

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

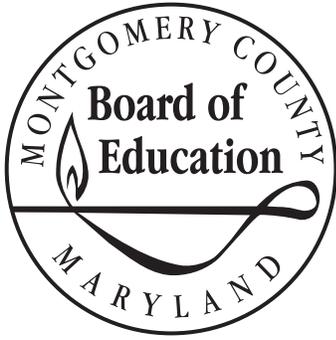
FY 2014 OPERATING BUDGET and Personnel Complement

Recommended to the Board of Education
December 2012

Fiscal and School Year Ending
June 30, 2014

Dr. Joshua P. Starr
Superintendent of Schools





VISION

A high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.



montgomeryschoolsmd.org

Check out the MCPS website for more detailed information about the FY 2014 Recommended Operating Budget.

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December 11, 2012

Dear Members of the Board of Education:

I am pleased to submit for your consideration my Fiscal Year (FY) 2014 Operating Budget recommendation for Montgomery County Public Schools (MCPS).

This budget is the culmination of extensive external and internal feedback that we have received during the past several months and reflects the budget interests that the Board of Education identified earlier this year. Once again, our employees and our parents were integral in developing a budget recommendation that serves the needs of our students and is aligned to our strategic plan, *Our Call to Action: Pursuit of Excellence*. I am grateful for the continued partnership of the Montgomery County Council of Parent Teacher Associations (MCCPTA) and our three employee associations—the Montgomery County Education Association (MCEA), the Service Employees International Union (SEIU) Local 500, and the Montgomery County Association of Administrators and Principals (MCAAP).

I also received a tremendous amount of feedback during community outreach events and through our new Neighbor-to-Neighbor initiative, which allowed our citizens to hold self-guided small group discussions on the operating budget. More than 20 Neighbor-to-Neighbor sessions were held during the fall, with more than 100 attendees who covered a broad array of issues. I deeply appreciate their input into the process. They provided feedback in several areas, including curriculum; the development of 21st century skills in our students; class sizes; and the availability of technology.

I am recommending an FY 2014 Operating Budget of \$2,217,247,656, which is an increase of \$48,950,123—or 2.3 percent—compared to FY 2013. My budget is less than half of one percent, or \$10.0 million, above the Maintenance of Effort (MOE) level, the funding floor mandated by state law. The increase in the required local contribution is \$28.7 million, which is \$21.4 million for MOE and \$7.3 million for the second year of a four-year plan to shift certain teacher pension costs to local boards of education.

It is important to acknowledge that my recommendation should be considered preliminary for several reasons. First, we do not know the level of state aid we will receive next year and do not anticipate receiving that information until Governor Martin O'Malley releases his budget in mid-January. I have included in my budget an increase of \$10 million in state aid, which is a projection based on trends in state funding. Another reason for the preliminary nature of my budget recommendation is uncertainty about the so-called "fiscal cliff." If no action is

Office of the Superintendent of Schools

taken and sequestration is implemented, the impact on the state, county, and MCPS budgets will be significant and may make it more difficult for the county to meet its MOE obligation. Additionally, even as the economy is showing signs of improvement, there remains overall uncertainty about the county's financial situation. We should have better information by the time the Board is ready to approve a final budget request in February 2013 and will make the appropriate adjustments at that time.

It also should be noted that we have not completed negotiations with our three employee associations. In FY 2013, we recognized our employees with their first compensation increase in three years and, in May, will restore the FY 2011 step increase for employees who are eligible, which is approximately 57 percent of our employees. As part of the FY 2013 agreement with our employee associations, it was determined that any salary increase or adjustments for FY 2014 would have to be negotiated into the contracts. Therefore, I have not included any funding in my budget for compensation increases—the first time this has been done in recent history.

In building this recommendation, there were three areas of focus for the budget—keeping up with growth; reenergizing our efforts to narrow achievement gaps; and investing in the future of our school district. The economic downturn of the past several years had a dramatic impact on the MCPS budget. Since 2009, the operating budget has been reduced by \$161.2 million in base budget cuts, and one-time savings of \$108 million have been made through a hiring freeze and comprehensive expenditure restrictions. Employees agreed to forego a negotiated general wage increase in FY 2010, saving \$89 million, and salary increments (steps and longevity increases), saving \$54 million during FY 2011 and FY 2012.

Since FY 2008, our enrollment has grown by more than 11,000 students and we have added 1,400 positions to meet their educational needs. However, the fiscal situation required us to eliminate many resources in our budget, which led to cutting approximately 1,350 positions, most of which provided support for student instruction. Therefore, with 11,000 more students, or an increase of 8 percent, we have added fewer than 100 positions.

As part of my FY 2014 budget, I am recommending that we begin the process of restoring some of these positions. But I want to be clear: I have not and will not recommend any restorations or additions unless I am confident we are using our existing resources in those areas efficiently and effectively.

Managing Growth

Managing our continuing enrollment growth remains our top budgetary priority. In fact, 82 percent of the \$48.95 million increase in my budget will go toward maintaining the current level of service to a growing number of students. The current student enrollment in MCPS is 148,779, an increase of almost 2,300 students from FY 2012. This growth is expected to continue, and by FY 2019, enrollment is expected to exceed 159,000 students.

At the same time, more of our students are requiring specific services and supports to ensure success. More than 49,300 students—almost one-third of our enrollment—now are eligible to receive Free- and Reduced-price Meals System services, which represents an increase of more than 12,000 students in just 5 years. And across the district, nearly 20,000 students—more than 13 percent of our enrollment—receive English for Speakers of Other Languages (ESOL) services, a number that has almost doubled since 2000.

A total of \$21.2 million is needed in FY 2014 for a projected student enrollment increase of 2,336 students. My budget calls for the hiring of 127.4 positions in general education (kindergarten through Grade 12) to serve additional students, and 22.2 positions are needed to support 900 additional ESOL students. The budget also includes an increase of \$8.5 million to provide increased individualized

services to our special education students, including funds for 52 additional teachers, 36 paraeducators, 7.25 speech pathologists, and increased funds for students placed in nonpublic schools. My budget also includes an additional \$7.1 million for continuing salaries and an increase of \$15.4 million for benefits for current and retired employees. The increase in benefits includes \$7.3 million for the shift of the teacher pension costs to MCPS.

Focus on the Achievement Gap

With *Our Call to Action* as a foundation for its work, MCPS has been dedicated to the pursuit of equity and excellence. Seen clearly in the district's efforts to narrow the achievement gap, these efforts have met with tremendous academic success in many areas, including the following:

- In 2012, MCPS students took nearly 33,000 Advanced Placement (AP) exams—a district record—and 75 percent of those exams earned a college-ready score of 3 or higher. For the past five years, the most significant growth in AP participation and success has been among African American and Hispanic students.
- For the fourth year in a row, MCPS has the highest graduation rate among the nation's largest school districts, according to a report from Education Week. Additionally, MCPS has the highest graduation rate for African American males among the nation's largest districts, according to a 2012 Schott Foundation report.
- The Class of 2012 earned an average combined score of 1651 on the SAT, the highest in the district's history. African American and Hispanic graduates in MCPS outperformed their peers across the nation by more than 100 points.
- More than three-quarters (76 percent) of students are reading above grade level (Text Level 6) by the end of kindergarten. In six years, the percentage of African American students reading at this level has increased by 24 percentage points.

These outstanding results are due, in great part, to the tremendous work and tireless dedication of our employees—the best staff in public education, bar none. But there is work left to be done. While we have made progress, there are persistent gaps in key areas that must be addressed. For example, the percentage of White and Asian ninth graders earning an A or B in Algebra 1 is 37 points higher than for African American students. And the percentage of White and Asian eighth graders scoring advanced on the state reading exam is 40 points higher than for Hispanic students.

Some of our largest gaps are in middle school. Therefore, I am recommending \$1.97 million for the hiring of 30 focus teacher positions at the middle school level to support students who are struggling in mathematics and English. The intent is to lower the student-teacher ratios for literacy and mathematics instruction and allow students to receive focused instruction in these key areas. I also am recommending \$1.5 million to restore reductions to staff development teacher positions in our middle schools. These positions were reduced as part of our districtwide savings efforts and these funds will restore the equivalent of 0.6 full-time equivalent (FTE) positions to each middle school, for a total of 22.8 positions. Staff development teachers work with and train classroom teachers to teach and support students who are struggling, and to implement new curriculum aligned with the Common Core State Standards.

Another important area we must address is mathematics, which is undergoing significant changes in MCPS and throughout the nation with the goal of giving our students a deeper conceptual understanding and the opportunity to apply, in concrete terms, what they are learning. To help provide direct support to our schools, I am recommending the creation of a Mathematics Implementation Team that will work to support teachers, participate in school-based planning, model classroom

instruction, and provide system-level professional development. This will be accomplished through the reallocation of existing positions, grants, and other revenue. I also am recommending \$655,934 to fund 10 elementary school teacher positions to help provide accelerated instruction for students who truly are ready for advanced work in mathematics.

Investing in Our Staff and Our Future

This is a time of tremendous change in public education and our schools must change as well. The Common Core State Standards—adopted by the state of Maryland as the curricular foundation for public schools—already are being implemented. And the new state tests aligned to the Common Core State Standards will begin soon. At the same time, today's economy demands that our students have three distinct sets of skills in order to be successful:

- Deep academic knowledge and understanding
- 21st century skills such as critical thinking, problem solving, and collaboration
- Social and emotional competencies to learn how to persevere, have empathy, and be productive citizens

In order for our students to be ready, we must make sure our staff is prepared to give them the necessary instruction and support. My budget allocates an additional \$1,549,475 for continued professional development for teachers in elementary and secondary schools around the Common Core and Curriculum 2.0, our improved elementary curriculum that provides students with well-rounded academics and builds important 21st century skills. Also, I am restoring 4 consulting teacher positions; these staff members will work closely with new educators and those who are struggling. This is a crucial part of our Teacher Professional Growth System, which has been impacted by the economic downturn. I also am recommending an \$800,000 increase for professional development substitutes in secondary schools. This will allow our teachers some flexibility so they may continue to grow and learn.

This budget recommendation also recognizes the importance of restoring some other positions lost over the past several years, including elementary school media specialists, reading specialists, counselors, and staff development teachers. Also, I am recommending the addition of 5 elementary school music instructor positions to serve our growing student population. My budget also includes \$94,000 that will support the Achieving Collegiate Excellence and Success (ACES) program. This collaborative effort with Montgomery College and the Universities at Shady Grove seeks to increase college enrollment and success for our students, especially those who have been traditionally underrepresented in higher education.

I look forward to working with the Board of Education on my recommended budget and receiving input from our citizens in the coming weeks. After several years of simply trying to keep up with growth, I am pleased to provide a budget to you that will allow us to move forward.

Sincerely,



Joshua P. Starr, Ed.D.
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

The **Superintendent's Recommended Operating Budget and Personnel Complement** is a comprehensive document that provides program and budget information by organizational unit. This version of the budget is published in December, accompanying the superintendent's presentation of the recommended budget to the Board of Education. The Board of Education holds public hearings and worksessions on the budget 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 except for the Citizen's that is published earlier in the document.

Table 1: Summary of Resources by Object of Expenditure

Table 1 summarizes the MCPS operating budget expenditures in terms of 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 by the five major objects of expenditure that describe the expenditure: salaries and wages (including position and other salaries); contractual services, supplies and materials, other, and equipment.

Table 2: Budget Revenues by Source

Table 2 summarizes how the operating budget is funded, by revenue source. It includes the amount of revenue MCPS is projecting to receive to fund the budget 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 (tax-supported), state funds, federal funds, and funds from other sources. Enterprise/Special Funds are funded by user fees and other non-tax supported sources.

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

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

Table 4: Summary of Student Enrollment

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

Table 5: Allocation of Staffing

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

HOW TO READ THE BUDGET

Cost Per Student by Grade Span

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

Summary of Negotiations

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

Montgomery County Public Schools Organization Chart

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

Chapters

There is a chapter in the budget document for each of the major offices/areas: K-12 Instruction; Office of the Deputy Superintendent for School Support and Improvement; Office of the Deputy Superintendent for Teaching, Learning, and Programs; Office of Shared Accountability; Office of Curriculum and Instructional Programs; Office of Special Education and Student Services; Office of the Chief Engagement and Partnership Office; 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 is the unit's **mission statement, major functions, trends and accomplishments, major mandates, strategies** to achieve the unit's goals, 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 then 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.

HOW TO READ THE BUDGET

Some chapters include supplemental charts and tables. In the chapter for K-12 Instruction, the chart titled Selected Program Support Information displays, for each school level, data on student enrollment, average class size, staff to student ratios, other support, special programs, and per student expense standards for textbooks and instructional/media materials. Other charts in the document provide information about utilities and the lease/purchase of buses.

Appendices

Additional budgetary information is provided in eight appendices. The Operational Calendar for the upcoming fiscal year is shown in Appendix A. Appendix B 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 C 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 D and E provide detailed budgeted staffing guidelines and information for regular K-12 instruction and special education, respectively. Appendix F provides a listing of positions charged to the Capital Budget and Trust Funds. Appendix G is the Reconciliation of the Comprehensive Annual Financial Report (CAFR) and the Operating Budget for FY 2012 Actual Expenditures. Appendix H is the Glossary of MCPS Operating Budget Terms that are commonly used in the budget document. The Index (Appendix I) provides the reader with alternate access to various parts of the budget document.

The Program Budget

The Program Budget is produced twice a year – following publication of the Superintendent’s Recommended Operating Budget and Personnel Complement in December, and after publication of the Operating Budget Summary and Personnel Complement in July. It includes an inventory of programs whose totals match the total operating budget. Each program summary includes a description of the program including how the program is aligned with the MCPS Strategic Plan – *Our Call to Action: Pursuit of Excellence*. Significant program and budget changes are highlighted. In addition, there are page references that allow the reader to crosswalk to related information in the Operating Budget document and the strategic plan. For each program, there is a chart that 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 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	701.000	699.000	700.000	705.201	5.201
Business/Operations Admin.	92.000	92.000	92.000	91.629	(.371)
Professional	11,744.730	11,922.480	11,950.380	12,237.870	287.490
Supporting Services	8,074.496	8,129.664	8,119.226	8,179.343	60.117
TOTAL POSITIONS	20,612.226	20,843.144	20,861.606	21,214.043	352.437
01 SALARIES & WAGES					
Administrative	\$86,746,835	\$89,105,835	\$89,222,435	\$88,971,141	(\$251,294)
Business/Operations Admin.	8,175,371	8,648,824	8,648,824	8,733,851	85,027
Professional	886,753,233	922,485,401	924,698,695	947,737,390	23,038,695
Supporting Services	323,092,461	341,761,446	341,774,693	342,258,338	483,645
TOTAL POSITION DOLLARS	1,304,767,900	1,362,001,506	1,364,344,647	1,387,700,720	23,356,073
OTHER SALARIES					
Administrative	415,834	382,576	382,576	382,576	
Professional	51,438,126	51,349,064	53,056,193	55,595,308	2,539,115
Supporting Services	21,129,269	20,703,678	22,264,616	23,827,780	1,563,164
TOTAL OTHER SALARIES	72,983,229	72,435,318	75,703,385	79,805,664	4,102,279
TOTAL SALARIES AND WAGES	1,377,751,129	1,434,436,824	1,440,048,032	1,467,506,384	27,458,352
02 CONTRACTUAL SERVICES	25,282,316	24,947,219	24,913,189	25,060,675	147,486
03 SUPPLIES & MATERIALS	65,916,385	66,036,062	67,209,283	67,891,043	681,760
04 OTHER					
Local/Other Travel	2,354,057	2,586,848	2,600,853	2,905,958	305,105
Insur & Employee Benefits	482,937,643	525,701,924	527,106,085	548,400,446	21,294,361
Utilities	40,549,810	41,396,374	41,396,374	40,199,058	(1,197,316)
Miscellaneous	49,028,861	51,292,737	51,328,189	51,728,572	400,383
TOTAL OTHER	574,870,371	620,977,883	622,431,501	643,234,034	20,802,533
05 EQUIPMENT	14,113,849	13,631,607	13,695,528	13,555,520	(140,008)
GRAND TOTAL AMOUNTS	\$2,057,934,050	\$2,160,029,595	\$2,168,297,533	\$2,217,247,656	\$48,950,123

TABLE 1A
FY 2014 OPERATING BUDGET - SUMMARY OF BUDGET CHANGES FY 2013 - FY 2014
(\$ in millions)

ITEM	FTE	AMOUNT	ITEM	FTE	AMOUNT
FY 2013 CURRENT OPERATING BUDGET	20,861,606	\$2,168.3	STRATEGIC PROGRAM RESTORATIONS AND ENHANCEMENTS		
ENROLLMENT CHANGES			Expanded Implementation of Curriculum 2.0	2,000	1.5
Elementary/Secondary	127,400	8.7	Elementary Math Teachers	10,000	0.6
Special Education	101,564	8.5	Elementary Teacher-level Support Positions	11,000	0.7
ESOL	22,200	1.5	Middle School Focus Teachers	30,000	2.0
Transportation/Food Services/School Plant Operations	32,440	2.5	Middle School Staff Development Teachers	22,800	1.5
Subtotal	283,604	\$21.2	Consulting Teachers	4,000	0.3
			Staff Development Substitutes		0.8
NEW SCHOOLS	1,000	\$0.1	Achieving Collegiate Excellence and Success (ACES) Program		0.1
			Preventions, Interventions, and Personalized Learning	1,000	0.3
			Elementary Instrumental Music Teachers	5,000	0.3
			Elementary Assistant School Administrators and Secretaries	4,500	0.4
			Baseline Testing for High School Athletes		0.1
			Equity Certificate Program	0,200	0.1
			Subtotal	90,500	\$8.7
EMPLOYEE SALARIES - CONTINUING SALARIES COSTS FOR CURRENT EMPLOYEES (including benefits)		\$7.1			
EMPLOYEE BENEFITS AND INSURANCE			EFFICIENCIES & REDUCTIONS		
Employee Benefits Plan (active)		2.0	Central Services	(5,670)	(1.9)
Employee Benefits Plan (retired)		-	Support Operations (Buses/Bus Operators, Bus Supplies)	(10,500)	(0.8)
Retirement		4.5	School-Based (Inflation, Phase-out of Secondary Learning Centers)	(11,312)	(1.6)
FICA/Self-Insurance/Workers' Compensation, Fire Insurance		1.6	Total Efficiencies & Reductions	(27,482)	(\$4.3)
Pension Shift from State of Maryland		7.3			
Subtotal		\$15.4	FY 2014 BUDGET	21,214,043	\$2,217.2
			FY 2013-FY 2014 CHANGE	352,437	\$48.9
			Less Enterprise funds	(619,948)	(58.8)
			Less Grants	(472,138)	(80.7)
			SPENDING AFFORDABILITY BUDGET	20,121,957	\$2,077.7
INFLATION AND OTHER					
Textbooks, Instructional Materials, Building/Maintenance Supplies		0.7			
Utilities		(2.1)			
Special Education Including Non-public Tuition		0.9			
Transportation		0.3			
Food Services		0.5			
Facilities Management		0.4			
Grants Revenue		0.1			
Other	4,815	(0.1)			
Subtotal	4,815	\$0.7			
			REVENUE INCREASE BY SOURCE		
			Local*		38.7
			State		10.0
			Federal		0.9
			Other		(1.0)
			Enterprise		0.3
			TOTAL REVENUE INCREASE		\$48.9

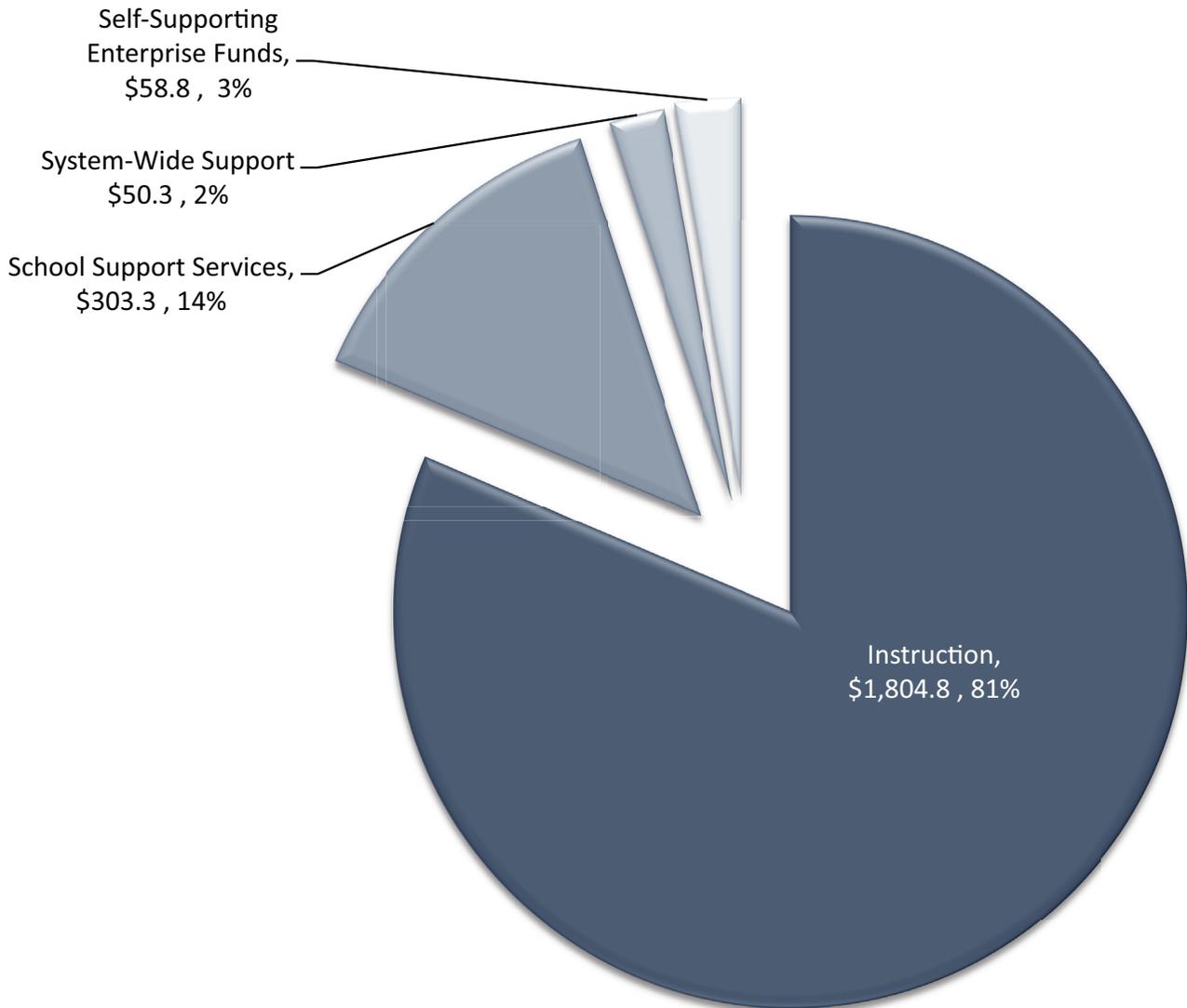
* The increase in the required local contribution is \$28,736,286 (\$21,452,150 for MOE and \$7,284,136 for the pension shift from the state)

FY 2014 OPERATING BUDGET

Where the Money Goes

(Dollars in Millions on Chart)

Total Expenditures = \$2,217,247,656

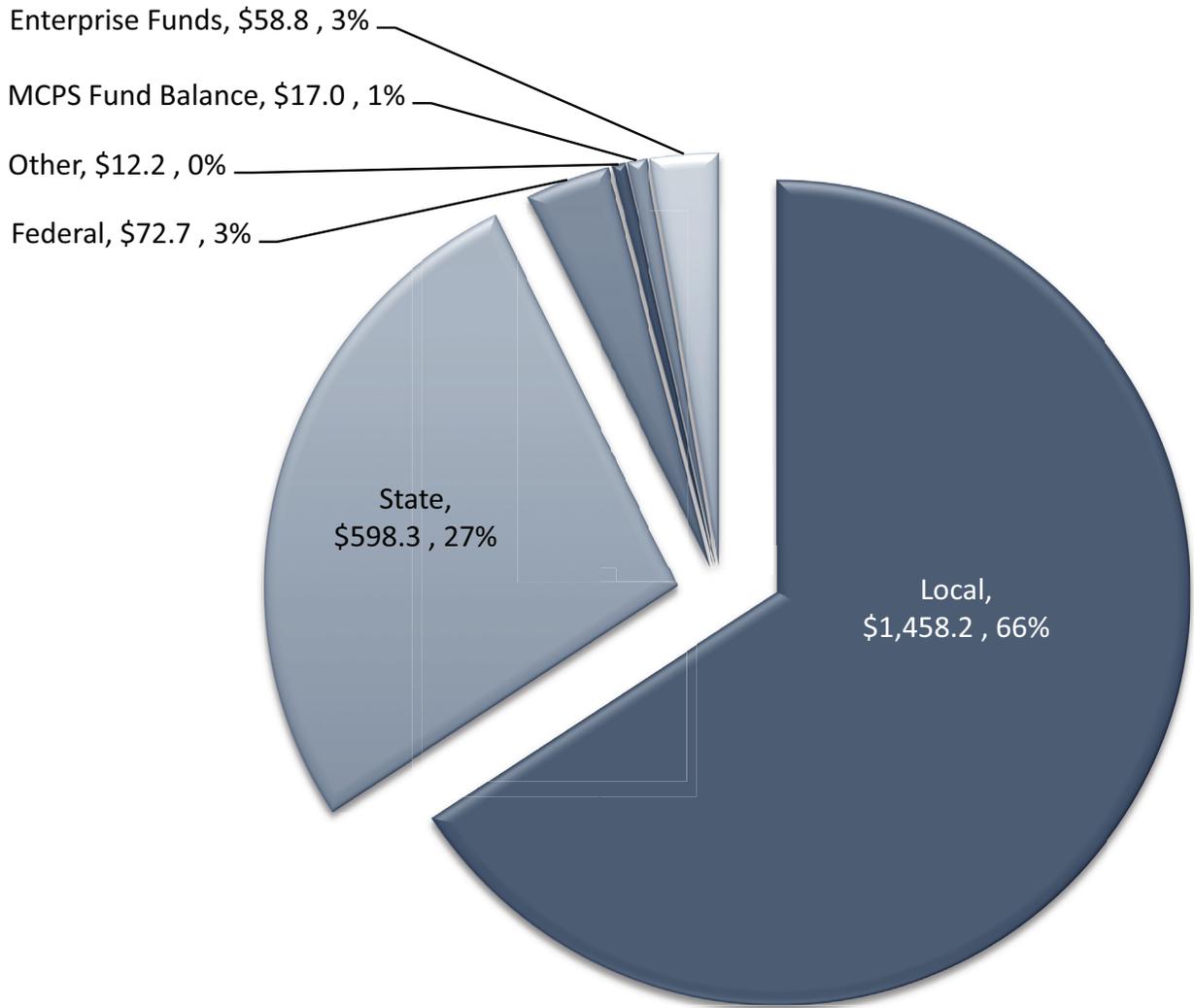


FY 2014 OPERATING BUDGET

Where the Money Comes From

(Dollars in Millions on Chart)

Total Revenue = \$2,217,247,656



**TABLE 2
BUDGET REVENUE BY SOURCE**

SOURCE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 ESTIMATED
CURRENT FUND				
From the County:	\$1,370,101,480	\$1,392,286,148	\$1,392,286,148	\$1,423,734,478
Local Contribution for State Retirement		27,227,553	27,227,553	34,511,689
Total from the County	1,370,101,480	1,419,513,701	1,419,513,701	1,458,246,167
From the State:				
Bridge to Excellence				
Foundation Grant	290,050,156	302,207,487	302,187,876	312,187,876
Geographic Cost of Education Index	31,954,820	32,796,296	32,796,296	32,796,296
Limited English Proficient	49,786,885	55,107,686	55,107,686	55,107,686
Compensatory Education	106,595,114	115,208,321	115,208,321	115,208,321
Students with Disabilities - Formula	34,348,730	34,967,952	34,967,952	34,967,952
Students with Disabilities - Reimbursement	11,152,803	11,543,388	11,543,388	11,543,388
Transportation	35,210,643	36,100,856	36,100,856	36,100,856
Miscellaneous	301,431	400,000	400,000	400,000
Programs financed through State Grants	1,797,840			
Total from the State	561,198,422	588,331,986	588,312,375	598,312,375
From the Federal Government:				
Impact Aid	448,477	300,000	300,000	400,000
Emergency Reimbursements				
Additional Education Jobs Fund Revenue			19,611	
Programs financed through Federal Grants	79,411,513	64,222,375	71,509,924	72,280,788
Total from the Federal Government	79,859,990	64,522,375	71,829,535	72,680,788
From Other Sources:				
Tuition and Fees				
D.C. Welfare	193,921	270,000	270,000	200,000
Nonresident Pupils	695,231	750,000	750,000	725,000
Summer School	1,601,910	1,281,148	1,281,148	1,305,000
Outdoor Education	476,871	574,560	574,560	525,000
Student Activities Fee	711,032	690,000	690,000	725,000
Miscellaneous	667,985	160,000	160,000	245,708
Programs financed through Private Grants	865,613	9,448,354	9,448,354	8,448,354
Total from Other Sources	5,212,563	13,174,062	13,174,062	12,174,062
Fund Balance	17,000,000	17,000,000	17,000,000	17,000,000
Total Current Fund	2,033,372,455	2,102,542,124	2,109,829,673	2,158,413,392
ENTERPRISE & SPECIAL FUNDS				
School Food Service Fund:				
State	958,588	1,018,607	1,125,607	1,125,607
National School Lunch, Special Milk and Free Lunch Programs	29,579,681	23,683,878	24,280,196	28,797,309
Child Care Food Program		1,000,000	1,296,682	1,334,335
Sale of Meals and other	19,312,601	21,773,810	21,773,810	18,446,434
Total School Food Service Fund	49,850,870	47,476,295	48,476,295	49,703,685
Real Estate Management Fund:				
Rental fees	2,892,122	3,520,603	3,520,603	2,913,646
Total Real Estate Management Fund	2,892,122	3,520,603	3,520,603	2,913,646

**TABLE 2
BUDGET REVENUE BY SOURCE**

SOURCE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 ESTIMATED
Field Trip Fund:				
Fees	1,778,378	2,026,046	2,026,046	1,909,415
Total Field Trip Fund	1,778,378	2,026,046	2,026,046	1,909,415
Entrepreneurial Activities Fund:				
Fees	2,186,618	3,006,936	3,006,936	2,839,155
Total Entrepreneurial Activities Fund	2,186,618	3,006,936	3,006,936	2,839,155
Total Enterprise Funds	56,707,988	56,029,880	57,029,880	57,365,901
Instructional Television Special Revenue Fund:				
Cable Television Plan	1,425,000	1,457,591	1,457,591	1,468,363
Total Instructional Special Revenue Fund	1,425,000	1,457,591	1,457,591	1,468,363
GRAND TOTAL	\$2,091,505,443	\$2,160,029,595	\$2,168,317,144	\$2,217,247,656

Tax - Supported Budget	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 ESTIMATED
Grand Total	\$2,091,505,443	\$2,160,029,595	\$2,168,317,144	\$2,217,247,656
Less:				
Grants	(82,074,966)	(73,670,729)	(80,958,278)	(80,729,142)
Enterprise Funds	(56,707,988)	(56,029,880)	(57,029,880)	(57,365,901)
Special Revenue Fund	(1,425,000)	(1,457,591)	(1,457,591)	(1,468,363)
Grand Total - Tax-Supported Budget	\$1,951,297,489	\$2,028,871,395	\$2,028,871,395	\$2,077,684,250

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**

Program Name and Source of Funding	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 ESTIMATED
<u>Budgeted</u>				
FEDERAL AID: NO CHILD LEFT BEHIND (NCLB)				
Title I - A (941/949)	\$ 20,478,168	\$ 17,414,740	\$ 24,682,678	\$ 23,957,144
Title I - A (ARRA) (941/949)				
Subtotal	20,478,168	17,414,740	24,682,678	23,957,144
Title I - D				
Neglected and Delinquent Youth (937)	177,941	137,644	137,644	131,896
Total Title I	20,656,109	17,552,384	24,820,322	24,089,040
Title II - A				
Skillful Teaching and Leading Program (915)	704,578	426,723	426,723	355,443
Teacher Mentoring		178,200	178,200	249,480
Consulting Teachers (961)	2,961,268	3,134,958	3,134,958	3,205,176
Staff Development Team (960)	287			
Subtotal	3,666,133	3,739,881	3,739,881	3,810,099
Title II - D				
Enhancing Education through Technology (918)		-	-	-
Total Title II	3,666,133	3,739,881	3,739,881	3,810,099
Title III				
Limited English Proficiency (927)	3,761,008	3,609,452	3,609,452	3,699,880
Title VII				
American Indian Education (903)	42,977	29,028	29,028	29,028
SUBTOTAL	28,126,227	24,930,745	32,198,683	31,628,047
OTHER FEDERAL, STATE, AND LOCAL AID				
State Fiscal Stabilization Fund (SFSF) (901)				
Federal (ARRA)	1,902,103	-	-	-
Head Start Child Development (932)				
Federal	4,040,526	3,433,406	3,433,406	3,535,742
Individuals with Disabilities Education (907/913/963/964/ 965/966/967)				
Federal	31,698,674	29,425,299	29,425,299	30,314,319
Federal (ARRA)		-	-	-
Subtotal	31,698,674	29,425,299	29,425,299	30,314,319
Infants and Toddlers (930)				
Federal	1,378,418	974,844	974,844	1,050,088
Education Jobs Fund (935)				
Federal*	4,377,655		19,611	
Medical Assistance Program (939)				
Federal	4,097,476	4,061,262	4,061,262	4,412,832
National Institutes of Health (NIH) (908)				
Federal	254,254	254,733	254,733	254,733
Provision for Future Supported Projects (999)				
Other	4,969,971	9,448,354	9,448,354	8,448,354

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

Program Name and Source of Funding	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 ESTIMATED
Carl D. Perkins Career & Technical Ed. Improvement (951)				
Federal	1,204,534	1,142,086	1,142,086	1,085,027
County				
Subtotal	1,204,534	1,142,086	1,142,086	1,085,027
SUBTOTAL	53,923,611	48,739,984	48,759,595	49,101,095
TOTAL	\$ 82,049,838	\$ 73,670,729	\$ 80,958,278	\$ 80,729,142

Summary of Funding Sources				
Federal	\$ 77,079,867	\$ 64,222,375	\$ 71,509,924	\$ 72,280,788
State				
County	-	-	-	-
Other	4,969,971	9,448,354	9,448,354	8,448,354
GRAND TOTAL	\$ 82,049,838	\$ 73,670,729	\$ 80,958,278	\$ 80,729,142

FOR INFORMATION ONLY			
Additional grant appropriation through the Provision for Future Supported Projects			
National Institute of Standards Summer Institute			\$ 10,000
Perkins - Career and Technology			153,228
Infants and Toddlers			70,878
National Institute of Standards - Research Experience-Teachers			16,000
Education Cluster Model (thru DHHS)			125,750
Neglected and Delinquent Youth			32,876
Head Start			115,973
IDEA - Part B			797,715
Medical Assistance			541,948
National Defense Education Program			55,000
Fine Arts Initiative			30,921
Building Bridges			118,000
Expanding Bridges			667,596
SUBTOTAL FEDERAL FUNDING			2,735,885
Educator Effectiveness Academy			1,500
Maryland Model for School Readiness (MMSR) Program			84,700
Judith Hoyer Childcare & Education (Judy Centers)			524,988
Project Lead the Way - Biomedical Sciences			19,999
SUBTOTAL STATE FUNDING			631,187
Defined Contribution Plan			75,000
Inovative Minds of Tomorrow Institute			15,000
SUBTOTAL OTHER			90,000
TOTAL			\$ 3,457,072

**TABLE 4
SUMMARY OF STUDENT ENROLLMENT - FY 2011 THROUGH FY 2014**

DESCRIPTION	(1)	(2)	(3)	(4)	(5)	CHANGE	
	FY 2011	FY 2012	FY 2013	FY 2013	FY 2014	COLUMN (5) LESS	
	ACTUAL	ACTUAL	ACTUAL	BUDGET	Projected	COLUMN (4)	
	9/30/2010	9/30/2011	9/30/2012	9/30/2012	9/30/2013	#	%
ENROLLMENT							
PRE-KINDERGARTEN	1,965	2,060	1,989	2,145	2,145		
HEAD START	618	618	618	618	628	10	1.6
KINDERGARTEN	10,917	11,380	11,620	11,425	11,466	41	0.4
GRADES 1-5 / 6 *	53,281	54,994	56,768	56,717	58,360	1,643	2.9
SUBTOTAL ELEMENTARY	66,781	69,052	70,995	70,905	72,599	1,694	2.4
GRADES 6-8 **	30,754	30,972	31,228	31,145	32,037	892	2.9
SUBTOTAL MIDDLE	30,754	30,972	31,228	31,145	32,037	892	2.9
GRADES 9-12	44,807	44,764	44,707	44,830	44,505	(325)	(0.7)
SUBTOTAL HIGH	44,807	44,764	44,707	44,830	44,505	(325)	(0.7)
SUBTOTAL PRE-K - GRADE 12	142,342	144,788	146,930	146,880	149,141	2,261	1.5
SPECIAL EDUCATION							
PRE-KINDERGARTEN	929	951	1,030	1,250	1,213	(37)	(3.6)
SPECIAL CENTERS	463	444	485	503	540	37	7.6
SUBTOTAL SPECIAL EDUCATION	1,392	1,395	1,515	1,753	1,753	-	4
MONTESORRI CHARTER SCHOOL			68	-	101	101	148.5
ALTERNATIVE PROGRAMS	213	185	137	225	225	-	-
GATEWAY TO COLLEGE	117	129	129	160	134	(26)	(20.2)
GRAND TOTAL	144,064	146,497	148,779	149,018	151,354	2,336	1.6

SOURCE: Projected enrollment by the Division of Long-range Planning

NOTE: Grade enrollments for include special education students

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

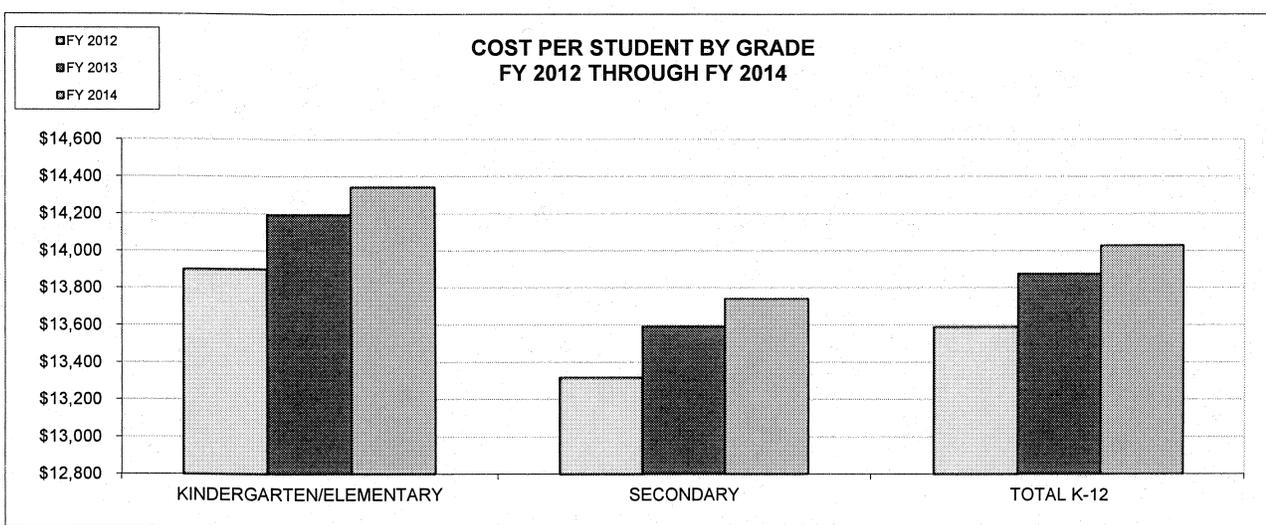
** Excludes enrollment numbers for Chevy Chase and North Chevy Chase Grade 6 that are budgeted in the Elementary schools enrollment figures.

**TABLE 5
ALLOCATION OF STAFFING**

POSITIONS	BUDGET FY 2010	BUDGET FY 2011	BUDGET FY 2012	CURRENT FY 2013	BUDGET FY 2014	FY 14 - FY 13 CHANGE
Executive	19.000	17.000	17.000	19.000	19.000	-
Administrative - (directors, supervisors, program coordinators, executive assistants)	213.000	200.200	199.000	195.000	196.701	1.701
Business/Operations Administrator - (leadership positions supervised by directors and supervisors)	94.000	94.000	92.000	92.000	91.629	(0.371)
Other Professional - (12-month instructional/ evaluation specialists)	210.800	198.500	186.900	182.300	184.500	2.200
Principal/Assistant Principal	485.000	484.000	484.000	486.000	489.500	3.500
Teacher	10,408.500	10,239.670	10,281.220	10,475.070	10,745.320	270.250
Special Education Specialist (speech pathologists, physical/occupational therapists)	469.500	479.600	482.400	495.200	506.750	11.550
Media Specialist	201.500	197.500	189.200	190.200	192.200	2.000
Counselor	467.000	461.000	451.300	453.300	454.300	1.000
Psychologist	97.100	96.205	94.805	94.905	95.000	0.095
Social Worker	14.100	14.805	13.905	14.405	14.800	0.395
Pupil Personnel Worker	47.000	45.000	45.000	45.000	45.000	-
Instructional Aide and Assistant (paraeducators, media assistants, lunch-hour aides, parent assistants, instructional data assistants)	2,614.880	2,627.980	2,519.048	2,560.253	2,598.605	38.352
Secretarial/Clerical/Data Support (secretarial, clerical, personnel/transportation/fiscal/other lower grade program/data assistants)	1,020.837	1,000.025	997.250	988.100	987.125	(0.975)
IT Systems Specialist	144.500	143.000	131.000	131.000	131.000	-
Security - (includes all positions except those in lines 2,3,14 above)	229.000	227.000	227.000	227.000	227.000	-
Cafeteria - (Includes all positions except those in lines 2,3,14,15 above)	557.448	557.488	556.448	557.948	558.948	1.000
Building Services - (includes all positions except those in lines 2,3,14 above)	1,309.700	1,319.200	1,335.200	1,342.700	1,364.700	22.000
Facilities Management/Maintenance - (includes all positions except those in lines 2,3,14,15 above)	349.000	347.000	344.500	345.000	345.000	-
Supply/Property Management - (includes all positions except those in lines 2, 3,14,15 above)	54.500	53.500	53.000	47.000	50.000	3.000
Transportation - (includes all positions except those in lines 2,3 14,15 above)	1,694.750	1,695.750	1,687.650	1,685.650	1,685.590	(0.060)
Other Support Personnel - (business, technology human resources,communications, printing, and other support staff)	248.800	245.260	224.400	234.575	231.375	(3.200)
TOTAL	20,949.915	20,743.683	20,612.226	20,861.606	21,214.043	352.437

COST PER STUDENT BY GRADE SPAN

	KINDERGARTEN/ ELEMENTARY	SECONDARY	TOTAL K-12*	AMOUNT EXCLUDED*	TOTAL BUDGET**
FY 2012 BUDGET					
EXPENDITURES	\$925,752,340	\$1,014,058,842	\$1,939,811,182	146,975,431	\$2,086,786,613
STUDENTS 9/30/11	66,596	76,143	142,739		
COST PER STUDENT	\$13,901	\$13,318	\$13,590		
FY 2013 BUDGET					
EXPENDITURES	\$970,827,703	\$1,039,120,060	\$2,009,947,763	150,081,832	\$2,160,029,595
STUDENTS 9/30/12	68,393	76,452	144,845		
COST PER STUDENT	\$14,195	\$13,592	\$13,877		
FY 2014 BUDGET					
EXPENDITURES	\$1,006,910,791	\$1,058,632,188	\$2,065,542,979	\$151,704,677	\$2,217,247,656
STUDENTS 9/30/13	70,197	77,037	147,234		
COST PER STUDENT	\$14,344	\$13,742	\$14,029		



Notes:

Enrollment figures used to calculate cost per student excludes students in Gateway to College and PreK/Head Start.
 Operating budget funds used in the calculation excludes amounts for Summer School, Community Services, Tuition for Students with Disabilities in Private Placement, and Enterprise Funds.
 FY 2013 Figures Reflect Current Approved Budget.

Montgomery County Public Schools FY 2014 Operating Budget

Summary of Negotiations

During FY 2012 the Board of Education reached agreement on economic re-opener agreements with all four bargaining units. All groups are covered under separate four year agreements covering July 1, 2010, through June 30, 2014. The amended agreements with each association, negotiated in spring 2012, provide for the following reopeners: economic provisions originally negotiated in FY 2009 and not implemented as a result of reopened negotiations; and implementation dates of normal salary steps scheduled for FY 2014. The bargaining units are the Montgomery County Education Association (MCEA), representing certificated non-administrative employees; SEIU Local 500, representing supporting services employees; and the Montgomery County Association of Administrators and Principals (MCAAP/MCBOA), representing certificated and non-certificated administrators and non-certificated supervisory employees in separate units. The two MCAAP units are covered in a single contract covering both units.

On June 14, 2012, the Board of Education ratified final agreement with its three employee associations on terms of the negotiated agreements for FY 2013. The FY 2013 Operating Budget includes funds for salary steps and longevity increases that take effect on July 1, 2012. Employees not eligible for steps or longevity increases received a two percent salary increase on July 1, 2012. Employees who were eligible for a step increase in FY 2011 and did not receive it will receive that step increase on May 4, 2013. Employees did not receive scheduled steps and longevity increases in FY 2011 or FY 2012.

As in prior years the bargaining groups agreed to participate in joint negotiations regarding benefits for the term of the Agreements. The negotiated agreements include plan design changes in the Employee Benefit Plan, comprising employee health, prescription drug, and life insurance plans for active and retired employees. Savings result from increases in required co-pays for prescription drugs and doctor's visits and from incentives to increase use of generic prescription drugs.

Negotiations on any additional economic provisions for FY 2014 have been initiated and are ongoing. Negotiations are planned to be concluded prior to July 1, 2013.

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 2012 and recommendations were submitted to the Department of Special Education; and

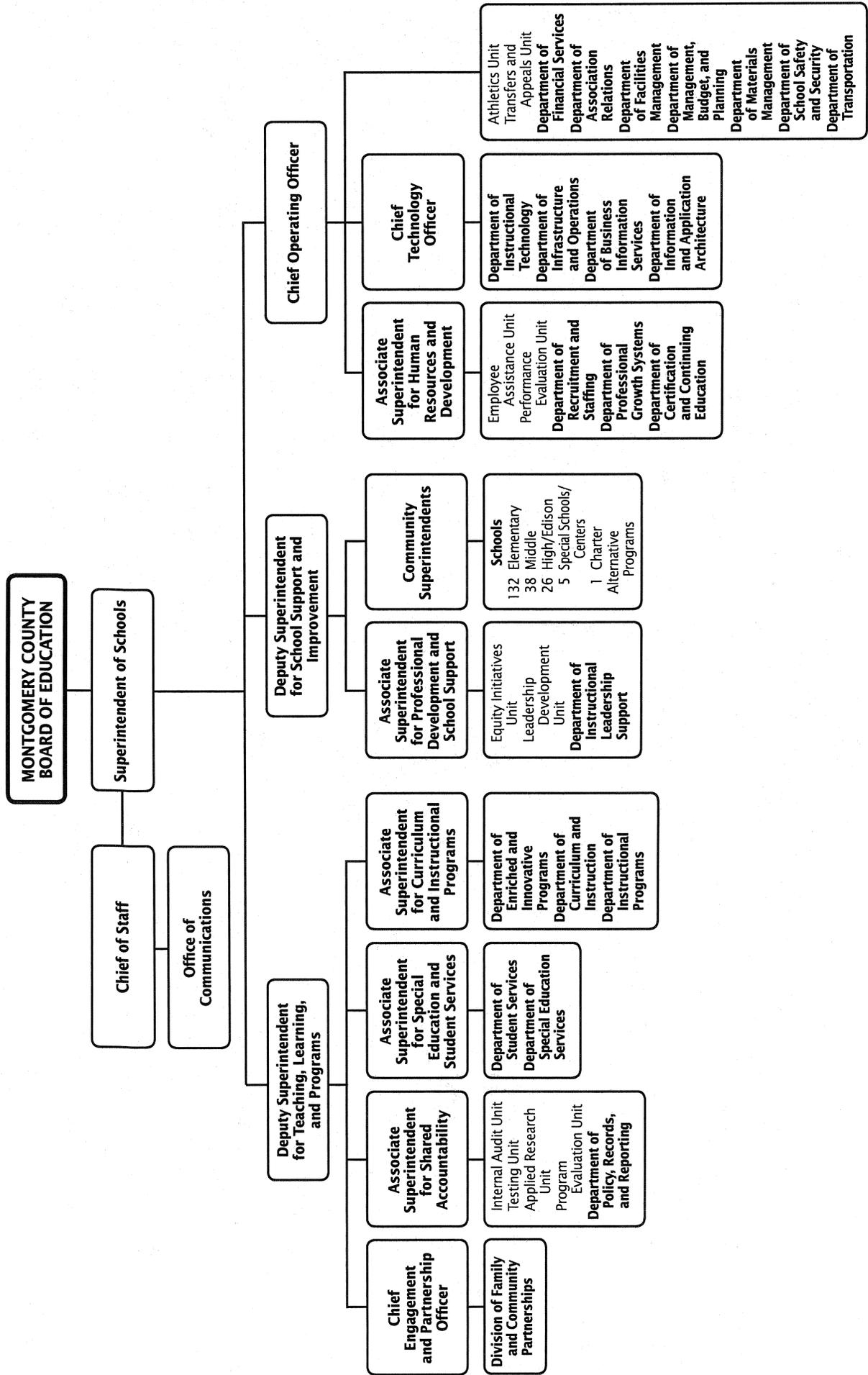
WHEREAS, The FY 2014 Recommended Operating Budget includes all of the staffing plan elements required by the Maryland State Department of Education,

now therefore be it

Resolved, That the Board of Education approve the FY 2014 Special Education Staffing Plan as included in the FY 2014 Recommended Operating Budget, and be it further

Resolved, That upon final approval of the FY 2014 Operating Budget in June 2013, the Special Education Staffing Plan will be submitted to MSDE.

MONTGOMERY COUNTY PUBLIC SCHOOLS ORGANIZATION



CHAPTER 1

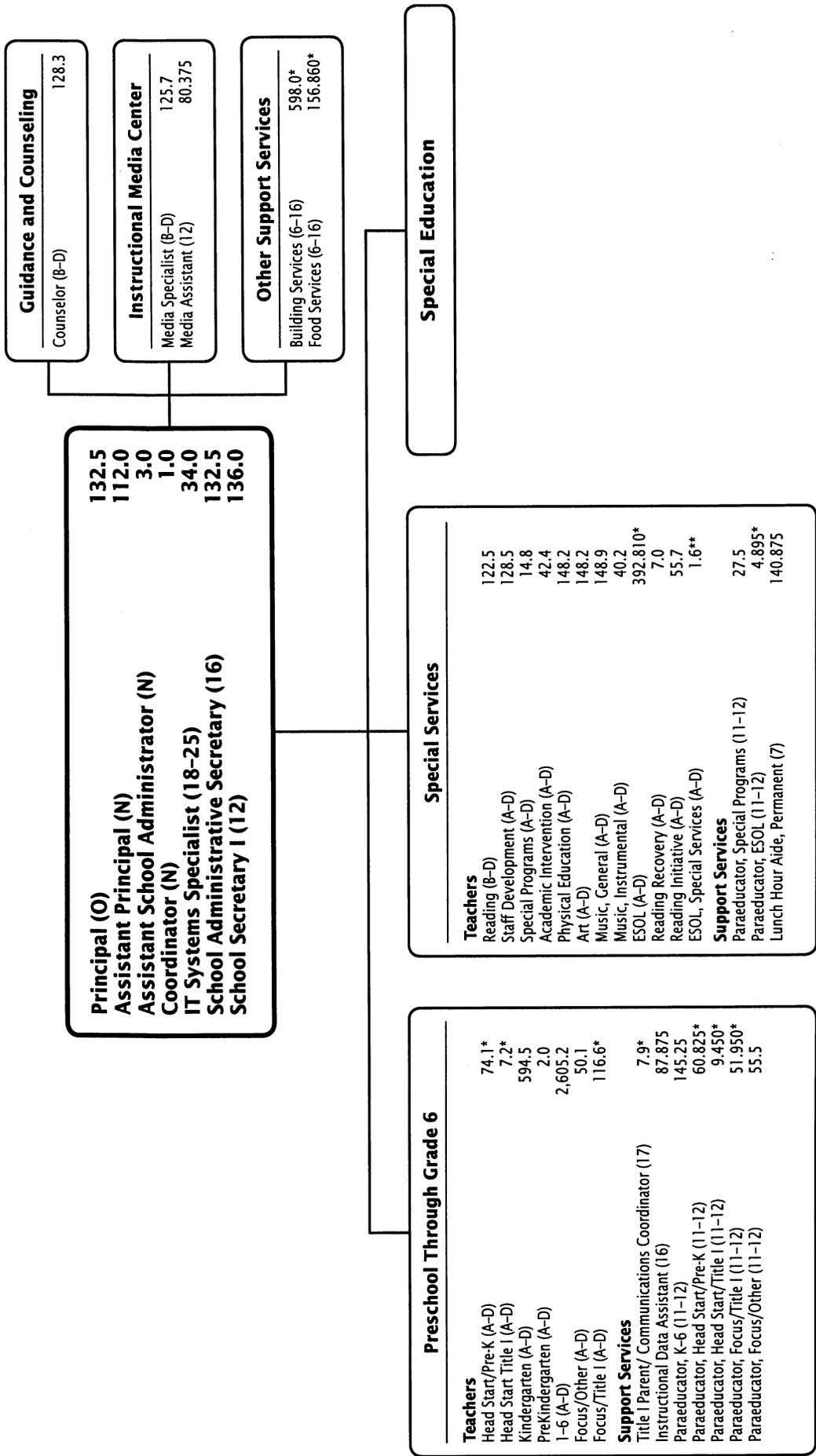
K-12 Instruction

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

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	485.000	486.000	486.000	490.500	4.500
Business/Operations Admin.	26.000	26.000	26.000	26.000	
Professional	8,570.200	8,703.200	8,703.200	8,902.900	199.700
Supporting Services	1,827.405	1,835.905	1,789.905	1,800.430	10.525
TOTAL POSITIONS	10,908.605	11,051.105	11,005.105	11,219.830	214.725
01 SALARIES & WAGES					
Administrative	\$58,568,434	\$60,089,791	\$60,089,791	\$60,108,774	\$18,983
Business/Operations Admin.	2,234,626	2,290,217	2,290,217	2,308,927	18,710
Professional	636,844,015	662,228,105	662,228,105	680,011,933	17,783,828
Supporting Services	76,453,748	81,301,943	80,028,832	78,700,875	(1,327,957)
TOTAL POSITION DOLLARS	774,100,823	805,910,056	804,636,945	821,130,509	16,493,564
OTHER SALARIES					
Administrative	415,834	382,576	382,576	382,576	
Professional	37,986,183	38,786,783	38,786,783	41,273,272	2,486,489
Supporting Services	2,149,517	1,376,225	2,649,336	2,645,578	(3,758)
TOTAL OTHER SALARIES	40,551,534	40,545,584	41,818,695	44,301,426	2,482,731
TOTAL SALARIES AND WAGES	814,652,357	846,455,640	846,455,640	865,431,935	18,976,295
02 CONTRACTUAL SERVICES	1,235,644	1,920,520	1,920,520	2,225,923	305,403
03 SUPPLIES & MATERIALS	20,228,898	20,286,195	20,276,195	20,406,024	129,829
04 OTHER					
Local/Other Travel	717,374	889,539	889,539	1,041,240	151,701
Insur & Employee Benefits	(260)				
Utilities					
Miscellaneous	3,251,989	2,958,373	3,232,615	3,402,456	169,841
TOTAL OTHER	3,969,103	3,847,912	4,122,154	4,443,696	321,542
05 EQUIPMENT	299,226	428,492	428,492	423,492	(5,000)
GRAND TOTAL AMOUNTS	\$840,385,228	\$872,938,759	\$873,203,001	\$892,931,070	\$19,728,069

Elementary Schools



F.T.E. Positions 5,450.575
 (*In addition, chart includes 1,482.19 positions from Focus/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.

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

Dr. Beth Schiavino-Narvaez, Deputy Superintendent for School Support and Improvement 301-517-8258

Selected Program Support Information—FY 2014

Student Enrollment	Actual FY 2013	Projected FY 2013	Projected FY 2014	Change
Kindergarten	11,745	11,550	11,466	(84)
Grades 1–5/6*	<u>56,632</u>	<u>56,576</u>	<u>58,360</u>	<u>1,784</u>
Subtotal	68,377	68,126	69,826	1,700
Head Start*/Prekindergarten	2,624	2,703	2,773	70
Special Education Pre-K*	<u>0</u>	<u>1,201</u>	<u>1,213</u>	<u>12</u>
Total Elementary Schools	2,624	2,824	3,986	82

* Changes to enrollment are made throughout the year as students qualify.

Average Class Size

<i>Average class sizes are used to meet the Board's maximum class size guidelines</i>	Actual FY 2013	Projected FY 2013	Projected FY 2014	
Kindergarten	19.8	19.1	19.0	Focus at 18:1, non-focus at 26:1
Grades 1–6	22.1	22.0	22.1	Grades 1–3, 27; Grades 4–5, 29

Student/Teacher Ratio	Actual FY 2013	Projected FY 2013	Projected FY 2014
Physical Education, Art and General Music	486:0	486:1	489:1

Additional Support	Budgeted FY 2013	Projected FY 2014
Maximum Class Size Initiative	195.8	196.2
Class Size Maintenance	102.3	103.6

* The Elementary enrollment figures include enrollment numbers for Chevy Chase and North Chevy Chase middle schools. Staffing allocations are based on enrollment figures.

Mission: *The mission of elementary schools is to provide the foundation and initial learning environment for children's formal education by providing rigorous and challenging programs.*

Major Functions

All elementary schools deliver a curriculum that offers a rigorous, comprehensive program in reading/language arts, mathematics, science, social studies, art, music, and physical education, and equips students with skills for learning and personal growth. 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 and mathematics achievement. Elementary schools develop a climate that fosters student growth and nurturing in a safe and orderly environment that promotes teaching and learning.

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 plan, *Our Call to Action: Pursuit of Excellence*. Each school develops a school improvement plan based on assessment data and input from staff members, students, and parents.

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. Students in K–2 are administered the Montgomery County Public Schools Assessment Program—Primary Reading (MCPSAP-PR) in the fall, winter, and spring. The MCPSAP-PR is an assessment that monitors students' reading progress and informs instruction from K–2. Students in Grades 3, 4, and 5 are administered Measures of Academic Progress—Reading (MAP-R) in the fall, winter, and spring. The MAP-R is a computer adaptive reading achievement test that measures growth in reading.

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 have access to voluntary mathematics formative assessments to administer to students in Grades 1–5 to monitor mathematics progress. Students in Grades 3, 4, and 5 are administered required end-of-unit mathematics assessments.

Policy IKA, *Grading and Reporting*, is implemented in all elementary schools to support clear communication about student achievement; consistent practices within and among schools; and alignment of grading practices with standards-based curriculum, instruction, and assessments. All elementary schools report grades based on grade-level expectations in Grades 1–5. Teachers report other important information about a student's effort and behavior as Learning Skills separately from the academic grade. School staff members inform students and parents at the beginning of the marking period of the expectations outlined in the curriculum and of the basis on which student performance is evaluated. Teachers assess student learning in a variety of ways over time. Students and parents are informed about student progress throughout the grading period through feedback on daily class work and formative assessments. In Fiscal Year (FY) 2005–2006 and FY 2006–2007, 19 schools field-tested standards-based grading and reporting using Online Administrative Student Information System to generate a standards-based report card in Grades 1 and 2. Feedback gathered from these schools recommended improvements for electronic standards-based grading and reporting. Based on these recommendations, in the fall of FY 2007–2008 and FY 2008–2009, 24 elementary schools implemented the electronic standards-based gradebook and the revised standards-based report card in Grades 1–3. Grades from the gradebook were exported electronically into the new standards-based report card. In the fall of FY 2009–2010 and FY 2010–2011, 25 elementary schools implemented the electronic standards-based gradebook and the standards-based report card in Grades 1–5. In FY 2011–2012, 25 elementary schools implemented the electronic standards-based gradebook and the standards-based report card in Grades 1–5. In FY 2012–2013, all elementary schools will implement the electronic standards-based gradebook that generates a standards-based report card aligned with the new Curriculum 2.0 in Grades K–3.

Trends and Accomplishments

Comprehensive reform efforts in teaching and learning implemented in FY 2000 in kindergarten have had a dramatic impact on student achievement. Components of the reform include a revised and strengthened curriculum, smaller class sizes, improved teacher training, frequent monitoring of student progress to adjust instruction, reading and mathematics intervention programs, increased parent involvement, and more after-school and summer learning opportunities. Beginning in FY 2006–2007, all elementary schools with kindergarten students had full-day kindergarten programs.

Students at or above Reading Benchmark in Kindergarten, Grades 1 and 2

In 2009, the kindergarten end-of-year benchmark was raised from Text Level 3 to Text Level 4. In 2012, 91.0

percent of all kindergarten students achieved at or above the reading benchmark. Kindergarten students saw a 20.0 point increase between 2006 (56.3 percent) and 2012 (76.1 percent) in the percentage of students who read at or above Text Level 6 for all groups of kindergarten students. Reading at or above Text Level 6 in kindergarten has been identified as advanced and an early key to college readiness. Eighty-five percent of all Grade 1 students achieved or exceeded the reading benchmark of Text Level 16. Seventy-four percent of all Grade 2 students achieved or exceeded the reading benchmark of Text Level M. Particularly noteworthy were improvements among Grade 2 African American and Hispanic students who received FARMS and special education and Limited English Proficiency services.

Major Mandates

Not required due to Waiver

- Accountability Waiver Issued by the U.S. Department of Education
- The Maryland State Department of Education received a “waiver” from the United States Department of Education.
- The waiver allows flexibility from some provisions of the *No Child Left Behind Act of 2001*, the most recent version of the *Elementary and Secondary Education Act*. The impact of changes will not affect the high quality educational program that Montgomery County Public Schools (MCPS) provides to students. MCPS is committed to eliminating the achievement gap and ensuring that every child, regardless of race, ethnicity, gender, socioeconomic status, language proficiency, or disability, learns and succeeds.
- MCPS continues to have a robust accountability program, which has been acclaimed by *Education Week* and other national publications. All students in Grades 3–8 will continue to take annual testing in the state reading and math assessments; students in Grades 5 and 8 also will be assessed in science. Our rigorous high school graduation requirements are maintained with the addition of the Government High School assessment becoming a graduation requirement for the incoming Grade 9 class of 2013–2014.
- The waiver changes how schools are identified by their results in state testing. It eliminates the universal 100 percent proficiency target all schools were mandated to achieve. Instead, the focus is placed on making sure every school makes continuous improvement by all students, including racial/ethnic and special services subgroups. Annual Yearly Progress (AYP) calculations and labels are no longer used to identify underperforming schools. A new School Performance Index (SPI) will be introduced and will provide an improved roadmap to college and career readiness for all students. The state of Maryland currently is putting the finishing touches on the SPI

and updates will be provided as information becomes available.

- It should be noted that, with the elimination of the AYP school labels, the automatic sanctions such as school choice, supplemental educational services, and restructuring will be discontinued. Families that have used the School Choice Option will be given the opportunity to return their students to their home school or stay at the choice school. However, the district will no longer offer transportation to the choice school. Schools previously identified as in restructuring will continue with improvement plans for the next year. All schools will continue to develop annual school improvement plans. At both the school and the district levels, MCPS will continue careful monitoring of student performance to ensure achievement by all students.

Strategies

- Provide an instructional program that meets the needs of every student, results in every student attaining academic success, and closes the achievement gap.
- Emphasize the use of preassessment, formative assessment, and summative assessment in planning and modifying instruction and in monitoring student progress toward clearly defined outcomes and performance indicators.
- Emphasize challenging instruction and critical thinking skills in all curricular areas.
- Provide programs and opportunities that promote appropriate social and emotional development and students who demonstrate positive, caring acts of good citizenship.
- Provide students with problem-solving experiences for successful living in a technological society.

Budget Explanation

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

The current FY 2013 budget for elementary schools is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a realignment of \$274,242 in contractual services funds from the Office of Curriculum and Instruction Programs, Pre-K/ Head Start Program, to this budget to support the Crossway Community Montessori Charter School. There also is a realignment of \$10,000 from this budget for program supplies and a corresponding increase in the Office of School Support and Improvement. In addition, there is a reduction of 43.0 lunch hour aide positions and an increase of \$1,172,662 in lunch hour aide part-time salaries.

The FY 2014 request for elementary schools is \$420,676,174, an increase of \$11,449,873 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$3,396,789

There is an increase of \$3,396,789 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Enrollment Changes—\$4,711,235

There is an increase of 1,700 elementary school students projected for FY 2014. This requires a net increase of 81.8 additional positions and \$4,290,706. The changes are as follows:

- (4.8) kindergarten teacher positions and (\$239,976)
- 75.2 classroom teacher positions and \$3,759,624
- 2.3 art teacher positions and \$114,989
- 2.3 general music teacher positions and \$114,989
- 2.3 physical education teacher positions and \$114,989
- 4.5 lunch hour aide positions and \$92,439

There also are increases to the budget of \$333,652 for substitutes, textbooks, instructional supplies, and media center materials.

There also is an increase of 31 Crossway Community Montessori School students projected for FY 2014. This requires an increase of 6.5 positions and \$420,529. The increases are as follows:

- .5 coordinator position and \$47,598
- 3.0 classroom teacher positions and \$156,000
- 3.0 paraeducator positions and \$88,260
- Substitutes and other program costs—\$128,671

New Schools—\$73,004

A .5 principal position and \$51,967, and a .5 administrative secretary position and \$21,037 is budgeted to allow for planning and preparation to ensure that the new Clarksburg Cluster Elementary school will be ready for students in September of 2014.

Realignment—\$26,028

Realignments are budgeted within this budget to address priority spending needs. There is a decrease of \$75,000 for consultants and a corresponding increase for contractual services. In addition, there is decrease of \$600,000 for substitutes and increases of \$400,000 for long-term leave and \$200,000 for sick and annual leave.

There also are realignments between the budgets for the elementary, middle, and high schools levels. There is a decrease of 3.5 elementary classroom teacher positions and \$222,234, \$5,000 for supporting service part-time salaries, \$5,000 for lease/purchase equipment, and \$20,000 for professional part-time salaries, and corresponding increases in the high schools budget. There also is a decrease of \$10,000 for lease/purchase equipment and \$19,289 for instrumental music and corresponding increases in the middle schools budget. In addition, there is realignment of \$7,551 from the middle schools level to this budget to support school technology.

In addition to realignments within the K-12 budget, there is a realignment of \$300,000 for contractual services from the Applied Research Unit to this budget for the Gallup Staff Engagement Survey.

Other—\$295,283

There is an increase of \$36,666 for Montgomery County Association of Administrators and Principals (MCAAP) employees to travel for professional development conferences as provided in the contract. There also is an increase of \$258,617 by applying an inflation factor of three percent to the budget for textbooks and instructional materials.

Program Restorations and Enhancements—\$3,206,151**Assistant School Administrator and School Secretary I Positions—\$346,447**

The three largest elementary schools will have an enrollment that is more than 950 students in FY 2014. To address the administrative needs of these large elementary schools, the budget includes an additional 3.0 assistant school administrator positions and a 1.5 school secretary I positions for each school.

Teacher-Level Support Positions for Medium Size Schools that had Position Reductions—\$549,945

Over the past five years, 47 small and mid-size elementary schools lost either a .5 or 1.0 teacher-level support position. These positions include the staff development teacher, reading specialist, media specialists, and counselors. Schools have struggled to provide support to students and teachers as a result of the reductions, and principals have identified restorations as a high priority. The budget includes the restoration of 5.0 staff development teacher positions and \$249,975, 3.0 reading specialist positions and \$149,985, 2.0 counselor positions and \$99,990, and 1.0 media specialist position and \$49,995.

Elementary Instrumental Music Teacher Positions—\$249,975

The budget includes the restoration of 5.0 instrumental music teacher positions to address the increase in elementary schools enrollment and an increased emphasis in the arts. The student enrollment in elementary instrumental music has increased by 2,947 students from 10,082 in FY 2008 to 13,029 in FY 2013. The additional positions will lower class size from an average of 8.2 to 7.2, and allow for more focused time and support for instruction.

Curriculum 2.0 and Common Core State Standards—\$1,434,699

For FY 2014, the budget includes the expansion of Curriculum 2.0 to Grades 4 and 5 in the elementary schools, Algebra I in secondary schools, and across the curriculum in literacy at the secondary level. The FY 2014 Operating Budget includes an increase of \$1,434,699 in

stipends to support professional development and collaborative planning time in the elementary schools and at the secondary level.

To respond to the needs of schools for support related to mathematics instruction, the Office of Curriculum and Instructional Programs budget includes a mathematics implementation team. Members of the team will focus on direct support to teachers including coaching teachers, participating in school team collaborative planning, modeling classroom instruction, and leading system-level teacher professional development mathematics sessions.

Preventions, Interventions, and Personalized Learning—\$125,135

To help close the achievement gap, a key priority is to ensure that resources are available to students who are struggling and supports are available for teachers and school staff. During FY 2014, the focus of the work will be to collect and analyze data on intervention resources that are currently available and utilized, assess whether the interventions are producing desired results, and determine where resources should be targeted to achieve maximum results for students. For FY 2014, a 1.0 supervisor is budgeted in the Office of Teaching, Learning, and Programs to lead this effort, and \$125,135 for summer training for staff on progress monitoring and differentiation teaching strategies for students, and for two days of substitute time for intensive team work is included in this budget.

Elementary Math Teachers—\$499,950

In 2010, the Mathematics Work Group recommended that MCPS discontinue the practice of allowing students to skip grades to access accelerated and enriched instruction but continue to provide challenging math practices for students who demonstrate consistent proficiency. The acceleration and enrichment built into Curriculum 2.0 has challenged the vast majority of students in the grade-level curriculum. However, principals and parents report that some students have demonstrated consistent proficiency in the grade-level curriculum and need additional challenges. MCPS is designing curriculum beginning in Grade 4 to help meet the needs of these students. The FY 2014 Operating Budget includes 10.0 elementary math teacher positions that will each serve a number of schools on a daily basis.

Program Efficiencies and Reductions—Inflation (\$258,617)

The amount for inflation budgeted for textbooks and instructional materials is eliminated. Efficiencies will be necessary to ensure that schools have required textbooks and materials.

