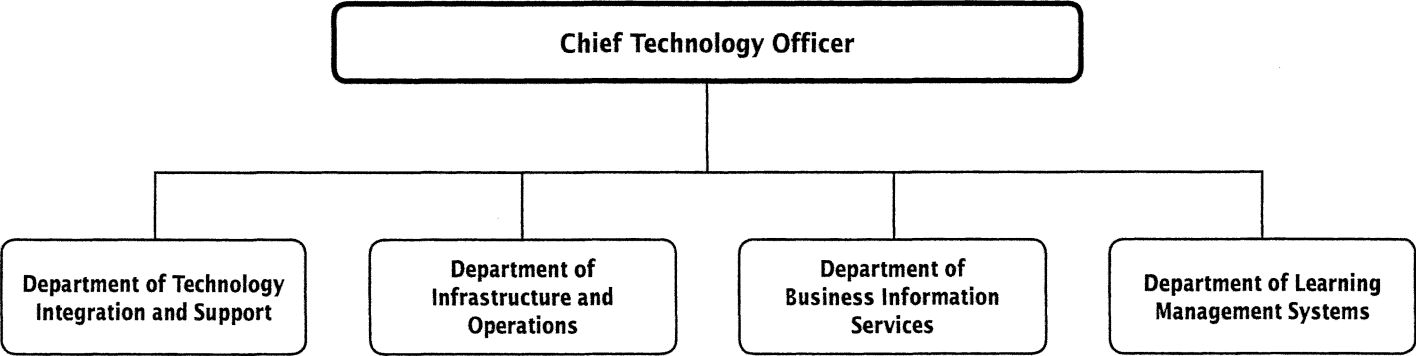
## Office of the Chief Technology Officer

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

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative	14.000	13.000	13.000	13.000	
Business/Operations Admin.	12.000	11.000	11.000	9.000	(2.000)
Professional	20.200	20.000	20.000	20.000	
Supporting Services	109.800	106.000	106.000	104.000	(2.000)
<b>TOTAL POSITIONS</b>	<b>156.000</b>	<b>150.000</b>	<b>150.000</b>	<b>146.000</b>	<b>(4.000)</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$1,612,364	\$1,835,038	\$1,835,038	\$1,858,818	\$23,780
Business/Operations Admin.	1,004,251	1,259,269	1,259,269	1,061,304	(197,965)
Professional	2,368,921	2,386,658	2,386,658	2,439,502	52,844
Supporting Services	8,756,858	9,354,350	9,354,350	9,419,286	64,936
<b>TOTAL POSITION DOLLARS</b>	<b>13,742,394</b>	<b>14,835,315</b>	<b>14,835,315</b>	<b>14,778,910</b>	<b>(56,405)</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	215,308	173,000	173,000	176,460	3,460
Supporting Services	25,068	66,415	66,415	48,148	(18,267)
<b>TOTAL OTHER SALARIES</b>	<b>240,376</b>	<b>239,415</b>	<b>239,415</b>	<b>224,608</b>	<b>(14,807)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>13,982,770</b>	<b>15,074,730</b>	<b>15,074,730</b>	<b>15,003,518</b>	<b>(71,212)</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>6,447,702</b>	<b>6,635,477</b>	<b>6,635,477</b>	<b>6,718,067</b>	<b>82,590</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>497,582</b>	<b>465,812</b>	<b>465,812</b>	<b>423,364</b>	<b>(42,448)</b>
<b>04 OTHER</b>					
Local/Other Travel	36,860	65,639	65,639	52,717	(12,922)
Insur & Employee Benefits					
Utilities	2,955,723	2,803,971	2,803,971	2,847,626	43,655
Miscellaneous	609,949	634,405	634,405	634,405	
<b>TOTAL OTHER</b>	<b>3,602,532</b>	<b>3,504,015</b>	<b>3,504,015</b>	<b>3,534,748</b>	<b>30,733</b>
<b>05 EQUIPMENT</b>	<b>656,019</b>	<b>774,068</b>	<b>774,068</b>	<b>677,614</b>	<b>(96,454)</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$25,186,605</b>	<b>\$26,454,102</b>	<b>\$26,454,102</b>	<b>\$26,357,311</b>	<b>(\$96,791)</b>

# Office of the Chief Technology Officer—Overview



F.T.E. Positions 146.0  
(In addition, there are 32.5 positions funded by the Capital Budget, and a 0.5 position funded by the Employee Benefits Trust Fund)

# Office of the Chief Technology Officer

Chief Technology Officer	1.0
Assistant to the Associate Superintendent (N)	1.0
Fiscal Specialist II (25)	1.0
Administrative Services Manager 1 (17)	1.0
Administrative Secretary III (16)	1.0
Fiscal Assistant III (16)	1.0

**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

### Department of Technology Integration and Support

OCTO leads the selection of innovative technologies in K–12 environments and leads 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.

### Department of Infrastructure and Operations

OCTO manages the enterprise-wide technical systems, including the data center, network connections, e-mail, and telephones to facilitate the implementation of effective, secure, and reliable hardware and software solutions. OCTO also provides technical assistance to schools and offices.

### Department of Business Information Services

OCTO plans, develops, implements, and supports high-quality business solutions contributing to the transformation of learning environments through the innovative integration of technology across all aspects of the school system.

### Department of Learning Management Systems

OCTO provides instructional and information systems that enhance the education of students through the innovative application of technology; facilitate the design of connected systems, processes, and information; 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.

## ACCOMPLISHMENTS AND INITIATIVES

- » OCTO's Technology Modernization initiative replaced approximately 10,000 computers in 54 schools, 2 of which were new or newly renovated. In addition, 13,000 Chromebooks were distributed to these schools, in support of the implementation of the MCPS Strategic Technology Plan.
- » OCTO configured and integrated 40,000 Chromebook laptops in schools across the district. Targeted grade levels included Grades 3, 5, 6, and high school social studies classes. Google Apps for Education accounts were synced with Active Directory, allowing coordination at the identity management level to automatically provision and decommission user accounts as users enroll and withdrawal from the district. The second year of the 21st Century Classroom Initiative is currently under way, where additional devices will be distributed to Grade 4 classrooms and select middle school classrooms.
- » OCTO 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 (MAP), mClass, standards-based grading and reporting, Partnership for Assessment of Readiness for College and Careers (PARCC), Google Apps for Education, using data to inform instruction, the electronic grade book, Financial Management System, Human Resources Information System, MCPS Careers, Professional Development Online (PDO), Connect-ED, Fortis, the Transportation Information Management System, and the Facilities Availability and Emergency Status Reporting. OCTO instructional technology specialists conducted more than 600 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 and content-specific planning at the secondary level.
- » OCTO designed and facilitated more than 120 professional development and work sessions over the summer, representing more than 60 topics, including grading and reporting, integrating technology with instruction, using MAP data to inform instruction, PDO, and Edline. More than 3,000 teachers and MCPS staff attended these trainings this past summer. In addition, OCTO created and hosted two teacher conferences (Innovate, Integrate, Collaborate), a supporting services conference, and a leadership series for school-based leaders. These conferences all focused on integrating technology in teaching and learning and using data to inform instruction.
- » OCTO instructional technology specialists worked with more than 1,200 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. Courses focused on using Google Apps for Education to create interactive learning experiences for students.

- » OCTO provided large-scale printing services for both student and business systems, including approximately 156,000 report cards, 19,000 related administrative reports, and 30,000 interim reports per reporting period, as well as approximately 700 employee paychecks (employee paystubs are available electronically via ePaystub, eliminating the need for paystub printing for employees using direct deposit) and 31,000 timesheets per pay period.
- » OCTO worked closely with other departments throughout the organization to expand the myMCPS system in support of improved functionality and the addition of parent/student/teacher collaboration features.
- » OCTO implemented a new identity management system, which has been deployed and improves the management of user accounts and access to disparate systems throughout the enterprise.
- » OCTO continues to expand and enhance 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.
- » OCTO implemented a one-stop online portal for employees to access, view, and update personal information. The services include the ability to view current benefits, make changes during the Open Enrollment window, access pay information, and link to retirement planning applications.
- » OCTO provided elementary schools with an online application for assigning staff for extracurricular activities (ECA) and associated processing of stipends and salary supplements. This online process streamlines the end-to-end process by allowing school administration to easily assign the ECA activities to employees and provides a work flow for approval by the principal. Completing and processing paper forms is eliminated and the automation of back-end processes facilitates maintenance of the assignments throughout the year. Planning is under way to provide this functionality to secondary schools.
- » OCTO made enhancements to facilitate changes in the administration of tax deferred annuities and health care insurance plan providers were implemented. Additionally, new federal requirements for employer reporting associated with the *Affordable Health Care Act* and for providing employees with IRS Form 1095-C, Employer-Provided Health Insurance Offer and Coverage, for the prior year were developed and implemented.
- » OCTO provided budget data for all stages of the operating budget (requested, adopted, and approved) for inclusion in the districtwide information portal

OpenDataMCPS. The portal is hosted by Socrata which provides the infrastructure for Montgomery County's open data initiative that facilitates the exchange of information between MCPS and the county.

- » OCTO upgraded OASIS 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 Education Services module to comply with Maryland State Department of Education (MSDE)-mandated changes to the IEP, structural enhancements to enable broader browser support, and modifications to the accommodations module to support PARCC testing.
- » OCTO fully implemented the myMCPS Scheduler to develop the master schedules. This upgrade enables each school to plan and complete its master schedule, using a web-based interface that provides improved accessibility and transparency for all users. Students have the ability to enter course requests through the online portal, 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.
- » OCTO 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.

## OVERVIEW OF BUDGET CHANGES

### FY 2017 Recommended Budget

The FY 2017 recommended budget for this office is \$4,651,694, a decrease of \$47,438 from the current FY 2016 budget. An explanation of this change follows.

### *Same Service Level Changes—(\$30,426)*

#### *Continuing Salary Costs—\$22,586*

There is an increase of \$22,586 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.



***Realignments to Meet Expenditure Requirements and Program Priorities—(\$53,012)***

There are a number of realignments budgeted to address priority spending needs within this office. There is a decrease in this office's budget of \$43,555 for telecommunications equipment, \$3,000 for public phones, and \$100 for local travel mileage reimbursement, with a corresponding increase of \$46,655 for internet/telephone provider fees. Additionally, there is a realignment of a 1.0 FTE position and \$66,522 to the Department of Technology Integration and Support. Lastly, from the Department of Infrastructure and Operations, there is a realignment of \$5,834 to contractual maintenance, along with a realignment of \$7,676 for an administrative secretary III position.

***Program Efficiencies and Reductions—(\$17,012)***

The FY 2017 recommended budget for this office includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is a reduction of \$4,504 for contractual maintenance, \$2,508 for software, and \$10,000 for dues, registrations and fees. From the reduction in contractual maintenance, this office will no longer use the Accessdata FTK Toolkit, which will not have any impact on the operation of the department. Furthermore, as a result of a decrease in the amount of user licenses, this office is able to take a reduction in software with no impact to operations. Lastly, staff within this department will reduce the amount of conferences attended throughout the year in order to reduce the amount of registration expenses/fees.

# Office of the Chief Technology Officer - 411

Sherwin A. Collette, Chief Technology Officer

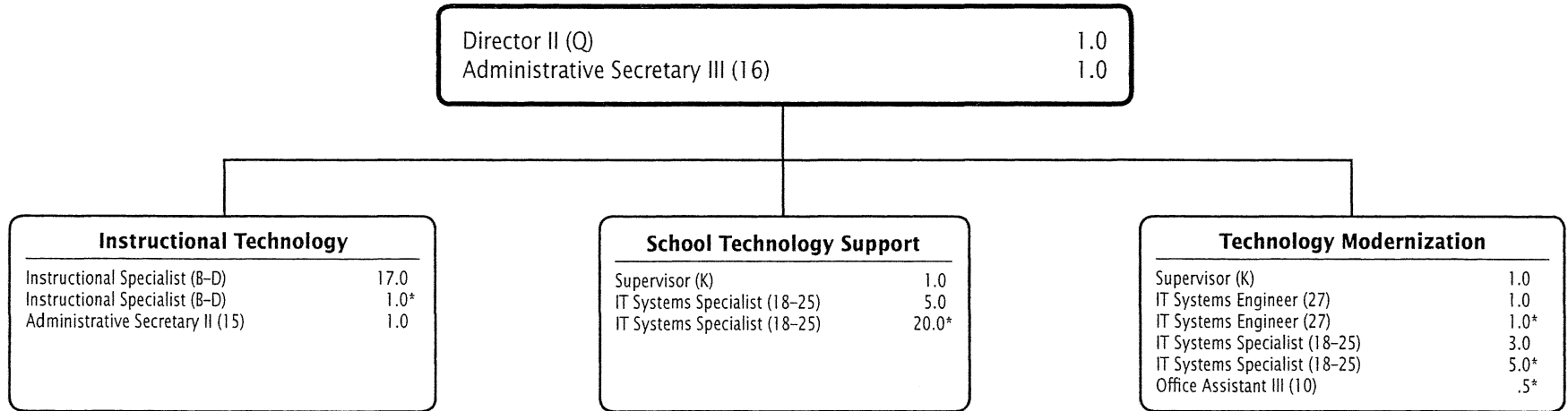
Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	6.000	7.000	7.000	<b>6.000</b>	(1.000)
Position Salaries	\$580,371	\$656,953	\$656,953	<b>\$620,693</b>	(\$36,260)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>	580,371	656,953	656,953	<b>620,693</b>	(36,260)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		469,725	469,725	<b>471,055</b>	1,330
<b>Total Contractual Services</b>	919,287	469,725	469,725	<b>471,055</b>	1,330
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		10,799	10,799	<b>10,799</b>	
Other Supplies & Materials		97,063	97,063	<b>51,000</b>	(46,063)
<b>Total Supplies &amp; Materials</b>	6,775	107,862	107,862	<b>61,799</b>	(46,063)
<b>04 Other</b>					
Local/Other Travel		26,216	26,216	<b>16,116</b>	(10,100)
Insur & Employee Benefits					
Utilities		2,803,971	2,803,971	<b>2,847,626</b>	43,655
Miscellaneous		634,405	634,405	<b>634,405</b>	
<b>Total Other</b>	3,571,781	3,464,592	3,464,592	<b>3,498,147</b>	33,555
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$5,078,214</u>	<u>\$4,699,132</u>	<u>\$4,699,132</u>	<u><b>\$4,651,694</b></u>	<u>(\$47,438)</u>

# Office of the Chief Technology Officer - 411

Sherwin A. Collette, Chief Technology Officer

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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>	
1	15 Administrative Secretary II			1.000	1.000		(1.000)
	<b>Total Positions</b>		<b>6.000</b>	<b>7.000</b>	<b>7.000</b>	<b>6.000</b>	<b>(1.000)</b>

# Department of Technology Integration and Support



F.T.E. Positions 31.0

(\*In addition, there are 27.5 positions funded by the Capital Budget)

**MISSION** *The mission of the Department of Technology Integration and Support (DTIS) 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, as well as provide technical support to schools while maintaining the operational readiness of new and existing hardware and software. 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

DTIS accomplishes its mission by working closely with school leadership to support school improvement plans with technology strategies; designing, developing, and delivering high-quality professional development on system-wide 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 for staff and students. The department provides leadership and program management for the implementation of new technologies in schools to increase teacher capacity. DTIS manages the Center for Technology Innovation, which is the school system's primary technology training facility for all staff. The department leads the implementation of the MCPS Strategic Technology Plan and plans, coordinates, and implements the Technology Modernization program. DTIS consists of a team that provides professional development and coaching to teachers and MCPS staff on the integration of technology with teaching and learning, as well as the Technology Innovation Unit that 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 Google Apps for Education, mobile technologies, 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 Provisioning of Innovative Technologies

The Technology Innovation Unit continuously collaborates with schools and offices to understand interests and needs and gathers 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. This team manages the Google Apps for Education configurations and administration and integration with other systems. 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 fiscal challenges. This unit 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.

Further, the unit oversees the planning and implementation of Chromebooks, tablets, desktops, laptops, and interactive whiteboard technology in connection with redefining 21st century learning spaces. 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.

### School Technology Support

The School Technology Support (STS) team consists of first- and second-level information technology support specialists (ITSS). 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, all 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 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.

### ACCOMPLISHMENTS AND INITIATIVES

- » The Technology Modernization initiative replaced approximately 10,000 computers in 54 schools, two of which were new or newly renovated. In addition, 13,000 Chromebooks were distributed to these schools, in support of the implementation of the MCPS Strategic Technology Plan.
- » During this school year, DTIS configured and integrated 40,000 Chromebook laptops in schools across the district. Targeted grade levels included Grades 3, 5, 6, and high school social studies. Google Apps for Education accounts were synched with Active Directory, allowing coordination at the identity management level to automatically provision and decommission user accounts as users enroll and unenroll in the district. Year 2 of the 21st Century Classroom Initiative is currently under way, where additional devices will be distributed to Grade 4 classrooms and select middle school classrooms.
- » 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 (MAP), mClass, standards-based

grading and reporting, Partnership for Assessment of Readiness for College and Careers (PARCC), Google Apps for Education, using data to inform instruction, 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 600 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 and content-specific planning at the secondary level.

- » During the summer, DTIS designed and facilitated more than 120 professional development and work sessions, representing more than 60 topics, including grading and reporting, integrating technology with instruction, using MAP data to inform instruction, PDO, and Edline. More than 3,000 teachers and MCPS staff attended these trainings this past summer. In addition, DTIS created and hosted two teacher conferences (Innovate, Integrate, Collaborate), a supporting services conference, and a leadership series for school-based leaders—all focused on integrating technology in teaching and learning and using data to inform instruction.
- » This past summer, instructional technology specialists worked with more than 1,200 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. Courses focused on using Google Apps for Education to create interactive learning experiences for students.
- » The department provides project management on several assessment technologies: the MCPS Assessment Program—Primary Reading 3D; Measure of Academic Progress (Reading, Math, and Primary); PARCC, HSA, and WIDA, 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.
- » This past summer, specialists partnered with teachers to create 23 high school courses online, using the hybrid model. These courses were offered during the summer as part of a pilot program to increase student participation and performance.
- » DTIS 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, summer school, and home and hospital teaching circumstances.

» 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.

**PERFORMANCE MEASURES**

**Performance Measure:** Mastery of Training Outcomes

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
94%	96%	97%

**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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
93%	93%	94%

**Explanation:** Percentage of guest instructors that rate their experience as excellent or very good, as reported via online survey.

**Performance Measure:** Percentage of customers who indicate satisfaction with the level of knowledge demonstrated by their ITSS.

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
88%	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.

**Same Service Level Changes—\$126,083**

*Continuing Salary Costs—\$118,384*

There is an increase of \$118,384 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

*Realignments to Meet Expenditure Requirements and Program Priorities—\$7,699*

Realignments are budgeted to address priority spending needs for this department. There is a realignment to this department of a 1.0 FTE position and \$71,257 from the Office of the Chief Technology Officer. In addition, there is a realignment of a 1.0 FTE position and \$63,558 from this department to the Department of Infrastructure and Operations.

**Program Efficiencies and Reductions—(\$72,501)**

The FY 2017 recommended budget for this department includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is a reduction of a 1.0 FTE position and \$72,501 for an IT Systems Specialist position. Responsibilities will be absorbed by the remaining 3.0 FTE IT Systems Specialist positions in this department.

**OVERVIEW OF BUDGET CHANGES**

**FY 2016 Current Budget**

The current FY 2016 budget for department has changed from the budget adopted by the Board of Education on June 16, 2015. The change is a result of a realignment of \$10,000 for contractual services, \$16,773 for office/program supplies, \$9,050 for local travel mileage reimbursement, and \$225 for dues, registrations, and fees from the Department of Infrastructure and Operations.

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this department is \$3,600,224, an increase of \$53,582 over the current FY 2016 budget. An explanation of this change follows.

# Department of Technology Integration and Support - 435/422/424/428

Dr. Kara B. Trenkamp, Director II

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	35,200	32,000	32,000	<b>31,000</b>	(1,000)
Position Salaries	\$3,325,466	\$3,397,171	\$3,397,171	<b>\$3,449,153</b>	\$51,982
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends		80,000	80,000	<b>81,600</b>	1,600
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					1,600
<b>Total Salaries &amp; Wages</b>	<b>3,431,235</b>	<b>3,477,171</b>	<b>3,477,171</b>	<b>3,530,753</b>	<b>53,582</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		3,900	13,900	<b>13,900</b>	
<b>Total Contractual Services</b>	<b>141,719</b>	<b>3,900</b>	<b>13,900</b>	<b>13,900</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		6,780	10,292	<b>10,292</b>	
Other Supplies & Materials		2,000	15,261	<b>15,261</b>	
<b>Total Supplies &amp; Materials</b>	<b>24,968</b>	<b>8,780</b>	<b>25,553</b>	<b>25,553</b>	
<b>04 Other</b>					
Local/Other Travel		20,743	30,018	<b>30,018</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>22,694</b>	<b>20,743</b>	<b>30,018</b>	<b>30,018</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$3,620,616</b>	<b>\$3,510,594</b>	<b>\$3,546,642</b>	<b>\$3,600,224</b>	<b>\$53,582</b>

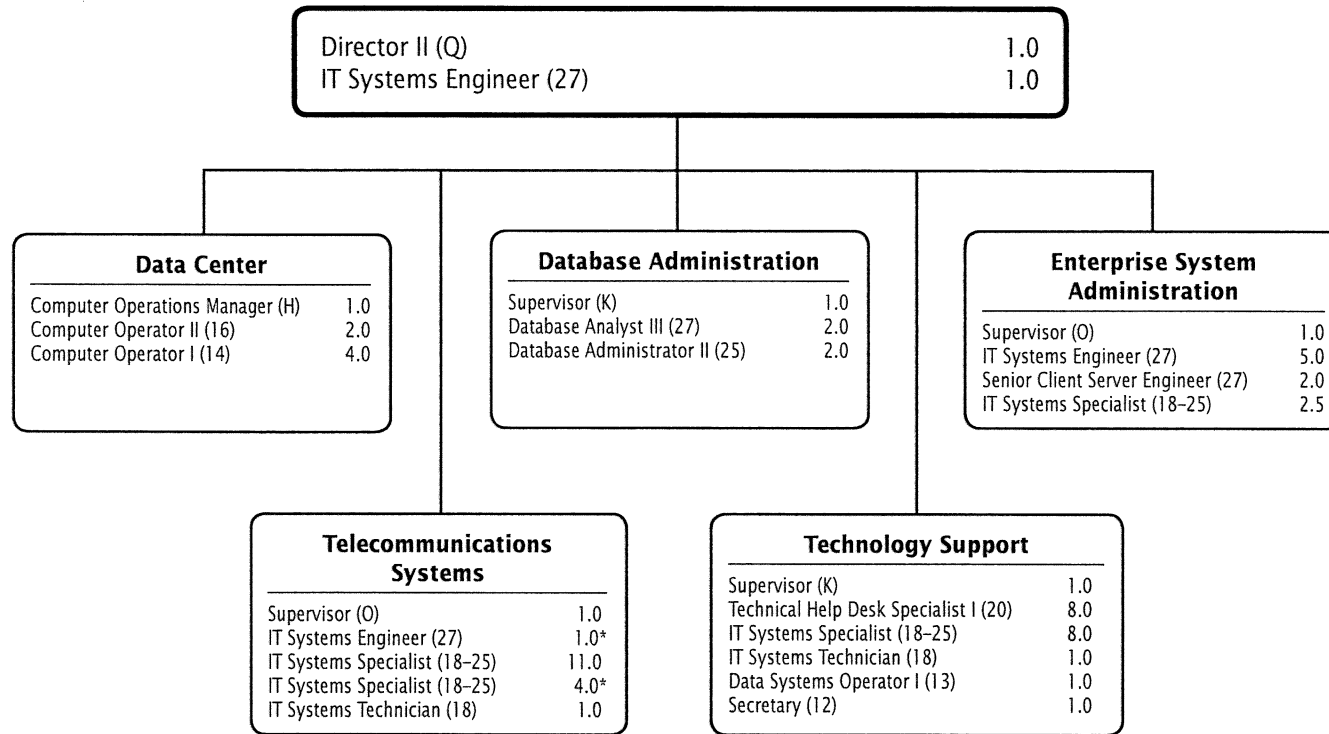


## Department of Tech. Integration & Support - 435/424/428/422

Dr. Kara B. Trenkamp, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>435 Department of Technology Integration and Support</b>						
2	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
3	BD Instructional Specialist		17.200	17.000	17.000	<b>17.000</b>	
2	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
1	15 Administrative Secretary II					<b>1.000</b>	1.000
2	14 Administrative Secretary I		1.000				
	<b>Subtotal</b>		<b>20.200</b>	<b>19.000</b>	<b>19.000</b>	<b>20.000</b>	<b>1.000</b>
	<b>424 School Technology Support</b>						
10	K Supervisor		1.000	1.000	1.000	<b>1.000</b>	
10	25 IT Systems Specialist		5.000	5.000	5.000	<b>5.000</b>	
	<b>Subtotal</b>		<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	
	<b>428 Technology Modernization</b>						
1	K Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	27 IT Systems Engineer			1.000	1.000	<b>1.000</b>	
1	25 IT Systems Specialist		3.000	4.000	4.000	<b>3.000</b>	(1.000)
1	12 Secretary			1.000	1.000		(1.000)
	<b>Subtotal</b>		<b>4.000</b>	<b>7.000</b>	<b>7.000</b>	<b>5.000</b>	<b>(2.000)</b>
	<b>422 Division of Technology Support</b>						
1	P Director I		1.000				
1	27 IT Systems Engineer		1.000				
1	25 IT Systems Specialist		1.000				
1	15 Administrative Secretary II		1.000				
1	12 Secretary		1.000				
	<b>Subtotal</b>		<b>5.000</b>				
	<b>Total Positions</b>		<b>35.200</b>	<b>32.000</b>	<b>32.000</b>	<b>31.000</b>	<b>(1.000)</b>

# Department of Infrastructure and Operations



F.T.E. Positions 57.5

(\*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 provides technical assistance to schools and offices and 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 seven units—Database Administration, Data Center, Telecommunications, Network Security, Enterprise Systems Administration, Help Desk, and Technical Services and Support. All seven 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.

### Telecommunications Services

The Telecommunications Services 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 Telecommunications 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. Staff carefully reviews telecommunication invoices, including wireless and data connection lines, to ensure accuracy of payment.

### Network Security

The Network Security Unit is 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*.

### 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 also is 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.

### 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 nonwarranty 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 Procurement Unit and MCPS television staff in reviewing and making recommendations on all multimedia equipment. Unicenter Service Desk (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, 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.

## 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 51 school-wide wireless systems in the schools that 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 156,000 report cards, 19,000 related administrative reports, and 30,000 interim reports per reporting period, as well as approximately 700 employee paychecks (employee paystubs are available electronically via ePaystub, eliminating the need for paystub printing for employees using direct deposit) and 31,000 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 Maryland School Assessment and 60,000 High School Assessment reports. The staff also collaborated with the Applied Research Unit to print, fold, and seal 210,000 school-based staff and parent surveys. The staff also scan School Leadership surveys from the MCPS staff, students and community leaders for the hiring requirements of incoming school principals and assistant principals. The department continues to extend to users applications and data via cloud-based technologies. E-mail was migrated entirely to the cloud, eliminating the need to maintain costly and aging servers in the data center and increasing access to e-mail and productivity applications from within the school network as well as from home. 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 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 deployed and improves the management of user accounts and access to disparate systems throughout the enterprise.
- » During Fiscal Year (FY) 2015, almost all MCPS elementary schools were connected to the county's Fiber-Net system, for faster and more reliable WAN and Internet connectivity. Internet availability continued to be more than 99 percent overall.
- » New telephone systems were installed in two high schools, three middle schools, and two elementary schools, 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. MCPS anticipates that 2,500 work requests for moves, additions, and changes for schools and administrative offices will be completed in FY 2017. 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.
- » In FY 2015, of the 106,543 requests logged by the system, the MCPS Help Desk closed 33,004 requests within two hours of the call. In addition, it processed another 39,744 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. The team participates 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 2015, 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 3,487 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 4,157.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of uptime for the WAN

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
99.95%	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 2015 Actual	FY 2016 Estimate	FY 2017 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.

**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 2015 Actual	FY 2016 Estimate	FY 2017 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 emergency tickets closed within 48 hours for non-school-based offices.

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
80%	83%	85%

**Explanation:** This measure reflects the number of tickets closed within the 48 hours, as they were opened.

**OVERVIEW OF BUDGET**

**FY 2016 Current Budget**

The current FY 2016 budget for this department has changed from the budget adopted by the Board of Education on June 16, 2015. The change is a result of a realignment of \$10,000 from contractual services, \$16,773 from office/program supplies, \$9,050 from local travel mileage reimbursement, and \$225 from dues, registrations, and fees to the Department of Technology Integration and Support.

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this department is \$8,323,664, a decrease of \$224,508 from the current FY 2016 budget. An explanation of this change follows.

***Same Service Level Changes—(\$66,962)***

***Continuing Salary Costs—\$100,140***

There is an increase of \$100,140 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

***Realignments to Meet Expenditure Requirements and Program Priorities—(\$167,102)***

There are a number of realignments budgeted to address priority spending needs within this department. There is a realignment of a 1.0 FTE position and \$63,558 from the Department of Technology Integration and Support to fund a secretary position. Furthermore, there is a realignment of 2.0 FTE positions and \$197,063 to the Department of Learning Management Systems for a 1.0 FTE technical analyst position, and a 1.0 FTE IT systems specialist position.