Elementary Schools - 121/123/124/126/799/963

Dr. Beth Schiavino-Narvaez, Deputy Supt. for School Support & Improvement

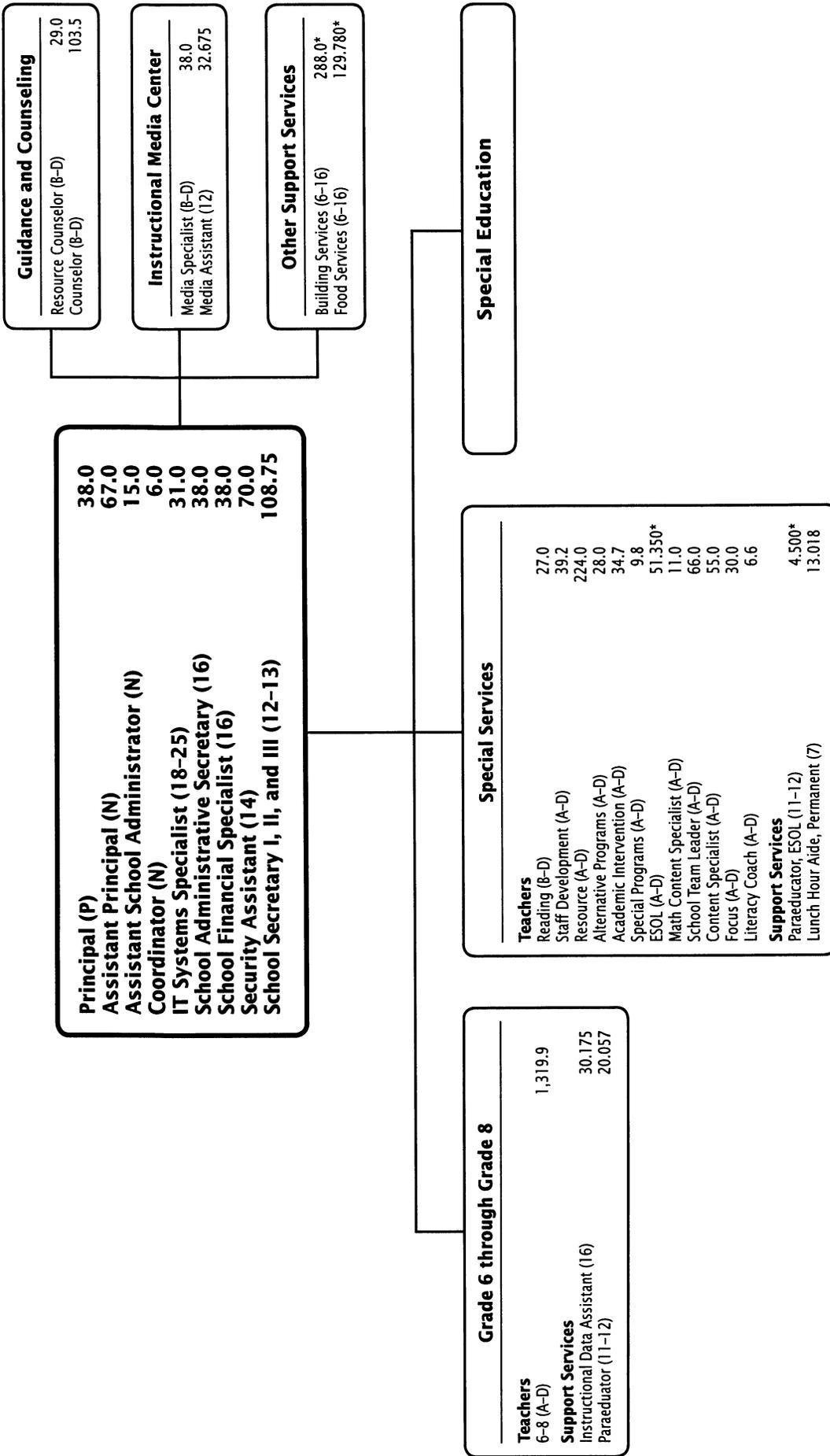
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	5,236.375	5,373.975	5,330.975	5,450,575	119,600
Position Salaries	\$359,652,005	\$379,622,325	\$378,449,663	\$387,914,596	\$9,464,933
Other Salaries					
Summer Employment		92,069	92,069	92,069	
Professional Substitutes		9,029,870	9,029,870	8,628,424	(401,446)
Stipends		662,820	662,820	2,077,659	1,414,839
Professional Part Time		140	140	42,518	42,378
Supporting Services Part Time		419,567	1,592,229	1,587,229	(5,000)
Other		9,280,826	9,280,826	9,880,826	600,000
Subtotal Other Salaries	20,025,262	19,485,292	20,657,954	22,308,725	1,650,771
Total Salaries & Wages	379,677,267	399,107,617	399,107,617	410,223,321	11,115,704
02 Contractual Services					
Consultants		260,510	260,510	185,510	(75,000)
Other Contractual		183,156	183,156	558,993	375,837
Total Contractual Services	363,060	443,666	443,666	744,503	300,837
03 Supplies & Materials					
Textbooks		2,835,679	2,835,679	2,908,761	73,082
Media		1,011,173	1,011,173	962,233	(48,940)
Instructional Supplies & Materials		4,873,743	4,873,743	4,999,351	125,608
Office					
Other Supplies & Materials		195,000	185,000	191,714	6,714
Total Supplies & Materials	9,184,674	8,915,595	8,905,595	9,062,059	156,464
04 Other					
Local/Other Travel		133,520	133,520	170,186	36,666
Insur & Employee Benefits					
Utilities					
Miscellaneous		128,329	402,571	257,773	(144,798)
Total Other	231,687	261,849	536,091	427,959	(108,132)
05 Equipment					
Leased Equipment		108,228	108,228	93,228	(15,000)
Other Equipment		125,104	125,104	125,104	
Total Equipment	135,748	233,332	233,332	218,332	(15,000)
Grand Total	\$389,592,436	\$408,962,059	\$409,226,301	\$420,676,174	\$11,449,873

Elementary Schools - 121/123/124/126

Dr. Beth Schiavino-Narvaez, Deputy Supt. for School Support & Improvement

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
2	O Principal		132.000	132.000	132.000	132.500	.500
2	N Assistant Principal		111.000	112.000	112.000	112.000	
2	N Asst Sch Administrator (11 mo)					3.000	3.000
2	N Coordinator					1.000	1.000
3	BD Teacher, Reading	X	118.500	119.500	119.500	122.500	3.000
3	BD Counselor, Elementary	X	126.300	127.300	127.300	128.300	1.000
3	BD Media Specialist	X	122.700	123.700	123.700	125.700	2.000
3	AD Teacher	X	2,434.200	2,521.200	2,521.200	2,605.200	84.000
3	AD Teacher, Academic Intervention	X	42.400	42.400	42.400	42.400	
3	AD Teacher, Staff Development	X	122.000	123.000	123.000	128.500	5.500
3	AD Teacher, Reading Recovery	X	7.000	7.000	7.000	7.000	
3	AD Teacher, Reading Initiative	X	55.700	55.700	55.700	55.700	
3	AD Teacher, Special Programs	X	14.800	14.800	14.800	14.800	
3	AD Teacher, Focus	X	50.100	50.100	50.100	50.100	
3	AD Teacher, Kindergarten	X	569.600	599.300	599.300	594.500	(4.800)
3	AD Teacher, Physical Education	X	143.100	145.900	145.900	148.200	2.300
3	AD Teacher, Art	X	143.100	145.900	145.900	148.200	2.300
3	AD Teacher, General Music	X	143.800	146.600	146.600	148.900	2.300
3	AD Teacher, Instrumental Music	X	35.200	35.200	35.200	40.200	5.000
3	AD Teacher, Prekindergarten	X				2.000	2.000
3	25 IT Systems Specialist		35.000	34.000	34.000	34.000	
2	16 School Admin Secretary		132.000	132.000	132.000	132.500	.500
3	16 Instructional Data Assistant	X	87.125	87.875	87.875	87.875	
2	12 School Secretary I	X	133.500	134.500	134.500	136.000	1.500
3	12 Paraeducator	X	224.250	224.250	224.250	228.250	4.000
3	12 Media Assistant	X	79.500	80.375	80.375	80.375	
3	7 Lunch Hour Aide - Permanent	X	173.500	179.375	136.375	140.875	4.500
Total Positions			5,236.375	5,373.975	5,330.975	5,450.575	119.600

Middle Schools



F.T.E. Positions 2,529.375

(*In addition, this chart includes 473.63 positions from ESOL, School/Plant Operations, and Food Services. School-based special education positions are shown in Chapter 5.)

Selected Program Support Information—FY 2014

Student Enrollment	Actual FY 2013	Projected FY 2013	Projected FY 2014	Change
Grades 6–8*	31,236	31,161	32,036	876

Average Class Size

Average class sizes are used to meet the Board's maximum class size guidelines

	Actual FY 2013	Projected FY 2013	Projected FY 2014
	26.2	25.4	25.0

**Average Student/
Counselor Ratio**

	Actual FY 2013	Projected FY 2013	Projected FY 2014	
Middle Schools	236:1	235:1	242:1	The goal is for all schools to have a ratio of 250:1.

Additional Support

	Budgeted FY 2013	Projected FY 2014	
Released time for Acceleration and Enriched Instruction Teachers at non-middle school reform schools	10.8	10.8	Provides 0.4 positions per school at non-middle school reform schools
Math Support Teachers	38.0	38.0	

Special Programs

	Budgeted FY 2013	Projected FY 2014
Special Programs Teachers	9.8	9.8

* Excludes enrollment numbers for Chevy Chase and North Chevy Chase middle schools that are budgeted in the Elementary schools enrollment figures.
Staffing allocations are based on enrollment figures.

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, to sustain a safe, nurturing environment in which the entire learning community addresses the unique developmental needs of early adolescents and collaborates freely to ensure that every student develops confidence, competence, and independent capacity through rigorous curriculum and appropriate instruction designed to maximize success in high school and beyond.*

Major Functions

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. 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.

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. The academic program offers students a wide variety of engaging course offerings for music, art, technology, and foreign language. In addition, extended learning opportunities are available to students after school and in the summer for extended-year programs that focus on reading and mathematics achievement. Middle schools also provide extracurricular programs that enable students to acquire and extend skills essential to all learning in a school climate that fosters student growth.

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 plan, *Our Call to Action: Pursuit of Excellence*.

Policy IKA, *Grading and Reporting*, is implemented in all schools to ensure communication regarding student achievement; consistent practices within and among schools; and alignment of grading practices with standards-based curriculum, instruction, and assessments. Teachers report grades that accurately reflect individual student achievement or what students know and are able to do in relation to course expectations. Grades are based on multiple and varied tasks/assessments over time within a grading period. Schools implement countywide standard procedures for reteaching/reassessment, homework, and grading. School staff members communicate course-specific procedures in writing

to students and parents at the beginning of a semester/school year or when course-specific grading procedures change. Students and parents are informed about student progress throughout the grading period and are included in the decision-making process relative to the students' education. Teachers in Grades 6–8 continue to report other important information, such as learning skills, separately from the academic grade. The middle school learning skills are participation and assignment completion.

Trends and Accomplishments

Middle School Reform

The Middle School Reform (MSR) Initiative is budgeted in the middle schools. However, the program is managed by the Office of Professional Development and School Support. The MSR Initiative provides a rigorous instructional program that is focused on the skills needed to be successful in the 21st century and prepares students to be college and career ready. All middle schools received resources provided through the initiative, including the following:

- Professional development on instructional strategies to meet the unique and diverse needs of the adolescent learner and to ensure that all students have access to a rigorous instructional program.
- Interactive classroom technology to enhance instruction, provide immediate assessment data, access multimedia resources, and actively engage the student in the lesson.
- Lesson planning that promotes and develops skills that enable students to work in teams, solve complex problems, interpret information, communicate effectively, connect learning across disciplines, think critically, and apply knowledge to real-life situations.
- Expansion courses that incorporate rigorous coursework with engaging content and innovative units of instruction and include the opportunity to earn high school credit.
- Resources to increase communications and involvement of parents such as parent workshops focused on topics pertinent to middle school students and their families, study circles, and toolkits.
- Extended-Day and Extended-Year programs to support reading and mathematics.
- Other components of the Middle School Reform Initiative that are implemented in 11 Phase I and Phase II schools are listed below:
- Participation in the Professional Learning Communities Institute, which builds leadership capacity through shared ownership for student and staff member success.
- Job-embedded professional development delivered through teacher leaders such as content specialists in the core academic areas, team leaders, and the content specialists in mathematics and literacy who

support the accelerated and enriched instruction for students. These leaders provide direct support to staff members by modeling effective instructional strategies and building content knowledge.

- New and rigorous elective courses that are organized in multiyear pathways.
- Improved organizational structures that promote effective schedules for students and time for teachers to work collaboratively.

Due to budget constraints, the expansion of the initiative has been postponed. However, the Middle School Reform Initiative reflects the MCPS commitment to provide all students with access to enriched, accelerated, and challenging courses at the middle school level in order to create opportunities for students to realize their full potential as learners.

Middle School Curriculum

Successful middle schools set high expectations for student performance by implementing educational experiences that ensure rigor and challenge to maximize the learning potential of all students. The MCPS Reading and English curriculum is standards-based and aligned with the Maryland State Curriculum. The mathematics curriculum provides grade-level and above-grade-level objectives that prepare more students to complete algebra and geometry in middle school. The Middle School Magnet Consortium (MSMC) was an early model for middle school reform and remains an important component of MCPS plans to improve middle school programming. The three schools involved in the program have grown into models for Goal One and Goal Two of the strategic plan. These schools have ensured success for every student by offering programs that engage students in learning and have consistently improved student achievement. Argyle Middle School is focused on information technology, students at A. Mario Loiederman Middle School engage in the creative and performing arts, and students at Parkland Middle School study electives in aerospace technology.

Building on the recommendations of the Middle School Reform Report and the success of the MSMC, rigorous instructional offerings were phased into all middle schools in FY 2010. The new program offerings incorporate rigorous coursework with engaging content and innovative units of instruction and the opportunity to earn high school credit. The Phase I and Phase II middle schools offer elective courses that are multiyear offerings with course pathways that run from Grades 6–8. By providing middle school students with access to enriched, accelerated, and compacted courses, it will create opportunities for all students to realize their full potential as learners and prepare them for the rigor of advanced-level courses in high school.

MCPS has a longstanding commitment to providing resources to serve targeted student populations. Instructional guides incorporate strategies for differentiating

instruction to meet the needs of children with special needs and English language learners, as well as pathways to acceleration for highly able students. The curriculum for students receiving English for Speakers of Other Languages services was revised to align with the Maryland State Curriculum. The expectation is that all diploma-bound students have access to the general education curriculum. Special education students are held to grade-level standards with appropriate recommendations and differentiated instruction. Inclusion in regular education classes supports the goal of special education students accessing the grade-level curriculum. The MCPS budget supports funding to provide translation services to improve outreach efforts and enhance communication with the families of English language learners.

Reading Assessments and Interventions

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.

Leadership and Professional Development

The offices of Human Resources and Development (OHRD), Curriculum and Instructional Programs (OCIP), and Special Education and Student Services (OSESS) collaborate to provide training for teachers new to MCPS. The New Educator's orientation emphasizes the system's initiatives and programs and the application of best practices as well as curriculum content.

Extended Learning Opportunities (ELO)

OCIP continues to implement, monitor, and evaluate the existing ELO: extended-day and extended-year programs, funded in the 38 middle schools. These programs provide students with opportunities to take advantage of academic interventions in reading and mathematics, as well as enrichment classes. These programs are aligned with and support the MCPS curricula. In Phase I and Phase II schools, two additional courses are offered. The courses, Lights, Camera, Literacy! and Lights, Camera, Literacy! PLUS, integrate literacy skills and concepts with technology and provide students with the opportunity to apply their learning by creating authentic products such as films.

Major Mandates

Not required due to Waiver

- Accountability Waiver Issued by the U.S. Department of Education
- The Maryland State Department of Education received a "waiver" from the United States Department of Education.

- The waiver allows flexibility from some provisions of the *No Child Left Behind Act of 2001*, the most recent version of the *Elementary and Secondary Education Act*. The impact of changes will not affect the high-quality educational program that Montgomery County Public Schools (MCPS) provides to students. MCPS is committed to eliminating the achievement gap and ensuring that every child, regardless of race, ethnicity, gender, socioeconomic status, language proficiency, or disability, learns and succeeds.
- MCPS continues to have a robust accountability program, which has been acclaimed by *Education Week* and other national publications. All students in Grades 3–8 will continue to take annual testing in the state reading and mathematics assessments; students in Grades 5 and 8 also will be assessed in science. Our rigorous high school graduation requirements are maintained with the addition of the Government High School assessment becoming a graduation requirement for the incoming Grade 9 class of 2013–2014.
- The waiver changes how schools are identified by their results in state testing. It eliminates the universal 100 percent proficiency target that all schools were mandated to achieve. Instead, the focus is placed on making sure every school makes continuous improvement by all students, including racial/ethnic and special services subgroups. Annual Yearly Progress (AYP) calculations and labels are no longer used to identify underperforming schools. A new School Performance Index (SPI) will be introduced and will provide an improved roadmap to college and career readiness for all students. The state of Maryland currently is putting the finishing touches on the SPI and updates will be provided as information becomes available.
- It should be noted that, with the elimination of the AYP school labels, the automatic sanctions such as school choice, supplemental educational services, and restructuring will be discontinued. Families that have used the School Choice Option will be given the opportunity to return their students to their home school or stay at the choice school. However, the district will no longer offer transportation to the choice school. Schools previously identified as in restructuring will continue with improvement plans for the next year. All schools will continue to develop annual school improvement plans. At both the school and the district levels, MCPS will continue careful monitoring of student performance to ensure achievement by all students.

Strategies

- Support instructional program reviews, walk-throughs, and course observation to monitor the middle school instructional program
- Monitor the implementation of the components of the Middle School Reform Initiative.

- Provide a rigorous and engaging instructional program that meets the needs of every student, resulting in every student attaining academic success and eliminating the achievement gap.
- Emphasize the use of preassessment, formative assessment, and summative assessment in planning and modifying instruction and in monitoring student progress toward clearly defined outcomes and performance indicators.
- Analyze student performance and participation data to support attaining the MCPS performance targets.
- Provide challenging instruction in critical thinking, student discourse, investigative and problem-solving skills, and use of technology to extend and enrich conceptualization.
- Provide programs and opportunities that promote appropriate social and emotional development and students who demonstrate positive, caring acts of good citizenship.
- Provide focused professional development for instructional staff members on the implementation of the MCPS curricula.
- Monitor the MSMC and the Middle Years Programme International Baccalaureate, magnet, and center programs to identify the components that contribute to increased student achievement.
- Conduct instructional program reviews and participate in academic steering committees and school improvement team meetings to identify supports to improve both teaching and learning, particularly in schools that did not meet AYP.

Budget Explanation

Middle Schools—131/132/133/136

The current FY 2013 budget for middle schools is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a reduction of 3.0 lunch hour aide positions and the realignment of \$1,172,662 for lunch hour aide part-time salaries.

The FY 2014 request for middle schools is \$204,504,911, an increase of \$8,902,648 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$2,685,228

There is an increase of \$2,685,228 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Enrollment Changes—\$2,780,759

There is an increase of 876 middle school students projected for FY 2014. This requires an increase of \$2,589,742 and 51.8 classroom teacher positions, and \$191,017 for substitutes, textbooks, instructional supplies, and media center materials.

Realignment—(\$5,347)

Realignments are budgeted with in this budget to address priority spending needs. There is a decrease of \$138,000 for summer employment part-time salaries and a corresponding increase for professional part-time salaries.

There are several realignments budgeted to address priority spending needs between the elementary, middle and high schools budgets. There are decreases for professional part-time salaries of \$50,000 and a corresponding increase in the high school budget. There also is a decrease of \$7,551 for school technology support that is realigned to the elementary school level. In addition, there is a realignment of \$1,704 to the Department of Financial Services for related employee benefits. There is an increase to the budget of \$29,289 from the elementary schools budget to fund instrumental music supplies and lease maintenance/duplicating equipment, and \$24,619 from the high schools budget to fund science equipment repairs.

Other—\$160,794

There is an increase of \$36,667 for the Montgomery County Association of Administrators and Principals (MCAAP) employees to travel for professional development conferences as provided in the contract. There also is an increase of \$124,127 by applying an inflation factor of three percent to the budget for textbooks and instructional materials.

Program Restorations and Enhancements—\$3,405,341**Middle Schools Staff Development Teachers—\$1,384,750**

Budget reductions over the past years resulted in each middle school losing a .6 staff development teacher position. Rather than having a full-time staff development teacher, each school is budgeted a .4, resulting in less support for teachers. The budget includes an increase of 22.8 staff development teachers positions to restore the .6 position to each of the 38 middle schools. This additional staff development support will be used to improve instructional practices and increase rigor for all middle school students, build professional learning communities, and improve instruction and learning. In addition, the positions will provide support and assistance for the curriculum changes that will result from the Common Core State Standards.

Staff Development Substitutes—\$520,741

As a result of budget reductions over the past five years, staff development substitute time was cut from the budget. The FY 2014 budget includes a partial restoration to provide teachers time to work together to improve instruction through professional development, and in professional learning communities.

Focus Teachers—\$1,499,850

The FY 2014 budget includes an additional 30.0 focus teacher positions to provide instruction to students who have not been successful in mathematics and English in the regular classroom setting, and who will benefit from the additional support. The increase in positions will lower the student teacher ratios for instruction and provide high quality teachers to support this instruction.

Program Efficiencies and Reductions—Inflation (\$124,127)

The amount for inflation budgeted for textbooks and instructional materials is eliminated. Efficiencies will be necessary to ensure that schools have required textbooks and materials.

Middle Schools - 131/132/133/136

Dr. Beth Schiavino-Narvaez, Deputy Supt. for School Support & Improvement

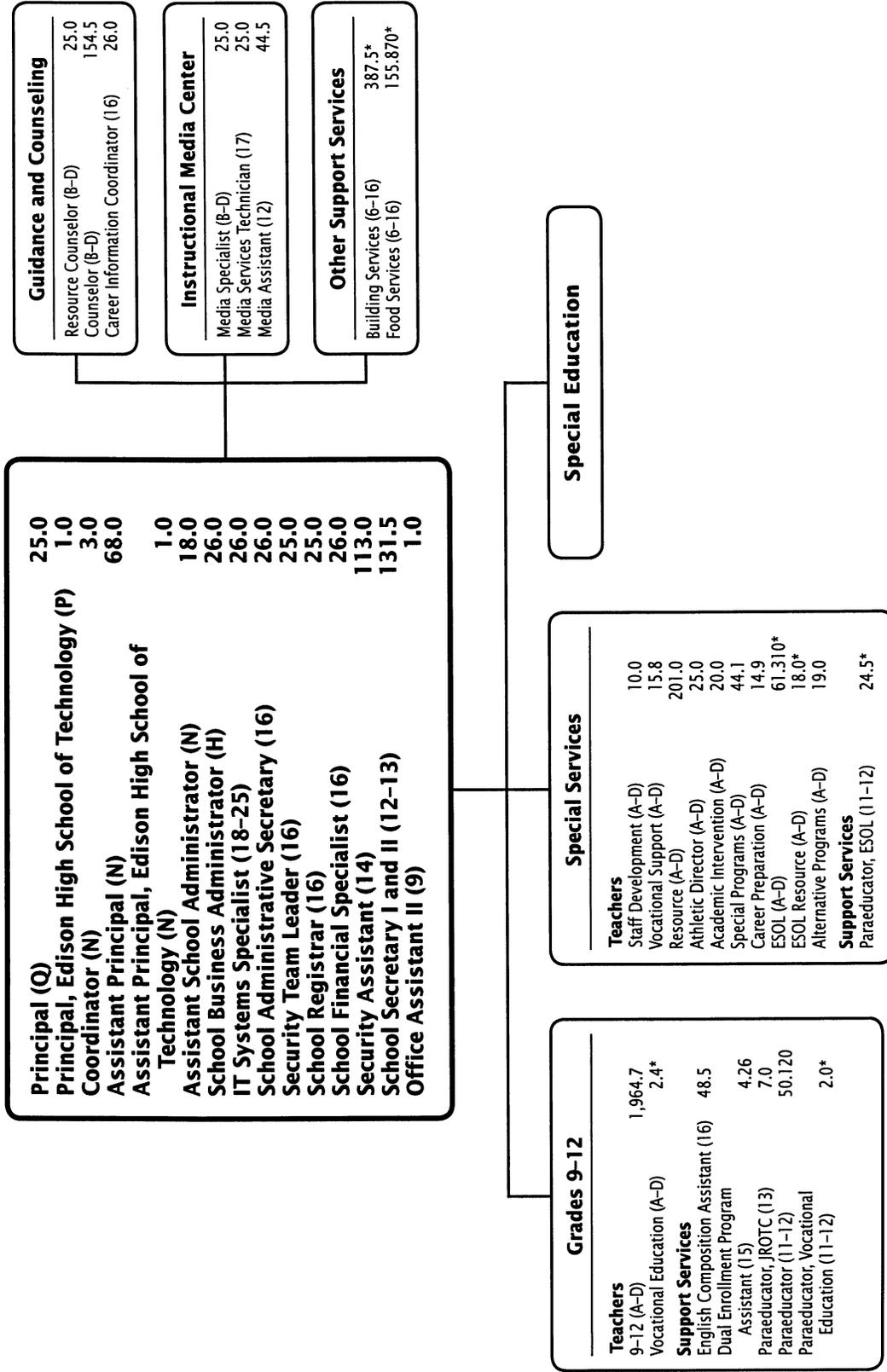
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	2,422.775	2,427.775	2,424.775	2,529.375	104.600
Position Salaries	\$178,383,338	\$182,308,375	\$182,207,926	\$190,367,496	\$8,159,570
Other Salaries					
Summer Employment		383,870	383,870	245,870	(138,000)
Professional Substitutes		3,250,172	3,250,172	3,840,359	590,187
Stipends		1,396,929	1,396,929	1,409,829	12,900
Professional Part Time		1,697,224	1,697,224	1,790,724	93,500
Supporting Services Part Time		153,950	254,399	254,399	
Other		808,537	808,537	808,537	
Subtotal Other Salaries	7,150,934	7,690,682	7,791,131	8,349,718	558,587
Total Salaries & Wages	185,534,272	189,999,057	189,999,057	198,717,214	8,718,157
02 Contractual Services					
Consultants		38,209	38,209	38,209	
Other Contractual		646,565	646,565	594,584	(51,981)
Total Contractual Services	239,958	684,774	684,774	632,793	(51,981)
03 Supplies & Materials					
Textbooks		1,266,614	1,266,614	1,304,252	37,638
Media		592,342	592,342	609,944	17,602
Instructional Supplies & Materials		2,329,625	2,329,625	2,398,851	69,226
Office					
Other Supplies & Materials		131,120	131,120	123,569	(7,551)
Total Supplies & Materials	4,122,883	4,319,701	4,319,701	4,436,616	116,915
04 Other					
Local/Other Travel		70,950	70,950	151,868	80,918
Insur & Employee Benefits					
Utilities					
Miscellaneous		476,487	476,487	515,126	38,639
Total Other	499,899	547,437	547,437	666,994	119,557
05 Equipment					
Leased Equipment					
Other Equipment		51,294	51,294	51,294	
Total Equipment	8,013	51,294	51,294	51,294	
Grand Total	<u>\$190,405,025</u>	<u>\$195,602,263</u>	<u>\$195,602,263</u>	<u>\$204,504,911</u>	<u>\$8,902,648</u>

Middle Schools - 131/132/133/136

Dr. Beth Schiavino-Narvaez, Deputy Supt. for School Support & Improvement

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
2	P Principal		38.000	38.000	38.000	38.000	
2	N Coordinator		6.000	6.000	6.000	6.000	
2	N Assistant Principal		67.000	67.000	67.000	67.000	
2	N Asst Sch Administrator (11 mo)		15.000	15.000	15.000	15.000	
3	BD Teacher, Reading	X	27.000	27.000	27.000	27.000	
3	BD Counselor, Secondary	X	101.500	101.500	101.500	103.500	2.000
3	BD Media Specialist	X	38.000	38.000	38.000	38.000	
3	BD Counselor, Resource	X	31.000	31.000	31.000	29.000	(2.000)
3	AD Teacher	X	1,268.100	1,268.100	1,268.100	1,319.900	51.800
3	AD Teacher, Academic Intervention	X	33.500	34.700	34.700	34.700	
3	AD Teacher, Staff Development	X	15.200	16.400	16.400	39.200	22.800
3	AD Math Content Specialist	X	11.000	11.000	11.000	11.000	
3	AD Teacher, Alternative Programs	X	28.000	28.000	28.000	28.000	
3	AD Literacy Coach	X	6.600	6.600	6.600	6.600	
3	AD Teacher, Special Programs	X	8.200	9.800	9.800	9.800	
3	AD Middle School Team Ldr	X	66.000	66.000	66.000	66.000	
3	AD Content Specialist	X	55.000	55.000	55.000	55.000	
3	AD Teacher, Focus	X				30.000	30.000
3	AD Teacher, Resource	X	224.000	224.000	224.000	224.000	
3	25 IT Systems Specialist		30.000	31.000	31.000	31.000	
3	17 Media Services Technician		1.000				
2	16 School Financial Specialist		38.000	38.000	38.000	38.000	
2	16 School Admin Secretary		38.000	38.000	38.000	38.000	
3	16 Instructional Data Assistant	X	30.175	30.175	30.175	30.175	
2	14 Security Assistant	X	69.000	70.000	70.000	70.000	
2	13 School Secretary II	X	21.500	21.500	21.500	21.500	
2	13 School Secretary II		41.000	41.000	41.000	41.000	
2	12 School Secretary I	X	46.250	46.250	46.250	46.250	
3	12 Paraeducator	X	20.057	20.057	20.057	20.057	
3	12 Media Assistant	X	32.675	32.675	32.675	32.675	
3	7 Lunch Hour Aide - Permanent	X	16.018	16.018	13.018	13.018	
	Total Positions		2,422.775	2,427.775	2,424.775	2,529.375	104.600

High Schools



F.T.E. Positions 3,239.880

(*In addition chart includes 651.58 positions from ESOL, School Plant Operations, and Food Services. School-based special education positions are shown in Chapter 5.)

Selected Program Support Information FY 2014

Student Enrollment	Actual FY 2013	Projected FY 2013	Projected FY 2014	Change
Grades 9–12	44,708	44,830	44,505	325

Average Class Size

Average class sizes are used to meet the Board's maximum class size guidelines

	Actual FY 2013	Projected FY 2013	Projected FY 2014
	25.9	26.7	26.7

Student/Counselor Ratio	Actual FY 2013	Projected FY 2013	Projected FY 2014	
High Schools	249:1	251:1	248:1	The goal is for all schools to have a ratio of 250:1.

Additional Support	Budgeted FY 2013	Projected FY 2014	
Additional teacher positions to lower class size for inclusion classes	25.0	25.0	
Released time for coordination of Student Service Learning	5.0	5.0	Provides 0.2 positions per school
Math Support	14.1	14.1	

Special/Signature Programs	Budgeted FY 2013	Projected FY 2014	
Northeast Consortium	7.1	7.1	Includes 3.0 resource teachers
Downcounty Consortium	26.5	26.5	Includes 5.0 resource teachers
Special program teachers	44.1	44.1	

Staffing allocations are based on enrollment figures.

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.*

Major Functions

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 extra-curricular 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.

All high schools involve a representative group of stakeholders in the Baldrige Guided School Improvement Planning process that identifies the instructional priorities of the school. These priorities align with the Montgomery County Public Schools (MCPS) strategic plan, *Our Call to Action: Pursuit of Excellence*.

All high schools implement Policy IKA, *Grading and Reporting*, which supports clear communication about student achievement; consistent practices within and among schools; and alignment of grading practices with standards-based curriculum, instruction, and assessments. All high schools report grades that accurately reflect individual student achievement in relation to course expectations. Grades are based on multiple and varied tasks/assessments over time within a grading period. All high schools use the integrated Online Achievement and Reporting System to report and maintain student grades. School staff members communicate course-specific procedures in writing to students and parents at the beginning of a semester/school year or when course-specific grading procedures change. Schools implement county-wide standard procedures for reteaching/reassessment, homework, and grading. Students and parents are informed about student progress throughout the grading period.

Trends and Accomplishments

Guided by the strategic plan outlined in *Our Call to Action: Pursuit of Excellence*, MCPS high schools continue to focus on providing every student with the opportunity to take the most rigorous coursework available, while increasing overall student achievement on national and state assessments. Participation on the PSAT and SAT continues at high levels, while participation on the ACT continues to show gains. Enrollment in Honors/Advanced Placement (AP) courses continues to rise as do the number of AP tests taken. MCPS is among the top school systems in the state and the nation in terms of student participation and student achievement on these rigorous assessments.

High schools also administer the PSAT test to all Grade 10 students to determine their readiness for SAT success and to provide data for needed instructional adjustments and enrollment in Honors and AP courses.

Major Mandates

- Accountability Waiver Issued by the U.S. Department of Education
- The Maryland State Department of Education received a “waiver” from the United States Department of Education.
- The waiver allows flexibility from some provisions of the *No Child Left Behind Act of 2001*, the most recent version of the *Elementary and Secondary Education Act*. The impact of changes will not affect the high-quality educational program that Montgomery County Public Schools (MCPS) provides to students. MCPS is committed to eliminating the achievement gap and ensuring that every child, regardless of race, ethnicity, gender, socioeconomic status, language proficiency, or disability, learns and succeeds.
- MCPS continues to have a robust accountability program, which has been acclaimed by *Education Week* and other national publications. All students in Grades 3–8 will continue to take annual testing in the state reading and math assessments; students in Grades 5 and 8 also will be assessed in science. Our rigorous high school graduation requirements are maintained with the addition of the Government High School assessment becoming a graduation requirement for the incoming Grade 9 class of 2013–2014.
- The waiver changes how schools are identified by their results in state testing. It eliminates the universal 100 percent proficiency target all schools were mandated to achieve. Instead, the focus is placed on making sure every school makes continuous improvement by all students, including racial/ethnic and special services subgroups. Annual Yearly Progress (AYP) calculations and labels are no longer used to identify underperforming schools. A new School Performance Index (SPI) will be introduced and will provide an

improved roadmap to college and career readiness for all students. The state of Maryland currently is putting the finishing touches on the SPI and updates will be provided as information becomes available.

- It should be noted that, with the elimination of the AYP school labels, the automatic sanctions such as school choice, supplemental educational services, and restructuring will be discontinued. Families that have used the School Choice Option will be given the opportunity to return their students to their home school or stay at the choice school. However, the district will no longer offer transportation to the choice school. Schools previously identified as in restructuring will continue with improvement plans for the next year. All schools will continue to develop annual school improvement plans. At both the school and the district levels, MCPS will continue careful monitoring of student performance to ensure achievement by all students.
- The Office of School Support and Improvement in collaboration with other MCPS offices, is responsible for coordinating High School Assessment (HSA) support and implementing the Bridge Plan throughout all MCPS high schools, Alternative Programs, and the Regional Institute for Children and Adolescents. Each school has designated an HSA team leader and a Bridge Plan contact person to coordinate and support each school's HSA program. School staff members work with students to complete required projects in HSA Workshop classes scheduled during the day and in High School Plus (HS+). A web-based program developed by MCPS, HSA Prep Online provides practice items with annotated responses for the three HSAs: Algebra/Data Analysis, English, and Biology, and will be updated to include Government. In addition, the Office of the Chief Technology Officer has developed the HSA Bridge Plan Site, a Focal Point site available to principals and designated staff members that provides eligibility reports, an eligibility letter, a calendar, and important MSDE and MCPS Bridge Plan documents.

Strategies

- High school administrators and leadership teams continue to address the continuing disparity in student scores by race and ethnicity. High schools have implemented programs, including after-school and lunch time tutoring and support, ninth grade teams, academies, signature programs, and local summer school classes to provide support and acceleration for all students.
- The PSAT-SAT-ACT SharePoint site provides college admissions test preparation resources and information in support of the MCPS strategic plan and the Seven Keys to College Readiness. The College Test Prep course has been developed to include materials and strategies to prepare students for success on the SAT and ACT. Triumph College Admissions, an

online tool for preparing students for the PSAT, SAT, and ACT, is provided free of charge to all MCPS high school students to use in school or at home. The College Test Prep Materials Guide has been developed and posted on the SharePoint site to support teachers and other staff members in using Triumph online resources to prepare students for success on the ACT and SAT. Additional materials provide support for students in the college-application process.

- OSSI provides the MCPS HSA Prep Online website for use by students preparing to retake any of the three HSAs.
- Students enroll in HSA Workshop during the school day or during HS+ for support in completing HSA Bridge projects and preparing for success on the HSAs.
- OSSI offers the High School Plus program (HS+) which enables students who have failed courses required for graduation to retake these courses for credit in their home schools. All high schools in MCPS have participated in the High School Plus program since 2007–2008. Each high school tailors its course offerings to the unique needs of its students. This program offers rigorous academics, teaching, and assessment, as in the day school program. It affords students an opportunity to remain at their home schools rather than attend a regional center, and schools are able to monitor individual student performance throughout the semester.
- OSSI offers the Online Pathway to Graduation Program (OPTG). This is a year-long program that enables former MCPS students no longer enrolled in an MCPS high school, who are in need of three credits or fewer, to meet the academic requirements for a Maryland High School Diploma or students enrolled in MCPS who will have three or fewer credits remaining at the end of their senior year to earn a Maryland High School Diploma. This program has a cost involved for students who are no longer enrolled in MCPS but is free to students enrolled in MCPS. Participants access their classes online from any location with an Internet connection. They must attend the first class session to review online course expectations. Support classes are offered four days a week from 5:00–7:00 p.m. at the Center for Technology Innovation.
- MCPS staff plan professional development that supports a rigorous and challenging instructional program for all students.

Budget Explanation**High Schools—141/142/143/147/148/
151/152/163**

The FY 2014 request for high schools is \$267,749,985, a decrease of \$624,452 from the current FY 2013 current budget. An explanation of this change follows.

Continuing Salary Costs—(\$724,201)

There is a decrease of \$724,201 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Enrollment Changes—(\$703,785)

There is a decrease of 325 high school students projected for FY 2014. This requires a decrease of \$634,937 and 12.7 classroom teacher positions, and \$68,848 for substitutes, textbooks, instructional supplies, and media center materials.

Realignment—\$277,792

Realignments are budgeted within this budget to address priority spending needs. There are decreases of 2.2 vocational support teacher positions and \$183,092, and 2.6 career preparation teacher positions and \$195,640 and a corresponding increase of 4.8 classroom teacher positions and \$378,732. In addition, there are decreases of 1.125 school secretary I positions and \$39,649, and \$5,965 for supporting services part-time salaries, and a corresponding increase of 1.150 school secretary II positions and \$45,614. There also are realignments of \$100,000 from lease/maintenance duplicating to fund instructional materials for the George B. Thomas Learning Academy, and \$10,000 in contractual services to fund instructional equipment.

There are several realignments budgeted to address priority spending needs between the elementary, middle and high schools budgets. There is an increase to this budget of 3.5 high classroom teacher positions and \$222,234, \$5,000 for supporting service part-time salaries, \$5,000 for lease/purchase equipment, and \$20,000 for professional part-time salaries, and a corresponding decrease in the elementary schools budget. There are increases for professional part-time salaries of \$50,000 and a corresponding decrease in the middle schools budget. In addition, there is a decrease of \$24,619 for contractual services that is realigned to the middle schools budget to fund science equipment repairs. There also is a realignment from the Department of Financial Services of \$177 to this budget for local mileage reimbursement.

Other—\$520,830

There is an increase of \$36,667 for the Montgomery County Association of Administrators and Principals (MCAAP) employees to travel for professional development conferences as provided in the contract. There also is an increase of \$197,163 by applying an inflation factor of three percent to the budget for textbooks and

instructional materials. In addition, there is an increase of \$187,000 to support students that live in Montgomery County but require schooling outside the district, and an increase of \$100,000 for non-public placement of students in juvenile services.

**Program Restorations and
Enhancements—\$295,000****Staff Development Substitutes—\$220,000**

As a result of budget reductions over the past five years, staff development substitute time was cut from the budget. The FY 2014 budget includes a partial restoration of \$220,000 for staff development substitutes to provide teachers time to work together to improve instruction through professional development, and in professional learning communities.

Baseline Testing—\$75,000

The FY 2014 budget includes \$75,000 to administer baseline testing, a neuropsychological test designed to assist in determining whether an athlete is sufficiently recovered from a concussion to return to active participation in sports. An outside agency will be contracted to administer and maintain baseline tests at high schools.

**Program Efficiencies and Reductions—
Inflation (\$290,088)**

The amount for inflation 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 \$92,925 for student scheduling materials.

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

Dr. Beth Schiavino-Narvaez, Deputy Supt. for School Support & Improvement

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	3,249.455	3,249.355	3,249.355	3,239.880	(9.475)
Position Salaries	\$236,110,262	\$243,979,356	\$243,979,356	\$242,848,417	(\$1,130,939)
Other Salaries					
Summer Employment		147,610	147,610	147,610	
Professional Substitutes		3,565,864	3,565,864	3,757,863	191,999
Stipends		5,911,221	5,911,221	5,911,353	132
Professional Part Time		1,380,835	1,380,835	1,460,835	80,000
Supporting Services Part Time		393,963	393,963	395,205	1,242
Other		1,970,117	1,970,117	1,970,117	
Subtotal Other Salaries	13,375,338	13,369,610	13,369,610	13,642,983	273,373
Total Salaries & Wages	249,485,600	257,348,966	257,348,966	256,491,400	(857,566)
02 Contractual Services					
Consultants		54,290	54,290	52,656	(1,634)
Other Contractual		737,790	737,790	795,971	58,181
Total Contractual Services	632,626	792,080	792,080	848,627	56,547
03 Supplies & Materials					
Textbooks		1,805,697	1,805,697	1,791,962	(13,735)
Media		718,708	718,708	713,241	(5,467)
Instructional Supplies & Materials		4,177,647	4,177,647	4,046,224	(131,423)
Office		307	307	307	
Other Supplies & Materials		348,540	348,540	355,615	7,075
Total Supplies & Materials	6,876,559	7,050,899	7,050,899	6,907,349	(143,550)
04 Other					
Local/Other Travel		685,069	685,069	719,186	34,117
Insur & Employee Benefits					
Utilities					
Miscellaneous		2,353,557	2,353,557	2,629,557	276,000
Total Other	3,237,517	3,038,626	3,038,626	3,348,743	310,117
05 Equipment					
Leased Equipment					
Other Equipment		143,866	143,866	153,866	10,000
Total Equipment	155,465	143,866	143,866	153,866	10,000
Grand Total	<u>\$260,387,767</u>	<u>\$268,374,437</u>	<u>\$268,374,437</u>	<u>\$267,749,985</u>	<u>(\$624,452)</u>

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

Dr. Beth Schiavino-Narvaez, Deputy Supt. for School Support & Improvement

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
141 High Schools							
2	Q Principal		25.000	25.000	25.000	25.000	
2	N Coordinator		3.000	3.000	3.000	3.000	
2	N Principal Asst High		68.000	68.000	68.000	68.000	
2	N Asst Sch Administrator (11 mo)		18.000	18.000	18.000	18.000	
2	H School Business Admin		25.000	25.000	25.000	25.000	
3	BD Counselor, Secondary	X	153.500	153.500	153.500	153.500	
3	BD Media Specialist	X	25.000	25.000	25.000	25.000	
3	BD Counselor, Resource	X	25.000	25.000	25.000	25.000	
3	AD Teacher	X	1,949.000	1,949.900	1,949.900	1,945.200	(4.700)
3	AD Teacher, Academic Intervention	X	20.000	20.000	20.000	20.000	
3	AD Teacher, Staff Development	X	10.000	10.000	10.000	10.000	
3	AD Teacher, Athletic Director	X	25.000	25.000	25.000	25.000	
3	AD Teacher, Alternative Programs	X	19.000	19.000	19.000	19.000	
3	AD Teacher, Vocational Support	X	18.000	18.000	18.000	15.800	(2.200)
3	AD Teacher, Career Preparation	X	17.500	17.500	17.500	14.900	(2.600)
3	AD Teacher, Special Programs	X	44.100	44.100	44.100	44.100	
3	AD Teacher, Resource	X	197.000	197.000	197.000	197.000	
3	25 IT Systems Specialist		25.000	25.000	25.000	25.000	
3	17 Media Services Technician		25.000	25.000	25.000	25.000	
2	16 School Financial Specialist		25.000	25.000	25.000	25.000	
2	16 School Registrar		25.000	25.000	25.000	25.000	
2	16 School Admin Secretary		25.000	25.000	25.000	25.000	
2	16 Security Team Leader	X	25.000	25.000	25.000	25.000	
3	16 English Composition Asst	X	48.500	48.500	48.500	48.500	
3	16 Career Information Coordinator		25.000	25.000	25.000	25.000	
3	15 Dual Enrollment Program Assist	X	4.260	4.260	4.260	4.260	
2	14 Security Assistant	X	112.000	113.000	113.000	113.000	
2	13 School Secretary II	X	32.850	32.850	32.850	34.000	1.150
2	13 School Secretary II		28.000	28.000	28.000	28.000	
3	13 Paraeducator JROTC	X	7.000	7.000	7.000	7.000	
2	12 School Secretary I	X	69.625	69.625	69.625	68.500	(1.125)
3	12 Paraeducator	X	49.870	49.870	49.870	49.870	
3	12 Media Assistant	X	44.500	44.500	44.500	44.500	
Subtotal			3,213.705	3,215.605	3,215.605	3,206.130	(9.475)
142 Edison High School of Technology							
2	P Principal		1.000	1.000	1.000	1.000	
2	N Assistant Principal		1.000	1.000	1.000	1.000	
2	H School Business Admin		1.000	1.000	1.000	1.000	
3	BD Counselor, Secondary	X	1.000	1.000	1.000	1.000	
3	AD Teacher	X	20.500	19.500	19.500	19.500	
3	AD Teacher, Resource	X	4.000	4.000	4.000	4.000	

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

Dr. Beth Schiavino-Narvaez, Deputy Supt. for School Support & Improvement

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	142 Edison High School of Technology						
3	25	IT Systems Specialist	1.000	1.000	1.000	1.000	
2	16	School Financial Specialist	1.000	1.000	1.000	1.000	
2	16	School Admin Secretary	1.000	1.000	1.000	1.000	
3	16	Career Information Coordinator	1.000	1.000	1.000	1.000	
2	14	Security Assistant	X	1.000			
2	13	School Secretary II		1.000	1.000	1.000	
3	12	Paraeducator	X	.250	.250	.250	
2	9	Office Assistant II	X	1.000	1.000	1.000	
	Subtotal		35.750	33.750	33.750	33.750	
	Total Positions		3,249.455	3,249.355	3,249.355	3,239.880	(9.475)

CHAPTER 2

Office of School Support and Improvement

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School Support and Improvement** 2-3

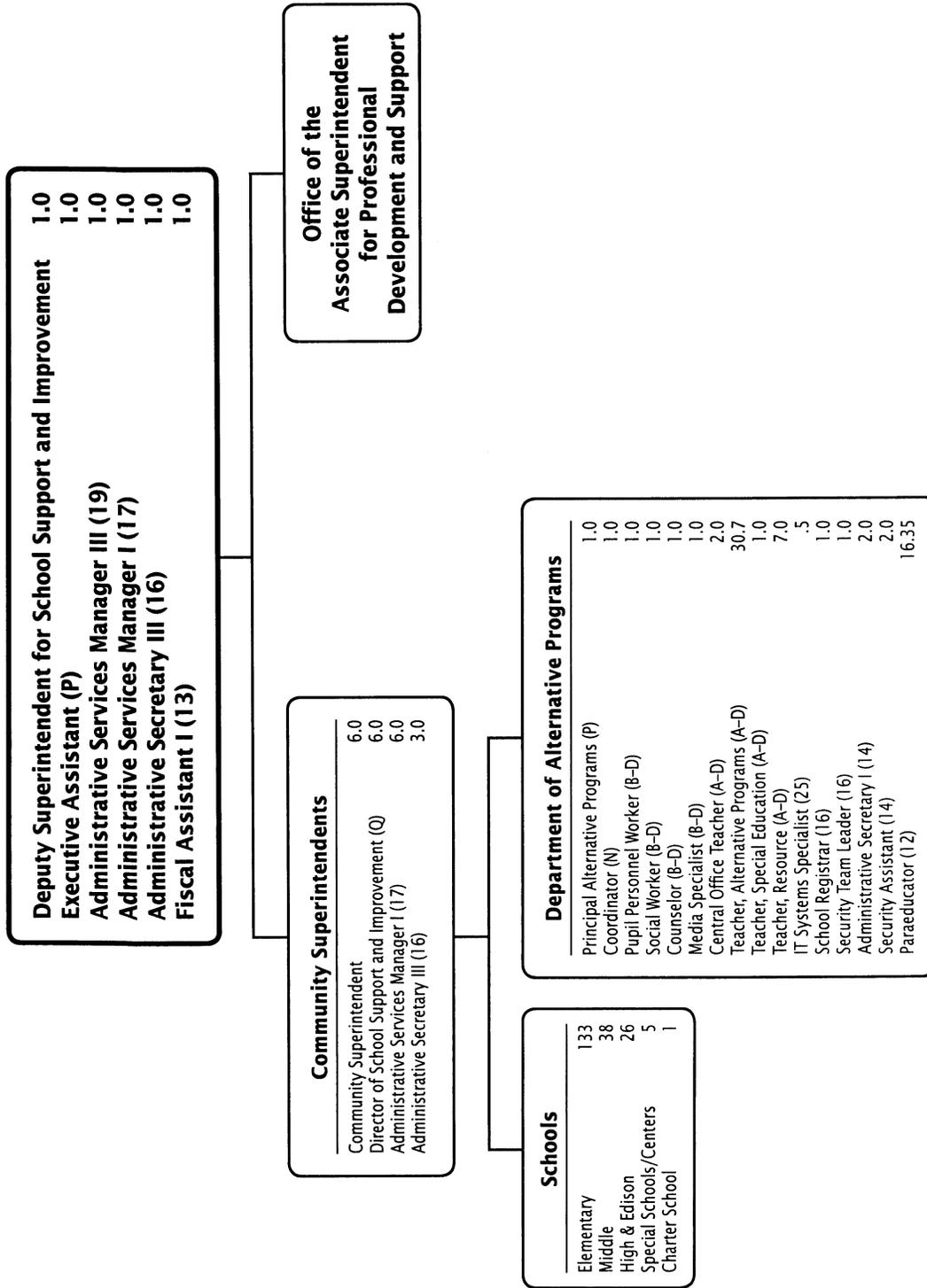
- **Office of the Associate Superintendent for
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**Office of School Support and Improvement
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	29.000	32.000	32.000	32.000	
Business/Operations Admin.					
Professional	61.700	61.700	60.700	60.900	.200
Supporting Services	48.850	46.850	48.350	48.350	
TOTAL POSITIONS	139.550	140.550	141.050	141.250	.200
01 SALARIES & WAGES					
Administrative	\$4,005,919	\$4,683,357	\$4,683,357	\$4,544,327	(\$139,030)
Business/Operations Admin.					
Professional	5,355,260	5,532,792	5,428,646	5,338,090	(90,556)
Supporting Services	2,455,372	2,413,464	2,562,008	2,560,372	(1,636)
TOTAL POSITION DOLLARS	11,816,551	12,629,613	12,674,011	12,442,789	(231,222)
OTHER SALARIES					
Administrative					
Professional	2,163,645	2,199,558	2,204,558	2,264,373	59,815
Supporting Services	174,434	316,047	316,047	316,047	
TOTAL OTHER SALARIES	2,338,079	2,515,605	2,520,605	2,580,420	59,815
TOTAL SALARIES AND WAGES	14,154,630	15,145,218	15,194,616	15,023,209	(171,407)
02 CONTRACTUAL SERVICES	242,018	314,136	420,495	426,149	5,654
03 SUPPLIES & MATERIALS	219,345	223,619	240,619	250,619	10,000
04 OTHER					
Local/Other Travel	45,995	89,213	89,213	95,033	5,820
Insur & Employee Benefits	3,882	1,944	1,944	1,944	
Utilities					
Miscellaneous	16,246	23,475	23,475	23,475	
TOTAL OTHER	66,123	114,632	114,632	120,452	5,820
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	\$14,682,116	\$15,797,605	\$15,970,362	\$15,820,429	(\$149,933)

Office of the Deputy Superintendent for 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

The function of OSSI is to ensure that schools focus on improving student achievement through effective instruction. To maintain this focus, the office provides administrative support to individual principals, schools, and the school system; monitors implementation of Board of Education policies and student progress; selects and evaluates principals; coordinates and assigns resources; and allocates staff and other resources to schools. OSSI monitors the implementation of the school improvement planning process using the quality tools of the Baldrige-guided School Improvement process to build capacity of school leaders. In collaboration with other offices, OSSI provides feedback to parents and community members related to school issues and concerns.

OSSI is led by a deputy superintendent, who is responsible for the office and the direct supervision of six community superintendents. Each community superintendent oversees from 32 to 37 schools (including alternative programs and a charter school) that are organized in geographically contiguous quad or quint clusters. Supporting schools and the community superintendents are six directors of school support and improvement.

The community 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 (OCIP), the Office of the Chief Technology Officer (OCTO), the Office of Special Education and Student Services (OSESS), and the Office of Shared Accountability (OSA) to ensure that the work is coordinated and aligned with school needs.

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. Community superintendents and directors of school support and improvement conduct formal observations of principals, and community superintendents conduct all principal evaluations, using the Administrative and Supervisory Professional Growth System. Community superintendents and directors of school support and improvement conduct staff appeal hearings and serve as second observers for underperforming assistant principals. Additionally, OSSI reviews the evaluations of all assistant principals to ensure that school administrative teams are functioning effectively. Community superintendents serve on second-year assistant principal trainee and elementary intern development teams. Directors of school support and improvement serve on all first-year elementary assistant principal trainee development teams.

OSSI encourages school-based walk-throughs that provide data for self-reflection and building-guided improvement efforts. Community superintendents and the directors of school support and improvement analyze individual school performance data relative to county-wide and state standards and assess school growth toward those standards. Of equal importance is the focus on rigor and raising the achievement bar for all students. OSSI has formed and is leading Achievement Steering Committees (ASCs) and Enhanced School Improvement Teams (ESITs) for schools not meeting state achievement targets. With the supervision and direction of the community superintendents and directors of school support and improvement, the ASCs and ESITs are designed to facilitate collaboration of central services personnel to deploy appropriate support for schools in preparing effectively for the implementation of school improvement strategies by establishing consistent monitoring of student performance data by subgroups, informing action for staff implementation, and taking the data to the individual student level.

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 for reasons that include delinquency, truancy, substance abuse, and classroom disruption. 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.

Trends and Accomplishments

The federal *No Child Left Behind Act of 2001* and *Maryland's Bridge to Excellence in Public Schools Act* both set 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.

Key to meeting the goals of improving student results is a highly qualified teacher in every classroom. Schools have received their initial staffing allocation earlier in each of the past five years, which allows principals to recruit and retain highly qualified teachers. Staffing allocation decisions also have been further refined in order to create greater equity among schools. Additionally, in collaboration with OHRD and the Montgomery County Education Association, the teacher placement process has been accomplished in a more efficient and inclusive way.

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, assigning 16 principal interns and 60 assistant principals for Fiscal Year (FY) 2013.

Major Mandates

The functions and activities of this office ensure full implementation of Board of Education policies and federal, state, and local regulations that affect the management, administration, and performance of schools and their principals.

Our Call to Action: Pursuit of Excellence is designed to ensure that principals have the knowledge, skills, strategies and beliefs necessary to respond to the needs of a growing and highly diverse school system.

Montgomery County Board of Education academic priorities include improved academic results, and OSSI's functions support schools to attain those results.

The *No Child Left Behind Act of 2001* requires public school systems to ensure that every student receives a meaningful, high-quality education.

Strategies

- Evaluate principals in accordance with the MCPS Administrative and Supervisory Professional Growth System.
- Collaborate with OCIP, OCTO, OHRD, and OSESS to ensure that schools and principals receive appropriate support and guidance.
- Facilitate collaboration of central services personnel through the ASCs and ESITs to deploy appropriate support for schools in preparing effectively for implanting school improvement plans.
- Monitor the implementation of policies of the Board of Education.
- Monitor the continuous improvement summaries completed by each school to ensure that they use data and respond to the shared accountability targets and state and federal requirement.
- Communicate with MCCPTA through cluster PTA representatives to share information, strategize for problem solving, and work on stakeholder collaboration

Performance Measure

The state accountability measures have changed as Maryland has received a No Child Left Behind waiver. Schools are no longer held accountable for making Adequate Year Progress (AYP). Instead they are held accountable for meeting Annual Measurable Objectives (AMO). The AMOs were set with the release of the 2012 MSA/HSA data. The following reflect the number and percentage of schools where students met the AMOs in reading and mathematics in the "all students" category in 2012.

- Elementary Schools (Reading) 128 (97.7%) Elementary Schools (Math) 126 (96.2%)
- Middle Schools (Reading) 30 (78.9%) Middle Schools (Math) 33 (86.8%)
- High Schools (Reading) 25 (100%) High Schools (Math) 25 (100%)
- In 2013, our goal will be 100 percent of elementary and high schools and 90 percent of middle schools meeting their AMOs in reading and mathematics in the "all students" category.
- Additionally, our goal will be for K-12 schools to meet the AMOs in reading and mathematics by sub-groups: African American, Latino, FARMS, Special Education, Limited English Proficiency.

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

schools' performance and adjust their instructional plans accordingly.

Performance Measure:

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

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
47%	50%	55%

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

**Budget Explanation
Office of the Deputy Superintendent
for School Support and
Improvement—617/561/562/564**

The current FY 2013 budget for this office is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a realignment of \$10,000 from Elementary Schools budget for program supplies to the Office of the Deputy Superintendent for School Support and Improvement.

The FY 2014 request for this department is \$9,763,622, a decrease of \$178,099 from the current FY 2013 current budget. An explanation of this change follows.

Continuing Salary Costs—(\$178,099)

There is a decrease of \$178,099 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Realignments—\$0

Realignments are budgeted to address priority spending needs in this office. There is a realignment of \$10,000 from summer employment part-time salaries to fund substitutes for Alternative Programs.

**Budget Explanation
Neglected and Delinquent Youth Grant
Program—937**

The FY 2014 request for this grant is \$131,896, a decrease of \$5,748 over the current FY 2013 budget. An explanation of this change follows.

Other—(\$5,748)

It is projected that MCPS will receive decreased revenue for FY 2014, and as a result there is a program reduction of \$5,748 for professional part-time salaries.

Project's Funding History

	FY 2013 Projected 7/1/12	FY 2013 Received 11/30/12	FY 2014 Projected 7/1/13
Federal	\$137,655	\$137,644	\$131,896
State			
Other			
County			
Total	\$137,644	\$137,644	\$131,896

Office Dep. Supt. for Sch. Supp. & Impr. - 617/561/562/564
Dr. Beth Schiavino-Narvaez, Deputy Superintendent for School Support & Improv.

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	106.050	96.550	96.550	96.550	
Position Salaries	\$8,357,936	\$7,790,167	\$7,790,167	\$7,612,068	(\$178,099)
Other Salaries					
Summer Employment		1,105,839	1,105,839	1,095,839	(10,000)
Professional Substitutes		29,394	29,394	39,394	10,000
Stipends					
Professional Part Time		109,922	109,922	109,922	
Supporting Services Part Time		288,018	288,018	288,018	
Other		356,629	356,629	356,629	
Subtotal Other Salaries	1,788,532	1,889,802	1,889,802	1,889,802	
Total Salaries & Wages	10,146,468	9,679,969	9,679,969	9,501,870	(178,099)
02 Contractual Services					
Consultants		10,344	10,344	10,344	
Other Contractual		65,290	65,290	65,290	
Total Contractual Services	31,916	75,634	75,634	75,634	
03 Supplies & Materials					
Textbooks		7,697	7,697	7,697	
Media					
Instructional Supplies & Materials		85,549	85,549	85,549	
Office		22,715	22,715	22,715	
Other Supplies & Materials			10,000	10,000	
Total Supplies & Materials	112,980	115,961	125,961	125,961	
04 Other					
Local/Other Travel		36,682	36,682	36,682	
Insur & Employee Benefits					
Utilities					
Miscellaneous		23,475	23,475	23,475	
Total Other	39,588	60,157	60,157	60,157	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$10,330,952	\$9,931,721	\$9,941,721	\$9,763,622	(\$178,099)

Office Dep. Supt. for Sch. Supp. & Impr. - 617/561/562/564

Dr. Beth Schiavino-Narvaez, Deputy Superintendent for School Support & Improv.

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	617 Office Dep. Supt. for Sch. Supp. & Impr.						
2	Chief Sch Performance Officer		1.000				
1	Dep Supt for Schl Supp & Imprv			1.000	1.000	1.000	
2	Community Superintendent		6.000	6.000	6.000	6.000	
2	Q Director Schl Support & Improv		6.000	6.000	6.000	6.000	
1	P Executive Assistant			1.000	1.000	1.000	
2	P Executive Assistant		1.000				
2	O Supervisor		1.000				
2	N Administrative Assistant		1.000				
2	N Coordinator		1.000				
3	BD Instructional Specialist		1.000				
2	21 Data Support Specialist I		1.000				
1	19 Admin Services Mgr III			1.000	1.000	1.000	
2	18 Admin Services Manager II		1.000				
2	17 Admin Services Manager I		7.000	7.000	7.000	7.000	
1	16 Administrative Secretary III			1.000	1.000	1.000	
2	16 Administrative Secretary III		6.500	3.000	3.000	3.000	
2	14 Administrative Secretary I		1.000				
1	13 Fiscal Assistant I			1.000	1.000	1.000	
	Subtotal		34.500	27.000	27.000	27.000	
	561 Alternative Programs						
2	P Principal Alternative Programs			1.000	1.000	1.000	
2	O Supervisor		1.000				
2	N Coordinator		1.000	1.000	1.000	1.000	
2	BD Instructional Specialist		2.000				
7	BD Pupil Personnel Worker		1.000	1.000	1.000	1.000	
7	BD Social Worker		1.000	1.000	1.000	1.000	
3	BD Counselor	X	1.000	1.000	1.000	1.000	
3	BD Media Specialist	X	1.000	1.000	1.000	1.000	
2	AD Central Off Teacher	X		2.000	2.000	2.000	
3	AD Teacher, Alternative Programs	X	30.700	30.700	30.700	30.700	
6	AD Teacher, Special Education	X	1.000	1.000	1.000	1.000	
3	AD Teacher, Resource	X	7.000	7.000	7.000	7.000	
2	25 IT Systems Specialist		.500	.500	.500	.500	
2	16 School Registrar		1.000	1.000	1.000	1.000	
2	16 Security Team Leader	X	1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		2.000	2.000	2.000	2.000	
2	14 Security Assistant	X	2.000	2.000	2.000	2.000	
3	12 Paraeducator	X	16.350	16.350	16.350	16.350	
	Subtotal		69.550	69.550	69.550	69.550	

Office Dep. Supt. for Sch. Supp. & Impr. - 617/561/562/564

Dr. Beth Schiavino-Narvaez, Deputy Superintendent for School Support & Improv.

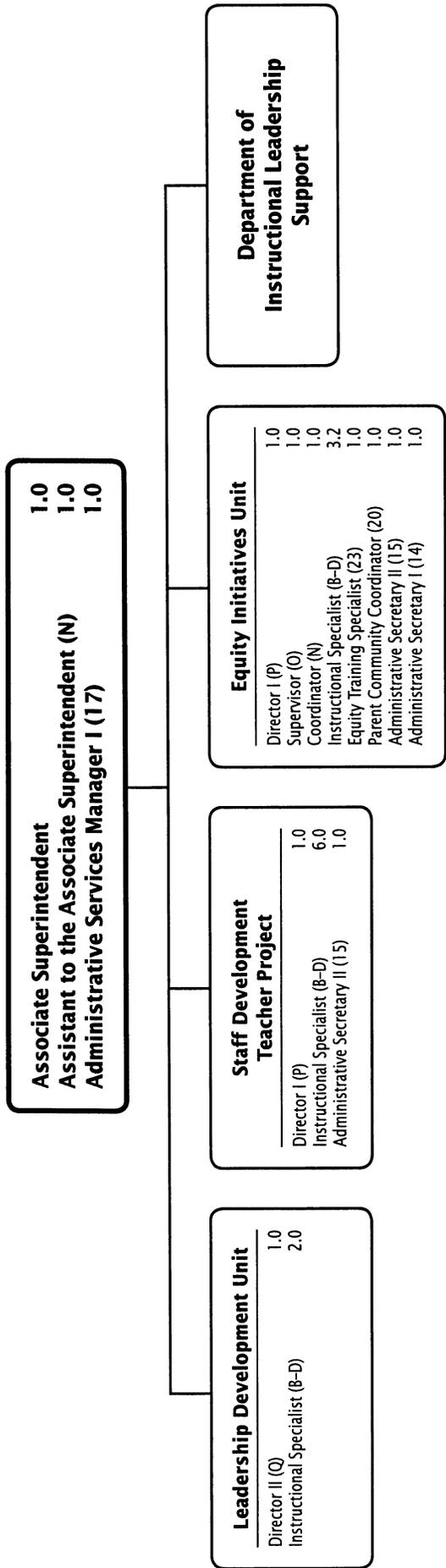
CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	562 Summer School Minimal Fee						
2	24 Fiscal Specialist I		1.000				
	Subtotal		1.000				
	564 Summer School Revenue Based						
2	15 Fiscal Assistant II		1.000				
	Subtotal		1.000				
	Total Positions		106.050	96.550	96.550	96.550	

Neglected and Delinquent Youth - 937

Dr. Beth Schiavino-Narvaez, Deputy Superintendent for School Support & Improvement

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)					
Position Salaries					
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		24,300	24,300	18,552	(5,748)
Supporting Services Part Time					
Other					
Subtotal Other Salaries	43,218	24,300	24,300	18,552	(5,748)
Total Salaries & Wages	43,218	24,300	24,300	18,552	(5,748)
02 Contractual Services					
Consultants					
Other Contractual		106,703	106,703	106,703	
Total Contractual Services	125,533	106,703	106,703	106,703	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		4,697	4,697	4,697	
Office					
Other Supplies & Materials					
Total Supplies & Materials	5,595	4,697	4,697	4,697	
04 Other					
Local/Other Travel					
Insur & Employee Benefits		1,944	1,944	1,944	
Utilities					
Miscellaneous					
Total Other	3,595	1,944	1,944	1,944	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$177,941</u>	<u>\$137,644</u>	<u>\$137,644</u>	<u>\$131,896</u>	<u>(\$5,748)</u>

Office of the Associate Superintendent for Professional Development and Support



Mission: *The mission of the Office of Professional Development and School Support (OPDSS) is to enhance professional learning and practices for all staff to ensure students have equitable access and opportunities to achieve by:*

- *Developing adult capacity to eliminate patterns of racial inequities*
- *Supporting professional learning communities to sustain continuous improvement*
- *Nurturing leaders to be leaders of learning*

Major Functions

As part of the superintendent's reorientation plan approved for Fiscal Year (FY) 2013, the Office of Professional Development and School Support was established on July 1, 2012. This office has the responsibility for leading the development, implementation, and monitoring of a comprehensive district-wide professional learning plan aimed at enhancing instructional leadership and forming professional learning communities focused on improving the instructional practices of educators. OPDSS works corroboratively with members of the Office of School Support and Improvement, and with schools, other offices, and internal and external stakeholders to identify needs for support and to then support the implementation of professional learning opportunities that lead to growth and improvement.

OPDSS is composed of the Department of Instructional Leadership Support (DILS), the Equity Initiatives Unit, the Staff Development Teacher Project Team, and the Leadership Team Development Unit.

DILS provides direct support to schools to increase academic achievement for all students. This department includes the directors of instruction and achievement for elementary, middle, and high schools that provide a direct communication link between OPDSS and schools. DILS also provides school leadership professional development through the Leadership Development Program for Elementary, Middle, and High School Leaders. Staff members in this department coordinate and implement school-level reform efforts, organize and conduct instructional program reviews, and coordinate and implement MCPS programs and initiatives, including SAT/ACT/PSAT/Advanced Placement/High School Assessment (HSA) support. In addition, they serve as liaisons to the curriculum office, provide curriculum updates to schools, and work collaboratively with other members of OPDSS and other offices to facilitate school improvement processes. Coordination of the Bridge Plan for Academic Validation also resides in DILS. Through this program, students, parents, and school staff members are provided with the data, information, support, and opportunities to ensure that all students meet the HSA graduation requirement through a variety of options.

The Middle School Reform (MSR) Initiative is managed by OPDSS; however it is budgeted in the middle schools. The MSR Initiative, which also resides in DILS, provides a rigorous instructional program focused on the skills needed to be college and career ready and successful in the 21st century. All middle schools, including those involved in MSR, receive resources to provide all middle school students with access to enriched, accelerated, and challenging coursework. Staff members in DILS also coordinate Summer School and High School Plus, two programs that offer students in elementary, middle, and high school a variety of academic opportunities beyond the school day and school year. Through these programs, students receive intervention and acceleration opportunities. In addition, secondary students have the opportunity to earn original credit in major subject areas and/or recover credit in courses in which they failed to earn credit needed to fulfill basic requirements for graduation. Students are able to receive reading and math intervention along with acceleration opportunities.

The mission of the Equity Initiatives Unit in OPDSS continues to focus on building leadership capacity to eliminate racial disparities in student performance so that student achievement is no longer predictable by race. As a result of the reorientation, the team has expanded to include Study Circles and Diversity Initiatives and serves three primary audiences, MCPS central office staff, school leadership teams, and system leadership teams. The Equity Initiatives Unit facilitates ongoing leadership training and support 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. By building the capacity of all staff in OPDSS to explicitly integrate race and equity training into their programs, engaging staff and community in Study Circles, the Equity Initiatives Unit supports all MCPS staff in developing understanding and capacity to incorporate the equity criterion into their practice. In addition, a common knowledge base, conversations, vocabulary, and skill set is continually strengthened through the ongoing study and shared learning experiences of OPDSS, school-based staff, and MCPS central services staff as it relates to race and equity and the elimination of the achievement gap.

Study Circles is an Equity Initiatives Unit program that provides a process for schools and offices to address racial and ethnic barriers to student achievement and parent involvement. Program staff work with principals, school and central services leadership teams, teachers, support staff, parents, and students in collaboration with AmeriCorps members and trained facilitators to enhance and support system-wide equity and cultural competency goals.

The Leadership Team Development unit in OPDSS, also known as the Professional Learning Communities Institute (PLCI), is an innovative professional development initiative designed to increase student achievement in selected schools by building the school improvement capacity of each school's leadership team. Through participation in the PLCI, leadership team members—including administrators, teachers, support services, and parents—develop the skills and knowledge that will enable them to create and sustain high-performing professional learning communities in their schools. While the institute model has been effective, the work of this unit is shifting to provide a more systemic approach to developing instructional leadership in schools and offices, in collaboration with other units in OPDSS and across the school system.

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

In addition to the training and development for SDTs, the Staff Development Project Team is responsible for training school leadership teams in the School Leadership Teams Institute (SLTI), a special project resulting from the negotiated agreement with the Montgomery County Education Association and focusing on shared leadership and collaborative decision making to improve teaching and learning. They also collaborate with colleagues within OSSI in support of its vision and mission.

Trends and Accomplishments

Leadership Team Development: National Board Certification and Professional Learning Communities Institute

In 2012, 60 MCPS teachers were honored for achieving National Board Certification for the first time. With more than 600 National Board Certified teachers (NBCTs) overall, Montgomery County far surpasses all other counties in Maryland with more than twice the number of NBCTs than the next closest district. MCPS ranked fifth nationwide for the number of NBCTs and

11th nationwide for cumulative total of National Board Certified educators.

PLCI participants read and debrief case studies, engage in reflective discussions, examine their own practices, and analyze data to inform decision making. School and office leadership teams are provided with structured professional development and ongoing support from PLCI staff. The PLCI experience helps teams to examine their own values and belief systems and empowers them to establish and communicate high expectations for all students. This institute builds the capacity of all school leaders to make instructional decisions that lead to increased student achievement. The PLCI has worked with 52 elementary schools, 24 middle schools, and six high schools. During FY 2013, the PLCI team is working with two central services leadership teams to build professional learning communities within an office setting.

Study Circles

Study Circles provide an excellent vehicle by which a school or office can collect student/parent voice data that can be used to address barriers to academic and social-emotional success and engagement for traditionally underserved populations. Outcomes lead to changes in school improvement plans, student and parent engagement, and the way staff work to support students and parents. In 2011–2012, more than 1,300 people participated in 70 study circles, informational meetings, or trainings. Each study circle requires at least two trained facilitators and many require skilled interpreters. This year, the program will expand to allow for staff, parents, and students to participate during the school day to engage in problem solving and identify barriers to student success.