Additionally, \$91,871 is realigned from lease/purchase funding, of which \$5,118 is for program supplies, \$80,919 is for contractual maintenance, and \$5,834 is realigned from this department to the Office of the Chief Technology Officer. Lastly, as a technical adjustment of position salaries, there is a realignment of \$27,763 from this department's budget. The Office of the Chief Technology Officer, the Department of Business Information Services, and the Department of Learning Management Systems each receive \$7,676, and the Department of Learning Management Systems receives \$4,735.

***Program Efficiencies and Reductions—(\$157,546)***

The FY 2017 recommended budget for this department includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is a reduction of a 1.0 FTE administrative secretary position and \$46,762, a 1.0 FTE supervisor position and \$91,189, and \$19,595 for supporting services part-time salaries. The responsibilities that would be handled by the administrative secretary position, the supervisor position, and the supporting services part-time will be absorbed by other employees within the Department of Infrastructure and Operations, as well as units in this department.

# Department of Infrastructure & Operations - 446/423/433/434/447/448/451

Charles L. McGee, Director II

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	59.500	60.500	60.500	<b>57.500</b>	(3.000)
Position Salaries	\$4,904,406	\$5,506,535	\$5,506,535	<b>\$5,306,643</b>	(\$199,892)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		33,142	33,142	<b>14,210</b>	(18,932)
Other		7,526	7,526	<b>7,676</b>	150
Subtotal Other Salaries	24,595	40,668	40,668	<b>21,886</b>	(18,782)
<b>Total Salaries &amp; Wages</b>	4,929,001	5,547,203	5,547,203	<b>5,328,529</b>	(218,674)
<b>02 Contractual Services</b>					
Consultants		66,660	66,660	<b>66,660</b>	
Other Contractual		1,901,252	1,891,252	<b>1,972,171</b>	80,919
<b>Total Contractual Services</b>	1,489,604	1,967,912	1,957,912	<b>2,038,831</b>	80,919
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		13,552	10,040	<b>10,040</b>	
Other Supplies & Materials		276,910	263,649	<b>268,767</b>	5,118
<b>Total Supplies &amp; Materials</b>	258,714	290,462	273,689	<b>278,807</b>	5,118
<b>04 Other</b>					
Local/Other Travel		13,658	4,383	<b>4,383</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	7,265	13,658	4,383	<b>4,383</b>	
<b>05 Equipment</b>					
Leased Equipment		764,985	764,985	<b>673,114</b>	(91,871)
Other Equipment					
<b>Total Equipment</b>	646,936	764,985	764,985	<b>673,114</b>	(91,871)
<b>Grand Total</b>	<b>\$7,331,520</b>	<b>\$8,584,220</b>	<b>\$8,548,172</b>	<b>\$8,323,664</b>	(\$224,508)

# Dept. of Infrastructure & Operations- 446/423/433/447/448/451/434

Charles L. McGee, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>446 Dept of Infrastructure &amp; Operations</b>						
1	Q Director II		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	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>2.000</b>	<b>(1.000)</b>
	<b>423 Technology Support</b>						
10	K Supervisor		1.000	1.000	1.000	<b>1.000</b>	
10	25 IT Systems Specialist		7.000	8.000	8.000	<b>8.000</b>	
1	22 Technical Help Desk Spec II		2.000				
1	20 Technical Help Desk Spec I		6.000	8.000	8.000	<b>8.000</b>	
10	18 IT Systems Technician		1.000	1.000	1.000	<b>1.000</b>	
10	13 Data Systems Operator		1.000	1.000	1.000	<b>1.000</b>	
1	12 Secretary					<b>1.000</b>	1.000
	<b>Subtotal</b>		<b>18.000</b>	<b>19.000</b>	<b>19.000</b>	<b>20.000</b>	<b>1.000</b>
	<b>433 Telecommunications Systems</b>						
10	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
10	25 IT Systems Specialist		11.000	11.000	11.000	<b>11.000</b>	
10	18 IT Systems Technician		1.000	1.000	1.000	<b>1.000</b>	
10	13 Fiscal Assistant I		1.000				
	<b>Subtotal</b>		<b>14.000</b>	<b>13.000</b>	<b>13.000</b>	<b>13.000</b>	
	<b>447 Database Administration</b>						
1	K Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	27 Database Analyst III		2.000	2.000	2.000	<b>2.000</b>	
1	25 Database Administrator II		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>448 Data Center</b>						
1	H Computer Operations Mgr		1.000	1.000	1.000	<b>1.000</b>	
1	16 Computer Operator II Shift 2		1.000	1.000	1.000	<b>1.000</b>	
1	16 Computer Operator II Shift 3		1.000	1.000	1.000	<b>1.000</b>	
1	14 Computer Operator I Shift 1		2.000	2.000	2.000	<b>2.000</b>	
1	14 Computer Operator I Shift 2		1.000	1.000	1.000	<b>1.000</b>	
1	14 Computer Operator I Shift 3		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>451 Enterprise System Administration</b>						
1	O Supervisor			1.000	1.000	<b>1.000</b>	
1	K Supervisor		1.000	1.000	1.000		(1.000)
1	27 Sr Client Server Engineer		2.000	2.000	2.000	<b>2.000</b>	
1	27 IT Systems Engineer		3.000	5.000	5.000	<b>5.000</b>	
1	25 IT Systems Specialist		4.500	3.500	3.500	<b>2.500</b>	(1.000)



**Dept. of Infrastructure & Operations- 446/423/433/447/448/451/434**

Charles L. McGee, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>451 Enterprise System Administration</b>						
1	25 Technical Analyst			1.000	1.000		(1.000)
	<b>Subtotal</b>		<b>10.500</b>	<b>13.500</b>	<b>13.500</b>	<b>10.500</b>	<b>(3.000)</b>
	<b>434 Field Installation</b>						
10	K Supervisor		1.000				
10	25 IT Systems Specialist		1.000				
	<b>Subtotal</b>		<b>2.000</b>				
	<b>Total Positions</b>		<b>59.500</b>	<b>60.500</b>	<b>60.500</b>	<b>57.500</b>	<b>(3.000)</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
IT Systems Technician (18)	1.0
Administrative Secretary III (16)	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**

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.

**Business Operational Technologies**

DBIS provides a variety of solutions that support school operations. 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 Student Member of the Board election is supported with project management and implementation of a secure web-based voting system. The Capital Improvement Plan system, used by the Division of Long-range Planning and Division of Construction, maintains data essential for the development and publication of the Capital Improvements Program and the Educational Facilities Master Plan. 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, leave management, time accrual, payroll, and employee benefit functions that allow for effective management of information and resources. The Payroll Attendance and Collection System, an in-house-developed time and attendance system within the Lawson HRIS system, provides a seamless, and real-time integration with the HRIS system. The School Allocation Execution application provides school principals and staff with personnel and allocation information to support

staffing and hiring decisions. Employee self-services provide online access to personal information, benefits, pay, and retirement planning. Lifeworks is the system used to manage and administer employee pension benefits. The Pen-Point website 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. The Substitute Employee Management System provides telephone and web access for school administrators and staff to enter teacher absences and for substitutes to obtain job assignments.

**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 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. School Funds Online is used in schools to manage Independent Activity Funds, 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. The J. P. Morgan purchasing card used by schools and offices is supported in collaboration with the Procurement Unit, Division of Controller, and in partnership with the vendor. Integration with systems, including HRIS, purchasing card system, budgetary data, and the Destiny Library Manager, illustrates the focus on streamlining and enhancing financial management for all stakeholders. Budget processes are supported throughout the year with analysis and operational support and during the budget development process, providing salary projections based on negotiated agreements. Budget data is provided for OpenDataMCPS, on which citizens of Montgomery County have the ability to view all stages of the operating budget through an online portal. Project management is provided for the E-rate program that provides rebates on funds expended for eligible data transmission services, Internet access, and broadband internal connections.

**ACCOMPLISHMENTS AND INITIATIVES**

- » To ensure that MCPS maintains its status as a world-class school system, DBIS continues to expand and enhance 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.

- » Self-service access to view and update personal information through a one-stop online portal was implemented for employees. The services include the ability to view current benefits, make changes during the Open Enrollment window, access pay information, and link to retirement planning applications.
- » Elementary schools were provided with an online application for assigning staff for extracurricular activities (ECA) and associated processing of stipends and salary supplements. This online process streamlines the end-to-end process by allowing school administration to easily assign the ECA activities to employees and provides a work flow for approval by the principal. Completing and processing paper forms is eliminated and the automation of back-end processes facilitates maintenance of the assignments throughout the year. Planning is under way to provide this functionality to secondary schools.
- » Enhancements to facilitate changes in the administration of tax deferred annuities and health care insurance plan providers were implemented. Additionally, new federal requirements for employer reporting associated with the *Affordable Health Care Act* and for providing employees with IRS Form 1095-C, Employer-Provided Health Insurance Offer and Coverage, for the prior year were developed and implemented.
- » Budget data for all stages of the operating budget (requested, adopted, and approved) were prepared and provided for inclusion in the districtwide information portal OpenDataMCPS. The portal is hosted by Socrata which provides the infrastructure for Montgomery County's open data initiative that facilitates the exchange of information between MCPS and the county.

**PERFORMANCE MEASURES**

**Performance Measure:** The percentage of software implemented without major defects

FY 2015 Actual	FY 2016 Estimate	FY 2017 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 systems/applications on a supported release level

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
68%	80%	89%

**Explanation:** This measure provides information for operational support and agility in enhancing the customer experience.

**OVERVIEW OF BUDGET CHANGES**

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this department is \$3,325,609, a decrease of \$243,740 from the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—(\$241,994)**

*Continuing Salary Costs—\$61,530*

There is an increase of \$61,530 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

*Realignments to Meet Expenditure Requirements and Program Priorities—(\$303,524)*

There are a number of realignments budgeted to address priority spending needs within this department. There is a realignment of \$9,000 for consultant services, \$294,379 for contractual maintenance, \$1,000 for program supplies, \$1,022 for local travel mileage reimbursement, \$1,216 for dues, registrations, and fees, and \$4,583 for lease/purchase funding to the Department of Learning Management Systems for contractual maintenance. Furthermore, there is a realignment of \$7,676 from the Department of Infrastructure and Operations to the administrative secretary III position account in this office, which is a part of a technical adjustment of position salaries.

**Program Efficiencies and Reductions—(\$1,746)**

The FY 2017 recommended budget for this department includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is a reduction of \$659 for contractual maintenance, \$503 for program supplies, \$84 for local travel mileage reimbursement, and \$500 for dues, registrations, and fees. Based on prior year actuals, this department is able to recognize the reductions for contractual maintenance, program supplies and local travel mileage reimbursement without any impact to operations. Dues and fees for professional organizations and local conferences have been eliminated in order to meet the \$500 reduction.

# Department of Business Information Services - 421

Doreen M. Heath, Director II

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	18,500	17,500	17,500	17,500	
Position Salaries	\$1,819,666	\$1,808,948	\$1,808,948	\$1,878,154	\$69,206
<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>	1,819,666	1,808,948	1,808,948	1,878,154	69,206
<b>02 Contractual Services</b>					
Consultants		230,000	230,000	221,000	(9,000)
Other Contractual		1,508,496	1,508,496	1,213,458	(295,038)
<b>Total Contractual Services</b>	1,499,766	1,738,496	1,738,496	1,434,458	(304,038)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		9,000	9,000	7,497	(1,503)
<b>Total Supplies &amp; Materials</b>	155,564	9,000	9,000	7,497	(1,503)
<b>04 Other</b>					
Local/Other Travel		3,822	3,822	1,000	(2,822)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	570	3,822	3,822	1,000	(2,822)
<b>05 Equipment</b>					
Leased Equipment		9,083	9,083	4,500	(4,583)
Other Equipment					
<b>Total Equipment</b>	9,083	9,083	9,083	4,500	(4,583)
<b>Grand Total</b>	<u>\$3,484,649</u>	<u>\$3,569,349</u>	<u>\$3,569,349</u>	<u>\$3,325,609</u>	<u>(\$243,740)</u>

## Department of Business Information Services - 421

Doreen M. Heath, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
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	18 IT Systems Technician			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	15 Data Control Technician II		1.000				
	<b>Total Positions</b>		<b>18.500</b>	<b>17.500</b>	<b>17.500</b>	<b>17.500</b>	

# Department of Learning Management Systems

Director II (Q)	1.0
Supervisor (O)	3.0
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 III (16)	1.0
Data Control Technician I (13)	2.0

Director I (P)	1.0
Supervisor (O)	1.0
Supervisor (K)	2.0
Database Administrator III (27)	2.0
ETL Analyst/Programmer (25)	2.0
IT Systems Specialist (25)	1.0
Technical Analyst (25)	1.0
Application Developer I (23)	1.0
Administrative Secretary II (15)	1.0

**MISSION** *The mission of the Department of Learning Management Systems (DLMS) is to provision instructional and information systems that enhance the education of students through the innovative application of technology; facilitate the design of connected systems, processes, and information; 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

DLMS 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 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. DLMS focuses on providing and managing student systems so that they support greater accountability and sharing of knowledge among staff, students, and parents.

### Instructional Applications

DLMS 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). DLMS 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.

### Knowledge Management Solutions

DLMS collaborates with offices, schools, and local government agencies to promote and support MCPS and the initiatives of 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

DLMS 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 performs 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

- » DLMS 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 engaging 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.
- » 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 Education Services module to comply with MSDE mandated changes to the Individualized Education Program, structural enhancements to enable broader browser support, and modifications to the accommodations module to support Partnership for Assessment of Readiness for College and Careers (PARCC) testing.
- » All secondary schools used the myMCPS Scheduler to develop the master schedules this school year. This upgrade enables each school to plan and complete their master schedule using a web-based interface that provides improved accessibility and transparency for all users. Students have the ability to enter course requests through the online portal, 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.
- » To ensure that MCPS maintains its status as a world-class school system, DLMS 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 provides 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.
- » 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. DLMS worked with MCG to provide data to the community as part of Montgomery County's OpenData 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. DLMS 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.
- » DLMS continues to provide close support for district and state reporting of special education data. As MSDE guides and mandates change, DLMS staff works closely with staff from the Office of Special Education and Student 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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
94%	97%	98%

**Explanation:** This is a measure of customer satisfaction with DLMS staff service, as measured by surveying stakeholders in work group sessions.

**Performance Measure:** The percentage of software implemented without major defects

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
93%	95%	99%

**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.

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
85%	87%	90%

**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 2017 Recommended Budget**

The FY 2017 recommended budget for this department is \$6,456,120, an increase of \$365,313 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$463,323**

*Continuing Salary Costs—(\$52,616)*

There is a decrease of \$52,616 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

*Realignments to Meet Expenditure Requirements and Program Priorities—\$515,939*

There are a number of realignments budgeted to address priority spending needs within this department. There is a realignment of a 1.0 FTE position and \$95,781 for an IT systems specialist, and a 1.0 FTE position and \$101,282 for a technical analyst from the Department of Infrastructure and Operations. Furthermore, there is a realignment to the administrative secretary III position account of \$7,676, which is a part of the technical adjustment from the Department of Infrastructure and Operations. Lastly, there is a realignment of \$311,200 for contractual maintenance from the Department of Business Information Services.

**Program Efficiencies and Reductions—(\$98,010)**

The FY 2017 recommended budget for this department includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is a reduction of a 1.0 FTE supervisor position and \$91,189, as well as \$6,821 from contractual maintenance. The responsibilities of the supervisor position will be absorbed by other employees within the department, and based on prior year actuals; the reduction for contractual maintenance will have no impact on the operations of the department.

# Dept. of Learning Management Systems - 442/445

Joel S. Smetanka, Director II

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	36.800	33.000	33.000	<b>34.000</b>	1.000
Position Salaries	\$3,112,485	\$3,465,708	\$3,465,708	<b>\$3,524,267</b>	\$58,559
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		93,000	93,000	<b>94,860</b>	1,860
Supporting Services Part Time		25,747	25,747	<b>26,262</b>	515
Other					
Subtotal Other Salaries	110,012	118,747	118,747	<b>121,122</b>	2,375
<b>Total Salaries &amp; Wages</b>	<b>3,222,497</b>	<b>3,584,455</b>	<b>3,584,455</b>	<b>3,645,389</b>	60,934
<b>02 Contractual Services</b>					
Consultants		440,519	440,519	<b>440,519</b>	
Other Contractual		2,014,925	2,014,925	<b>2,319,304</b>	304,379
<b>Total Contractual Services</b>	2,397,326	2,455,444	2,455,444	<b>2,759,823</b>	304,379
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		4,146	4,146	<b>4,146</b>	
Other Supplies & Materials		45,562	45,562	<b>45,562</b>	
<b>Total Supplies &amp; Materials</b>	51,561	49,708	49,708	<b>49,708</b>	
<b>04 Other</b>					
Local/Other Travel		1,200	1,200	<b>1,200</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	222	1,200	1,200	<b>1,200</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$5,671,606</b>	<b>\$6,090,807</b>	<b>\$6,090,807</b>	<b>\$6,456,120</b>	<b>\$365,313</b>

# Department of Learning Management Systems - 442/445

Joel S. Smetanka, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>442 Dept. of Learning Management Systems</b>						
1	Q Director II			1.000	1.000	<b>1.000</b>	
1	P Director I		1.000				
1	O Supervisor		3.000	3.000	3.000	<b>3.000</b>	
1	K Supervisor		1.000	1.000	1.000		(1.000)
1	BD Instructional Specialist		3.000	3.000	3.000	<b>3.000</b>	
1	27 Applications Developer III		1.000	1.000	1.000	<b>1.000</b>	
1	27 Database Administrator III		1.000	1.000	1.000	<b>1.000</b>	
1	25 Applications Developer II		7.000	7.000	7.000	<b>7.000</b>	
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	16 Administrative Secretary III			1.000	1.000	<b>1.000</b>	
1	15 Administrative Secretary II		1.000				
1	15 Data Control Technician II		1.000				
1	13 Fiscal Assistant I		.800				
1	13 Data Control Technician I		1.000	2.000	2.000	<b>2.000</b>	
	<b>Subtotal</b>		<b>23.800</b>	<b>23.000</b>	<b>23.000</b>	<b>22.000</b>	<b>(1.000)</b>
	<b>445 Dept. of Information &amp; Application Architecture</b>						
1	Q Director II		1.000				
1	P Director I			1.000	1.000	<b>1.000</b>	
1	O Supervisor		2.000	1.000	1.000	<b>1.000</b>	
1	K Supervisor		2.000	2.000	2.000	<b>2.000</b>	
1	27 Database Administrator III		2.000	2.000	2.000	<b>2.000</b>	
1	25 IT Systems Specialist		1.000			<b>1.000</b>	1.000
1	25 ETL Analyst/Programmer		2.000	2.000	2.000	<b>2.000</b>	
1	25 Technical Analyst		1.000			<b>1.000</b>	1.000
1	23 Applications Developer I		1.000	1.000	1.000	<b>1.000</b>	
1	16 Administrative Secretary III		1.000				
1	15 Administrative Secretary II			1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>13.000</b>	<b>10.000</b>	<b>10.000</b>	<b>12.000</b>	<b>2.000</b>
	<b>Total Positions</b>		<b>36.800</b>	<b>33.000</b>	<b>33.000</b>	<b>34.000</b>	<b>1.000</b>

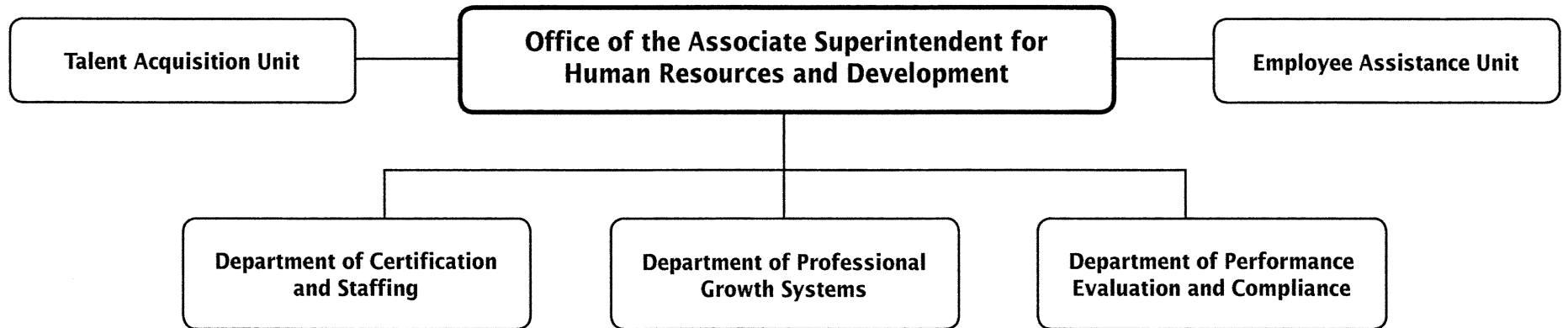
## Office of Human Resources and Development

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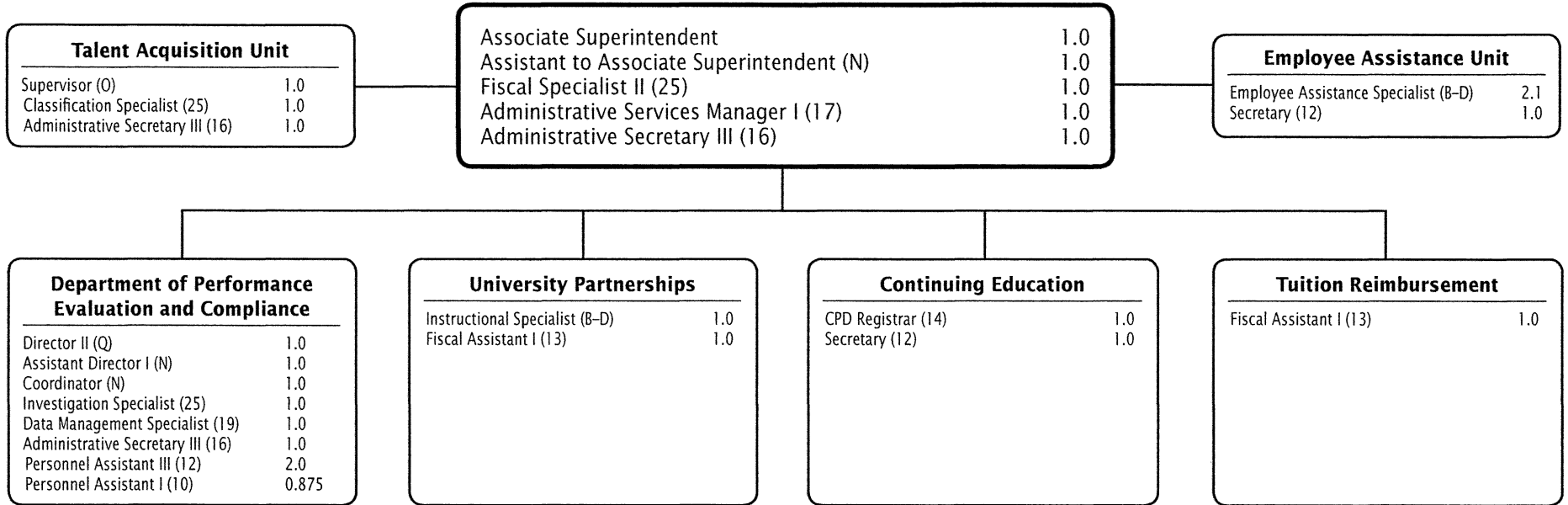
**Office of Human Resources and Development**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative	21.000	22.000	22.000	22.000	
Business/Operations Admin.					
Professional	44.100	38.100	38.100	38.100	
Supporting Services	52.375	50.375	50.375	50.375	
<b>TOTAL POSITIONS</b>	<b>117.475</b>	<b>110.475</b>	<b>110.475</b>	<b>110.475</b>	
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$2,872,061	\$3,366,595	\$3,366,595	\$3,141,391	(\$225,204)
Business/Operations Admin.					
Professional	4,575,789	4,178,771	4,178,771	4,068,651	(110,120)
Supporting Services	3,699,971	3,776,974	3,776,974	3,907,169	130,195
<b>TOTAL POSITION DOLLARS</b>	<b>11,147,821</b>	<b>11,322,340</b>	<b>11,322,340</b>	<b>11,117,211</b>	<b>(205,129)</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	5,891,688	1,110,128	1,110,128	1,132,330	22,202
Supporting Services	101,793	138,246	138,246	141,010	2,764
<b>TOTAL OTHER SALARIES</b>	<b>5,993,481</b>	<b>1,248,374</b>	<b>1,248,374</b>	<b>1,273,340</b>	<b>24,966</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>17,141,302</b>	<b>12,570,714</b>	<b>12,570,714</b>	<b>12,390,551</b>	<b>(180,163)</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>145,550</b>	<b>234,038</b>	<b>234,038</b>	<b>234,038</b>	
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>96,197</b>	<b>187,432</b>	<b>187,432</b>	<b>180,038</b>	<b>(7,394)</b>
<b>04 OTHER</b>					
Local/Other Travel	81,309	93,140	93,140	93,140	
Insur & Employee Benefits	5,551,019	4,843,264	4,843,264	4,843,264	
Utilities					
Miscellaneous	88,412	16,900	16,900	16,900	
<b>TOTAL OTHER</b>	<b>5,720,740</b>	<b>4,953,304</b>	<b>4,953,304</b>	<b>4,953,304</b>	
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$23,103,789</b>	<b>\$17,945,488</b>	<b>\$17,945,488</b>	<b>\$17,757,931</b>	<b>(\$187,557)</b>

# Office of Human Resources and Development—Overview



# Office of the Associate Superintendent of Human Resources and Development



Chapter 9 – 4

F.T.E. Positions 24.975

**FY 2017 OPERATING BUDGET**



**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. Furthermore, we are committed to academic excellence, creative problem solving, and social emotional learning.*

## MAJOR FUNCTIONS

### Overview

OHRD oversees the Department of Certification and Staffing, the Department of Performance Evaluation and Compliance, and the Department of Professional Growth Systems. The Talent Acquisition Unit and the Employee Assistance Program Unit operate underneath this office.

The OHRD Leadership Team promotes a professional learning community, which comprises representatives from all three employee associations and every OHRD department and unit. The OHRD Leadership Team's objective is to align and implement a vision that is focused on support for the 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 examine the current state of the departments, 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.

OHRD celebrates the accomplishments of great teachers and administrators through the coordination of many awards. OHRD serves as the MCPS liaison to the Maryland State Department of Education (MSDE) for matters related to National Board for Professional Teaching Standards (NBPTS) certification, and works collaboratively with the Montgomery County Education Associates (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.

### Certification and Staffing

OHRD, through the Department of Certification and Staffing (DCS), manages and monitors the certification needs of more than 13,000 certificated employees. In addition, the DCS 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.

### Professional Growth Systems

The Department of Professional Growth Systems provides support for the three professional growth systems: administrators; teachers; and supporting services. This support is provided through the Consulting Teacher team, the Skillful Teaching and Leading team, the Staff Development Programs team, and the Onboarding, Induction, and Growth team. These teams 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, the mentoring system, the professional development opportunities, the support systems, and the 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.

## Performance Evaluation and Compliance

The Department of Performance Evaluation and Compliance conducts pre-employment background checks, which includes processing a high volume of fingerprints and drug tests. This department also monitors litigation, equal employment opportunity alignment, human relations, and *Americans with Disabilities Act* issues that are raised by employees. Additionally, this department 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.

## Talent Acquisition

The Talent Acquisition Unit focuses on recruiting 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 newsprint, publications, e-recruiting sources, and the recruitment website.

## Employee Assistance Program

The Employee Assistance Program Unit provides counseling and consultation services to intervene in and prevent work performance issues.

## Continuing Education and Tuition Reimbursement

In addition, the Office of the Associate Superintendent for Human Resources and Development 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 Office of the Associate Superintendent for Human Resources is responsible for the oversight and processing of tuition reimbursement requests for administrators, support staff, and teachers. This office 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.

## 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 requires more frequent investigations and a greater commitment of time to employee evaluations.
- » For the 2015–2016 school year, 170 qualified assistant principal (AP) candidates were processed for acceptance into the AP eligibility pool. Of the candidates, 119 were accepted; 48 assistant principal vacancies were filled with the following diversity—25 percent African American, 4 percent Asian American, 10 percent Hispanic, 58 percent White and 2 percent multiracial, and 15 assistant school administrator vacancies were filled with the following diversity—27 percent African American, 13 percent Asian American, 0 percent Hispanic, 60 percent White, and 0 percent multiracial.
- » 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. A total of 117 investigations were conducted during the 2014–2015 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 2015, 596 individual cases were handled through the Employee Assistance Program Unit, and the unit conducted 60 auxiliary services, e.g., workshops, crisis responses, and orientation presentations—resulting in a well-supported and more productive workforce.
- » Tuition reimbursement is available for supporting services staff, teachers, and administrators who choose to further their education. In FY 2015, MCPS offered over \$5 million in reimbursement to 7,082 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. A new professional development school (PDS) partnership was established with Towson University and Wilson Wims Elementary School. This brings the total number of PDSs to 34. Approximately 733 professional and support professional employees were enrolled as program candidates this year and participated in 27 higher education partnerships. In FY 2015, 313 student teacher interns, representing 27 institutions of higher education, completed their student teaching experience in MCPS. Approximately 174 employees graduated from MCPS partnerships this year earning certificates, certifications, and master's degrees. Additionally, MCPS 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.