The Staff Development Teacher Project Team

The SDT Project Team supports school-based SDTs and school leadership teams and plays a major role in systemic training on system initiatives, such as grading and reporting, Curriculum 2.0, race and equity, and knowledge and skills related to shared leadership. The FY 2012 comprehensive SDT professional development plan provided for training and development, which was differentiated in the following three key areas:

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

Staff development specialists played a key leadership role in professional development related to several critical system priorities, including work on Curriculum 2.0, race and equity, the Seven Keys to College Readiness, middle school reform, standards-based grading and reporting, and comprehensive professional development programming, including evaluating professional development to determine impact on teaching and

learning. The support plan for all SDTs is differentiated and prioritized based on experience, skills, and special needs of students and staff within individual schools. SDT training and development consistently focused on coaching skills required to support teachers in their understanding of pedagogy, curriculum, and content. The comprehensive training and development plan for SDTs includes a number of opportunities for SDTs to meet in professional learning communities organized by geographic cluster or by school level, 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 116 schools have completed more than 174 SLTI workshops.

Major Mandates

In support of the implementation of state of Maryland School Assessments and HSAs, OPDSS provides schools with current information about best practices and access to resources that promote proficient and advanced performance for all students. OPDSS is responsible for overseeing the alignment of its departments, divisions, and units to organize and optimize resources for improved academic success in support of the MCPS strategic plan through providing professional development.

Strategies

- Coordinate and facilitate the effective delivery of professional learning experiences throughout MCPS. This includes providing high-quality professional learning experiences at separate training sites, within schools and central services, and in online environments.
- Design, develop, and deploy innovative professional development tools and experiences, including online courses, webinars, simulations, and virtual meetings.
- Align professional learning experiences with competencies and standards of various stakeholder and participant groups identified in professional growth systems.
- Provide support to schools and central services with the planning and implementation of professional development and improvement efforts.
- Design and provide professional learning and development experiences that result in high-quality teaching and learning.
- Coordinate and facilitate the effective implementation of professional learning communities throughout MCPS.

- Engage stakeholders in providing input and feedback related to professional learning and development opportunities.
- Differentiate professional learning and development opportunities based on experience, expertise, school, and participant need.
- Provide workshops and resources in multiple languages to empower parents to be involved in their children’s education.

Performance Measures

Performance Measure 1: 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 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
100%	100%	100%

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

Performance Measure 2: Percentage of school leadership teams that demonstrated effective application of the knowledge and skills from SLTI to their work as a leadership team.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
100%	100%	100%

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

**Budget Explanation
Office of the Associate Superintendent
for Professional Development and
Support—612/613/618/652**

The current FY 2013 budget for this office is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a \$3,000 reduction for program supplies that is realigned from the Equity Unit to the Department of Instructional Leadership Support. There is a realignment of \$68,359 from the Department of Family and Community Partnerships to fund contractual services and stipends for the Equity Unit's Study Circles Project. There also is a realignment of \$50,000 from the Office of Human Resources and Development to this office to support professional development for Administrators and Supervisors.

The FY 2014 request for this office is \$3,251,954, a decrease of \$17,935 from the current FY 2013 current budget. An explanation of this change follows.

Continuing Salary Costs—(\$17,267)

There is a decrease of \$17,267 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Realignment—(\$22,000)

There is a realignment budgeted to address priority spending needs within this office. There is decrease of \$10,820 for substitutes and a corresponding increase for professional part-time salaries and mileage reimbursement for local travel.

There also are realignments between departments and units reporting to this office to address priority spending needs. There is a realignment from the Equity Unit of \$5,000 for dues, registrations, and fees to fund travel for professional development for the Department of Instructional Leadership and Support and the Directors of Instruction and Achievement Unit. In addition, there is a realignment of \$17,000 from this office to fund program supplies for the Department of Instructional Leadership Support.

Program Restorations and Enhancements—\$21,332

Montgomery County Public Schools, the Montgomery County Education Association, and McDaniel College have developed and are implementing a graduate-level program that will lead to a certificate in "Equity and Excellence in Education." This program supports teachers and other school personnel in their acquisition and use of best practices in equitable teaching that focus on cultural diversity. The FY 2014 budget includes a .2 instructional specialist position and \$21,332 to coordinate the program.

Office of the Assoc. Supt. for Prof. Dev. Supp. - 612/613/618/633/652/960

Dr. Rebecca A. Thessin, Assoc. Supt. for Professional Development Support

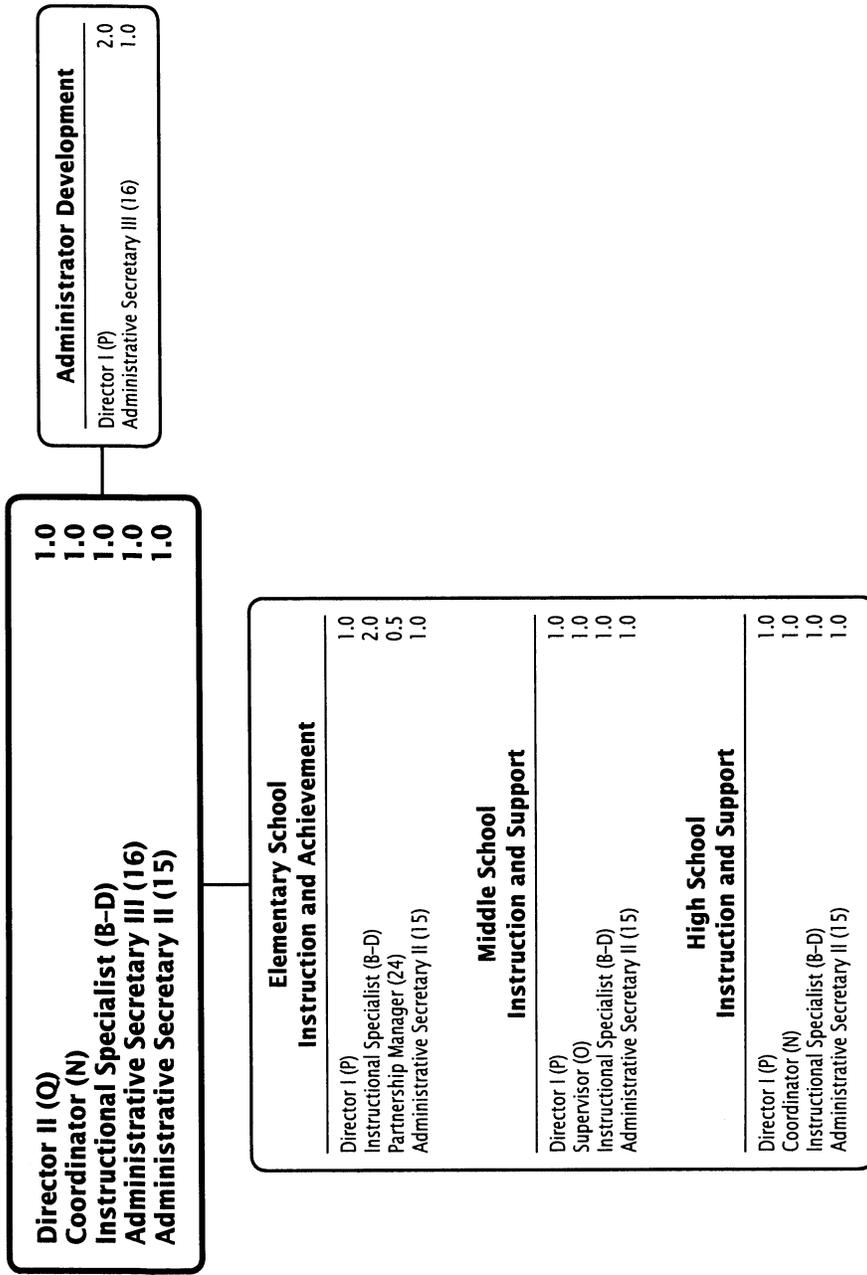
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	18,000	24,000	24,000	24,200	.200
Position Salaries	\$1,886,933	\$2,640,602	\$2,640,602	\$2,644,667	\$4,065
Other Salaries					
Summer Employment					
Professional Substitutes		301,438	301,438	290,618	(10,820)
Stipends		35,400	40,400	40,400	
Professional Part Time		12,160	12,160	22,160	10,000
Supporting Services Part Time					
Other		6,800	6,800	6,800	
Subtotal Other Salaries	332,502	355,798	360,798	359,978	(820)
Total Salaries & Wages	2,219,435	2,996,400	3,001,400	3,004,645	3,245
02 Contractual Services					
Consultants		22,666	25,666	20,666	(5,000)
Other Contractual			103,359	103,359	
Total Contractual Services	9,215	22,666	129,025	124,025	(5,000)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		93,961	97,961	80,961	(17,000)
Total Supplies & Materials	84,130	93,961	97,961	80,961	(17,000)
04 Other					
Local/Other Travel		41,503	41,503	42,323	820
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	14,496	41,503	41,503	42,323	820
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$2,327,276	\$3,154,530	\$3,269,889	\$3,251,954	(\$17,935)

Office of the Assoc. Supt. for Prof. Dev. Supp. - 612/613/618/633/652/960

Dr. Rebecca A. Thessin, Assoc. Supt. for Professional Development Support

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	612 Office of the Assoc. Supt. for Prof. Dev. Supp.						
1	Associate Superintendent			1.000	1.000	1.000	
1	N Asst. to Assoc Supt			1.000	1.000	1.000	
1	17 Admin Services Manager I			1.000	1.000	1.000	
	Subtotal			3.000	3.000	3.000	
	613 Leadership Development Unit						
2	Q Director II			1.000	1.000	1.000	
2	P Director I			1.000			
3	BD Instructional Specialist			8.000	2.000	2.000	
2	15 Administrative Secretary II			1.000			
	Subtotal			11.000	3.000	3.000	
	618 Equity Initiatives Unit						
2	P Director I		1.000	1.000	1.000	1.000	
2	O Supervisor			1.000	1.000	1.000	
2	N Coordinator			1.000	1.000	1.000	
3	BD Instructional Specialist		4.000	4.000	3.000	3.200	.200
3	23 Equity Training Specialist				1.000	1.000	
3	20 Parent Community Coord			1.000	1.000	1.000	
2	16 Administrative Secretary III		1.000	1.000			
2	15 Administrative Secretary II				1.000	1.000	
2	14 Administrative Secretary I			1.000	1.000	1.000	
	Subtotal		6.000	10.000	10.000	10.200	.200
	633 Team Development						
2	Q Director II		1.000				
3	BD Instructional Specialist		2.000				
	Subtotal		3.000				
	652 Staff Development Teacher Project Team						
2	P Director I		1.000		1.000	1.000	
3	BD Instructional Specialist		3.500		6.000	6.000	
2	15 Administrative Secretary II		1.000		1.000	1.000	
2	11 Office Assistant IV		1.000				
	Subtotal		6.500		8.000	8.000	
	960 Staff Development Teacher Project Team						
3	BD Instructional Specialist		2.500				
	Subtotal		2.500				
	Total Positions		18.000	24.000	24.000	24.200	.200

Department of Instructional Leadership Support



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

Major Functions

DILS consists of the Unit of Instruction and Achievement for elementary, middle, and high schools; Leadership Development Team, Regional Summer School, High School Plus, Online Pathways to graduation, and the Bridge Plan. The department works collaboratively within and among MCPS offices to develop and provide ongoing system-wide training and support for instructional leaders.

The directors in the Unit of Instruction and Achievement provide direct support to schools to increase academic achievement for all students. This unit is a direct link between the Office of Professional Development and School Support (OPDSS) and schools. Staff members coach and support school-level reform efforts and participate in Achievement Steering Committees, in collaboration the Office of School Support and Improvement (OSSI). Staff members provide direct instructional leadership support to schools; coordinate and implement MCPS programs and initiatives, including Curriculum 2.0; professional learning communities (PLCs); M-STAT, Maryland School Assessments (MSA), SAT/ACT/PSAT/Advanced Placement (AP)/High School Assessment (HSA) support; coordinate curriculum updates; and serve as the grading and reporting liaisons to schools.

The professional development program for elementary, middle and high school leaders is a structured and sequential Leadership Development Program (LDP) that culminates with the preparation of highly skillful leaders who possess the necessary attitude, knowledge, and skills to meet the ever-changing demands of the principalship. The LDP includes four levels of training and support: Assistant School Administrators (ASA), Assistant Principal, Year 1 (AP1), Assistant Principal, Year 2 (AP2), and Principal Intern. The LDP is anchored in four interactive components: a Professional Development Team (PDT), central services mentor support, leadership seminars, and a multiyear learning community/cohort program. These four components interface and form a support structure that assists the administrators in reflecting on their own practices. While the principal who supervises the new assistant principal is the primary developer, monthly, full-day leadership development seminars serve to support the principal in these efforts by providing training for the new administrator

on system initiatives, procedures, and best practices. Monthly training seminars give new assistant principals the opportunity to work in a PLC over a two-year period. They participate in skill building, explore leadership challenges, share best practices, exchange ideas, and consult about problems together on a regular basis throughout the development years. Developing MCPS leaders is one of the primary strategies in the quest to eliminate the predictability of student achievement by race and ethnicity.

Trends and Accomplishments

The Instruction and Achievement Unit for Elementary, Middle, and High Schools

The Instruction and Achievement Unit continues to provide comprehensive reform efforts in teaching and learning, which have had a dramatic impact on student achievement. Components of the reform include the adoption of the internationally driven core curriculum, smaller class sizes, improved teacher training to enhance student achievement, frequent monitoring of student progress to adjust instruction, reading and mathematics intervention programs, increased parent engagement, and more after-school and summer learning opportunities. All elementary schools will implement standards-based teaching and learning report cards.

In FY 2012, 62.1 percent of Grade 8 students successfully completed Algebra 1 or higher. This is a decrease of 0.7 percentage points from FY 2011 and an increase of 19.1 percentage points since the baseline year of 2001. A gap of at least 38.5 percentage points exists between the performances of African American and Hispanic students in comparison with their White and Asian American peers. Middle schools continue to review student data to increase enrollment and successful completion of Algebra 1 by the end of Grade 8, with an emphasis on African American and Hispanic students. Schools also analyze individual student performance data to inform instruction and to identify and implement supports to students. Extended-year programs for students are available through enrichment courses in mathematics. Observation data of mathematical instructional practices also are used to determine the professional development needs of teachers.

Guided by the strategic plan outlined in *Our Call to Action: Pursuit of Excellence*, MCPS high schools continuously focus on providing every student with the opportunity to take the most rigorous coursework available, while increasing overall student achievement on national and state assessments. Participation in the PSAT, SAT, and ACT continue to show gains. Enrollment in Honors/AP courses continues to rise, as do the number of AP tests taken. MCPS is among the top school systems in the state and the nation in terms of student participation and student achievement on these rigorous assessments.

The Leadership Development Program (LDP) for Elementary, Middle, and High School Leaders

The evaluation of the LDP relies on multiple sources of data collected from MCPS assistant principals (APs), principals, and central office staff. Each year, MCPS collects data on the AP's Student Achievement Action Plans and summarizes the results. Another source of data is the performance of each school where principals receive support from the LDP. The ultimate evaluation data, however, is the enrichment of the MCPS leadership pool. For the last several years, MCPS has promoted primarily principals who emerged from the program. The system's initiatives have been implemented with fidelity and the results speak volumes about the instructional leadership skills of the school-based administrators. Developing leaders is one of our primary strategies in the quest to eliminate the predictability of student achievement by race and ethnicity.

Major Mandates

DILS is responsible for overseeing the alignment of its department, team, and unit to organize and optimize resources for improved academic success in support of the MCPS strategic plan. DILS monitors the quality of each unit and team's efforts to meet its mandates as outlined below:

- The Maryland State Department of Education (MSDE) requires annual MSAs in reading and mathematics for students in Grades 3 through 8 and Grade 10 and in science for students in Grades 5 and 8.
- All MCPS schools must align their school improvement plans with the goals and priorities of the MCPS strategic plan, which incorporates the federal and state performance goals.
- In *Our Call to Action: Pursuit of Excellence*, the MCPS strategic plan, Goal 4 addresses the creation of a positive work environment in a self-renewing organization.
- *Our Call to Action: Pursuit of Excellence*, Goal 2 addresses the development of an effective instructional program.
- The *Bridge to Excellence in Public Schools Act* is consistent with the federal *No Child Left Behind (NCLB)* law and requires that all students reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics by FY 2013–2014.

Learning Forward and the Maryland Teacher Professional Development standards support the mandates of NCLB.

The Malcolm Baldrige Criteria for Performance Excellence is used by MCPS as its model for continuous improvement.

Additional mandates for the elementary, middle, and high school units of instruction and achievement are provided in the elementary schools', middle schools', and high schools' mission statements.

Strategies

- Provide professional development for administrators and teacher leaders at Principal Curriculum Update meetings.
- Emphasize the use of pre-assessment, formative assessment, and summative assessment in planning and modifying instruction and in monitoring student progress toward clearly defined outcomes and performance indicators.
- Emphasize challenging instruction and critical-thinking skills in all curricular areas.
- Provide programs and opportunities that promote appropriate social and emotional development and students who demonstrate positive, caring acts of good citizenship.
- Monitor the Middle School Initiative implementation in the Phase I and Phase II middle schools.
- High school administrators and leadership teams continue to address the disparity in student scores by race and ethnicity. High schools have implemented programs, including after-school and lunchtime tutoring and support, Grade 9 teams, academies, signature programs, and local summer school classes to provide support and acceleration for all students.
- Plan for professional development that supports a rigorous and challenging instructional program for all students.
- Design and provide training and development experiences that result in high-quality teaching and learning.
- Coordinate and facilitate the effective implementation of PLCs throughout MCPS.
- Facilitate schools and offices in developing Baldrige-guided school improvement plans.
- Engage stakeholders in providing input and feedback related to training and development opportunities.
- Differentiate training and development opportunities based on experience, expertise, school, and participant need.
- Additional strategies for the elementary, middle, and high school units of instruction and achievement are provided in the elementary schools', middle schools', and high schools' mission statements.

**Budget Explanation
Department of Instructional Leadership
Support—216/144/214**

The current FY 2013 budget for this office is changed from the budget adopted by the Board of Education on June 14, 2012. The change is the result of a .5 partnership manager position and \$44,398 realigned from the Office of Curriculum and Instructional Programs to the Directors of Instruction and Achievement Unit in this department. There also is an increase of \$3,000 in this department for program supplies that is realigned from the Office of the Associate Superintendent for Professional Development and Support, Equity Unit.

The FY 2014 request for this department is \$2,672,957, an increase of \$51,849 over the current FY 2013 current budget. An explanation of this change follows.

Continuing Salary Costs—(\$57,188)

There is a decrease of \$57,188 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Realignment—\$22,000

There are realignments budgeted to address priority spending needs within this office. There is a decrease of \$10,654 in professional part-time salaries, and a corresponding increase in contractual services.

There also are realignments between departments and units reporting to the Office of the Deputy Superintendent for School Support and Improvement to address priority spending needs. There is a realignment of \$5,000 from the Office of the Associate Superintendent for Professional Development and Support, Equity Unit, to this department for travel for professional development. In addition, there is a realignment from the Office of the Associate Superintendent for Professional Development and Support, Leadership Development Unit, of \$17,000 to this department for program supplies.

Program Restorations and Enhancements—\$87,037

Achieving Collegiate Excellence and Success (ACES) is a program designed to create a seamless educational pathway and support structure from high school to college completion. The program is aimed at those who are underrepresented in higher education, including African American, Hispanic, and low-income students, as well as those who would be the first in their family to attend college. The FY 2014 operating budget includes \$87,037 for part-time salaries for summer work and materials to support the participation of eight high schools to best prepare 9th and 10th grade students for success on a college path.

Dept. of Instructional Leadership Support - 216/144/214

Betty Collins, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	15.500	20.000	20.500	20.500	
Position Salaries	\$1,571,682	\$2,198,844	\$2,243,242	\$2,186,054	(\$57,188)
Other Salaries					
Summer Employment					
Professional Substitutes		7,857	7,857	7,857	
Stipends		77,500	77,500	77,500	
Professional Part Time		139,119	139,119	205,502	66,383
Supporting Services Part Time		21,229	21,229	21,229	
Other					
Subtotal Other Salaries	173,827	245,705	245,705	312,088	66,383
Total Salaries & Wages	1,745,509	2,444,549	2,488,947	2,498,142	9,195
02 Contractual Services					
Consultants					
Other Contractual		109,133	109,133	119,787	10,654
Total Contractual Services	75,354	109,133	109,133	119,787	10,654
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		9,000	9,000	19,000	10,000
Office					
Other Supplies & Materials			3,000	20,000	17,000
Total Supplies & Materials	16,640	9,000	12,000	39,000	27,000
04 Other					
Local/Other Travel		11,028	11,028	16,028	5,000
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	8,444	11,028	11,028	16,028	5,000
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$1,845,947	\$2,573,710	\$2,621,108	\$2,672,957	\$51,849

Dept. of Instructional Leadership Support - 216/214/144

Betty Collins, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	216 Dept. of Instructional Leadership Support						
2	Q Director II		1.000	1.000	1.000	1.000	
2	P Director I			2.000	2.000	2.000	
2	N Coordinator		1.000	1.000	1.000	1.000	
2	BD Instructional Specialist			1.000	1.000	1.000	
2	16 Administrative Secretary III		1.000	2.000	2.000	2.000	
2	15 Administrative Secretary II			1.000	1.000	1.000	
	Subtotal		3.000	8.000	8.000	8.000	
	214 Directors of Instruction and Achievement						
2	P Director I		3.000	3.000	3.000	3.000	
2	O Supervisor		1.000	1.000	1.000	1.000	
3	N Coordinator			1.000			
2	BD Instructional Specialist		4.000	4.000	4.000	4.000	
2	24 Partnerships Manager		.500		.500	.500	
2	15 Administrative Secretary II		3.000	3.000	3.000	3.000	
	Subtotal		11.500	12.000	11.500	11.500	
	144 Bridge for Academic Validation Program						
3	N Coordinator		1.000		1.000	1.000	
	Subtotal		1.000		1.000	1.000	
	Total Positions		15.500	20.000	20.500	20.500	

CHAPTER 3

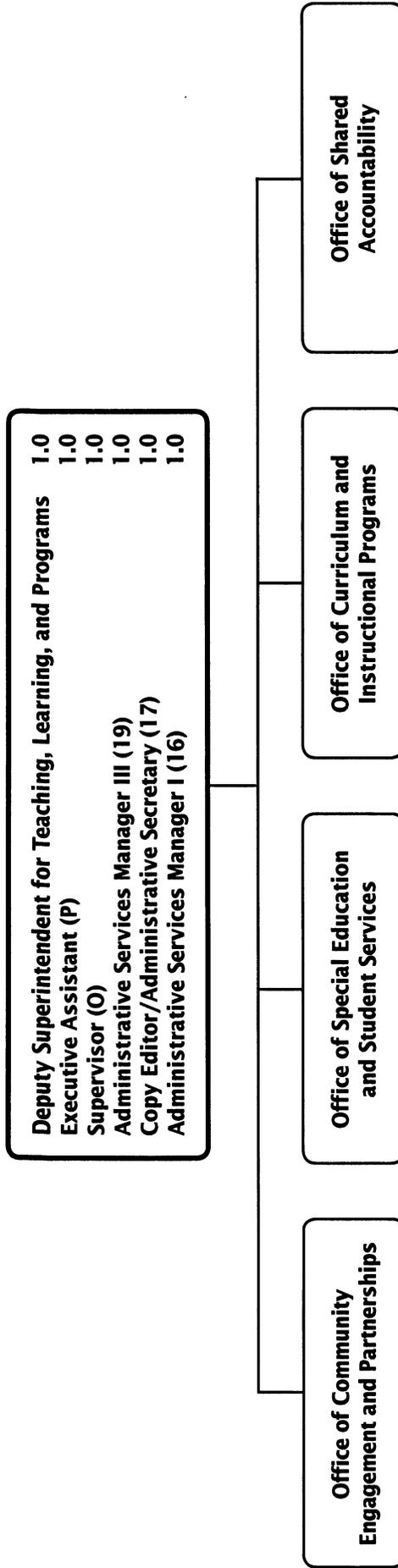
**Office of the Deputy Superintendent for Teaching,
Learning, and Programs**

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Office of the Deputy Superintendent for Teaching, Learning, and Programs
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	3.000	2.000	2.000	3.000	1.000
Business/Operations Admin.					
Professional					
Supporting Services	4.000	4.000	3.000	3.000	
TOTAL POSITIONS	7.000	6.000	5.000	6.000	1.000
01 SALARIES & WAGES					
Administrative	\$574,336	\$359,631	\$359,631	\$461,021	\$101,390
Business/Operations Admin.					
Professional					
Supporting Services	262,614	280,912	215,057	212,058	(2,999)
TOTAL POSITION DOLLARS	836,950	640,543	574,688	673,079	98,391
OTHER SALARIES					
Administrative					
Professional		1,000	1,000	1,000	
Supporting Services		10,147	10,147	10,147	
TOTAL OTHER SALARIES		11,147	11,147	11,147	
TOTAL SALARIES AND WAGES	836,950	651,690	585,835	684,226	98,391
02 CONTRACTUAL SERVICES					
03 SUPPLIES & MATERIALS	22,752	20,329	20,329	20,329	
04 OTHER					
Local/Other Travel	982	2,753	2,753	2,753	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
TOTAL OTHER	982	2,753	2,753	2,753	
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	\$860,684	\$674,772	\$608,917	\$707,308	\$98,391

Office of the Deputy Superintendent for Teaching, Learning, and Programs



F.T.E. Positions 6.0
 (The positions in the Office of Community Engagement and Partnerships are shown in Chapter 7, Office of Shared Accountability in Chapter 6, Curriculum and Instructional Programs in Chapter 4, and Special Education and Student Services in Chapter 5.)

Mission *The mission of the Office of the Deputy Superintendent for Teaching, Learning, and Programs (OTLP) is to lead systemic school reform in order to provide the highest quality education to all students. The OTLP ensures success for every student by optimizing teaching and learning through the alignment of rigorous instructional programs, initiatives, and interventions targeted to improve teaching and learning, equitable distribution of resources, and workforce excellence in a system of shared accountability.*

Major Functions

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

The development and implementation of an integrated, rigorous, standards-based, Grades K–12 curriculum provides the foundation for the success of all students, including our most vulnerable populations such as English Language Learners, Special Education students, and students receiving Free and Reduced-price Meals System services. This rigorous curriculum exceeds the standards outlined by the Maryland State Department of Education (MSDE) Voluntary State Curriculum and extends learning to position students on a trajectory for success in college or work. OTLP optimizes the use of strategies such as the Integrated K–5 Curriculum, inclusive educational opportunities, and innovative approaches to parental and community engagement in order to accelerate student academic performance.

OTLP identifies strategic interventions designed to increase the achievement of targeted student populations through the alignment of resources; for example, critical initiatives targeting populations, including students who have not yet met graduation requirements (i.e., High School Assessment and/or credit hours), and special education students. Through the development and implementation of systemic reform efforts targeting these specific populations, OTLP has established a safety net of support that acknowledges and provides for the variety of student needs in MCPS. OTLP coordinates and integrates the work of the offices. The work is aligned and integrated within the context of a professional learning community where the leaders of

OTLP engage in focused professional learning, aimed at improving teaching and learning.

OTLP 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. OTLP supports schools to ensure the success of every student, including students with disabilities, English language learners and racial and ethnic minorities.

OTLP 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, OTLP monitors the coordination of efforts between various offices, maintaining a systemic approach that allows for trend analysis and strategic planning and decision making.

As the liaison to the community, OTLP convenes key stakeholder groups to maintain an ongoing two-way dialogue. In particular, OTLP has provided a forum for traditionally underrepresented communities to share information, plan actions, and strengthen relationships across lines of difference. This work with the community gave rise to the creation of a parent advisory committee. Recognizing that focused and intensive collaboration with the entire community is required to raise the academic achievement of all students, OTLP also provides outreach opportunities to special education community groups, higher education forums, focus groups, and all other community groups in an effort to address the challenges of public education.

Trends and Accomplishments

A major trend led by OTLP is the increased horizontal integration of the work of the offices within and external to OTLP. In this critical time of increasing student needs and restricted resources, it is imperative to organize our actions through innovative and creative collaborations, resulting in increased efficiencies.

An additional OTLP trend is the relentless effort to ensure that equitable practices permeate the MCPS organization. Through the intentional analyses of data points disaggregated by race and discussed openly and honestly in a culture of respect, OTLP continues to keep equity at the forefront of the work. A pivotal aspect of OTLP work is to ensure the systemic implementation of equity through the dissemination of exemplary leadership and sound pedagogical practices, as well as close monitoring and evaluation of their impact on student learning.

A perpetually vexing problem in MCPS and all school districts nationwide has been suspensions, particularly, the disproportionate number of suspensions of Black or African American, Hispanic/Latino, and Special Education students. The multiyear efforts of a systemic focus on reducing the number of suspensions continue to reap positive results for all groups at all levels. The success realized over the past few years has served as a springboard for further experimentation and innovation.

Major Mandates

OTLP is responsible for ensuring that each office under its supervision meets its individual mandates, while coordinating and aligning the work of all the offices in order to maximize efficiency and optimize staff performance and resource utilization. The functions and activities of OTLP are responsive to numerous federal, state, and local government mandates, as well as MCPS Board policies. Major mandates include the following:

- The *No Child Left Behind Act of 2001*
- The *Individuals with Disabilities Education Act of 2004*
- Title VI (discrimination in publicly funded programs) and Title VII of the *Civil Rights Act of 1964* (employment discrimination)
- Title XI of the Education Amendments of 1972 (gender equity)
- The *Americans with Disabilities Act (ADA)*
- The *Rehabilitation Act of 1973 (Section 504)*
- The *Safe Schools Reporting Act of 2005* (incidents of harassment or intimidation)
- The MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*
- MCPS Board Core Governance Policies
- The MCPS Sexual Harassment policy
- The MCPS Nondiscrimination policy

Strategies

- Facilitate the horizontal integration of the instructional offices to more effectively deliver services.
- Facilitate courageous conversations about race and ethnicity in order to dismantle institutional barriers to achievement.
- Institutionalize equitable practices through the development and revision of curriculum, professional development, and processes for student participation in educational opportunities.
- Form project teams to lead the development and implementation of action plans to achieve key goals
- Guide the implementation of a standards-based grading and reporting system.
- Implement the administrative and supervisory professional growth system.

- Obtain, allocate, and align resources for improved support to schools.
- Manage the effective delivery of resources and services from the central offices to the schools.
- Monitor the implementation of all academic initiatives in meeting stakeholder needs.
- Monitor fair and equitable practices and procedures for compliance with federal, state, county, and district laws, policies, and regulations on sexual harassment, illegal discrimination, hate/violence, and the *Americans with Disabilities Act*.
- Evaluate programs/initiatives for effectiveness and revise or eliminate them as warranted.

Budget Explanation

Office of the Deputy Superintendent of Teaching, Learning, and Programs—615

The current FY 2013 budget for this office is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of the realignment of a 1.0 administrative services manager I position and \$65,855 from this office to the Office of Community Engagement and Partnerships.

The FY 2014 request for this office is \$707,308, an increase of \$98,391 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$5,543)

There is decrease of \$5,543 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Program Restorations and Enhancements—\$103,934

The FY 2014 budget for the Office of Teaching, Learning, and Programs includes funds for a 1.0 supervisor to oversee work in the area of Preventions, Interventions, and Personalized Learning. During FY 2014, efforts to close the achievement gap will focus on collecting and analyzing data on intervention programs in our schools. The data will help staff decide whether additional resources are required or resources can be redirected to help struggling students. A total of \$263,089 has been budgeted for this undertaking. Other activities in support of this work are described in Chapter 1.

Deputy Supt. for Teaching, Learning, & Programs - 615

Dr. Kimberly A. Statham, Deputy Superintendent for Teaching, Learning, & Programs

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	7.000	6.000	5.000	6.000	1.000
Position Salaries	\$836,950	\$640,543	\$574,688	\$673,079	\$98,391
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		1,000	1,000	1,000	
Supporting Services Part Time		10,147	10,147	10,147	
Other					
Subtotal Other Salaries		11,147	11,147	11,147	
Total Salaries & Wages	836,950	651,690	585,835	684,226	98,391
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		20,329	20,329	20,329	
Other Supplies & Materials					
Total Supplies & Materials	22,752	20,329	20,329	20,329	
04 Other					
Local/Other Travel		2,753	2,753	2,753	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	982	2,753	2,753	2,753	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$860,684	\$674,772	\$608,917	\$707,308	\$98,391

Deputy Supt. for Teaching, Learning, & Programs - 615

Dr. Kimberly A. Statham, Deputy Superintendent for Teaching, Learning, & Programs

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
1	Dep Supt for Tch, Lrn, & Prgs		1.000	1.000	1.000	1.000	
1	P Executive Assistant		2.000	1.000	1.000	1.000	
1	O Supervisor					1.000	1.000
1	19 Admin Services Mgr III		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	1.000	1.000	1.000	
1	16 Administrative Secretary III		1.000	1.000			
	Total Positions		7.000	6.000	5.000	6.000	1.000

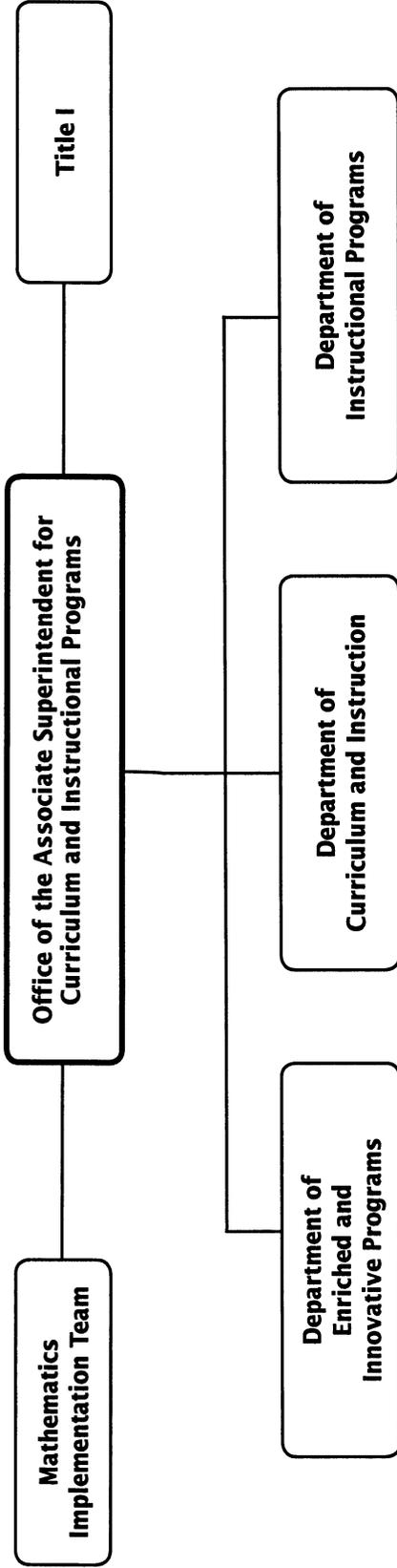
Office of Curriculum and Instructional Programs

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

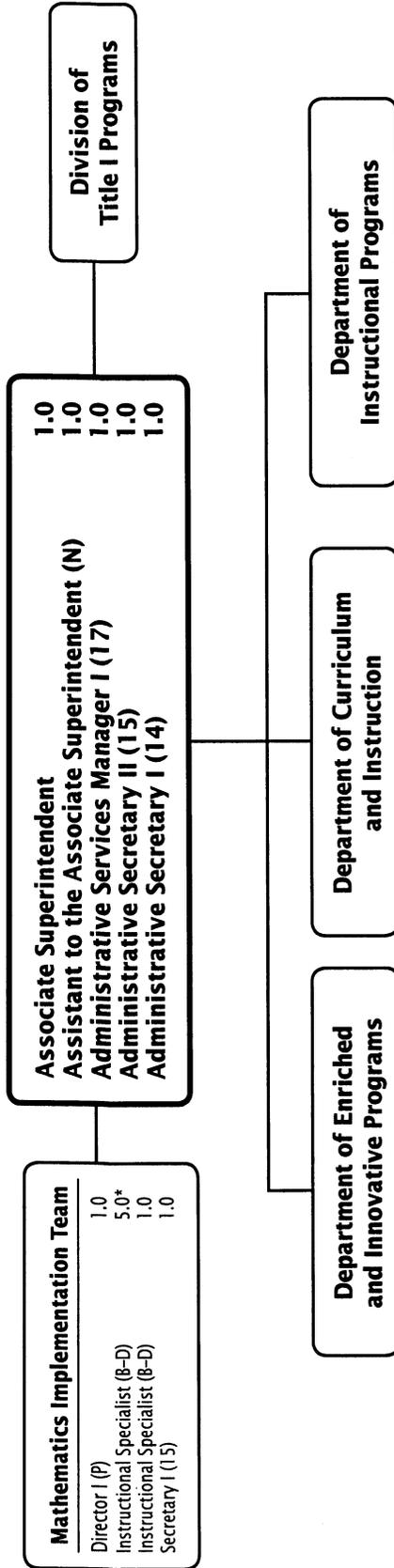
OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	42.000	42.000	42.000	42.000	
Business/Operations Admin.					
Professional	770.880	785.580	815.680	835.870	20.190
Supporting Services	249.583	250.958	281.920	280.220	(1.700)
TOTAL POSITIONS	1,062.463	1,078.538	1,139.600	1,158.090	18.490
01 SALARIES & WAGES					
Administrative	\$5,405,881	\$5,622,929	\$5,622,929	\$5,583,264	(\$39,665)
Business/Operations Admin.	44,261				
Professional	61,839,873	65,429,935	67,897,048	67,238,715	(658,333)
Supporting Services	11,863,789	11,775,636	12,846,313	12,667,238	(179,075)
TOTAL POSITION DOLLARS	79,153,804	82,828,500	86,366,290	85,489,217	(877,073)
OTHER SALARIES					
Administrative					
Professional	3,162,301	1,926,472	3,638,723	3,660,970	22,247
Supporting Services	500,460	441,904	758,032	752,415	(5,617)
TOTAL OTHER SALARIES	3,662,761	2,368,376	4,396,755	4,413,385	16,630
TOTAL SALARIES AND WAGES	82,816,565	85,196,876	90,763,045	89,902,602	(860,443)
02 CONTRACTUAL SERVICES	1,444,119	1,161,992	1,163,492	1,505,933	342,441
03 SUPPLIES & MATERIALS	2,467,195	2,335,610	2,509,231	2,093,577	(415,654)
04 OTHER					
Local/Other Travel	269,992	298,035	303,540	287,615	(15,925)
Insur & Employee Benefits	8,087,374	7,193,048	8,570,420	8,668,051	97,631
Utilities					
Miscellaneous	352,241	628,376	389,586	389,586	
TOTAL OTHER	8,709,607	8,119,459	9,263,546	9,345,252	81,706
05 EQUIPMENT	139,456	92,523	156,444	156,444	
GRAND TOTAL AMOUNTS	\$95,576,942	\$96,906,460	\$103,855,758	\$103,003,808	(\$851,950)

Office of Curriculum and Instructional Programs—Overview



F.T.E. Position 1,158.090
 (Includes 891.39 school-based positions shown on K-12 charts.)

Office of the Associate Superintendent for Curriculum and Instructional Programs



F.T.E. positions 8.0

*In addition, there are 2.0 Instructional Specialist positions funded in the Entrepreneurial Activities Fund in Chapter 8. An additional 3.0 Instructional Specialists are assumed to be funded by the extension of the Investing in Innovation (i3) Grant.

Mission *The mission of the Office of Curriculum and Instructional Programs (OCIP) is to support school-system priorities that focus on the instructional core by leading the development and implementation of well-designed differentiated curriculum and instructional programs that build 21st century skills, foster social emotional learning, and prepare students for college and careers.*

Major Functions

OCIP has direct responsibility for leading the planning, development, and coordination of system-wide initiatives in curriculum, assessment, and instructional programs. OCIP engages in collaboration with schools, 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, interventions, and services that provide all students in MCPS schools with equitable access to rigorous instruction that focuses on college and career readiness.

Departments and divisions within OCIP are strategically organized to allow for alignment and prioritization of the work in OCIP that is critical to support schools effectively and efficiently. Staff members in all departments, divisions, and units are committed to a culture of innovation and adhere to a belief that high-performing teams, with an expectation of excellence and a commitment to mutual accountability, are essential to effectively produce services, high-quality products, programs, and instructional resources that address the various needs of schools.

OCIP is committed to cultivating strong relationships with school-based staff by establishing processes and practices to ensure ongoing communication. Advisory groups, well-developed communication plans, and professional development venues are utilized to gather information, input, and feedback for the purpose of informing and improving the work of OCIP. The work of OCIP includes a focus on improved practices, building staff capacity, and differentiating support based on the needs of each individual school.

OCIP is composed of three departments: the Department of Curriculum and Instruction (DCI); the Department of Instructional Programs (DIP); and the Department of Enriched and Innovative Programs (DEIP). In addition, the Division of Title I Programs (DTP) reports to the associate superintendent in OCIP.

DCI comprises nine content areas, which fall into two categories: Science, Technology, Engineering, and Mathematics; and Arts and Humanities. In all nine content areas, DCI develops secondary Curriculum 2.0, and disseminates on web-based platform Grades 6–12 curriculum, assessments, instruction, and professional

development resources aligned with state, national, and international standards, the Common Core State Standards (CCSS), and the Seven Keys to College and Career Readiness. DCI collaborates on Pre-K–5 curriculum, assessment, instruction, and professional development. DCI promotes effective teaching and learning by providing support to school-based staff members who implement MCPS curriculum, assessments, and instructional resources and by developing performance measures and proficiency standards to guide instructional decisions and monitor progress. DCI manages the Career and Technology Education program and coordinates instructional interventions.

DIP consists of the Division of English for Speakers of Other Languages, (ESOL) /Bilingual Programs, the Division of Early Childhood Programs and Services, Outdoor Education, Foundations, and School Library Media Programs. DIP provides leadership to design, develop, and facilitate rigorous programs that provide diverse student groups with learning opportunities to achieve their highest potential and strengthen family-school relationships by providing interpretation and translation services so that parents can access information and be a part of their children's education.

DEIP includes the Division of Accelerated and Enriched Instruction, the Division of Consortia Choice and Application Program Services, and the Elementary Integrated Curriculum Team. DEIP is leading the development of the MCPS Curriculum 2.0 that will prepare elementary school students for a lifetime of learning. DEIP also is responsible for the elementary language immersion lottery, magnet selection process, consortia lotteries, and high school signature and academy programs. DEIP coordinates the development of programs and instruction designed to increase student rigor and achievement; highly gifted centers, secondary magnets, and accelerated and enriched instruction; and the student instructional program planning and implementation process.

DTP is responsible for implementing the Title I, Part A program and ensuring compliance with federal and state regulations, which are part of the *Elementary and Secondary Education Act (of 1965)* and the *No Child Left Behind Act of 2001*. Title I funds are used to support highly qualified professional and paraprofessional positions and scientifically research-based programming designed to ensure success for every student. Additional funding is provided to implement summer extended learning and full-day Head Start programs in designated Title I schools. Direct services to Title I schools are provided according to poverty level, as measured by the percentage of students participating in the Free and Reduced-price Meals System.

The goal of all departments and divisions in OCIP is to provide direct support to schools and to ensure that all students have equitable access to the pathways encompassed in the Seven Keys to College and Career

Readiness through the products, services, and programs made available by this office.

Trends and Accomplishments

Curriculum, Instruction, and Assessment

DEIP is continuing with the development of a dynamic web-based MCPS Curriculum 2.0 that is aligned with the CCSS and designed to engage all students in learning. The MCPS Curriculum 2.0 provides teachers with a single-source online instructional guide that shows connections among all subjects and builds on the existing content-specific curriculum.

At the secondary level, staff continues to redesign the existing secondary curriculum to provide dynamic online curriculum, instruction, assessment, and professional development resources in the Instruction Center (IC) on the myMCPS portal. The migration process includes aligning secondary courses with CCSS.

The web-based environment was designed to allow for the development and dissemination of curriculum and professional development and provides a venue for teachers to post lessons, instructional materials, and professional development resources.

Career Pathway Programs and College Partnerships

Enrollment increased in Career Pathway programs, particularly in science, technology, engineering, and mathematics; business; and education. Partnerships with postsecondary institutions, local businesses, national organizations, and government agencies were developed or maintained to prepare students for college and careers. Support was provided to implement programs such as Project Lead the Way, which sponsors an advanced engineering program and a biomedical program. Career and technology education programs of study allowed students to earn industry credentials and college credit. Students from all 25 high schools also participated in college courses while still in high school. Secondary courses in career pathway programs address the Maryland State Curriculum for career development and the Maryland Technology Literacy Standards.

Online Learning—Student Online Courses

In 2011–2012, MCPS offered 38 sections of online Comprehensive Health Education and seven sections of online Foundations of Technology. The courses were developed by MCPS and were taught by MCPS teachers trained as online instructors. During that timeframe, more than 1,179 students completed an MCPS online course. The online courses combine mandatory face-to-face sessions with interactive online content and online learning communities.

Online Learning—Teacher Resources

All MCPS secondary teachers have access to interactive multimedia curriculum, instruction, assessment, and professional development resources on myMCPS for

27 courses in Grades 6–12. Resources are aligned with national or international standards such as the CCSS and are designed to facilitate instruction that engages students in critical and creative thinking about challenging content and complex concepts. The web-based resources promote teacher collaborative planning and communication. Teachers also may post resources they have developed and provide feedback to guide continuous improvement of available resources.

Major Mandates

In compliance with Montgomery County Board of Education (Board) Policy IFA, *Curriculum*, which addresses the development, implementation, and monitoring of curriculum throughout the school system. OCIP ensures that the curriculum defines what students are expected to know and be able to do, how well they will be able to do it, how they will meet their learning objectives, and by what means they will be assessed. In support of the implementation of state of Maryland School Assessment and High School Assessment, OCIP provides schools with current information about best practices and access to resources that promote proficient and advanced performance for all students. OCIP is responsible for overseeing the alignment of its departments and divisions to organize and optimize resources for improved academic success in support of the MCPS strategic plan.

Performance Measures

OCIP will monitor its performance by identifying and surveying stakeholder groups, analyzing and sharing data, and developing action plans for the continuous improvement of programs, products, and services provided by each department and division in OCIP. These groups will include principals, teachers, and parents (Councils on Teaching and Learning, Curriculum Advisory Committee, Principal Advisory Groups, Title I Principals' Group, and Curriculum Advisory Assembly).

**Budget Explanation
Office of Curriculum and Instructional
Programs—211**

The FY 2014 request for the Office of Curriculum and Instructional Programs is \$891,676, a increase of \$158,646 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$5,190)

There is a decrease of \$5,190 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Program Restorations and Enhancements—\$166,536

As part of the expanded implementation of Curriculum 2.0, and to respond to the needs of schools for direct supported related to the mathematics instruction under Curriculum 2.0, the budget includes the establishment of a Mathematics Implementation Team. This team is comprised of a director, secretary, and six instructional specialists and will focus on providing direct support to teachers. A 1.0 coordinator position for \$135,495 is realigned to a 1.0 director I position. In addition, a 1.0 elementary instructional specialist for \$109,179 is realigned to this office from the Department of Enriched and Innovative Programs, and a 1.0 administrative secretary I for \$57,357 is realigned to this department from the Department of Curriculum and Instruction. In addition, 2.0 instructional specialist positions will be funded by the Pearson Entrepreneurial Activities Fund (Chapter 8). There is also an assumption of the extension of the Investing in Innovation Fund (i3) Grant that will enable MCPS to fund an additional 3.0 instructional specialists for this team. In addition, the K-12 budget includes funding for the expansion of Curriculum 2.0 to Grades 4 and 5 in the elementary schools, Algebra I in secondary schools, and across the curriculum in literacy at the secondary level.

Program Efficiencies and Reductions—(\$2,700)

There is a reduction of \$1,200 budgeted for contractual services and \$1,500 for local travel. These reductions can be made based on prior year spending trends.

Office of Curriculum & Instructional Programs - 211

Erick J. Lang, Associate Superintendent

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	6.000	6.000	6.000	8.000	2.000
Position Salaries	\$604,488	\$622,725	\$622,725	\$784,071	\$161,346
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		13,319	13,319	13,319	
Supporting Services Part Time		50,178	50,178	50,178	
Other					
Subtotal Other Salaries	73,639	63,497	63,497	63,497	
Total Salaries & Wages	678,127	686,222	686,222	847,568	161,346
02 Contractual Services					
Consultants					
Other Contractual		27,600	27,600	26,400	(1,200)
Total Contractual Services	31,750	27,600	27,600	26,400	(1,200)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		2,696	2,696	2,696	
Other Supplies & Materials		10,767	10,767	10,767	
Total Supplies & Materials	12,746	13,463	13,463	13,463	
04 Other					
Local/Other Travel		5,745	5,745	4,245	(1,500)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	2,328	5,745	5,745	4,245	(1,500)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$724,951</u>	<u>\$733,030</u>	<u>\$733,030</u>	<u>\$891,676</u>	<u>\$158,646</u>

Office of Curriculum & Instructional Programs - 211

Erick J. Lang, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
1	Associate Superintendent		1.000	1.000	1.000	1.000	
1	P Director I					1.000	1.000
1	N Asst. to Assoc Supt		1.000	1.000	1.000	1.000	
1	N Coordinator		1.000	1.000	1.000		(1.000)
1	BD Instructional Specialist					1.000	1.000
1	17 Admin Services Manager I		1.000	1.000	1.000	1.000	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
1	14 Administrative Secretary I					1.000	1.000
2	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
Total Positions			6.000	6.000	6.000	8.000	2.000

Division of Title I Programs

Director I (P)	1.0
Supervisor (O)	1.0
Instructional Specialist (B-D)	6.0
Teacher, Central Office (A-D)	1.6
Accountant (22)	1.0
Administrative Secretary II (15)	1.0
Data Systems Operator II (15)	0.5
Fiscal Assistant II (15)	1.0
Administrative Secretary I (14)	1.0

Mission *The mission of the Division of Title I Programs (DTP) is to provide differentiated support to Title I schools in utilizing the school improvement process through collaboration with principals. The purpose of our support is to enhance the instructional program and increase parent engagement in Title I schools so that students are equipped with 21st century academic and social skills.*

Major Functions

DTP is responsible for implementing the Title I, Part A program and ensuring compliance with federal and state regulations, which are a part of the *Elementary and Secondary Education Act (of 1965) (ESEA)*, commonly referred to as *No Child Left Behind (NCLB)*. DTP also is responsible for implementing local initiatives such as the Extended Learning Opportunities-Summer Adventures in Learning (ELO-SAIL) program. The division’s goals are aligned with the Montgomery County Public Schools (MCPS) strategic plan, *Our Call to Action: Pursuit of Excellence 2011–2016*.

Title I funds are used to support highly qualified professional and paraprofessional positions and scientifically research-based programming designed to ensure success for every student. Additional funding is provided to implement full-day Head Start programs in designated Title I schools. Parent programs are aligned fully with the system’s vision for community engagement. A wide range of outreach activities also are required under Title I, including training parents to assist their children with literacy and mathematical skills.

DTP assists with the development of school improvement plans (SIPs) aimed at academic acceleration and intervention by incorporating, monitoring, and analyzing formal and informal student data; examining the current educational program in collaboration with staff; and identifying changes that will improve academic achievement. School improvement efforts focus on three areas: the analysis of local and state assessment data to monitor and improve the instructional program, the development of monitoring tools, and the ongoing examination of student work. DTP also works in conjunction with the Office of School Support and Improvement (OSSI) to support schools’ efforts to use Baldrige processes to develop, implement, and evaluate SIPs.

DTP collaborates with other MCPS units, particularly the Division of English for Speakers of Other Languages/Bilingual Programs in the Office of Curriculum and Instructional Programs (OCIP), the Division of Family and Community Partnerships, OSSI, and county and community agencies 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 in their next grade level, and provide opportunities for both development of skills and accelerated learning. DTP supports staff development linked to SIPs and works with schools to adopt, extend, and refine new instructional strategies that assist all students in achieving academic success. In addition, DTP works closely with the Division of Early Childhood Programs and Services (DECPS) in OCIP to implement full-day Head Start classes in designated Title I schools.

Trends and Accomplishments

In December 2001, ESEA was reauthorized as NCLB. This legislation mandated significant changes in the implementation of the Title I programs. In MCPS, a model was developed by a stakeholder group to include professional positions, professional development initiatives, implementation of an extended-year program, additional positions to support the unique needs of schools, and funds to support parent involvement initiatives. A collaborative relationship was established with OCIP and the Office of Human Resources and Development to develop and implement job-embedded staff development.

In May 2012, the U.S. Department of Education granted a waiver to the Maryland State Department of Education (MSDE) for flexibility from adhering to certain requirements in NCLB. The ESEA Flexibility Waiver eliminates the Adequate Yearly Progress (AYP) formula and removes the identification of schools on the “school improvement” continuum. The waiver also eliminates automatic sanctions such as school choice and Supplemental Educational Services (SES).

Direct services to the Title I schools are provided according to poverty levels, as measured by the percentage of students participating in the Free and Reduced-price Meals System program. Title I schools receive funds for specified professional and paraprofessional positions, instructional materials, and parent outreach programs.

In July 2012, more than 3,300 students in kindergarten through Grade 2, including eligible private school and homeless students, attended at least a portion of the 19-day ELO-SAIL summer program held at 22 Title I schools. This program provided instructional materials, a four-week curriculum, and instruction focused on skills essential for the upcoming school year. Transportation, breakfast, and lunch also were provided. Staff development was offered as a key component of ELO-SAIL. The Montgomery County Police Department provided school crossing guards. 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.

While most Head Start class sessions are 3 hours and 15 minutes long, DTP provides the supplemental funding for the afternoon portion of the instructional day

in identified Title I elementary schools. The full-day program, in its sixth year, is a six-hour program that serves 360 federally eligible children in 18 full-day Head Start classes located in 16 Title I schools. The full-day program allows time for additional mathematics and literacy instruction, with in-depth study of themes/topics of interest. DTP works in close collaboration with the Office of Shared Accountability and several units to continually evaluate key components of full-day Head Start programs.

Major Mandates

- Prior to the ESEA Flexibility Waiver, NCLB focused on school improvement efforts through AYP formulas and a continuum of sanctions that included school choice and SES. The waiver eliminates the automatic sanctions. Additionally, schools will no longer be considered in “improvement,” but Title 1 schools may be identified as priority schools (those in the lowest 5 percent in Achievement) and focus schools (those in the lowest 10 percent of Gap Reduction). Two MCPS Title 1 schools, Brookhaven and Kemp Mill elementary schools, have been identified as focus schools and will receive focus school funds for the 2012–2013 school year. MCPS does not have any priority schools.
- With the ESEA Flexibility Waiver came a new accountability system for Maryland. Maryland will no longer measure school performance based on AYP. Instead, schools will be measured by the Maryland School Progress Index.
- Several NCLB mandates will remain, including parent involvement and highly qualified staff.
- In MCPS, Title I schools operate two program models—a schoolwide program and a targeted assistance program. Both models are designed to support student achievement. The schoolwide program model allows all students to receive supplemental support. The targeted assistance model provides additional academic services to identified students. Only one Title I school, Capt. James E. Daly Elementary School (ES), operates a targeted assistance program. MSDE requires newly identified Title I schools to operate a targeted assistance program for the first year. Capt. James E. Daly ES will engage in yearlong planning in order to implement a school-wide program in 2013–2014.
- A portion of the federal Title I grant must be used to provide educational services to homeless students, eligible students enrolled in qualifying private schools, and those in programs for neglected students located in Montgomery County. An annual survey must be conducted to determine which students meet the federal eligibility criteria.
- As required by Title I, the division provides equitable instruction and parent involvement activities

and programs to eligible participants in private schools, after required consultation with nonpublic administrators.

- MCPS must provide Title I schools with locally funded resources and services that are comparable to non-Title I schools. Federal regulations require an annual Comparability Report verifying that local resources are distributed equitably, ensuring that the “supplement, not supplant” rules are applied.

Strategies

- Implement Title I mandates of NCLB through close collaboration with schools and MCPS divisions and departments, especially as they relate to mandated actions such as highly qualified staff, parent involvement, school improvement plans, and private school programming, as well as support for homeless and neglected students.
- Provide required technical support through the use of instructional specialists assigned to work with Title I schools.
- Support a comprehensive school improvement process as well as curriculum implementation.
- Support schools in the design and delivery of scientifically research-based instructional practices.
- Assist school personnel in assessment, collection, and analysis of formal and informal data for use in monitoring student performance and reviewing the effectiveness of academic interventions and instructional strategies.
- Collaborate with schools and MCPS offices and divisions in the development of personalized family involvement policies designed to systematically implement comprehensive family outreach and training programs that effectively support student achievement.
- Implement the ELO-SAIL program in Title I schools.
- Collaborate with DECPS to implement 18 full-day Head Start classes in 16 Title I schools.

Performance Measures

Performance Measure: Percentage of Title I schools that meet their AMO target through strategic use of funds and resources to support the implementation of the SIP.

FY 2012 Actual	FY 2013 Estimated	FY 2014 Recommended
59%	75%	85%

Explanation: In FY 2012, 59 percent of the 27 Title I schools met AMO targets. DTP created a guide, *Title I School Improvement Planning: Alignment with the Baldrige-guided School Improvement Process*, to support the development of the SIP for each Title I school and offer ongoing technical assistance to ensure effective implementation. All schools must meet AMO targets in all applicable subgroups, as measured by the Maryland School Assessment, in order to achieve this goal.

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 2012 Actual	FY 2013 Estimated	FY 2014 Recommended
45%	65%	75%

Explanation: In summer 2012, 44 percent of all eligible kindergarten through Grade 2 students, based on total school enrollment in Title I schools, attended the ELO-SAIL program. ELO-SAIL attendance is reported in two ways. An average of 44 percent of eligible students attended the program. The average ELO-SAIL daily attendance of students enrolled was 83 percent. However, 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 the 18 classes in 16 Title I schools.

FY 2012 Actual	FY 2013 Estimated	FY 2014 Recommended
100%	100%	100%

Explanation: In FY 2012, all available spaces in the 17 full-day classes were filled. The program for FY 2013 was increased to include 18 classes in 16 Title I schools. The goal of the full-day program is to provide students with additional learning time to develop the essential skills needed for school success.

**Budget Explanation
Division of Title I Programs—941**

The current FY 2013 budget for this division is changed from the budget adopted by the Board of Education on June 14, 2012. The change to the budget includes an increase of \$7,267,938 and 61.562 positions as a result of receiving additional revenue from the United States Department of Education via the Maryland Department of Education for the Title I, Part A Program. On October 9, 2012 a request to receive and expend to a FY 2013 supplemental appropriation was approved by the Board of Education.

The FY 2014 request for this division is \$23,957,144, a decrease of \$725,534 from the current FY 2013 current budget. An explanation of this change follows.

Continuing Salary Costs—(\$725,534)

There is a decrease of \$725,534 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Project's Funding History

	FY 2013 Projected 7/1/12	FY 2013 Received 11/30/12	FY 2014 Projected 7/1/13
Federal	\$17,414,740	\$24,682,678	\$23,957,144
State			
Other			
County			
Total	\$17,414,740	\$24,682,678	\$23,957,144

Division of Title I Programs - 941

Deann M. Collins, Director

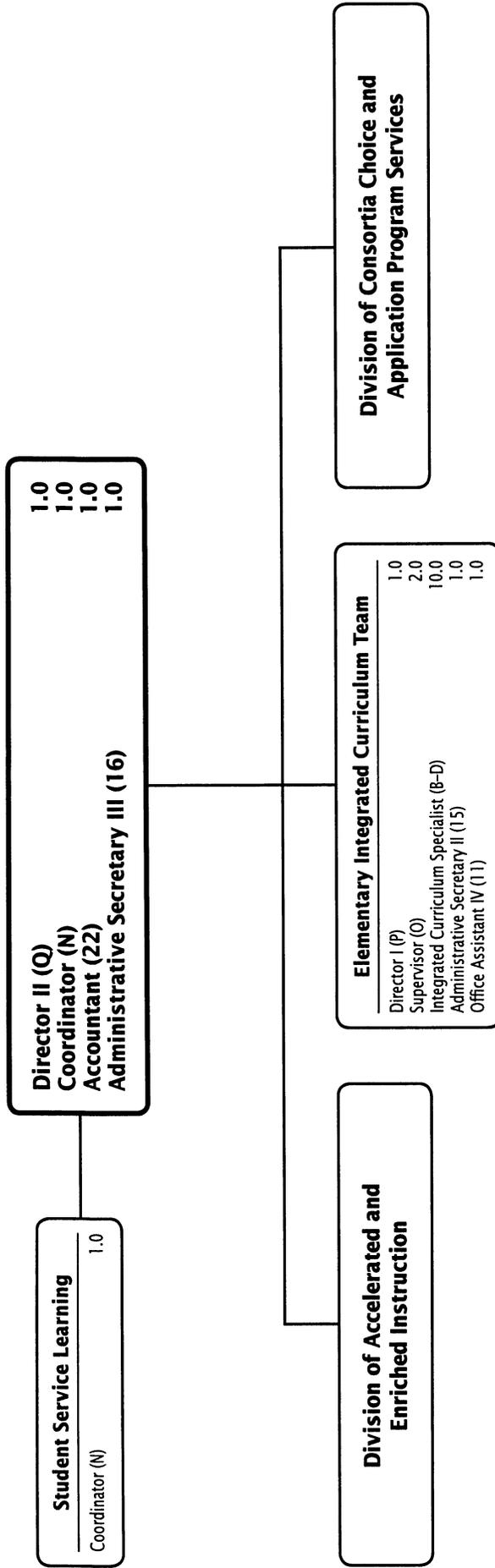
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	145.638	145.638	207.200	207.200	
Position Salaries	\$11,544,704	\$10,224,513	\$13,806,701	\$13,081,167	(\$725,534)
Other Salaries					
Summer Employment					
Professional Substitutes		132,095	320,146	320,146	
Stipends		15,500	39,312	39,312	
Professional Part Time		964,751	2,465,139	2,465,139	
Supporting Services Part Time		200,000	516,128	516,128	
Other					
Subtotal Other Salaries	2,079,431	1,312,346	3,340,725	3,340,725	
Total Salaries & Wages	13,624,135	11,536,859	17,147,426	16,421,892	(725,534)
02 Contractual Services					
Consultants					
Other Contractual		67,806	69,306	69,306	
Total Contractual Services	327,558	67,806	69,306	69,306	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		281,001	454,622	454,622	
Office		15,000	15,000	15,000	
Other Supplies & Materials					
Total Supplies & Materials	346,208	296,001	469,622	469,622	
04 Other					
Local/Other Travel		15,935	21,440	21,440	
Insur & Employee Benefits		5,195,739	6,573,111	6,573,111	
Utilities					
Miscellaneous		297,400	332,852	332,852	
Total Other	6,059,482	5,509,074	6,927,403	6,927,403	
05 Equipment					
Leased Equipment					
Other Equipment		5,000	68,921	68,921	
Total Equipment	77,462	5,000	68,921	68,921	
Grand Total	\$20,434,845	\$17,414,740	\$24,682,678	\$23,957,144	(\$725,534)

Division of Title I Programs - 941

Deann M. Collins, Director

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
2	P Director I		1.000	1.000	1.000	1.000	
2	O Supervisor		1.000	1.000	1.000	1.000	
2	BD Instructional Specialist		5.000	5.000	6.000	6.000	
3	AD Central Off Teacher	X	1.300	1.300	1.600	1.600	
3	AD Teacher, Focus	X	95.000	95.000	116.600	116.600	
3	AD Teacher, Head Start	X			7.200	7.200	
2	22 Accountant		1.000	1.000	1.000	1.000	
3	17 Parent Comm Coordinator	X	7.900	7.900	7.900	7.900	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	15 Data Systems Operator II		.500	.500	.500	.500	
2	15 Fiscal Assistant II		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
3	12 Paraeducator - Focus	X	29.938	29.938	51.950	51.950	
3	12 Paraeducator Head Start	X			9.450	9.450	
	Total Positions		145.638	145.638	207.200	207.200	

Department of Enriched and Innovative Programs



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

Major Functions

DEIP aligns staff members and services that support the development and implementation of enriched and innovative programs. The department comprises the Elementary Integrated Curriculum Team (EICT), the Division of Accelerated and Enriched Instruction (AEI), the Division of Consortia Choice and Application Program Services (DCCAPS), signature programs, and Student Service Learning (SSL). Teams and divisions within the department manage a variety of functions. EICT is developing a unique integrated, online curriculum, aligned with the Common Core State Standards (CCSS) that will prepare elementary school students for a lifetime of learning. AEI provides support, guidance, and best practices in identifying programming and developing curriculum for students who have untapped potential as well as those working above grade level. DCCAPS facilitates student school choice processes in the Northeast Consortium (NEC), the Downcounty Consortium (DCC), and the Middle School Magnet Consortium (MSMC), as well as the implementation of county-wide application program student recruitment and selection processes.

Through a collaborative process, DEIP coordinates the development of the integrated curriculum, programs, and instruction designed to increase student engagement and achievement, and monitors student participation and performance data to provide feedback to school-based and central services staff members on various programs. In addition, DEIP coordinates and monitors the development and implementation of program information, application, and enrollment processes and has a department goal to increase access for all students to enriched and innovative programs. DEIP provides information to, and invites input from, all stakeholders in the development, implementation, and monitoring of enriched and innovative programs. DEIP supports principals and other school-based and central services staff members by providing relevant information and resources to assist in program development and implementation.

DEIP actively pursues grants and other external funding sources to support system priorities, federal mandates, and state initiatives. DEIP staff members serve as project managers on several program-related grants. DEIP provides content and program expertise to schools through school visits, on-demand professional development, and staff consultations. As Montgomery County Public Schools (MCPS) continues to focus system-wide efforts on middle school improvement, DEIP is a major

partner in research-based course and program revisions to add rigor, challenge, and relevance to middle school instructional programs. Facilitation and program review of the implementation of the MSMC and middle school course expansion is an example of the department's collaborative support for middle school reform.

DEIP collaborates with the Department of Curriculum and Instruction (DCI) in the Office of Curriculum and Instructional Programs, the Department of Instructional Leadership Support (DILS) in the Office of School Support and Improvement (OSSI), and schools to implement a process consistent with the Board of Education (Board) Policy IFA, *Curriculum*, for proposing and piloting courses in secondary schools. The course-piloting process provides a single point of contact for schools, a communication plan to ensure clear and consistent messages to school and central office staff members, and support and training on the process for school staff members. Together, DEIP, DCI, and DILS collaborate to ensure that MCPS high school course curricula align with state and national standards and prepare students for success on the High School Assessments (HSA), the SAT, ACT, as well as Advanced Placement (AP) and International Baccalaureate (IB) courses.

Trends and Accomplishments

Building on the dynamic web-based, integrated kindergarten curriculum, the EICT is developing a unique integrated curriculum, aligned with the CCSS, and designed to engage all students in learning to provide teachers with a single-source online instructional guide that shows connections among all subjects and builds on the existing content-specific curriculum. The EICT also identifies an instructional focus for critical and creative thinking skills as well as academic success skills that permeates all content instruction. The online instructional guide contains resources and tools that incorporate Universal Design for Learning principles that help teachers provide instruction that meets the needs of all students. The EICT is funded in part through a partnership with Pearson LLC and MCPS funds.

In collaboration with OSSI, AEI monitored and supported implementation of rigorous instruction in all schools. AEI coordinated the expansion and support of more than 30 rigorous specialized programs, including IB, secondary magnets, Gifted and Talented/Learning Disabled, and the Elementary Centers Program for the Highly Gifted. In FY 2013, AEI reviewed and revised the screening procedures for 11,206 Grade 2 students and continued piloting the Student Instructional Program Planning and Implementation (SIPPI) process in 31 geographically diverse elementary schools in the district. SIPPI is a system-wide initiative to ensure that every student is recommended for the most appropriate instruction and to ensure that every student has access to an advanced level of instruction.

DCCAPS implements the school Choice process for eight high schools and three middle schools. Annually, approximately 6,300 students in Grades 5 and 8 participate in the Consortia Choice process, resulting in an average first-choice placement rate in the three Consortia of 86 percent for the 2011–2012 school year. An extensive marketing and communication plan has resulted in a near-100 percent Choice form return rate. This division also coordinates the application and selection processes for county-wide and regional magnet and center programs and elementary immersion programs. More than 7,050 applications were reviewed for magnet and center program admissions, and more than 900 language immersion interest forms during the 2011–2012 school year. In addition, DCCAPS and AEI staff members provide resources and support to academy and signature programs in all high schools and work collaboratively with schools and offices to ensure fidelity of implementation of enriched and innovative programs in 80 schools.

MCPS students continue to find meaningful service-learning opportunities in school courses, school-sponsored clubs, and preapproved community organizations. Their service contributions to their schools and communities are impressive. Records indicate that 3,064 students in Grades 6, 7, and 8 had met the SSL graduation requirement of 75 hours by June 15, 2012. More than 2,031 high school graduates documented 260 or more SSL hours and earned Certificates of Meritorious Service from the Maryland State Department of Education and MCPS. The June 15, 2012, accumulated system-wide data revealed that more than 5,648,462 hours of service had been contributed by MCPS students in their secondary careers.

Major Mandates

- Implementation of Board Policy IFA, *Curriculum*, governs the development of curriculum, instruction, and assessments.
- Implementation of Board Policy IOA, *Gifted and Talented Education*, and the Deputy Superintendent’s Advisory Committee Report on *Gifted and Talented Education*.
- Facilitation and monitoring of Board funding for enriched and innovative programs.
- Implementation and monitoring of Curriculum 2.0.
- Implementation and monitoring of MSMC.
- Implementation of Board guidelines related to Choice processes.
- Implementation of Board policies ABA and ABC, which reaffirms the MCPS commitment to the role of parents and community members as valued partners in their children’s education and to promote and increase effective, comprehensive parental involvement.

Strategies

- Provide support for the development and implementation of academy pathways and career and technology programs and courses.
- Facilitate curriculum development, professional development, and the implementation of the Choice process for MSMC.
- Facilitate curriculum development, professional development, and the implementation of the application process for center and magnet programs.
- Facilitate implementation of the Choice process in the NEC and DCC.
- Foster business, community, and higher education partnerships that support the work of DEIP.
- Develop, coordinate, and implement gifted and talented instruction and programs.
- Facilitate parent, student, staff, and community input to ensure that DEIP utilizes a collaborative work model.
- Develop multiple means of facilitating parent outreach and communication as they relate to magnet, consortia, center, and special program educational opportunities for students.
- Support special programs by coordinating funding, professional development, and the collection of data on programs and processes implemented by DEIP.
- Monitor student readiness for college and career and provide appropriate acceleration and intervention programs to better prepare students for college and the workplace.
- Implement the course proposal and enhanced program proposal process.

Performance Measures

Performance Measure: Number of grade-level integrated curricula available in a collaborative, online learning environment that align with state and/or national standards and provide models of challenge and support.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
2	3	4

Explanation: Curriculum developed by the EICT must align with the CCSS, state content standards, and national standards in order to improve the achievement of students in all *No Child Left Behind Act of 2001* groups.

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

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
100%	100%	100%

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

**Budget Explanation
Department of Enriched and Innovative
Programs—212/650**

The FY 2014 request for the Department of Enriched and Innovative Programs is \$2,283,329, a decrease of \$125,952 from the current FY 2013 current budget. An explanation of this change follows.

Continuing Salary Costs—(\$7,270)

There is a decrease of \$7,270 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Realignment—\$0

Realignments are budgeted to address priority spending needs in this department/division/unit/program. There is a realignment of \$422 from contractual services to fund additional office supplies. This will align the budget with current spending patterns.

Program Restorations and Enhancements—(\$109,179)

As part of the establishment of the Math Implementation Team in OCIP, a 1.0 elementary instructional specialist for \$109,179 is realigned from this department to the Office of the Associate Superintendent for Curriculum and Instructional Programs.

Program Efficiencies and Reductions—(\$9,503)

There is reduction of \$4,103 budgeted for office supplies and \$5,400 for mileage reimbursed for local travel. These reductions can be made based on prior year spending trends.