- » Development of additional partnerships is ongoing to continuously meet the academic needs of the MCPS workforce. In FY 2016, MCPS partnered with Howard University to offer the Educational Administration and Guided Leadership Experiences (EAGLE) Doctor of Education Program. The first cohort of 10 candidates, including administrators and teachers, will start coursework in the fall 2015. MCPS has also partnered with Howard University to offer the Metropolitan Teacher Residency Program (MTRP). This 14-month master's degree program targets MCPS support staff. The first cohort of 10 paraprofessionals started classes in June 2015.
- » Opportunities for professional development for new and veteran educators are also 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 2015, 50 CPD courses (163 sections, 14 Studying Skillful Teaching sections) were offered, with 3,751 participants completing coursework. Three full online courses with 14 sections, as well as eight hybrid (online and traditional) courses with 53 sections, were offered based on input from participants. In addition, two new Special Education courses, SA-97 Occupational and Physical: "Best Practices" In School-based Services and SA-99 Administration and Interpretation of Wechsler Individual Achievement Test, Third Edition (WIAT\_IV) and informal Achievement Assessments, were offered.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of employees who indicate satisfaction after using employee assistance services.

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
96%	94%	95%

**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 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
57%	48%	49%

**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**

**Office of the Associate Superintendent for Human Resources and Development**

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this office is \$6,696,447, a decrease of \$350,798 from the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—(\$350,798)**

*Continuing Salary Costs—\$101,116*

There is an increase of \$101,116 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

*Realignments to Meet Expenditure Requirements and Program Priorities—(\$451,914)*

There are several realignments within the Office of the Associate Superintendent, and between other units/departments, in order to align resources to where they are managed. Within this office, there is a budget neutral realignment of 9.875 FTE positions and \$957,088, of which, 2.0 FTE positions and \$242,889 are realigned to the Talent Acquisition Unit, and 7.875 FTE and \$714,199 are realigned to the Department of Performance Evaluation and Compliance. In addition, there is a budget neutral realignment of \$26,000

# Office of the Associate Superintendent for Human Resources and Development—

381/314/383/385/386/657/658/659

Dr. Carol A. Kindt, Associate Superintendent

301-279-3270

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realignment of \$26,000 for health evaluations, \$5,000 for supporting services part time salaries, and \$1,000 for local travel mileage reimbursement, to the budget of the Department of Performance Evaluation and Compliance. Furthermore, \$15,000 for consulting services and \$2,377 for advertising funding are realigned to the Talent Acquisition Unit.

From the Department of Certification and Staffing, there is a realignment to the Talent Acquisition Unit of a 1.0 FTE position and \$66,522, \$41,098 for advertising funding, \$26,180 for out of area travel mileage reimbursement, \$2,000 for program supplies, and \$1,500 for local travel mileage reimbursement. Additionally, from the Department of Professional Growth Systems, there is a realignment of \$35,000 from contractual services to fund this account in the associate's office.

## **Department of Certification and Continuing Education**

From an approved interim reorganization during FY 2016, all resources in the Department of Certification and Continuing Education are realigned to where they are managed in FY 2017. From this department, 8.0 FTE positions and \$623,464, along with \$750 for local travel mileage reimbursement, are realigned to the Department of Certification and Staffing. Additionally, a 1.0 FTE position and \$129,830 is realigned to the Department of Performance Evaluation and Compliance.

Furthermore, the units that reported to the Department of Certification and Continuing Education are realigned to report to the Office of the Associate Superintendent. The units include Continuing Education, University Partnerships and Tuition Reimbursement. There is no FTE or budget change for these units in FY 2017.

# Office of HR and Development - 381/314/383/385/386/657/658/659

Dr. Carol A. Kindt, Associate Superintendent

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	31,975	31,975	31,975	24,975	(7,000)
Position Salaries	\$2,687,437	\$2,842,733	\$2,842,733	\$2,382,479	(\$460,254)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		4,112	4,112	4,194	82
Stipends		122,000	122,000	124,440	2,440
Professional Part Time		3,800	3,800	3,876	76
Supporting Services Part Time		8,879	8,879	9,056	177
Other		82,630	82,630	84,283	1,653
Subtotal Other Salaries	224,538	221,421	221,421	225,849	4,428
<b>Total Salaries &amp; Wages</b>	<b>2,911,975</b>	<b>3,064,154</b>	<b>3,064,154</b>	<b>2,608,328</b>	<b>(455,826)</b>
<b>02 Contractual Services</b>					
Consultants		15,000	15,000	15,000	
Other Contractual		68,450	68,450	144,548	76,098
<b>Total Contractual Services</b>	<b>59,060</b>	<b>83,450</b>	<b>83,450</b>	<b>159,548</b>	<b>76,098</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		12,233	12,233	12,233	
Other Supplies & Materials		13,891	13,891	15,891	2,000
<b>Total Supplies &amp; Materials</b>	<b>28,964</b>	<b>26,124</b>	<b>26,124</b>	<b>28,124</b>	<b>2,000</b>
<b>04 Other</b>					
Local/Other Travel		6,871	6,871	33,801	26,930
Insur & Employee Benefits		3,849,746	3,849,746	3,849,746	
Utilities					
Miscellaneous		16,900	16,900	16,900	
<b>Total Other</b>	<b>4,711,780</b>	<b>3,873,517</b>	<b>3,873,517</b>	<b>3,900,447</b>	<b>26,930</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$7,711,779</b>	<b>\$7,047,245</b>	<b>\$7,047,245</b>	<b>\$6,696,447</b>	<b>(\$350,798)</b>

# Office of the Assoc Supt for HR & Dev - 381/314/383/385/386/657/658/659

Dr. Carol A. Kindt, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>381 Office of HR and Development</b>						
1	Associate Superintendent		1.000	1.000	1.000	<b>1.000</b>	
1	Q Director II		1.000	1.000	1.000		(1.000)
1	O Supervisor			1.000	1.000		(1.000)
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		(1.000)
1	25 Personnel Specialist		1.000	1.000	1.000		(1.000)
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		(1.000)
1	23 A&S Personnel Assistant		1.000				
1	19 Data Management Specialist		1.000	1.000	1.000		(1.000)
1	17 Admin Services Manager I		1.000	1.000	1.000	<b>1.000</b>	
1	16 Administrative Secretary III		2.000	2.000	2.000	<b>1.000</b>	(1.000)
1	12 Personnel Assistant III		2.000	2.000	2.000		(2.000)
1	10 Personnel Assistant I		.875	.875	.875		(.875)
	<b>Subtotal</b>		<b>14.875</b>	<b>14.875</b>	<b>14.875</b>	<b>5.000</b>	<b>(9.875)</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>383 Department of Certification &amp; Continuing Edu</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		3.000	3.000	3.000		(3.000)
1	12 Personnel Assistant III		1.000	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>385 Dept of Performance Evaluation and Compliar</b>						
1	Q Director II					<b>1.000</b>	1.000
2	N Assistant Director I					<b>1.000</b>	1.000
1	N Coordinator					<b>1.000</b>	1.000
1	25 Investigation Specialist					<b>1.000</b>	1.000
1	19 Data Management Specialist					<b>1.000</b>	1.000
1	16 Administrative Secretary III					<b>1.000</b>	1.000
1	12 Personnel Assistant III					<b>2.000</b>	2.000
1	10 Personnel Assistant I					<b>.875</b>	.875
	<b>Subtotal</b>					<b>8.875</b>	<b>8.875</b>
	<b>386 Talent Acquisition Unit</b>						
1	O Supervisor					<b>1.000</b>	1.000
1	25 Personnel Specialist					<b>1.000</b>	1.000

# Office of the Assoc Supt for HR & Dev - 381/314/383/385/386/657/658/659

Dr. Carol A. Kindt, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>386 Talent Acquisition Unit</b>						
1	16 Administrative Secretary III					1.000	1.000
	<b>Subtotal</b>					3.000	3.000
	<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>		2.000	2.000	2.000	2.000	
	<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>		2.000	2.000	2.000	2.000	
	<b>659 Tuition Reimbursement</b>						
2	13 Fiscal Assistant I		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		1.000	1.000	1.000	1.000	
	<b>Total Positions</b>		31.975	31.975	31.975	24.975	(7.000)





**MISSION** *The Department of Certification and Staffing (DCS) is committed to providing certification services to all Montgomery County Public Schools (MCPS) staff and 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

### Overview

DCS works collaboratively with administrators, supervisors, teachers, specialists, support professionals, state agencies, and college and university partners to promote workforce excellence by recruiting, hiring, and retaining highly qualified, diverse individuals for teaching, supporting services, and substitute positions. The major functions of DCS are divided into the following units:

### Staffing

The department, in collaboration with the Talent Acquisition Unit, 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. In addition, 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 newsprint, publications, e-recruiting sources, and the recruitment website.

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.

### Certification

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 (EIS); 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 requests for salary lane changes and national license supplements for educators on the A–D professional salary schedule, provides post-baccalaureate records requested by educators, and reviews professional leave requests and clearance for professional and support staff.

## ACCOMPLISHMENTS AND INITIATIVES

### Staffing

- » 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 requires innovative recruiting and hiring practices that focus on the pursuit of equity and excellence.
- » Staff in DCS Staffing have trained more than 85 ambassadors that include principals, assistant principals, and central services staff members in the practices of screening teacher candidate résumés for the interview selection process. This collaborative effort is part of our system's Workforce Diversity 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 2015–2016 school year with all teacher-level positions filled by contracted teachers or qualified substitute teachers, and 4,940 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 2016, on the opening day of school, the diversity of the 600 new employees hired for teacher-level positions were as follows: 62 percent White; 16 percent African American; 6 percent Asian American; 9 percent Hispanic; and 6 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. For supporting services positions, there were 1,434 posted SEIU positions: 55,393 applicants who applied/screened; 606 new SEIU (permanent) employees were hired; 603 temporary and substitutes were hired; and 944 employees received transfers or promotions for the start of FY 2016.

**Supporting Services Teacher Preparation Partnership Programs**

- » Creative Initiatives in Teacher Education (CITE), Master’s Program, University of Maryland
- » Special Education Teacher Immersion Training (SET-IT), a Professional Immersion Special Education Master of Science Program, Johns Hopkins University
- » Master of Arts in Teaching (MAT), Towson University
- » Metropolitan Teacher Residency Program (MTRP), Master’s Program, Howard University
- » Washington Adventist University (WAU), Bachelor’s in Elementary and Special Education

**SEIU Members Currently in Partnership Programs and Members who Graduated in FY 2015**

Program	2-Year Program	Recruit Students Every 2 Years	Participants	Graduates
CITE University of Maryland	Yes	Yes	13	No Graduates
SET-IT Johns Hopkins University	Yes	No (Recruits Annually)	12	5
MAT Towson University	Yes	Yes	19	15
MTRP Howard University	No 14 Months	New FY 2015 Program	9	No Graduates
WAU* Washington Adventist University	Yes	Yes	9	6

\*WAU program on hiatus; making modifications; not recruiting for FY 2016

**Substitute Employee Management System**

- » The pool of available, qualified substitute teachers is strong for FY 2016. 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.

**Certification**

- » For FY 2014, 99.0 percent of Title I teachers were designated “highly qualified.” Additionally in FY 2015, 96.9 percent of classes were taught by teachers designated “highly qualified.”
- » All teachers, specialists, and administrators must hold a valid Maryland certificate, which is maintained in the Maryland State Department of Education Educator Information System (EIS). During FY 2015, 3,687 requests were processed and 6,964 documents were scanned (uploaded documents data is not available) to educator records.
- » Specialists who hold a national license are eligible for supplemental pay. During FY 2015, 604 specialists who are monitored to ensure continued eligibility receive supplemental pay.
- » For FY 2015, State Quality Teacher Incentive Act stipends were awarded to 3,294 MCPS educators.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of filled vacancies for teaching positions at the opening of school will remain at 100 percent.

<b>FY 2015 Actual</b> 100%	<b>FY 2016 Estimate</b> 100%	<b>FY 2017 Recommended</b> 100%
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**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.

<b>FY 2015 Actual</b> 99%	<b>FY 2016 Estimate</b> 100%	<b>FY 2017 Recommended</b> 100%
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**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.

<b>FY 2015 Actual</b> 0.50%	<b>FY 2016 Estimate</b> 0.50%	<b>FY 2017 Recommended</b> 0.50%
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**Explanation:** This measure reports the percentage of unfilled rate for teacher absences.

## OVERVIEW OF BUDGET CHANGES

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### **FY 2017 Recommended Budget**

The FY 2017 recommended budget for this office is \$2,888,150, an increase of \$282,577 over the current FY 2016 budget. An explanation of this change follows.

### ***Same Service Level Changes—\$282,577***

#### ***Continuing Salary Costs—(\$207,795)***

There is a decrease of \$207,795 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

#### ***Realignments to Meet Expenditure Requirements and Program Priorities—\$486,914***

There are a number of realignments budgeted to address priority spending needs within this department. From an approved interim reorganization during FY 2016, 8.0 FTE positions and \$623,464, along with \$750 for local travel mileage reimbursement, are realigned from the Department of Certification and Continuing Education (DCCE) to the Department of Certification and Staffing.

Furthermore, there is a realignment of a 1.0 FTE position and \$66,522, along with \$41,098 for advertising funding, \$26,180 in out of area travel mileage reimbursement, \$2,000 for program supplies, and \$1,500 for local travel mileage reimbursement, from this department to the Talent Acquisition Unit.

#### ***Other—\$3,458***

A reconstitution of an administrative secretary II position to an administrative secretary III position requires a budgetary increase of \$3,458.

# Department of Certification and Staffing - 382

## Vacant, Director II

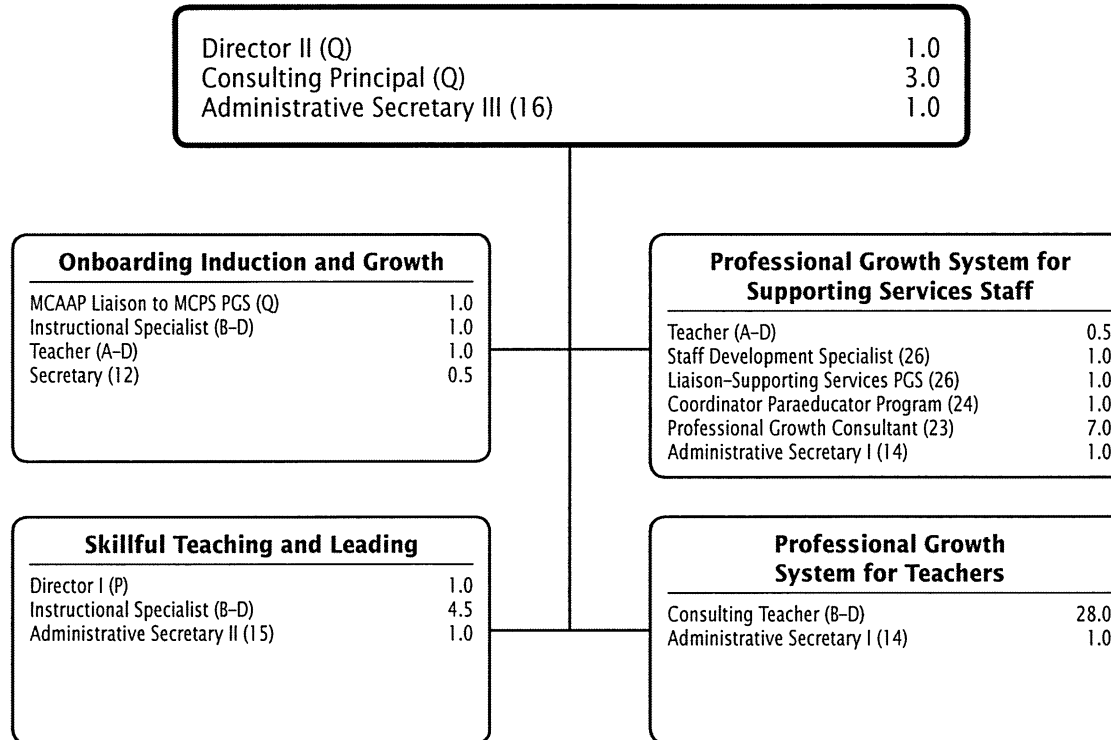
Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	23,000	23,000	23,000	<b>30,000</b>	7,000
Position Salaries	\$2,149,159	\$2,513,647	\$2,513,647	<b>\$2,865,871</b>	\$352,224
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		19,063	19,063	<b>19,444</b>	381
Other					
Subtotal Other Salaries	70,728	19,063	19,063	<b>19,444</b>	381
<b>Total Salaries &amp; Wages</b>	<b>2,219,887</b>	<b>2,532,710</b>	<b>2,532,710</b>	<b>2,885,315</b>	<b>352,605</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		41,098	41,098		(41,098)
<b>Total Contractual Services</b>	<b>11,414</b>	<b>41,098</b>	<b>41,098</b>		<b>(41,098)</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		2,000	2,000		(2,000)
<b>Total Supplies &amp; Materials</b>	<b>4,017</b>	<b>2,000</b>	<b>2,000</b>		<b>(2,000)</b>
<b>04 Other</b>					
Local/Other Travel		29,765	29,765	<b>2,835</b>	(26,930)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>16,714</b>	<b>29,765</b>	<b>29,765</b>	<b>2,835</b>	<b>(26,930)</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$2,252,032</b>	<b>\$2,605,573</b>	<b>\$2,605,573</b>	<b>\$2,888,150</b>	<b>\$282,577</b>

## Department of Certification & Staffing - 382

Vacant, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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>9.000</b>	1.000
1	26 Support Staffing Specialist		4.000	4.000	4.000	<b>4.000</b>	
1	24 Certification Specialist					<b>1.000</b>	1.000
1	20 Substitute Teacher Staff Spec		1.000	1.000	1.000	<b>1.000</b>	
1	19 Certification Assistant					<b>1.000</b>	1.000
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		(1.000)
2	16 Administrative Secretary III					<b>1.000</b>	1.000
1	15 Personnel Assistant IV					<b>3.000</b>	3.000
1	14 Staffing Assistant		6.000	6.000	6.000	<b>6.000</b>	
1	12 Personnel Assistant III					<b>1.000</b>	1.000
	<b>Total Positions</b>		<b>23.000</b>	<b>23.000</b>	<b>23.000</b>	<b>30.000</b>	<b>7.000</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 in support of the MCPS Professional Growth Systems. The courses are 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 for central services and business and operations administrators. The core knowledge presented in these courses focuses on student achievement and learning through expert instruction and leadership. All of these courses are built on the premise that effective effort and belief in continuous improvement create a cycle of motivation and success. The Skillful Teaching and Leading team coordinates the Traditions course, which is the first professional development experience for all new employees participating in the Onboarding process (see below). The team coordinates Facilitative Leadership, which trains MCPS staff to effectively facilitate teams, work groups, and committees. 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 options 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 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 employees) 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 all educators 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 FY 2015, 33 consulting teachers worked with 561 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 2015, 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 304 teachers participated in SST 1 classes; 120 teachers participated in SST 2 classes; 181 school leaders and aspiring administrators participated in OAT 1 classes; 103 school leaders participated in OAT 2 classes; 50 school leaders participated in Skillful Leader III classes, and 58 paraeducators participated in SST for Paraeducators: Supporting Teaching and Learning. In addition, 21 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 (151 participants) in FY 2015 with one course cancelled.
- » The program also provided five modules of the course Landing on Your Feet (127 participants), which covered classroom management, parent and home involvement, beliefs and high expectations, and managing time with three sections cancelled due to fiscal limitations.
- » The program created a new course, Mentoring: Mapping the Journey (38 participants) through two sections and three modules were cancelled due to fiscal limitations.
- » The induction program included 474 mentors, 941 new teachers, and 831 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 32 sessions and 831 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 included eight professional growth consultants (PGCs) during the

2014–2015 fiscal year. They 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 10-year implementation of the SSPGS, PGCs have provided an average of 84.15 hours of support per client who completed the six-month PAR program. Approximately 80 percent of those clients were able to successfully return to their professional growth cycle.
- » In addition to providing support to clients, during FY 2015, 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 504 hours of face-to-face training time to support the professional development of support professional employees and administrators/supervisors.
- » Professional Development Plans (PDPs) are required for 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) were each assigned one PGC to assist in implementing the SSPGS to build the capacity of supporting services professionals. Three PGCs spent an average of 20 percent of their time 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.
- » The MCPS Supporting Services Training and Development (SSTD) team shared 10 seats in 15 sections of training with employees of the Montgomery County Government. The Montgomery County Department of Human Resources made a similar number of training seats available to MCPS support professionals in return. This long-time training partnership has enabled both organizations to broaden their training offerings without increasing costs.
- » 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.
- » Despite deep budget cuts, the attendance total for SSTD-sponsored training for Fiscal Year 2014–2015 was 2,901, down 467 from the previous year.
- » Implementation of the Supporting Services Training Corps (SSTC) will continue to provide 47 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, SEL and cultural competence, Chromebook applications, Promethean ActivInspire, C2.0 and UDL instruction, 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 2015 Actual	FY 2016 Estimated	FY 2017 Recommended
86%	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 2015 Actual	FY 2016 Estimated	FY 2017 Recommended
OAT1	96%	95%	100%
OAT2	97%	100%	100%
SST1	100%	97%	100%
SST2	96%	92%	100%
SSTP	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 2015 Actual	FY 2016 Estimated	FY 2017 Recommended
OAT1	100%	97%	100%
OAT2	98%	98%	100%
SST1	98%	97%	100%
SST2	98%	98%	100%
SSTP	100%	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 2015 Actual	FY 2016 Estimated	FY 2017 Recommended
94.2%	90%	95%

**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) and Mentoring: Mapping the Journey.

**Performance Measure:** Percentage of novice principals who indicated that they are satisfied with the supports they receive from their consulting principals.

FY 2015 Actual	FY 2016 Estimated	FY 2017 Recommended
100%	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 2017 Recommended Budget

The FY 2017 recommended budget for this office is \$3,757,849, an increase of \$32,495 over the current FY 2016 budget. An explanation of this change follows.

#### Same Service Level Changes—\$32,495

##### Continuing Salary Costs—\$67,495

There is an increase of \$67,495 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

##### Realignments to Meet Expenditure Requirements and Program Priorities—(\$35,000)

Realignments are budgeted to address priority spending needs for this department. There is a realignment of \$35,000 for contractual services to the Office of the Associate Superintendent of Human Resources and Development.

### Title II A—Improving Teacher Quality, Skillful Teaching and Leading Program

#### FY 2017 Recommended Budget

The FY 2017 recommended budget for this office is \$345,323, a decrease of \$4,720 over the current FY 2016 budget. An explanation of this change follows.

#### Same Service Level Changes—(\$4,720)

##### Continuing Salary Costs—\$2,674

There is an increase of \$2,674 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive

a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

##### Realignments to Meet Expenditure Requirements and Program Priorities—(\$7,394)

Realignments are budgeted to address priority spending needs for this department. The budget for training supplies is reduced by \$7,394 in order to meet the projected budget for this program.

### Program's Recent Funding History

	FY 2016 Projected 7/1/15	FY 2016 Received 11/30/15	FY 2017 Projected 7/1/16
Federal	\$350,043	\$378,858	\$350,043
State			
Other			
County			
Total	\$350,043	\$378,858	\$350,043

### Title II A—Improving Teacher Quality, Teacher Mentoring Program

#### FY 2017 Recommended Budget

The FY 2017 recommended budget for this office is \$259,600, an increase of \$4,720 over the current FY 2016 budget. An explanation of this change follows.

#### Same Service Level Changes—\$4,720

##### Continuing Salary Costs—\$4,720

There is an increase of \$4,720 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

### Program's Recent Funding History

	FY 2016 Projected 7/1/15	FY 2016 Received 11/30/15	FY 2017 Projected 7/1/16
Federal	\$254,880	\$226,065	\$254,880
State			
Other			
County			
Total	\$254,880	\$226,065	\$254,880

**Title II A—Improving Teacher Quality, Consulting Teacher Program**

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this office is \$3,810,562, a decrease of \$151,831 over the current FY 2016 budget. An explanation of this change follows.

***Same Service Level Changes—(\$151,831)***

***Continuing Salary Costs—\$14,953***

There is an increase of \$14,953 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

***Realignments to Meet Expenditure Requirements and Program Priorities—(\$166,784)***

Realignments are budgeted to address priority spending needs for this department. The budget for consulting teacher salaries is reduced by \$166,784 in order to meet the projected budget for this program.

**Program's Recent Funding History**

	<b>FY 2016 Projected 7/1/15</b>	<b>FY 2016 Received 11/30/15</b>	<b>FY 2017 Projected 7/1/16</b>
Federal	\$2,902,171	\$2,928,951	\$2,902,171
State			
Other			
County	\$1,540,222	\$1,060,222	\$ 908,391
<b>Total</b>	<b>\$4,442,393</b>	<b>\$3,989,173</b>	<b>\$3,810,562</b>

# Department of Professional Growth Systems - 384/654/656/665

**Dr. David Steinberg, Director II**

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	28,500	26,500	26,500	26,500	
Position Salaries	\$2,913,400	\$2,921,005	\$2,921,005	\$2,975,737	\$54,732
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		22,365	22,365	22,812	447
Stipends		300,955	300,955	306,974	6,019
Professional Part Time					
Supporting Services Part Time		29,763	29,763	30,358	595
Other		285,104	285,104	290,806	5,702
Subtotal Other Salaries	629,066	638,187	638,187	650,950	12,763
<b>Total Salaries &amp; Wages</b>	3,542,466	3,559,192	3,559,192	3,626,687	67,495
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		76,610	76,610	41,610	(35,000)
<b>Total Contractual Services</b>	30,789	76,610	76,610	41,610	(35,000)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		10,500	10,500	10,500	
Other Supplies & Materials		57,548	57,548	57,548	
<b>Total Supplies &amp; Materials</b>	21,899	68,048	68,048	68,048	
<b>04 Other</b>					
Local/Other Travel		21,504	21,504	21,504	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	18,789	21,504	21,504	21,504	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$3,613,943</u>	<u>\$3,725,354</u>	<u>\$3,725,354</u>	<u>\$3,757,849</u>	<u>\$32,495</u>

# Dept of Prof. Growth Systems - 384/654/656/665

Dr. David Steinberg, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>384 Department of Professional 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 Prof. Growth System-Support Services Emplo</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	7.000	7.000	<b>7.000</b>	
2	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>12.500</b>	<b>11.500</b>	<b>11.500</b>	<b>11.500</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	4.500	4.500	<b>4.500</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>7.500</b>	<b>6.500</b>	<b>6.500</b>	<b>6.500</b>	
	<b>Total Positions</b>		<b>28.500</b>	<b>26.500</b>	<b>26.500</b>	<b>26.500</b>	

# Title II A-Skillful Teaching & Leading Prog.-Grant - 915

## Dr. David Steinberg, Director II

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE) Position Salaries					
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		110,804	110,804	113,020	2,216
Stipends					
Professional Part Time		16,560	16,560	16,891	331
Supporting Services Part Time		6,339	6,339	6,466	127
Other					
Subtotal Other Salaries	-42,186	133,703	133,703	136,377	2,674
<b>Total Salaries &amp; Wages</b>	-42,186	133,703	133,703	136,377	2,674
<b>02 Contractual Services</b>					
Consultants		32,880	32,880	32,880	
Other Contractual					
<b>Total Contractual Services</b>	44,287	32,880	32,880	32,880	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		88,760	88,760	81,366	(7,394)
<b>Total Supplies &amp; Materials</b>	40,252	88,760	88,760	81,366	(7,394)
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits		94,700	94,700	94,700	
Utilities					
Miscellaneous					
<b>Total Other</b>	91,842	94,700	94,700	94,700	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$134,195</u>	<u>\$350,043</u>	<u>\$350,043</u>	<u>\$345,323</u>	<u>(\$4,720)</u>

# Title II A - Teacher Mentoring Program - Grant - 917

Dr. David Steinberg, Director II

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)					
Position Salaries					
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends		60,000	60,000	61,200	1,200
Professional Part Time					
Supporting Services Part Time					
Other		176,000	176,000	179,520	3,520
Subtotal Other Salaries	5,111,335	236,000	236,000	240,720	4,720
<b>Total Salaries &amp; Wages</b>	5,111,335	236,000	236,000	240,720	4,720
<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		18,880	18,880	18,880	
Utilities					
Miscellaneous					
<b>Total Other</b>	10,315	18,880	18,880	18,880	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$5,121,650</u>	<u>\$254,880</u>	<u>\$254,880</u>	<u>\$259,600</u>	<u>\$4,720</u>



# Professional Growth System for Teachers - 660/961

Dr. David Steinberg, Director II

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	34.000	29.000	29.000	<b>29.000</b>	
Position Salaries	\$3,397,825	\$3,044,955	\$3,044,955	<b>\$2,893,124</b>	(\$151,831)
<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>	3,397,825	3,044,955	3,044,955	<b>2,893,124</b>	(151,831)
<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>	1,065	2,500	2,500	<b>2,500</b>	
<b>04 Other</b>					
Local/Other Travel		35,000	35,000	<b>35,000</b>	
Insur & Employee Benefits		879,938	879,938	<b>879,938</b>	
Utilities					
Miscellaneous					
<b>Total Other</b>	871,300	914,938	914,938	<b>914,938</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$4,270,190</u>	<u>\$3,962,393</u>	<u>\$3,962,393</u>	<u><b>\$3,810,562</b></u>	<u>(\$151,831)</u>

## Prof. Growth System for Teachers - 660/961

Dr. David Steinberg, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>660 Professional Growth System for Teachers</b>						
3	AD Teacher, Consulting	X	11.000	9.000	9.000	<b>9.000</b>	
2	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>12.000</b>	<b>10.000</b>	<b>10.000</b>	<b>10.000</b>	
	<b>961 Title II, A-Prof. Growth Sys. for Teachers-Grant</b>						
3	AD Teacher, Consulting	X	22.000	19.000	19.000	<b>19.000</b>	
	<b>Subtotal</b>		<b>22.000</b>	<b>19.000</b>	<b>19.000</b>	<b>19.000</b>	
	<b>Total Positions</b>		<b>34.000</b>	<b>29.000</b>	<b>29.000</b>	<b>29.000</b>	

## **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 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative	22.000	22.000	22.000	22.000	
Business/Operations Admin.	2.000	2.000	2.000	3.000	1.000
Professional	7.000	6.500	6.500	6.500	
Supporting Services	59.000	69.000	69.000	72.000	3.000
<b>TOTAL POSITIONS</b>	<b>90.000</b>	<b>99.500</b>	<b>99.500</b>	<b>103.500</b>	<b>4.000</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$3,141,003	\$3,332,074	\$3,332,074	\$3,307,851	(\$24,223)
Business/Operations Admin.	193,284	204,338	204,338	330,522	126,184
Professional	713,938	756,324	756,324	781,775	25,451
Supporting Services	4,334,329	5,391,585	5,391,585	5,831,896	440,311
<b>TOTAL POSITION DOLLARS</b>	<b>8,382,554</b>	<b>9,684,321</b>	<b>9,684,321</b>	<b>10,252,044</b>	<b>567,723</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	229,084	328,588	328,588	371,623	43,035
Supporting Services	142,427	142,564	142,564	514,379	371,815
<b>TOTAL OTHER SALARIES</b>	<b>371,511</b>	<b>471,152</b>	<b>471,152</b>	<b>886,002</b>	<b>414,850</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>8,754,065</b>	<b>10,155,473</b>	<b>10,155,473</b>	<b>11,138,046</b>	<b>982,573</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>420,362</b>	<b>977,977</b>	<b>977,977</b>	<b>993,125</b>	<b>15,148</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>107,756</b>	<b>194,025</b>	<b>195,025</b>	<b>172,687</b>	<b>(22,338)</b>
<b>04 OTHER</b>					
Local/Other Travel	135,018	139,839	155,977	154,102	(1,875)
Insur & Employee Benefits	395,367	353,504	353,504	394,068	40,564
Utilities					
Miscellaneous	58,767	73,472	58,034	59,459	1,425
<b>TOTAL OTHER</b>	<b>589,152</b>	<b>566,815</b>	<b>567,515</b>	<b>607,629</b>	<b>40,114</b>
<b>05 EQUIPMENT</b>		<b>880</b>	<b>880</b>		<b>(880)</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$9,871,335</b>	<b>\$11,895,170</b>	<b>\$11,896,870</b>	<b>\$12,911,487</b>	<b>\$1,014,617</b>

# Board of Education

Chief of Staff-Ombudsman	1.0
Staff Assistant, Policy and Communications (P)	1.0
Legislative Aide (H)	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 system of public schools designed to provide high-quality education and an equal educational opportunity for all students.

### Development and Adoption of Educational Policy and Rules and Regulation for Managing the School System

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 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 are 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 standing and ad hoc committees, including Fiscal Management, Policy Management, 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 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. What follows is a summary of some of the Board's actions in the past fiscal year.
- » Policy DNA, *Management of Board of Education Property*, outlines how the Board will manage its real property in order to ensure adequate schools and support facilities are available to serve future enrollment levels, establish processes to govern interim use of property that is not currently needed for a school or support facility or other appropriate educational purpose, and dispose of real and non-real property when the Board determines that it is no longer needed for school purposes or has reached the end of its useful life; Policy

GHC, *Salaries and Other Benefits of Professional Personnel*, provides guidelines for salary schedules, anniversary dates, and rehiring employees returning after having resigned; Policy GIH, *Funding Other Post-Employment Benefits*, sets forth the priorities of the Board regarding funding of post-employment health benefits for eligible retirees and reflects that funding other post-employment benefits is both a priority and a responsibility to which the Board is committed; Policy JGA, *Student Discipline*, aligns with new state regulations and affirms the Board's commitment to a disciplined learning environment that is safe, positive, and respectful; increases student engagement; boosts student achievement; and, when possible, prevents student misbehavior before it occurs; and Policy JHC, *Child Abuse and Neglect*, clarifies the procedures and protocols related to recognizing, reporting, and preventing suspected child abuse and neglect of students.

- » During FY 2015, the Board adjudicated 69 appeals. Twenty-five appeals 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 44 appeals were related to transfers and consortia assignments.
- » For the past seven 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 2017 Recommended Budget

The FY 2017 recommended budget for this office is \$1,113,283, a decrease of \$18,932 from the current FY 2016 budget. An explanation of this change follows.

#### **Same Service Level Changes—(\$18,932)**

##### *Continuing Salary Costs—(\$64,432)*

There is a decrease of \$64,432 for continuing salary costs. Included in this amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015, that 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 office. There is a realignment of a 1.0 FTE position and \$116,289 from a staff assistant position to a legislative aide position.

##### *Other—\$45,500*

A law signed by the Governor of the State of Maryland increased the compensation for elected members of the county board from \$18,500 annually to \$25,000 annually, plus an additional \$4,000 for the board President. This funding is required for the increased compensation costs of the board members.

**Board of Education - 711**  
**Roland Ikheola, Chief of Staff - Ombudsman**

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	7,000	7,000	7,000	7,000	
Position Salaries	\$757,208	\$795,383	\$795,383	\$728,228	(\$67,155)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		133,500	133,500	181,670	48,170
Supporting Services Part Time					
Other		2,627	2,627	2,680	53
Subtotal Other Salaries	151,340	136,127	136,127	184,350	48,223
<b>Total Salaries &amp; Wages</b>	908,548	931,510	931,510	912,578	(18,932)
<b>02 Contractual Services</b>					
Consultants		23,580	24,000	24,000	
Other Contractual		420			
<b>Total Contractual Services</b>	43,185	24,000	24,000	24,000	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		7,228	7,228	7,228	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	6,129	7,228	7,228	7,228	
<b>04 Other</b>					
Local/Other Travel		107,877	123,315	123,315	
Insur & Employee Benefits					
Utilities					
Miscellaneous		61,600	46,162	46,162	
<b>Total Other</b>	172,973	169,477	169,477	169,477	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$1,130,835</u>	<u>\$1,132,215</u>	<u>\$1,132,215</u>	<u>\$1,113,283</u>	<u>(\$18,932)</u>

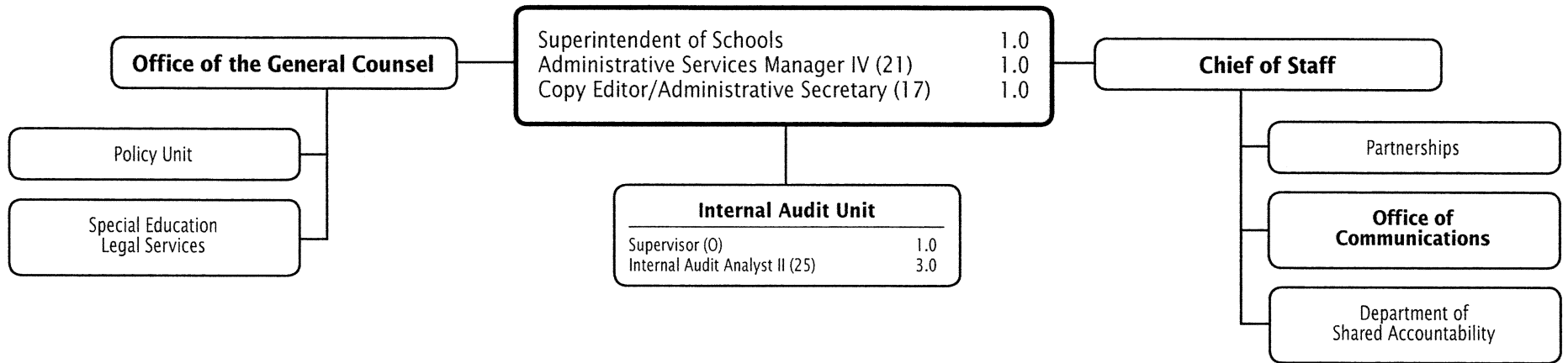


## Board of Education - 711

Roland Ikheloa, Chief of Staff - Ombudsman

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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>1.000</b>	(1.000)
1	H Legislative Aide					<b>1.000</b>	1.000
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



Chapter 10 – 8

F.T.E. Positions 7.0

**FY 2017 OPERATING BUDGET**

**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 helps shape the 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 to thrive in their future.

### 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 implementation plan; the 2015–2016 strategic priorities; 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. The superintendent's 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.

### 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 Internal Audit. 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. Internal Audit 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.

## ACCOMPLISHMENTS AND INITIATIVES

- » In June 2013, the Board adopted the MCPS strategic planning framework, *Building Our Future Together*, which emphasizes MCPS's commitment to educating each and every student so that academic success is not predictable by race, ethnicity, or socioeconomic status. The framework 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.
- » The process of designing the strategic planning framework included a joint effort with the Board to establish five core values that guide the district's work: learning, relationships, respect, excellence, and equity. The core values established a solid foundation on which to build the framework. As a next step, MCPS designed the district's implementation plan, containing the five core strategic areas of focus for districtwide improvement: Academic Rigor and Culturally Proficient Instruction, Equitable Funding and Support, Human Capital Management, Community Engagement, Operational Excellence and Continuous Improvement.
- » This year, the superintendent outlined five strategic priorities aligned to the strategic planning framework and the district implementation plan: strengthen the

foundation for academic success, focus on accountability and results, enhance our culture of collaboration and respect, focus on human capital management, and strengthen partnerships and engagement. These priorities will intensify and focus systemic efforts on critical work that will help change the success trajectory for all students and make substantial progress toward meeting rigorous student performance targets, decrease variability, and close the achievement gap. Instructional Core Teams, led by the chief academic officer and the deputy superintendent of school support and improvement, are collaborating to align work across central services offices to support elementary, middle, and high schools in monitoring data and making accelerated progress on key outcome measures. A systemwide professional development plan will align all professional learning to these strategic priorities.

- » 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 continues to utilize the Baldrige Criteria for Performance Excellence Framework to guide and focus school and office improvement efforts.
- » The upgraded elementary curriculum—Curriculum 2.0—is now in full implementation in kindergarten through Grade 6. 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).
- » Six MCPS high schools ranked in the top 200 in the Washington Post’s 2015 High School Challenge rankings. All 25 MCPS high schools appear in the rankings, which represent the top 11 percent of the nation’s high schools. Additionally, five MCPS high schools placed on the list of America’s Best High Schools, published annually by Newsweek. 14 MCPS high schools made the U.S. News & World Report 2015 list of Best High Schools.
- » 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. A total of 153,852 children attended 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

### FY 2017 Recommended Budget

The FY 2017 recommended budget for this office is \$2,136,357, an increase of \$784,030 over the current FY 2016 budget. An explanation of this change follows.

#### *Same Service Level Changes—\$784,030*

##### *Continuing Salary Costs—\$12,414*

There is an increase of \$12,414 for continuing salary costs. Included in this amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015, that is offset by reductions for staff turnover.

##### *Realignments to Meet Expenditure Requirements and Program Priorities—\$758,302*

There are several realignments budgeted to address priority spending needs in this office. There is a realignment of \$1,800 from other program expenditures in the Office of the Chief Operating Officer for contractual maintenance

services, and there is a realignment from the General Counsel of \$300 for books and subscriptions. Additionally, there is a realignment from this office to the General Counsel of \$2,000 in office supplies and \$1,485 in dues, registrations and fees.

The FY 2017 recommended budget includes a reorganization that results in an overall budget neutral set of realignments between departments and offices. The realignment includes 2.0 FTE positions and \$225,341 from the Office of the Superintendent of Schools to the budget of the Chief of Staff. In addition, there is a realignment of 6.0 FTE positions and \$625,432 to the Chief of Staff from the Office of Student Services and Engagement. Furthermore, there is a realignment of a 1.0 FTE position and \$134,255 from the Department of Shared Accountability to the Chief of Staff. Lastly, the Internal Audit Unit is now a part of the Office of the Superintendent of Schools, therefore, the 4.0 FTE positions and salaries, as well as the non-position budget, are added to the base budget for FY 2017.

*Other—\$13,314*

Additional funding of \$14,000 is included for an increase in cost for external auditors, and contractual services is reduced by \$686 based on prior year actuals.

# Office of the Superintendent of Schools - 611/623

Larry A. Bowers, Interim Superintendent of Schools

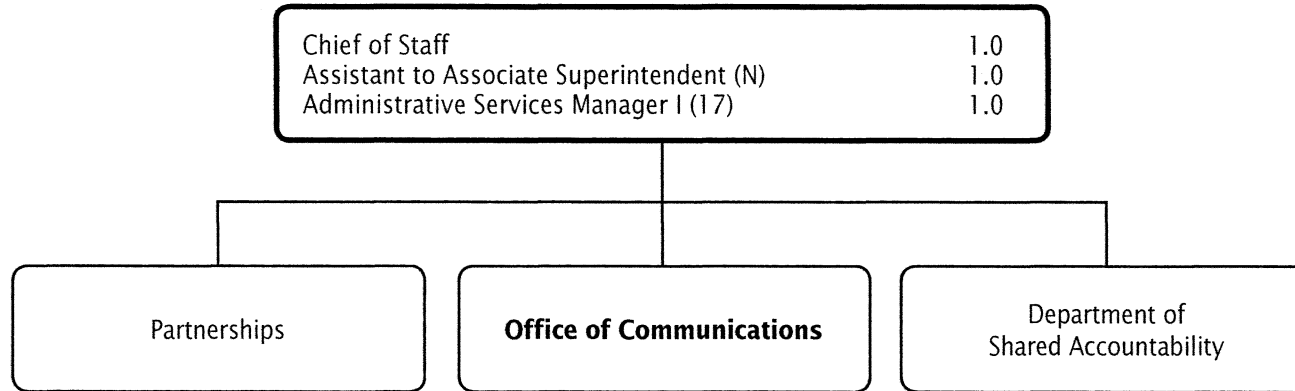
Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	13,000	9,000	9,000	7,000	(2,000)
Position Salaries	\$1,450,005	\$1,072,071	\$1,072,071	<b>\$856,926</b>	(\$215,145)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		10,800	10,800	<b>11,016</b>	216
Supporting Services Part Time		100,060	100,060	<b>102,062</b>	2,002
Other					
Subtotal Other Salaries	105,686	110,860	110,860	<b>113,078</b>	2,218
<b>Total Salaries &amp; Wages</b>	<b>1,555,691</b>	<b>1,182,931</b>	<b>1,182,931</b>	<b>970,004</b>	<b>(212,927)</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		142,400	142,400	<b>157,514</b>	15,114
<b>Total Contractual Services</b>	<b>192,492</b>	<b>142,400</b>	<b>142,400</b>	<b>157,514</b>	<b>15,114</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		12,500	12,500	<b>10,500</b>	(2,000)
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	<b>4,827</b>	<b>12,500</b>	<b>12,500</b>	<b>10,500</b>	<b>(2,000)</b>
<b>04 Other</b>					
Local/Other Travel		9,496	9,496	<b>8,011</b>	(1,485)
Insur & Employee Benefits					
Utilities					
Miscellaneous		5,000	5,000	<b>5,300</b>	300
<b>Total Other</b>	<b>8,850</b>	<b>14,496</b>	<b>14,496</b>	<b>13,311</b>	<b>(1,185)</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$1,761,860</b>	<b>\$1,352,327</b>	<b>\$1,352,327</b>	<b>\$1,151,329</b>	<b>(\$200,998)</b>

# Office of the Superintendent of Schools - 611/623

Larry A. Bowers, Interim Superintendent of Schools

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
<b>611 Office of the Superintendent of Schools</b>							
1	Superintendent of Schools		1.000	1.000	1.000	<b>1.000</b>	
1	General Counsel		1.000				
1	P Executive Director		1.000	1.000	1.000		(1.000)
2	P Executive Director		1.000				
1	M Assistant Attorney		1.000				
1	21 Admin Services Manager IV		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		(1.000)
1	15 Legal Secretary		1.000				
<b>Subtotal</b>			<b>9.000</b>	<b>5.000</b>	<b>5.000</b>	<b>3.000</b>	<b>(2.000)</b>
<b>623 Internal Audit Unit</b>							
1	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	25 Internal Audit Analyst II		3.000	3.000	3.000	<b>3.000</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>13.000</b>	<b>9.000</b>	<b>9.000</b>	<b>7.000</b>	<b>(2.000)</b>

# Chief of Staff—Overview





# Chief of Staff

Chief of Staff	1.0
Assistant to Associate Superintendent (N)	1.0
Administrative Services Manager I (17)	1.0

Partnerships	
Director II (Q)	1.0
Supervisor (O)	1.0
Partnerships Manager (24)	3.0
Administrative Secretary III (16)	1.0

## Chief of Staff - 609

### Vacant, Chief of Staff

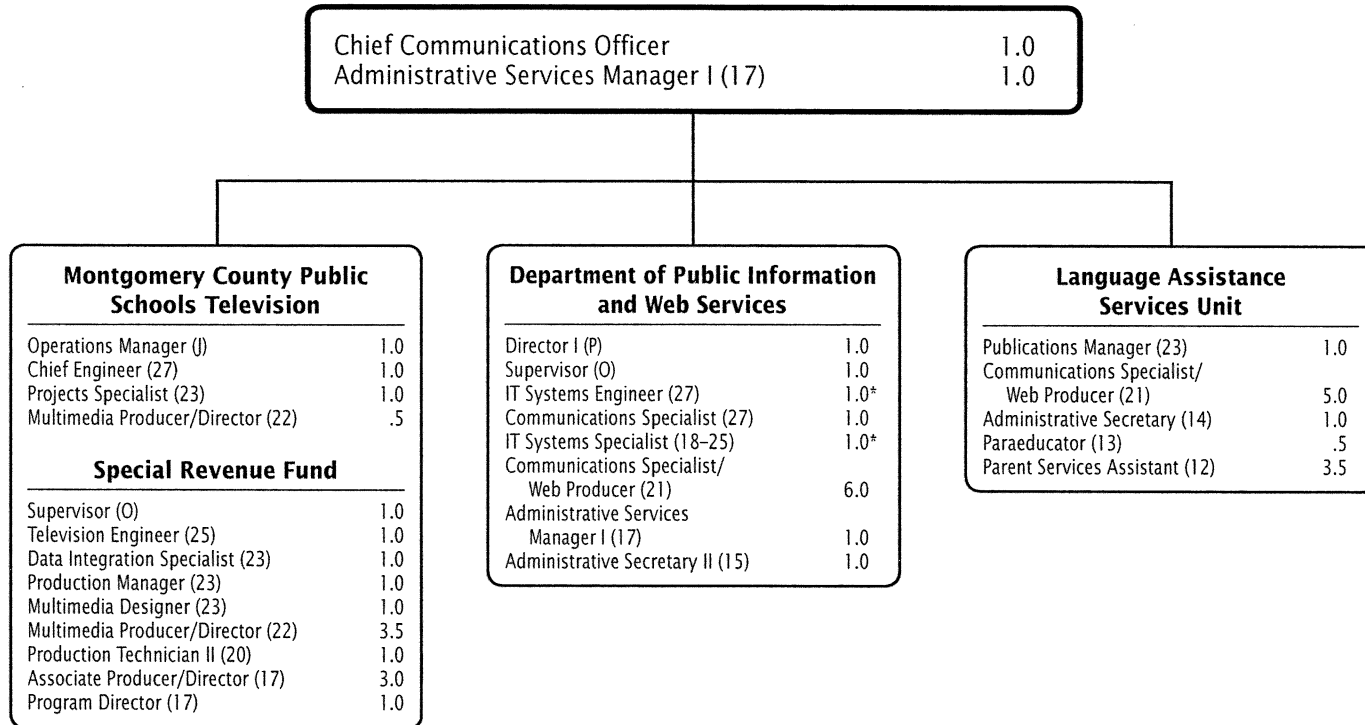
Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)				9.000	9.000
Position Salaries				\$985,028	\$985,028
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>				985,028	985,028
<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>				<b>\$985,028</b>	<b>\$985,028</b>

## Chief of Staff 609

Vacant, Chief of Staff

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
1	Chief of Staff					<b>1.000</b>	1.000
2	Q Director II					<b>1.000</b>	1.000
2	O Supervisor					<b>1.000</b>	1.000
1	N Asst. to Assoc Supt					<b>1.000</b>	1.000
2	24 Partnerships Manager					<b>3.000</b>	3.000
1	17 Admin Services Manager I					<b>1.000</b>	1.000
1	16 Administrative Secretary III					<b>1.000</b>	1.000
	<b>Total Positions</b>					<b>9.000</b>	<b>9.000</b>

# Office of Communications



Chapter 10 – 18

F.T.E. Positions 41.0

(\*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; producing multimedia resources that support staff development and engagement, such as training videos and surveys; and translating and interpreting important information, documents, and materials into foreign languages that are spoken most often by our school families.

### 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, social media, 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. 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 for Principals throughout the school year to facilitate communication between principals and their school communities.

In Fiscal Year 2016, the Language Assistance Services Unit (LASU) moved to OC to increase the frequency and speed with which important information is translated and shared with non-English-speaking families and community members. LASU routinely translates important documents and communication materials into six languages, including Amharic, Chinese, French, Korean, Spanish, and Vietnamese. This includes the MCPS QuickNotes biweekly newsletter; information about enrollment, curriculum, grading and reporting, and other important topics; and requests for input into important issues, such as changes to testing procedures and certain policies. In addition, LASU arranges interpreters for individual meetings with families, including parent-teacher conferences and Individualized Education Program meetings. LASU provides simultaneous interpretation services for large-scale events in schools and central offices, as well as for districtwide activities and events.

### 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 and District Implementation Plan.

## ACCOMPLISHMENTS AND INITIATIVES

- » Launched a comprehensive, multiplatform Spanish outreach initiative. Using feedback from a communitywide survey and focus groups, OC completely redesigned the Spanish website to tailor the content and resources to the needs of the Spanish-speaking community. This included the creation of new videos and website content that assists families in navigating the school system and becoming advocates for their children's education and success. The office also launched a Spanish-only mobile application for all Apple and Android-based devices that drives users to important content available online and on social media. This outreach effort also included the launch of a new Spanish Facebook page to engage the community with the tools they indicated they use most often. The OC also worked to increase school capability to provide information home to families in multiple languages by giving schools access to the Translation Management System (TMS), a web-based application that provides timely translations. This system, which was previously used only by central office, was made available through a pilot program that began in July 2015. The school-based TMS was opened to 35 schools and expanded to all schools in January 2016.
- » Redesigned school and central websites to be mobile friendly. More users are accessing the central MCPS website and school websites using mobile devices, such as smart phones and tablets. OC continues to redesign more school and office websites using responsive design, meaning the website will change the user experience based on the device being used. In FY 2015, 23 school websites were redesigned to be more mobile friendly. In addition, important office and stakeholder websites were updated regularly to provide information to visitors in a user-friendly manner. The office's commitment to mobile-friendly designs has led to increased usage of the website. In FY 2015, the MCPS website had more than 85 million page views—an increase of more than 10 percent from the previous year.

- » 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 launching and supporting of a new Board of Education blog, which is updated regularly in collaboration with Board members and office staff. The blog also is translated in Spanish and posted on the MCPS Spanish website. OC also supported the Board’s efforts to gather community feedback on crucial matters, including the superintendent search; important policies about child abuse and neglect, the school calendar, and grading and reporting; and options for changing school starting and ending times (bell times). OC also is supporting the broadcasting and webcasting of all Board committee meetings and the development of video programs that inform the community, such as Education Matters and a biweekly message from the Student Member of the Board, which is shown to students throughout the district.
- » Launched a new, user-friendly online calendar tool and Guidelines for Respecting Religious Diversity for families and staff. The tool is customizable and users can “build their own calendar” based on select categories and what interests them most. The calendar provides systemwide information, such as the days that schools are open and closed, Board of Education meeting information, fine arts events, cultural and religious holidays. The calendar can be printed or downloaded to a computer or mobile device. OC also developed a guide that answers many of the frequently asked questions about the accommodation of students’ religious beliefs and practices in school and during school-sponsored activities. The publication, *Guidelines for Respecting Religious Diversity*, was created in collaboration with the Montgomery County Executive’s Faith Community Working Group and other stakeholders to provide clear information for students, families, staff, and the community. The easy-to-read reference guide provides information on several Montgomery County Board of Education policies and MCPS regulations, as well as state and federal laws, which guide the district on these topics. The publication is available in English, Spanish, Korean, French, Chinese, Vietnamese, Farsi, Amharic, and Arabic.

**PERFORMANCE MEASURES**

**Performance Measure:** Number of subscribers to external communication tools

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
281,469	292,000	302,800

**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 number of subscribers to MCPS QuickNotes, Twitter, and Alert MCPS.

**Performance Measure:** Number of sessions in which content on the MCPS web is viewed via a mobile device (phone or tablet)

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
13,631,459	14,995,000	16,500,000

**Explanation:** This measure indicates the use of the MCPS web by the public and staff via a mobile device, such as a phone or tablet, to find information and access online important school-system operations, such as MCPS Careers, staff directory, school-odex pages, and others.

**Performance Measure:** Support to schools and students

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
5,978	6,270	6,580

**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.

**Performance Measure:** Language assistance services provided to schools and families

**Number of words translated**

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
1,527,313	1,930,000	2,102,700

**Number of interpretation requests**

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
12,652	16,700	20,100

**Explanation:** These measures demonstrate the services provided to schools and offices to support language needs of MCPS families in communicating with school staff and receiving information from MCPS in their native languages. The translation measure refers to written documents, materials, and website content that is translated into six languages. The interpretation request measure indicates the number of instances where interpreters assist families with face-to-face communications with school staff, in more than 50 languages.

**OVERVIEW OF BUDGET CHANGES**

**Office of Communications**

**FY 2016 Current Budget**

The current FY 2016 budget for office has changed from the budget adopted by the Board of Education on June 16, 2015. The change is a result of a realignment of \$1,000 in instructional materials and \$700 in local travel mileage reimbursement from the Office of Curriculum and Instructional Programs budget.

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this office is \$3,141,518, an increase of \$350,012 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$389,396****Continuing Salary Costs—\$51,982**

There is an increase of \$51,982 for continuing salary costs. Included in this amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015, that is offset by reductions for staff turnover.

**Realignments to Meet Expenditure Requirements and Program Priorities—\$337,414**

There are several realignments budgeted to address priority spending needs in this office. From the budget of the Office of Curriculum and Instructional Programs, there is a realignment of \$345,261 to professional part-time salaries. From the Office of Communications to the Instructional Television Special Revenue Fund, there is a realignment of a 1.0 FTE multimedia producer/director position and \$88,357, \$21,764 in contractual services, and \$4,000 in supporting services part-time salaries. From the Instructional Television Special Revenue Fund to the Office of Communications, there is a realignment of a 1.0 FTE position and \$106,404. Lastly, there is a realignment within the Office of Communications of \$1,830 from overtime, \$1,700 to professional part-time salaries, and \$130 to the Department of Financial Services for benefits, which reduces the budget for the Office of Communications by \$130.

In addition, there are a number of budget neutral realignments within the Office of Communications. The realignments include a 1.0 FTE position and \$46,062 from a fiscal assistant position to an administrative secretary II position, \$236 from office supplies to TV copyright, \$2,638 from the secretary position account to the administrative services manager I position account, which is a part of a technical salary adjustment, \$15,828 from program supplies, \$1,000 from non-local travel mileage reimbursement, \$16,278 to contractual services, \$125 to dues, registrations and fees, and \$425 to books and subscriptions.

**Program Efficiencies and Reductions—(\$39,384)**

The FY 2017 recommended budget for this office includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is a reduction of a 1.0 FTE secretary position and \$39,384. Responsibilities previously handled by this position will now be absorbed by other staff members within the office.

**Montgomery County Public Schools Instructional Television Special Revenue Fund****FY 2017 Recommended Budget**

The FY 2017 recommended budget for this program is \$1,742,791, an increase of \$88,582 over the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$88,582****Continuing Salary Costs—\$35,301**

There is an increase of \$35,301 for continuing salary costs. Included in this amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015, that is offset by reductions for staff turnover.

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

There are several realignments budgeted to address priority spending needs in this office. From the Office of Communications to the Instructional Television Special Revenue Fund, there is a realignment of a 1.0 FTE multimedia producer/director position and \$88,357, and \$25,764 to consulting services. From the Instructional Television Special Revenue Fund to the Office of Communications, there is a realignment of a 1.0 FTE position and \$106,404. Within the special revenue fund, there is a decrease in additional furniture and equipment and a corresponding increase in office supplies of \$880, and the benefits budgeted in this program are reduced by \$7,717.

**Other—\$53,281**

As salaries for those employees who are paid from the Instructional Television Special Revenue Fund change, there is also a change in the benefit costs to be paid to these employees; therefore, there is an increase of \$48,281 for employee benefits. Furthermore, there is an increase of \$2,000 for office supplies, \$2,000 for local travel mileage reimbursement and \$1,000 for fees/training support, in order to meet the needs of the department.