Department of Enriched and Innovative Programs - 212/650

Martin M. Creel, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	22,000	21,000	21,000	20,000	(1,000)
Position Salaries	\$2,350,680	\$2,392,684	\$2,392,684	\$2,276,235	(\$116,449)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
Total Salaries & Wages	2,350,680	2,392,684	2,392,684	2,276,235	(116,449)
02 Contractual Services					
Consultants					
Other Contractual		1,240	1,240	818	(422)
Total Contractual Services		1,240	1,240	818	(422)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		6,532	6,532	2,851	(3,681)
Other Supplies & Materials					
Total Supplies & Materials	5,508	6,532	6,532	2,851	(3,681)
04 Other					
Local/Other Travel		8,825	8,825	3,425	(5,400)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	2,972	8,825	8,825	3,425	(5,400)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$2,359,160	\$2,409,281	\$2,409,281	\$2,283,329	(\$125,952)

Department of Enriched and Innovative Programs - 212/650

Martin M. Creel, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	212 Dept of Enriched & Innovative Prgs						
2	Q Director II		1.000	1.000	1.000	1.000	
2	N Coordinator		2.000	2.000	2.000	2.000	
2	22 Fiscal Assistant V		1.000				
2	22 Accountant			1.000	1.000	1.000	
2	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
	Subtotal		5.000	5.000	5.000	5.000	
	650 Elementary Integrated Curriculum Team						
2	P Director I		1.000	1.000	1.000	1.000	
2	O Supervisor		2.000	2.000	2.000	2.000	
2	BD Elem Integrated Curr Spec		11.000	11.000	11.000	10.000	(1.000)
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		1.000				
2	11 Office Assistant IV		1.000	1.000	1.000	1.000	
	Subtotal		17.000	16.000	16.000	15.000	(1.000)
	Total Positions		22.000	21.000	21.000	20.000	(1.000)

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
Administrative Secretary I (14)	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

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. It also provides staff, 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 (OSSI), the team documents the status of accelerated and enriched program implementation in six K–12 clusters each year, as required by Montgomery County Public Schools (MCPS) policy.

The division also designs and coordinates the identification and instructional programming recommendations for acceleration and enrichment system-wide, for GT/learning disabled (LD) programs, and the Program of Assessment, Diagnosis, and Instruction (PADI). PADI is a primary talent development program designed to nurture potential/unidentified talents in students whose strengths may be masked by socioeconomic, cultural, or linguistic differences. In 2012, staff members participated in the development of Curriculum 2.0 (C2.0), which focuses on the early development of critical thinking skills. AEI staff will continue to consult and collaborate with the C2.0 writing staff as curriculum is being developed for Grades 4 and 5. In collaboration with the Division of Consortia Choice and Application Program Services (DCCAPS), AEI coordinates the selection, instructional program, and professional development for the Highly Gifted Centers, magnet, and special programs such as International Baccalaureate (IB).

Trends and Accomplishments

Much of the work of AEI has been in response to the increasing demand for more rigorous and enriched instruction, especially at the elementary and middle school levels and the need for greater outreach to Black or African American, Hispanic/Latino, and low-socioeconomic students who have been underserved by more rigorous, accelerated and/or enriched instruction in the past. Support in curriculum development and professional development has increased to ensure that teachers have appropriate materials and are prepared to deliver high-level instruction. Refining the process for monitoring program implementation has been vital

to ensure that more rigorous and enriched instruction is available at all schools. Program expansion to serve students who have demonstrated a need that cannot be easily met at their local school and specific outreach to underserved populations has been in response to system and community concerns that all students have access to the most challenging programs.

Curriculum Support and Professional Development

To respond to the increased demand for more rigorous and enriched instruction, AEI instructional specialists assist in curriculum development, offer professional development to school-based and central office staff, and directly support teachers, administrators, and schools. Currently, staff is supporting curriculum development of C2.0. They are developing lessons and materials for 21st century online curriculum projects and oversee development and effective implementation of units of instruction for the IB Middle Years Programme (MYP), the elementary Highly Gifted Centers, and secondary magnets. In 2011, AEI developed a Growth Mindset Cohort consisting of six Title 1 schools. The goal of the cohort is to understand the implications of having a growth mindset that believes that intelligence is malleable versus a fixed mindset that says either intelligence is fixed and predetermined. Teacher training is provided on growth mindset theory and how to develop critical-thinking and reasoning skills. In 2012, AEI developed a second cohort—Educational Engagement Cohort. It consists of eight elementary schools. The goal of the cohort is to understand the importance of educational engagement and how it aligns with innovative teaching and academic achievement. School cohort members acquire and develop training plans, materials, and partnerships that will support their school's focus on increasing educational engagement.

Professional development includes training on developing critical-thinking skills in the primary classrooms, responsive teaching/differentiating instruction, growth mindset theory, the William and Mary Reading/Language Arts program, Junior Great Books, Jacob's Ladder reading programs, and courses for teaching highly able learners in reading and mathematics and GT/LD students in the regular education classroom. In FY 2012, AEI staff developed and facilitated two new Continuing Professional Development (CPD) courses—Responsive Teaching: Differentiating Instruction to Meet the Needs of All Learners and Teaching IB in MCPS. These courses were designed to increase teachers' capacity to meet the needs of all learners, including gifted and highly able learners. Additionally, in 2012 AEI introduced Accelerated and Enriched Instruction Online University (A.E.I.O.U.) in order to provide web-based information and professional development. In 2011–2012, AEI provided direct support to 188 of 201 schools through school visits, consultations, on-site and web-based training, and through districtwide professional development.

Monitoring

Data show that systematic monitoring of challenging curriculum and assessments has had a significant impact on student access to accelerated curriculum. Although, the number of students enrolling in Algebra 1 or higher by Grade 8 was a slight decrease of FY 2012, a strong number of students enrolled in Algebra I or higher by Grade 8 are still seen. In an effort to provide more timely data to schools and parents and to monitor the quality of pro-gram implementation in areas outside mathematics, AEI continues to work with OSSI to identify the most helpful data points for monitoring purposes. AEI is collaborating with the Department of Curriculum and Instruction to develop additional advanced level literacy benchmarks. In addition, AEI will continue to provide quantitative and qualitative data to OSSI and schools. AEI interprets these data, makes recommendations for instruction and school support, and provides professional development based on these data.

Program Expansion

As school enrollment has grown over the last 15 years, MCPS has responded by expanding special programs, including the expansion of the elementary Centers for the Highly Gifted program from four to eight sites and the expansion of an upcounty middle school center program for the highly gifted. Progress continues on the implementation of IB programs in MCPS. There are now eight authorized high school diploma programs, three middle/high school MYP, two independent MYP, and the first authorized Primary Years program in Maryland. John F. Kennedy and Seneca Valley high schools are newly authorized IB World Schools and graduated their first IB classes in 2012. AEI supported the expansion of the IB programs at Rockville (RHS) and Watkins Mill High Schools (WMHS) with the addition of the IB Career Certificate (IBCC). IBCC is a career-preparation program that is a blend of IB and Project Lead the Way. RHS and WMHS are one of only 8 schools in the world and first schools in Maryland to offer this program. Additionally, in 2011–2012 Montgomery Village Middle School and Watkins Mill High School became candidate IB MYP Partnership schools. They will work toward authorization for the 2012–2013 school year with support for AEI.

To meet community demand for more program offerings at the middle school level and to support schools impacted by poverty, MCPS formed the Middle School Magnet Consortium (MSMC). Comprising of three student-choice themed magnets, MSMC expands the continuum of services available to students at the middle school level. All three schools offer an accelerated core curriculum in addition to their magnet specialty courses. Argyle Magnet School for digital design and development focuses on advanced information technology; A. Mario Loiederman offers a creative and performing arts focus; and Parkland provides students with the opportunity to explore science through aerospace and

robotic engineering. AEI staff members provide curriculum development, monitoring, and professional development guidance in collaboration with other system offices. Building on the recommendations of the Middle School Reform Report and the success of MSMC, MCPS continues to improve traditional GT offerings by implementing and revising advanced courses in English, science, and world studies in all middle schools through middle school reform. AEI staff will continue to provide curriculum development, monitoring, and professional development guidance in collaboration with other system offices.

Outreach to Underserved Populations

All students in all schools benefit from a robust Gifted and Talented (GT) program, including students in Title I schools. In 2009, MSDE stated that local school systems could not use federal funds to “uniformly assign” specific positions to all Title I schools. MCPS districtwide teacher positions, including the GT teachers, can only be locally assigned by each Title I school. Schools were given the option of staffing a 0.5 GT teacher or using the allocation in another capacity at the school. AEI continues to support all Title I schools, including those that selected to use Title I funds in a different manner to support students. Thirteen of 30 Title I schools used Title I funds to provide a 0.5 teacher to support GT instructional programs. This additional position has enabled these schools to provide upper-level instruction previously not available and to create advocacy for students whose talents may be masked by language, poverty, or experience. In 2011–2012, 36 students from Title 1 schools were selected for center programs. GT teachers in Title I schools will continue to provide focus for developing the talents of all students, including those groups who are traditionally underrepresented in accelerated and enriched programs.

In an analysis of Grade 2 screening procedures for accelerated and enriched services, commonly referred to as global screening, there is a sharp disparity in the identification rate of African American and Hispanic students compared with Asian and White students. During the 2011–2012 school year, AEI staff, in collaboration with other system offices and school-based administrators, continued to pilot the Student Instructional Program Planning and Implementation process (SIPPI), which streamlines global screening, course placement, and articulation processes. This process provides a systematic approach for continuous identification and matching of student strengths with instruction and programs that support and extend these strengths. Included in the process is timely and more informative communication with parents, monitoring of student performance, and monitoring of implementation of services to ensure that every child is recommended for and receives the most appropriate instruction. The successful PADI strategies were embedded in the new MCPS C2.0, formally referred to as the Elementary Integrated Curriculum.

This will support students before the identification process by revealing, developing, nurturing, and documenting strengths through a primary talent development plan. AEI staff developed and is facilitating professional development on Critical Thinking in the Primary Classroom as a means to further develop and nurture students' strengths before the identification process.

All AEI professional development plans include outreach to underserved populations as an objective for staff growth. Teachers and administrators who participate in division professional development receive training on the masks of giftedness, such as income level and race. They also receive training on how to provide differentiated instruction and growth mindset. During the 2011–2012 school year, AEI staff introduced two new professional development trainings that further supported underserved populations—Responsive Teaching: Differentiating Instruction to Meet the Needs of All Learners and Growth Mindset.

In collaboration with DCCAPS, AEI continues to refine efforts for outreach and recruitment to the Centers for the Highly Gifted and secondary magnets, including application workshops and information mailed directly to student homes. The Options book, which describes all MCPS application programs, was updated and made available in schools and on the MCPS website. In addition, applications for the Centers Program for the Highly Gifted continue to be mailed directly to the homes of all Grade 3 students. AEI staff collaborates with parent groups to disseminate materials through various meetings and websites.

Additionally, AEI staff, in collaboration with the George B. Thomas, Sr. Learning Academy, Inc. (GBTLA) is engaging gifted children in challenging above-grade-level science and mathematics activities through the Young Scholars Program (YSP). The YSP is designed to increase access to rigorous instruction and coursework for diverse populations. YSP currently is being piloted in the John F. Kennedy cluster. The program meets on Saturdays, October through May, and is now in its fourth year. A Grade 6 class will be added this year, thus the program will serve students in Grades 3, 4, 5, and 6.

Major Mandates

- The Board of Education Policy IOA, *Gifted and Talented Education*, mandates the development of a continuum of programs and services to support challenging instruction Pre-K–12. AEI continues to work with curriculum supervisors in the Department of Curriculum and Instruction on the development of these components and their integration in the curriculum revision process through instructional guides and assessment development and professional development.
- Policy IOA and the Code of Maryland Regulations (COMAR) require a process for identifying students

for GT services. AEI coordinates and evaluates this process with OSSI and the Office of Shared Accountability.

- The Deputy Superintendent's Advisory Committee for GT Education and the Global Screening Project Team recommended increased parent outreach and student support for students traditionally underserved by magnet programs and local school accelerated and enriched instruction. AEI works with DCCAPS to expand outreach and refine application processes. Expansion of services in local programs is a goal in the monitoring process shared with OSSI.
- Policy IOA requires that the Office of Curriculum and Instructional Programs (OCIP) and OSSI collaborate in the monitoring of GT program implementation in six K–12 clusters each year as school staff continues to build their accelerated and enriched programs. These data are gathered through an ongoing monitoring process developed collaboratively by OCIP and OSSI and aligned with MCPS policy and National Association for Gifted Children (NAGC) standards. Results each year are shared with cluster principals, community superintendents, and directors of school support and improvement in order to establish cluster-wide initiatives and individual school improvement plan goals.
- AEI continues to provide leadership and support for the district's IB program. Professional development and technical assistance is provided to ensure that the program is implemented with fidelity.
- MSDE, through the work of its Governor's Commission on GT Education, has made the effort to increase consistency of programming a statewide priority. The Maryland State Board of Education continues to support the recommendations of the commission, including the use of the NAGC standards for program evaluation. All school systems in Maryland will be using the standards to assess their services for acceleration and enrichment. Indicators are provided to assess minimal through exemplary performance. In 2009, the Maryland State Board of Education approved GT Specialist certification and provided guidelines to counties related to this new certification. The MCPS/Towson University program will begin its fifth year this fall. Cohort 1, which was completed in summer 2012, consisted of 15 MCPS teachers completing either an endorsement in GT Education or a full master's degree with a concentration in Gifted Education. Cohort 2 consists of 22 MCPS teachers who began their final year of the program in September 2012. MCPS will continue to encourage staff to pursue such certification, thus providing a means to strengthen and provide leadership for accelerated and enriched instruction.

Strategies

- Support achievement of system goals as outlined in the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*.
- Support system implementation of recommendations from the Deputy Superintendent’s Advisory Committee for GT Education and the Global Screening Project Team.
- Improve GT policy monitoring through alignment with the efforts of OSSI to monitor schools.
- Work with OSSI to develop key school data to publish regarding GT implementation, including participation and performance of students in advanced courses.
- Develop performance criteria to evaluate key school-based staff responsible for service delivery.
- Review Policy IOA as data are collected on the expanded global screening and articulation processes. Develop new data points to improve monitoring and accountability of the provision of advanced-level services.
- Expand SIPPI system-wide to streamline instructional and GT identification, course placement, articulation, and monitoring processes.
- Develop clear pathways to differentiated levels of service in reading/language arts/English, science, and social studies.
- Review middle school humanities and mathematics/science magnet instructional programs and make recommendations for improvement.
- Review and revise PADI to serve a maximum number of schools in need of primary talent development services.
- Infuse PADI strategies into the elementary integrated curriculum to serve a maximum number of students.
- Review and revise the Wings Mentor program to serve a maximum number of students.
- Review and revise the Highly Gifted Center curriculum to ensure alignment with the Common Core State Standards and continued rigor.
- Monitor the implementation of the MSMC program and curriculum and make revisions as appropriate.
- Develop a strategic plan for expansion and implementation of IB programs.
- Lead and support the development of new IB programs at Montgomery Village and Neelsville middle schools as well as Rockville and Watkins Mill high schools.
- Provide differentiated professional development (PD) opportunities for implementing accelerated and enriched instruction.
- Continue differentiated PD opportunities for implementing accelerated and enriched instruction.
- Continue differentiated training in Junior Great Books, William and Mary, and Jacob’s Ladder reading/language arts programs to offer advanced training

opportunities and study groups focusing on consistency of implementation, at both elementary and middle school levels, through the instructional guides using the differentiated texts resources.

- Expand the monitoring process for the required William and Mary and Junior Great Books reading/language arts programs and provide additional local school resources to support rigorous instructional programming for reading/language arts in Pre-K–Grade 5 and English in Grades 6–8.
- Increase outreach to schools and all stakeholders.

Performance Measures

Performance Measure: Percentage of school staff who reported AEI PD training outcomes met or exceeded expectations.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
99%	99.5%	100%

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

Performance Measure: Number of students earning the IB Diploma Programme.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
314	375	400

Explanation: MCPS has been building capacity in IB programs with the establishment of MYP in multiple middle schools and high schools and the Primary Years Program at College Gardens Elementary School. Eight IB Diploma Programmes are now established. The final measure of their success is the number of students who earn the diploma in Grade 12.

Budget Explanation
Division of Accelerated and Enriched
Instruction—237/234/236/238

The FY 2014 request for the Division of Accelerated and Enriched Instruction is \$1,320,405, an increase of \$66,763 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$7,824)

There is a decrease of 7,824 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Other—\$82,562

There is a projected rate increase of \$82,562 for instructional materials and contractual services related to the InView elementary school testing.

Program Efficiencies and Reductions—(\$7,975)

There is reduction of \$3,000 budgeted for supporting services part time, \$3,000 for office supplies, \$975 for mileage reimbursement for local travel, and \$1,000 for dues, registration and fees. These reductions can be made based on prior year spending trends.

Division of Accelerated and Enriched Instruction - 237/234/236/238

Monique T. Felder, Director I

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	11,250	11,250	11,250	11,250	
Position Salaries	\$1,026,531	\$1,060,208	\$1,060,208	\$1,052,384	(\$7,824)
Other Salaries					
Summer Employment					
Professional Substitutes		11,221	11,221	11,221	
Stipends					
Professional Part Time		46,775	46,775	46,775	
Supporting Services Part Time		4,908	4,908	1,908	(3,000)
Other					
Subtotal Other Salaries	63,823	62,904	62,904	59,904	(3,000)
Total Salaries & Wages	1,090,354	1,123,112	1,123,112	1,112,288	(10,824)
02 Contractual Services					
Consultants					
Other Contractual		50,850	50,850	109,162	58,312
Total Contractual Services	49,184	50,850	50,850	109,162	58,312
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		50,000	50,000	74,250	24,250
Office		16,881	16,881	13,881	(3,000)
Other Supplies & Materials					
Total Supplies & Materials	64,827	66,881	66,881	88,131	21,250
04 Other					
Local/Other Travel		12,799	12,799	10,824	(1,975)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	12,414	12,799	12,799	10,824	(1,975)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$1,216,779</u>	<u>\$1,253,642</u>	<u>\$1,253,642</u>	<u>\$1,320,405</u>	<u>\$66,763</u>

Division of Accelerated and Enriched Instruction - 237/234/236/238

Monique T. Felder, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
2	P Director I		1.000	1.000	1.000	1.000	
3	O Supervisor		1.000	1.000	1.000	1.000	
2	BD Instructional Specialist		6.500	6.500	6.500	6.500	
2	17 Data Management Coordinator		.750	.750	.750	.750	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
	Total Positions		11.250	11.250	11.250	11.250	

Division of Consortia Choice and Application Program Services

Director I (P)	1.0
Supervisor (O)	1.0
Instructional Specialist (B-D)	2.0
Consortium Enrollment Assistant (20)	1.0
Data Management Coordinator (17)	1.0
School Registrar (16)	1.0
Administrative Secretary II (15)	1.0
Administrative Secretary I (14)	0.50

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

Major Functions

The division was established to align all Consortia Choice, elementary language immersion, county-wide magnet, and Highly Gifted Center (HGC) parent communication, student assignment, and appeal processes into one office. In addition, the division supports the program development, monitoring, and evaluation of high schools with signature and/or academy programs. The division works with school and parent stakeholders to communicate school and program options through informational meetings, direct mail, websites, phone calls, publications, and individual meetings with parents. Staff members manage the Consortia student choice process; the selection process for county-wide application programs; the elementary language immersion lottery processes; and the development, monitoring, and evaluation of high school academy and signature programs. The division is responsible for the enrollment of all new students in the three Middle School Magnet Consortium (MSMC) schools and the eight high schools that comprise the Northeast Consortium (NEC) and the Downcounty Consortium (DCC).

Trends and Accomplishments

In FY 2012, DCCAPS processed approximately 14,262 county-wide magnet program applications, elementary immersion interest forms, and Choice forms for Consortia students. Approximately 2,448 students applied for the HGC. Division and school staff members processed 2,047 applications for the magnet programs located at Roberto W. Clemente, Eastern, and Takoma Park middle schools, as well as 2,556 applications for the Montgomery Blair High School Science, Mathematics, and Computer Science magnet program; the Richard Montgomery High School International Baccalaureate Diploma program; and the Poolesville High School magnet program. DCCAPS also processed approximately 923 elementary language immersion interest forms for the seven schools with elementary language immersion programs. DCCAPS staff members facilitate the application and selection processes for each of these programs. Staff members support parents and students who request information on various programs. In addition, staff members responded to approximately 488 appeals in FY 2011.

The division processed 6,288 Choice applications from Grades 5 and 8 students planning to attend a NEC, DCC, or MSMC school. The Choice process allows students to rank their school preference based on a variety of variables, including the signature, academy, or magnet program offered at each location. Approximately 665 out-of-Consortium students applied for the MSMC program. Throughout the 2011–2012 school year, Consortia staff members enrolled 1,500–1,575 new students for Consortia schools, including approximately 243 students who had previously attended private or non-MCPS schools. The division facilitated 36 informational meetings and open houses. Division staff members also attended numerous parent-teacher association and community meetings to provide information on programs, schools, student assignment processes, appeal processes, and transportation. In addition, Consortia staff members facilitated the development of elementary and middle school Choice processes and magnet/academy program lessons, which are made available to counselors annually for use with student groups as students consider their school choices for middle and high school. For the elementary immersion programs, of the 923 students who participated in the lottery process, 835 students participated for the 235 available seats in K–Grade 1, and another 88 students entering Grades 2–5 participated for vacant seats made available through attrition.

Major Mandates

- Implement student assignment processes for all seven elementary immersion programs, 11 Consortia schools, and 13 county-wide application programs.
- Serve as an enrollment center for all new students who reside within the boundaries of the three Consortia.
- Disseminate information to parents, students, and community members about Consortia, elementary immersion, and county-wide application programs.
- Review and respond to Consortia, elementary language immersion, and county-wide application program student assignment appeals.
- Support and evaluate high school academy and signature programs.
- Develop and implement multiple strategies for providing parent outreach and communication, including meetings, publications, mailers, videos, telecommunications, and websites.
- Provide information to parents in a variety of languages, including Chinese, French, Korean, Spanish, and Vietnamese.
- Facilitate the student articulation process for Consortia, elementary immersion, and county-wide application programs.
- Provide opportunities for parents and students to participate in informational meetings and open houses.

- Collect data on the success of process implementation and modify the process based on data.
- Monitor, support, and evaluate high school academy and signature programs.
- Collaborate with parent and community groups to ensure customer needs are met.
- Collaborate with Residency and International Admissions, ESOL, Special Education, pupil personnel workers, and Alternative Education staff members to provide opportunities for students to participate in Choice.
- Develop and annually upgrade the Choice lessons for implementation with students in Grades 5–8 to help them learn about the different program opportunities available at each school.
- Collaborate, collect, and evaluate program effectiveness of the high schools with academy and/or signature programs.

Performance Measures

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

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
82.1%	90%	100%

Explanation: The percentage of parents indicating on the Choice form that they received 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.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
29.1%	34%	45%

Explanation: The percentage of Black or African American and Hispanic/Latino students applying to the Center Program for the Highly Gifted is an indicator of the effectiveness of targeted communication and outreach processes.

**Budget Explanation
Division of Consortia Choice &
Application Program Services—213**

The FY 2014 request for the Division of Consortia Choice & Application Program Services is \$813,911, a decrease of \$2,183 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$1,792

There is an increase of \$1,792 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Realignment—\$0

Realignments are budgeted to address priority spending needs in this division. There is a realignment of \$292 from contractual services and lease/maintenance duplicating to fund office supplies. These realignments are based upon current spending.

Program Efficiencies and Reductions—(\$3,975)

There are reductions of \$1,210 from supporting services part-time salaries, \$215 from contractual services, \$1,000 from office supplies, \$300 from local travel, and \$1,250 from dues, registration and fees. Staff will need to consolidate trips to schools and fewer staff members will attend conferences. Office supplies, contractual services, and supporting services part-time salaries are reduced based upon prior year spending trends.

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

Jeannie H. Franklin, Director I

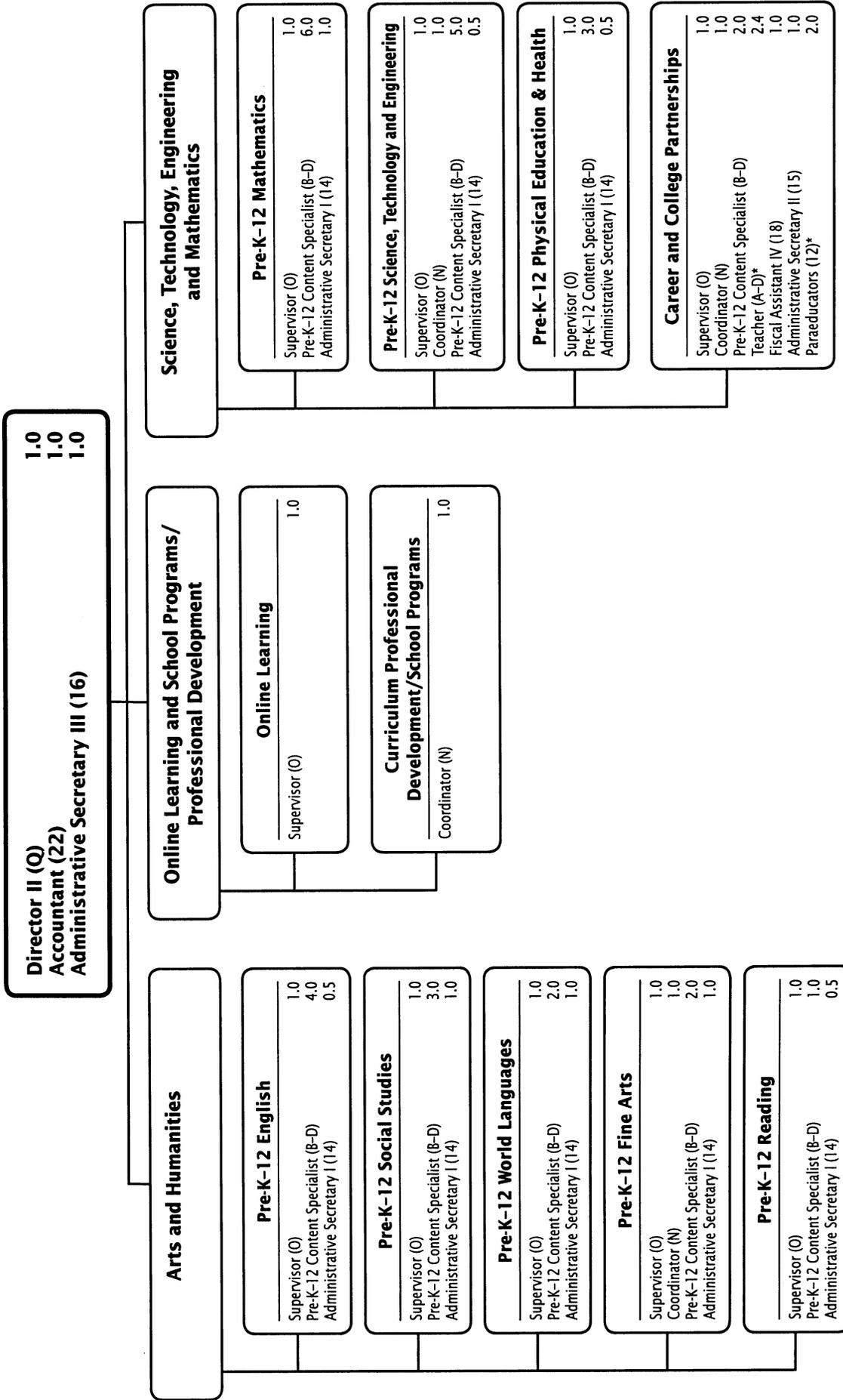
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	8,750	8,500	8,500	8,500	
Position Salaries	\$781,417	\$794,919	\$794,919	\$796,711	\$1,792
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		5,491	5,491	4,281	(1,210)
Other					
Subtotal Other Salaries	8,742	5,491	5,491	4,281	(1,210)
Total Salaries & Wages	790,159	800,410	800,410	800,992	582
02 Contractual Services					
Consultants					
Other Contractual		2,225	2,225	1,718	(507)
Total Contractual Services	1,532	2,225	2,225	1,718	(507)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		7,999	7,999	7,291	(708)
Other Supplies & Materials					
Total Supplies & Materials	10,821	7,999	7,999	7,291	(708)
04 Other					
Local/Other Travel		5,460	5,460	3,910	(1,550)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	4,404	5,460	5,460	3,910	(1,550)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$806,916	\$816,094	\$816,094	\$813,911	(\$2,183)

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

Jeannie H. Franklin, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
2	P Director I		1.000	1.000	1.000	1.000	
3	O Supervisor		1.000	1.000	1.000	1.000	
2	BD Instructional Specialist		2.000	2.000	2.000	2.000	
2	20 Consortium Enrollment Asst		1.000	1.000	1.000	1.000	
2	17 Data Management Coordinator		1.000	1.000	1.000	1.000	
2	16 School Registrar		1.000	1.000	1.000	1.000	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		.750	.500	.500	.500	
	Total Positions		8.750	8.500	8.500	8.500	

Department of Curriculum and Instruction



F.T.E. Positions 57.4. There are 4.4 positions shown on K-12 charts in Chapter 1.

Mission *The mission of the Department of Curriculum and Instruction (DCI) is to promote student achievement by supporting schools, pertaining with strategic stakeholders, and providing research-based curriculum, assessments, instructional materials, career and college readiness programs, and professional development aligned with the Common Core State Standards (CCSS) and other state and national content or industry standards.*

Major Functions

DCI's major functions—curriculum, instruction, and assessment; school support and programs; curriculum professional development; and administration—interconnect to promote effective teaching and learning. DCI is composed of two teams—Science, Technology, Engineering, and Mathematics (STEM) and Arts and Humanities—representing eight major disciplines (English language arts; fine arts; health and physical education; mathematics; reading; science, technology, and engineering; social studies; and world languages). Perkins-funded career programs and college partnerships and online learning for students and staff are implemented by two additional teams in DCI to provide products and services that support student and adult learning.

DCI promotes improved achievement of all students by providing differentiated support to schools and by developing and disseminating rigorous curriculum, comprehensive assessments, proven instructional practices, and targeted professional development resources. DCI coordinates the National Academies of Finance (AOF), Information Technology (AOIT), and Hospitality and Tourism (AOHT), as well as an advanced engineering program and a biomedical program, sponsored by Project Lead the Way (PLTW). DCI develops partnerships between Montgomery County Public Schools (MCPS) and Maryland postsecondary institutions, as well as business partners, to facilitate the transition from high school to college and careers. The department develops and manages online high school courses for MCPS students and online curriculum resources for MCPS staff. DCI evaluates and communicates effective intervention resources and strategies, and collaborates with staff members in the offices of Special Education and Student Services (OSESS) and Shared Accountability (OSA) and the Division of ESOL/Bilingual Programs to develop and disseminate effective practices for analyzing individual student data to match interventions to students' needs and to determine effectiveness.

Curriculum and Assessment—DCI produces and posts secondary Curriculum 2.0—aligned with the CCSS and other state or national standards—in the Instruction Center (IC) on *myMCPS*. Secondary Curriculum 2.0 includes multimedia, interactive curriculum,

assessment, instruction, and professional development resources. Secondary Curriculum 2.0 incorporates principles of Universal Design for Learning (UDL) to ensure that all students have access to general education curriculum and are able to engage in and demonstrate their learning in a variety of ways. DCI designs and disseminates dynamic online resources to facilitate teacher collaboration and communication and to support consistent implementation of MCPS curriculum. DCI evaluates and selects textbooks and instructional materials that align with the CCSS and other standards in order to prepare students for success on state and national assessments/industry certifications as well as in increasingly more challenging courses and experiences. DCI develops materials for and supports training of instructors in extended day and year programs. DCI supports the Department of Enriched and Innovative Programs (DEIP) in the Office of Curriculum and Instructional Programs (OCIP) in developing and implementing elementary Curriculum 2.0 and supports implementation of the Online Achievement Reporting System (OARS).

In consultation with OSA, DCI develops or selects complete assessments and assessment items, and establishes performance standards and criteria to inform instructional and programmatic decisions, monitor student progress, and provide district accountability measures (e.g., formative, end-of-unit assessments, and semester final examinations). DCI collaborates with the Office of School Support and Improvement (OSSI) to promote effective implementation of the curriculum and collaborates with OSESS, OSSI, and the Office of the Chief Technology Officer (OCTO) to develop products and procedures aligned with curriculum and assessment policies. This effort is designed to decrease variability within and among schools and promote meaningful communication to parents, students, and staff about expectations for student achievement of MCPS curriculum.

School Support and Programs—DCI provides direct support to schools to build the capacity of instructional leaders to promote effective teaching and learning. DCI identifies and articulates effective instructional strategies to engage students in thinking about and applying complex concepts, and develops tools to guide school staff members' efforts to increase motivation and achievement of all students. DCI provides job-embedded guidance to all schools upon request and supports school improvement through on-site technical assistance, in collaboration with OSSI. DCI supervises language immersion programs in elementary and middle schools, assisting staff and developing translated instructional materials and assessments aligned with MCPS curriculum. DCI collaborates with DEIP in OCIP to support the implementation of college-level courses in high school as well as elective and advanced courses for middle schools. DCI manages Perkins-funded career pathway programs in 25 high schools, Thomas Edison

High School of Technology, and alternative programs, and coordinates partnerships with business, government, and postsecondary institutions to promote college and career readiness of MCPS graduates. DCI also manages choral and instrumental music programs in all grades, including coordinating repair and distribution of musical instruments, and managing local and state music festivals and competitions.

Professional Development—DCI creates and posts online curriculum-related professional development resources in the IC on *myMCPS*, provides required and voluntary curriculum implementation professional development for classroom teachers in a variety of formats—face-to-face, multimedia, and web-based—and a variety of venues—summer training sessions; after-school and school-day workshops; and preservice and twice-yearly training meetings for elementary art, music, and physical education teachers. In collaboration with OSSI, DCI provides face-to-face professional development for instructional leaders through principal curriculum update meetings, administrator professional learning community meetings and administrative and supervisory meetings. DCI provides curriculum implementation professional development monthly during the school year and in full-day sessions during the summer for resource teachers, reading specialists, content specialists, mathematics content coaches, career and technology teachers, immersion teachers, and dual enrollment coordinators. DCI develops and implements continuing professional development courses for teacher certification, as required by the Maryland State Department of Education (MSDE), provides program workshops required by the Code of Maryland Regulations (COMAR), and designs and implements curriculum training for the New Educator Orientation. DCI collaborates with DEIP to design and deliver professional development on elementary Curriculum 2.0.

Administration—DCI provides information to and invites input and feedback from stakeholders in the development and review of products, programs, and services. DCI staff members meet with the Councils on Teaching and Learning, Curriculum Advisory Committees, Curriculum Advisory Assembly, Cluster Advisory Boards, the Montgomery County Collaboration Board for Career and Technology Education, Montgomery County Business Roundtable for Education, Junior Achievement, the Citizens Advisory Committee on Family Life and Human Development, Montgomery County Council of Parent Teacher Associations, and the Montgomery County Region Maryland Association of Student Councils. DCI seeks to identify effective practices in benchmark districts, analyzes current research, and consults regularly with representatives of state and federal agencies, higher education, and businesses. DCI liaises with national education organizations, MSDE, and assessment consortia to inform product development and service delivery and to influence MSDE and

consortia decisions about curriculum and assessments. DCI provides regular updates to the Board of Education and the public on curriculum, assessment, instruction, professional development, career programs, and online learning.

Curriculum and Assessment Trends and Accomplishments

In Fiscal Year (FY) 2013, DCI continued to develop and postsecondary Curriculum 2.0 resources, revising and redesigning documents for four existing secondary courses originally posted in the Curriculum Archive, and developing 15 new secondary courses in six content areas. The revised and new secondary courses are posted in the IC on *myMCPS* as interactive multimedia resources for curriculum, instruction, assessment, and professional development. The resources align with CCSS and other state or national standards; apply principles of universal design; and promote equitable practices, 21st century skills, and social emotional learning. To date, secondary Curriculum 2.0 includes 46 courses posted on the IC in art, English, health education, music, physical education, science, social studies, world languages, and career-related courses. DCI facilitated teacher communication and collaboration to encourage creating and posting original lessons and rating centrally and teacher-developed lessons, instructional materials, and professional development resources.

DCI incorporated new state standards for financial literacy and environmental literacy, revising secondary courses as needed to comply with state legislation in these areas and providing training and support to promote implementation.

DCI reviewed and approved textbooks and instructional materials aligned with the new standards.

DCI developed or revised high school final examinations in computer sciences, English, mathematics, science, social studies, and world languages and collaborated with the Department of Materials Management and OSA to distribute the examinations, administration directions, scoring guides, and rubrics to secondary schools each semester during the school year and summer school sessions.

School Support and Programs

DCI designed and implemented professional development for secondary school leadership teams—1,100 school staff members—on effective implementation of instruction aligned with the CCSS in mathematics and content literacy. DCI provided differentiated support to middle and high school teachers and administrators by delivering on-site training, consultative services, and technical assistance related to implementing MCPS curriculum, assessments, and instructional resources. In collaboration with OSSI, DCI staff participated in the school improvement process to provide direct support to schools. DCI also supported implementation of OARS, elementary Curriculum 2.0, and current MCPS

(nonintegrated) curriculum in elementary grades and implementation of secondary OARS.

DCI expanded partnerships with businesses and higher education to enhance student learning and global perspective. The department collected and analyzed data on enrollment in college-level courses, including Gateway to College and dual enrollment/credit programs, to inform program refinements. In FY 2013, DCI managed 27 federal, state, organization, and foundation grants in support of system initiatives.

Comprehensive Career Pathway Programs

In FY 2013, DCI raised awareness about career pathway programs in 11 career clusters. The department expanded partnerships to develop and implement more than 30 projects or initiatives supported by both MCPS and Maryland postsecondary institutions. DCI supported high schools implementing these programs as well as PLTW, AOF, AOIT, and AOHT, which allow students to earn industry credentials and college credits as they explore options for postsecondary education and careers. DCI revised secondary courses in career pathway programs to include state standards for career development and technology education, CCSS and national industry standards, as well as standards for information literacy, environmental literacy, financial literacy, and technology literacy.

Online Learning

DCI collaborated with staff members in OCIP and OCTO to populate a digital platform for developing and disseminating secondary Curriculum 2.0 online. This dynamic environment supports teachers' use of technology in the classroom, UDL, collaboration among teachers, access to curriculum, assessment, instruction, and professional development resources, and streamlined delivery systems. DCI managed three MCPS-developed online high school courses, allowing 1,200 students to engage in online instruction after the school day or during the summer to earn credit required for graduation. DCI managed state-approved online courses in advanced-level mathematics and Advanced Placement (AP) and collaborated with OSSI on managing courses for credit recovery and developing online resources for interventions, support for original or recovery credit, and test preparation.

Interventions

In FY 2013, DCI supported the Office of Teaching, Learning, and Programs (OTLP) staff members on a review of the current and desired state, gap analysis, and preliminary design and implementation plan for a multi-tiered system of interventions in MCPS. DCI evaluated and selected intervention products and collaborated with departments in OCIP and with staff in OSESS, OCTO, OSSI, OSA, and OTLP to develop resources to guide school decisions on intervention strategies and programs, based on student performance data.

Implementation of Health Education Curriculum

DCI coordinated implementation of the comprehensive health education curriculum, in compliance with COMAR, on Family Life and Human Development and HIV/AIDS Prevention Education §13A.04.18.04.

Grading and Reporting

During FY 2013, DCI collaborated with staff members in OCIP, OCTO, OSESS, and OSSI to support implementation of a secondary web-based grading and reporting tool, OARS, and to support implementation of the elementary OARS for Grades 1–3 in all elementary schools.

Continuous Improvement

DCI continued to communicate and implement processes for collecting input and feedback from internal and external stakeholders on products and services and to make improvements based on stakeholder feedback. DCI identified effective practices in benchmark districts, analyzed current research, and consulted regularly with representatives of state and federal agencies, higher education, business, and national organizations to inform revision of secondary Curriculum 2.0.

Major Mandates

DCI operates in accordance with state regulations and two Board of Education policies governing system goals:

- CCSS in English language arts/content literacy and mathematics, adopted by county and state Boards of Education.
- Policy IFA, *Curriculum*, and Regulation IFA-RA, *Curriculum (Goal 2: Provide an Effective Instructional Program)*, governs development of curriculum, instruction, and assessments.
- Policy IKA, *Grading and Reporting*, and Regulation IKA-RA, *Grading and Reporting (Goal 1: Ensure Success for Every Student)*, requires the alignment of procedures and processes for grading and reporting student achievement with MCPS curriculum and assessments.
- Seven Keys to College Readiness.
- Policy IIB, *Evaluation and Selection*, and MCPS Regulation IIB-RA, *Evaluation and Selection of Instructional Materials and Library Books*.
- MCPS Regulation ISB-RA, *High School Graduation Requirements*.
- MCPS Regulation IKC-RA, *Grade Point Averages (GPA) and Weighted Grade Point Averages (WGPA)*.
- MCPS curriculum and assessments must align with CCSS and other state and national standards, High School Assessment (HSA), and Maryland School Assessments (MSA).
- The Middle School Reform Initiative requires DCI to collaborate with other MCPS offices to support schools in their efforts to improve student achievement and preparation for college and careers.

- COMAR governs implementation of curriculum and instruction and the evaluation and selection of instructional materials in all content areas, as well as specific program requirements in comprehensive health education.
- *The Carl D. Perkins Vocational and Technical Education Act* governs implementation of career programs and college articulation agreements.
- *The No Child Left Behind Act of 2001* requires MCPS to—
 1. implement Maryland Technology Literacy Standards;
 2. provide interventions for students who are not meeting proficiency on the MSA or passing the HSA; and
 3. provide support for schools in need of improvement, based on Annual Measurable Objectives.

Strategies

- Develop and implement a secondary mathematics program aligned with the CCSS to prepare students for success in higher level mathematics courses by developing or selecting curriculum, assessment, and instructional resources; designing and delivering comprehensive professional development to teachers and administrators; providing job-embedded support; and communicating the rationale, strategies, and timeline to the greater MCPS community.
- Support delivery of instruction that develops literacy in all contents to ensure that students are able to read, write, and think critically with independence by developing or selecting resources aligned with CCSS; designing and delivering professional development to teachers and administrators; providing job-embedded support; and communicating the rationale, strategies, and timeline to the greater MCPS community.
- Redesign existing and develop new secondary curriculum, assessment, instruction, and professional development resources to complete secondary Curriculum 2.0 and provide models of effective practices that engage, challenge, and support all students and are aligned with the CCSS and state and national content/industry standards in STEM and in Arts and Humanities, including all disciplines within career preparation; English language arts; fine arts; health education; mathematics; physical education; reading; science, technology, and engineering; social studies; and world languages.
- Promote instructional strategies that engage students in critical and creative thinking and project- and problem-based learning and social-emotional learning in all contents and all secondary grades, beginning in Grade 6, to develop 21st century skills and concepts in all students.
- Provide direct, content-specific support to instructional leaders to ensure that all students learn MCPS curriculum and succeed with upcoming and existing

external assessments and a rigorous course trajectory that prepares them for college and career.

- Select or develop formative and summative assessments or assessment items to provide information guiding adjustments to instruction, in order to prepare all students for success in rigorous courses and external assessments, including SAT, AP, International Baccalaureate (IB), and national industry credentialing examinations.
- Design and deliver professional development on curriculum, assessment, and instruction to varied audiences, in varied formats, and in varied venues.
- Communicate to students, parents, and staff members, articulation agreements with colleges and universities that benefit students before and after high school graduation.
- Increase enrollment in career pathway programs and technology education courses by building awareness, among students, parents, and staff members, of available options and by continuously improving career programs and communication processes.
- Support development and implementation of the vision and action plan for a multi-tiered system of interventions.
- Collaborate with other offices, departments, and divisions to promote effective teaching and faithful implementation of MCPS curriculum and assessments, to support student success on MSA, HSA, SAT, AP, and IB examinations.

Performance Measures

Performance Measure: Number of revised or new courses in Secondary Curriculum 2.0, 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 Instructional Center (IC) on *myMCPS*.

Number of New or Revised Secondary Courses with Curriculum, Instruction, Assessment, and Professional Development Resources Posted in IC as Curriculum 2.0

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
27	46	65

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

**Budget Explanation
Department of Curriculum and
Instruction—232/164**

The current FY 2013 budget for the Department of Curriculum and Instruction is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a realignment of \$44,398 from salaries and wages for a .5 Partnership Manager realigned from this department's budget to the budget for the Department of Instructional Leadership Support.

The FY 2014 request for the Department of Curriculum and Instruction is \$5,901,488, a decrease of \$359,505 from the current FY 2013 current budget. An explanation of this change follows.

Continuing Salary Costs—(\$10,589)

There is decrease of \$10,589 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Realignment—\$0

Realignments are budgeted to address priority spending needs in this department. There is a realignment of \$10,000 from supplies and materials to fund professional part-time salaries for assessment development.

**Program Restorations and Enhancements—
(\$57,357)**

As part of the establishment of the Math Implementation Team, a 1.0 administrative secretary for \$57,357 is realigned from this department to the Office of the Associate Superintendent for Curriculum and Instructional Programs.

**Program Efficiencies and Reductions—
(\$291,559)**

There is reduction of \$230,269 budgeted for instructional materials and a reduction of \$61,290 for assessment scoring. Instructional materials and assessment scoring for the Leveled Reading Kits and READ 180 were purchased during FY 2010 through FY 2013. In FY 2014 individual school allocations will be used to replace these materials as needed. In addition, Triumph on-line SAT/PSAT preparation services will no longer be supported. This service will continue to be provided to students by the Collage Board.

**Budget Explanation
Perkins Vocational and Technical
Education Program—145/951**

The FY 2014 request for the Perkins Vocational and Technical Education Program is \$1,281,945, a decrease of \$82,003 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$82,003)

There is decrease of \$82,003 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Realignment—\$0

Realignments are budgeted to address priority spending needs in this program. There is a realignment of a .7 vacant application developer position and \$52,512 from the local operating budget to fund a .5 administrative secretary II position and a .2 fiscal assistant IV position, resulting in a shift of \$35,775 from the grant to the local operating budget. In addition, the remaining \$16,740 in local savings is realigned to instructional materials. The grant savings of \$35,775, resulting from the shift of the administrative secretary and fiscal assistant to the local operating budget, is realigned to instructional materials.

Project's Funding History

	FY 2013 Projected 7/1/12	FY 2013 Received 11/30/12	FY 2014 Projected 7/1/13
Federal	\$1,142,086	\$1,200,624	\$1,085,027
State			
Other			
County			
Total	\$1,142,086	\$1,200,624	\$1,085,027

Dept. of Curriculum and Instruction - 232/164/262/620

Betsy Brown, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	52.400	53.300	52.800	51.800	(1.000)
Position Salaries	\$5,138,046	\$5,393,023	\$5,348,625	\$5,280,679	(\$67,946)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		153,873	153,873	163,873	10,000
Supporting Services Part Time					
Other					
Subtotal Other Salaries	311,773	153,873	153,873	163,873	10,000
Total Salaries & Wages	5,449,819	5,546,896	5,502,498	5,444,552	(57,946)
02 Contractual Services					
Consultants		3,000	3,000	3,000	
Other Contractual		140,819	140,819	140,819	
Total Contractual Services	124,402	143,819	143,819	143,819	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		415,014	415,014	184,745	(230,269)
Office		29,412	29,412	29,412	
Other Supplies & Materials		137,000	137,000	65,710	(71,290)
Total Supplies & Materials	816,024	581,426	581,426	279,867	(301,559)
04 Other					
Local/Other Travel		33,250	33,250	33,250	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	26,566	33,250	33,250	33,250	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$6,416,811	\$6,305,391	\$6,260,993	\$5,901,488	(\$359,505)

Dept. of Curriculum and Instruction - 232/164/651/262/620

Betsy Brown, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
2	Q Director Schl Support & Improv		1.000	1.000	1.000	1.000	
2	O Supervisor		10.000	10.000	10.000	10.000	
2	N Coordinator		3.000	3.000	3.000	3.000	
2	N Coordinator		1.000	1.000	1.000	1.000	
2	BD Pre K-12 Content Specialist		26.600	27.000	27.000	27.000	
3	BD Pre K-12 Content Specialist		1.000	1.000	1.000	1.000	
2	24 Partnerships Manager			.500			
2	22 Accountant		1.000	1.000	1.000	1.000	
2	18 Fiscal Assistant IV		.800	.800	.800	.800	
2	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		7.000	7.000	7.000	6.000	(1.000)
	Total Positions		52.400	53.300	52.800	51.800	(1.000)

Perkins Vocational and Technical Education Program - 145/951

Betsy Brown, Director II

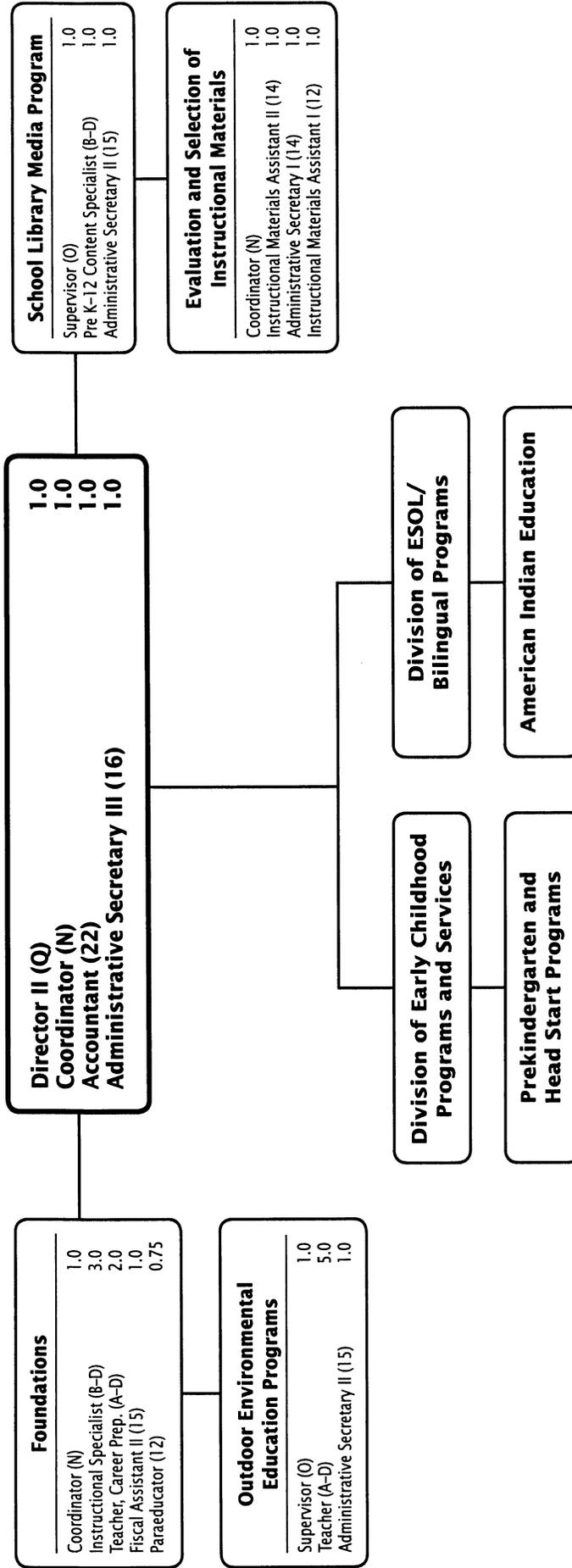
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	5.600	6.300	6.300	5.600	(.700)
Position Salaries	\$302,744	\$358,668	\$358,668	\$224,150	(\$134,518)
Other Salaries					
Summer Employment					
Professional Substitutes		35,600	35,600	35,600	
Stipends		39,580	39,580	39,580	
Professional Part Time		110,503	110,503	110,503	
Supporting Services Part Time					
Other					
Subtotal Other Salaries	279,076	185,683	185,683	185,683	
Total Salaries & Wages	581,820	544,351	544,351	409,833	(134,518)
02 Contractual Services					
Consultants		29,700	29,700	29,700	
Other Contractual		880	880	880	
Total Contractual Services	22,490	30,580	30,580	30,580	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		433,431	433,431	485,946	52,515
Office					
Other Supplies & Materials		8,000	8,000	8,000	
Total Supplies & Materials	495,062	441,431	441,431	493,946	52,515
04 Other					
Local/Other Travel		106,311	106,311	106,311	
Insur & Employee Benefits		164,815	164,815	164,815	
Utilities					
Miscellaneous		7,960	7,960	7,960	
Total Other	243,178	279,086	279,086	279,086	
05 Equipment					
Leased Equipment					
Other Equipment		68,500	68,500	68,500	
Total Equipment	42,993	68,500	68,500	68,500	
Grand Total	\$1,385,543	\$1,363,948	\$1,363,948	\$1,281,945	(\$82,003)

Perkins Vocational and Technical Education Program - 145/951

Betsy Brown, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
3	AD Teacher	X	2.400	2.400	2.400	2.400	
2	23 Applications Developer I			.700	.700		(.700)
2	18 Fiscal Assistant IV		.200	.200	.200	.200	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
3	12 Paraeducator	X	2.000	2.000	2.000	2.000	
	Total Positions		5.600	6.300	6.300	5.600	(.700)

Department of Instructional Programs



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

Major Functions

The department aligns staff and services to research-based program models that support the development and implementation of instructional programs to improve student achievement. DIP staff collaborates with the schools and offices within MCPS, parents, and community stakeholders to provide high-quality programs and services, in compliance with federal, state, and local mandates, such as the *No Child Left Behind Act of 2001 (NCLB)*, Title III of the *Elementary and Secondary Education Act*, and *Maryland’s Bridge to Excellence in Public Schools Act (BTE)* and in alignment with the goals and continuous improvement efforts as described in *Our Call to Action: The Pursuit of Excellence—The Strategic Plan for MCPS 2011–2016*. Programs and services provided by DIP enhance the school system’s capacity for differentiated services and rigorous instructional programming for students served through the divisions and units of 1) Early Childhood Programs and Services (DECPS), 2) English for Speakers of Other Languages (ESOL)/Bilingual Programs, 3) Foundations, 4) Outdoor Environmental Education Programs (OEEP), and 5) School Library Media Programs (SLMP). In addition to program development and implementation, the department, in consultation with other MCPS offices, designs and implements training for school system staff that supports instructional practices and helps teachers to identify students’ strengths and achievement needs. DIP provides families with a rich source of integrated and interrelated support services. The focus of these integrated and interrelated services is to build a shared understanding of the instructional core. The work of DIP is aligned and prioritized to ensure that students can access and participate in rigorous, high-quality instructional programs that will increase their school success.

While supporting equity of access to rigorous instructional programs and resources, the department assists in tailoring curriculum implementation to diverse learners. The combination of these five programs under a single department cultivates high-performing teams, which are essential to the efficacy of our organization. The intentional connections between the units of our department allow for the knowledge transfer of successful practices within each program and the integration of services to support students at critical transitions in their schooling. DIP has established and implemented measures of mutual accountability and shared

ownership. Mutual accountability is embraced through collaboration within the Office of Curriculum and Instructional Programs (OCIP), and with the Office of School Support and Improvement (OSSI), the Office of Special Education and Student Services (OSESS), and the Office of Community Engagement and Partnerships.

The divisions and units within the department manage a variety of functions. DECPS provides high-quality early education programs and services that promote young children’s school readiness and the development of the foundational knowledge and skills necessary for academic success. The division collaborates with schools, OSESS, the Montgomery County Collaboration Council for Children, Youth and Families, and within OCIP to coordinate services for young children that focus on family literacy and mathematics by building the skills of parents, caregivers, and licensed child care providers and by targeting resources to support children’s healthy development and readiness for kindergarten.

The Division of ESOL/Bilingual Programs provides English language development supports to English language learners (ELL). English language development supports include instructional resources, professional development support, and English language proficiency assessments. Counseling, and parent outreach services, including translation and interpretation, also are provided by the division to support ELLs. The comprehensive services provided enable ELLs and Native American students to demonstrate successful academic performance across all curricular areas. All services delivered by the Division of ESOL/Bilingual Programs are in compliance with Title III of the NCLB and Maryland’s BTE. The division helps ensure the implementation of a rigorous standards-based ESOL curriculum, which includes teaching ELL the skills and cultural background necessary to function successfully in general education classes. Bilingual counseling services provide bilingual and cross-cultural counseling, as well as crisis intervention to ELL and their families who are in the process of adjusting to a new school, community, and country.

Foundations, a collaborative program between MCPS and the local business community, offers students state-of-the-art technologies and supports education, training, and preparation for a full range of careers within the automotive, construction, and information technology industries. The Foundations Office has developed programs with established credentials that allow students to select rigorous and relevant courses that are connected to student interest and supportive of achieving industry certifications. The program serves more than 1,000 students yearly. All Foundations students are eligible to earn 3–16 articulation credits with local colleges.

OEEP uses the outdoor environment as an integrating context for robust student learning. MCPS

curriculum-based experiences at outdoor education sites engage students in authentic field investigations that specifically target the Maryland State Department of Education (MSDE) science and social studies indicators, while nurturing the development of an awareness of and appreciation and concern for the natural environment.

The SLMP Unit leads the integration of information literacy into the content curriculum 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, business partners, and institutions of higher education to access and use high-quality and innovative resources and technologies. The Evaluation and Selection Unit ensures the development of culturally diverse collections of print, nonprint, and electronic resources that support curriculum implementation. The Professional Library Resource Center at the Universities at Shady Grove supports workforce excellence initiatives through staff research and development services.

Trends and Accomplishments

MCPS has had a long tradition of commitment to providing additional resources to serve targeted student populations, including those for whom English is a new language, homeless children, and others at risk of academic failure or not meeting their full potential. A large body of scientific evidence suggests that participation in high-quality preschool and early school programs lead to higher levels of academic success in later years. SLMP will continue to work with media specialists to ensure integration of information literacy skills into all curricular areas. OEEP will expand its current services to ensure that all students have access to the meaningful instruction provided by the staff. DIP provides leadership and support to each of its divisions and units in addressing the issues necessary to provide high-quality programming and to support continuous improvement for all students. In addition, programs within DIP have done the following:

- Implemented full-day Head Start in 18 classrooms. Implemented the half-day Head Start model in 15 classrooms.
- Actively engaged with MSDE, the Montgomery County Council, agencies, and child care providers in the implementation and monitoring of a universal prekindergarten plan for Montgomery County.
- Supported the ongoing development of ESOL services in response to Title III of NCLB to provide for the language acquisition needs of all students and schools in the Montgomery County community.
- Reviewed the services of the Language Assistance Services Unit to provide translation services in Spanish, Chinese, Vietnamese, Korean, and French, and implemented the rollout of translation management and communication systems.
- Expanded a program for older high-school-aged students with interrupted or no formal education that is focused on English language acquisition and entry-level job skills.
- Increased student participation in Foundations programs to more than 1,000 students at Clarksburg, Damascus, Gaithersburg, Rockville, and Seneca Valley high schools, and Thomas Edison High School of Technology. Renovated and sold 53 vehicles during the 2011–2012 school year through the Automotive Program; sold the 38th house through the Construction Program and began the building process for the 39th student built house; and refurbished and sold over 250 desktop computers through the Information Technology Foundation program within the Foundations programs.
- Celebrated 36 years of partnership between the Construction Trades Foundation and MCPS, which facilitated the design, construction, and marketing of houses built by students.
- Continued to sponsor a construction management program that allows students to attend Montgomery College at no cost for students through the Construction Trades Foundation.
- Facilitated the attainment of hundreds of college credits through college articulation agreements for students in the Foundations program.
- Provided opportunities for Automotive, Construction, and Information Technology Foundation students to earn in excess of 575 industry certifications during the 2011–2012 school year.
- Continued a partnership between the Foundations Office and the Department of Maintenance. This partnership cultivates high-performing teams of students and teachers who work during the summer months to complete various construction and building projects throughout Montgomery County schools.
- Provided outdoor field experiences to more than 24,000 MCPS students in OEEP: 10,000 students in the Grade 6 residential outdoor education program on three campuses, and 14,000 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, 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.
- Provided curricular support and resources to develop district-wide capacity to extend and enhance outdoor environmental education at the home school site.

- Collaborated with the Department of Curriculum and Instruction and the Department of Enriched and Innovative Programs to integrate information literacy skills into Curriculum 2.0 and the secondary English language arts curriculum.
- Collaborated with the Office of the Chief Technology Officer to facilitate the transition to a new centralized K–12 resource called Destiny Library Manager (Destiny). This tool enables a stronger library media program-classroom connection and allows staff members, parents, and students to have greater access to school library resources.
- Collaborated with the Department of Instructional Technology to plan, develop, and implement 17 professional development opportunities for library media staff to learn effective strategies for implementing the Maryland State Curriculum Standards for SLMP and to incorporate innovative uses of technology into their instructional programs.
- Continued the partnership between MCPS, University of Maryland at College Park, and the Universities at Shady Grove through the Professional Library Resource Center. This partnership supports MCPS staff members by helping to build employee professional capacity through Continuing Professional Development, hands-on instruction, resources, and borrowing privileges.
- Collaborated with MSDE to update and revise Maryland State Curriculum Standards in school library media for Pre-K–12.
- Shared and analyzed results of an online assessment of information literacy skills in Grades 5, 8, and 11 with library media specialists, in collaboration with OSSI, to promote and support program improvement and agility.
- Planned, developed, and implemented 13 online professional development opportunities titled Standards in Action via webinar for library media staff to learn effective strategies for implementing the Maryland State Curriculum Standards for SLMP and to incorporate innovative uses of technology into their instructional programs.

Major Mandates

- Title III of NCLB mandates services fostering the achievement of ELLs and funding for bilingual and immigrant education programs.
- Title IV of the 1972 *Indian Education Act* authorizes the Indian Education-Formula Grant Program.
- Students with limited English proficiency (LEP) or ELL are protected by Title VI of the *Civil Rights Act of 1964* and the *Equal Educational Opportunities Act of 1974*.
- Maryland’s BTE mandates public schools to provide access to prekindergarten services for low-income 4-year-olds.

- The Maryland Model for School Readiness requires that all kindergarten students must be screened each fall to determine their level of school readiness to be in compliance with local and state goals.
- Code of Maryland Regulations (COMAR) 13A.05.04.01 requires that all students and staff have access to a comprehensive school library media program that includes certified library media personnel and support professionals to support the schoolwide educational program.
- Implementation of the Environmental Education By-Law (COMAR 13A.04.17) and the Chesapeake Bay 2000 Agreement through outdoor experiences for students, professional development opportunities for teachers, and other resources provided by OEEP.
- Implementation of MSDE policies and regulations and supervision of automotive, construction, and network operation programs within MCPS.
- Facilitation of partnerships among schools and business, community, and higher education (*Our Call to Action: Pursuit of Excellence—The Strategic Plan for MCPS 2011–2016*).

Strategies

- Provide support for the development, implementation, and refinement of academic continuum for ESOL students, early childhood programs, OEEP, SLMP, and Foundations as part of the students’ instructional program.
- Monitor student readiness for kindergarten and continue to improve prekindergarten and early childhood instructional initiatives.
- Collaborate with the Office of Community Engagement and Partnerships to facilitate parent outreach and communication related to Early Childhood, ESOL, and OEEP and related services for students and families.
- Coordinate and monitor the collection of achievement and customer feedback data on all programs, services, and processes implemented by DIP and its divisions and units.
- Foster community, nonprofit and for-profit business and higher education partnerships, which support the work of DIP and its divisions and programs.
- Monitor student readiness for college and career to ensure programs prepare students for higher education opportunities and the workplace.
- Facilitate partnerships with the institutions of higher education, the research community, and the business community to ensure the most effective program practices.
- Facilitate the integration of information literacy skills into the content areas; promote the vertical articulation of these skills through assessment; and provide high-quality print and online collections of library

media materials that are accessible to all students and staff to support teaching and learning.

- Facilitate the integration of K–12 environmental literacy in Grades K–12.

Performance Measurements

Performance Measure: Using the online assessment, Tools for Real Time Assessment of Information Literacy Skills (TRAILS), a sampling of students’ mean scores in the area of information literacy skills development will increase.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
N/A	65%	67%

Explanation: In 2011, SLMP conducted an online assessment of information literacy skills to establish baseline data in Grades 3, 6, and 9, using TRAILS. The scores were averaged across grade levels from five categories of information literacy skills. While no assessments were monitored by SLMP in 2012, staff continued to work with library media specialists to promote the use of online assessments to analyze student performance. In 2013, a sampling of schools will again administer this online assessment. SLMP staff will analyze student performance data to measure the effect of information literacy skills instruction, to design professional development sessions for school library media specialists and teachers, and to provide continuous improvement support for local school programs, with the goal of enhancing student achievement.

This measure reflects a change in focus from the number of students taking the assessment to a measure of students’ ability to understand and apply information literacy standards.

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

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
87.8%	89.6%	90.4%

Explanation: Over a five-year period, OEEP has developed specific strategies for increasing student participation in the Grade 6 residential program for all schools. These strategies include specific suggestions for increasing participation in schools with a greater percentage of students who participate in Free or Reduced-price Meals System. Staff will analyze student participation data and teacher feedback, and work directly with local schools to develop and implement additional strategies, with the goal of providing an outdoor and environmental education experience for every Grade 6 student.

Performance Measure: Increase the number of students who attain industry certifications/credentialing and/or earn college credits in the Foundations program.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
60%	65%	70%

Explanation: In collaboration with the business community, school-based and other central services staff, the Foundations Office 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.

**Budget Explanation
Department of Instructional Programs—233/215/261/263/264/265**

The FY 2014 request for the Department of Instructional Programs is \$2,723,755, a decrease of \$405,780 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$245,581)

There is a decrease of \$245,581 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Program Efficiencies and Reductions—(\$160,199)

There is reduction of \$1,407 budgeted for supporting services part-time salaries and \$714 for contractual services. In addition, a 1.0 career preparation teacher position and \$87,663 is eliminated from the budget. There is also a reduction of 1.0 librarian and 1.0 librarian assistant positions for \$70,415. These services will be provided for under a contract with Universities at Shady Grove.

Department of Instructional Programs - 233/215/261/263/265

Sylvia K. Morrison, Director II

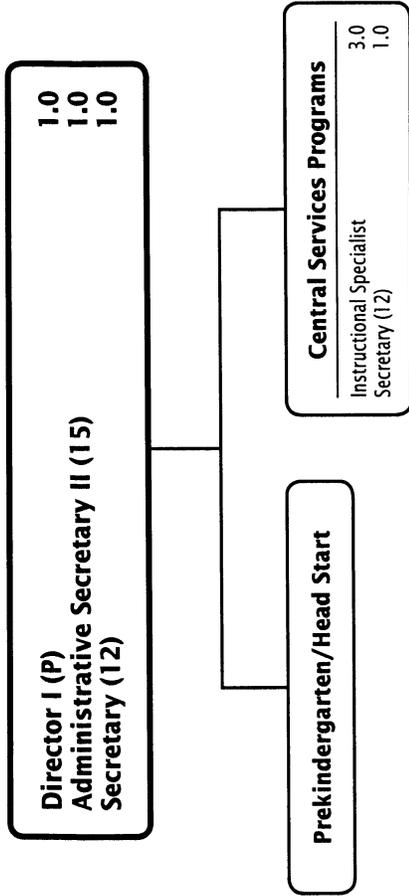
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	24.750	24.750	24.750	21.750	(3.000)
Position Salaries	\$2,160,910	\$2,389,255	\$2,389,255	\$2,019,527	(\$369,728)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		15,859	15,859	14,452	(1,407)
Other					
Subtotal Other Salaries	21,991	15,859	15,859	14,452	(1,407)
Total Salaries & Wages	2,182,901	2,405,114	2,405,114	2,033,979	(371,135)
02 Contractual Services					
Consultants					
Other Contractual		273,146	273,146	272,432	(714)
Total Contractual Services	261,874	273,146	273,146	272,432	(714)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		7,815	7,815	7,815	
Office		30,192	30,192	30,192	
Other Supplies & Materials		65,000	65,000	65,000	
Total Supplies & Materials	105,043	103,007	103,007	103,007	
04 Other					
Local/Other Travel		10,516	10,516	10,516	
Insur & Employee Benefits		16,532	16,532	16,532	
Utilities					
Miscellaneous		2,000	2,000	2,000	
Total Other	27,422	29,048	29,048	29,048	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$2,577,240	\$2,810,315	\$2,810,315	\$2,438,466	(\$371,849)

Department of Instructional Programs - 233/215/261/263/264/265

Sylvia K. Morrison, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	233 Department of Instructional Programs						
2	Q Director II		1.000	1.000	1.000	1.000	
2	N Coordinator		1.000	1.000	1.000	1.000	
2	22 Accountant		1.000	1.000	1.000	1.000	
2	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
	Subtotal		4.000	4.000	4.000	4.000	
	215 Foundations						
2	N Coordinator		1.000	1.000	1.000	1.000	
2	BD Instructional Specialist		3.000	3.000	3.000	3.000	
3	AD Teacher, Career Preparation	X	3.000	3.000	3.000	2.000	(1.000)
2	15 Fiscal Assistant II		1.000	1.000	1.000	1.000	
3	12 Paraeducator	X	.750	.750	.750	.750	
	Subtotal		8.750	8.750	8.750	7.750	(1.000)
	261 Outdoor Education						
2	O Supervisor		1.000	1.000	1.000	1.000	
3	AD Teacher	X	5.000	5.000	5.000	5.000	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
	Subtotal		7.000	7.000	7.000	7.000	
	263 School Library Media Program						
2	O Supervisor		1.000	1.000	1.000	1.000	
2	BD Pre K-12 Content Specialist		1.000	1.000	1.000	1.000	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
	Subtotal		3.000	3.000	3.000	3.000	
	264 Eval & Selec of Instruct Materials						
2	N Coordinator		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
2	14 Instruct Materials Asst II		1.000	1.000	1.000	1.000	
2	12 Instruct Materials Asst I		1.000	1.000	1.000	1.000	
	Subtotal		4.000	4.000	4.000	4.000	
	265 Professional Library						
2	23 Curriculum Librarian		1.000	1.000	1.000		(1.000)
2	12 Library Assistant		1.000	1.000	1.000		(1.000)
	Subtotal		2.000	2.000	2.000		(2.000)
	Total Positions		28.750	28.750	28.750	25.750	(3.000)

Division of Early Childhood Programs and Services



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

Major Functions

DECPS directs and coordinates the Montgomery County Public Schools (MCPS) prekindergarten, Head Start, kindergarten, and Judith P. Hoyer Early Child Care and Family Education and Enhancement Programs (Judy Centers) and ensures compliance with federal, state, and local mandates, including the *No Child Left Behind Act of 2001 (NCLB)*; *Maryland's Bridge to Excellence in Public Schools Act of 2002 (BTE)*; Maryland Model for School Readiness Initiative (MMSR); Improving Head Start for School Readiness Act of 2007, *Our Call to Action: Pursuit of Excellence—The Strategic Plan for Montgomery County Public Schools 2011–2016*; and the MCPS Early Success Performance Plan (ESPP). Division staff confers regularly with the United States Department of Education and the Maryland State Department of Education (MSDE) on the implementation of initiatives, including the Head Start Performance Standards, the MMSR Assessment, the Age of School Entry requirements, and the Judith P. Hoyer legislation governing the Gaithersburg and Silver Spring Judy Center programs. Staff members collaborate routinely with program supervisors and instructional specialists in the Department of Curriculum and Instruction to align early childhood programs and services with the curriculum.

The division will continue its work with the Division of English for Speakers of Other Languages (ESOL)/Bilingual Programs, the Division of Family and Community Partnerships, and other MCPS offices and county agencies to increase family and community involvement and collaboration. Efforts that support the MCPS Early Childhood Initiative and Montgomery County's Early Care and Education Congress to implement a coordinated early childhood education and support system for children birth through age 5, including engagement and collaboration with MSDE, Montgomery County Council, families, child care providers, county agencies, business partners, and health care providers, continue to be fully implemented. Linking services focus on family literacy that provide skill building for parents and caregivers and target resources to ensure children's healthy development and academic and social readiness for kindergarten. These services will continue to receive priority attention and implementation. Ongoing DECPS partnerships for grant proposals and research support the study of prekindergarten program models and determine new ways to increase achievement.