**Office of Communications - 642/412**  
**Brian K. Edwards, Chief Communications Officer**

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	18,500	28,500	28,500	27,500	(1,000)
Position Salaries	\$1,466,247	\$2,342,224	\$2,342,224	\$2,371,217	\$28,993
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		70,008	70,008	73,108	3,100
Supporting Services Part Time		8,791	8,791	350,228	341,437
Other		3,729	3,729	1,974	(1,755)
Subtotal Other Salaries	22,625	82,528	82,528	425,310	342,782
<b>Total Salaries &amp; Wages</b>	1,488,872	2,424,752	2,424,752	2,796,527	371,775
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		299,604	299,604	294,354	(5,250)
<b>Total Contractual Services</b>	105,921	299,604	299,604	294,354	(5,250)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials			1,000	1,000	
Office		8,615	8,615	8,379	(236)
Other Supplies & Materials		49,681	49,681	33,853	(15,828)
<b>Total Supplies &amp; Materials</b>	5,805	58,296	59,296	43,232	(16,064)
<b>04 Other</b>					
Local/Other Travel		3,382	4,082	3,207	(875)
Insur & Employee Benefits					
Utilities					
Miscellaneous		3,772	3,772	4,197	425
<b>Total Other</b>	2,254	7,154	7,854	7,404	(450)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$1,602,852</u>	<u>\$2,789,806</u>	<u>\$2,791,506</u>	<u>\$3,141,517</u>	<u>\$350,011</u>



# Office of Communications - 642/412

Brian K. Edwards, Chief Communications Officer

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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>	
2	23 Publications Manager			1.000	1.000	<b>1.000</b>	
1	21 Comm Spec/Web Producer		6.000	11.000	11.000	<b>11.000</b>	
1	17 Admin Services Manager I		2.000	2.000	2.000	<b>2.000</b>	
1	15 Administrative Secretary II					<b>1.000</b>	1.000
2	14 Administrative Secretary I			1.000	1.000	<b>1.000</b>	
3	13 Language Services Assistant			3.500	3.500	<b>3.500</b>	
3	13 Paraeducator - ESOL			.500	.500	<b>.500</b>	
1	12 Secretary		1.000	1.000			
	<b>Subtotal</b>		<b>13.000</b>	<b>24.000</b>	<b>23.000</b>	<b>24.000</b>	<b>1.000</b>
	<b>412 MCPS Television</b>						
1	J Operations Manager		1.000	1.000	1.000	<b>1.000</b>	
1	27 Chief Engineer		1.000	1.000	1.000	<b>1.000</b>	
3	23 Projects Specialist					<b>1.000</b>	1.000
1	22 Multimedia Producer/Director		1.500	1.500	1.500	<b>.500</b>	(1.000)
1	20 Production Technician II		1.000				
1	15 Fiscal Assistant II		1.000	1.000	1.000		(1.000)
1	12 Secretary				1.000		(1.000)
	<b>Subtotal</b>		<b>5.500</b>	<b>4.500</b>	<b>5.500</b>	<b>3.500</b>	<b>(2.000)</b>
	<b>Total Positions</b>		<b>18.500</b>	<b>28.500</b>	<b>28.500</b>	<b>27.500</b>	<b>(1.000)</b>

# Instructional Television Special Revenue Fund - 860

Dr. Dick Lipsky, Supervisor

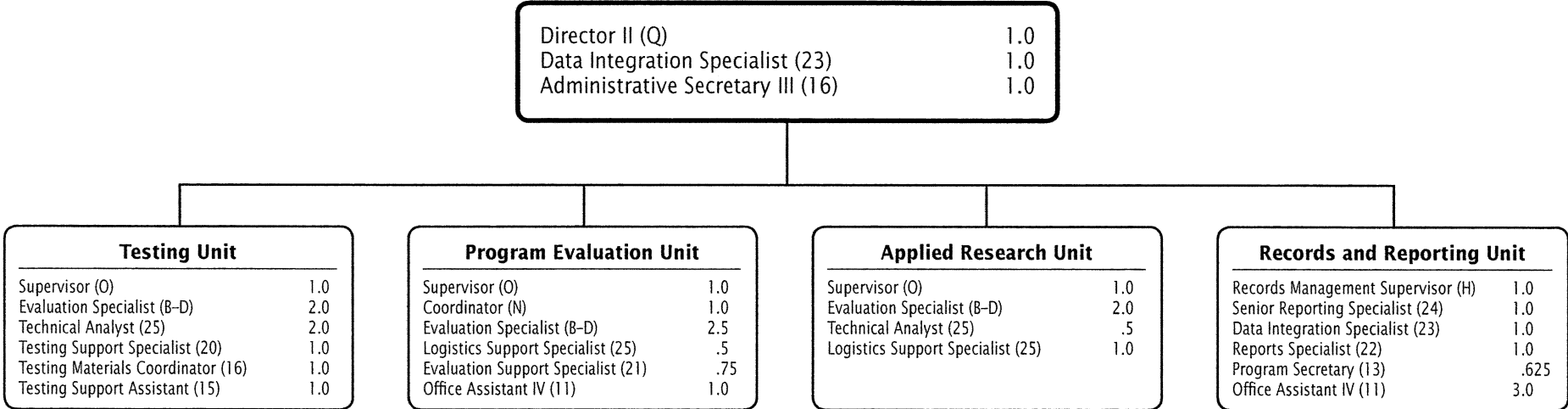
Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	13,500	13,500	13,500	13,500	
Position Salaries	\$1,130,006	\$1,189,786	\$1,189,786	\$1,207,040	\$17,254
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		3,588	3,588	3,588	
Other		1,581	1,581	1,581	
Subtotal Other Salaries	18,378	5,169	5,169	5,169	
<b>Total Salaries &amp; Wages</b>	1,148,384	1,194,955	1,194,955	1,212,209	17,254
<b>02 Contractual Services</b>					
Consultants		11,100	11,100	36,864	25,764
Other Contractual		6,500	6,500	6,500	
<b>Total Contractual Services</b>	4,240	17,600	17,600	43,364	25,764
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		15,000	15,000	17,880	2,880
Other Supplies & Materials		68,670	68,670	68,670	
<b>Total Supplies &amp; Materials</b>	83,813	83,670	83,670	86,550	2,880
<b>04 Other</b>					
Local/Other Travel		2,000	2,000	4,000	2,000
Insur & Employee Benefits		353,504	353,504	394,068	40,564
Utilities					
Miscellaneous		1,600	1,600	2,600	1,000
<b>Total Other</b>	398,365	357,104	357,104	400,668	43,564
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		880	880		(880)
<b>Total Equipment</b>		880	880		(880)
<b>Grand Total</b>	<u>\$1,634,802</u>	<u>\$1,654,209</u>	<u>\$1,654,209</u>	<u>\$1,742,791</u>	<u>\$88,582</u>

## Instructional Television Special Revenue Fund - 860

Dr. Dick Lipsky, Supervisor

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 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 Multimedia Designer				1.000	<b>1.000</b>	
37	23 Projects Specialist		1.000	1.000	1.000		(1.000)
37	22 Multimedia Producer/Director		2.500	2.500	2.500	<b>3.500</b>	1.000
37	20 Electronics Graph Artist		1.000				
37	20 Production Technician II			1.000	1.000	<b>1.000</b>	
37	18 Graphics Designer I		1.000	1.000			
37	17 Assoc Producer/Director		3.000	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>13.500</b>	<b>13.500</b>	<b>13.500</b>	<b>13.500</b>	

# Department of Shared Accountability



Chapter 10 - 26

**MISSION** *The mission of the Department of Shared Accountability (DSA) is to provide timely, responsive, and useful information that will assist schools in their work to establish and maintain conditions for every student to have a high-quality learning experience. This mission involves eliminating barriers to opportunity, achieving progress toward closing achievement gaps and for ensuring continuous improvement throughout Montgomery County Public Schools (MCPS).*

## MAJOR FUNCTIONS

The following are the major functions of the Department of Shared Accountability.

### Applied Research

DSA conducts rigorous research studies focused on identifying and understanding 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. Prediction models and monitoring tools that inform articulation and instructional decisions are also developed by DSA. Additionally, DSA conducts analysis associated with district milestones and performance targets to monitor the MCPS strategic planning framework, the district priorities, and guide school-improvement planning. In addition, DSA oversees the external research request process to ensure interruption to the instructional day is minimized. Surveys regarding the quality of services and supports provided by MCPS developed and distributed by DSA are administered to parents to provide information for continuous improvement throughout the school system. DSA also responds to ad hoc requests from MCPS offices and staff to allow for continuous improvement of programs and educational supports to students.

### 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 the strategic planning framework priority areas and initiatives and federal and state grants. In addition, DSA 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, DSA 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 DSA is to ensure compliance with federal, state, and local reporting requirements. DSA 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)

DSA 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). DSA 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 (ACCESS for ELLs). DSA 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 DSA units receive, process, and respond to ad hoc requests by stakeholders throughout the school system.

## ACCOMPLISHMENTS AND INITIATIVES

- » During the 2014–2015 school year, DSA supported the MCPS mission, vision, and goals through the following activities:
- » Completed updates to the Early Warning Indicators system 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.
- » Implemented a new, systemwide, online state assessment program through the Partnership for Assessment

- of Career and College Readiness (PARCC). Led a multi-office collaboration to provide training to ensure a successful implementation of a two-part online assessment to all Grade 3-8, Algebra and English 10 students.
- » Conducted parent and community outreach information nights prior to the PARCC administration window.
- » 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.
- » Provided real-time support on an ongoing basis to school testing teams and administrators throughout the school year on testing logistics, use of online testing platforms, student eligibility for testing, testing accommodations and accompanying IEP documentation, test security, and related matters for PARCC, HSA, countywide final exams, Alt-MSA, InView and ACCESS for ELLs.
- » 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, including 3,960 student surveys; 387 teacher/staff surveys; and 1,011 parent surveys. Developed protocols for conducting 73 observations, focus groups, or face-to-face interviews.
- » Completed 12 comprehensive evaluation or research studies, created an Articulate video for implementation of Universal Design for Learning and five data summaries to evaluate MCPS programs, practices, or initiatives for the purpose of improvement or enhancement.
- » Provided evaluation and consultation services for six federal or state grants for MCPS.
- » Provided more than 840 hours of methodological supports or technical assistance to MCPS committees and work groups.
- » Responded to 51 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.
- » 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 2011.
- » Processed more than 10,000 diplomas.

- » Collaborated with Gallup, Inc. in the past 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:** Number of ad hoc data analysis requests to which DSA reviews and responds.

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
51	53	56

**Explanation:** DSA is receiving an increasing number of ad hoc requests for data analysis as the system leverages data-driven decision making and accountability.

**OVERVIEW OF BUDGET CHANGES**

**FY 2017 Recommended Budget**

The FY 2017 recommended budget for this department is \$3,098,519, a decrease of \$160,741 from the current FY 2016 budget. An explanation of this change follows.

**Same Service Level Changes—\$28,162**

*Continuing Salary Costs—\$96,610*

There is an increase of \$96,610 for continuing salary costs for current employees. This amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015.

*Realignments to Meet Expenditure Requirements and Program Priorities—(\$536,751)*

The FY 2017 recommended budget includes a reorganization that results in an overall budget neutral set of realignments between departments and offices. There is a budget neutral realignment within the Department of Shared Accountability, which includes 4.0 FTE positions and \$273,971 from

the Policy and Records unit to the Records and Reporting Unit. In addition, there is a realignment from the Policy and Records unit of 1.625 FTE positions and \$134,787, as well as a realignment from the Department of Shared Accountability of a 1.0 FTE position and \$149,395, to the Policy Unit in the Office of the General Counsel. Furthermore, there is a realignment from the Department of Shared Accountability of a 1.0 FTE position and \$66,048 to the Office of the Chief Academic Officer, and a 1.0 FTE position and \$134,255 to the Chief of Staff. Lastly, there is a realignment from the Policy and Records Unit of \$22,632 from supporting services part-time salaries, \$20,480 from contractual services/maintenance, and \$9,154 from program supplies to the supporting services part-time salaries account in the Policy Unit in the Office of the General Counsel.

***Program Efficiencies and Reductions—(\$188,903)***

The FY 2017 recommended budget for this department includes a comprehensive effort to identify potential program reductions and efficiencies. Stakeholders including community partners and employee union representatives participated in the program efficiencies and reduction process.

There is a reduction of a 1.0 FTE position for the associate superintendent and \$175,166, as well reductions of \$10,737 in professional part-time salaries, and \$3,000 for dues, registrations, and fees.

**Department of Shared Accountability - 624/621/622/625/626/627**

**Vacant, Director II**

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	38,000	35,500	35,500	<b>29,875</b>	(5,625)
Position Salaries	\$3,579,088	\$3,576,746	\$3,576,746	<b>\$3,012,215</b>	(\$564,531)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		52,280	52,280	<b>42,589</b>	(9,691)
Supporting Services Part Time		22,188	22,188		(22,188)
Other					
Subtotal Other Salaries	73,482	74,468	74,468	<b>42,589</b>	(31,879)
<b>Total Salaries &amp; Wages</b>	3,652,570	3,651,214	3,651,214	<b>3,054,804</b>	(596,410)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		43,946	43,946	<b>23,466</b>	(20,480)
<b>Total Contractual Services</b>	74,524	43,946	43,946	<b>23,466</b>	(20,480)
<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>7,705</b>	(9,154)
<b>Total Supplies &amp; Materials</b>	7,182	24,659	24,659	<b>15,505</b>	(9,154)
<b>04 Other</b>					
Local/Other Travel		7,744	7,744	<b>4,744</b>	(3,000)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	6,710	7,744	7,744	<b>4,744</b>	(3,000)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$3,740,986</u>	<u>\$3,727,563</u>	<u>\$3,727,563</u>	<u><b>\$3,098,519</b></u>	<u>(\$629,044)</u>



# Department of Shared Accountability - 624/625/627/626/621/622

Vacant, Director II

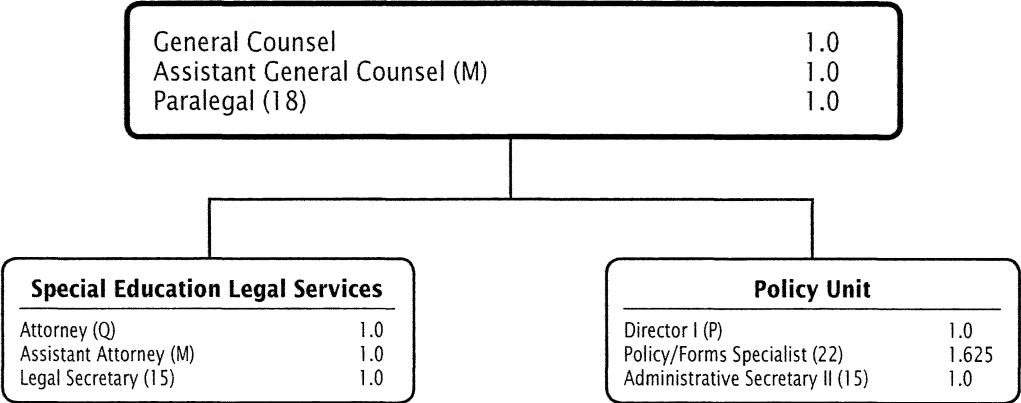
CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>624 Department of Shared Accountability</b>						
1	Associate Superintendent		1.000	1.000	1.000		(1.000)
1	Q Director II					1.000	1.000
1	P Director I		2.000	2.000	2.000		(2.000)
1	N Asst. to Assoc Supt		1.000	1.000	1.000		(1.000)
1	23 Data Integration Specialist		1.000	1.000	1.000	1.000	
1	17 Copy Editor/Admin Sec		1.000	1.000	1.000		(1.000)
1	17 Admin Services Manager I		1.000				
1	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>8.000</b>	<b>7.000</b>	<b>7.000</b>	<b>3.000</b>	<b>(4.000)</b>
	<b>625 Testing Unit</b>						
1	O Supervisor		1.000	1.000	1.000	1.000	
1	N Coordinator		1.000				
1	BD Evaluation Specialist		2.000	2.000	2.000	2.000	
1	25 Technical Analyst			2.000	2.000	2.000	
1	25 Accountability Supp Spec III		1.000				
1	23 Accountability Support Spec II		1.000				
1	20 Testing Support Specialist		1.000	1.000	1.000	1.000	
1	16 Testing Materials Coordinator		1.000	1.000	1.000	1.000	
1	15 Testing Support Assistant		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>9.000</b>	<b>8.000</b>	<b>8.000</b>	<b>8.000</b>	
	<b>627 Program Evaluation Unit</b>						
1	O Supervisor		1.000	1.000	1.000	1.000	
1	N Coordinator		1.000	1.000	1.000	1.000	
1	BD Evaluation Specialist		3.000	2.500	2.500	2.500	
1	25 Logistics Support Specialist		.500	.500	.500	.500	
1	21 Evaluation Support Specialist		.750	.750	.750	.750	
1	11 Office Assistant IV		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>7.250</b>	<b>6.750</b>	<b>6.750</b>	<b>6.750</b>	
	<b>626 Applied Research Unit</b>						
1	O Supervisor		1.000	1.000	1.000	1.000	
1	BD Evaluation Specialist		2.000	2.000	2.000	2.000	
1	25 Technical Analyst		.500	.500	.500	.500	
1	25 Logistics Support Specialist		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>4.500</b>	<b>4.500</b>	<b>4.500</b>	<b>4.500</b>	
	<b>621 Records and Reporting Unit</b>						
1	H Records Management Supervisor					1.000	1.000
1	24 Senior Reporting Specialist		1.000	1.000	1.000	1.000	
1	23 Data Integration Specialist		1.000	1.000	1.000	1.000	
1	22 Reports Specialist		1.000	1.000	1.000	1.000	

## Department of Shared Accountability - 624/625/627/626/621/622

Vacant, Director II

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>621 Records and Reporting Unit</b>						
1	13 Program Secretary			.625	.625	.625	
1	13 Data Systems Operator		.625				
1	11 Office Assistant IV					3.000	3.000
	<b>Subtotal</b>		<b>3.625</b>	<b>3.625</b>	<b>3.625</b>	<b>7.625</b>	<b>4.000</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>Total Positions</b>		<b>38.000</b>	<b>35.500</b>	<b>35.500</b>	<b>29.875</b>	<b>(5.625)</b>

# Office of the General Counsel



**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 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's 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 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 of the General Counsel helps to facilitate review of key initiatives by the Board and the system as a whole and 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 the Board, superintendent, or staff are named as plaintiffs or defendants. 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 of the General Counsel provides direction in drafting, review, and application of policies and regulations. The Office of the General Counsel also plays a key role in coordinating responses to subpoenas regarding student, school, and personnel matters, and it provides legal advice in responding to record requests under the *Maryland Public Information Act*.

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 of the General Counsel also manages the process of selection and approval of outside counsel and coordinates with the Montgomery County Attorney's Office, which provides counsel to the Board through its participation in the Montgomery County Self-Insurance Fund. The Office of the General Counsel provides legal review and advice regarding the drafting, negotiation, execution, and implementation of contracts, agreements, and other transactional documents that structure the relationships with government agencies, vendors, contractors, partners, and other parties in support of MCPS' educational mission.

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 of the General Counsel also provides legal assistance in interpreting the impact of legislation and regulations based on the interests of the school system.

## Policy Unit

Working with the Board of Education Policy Committee and the Executive Leadership Team, the Policy Unit 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, the office administers a systemwide forms management and control program that ensures accurate and consistent data collection.

## 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 has established essential infrastructure necessary to support its work and integrate its functions into the broader operations of MCPS. As part of a central office reorganization in FY 2016, MCPS's in-house special education attorneys became part of the Office of the General Counsel, which will facilitate enhanced collaboration in the cooperative problem solving of special education legal matters, consistent with the Board's Policy BLC, *Procedure for Review and Resolution of Special Education Disputes*.
- » The Office of the General Counsel also has helped spearhead and provided consultation on key priority initiatives with significant legal implications, such as: revisions to policies regarding student discipline,

including the development and implementation of MCPS's Code of Conduct; workforce diversity; the Board-authorized comprehensive review of special education processes and services; the Board-authorized review of MCPS choice and other special academic programs; the development and implementation of guidelines for respecting religious diversity; the development and implementation of an Employee Code of Conduct that seeks to bring together in one document a user-friendly summary of the legitimate standards of conduct that MCPS and the broader community expect employees to follow in carrying out their important roles in the school system's mission; the formulation of new policies on workplace bullying and the development of the school year calendar; revisions to the memorandum of understanding with the Montgomery County Police Department, the Montgomery County State's Attorney's Office, and other law enforcement agencies regarding the school resource officer program; a comprehensive review of the contractual documents MCPS utilizes for construction and renovation projects; and the redesign of MCPS's processes and protocols for recognizing, reporting, and preventing child abuse and neglect.

- » In FY 2017, the Office of the General Counsel will continue to contribute to these and other priority initiatives, in addition to overseeing all ongoing litigation and legal matters. 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.
- » The Policy Unit revised/developed 24 policies, regulations, and exhibits during the 2014–2015 school year.

## PERFORMANCE MEASURES

**Performance Measure:** Number of updates to MCPS Policies and Regulations. This includes review of existing, drafting of new, revisions to current, and rescissions of policies and regulations for the purpose of having formal political, management, financial and administrative mechanisms to guide the school system.

FY 2015 Actual	FY 2016 Estimate	FY 2017 Recommended
24	26	28

**Explanation:** Well-written policies and regulations promote district-wide efficiency, effectiveness and consistency while upholding the school system's mission, vision, and core values.

## OVERVIEW OF BUDGET CHANGES

### FY 2017 Recommended Budget

The FY 2017 recommended budget for this office is \$1,679,020, an increase of \$439,970 over the current FY 2016 budget. An explanation of this change follows.

### Same Service Level Changes—\$439,970

#### Continuing Salary Costs—\$33,334

There is an increase of \$33,334 for continuing salary costs. Included in this amount is the cost associated with the salary step and general wage adjustment (GWA) of 2.0 percent that eligible employees will receive on September 3, 2016. In addition, all eligible employees who did not receive a step increase in FY 2012 due to the negotiated deferral of step increases will receive one additional step on the salary schedule effective March 4, 2017. The amount also includes the annualized cost of the FY 2016 salary step and 2.0 percent GWA employees received on October 17, 2015, that is offset by reductions for staff turnover.

#### Realignments to Meet Expenditure Requirements and Program Priorities—\$406,636

There are several realignments budgeted to address priority spending needs in this office. There is a realignment of \$300 from books and subscriptions in the Office of the General Counsel to fund this account in this Office of the Superintendent of Schools. Additionally, there is a realignment to this office of \$2,000 for office supplies and \$1,485 for dues, registrations, and fees from the Office of the Superintendent of Schools.

The FY 2017 recommended budget includes a reorganization that results in an overall budget neutral set of realignments between departments and offices. The realignments include a 1.0 FTE administrative services manager I position to a paralegal position within the Office of the General Counsel, a 1.0 FTE position and \$67,003 to the Policy Unit from the Office of Student Services and Engagement, and 2.625 FTE positions and \$284,182 from the Policy and Records Unit. Lastly, there is a realignment from the Department of Shared Accountability of \$22,632 from support services part-time, \$7,350 from contractual services, \$13,130 from contractual maintenance, and \$9,154 from program supplies to fund support services part-time in the General Counsel.

# General Counsel - 610/608

## Joshua I. Civin, General Counsel

Description	FY 2015 Actual	FY 2016 Budget	FY 2016 Current	FY 2017 Request	FY 2017 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)		6,000	6,000	9,625	3,625
Position Salaries		\$708,111	\$708,111	\$1,091,390	\$383,279
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		62,000	62,000	63,240	1,240
Supporting Services Part Time				52,266	52,266
Other					
Subtotal Other Salaries		62,000	62,000	115,506	53,506
<b>Total Salaries &amp; Wages</b>		770,111	770,111	1,206,896	436,785
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		450,427	450,427	450,427	
<b>Total Contractual Services</b>		450,427	450,427	450,427	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		3,350	3,350	5,350	2,000
Other Supplies & Materials		4,322	4,322	4,322	
<b>Total Supplies &amp; Materials</b>		7,672	7,672	9,672	2,000
<b>04 Other</b>					
Local/Other Travel		9,340	9,340	10,825	1,485
Insur & Employee Benefits					
Utilities					
Miscellaneous		1,500	1,500	1,200	(300)
<b>Total Other</b>		10,840	10,840	12,025	1,185
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>		<u>\$1,239,050</u>	<u>\$1,239,050</u>	<u>\$1,679,020</u>	<u>\$439,970</u>

# Office of the General Counsel - 610/608

Joshua I. Civin, General Counsel

CAT	DESCRIPTION	10 Mon	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 REQUEST	FY 2017 CHANGE
	<b>610 General Counsel</b>						
1	General Counsel			1.000	1.000	<b>1.000</b>	
6	Q Attorney			1.000	1.000	<b>1.000</b>	
1	M Assistant General Counsel			1.000	1.000	<b>1.000</b>	
6	M Assistant Attorney			1.000	1.000	<b>1.000</b>	
1	18 Paralegal					<b>1.000</b>	1.000
1	17 Admin Services Manager I			1.000	1.000		(1.000)
6	15 Legal Secretary			1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>			<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	
	<b>608 Policy Unit</b>						
1	P Director I					<b>1.000</b>	1.000
1	22 Policy/Forms Specialist					<b>1.625</b>	1.625
1	15 Administrative Secretary II					<b>1.000</b>	1.000
	<b>Subtotal</b>					<b>3.625</b>	<b>3.625</b>
	<b>Total Positions</b>			<b>6.000</b>	<b>6.000</b>	<b>9.625</b>	<b>3.625</b>





APPENDIX A

**Administrative and Supervisory  
Salary Schedule Effective July 1, 2016–September 2, 2016 (Fiscal Year Basis)**

<b>Salary Steps</b>	<b>N-11*</b>	<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>	<b>Q</b>
<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

**Administrative and Supervisory  
Salary Schedule Effective September 3, 2016–March 3, 2017 (Fiscal Year Basis)**

<b>Salary Steps</b>	<b>N-11*</b>	<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>	<b>Q</b>
<b>1</b>	\$93,158	\$94,837	\$100,526	\$106,558	\$112,951	\$119,729
<b>2</b>	\$95,953	\$97,682	\$103,542	\$109,755	\$116,340	\$123,320
<b>3</b>	\$98,832	\$100,612	\$106,649	\$113,048	\$119,830	\$127,020
<b>4</b>	\$101,797	\$103,630	\$109,849	\$116,439	\$123,425	\$130,830
<b>5</b>	\$104,851	\$106,739	\$113,145	\$119,933	\$127,128	\$134,756
<b>6</b>	\$107,996	\$109,941	\$116,539	\$123,531	\$130,942	\$138,797
<b>7</b>	\$111,237	\$113,238	\$120,035	\$127,237	\$134,871	\$142,963
<b>8</b>	\$114,574	\$116,636	\$123,636	\$131,054	\$138,917	\$147,251
<b>9</b>	\$118,010	\$120,135	\$127,345	\$134,985	\$143,084	\$151,667
<b>10</b>	\$121,551	\$123,740	\$131,165	\$136,335	\$144,514	\$153,183

\*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 March 4, 2017–June 30, 2017 (Fiscal Year Basis)**

<b>Salary Steps</b>	<b>N-11*</b>	<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>	<b>Q</b>
<b>1</b>	\$93,158	\$94,837	\$100,526	\$106,558	\$112,951	\$119,729
<b>2</b>	\$95,953	\$97,682	\$103,542	\$109,755	\$116,340	\$123,320
<b>3</b>	\$98,832	\$100,612	\$106,649	\$113,048	\$119,830	\$127,020
<b>4</b>	\$101,797	\$103,630	\$109,849	\$116,439	\$123,425	\$130,830
<b>5</b>	\$104,851	\$106,739	\$113,145	\$119,933	\$127,128	\$134,756
<b>6</b>	\$107,996	\$109,941	\$116,539	\$123,531	\$130,942	\$138,797
<b>7</b>	\$111,237	\$113,228	\$120,035	\$127,237	\$134,871	\$142,963
<b>8</b>	\$114,574	\$116,636	\$123,636	\$131,054	\$138,917	\$147,251
<b>9</b>	\$118,010	\$120,135	\$127,345	\$134,985	\$143,084	\$151,667
<b>10</b>	\$121,551	\$123,740	\$131,165	\$136,335	\$144,514	\$153,183
<b>11</b>	\$123,982	\$126,215	\$133,789	\$139,061	\$145,945	\$154,700
<b>12</b>	\$126,462	\$128,739	\$136,464	\$141,843	\$148,864	\$157,794

\*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, 2016–September 2, 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

**Business and Operations Administrators**  
**Salary Schedule Effective September 3, 2016–March 3, 2017 (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>	\$68,085	\$72,170	\$76,499	\$81,090	\$85,955
<b>2</b>	\$70,127	\$74,334	\$78,794	\$83,523	\$88,533
<b>3</b>	\$72,231	\$76,565	\$81,158	\$86,029	\$91,189
<b>4</b>	\$74,398	\$78,861	\$83,592	\$88,609	\$93,925
<b>5</b>	\$76,630	\$81,227	\$86,100	\$91,267	\$96,743
<b>6</b>	\$78,929	\$83,664	\$88,683	\$94,006	\$99,646
<b>7</b>	\$81,297	\$86,174	\$91,345	\$96,826	\$102,635
<b>8</b>	\$83,736	\$88,759	\$94,085	\$99,731	\$105,715
<b>9</b>	\$86,248	\$91,423	\$96,908	\$102,723	\$108,886
<b>10</b>	\$88,835	\$94,165	\$99,815	\$105,804	\$112,152
<b>11</b>	\$91,501	\$96,990	\$102,809	\$108,979	\$115,516
<b>12</b>	\$94,245	\$99,899	\$105,893	\$112,248	\$118,982

**APPENDIX A**

**Business and Operations Administrators  
Salary Schedule Effective March 4, 2017–June 30, 2017 (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>	\$68,085	\$72,170	\$76,499	\$81,090	\$85,955
<b>2</b>	\$70,127	\$74,334	\$78,794	\$83,523	\$88,533
<b>3</b>	\$72,231	\$76,565	\$81,158	\$86,029	\$91,189
<b>4</b>	\$74,398	\$78,861	\$83,592	\$88,609	\$93,925
<b>5</b>	\$76,630	\$81,227	\$86,100	\$91,267	\$96,743
<b>6</b>	\$78,929	\$83,664	\$88,683	\$94,006	\$99,646
<b>7</b>	\$81,297	\$86,174	\$91,345	\$96,826	\$102,635
<b>8</b>	\$83,736	\$88,759	\$94,085	\$99,731	\$105,715
<b>9</b>	\$86,248	\$91,423	\$96,908	\$102,723	\$108,886
<b>10</b>	\$88,835	\$94,165	\$99,815	\$105,804	\$112,152
<b>11</b>	\$91,501	\$96,990	\$102,809	\$108,979	\$115,516
<b>12</b>	\$94,245	\$99,899	\$105,893	\$112,248	\$118,982
<b>13</b>	\$96,130	\$101,897	\$108,011	\$114,493	\$121,359
<b>14</b>	\$98,053	\$103,935	\$110,172	\$116,783	\$123,786

APPENDIX A

**Teacher and Other Professional  
Salary Schedule Effective July 1, 2016–September 2, 2016 (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 September 3, 2016–March 3, 2017 (Fiscal Year Basis)**

Grade Step	BA	MA/MEQ	MA/MEQ+30	MA/MEQ+60
1	\$49,009	\$53,991	\$55,578	\$57,014
2	\$49,764	\$54,898	\$57,236	\$58,674
3	\$51,256	\$57,011	\$59,438	\$60,933
4	\$52,795	\$59,206	\$61,728	\$63,278
5	\$54,378	\$61,486	\$64,104	\$65,714
6	\$56,473	\$63,852	\$66,572	\$68,244
7	\$58,647	\$66,311	\$69,136	\$70,873
8	\$60,904	\$68,864	\$71,798	\$73,600
9	\$63,249	\$71,516	\$74,561	\$76,435
10	\$65,685	\$74,269	\$77,432	\$79,377
11		\$77,129	\$80,413	\$82,433
12		\$80,098	\$83,508	\$85,606
13		\$83,182	\$86,723	\$88,902
14		\$86,383	\$90,061	\$92,324
15		\$88,975	\$92,764	\$95,094
16		\$91,645	\$95,547	\$97,948
17		\$94,394	\$98,413	\$100,886
18		\$97,225	\$101,366	\$103,913
19		\$100,143	\$104,407	\$107,030
20		\$100,143	\$104,407	\$107,030
21		\$100,143	\$104,407	\$107,030
22		\$100,143	\$104,407	\$107,030
23		\$100,143	\$104,407	\$107,030
24		\$100,143	\$104,407	\$107,030
25		\$102,397	\$106,757	\$109,438

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 March 4, 2017- June 30, 2017 (Fiscal Year Basis)**

Grade Step	BA	MA/MEQ	MA/MEQ+30	MA/MEQ+60
1	\$49,009	\$53,991	\$55,578	\$57,014
2	\$49,764	\$54,898	\$57,236	\$58,674
3	\$51,256	\$57,011	\$59,438	\$60,933
4	\$52,795	\$59,206	\$61,728	\$63,278
5	\$54,378	\$61,486	\$64,104	\$65,714
6	\$56,473	\$63,852	\$66,572	\$68,244
7	\$58,647	\$66,311	\$69,136	\$70,873
8	\$60,904	\$68,864	\$71,798	\$73,600
9	\$63,249	\$71,516	\$74,561	\$76,435
10	\$65,685	\$74,269	\$77,432	\$79,377
11	\$66,998	\$77,129	\$80,413	\$82,433
12	\$68,338	\$80,098	\$83,508	\$85,606
13		\$83,182	\$86,723	\$88,902
14		\$86,383	\$90,061	\$92,324
15		\$88,975	\$92,764	\$95,094
16		\$91,645	\$95,547	\$97,948
17		\$94,394	\$98,413	\$100,886
18		\$97,225	\$101,366	\$103,913
19		\$100,143	\$104,407	\$107,030
20		\$100,143	\$104,407	\$107,030
21		\$100,143	\$104,407	\$107,030
22		\$100,143	\$104,407	\$107,030
23		\$102,146	\$106,495	\$109,171
24		\$104,445	\$108,892	\$111,627
25		\$106,534	\$111,070	\$113,859

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, 2016–September 2, 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	\$12.56	\$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 September 3, 2016–March 3, 2017 (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	13.06	13.55	14.07	14.66	15.29	15.96	16.58	16.90	17.24	17.56
5	13.55	14.07	14.66	15.29	15.96	16.58	17.28	17.57	17.96	18.33
6	14.07	14.66	15.29	15.96	16.58	17.28	17.96	18.36	18.71	19.09
7	14.66	15.29	15.96	16.58	17.28	17.96	18.79	19.09	19.51	19.88
8	15.29	15.96	16.58	17.28	17.96	18.79	19.51	19.88	20.28	20.69
9	15.96	16.58	17.28	17.96	18.79	19.51	20.34	20.74	21.16	21.58
10	16.58	17.28	17.96	18.79	19.51	20.34	21.28	21.75	22.19	22.61
11	17.28	17.96	18.79	19.51	20.34	21.28	22.31	22.82	23.24	23.71
12	17.96	18.79	19.51	20.34	21.28	22.31	23.55	24.01	24.47	24.93
13	18.79	19.51	20.34	21.28	22.31	23.55	24.66	25.10	25.58	26.12
14	19.51	20.34	21.28	22.31	23.55	24.66	25.87	26.38	26.90	27.41
15	20.34	21.28	22.31	23.55	24.66	25.87	27.15	27.74	28.31	28.88
16	21.28	22.31	23.55	24.66	25.87	27.15	28.51	29.08	29.63	30.21
17	22.31	23.55	24.66	25.87	27.15	28.51	29.94	30.56	31.18	31.76
18	23.55	24.66	25.87	27.15	28.51	29.94	31.38	31.99	32.66	33.33
19	24.66	25.87	27.15	28.51	29.94	31.38	32.97	33.60	34.30	34.97
20	25.87	27.15	28.51	29.94	31.38	32.97	34.59	35.34	36.02	36.74
21	27.15	28.51	29.94	31.38	32.97	34.59	36.27	37.00	37.77	38.51
22	28.51	29.94	31.38	32.97	34.59	36.27	37.94	38.71	39.51	40.29
23	29.94	31.38	32.97	34.59	36.27	37.94	39.73	40.54	41.37	42.19
24	31.38	32.97	34.59	36.27	37.94	39.73	41.62	42.44	43.26	44.19
25	32.97	34.59	36.27	37.94	39.73	41.62	43.54	44.44	45.30	46.22
26	34.59	36.27	37.94	39.73	41.62	43.54	45.60	46.50	47.43	48.35
27	36.27	37.94	39.73	41.62	43.54	45.60	47.70	48.72	49.67	50.64
28	37.94	39.73	41.62	43.54	45.60	47.70	49.95	50.92	51.94	53.00
29	39.73	41.62	43.54	45.60	47.70	49.95	52.36	53.41	54.46	55.54
30	41.62	43.54	45.60	47.70	49.95	52.36	54.85	55.95	57.09	58.27

**APPENDIX A**

**Supporting Services  
Hourly Rate Schedule Effective March 4, 2017– June 30, 2017 (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>	<b>11</b>	<b>12</b>
4	13.06	13.55	14.07	14.66	15.29	15.96	16.58	16.90	17.24	17.56	17.91	18.27
5	13.55	14.07	14.66	15.29	15.96	16.58	17.28	17.57	17.96	18.33	18.70	19.07
6	14.07	14.66	15.29	15.96	16.58	17.28	17.96	18.36	18.71	19.09	19.47	19.86
7	14.66	15.29	15.96	16.58	17.28	17.96	18.79	19.09	19.51	19.88	20.29	20.69
8	15.29	15.96	16.58	17.28	17.96	18.79	19.51	19.88	20.28	20.69	21.10	21.52
9	15.96	16.58	17.28	17.96	18.79	19.51	20.34	20.74	21.16	21.58	22.02	22.46
10	16.58	17.28	17.96	18.79	19.51	20.34	21.28	21.75	22.19	22.61	23.06	23.53
11	17.28	17.96	18.79	19.51	20.34	21.28	22.31	22.82	23.24	23.71	24.18	24.67
12	17.96	18.79	19.51	20.34	21.28	22.31	23.55	24.01	24.47	24.93	25.43	25.94
13	18.79	19.51	20.34	21.28	22.31	23.55	24.66	25.10	25.58	26.12	26.63	27.16
14	19.51	20.34	21.28	22.31	23.55	24.66	25.87	26.38	26.90	27.41	27.96	28.52
15	20.34	21.28	22.31	23.55	24.66	25.87	27.15	27.74	28.31	28.88	29.46	30.05
16	21.28	22.31	23.55	24.66	25.87	27.15	28.51	29.08	29.63	30.21	30.81	31.43
17	22.31	23.55	24.66	25.87	27.15	28.51	29.94	30.56	31.18	31.76	32.40	33.04
18	23.55	24.66	25.87	27.15	28.51	29.94	31.38	31.99	32.66	33.33	33.99	34.67
19	24.66	25.87	27.15	28.51	29.94	31.38	32.97	33.60	34.30	34.97	35.67	36.39
20	25.87	27.15	28.51	29.94	31.38	32.97	34.59	35.34	36.02	36.74	37.48	38.23
21	27.15	28.51	29.94	31.38	32.97	34.59	36.27	37.00	37.77	38.51	39.28	40.06
22	28.51	29.94	31.38	32.97	34.59	36.27	37.94	38.71	39.51	40.29	41.09	41.91
23	29.94	31.38	32.97	34.59	36.27	37.94	39.73	40.54	41.37	42.19	43.03	43.90
24	31.38	32.97	34.59	36.27	37.94	39.73	41.62	42.44	43.26	44.19	45.08	45.98
25	32.97	34.59	36.27	37.94	39.73	41.62	43.54	44.44	45.30	46.22	47.15	48.09
26	34.59	36.27	37.94	39.73	41.62	43.54	45.60	46.50	47.43	48.35	49.33	50.31
27	36.27	37.94	39.73	41.62	43.54	45.60	47.70	48.72	49.67	50.64	51.65	52.68
28	37.94	39.73	41.62	43.54	45.60	47.70	49.95	50.92	51.94	53.00	54.06	55.13
29	39.73	41.62	43.54	45.60	47.70	49.95	52.36	53.41	54.46	55.54	56.64	57.77
30	41.62	43.54	45.60	47.70	49.95	52.36	54.85	55.95	57.09	58.27	59.43	60.63

## 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 based generally 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 (1.8 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 includes expenditures for teaching students in general 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 includes 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 does not include employee benefits. Salaries for staff involved in professional development activities also are 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 (0.5 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 nonpublic 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 (0.5 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 (0.1 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 (4.4 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, 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 that 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 schools. For budgetary purposes, MCPS chooses to allocate food service expenditures to the Food Service Fund (Category 61).

**Category 14—Community Services (0.1 percent)**

Community Services are activities that are provided for the community or some segment of the community and do not include 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 (0.1 percent)**

Through the MCPS Television Special Revenue Fund, MCPS is receiving revenue from the Montgomery County Cable TV Fund as part of the county Cable Television Plan. The majority of the Cable TV Fund revenue comes from license fees. This revenue is used to support MCPS television services.

**Category 51—Real Estate Fund (0.1 percent)**

The Real Estate Fund is used 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 (0.1 percent)**

The Field Trip Fund provides 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 (0.1 percent)**

The Entrepreneurial Activities Fund provides entrepreneurial activities that 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 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative	73.700	71.700	72.700	71.600	(1.100)
Business/Operations Admin.	19.650	19.650	18.650	17.650	(1.000)
Professional	12.100	11.600	11.600	11.600	
Supporting Services	241.050	238.250	238.250	236.250	(2.000)
<b>TOTAL POSITIONS</b>	<b>346.500</b>	<b>341.200</b>	<b>341.200</b>	<b>337.100</b>	<b>(4.100)</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$10,218,669	\$10,844,751	\$10,948,041	\$10,662,397	(\$285,644)
Business/Operations Admin.	1,732,594	2,124,078	2,020,788	1,974,068	(46,720)
Professional	1,345,110	1,401,786	1,401,786	1,395,344	(6,442)
Supporting Services	17,974,764	19,372,845	19,372,845	19,619,393	246,548
<b>TOTAL POSITION DOLLARS</b>	<b>31,271,137</b>	<b>33,743,460</b>	<b>33,743,460</b>	<b>33,651,202</b>	<b>(92,258)</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	394,619	752,371	752,371	803,882	51,511
Supporting Services	1,600,224	441,194	441,194	804,609	363,415
<b>TOTAL OTHER SALARIES</b>	<b>1,994,843</b>	<b>1,193,565</b>	<b>1,193,565</b>	<b>1,608,491</b>	<b>414,926</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>33,265,980</b>	<b>34,937,025</b>	<b>34,937,025</b>	<b>35,259,693</b>	<b>322,668</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>7,609,730</b>	<b>7,174,746</b>	<b>7,174,746</b>	<b>7,271,461</b>	<b>96,715</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>616,512</b>	<b>594,628</b>	<b>594,628</b>	<b>561,142</b>	<b>(33,486)</b>
<b>04 OTHER</b>					
Local/Other Travel	186,468	240,642	256,080	224,930	(31,150)
Insur & Employee Benefits					
Utilities					
Miscellaneous	120,848	234,666	219,228	215,646	(3,582)
<b>TOTAL OTHER</b>	<b>307,316</b>	<b>475,308</b>	<b>475,308</b>	<b>440,576</b>	<b>(34,732)</b>
<b>05 EQUIPMENT</b>	<b>643,954</b>	<b>740,330</b>	<b>740,330</b>	<b>643,876</b>	<b>(96,454)</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$42,443,492</b>	<b>\$43,922,037</b>	<b>\$43,922,037</b>	<b>\$44,176,748</b>	<b>\$254,711</b>

**Category 2**  
**Mid-Level Administration**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative	579.000	569.500	569.500	579.500	10.000
Business/Operations Admin.	25.000	25.000	25.000	25.000	
Professional	81.800	79.800	80.800	80.000	(.800)
Supporting Services	992.125	980.500	979.500	986.000	6.500
<b>TOTAL POSITIONS</b>	<b>1,677.925</b>	<b>1,654.800</b>	<b>1,654.800</b>	<b>1,670.500</b>	<b>15.700</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$73,562,017	\$76,025,847	\$76,025,847	\$78,817,292	\$2,791,445
Business/Operations Admin.	2,216,331	2,334,941	2,334,941	2,301,400	(33,541)
Professional	8,250,041	9,027,999	9,139,506	8,962,808	(176,698)
Supporting Services	49,691,103	51,999,502	51,927,995	52,826,214	898,219
<b>TOTAL POSITION DOLLARS</b>	<b>133,719,492</b>	<b>139,388,289</b>	<b>139,428,289</b>	<b>142,907,714</b>	<b>3,479,425</b>
<b>OTHER SALARIES</b>					
Administrative	331,121	397,576	397,576	405,528	7,952
Professional	461,346	797,304	797,304	755,054	(42,250)
Supporting Services	892,370	1,172,508	1,172,508	1,160,678	(11,830)
<b>TOTAL OTHER SALARIES</b>	<b>1,684,837</b>	<b>2,367,388</b>	<b>2,367,388</b>	<b>2,321,260</b>	<b>(46,128)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>135,404,329</b>	<b>141,755,677</b>	<b>141,795,677</b>	<b>145,228,974</b>	<b>3,433,297</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>748,144</b>	<b>796,565</b>	<b>756,565</b>	<b>710,442</b>	<b>(46,123)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>223,066</b>	<b>276,641</b>	<b>276,641</b>	<b>220,311</b>	<b>(56,330)</b>
<b>04 OTHER</b>					
Local/Other Travel	182,610	168,511	168,511	142,348	(26,163)
Insur & Employee Benefits					
Utilities					
Miscellaneous	172,172	196,570	196,570	202,070	5,500
<b>TOTAL OTHER</b>	<b>354,782</b>	<b>365,081</b>	<b>365,081</b>	<b>344,418</b>	<b>(20,663)</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$136,730,321</b>	<b>\$143,193,964</b>	<b>\$143,193,964</b>	<b>\$146,504,145</b>	<b>\$3,310,181</b>



**Category 3**  
**Instructional Salaries**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative	4.000	4.000	4.000	2.000	(2.000)
Business/Operations Admin.					
Professional	10,108.626	10,029.546	10,029.046	10,195.956	166.910
Supporting Services	1,101.868	1,054.326	1,055.026	1,063.221	8.195
<b>TOTAL POSITIONS</b>	<b>11,214.494</b>	<b>11,087.872</b>	<b>11,088.072</b>	<b>11,261.177</b>	<b>173.105</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$526,904	\$537,242	\$537,242	\$272,057	(\$265,185)
Business/Operations Admin.					
Professional	789,657,574	819,951,944	819,899,857	861,931,548	42,031,691
Supporting Services	43,494,288	42,413,275	42,465,362	43,379,919	914,557
<b>TOTAL POSITION DOLLARS</b>	<b>833,678,766</b>	<b>862,902,461</b>	<b>862,902,461</b>	<b>905,583,524</b>	<b>42,681,063</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	51,380,471	48,885,006	48,885,006	50,088,387	1,203,381
Supporting Services	2,871,580	6,052,161	6,052,161	6,019,687	(32,474)
<b>TOTAL OTHER SALARIES</b>	<b>54,252,051</b>	<b>54,937,167</b>	<b>54,937,167</b>	<b>56,108,074</b>	<b>1,170,907</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>887,930,817</b>	<b>917,839,628</b>	<b>917,839,628</b>	<b>961,691,598</b>	<b>43,851,970</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>\$887,930,817</b>	<b>\$917,839,628</b>	<b>\$917,839,628</b>	<b>\$961,691,598</b>	<b>\$43,851,970</b>

**Category 4**  
**Textbooks And Instructional Supplies**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 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>	23,112,288	23,439,707	23,439,707	24,984,639	1,544,932
<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>\$23,112,288</u>	<u>\$23,439,707</u>	<u>\$23,439,707</u>	<u>\$24,984,639</u>	<u>\$1,544,932</u>

**Category 5  
Other Instructional Costs  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 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>	4,263,285	5,525,276	5,525,276	5,646,013	120,737
<b>03 SUPPLIES &amp; MATERIALS</b>					
<b>04 OTHER</b>					
Local/Other Travel	1,032,298	1,234,578	1,234,578	1,165,854	(68,724)
Insur & Employee Benefits		84,004	84,004	84,004	
Utilities					
Miscellaneous	3,491,264	3,839,092	3,839,092	3,890,292	51,200
<b>TOTAL OTHER</b>	4,523,562	5,157,674	5,157,674	5,140,150	(17,524)
<b>05 EQUIPMENT</b>	1,380,552	1,762,334	1,762,334	1,803,718	41,384
<b>GRAND TOTAL AMOUNTS</b>	<u>\$10,167,399</u>	<u>\$12,445,284</u>	<u>\$12,445,284</u>	<u>\$12,589,881</u>	<u>\$144,597</u>

**Category 6  
Special Education  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative	36.000	36.000	36.000	37.000	1.000
Business/Operations Admin.	1.000	1.000	1.000	1.000	
Professional	2,241.126	2,271.900	2,271.900	2,288.700	16.800
Supporting Services	1,626.966	1,658.636	1,658.636	1,680.133	21.497
<b>TOTAL POSITIONS</b>	<b>3,905.092</b>	<b>3,967.536</b>	<b>3,967.536</b>	<b>4,006.833</b>	<b>39.297</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$4,709,243	\$4,810,429	\$4,810,429	\$5,093,496	\$283,067
Business/Operations Admin.	93,441	96,237	96,237	99,034	2,797
Professional	177,069,863	185,779,417	185,779,417	193,431,059	7,651,642
Supporting Services	61,900,832	66,551,185	66,551,185	68,886,651	2,335,466
<b>TOTAL POSITION DOLLARS</b>	<b>243,773,379</b>	<b>257,237,268</b>	<b>257,237,268</b>	<b>267,510,240</b>	<b>10,272,972</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	5,186,222	5,540,251	5,540,251	5,728,707	188,456
Supporting Services	5,456,069	6,835,800	6,835,800	6,873,206	37,406
<b>TOTAL OTHER SALARIES</b>	<b>10,642,291</b>	<b>12,376,051</b>	<b>12,376,051</b>	<b>12,601,913</b>	<b>225,862</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>254,415,670</b>	<b>269,613,319</b>	<b>269,613,319</b>	<b>280,112,153</b>	<b>10,498,834</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>2,490,600</b>	<b>2,957,745</b>	<b>2,957,745</b>	<b>3,062,430</b>	<b>104,685</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>1,603,300</b>	<b>2,346,906</b>	<b>2,346,906</b>	<b>2,363,347</b>	<b>16,441</b>
<b>04 OTHER</b>					
Local/Other Travel	510,201	613,953	613,953	586,058	(27,895)
Insur & Employee Benefits					
Utilities	11,483				
Miscellaneous	39,221,401	41,175,590	41,175,590	42,981,409	1,805,819
<b>TOTAL OTHER</b>	<b>39,743,085</b>	<b>41,789,543</b>	<b>41,789,543</b>	<b>43,567,467</b>	<b>1,777,924</b>
<b>05 EQUIPMENT</b>	<b>276,221</b>	<b>285,595</b>	<b>285,595</b>	<b>276,261</b>	<b>(9,334)</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$298,528,876</b>	<b>\$316,993,108</b>	<b>\$316,993,108</b>	<b>\$329,381,658</b>	<b>\$12,388,550</b>

**Category 7**  
**Student Personnel Services**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative	8.000	8.000	8.000	6.000	(2.000)
Business/Operations Admin.					
Professional	70.830	70.430	70.430	71.430	1.000
Supporting Services	33.310	33.310	33.310	33.310	
<b>TOTAL POSITIONS</b>	<b>112.140</b>	<b>111.740</b>	<b>111.740</b>	<b>110.740</b>	<b>(1.000)</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$1,066,492	\$1,100,827	\$1,100,827	\$844,244	(\$256,583)
Business/Operations Admin.					
Professional	8,146,744	8,527,157	8,527,157	8,704,359	177,202
Supporting Services	1,664,597	1,774,356	1,774,356	1,845,958	71,602
<b>TOTAL POSITION DOLLARS</b>	<b>10,877,833</b>	<b>11,402,340</b>	<b>11,402,340</b>	<b>11,394,561</b>	<b>(7,779)</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	16,285	49,315	49,315	50,301	986
Supporting Services	153,836	235,598	235,598	238,350	2,752
<b>TOTAL OTHER SALARIES</b>	<b>170,121</b>	<b>284,913</b>	<b>284,913</b>	<b>288,651</b>	<b>3,738</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>11,047,954</b>	<b>11,687,253</b>	<b>11,687,253</b>	<b>11,683,212</b>	<b>(4,041)</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>25,813</b>	<b>43,526</b>	<b>43,526</b>	<b>43,526</b>	
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>15,841</b>	<b>14,403</b>	<b>14,403</b>	<b>14,403</b>	
<b>04 OTHER</b>					
Local/Other Travel	96,595	110,578	110,578	103,455	(7,123)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>TOTAL OTHER</b>	<b>96,595</b>	<b>110,578</b>	<b>110,578</b>	<b>103,455</b>	<b>(7,123)</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$11,186,203</b>	<b>\$11,855,760</b>	<b>\$11,855,760</b>	<b>\$11,844,596</b>	<b>(\$11,164)</b>

**Category 8  
Health Services  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 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		2,000	2,000	2,040	40
Supporting Services					
<b>TOTAL OTHER SALARIES</b>		2,000	2,000	2,040	40
<b>TOTAL SALARIES AND WAGES</b>		2,000	2,000	2,040	40
<b>02 CONTRACTUAL SERVICES</b>					
<b>03 SUPPLIES &amp; MATERIALS</b>	1,594	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>	<u>\$1,594</u>	<u>\$3,590</u>	<u>\$3,590</u>	<u>\$3,630</u>	<u>\$40</u>

**Category 9**  
**Student Transportation**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 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	1,704.903	1,704.903	1,724.903	20.000
<b>TOTAL POSITIONS</b>	<b>1,733.090</b>	<b>1,720.653</b>	<b>1,720.653</b>	<b>1,740.653</b>	<b>20.000</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$269,016	\$277,511	\$277,511	\$289,148	\$11,637
Business/Operations Admin.	1,381,638	1,432,403	1,432,403	1,503,688	71,285
Professional					
Supporting Services	63,072,645	67,879,548	67,879,548	69,730,322	1,850,774
<b>TOTAL POSITION DOLLARS</b>	<b>64,723,299</b>	<b>69,589,462</b>	<b>69,589,462</b>	<b>71,523,158</b>	<b>1,933,696</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	352,705	157,625	157,625	160,778	3,153
Supporting Services	8,616,986	4,452,460	4,452,460	5,041,508	589,048
<b>TOTAL OTHER SALARIES</b>	<b>8,969,691</b>	<b>4,610,085</b>	<b>4,610,085</b>	<b>5,202,286</b>	<b>592,201</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>73,692,990</b>	<b>74,199,547</b>	<b>74,199,547</b>	<b>76,725,444</b>	<b>2,525,897</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>1,711,544</b>	<b>1,645,079</b>	<b>1,645,079</b>	<b>1,648,741</b>	<b>3,662</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>12,377,978</b>	<b>14,226,843</b>	<b>14,226,843</b>	<b>13,038,756</b>	<b>(1,188,087)</b>
<b>04 OTHER</b>					
Local/Other Travel	58,678	58,002	58,002	58,002	
Insur & Employee Benefits					
Utilities					
Miscellaneous	908,535	1,437,880	1,437,880	1,449,140	11,260
<b>TOTAL OTHER</b>	<b>967,213</b>	<b>1,495,882</b>	<b>1,495,882</b>	<b>1,507,142</b>	<b>11,260</b>
<b>05 EQUIPMENT</b>	<b>10,812,180</b>	<b>13,027,442</b>	<b>13,027,442</b>	<b>13,319,598</b>	<b>292,156</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$99,561,905</b>	<b>\$104,594,793</b>	<b>\$104,594,793</b>	<b>\$106,239,681</b>	<b>\$1,644,888</b>

**Category 10**  
**Operation Of Plant And Equipment**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative	6.000	6.000	6.000	6.000	
Business/Operations Admin.	16.000	15.000	15.000	15.000	
Professional					
Supporting Services	1,593.700	1,557.700	1,557.700	1,571.200	13.500
<b>TOTAL POSITIONS</b>	<b>1,615.700</b>	<b>1,578.700</b>	<b>1,578.700</b>	<b>1,592.200</b>	<b>13.500</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$797,006	\$820,120	\$820,120	\$847,461	\$27,341
Business/Operations Admin.	1,378,202	1,473,486	1,473,486	1,557,530	84,044
Professional					
Supporting Services	73,187,462	75,455,651	75,455,651	77,591,076	2,135,425
<b>TOTAL POSITION DOLLARS</b>	<b>75,362,670</b>	<b>77,749,257</b>	<b>77,749,257</b>	<b>79,996,067</b>	<b>2,246,810</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	626,894	650,066	650,066	649,215	(851)
Supporting Services	2,596,290	1,651,283	1,651,283	1,563,569	(87,714)
<b>TOTAL OTHER SALARIES</b>	<b>3,223,184</b>	<b>2,301,349</b>	<b>2,301,349</b>	<b>2,212,784</b>	<b>(88,565)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>78,585,854</b>	<b>80,050,606</b>	<b>80,050,606</b>	<b>82,208,851</b>	<b>2,158,245</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>2,153,388</b>	<b>2,141,686</b>	<b>2,141,686</b>	<b>2,441,250</b>	<b>299,564</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>2,793,363</b>	<b>3,411,527</b>	<b>3,411,527</b>	<b>3,344,247</b>	<b>(67,280)</b>
<b>04 OTHER</b>					
Local/Other Travel	68,121	84,316	84,316	82,766	(1,550)
Insur & Employee Benefits					
Utilities	39,491,388	40,510,945	40,510,945	41,564,244	1,053,299
Miscellaneous	3,978,022	5,071,779	5,071,779	4,401,165	(670,614)
<b>TOTAL OTHER</b>	<b>43,537,531</b>	<b>45,667,040</b>	<b>45,667,040</b>	<b>46,048,175</b>	<b>381,135</b>
<b>05 EQUIPMENT</b>	<b>411,496</b>	<b>430,050</b>	<b>430,050</b>	<b>403,037</b>	<b>(27,013)</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$127,481,632</b>	<b>\$131,700,909</b>	<b>\$131,700,909</b>	<b>\$134,445,560</b>	<b>\$2,744,651</b>



**Category 11**  
**Maintenance Of Plant**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative	5.000	5.000	5.000	5.000	
Business/Operations Admin.	4.000	4.000	4.000	4.000	
Professional					
Supporting Services	351.000	347.000	347.000	345.000	(2.000)
<b>TOTAL POSITIONS</b>	<b>360.000</b>	<b>356.000</b>	<b>356.000</b>	<b>354.000</b>	<b>(2.000)</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$605,295	\$627,525	\$627,525	\$633,054	\$5,529
Business/Operations Admin.	418,502	439,545	439,545	452,236	12,691
Professional					
Supporting Services	20,122,695	22,334,777	22,334,777	22,265,090	(69,687)
<b>TOTAL POSITION DOLLARS</b>	<b>21,146,492</b>	<b>23,401,847</b>	<b>23,401,847</b>	<b>23,350,380</b>	<b>(51,467)</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	244,389	158,875	158,875	162,053	3,178
Supporting Services	947,597	732,549	732,549	758,947	26,398
<b>TOTAL OTHER SALARIES</b>	<b>1,191,986</b>	<b>891,424</b>	<b>891,424</b>	<b>921,000</b>	<b>29,576</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>22,338,478</b>	<b>24,293,271</b>	<b>24,293,271</b>	<b>24,271,380</b>	<b>(21,891)</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>2,425,292</b>	<b>2,314,414</b>	<b>2,314,414</b>	<b>2,294,414</b>	<b>(20,000)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>3,867,015</b>	<b>3,226,480</b>	<b>3,226,480</b>	<b>3,181,954</b>	<b>(44,526)</b>
<b>04 OTHER</b>					
Local/Other Travel	1,002	2,889	2,889	2,889	
Insur & Employee Benefits					
Utilities					
Miscellaneous	2,461,533	3,164,909	3,164,909	3,342,049	177,140
<b>TOTAL OTHER</b>	<b>2,462,535</b>	<b>3,167,798</b>	<b>3,167,798</b>	<b>3,344,938</b>	<b>177,140</b>
<b>05 EQUIPMENT</b>	<b>987,500</b>	<b>1,362,021</b>	<b>1,362,021</b>	<b>1,362,021</b>	
<b>GRAND TOTAL AMOUNTS</b>	<b>\$32,080,820</b>	<b>\$34,363,984</b>	<b>\$34,363,984</b>	<b>\$34,454,707</b>	<b>\$90,723</b>