Trends and Accomplishments

DECPS focuses on coordination and collaboration among MCPS offices, county agencies, state officials, local lawmakers, and community partners to maximize the efficient allocation of early childhood resources to schools and communities for the purpose of improving student achievement, offsetting disproportionality, and closing the achievement gap. Outreach to an increased number of child care providers and the expansion of Judy Center early childhood program partners has continued to reach additional highly impacted families that were previously underserved in Montgomery County.

In response to the Board of Education's academic priority to develop, expand, and deliver a literacy-based prekindergarten to Grade 2 initiative, an early childhood program initiative was formulated in November 1999 as part of the strategic plan. The enhancement of prekindergarten instruction and the implementation of a focused and challenging kindergarten program are major components of ESPP. The division's work, within the context of the ESPP, has emerged as a national example of a successful "Prekindergarten–Grade 3" model and has led to numerous site visits to MCPS early childhood programs from national foundations, educational leaders, and other school systems.

The prekindergarten curriculum provides a comprehensive and consistent literacy-based program based on content standards, with specific expectations of what students should know and be able to do in reading, writing, and mathematics. The curriculum concentrates on building students' background knowledge, oral language, foundational literacy, and mathematics skills.

Beginning in 2007, DECPS and the Division of Preschool and Related Services staff members have worked to provide more opportunities for preschool children with special needs to be placed in the least restrictive environments. This partnership will continue to align programs and services for children with special needs. The comprehensive kindergarten program is designed to provide all students with a rich, literacy-based program that maximizes their development in the early years and ensures that they enter Grade 1 with the knowledge and skills necessary for academic success. As of Fiscal Year (FY) 2012, all kindergarten classrooms implement the curriculum. The revised curriculum is aligned with the Common Core State Standards, with a focus on the development of critical and creative thinking skills that are necessary for student success in the 21st century and ensures that students receive a rich foundation in all content areas. The curriculum is available via a web-based platform that allows teachers to access and plan for instruction online and to upload and share curriculum resources. DECPS specialists work with schools on an ongoing basis to provide direct support to principals and teachers as they implement the revised integrated curriculum.

DECPS also manages state-mandated early childhood initiatives. The division provides annual professional development to kindergarten teachers to ensure inter-rater reliability and accurate completion of the MMSR assessment, which measures student readiness upon kindergarten entry. Beginning in FY 2011, the MMSR assessment was administered via a web-based platform. DECPS provided support to staff to facilitate this transition to online reporting. For the 2011–2012 school year, MMSR data indicated that 81 percent of kindergarten students entered kindergarten fully ready. This figure represents a significant increase from the 61 percent of students who were rated fully ready at entry in 2001 when MMSR assessment data was first collected statewide and an increase of 7 percent from the previous school year's data.

DECPS oversees and provides direct support for elementary schools in implementing the screening, entrance process, and placement of students, according to the state-mandated Early Entrance to Prekindergarten, Kindergarten, and First Grade Code of Maryland Regulations (COMAR) concerning Age of School Entry. MCPS continues to meet the BTE requirement to provide full-day kindergarten programs in all schools as well as serving an increasing number of income-eligible prekindergarten children in our programs.

DECPS implements outreach programs to inform the child care community and private preschools about age-of-entry and the MCPS kindergarten program. Similar outreach programs are provided for parents as well. DECPS staff work with all elementary schools to ensure a consistent system-wide Kindergarten Orientation Program, providing materials for administrators and parents.

The Silver Spring Judy Center (SSJC) provides comprehensive early childhood services to approximately 498 children, birth through age 5 and their families, in the Rolling Terrace Elementary School (RTES) community. All classroom programs and affiliated child care partners continue to receive the distinction of MSDE early childhood accreditation, per the MSDE Quality Early Learning Standards. The SSJC continues to support community child care providers as they pursue MSDE accreditation. The early childhood classes at RTES were accredited in 2011 and received highly favorable commendations. Throughout the school year, an average of 55 families participate in weekly toddler “Play and Learn” parent-child literacy activities held at the SSJC and the Department of Health and Human Services/Takoma East Silver Spring Center. Other accomplishments include an increase in services for families and children in the Preschool Education Program, Family Literacy Learning Parties held on site, and early identification screening conducted with the Montgomery County Infants and Toddlers Program and the Child Find Clinic. SSJC also partnered with the Commonwealth Foundation to provide weekly after-school tutoring and summer enrichment programs serving 50 young

students. Montgomery County Housing Partnership was added as a new partner in 2011 and has conducted educational enrichment programs in the SSJC attendance area, including a “Literacy Play and Learn” group and after-school tutoring.

The Gaithersburg Judy Center (GJC) provides comprehensive early childhood services for approximately 612 children and their families in the Rosemont, Summit Hall, and Washington Grove elementary school communities. All classroom programs and affiliated child care partners continue to receive the distinction of early childhood accreditation, per the MSDE Quality Early Learning Standards. The early childhood classrooms at Rosemont, Summit Hall, and Washington Grove elementary schools were accredited in 2012 and received highly favorable commendations. The GJC is committed to its many partnerships, including the City of Gaithersburg, the Montgomery County Department of Health and Human Services, Family Services Agency Inc., and many others, with the mutual goal of serving Gaithersburg families with children birth to age 5 to promote school readiness. In 2012, 522 parents participated in family involvement events. These events promote education and school readiness throughout the year, including Family Literacy Learning Parties, Fatherhood Initiative Activities, weekly “Literacy Play and Learn” parent-child activities, English classes for ESOL parents, nutrition classes through the University of Maryland Extension, and various other parent education and support programs.

In August 2010, the Pre-K Now, a Pew Center on the States Campaign, published an early childhood case study that was disseminated nationwide, titled *Lessons in Early Learning: Building an Integrated Pre-K–12 System in Montgomery County Public Schools*. It highlighted the work of MCPS over several years at integrating high-quality early learning across the system as part of our overall reform strategy that “provided more children with a critical early learning foundation and linking the skills gained in pre-K with the later grades to significantly strengthen college readiness.” They went on to cite the high level of collaboration and partnership with the early childhood community at large and identified MCPS’ pre-K and early childhood programs as a model for the nation. In December 2010, the Foundation for Child Development also published a case study, *Lessons for Pre-K–3rd from MCPS*, highlighting MCPS best practices for integrating early childhood education and creating a well aligned, comprehensive, high-quality program in the early grades. This information has been used by school systems, foundations, and governmental agencies to promote early childhood programming nationwide.

The Office of Shared Accountability published evaluation studies of the impact and benefits of the full-day programs for our children in Head Start programs and went on to further establish the efficacy of increasing

time, frequency, and intensity of services for highly impacted preschool-aged students, resulting in increased achievement and a decreased need for special education services in the kindergarten year. Copies of these reports have circulated through the National Head Start Association and they were cited by Congress in support of the Head Start Reauthorization Act.

Major Mandates

- COMAR 13A.08.01.01B requires that any child who resides in Maryland attend a public or nonpublic kindergarten program regularly during the school year before entering the first grade.
- COMAR 13A.08.01.02, Age for School Attendance, identifies the age of children entering prekindergarten, kindergarten, and Grade 1 for all public schools.
- Beginning in FY 2001, MSDE implemented the MMSR Initiative, a statewide assessment program to measure and monitor the school readiness of students entering kindergarten.
- Full-day kindergarten for all students and the provision of a prekindergarten experience for all low-income children whose parents request it is mandated by the *Maryland’s Bridge to Excellence in Public Schools Act of 2002*.
- Judith P. Hoyer legislation requires that 12 state component high-quality standards are met at every Judy Centers statewide. This also includes continued attainment of MSDE accreditation of Judy Center Early Childhood Programs per the MSDE Quality Early Learning Standards.
- MCPS Regulation JEB-RB, *Early Entrance to Prekindergarten, Kindergarten, and First Grade*, sets forth the guidelines for early school entrance to meet the COMAR Age of Entry requirement of establishing and managing an early entrance process.
- Implement the Head Start program in accordance with the federal Head Start Program Performance Standards—the detailed regulations that govern program operations per the *Improving Head Start for School Readiness Act of 2007*.

Strategies

- Support school staff with the implementation of the prekindergarten and kindergarten curricula and program components, the MCPS formative assessments, the MMSR, and the analysis of student data for instructional planning.
- Collaborate with county and state officials, lawmakers, and community partners to implement the Montgomery County Early Childhood Initiative and the Montgomery County Early Care and Education Congress mission to coordinate services for children ages birth to 5 years provided by child care providers, teachers, health care professionals, parents, public and private agencies, and other caregivers.

- Continue to plan and implement federal- and state-funded early childhood grant projects serving families and children birth to age 5.
- Participate in and support county-wide efforts in the Montgomery County Early Childhood Initiative, Montgomery County Council Universal Preschool Implementation Work Group, and the Commission on Child Care.
- Continue to disseminate information about school readiness to families with children birth to age 5, and engage in outreach about the MCPS prekindergarten and kindergarten programs and Judy Center Unit programs.

Performance Measurements

Performance Measure: Percentage of MCPS prekindergarten students that consistently demonstrate full readiness in literacy and mathematics, as measured by the Early Childhood Observation Record (ECOR).

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
81%	82%	83%

Explanation: The ECOR is an authentic, performance-based assessment instrument used to record observational data three times annually. ECOR assesses key outcomes in seven domains, including language and literacy and mathematics. Foundational literacy skills measured by the ECOR include oral language, phonological awareness, print concepts, and alphabetic knowledge. Foundational mathematics skills measured by ECOR include number concepts, geometry and spatial relations, and patterns.

Performance Measure: Increase the number of parents actively accessing Judy Center services for children ages birth through 3.

Gaithersburg Judy Center:

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
150	170	190

Silver Spring Judy Center:

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
163	190	210

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

Budget Explanation
Division of Early Childhood Programs and Services—235

The FY 2014 request for the Division of Early Childhood Programs and Services is \$631,578, a decrease of \$50,932 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$45,467)

There is a decrease of \$45,467 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Program Efficiencies and Reductions—(\$5,465)

There is reduction of \$1,965 budgeted for office supplies, \$3,000 for mileage reimbursement for local travel, and \$500 for dues registration and fees. These reductions can be made based upon prior year spending trends.

Division of Early Childhood Programs & Services - 235

Janine G. Bacquie, Director I

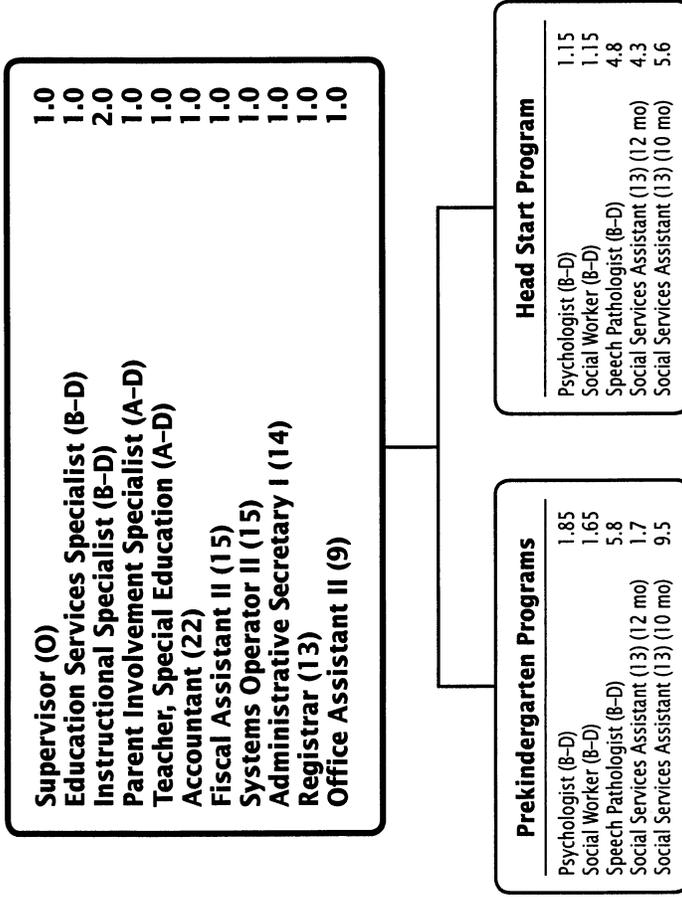
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	7.000	7.000	7.000	7.000	
Position Salaries	\$612,710	\$628,102	\$628,102	\$582,635	(\$45,467)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		20,785	20,785	20,785	
Supporting Services Part Time					
Other					
Subtotal Other Salaries	23,324	20,785	20,785	20,785	
Total Salaries & Wages	636,034	648,887	648,887	603,420	(45,467)
02 Contractual Services					
Consultants					
Other Contractual		540	540	540	
Total Contractual Services	3,072	540	540	540	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		22,151	22,151	22,151	
Office		1,965	1,965		(1,965)
Other Supplies & Materials					
Total Supplies & Materials	18,964	24,116	24,116	22,151	(1,965)
04 Other					
Local/Other Travel		8,967	8,967	5,467	(3,500)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	3,750	8,967	8,967	5,467	(3,500)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$661,820</u>	<u>\$682,510</u>	<u>\$682,510</u>	<u>\$631,578</u>	<u>(\$50,932)</u>

Division of Early Childhood Programs & Services - 235

Janine G. Bacquie, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
2	P Director I		1.000	1.000	1.000	1.000	
2	BD Instructional Specialist		3.000	3.000	3.000	3.000	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	12 Secretary		2.000	2.000	2.000	2.000	
	Total Positions		7.000	7.000	7.000	7.000	

Prekindergarten and Head Start Programs



F.T.E. Positions 184.425
 (There are 134,925 school-based positions shown on K-12 charts)

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

Major Functions

The MCPS prekindergarten programs, including Head Start, ensure that young children possess the readiness skills to be successful in kindergarten, and in later school years, in support of the Montgomery County Public Schools (MCPS) Early Success Performance Plan as documented in *Our Call to Action: Pursuit of Excellence—The Strategic Plan for MCPS 2011–2016, Bridge to Excellence in Public Schools Act of 2002*, and the *Improving Head Start for School Readiness Act of 2007*.

The Prekindergarten/Head Start Unit offers full- and half-day instructional programs that are research-based, literacy-focused, and comprehensive. The unit provides parent involvement, lunch, health, transportation, and social services. The prekindergarten program serves children from low-income families who are eligible for the Free and Reduced-price Meals System (FARMS) program. Children enrolled in Head Start classes reside with families who meet federal poverty income-eligibility guidelines, and receive all federally mandated Head Start services. Children in prekindergarten and Head Start programs participate in physical education, art, and music classes as an integral part of the instructional program. There are 2 4-hour Head Start classes for children who benefit from smaller class size and a more structured environment. Collaborative efforts with the Division of Preschool and Related Services have continued the operation of inclusive prekindergarten program models and increased the opportunities for 4-year-old students with special needs to participate in general education prekindergarten classes.

During Fiscal Year (FY) 2013, full-day Head Start is offered in 18 classrooms. The full-day program offers the benefit of increased time and intensity of instruction to implement a rigorous reading and mathematics curriculum and support social skills development to enhance the growth of the whole child. Instructional specialists provide direct support for both teachers and paraeducators in all program classrooms, including, the full-day Head Start classes, to ensure consistency and fidelity in the instructional delivery of the prekindergarten curriculum.

In collaboration with the Department of Curriculum and Instruction, and principals, the unit monitors the implementation of the pre-K standards-based curriculum, designed to prepare young children for success in kindergarten and later school years. To enhance the development of the whole child, all areas of

development, including cognitive, social, and emotional, are integrated into high-quality, literacy-rich early learning environments. Instruction focuses on developing children's skills in mathematics, science, social studies, art, music, technology, and physical education.

Children are assessed using the MCPS Assessment Program Prekindergarten Reading and Mathematics and the Early Childhood Observation Record (ECOR). These assessments provide common data points that identify student performance levels, monitor student progress, and inform classroom instruction.

The prekindergarten program emphasizes the importance of building strong relationships with families to enhance their ability to support and foster their children's kindergarten-readiness skills, as reflected in the MCPS Strategic Plan goal of strengthening family/school relationships. Parents/guardians are a child's first teachers; therefore, parent training fosters the development of family skills. A variety of topics are the focus of parent training, such as child development, literacy, mathematics and science enhancement, wellness, and technology. Parent trainings are conducted during the day, evenings, and Saturdays to accommodate the schedules of as many parents as possible.

Division leadership has continued to enhance and expand existing partnerships with community programs and agencies, such as the Montgomery County Collaboration Council for Children, Youth and Families; the Montgomery County Department of Public Libraries; the Montgomery County Volunteer Center, Community Action Agency; the Montgomery County Department of Health and Human Services; and other community-based organizations. In collaboration, the division works toward improved outcomes for Montgomery County's youngest and most vulnerable learners and their families.

Trends and Accomplishments

Division unit staff members participate in the Montgomery County Early Care and Education Congress, the Head Start Operations Committee, and the Montgomery County Child Care Commission. In order to recruit age- and income-eligible children to pre-K/Head Start, recruitment activities will continue to include Saturday and evening registration opportunities to meet the needs of working families.

The Pre-K/Head Start Unit executes a comprehensive recruitment plan involving many community stakeholders. The plan effectively engages the community through a variety of methods, including print advertisements; radio and television; participation in community forums and events; and successful collaboration with agencies such as Housing Opportunities Commission, Women, Infants, and Children, community clinics, social services agencies, public libraries, and ethnic and community

agencies in an effort to recruit income-eligible families into the program.

Data have shown that children who have participated in prekindergarten programs generally enter kindergarten better prepared than peers who have not had a similar prekindergarten experience. The MCPS full-day kindergarten longitudinal study documented that, on all measures of reading performance, ESOL and FARMS students who attended both pre-K/Head Start followed by full-day kindergarten outperformed their peers who had attended full-day kindergarten only.

In keeping with the strategic plan and the mandates of *Maryland's Bridge to Excellence in Public Schools Act of 2002*, MCPS implements a comprehensive prekindergarten instructional program that serves vulnerable, income-eligible 4-year-old children, while implementing strategies to prevent disproportionality and the occurrence of an achievement gap. The major mandates and strategies for the unit, listed below, are aligned closely with the strategic plan.

Major Mandates

- Provide access to and implement prekindergarten services for all 4-year-old children of low-income families, as mandated by the *Maryland's Bridge to Excellence in Public Schools Act of 2002*.
- Implement the Head Start program, in accordance with the federal Head Start Program Performance Standards—the detailed regulations that govern program operations per the *Improving Head Start for School Readiness Act of 2007*.

Strategies

- Continue to implement a locally funded prekindergarten program that integrates the support elements of the federal-funded Head Start program, including parent outreach services and education.
- Provide a variety of training opportunities for all parents that support and foster their children's foundational literacy and mathematics skills, as well as other developmental domains, to ensure development of the whole child.
- Implement comprehensive recruitment strategies to identify and enroll age- and income-eligible children.
- Provide, in collaboration with principals, challenging and rigorous literacy-based educational programs that prepare students with the skills needed to ensure their readiness for kindergarten.
- Conduct recurring classroom visits to ensure fidelity of implementation of the curriculum; especially supporting teachers' ability to differentiate classroom instruction for all students; utilize assessment tools appropriately to monitor student progress; and regularly inform parents of their children's progress and development.

Performance Measures

Performance Measure: Percentage of MCPS prekindergarten students who consistently demonstrate full readiness as measured by the ECOR.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
81%	82%	83%

Explanation: ECOR is an authentic, performance-based assessment instrument used to record observational data three times annually. ECOR assesses outcomes on the following dimensions of learning and development: personal and social development, physical well-being and motor development, language and literacy, mathematical thinking, scientific thinking, social studies, and the arts.

Performance Measure: The percentage of pre-K/Head Start families that participate in family literacy, mathematics training, or other family skill-building activities.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
75%	76%	77%

Explanation: Evening and Saturday training events provide parents with strategies to promote and support children's learning in areas such as reading, writing, and science.

Performance Measure: The percentage of pre-K/Head Start families who access social services and program supports to assist their families and work toward self-sufficiency.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
83%	84%	85%

Explanation: Parents who participate in self-sufficiency activities, such as adult education, and access critical family social service support help to ensure safe, stable homes and successful learning environments for their children and support their healthy growth and development. The family is the primary influence on the child's development and members are considered a direct program participants. Parent engagement, involvement, and adult learning opportunities are indispensable components of the MCPS prekindergarten and Head Start programs.

Performance Measure: Performance of all kindergarten students who, by the end of kindergarten, demonstrated successful text reading at or above benchmark text level 4.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
91.6%	92.5%	93%

Performance Measure: Performance of all kindergarten students who by the end of kindergarten demonstrated successful text reading at or above benchmark text level 6.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
76%	77.5%	79%

**Budget Explanation
Prekindergarten/Head Start
Programs—294/293/296/297/932**

The current FY 2013 budget for Prekindergarten/Head Start Programs is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a realignment of \$274,242 in contractual services funds to the elementary schools budget to support the Crossway Community Montessori Charter School.

The FY 2014 request for this program is \$13,361,885, a decrease of \$44,162 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$140,667)

There is a decrease of \$140,667 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Realignment—(\$506)

Realignments are budgeted to address priority spending needs in this program. There is a reconstitution of a .105 social worker position to a .095 psychologist position for a savings of \$506. This amount is realigned to the Department of Financial Services for benefits. Reconstituting this position will align the budget with actual operations.

Other—\$115,973

There is a projected revenue increase of \$115,793 based upon FY 2013 grant funding. The additional funds are budgeted for employee benefits and instructional materials for additional students in the Head Start Program.

Program Efficiencies and Reductions—(\$18,962)

There is a reduction of \$10,000 budgeted for instructional materials, \$5,000 for food, \$1,962 for office supplies, and \$2,000 for mileage reimbursement for local travel. These reductions can be made based upon prior year spending trends.

Project's Funding History

	FY 2013 Projected 7/1/12	FY 2013 Received 11/30/12	FY 2014 Projected 7/1/13
Federal	\$3,433,406	\$3,433,406	\$3,535,742
State			
Other			
County			
Total	\$3,433,406	\$3,433,406	\$3,535,742

Prekindergarten/Head Start Programs - 294/293/296/297/932/966

Janine G. Bacquie, Director I

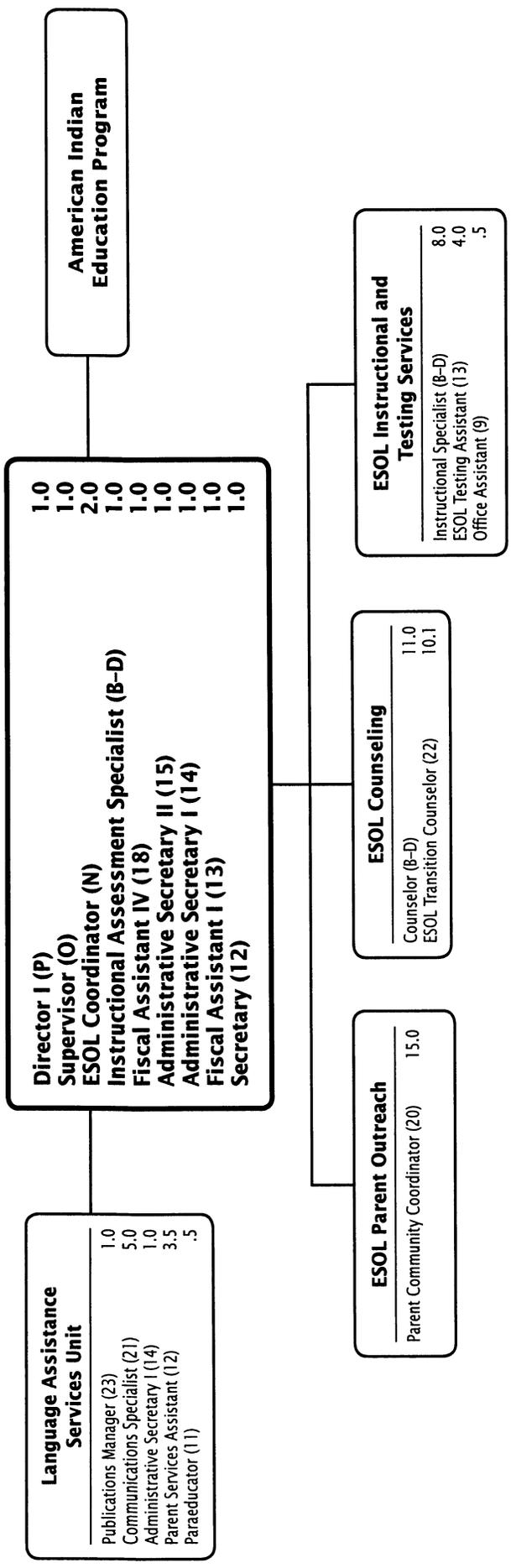
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	181.110	184.435	184.435	184.425	(.010)
Position Salaries	\$11,262,376	\$11,787,788	\$11,787,788	\$11,646,615	(\$141,173)
Other Salaries					
Summer Employment					
Professional Substitutes		65,917	65,917	72,123	6,206
Stipends					
Professional Part Time		10,000	10,000	10,000	
Supporting Services Part Time		105,468	105,468	105,468	
Other					
Subtotal Other Salaries	493,695	181,385	181,385	187,591	6,206
Total Salaries & Wages	11,756,071	11,969,173	11,969,173	11,834,206	(134,967)
02 Contractual Services					
Consultants		42,467	42,467	42,467	
Other Contractual		5,778	5,778	5,778	
Total Contractual Services	124,328	48,245	48,245	48,245	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		138,639	138,639	154,668	16,029
Office		1,962	1,962	1,962	(1,962)
Other Supplies & Materials		101,769	101,769	96,769	(5,000)
Total Supplies & Materials	217,199	242,370	242,370	251,437	9,067
04 Other					
Local/Other Travel		30,224	30,224	28,224	(2,000)
Insur & Employee Benefits		1,050,316	1,050,316	1,134,054	83,738
Utilities					
Miscellaneous		321,016	46,774	46,774	
Total Other	1,345,613	1,401,556	1,127,314	1,209,052	81,738
05 Equipment					
Leased Equipment					
Other Equipment		18,945	18,945	18,945	
Total Equipment	18,926	18,945	18,945	18,945	
Grand Total	<u>\$13,462,137</u>	<u>\$13,680,289</u>	<u>\$13,406,047</u>	<u>\$13,361,885</u>	<u>(\$44,162)</u>

Prekindergarten/Head Start Programs - 294/293/296/297/932/966

Janine G. Bacquie, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	294 Prekindergarten/Head Start Programs						
2	O Supervisor		1.000	1.000	1.000	1.000	
2	BD Instructional Specialist		2.000	2.000	2.000	2.000	
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	1.000	1.000	1.000	1.000	
2	22 Accountant		1.000	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	1.000	1.000	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	9 Office Assistant II		1.000	1.000	1.000	1.000	
	Subtotal		12.000	12.000	12.000	12.000	
	296 Head Start/Local						
3	AD Teacher, Head Start	X	8.900	8.900	8.900	8.900	
7	13 Social Services Assistant		3.300	3.300	3.300	3.300	
3	12 Paraeducator Head Start	X	9.700	9.700	9.700	9.700	
	Subtotal		21.900	21.900	21.900	21.900	
	297 Prekindergarten						
7	BD Social Worker		1.655	1.755	1.755	1.650	(.105)
3	BD Psychologist		1.655	1.755	1.755	1.850	.095
3	BD Speech Pathologist	X	5.600	5.800	5.800	5.800	
3	AD Teacher, Prekindergarten	X	52.000	53.500	53.500	53.500	
7	13 Social Services Assistant	X	10.200	9.500	9.500	9.500	
7	13 Social Services Assistant		.700	1.700	1.700	1.700	
3	12 Paraeducator - Pre-K	X	39.000	40.125	40.125	40.125	
	Subtotal		110.810	114.135	114.135	114.125	(.010)
	932 Head Start						
7	BD Social Worker		1.150	1.150	1.150	1.150	
3	BD Psychologist		1.150	1.150	1.150	1.150	
3	BD Speech Pathologist	X	4.800	4.800	4.800	4.800	
3	AD Teacher, Head Start	X	11.700	11.700	11.700	11.700	
7	13 Social Services Assistant	X	5.600	5.600	5.600	5.600	
7	13 Social Services Assistant		1.000	1.000	1.000	1.000	
3	12 Paraeducator Head Start	X	11.000	11.000	11.000	11.000	
	Subtotal		36.400	36.400	36.400	36.400	
	Total Positions		181.110	184.435	184.435	184.425	(.010)

Division of ESOL/Bilingual Programs



F.T.E. Positions 628.565
 (Includes 558.965 positions
 shown on K-12 charts)

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

Major Functions

The Division of ESOL/Bilingual Programs develops, coordinates, and supports efforts to enhance the academic opportunities and the academic performance of ELL and Native American students by focusing all division functions on instruction, assessment, professional development, counseling, and parent outreach.

Rigorous ESOL curriculum is based on the Maryland State Department of Education (MSDE) ESOL Content Standards, and the World-Class Instructional Design and Assessment (WIDA) English language development standards, which are aligned with the reading and writing standards in the MCPS Reading/English Language Arts curriculum. The Division of ESOL/Bilingual Programs collaborates with the multidisciplinary team that is developing the MCPS Elementary Integrated Curriculum—Curriculum 2.0. This provides ELL with high-quality, direct, systematic English language development instruction. The ESOL instructional program helps ELLs acquire the English language skills and cultural background necessary to function successfully in general education classes. ELLs who have had little or no previous schooling benefit from intensive basic skills and language instruction.

Bilingual and cross-cultural counseling provides additional support to enable ELLs to succeed academically by assisting students with the process of acculturation. Regular individual counseling and group guidance sessions with ELLs, as well as crisis intervention for ELLs who are in the process of adjusting to a new school and community environment, assist ELLs to bolster their academic performance by easing sociocultural challenges. In high schools with ESOL students, the Division of ESOL/Bilingual Programs collaborates with the School Counseling Unit to build the capacity of school counseling staff to effectively serve all students, including those enrolled in the ESOL program.

The ESOL parent outreach team supports academic success by providing a consistent and collaborative approach to parent and family issues. The division's parent outreach program minimizes linguistic and cultural barriers so that ELL parents can learn how to support their children's education. The parent outreach program also provides interpretation services so that parents can understand and actively participate in meetings and activities at their respective schools.

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

The American Indian Education Program (AIEP) assists Native American students in improving academic achievement by providing after-school activities for them. These efforts focus on valuing their cultural heritage, tutoring and college counseling sessions, and opportunities for parents to become active participants in their children's education.

Trends and Accomplishments

The number of students enrolled in ESOL programs is increasing each year. In FY 2012, enrollment exceeded the projected figure of 18,250 by 828 students, for a total of 19,078 students. The distribution by grade level continues to follow the pattern established over the past few years, with the highest concentration of ESOL students at the prekindergarten and lower elementary grades. Students in prekindergarten to Grade 2 make up 71 percent of the elementary ESOL enrollment and 57 percent of the total ESOL enrollment. Although born in the United States, most of these children have lived in non-English-speaking environments and come to school with very limited English language skills. In addition, many of them lack the basic oral language foundation in their own language that is a prerequisite for developing reading and writing skills in any language. In FY 2013, the ESOL enrollment projection is 19,200 and reflects expected enrollment of 15,500; 1,500; and 2,200 ESOL students at the elementary, middle, and high school levels, respectively.

The scope and sequence of the ESOL curricula are designed to deliver explicit, systematic, standards-based English language development instruction for ESOL students, enabling the ESOL teacher to meet the varying English language proficiency (ELP) levels of the students. The curricula provide the meaningful context, vocabulary, and language structures that help ESOL students meet Annual Measurable Objectives (AMO) I and II targets in ELP, while supporting their ability to make AMO III targets in reading and math, as required by the *No Child Left Behind Act of 2001 (NCLB)*.

ESOL instructional staff facilitated various types of professional development for both ESOL and non-ESOL staff in FY 2012. One of these professional development efforts included offering the ESOL for School Leaders webinar series to build the capacity of school leaders to support the academic success of ESOL students and effectively monitor school-based ESOL instructional

programs that comply with local, state, and federal mandates. In 2012, MCPS also piloted the Sheltered Instruction Observation Protocol (SIOP) for ELLs program, a research-based professional development program that provided ESOL teachers, content teachers, and school administrators in 28 schools with the critical knowledge and skills necessary to effectively engage ESOL students in all content-area classrooms. In FY 2013, the SIOP pilot will continue by expanding to seven schools at the elementary and secondary levels. Additionally, ongoing professional development for ESOL teachers and non-ESOL staff will be provided as schools continue to implement the WIDA English language development standards.

Students Engaged in Pathways to Achievement (SEPA) is a career-based instructional program designed for Spanish-speaking high school ESOL students who are at least 18 years of age, have experienced interrupted and/or limited formal education, and, due to their age and significant schooling gaps, are unable to meet MCPS graduation requirements by age 21. The SEPA program provides a critical academic pathway that enables students to continue their education while developing essential work-readiness, English language, and literacy skills. SEPA accepts students from all comprehensive high schools throughout Montgomery County. SEPA students receive ESOL classes, mathematics, and reading at their high schools and classes in a selected career program pathway at the Thomas Edison High School of Technology. SEPA students also participate in a four-week SEPA Career Exploration Summer Program that offers hands-on experience in various career programs and previews essential content and skills students need to be successful at the Thomas Edison High School of Technology. Throughout the year, students receive comprehensive academic and counseling support, including the support of bilingual paraeducators and an ESOL transition counselor. Families receive extensive parent-outreach services, including parent support during parent meetings, conferences, and home visits. In FY 2013, the SEPA instructional specialist will continue to provide ongoing curriculum and professional development support for instructional staff and facilitate collaboration among schools, offices, and families throughout the student referral, screening, and monitoring processes. Staff, student, and parent/guardian communication and collaboration will continue to be extensive and ongoing during the school year.

The Multidisciplinary Educational Training and Support (METS) program is designed to meet the linguistic and academic needs of ELLs who have had limited or no previous schooling or significant schooling gaps, due to interrupted or disrupted education. Students enrolled in the METS program receive instruction in developing English language proficiency and basic literacy and academic skills. Students also receive instruction and support to facilitate adjustment to both the academic and

social school environment. The purpose of the METS program is to develop English language proficiency and literacy while providing the instruction and support with academics that will help narrow students' educational gaps and facilitate articulation to non-METS classes. There is a total of three elementary and seven middle school METS sites in FY 2013. At the high school level, METS students are being served in their home ESOL centers, resulting in the availability of METS support at 12 high schools.

Due to a shift in accountability requirements implemented by the MSDE in July 2012, the Maryland School Assessment (MSA) scores in reading and math for the limited English proficient (LEP) subgroup are now reported as the percentage of schools that have met or not met their school-specific AMO in reading and math. The 2012 MSA scores reveal that more than 95 percent of elementary and 92 percent of middle schools met their AMO for the LEP subgroup in reading and math.

High School Assessments (HSA) data for the LEP subgroup in Algebra, Biology, and Government reveal discordant results that vary at each grade level in the percentage of students passing over the past three years (2009–2011). In Grade 10, the percentage of students in the LEP subgroup that passed the Biology, Government, and English HSAs decreased, while the percentage of students in the LEP subgroup that passed the Algebra HSA remained about the same. While the gap between the LEP subgroup and all students widened in 10th grade Biology, Government, and English, the gap between the LEP subgroup and all students remained about the same in 10th grade Algebra. In Grade 11, the percentage of students in the LEP subgroup that passed the Government and the English HSAs increased, with a slight decrease in the gap between the LEP subgroup and all students on both assessments. However, the percentage of LEP students that passed the Biology and Algebra HSAs decreased, with the gap between LEP students and all students widening on both assessments. Finally, Grade 12 results for the LEP subgroup indicate an increase in the number of LEP students that passed the Biology, Algebra, and Government HSA, with the gap between the LEP subgroup and all students narrowing. Results from the English HSA reveal minimal growth and a widening of the gap between the LEP subgroup and all students.

ESOL counseling services provide multicultural perspectives that promote academic achievement for ESOL students. ESOL counselors provide individual and group counseling sessions to help ESOL students adjust to a new social and cultural environment. The counselors align their work to the counseling standards in the MCPS Professional Growth System for counselors. Through ongoing collaboration with the Department of Student Services, the ESOL counselors continue to work closely with school-based counselors to support the academic needs of ELLs by addressing acculturation,

reunification, and attendance issues. More than 16,760 counseling service contacts were provided to ESOL students and families in FY 2012.

The ESOL parent outreach team collaborates with MCPS offices and community-based organizations to provide workshops and training to ELL parents to help them access MCPS and community resources. They also facilitate home-school communication which enables parents to connect with school staff and work together to improve educational outcomes for their children. Title III of NCLB mandates that parents remain informed of school activities and of their children's progress in a language that they understand. In FY 2012, ESOL parent outreach staff, in addition to providing direct, multilingual services to parents, collaborated with the Division of Family and Community Partnerships (DFCP) to ensure a consistent and collaborative approach to parent outreach and family issues. The number of collaborative partnerships with MCPS offices, community organizations, and other county agencies, such as the Montgomery County departments of Police, Public Libraries, and Health and Human Services, has continued to flourish in FY 2012. Parent training and support was provided to more than 10,373 parents/guardians of ESOL students in MCPS through various detailed workshops and meetings in FY 2012.

In FY 2012, the MCPS LASU translated 1,731 pages into 12 different languages to communicate essential system-wide information relating to curriculum, instruction, health, and safety. The translations enable schools and offices to provide vital information to parents to support academic achievement. The MCPS LASU works closely with various units in the Office of Communications and the DFCP to provide information to the community in English and our five other most commonly spoken languages in a consistent and timely fashion.

In FY 2012, LASU staff scheduled interpreters to provide services for 8,966 requests in 65 languages to support schools and MCPS offices in their work with parents and to provide students with equal access to educational services. The LASU provided simultaneous interpretation equipment for 368 MCPS events. The Language Line was used by schools and offices to obtain a total of 69,939 minutes of interpretation services in 48 languages for 9,867 interactions, primarily telephone calls and ad hoc visits to schools by parents.

The Office of Indian Education of the United States Department of Education continues to provide funding for the AIEP. This funding is allocated based on the number of identified eligible Native American students, which in Montgomery County has remained fairly stable at between 78 and 95 students since 1991, with the present enrollment at 76 students. The activities provided by this program to our Native American students include tutoring in math and reading as well as exploration of postsecondary educational options.

Major Mandates

- Under the federal *Elementary and Secondary Education Act*, funding for bilingual and immigrant education programs has been consolidated into Title III, part of the NCLB. The law requires school districts to notify parents if their children are eligible for English language services and allows parents to remove their children from LEP programs. Additionally, LEP students are required to demonstrate proficiency in English language acquisition and academic content. The law requires districts to provide appropriate accommodations for LEP students on the assessments of academic content knowledge in reading and math. Title III also requires districts to provide appropriate training for non-ESOL teachers in the methodologies and strategies that make instruction comprehensible for ELLs. Additionally, Title III mandates that information to parents be provided in a language that they understand.
- Title IV of the *1972 Indian Education Act* authorizes the Indian Education Formula Grant program, which is designed to meet the educational and cultural needs of American Indian students.
- Two federal statutes protect LEP or ELL students: the Title VI of the *Civil Rights Act of 1964* and the *Equal Educational Opportunities Act of 1974*. Under Title VI, LEP students must be offered an educational program that takes affirmative steps to rectify English-language deficiency so the students can participate in the general education program. These students may not be placed in special education merely because of LEP. In addition, parents must be notified of school activities in a language they can understand. The *Equal Opportunity Act of 1974* reaffirms the right of LEP students to equal educational opportunities and imposes on state and local school systems an affirmative obligation to overcome the language barriers confronting LEP students.

Strategies

- Develop capacity by providing training, including job-embedded training, for all ESOL instructional staff on the implementation of the ESOL curriculum resources and instructional program.
- Develop capacity by providing training for all ESOL instructional staff on the implementation of the WIDA English language development standards and testing process and protocol.
- Develop capacity by providing training for ESOL and non-ESOL classroom teachers and administrators on strategies to differentiate instruction and improve the academic achievement of ELLs.
- Collaborate with the Office of School Support and Improvement (OSSI) and other offices in the Office of Curriculum and Instructional Programs (OCIP) to provide services to schools with the greatest need and provide explicit assistance in developing collaborative

models among school leadership teams for working with ELLs.

- Collaborate with staff from other core subject areas to ensure a meaningful alignment of the ESOL and non-ESOL curricula, as well as to implement the WIDA resources to ensure access to core content curricula.
- Work with the Office of Shared Accountability to ensure continued successful administration and reporting of results on the state-mandated assessment of English Language Proficiency (ELP).
- Collaborate with the Office of the Chief Technology Officer to develop data management systems that accurately identify ELLs and disaggregate groups of ELLs to monitor progress and improve program accountability in the district.
- Coordinate services with OSSSI; Office of Special Education and Student Services; the Division of Academic Support, Federal and State Programs; the Division of Early Childhood Programs and Services; and DFCP for clusters and communities needing greater outreach to parents who have limited proficiency in English.
- Conduct workshops as needed to increase student awareness of American Indian culture and heritage in order to provide educational opportunities for American Indian students.
- Collaborate with the School Counseling Services Unit to improve the current model to provide school-based ESOL counseling services in all high school ESOL centers.
- Involve parents in both the cultural and academic education of their children by recruiting them to assist with a variety of events and tasks during the school year.
- Maintain well-qualified, full-time translators and clerical staff for the LASU in the Division of ESOL/Bilingual Programs to increase the capacity to provide professional translation services to schools and offices in a variety of media, including web, print, and television, in collaboration with Editorial, Graphics & Publishing Services.
- Coordinate the work of part-time and contract interpreters to provide language access for parents to participate fully in their children's education and become an active participant in school meetings and other activities.

Performance Measures

Performance Measure: Percentage of ESOL students progressing toward ELP as measured by the state-mandated assessment of ELP.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
TBD	TBD	TBD

Explanation: The state-mandated ELP assessment is used by MSDE to determine the percentage of ELLs progressing toward proficiency in English. Since MSDE implemented a new ELP assessment in 2012, results are being recalibrated and are not yet available.

Performance Measure: Number and percentage of elementary and middle schools meeting AMO in reading and math in the LEP subgroup.

Schools	Reading		Math	
	Number of Schools	Percent	Number of Schools	Percent
Elementary	128	98.5	126	97.0
Middle	35	92.1	35	92.1

Explanation: ESOL students, regardless of ELP, must achieve AMO in reading/English language arts and mathematics to satisfy the mandates of NCLB. A student enrolled in his/her first full academic year in a U.S. school is exempt from the reading MSA and will meet student participation requirements for the reading MSA by taking the ELP assessment. ESOL students, regardless of ELP, meet student participation requirements in math by taking the MSA in math in his/her first full academic year in a U.S. school. However, schools are not required to include this score for accountability purposes. Students who have exited LEP services have their scores on reading/language arts and math assessments included (with the identified LEP subgroup) in LEP AMO calculations for the two years following their exit from ESOL instructional services.

**Budget Explanation
Division of ESOL and Bilingual
Programs—239/927**

The FY 2014 request for this division is \$49,807,664, an increase of \$718,692 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$507,530)

There is a decrease of \$507,530 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Enrollment Changes—\$1,137,329

There is an increase of 875 ESOL students projected for FY 2014. This requires an increase of 22.2 additional teacher positions and \$1,109,889. An additional \$27,440 is required for textbooks and instructional materials for the additional students.

Realignment—\$13,893

Realignments are budgeted to address priority spending needs in this division. There is a local budget realignment of \$48,539 from instructional materials and \$875 from facility rental to fund \$43,373 for interpretation services, \$2,477 for summer employment, and \$3,564 for professional part-time salaries. This change will align the budget with actual operations.

In addition, there are a number of shifts between the grant and local budgets necessary to align costs allowable under the grant. There is a shift of \$41,625 for professional part-time salaries, a 1.0 communications specialist for \$64,938, \$77,500 for contractual services for translation and interpretation services, and \$13,000 for contractual maintenance from the grant to local funding. A 1.0 ESOL transition counselor for \$104,129 and \$79,041 for instructional materials will be shifted from local to the grant budget. These shifts are budget neutral with the balance of \$13,893 going to the Department of Financial Services for benefits.

Other—\$75,823

A projected rate increase of \$75,000 is expected for contractual translation services. This is based upon prior year and current year spending trends. In addition, applying an inflation factor of three percent increases the budget for textbooks and instructional materials by \$823.

Program Efficiencies and Reductions—(\$823)

There is reduction of \$823 budgeted for inflation for instructional materials. The division will seek additional efficiencies in the distribution of materials.

Project's Funding History

	FY 2013 Projected 7/1/12	FY 2013 Received 11/30/12	FY 2014 Projected 7/1/13
Federal	\$3,609,452	\$3,609,452	\$3,699,880
State			
Other			
County	\$45,479,520	\$45,479,520	\$46,107,784
Total	\$49,088,972	\$49,088,972	\$49,807,664

**Budget Explanation
American Indian Education Program—903**

The FY 2014 request for the American Indian Education Program is \$29,028 the same as the current FY 2013 budget.

Project's Funding History

	FY 2013 Projected 7/1/12	FY 2013 Received 11/30/12	FY 2014 Projected 7/1/13
Federal	\$29,028	\$29,028	\$29,028
State			
Other			
County			
Total	\$29,028	\$29,028	\$29,028

ESOL / BILINGUAL PROGRAMS - 239/927

	FY 2012 Actual	FY 2013 Budget	FY 2014 Budget	Difference FY 13 to FY 14	Staffing Allocation Guidelines
Elementary School					
Students	14,950	15,500	16,300	800.0	41.7:1
Teachers	358.1	370.3	389.8	19.5	
Paraeducators					
Middle School					
Students	1,450	1,500	1,700	200.0	35.5:1
Teachers	37.9	39.4	45.4	6.0	
Paraeducators					
High School					
Students	2,200	2,200	2,100	-100.0	30.4:1
Teachers	56.1	55.8	52.5	-3.3	
Resource Teachers	18.0	18.0	18.0	0.0	
Transition Teachers	2.0	2.0	2.0	0.0	
SEPA teachers	0.4	0.4	0.4	0.0	
Paraeducators	18.0	18.0	18.0	0.0	
Elementary-METS					
Students	50	60	45	-15.0	0.75 per class
Classes	3	3	3	0.0	
Teachers	3.0	3.0	3.0	0.0	
Paraeducators	2.3	2.3	2.3	0.0	
Middle-METS					
Students	105	100	90	-10.0	0.75 per class
Classes	7	6	6	0.0	
Teachers	7.0	6.0	6.0	0.0	
Paraeducators	5.3	4.5	4.5	0.0	
High School-METS					
Students	125	130	130	0.0	0.5 per class
Classes	13	13	13	0.0	
Teachers	6.4	6.4	6.4	0.0	
Paraeducators	6.5	6.5	6.5	0.0	
Special Centers					
Students	50.0	50.0	50.0	0.0	
Teachers	1.6	1.6	1.6	0.0	

Note: METS enrollment is included in grade level enrollment figures. Staffing allocations are calculated separately.

Elementary School Staffing Allocations: 16,300 students - 45 METS students
 = 16,255 students/41.7:1 staffing ratio = 389.8 teachers

Middle School Staffing Allocations: 1,700 students - 90 METS students
 = 1,610 students/35.5:1 staffing ratio = 45.4 teachers

High School Staffing Allocations: 2,100 students - (130 METS students x .5 [partial day program] = 65)
 = 2,035/30.4:1 staffing ratio = 66.9 - (.8 x 18 [for Resource Teachers]) = 52.5 teachers

Division of ESOL and Bilingual Programs - 239/927

Dr. Karen C. Woodson, Director I

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	593.965	606.365	606.365	628.565	22.200
Position Salaries	\$43,072,456	\$46,872,506	\$46,872,506	\$47,474,865	\$602,359
Other Salaries					
Summer Employment		168,263	168,263	170,740	2,477
Professional Substitutes		37,606	37,606	37,606	
Stipends					
Professional Part Time		83,459	83,459	87,023	3,564
Supporting Services Part Time		60,000	60,000	60,000	
Other					
Subtotal Other Salaries	290,534	349,328	349,328	355,369	6,041
Total Salaries & Wages	43,362,990	47,221,834	47,221,834	47,830,234	608,400
02 Contractual Services					
Consultants					
Other Contractual		502,210	502,210	789,182	286,972
Total Contractual Services	478,810	502,210	502,210	789,182	286,972
03 Supplies & Materials					
Textbooks		204,568	204,568	111,086	(93,482)
Media		10,569	10,569	10,569	
Instructional Supplies & Materials		324,784	324,784	227,693	(97,091)
Office		525	525	525	
Other Supplies & Materials					
Total Supplies & Materials	362,366	540,446	540,446	349,873	(190,573)
04 Other					
Local/Other Travel		59,506	59,506	59,506	
Insur & Employee Benefits		764,898	764,898	778,791	13,893
Utilities					
Miscellaneous					
Total Other	979,503	824,404	824,404	838,297	13,893
05 Equipment					
Leased Equipment					
Other Equipment		78	78	78	
Total Equipment	75	78	78	78	
Grand Total	\$45,183,744	\$49,088,972	\$49,088,972	\$49,807,664	\$718,692

Division of ESOL and Bilingual Programs - 239/927

Dr. Karen C. Woodson, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
2	P Director I		1.000	1.000	1.000	1.000	
2	O Supervisor		1.000	1.000	1.000	1.000	
3	N Coordinator		1.000	1.000	1.000	1.000	
3	N Coordinator		1.000	1.000	1.000	1.000	
3	BD Instruct Assessment Spec		1.000	1.000	1.000	1.000	
2	BD Instructional Specialist		8.000	8.000	8.000	8.000	
3	BD Counselor	X	11.000	11.000	11.000	11.000	
3	AD Central Off Teacher	X	1.000	1.000	1.000		(1.000)
3	AD Teacher, ESOL	X	472.470	484.870	484.870	507.070	22.200
3	AD Teacher, ESOL Resource	X	18.000	18.000	18.000	18.000	
2	23 Publications Manager		1.000	1.000	1.000	1.000	
3	22 ESOL Transition Counselor		9.100	9.100	9.100	10.100	1.000
3	21 Comm Spec/Web Producer		5.000	5.000	5.000	5.000	
3	20 Parent Community Coord		15.000	15.000	15.000	15.000	
2	18 Fiscal Assistant IV		1.000	1.000	1.000	1.000	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		2.000	2.000	2.000	2.000	
2	13 Fiscal Assistant I		1.000	1.000	1.000	1.000	
3	13 ESOL Testing Assistant		4.000	4.000	4.000	4.000	
2	12 Secretary		.500	1.000	1.000	1.000	
3	12 Parent Services Assistant		4.000	3.500	3.500	3.500	
3	11 Paraeducator - ESOL	X	34.395	34.395	34.395	34.395	
2	9 Office Assistant II		.500	.500	.500	.500	
	Total Positions		593.965	606.365	606.365	628.565	22.200

American Indian Education - 903

Dr. Karen C. Woodson, Director I

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)					
Position Salaries					
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		9,254	9,254	9,254	
Supporting Services Part Time					
Other					
Subtotal Other Salaries	16,733	9,254	9,254	9,254	
Total Salaries & Wages	16,733	9,254	9,254	9,254	
02 Contractual Services					
Consultants		5,400	5,400	5,400	
Other Contractual		8,331	8,331	8,331	
Total Contractual Services	19,119	13,731	13,731	13,731	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		5,250	5,250	5,250	
Office					
Other Supplies & Materials					
Total Supplies & Materials	5,740	5,250	5,250	5,250	
04 Other					
Local/Other Travel		45	45	45	
Insur & Employee Benefits		748	748	748	
Utilities					
Miscellaneous					
Total Other	1,385	793	793	793	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$42,977</u>	<u>\$29,028</u>	<u>\$29,028</u>	<u>\$29,028</u>	

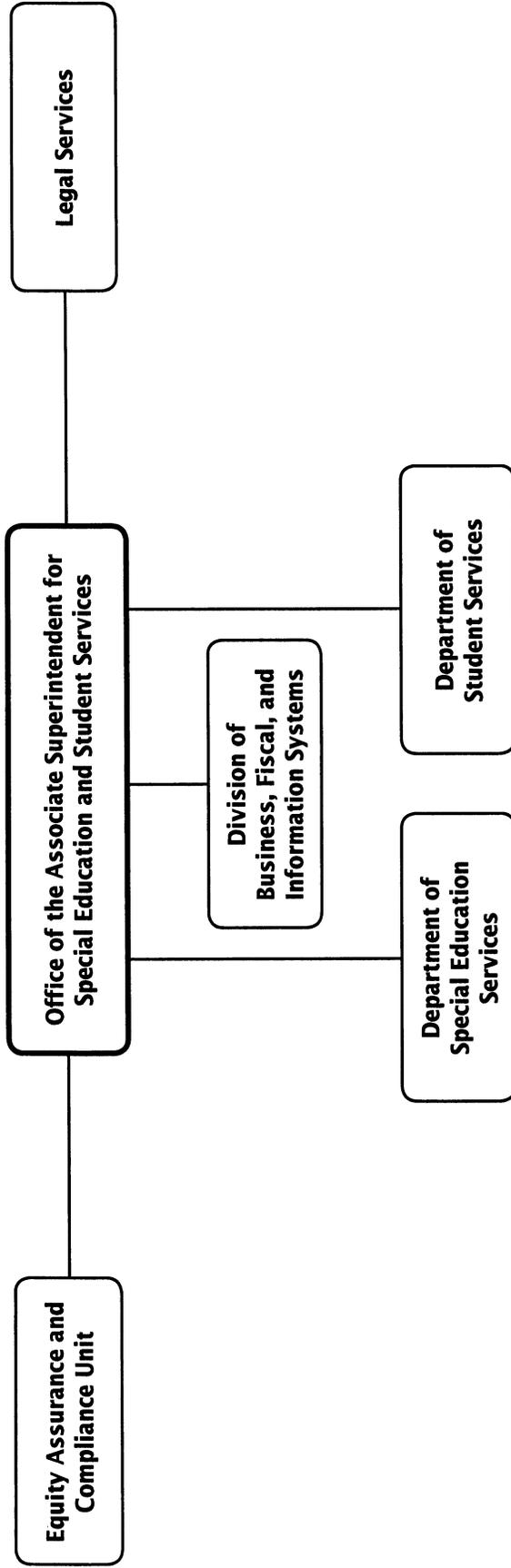
Special Education and Student Services

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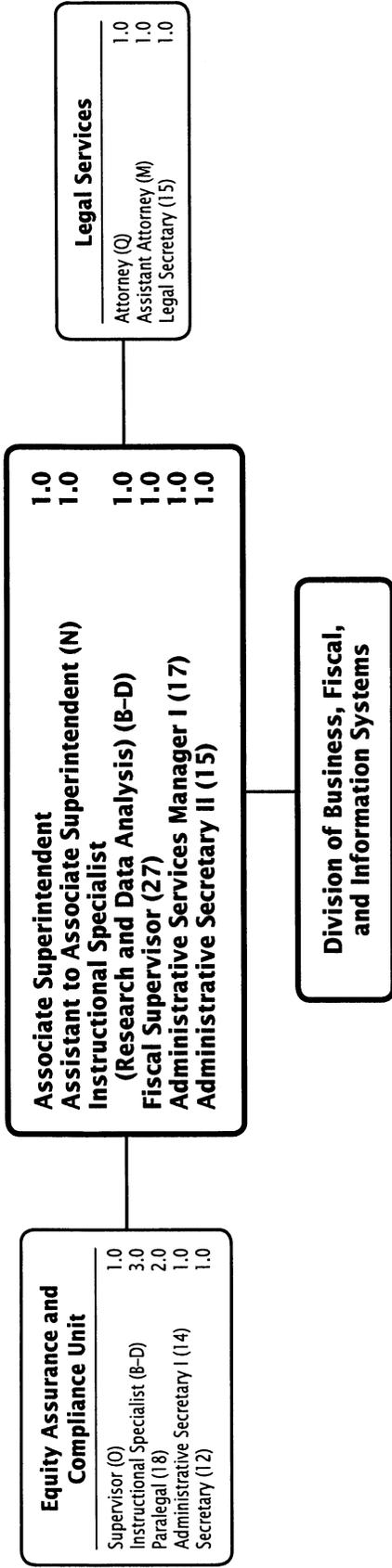
Office of Special Education and Student Services
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	48,000	46,000	47,000	47,000	
Business/Operations Admin.	1,000	1,000	1,000	1,000	
Professional	2,274,450	2,301,000	2,300,000	2,361,400	61,400
Supporting Services	1,530,910	1,576,203	1,576,203	1,606,055	29,852
TOTAL POSITIONS	3,854,360	3,924,203	3,924,203	4,015,455	91,252
01 SALARIES & WAGES					
Administrative	\$6,091,324	\$6,062,807	\$6,179,407	\$6,071,037	(\$108,370)
Business/Operations Admin.	95,947	85,052	85,052	88,624	3,572
Professional	175,823,510	181,896,667	181,780,067	187,252,220	5,472,153
Supporting Services	55,509,501	58,922,254	58,922,254	59,637,080	714,826
TOTAL POSITION DOLLARS	237,520,282	246,966,780	246,966,780	253,048,961	6,082,181
OTHER SALARIES					
Administrative					
Professional	6,587,808	6,129,478	6,129,478	6,358,602	229,124
Supporting Services	4,329,597	3,728,896	3,728,896	4,700,147	971,251
TOTAL OTHER SALARIES	10,917,405	9,858,374	9,858,374	11,058,749	1,200,375
TOTAL SALARIES AND WAGES	248,437,687	256,825,154	256,825,154	264,107,710	7,282,556
02 CONTRACTUAL SERVICES	3,271,888	2,771,433	2,771,433	2,687,229	(84,204)
03 SUPPLIES & MATERIALS	2,865,673	2,066,310	2,066,310	2,018,235	(48,075)
04 OTHER					
Local/Other Travel	809,528	671,362	671,362	840,972	169,610
Insur & Employee Benefits	9,207,669	8,275,171	8,275,171	8,575,663	300,492
Utilities	10,594	12,000	12,000	12,000	
Miscellaneous	36,066,926	37,341,147	37,341,147	38,964,425	1,623,278
TOTAL OTHER	46,094,717	46,299,680	46,299,680	48,393,060	2,093,380
05 EQUIPMENT	667,985	335,223	335,223	331,171	(4,052)
GRAND TOTAL AMOUNTS	\$301,337,950	\$308,297,800	\$308,297,800	\$317,537,405	\$9,239,605

Office of Special Education and Student Services—Overview



Office of the Associate Superintendent for Special Education and Student Services



Equity Assurance and Compliance Unit	
Supervisor (O)	1.0
Instructional Specialist (B-D)	3.0
Paralegal (18)	2.0
Administrative Secretary I (14)	1.0
Secretary (12)	1.0

Associate Superintendent	1.0
Assistant to Associate Superintendent (N)	1.0
Instructional Specialist (Research and Data Analysis) (B-D)	1.0
Fiscal Supervisor (27)	1.0
Administrative Services Manager I (17)	1.0
Administrative Secretary II (15)	1.0

Legal Services	
Attorney (O)	1.0
Assistant Attorney (M)	1.0
Legal Secretary (15)	1.0

Division of Business, Fiscal,
and Information Systems

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

Major Functions

OSESS is composed of two departments, one division, and two units: the Department of Special Education Services (DSES), the Department of Student Services (DSS), the Division of Business, Fiscal, and Information Systems (DBFIS), the Equity Assurance and Compliance Unit (EACU), and the Legal Services Unit.

DSES provides and monitors the delivery of a comprehensive continuum of services for students with disabilities from birth to age 21. DSES also oversees the Placement and Assessment Services Unit, which functions as a Central Individualized Education Program (IEP) team for school-age and prekindergarten populations, monitors students placed in nonpublic programs and students receiving private/religious school services, as well as the Child Find process, which provides free (for Montgomery County residents) developmental screenings and assessments for children ages 2 years 10 months, up through the spring, prior to age eligibility for kindergarten.

DSS provides a variety of programs and services to students and their families (and to school staff) that optimize the educational experience and well-being of every student. DSS includes the Bilingual Assessment Team, Court Liaison, Home and Hospital Teaching, Liaison to Linkages to Learning, Pupil Personnel Services, Psychological Services, School Counseling and Residency and International Admissions, and Student Affairs, and is the liaison office to School Health Services.

DBFIS has overall responsibility for staffing and budgeting, the Medical Assistance Program (MAP), the Autism Waiver Program, technology services, the Online Administrative Student Information System/Special Services online IEP and the Extended School Year program. DBFIS oversees the management of federal and state grant funds provided for special education and student services and grant activities.

The associate superintendent provides direct oversight of two units. The EACU and Legal Services Unit works with families to provide technical support in understanding and assessing their procedural safeguards under the *Individuals with Disabilities Education Act 2004 (IDEA)*; facilitate requests for mediation, due process hearings, administrative review and respond to Office of Civil Rights and Maryland State Department of Education (MSDE) complaints. The Legal Services Unit supports school and special centers, including coordination, planning, monitoring, and evaluation

services designed to meet the requirements set forth by federal law and state legislation for educating students with disabilities.

OSESS delivers special education services, a coordinated program of a variety of student services, and establishes partnerships with human services agencies, postsecondary institutions, and parents. OSESS facilitates and enhances communication with parents, schools, and the community, strengthening active school and community partnerships through effective communication, outreach, and interagency collaborative opportunities.

OSESS is charged with oversight of the delivery of special education services to approximately 17,404 students with disabilities. OSESS provides a comprehensive, collaborative, and individualized support system that enables students with disabilities to access high-quality, rigorous instruction within the Least restrictive environment (LRE); develops, coordinates, and enhances efforts to align general and special education; develops and monitors programs; and promotes and coordinates the use of technology necessary to meet the needs of every student. As a result of a continuous improvement process that examines data outcomes, the office makes systematic decisions designed to reduce disproportionality in the identification of minority students for special education services, increases inclusive opportunities, expands access to appropriate interventions, ensures supports to schools to help them achieve, and provides increased LRE options for students.

OSESS also is responsible for providing information and services regarding enrollment, attendance, and residency requirements for international families establishing residency in Montgomery County as well as enrollment, attendance, and residency support to homeless students, families with complicated residency issues, and U.S. citizen students coming from foreign schools into Montgomery County Public Schools (MCPS). OSESS staff members work closely with parents, principals, school counselors, and school registrars to facilitate school enrollment. OSESS collaborates with the School Health Services Center to ensure that students coming from abroad comply with Maryland health requirements. OSESS collaborates with the Department of Homeland Security and the United States Department of State to ensure compliance with existing regulations and coordinate a harmonious admissions process for foreign students with exchange (J-1) and non-immigrant student (F-1) visas.

OSESS provides ongoing support to students, parents, and school staff. OSESS collaborates with local school administrators regarding the implementation of the school system discipline policy, including conducting investigative conferences for students suspended beyond 10 days with a request for consideration of expulsion for the school system as well as appeals to

suspensions. OSESS staff also process all change of school assignment applications to render decisions consistent with current policies and procedures.

Trends and Accomplishments

A significant trend is the increased interagency collaboration between MCPS and other county and community agencies that provide services in the Least restrictive environment to children with disabilities. Child Find staff members represent early childhood special education on committees, under the auspices of the Montgomery County Collaboration Council, addressing the needs of preschool children. In addition, funding through the Collaboration Council linked to state legislation will support students with attendance, suspension, or juvenile justice issues and their families in four middle schools, as well as a truancy-reduction program in two other middle schools. Other outreach efforts include collaboration with the military education liaisons and the Montgomery County Mental Health Association, Serving Together project, Identity, Inc., Child Welfare Services, as well as local universities and colleges.

OSESS is committed to providing opportunities for students with disabilities to receive instruction in the LRE. Practices have been developed to ensure that instructional accommodations and differentiated instructional strategies are provided so that students with disabilities are successful. LRE data on students receiving special education services in general education settings (LRE A) have shown an 23.81 percentage points over the last eight years, from 43.77 percent in FY 2003 to 67.58 percent in FY 2012, exceeding the state target of 62.11 percent. MCPS has also exceeded the state target of 15.36 percent to decrease the number of students with disabilities in separate classrooms (LRE C). LRE C has been reduced from 30.2 percent in FY 2003 to 12.15 percent in FY 2012, a difference of 18.05 percentage points.

The achievement of students with disabilities in MCPS is improving. At the same time, students with disabilities are gaining access to rigorous instruction. The 2012 Maryland School Assessment (MSA) preliminary results indicate that overall Adequate Yearly Progress (AYP) proficiency rates for MCPS students with disabilities continue to exceed the proficiency rates for all students with disabilities across the state of Maryland. Data from MSDE indicate that, during the 2010–2011 school year, MCPS students with disabilities achieved 73.8 percent proficiency in reading and 63.8 percent in mathematics, compared with the students with disabilities across the state, who attained 64.3 percent proficiency in reading and 57.0 percent in mathematics. This data indicates that the MCPS students outperformed students statewide on the MSA by 9.5 percentage points in reading and 6.8 percentage points in mathematics. Increased student performance links to initiatives to provide inclusive opportunities and hours-based staffing.

Since FY 2009, EACU data reflect an 80 percent resolution rate for special education mediations filed. Additionally, the total number of requested special education hearings and mediations continues to represent less than 1 percent of the total number of special education students. Special Education Legal Services staff members assisted in these efforts by supporting the resolution of concerns through the IEP team process.

Participation in resolution sessions contributed to a decrease in the number of due process hearings. EACU is committed to providing proactive professional development focused on state and federal regulations and ongoing site-specific support to schools in their efforts to provide high-quality special education instruction to students. Consistent with the intent of IDEA, the focus of these efforts was to emphasize how educational decisions, made in compliance with the state and federal mandates, facilitate improved instruction and achievement for students.

As part of the MCPS system-wide effort to reduce disproportionate identification of minority students in special education, EACU staff joins school-based professional learning communities to problem solve and identify general education solutions for students and reduce disproportionate identification patterns in special education. In addition, EACU staff provides technical assistance to schools, an effort to address the disproportionate suspension rate of students with disabilities and participate on the MCPS suspension M-Stat team.

DSS provides resources and supports to students and families. DSS assigns school psychologists and pupil personnel workers to all schools to support the effective and efficient implementation of the school program. These staff members, along with school counselors, collaborate with others in MCPS to positively impact the academic, personal, and interpersonal well-being, as well as the physical and mental health of students, while supporting a high-quality, world-class education for every student.

Other units in DSS also support students through program and service delivery. In FY 2012, the Home and Hospital Teaching program provided instructional services to 800 students with conditions that hindered their regular school attendance. DSS supported 84 schools, three special education schools and three Alternative Program sites in the implementation of Positive Behavioral Interventions and Supports (PBIS) in FY 2012. The Court Liaison assisted 48 students with the transition from a juvenile placement to a school placement. Linkages to Learning provided mental wellness and social services to over 5,000 students and families. The Bilingual Assessment Team administered 607 assessments and 796 language dominance determinations to students. The School Counseling, Residency, and International Admissions unit (SCRIA) has worked hard to form partnerships with many Historically Black Colleges

and Universities that bring admissions and scholarship events to our local schools. Through these partnerships, \$238.5 million in scholarships has been offered. SCRIA served 3,246 students from 147 countries, working with families to facilitate school enrollment.

Major Mandates

The federal *Individuals with Disabilities Education Improvement Act of 2004* requires MCPS to identify, assess, and provide special educational services to children with disabilities, ages 3 through 21 years old; to collect and report data about services to children with disabilities; and to ensure that the IEP developed for each child with disabilities has the required components. It mandates identification of and services to families who have children with developmental delays, birth to age 3. It also mandates that students be provided with Extended School Year services if they meet the eligibility criteria.

Maryland regulations require implementing federal bylaws concerning the education of children with disabilities, children with developmental delays, and those birth to age 4, using the extended Individualized Family Service Plan.

The *Americans with Disabilities Act* and Section 504 of the *Rehabilitation Act of 1973* prohibit discrimination against individuals with disabilities in MCPS programs, services, and activities.

Maryland law requires each child between the ages of 5 and 16 to attend school.

Maryland regulations require each school system to provide a coordinated program of pupil services that includes guidance, pupil personnel, school psychology, and school health services; state timelines for completing assessments to determine eligibility for special education; provision of home and hospital teaching; transfer of students within the county; student suspension or expulsion; and home teaching where parents choose to educate their children at home.

OSESS ensures implementation of MCPS Policy JED, *Residency, Enrollment and Tuition*, to provide a free public education for all qualified Montgomery County residents.

The *McKinney-Vento Homeless Education Act* requires that students who are homeless be immediately enrolled in the school that is in his or her best interest.

Home and Hospital Teaching is an instructional service for students who are unable to participate in school, due to a physical, administrative, or emotional condition. It is provided routinely for students enrolled in a full-day program.

SCRIA collaborates with the Department of Homeland Security and the U. S., Department of State to ensure

compliance with the existing regulations for admitting foreign students with exchange (J-1) and non-immigrant student (F-1) visas.

OSESS provides oversight for annual review and publication of *A Student's Guide to Rights and Responsibilities in Montgomery County Public Schools*.

Strategies

- Advance primary prevention, early intervention, and appropriate instruction for students.
- Promote professional development opportunities to support use of a variety of instructional strategies and technology to meet the needs of students in a wide range of educational settings.
- Provide students with disabilities with access to general education, to the maximum extent appropriate.
- Advance the development of data systems to evaluate program effectiveness and identify trends.
- Facilitate interagency collaboration to coordinate efficient and effective service-delivery models among education and health and human service providers.
- Develop higher education partnerships to facilitate student access to career and college pathways.

Performance Measures

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

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
82%	85%	87%

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

Performance Measure: To reduce the number of findings to MSDE by analyzing the cause of the violations and assisting schools in carrying out the required corrected actions.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
7	7	6

Explanation: This measure identifies the results of system-wide efforts to provide feedback and training regarding MCPS policies, procedures, and implementation of corrective actions to individual schools, in order to reduce the number of MSDE findings filed by parents.

Budget Explanation
Office of Special Education and Student
Services—511/257

The FY 2014 request for this office \$2,228,762, a decrease of \$79,567 from the current FY 2013 current budget. An explanation of this change follows.

Continuing Salary Costs—\$20,433

There is an increase of \$20,433 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Other—(\$100,000)

A legal services team comprised of a 1.0 attorney, a 1.0 paralegal, and a 1.0 secretary position is established for FY 2014 in the Office of the Superintendent of Schools. To help offset the cost of these positions, the amount budgeted for contractual legal services for special education is reduced by \$100,000. This reduction can be made based on actual expenditures in this line item over the past two years.

Office of Special Education and Student Services - 511/257

Chrisandra A. Richardson, Associate Superintendent

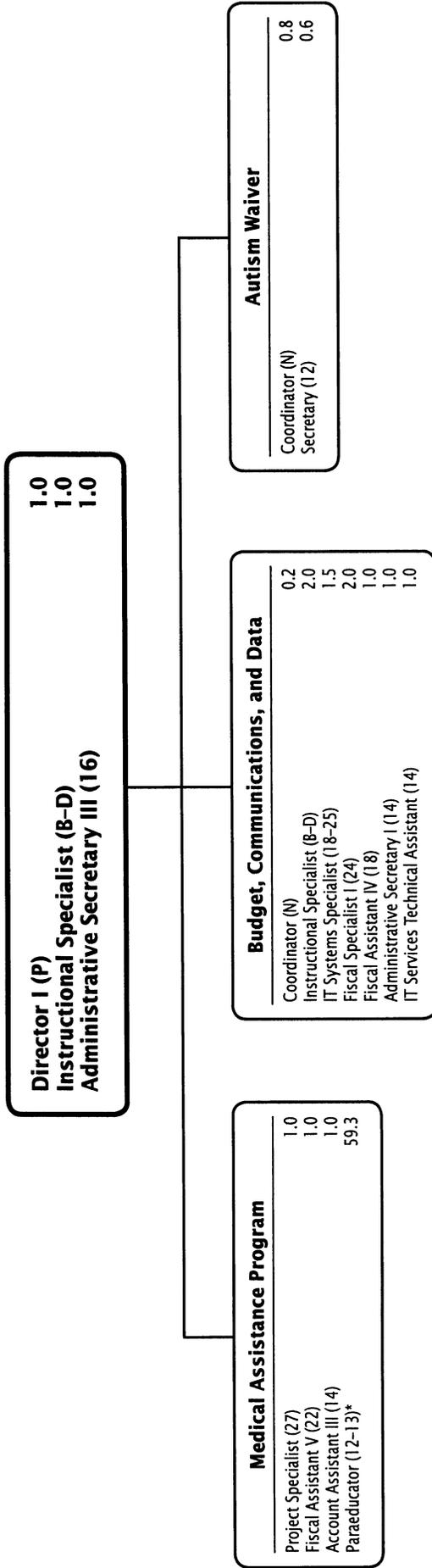
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	18.000	17.000	17.000	17.000	
Position Salaries	\$1,558,079	\$1,588,552	\$1,588,552	\$1,608,985	\$20,433
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		72,857	72,857	72,857	
Supporting Services Part Time		5,268	5,268	5,268	
Other					
Subtotal Other Salaries	62,903	78,125	78,125	78,125	
Total Salaries & Wages	1,620,982	1,666,677	1,666,677	1,687,110	20,433
02 Contractual Services					
Consultants					
Other Contractual		611,207	611,207	511,207	(100,000)
Total Contractual Services	618,597	611,207	611,207	511,207	(100,000)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		11,527	11,527	11,527	
Other Supplies & Materials		5,962	5,962	5,962	
Total Supplies & Materials	13,741	17,489	17,489	17,489	
04 Other					
Local/Other Travel		4,956	4,956	4,956	
Insur & Employee Benefits					
Utilities					
Miscellaneous		8,000	8,000	8,000	
Total Other	5,649	12,956	12,956	12,956	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$2,258,969</u>	<u>\$2,308,329</u>	<u>\$2,308,329</u>	<u>\$2,228,762</u>	<u>(\$79,567)</u>

Office of Special Education and Student Services - 511/257

Chrisandra A. Richardson, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	511 Office of Spec. Educ. & Student Svcs.						
1	Associate Superintendent		1.000	1.000	1.000	1.000	
6	Q Attorney		1.000	1.000	1.000	1.000	
1	N Asst. to Assoc Supt		1.000	1.000	1.000	1.000	
6	M Assistant Attorney		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		1.000	1.000	1.000	1.000	
1	27 Fiscal Supervisor		1.000	1.000	1.000	1.000	
1	17 Admin Services Manager I		1.000	1.000	1.000	1.000	
1	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
6	15 Legal Secretary		1.000	1.000	1.000	1.000	
	Subtotal		9.000	9.000	9.000	9.000	
	257 Equity Assurance & Compliance Unit						
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		3.000	3.000	3.000	3.000	
6	18 Paralegal		2.000	2.000	2.000	2.000	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	12 Secretary		1.000	1.000	1.000	1.000	
6	11 Office Assistant IV		1.000				
	Subtotal		9.000	8.000	8.000	8.000	
	Total Positions		18.000	17.000	17.000	17.000	

Division of Business, Fiscal, and Information Systems



F.T.E. Positions 75.4

*59.3 positions in Medical Assistance are school-based

Mission *The mission of the Division of Business, Fiscal, and Information Systems (DBFIS) is to manage services, value collaboration, and consistently respond to and respect the needs of students, staff, and parents. DBFIS engages in the continuous improvement process so that educators have the necessary resources to improve educational results for children with disabilities.*

Major Functions

DBFIS has overall responsibility for the special education budget, managing the *Individuals with Disabilities Education Act (IDEA)* Part B grants, Extended School Year (ESY) services, providing on-site educational technology support, overseeing the administration of Online Administrative Student Information System/Special Services (O/SS), the Medical Assistance Program (MAP), and the Autism Waiver Program. DBFIS monitors each unit to ensure implementation of continuous improvement activities in alignment with the Montgomery County Public Schools (MCPS) strategic plan.

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 annual 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 utilize enrollment and trend data for the allocation of special education personnel. Fiscal staff members, in collaboration with the Placement and Assessment Services Unit (PASU), participate in the Maryland State Department of Education (MSDE) site monitoring of nonpublic schools, and provide accountability for tuition funds for nonpublic school services. DBFIS provides funding for MCPS students who experience psychiatric hospitalization.

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

ESY services are provided beyond the regular school year to eligible students receiving special education services. Eligibility for ESY is determined by the Individualized Education Program (IEP) team. ESY services are designed to meet specific objectives in a student's IEP. Services vary in type, intensity, location, inclusion of related services, and length of time, depending on the student's needs.

DBFIS works closely with the Equity Assurance and Compliance Unit (EACU) to monitor system-wide compliance with state performance indicators and disseminates information regarding MCPS performance related to compliance requirements and relevant changes

to state and federal special education regulations or practices.

DBFIS and EACU monitor the disproportionate identification patterns of minority students in special education. In addition, technical assistance is provided to both central office and school-based staff members in an effort to address the disproportionate suspension rate of students with disabilities.

The DBFIS technology team assists central office, non-school-based and school-based staff members with hardware and software applications and ensures that appropriate technologies are in place to enhance teaching strategies and improve access to instruction for students with disabilities.

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

DBFIS manages MAP, which enables MCPS to secure federal funding for eligible IEP health-related services, including speech and language, occupational and physical therapies, audiological services, and certain 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.

DBFIS supervises the implementation of Child Find procedures for students whose parents choose to enroll them in private or religious schools. In addition, DBFIS oversees the county-wide summer assessment process to support schools in conducting IEP procedures within mandated timelines.

DBFIS collaborates with the Model Learning Center to ensure a Free Appropriate Public Education to students with disabilities, through the provision of special education and related services. The Model Learning Center is an educational program at the Montgomery County Correctional Facility in Boyds, Maryland. As a part of the Model Learning Center, MCPS makes available 1.5 teacher positions and a cadre of part-time teachers that 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.

Trends and Accomplishments

During the 2011–2012 school year, DBFIS staff members continued to focus on providing data to the MCPS special education leadership team in formats that informed decision making about the resources necessary to improve educational results for students with disabilities. The Newly Identified for Special Education semester reports were disseminated to community superintendents, principals, and school-based staff to help them analyze and manage the special education identification process and service delivery for students with disabilities. Enhanced procedures for effective budget development, implementation, and monitoring were implemented. Finally, the DBFIS fiscal team provided rigorous financial monitoring and reporting, while the MAP team maintained Medical Assistance revenues, despite changes to federal and state Medicaid regulations during the fiscal year.

MAP continues to adapt to the changes in Medicaid laws and requirements and the MAP team worked closely with DBFIS leadership to ensure that Medicaid service providers were thoroughly trained to meet the standards for documentation of services. During 2011–2012, staff began planning and preparing to collect fees for eligible IEP services for students participating in ESY.

In Fiscal Year (FY) 2012, enhanced features continued to be added to O/SS, the online IEP tool. O/SS is aligned with the mandatory state IEP and other special education processes such as identification, reevaluation, manifestation, and service plans. It also provided a single source of data for a wide variety of academic and behavioral interventions, including the IEP process. The online team supported school staff members with O/SS implementation through direct on-site support, a telephone support line, and e-mail assistance. In response to MSDE's announcement that the mandatory State IEP would be updated and due for release each July, the DBFIS online team collaborated with staff in the Office of the Chief Technology Officer (OCTO) to update current IEP forms for compliance with MSDE updates, and data stored in an online tool was utilized to provide the annual special education child count data to MSDE.

During 2011–2012, ESY upgraded its hiring process through the utilization of MCPS Careers and piloted the use of the Student Transportation Action Request form to mirror the processes of the system and regional summer school.

During the 2011–2012 school year, Equity Assurance and Compliance Unit staff members were instrumental in supporting MCPS efforts to reach and maintain full compliance with state performance indicators.

Technology representatives from DBFIS now participate with OCTO on two 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. Participation on these teams also ensures that any alternative media, access, or accommodations needed for emerging technologies will be equally effective and equally integrated for all students. Also during 2011–2012, technology representatives from DBFIS performed testing and evaluation of assistive technology applications, upgrading to Windows 7 and deploying across all technology modernization years. Use of a common Windows 7 operating system across MCPS allows for an equitable version distribution of assistive technology and ensured seamless usage by all students with disabilities and standardization of professional development for all special education staff.

MSDE utilizes 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 the Deputy Superintendent for School Support and Improvement, and school-based administrators and staff are resulting in a significant increase in the monitoring of compliance with the SPP indicators and the achievement of these indicators.

In FY 2012, the Autism Waiver Program was able to provide comprehensive in-home and community-based supports to approximately 200 students and families and prevented the need to consider more costly residential placements. While the program provides non-educational services, staff who provide these services work closely with MCPS staff to coordinate school and waiver programs.

Major Mandates

- Public Law 108–446, IDEA, mandates a free and appropriate education for students with disabilities in the least restrictive environment (LRE) that meets the students' needs. It also requires providing services to these students from birth through the school year in which a student reaches age 21, including related services that support access to special education. Related services include speech, occupational and physical therapies, school health services, transportation, assistive technology, mobility training, and psychological services. IDEA also mandates transition goals for students no later than age 16. The Code of Maryland Regulations (COMAR) requires that transition be considered for students beginning at age 14.
- The elementary and secondary education *No Child Left Behind Act of 2001* mandates that state and local education agencies be held accountable to the federal requirements and guidelines regarding

academic standards, assessment, and accountability for all students. The standards, testing, and accountability provisions are the core of this law and are monitored annually.

- COMAR 13A.05.01 requires each local school system to submit an annual special education staffing plan to 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, along with the local application for federal funds.
- In compliance with Maryland House Bill 99 and COMAR 10.09.56, MCPS coordinates efforts and services under the Autism Waiver, Section 1915c of the *Social Security Act of 1981*. Services for those students found eligible under the Act may include respite care, environmental accessibility adaptations, family training in intensive individual support services, therapeutic integration service, adult life planning, residential habilitation, and case management.
- COMAR 10.09.50, Early Periodic Screening Diagnosis and Treatment School Health Related or Health Related Early Intervention Services; COMAR 10.09.52, Service Coordination for Children; and COMAR 10.09.25, Transportation Services under IDEA, mandate the process for accessing medical assistance reimbursement for covered services in an IEP or Individualized Family Service Plan for eligible students.
- Goal 1 of the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, mandates reducing the disproportionate suspension rate of students receiving special education services.
- Goal 2 of the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, mandates reducing the disproportionate representation of African American and Hispanic students in special education and providing students with disabilities with access to the general education environment to the maximum extent appropriate.
- IDEA, COMAR, and MCPS policy require that students with disabilities and their parents be guaranteed procedural safeguards with respect to their rights to a free and appropriate public education.
- Public Law 108-446, IDEA, and COMAR require each school district to provide Child Find procedures to all children within their jurisdiction, regardless of enrollment in the public school system. In addition, IDEA and COMAR require that each public school system expend a proportionate share of the Federal Part B funds for students in private/religious schools.
- COMAR 13A.05.01.07D(3), Provision of Accessible Copies of Documents to Parents, requires central and school-based staff to provide copies of any documents that will be discussed or referred to at formal meetings, such as IEP meetings, be provided to parents five business days prior to the meeting

date. Documents can include, but are not limited to, assessments, draft IEPs, data charts, and reports.

Strategies

- Organize the preparation and administration of the budget development, enrollment projections, and staffing allocations process.
- Improve the quality, timeliness, and management of federal and state grants.
- Work collaboratively with other MCPS offices and community partners in implementing the DBFIS strategic plan through the development and monitoring of key processes to increase office efficiency and effectiveness.
- Use performance measure data to identify opportunities for process and training improvements.
- Develop systems and reports to access, interpret, and validate special education data to establish trends, determine budgetary needs, and improve fiscal planning.
- Ensure system-wide implementation of MCPS policies and procedures; federal, state, and local laws; and regulations related to special education.
- Implement the root-cause analysis process to facilitate data-based decision making as needs are identified to improve performance results.
- Continue to monitor disproportionate representation of African American students in special education through annual Disproportionality Reports that provide data disaggregated by race, disability, school level, and special education identification code

Performance Measures

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

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
\$4,391,663	\$4,300,000	\$4,420,000

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

**Budget Explanation
Division of Business, Fiscal, and
Information Systems—241**

The current FY 2013 budget for this division is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a realignment of \$3,000 from the Department of Special Education Services to increase the budget for office supplies for this division.

The FY 2014 request for this division is \$1,403,045, an increase of \$806 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$17,510

There is an increase of \$17,510 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Other—\$13,500

There is an increase of \$13,500 for substitutes for staff training on use of the Online Administrative Student Information System.

Program Efficiencies and Reductions—(\$30,204)

There is reduction of \$30,204 in the budget for contractual maintenance for office equipment. These reductions can be made based on review of actual spending trends.

**Budget Explanation
Medical Assistance Program—939**

The FY 2014 budget request for this program is \$4,412,832, an increase of \$351,570 over the FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$118,566)

There is a decrease of \$118,566 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Realignment—\$420,861

Additional revenue projected for FY 2014 allows for a shift of locally-funded expenditures to this grant program. This included 9.0 itinerant paraeducator positions and \$171,634, and \$249,227 from employee benefits budgeted in the Department of Financial Services.

Other—\$49,275

An increase of \$34,959 is budget to fund higher contractual costs to administer medical assistance reimbursements, and \$9,275 is required for licenses for speech/language pathologists. Also, \$5,041 is budgeted for increased rates for Autism consultant services.

Project's Funding History

	FY 2013 Projected 7/1/12	FY 2013 Received 11/30/12	FY 2014 Projected 7/1/13
Federal	\$4,061,262	\$4,385,210	\$4,412,832
State			
Other			
County			
Total	\$4,061,262	\$4,385,210	\$4,412,832

Div of Business, Fiscal, & Information Systems - 241

Julie S. Hall, Director I

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	12.700	11.700	11.700	11.700	
Position Salaries	\$1,091,564	\$1,048,468	\$1,048,468	\$1,065,978	\$17,510
Other Salaries					
Summer Employment				13,500	13,500
Professional Substitutes					
Stipends					
Professional Part Time		226,310	226,310	226,310	
Supporting Services Part Time		35,517	35,517	35,517	
Other					
Subtotal Other Salaries	670	261,827	261,827	275,327	13,500
Total Salaries & Wages	1,092,234	1,310,295	1,310,295	1,341,305	31,010
02 Contractual Services					
Consultants					
Other Contractual		48,204	48,204	18,000	(30,204)
Total Contractual Services	17,616	48,204	48,204	18,000	(30,204)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		7,897	10,897	10,897	
Other Supplies & Materials		7,007	7,007	7,007	
Total Supplies & Materials	9,699	14,904	17,904	17,904	
04 Other					
Local/Other Travel		13,836	13,836	13,836	
Insur & Employee Benefits					
Utilities		12,000	12,000	12,000	
Miscellaneous					
Total Other	18,688	25,836	25,836	25,836	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment	8,998				
Grand Total	\$1,147,235	\$1,399,239	\$1,402,239	\$1,403,045	\$806

Div of Business, Fiscal, & Information Systems - 241

Julie S. Hall, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
6	P Director I		1.000	1.000	1.000	1.000	
6	N Coordinator		.200	.200	.200	.200	
6	BD Instructional Specialist		3.000	3.000	3.000	3.000	
6	25 IT Systems Specialist		1.500	1.500	1.500	1.500	
6	24 Fiscal Specialist I		2.000	2.000	2.000	2.000	
7	22 Fiscal Assistant V		1.000				
6	18 Fiscal Assistant IV		1.000	1.000	1.000	1.000	
6	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	14 IT Services Technical Asst		1.000	1.000	1.000	1.000	
	Total Positions		12.700	11.700	11.700	11.700	

Medical Assistance Program - 939

Julie S. Hall, Director I

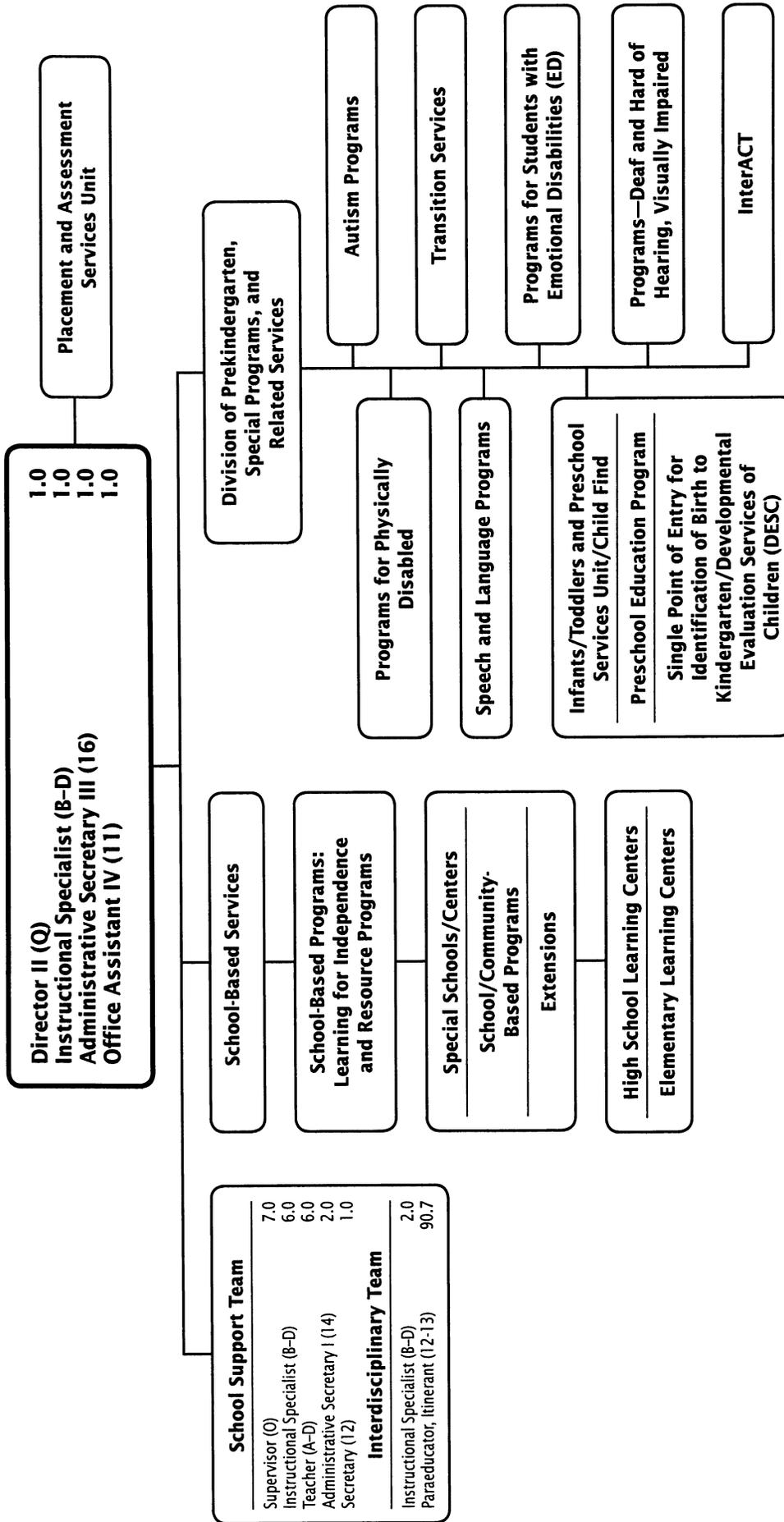
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	61.900	54.500	54.500	63.700	9.200
Position Salaries	\$2,021,841	\$2,127,831	\$2,127,831	\$2,180,899	\$53,068
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
Total Salaries & Wages	2,021,841	2,127,831	2,127,831	2,180,899	53,068
02 Contractual Services					
Consultants		13,234	13,234	25,000	11,766
Other Contractual		693,491	693,491	721,725	28,234
Total Contractual Services	744,886	706,725	706,725	746,725	40,000
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
Total Supplies & Materials					
04 Other					
Local/Other Travel					
Insur & Employee Benefits		1,209,206	1,209,206	1,458,433	249,227
Utilities					
Miscellaneous		17,500	17,500	26,775	9,275
Total Other	1,330,749	1,226,706	1,226,706	1,485,208	258,502
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$4,097,476	\$4,061,262	\$4,061,262	\$4,412,832	\$351,570

Medical Assistance Program - 939

Julie S. Hall, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
6	N Coordinator		.800	.800	.800	.800	
6	27 Project Specialist		1.000	1.000	1.000	1.000	
6	22 Fiscal Assistant V		1.000	1.000	1.000	1.000	
6	14 Account Assistant III		1.000	1.000	1.000	1.000	
6	13 Spec Ed Itinerant Paraeducator	X	57.500	50.100	50.100	59.300	9.200
6	12 Secretary		.600	.600	.600	.600	
	Total Positions		61.900	54.500	54.500	63.700	9.200

Department of Special Education Services



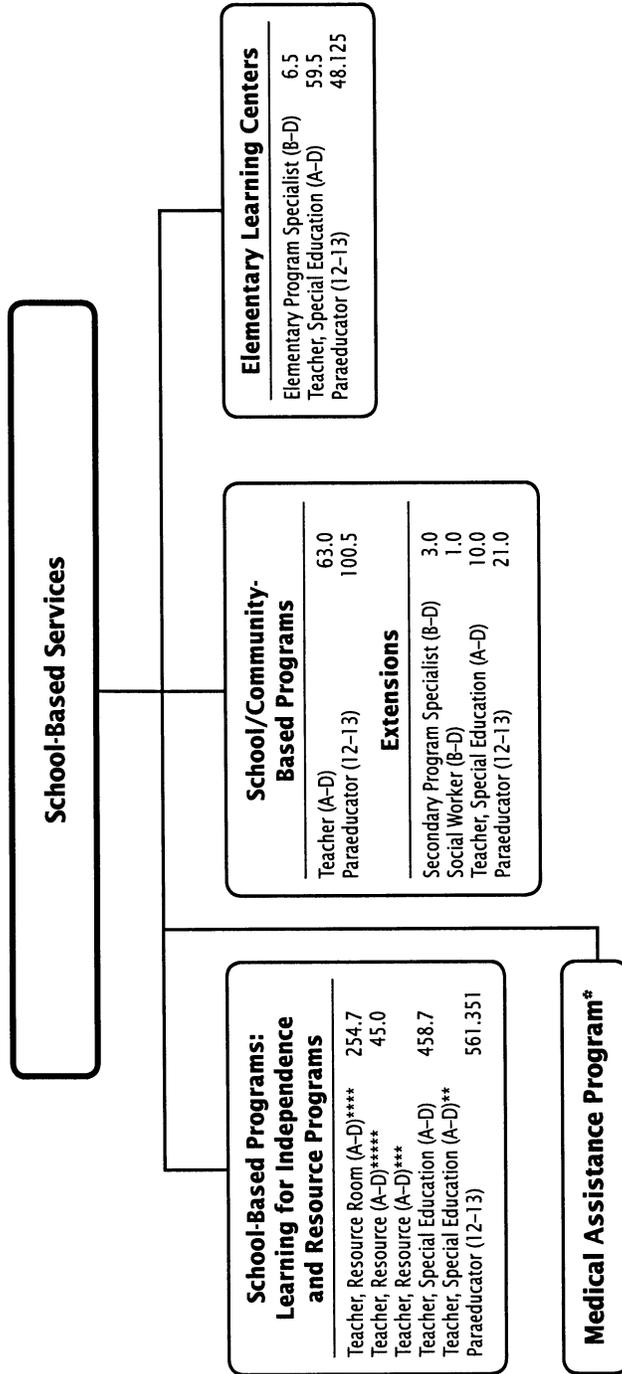
Placement and Assessment Services Unit

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)	4.0

F.T.E. Positions 16.5

* Psychologist positions are supervised by the Psychological Services Unit Director under the Department of Student Services

School-Based Services



F.T.E. Positions 1,632.376

* Resources for Medical Assistance are shown in the Division of Business, Fiscal, and Information Systems

** 108.0 positions funded by IDEA

*** 1.0 position supports Model Learning Center

**** 0.5 position supports Model Learning Center

***** 20.0 positions funded by IDEA

Special Schools/Centers*

Rock Terrace School	
Principal (P)	1.0
Assistant Principal (N)	1.0
Psychologist (B-D)**	0.5
Media Specialist (B-D)	0.5
Counselor (B-D)	1.0
Teacher, Staff Development (A-D)	0.4
Teacher, Special Education (A-D)	0.1
Teacher, Special Education (A-D)*****	0.6
Teacher, Physical Education (A-D)	0.6
Teacher, Art (A-D)	0.6
Teacher, Music (A-D)	0.6
School Administrative Secretary (16)	1.0
Instructional Data Assistant (16)	0.25
Security Assistant (14)	1.0
School Secretary II (13)	1.0
Paraeducator (12-13)	16.1
Media Assistant (12)	1.0

Stephen Knolls School	
Coordinator (N)	1.0
Media Specialist (B-D)	0.5
Teacher, Special Education (A-D)*****	0.3
Teacher, Staff Development (A-D)	0.7
Teacher, Physical Education (A-D)***	0.5
Teacher, Art (A-D)***	0.4
Teacher, Music (A-D)***	1.0
School Administrative Secretary (16)	0.25
Instructional Data Assistant (16)	13.75
Paraeducator (12-13)	0.5
Media Assistant (12)	0.5
School Secretary I (12)	0.875
Lunch Aide (7)	

Carl Sandburg Learning Center	
Principal (O)	1.0
Elementary Program Specialist (B-D)	2.0
Psychologist (B-D)**	1.0
Media Specialist (B-D)	0.5
Teacher, Staff Development (A-D)	0.5
Teacher, Special Education (A-D)	16.0
Teacher, Art (A-D)	0.7
Teacher, Music (A-D)	0.5
Teacher, Physical Education (A-D)	1.0
School Administrative Secretary (16)	1.0
Instructional Data Assistant (16)	0.25
Paraeducator (12-13)	28.0
Media Assistant (12)	0.5
School Secretary I (12)	0.5
Lunch Aide (7)	0.875

Longview School	
Coordinator (N)	1.0
Teacher, Special Education (A-D)****	0.3
Teacher, Staff Development (A-D)	0.5
Teacher, Physical Ed. (A-D)	0.5
Teacher, Art (A-D)	0.4
Teacher, Music (A-D)	0.4
School Administrative Secretary (16)	1.0
Paraeducator (12-13)	15.75
Media Assistant (12)	0.5
School Secretary I (12)	0.5
Lunch Aide (7)	0.875

John L. Gildner Regional Institute for Children and Adolescents (JLG-RICA)	
Principal (P)	1.0
Assistant Principal (N)	1.0
Secondary Program Specialist (B-D)	2.0
Media Specialist (B-D)	1.0
Teacher (A-D)	0.5
Teacher, Special Education (A-D)*****	1.0
Teacher, Transition (A-D)	1.0
Teacher, Physical Education (A-D)	1.0
Teacher, Art (A-D)	1.0
School Administrative Secretary (16)	1.0
Instructional Data Assistant (16)	0.25
Security Assistant (14)	1.0
Paraeducator (12-13)	16.75
Media Assistant (12)	0.5
School Secretary I (12)	1.0

F.T.E. Positions 151.975

- * Special schools/centers are supervised by the Office of the Deputy Superintendent for School Support and Improvement
- ** Psychologist positions are supervised by the Psychological Services Unit Director under the Department of Student Services
- *** An additional 0.2 position is funded by IDEA
- **** Additional 9.0 positions funded by IDEA
- ***** Additional 16.0 positions funded by IDEA
- ***** Additional 18.0 positions funded by IDEA
- ***** Additional 8.0 positions funded by IDEA

Mission *The mission of the Department of Special Education Services (DSES) is to provide and monitor the delivery of a comprehensive and seamless continuum of services for students with disabilities from birth through age 21. In order to improve the academic performance and achievement of students with disabilities, DSES ensures access to the Montgomery County Public Schools' (MCPS) curricula and compliance with the Individuals with Disabilities Education Improvement Act of 2004. DSES is responsible for the implementation of Individualized Family Services Plans and Individualized Education Programs; monitors access to rigorous high-quality instruction for students with disabilities, offers a broad range of early intervention services, supports the development of appropriate skills to prepare students for postsecondary opportunities upon attaining a high school diploma or Maryland High School Certificate of Completion to access the pathways for career and college readiness.*

Major Functions

In order to provide cohesive, coordinated efforts, DSES aligned its goals and objectives with the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence* and the Maryland State Department of Education vision for special education services. To accomplish system-wide and statewide goals, DSES, in conjunction with the Office of the Deputy Superintendent for School Support and Improvement (OSSI), the Office of the Chief Technology Officer (OCTO), the Office of Shared Accountability, and the Office of Curriculum and Instructional Programs (OCIP), creates, coordinates, and facilitates opportunities to promote collaboration between general and special education teachers to improve the performance outcomes of students with disabilities on county and state accountability measures. These offices recommend services; plan, implement, and monitor Maryland School Assessments and professional development; and oversee and monitor implementation of evidence-based interventions and strategies to ensure that effective instruction and behavioral practices are provided to students with disabilities. In addition, DSES promotes and coordinates the use of technology necessary to facilitate access to the general education curriculum.

DSES provides oversight of all school-based special education services and nonpublic placements for students with disabilities in prekindergarten to Grade 12. This includes ensuring implementation of special education services in a continuum of settings, ranging from the general education environment, special class placements, public and private day schools, and residential settings. DSES is responsible for providing direct

oversight of the following array of public-school-based services: Pre-K Special Education Services, Resource, Learning and Academic Disabilities, Elementary Learning Centers, High School Learning Centers (Grades 11–12), Emotional Disabilities, Autism, Transition, Learning for Independence, and School/Community-Based Services to ensure that students with disabilities achieve the goals of the MCPS general education curriculum or the Fundamental Life Skills (FLS) curriculum. DSES special education supervisors, instructional specialists and itinerant resource teachers actively support and assist schools with the implementation of curriculum and placement of students with disabilities in the least restrictive environment (LRE). Special emphasis is placed on organizing and implementing professional development activities for general and special education teachers on research-based instructional strategies and practices to improve the instructional outcomes for students with disabilities in the LRE. DSES utilizes a cadre of five itinerant resource teachers (IRTs), whose primary responsibility is to work with school-based staff and provide professional development on inclusive practices, best practices for coteaching, differentiated instruction, the effective use of paraeducators, and the provision of accommodations for students with disabilities to ensure access to the curriculum. The IRTs serve as central office case managers for selected special education students to facilitate access to the general education environment. Additionally, the IRTs provide direct support to schools with selecting, implementing, and monitoring mathematics and reading research-based interventions and collaborative planning between general and special educators. DSES is also responsible for the Division of Prekindergarten, Special Programs and Related Services (DPSPRS), which oversees and monitors the specialized and/or related services to students with developmental delays or disabilities from birth to age 21 and the Placement and Assessment Unit, which is responsible for the oversight of students enrolled in nonpublic settings.

The DSES staff members also provide technical assistance to local school and nonpublic IEP teams regarding the identification, evaluation, and placement of students with disabilities. The major initiatives for DSES are outreach and collaboration efforts with parents, federal, state, and community agencies and professional organizations, as supported by *Our Call to Action: Pursuit of Excellence*, the *Individuals with Disabilities Education Act (IDEA)*, and the *Elementary Secondary Education Act Accountability Waiver for Maryland*. DSES provides ongoing monitoring of nonpublic, school-based, cluster, and county-wide special education services to increase the graduation rate of students with disabilities, reduce the overrepresentation of African American students in special education, and the suspension rate of students with disabilities to ensure the provision of a Free Appropriate Public Education, as required by state and federal mandates.

Trends and Accomplishments

In support of the system-wide endeavor to ensure success for every student through *Our Call to Action: Pursuit of Excellence*, ESEA, and IDEA, DSES is committed to promoting improved academic achievement for all students with disabilities in the LRE setting. LRE settings are defined according to the percentage of time spent outside of a regular classroom: for 6 to 21-year-old students, less than 21 percent of the day (LRE A) and more than 60 percent of the day (LRE C). For children ages 3–5, the Maryland State Department of Education (MSDE) monitors the percentage of preschool students with disabilities served in settings with typically developing peers. The MSDE LRE goal for MCPS is for the percentage of students with disabilities, ages 6–21, receiving special education services in the general education setting (LRE A) to increase annually and the percentage of students receiving special education services in self-contained classrooms (LRE C) to decrease. According to the MSDE Census Data report, from 2005–2011, MCPS demonstrated a strong six-year trend in increasing the number of students with disabilities in LRE A, while decreasing the number of students in LRE C. An analysis of the October 28, 2011, Census Data report indicates that the percentage of students receiving services in LRE C is 12.15 percent, which exceeds the state target of 15.36 percent by 3.21 percentage points for FY 2012. The October 28, 2011, Census Data report also shows that the percentage of students receiving services in LRE A increased from 57.10 percent in 2006, to 67.58 percent in 2011, which exceeds the MSDE target of 62.11 percent by 5.47 percentage points. During the 2011–2012 school year, MCPS has reduced the number of students enrolled in nonpublic placements. During the FY 2012 school year, actual enrollment with nonpublic programs was 513 students, compared with 524 students during the FY 2011 school year. Students with emotional disabilities represent 35 percent of the nonpublic placements. Students with autism represent 34 percent of students in nonpublic placements.

Since the 2010–2011 school year, OSESS, in collaboration with OCIP, assisted in the design of Curriculum 2.0 for Grades K–2. This collaborative effort resulted in the design of a curriculum that embeds the principles of the University Design for Learning (UDL). All students, including students with disabilities, have access to curriculum that includes strategies, materials, and resources to make content areas readily accessible. OSESS purchased instructional materials and various technologies for all elementary schools to facilitate access to the Curriculum 2.0 during the 2011–2012 school year. Professional development was conducted during summer 2011 for elementary staff on the use of these resources and technologies.

DSES staff established Professional Learning Communities (PLC) at three elementary schools and three middle schools regarding the implementation of UDL strategies.

Grade-level teams consisting of general and special education teachers, media specialists, paraeducators and instructional leadership teams collaboratively planned, designed, and implemented UDL practices in general education classrooms for the benefit of all the students in the school. Each school will continue to serve as a resource for training materials, video examples, and models on UDL implementation to benefit all MCPS schools and curriculum offices over the next several years. Resources from these projects are already available at the following link: <http://montgomeryschoolsmd.org/departments/hiat/udl/>.

Professional development for general and special education teachers has been a major initiative for DSES since 2003. One of the most innovative and outstanding initiatives implemented by DSES during the 2010–2011 school year was the establishment of a partnership with Towson University to implement the Middle School Special Education Institute (MSSEI) at Tilden Middle School. MSSEI was designed to build the capacity of general and special education teachers, staff development teachers and related service providers, and paraeducators to teach special education students in the LRE by providing them with targeted professional development opportunities and observations. During the 2010–2011 school year, MSSEI was expanded to two additional middle schools: Rosa Parks and Lakelands Park middle schools. Approximately 152 MCPS staff, including special and general education Grade 7 coaching teams observed effective instructional practices for teaching students with disabilities, with an emphasis on coteaching, collaborative planning, differentiated instruction, UDL, and the use of technology to build the capacity of staff. Grade 7 teams from all of the middle schools had the opportunity to participate in site visits for professional development and observational purposes. Each visit was conducted for the purpose of enabling visiting teams to replicate the instructional strategies observed within their middle schools. MSDE awarded MCPS a grant to improve the performance outcomes of elementary students with disabilities. The AYP project for 2011–2012 focused on working with students with disabilities in five elementary schools on improving mathematics instruction by forming a mathematics PLC. The PLC focused on equitable practices, differentiated strategies, and increasing student discourse. It provided professional development to general and special education teachers on the use of technology and manipulatives and flexible groupings, and it used instructional rounds to monitor implementation. Ninety percent of the elementary students with disabilities in the targeted schools exhibited gains on the mathematics intervention assessments. In addition, 86 percent of the general and special education teachers reported improvement in their teaching due to collaboration.

During the 2011–2012 school year, reading interventions and mathematics programs were expanded at

all levels. New mathematics interventions to improve fluency and automaticity through systematic teaching with technology were expanded in elementary schools identified as having Title 1 and Focus status. New reading interventions were expanded to elementary schools with Learning Centers, Learning and Academic Disabilities services, and selected middle and high schools with Asperger's and Bridge services. During the 2012–2013 school year, elementary schools with only resource services will receive reading interventions.

Comprehensive, required professional development, coordinated with general education initiatives, ensures that more teachers are prepared to meet the challenge of instructing special education students in their classrooms. In light of the goal to improve the academic outcomes for students with disabilities, while increasing the percentage of students receiving services in their home and/or consortia schools, MCPS provided one day of required professional development in the summer of 2012 to newly hired and assigned Grades 6–12 general and special educators, who are responsible for coteaching. The professional development focused on coteaching best practices, the effective use of paraeducators, the accessibility planning process, UDL, and technology to help students access the curricula.

MCPS must continue to increase the percentage of students with disabilities ages 3–5 to gain access to the general education environment. According to the MSDE Census Data Report, dated October 28, 2011, MCPS served 2,482 students with disabilities ages 3–5. Serving the largest number of prekindergarten students with disabilities in the state of Maryland, MCPS has the fourth lowest percentage rate of students receiving prekindergarten special education services in regular early childhood settings. According to the MSDE Census Data Report for October 28, 2011, 41.38 percent of disabled prekindergarten students participate in regular early childhood settings at least 10 hours per week. As a result of this data, MCPS has a Prekindergarten Project Team, consisting of parents, school-based and central office administrators and staff, along with interagency representation to develop a long-range plan to expand community-based partnerships with early childhood settings to increase the participation of this population with typically developing peers. In the interim, MCPS established collaborative classes designed to provide students with disabilities with access to the general education environment and curriculum. The professional development and collaborative planning efforts of general and special educators for these prekindergarten classes led to positive outcomes for students with disabilities transitioning to kindergarten. In FY 2011, 91 percent of the children with disabilities from the collaborative prekindergarten classes were recommended for comparable or less restrictive environments for kindergarten, or were dismissed from special education, a rate that has been holding steady since 2010. There is an overall eight-year upward trend of providing services

to children in inclusive settings. DPSPRS will expand the PILOT (Providing Inclusive Learning Opportunities for Threes) by two classes of 4-year-olds. The eight PILOT sites continue a county-wide feeder pattern for 2011–2012. In FY 2012, the collaborative prekindergarten classrooms initiative continued at 15 sites.

The state's high-incidence growth disabilities categories closely parallel the trend in MCPS and indicate an increase in the number of students in the autism category. While students with specific learning disabilities and speech/language impairments comprise the majority of students receiving special education services, DSES continued to monitor the increased identification of students with autism and provided a variety of instructional programs and multiple opportunities for all students with disabilities to access the MCPS curricula. MCPS serves 1,727 students with autism.

The High Incidence Accessible Technology (HIAT) team provided technology training, online materials, guides, resource links, and examples of universally designed instruction to support student access to the MCPS curriculum. HIAT expanded the availability of assistive technology services to a wider range of students with disabilities so that they could not only participate in general education classes, but also compensate for their learning differences and achieve at higher levels. During the 2011–2012 school year, DSES and OCIP collaborated to expand the use of UDL. HIAT continues to provide professional development on UDL strategies for teachers throughout the school year. DSES is committed to monitoring the achievement of students with disabilities as compared with their counterparts statewide. An analysis of the 2012 Maryland School Assessment results indicates that overall AYP proficiency rates for MCPS students with disabilities continues to exceed the proficiency rates for all students with disabilities across the state of Maryland. Data from MSDE indicates that, during the 2010–2011 school year, MCPS students with disabilities achieved 73.8 percent proficiency in reading and 63.8 percent in mathematics as compared with the students with disabilities across the state, who attained 64.3 percent proficiency in reading and 57.0 percent in mathematics. This data indicates that the MCPS students outperformed students statewide on the MSA by 9.5 percentage points in reading and 6.8 percentage points in mathematics. Increased student performance links to initiatives to provide inclusive opportunities and hours-based staffing.

Students with disabilities are increasing their participation in rigorous courses and assessments at the high school level. DSES recognizes the importance of continuously monitoring the participation and completion rates of students with disabilities who are enrolled in HSA courses to ensure that these students exit with a high school diploma. DSES staff members work collaboratively with OCIP, OSP, and the Office of Shared Accountability on initiatives to support improving HSA performance.

Major Mandates

- Public Law 108-446, IDEA requires a free and appropriate education for students with disabilities in LRE to improve student achievement. The law also requires the provision of services to these students from birth through the school year in which a student reaches age 21, including related services that support access to special education. Related services include speech, occupational and physical therapies, school health services, transportation, assistive technology, mobility training, and psychological services. IDEA also mandates transition services for students no later than age 14.
- The ESEA Flexibility Waiver mandates that state and local education agencies be held accountable to the federal requirements and guidelines regarding academic standards, assessment, and accountability for all students. The standards, testing, and accountability provisions are the core of this law and will be monitored annually. Local schools are mandated to focus instruction where it is most needed and to address achievement gaps for the benefit of all students.
- Federal regulations mandate early intervention services for infants and toddlers (birth through age 2) who have or are at risk for developmental delays. MCPS delivers these services to children and their families in cooperation with other county agencies through the Montgomery County Infants and Toddlers Program. Maryland allows families to continue services delivered through the Infants and Toddlers program through age 4 for eligible children.
- The MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, mandates a reduction of the overrepresentation of African American students in special education.
- The MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, mandates an increase in participation of diverse learners, including students with disabilities, in Honors and Advanced Placement classes.
- MCPS policy requires that students with disabilities and their parents be guaranteed procedural safeguards with respect to their rights to a free and appropriate public education.

Strategies

- Make improved student performance a primary focus of the MCPS/MSDE self-improvement plan.
- Work collaboratively with other MCPS offices and community partners in implementing the strategic plan that will guide the department toward agreed-upon outcomes.
- Develop and monitor data related to the indicators of success for students with disabilities to include LRE data, proficient and advanced performance on the Maryland School Assessments, and disproportionality. Collaborate with community superintendents and

principals to review individual school data to identify needs and develop strategies to improve special education student performance.

- Provide services that align with the Maryland Common Core State Standards and utilize a variety of instructional strategies and service delivery models for students with intensive special education needs.
- Maintain and expand collaborative partnerships with businesses, community, and local government agencies to provide services for students with disabilities in the LRE.
- Provide professional development to promote teacher use of a variety of instructional strategies and technologies to meet the needs of students with disabilities.

Performance Measures

Performance Measure: To increase the percentage of students with special needs in general education settings (LRE A), as suggested by the MSDE self-evaluation guidelines.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
67.58%	72.58%	77.58%

Explanation: This measure indicates the degree to which students with special needs are educated in general education settings. In 2012, MCPS exceeded the LRE A MSDE state target of 62.11 percent by 6.08 percentage points. Each consecutive year, MCPS will continue to increase the percentage of students with disabilities educated in the general education environment as indicated above.

Performance Measure: The ESEA Accountability Waiver granted by the United States Department of Education to the state of Maryland in spring 2012 has replaced the Adequate Yearly Progress formula for processing the Annual Measurable Objectives (AMO). Each school and each subgroup within a school has its own AMO. An analysis of the spring 2012 performance of students with disabilities in MCPS indicated the following:

Grades 3-5 Mathematics Performance		Change in Proficiency Rate from 2011-2012
2011	65.4	0.2
2012	65.6	0.2
Reading Performance		Change in Proficiency Rate from 2011-2012
2011	74.7	0.5
2012	75.2	0.5
Grades 6-8 Mathematics Performance		Change in Proficiency Rate from 2011-2012
2011	51.1	1.2
2012	52.3	1.2
Reading Performance		Change in Proficiency Rate from 2011-2012
2011	69.3	-2.8
2012	66.5	-2.8

Grades 9–12
Data is not available

Explanation: Under the ESEA Flexibility Waiver, MCPS must reduce the gap between the highest performing subgroup and the lowest performing subgroup by 2017.

Budget Explanation
Department of Special Education
Services—251

The current FY 2013 budget for this department is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a realignment of \$3,000 from office supplies to the Division of Business, Fiscal, and Information Services.

The FY 2014 request for this department is \$8,223,391, an increase of \$546,214 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$156,789)

There is decrease of \$156,789 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Enrollment Changes—\$1,005,977

There is an increase of \$245,185 for part-time teacher and paraeducator salaries for a projected increase in the number of students that will require extended school year services based on their individualized education programs (IEP's). As more special education students are served in general education settings, additional support for students and staff is required. There is an increase of \$660,792 for more individualized paraeducator support for students served in general education classrooms. In addition, there is a budgetary increase of \$100,000 for substitute paraeducators.

Realignment—(\$254,899)

Due to additional revenue projected for the Medical Assistance program for FY 2104, 9.2 positions and \$171,634 can be realigned from this budget to the grant budget saving tax-supported funds. In addition, there is a realignment of \$83,265 in stipends to fund local travel mileage reimbursement costs in the locally-funded budget for the Infants and Toddlers Program.

Program Efficiencies and Reductions—(\$48,075)

There is a reduction of \$48,075 for FY 2014 for supplies and materials based on prior year spending trends.

Budget Explanation
Placement and Assessment Services
Unit—255

The FY 2014 request for this unit is \$40,062,568, an increase of \$1,473,538 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$138,566)

There is decrease of \$138,566 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Enrollment Changes—\$847,084

The FY 2014 budget includes an increase of \$847,084 for tuition payments for a projected 535 students projected to be served in nonpublic programs next year. This is an increase of six students over the 529 budgeted in FY 2013.

Other—\$765,020

A projected two percent rate increase in tuition rates for students in nonpublic setting increases the budget by \$765,020. This rate is established by the state and will be finalized when the Governor releases the state's budget later this year.

Budget Explanation
Special Schools and
Centers—240/243/247/272/273/274/295

The FY 2014 request for the special centers and schools is \$7,757,422, a decrease of \$220,961 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$550,824)

There is decrease of \$550,824 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Enrollment Changes—\$329,863

The FY 2014 budget includes an increase of \$284,340 for 10.5 paraeducator positions for the Carl Sandburg Center. Currently, students with Autism Spectrum Disorder make up 80 percent of the center's population and the ratio for paraeducators to teachers must increase to 1.75:1. Also, there is an increase of a .4 physical education teacher and \$21,391 for the center. An increase of \$24,132 is necessary for part-time salaries for staff at RICA for extended school-year services that must be provided in accordance with students IEPs.

Budget Explanation

School-based Services—248/242/244/246/275

The FY 2014 request for school-based services for special education students is \$94,119,386, an increase of \$2,036,143 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$930,032

There is an increase of \$930,032 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Enrollment Changes—\$1,530,549

An additional 2.0 teacher and 5.5 paraeducator positions and \$255,896 are budgeted to serve seven additional students in School/Community-based Programs. These programs are located in 31 schools. At the Elementary Learning Centers, an increase 68 students will require \$744,167 for an additional 9.7 teachers and 8.275 paraeducator positions. An additional 16 students are expected to receive services in the Extensions Program and two new sites will be added next year. As a result, there is an increase of 5.0 teachers, 6.56 paraeducators, and a .5 social worker position at a cost of \$512,571. Also for next year, 20 additional students projected to be served in the Learning for Independence Program will increase the budget by \$184,129 for 9.7 teacher and 8.273 paraeducator positions.

An additional 35 students projected in the GT/LD Program requires an additional \$216,084 for 2.8 teacher and 2.450 paraeducator positions. There are fewer services projected to be needed for students served by the Home School Model allowing for a reduction of 5.2 teacher and 17.0 paraeducator positions and \$738,446. Similarly, a projected decrease in the number of hours of service required for students served by the Hours-based Staffing Model will required 18.75 fewer paraeducator positions and allow for a budget reduction of \$508,698.

An increase of \$790,717 for 6.5 teachers and 16.363 paraeducators is necessary for additional students and for the implementation of the teaching station model for students served by the Learning and Academic Disabilities (LAD) model. Also, an additional .5 teacher for students who require resource services adds \$26,739 to the budget, and 1.75 paraeducator positions will provide LRE transition support services to students at a cost of \$47,390.

Program Efficiencies and Reductions—(\$424,438)

The plan to phase-out the Secondary Learning Centers will be completed by June, 2013. As a result, there is a reduction in the budget of \$424,438 and 10.312 positions. This includes a reduction of 5.5 teacher positions, an increase of 3.0 resource teacher positions, and a reduction of 4.812 paraeducator positions. Students will continue to receive special education supports in accordance with their IEPs.

Department of Special Education Services - 251

Gwendolyn J. Mason, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	120.500	127.900	127.900	118.700	(9.200)
Position Salaries	\$5,500,612	\$5,907,867	\$5,907,867	\$5,579,444	(\$328,423)
Other Salaries					
Summer Employment		5,625	5,625	98,453	92,828
Professional Substitutes					
Stipends		149,579	149,579	66,314	(83,265)
Professional Part Time					
Supporting Services Part Time		584,745	584,745	1,497,894	913,149
Other					
Subtotal Other Salaries	4,988,830	739,949	739,949	1,662,661	922,712
Total Salaries & Wages	10,489,442	6,647,816	6,647,816	7,242,105	594,289
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks		280,625	280,625	280,625	
Media		12,679	12,679	12,679	
Instructional Supplies & Materials		679,672	679,672	631,597	(48,075)
Office		9,326	6,326	6,326	
Other Supplies & Materials					
Total Supplies & Materials	921,117	982,302	979,302	931,227	(48,075)
04 Other					
Local/Other Travel		45,000	45,000	45,000	
Insur & Employee Benefits					
Utilities					
Miscellaneous		5,059	5,059	5,059	
Total Other	49,242	50,059	50,059	50,059	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$11,459,801</u>	<u>\$7,680,177</u>	<u>\$7,677,177</u>	<u>\$8,223,391</u>	<u>\$546,214</u>

Department of Special Education Services - 251

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
6	Q Director SchI Support & Improv		1.000	1.000	1.000	1.000	
6	O Supervisor		7.000	7.000	7.000	7.000	
6	BD Instructional Specialist		9.000	9.000	9.000	9.000	
6	AD Teacher, Staff Development	X	1.000				
6	AD Teacher, Special Education	X	6.000	6.000	6.000	6.000	
6	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
6	14 Administrative Secretary I		2.000	2.000	2.000	2.000	
6	13 Spec Ed Itinerant Paraeducator	X	92.500	99.900	99.900	90.700	(9.200)
6	12 Secretary			1.000	1.000	1.000	
6	11 Office Assistant IV		1.000	1.000	1.000	1.000	
	Total Positions		120.500	127.900	127.900	118.700	(9.200)

Placement and Assessment Services Unit - 255

David Patterson, Supervisor

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	15.750	16.500	16.500	16.500	
Position Salaries	\$1,499,736	\$1,561,897	\$1,561,897	\$1,423,331	(\$138,566)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		64,230	64,230	64,230	
Supporting Services Part Time		5,880	5,880	5,880	
Other					
Subtotal Other Salaries	215,618	70,110	70,110	70,110	
Total Salaries & Wages	1,715,354	1,632,007	1,632,007	1,493,441	(138,566)
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services	20,072				
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		3,239	3,239	3,239	
Office		4,156	4,156	4,156	
Other Supplies & Materials					
Total Supplies & Materials	7,436	7,395	7,395	7,395	
04 Other					
Local/Other Travel		18,789	18,789	18,789	
Insur & Employee Benefits					
Utilities					
Miscellaneous		36,930,839	36,930,839	38,542,943	1,612,104
Total Other	35,664,327	36,949,628	36,949,628	38,561,732	1,612,104
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$37,407,189</u>	<u>\$38,589,030</u>	<u>\$38,589,030</u>	<u>\$40,062,568</u>	<u>\$1,473,538</u>

Placement and Assessment Services Unit - 255

David Patterson, Supervisor

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
6	O Supervisor		1.000	1.000	1.000	1.000	
6	N Coordinator		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		6.000	6.000	6.000	6.000	
3	BD Psychologist		2.500	2.500	2.500	2.500	
6	AD Teacher, Resource Spec Ed	X	1.000	1.000	1.000	1.000	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	12 Secretary		3.250	4.000	4.000	4.000	
	Total Positions		15.750	16.500	16.500	16.500	

School-Based Services - 248/242/244/246/275

Gwendolyn J. Mason, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	1,520.672	1,611.902	1,611.902	1,632.376	20.474
Position Salaries	\$89,766,214	\$92,083,243	\$92,083,243	\$94,119,386	\$2,036,143
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries	448				
Total Salaries & Wages	89,766,662	92,083,243	92,083,243	94,119,386	2,036,143
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
Total Supplies & Materials					
04 Other					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other					
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$89,766,662</u>	<u>\$92,083,243</u>	<u>\$92,083,243</u>	<u>\$94,119,386</u>	<u>\$2,036,143</u>

School-Based Services - 248/242/244/246/275

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	248 School-Based Services						
6	AD Teacher, Special Education	X	360.300	451.600	451.600	458.700	7.100
6	AD Teacher, Sp Ed Resource Room	X	253.200	254.200	254.200	254.700	.500
6	AD Teacher, Resource Spec Ed	X	62.000	42.000	42.000	45.000	3.000
6	13 Special Education Paraeducator	X	533.269	575.698	575.698	561.351	(14.347)
	Subtotal		1,208.769	1,323.498	1,323.498	1,319.751	(3.747)
	242 School-Community Based						
6	AD Teacher, Special Education	X	65.500	61.000	61.000	63.000	2.000
6	13 Special Education Paraeducator	X	100.500	95.000	95.000	100.500	5.500
	Subtotal		166.000	156.000	156.000	163.500	7.500
	244 High School Learning Centers						
6	BD Sp Ed Secondary Prgm Spec	X	3.000	3.000	3.000		(3.000)
6	AD Teacher, Special Education	X	16.000	5.500	5.500		(5.500)
6	13 School Secretary II		1.500				
6	13 Special Education Paraeducator	X	14.001	4.812	4.812		(4.812)
	Subtotal		34.501	13.312	13.312		(13.312)
	246 Elementary Learning Centers						
6	BD Sp Ed Elem Prgm Spec	X	6.300	6.300	6.300	6.500	.200
6	AD Teacher, Special Education	X	49.000	50.000	50.000	59.500	9.500
6	13 Special Education Paraeducator	X	38.102	39.852	39.852	48.125	8.273
	Subtotal		93.402	96.152	96.152	114.125	17.973
	275 Extensions						
7	BD Social Worker		.500	.500	.500	1.000	.500
6	BD Sp Ed Secondary Prgm Spec	X	2.000	2.000	2.000	3.000	1.000
6	AD Teacher, Special Education	X	5.000	6.000	6.000	10.000	4.000
6	13 Special Education Paraeducator	X	10.500	14.440	14.440	21.000	6.560
	Subtotal		18.000	22.940	22.940	35.000	12.060
	Total Positions		1,520.672	1,611.902	1,611.902	1,632.376	20.474

Special Schools/Centers - 240/243/247/272/273/274/295

Gwendolyn J. Mason, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	198.375	141.075	141.075	151.975	10.900
Position Salaries	\$6,436,710	\$7,962,083	\$7,962,083	\$7,716,990	(\$245,093)
Other Salaries					
Summer Employment				14,052	14,052
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time				10,080	10,080
Other		10,000	10,000	10,000	
Subtotal Other Salaries	2,240	10,000	10,000	34,132	24,132
Total Salaries & Wages	6,438,950	7,972,083	7,972,083	7,751,122	(220,961)
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
Total Supplies & Materials	55,771				
04 Other					
Local/Other Travel		6,300	6,300	6,300	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	8,288	6,300	6,300	6,300	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$6,503,009	\$7,978,383	\$7,978,383	\$7,757,422	(220,961)

Special Schools/Centers - 240/243/247/272/273/274/295

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
243 Rock Terrace School							
6	P Principal		1.000	1.000	1.000	1.000	
6	N Assisant Principal		1.000	1.000	1.000	1.000	
3	BD Psychologist		.500	.500	.500	.500	
6	BD Counselor	X	1.000	1.000	1.000	1.000	
6	BD Media Specialist	X	.500	.500	.500	.500	
6	AD Teacher, Staff Development	X	.400	.400	.400	.400	
6	AD Teacher, Special Education	X	18.250	.100	.100	.100	
6	AD Teacher, Physical Education	X	.600	.600	.600	1.000	.400
6	AD Teacher, Art	X	.600	.600	.600	.600	
6	AD Teacher, General Music	X	.600	.600	.600	.600	
6	16 School Admin Secretary		1.000	1.000	1.000	1.000	
6	16 Instructional Data Assistant	X	.250	.250	.250	.250	
6	14 Security Assistant	X	1.000	1.000	1.000	1.000	
6	13 School Secretary II	X	1.000	1.000	1.000	1.000	
6	13 Special Education Paraeducator	X	17.250	16.100	16.100	16.100	
6	12 Media Assistant	X	1.000	1.000	1.000	1.000	
Subtotal			45.950	26.650	26.650	27.050	.400
272 Stephen Knolls School							
6	N Coordinator Special Center		1.000	1.000	1.000	1.000	
6	BD Media Specialist	X	.500	.500	.500	.500	
6	AD Teacher, Staff Development	X	.300	.300	.300	.300	
6	AD Teacher, Special Education	X	8.000				
6	AD Teacher, Physical Education	X	.700	.700	.700	.700	
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	16 Instructional Data Assistant	X	.250	.250	.250	.250	
6	13 Special Education Paraeducator	X	12.250	13.750	13.750	13.750	
6	12 School Secretary I		.500	.500	.500	.500	
6	12 Media Assistant	X	.500	.500	.500	.500	
6	7 Lunch Hour Aide - Permanent	X	.875	.875	.875	.875	
Subtotal			26.775	20.275	20.275	20.275	
273 Carl Sandburg Learning Center							
6	O Principal		1.000	1.000	1.000	1.000	
3	BD Psychologist		1.000	1.000	1.000	1.000	
6	BD Sp Ed Elem Prgm Spec	X	2.000	2.000	2.000	2.000	
6	BD Media Specialist	X	.500	.500	.500	.500	
6	AD Teacher, Staff Development	X	.500	.500	.500	.500	
6	AD Teacher, Special Education	X	16.000	16.000	16.000	16.000	
6	AD Teacher, Physical Education	X	1.000	1.000	1.000	1.000	
6	AD Teacher, Art	X	.700	.700	.700	.700	

Special Schools/Centers - 240/243/247/272/273/274/295

Gwendolyn J. Mason, Director II

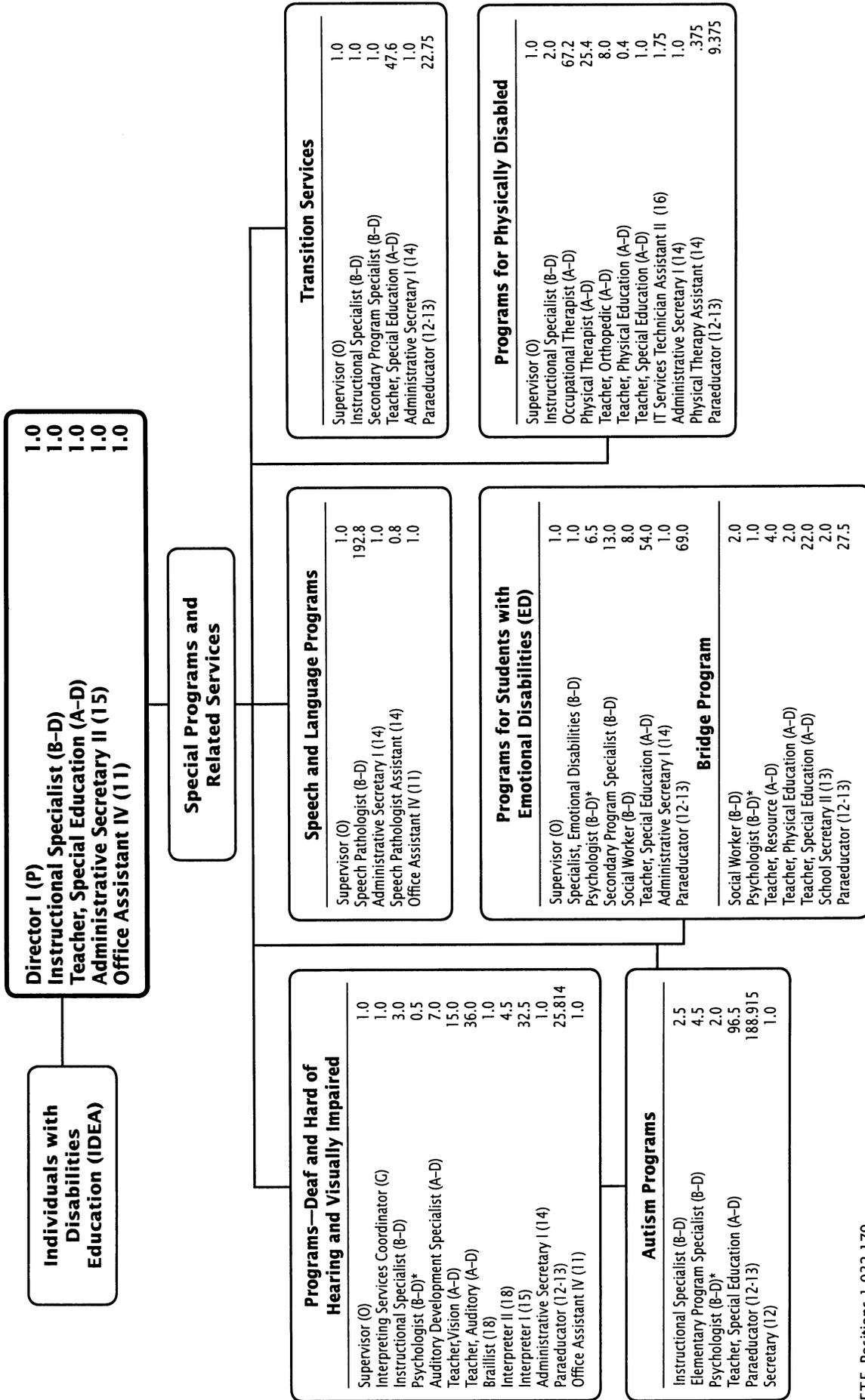
CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
273 Carl Sandburg Learning Center							
6	AD Teacher, General Music	X	.500	.500	.500	.500	
6	16 School Admin Secretary		1.000	1.000	1.000	1.000	
6	16 Instructional Data Assistant	X	.250	.250	.250	.250	
6	13 Special Education Paraeducator	X	17.500	17.500	17.500	28.000	10.500
6	12 School Secretary I		.500	.500	.500	.500	
6	12 Media Assistant	X	.500	.500	.500	.500	
6	7 Lunch Hour Aide - Permanent	X	.875	.875	.875	.875	
Subtotal			43.825	43.825	43.825	54.325	10.500
274 Longview School							
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, Special Education	X	9.000				
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 Special Education 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 - Permanent	X	.875	.875	.875	.875	
Subtotal			30.325	21.325	21.325	21.325	
295 JLG - RICA							
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	BD Sp Ed Secondary Prgm Spec	X	2.000	2.000	2.000	2.000	
6	AD Teacher	X	.500	.500	.500	.500	
6	AD Teacher, Special Education	X	20.000				
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, Sp Ed Transition	X	1.000	1.000	1.000	1.000	
6	16 School Admin Secretary		1.000	1.000	1.000	1.000	
6	16 Instructional Data Assistant	X	.250	.250	.250	.250	
6	14 Security Assistant	X	1.000	1.000	1.000	1.000	
6	13 Special Education Paraeducator	X	19.250	16.750	16.750	16.750	
6	12 School Secretary I		1.000	1.000	1.000	1.000	

Special Schools/Centers - 240/243/247/272/273/274/295

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	295 JLG - RICA						
6	12 Media Assistant	X	.500	.500	.500	.500	
	Subtotal		51.500	29.000	29.000	29.000	
	Total Positions		198.375	141.075	141.075	151.975	10.900

Division of Prekindergarten, Special Programs, and Related Services



F.T.E. Positions 1,032.179

* Psychologist positions are supervised by the Psychological Services Unit Director under the Department of Student Services

Individuals with Disabilities Education Act (IDEA) School-Based Services

<p style="text-align: center;">Programs for Parentally Placed Private School Students</p> <hr/> <p>Speech Pathologist (B-D) 0.9</p>	<p style="text-align: center;">Preschool Education Program (PEP) Office</p> <hr/> <p>Elementary Program Specialist (B-D) 2.0</p>
<p style="text-align: center;">School-Based Programs: Learning and Academic Disabilities</p> <hr/> <p>Teacher, Resource (A-D) 20.0 Teacher, Special Education (A-D)* 19.2 Teacher, Special Education (A-D) 88.8</p>	<p style="text-align: center;">Preschool Education Program (PEP Classic) and Early Childhood</p> <hr/> <p>Teacher, Preschool (A-D) .75</p>
<p style="text-align: center;">Stephen Knolls School</p> <hr/> <p>Teacher, Art (A-D)* 0.2 Teacher, Music (A-D)* 0.2 Teacher, Physical Education (A-D)* 0.2 Teacher, Special Education (A-D) 8.0</p>	<p style="text-align: center;">PEP Beginnings</p> <hr/> <p>Teacher, Beginnings (A-D) 5.0</p>
<p style="text-align: center;">Longview School</p> <hr/> <p>Teacher, Special Education (A-D) 9.0</p>	<p style="text-align: center;">PEP Intensive Needs</p> <hr/> <p>Speech Pathologist (B-D) 0.3</p>
<p style="text-align: center;">Rock Terrace School</p> <hr/> <p>Teacher, Special Education (A-D) 16.0</p>	<p style="text-align: center;">Augmentative Communication</p> <hr/> <p>Speech Pathologist (B-D)* 0.6 Teacher, Special Education (A-D)* 3.0 Paraeducator (12-13)* 5.25</p>
<p style="text-align: center;">JIG-RICA</p> <hr/> <p>Teacher, Special Education (A-D) 18.0</p>	<p style="text-align: center;">Preschool Language Classes</p> <hr/> <p>Speech Pathologist (B-D)* 7.5 Teacher, Special Education (A-D)* 2.3 Paraeducator (12-13)* 7.0</p>
<p style="text-align: center;">Speech and Language Programs</p> <hr/> <p>Speech Pathologist (B-D) 3.0</p>	

F.T.E. Positions 217.2

* Funded by local IDEA

Infants and Toddlers, Prekindergarten Special Education Programs, and InterACT

Infants and Toddlers Program	
Coordinator (N)	5.0
Elementary Program Specialist (B-D)	1.0
Elementary Program Specialist (B-D)**	4.0
Speech Pathologist (B-D)	77.6
Occupational Therapist (A-D)	31.7
Physical Therapist (A-D)	35.8
Physical Therapist (A-D)**	1.0
Teacher, Auditory (A-D)	3.0
Teacher, Infants and Toddlers (A-D)	75.0
Teacher, Infants and Toddlers (A-D)**	1.0
Teacher, Special Education (A-D)	0.2
Teacher, Vision (A-D)	3.0
Administrative Secretary I (14)	5.0
Paraeducator (12-13)	42.1

Preschool Education Program (PEP) Office	
Coordinator (N)	2.0
Elementary Program Specialist (B-D)**	1.0
Instructional Specialist (B-D)	3.0
Psychologist (B-D)*	0.2
Teacher, Preschool (A-D)	2.0
Administrative Secretary I (14)	

Preschool Education Program (PEP Classic) and Early Childhood	
Parent Educator (A-D)	16.0
Parent Educator (A-D)**	45.0
Teacher, Preschool (A-D)	39.25
Paraeducator (12-13)	

PEP Beginnings	
Speech Pathologist (B-D)	2.1
Parent Educator (A-D)	2.0
Teacher, Beginnings (A-D)	2.0
Teacher, Beginnings (A-D)**	
Physical Therapist (A-D)	2.8
Occupational Therapist (A-D)	1.4
Paraeducator (12-13)	10.5

PEP Intensive Needs	
Speech Pathologist (B-D)	6.0
Speech Pathologist (B-D)**	8.4
Occupational Therapist (A-D)	32.0
Teacher, Preschool (A-D)	32.0
Paraeducator (12-13)	

PEP Itinerant	
Speech Pathologist (B-D)	2.0
Occupational Therapist (A-D)	1.0
Physical Therapist (A-D)	.7
Teacher, Preschool (A-D)	5.0

PEP Comprehensive	
Speech Pathologist (B-D)	3.2
Teacher, Preschool (A-D)	15.0
Teacher, Special Education (A-D)	4.8
Physical Therapist (A-D)	3.2
Occupational Therapist (A-D)	3.2
Paraeducator (12-13)	22.5

Arc of Montgomery County	
Teacher, Special Education (A-D)	2.5
Speech Pathologist (B-D)	.75
Occupational Therapist (A-D)	0.5
Physical Therapist (A-D)	1.0
Paraeducator (12-13)	3.75

Child Find	
Supervisor (O)	1.0
Instructional Specialist (B-D)	3.0
Administrative Secretary I (14)	1.0
Program Secretary (13)	1.0

Single Point of Entry for Identification of Birth to Kindergarten/DESC	
Instructional Specialist (B-D)	4.0
Psychologist (B-D)*	1.5
Speech Pathologist (B-D)	3.0
Occupational Therapist (A-D)	2.5
Program Secretary (13)	2.0

InterACT	
Instructional Specialist (B-D)	1.0
Speech Pathologist (B-D)	6.5
Occupational Therapist (A-D)	1.6
Physical Therapist (A-D)	0.5
Teacher, Special Education (A-D)	4.0
IT Services Technical Assistant II (16)	1.0
Paraeducator (12-13)	0.875

F.T.E. Positions 596.625

* Psychologist positions are supervised by the Psychological Services Unit Director under the Department of Student Services

** Positions funded by The Department of Health and Human Services

*** Positions funded by IDEA

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. Division goals are to lessen the impact of the developmental delay through early identification and a broad range of parent/caregiver education services; to provide transition services to students ages 14 to 21; to provide special services uniquely designed to meet the needs of students with physical disabilities, autism spectrum disorders, emotional disabilities, speech/language, hearing and/or vision impairments; and to provide related services to students with disabilities from birth to age 21. The division remains committed to working toward preparing prekindergarten students for school readiness. The goal of Montgomery County Public Schools (MCPS) is to serve young children with disabilities in public schools and as close to home as possible. Efforts continue to increase inclusive opportunities for prekindergarten students in the public schools and community settings. DPSPRS promotes the attainment of Success for Every Student goals, as identified in the Children's Agenda, the MCPS strategic plan, Our Call to Action: Pursuit of Excellence, the Elementary and Secondary Education Act of 2001, and the Maryland State Department of Education Bridge to Excellence plan.*

Major Functions

DPSPRS oversees and monitors the Child Find/Early Childhood Disabilities Unit, Preschool Education Program (PEP), the Montgomery County Infants and Toddlers Program (MCITP), Physical Disabilities Program, Interdisciplinary Augmentative Communication and Technology (InterACT) team, and the following specialized services for students with disabilities: Transition, speech and language, occupational and physical therapy, deaf or hard of hearing, vision, autism spectrum disorders, and emotional disabilities, including Bridge services.

Early identification includes services through MCITP for children from birth to age 3 (or age 4 through parent choice.) This interagency program includes the Montgomery County Department of Health and Human Services, MCPS, and private contractors. Staff members work with families to identify children with developmental delays and implement plans to address identified needs through an Individualized Family Services Plan (IFSP). The Child Find office conducts developmental screenings for children between the ages of 33 and 35 months who have not gone through MCITP, and refers

children who may need further assessment to an interdisciplinary assessment team, the Bilingual Assessment team, or the local school.

A child with an educational disability requires access to a wide range of special education services to support acquisition of developmental skills. For children served under MCITP, the focus is on providing the family with the strategies and tools they need to foster these skills. MCPS staff members provide special instruction; parent training; speech and language, occupational, and/or physical therapy primarily in homes or child care settings, the natural environments for infants and toddlers. The focus of this intervention is on teaching caregivers to address the developmental needs of the child. For prekindergarten students over the age of 3, the focus shifts to school readiness. Services are provided in the natural environment through an Extended IFSP or through educational services with an Individualized Education Program (IEP), and may include consultation in community preschools, special education and/or related services at a local school in an early childhood setting, or small supportive classes located within an elementary school. The provision of these early intervention services decreases the likelihood that children will need special education services and/or reduces the intensity of the services required as they enter kindergarten. To the greatest extent possible, prekindergarten special education staff members collaborate with early childhood staff to provide specialized instruction in the least restrictive environment (LRE).