**Category 12**  
**Fixed Charges**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 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	511,640,575	513,727,915	513,727,915	581,787,534	68,059,619
Utilities					
Miscellaneous	335,977	638,404	638,404	638,404	
<b>TOTAL OTHER</b>	<b>511,976,552</b>	<b>514,366,319</b>	<b>514,366,319</b>	<b>582,425,938</b>	<b>68,059,619</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b><u>511,976,552</u></b>	<b><u>514,366,319</u></b>	<b><u>514,366,319</u></b>	<b><u>582,425,938</u></b>	<b><u>68,059,619</u></b>

**Category 14  
Community Services  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative					
Business/Operations Admin.					
Professional		2,000	2,000	2,000	
Supporting Services		1,000	1,000	2,250	1,250
<b>TOTAL POSITIONS</b>		<b>3,000</b>	<b>3,000</b>	<b>4,250</b>	<b>1,250</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative					
Business/Operations Admin.					
Professional		150,170	150,170	167,000	16,830
Supporting Services		51,316	51,316	105,059	53,743
<b>TOTAL POSITION DOLLARS</b>		<b>201,486</b>	<b>201,486</b>	<b>272,059</b>	<b>70,573</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional		17,568	17,568	13,912	(3,656)
Supporting Services		34,608	34,608	41,970	7,362
<b>TOTAL OTHER SALARIES</b>		<b>52,176</b>	<b>52,176</b>	<b>55,882</b>	<b>3,706</b>
<b>TOTAL SALARIES AND WAGES</b>		<b>253,662</b>	<b>253,662</b>	<b>327,941</b>	<b>74,279</b>
<b>02 CONTRACTUAL SERVICES</b>	744,063	459,448	459,448	355,775	(103,673)
<b>03 SUPPLIES &amp; MATERIALS</b>		75,681	75,681	42,515	(33,166)
<b>04 OTHER</b>					
Local/Other Travel		19,671	19,671	17,747	(1,924)
Insur & Employee Benefits					
Utilities					
Miscellaneous	50,000	90,558	90,558	69,111	(21,447)
<b>TOTAL OTHER</b>	<b>50,000</b>	<b>110,229</b>	<b>110,229</b>	<b>86,858</b>	<b>(23,371)</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$794,063</b>	<b>\$899,020</b>	<b>\$899,020</b>	<b>\$813,089</b>	<b>(\$85,931)</b>

**Category 37**  
**MCPS Television Special Revenue Fund**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative	1.000	1.000	1.000	1.000	
Business/Operations Admin.					
Professional					
Supporting Services	12.500	12.500	12.500	12.500	
<b>TOTAL POSITIONS</b>	<b>13.500</b>	<b>13.500</b>	<b>13.500</b>	<b>13.500</b>	
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$141,993	\$144,854	\$144,854	\$147,853	\$2,999
Business/Operations Admin.					
Professional					
Supporting Services	988,013	1,044,932	1,044,932	1,059,187	14,255
<b>TOTAL POSITION DOLLARS</b>	<b>1,130,006</b>	<b>1,189,786</b>	<b>1,189,786</b>	<b>1,207,040</b>	<b>17,254</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional					
Supporting Services	18,378	5,169	5,169	5,169	
<b>TOTAL OTHER SALARIES</b>	<b>18,378</b>	<b>5,169</b>	<b>5,169</b>	<b>5,169</b>	
<b>TOTAL SALARIES AND WAGES</b>	<b>1,148,384</b>	<b>1,194,955</b>	<b>1,194,955</b>	<b>1,212,209</b>	<b>17,254</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>4,240</b>	<b>17,600</b>	<b>17,600</b>	<b>43,364</b>	<b>25,764</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>83,813</b>	<b>83,670</b>	<b>83,670</b>	<b>86,550</b>	<b>2,880</b>
<b>04 OTHER</b>					
Local/Other Travel	1,599	2,000	2,000	4,000	2,000
Insur & Employee Benefits	395,367	353,504	353,504	394,068	40,564
Utilities					
Miscellaneous	1,399	1,600	1,600	2,600	1,000
<b>TOTAL OTHER</b>	<b>398,365</b>	<b>357,104</b>	<b>357,104</b>	<b>400,668</b>	<b>43,564</b>
<b>05 EQUIPMENT</b>		<b>880</b>	<b>880</b>		<b>(880)</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$1,634,802</b>	<b>\$1,654,209</b>	<b>\$1,654,209</b>	<b>\$1,742,791</b>	<b>\$88,582</b>

**Category 51**  
**Real Estate Fund**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative	1.000	1.000	1.000	1.000	
Business/Operations Admin.					
Professional					
Supporting Services	6.000	6.000	7.500	10.500	3.000
<b>TOTAL POSITIONS</b>	<b>7.000</b>	<b>7.000</b>	<b>8.500</b>	<b>11.500</b>	<b>3.000</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$116,776	\$120,696	\$120,696	\$123,313	\$2,617
Business/Operations Admin.					
Professional					
Supporting Services	273,638	274,304	274,304	549,711	275,407
<b>TOTAL POSITION DOLLARS</b>	<b>390,414</b>	<b>395,000</b>	<b>395,000</b>	<b>673,024</b>	<b>278,024</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional					
Supporting Services	22,284	65,620	65,620	65,620	
<b>TOTAL OTHER SALARIES</b>	<b>22,284</b>	<b>65,620</b>	<b>65,620</b>	<b>65,620</b>	
<b>TOTAL SALARIES AND WAGES</b>	<b>412,698</b>	<b>460,620</b>	<b>460,620</b>	<b>738,644</b>	<b>278,024</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>2,012,847</b>	<b>2,049,281</b>	<b>2,049,281</b>	<b>2,064,281</b>	<b>15,000</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>15,786</b>	<b>38,304</b>	<b>38,304</b>	<b>38,304</b>	
<b>04 OTHER</b>					
Local/Other Travel	1,221	5,193	5,193	5,193	
Insur & Employee Benefits	173,046	166,780	166,780	262,244	95,464
Utilities					
Miscellaneous	484,966	527,825	527,825	567,825	40,000
<b>TOTAL OTHER</b>	<b>659,233</b>	<b>699,798</b>	<b>699,798</b>	<b>835,262</b>	<b>135,464</b>
<b>05 EQUIPMENT</b>	<b>17,207</b>	<b>9,700</b>	<b>9,700</b>	<b>9,700</b>	
<b>GRAND TOTAL AMOUNTS</b>	<b>\$3,117,771</b>	<b>\$3,257,703</b>	<b>\$3,257,703</b>	<b>\$3,686,191</b>	<b>\$428,488</b>

**Category 61**  
**Food Service Fund**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 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	572.448	572.448	572.448	575.323	2.875
<b>TOTAL POSITIONS</b>	<b>585.448</b>	<b>585.448</b>	<b>585.448</b>	<b>588.323</b>	<b>2.875</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$244,778	\$259,756	\$259,756	\$272,609	\$12,853
Business/Operations Admin.	986,039	1,026,604	1,026,604	1,069,774	43,170
Professional					
Supporting Services	17,738,851	19,851,713	19,851,713	20,596,080	744,367
<b>TOTAL POSITION DOLLARS</b>	<b>18,969,668</b>	<b>21,138,073</b>	<b>21,138,073</b>	<b>21,938,463</b>	<b>800,390</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional					
Supporting Services	1,175,789	852,834	852,834	732,834	(120,000)
<b>TOTAL OTHER SALARIES</b>	<b>1,175,789</b>	<b>852,834</b>	<b>852,834</b>	<b>732,834</b>	<b>(120,000)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>20,145,457</b>	<b>21,990,907</b>	<b>21,990,907</b>	<b>22,671,297</b>	<b>680,390</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>1,563,445</b>	<b>1,352,313</b>	<b>1,352,313</b>	<b>1,472,313</b>	<b>120,000</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>19,035,693</b>	<b>17,345,497</b>	<b>17,345,497</b>	<b>17,345,497</b>	
<b>04 OTHER</b>					
Local/Other Travel	65,565	81,897	81,897	81,897	
Insur & Employee Benefits	11,242,381	11,876,995	11,876,995	11,876,995	
Utilities					
Miscellaneous	166,085	185,202	185,202	185,202	
<b>TOTAL OTHER</b>	<b>11,474,031</b>	<b>12,144,094</b>	<b>12,144,094</b>	<b>12,144,094</b>	
<b>05 EQUIPMENT</b>	<b>447,501</b>	<b>334,068</b>	<b>334,068</b>	<b>334,068</b>	
<b>GRAND TOTAL AMOUNTS</b>	<b>\$52,666,127</b>	<b>\$53,166,879</b>	<b>\$53,166,879</b>	<b>\$53,967,269</b>	<b>\$800,390</b>

**Category 71  
Field Trip Fund  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 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.	20,552	20,822	20,822	24,238	3,416
Professional					
Supporting Services	281,005	285,677	285,677	297,089	11,412
<b>TOTAL POSITION DOLLARS</b>	<b>301,557</b>	<b>306,499</b>	<b>306,499</b>	<b>321,327</b>	<b>14,828</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional					
Supporting Services	921,501	932,385	932,385	932,385	
<b>TOTAL OTHER SALARIES</b>	<b>921,501</b>	<b>932,385</b>	<b>932,385</b>	<b>932,385</b>	
<b>TOTAL SALARIES AND WAGES</b>	<b>1,223,058</b>	<b>1,238,884</b>	<b>1,238,884</b>	<b>1,253,712</b>	<b>14,828</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>42,912</b>	<b>49,638</b>	<b>49,638</b>	<b>49,638</b>	
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>447,865</b>	<b>521,666</b>	<b>521,666</b>	<b>521,666</b>	
<b>04 OTHER</b>					
Local/Other Travel	16	138	138	138	
Insur & Employee Benefits	174,553	179,602	179,602	179,602	
Utilities					
Miscellaneous					
<b>TOTAL OTHER</b>	<b>174,569</b>	<b>179,740</b>	<b>179,740</b>	<b>179,740</b>	
<b>05 EQUIPMENT</b>		<b>1,605</b>	<b>1,605</b>	<b>1,605</b>	
<b>GRAND TOTAL AMOUNTS</b>	<b>\$1,888,404</b>	<b>\$1,991,533</b>	<b>\$1,991,533</b>	<b>\$2,006,361</b>	<b>\$14,828</b>

**Category 81**  
**Entrepreneurial Activities**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2015 ACTUAL	FY 2016 BUDGET	FY 2016 CURRENT	FY 2017 BUDGET	FY 2017 CHANGE
<b>POSITIONS</b>					
Administrative					
Business/Operations Admin.					
Professional	3,000	3,000	3,000	1,000	(2,000)
Supporting Services	9,600	10,600	10,600	10,600	
<b>TOTAL POSITIONS</b>	<b>12,600</b>	<b>13,600</b>	<b>13,600</b>	<b>11,600</b>	<b>(2,000)</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative					
Business/Operations Admin.					
Professional	359,599	387,185	387,185	130,056	(257,129)
Supporting Services	516,346	644,716	644,716	626,714	(18,002)
<b>TOTAL POSITION DOLLARS</b>	<b>875,945</b>	<b>1,031,901</b>	<b>1,031,901</b>	<b>756,770</b>	<b>(275,131)</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	267,835	267,266	267,266	277,266	10,000
Supporting Services	14,048	22,037	22,037	22,037	
<b>TOTAL OTHER SALARIES</b>	<b>281,883</b>	<b>289,303</b>	<b>289,303</b>	<b>299,303</b>	<b>10,000</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>1,157,828</b>	<b>1,321,204</b>	<b>1,321,204</b>	<b>1,056,073</b>	<b>(265,131)</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>585,041</b>	<b>560,432</b>	<b>560,432</b>	<b>557,432</b>	<b>(3,000)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>334,314</b>	<b>404,386</b>	<b>404,386</b>	<b>387,386</b>	<b>(17,000)</b>
<b>04 OTHER</b>					
Local/Other Travel	277	18,785	18,785	18,785	
Insur & Employee Benefits	319,895	358,722	358,722	308,146	(50,576)
Utilities					
Miscellaneous					
<b>TOTAL OTHER</b>	<b>320,172</b>	<b>377,507</b>	<b>377,507</b>	<b>326,931</b>	<b>(50,576)</b>
<b>05 EQUIPMENT</b>	<b>141,106</b>	<b>36,980</b>	<b>36,980</b>	<b>36,980</b>	
<b>GRAND TOTAL AMOUNTS</b>	<b>\$2,538,461</b>	<b>\$2,700,509</b>	<b>\$2,700,509</b>	<b>\$2,364,802</b>	<b>(\$335,707)</b>



## K-12 Budget Staffing Guidelines for Professional Staff—FY 2017

Position	Elementary Guidelines	Middle School Guidelines	High School Guidelines
Principal	1.0 FTE per school	1.0 FTE per school	1.0 FTE 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 FTE 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 FTE 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 FTE Allocated to the largest elementary schools	These positions are allocated (a) to schools with projected enrollment greater than 600 without a second assistant principal or coordinator (magnet programs), and (b) to schools that maintain enrollment greater than 1,000 students for more than one year.	These positions are allocated (a) to schools with projected enrollment greater than 1,250 without a third assistant principal or a coordinator; (b) to schools with projected enrollment greater than 2,000 without a fourth assistant principal or a coordinator; and (c) to schools with identified needs.
Magnet/Special Program Coordinator		1.0 FTE for 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 FTE 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 28 or less in Grades 1–3, 30 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 $[\text{Enrollment} \times 7 / (\text{class size} \times 5)]$ . For schools with higher Free and Reduced-priced Meals System (FARMS) rates, class size was increased by .5 FTE; for all other schools, class size was increased by 1.0 FTE. For each resource teacher, content specialist, and team leader, .8 FTE of this calculation is moved to the resource teacher (RT) allocation. In addition, .8 FTE is added for reading and a 1.0 FTE is added for mathematics support.	These positions are provided by formula $[\text{Enrollment} \times 7 / (\text{class size} \times 5)]$ . For schools with higher FARMS rates, class size was increased by .5 FTE, for all other schools, class size was increased by 1.0 FTE. An additional .4 FTE is allocated to each school for release time for RTs. A .4 FTE of this calculation is removed for the athletic director allocation and .8 FTE of this calculation is moved to the resource teacher (RT) allocation.
Academic Intervention Teacher	These positions are allocated based on percent of FARMS	These positions are allocated based on percent of FARMS	These positions are allocated based on percent of FARMS
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 allocated to support home school and special program classes at schools with magnet programs and the Middle years Programmes.	These positions are allocated to schools with magnet, special, or signature programs.

## K-12 Budget Staffing Guidelines for Professional Staff—FY 2017

Position	Elementary Guidelines	Middle School Guidelines	High School Guidelines
Staff Development 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 needs.	.8 FTE per school	.6 FTE 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. Specific formulas for ESOL are provided in a separate memorandum.	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. Specific formulas for ESOL are provided in a separate memorandum.	ESOL teachers are allocated using proficiency based formulas for initial allocations and then scheduling once the school year has started. METS teacher position are allocated to schools based on METS enrollment. Specific formulas for ESOL and METS are provided in a separate memorandum.
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 FTE and which at .5 FTE based on school priorities and needs.	1.0 FTE per school	1.0 FTE 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 FTE and which at .5 FTE based on school priorities and needs.	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.
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 schools based on enrollment and percent FARMS to lower class size in English and mathematics.	These positions are allocated to schools based on enrollment and percent FARMS to lower class size in English and mathematics.
Reading Initiative Teacher	Staffing is allocated at a 21:1 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 FTE teacher per 2.5 hour class.		

## K-12 Budget Staffing Guidelines for Professional Staff—FY 2017

Position	Elementary Guidelines	Middle School Guidelines	High School Guidelines
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 FTE and which at .5 FTE based on school priorities and needs.		
Content Specialist		6.0 FTE per middle school using this leadership model (1 release period); all content specialists must teach 4 classes, in a 7 period schedule.	
Team Leader		3.0–6.0 FTE per middle school using this leadership model depending on school size and need (1 release period), all team leaders must teach 4 classes in a 7 period schedule.	
Resource Teacher (RT)/ Interdisciplinary Resource Teacher (IRT)		Based on enrollment and individual school needs (1 release period); all RTs/IRTs must teach 4 classes, in a 7 period schedule.	Based on enrollment and individual school needs (1 release period); all RTs/IRTs must teach 4 classes, in a 7 period schedule.
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 FTE is allocated	
Career Support Teacher			These positions are allocated based on size of school programs.

## K-12 Budget Staffing Guidelines for Professional Staff—FY 2017

<b>Position</b>	<b>Elementary Guidelines</b>	<b>Middle School Guidelines</b>	<b>High School Guidelines</b>
Career Preparation Teacher			These positions are allocated based on size of the internship program.
Athletic Director			1.0 FTE per school is allocated (3 release periods).

## K-12 Budget Staffing Guidelines for Supporting Services Staff—FY 2017

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 Schools with an ASA allocation receive an additional 1.0 FTE	1.0 FTE per school for all schools > 1,400 receive an additional .5 FTE 700–1,399 receive an additional .25 FTE	Secretary positions (I and II) are allocated according to the following projected enrollments: > 2,550 = 7.0 FTE 2,250–2,549 = 6.0 FTE 1,950–2,249 = 5.0 FTE 1,650–1,949 = 4.0 FTE 1,350–1,649 = 3.0 FTE less than 1,350 = 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 725–1,000 = 0.5 FTE 600–724 = 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	Schools are allocated positions based on the following projected K–6 enrollments >650 = .75 FTE ≤650 = .5 FTE	These positions are allocated to schools based on projected enrollment as follows: > 1,200 = .875 FTE 600–1,199 = .625 FTE 300–599 = .5 FTE	Allocations are made according to the following projected student enrollments: > 1,800 = 1.5 FTE 1,400–1,799 = .75 FTE < 1,400 = .5 FTE
Paraeducator, Regular	Schools are allocated positions based on the following projected K–6 enrollments: > 850 = 2.0 FTE 800–849 = 1.875 FTE 750–799 = 1.75 FTE 700–749 = 1.625 FTE 650–699 = 1.5 FTE 600–649 = 1.375 FTE 550–599 = 1.25 FTE 500–549 = 1.125 FTE 450–499 = 1.0 FTE 400–449 = 0.875 FTE 350–399 = 0.75 FTE < 350 = 0.625 FTE	Schools are allocated positions based on the following guidelines: > 1,200 = .75 FTE 950–1,200 = .625 FTE 650–949 = .5 FTE < 650 = .375 FTE	Schools are allocated positions based on percent of projected school enrollment compared to total comprehensive high school enrollment.

## K-12 Budget Staffing Guidelines for Supporting Services Staff—FY 2017

Position	Elementary Guideline	Middle School Guideline	High School Guideline
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. Specific formulas for ESOL are provided in a separate memorandum.
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 and 10 minutes (.146) 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 extraordinary needs are allocated an additional .125 FTE.	
Instructional Data Assistant	These positions are allocated to schools based on the following projected K-6 enrollment: ≥850 = .75 FTE 650-849 = .625 FTE <650 = .5 FTE	Schools with projected enrollment greater than 1,025 receive a .625 FTE; schools with 1,025 or less students receive a .5 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)			1.0 FTE per school
English Composition Assistant			Allocations are made according to the following formula:  [(Projected Enrollment ÷ 58) x .375] x 0.125 = Total FTE

## FISCAL YEAR 2017 SPECIAL EDUCATION STAFFING PLAN

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# Fiscal Year 2017 SPECIAL EDUCATION STAFFING PLAN

## Montgomery County Public Schools

### December 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 completed on or before July 1, with evidence of Montgomery County Board of Education (Board) approval. In addition, the plan is required to 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 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
- 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) 2017 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), and 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 2017 (Attachment C).

OSESS recognizes and appreciates the Board's support of special education through previous budget initiatives and the funding of required improvements. Because of ongoing fiscal limitations, the FY 2017 Staffing Plan Committee focused on critical areas of special education programming. Those items that were not included in the *FY 2016 MCPS Program Budget* were considered by the committee, special education program staff members, and the Department of Facilities Management (DFM), Budget and Planning staff members during the FY 2017 budget process that started in June 2015. See Attachment D for the FY 2017 Budget Timeline.

As stated in the MCPS Strategic Planning Framework, *Building Our Future Together*, MCPS is committed to eliminating the achievement gap for all service 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 Improvement Act* (IDEIA) and the *Elementary and Secondary Education Act* (ESEA). Board 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.

MCPS uses Results Driven Accountability meetings to evaluate our system's performance in alignment with the federal and state results driven accountability measures. The outcome of this process drives our general supervision responsibilities for internal monitoring, targeted professional learning opportunities for schools, and ultimately our strategic plan which drives student success.

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-age 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 1990's 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 discrete program services such as LAD, School Community Based (SCB), Learning for Independence (LFI), Autism, and Emotional Disabilities (ED).

At the elementary level, from 2013 through 2014, professional learning continued to focus on Curriculum 2.0, which is aligned with the MCCR standards 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 2014–2015 school year, the High Incidence Accessible Technology team continued to support the development of Professional Learning Communities (PLCs) 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. This staffing model is implemented in all MCPS middle schools.

Principal Advisory Committee meetings and PLC meetings are conducted throughout the school year as a forum for open dialogue and communication. Topics covered during these meetings include initial feedback on new initiatives, sharing of best practices, concerns, and staffing considerations. Any staffing concerns raised during these meetings are explored for potential solutions. If any unresolved staffing issues remain, a project team with key stakeholders is developed. The project team's mission is to research, investigate, and develop recommendations for review by executive leadership. These recommendations are used to drive budget discussions, which allows for staffing changes and enhancements.

During the 2014–2015 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 2016 Special Education Staffing Plan* and to make recommendations for FY 2017 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 2014–2015 and continuing into the 2015–2016 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 gain access to the general education curriculum at all school levels. General and special education teachers have continued to participate in professional development based on best practices associated with UDL, collaborative planning, differentiated instruction, and the use of technology in the 2015–2016 school year.

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 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 8, 2015, the superintendent of schools presents his *Recommended FY 2017 Operating Budget* to the members of the Board and the community. Those recommendations reflect input from a variety of public and private stakeholders, including input provided from the FY 2016 Special Education Staffing Plan Committee. Two public hearings will be held on January 7 and January 14, 2016. The Board operating budget work sessions will be held on January 20 and January 22, 2016, and the Board will approve the recommended budget on February 9, 2016. The Board's recommended budget will be sent to each principal, Parent/Teacher Association president, and public library after March 1, 2016, 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 15, 2016, and the County Council will hold public hearings on all local government budgets in April 2016. The County Council's Education Committee will hold work sessions on the Board's recommended budget in April 2016, and the full County Council will review the school system budget in May 2016. 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 19, 2016. After the County Council completes its appropriation action, the Board may adopt the final approved budget for FY 2017 on June 14, 2016. 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, the Special Education Advisory Committee and other stakeholders to participate on the FY 2017 Special Education Staffing Plan Committee. The committee met on June 10, 2015, to review the *FY 2016 Special Education Staffing Plan*, receive information regarding the FY 2016 MCPS budget, receive public input, and make recommendations for priorities to be considered for inclusion in the FY 2017 budget (see Attachment E for a list of committee members).

During the meeting held on June 10, 2015, 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 MCPS budget process, and reviewed the FY 2016 Special Education Staffing Plan Committee recommendations and final FY 2016 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 a budget steering committee who advised the superintendent as the final recommended FY 2017 budget was developed.

During the June 10, 2015, 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 current resources, and the use of those resources to 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 21st 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 21st 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 priorities from the input of the group:

1. Change LAD staffing ratio from current formula to an hours-based staffing ratio.
2. Provide resources for LAD students to address access to Career and Technology Education.
3. Provide professional learning for HSM teachers, paraeducators, administrators, and counselors by providing a definition of HSM, best instructional practices and strategies to support students with autism spectrum disorder.
4. Enhance mental health supports to provide wrap around services to students and families.

During the process of budget development, the committee's recommendations are considered as strategic program enhancements and are incorporated into professional learning plans as priorities emerge based on student outcomes. How the recommendations are implemented is dependent on the types of priorities generated by the committee. Several initiatives were planned for the development of the FY17 budget, but due to the fiscal situation, initiatives were excluded from the process.

On December 14, 2015, the committee will receive an update on the FY 2017 budget process and a review of the special education budget that is included in the *Superintendent's FY 2017 Recommended Operating Budget*.

The *FY 2017 Special Education Staffing Plan* will be available on the MCPS website. In December 2015, a written copy was distributed with the *Superintendent's FY 2017 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 2017 Special Education Staffing Plan Committee was considered during the ongoing budget planning process and the development of the *FY 2017 Special Education Staffing Plan*. In addition, oral and written testimonies received through the Board's budget hearings were considered as final changes were made to the *Superintendent's FY 2017 Recommended Operating Budget*.

### **Professional Learning**

The delivery of special education instruction is an integral part of the MCPS systemic school improvement planning process. Teams that 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 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 the 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 and 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.

Special education students may be served by the general education teacher or coteaching team (general education teacher and special education teacher) in the inclusive school environment. Both general education teacher and the special education teacher are responsible for supporting all of their assigned students. The general education teacher in collaboration with the special educator is responsible for implementing the IEP and ensuring that the students with special needs receive designated accommodations and are provided with the supports required to access instruction. In collaboration with the special educator, the general educator reports on progress, implements and discusses strategies, supports IEP development, and is a member of the IEP team. Teachers are provided with adequate planning time as specified by the teacher contact. Information also has been disseminated across the county to support administration in designing schedules that provide for common planning time, whenever possible, for coteaching teams.

The majority of students with IEPs are served along with their peers in the general education classroom. Students are served not only by general educators, but by school counselors, and administrators. In order to ensure the provision of FAPE for all students in FY 2016, 10,940.304 Full-time Equivalent (FTEs) were budgeted for general education teachers, 467.500 FTEs were

budgeted for counselors, and 195.700 FTEs were budgeted for administrators to ensure the support of all students. This provision of staffing will be maintained for FY 2017 and adjusted in accordance with the student enrollment changes.

### **Evaluation of Staffing Plan for Effectiveness**

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.

In FY 2015, with 66.85 percent of students with disabilities being served in the general education environment, MCPS did not meet the increased MSDE target of 68.86 percent. In FY 2015, only 12.85 percent of students with disabilities were served in LRE C which exceeded the decreased MSDE target of 13.12 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 2011 through FY 2015 are indicated in the chart below.

**Percentage of MCPS Students with Disabilities by LRE**

Inclusion Indicator	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
MCPS LRE A	68.18%	67.58%	67.49%	67.35%	66.85%
MSDE Target for LRE A	62.11%	62.11%	63.11%	68.40%	68.86%
MCPS LRE C	11.91%	12.15%	13.13%	13.06%	12.85%
MSDE Target for LRE C	15.61%	15.36%	15.11%	15.11%	13.12%

In order to increase opportunities for students with disabilities to be educated with their typical peers in the LRE, MCPS restructured the secondary resource service model during the 2015–2016 school year. Historically, the resource program has exclusively served students with disabilities in a self-contained classroom. The resource program may now serve general education students, students with disabilities, and/or students with 504 plans. The newly defined composition of students will reclassify the environment from a self-contained special education class to a general education setting designed to provide small group instruction. The resource program will serve a diverse group of students, providing opportunities for improving

organizational skills, previewing content, and reviewing lessons. Special and general education teachers will have the opportunity to reteach and reassess in the core content areas.

Along with the monitoring and data collection on LRE targets, critical staffing data, and staffing program changes are used to evaluate the effectiveness of our staffing plan. Critical staffing support, allocated as enhanced paraeducator staffing, is used to support individual students needing additional adult support in the inclusive or individualized LRE setting. This enhanced staffing is to provide the support documented by the IEP for identified students to access Curriculum 2.0 in the LRE setting. As more students with greater learning challenges access instruction in the LRE setting, the use of critical staffing paraeducators has increased to meet the needs of students. From FY 2012 to FY 2015, the number of assigned critical staffing hours increased by 32.6 percent. Additionally, the data collected on staffing realignments has been steadily improving from FY 2013 to FY 2015, reflecting an overall 15.8 percent decrease in the number of staffing changes. This data represents increased accuracy in the staffing projection and allocation process. Greater accuracy in the projection of staffing is the result of process improvements used to develop the special education budget. This includes accurate enrollment projections and increased transparency through the active participation of the special education supervisors.

OSESS oversees the process of staffing allocations, changes, and budget. The staffing plan is reevaluated annually in June after receiving input from the Staffing Plan Committee and other key stakeholders; however, staffing is monitored throughout the school year. In the event that student enrollment does not justify the allocated staffing, the staff member is reassigned to an area of need. The reassignment is to a similar classroom whenever possible. It is not the practice of MCPS to move students to accommodate for staffing concerns. Students with disabilities may benefit from a higher ratio of teachers to students, depending on the level of need and learning style. We also identify a specific allocation of teachers and paraeducators to support students with disabilities in LRE.

In FY 2017, we will continue to monitor our staffing position change history, LRE data, and critical paraeducator staffing data. We are making upgrades to the database used to maintain and monitor critical staffing so that we will be better able to analyze the allocation patterns. These data will provide more documentation for the ongoing review of our staffing models to better understand the pattern of staffing needs.