Integrated throughout these functions are collaborative interagency efforts that address the needs of children with disabilities and their families. These include interagency planning committees, development of grant applications with other agencies and community organizations, and MCPS participation in current interagency projects, such as MCITP, the Montgomery County Early Care and Education Congress, the Integrated Early Childhood Budget Committee, the Home Visiting Consortium, and the Judy Centers. Funds also support outreach to local early care and education settings, as well as collaboration among MCPS prekindergarten programs such as Head Start/prekindergarten, PEP, and the Child Development Program.

Speech and language services are provided for the prevention, assessment, diagnosis, and intervention of communication disabilities for eligible children from birth to 3 years old or age 4 (through parent choice), and students ages 3 to 21 years old. Services focus on the development of oral, gestural, and/or augmentative communication skills and are individualized for each student to support their goals and provide access to the MCPS curriculum. The Physical Disabilities Program provides comprehensive special education instruction and related services to students with physical and health-related disabilities in prekindergarten through Grade 5. Individualized instruction focuses on access to

the general education curriculum in the LRE. Related services of occupational and physical therapy are provided to students with disabilities throughout the county, in accordance with the IFSP for eligible children from birth to age 3 (or age 4 through parent choice) or the IEP for students ages 3 to 21.

Programs for students who are deaf or hard of hearing (D/HOH) provide educational services and access to the general education environment by supporting the development of critical cognitive, language, and communication skills. Three communication methodologies—auditory/oral, cued speech, and total communication—are offered to address individual student needs and family preferences. Special classes are offered for students ages 3 to 21 in centrally located schools, providing an intensive instructional program. Itinerant services are available in neighborhood schools or other recommended sites. Interpreting services are provided to students throughout the county who require this support to benefit from their instructional program. Specialized communication skill development and expert assistance to students, families, and staff are necessary to address the complex needs presented by significant hearing loss, and keep staff current with continuing technological developments in hearing aids and frequency modulation amplification devices. D/HOH teachers and staff, including an educational audiologist and a psychologist, provide ongoing consultation to school staff and vital outreach to parents to maximize students' development.

Vision services support the instructional program for students with visual impairments by providing essential direct services in compensatory skills and the use of specialized materials, equipment, and technology for students, as well as ongoing consultation to school staff. A vision prekindergarten class in a centrally located school provides a critical and unique multisensory approach to the MCPS prekindergarten curriculum. Itinerant vision services, assistive technology, and specially formatted materials (Braille, large print, digitized books, audiotapes, etc.) are provided to students in their neighborhood schools or other recommended sites, enabling students to access the curriculum and more fully participate with peers. Orientation and mobility services are provided to teach students how to travel safely in school and the community. Parent education and outreach activities help ensure the implementation of compensatory life strategies at home, in the community, and in postsecondary settings.

The autism program provides prekindergarten classes through the Comprehensive Autism Preschool Program in five elementary schools county-wide. Classes for students with autism in Grades K–12 are located in general education schools throughout the county. Classes and supports for students with Asperger's Syndrome in Grades 1–12 focus on an enriched general education curriculum and instruction in coping skills and prosocial

behaviors. The Autism unit, a team of centrally based staff with expertise in autism, provides consultation to school staff with regard to understanding the disorder, accommodations, and specialized teaching strategies. Autism resource services are provided at three middle schools county-wide and three high schools for Grade 9 in fall 2012 to students with Autism Spectrum Disorder who require supports in the general education setting and instruction in pragmatic and social skills. Students receive specialized instruction in core academic classes in a combination of supported general education and special education classes.

Emotional disabilities classes are located in selected high school clusters and serve students in Grades K–12 who need individualized instruction, comprehensive behavior management, alternative learning structures, and social skills instruction. Bridge services are designed to meet the needs of socially vulnerable secondary school students with disabilities who face challenges in problem-solving skills, peer relationships, organization and planning, and coping skills.

Transition services are designed to coordinate activities to improve the graduation rate and postsecondary outcomes of students with disabilities. Services focus on improving the academic and functional achievement of students as they move from school to postsecondary opportunities. A transition support teacher is assigned to each high school, Rock Terrace School, and Regional Institute for Children and Adolescents and supports the MCPS initiative of the Seven Keys to College Readiness, and the County Council's goal of career and work readiness for students with disabilities, ages 14 to 21.

Trends and Accomplishments

In response to the Montgomery County Children's Agenda, interagency collaboration among MCPS and other county and community agencies that provide services to young children with disabilities and their families continues to be enhanced. These efforts enable parents to address their children's special needs by accessing direct and linkage services in Montgomery County, as demonstrated on a small scale by Child Link, the single source of information for parents seeking early childhood services in Montgomery County. Due in part to these efforts, the number of very young children referred to MCITP increased by more than 11 percent in FY 2012, following a steady trend the previous year. In FY 2012, MCITP served a total of 4,545 children, representing an increase of 447 children from FY 2011. The increase over the years indicates that outreach efforts to families and communities are successful, and that children and their families are receiving necessary early intervention and supports. Since February 1, 2010, parents have a choice to remain with MCITP through the Extended IFSP rather than transitioning to prekindergarten special education. The Maryland State

Department of Education October 2011 census reports that 296 families made the choice.

Child Find screening clinics continue at a steady pace for children between the ages of 3 and 5. Screening clinics are scheduled at the Carver Educational Services Center, community centers, and local libraries to improve access for families. Spanish-speaking staff from Child Find and MCITP serves at several screening clinics arranged through local liaison groups. In FY 2013, community-specific clinics are planned for the Crossways Community Center, the Takoma Park East Silver Spring (TESS) Community Service Center, the Bohrer Activity Center, as well as public libraries. Demographic shifts are evident in assessment referrals of speakers of languages other than English and in referrals of children with mental health issues. During FY 2012, approximately 33 percent of referrals to Child Find required services from an interpreter—maintaining a steady trend since FY 2010. The most frequently requested languages are Spanish, Vietnamese, French, Amharic, Russian, and Mandarin Chinese.

In response to growing evidence regarding the importance of stimulation and early intervention for children under the age of 5, the Montgomery County Council created an Early Childhood Services Initiative. Early childhood services staff members work with county agencies and private providers to address issues related to young children and their families. Child Find and MCITP staff members represent early childhood special education and MCPS on committees and projects in this inter-agency effort. Examples of interagency collaboration include the Montgomery County Early Care and Education Congress, the Home Visiting Consortium, the Early Childhood Public Engagement Campaign subcommittee, and the Prekindergarten Work Group. Child Find and PEP staff members consult with community early care and education programs about child development, curriculum modifications, and accommodations to support children with disabilities throughout the year.

Although early identification and intervention decrease the need for intensive special education services when children reach school age, there has been a significant increase in the number of infants and toddlers entering MCPS who require services. In FY 2012, 2,674 new referrals were made to MCITP, which is an increase of 277 over the previous year and the largest increase within the last four year. This trend can be attributed to technologically advanced medical interventions for babies who are born prematurely or have low birth weight, MCITP conducts outreach efforts with the medical community to locate these families. The increased referrals affect all aspects of prekindergarten special education programs. Approximately 33 percent of eligible children remain in prekindergarten special education for three years, due to age guidelines for kindergarten eligibility. These trends are expected to continue in the foreseeable future.

In FY 2011, MCPS formed a multi-stakeholder project team to make recommendations for increasing inclusive opportunities for prekindergarten students with disabilities. A subgroup on the original project team continues its work to expand on current practices and plan for additional inclusive opportunities. MCPS continues efforts to serve young students with disabilities in early childhood settings. During FY 2012, PEP provided specialized instruction to 150 students with IEPs in a regular early childhood setting by inviting nondisabled community peers to participate in classroom activities. This increased inclusive opportunities for 3- and 4-year-old students, contributing to improved access to the LRE. Students in prekindergarten special education classes also continue to participate with other MCPS programs such as Head Start and prekindergarten on joint activities when located in the same school. During FY 2012, special education and general education staff cotaught 15 classes for 4-year-old students at 12 schools. Head Start/prekindergarten and special education staff members participate jointly in professional development opportunities. MCPS is committed to collocating new special education classrooms in schools with general education prekindergarten classrooms.

In an effort to increase seamless services for children from birth through age 5, MCPS formed a partnership with the Arc Montgomery County in FY 2012 and opened its first prekindergarten classroom in a community child care center. This enables young students with disabilities to receive specialized instruction and related services in a regular early childhood setting, and reduces the impact of removal from this environment.

In order to continue to meet the needs of prekindergarten students with speech-language disabilities, MCPS Speech and Language Services expanded the range of services for students, allowing for a continuum of services available to students with speech-language disabilities. A total of 178 students were served in the five-day and two-day prekindergarten language classes during FY 2012. Speech-language pathologists use the prekindergarten classroom structure to focus on the development of oral communication skills through the MCPS prekindergarten curriculum. Ongoing opportunities are provided for parent training and collaboration, consistent with best practices for speech and language development. In FY 2013, neighborhood nondisabled peers will be invited to participate in the five-day classes, enabling students with disabilities to learn in a regular early childhood setting.

Assistive technology and augmentative communication provides access to the general education curriculum for students with disabilities and serves as a vital component of educational plans for many students. InterACT provides consultative services, maintains a lending library of equipment, conducts professional development, and provides examples of adapted instructional materials to support the communication and curricular

access needs of students with disabilities from birth to age 21. By providing professional development to school teams in the use of tools such as voice-output devices, alternative keyboards, and picture communication symbols, students have greater access and participation in the curriculum. In FY 2012, InterACT received 155 new requests from school teams for consultative services to support students, a slight decrease from the prior year. InterACT also provides ongoing consultative services to MCPS staff, supporting 545 students throughout the county, which is an increase of 14 students over the previous year. Through InterACT's support, school team members are able to continue developing skills in the use of assistive technology to ensure that students can participate and progress in the curriculum, as outlined in the IEP.

The Physical Disabilities Program provides an inclusive prekindergarten class where neighborhood peers attend school with students with physical disabilities. The High Incidence Assistive Technology Team (HIAT) continues to expand its consultation and professional development for MCPS school teams on Universal Design for Learning (UDL) and the use of technology to achieve curricular outcomes. In FY 2011 and 2012, three elementary schools and three middle schools were identified as UDL pilot sites where grade-level teams of general and special educators implemented professional learning communities focusing on school-wide integration of UDL practices into instruction. Resources from these projects, including video examples of UDL demonstrations, are uploaded to the HIAT website and used for professional development. In FY 2012, the HIAT website had an average of 13,491 visitors per month, and approximately 2,100 downloads of their resources each month. HIAT also provides courses on UDL Leadership, Mentoring, and Coaching and the use of assistive technology for reading and writing for students with high-incidence disabilities, such as learning disabilities. In FY 2012, HIAT provided support to 52 schools and conducted 159 professional development sessions. MCPS staff members, both general and special educators, are actively completing technology-related professional development provided by HIAT, InterACT, and the Technology Consulting team through a program called Educators Using Technology to Improve the Performance of Students (E-TIPS). To date, 1,440 MCPS staff members have attended E-TIPS trainings.

Services for students who are deaf or hard of hearing are on the rise, due to the increase in use of cochlear implants in students of every age group, from prekindergarten through high school, with the most significant increase in the birth to age 3 populations. There is an increasing number of students who are served in the general education environment in their neighborhood schools and more students who have multiple disabilities and are deaf, requiring sign language support in other special education programs. In a continued effort to address the national shortage of educational

interpreters, the D/HOH program collaborates with nationwide agencies and training institutions, in an effort to recruit sign language interpreters and cued speech transliterators. On-site mentoring support and training opportunities from the D/HOH staff in the Office of Interpreting Services enhances the professional development of existing staff.

Within the D/HOH program, there is an increased number of students who are English language learners. D/HOH staff members provide in-home support for parents to learn more about amplification and communication for their children and teaching sign language.

Vision Services continues to implement a privately funded grant from the Aid Association for the Blind of the District of Columbia. Grant funds provide students who are blind or visually impaired with opportunities to participate in leisure and community activities outside of the school day. Vision Services remains current with state-of-the-art technology and Technology Modification (TechMod) upgrades in MCPS schools. It continues to be necessary to upgrade equipment and software that enables students county-wide to fully and independently participate at the highest levels of academic functioning.

In FY 2012, consistent with the county-wide initiatives to provide increased inclusive practices at the prekindergarten level, the vision prekindergarten class continued its participation in collaborative activities with the MCPS prekindergarten class located in the school to the greatest degree possible. This shared programming provides structured social interactions and academic learning opportunities for children who are visually impaired along with nondisabled peers; this effort will continue in FY 2013

During the past two decades, increasing numbers of babies have been diagnosed with Cortical Visual Impairments. These children typically have multiple disabilities in addition to a visual impairment. Research has shown that using very specific teaching strategies and materials, and creating specially adapted environments, increases the likelihood that students will make progress. Vision Services continues to adapt to these changing student needs.

In support of the Children's Agenda; the Success for Every Student plan; the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*; and *The Elementary and Secondary Education Act (ESEA)*, DPSPRS—in collaboration with Partners for Success—provides child development education, resource information, and training to parents and caregivers. The strong emphasis on parent education is designed to help parents develop the skills necessary to be active decision makers in their children's education.

Major Mandates

Public Law 108-446, the *Individuals with Disabilities Education Act (IDEA)*, mandates a free and appropriate public education for students with disabilities in LRE to meet students' needs. It also requires the provision of services to those birth to age 21, including related services, to support access to special education. Related services include speech, occupational and physical therapies, school health services, transportation, assistive technology, and psychological services. IDEA, Part C, mandates the identification of and services to families who have children with developmental delays, birth to age 3, on a year-round basis.

Code of Maryland regulations set forth state requirements for implementing federal laws concerning the education of children with disabilities, children with developmental delays, birth to age 3, and their families.

MCPS delivers services to children and their families in participation with other county agencies through MCITP. The Early Childhood Education policy requires an appropriate program for children, birth through age 5, who participate in educational programs and receive designated related services.

ESEA mandates that state, district, and local schools are accountable to federal requirements and guidelines for academic standards and testing programs; the intersection of state testing and national assessment; the tracking of yearly progress; and a variety of interventions, rewards, and sanctions. Standards, testing, and accountability are the foundations of this act. Local schools are mandated to focus instruction where it is most needed and address achievement gaps for the benefit of all students.

The MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, mandates a reduction of the overrepresentation of African American students in special education.

Strategies

- Provide an educational environment for prekindergarten special education services in which students and families receive respect, encouragement, and an opportunity to build knowledge, skills, and attitudes to be successful.
- Support prekindergarten special education services that involve parents, students, and community members to ensure that students are ready for school by age 5.
- Encourage involvement of parents, business/community representatives, and students in DPSPRS programs.
- Provide programs that utilize a variety of instructional strategies and service-delivery models for students with disabilities.
- Provide special education service and transition supports that involve parents, students, and community

members to prepare students for higher learning and workplace success.

- Increase cooperative partnerships with the business community to provide services for students with disabilities.
- Provide instruction, technology, and service delivery models that support access to the MCPS curriculum in the LRE.
- Provide professional development that promotes the use of research-based assessment and instructional strategies and technologies to increase student achievement on local, state, and national assessments.
- Provide parents with the information and support they need to be actively involved in their children's education.

Performance Measures

Performance Measure: To increase the percentage of children receiving prekindergarten special education services who consistently demonstrate skills, behaviors, and knowledge for school to "full" readiness, based on the Maryland Model for School Readiness (MMSR).

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
52%	55%	58%

Explanation: This measure determines readiness for learning in the fall of the kindergarten year. Targeted performance measures are for children deemed at "full" readiness for kindergarten.

Performance Measure: To increase the percentage of children currently attending prekindergarten special education classes, being recommended for services in their home school in kindergarten.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
62.2%	65%	69%

Explanation: This measure indicates the effectiveness of early intervention of special education services in decreasing the impact of a child's disability or developmental delay upon entering kindergarten.

Performance Measure: To increase the percentage of children ages 3 through 5 who receive services in settings with typically developing peers.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
54.1	58%	62%

Explanation: This measure indicates improvement toward LRE mandates and promotes special education instruction in early childhood environments; targets are set by MSDE and new targets have not been released.

Performance Measure: To increase the cumulative number of participants that complete professional development in the area of universal design for learning (UDL) through E-TIPS certification

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
1440	1,800	2,250

Explanation: This measure indicates the number of staff members in special education or related services who have completed E-TIPS professional development for accessing technology to enhance instruction for all students.

Performance Measure: To increase the number of staff that successfully complete Crisis Prevention Institute (CPI) initial and refresher nonviolent crisis intervention and physical restraint training.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
2,450	2,393	1,000

Explanation: This measure determines staff members' ability to respond to student crises safely. One team of five staff members per school and discrete special education programs pre-K through Grade 12, school security staff, and all ED cluster staff were trained in FY 2012 and will complete refreshers in FY 2013 and FY 2014. Estimates for FY 2013 and FY 2014 include new staff members and those participating in the refresher course.

Performance Measure: To increase the percentage of preschool children ages 3 through 5 with IEPs who demonstrate Improved Positive Social-emotional Skills (Outcome A), Acquisition and Use of Knowledge and Skills (Outcome B); and Use of Appropriate Behaviors to meet their needs (Outcome C).

	FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
Outcome A	67.1%	70%	73%
Outcome B	72.0%	74%	78%
Outcome C	60.8%	63.7%	68%

Explanation: This measure determines the number of children who substantially increase their rate of growth by the time they exited early childhood special education.

**Budget Explanation
Division of Prekindergarten,
Special Programs, and Related
Services—271/245/249/252/
253/254/256/257258/259**

The current FY 2013 budget for this division is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a realignment of a .9 position and \$83,910 to this division from the locally-funded portion of the IDEA budget.

The FY 2014 request for this division is \$64,172,018, an increase of \$242,027 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$903,623)

There is decrease of \$903,623 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Enrollment Changes—\$1,299,214

The provision of services for students with Asperger's Syndrome requires a budget increase of \$124,563 for an additional 1.0 teacher and a 2.625 paraeducator positions for next year. The projected number of pre-kindergarten students that will require Autism services adds \$157,329 for 1.2 teacher and 3.44 paraeducator positions. The number of students in Grades 1-12 with Autism are projected to increase slightly but they will be served at several sites. As a result, there is an increase of \$ 682,381 for 7.0 teachers and 11.375 paraeducator positions for next year.

Students served by the Bridge Program are projected to decrease by 30 allowing for a reduction of a 1.0 teacher and a 1.375 paraeducator position and \$90,713. In addition, there is a decrease of 1.0 teacher and .437 paraeducator positions and \$65,312 for services and classes for students who are deaf and hard of hearing. There are fewer students with emotional disabilities that are projected to require services in FY 2014. This allows for a reduction of \$255,896 for 2.0 teacher and 5.5 paraeducator positions. To provide resource and classroom services for students with physical disabilities, it is necessary to increase the budget by \$85,163 for an additional 2.2 teacher and a .375 paraeducator positions. An additional \$187,445 is budgeted for 3.1 speech/language pathologists to provide resource and classroom services to students.

An additional \$106,956 and 2.0 teachers (a .5 teacher for four high schools) are needed next year to provide transition support for students. A 1.0 teacher that will be located centrally to provide transition coordination and support services will add \$53,478 to the budget. A projected increase of 35 students with visual impairments that will require resource services will increase the budget by \$23,695 for a .875 paraeducator position.

Division of Prekindergarten, Special Programs, and Related Services—271/245/249/252/253/254/256/258/259/299/276/277/278/913/907/930

Felicia Piacente, Director I

301-279-8520

Other resources related to changes in enrollment include an increase of a 1.0 special education teacher position for \$53,478 and \$23,251 for part-time salaries for interpreters budgeted in this division. Also, there is an increase of \$11,660 for local travel for additional itinerant positions added for next year.

Realignment—(\$187,445)

To align resources where they are needed, there is a shift of 3.1 positions and \$187,445 from this budget to the locally-funded portion of the IDEA budget.

Other—\$37,933

An additional \$30,433 is required for FY 2014 due to a current spending deficit for local travel. Also, there is an increase of \$1,500 budgeted to provide special events for special education students, and an increase of \$6,000 to support the Marriot Foundation Partnership.

Program Efficiencies and Reductions—(\$4,052)

There is reduction of \$4,052 in this budget as a result of reducing supplies and materials. This reduction can be made based on prior year spending trends.

**Budget Explanation
Individuals with Disabilities Education
(IDEA)—299/276/277/278/907/913/930**

The current FY 2013 budget for this program is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a realignment of a .9 position and \$83,910 from this program to the budget for the Division of Prekindergarten, Special Programs, and Related Services.

The FY 2014 request for this program is \$76,140,531, an increase of \$4,633,116 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$2,702,528

There is an increase of \$2,702,528 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Enrollment Changes—\$1,563,975

Five additional students are projected to require augmentative communication services next year and there is an increase of a .4 teacher, a .7 paraeducator, and a .1 speech/language pathologist position and \$46,394. An additional 12.3 positions and \$720,282 is required for the Infants and Toddlers Program to provide an additional 462 instructional services next year, as well as 132 additional physical therapy services, 86 occupational therapy services, and 125 additional speech/language services.

The number of students in the various Preschool Programs is projected to increase by 105 requiring a budget increase of \$790,692 for 7.8 teacher, .75 parent educator, 1.5 physical/occupational therapist, 2.35 speech/

language pathologist, and 4.0 paraeducator positions. Related to the increase in the number of itinerant special education specialists, an additional \$6,607 is required for mileage reimbursement for local travel.

Realignment—\$319,878

There are a number of budget neutral realignments within the units in this program and between this program and other OSSES units. The realignments are made to ensure that resources are budgeted appropriately and to fund higher priority spending needs. The net impact of these realignments in this program is an additional 3.1 positions and \$319,878.

Other—\$46,735

Based on current year projections, an increase of \$46,735 is required to fund additional reimbursements for mileage for local travel.

**Project's Funding History
Individuals with Disabilities Education Act
(IDEA)—299/276/277/278/907/913**

	FY 2013 Projected 7/1/12	FY 2013 Received 11/30/12	FY 2014 Projected 7/1/13
Federal	\$29,425,299	\$30,223,014	\$30,314,319
State			
Other			
County	\$42,166,026	\$41,284,401	\$45,826,212
Total	\$71,591,325	\$71,507,415	\$76,140,531

**Project's Funding History
Infants and Toddlers—930**

	FY 2013 Projected 7/1/12	FY 2013 Received 11/30/12	FY 2014 Projected 7/1/13
Federal	\$974,844	\$1,040,242	\$1,050,088
State			
Other			
County			
Total	\$974,844	\$1,040,242	\$1,050,088

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

Felicia Piacente, Director I

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	997.838	1,004.401	1,005.301	1,032.179	26.878
Position Salaries	\$58,420,766	\$63,054,662	\$63,138,572	\$63,311,807	\$173,235
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		151,749	151,749	175,000	23,251
Other		30,448	30,448	30,448	
Subtotal Other Salaries	219,722	182,197	182,197	205,448	23,251
Total Salaries & Wages	58,640,488	63,236,859	63,320,769	63,517,255	196,486
02 Contractual Services					
Consultants					
Other Contractual		60,000	60,000	66,000	6,000
Total Contractual Services	399,973	60,000	60,000	66,000	6,000
03 Supplies & Materials					
Textbooks		31,600	31,600	31,600	
Media					
Instructional Supplies & Materials		245,010	245,010	245,010	
Office		2,720	2,720	2,720	
Other Supplies & Materials					
Total Supplies & Materials	133,006	279,330	279,330	279,330	
04 Other					
Local/Other Travel		192,000	192,000	234,093	42,093
Insur & Employee Benefits					
Utilities					
Miscellaneous		17,550	17,550	19,050	1,500
Total Other	221,392	209,550	209,550	253,143	43,593
05 Equipment					
Leased Equipment					
Other Equipment		60,342	60,342	56,290	(4,052)
Total Equipment		60,342	60,342	56,290	(4,052)
Grand Total	\$59,394,859	\$63,846,081	\$63,929,991	\$64,172,018	\$242,027

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

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
271 Dept. of Prschl Sp Ed & Related Svc							
6	P Director I		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		1.000	1.000	1.000	1.000	
6	AD Teacher, Special Education	X				1.000	1.000
6	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
6	11 Office Assistant IV		1.000	1.000	1.000	1.000	
Subtotal			4.000	4.000	4.000	5.000	1.000
245 Bridge Program							
7	BD Social Worker		2.000	2.000	2.000	2.000	
3	BD Psychologist		1.000	1.000	1.000	1.000	
6	AD Teacher, Special Education	X	22.000	23.000	23.000	22.000	(1.000)
6	AD Teacher, Physical Education	X	2.000	2.000	2.000	2.000	
6	AD Teacher, Resource Spec Ed	X	4.000	4.000	4.000	4.000	
6	13 School Secretary II		2.000	2.000	2.000	2.000	
6	13 Special Education Paraeducator	X	27.375	28.875	28.875	27.500	(1.375)
Subtotal			60.375	62.875	62.875	60.500	(2.375)
249 Deaf and Hard of Hearing Programs							
6	O Supervisor		1.000	1.000	1.000	1.000	
6	G Interpreting Svcs Coordinator		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		2.000	2.000	2.000	2.000	
3	BD Psychologist		1.000	.500	.500	.500	
6	AD Teacher, Auditory	X	38.500	37.000	37.000	36.000	(1.000)
6	AD Auditory Development Spec	X	7.000	7.000	7.000	7.000	
6	18 Interpreter Hearing Impair II	X	4.500	4.500	4.500	4.500	
6	15 Interpreter Hearing Impair I	X	32.500	32.500	32.500	32.500	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	13 Special Education Paraeducator	X	21.438	21.438	21.438	21.001	(.437)
Subtotal			109.938	107.938	107.938	106.501	(1.437)
252 Speech and Language Services							
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Speech Pathologist	X	192.600	191.900	192.800	192.800	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	14 Speech/Language Path Asst	X	.800	.800	.800	.800	
6	11 Office Assistant IV		1.000	1.000	1.000	1.000	
Subtotal			196.400	195.700	196.600	196.600	
253 Visually Impaired Programs							
6	BD Instructional Specialist		1.000	1.000	1.000	1.000	
6	AD Teacher, Vision	X	14.000	15.000	15.000	15.000	
6	18 Brailist		1.000	1.000	1.000	1.000	
6	13 Special Education Paraeducator	X	2.625	3.938	3.938	4.813	.875

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

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	253 Visually Impaired Programs						
6	11 Office Assistant IV		1.000	1.000	1.000	1.000	
	Subtotal		19.625	21.938	21.938	22.813	.875
	254 Physically Disabled Programs						
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		2.000	2.000	2.000	2.000	
6	AD Teacher, Orthopedic	X	8.000	6.000	6.000	8.000	2.000
6	AD Teacher, Special Education	X	.800	.800	.800	1.000	.200
6	AD Teacher, Physical Education	X	.400	.400	.400	.400	
6	AD Physical Therapist	X	25.400	25.400	25.400	25.400	
6	AD Occupational Therapist	X	67.200	67.200	67.200	67.200	
6	16 IT Services Tech Asst II		1.750	1.750	1.750	1.750	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	14 Physical Therapy Assistant	X	1.775	1.775	1.775	.375	(1.400)
6	13 Special Education Paraeducator	X	12.000	9.000	9.000	9.375	.375
6	12 Secretary		1.000				
	Subtotal		122.325	116.325	116.325	117.500	1.175
	256 Transition Services						
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		1.000	1.000	1.000	1.000	
6	BD Sp Ed Secondary Prgm Spec	X	1.000	1.000	1.000	1.000	
6	AD Teacher, Sp Ed Transition	X	44.600	44.600	44.600	47.600	3.000
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	13 Special Education Paraeducator	X	22.750	22.750	22.750	22.750	
	Subtotal		71.350	71.350	71.350	74.350	3.000
	258 Programs for Students with ED						
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Specialist Emotional Disab		1.000	1.000	1.000	1.000	
7	BD Social Worker		7.600	8.000	8.000	8.000	
3	BD Psychologist		7.000	6.500	6.500	6.500	
6	BD Sp Ed Secondary Prgm Spec	X	13.000	13.000	13.000	13.000	
6	AD Teacher, Special Education	X	64.500	56.000	56.000	54.000	(2.000)
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	13 Special Education Paraeducator	X	87.000	74.500	74.500	69.000	(5.500)
	Subtotal		182.100	161.000	161.000	153.500	(7.500)
	259 Autism Program						
6	BD Instructional Specialist		2.500	2.500	2.500	2.500	
3	BD Psychologist		1.500	2.000	2.000	2.000	
6	BD Sp Ed Elem Prgrm Spec	X	4.500	4.500	4.500	4.500	
6	AD Teacher, Special Education	X	73.500	85.300	85.300	96.500	11.200

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

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	259 Autism Program						
6	13 Special Education Paraeducator	X	148.725	167.975	167.975	188.915	20.940
6	12 Secretary		1.000	1.000	1.000	1.000	
	Subtotal		231.725	263.275	263.275	295.415	32.140
	Total Positions		997.838	1,004.401	1,005.301	1,032.179	26.878

Individuals with Disabilities Education - 299/913

Felicia Piacente, Director I

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	209.700	205.750	204.850	209.150	4.300
Position Salaries	\$17,964,388	\$15,581,460	\$15,497,550	\$17,628,570	\$2,131,020
Other Salaries					
Summer Employment		1,402,013	1,402,013	1,402,013	
Professional Substitutes		2,478,718	2,478,718	2,478,718	
Stipends					
Professional Part Time		32,964	32,964	32,964	
Supporting Services Part Time		2,627,324	2,627,324	2,627,324	
Other					
Subtotal Other Salaries	3,585,545	6,541,019	6,541,019	6,541,019	
Total Salaries & Wages	21,549,933	22,122,479	22,038,569	24,169,589	2,131,020
02 Contractual Services					
Consultants					
Other Contractual		880,329	880,329	880,329	
Total Contractual Services	747,363	880,329	880,329	880,329	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		370,590	370,590	370,590	
Office		10,500	10,500	10,500	
Other Supplies & Materials		192,954	192,954	192,954	
Total Supplies & Materials	1,331,725	574,044	574,044	574,044	
04 Other					
Local/Other Travel		51,191	51,191	51,191	
Insur & Employee Benefits		6,659,763	6,659,763	6,661,860	2,097
Utilities					
Miscellaneous		322,740	322,740	322,740	
Total Other	7,740,414	7,033,694	7,033,694	7,035,791	2,097
05 Equipment					
Leased Equipment					
Other Equipment		274,881	274,881	274,881	
Total Equipment	655,621	274,881	274,881	274,881	
Grand Total	\$32,025,056	\$30,885,427	\$30,801,517	\$32,934,634	\$2,133,117

Individuals with Disabilities Education - 299/913

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	299 Individuals with Disabilities Educ.						
6	BD Speech Pathologist	X	5.900	5.800	4.900	8.100	3.200
6	AD Teacher, Special Education	X	5.300	24.100	24.100	24.500	.400
6	AD Teacher, Physical Education	X	.200	.200	.200	.200	
6	AD Teacher, Art	X	.200	.200	.200	.200	
6	AD Teacher, General Music	X	.200	.200	.200	.200	
6	13 Special Education Paraeducator	X	12.250	11.550	11.550	12.250	.700
	Subtotal		24.050	42.050	41.150	45.450	4.300
	913 Individuals with Disabilities Educ.						
6	BD Speech Pathologist	X	.900	3.900	3.900	3.900	
6	AD Teacher, Special Education	X	184.000	139.800	139.800	139.800	
6	AD Teacher, Resource Spec Ed	X		20.000	20.000	20.000	
6	12 Secretary		.750				
	Subtotal		185.650	163.700	163.700	163.700	
	Total Positions		209.700	205.750	204.850	209.150	4.300

Infants and Toddlers & Prekindergarten Programs - 277/276/278/907/930

Chris Richardson, Associate Superintendent

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	540.425	575.975	575.975	604.675	28.700
Position Salaries	\$37,015,355	\$39,520,908	\$39,520,908	\$41,797,736	\$2,276,828
Other Salaries					
Summer Employment		174,679	174,679	174,679	
Professional Substitutes					
Stipends					
Professional Part Time		25,000	25,000	46,087	21,087
Supporting Services Part Time		155,869	155,869	180,869	25,000
Other					
Subtotal Other Salaries	182,333	355,548	355,548	401,635	46,087
Total Salaries & Wages	37,197,688	39,876,456	39,876,456	42,199,371	2,322,915
02 Contractual Services					
Consultants					
Other Contractual		197,418	197,418	197,418	
Total Contractual Services	491,328	197,418	197,418	197,418	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		799	799	799	
Other Supplies & Materials		55,000	55,000	55,000	
Total Supplies & Materials	266,754	55,799	55,799	55,799	
04 Other					
Local/Other Travel		179,350	179,350	306,867	127,517
Insur & Employee Benefits		388,634	388,634	437,802	49,168
Utilities					
Miscellaneous		8,241	8,241	8,640	399
Total Other	827,765	576,225	576,225	753,309	177,084
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment	3,366				
Grand Total	\$38,786,901	\$40,705,898	\$40,705,898	\$43,205,897	\$2,499,999

Infants and Toddlers & Prekindergarten Programs - 277/276/278/907/930

Chris Richardson, Associate Superintendent

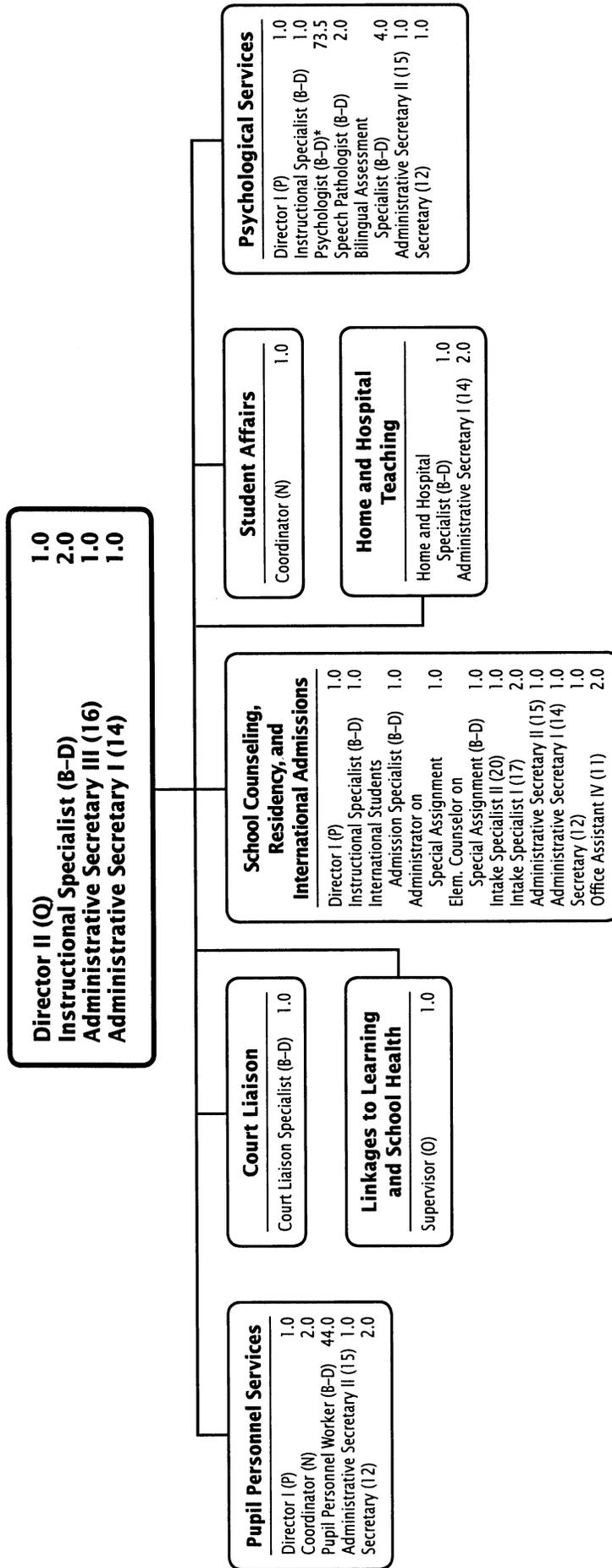
CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	277 Infants and Toddlers & Prekindergarten Progr						
6	N Coordinator		5.000	5.000	5.000	5.000	
6	BD Sp Ed Elem Prgrm Spec	X				1.000	1.000
6	BD Speech Pathologist	X	70.900	75.600	75.600	77.600	2.000
6	AD Teacher, Infants & Toddlers	X	67.200	69.000	69.000	75.000	6.000
6	AD Teacher, Vision	X	3.000	3.000	3.000	3.000	
6	AD Teacher, Special Education	X	.200	.200	.200	.200	
6	AD Physical Therapist	X	32.500	34.000	34.000	35.800	1.800
6	AD Occupational Therapist	X	29.000	31.000	31.000	31.700	.700
6	AD Teacher, Auditory	X	4.000	3.000	3.000	3.000	
6	14 Administrative Secretary I		4.000	4.000	4.000	5.000	1.000
6	13 Special Education Paraeducator	X	41.700	42.100	42.100	42.100	
	Subtotal		257.500	266.900	266.900	279.400	12.500
	276 PEP/Child Find/DESC						
6	O Supervisor		1.000	1.000	1.000	1.000	
6	N Coordinator		2.000	2.000	2.000	2.000	
6	BD Instructional Specialist		8.000	8.000	8.000	8.000	
3	BD Psychologist		4.000	4.500	4.500	4.500	
6	BD Sp Ed Elem Prgrm Spec	X	2.000				
6	BD Speech Pathologist	X	15.500	14.700	14.700	17.050	2.350
6	AD Teacher, Beginnings	X		3.000	3.000	2.000	(1.000)
6	AD Teacher, Preschool Education	X	82.900	89.900	89.900	97.200	7.300
6	AD Teacher, Special Education	X	20.800	23.050	23.050	25.300	2.250
6	AD Physical Therapist	X	5.400	6.800	6.800	7.200	.400
6	AD Occupational Therapist	X	14.700	16.400	16.400	17.500	1.100
6	14 Administrative Secretary I		3.000	3.000	3.000	3.000	
6	13 Program Secretary		3.000	3.000	3.000	3.000	
6	13 Special Education Paraeducator	X	92.750	104.000	104.000	108.000	4.000
6	12 Secretary		1.000				
	Subtotal		256.050	279.350	279.350	295.750	16.400
	278 InterACT						
6	BD Instructional Specialist		1.000	1.000	1.000	1.000	
6	BD Speech Pathologist	X	6.500	6.500	6.500	6.500	
6	AD Teacher, Special Education	X	4.000	4.000	4.000	4.000	
6	AD Physical Therapist	X	.500	.500	.500	.500	
6	AD Occupational Therapist	X	1.600	1.600	1.600	1.600	
6	16 IT Services Tech Asst II		1.000	1.000	1.000	1.000	
6	13 Special Education Paraeducator	X	.875	.875	.875	.875	
	Subtotal		15.475	15.475	15.475	15.475	
	907 PEP/Child Find/DESC						
6	BD Sp Ed Elem Prgrm Spec	X		2.000	2.000	2.000	

Infants and Toddlers & Prekindergarten Programs - 277/276/278/907/930

Chris Richardson, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	907 PEP/Child Find/DESC						
6	BD Speech Pathologist	X	.400	.300	.300	.300	
6	AD Teacher, Beginnings	X	5.000	5.000	5.000	5.000	
6	AD Teacher, Special Education	X		.750	.750	.750	
	Subtotal		5.400	8.050	8.050	8.050	
	930 Infants and Toddlers						
6	BD Sp Ed Elem Prgrm Spec	X	4.000	4.000	4.000	4.000	
6	AD Teacher, Infants & Toddlers	X		.200	.200	1.000	.800
6	AD Physical Therapist	X	1.000	1.000	1.000	1.000	
6	14 Administrative Secretary I		1.000	1.000	1.000		(1.000)
	Subtotal		6.000	6.200	6.200	6.000	(.200)
	Total Positions		540.425	575.975	575.975	604.675	28.700

Department of Student Services



F.T.E. Positions 157.5

* Program and Special School Psychologist positions are supervised by the Psychological Services Unit Director in the Department of Student Services

Mission: *The mission of the Department of Student Services (DSS) is to support the strategic plan of Montgomery County Public Schools (MCPS) by working to ensure that every student is healthy, safe, engaged, supported, and challenged. This is achieved through the development and implementation of a coordinated program of student services. The department plans, implements, and coordinates services that support student achievement and social and emotional development. Data on DSS programs and services are monitored and analyzed to verify the positive impact on student learning and success.*

Major Functions

DSS includes the following divisions: School Counseling, Residency, and International Admissions; Psychological Services; and Pupil Personnel Services. As of July 1, 2012, DSS units Disciplinary Review and School Assignment and Pupil Personnel Services combined as the Division of Pupil Personnel Services, and the Residency and International Admissions Unit and School Counseling Services Unit became the Division of School Counseling, Residency, and International Admissions. DSS includes the following units and programs: Bilingual Assessment Team, Court Liaison, Home and Hospital Teaching (HHT), Home Schooling Review, Liaison to Linkages to Learning (LTL) and School Health Services, Positive Behavioral Interventions and Supports (PBIS), and Student Affairs. DSS develops and maintains partnerships with county government agencies, private organizations, and other community groups that serve students and their families.

Student services personnel assist school teams in addressing the needs of students, families, and staff through collaborative problem solving. Teams composed of pupil personnel workers (PPWs), school counselors, school nurses, school psychologists, and social workers help address the academic, behavioral, social, and emotional needs of students. Services provided by health technicians and school nurses are available as the result of a formal partnership between MCPS and the Montgomery County Department of Health and Human Services (DHHS).

The Division of Psychological Services supports healthy child development and academic success by delivering a broad array of psychological services. Consultation is provided through formal and informal consultation, psychological assessments, and crisis services. School psychologists regularly consult with teachers, administrators, and parents during Collaborative Problem Solving, Educational Management Team, Section 504, and Individualized Education Program (IEP) team meetings. This division supports collaborative approaches to analyzing and resolving barriers to students' academic,

emotional, and social growth. Psychologists are critical members of the IEP teams for students with disabilities. The role of the psychologist may vary across schools and programs. Psychologists regularly help develop behavior intervention plans and also may deliver individual and small-group counseling and social skills programs. They also help deliver professional development and training on a broad array of topics pertaining to mental and behavioral health. Psychological Services monitors and maintains electronic records of psychological reports. The division plans and implements the professional growth system for all psychologists, including observations and evaluations, professional learning communities, and regular administrative and professional development meetings.

The Division of Psychological Services includes the Bilingual Assessment Team (BAT). BAT provides consultation, screening, and assessment services to English language learners (ELLs) who are suspected of having a disability recognized under the *Individuals with Disabilities Education Act of 2004 (IDEA)*. When an ELL is suspected of having an educational disability, bilingual staff members complete language dominance screenings and, when appropriate, conduct educational, psychological, and speech/language assessments in close collaboration with school-based staff.

The Division of Pupil Personnel Services supports the work of PPWs. PPWs address barriers to academic success by promoting collaboration among families, schools, and community stakeholders. They participate on collaborative problem solving teams. PPWs help students and their families access information on MCPS policies, regulations, and procedures, and school system and community resources. PPWs consult with parents, guardians, and school staff on issues such as chronic attendance concerns, drop-out prevention, homelessness, substance abuse, and special education. PPWs collaborate with school system staff and providers in the community to help access services for students and their families. PPWs support the MCPS home schooling liaison to review records of all home schooling students twice a year. Pupil Personnel Services is responsible for overseeing the implementation of Section 504 of the *Rehabilitation Act of 1973*. The division helps direct the Interagency Truancy Review Board (TRB) and Attendance Matters, an internal MCPS truancy prevention program. It coordinates a program of professional development for PPWs. Pupil Personnel Services also responds to requests for change of student school assignments. Working in collaboration with the Appeals/Transfer team in the Office of the Chief Operating Officer, the Division of Pupil Personnel Services implements MCPS Regulation JEE-RA: *Transfer of Students*. Pupil Personnel Services processes all requests for expulsion in compliance with MCPS Regulation JGA-RB: *Suspension or Expulsion of an MCPS Student*. This division holds investigative conferences for students

recommended for expulsion and provides families with information about interagency resources.

The mission of the Division of School Counseling, Residency, and International Admissions (SCRIA) aligns with the mission and vision of DSS and MCPS in supporting the academic success and personal growth of every student in his or her academic, career, personal, interpersonal, and healthy development. The division is responsible for directing a range of services that support students and families. The school counseling program is a comprehensive program designed to enhance the academic, personal, and interpersonal development of all students. This program is designed to align with the model endorsed by the American School Counselor Association (ASCA). Counselors align school-level counseling programs with the established standards when planning for program improvement. The school counseling curriculum includes individual planning, responsive services, and system support. School counselors identify effective prevention and intervention strategies and build pathways that support academic rigor, college readiness, and career planning for all students. SCRIA assists school counselors in supporting students with all aspects of the college-planning process, including the application process, testing, financial aid, and scholarships. Working collaboratively with other MCPS offices, SCRIA ensures that school counseling programs are aligned with initiatives such as the Seven Keys to College Readiness and partnerships with Historically Black Colleges and Universities. SCRIA collaborates with school administrators, counselors, and community stakeholders to provide support services. Last year, the school counseling unit offered more than 55 professional development opportunities for counselors and college/career information coordinators. Throughout the school year, SCRIA supports system-wide crisis training and response. Staff members also provide parent education and outreach, serving as the liaison to a number of community groups. SCRIA works collaboratively with local universities to deliver enhanced professional development to school counselors and to assign counselor interns. SCRIA supports the Guiding the Pathways of Success (GPS) to College manual to assist first-generation college bound, minority, and low-income students in successfully navigating the systems required for admittance into college and securing financial aid. The manual used during the summer of 2012 at the GPS to College course, created to help eliminate the barriers faced by first-generation college hopefuls.

SCRIA provides information and services regarding enrollment, attendance, and residency for families new to Montgomery County, homeless students, international students, foreign exchange students, and students who are United States citizens returning from foreign schools into MCPS. SCRIA also serves students who do not reside with parents, who are 18 years old and self-supporting, and residing in Montgomery County with a

short-term lease or awaiting completion of permanent housing. Staff is conversant and literate in the major languages spoken in Montgomery County. SCRIA works closely with parents, principals, school counselors, and school registrars to facilitate school enrollment. SCRIA collaborates with the School Health Services Center to ensure that students coming from abroad comply with Maryland health requirements and implements preventive practices for early identification of communicable diseases. SCRIA collaborates with the Department of Homeland Security and the U.S. Department of State to ensure compliance with existing regulations for admitting foreign students with exchange (J-1) and non-immigrant student (F-1) visas.

The court liaison serves as a link between MCPS and the Montgomery County Department of Juvenile Services. The court liaison chairs the Interagency Transition Team, which facilitates the process for adjudicated youth to return to school.

HHT is an instructional service for students who are unable to participate in their schools of enrollment, due to a physical, administrative, or emotional condition. HHT services are routinely available to Montgomery County students, from kindergarten through Grade 12, who are enrolled in a full-day program in MCPS; have been placed by MCPS in a nonpublic school; or attend a private school and qualify for special education services.

Following COMAR requirements, the home schooling liaison works with families choosing to home school students. The home schooling liaison maintains registration records and facilitates home schooling reviews.

The LTL program provides school-based health, mental health, and social services to more than 5,000 families through a partnership/collaboration with MCPS, DHHS, and public, nonprofit partner agencies. Linkages staff members work onsite in 26 elementary and middle schools to lessen the effects of poverty by removing barriers to learning that affect student academic achievement and social and emotional development.

PBIS is a framework that schools utilize to build and maintain a positive school culture to improve academic and behavioral outcomes for all students. The PBIS specialist supports schools by consulting with school teams, allocating resources, and designing and delivering professional development and networking opportunities.

Student Affairs coordinates student-related activities by providing advice, counsel, and support to student government organizations within schools and at the county and state levels. The unit facilitates the annual revision of *A Student's Guide to Rights and Responsibilities in MCPS*, organizes the election of the Montgomery County student member of the Board of Education, monitors the selection of the Montgomery County Delegation of Maryland Legislative Page Program applicants, partners

with the Montgomery County Business Roundtable for Education to coordinate the Student Emerging Leaders programs, works with the Montgomery County Board of Elections to conduct the annual student voter registration drive, and facilitates the Drive for Supplies project at the end of each school year.

Trends and Accomplishments

DSS strategically assigns personnel to all schools in order to support the effective and efficient implementation of the school program. The staff collaborates with other MCPS offices to positively impact academic, career development, health, personal, and interpersonal outcomes for students, while supporting a high-quality, world-class education for every student.

During FY 2012:

- DSS staff collaborated to develop and deliver comprehensive training for school administrators and counselors pertaining to bullying prevention, positive school climate, and MCPS Regulation JHF-RA, *Bullying, Harassment, or Intimidation*.
- DSS staff provided leadership in the development of MCPS Regulation JHG-RA, *Gangs, Gang Activity, or Other Similar Destructive or Illegal Group Behavior Prevention*. Training was provided for all secondary school principals and student service staff members.
- BAT staff members conducted 796 language dominance assessments, 190 educational assessments, 257 psychological assessments, and 160 speech/language assessments. With the assistance of BAT staff members, teachers were able to better plan for the academic strengths and needs of these students, ensuring greater academic success for each one.
- HHT provided instructional services to 800 students. These services allowed students to continue their course of study while recovering from long-term illness. HHT piloted a WebEx program, allowing the HHT student and teacher to meet face-to-face with integrated video and audio, using two trained HHT teachers for a period of six weeks. Based on the feedback and success of the program, 10 additional home and hospital teachers will receive training on how to use the WebEx program during the 2012–2013 school year.
- International Admissions served 3,246 students from 147 countries. Responses from the parent questionnaire expressed a 99.09 percent satisfaction with SCRIA services.
- SCRIA helped to ensure that the MCPS graduating class of 2012 earned \$238.5 million in college scholarships.
- During the 2011–2012 school year, 23 graduate-level counseling students received counseling supervision during counselor internships throughout the county.
- DSS supported 84 schools, three special education schools, and three Alternative Program sites in the implementation of PBIS.
- Mental health crisis response training is provided yearly to develop the skills of new DSS staff members and to refresh and enhance the skills of veteran staff. In FY 2012, 281 staff members took part in the training. At the system level, DSS collaborates with DHHS and the Mental Health Association to implement a Memorandum of Understanding on mental health response in a large-scale crisis. This agreement formalizes the collaboration among these agencies so that appropriate numbers of well-trained staff can respond to schools as needed. In order to support this initiative, a comprehensive training program in mental health crisis response is offered each year to new and veteran staff to ensure that all responders are equipped with the latest information and resources to serve students and staff during a large-scale crisis situation. Crisis response teams were sent to address 23 situations.
- The Interagency TRB was initiated by DSS to address chronic and severe truancy issues. In FY 2012, 82 cases were referred to TRB for intervention. The Attendance Matters program was expanded county-wide for the 2011–2012 school year. A total of 117 student attendance cases were heard.
- DRSAU staff conducted investigative conferences for 394 expulsion requests.
- DRSAU staff processed 3,470 Change of School Assignment requests.
- Psychologists completed 3,212 psychological assessment reports for students referred to problem-solving teams, including Section 504 and IEP teams.
- PPWs conducted 1,288 home schooling reviews. Parents who elect to educate their children in their home were provided with feedback on their educational program, and were offered suggestions and resources to improve their instructional delivery.
- PPWs provided case management, advocacy, and referral services for approximately 21 students who participated in an Expulsion Review Board hearing.
- Pupil Personnel Services provided Section 504 system-wide training for 202 MCPS staff members.
- DSS worked collaboratively with DHHS to support school-based health-wellness centers, including the wellness center at Northwood High School and five Linkages to Learning school-based health-wellness centers at Broad Acres, Harmony Hills, Summit Hall, Gaithersburg, and New Hampshire Estates elementary schools. A Linkages to Learning school-based health-wellness center will open in August 2012 at Rolling Terrace Elementary School.
- DSS partners with three local community agencies to provide activities, programs, and services to schools located in communities impacted by gang activity.
- Student Affairs facilitated the election of the student member on the Board of Education. This election is the 10th largest election in Maryland.

- As a part of the Student Voter Registration Drive, 1,604 MCPS students were registered as voters at the Montgomery County Board of Elections.
- The Drive for Supplies program, facilitated by the Student Affairs Unit, and in cooperation with Learn Shop, Inc., is an end-of-the-school-year collection of used, yet usable, school supplies. The supplies are distributed to local schools and nonprofit organizations, surrounding counties, and other organizations for overseas use. In July 2012, 13,183 pounds of materials were collected, sorted by student volunteers, and distributed to organizations that benefit children.
- LTL provided adult English Literacy classes at eight sites, serving 12 school communities and an average of 300 students during the 2011–2012 school year, which more than tripled the enrollment from the program's inception in 2005–2006. Linkages applied for and received a \$21,013 grant from the Montgomery Coalition for Adult English Literacy to support the program.
- LTL provided comprehensive mental health and social services to more than 5,000 students and families. In addition, in summer 2011, Camp Sandy Cove, Camp Pecometh, Caleeva, City of Gaithersburg, Montgomery County Recreation Department, Round House Theater, Black Rock, Camp Sonshine, One on One Basketball, Teens to Go, Creative Adventures, Girl Scouts of America, and Berrend Dance Center provided summer camp scholarships to more than 200 children. Donations were received from Bank of America/Merrill Lynch, and private donors to provide needed services and opportunities to eligible families. Holiday food baskets were provided to 770 families, 1,200 winter coats and 50 pairs of new shoes to children and adults, and school supplies to more than 1,000 students. More than 1,800 children at 26 school sites participated in the Holiday Exchange Program.

Major Mandates

- Maryland regulations require each school system to provide comprehensive training pertaining to bullying prevention. MCPS policy and regulation JHF-RA *Bullying, Harassment, or Intimidation*, directs school personnel to provide procedures that address the prohibition of bullying in schools by implementing prevention, early intervention, remedial activities, and specific consequences as needed, and guard against reprisal or retaliation against individuals who report acts of bullying.
- As part of Maryland's policy pertaining to the *Safe Schools Act of 2010*, Maryland's Model Policy to Address Gangs, Gang Activity, and Similar Destructive or Illegal Group Behavior was created to implement procedures for reporting suspected gang activity or similar destructive or illegal group behavior in schools. DSS developed reporting and investigating forms and procedures and provided information and

training to secondary school principals, in collaboration with the Montgomery County Police, Gang Task Force and other county agencies.

- Maryland regulations (COMAR 13A.05.05.01) require each school system to provide a coordinated program of student services that include counseling, pupil personnel, school psychology, and school health services; state timelines for completing assessments to determine eligibility for special education; provision for home and hospital teaching; transfer of students within the county; student suspension and expulsion; and home schooling.
- MCPS Policy IJA and Regulation IJA-RA, *School Counseling Programs and Services*, directs school counseling programs to remove barriers to learning and to promote the knowledge and skills necessary for the academic achievement and personal growth of all students through prevention and intervention services. MCPS policies and regulations also specify that schools will exercise responsible open-enrollment practices with regard to Honors and Advanced Placement courses.
- IDEA requires MCPS to implement general educational interventions; and, if those general education interventions are ineffective and the IEP team suspects an educational disability, staff members evaluate and determine if the child has an educational disability and then provide special education services for these identified children.
- The *Americans with Disabilities Act* and Section 504 of the *Rehabilitation Act of 1973*, and the *Americans with Disabilities Act Amendments Act (ADAAA) of 2008*, prohibit discrimination against individuals with disabilities in MCPS programs, services, and activities.
- The *McKinney-Vento Homeless Education Act* requires that students who are homeless be immediately enrolled in the school that is in his or her best interest. (MCPS Regulation JEA-RD, *Enrollment of Homeless Students*).
- Maryland law requires children age 5–16 to attend school.
- Maryland state regulation requires, under certain circumstances, the disclosure of a police record and a juvenile court record concerning a child to the superintendent of schools to determine the need for adjustments or modifications in the education program.
- The *Safe Schools Reporting Act* mandates that the Maryland State Department of Education (MSDE) require county boards of education to report incidents of harassment or intimidation against students in public schools under the county board's jurisdiction.
- Maryland law requires elementary schools with suspension rates at 10 percent or higher and any school with a habitual truancy rate of 4 percent or higher

to implement a positive behavioral intervention and support program or an alternative program.

- Maryland law requires instructional services to public school students who are unable to participate in their school of enrollment due to a physical or emotional condition.

Strategies

- Provide a coordinated program of student services that includes counseling, pupil personnel, school psychology, and school health services; state timelines for completing assessments to determine eligibility for special education; provision for HHT; transfer of students within the county; student suspension and expulsion; and home schooling.
- Facilitate access to higher education for underrepresented students who have the desire and capacity to achieve a baccalaureate degree through a partnership program with Montgomery College and The Universities at Shady Grove by actively collaborating in the development and implementation of the Achieving College Excellence and Success (ACES) program in selected MCPS high schools. Since MCPS is committed to assisting first-generation college bound, minority, low-income students in successfully navigating the systems required for admittance into college and securing financial aid, MCPS developed a one-week summer program to help eliminate the barriers faced by this specific population of MCPS students. The Guiding the Pathways to Success (GPS) program is designed to provide students with hands-on assistance. To this end, students complete an interest inventory, explore career options and set postsecondary goals, learn about the link between postsecondary education and career options, research and select college options, begin the college application process, learn about financial aid options and apply for grants and scholarships, and write a personal statement essay.
- Develop assignments that provide each school and special education program with pupil personnel workers and school psychologists.
- Provide leadership and support to implement PBIS in schools to create a more positive and academically focused school environment.
- Support schools in understanding and implementing Section 504 of the *Rehabilitation Act of 1973*.
- Implement initiatives to provide a continuum of prevention and intervention services to support student academic achievement and self-management through collaboration, problem solving, and response to intervention practices.
- Implement school counseling program standards, K-12, that utilize a strategic planning process to increase academic rigor for all students.
- Collaborate with schools to reduce the incidence of habitual truancy through school strategies, student

interventions, and the implementation of the Inter-agency TRB.

- Design and implement coordinated professional development that increases DSS staff capacity to deliver mental health crisis response services on a school or system level.
- Support schools through the processing of requests for change of school assignments and the processing of requests for expulsion.
- Support schools with guidance, information, and support for collaborative problem solving.
- Represent the school system on county, state, and regional committees.
- Work with nonprofit organizations and community to deliver positive youth development programs to students.
- Complete home schooling reviews twice each year for those families who are not affiliated with an MSDE-registered group.
- Facilitate and monitor the distribution of funds to children/families in need through Neediest Kids, Inc., *Bridge to Excellence* program.
- Support schools with understanding and adhering to the *Safe Schools Act*.
- Support school-based health centers, including the first high school wellness center located at Northwood High School.

Performance Measures

Performance Measure: Participants attending student services professional development meetings will respond that the information presented was meaningful to their work.

	FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
Pupil Personnel Services	100%	100%	100%
School Counseling Services	99%	98%	99%
School Psychological Services	94%	96%	99%
Disciplinary Review and School Assignment Unit	99%	99%	99%

Explanation: Professional development related directly to job function and considered meaningful will have a positive impact on the delivery of student services.

Performance Measure: To increase the percentage of students whose attendance improves in the semester following an interagency TRB hearing.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
79%	80%	85%

Explanation: Regular school attendance is directly correlated with student academic success and is aligned with the strategic plan to ensure success for every student. Pupil personnel workers are case managers who support students and their families through the TRB process.

Performance Measure: Increase the percentage of students who begin HHT services no later than 10 school days from the date the application for service is approved.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
84%	87%	90%

Explanation: Beginning HHT services promptly will limit any disruption to the instructional program.

Performance Measure: To maintain a high level of parent satisfaction with the HHT unit, as indicated on satisfaction surveys.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
80.7%	90%	95%

Explanation: It is important for parents to feel that they had the opportunity to express their concerns and were treated in a professional manner.

Performance Measure: To increase attendance in after-school tutorial programs of students in short- and long-term homeless shelters.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
90% (both)	95% (both)	96% (both)

Explanation: It is important that parents of homeless shelter students understand the importance for their children to receive after-school tutorial services to support their academic performance and that they feel services were provided in an expeditious and professional manner. Data was expanded to include homeless students served at long- and short-term shelters. Tutors maintain records.

Performance Measure: To maintain a high level of parent satisfaction with the Division of Pupil Personnel Services Investigative Conference held in response to a suspension/expulsion request, as indicated on satisfaction surveys.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
98%	99%	99%

Explanation: It is important for parents to feel that they had the opportunity to express their concerns and were treated in a professional manner.

Performance Measure: Schools implementing PBIS will report that they meet or are below the system-identified (yearly) suspension target.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
84%	85%	90%

Explanation: Schools implementing PBIS will report a decrease in office referrals when comparing this school year with the previous one.

Performance Measure: Increase principal/school satisfaction with the mental health crisis response services of DSS.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
98%	98%	98%

Explanation: Effective mental health supports provided after a crisis assists with the prompt return to a school environment that promotes academic achievement.

**Budget Explanation
Department of Student
Services—551/552/553/555/628**

The FY 2014 request for this department is \$18,762,717, an increase of \$256,719 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$70,900

There is an increase of \$70,900 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Enrollment Changes—\$170,922

Based on the actual and projected spending for part-time home and hospital teachers, an additional \$170,922 is required to serve students in this program.

Other—\$14,897

There is an increase of \$14,897 to cover local travel mileage reimbursement.

**Budget Explanation
National Institutes of Health
Program—908**

The FY 2014 request for this program is \$254,733, the same level of funding as budgeted in FY 2013.

Project's Funding History

	FY 2013 Projected 7/1/12	FY 2013 Received 11/30/12	FY 2014 Projected 7/1/13
Federal			
State			
Other	\$254,733	\$254,733	\$254,733
County			
Total	\$254,733	\$254,733	\$254,733

Department of Student Services - 551/552/553/555/628/964

Ursula A. Hermann, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	158.500	157.500	157.500	157.500	
Position Salaries	\$16,245,017	\$16,529,809	\$16,529,809	\$16,615,835	\$86,026
Other Salaries					
Summer Employment					
Professional Substitutes		28,000	28,000	28,000	
Stipends		196,720	196,720	196,720	
Professional Part Time		1,071,843	1,071,843	1,242,765	170,922
Supporting Services Part Time		103,439	103,439	103,210	(229)
Other					
Subtotal Other Salaries	1,439,911	1,400,002	1,400,002	1,570,695	170,693
Total Salaries & Wages	17,684,928	17,929,811	17,929,811	18,186,530	256,719
02 Contractual Services					
Consultants					
Other Contractual		267,550	267,550	267,550	
Total Contractual Services	232,053	267,550	267,550	267,550	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		40,106	40,106	40,106	
Office		15,347	15,347	15,347	
Other Supplies & Materials		79,594	79,594	79,594	
Total Supplies & Materials	126,424	135,047	135,047	135,047	
04 Other					
Local/Other Travel		159,940	159,940	159,940	
Insur & Employee Benefits					
Utilities					
Miscellaneous		13,650	13,650	13,650	
Total Other	193,134	173,590	173,590	173,590	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$18,236,539	\$18,505,998	\$18,505,998	\$18,762,717	\$256,719

National Institutes of Health Program - 908

Ursula A. Hermann, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)					
Position Salaries					
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		200,940	200,940	200,940	
Supporting Services Part Time		18,657	18,657	18,657	
Other					
Subtotal Other Salaries	219,185	219,597	219,597	219,597	
Total Salaries & Wages	219,185	219,597	219,597	219,597	
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
Total Supplies & Materials					
04 Other					
Local/Other Travel					
Insur & Employee Benefits		17,568	17,568	17,568	
Utilities					
Miscellaneous		17,568	17,568	17,568	
Total Other	35,069	35,136	35,136	35,136	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$254,254</u>	<u>\$254,733</u>	<u>\$254,733</u>	<u>\$254,733</u>	

Department of Student Services - 551/552/553/555/563/628/964/908

Ursula A. Hermann, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	551 Department of Student Services						
7	Q Director Schl Support & Improv		1.000	1.000	1.000	1.000	
7	P Director I		2.000	2.000	2.000	2.000	
3	O Supervisor		1.000	1.000	1.000	1.000	
7	O Supervisor		2.000				
7	N Coordinator		3.000	3.000	3.000	3.000	
7	BD Court Liaison Specialist		1.000	1.000	1.000	1.000	
3	BD Instructional Specialist		1.000				
7	BD Instructional Specialist		3.000	3.000	3.000	3.000	
7	BD Pupil Personnel Worker		44.000	44.000	44.000	44.000	
3	BD Psychologist		68.500	68.500	68.500	68.500	
7	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
7	15 Administrative Secretary II		2.000	2.000	2.000	2.000	
7	14 Administrative Secretary I		2.000	1.000	1.000	1.000	
2	12 Secretary		1.000	2.000	2.000	2.000	
7	12 Secretary		1.000				
	Subtotal		133.500	129.500	129.500	129.500	
	552 Bilingual Assessment Team						
2	BD Instruct Assessment Spec		4.000	4.000	4.000	4.000	
3	BD Psychologist		5.000	5.000	5.000	5.000	
3	BD Speech Pathologist	X	2.000	2.000	2.000	2.000	
2	12 Secretary		1.000	1.000	1.000	1.000	
	Subtotal		12.000	12.000	12.000	12.000	
	553 Home & Hospital Teaching						
2	BD Instructional Specialist		1.000	1.000	1.000	1.000	
3	AD Central Off Teacher	X	1.000				
7	14 Administrative Secretary I			1.000	1.000	2.000	1.000
2	12 Secretary		1.000	1.000	1.000		(1.000)
	Subtotal		3.000	3.000	3.000	3.000	
	555 Counseling, Residency & Intl.						
7	P Director I		1.000	1.000	1.000	1.000	
7	P Administrator Spec Assign				1.000	1.000	
7	BD Intl Students Admission Spec		2.000	2.000	1.000	1.000	
3	BD Instructional Specialist			1.000	1.000	1.000	
3	BD Elem Counselor Spec Assign			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	

Department of Student Services - 551/552/553/555/563/628/964/908

Ursula A. Hermann, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	555 Counseling, Residency & Intl.						
7	11 Office Assistant IV		2.000	2.000	2.000	2.000	
	Subtotal		10.000	13.000	13.000	13.000	
	Total Positions		158.500	157.500	157.500	157.500	

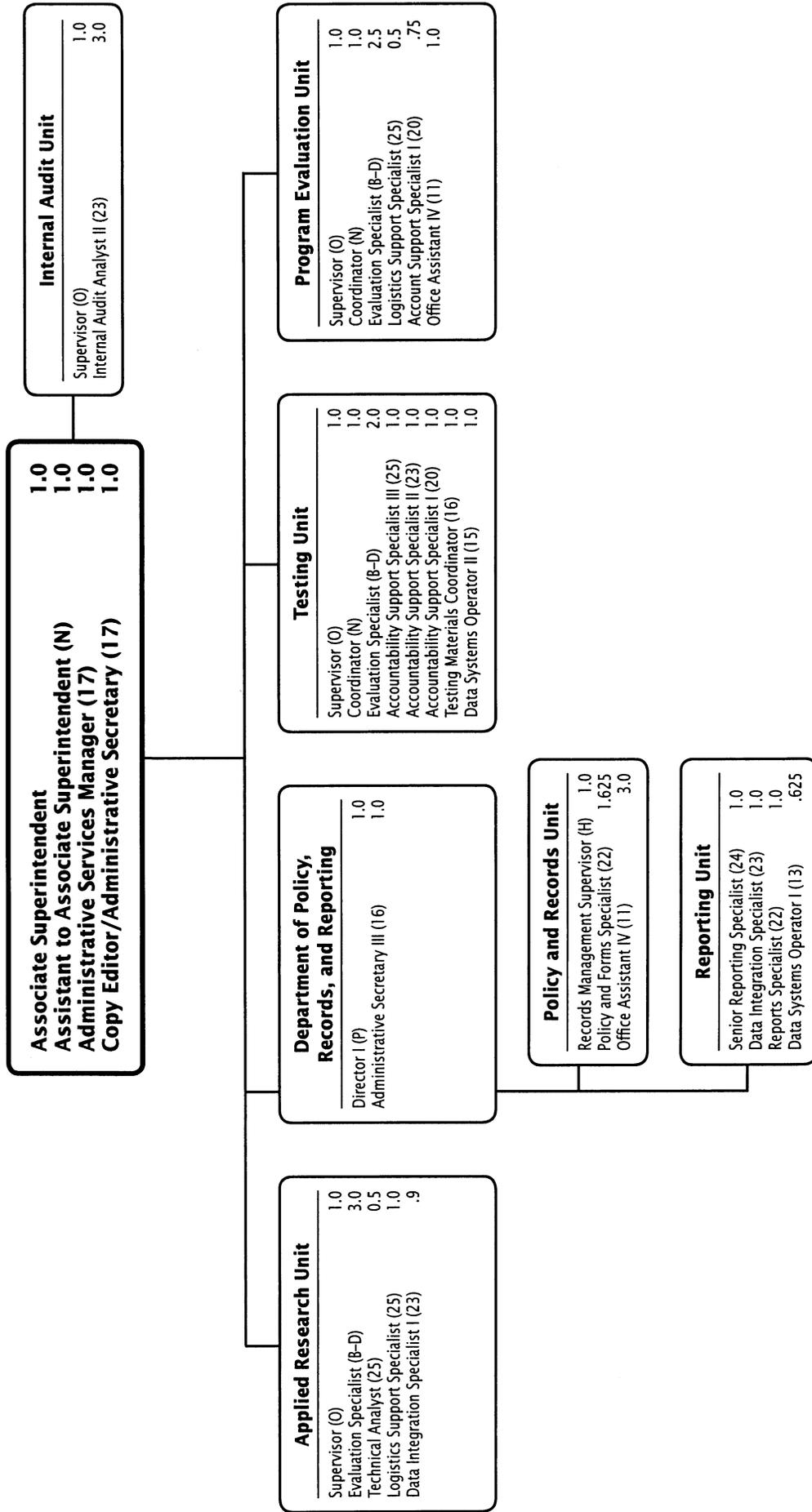
Office of Shared Accountability

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**Office of Shared Accountability
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	9,000	9,000	9,000	9,000	
Business/Operations Admin.	1,000	1,000	1,000	1,000	
Professional	8,500	8,000	7,500	7,500	
Supporting Services	23,400	23,400	23,900	23,900	
TOTAL POSITIONS	41,900	41,400	41,400	41,400	
01 SALARIES & WAGES					
Administrative	\$1,120,083	\$1,148,840	\$1,148,840	\$1,169,620	\$20,780
Business/Operations Admin.	76,919	79,593	79,593	83,104	3,511
Professional	787,360	859,219	804,965	781,545	(23,420)
Supporting Services	1,685,238	1,761,994	1,797,855	1,820,420	22,565
TOTAL POSITION DOLLARS	3,669,600	3,849,646	3,831,253	3,854,689	23,436
OTHER SALARIES					
Administrative					
Professional	86,854	47,687	66,080	66,080	
Supporting Services	124,959	116,817	116,817	116,817	
TOTAL OTHER SALARIES	211,813	164,504	182,897	182,897	
TOTAL SALARIES AND WAGES	3,881,413	4,014,150	4,014,150	4,037,586	23,436
02 CONTRACTUAL SERVICES	72,321	490,099	490,099	178,965	(311,134)
03 SUPPLIES & MATERIALS	20,892	24,659	24,659	24,659	
04 OTHER					
Local/Other Travel	7,551	6,944	6,944	6,944	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
TOTAL OTHER	7,551	6,944	6,944	6,944	
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	\$3,982,177	\$4,535,852	\$4,535,852	\$4,248,154	(\$287,698)

Office of Shared Accountability



Mission *The mission of the Office of Shared Accountability (OSA) is to provide timely, responsive, and useful information that supports high expectations, equitable practices, and continuous improvement efforts throughout Montgomery County Public Schools (MCPS).*

Major Functions

OSA consists of the Applied Research, Internal Audit, Program Evaluation, and Testing units, and the Department of Policy, Records, and Reporting.