### **Special Education Facilities and Staffing Patterns**

According to the October 1, 2014, Maryland Special Education Census Data, 17,761 MCPS students, ages 3 to 21, received special education services. Of those students, 375 received services in a public, separate, special education day school and 504 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, 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/Hard-of-Hearing (D/HOH) are provided on a countywide basis in a centralized location.

Trends related to the identification, evaluation, and placement of students with disabilities has 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 comprehensive schools, kindergarten–Grade 12. Sixty-eight elementary schools provide HSM services through the HBS model. A continuing goal is to provide equitable staffing in the schools implementing this approach. The HBS model is provided in each middle school and is used to allocate sufficient staffing to support all students, including those who require resources and LAD services. LAD services are offered in each high school and in selected elementary schools using a staffing enrollment model.
- 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.
- 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 D/HOH 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.

- At Magruder High School, a newly designed ED Cluster services model will be implemented in Grades 9 and 10 in order to expand the continuum of services and address the instructional and mental health needs of students with emotional disabilities
- Extensions services, previously only in middle and high school, has expanded to an elementary school with additional locations added at the secondary level. This will increase the services provided for students with autism and complex emotional and behavioral needs.
- Additional paraeducator support has been added to all ED cluster sites. This will provide additional adult support for students receiving instruction in the general education classroom and all instructional environments.

Special education classes and program locations are identified in the MCPS *Superintendent's Recommended FY 2017 Capital Budget and Amendments to the FY 2017–2022 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 Division of Title I Early Childhood Programs and Services 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 2016, this collaborative teaching model was implemented at 19 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, Grade 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/DBFIS, the associate superintendent for OSESS 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 overenrolled and others are underenrolled 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. Another factor that could impact staffing is the result of a due process decision that requires additional support. There were no staffing changes resulting from this process in FY 2015. If concerns arise, staff and/or parents may make requests for additional staffing or for a staffing review. Principals submit requests for additional staffing through the defined process. The special education supervisor assigned to the program or cluster completes a staffing request form in collaboration with the school administrator. The special education staffing review team, consisting of the director of DSES and DBFIS, and the associate superintendent of OSESS review all requests to determine to appropriate recommendations.

Despite efforts to ensure that all positions are filled, a vacancy may occur due to an emergency, medical leave, child-care 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

Each year, in order to receive *Individuals with Disabilities Education Act* (IDEA) funding, MCPS must submit forms to demonstrate Maintenance of Effort (MOE) eligibility. MOE eligibility is achieved when budgeted expenditures for the upcoming fiscal year (column E) equal or exceed the actual expenditures of the preceding fiscal year for which actual expenditures are available (column C). The MOE compliance is achieved when the actual total expenditures for the grant year (column C) equal or exceed the actual expenditures of the preceding year (column B).

The following table shows the MOE for special education from FY 2014 to FY 2017, including transportation and fixed charges.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Funding Source</b>	<b>FY 2014 Actual</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Approved Budget</b>	<b>FY 2017 Requested Budget</b>
<b>State</b>	\$ 52,252,933	\$ 52,899,267	\$ 54,303,397	\$ 54,632,695
<b>*Local</b>	\$195,204,086	\$200,464,002	\$215,572,240	\$226,034,502
<b>Transportation</b>	\$ 63,774,769	\$ 66,447,182	\$ 69,217,721	\$ 70,138,117
<b>Fixed Charges/ Benefits</b>	\$ 65,672,245	\$ 71,253,290	\$ 74,475,914	\$ 74,140,084
<b>TOTAL</b>	<b>\$376,904,033</b>	<b>\$391,063,741</b>	<b>\$413,569,272</b>	<b>\$424,945,398</b>

\*Local excludes expenditures for infants & toddlers

## Fiscal Year (FY) 2017 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/PT

Teaching Station=TS

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<b>Resource Services</b>	<p>Resource Room services, available in all MCPS schools. Secondary Resource services provide students with disabilities, general education students and students with 504 Plans, 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 2017 MCPS Special Education and Related Services Budget Guidelines**

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<b>Resource Services</b>			<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
<b>Learning and Academic Disabilities (LAD)</b>	<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>	<p>1 Tchr:TS</p> <p>1 Tchr:TS</p>	<p>0.875</p> <p>0.875</p>

**FY 2017 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 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 School-based 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 2017 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 Grades K-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 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 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 quadrants. 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 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 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 2017 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 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 emotional and behavioral challenges often interfere with their ability to achieve academic success and participate appropriately in an educational environment. Students are served in a continuum of settings including general education environments with opportunities for participation with nondisabled peers or separate classes 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 strategies include 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 with opportunities for participation in general education environments with nondisabled peers as appropriate.	Two middle and two high schools serve students countywide	1 Tchr:TS	1.250



**FY 2017 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 college, career, and/or community. 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/Hard of Hearing (D/HOH)</b>	D/HOH 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 2017 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 are provided to 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 specialized class, two or five days per week.</p>	<p>Resource services available throughout the county's</p> <p>Preschool 40:1.0 School-Age 56.4:1.0 Private/Religious Schools 56.4:1.0</p> <p>Special classes: designated elementary schools serve prekindergarten children throughout the county, two or five days per week</p>	<p>1 Tchr:TS</p>	<p>N/A N/A N/A 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 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-year-olds. 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–3-year-olds, 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 2017 MCPS Special Education and Related Services Budget Guidelines**

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<b>Preschool Education Program (PEP)</b>	PEP provides special education services for students with disabilities age 3–Kindergarten, whose delays impact the child’s ability to learn. Services range from consultative and itinerant services for students in community-based child-care centers and preschools to separate special education classrooms and home-based instruction for medically fragile students. Early childhood settings and special education classrooms provide students a comprehensive approach to 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. Services are offered at selected elementary schools throughout the county.	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>	The Infants and Toddlers Program provides early intervention services to families of children with developmental delays from birth–3-year-olds, or until the start of the school year after the child’s fourth birthday 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. Based on the philosophy that a parent can be a child’s most effective teacher, parental involvement and coaching are major service components of the program.	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	1.0 OT/PT/64.0 services 2.0	
		OT or PT		
		Vision	1.0 Tchr/64.0 services	
		D/HOH	1.0 Tchr/64.0 services	

**FISCAL YEAR 2017 PROJECTED SPECIAL EDUCATION ENROLLMENT, SERVICES and POSITIONS**  
December 2015

Department of Special Education Services	FY 2016 Budget						FY 2017 Budget					
	Students	Admin	Teachers	Other Prof	PARAs	Other Support	Students	Admin	Teachers	Other Prof	PARAs	Other Support
<b>Learning Disabilities:</b>												
Resource (allocated to programs in FY 2017)	2,193		198.2				2,193					
Resource Only			57.0		21.500				58.5		23.000	
Learning Centers, Elementary	532		64.5	6.5	54.250		596		71.0	6.0	60.375	
LRE Support			13.0		21.563				12.0		18.938	
Learning and Academic Disabilities	3,149		226.9	5.2	197.700		3,192		303.4	5.2	198.450	
Hours Based Staffing	2,702		181.8	7.6	161.812		2,872		238.0	7.8	165.750	
Home School Model	2,126		126.8		119.376		2,102		209.5		122.126	
GT/LD	158		13.2		11.550		159		12.8		10.350	
Secondary Intensive Reading			12.0						11.6			
<b>Intellectual Disabilities (ID):</b>												
School/Community Based Programs	361		66.0		99.000		346		64.0		96.000	
Extensions	42		12.5	4.0	26.250		47		14.0	4.5	28.875	
Learning for Independence	645		70.0		62.125		675		71.0		62.125	
LD/ID Program Support		7.0	5.0	6.0		1.000		7.0	6.0	5.0		1.000
<b>Emotional Disabilities:</b>												
Special Classes	515		78.6	15.8	107.250	2.000	577		85.2	15.7	113.500	3.000
Program Support		1.0	8.0	15.5		1.000		1.0	8.0	15.5		1.000
<b>Autism:</b>												
Special Classes	581		104.0		204.785		690		109.0		215.345	
Program Support			3.2	9.3		1.000		1.0	3.2	8.3		1.000
<b>Transition Services:</b>												
School-Based Resource Services	6,525		31.6		14.500		6,550		25.8		12.750	
Nonschool-Based Programs	50		12.0		7.500		47		11.5		7.500	
Program Support		1.0	4.0	1.5		1.000		1.0	5.0	1.5		1.000
<b>Special Schools:</b>												
Longview	47	1.0	9.0	1.7	15.750	2.875	50	1.0	9.0	1.7	15.750	2.875
Stephen Knolls	43	1.0	8.0	3.0	13.750	3.125	45	1.0	8.0	3.0	13.750	3.125
Carl Sandburg	106	1.0	16.0	6.2	28.000	3.125	100	1.0	16.0	6.2	28.000	3.125
Rock Terrace	91	2.0	16.1	4.6	16.100	4.250	94	2.0	16.1	4.6	16.100	3.750
RICA	101	2.0	20.0	7.1	19.750	3.750	108	2.0	19.0	7.1	17.000	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		3.000

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Continued on next page

**FISCAL YEAR 2017 PROJECTED SPECIAL EDUCATION ENROLLMENT, SERVICES and POSITIONS**

December 2015

Continued from previous page

Pre-K, Special Programs & Related Svcs	FY 2016 Budget						FY 2017 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			36.500
Special Classes	156		23.0	8.0	20.563		166		23.0	8.0	20.125	
Program Support		1.0		3.5		1.000		1.0		3.5		1.000
<b>Visual Impairments:</b>												
Resource Program Services	295		12.0		0.875	2.000	300		11.5		0.500	2.000
Special Classes	22		3.0		3.500		17		3.0	0.2	3.500	
Program Support				1.2		1.000				1.0		1.000
<b>Physical Disabilities:</b>												
Resource Program Services	3,190			92.8		1.125	3,190			92.2		0.750
Special Classes	37		6.9		9.125		44		6.9		9.125	
Program Support		1.0	2.0	2.0		2.000		1.0	2.0	2.0		2.000
<b>Speech and Language Disabilities:</b>												
Resource Program Services	10,046			200.2		0.800	10,100		198.6			
Special Classes	171		7.0	2.3	6.125		162		5.5	1.7	4.8120	
Program Support		1.0		6.0		2.000		1.0	6.0			2.000
<b>InterACT:</b>												
InterACT Services (PreK-12)	525		4.0	8.6			525		4.0	8.6		
Augmentative Communication	12		2.0	0.4	3.500		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				14.2		3.000				14.2		3.000
Administrative Support		1.0				1.000		1.0				1.000
<b>Preschool Education Programs:</b>												
Special Classes	1,369		114.5	61.6	110.562		1,384		116.9	63.2	114.937	
Program Support		2.0	0.2	6.0		2.000		2.0	0.2	6.0		1.000
Arc of Montgomery County			1.5	2.4	2.250				1.0	1.6	1.500	
<b>Infants and Toddlers Services:</b>												
Deaf and Hard of Hearing	228		3.5				200		3.0			
Physical Therapy	2,380			31.5			2,000			30.4		
Occupational Therapy	2,047			29.0			2,075			30.5		
Special Instruction	5,280		76.0		42.100		4,910		72.2		42.100	
Speech & Language	5,304			73.0			4,910			72.2		
Vision	238		3.5				200		3.0			
Program Support		5.0	0.2	5.0		5.000		5.0		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>		7.0	2.0	18.5		21.600		7.0	2.0	19.5		18.600
<b>Summary:</b>												
Total Special Classroom Services	13,016	7.0	1,209.8	136.4	1,322.1	19.1	13,485	7.0	1,440.9	136.9	1,347.4	19.6
Total Resource Services	22,999	-	315.8	301.6	36.9	40.9	23,083	-	311.4	100.8	36.3	39.3
Total Infants and Toddlers Services	15,477	-	83.0	133.5	42.1	-	14,295	-	78.2	133.1	42.1	-
Total Program Support		19.0	22.6	71.2	150.9	21.0		20.0	30.4	63.0	150.9	20.0
Total Administrative Support		10.0	2.0	21.5	-	27.6		10.0	2.0	22.5	-	23.6
<b>Total by Position Type</b>		36.0	1,633.2	664.2	1,551.986	108.650		37.0	1,862.9	456.3	1,576.658	102.475
<b>Grand Total</b>				3,994.036					4,035.333			

**Fiscal Year (FY) 2015-2017 Special Education Improvement and Priorities Based on Staff and Community Member Input**

FY 2015 Recommendations for Maintenance *		FY 2016 Recommendations for Maintenance *		FY 2017 Recommendations for Maintenance *	
Description in Priority Order		Description in Priority Order		Description in Priority Order	
Maintain HSM and transition more elementary schools as funds are available; consider staffing LAD schools similar to that of HSM and HBS.		Enhance professional learning for all staff and incorporate information about the emotional aspect of autism.		Change LAD staffing ratio from current formula to an hours based staffing ratio.	
Continue professional development opportunities and provide additional professional development at all levels with an emphasis on elementary schools.		Increase staff to increase the ability of staff to provide consults (ED, Autism).		Provide resources for LAD students to address access to Career and Technology Education (CTE).	
Review staffing model for speech and language pathologists.		Revisit HSM philosophy, reduce variability from school to school, and define expectations.		Provide professional learning for HSM teachers, paraeducators, administrators, and counselors by providing a definition of HSM, best instructional practices and strategies to support students with autism spectrum disorder.	
Increase funding to provide additional opportunities for coteaching teams to plan collaboratively.		Save seats in general education for special education students.		Enhance mental health supports to provide wrap around services to students and families.	
		Reevaluate allocation of speech/language staff especially in schools with elementary learning centers and elementary LAD			

\* Due to the challenging economic situation, the discussions of the staffing plan committee focused on critical areas of special education programming. The committee expressed a desire that the level of service in identified areas be maintained. This budget reflects the preservation and maintenance of those items.



<b>Fiscal Year (FY) 2017 MCPS Special Education Staffing Plan And Operating Budget Timeline</b>	
Associate Superintendent for Special Education Requests Public Participation on FY 2017 Special Education Staffing Plan Committee	May 5, 2015
FY 2017 Special Education Staffing Plan Committee Meets to Develop Recommendations for Special Education Staffing Improvements and Priorities	June 10, 2015
FY 2017 Recommended Special Education Staffing Improvements and Priorities Considered During the Development of the FY 2017 Operating Budget	Fall 2015
Superintendent's FY 2017 Budget Presentation	December 8, 2015
Sign up begins for Board of Education (Board) Operating Budget Hearings	December 14, 2015 January 13, 2015
Board Operating Budget Hearings	January 7, 2016 January 14, 2016
Board Operating Budget Work Sessions	January 20, 2016 January 22, 2016
Board Operating Budget Action	February 9, 2016
Board Budget Request Transmitted to County Executive and County Council	March 1, 2016
County Executive Recommendations Presented to County Council	March 15, 2016
County Council Budget Hearings	April 2016
County Council Budget Action	May 19, 2016
Final Board Action on FY 2017 Operating Budget, Including FY 2017 Special Education Staffing Plan	June 14, 2016

## FY 2017 Special Education Staffing Plan Committee Members

Name	Title
Austin, Ms. Sabrina	Staff Attorney, Maryland Coalition for Inclusive Education; saustin@mcie.org
Bernstein, Mr. Evan	Principal, Forest Knolls Elementary School
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, Ms. Nicola	Executive Director to the Chief Operating Officer
Doody, Mrs. Suzanne	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, Dr. Christine	Principal, Gaithersburg High School

<b>Name</b>	<b>Title</b>
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	Parent, Travilah Elementary School
Klausing, Mr. Thomas	Director, Department of Management, Budget and Planning
LaBatt, Ms. Arronza	Executive Director, Deputy Superintendent 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	Special Education Paraeducator, Roberto Clemente Middle School
Lynch, Mr. Philip	Director, Department of Special Education Services
Means Harris, Ms. Wanda	Principal, Dr. Charles Drew Elementary School
Myers, Mrs. Kathy	President, Down Syndrome Network of Montgomery County
Murek, Ms. Sally	Coordinator, Paraeducator Program, Supporting Services Professional Growth System

**Department of Special Education Services  
Division of Business, Fiscal and Information Systems  
Professional Development Plan  
Fiscal Year 2017**

**Teacher Sessions**

Transition Services: Teaching Self-Advocacy Skills to Students in Grades 8 and 9 Working Towards Alternate Academic Achievement Standards
Transition Support Teachers: Improving Service Delivery to Promote Successful Postsecondary Outcomes
Vision Services: Tactile Graphics and Duxbury Training
Vision Services: Understanding and Implementation of United English Braille Code

**Department of Special Education Services  
Division of Business, Fiscal and Information Systems  
Professional Development Plan  
Fiscal Year 2017**

**Teacher Sessions**

Academic Interventions: Above and Beyond with Digi-blocks
Academic Interventions: Early Interventions in Reading
Academic Interventions: Edmark Reading
Academic Interventions: Fluency and Automaticity through Systematic Teaching and Technology (FASTT) Mathematics Elementary
Academic Interventions: FASTT Mathematics Middle School
Academic Interventions: Fast Track Reading–Comprehension Strand and Work Strand
Academic Interventions: <i>Reading Assistant</i>
Academic Interventions: Ready Common Core Mathematics
Academic Interventions: Ready Common Core Reading
Academic Interventions: <i>REWARDS</i> Intermediate Reading and Writing Intervention
Academic Interventions: <i>Understanding Mathematics</i>
Augmentative and Alternative Communication: Strategies to Encourage Functional Communication
Augmentative and Alternative Communication: Strategies and Operation of Specific devices
Augmentative Communication and Assistive Technology: Strategies to Support Early Language Learners
Autism 101: Serving Students with Autism Spectrum Disorders in the Least Restrictive Environment
Autism: Jones Lane Elementary School Learning Center, Kennedy Krieger Institute Partnership
Autism Resource Services: Building School Capacity to Support Students with Autism Spectrum Disorders in their Home High Schools
Autism Spectrum Disorders: Learning Adaptive Behaviors and Social Skills
Deaf and Hard of Hearing (D/HOH): Building the Capacity of D/HOH Teachers to Participate in Transition Planning with a Focus on Digital Portfolios
December Professional Development: National Center State Collaborative Assessment
December Professional Development: Various Topics for Lead Elementary Special Education Teachers
December Professional Development: Various Topics for Resource Teachers in Special Education
D/HOH: Building the Capacity of D/HOH Teachers to Address the Needs of Students with Significant Cognitive Disabilities
D/HOH: Instructional and Behavioral Strategies to Address the Needs of Students who are D/HOH with Little/No Prior Schooling or Formal Language

**Department of Special Education Services  
Division of Business, Fiscal and Information Systems  
Professional Development Plan  
Fiscal Year 2017**

**Teacher Sessions**

Elementary Learning Center Teachers: Improving Mathematics Instructional Practices (Four Meetings per Year)
Elementary Learning Center Principals: Evidence-based Practices in Reading and Mathematics and Other Topics (Three Meetings per Year)
High Incidence Accessible Technology (HIAT): Assistive Technology in the Chrome Browser
HIAT: Assistive Technology Consideration
HIAT: Assistive Technology Implementation and Documentation
HIAT: Assistive Technology in School and on the Individualized Education Program (IEP)
HIAT: Occupational Therapists/Physical Therapists Professional Learning Community Sessions
HIAT: Perspectives on Practice for Occupational and Physical Therapists
HIAT: Perspectives on Practice Workshops and Webinars
HIAT: Speech Recognition–Decision Making and Overview
HIAT: Speech Recognition–Using Speech Recognition in the Classroom
HIAT: Technology–Supporting Writers with Clicker Software
HIAT: Universal Design for Learning (UDL)–Everyday UDL Webinar Series
HIAT: UDL–Instructional Leaders
HIAT: UDL–Introduction to UDL
Lead Elementary Teachers: Address Evidence-based Practices in Reading and Mathematics and Other Topics (Three Meetings per Year)
Learning and Academic Disabilities Principals: Evidence-based Practices in Reading and Mathematics and Other Topics (Three Meetings per Year)
Medical Assistance: Certification Training
New Teacher Orientation
Nonviolent Crisis Intervention: Initial and Refresher Courses
Prekindergarten: Maryland’s Early Learning Assessment
Prekindergarten: The Social and Emotional Foundations of Early Learning
Preschool Education Program : Understanding the Kindergarten Curriculum and Developing Standards-based IEPs to Promote School Readiness
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
Speech and Language Services: Understanding and Implementing Standards-based Teaching and Learning as a Speech and Language Pathologist serving Students with Significant Cognitive Disabilities

**Department of Special Education Services  
Division of Business, Fiscal and Information Systems  
Professional Development Plan  
Fiscal Year 2017**

**Teacher Sessions**

Transition Services: Teaching Self-Advocacy Skills to Students in Grades 8 and 9 Working Towards Alternate Academic Achievement Standards
Transition Support Teachers: Improving Service Delivery to Promote Successful Postsecondary Outcomes
Vision Services: Tactile Graphics and Duxbury Training
Vision Services: Understanding and Implementation of United English Braille Code

**Department of Special Education Services  
Division of Business, Fiscal and Information Systems  
Professional Development Plan  
Fiscal Year 2017**

**Paraeducator Sessions**

<b>November 2015</b>	<b>January 2016</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	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	Language Development Strategies
Language Development Strategies	TEACCH Strategies
Treatment and Education of Autistic and related Communication-handicapped CHildren (TEACCH) Strategies	Transition Services: Travel Training
Prekindergarten Curriculum "Big Day pre-K"	Paraeducator Module Training for the National Center State Cooperative Assessment (NCSC)
Prekindergarten: The Social and Emotional Foundations of Early Learning	Nonviolent Crisis Intervention
	Crisis Prevention Institute: refresher



**Department of Special Education Services  
 Division of Business, Fiscal and Information Systems  
 Professional Development Plan  
 Fiscal Year 2017**

**Paraeducator Sessions**

Transition Services: Data Collection	Secondary Research Tools
Transition Services: Job Coaching	Developing Positive Behavior Interventions for Students with Intellectual Disabilities
Paraeducator Module Training for the NCSC	Inclusive Practices for Students with Aspergers Disorder
Nonviolent Crisis Intervention	
Crisis Prevention Institute: Refresher	
Secondary Research Tools	
Inclusive Practices for Students with Aspergers Disorder	



**NON-OPERATING BUDGET POSITIONS**

<b>FUNDING SOURCE</b>	<b>OFFICE/DEPARTMENT/DIVISION AND POSITION TITLES</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Current</b>	<b>FY 2017 Requested</b>	<b>FY 2017 Change</b>
	<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	
	Director, Employee Services Administration (P)			0.1	0.1
	ERSC Call Center Transactions Supervisor (K)	0.4	0.4	0.4	
	Senior Specialist, Insurance and Retirement (J)	2.0	2.0	2.0	
	Wellness Coordinator (26)	1.0	1.0	1.0	
	Investment Analyst (26)	1.0	0.75	0.75	
	Data Integration Specialist II (25)	1.0	1.0	1.0	
	Risk Management Specialist (24)	1.0	1.0	1.0	
	Data Integration Specialist (23)		1.0	1.0	
	Communications Specialist (21)	1.0	1.0	1.0	
	Data Support Specialist I (21)	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)	6.0	6.0	6.0	
	Administrative Secretary III (16)	0.5	0.5	0.5	
	Administrative Secretary II (15)	1.0	1.0	1.0	
	Benefits Assistant (15)	1.0			
	Transactions Assistant I (15)	8.5	8.5	8.5	
	<b>Total</b>	<b>29.7</b>	<b>28.4</b>	<b>28.5</b>	<b>0.1</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>2.0</b>	<b>2.0</b>	
Capital Budget	<b>Real Estate Management Fund</b>				
	Real Estate Management 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	
	School Facilities Program Manager (25)	7.0	7.0	7.0	
	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	
	Energy Management 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	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 2015 Actual	FY 2016 Current	FY 2017 Requested	FY 2017 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	
	Facility Asset Technician (16)	1.0	1.0	1.0	
	Administrative Secretary I (14)	1.0	1.0	1.0	
	Data Systems Operator (13)	1.0	1.0	1.0	
Subtotal	23.5	23.5	23.5		
ICB	Resource Conservation Assistant (22)	1.0	1.0	1.0	
	Total	24.5	24.5	24.5	
ICB	<b>Division of School Plant Operations</b>				
	Building Service Area Supervisor (G)	1.0	1.0	2.0	1.0
	Customer Services Specialist (16)		1.0	1.0	
	Administrative Secretary II (15)	1.0			
	Building Service Worker (6)	18.0	18.0	18.0	
	Total	20.0	20.0	21.0	1.0
	<i>Office of Communications:</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	
	Total	2.0	2.0	2.0	
	<i>Office of the Chief Technology Officer:</i>				
Capital Budget	<b>Department of Technology Integration and Support</b>				
	IT Systems Engineer (27)	1.0	1.0	1.0	
	IT Systems Specialist (18-25)	9.0	25.0	25.0	
	Instructional Specialist	1.0	1.0	1.0	
	Office Assistant III (10)	0.5	0.5	0.5	
	Total	11.5	27.5	27.5	
Capital Budget	<b>Department of Infrastructure and Operations</b>				
	IT Systems Engineer (27)	1.0	1.0	1.0	
	IT Systems Specialist (18-25)	4.0	4.0	4.0	
	Total	5.0	5.0	5.0	
Trust Funds	<b>Department of Business Information Services</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	
	Total	2.0	2.0	2.0	
	<b>GRAND TOTAL</b>	140.2	155.9	157.0	1.1

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 2015 ACTUAL EXPENSES  
BETWEEN THE CAFR AND THE FY 2017 OPERATING BUDGET**

Financial Report Categories	(1). FY 2015 CAFR for Local and Grant Supported Funds by State Category	(2). Less Encumbrances Carried Forward	(3). Total FY 2015 Enterprise Fund Expenses	(4). Total FY 2015 Expenses	(5). Budgetary Adjustments	(6). Operating Budget Category Conversions	(7). Total FY 2015 Expenses by Operating Budget Categories
1. Administration	\$43,127,138	(\$681,968)	\$16	\$42,445,186	(\$1,678)	(\$16)	\$42,443,492
2. Mid-Level Administration	136,800,129	(57,986)	666	136,742,809	(11,822)	(666)	136,730,321
3. Instructional Salaries and Wages	887,992,223	0	586,669	888,578,892	(61,406)	(586,669)	887,930,817
4. Instructional Textbooks and Supplies	23,431,236	(321,071)	4,327	23,114,492	2,123	(4,327)	23,112,288
5. Other Instructional Supplies	10,504,965	(358,729)	533,524	10,679,760	21,163	(533,524)	10,167,399
6. Special Education	298,749,971	(221,095)	0	298,528,876	0	0	298,528,876
7. Student Personnel Services	11,185,874	0	0	11,185,874	329	0	11,186,203
8. Health Services	1,594	0	0	1,594	0	0	1,594
9. Student Transportation	99,563,792	(1,887)	1,713,851	101,275,756	0	(1,713,851)	99,561,905
10. Operation of Plant	127,727,579	(306,468)	4,321,292	131,742,403	60,520	(4,321,291)	127,481,632
11. Maintenance of Plant	32,877,250	(803,764)	0	32,073,486	7,334	0	32,080,820
12. Fixed Charges	511,982,492	(5,879)	12,297,231	524,273,844	(13,434)	(12,283,858)	511,976,552
13. Food Services	0	0	47,763,810	47,763,810	(6,344,709)	(41,419,101)	0
14. Community Services	801,616	0	1,239,390	2,041,006	(7,553)	(1,239,390)	794,063
37. Instructional TV					0	1,634,802	1,634,802
51. Real Estate Management					(270,450)	3,388,221	3,117,771
61. Food Services					26,030	52,640,097	52,666,127
71. Field Trip Services					0	1,888,404	1,888,404
81. Entrepreneurial Funds					(12,708)	2,551,169	\$2,538,461
<b>Totals</b>	<b>\$2,184,745,859</b>	<b>(\$2,758,846)</b>	<b>\$68,460,776</b>	<b>\$2,250,447,789</b>	<b>(\$6,606,262)</b>	<b>\$0</b>	<b>\$2,243,841,527</b>

(1). Data as reported in the FY 2015 Comprehensive Annual Financial Report (CAFR).

(2). In order to compare actual expenditures in the CAFR to the operating budget, encumbrances must be removed to make a meaningful comparison to budgeted amounts.

(3). Total amount of Enterprise Funds for inclusion in the FY 2015 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 2015 operating expenses by budget category as appears in the Superintendent's Recommend FY 2017 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.

**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 engages students and teachers more and allows 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.

## GLOSSARY OF MCPS OPERATING BUDGET TERMS

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**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 2017 begins on July 1, 2016 and ends on June 30, 2017.

**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.



## GLOSSARY OF MCPS OPERATING BUDGET TERMS

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**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.

## GLOSSARY OF MCPS OPERATING BUDGET TERMS

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**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.

## GLOSSARY OF MCPS OPERATING BUDGET TERMS

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**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 2017 Operating Budget Timeline

Superintendent Presents Recommended FY 2017 Operating Budget to Board of Education	December 8, 2015
Sign-up begins for Board of Education Public Hearings	December 14, 2015 through January 13, 2016
Board of Education Public Hearings-Auditorium	January 7 & 14, 2016
Board of Education Budget Work Sessions	January 20 & 22, 2016
Board of Education Action	February 9, 2016
Board of Education Budget Transmittal to County Executive/Council (Required by March 1, 2016)	March 1, 2016
County Executive Releases FY 2017 Operating Budget	March 15, 2016
County Council Budget Public Hearings	April 2016
County Council Work Sessions	April - May, 2016
County Council Budget Action	May 19, 2016
Final Board of Education Action to Approve FY 2017 Operating Budget	June 14, 2016

## 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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