The functions and activities of the Applied Research (AR) unit are aligned with the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, and support the goals of the plan in a variety of ways. The AR unit conducts research to understand factors that influence student outcomes and perceptions of school quality, including the production of extensive research reports on academic indicators and standardized tests that support data-driven decision making, school improvement, and academic achievement. The AR unit also develops prediction models and monitoring tools that are designed to inform articulation and instructional decisions. The AR unit conducts research to examine the relationship between the Seven Keys to College and Career Readiness and postsecondary outcomes of MCPS graduates. The AR unit provides trend and gap analysis used to measure the attainment of data points that monitor milestones of the MCPS strategic plan and guide school improvement planning. In addition, surveys regarding the quality of services and supports provided by MCPS and administered to students, parents, and staff provide information for continuous improvement throughout the school system. The AR unit engages in a number of collaborative research projects with other MCPS offices and with agencies and institutions outside of MCPS. The AR unit staff collaborates with Gallup, Inc. in conducting the student and staff engagement surveys and uses the aggregated data to pursue research questions that are of interest to the system. In addition, the AR unit coordinates requests made to MCPS for external research and assists in developing surveys to report on system-wide initiatives.

The Internal Audit (IA) unit conducts financial and program audits of funds appropriated by MCPS, as well as funds within the Independent Activity Fund at individual school sites. These 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. The IA unit also is responsible for managing the MCPS external audit contract, interacting with the Maryland State Department of Education (MSDE), the Maryland Public School Construction Program, and the Maryland Office

of Legislative Audits on auditing issues, assessing the school system's internal financial controls, and advising managers of any required corrective actions. Training and assistance are provided to school-based and non-school-based managers to enable them to identify and minimize the risk of loss of the system's resources; to prepare accurate, timely, reliable operating information supported by appropriate documentation; to provide help to schools and offices dealing with outside vendors; and to monitor compliance with specific policies and regulations.

The Program Evaluation (PE) unit designs and conducts comprehensive evaluations of MCPS programs and initiatives to provide quantitative and qualitative information on fidelity of programs' or initiatives' implementation and their outcomes through the application of scientific tools and techniques. These evaluations focus on priority areas and initiatives of the Board of Education (Board) and superintendent of schools to ensure success for every student and improve student learning. Evaluations also are done for key curricula that support these priority areas and initiatives and federal and state grants. In addition, the PE unit staff members provide technical assistance and consultation to other MCPS program staff, develop evaluation plans for major grant proposals sought by the school system, provide psychometric consultation and analyses, and collaborate with outside higher education institutions in the evaluation of selected programs operating within the school system. The PE unit's evaluation findings play an integral role in programmatic decisions regarding both internally funded and grant-funded educational programs instituted to benefit students.

The Testing unit (Testing) oversees administration of assessments and provides data for measuring and monitoring student achievement. This responsibility includes a comprehensive program of student assessment, including 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 (MSA), Alternate MSA, Maryland High School Assessment (HSA), and Modified HSA). Testing also supports the administration of cognitive assessments for gifted and talented identification for all Grade 2 students, the National Assessment of Educational Progress (NAEP), and the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) English Language Proficiency Test. Testing unit staff members have primary responsibility for overseeing the administration (training, materials, security) of these assessments, as well as the analysis and reporting of the results to MSDE, the MCPS Board, MCPS staff, and the public. With the introduction of the new Maryland Accountability Program in 2012, Testing staff are providing additional professional development and informational sessions to school staff and central office leadership.

The Department of Policy, Records, and Reporting comprises three units: Policy; Records; and Reporting. The Policy unit develops and manages revisions to and codification of policies and regulations; provides technical assistance to 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. The unit publishes MCPS policies and regulations, both in paper form and electronically. Additionally, the Policy unit administers a system-wide forms management and control program that ensures accurate and consistent data collection.

The Records unit is responsible for the creation, maintenance, and retention of student records and some employee records, as well as office records. The Records unit monitors and implements state requirements for maintenance of student records and supports schools in ensuring the timely and accurate entry of information into a student's electronic and paper record. The unit also serves the needs of the public who require access to their records.

A major function of the Reporting unit is to ensure compliance with federal, state, and local reporting requirements. The Reporting unit provides infrastructure support for collecting and sharing data, monitoring data to ensure accuracy, verifying and transmitting data reports, and serving as a resource for the system and the community for ad hoc student data requests. Additionally, the Reporting unit produces formal reports, including Schools at a Glance, Special Education at a Glance, and School Safety and Security at a Glance.

All OSA units receive, process, and respond to ad hoc requests by stakeholders throughout the school system.

Trends and Accomplishments

OSA has addressed the challenges of increased demands for services and products in each of the following areas:

- Policy and regulatory requirements related to federal, state, and local mandates.
- Requests for access to and collection of data to support strategies and milestones in the MCPS strategic plan.
- Mandates at both the federal and state level for high-stakes testing and accountability.
- Awareness of the value and increased staff capacity of using data-driven and research-based decision making to guide both systemic and school-level improvements.
- Requests for implementation and outcome evaluations of major reforms, initiatives, and policies.
- Collaboration with other MCPS offices to support the collection and appropriate use of data.

- Collaboration and partnerships, particularly in grant-supported initiatives, that require evaluation services.
- Demand for internal financial controls, monitoring, and compliance and increased federal and state reporting requirements.

During the 2011–2012 school year, OSA supported the MCPS mission, vision, and goals through the following activities:

- Oversaw the administration of a comprehensive program of online and/or paper-pencil student assessments, including more than 300,000 assessments mandated by MSDE, as well as 50,000 national assessments such as the PSAT, InView, TN/2, InView, ACCESS for ELLs, and NAEP assessments and 350,000 countywide high school final exams.
- Conducted more than 60 training sessions for school-based staff on topics, including differentiated accountability, adequate yearly progress, test administration and security, and data interpretation; conducted training sessions for school and central office staff on the use of middle and high school monitoring tools to help staff identify students who are at academic risk and can be supported by intervention strategies.
- Provided comprehensive aggregated student achievement data to stakeholders throughout the district that may be used to identify strengths and weaknesses in student and school performance and to evaluate instructional programs.
- Completed 21 research or outcome evaluations in the form of reports, briefs, or data summary memoranda on the impact of MCPS programs, practices, and initiatives on the school environment, students, and staff.
- Completed 13 implementation or formulative evaluations of MCPS programs, practices, and initiatives in the form of reports, briefs, or data summary memoranda to determine fidelity of programs/initiatives implementation and provide formative information for the purpose of their improvement or enhancement.
- Developed instruments and administered surveys addressing MCPS programs or initiatives, including 4,493 student, 1,020 staff, and 1,724 parent surveys related to program evaluation.
- Developed and administered surveys for collecting qualitative data, including 52 face-to-face interviews with students or staff and monitoring 282 students' reading program interventions/supports.
- Provided ongoing technical support and data analysis support to MCPS M-Stat and MCPS cross-functional project teams.
- Provided evaluation services and consultation to seven federal or state grants for MCPS.
- Provided ongoing methodological support and responded to ad hoc requests for technical

assistance, consultation, or data analysis from other MCPS departments and MCPS/Higher Education Partnerships.

- Published reports including those on strategic plan data points, standardized assessments, Schools at a Glance, Special Education at a Glance, and School Safety and Security at a Glance.
- Managed the production of the Annual Report on *Our Call to Action: Pursuit of Excellence*.
- Revised/developed 37 policies, regulations, and exhibits and 130 forms.
- Provided more than 30 training sessions and support to school-based record keepers, pupil personnel workers and guidance counselors.
- Filed multiple reports to ensure system compliance with state and federal requirements.
- Received and processed more than 24,000 records for students who withdrew or graduated from MCPS schools in 2007.
- Processed approximately 10,000 diplomas.
- Successfully completed 99 Independent Activity Fund audits and 11 studies of operations for use by senior leadership and school management.
- Revised several chapters of the MCPS Financial Manual and collaborated in providing financial training to school staff.
- Participated in the selection process for acquisition of Independent Activity Fund auditing software.
- Developed, administered, and analyzed and reported results for approximately 200,000 MCPS satisfaction surveys of parents, students, and staff. These surveys included the Surveys of School Environment, Surveys of Supporting Services, and the Non-School-based Staff Survey of Work Environment. Developed instruments and administered 2,828 student surveys; 790 teacher surveys, and 4,920 parent surveys for use in program evaluation.
- Administered and reported results for the Graduate Survey, administered to 10,000 Grade 12 students.
- 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 AP and IB 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.
- Developed and maintained internal and public websites to disseminate research findings and survey results.
- Provided trend and gap analysis used to measure attainment of data points in order to monitor milestones of success.
- Processed nearly 70 requests for internal/external research/data collection activities.

Major Mandates

- MCPS Strategic Plan—OSA is the reporting office for most of the data points in Goals 1 and 2 of the strategic plan. This involves data collection, analysis, interpretation, and establishment of five-year targets. OSA also coordinates the logistics and production of the entire annual report.
- Board Mandates—OSA coordinates a comprehensive review of all MCPS policies and regulations to ensure compliance with federal, state, and local law; conformity between practice and policy or regulatory language; and alignment with Board goals and initiatives with relevant current research, and with related policies and regulations. OSA also oversees a comprehensive BOE policy development process, as well as management of the publication of the Policies and Regulations Handbook.
- Grant Mandates—OSA provides support for the development and implementation of grant evaluation activities.
- Federal Mandates—OSA is responsible for administration of the *Family Education Rights and Privacy Act*.
- State Mandates—OSA monitors student records maintenance, in accordance with provisions in Code of Maryland Regulations (COMAR) 13A.08.02 and Annotated Code of Maryland, Article 54, and manages the changing state requirements for enrollment for the purposes of calculating basic aid.
- State Graduation Requirements—OSA certifies that students completing the appropriate requirements will receive a state diploma, certificate of merit, or certificate of completion (COMAR 13A.03.02). OSA also supports the administration of the High School Assessment (HSA) program. These end-of-course exams are a requirement for a Maryland high school diploma. Reporting the results and analyses of these assessments and supporting MCPS staff members with data analysis and interpretation of results also are key functions of OSA.
- Federal and State Testing Requirements—OSA supports the administration of more than 300,000 tests annually for the Maryland School Assessment (MSA) program. Assessments include the MSAs, Modified MSAs, HSAs, Modified HSAs, Alternate HSAs, Language Assessment System Links, and NAEP. Reporting the results of these assessments and supporting MCPS staff members with data analysis and interpretation also are key functions of OSA.
- Federal Mandates—OSA prepares and submits Office for Civil Rights and Equal Employment Opportunity Commission reports, as required by the federal government, and student accounting reports required by the state, including attendance, enrollment, entries, and withdrawals.
- Local Assessment Mandates—OSA manages the administration of locally administered assessments, including training, test security, distribution and

collection of secure materials, loading test scores, and reporting results. Assessments include the TN/2, InView, ACCESS for ELLs, and MCPS countywide final exams.

Strategies

- Refining the communication and management of the data OSA produces. Increasingly, school leaders and teachers will be able to access data themselves rather than requesting data be produced for them. By refining the processes, OSA will facilitate using data as a tool for transformation at the classroom, school, and district levels by school staff. OSA collaborates with the Office of the Chief Technology Officer in the development of the Data Warehouse, building the capacity of individuals throughout the system to access data through Data Warehouse. Real-time data will support the end users of the data (e.g., teachers, administrators).
- Designing and implementing monitoring tools to increase the research-driven decision-making capacity of administrators and teachers.
- Designing and implementing monitoring tools that enable school staff to identify and monitor students at risk in a timely manner.
- Increasing capacity to use digital technology in conducting assessments to facilitate the collection and analysis of data. This shift of resources from supporting administration of paper surveys and assessments to quicker, more accurate electronic versions will expedite feedback to schools and students. In some cases, online assessments may enable immediate feedback to teachers for in-house assessments.
- Building system capacity for decision making. OSA seeks to empower schools and departments to access data more effectively. OSA seeks to transfer to customers the skills needed to support work toward School Progress Index goals, creating data sets or determining the impact of the strategies used. This effort will allow OSA to perform more complex analyses and to create complex prediction models to be embedded later in the Data Warehouse.
- Supporting strategic planning in MCPS. OSA plays a key role in providing data for the system improvement processes, including the Annual Report on *Our Call to Action: Pursuit of Excellence* and the Baldrige school improvement process.
- Facilitating quality control. OSA facilitates the use of accurate, error-free data to help schools monitor and improve performance. OSA supports efforts throughout the system to identify and communicate best practices and procedural improvements. OSA continues to improve monitoring and reporting of student information and other state reporting requirements. The Internal Audit and Reporting units continue to refine the outcomes of internal and external audits and to support schools' improvements

in the management of financial and student records. These efforts identify and reduce risk by increasing accuracy, reliability, and the ability to support the data used to demonstrate compliance with the district, county, state, and federal regulations and requirements.

Performance Measurements

Performance Measure: OSA will frequently update the middle school and college readiness monitoring tools to provide school staff with actionable data.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
11	11	11

Explanation: OSA will quickly update monitoring tools immediately after new data is available to allow school staff to provide timely interventions.

Performance Measure: OSA will reduce the time from the release of data to development and delivery of parent home reports.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
7 weeks	6 weeks	6 weeks

Explanation: OSA is continuously evaluating processes and technology to reduce the time needed to clean data files and prepare, print, and send home reports.

Performance Measure: OSA will review and respond to ad hoc data analysis requests.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
62	65	67

Explanation: OSA is receiving an increasing number of ad hoc requests for data analysis as the system has moved to increased data-driven decision making and accountability.

Performance Measure: Increase the provision of technical assistance to school staff in the areas of enrollment procedures, attendance practices and procedures, and immunization compliance.

Sessions provided:

	FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
High Schools	6	6	6
Middle Schools	4	4	4
Elementary Schools	3	3	3

Explanation: Technical assistance is provided to help record keepers understand the procedures that must be followed in order for MCPS to have student records that will stand up to MSDE audit requirements. While MCPS performed well on the last MSDE audit, the addition of new requirements, new school staff, and the

potential financial consequences to the school system require that more staff time be devoted to providing technical assistance in these areas.

Budget Explanation
Office of Shared Accountability—
621/622/623/624/625/626/627

The current FY 2013 budget for this office is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a realignment of a .5 evaluation specialist position and \$54,254 to a .5 logistics specialist position and \$35,861 and professional part-time salaries of \$18,393. This realignment provides the office additional flexibility in completing tasks and providing support for schools and central office.

The FY 2014 request for the Office of Shared Accountability is \$4,248,154, a decrease of \$287,698 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$23,436

There is an increase of \$23,436 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Realignment—(\$300,000)

There is a realignment of \$300,000 to move funding for the Gallup Staff Engagement Survey from this office to the K-12 Instruction budget.

Program Efficiencies and Reductions—(\$11,134)

There is reduction of \$11,134 budgeted for the FY 2014 annual audit. This reduction can be made due to implementation of new software for auditing independent activity funds.

Office of Shared Accountability - 624/621/622/623/625/626/627

Dr. Susan Marks, Associate Superintendent

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	41,900	41,400	41,400	41,400	
Position Salaries	\$3,669,600	\$3,849,646	\$3,831,253	\$3,854,689	\$23,436
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		47,687	66,080	66,080	
Supporting Services Part Time		116,817	116,817	116,817	
Other					
Subtotal Other Salaries	211,813	164,504	182,897	182,897	
Total Salaries & Wages	3,881,413	4,014,150	4,014,150	4,037,586	23,436
02 Contractual Services					
Consultants					
Other Contractual		490,099	490,099	178,965	(311,134)
Total Contractual Services	72,321	490,099	490,099	178,965	(311,134)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		7,800	7,800	7,800	
Other Supplies & Materials		16,859	16,859	16,859	
Total Supplies & Materials	20,892	24,659	24,659	24,659	
04 Other					
Local/Other Travel		6,944	6,944	6,944	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	7,551	6,944	6,944	6,944	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$3,982,177	\$4,535,852	\$4,535,852	\$4,248,154	(\$287,698)

Office of Shared Accountability - 624/625/626/627/621/622/623

Dr. Susan Marks, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	624 Office of Shared Accountability						
1	Associate Superintendent		1.000	1.000	1.000	1.000	
1	N Asst. to Assoc Supt		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	1.000	1.000	1.000	
	Subtotal		4.000	4.000	4.000	4.000	
	625 Testing Unit						
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		2.000	2.000	2.000	2.000	
1	25 Accountability Supp Spec III		1.000	1.000	1.000	1.000	
1	23 Accountability Support Spec II		1.000	1.000	1.000	1.000	
1	20 Accountability Support Spec I		1.000	1.000	1.000	1.000	
1	16 Testing Materials Coordinator		1.000	1.000	1.000	1.000	
1	15 Data Systems Operator II		1.000	1.000	1.000	1.000	
	Subtotal		9.000	9.000	9.000	9.000	
	626 Applied Research Unit						
1	O Supervisor		1.000	1.000	1.000	1.000	
1	BD Evaluation Specialist		2.500	3.000	3.000	3.000	
1	25 Technical Analyst		.500	.500	.500	.500	
1	25 Logistics Support Specialist		1.000	1.000	1.000	1.000	
1	23 Data Integration Specialist		.900	.900	.900	.900	
	Subtotal		5.900	6.400	6.400	6.400	
	627 Program Evaluation Unit						
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		4.000	3.000	2.500	2.500	
1	25 Logistics Support Specialist				.500	.500	
1	20 Accountability Support Spec I		.750	.750	.750	.750	
1	11 Office Assistant IV		1.000	1.000	1.000	1.000	
	Subtotal		7.750	6.750	6.750	6.750	
	621 Dept. of Policy, Records, Reporting						
1	P Director I		1.000	1.000	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	
1	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
1	13 Data Systems Operator		.625	.625	.625	.625	
	Subtotal		5.625	5.625	5.625	5.625	

Office of Shared Accountability - 624/625/626/627/621/622/623

Dr. Susan Marks, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	622 Policy and Records Unit						
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	
	Subtotal		5.625	5.625	5.625	5.625	
	623 Internal Audit Unit						
1	O Supervisor		1.000	1.000	1.000	1.000	
1	25 Internal Audit Analyst II		3.000	3.000	3.000	3.000	
	Subtotal		4.000	4.000	4.000	4.000	
	Total Positions		41.900	41.400	41.400	41.400	

CHAPTER 7

Office of Community Engagement and Partnerships

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Office of Community Engagement and Partnerships
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	3,000	3,000	3,000	3,000	
Business/Operations Admin.					
Professional	1,000	1,000	1,000	1,000	
Supporting Services	17,000	15,500	16,500	16,500	
TOTAL POSITIONS	21,000	19,500	20,500	20,500	
01 SALARIES & WAGES					
Administrative	\$321,011	\$434,704	\$434,704	\$407,425	(\$27,279)
Business/Operations Admin.					
Professional	100,297	103,694	103,694	106,314	2,620
Supporting Services	1,062,441	1,055,440	1,121,295	1,116,760	(4,535)
TOTAL POSITION DOLLARS	1,483,749	1,593,838	1,659,693	1,630,499	(29,194)
OTHER SALARIES					
Administrative					
Professional	16,005	14,996	9,996	9,996	
Supporting Services	4,115	8,465	8,465	8,465	
TOTAL OTHER SALARIES	20,120	23,461	18,461	18,461	
TOTAL SALARIES AND WAGES	1,503,869	1,617,299	1,678,154	1,648,960	(29,194)
02 CONTRACTUAL SERVICES	65,982	86,502	23,143	23,143	
03 SUPPLIES & MATERIALS	21,796	21,756	21,756	21,756	
04 OTHER					
Local/Other Travel	11,480	14,690	14,690	14,690	
Insur & Employee Benefits					
Utilities					
Miscellaneous	50,130	50,300	50,300	50,300	
TOTAL OTHER	61,610	64,990	64,990	64,990	
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	\$1,653,257	\$1,790,547	\$1,788,043	\$1,758,849	(\$29,194)

Office of Community Engagement and Partnerships

Chief Engagement and Partnership Officer	1.0
Assistant to Associate Superintendent (N)	1.0
Administrative Services Manager (17)	1.0

Division of Family and Community Partnerships	
Supervisor (0)	1.0
Instructional Specialist (8-D)	1.0
Partnerships Manager (24)	3.0
Parent Community Coordinator (20)	9.0
Communications Assistant (16)	1.0
Fiscal Assistant III (16)	0.5
Administrative Secretary II (15)	1.0
Office Assistant IV (11)	1.0

Mission *The mission of the Office of Community Engagement and Partnerships is to become the primary catalyst in MCPS's effort to engage the communities of the children and families we serve to empower the core functions of their education.*

Major Functions

The Office of Community Engagement and Partnerships oversees the work of staff in the Division of Family and Community Partnerships (DFCP). DFCP's community engagement is guided by the following theory of action: If we provide direct services to children and families that empower them to fully access all that MCPS and the community have to offer, and if we develop strategic public and private partnerships in order to expand the services we provide to children and their families, then all MCPS students and families will have the supports needed to be college- and career- ready.

DFCP is responsible for developing and coordinating system-wide parent and community outreach to support student learning to improve student achievement. DFCP works with school staff, central services staff, families, parent organizations, community and civic organizations, government agencies, and businesses to implement partnership programs that empower families to become active partners in their children's education, which in turn strengthens student learning.

DFCP's efforts to support schools include, but are not limited to, assisting schools with parent meetings; conduct workshops and meetings for parents in different languages; facilitating parent focus groups to provide schools with feedback for the school improvement process; facilitating welcoming environment walk-throughs to gather feedback for school leadership teams; assisting schools with parent surveys; collaborating with school staff to conduct home visits; providing parents with strategies they can use at home to promote student learning; serving on School Improvement Teams and family involvement committees; sharing resources and information with families that may not traditionally take part in school activities; and providing information to school staff that promotes understanding of students' families and home cultures.

DFCP is committed to engaging families in meaningful and culturally respectful ways to help parents actively support their children's learning and healthy development. Parent community coordinators work directly with schools by helping parents advocate for their children; connecting families to resources in the community; assisting with minimizing the cultural and linguistic barriers; and helping to resolve issues. The Parent Involvement Toolkit provides schools with an electronic resource of best practices aligned to the national Parent Teacher Association (PTA) standards

and Policy ABC, *Parent and Family Involvement* that can be adapted to any school's improvement plan.

DFCP coordinates the Parent Academy, the annual Back-to-School Fair, ASK MCPS events, the ASK MCPS e-mail drop box, and the ASK MCPS call center. DFCP staff identifies community resources for families and advises and accompanies parents to Educational Management Team, Individualized Education Program (IEP), mediation/due process, and other school meetings. The office coordinates training for parent outreach staff in central office and in schools on key topics so that staff can share accurate and timely information with parents.

DFCP oversees a robust volunteer program that is responsible for training volunteer coordinators, managing system-wide volunteer data, as well as recruiting and training volunteers to support academic programs, including tutoring for students. In addition, the division coordinates the Connection Resource Bank, which provides speakers, judges, and mentors for schools throughout the county.

The division works closely with numerous parent and community groups to support student success, including conducting parent workshops at the George B. Thomas, Sr., Learning Academy, Inc. Saturday School program that are designed to provide parents with information about the curriculum and instructional program and tools to advocate effectively for their children.

The division coordinates the MCPS Parent Advisory Council, whose mission is to provide feedback and advice to the school system on parent engagement efforts. The Parent Advisory Council collaborates with DFCP on multiple projects: development and implementation of parent advocacy workshops, welcoming environment walk-through process, and family involvement tips for schools and parents; building the capacity of diverse parent leaders that share information in their communities; and providing a diverse parent perspective on school-system communication tools and strategies.

DFCP develops informational resources for parents and maintains the DFCP website for families, staff, students, and the community. DFCP creates feedback forms and surveys and plays a pivotal role in organizing community forums, focus groups, and informational meetings where parents can voice their opinions, questions, and concerns. The division also collaborates with MCCPTA, NAACP Parents' Council, and other parent organizations on various meetings and events for parents.

DFCP continues to enhance and expand existing partnerships with community programs, agencies, and nonprofit organizations that provide support with the Parent Academy, the Back-to-School Fair, Ruth Rales Comcast Kids Reading Network, Connection Resource Bank and collaborative support for families. These organizations include, but are not limited to, the following:

Montgomery County Department of Health and Human Services; Montgomery County Office of Community Partnerships; Montgomery County Federation of Families for Children's Mental Health; YMCA Youth and Family Services; Montgomery County Department of Recreation; Montgomery County Volunteer Center; Montgomery County Collaboration Council for Children, Youth, and Families; Montgomery County Public Libraries; Montgomery County Mental Health Association; Heyman Interages Center; OASIS Intergenerational Volunteers; Impact Silver Spring; Identity, Inc.; Kaiser Permanente; Montgomery County Police Department; Montgomery County State's Attorney's Office, the ARC of Montgomery; Children and Adults with Attention Deficit/Hyperactivity Disorder; National Institute of Mental Health, GUIDE Youth Services; Ana G. Méndez University; Montgomery College; The Universities at Shady Grove; Peer2Peer Tutors; Family Support Center; and Montgomery County Safe Routes to Schools.

DFCP collaborates with businesses that host ASK MCPS events and school supply drives. DFCP also collaborates with businesses that provide monetary or in-kind support for the annual Back-to-School Fair. DFCP develops, promotes, and coordinates efforts of the business community to create and foster relationships that are beneficial to the entire school community.

Trends and Accomplishments

Effective two-way communication and positive family-school partnerships are essential to student success. Students, staff, and parents depend on clear, timely, and relevant information to make decisions, to be effective partners in the work of the school system, and to be successful in the classroom and the workplace.

Parents must have access to accurate and clear information in a variety of formats and languages if they are to be effective advocates for their children. An average of 1,200 calls a month are logged to the ASK MCPS call center, which provides assistance in English and Spanish five days a week. Staff responded to more than 1,400 questions and requests for support posted on the ASK MCPS e-mail drop box in 2011–2012.

In-person support to parents is invaluable, particularly for parents new to the school system and unfamiliar with MCPS programs and procedures. During the 2011–2012 school year, DFCP staff interacted with more than 7,200 parents and community members at ASK MCPS events held at shopping centers, community and county government events, school events for families, as well as Drop-In Coffees at the Family and Community Partnerships office. These events provide parents the opportunity to have their questions answered and gain a better understanding of the school system. Following those events, 427 follow-up contacts were made with school staff and parents to answer questions and resolve issues.

The Parent Academy offers parents the opportunity to attend workshops that were developed in response to feedback from parents and in collaboration with community and organizations and partners. During 2011–2012, 101 free Parent Academy workshops were offered to 2,050 parents at 82 schools and community sites. Sessions were designed to help parents understand the school system, strengthen parenting and advocacy skills, raise awareness of school and community resources, and learn computer skills. More than 220 parents took advantage of simultaneous interpretation services available in five languages at all workshops and more than 500 parents utilized childcare services. Sixteen workshops were conducted in Spanish. The evaluation and overall feedback from parents were positive and will guide improvements for 2012–2013. Staff also conducted an additional 399 workshops at the request of schools and parent organizations, with 12,679 parents participating. More than 350 parents attended the two workshops conducted by DFCP staff in English and Spanish at 12 sites of the George B. Thomas, Sr., Learning Academy, Inc. Saturday School.

The MCPS Parent Advisory Council developed and facilitated six workshops on Parent Advocacy in English and Spanish attended by more than 150 parents. The fourth annual Back-to-School Fair in 2011 was cancelled due to weather conditions; however, 7,000 backpacks/bags filled with school supplies were distributed to families in need on the first day of school. Approximately 12,000 individuals attended the Back-to-School Fair, held August 25, 2012, and more than \$200,000 in services and goods was donated. Additionally, 8,133 backpacks filled with school supplies donated by staff members, businesses, and community members, were distributed to families in need at the 2012 Back-to-School Fair.

DFCP staff supported 1,342 families with direct support at special education meetings, parent-teacher conferences, suspension and expulsion hearings, and other school-related issues. Additionally, staff conducted home visits in collaboration with schools and helped 604 parents activate Edline and access other MCPS online resources. In collaboration with the Maryland State Department of Education, Partners for Success grant, and the MCPS Department of Special Education, all parent outreach staff in DFCP will continue to receive ongoing professional development in special education so that they will be able to assist parents with the special education process.

The division continues to provide technical support to schools to strengthen and enhance volunteer programs by providing training to volunteer coordinators and assisting schools with data collection. Volunteer coordinators submit monthly reports on the DFCP website. During the 2011–2012 school year, 160 schools reported volunteer data, with 458,185 volunteer hours served. DFCP recruited and trained volunteers to serve as reading tutors for 625 second grade students as part

of the Ruth Rales Comcast Kids Reading Network in 59 schools and trained and coordinated 459 volunteers in the Extended Learning Opportunities summer program that served K–5 students in Title I schools. Through the Connection Resource Bank 305, speakers, judges, and mentors were recruited and matched to fulfill requests from schools to support classrooms and events.

The division collaborates with all school-system offices and more than 220 community partners on the Back-to-School Fair. One hundred seventy volunteers from the community assisted DFCP with the annual Back-to-School Fair. During August 2012, 47 students earned student service learning hours and 6 volunteers from Kohls Cares assisted DFCP with the sorting and packing of backpacks with school supplies. Additionally, more than 250 families attended a College Preparation Fair, conducted in collaboration with the Universities at Shady Grove and Montgomery College and other offices and community partners. The College Preparation Fair was open to all MCPS middle and high school students. However, DFCP targeted outreach to families of middle and high school students who would be the first in their family to attend college.

Major Mandates

- The *Americans with Disabilities Act* requires reasonable modifications for individuals with disabilities. Documents or products are provided in alternative formats when requested.
- The Maryland State Board of Education (Board) requires each school district to implement a parental involvement program. The policy encourages schools and local school systems to implement long-term comprehensive programs that build on the strength of families and communities to improve student achievement.
- The *No Child Left Behind Act of 2001* includes requirements for parent and community involvement.
- Montgomery County Board Policy ABA, *Community Involvement*, requires collaboration with a broad range of community members and access and opportunity for diverse community stakeholders to be involved in decision-making processes.
- Montgomery County Board Policy ABC, *Parent and Family Involvement*, and MCPS Regulation ABC-RA *Parent Involvement* require effective, well-structured, and comprehensive parental involvement practices that align to the national standards for parent involvement and reflect the diversity of local school communities.
- MCPS Regulation IRB-RA, *Use of Volunteer Service*, outlines the process and procedures for developing and establishing a volunteer program and outlines the responsibilities of staff and volunteers.
- The MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, for 2011–2016, requires systemic efforts

to strengthen family–school relationships and continue to expand civic, business, and community partnerships that support improved student achievement.

Strategies

- Provide workshops and resources in multiple languages to empower parents to be engaged in their children’s education.
- Collaborate with government agencies and community, business, and civic organizations to conduct ASK MCPS informational events, Parent Academy workshops, and the Back-to-School Fair to provide information and resources for families to support student learning and healthy development.
- Facilitate a Parent Advisory Council to advise MCPS on ways to improve communication and parent and community outreach efforts and to provide training and support to other parents on effective advocacy.
- Implement ongoing processes to gather stakeholder feedback on the effectiveness of communication and parent and community outreach, including facilitating school focus groups to support the school improvement process.
- Provide services, technical assistance, and multimedia resources to schools for staff, students, and parents.
- Implement processes and cost-effective technologies that streamline and strengthen parent and community engagement.

Performance Measures

Performance Measure: Number of partnerships with community organizations.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
200	250	250

Explanation: Several programs, such as Parent Academy, Back-to-School Fair, Connection Resource Bank, Ruth Rales Comcast Kids Reading Network, College Preparation Fair, ASK MCPS events, community workshops and meetings are dependent on the collaboration with nonprofit and faith-based organizations, government agencies, and business.

Performance Measure: Average yearly number of calls handled by ASK MCPS call center.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
10,829	11,000	13,000

Explanation: This service provides telephone customer service assistance and gives information to parents, students, staff, and community members in a timely manner, efficiently, and with consistency. The service is provided in both English and Spanish. Additionally 1,482 e-mail questions and requests for support were handled through the ASK MCPS e-mail drop box.

Performance Measure: Number of parents participating in the Parent Academy.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
2,050	2,500	2,800

Explanation: The Parent Academy provides free workshops on a range of topics to support parents’ understanding of MCPS, strengthen parenting skills, and raise awareness of school and community resources. During the 2011–2012 school year, 101 Parent Academy workshops were conducted.

Performance Measure: Number of parents participating in workshops conducted in response to requests from schools and parent and community organizations.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
12,679	12,800	13,000

Explanation: Additionally, during the 2011–2012 school year, 399 parent workshops and meetings were conducted by DFCP staff in response to requests from schools and parent and community organizations.

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

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
1,342	1,400	1,500

Explanation: Parent outreach staff serves as a link between families and schools. Staff facilitates direct one-on-one support to families to help parents advocate, resolve issues, and effectively partner with the school regarding their children’s education. The support is provided at parent-teacher conferences, Educational Management Team and Individualized Education Program meetings and other meetings to discuss a student’s progress.

**Budget Explanation
Office of Community Engagement and
Partnerships—522/521**

The current FY 2013 budget for this department is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a realignment of \$63,359 from contractual services and \$5,000 from stipends to the Equity Initiatives Unit to support the Study Circles Program. Also, there is a realignment of \$65,855 from the Office of the Deputy Superintendent for Teaching, Learning, and Programs to fund a 1.0 administrative services manager I position.

The FY 2014 request for this office is \$1,758,849, a decrease of \$29,194 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$29,194)

There is decrease of \$29,194 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Office of Community Engagement and Partnerships - 522/521

Timothy B. Warner, Chief Engagement and Partnership Officer

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	21.000	19.500	20.500	20.500	
Position Salaries	\$1,483,749	\$1,593,838	\$1,659,693	\$1,630,499	(\$29,194)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends		14,996	9,996	9,996	
Professional Part Time					
Supporting Services Part Time		8,465	8,465	8,465	
Other					
Subtotal Other Salaries	20,120	23,461	18,461	18,461	
Total Salaries & Wages	1,503,869	1,617,299	1,678,154	1,648,960	(29,194)
02 Contractual Services					
Consultants					
Other Contractual		86,502	23,143	23,143	
Total Contractual Services	65,982	86,502	23,143	23,143	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		16,880	16,880	16,880	
Other Supplies & Materials		4,876	4,876	4,876	
Total Supplies & Materials	21,796	21,756	21,756	21,756	
04 Other					
Local/Other Travel		14,690	14,690	14,690	
Insur & Employee Benefits					
Utilities					
Miscellaneous		50,300	50,300	50,300	
Total Other	61,610	64,990	64,990	64,990	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$1,653,257	\$1,790,547	\$1,788,043	\$1,758,849	(\$29,194)

Office of Community Engagement and Partnerships - 522/521

Timothy B. Warner, Chief Engagement and Partnership Officer

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
2	Chief Engage & Partn Officer			1.000	1.000	1.000	
2	P Director I		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	
2	N Coordinator		1.000				
2	BD Instructional Specialist		1.000	1.000	1.000	1.000	
2	24 Partnerships Manager			3.000	3.000	3.000	
3	24 Partnerships Manager		3.000				
3	20 Parent Community Coord		10.000	9.000	9.000	9.000	
1	17 Admin Services Manager I				1.000	1.000	
2	16 Communications Assistant		1.000	1.000	1.000	1.000	
1	16 Fiscal Assistant III		1.000				
2	16 Fiscal Assistant III			.500	.500	.500	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	11 Office Assistant IV		1.000	1.000	1.000	1.000	
	Total Positions		21.000	19.500	20.500	20.500	

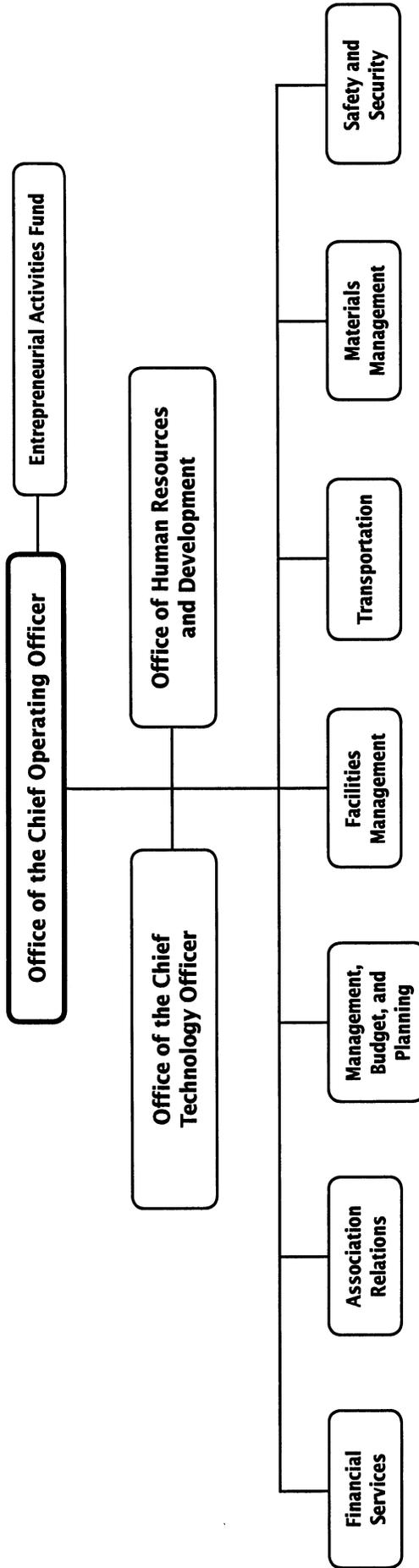
Office of Chief Operating Officer

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

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	36.000	35.000	35.000	34.701	(.299)
Business/Operations Admin.	50.000	50.000	50.000	49.629	(.371)
Professional	2.000	2.000	2.000	4.000	2.000
Supporting Services	4,175.173	4,180.673	4,183.273	4,203.713	20.440
TOTAL POSITIONS	4,263.173	4,267.673	4,270.273	4,292.043	21.770
01 SALARIES & WAGES					
Administrative	\$4,695,832	\$4,663,385	\$4,663,385	\$4,654,733	(\$8,652)
Business/Operations Admin.	4,408,632	4,669,516	4,669,516	4,697,005	27,489
Professional	232,720	235,001	235,001	457,374	222,373
Supporting Services	159,116,745	169,057,397	169,081,553	170,271,887	1,190,334
TOTAL POSITION DOLLARS	168,453,929	178,625,299	178,649,455	180,080,999	1,431,544
OTHER SALARIES					
Administrative					
Professional	393,158	845,766	822,251	578,347	(243,904)
Supporting Services	13,447,158	14,013,877	14,013,877	14,689,019	675,142
TOTAL OTHER SALARIES	13,840,316	14,859,643	14,836,128	15,267,366	431,238
TOTAL SALARIES AND WAGES	182,294,245	193,484,942	193,485,583	195,348,365	1,862,782
02 CONTRACTUAL SERVICES	9,768,796	11,111,772	11,076,242	11,073,194	(3,048)
03 SUPPLIES & MATERIALS	39,372,030	40,226,650	41,226,250	42,205,579	979,329
04 OTHER					
Local/Other Travel	264,039	303,398	311,898	320,008	8,110
Insur & Employee Benefits	460,485,981	505,159,508	505,186,297	526,565,354	21,379,057
Utilities	37,122,955	38,347,419	38,347,419	37,150,103	(1,197,316)
Miscellaneous	8,669,993	9,450,484	9,450,484	8,086,218	(1,364,266)
TOTAL OTHER	506,542,968	553,260,809	553,296,098	572,121,683	18,825,585
05 EQUIPMENT	11,949,320	12,000,391	12,000,391	12,074,692	74,301
GRAND TOTAL AMOUNTS	\$749,927,359	\$810,084,564	\$811,084,564	\$832,823,513	\$21,738,949

Chief Operating Officer—Overview



F.T.E. Positions 4,292.043
 (In addition, there are 67.5 Capital Budget positions,
 21.0 from ICB, 28.67 funded by Employee Benefits
 Trust Fund. There are 1,951.76 school-based
 positions shown on K-12 charts.)

Office of the Chief Operating Officer

Chief Operating Officer	1.0
Executive Assistant (P)	2.0
Director I (P)	2.0
Supervisor (O)	1.0
Business & Fiscal Administrator (I)	1.0
Instructional Specialist (B-D)	1.0
Fiscal Specialist I (24)	1.0
Administrative Services Manager III (19)	1.0
Copy Editor/Administrative Secretary I (17)	1.0
Administrative Services Manager (17)	1.0
Appeals/Transfer Control Assistant (16)	1.0
Fiscal Assistant II (15)	1.0
Administrative Secretary II (15)	1.0
Administrative Secretary I (14)	1.0
Secretary (12)	1.5

Mission: *The mission of the Office of the Chief Operating Officer (OCOO) is to provide the highest quality business operations and support services that are essential to the educational success of students through staff committed to implementing equitable practices and continuous improvement strategies.*

OCOO is committed to the tenets of the Organizational Culture of Respect compact developed among the Montgomery County Education Association, the Montgomery County Association of Administrators and Principals, the Montgomery County Business and Operations Administrators, the Service Employees International Union Local 500, the Board of Education, and the superintendent of schools. In an organizational culture of respect, individuals are aware and understand the impact of their behavior and decisions on others. The chief operating officer expects that the actions and behaviors of all individuals and groups within OCOO are consistent with and reflect this organizational culture.

Major Functions

OCOO works at the direction of the superintendent of schools and in collaboration with the deputy superintendents to ensure the implementation of the Board of Education's goals and academic priorities. OCOO works closely with the deputy superintendents and the Executive Leadership Team to act as a Professional Learning Community (PLC) focused on system priorities. OCOO has overall responsibility for the Office of Human Resources and Development; the Office of the Chief Technology Officer; the Department of School Safety and Security; the Department of Facilities Management; the Department of Financial Services; the Department of Management, Budget, and Planning; the Department of Transportation; the Department of Materials Management; the Department of Association Relations; the Appeals/Transfer Team; and the Athletics Unit. OCOO monitors each of its office, department, and division strategic plans to ensure that they are aligned with the MCPS strategic plan. 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 is using what they are learning about the characteristics of successful PLCs to lead their offices and departments. Also, in order to provide high-quality customer service, service contracts are being developed.

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, this office has primary responsibility for legal services, staffing of schools, and the Entrepreneurial Activities Fund.

OCOO provides leadership and training in Baldrige to all schools and offices. The Baldrige categories create an integrated management system that enables schools and offices to focus systematically on performance excellence and continuous improvement aimed at getting results. OCOO also prepares items for Board of Education action, discussion, and information relating to schools, procurement, facilities planning and management, budget, materials management, transportation, association relations, and all financial matters.

OCOO is responsible for coordinating the development of the superintendent's operating and capital budgets and acts as a liaison with County Council and county government staff on budget and fiscal matters. Through its Department of Management, Budget, and Planning, OCOO helps each MCPS unit to do the following: plan effectively; budget accurately; spend as planned; provide budget-related information; develop budget data and forecasts; assist units with applying for, acquiring monitoring, and reporting activities for federal, state, and privately funded projects; and manage efficiently to maximize resources devoted to the achievement of *Our Call to Action: Pursuit of Excellence*.

OCOO, through the Office of Human Resources and Development (OHRD) and with the leadership of the associate superintendent, recruits, selects, hires for equity and excellence, and works to retain the most qualified and productive employees to serve the diverse needs and expectations of the school system to achieve workforce excellence. In addition, processes are in place to ensure that teachers and paraeducators are designated as "highly qualified." MCPS Careers is a secure, web-based application designed to streamline processes, improve communication, reduce costs, and assist managers and current and potential employees with transparency and with equitable access to vacancies. This customized system standardizes the application process and provides increased information about position vacancies. In addition, the Hiring for Excellence and Equity Project is focused on transforming the selection and the orientation processes to ensure that every employee assumes 100 percent responsibility for the success of every student. This work is based on industry training that emphasizes the importance of bringing "onboard" employees who share the organization's core values.

OCOO, through the Department of School Safety and Security, works with all schools and facilities in developing and updating individual emergency plans. The school district has revised its emergency preparedness procedures to become compliant with the National Incident Management System. As a result, in lieu of the terms Code Red and Code Blue, used to initiate emergency procedures, the district has adopted plain language terms—Lockdown, Evacuate, and Shelter. This makes expectations clear to everyone when responding to emergencies. Due to budget constraints, the School

Resource Officer Program will remain at six officers during FY 2014. This number is down from 28 officers two years ago. A security initiative continues in FY 2014 that includes the installation of digital closed-circuit television camera systems in all middle and high schools. To date, the camera project has been completed in 36 middle schools and 18 high schools.

Through the Department of Financial Services and the Division of Controller, the office manages the employee benefits programs, including health care, life insurance, retirement, workers' compensation, disability, and tax-sheltered annuity programs, continually seeking ways to contain costs. Payroll, leave accounting, and unemployment benefit functions also are provided. Staff assists employees in dealing with financial matters and retirement planning, monitors benefit and retirement trust investments, and ensures that all financial transactions comply with applicable laws and regulations.

OCOO, through the Office of the Chief Technology Officer (OCTO), continues to expand myMCPS, the online learning community, by providing a parent and student portal where teachers and school administrators can collaborate with each other and with students and parents. myMCPS will include classroom collaborative spaces as well as the ability to target messages to individual students, parents, and staff members. It also will include dynamic and informative views of student and school-level data to support teachers and school administrators in using this data to make informed instructional decisions for students. In addition, OCTO, in partnership with the Office of Curriculum and Instructional Programs, also has begun implementing the Destiny library management system, which provides schools with a centralized K-12 resource management system. Destiny will facilitate a stronger alignment between the library media programs and classroom instruction. It also will strengthen the library media specialists' role in helping students develop 21st century learning skills. Staff and students will have access to Destiny through the Internet from any location. Another important collaborative effort involves OCTO's work with the Department of Transportation and the Office of Special Education and Student Services to improve the process for managing transportation requests for students receiving special education services. MCPS school administrators, Individualized Education Program (IEP) teams, and central services staff now use the online Student Transportation Action Request (STAR) to establish, change, or stop transportation for eligible special education students. Implementation of this automated process greatly reduces the time required to process and manage these transportation requests.

Through the Department of Facilities Management, OCOO coordinates the construction of new schools and the modernization of aging facilities, provides comfortable and clean school facilities, and oversees the maintenance of existing facilities and performance of minor

renovations to accommodate changing program needs. Staff manages utility costs at all schools, oversees an energy conservation program to ensure efficient use of utilities, ensures that building space is used efficiently to support instructional programs, acquires potential future school sites, and manages an inventory of existing sites.

Through the Division of Long-range Planning, OCOO oversees demographic studies, enrollment projections, school boundary change processes, management of school boundaries and assignment information, and related geographic information services. In addition, through the Division of Long-range Planning and the Capital Budget Team, OCOO oversees preparation of long-range facility plans and the Capital Improvements Program.

In concert with the Department of Transportation, OCOO ensures the safe and cost-effective operation of regular and special education school bus service for eligible students, including homeless students and students placed in temporary shelters. Included in this function is the monitoring of route planning and bus operator/aide assignments, training, general personnel services, accounting, and fleet maintenance services.

Through the Division of Procurement, the Supply and Property Management Unit, the Division of Food and Nutrition Services, and the Editorial, Graphics & Publishing Services Unit, the Department of Materials Management oversees a full service graphics and printing operation for schools and offices; coordinates the purchase of goods and services; manages the school system's warehouse and distribution network; processes school library media purchases centrally to ensure uniformity; and provides nutritious, cost-effective meals to students and staff.

Through the Department of Association Relations, OCOO oversees the enforcement and interpretation of employee contracts. This department works with employee associations to ensure compliance with negotiated agreements. In addition, the Department of Association Relations hears employees' grievances and administrative complaints and represents the interests of the Board of Education in negotiation.

Work continues with the OCOO Leadership Team to utilize successful practices attributed to Professional Learning Communities (PLCs), to develop service contracts to those we serve and support, and to develop and implement equitable practices in the workplace. These practices are aligned with the Framework for Equity and Excellence that has been incorporated in *Our Call to Action: Pursuit of Excellence*. Fostering an organizational culture of high expectations for all students requires equitable practices in all workplaces. It also requires the commitment to high expectations for all staff; cultural competence; and positive relationships with all students, staff, parents, and community

members, regardless of race, ethnicity, or background. Office, department, and division staff have developed action plans to ensure the implementation of equitable practices throughout the ranks.

Trends and Accomplishments

Beginning in summer 2007, turmoil in the nation's housing market led to the deepest economic decline since the Great Depression. The bursting of the housing "bubble" had devastating implications for banks holding large amounts of mortgage debt. Home buyers who should not have been qualified for mortgages defaulted on their loans and foreclosures escalated, which led to a credit crisis that has rippled through the economy and led to millions of job losses and a national unemployment rate that was last reported to be 8.1 percent in April 2012. The credit crisis and related job losses also have led to unprecedented federal involvement to contain the financial meltdown and stimulate the economy. In addition to the banking crisis, huge losses in the stock market resulted in a steep reduction in the value of personal investments and retirement accounts, sharply reducing consumer spending patterns.

The National Bureau of Economic Research, considered the arbiter of recessions, declared the recession—that began in December 2007—to be over in June 2009. This was the longest economic downturn since the Great Depression. The depth and length of this recession resulted in it being labeled the "Great Recession." Despite the declaration that the recession has ended, full recovery—especially in terms of employment—is expected to be a slow process. In addition, clouding the economic future in the United States is the debt crisis in many European countries. This debt crisis threatens the European Union, the Euro currency, and, consequently, the economic health of this important market. Also troubling is the continuing malfeasance of some financial institutions, despite the condemnations of this behavior that have been expressed in recent years.

The impact of the recession has been less severe in Montgomery County, compared with other parts of the country. In June 2012, the Maryland unemployment rate was 7.0 percent and the Montgomery County unemployment rate was 5.4 percent. In Montgomery County, the 5.4 percent unemployment rate still is above the more typical rates of 2.5 to 3.5 percent. In addition, resident employment in the county has declined during the recession, from 503,700 in 2006 to 489,700 in 2011. Weakness in the county economy also is reflected in housing prices and sales activity.

High construction costs, a decreasing supply of residentially zoned land, and a preference for housing as an investment led to extreme housing value appreciation, beginning in 2001. The average sales price of new and existing housing combined rose from \$253,900 in 2000 to \$550,210 in 2007. Since 2007, a market correction

and weakened demand have resulted in a drop in the average sales price of housing to \$451,500 in 2011. Although improving a little, the market for new homes is well below past levels. In 2011, only 2,267 new housing starts (single-family detached, townhouses, and multi-family units) were reported. Evidence of the weak housing market is seen in the average number of days houses are on the market before being sold. The average time a house was on the market has gone from 28 days in 2005 during the housing boom, up to a peak of 108 days in 2008 at the depth of the recession, and improved somewhat by 2011 when it decreased to 78 days.

A growing supply of condominiums and apartments came on the market over the past 10 years. This trend was a response to the high price of single-family units, a reduction in land available for more traditional suburban housing, and the advent of more households without children as baby boomers reach retirement age. Nearly 70 percent of residential starts in 2011 were multi-family units. Most of these projects conserve on land by utilizing structured parking garages, an attribute that increases the cost of the units. The number of students residing in these high-cost, high-density, multi-family communities has been small.

Looking longer-term, Montgomery County and other Washington, DC area jurisdictions are expected to be impacted negatively by federal debt-reduction initiatives in the coming years. Federal employment represents approximately 10 percent of county employment, or about 44,000 employees in 2011. In addition, a large number of jobs in the county are associated with federal contracting and spending. These sectors of the local economy are likely to be impacted adversely by the substantial reductions in federal spending that will be phased in over the coming years.

MCPS enrollment grew by 8,752 students between 2007 and 2011. This upward trend is occurring despite a weak economy and housing market. The increase in enrollment is driven by increases in county births, movement of private school students into public schools, and more households staying put in the county as labor mobility has decreased. Annual births have topped 13,000 since 2000 and totaled 13,101 in 2011. Projections show annual births gradually increasing for at least the next 10 years. Consequently, elementary school enrollment is increasing rapidly, with a gain of 3,100 students projected by 2017–2018. Middle school enrollment also will increase substantially in the next six years, adding 4,500 students by 2017–2018. High school enrollment grows more modestly in the next six years—an increase of 1,500 students is projected by 2017–2018—but will swell significantly thereafter as the wave of students now in elementary and middle schools reaches high school age. Overall, MCPS enrollment is projected to increase from 146,497 in 2011 to 156,020 in 2017.

Race and ethnic diversity have been a hallmark of MCPS enrollment growth. The immigration of Asian American and Hispanic students to the county has resulted in a school system that has been transformed. In 1972, 90 percent of the school population was non-Hispanic White, compared with 34 percent in 2011. All enrollment increases that have occurred since 1983 (over 55,000 more students) are attributable to growth in African American, Asian American, and Hispanic students. In 2010, a new “two or more races” category was established, and 6,500 students identified in this group in 2011. Socioeconomic diversity in the student population also has increased. Movement into the county of economically impacted households has resulted in high levels of participation in the federal Free and Reduced-price Meals System (FARMS). Since 1985, the proportion of MCPS students participating in FARMS has risen from 12 percent to 32.3 percent in 2011, representing 47,365 students receiving assistance.

The growth and diversification of the school system continues to affect all aspects of work in OCOO. This office will continue to implement continuous improvement strategies that are effective and cost efficient in pursuit of excellence through the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*. The revised strategic plan, adopted by the Board of Education in 2006, includes a fifth goal, “Provide High-Quality Business Services that Are Essential to the Educational Success of Students.” This goal reflects much of the work of this office and sets clear goals for the performance of its staff.

OCOO provides leadership for the successful completion and approval of the operating and capital budgets, including implementation of efficiencies and cost-saving measures. It effectively managed all expenditures for the capital and operating budgets for the current year. The FY 2013 Operating Budget is built on Board of Education priorities and provides funds to maintain most programs from *Our Call to Action: Pursuit of Excellence*. The \$2.160 billion budget was funded at a 3.5 percent increase over FY 2012, which includes \$27.2 million for payments shifted to MCPS for a portion of state teacher pension costs. Excluding the pension shift, the FY 2013 Operating Budget increased by 2.2 percent. The FY 2013–2018 CIP totals \$1.352 billion for the six-year period, a decrease of \$6.1 million over the previously approved CIP. Approved FY 2013 expenditures total \$272.3 million.

Major accomplishments in the area of school facilities include the completion of eight major capital projects, totaling 694,595 square feet of new construction for school year 2012–2013.

However, increasing enrollment continues to place pressure on the school system’s facilities. This year, enrollment is close to 149,000 students, a 2,500 student increase from last year. In addition to the need to

address existing space shortages, additional enrollment is projected in the next six years. As a result, dependency on relocatable classrooms will increase to address the space needs.

The Board of Education aligns the budget and strategic planning processes by encouraging greater public involvement in long-range strategic issues and emphasizing public involvement in the revisions to the strategic plan and the operating budget. As a result, the Board of Education continues to sponsor community forums during the fall. This outreach effort results in significant feedback from stakeholders on issues involving the strategic plan and budget. To build on the success of the forums, the Board of Education has planned to continue this dialogue and seek input from a variety of community organizations and individuals through the MCPS website.

In addition to shared learning and problem-solving associated with PLCs, MCPS has adopted the Malcolm Baldrige Education Criteria for Performance Excellence as its model for continuous improvement. Leadership for this effort comes from OCOO. The criteria are designed to help organizations use an integrated approach that results in the delivery of ever-improving value to students and stakeholders, contributing to education quality, improvement of overall organizational effectiveness and capabilities, and organizational and personal learning. In addition, Six Sigma processes have been introduced, and a number of significant projects throughout MCPS are utilizing this model to ensure the highest quality goods and services for our students, staff, and community. On November 23, 2010, President Barack Obama and former U.S. Secretary of Commerce Gary Locke named MCPS a 2010 recipient of the Malcolm Baldrige National Quality Award, the highest honor an American organization can receive for performance excellence through innovation, improvement, and visionary leadership. MCPS is only the sixth public school district ever to earn this prestigious award, and is by far the largest. In fact, MCPS has nearly seven times the number of students as the next largest district to have received the award.

MCPS is part of a project sponsored by the American Productivity and Quality Center (APQC) in Houston, Texas, which is a highly respected, internationally known organization providing research, benchmarking, training, and process improvement strategies to private and public companies across the globe as well as school districts across the United States. The project is titled North Star, and it assists school districts in becoming more process centered by using process management and improvement strategies. A process-centered organization is one in which everyone in the organization is focused on designing new processes to improve efficiency and effectiveness, while evaluating and refining existing processes to eliminate waste. In 2009, the North Star project identified nine school

districts in the United States to become “Hub” districts. A Hub is a district that has moved toward becoming a process-centered organization and can serve as a role model and trainer for other school districts (Spokes) in the immediate geographic region. MCPS was identified as one of the original nine “Hub” school districts in the United States. There are now 65 “Hub” districts throughout the nation, and APQC is planning to significantly increase that number. Collectively, these 65 districts have saved approximately \$70 million by using process management and improvement. The Hub and Spokes model is being supported by APQC through four days of professional development on site and through Knowledge Transfer Sessions at APQC headquarters in Houston or through the use of webinars. The on-site training focused on using process management and improvement strategies to address major process initiatives in the district. MCPS selected the Seven Keys to College Readiness, Equity in MCPS, and Providing Service to Schools as our projects and was facilitated by an internationally known consultant. The Knowledge Transfer Sessions were designed to learn from the other Hub districts and identify best practices that can be replicated. MCPS now has processes in place that are guiding our work for these major initiatives. In addition, all offices, departments, and divisions have identified more than 1,000 key processes; mapped their key processes; used IGOEs to determine the interrelationship and interdependency of key processes across the district; and have begun identifying in-process and outcome measures to determine the efficiency and effectiveness of key processes.

Major Mandates

Each department has a set of major mandates that are described in its section of the budget document. OCOO assumes the responsibility of ensuring the quality of each department’s efforts to meet these mandates.

Performance Measures

OCOO uses a family of measures with an equity lens to monitor the performance of its offices, departments, divisions, and units. The Family of Measures includes the following categories: Organizational Results, Financial Results, Customer Focus, and Workforce Excellence. Additionally, OCOO is working in collaboration with the Office of the Deputy Superintendent of Teaching, Learning, and Programs and the Office of School Support and Improvement on monitoring and managing the school system’s strategic plan, *Our Call to Action: Pursuit of Excellence*.

Budget Explanation Office of the Chief Operating Officer—331,798

The FY 2014 request for this office is \$2,434,944 a decrease of \$93,861 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Cost—\$1,139

There is an increase of \$1,139 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Other—(\$95,000)

There is a decrease of \$95,000 for contractual legal services in this office and a corresponding increase in the budget for the Office of the Superintendent of Schools. The \$95,000 is realigned to help offset the cost of three positions that are budgeted for a new legal services unit.

Office of the Chief Operating Officer - 331/798

Larry A. Bowers, Chief Operating Officer

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	15,500	17,500	17,500	17,500	
Position Salaries	\$1,539,237	\$1,758,581	\$1,758,581	\$1,759,720	\$1,139
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		27,093	27,093	27,093	
Supporting Services Part Time		8,397	8,397	8,397	
Other		1,695	1,695	1,695	
Subtotal Other Salaries	6,970	37,185	37,185	37,185	
Total Salaries & Wages	1,546,207	1,795,766	1,795,766	1,796,905	1,139
02 Contractual Services					
Consultants		2,500	2,500	2,500	
Other Contractual		648,327	648,327	553,327	(95,000)
Total Contractual Services	733,148	650,827	650,827	555,827	(95,000)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		3,586	3,586	3,586	
Other Supplies & Materials		26,761	26,761	26,761	
Total Supplies & Materials	32,678	30,347	30,347	30,347	
04 Other					
Local/Other Travel		1,865	1,865	1,865	
Insur & Employee Benefits					
Utilities					
Miscellaneous		50,000	50,000	50,000	
Total Other	37,213	51,865	51,865	51,865	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$2,349,246</u>	<u>\$2,528,805</u>	<u>\$2,528,805</u>	<u>\$2,434,944</u>	<u>(\$93,861)</u>

Office of the Chief Operating Officer - 331

Larry A. Bowers, Chief Operating Officer

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
1	Chief Operating Officer		1.000	1.000	1.000	1.000	
2	P Director I		1.000	1.000	1.000	1.000	
2	P Director I		1.000	1.000	1.000	1.000	
1	P Executive Assistant		2.000	2.000	2.000	2.000	
2	O Supervisor		1.000	1.000	1.000	1.000	
1	I Business & Fiscal Admin		1.000	1.000	1.000	1.000	
2	BD Instructional Specialist		1.000	1.000	1.000	1.000	
2	24 Fiscal Specialist I			1.000	1.000	1.000	
1	19 Admin Services Mgr III		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	1.000	1.000	1.000	
2	16 Appls Trans Control Asst		1.000	1.000	1.000	1.000	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	15 Fiscal Assistant II			1.000	1.000	1.000	
2	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
2	12 Secretary		1.500	1.500	1.500	1.500	
Total Positions			15.500	17.500	17.500	17.500	

Entrepreneurial Activities Fund

Instructional Specialist (B-D)	3.0
Communications Specialist/Web Producer (21)	1.0
Printing Equipment Operator IV (18)	1.0
Customer Services Specialist (16)	2.0
School Registrar (16)	0.6
Fiscal Assistant II (15)	1.0
Printing Equipment Operator I (11)	2.0
Truck Driver/Warehouse Worker Shift 1 (11)	2.0

Mission: *The mission of the Entrepreneurial Activities Fund is to provide supplemental funding to enable the school system to enhance its services and support the instructional program through the sale of Montgomery County Public Schools (MCPS) expertise, services, and products.*

Major Functions

The purpose of this fund is to serve as the main focal point to organize marketing efforts, identify and mobilize staff resources and expertise, plan and implement revenue-generating activities, and identify and secure the start-up capital necessary to expand the program with additional revenue-generating activities. Activities that have been moved into this fund include the Taylor Science Materials Center, Supply Warehouse, printing and graphic services, Student Online Learning, managing human resources transaction and professional development online, and entrepreneurial activity development.

The Taylor Science Materials 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.

The Supply Warehouse Services 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 non-profit organizations.

The Editorial, Graphics, & Publishing Services Unit (EGPS) is a centrally funded function that provides direct support to schools and offices. Products include classroom documents and posters, examination booklets, diplomas, and instructional guides, as well as staff development, budget, regulatory, and administrative publications required for effective MCPS operations. The EGPS entrepreneurial activities are directed toward local and county government agencies, nonprofit organizations, and the independent activities and parent teacher association-sponsored initiatives within MCPS schools. Revenue generated with this activity is used to improve efficiencies and capabilities within EGPS, reducing the annual operating budget requirements for the publishing needs of the school system.

The MCPS partnership with a private company has created a handheld-based formative reading assessment for use by primary grade teachers. The private partner

markets this product nationally to school systems interested in using technology-enhanced assessments to replace traditional paper-based assessments with state-of-the-art technology to monitor and analyze student performance. Administering the assessment electronically improves the process and accuracy of providing individual student data to teachers and principals to support teaching and learning.

The Student e-Learning (formerly Student Online Learning) program provides the opportunity for high school students to take courses outside of the traditional classroom setting. The primary goal of the Student e-Learning program is to provide all students in MCPS with the opportunity to enhance their educational experience through high-quality online courses and web-enhanced classroom experiences. The program will receive revenue from student tuition for online courses and the sale and licensing of MCPS-developed online courses.

Human Resources Online provides an online system that will utilize automation, workflow, business rules, 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, utilizing 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.

Trends and Accomplishments

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.

Major Mandates

This program must operate within the confines of appropriate federal, state, and county laws regarding taxing, funding, and expenditures for public sector activities of this nature.

Strategies

- Establish activities that, when fully implemented, will generate enough revenue that the activity will contribute to the enhancement of the instructional program.
- Market and sell only goods and services that are exemplary and reflect positively on the school system.

Performance Measures

Performance Measure: Taylor Science Materials Center—profit and loss activity.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
108%	110%	112%

Explanation: This measure reflects the percentage of elementary science material center expenditures funded by the Entrepreneurial Fund.

Performance Measure: Supply Warehouse Services revenue activity.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
\$206,115	\$215,000	\$225,000

Explanation: This measure reflects the growth of supply warehouse sales through entrepreneurial activities.

Performance Measure: Editorial, Graphics & Publishing—annual revenue and percentage retained as profit and reinvestment.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
\$558,543 12%	\$580,000 10%	\$595,000 11%

Explanation: This measure reflects the gross revenue received and the percentage retained as cash surplus and dollars spent on durable equipment systems utilized to directly support the schools.

Budget Explanation

Entrepreneurial Activities Fund—820/821/822/823/824/825/826/827/828

The current FY 2013 budget for this fund is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of adding a 1.0 communications web producer position and a .6 school registrar position in the Online Learning program. The positions are funded by a reduction of the salary costs of an applications developer position.

The FY 2014 request for this fund is \$2,839,155, a decrease of \$167,781 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$132,634

There is an increase of \$132,634 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Realignment—(\$313,849)

There are a number of realignments budgeted to address priority spending needs within this fund. Specifically, there is \$48,442 realigned among and between accounts budgeted within the fund. The realignments are neutral overall and reflect the actual costs and operations of these units. Furthermore, there is a realignment of \$103,000 from the Entrepreneurial Activities Fund to the Division of Food and Nutrition Services to support additional costs for food supplies and materials in the division.

There also is a shift of \$144,615 and 2.0 truck driver/warehouse worker positions and a 1.0 operations assistant position from this fund to the Department of Materials Management to reflect actual program functions within the operation. Due to the shift, the budget includes a realignment of \$66,234 for employee benefits to the Department of Financial Services budget.

Other—\$13,434

Due to projected changes in employee health benefit rates within the Entrepreneurial Activities Fund, the budget includes an increase of \$13,434.

Program Restorations and Enhancements—\$0

The budget includes the addition of 2.0 instructional specialist positions as part of the Math Implementation Team in the Office of Curriculum and Instruction. The two positions will be funded through a realignment of funds from substitute teacher salaries. The instructional specialists are part of a team of a director, secretary, and four other instructional specialists that will provide math support to schools and teachers.

Entrepreneurial Activities Fund - 820/821/822/823/824/825/826/827/828

Larry A. Bowers, Chief Operating Officer

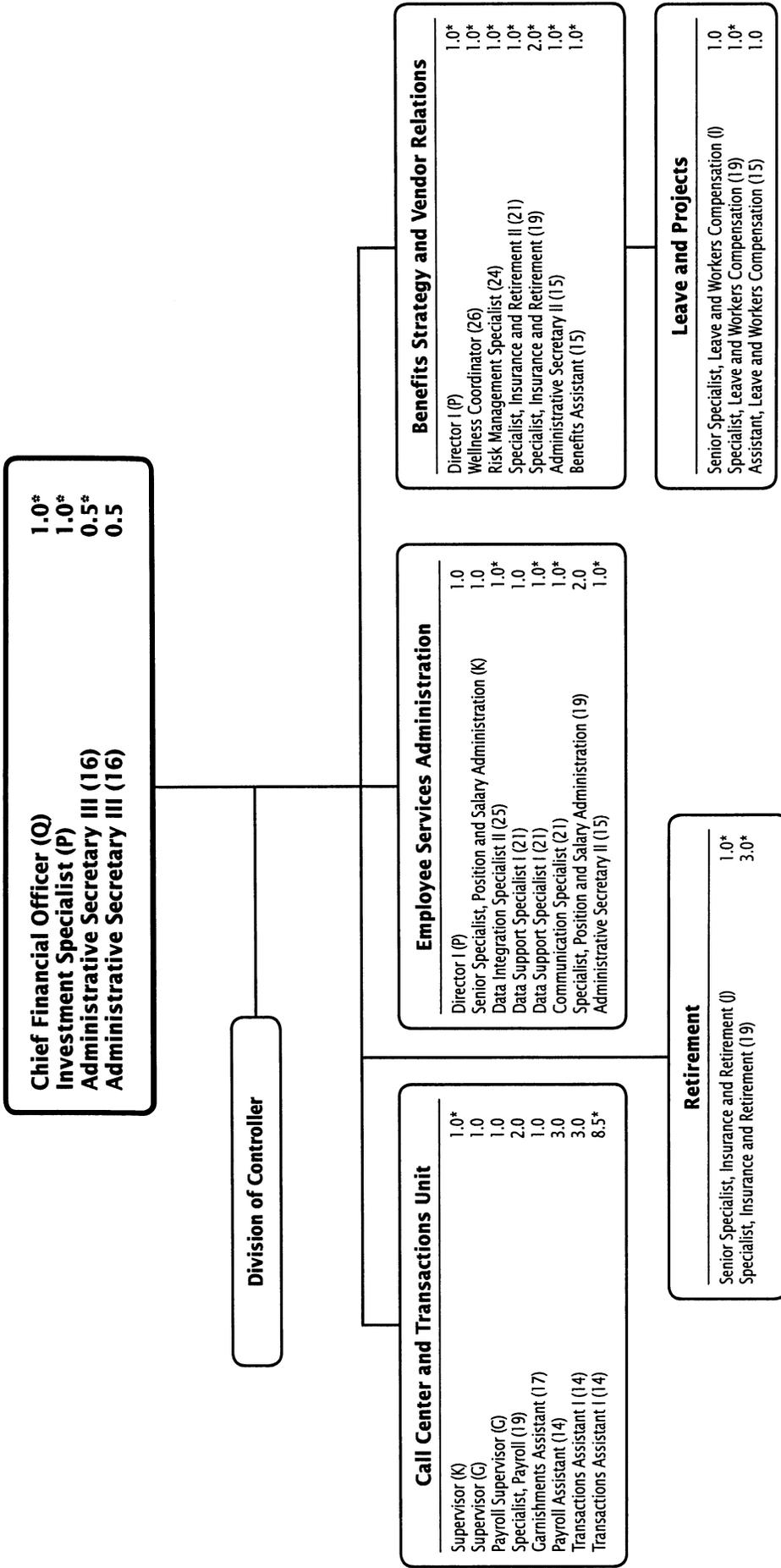
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	9.000	13.000	14.600	12.600	(2.000)
Position Salaries	\$534,055	\$715,416	\$739,572	\$879,188	\$139,616
Other Salaries					
Summer Employment					
Professional Substitutes		303,907	303,907		(303,907)
Stipends		64,430	56,617	46,617	(10,000)
Professional Part Time		253,137	237,435	305,838	68,403
Supporting Services Part Time		20,657	20,657	5,657	(15,000)
Other		48,716	48,716	38,716	(10,000)
Subtotal Other Salaries	421,626	690,847	667,332	396,828	(270,504)
Total Salaries & Wages	955,681	1,406,263	1,406,904	1,276,016	(130,888)
02 Contractual Services					
Consultants		34,520	490	490	
Other Contractual		523,000	521,500	566,942	45,442
Total Contractual Services	280,373	557,520	521,990	567,432	45,442
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		455,317	454,917	427,617	(27,300)
Office					
Other Supplies & Materials		223,991	223,991	185,898	(38,093)
Total Supplies & Materials	501,990	679,308	678,908	613,515	(65,393)
04 Other					
Local/Other Travel		12,649	21,149	21,149	
Insur & Employee Benefits		316,216	343,005	346,063	3,058
Utilities					
Miscellaneous					
Total Other	250,140	328,865	364,154	367,212	3,058
05 Equipment					
Leased Equipment		14,980	14,980	4,980	(10,000)
Other Equipment		20,000	20,000	10,000	(10,000)
Total Equipment		34,980	34,980	14,980	(20,000)
Grand Total	\$1,988,184	\$3,006,936	\$3,006,936	\$2,839,155	(\$167,781)

Entrepreneurial Activities Fund - 820/821/822/823/824/825/826/827/828

Larry A. Bowers, Chief Operating Officer

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	820 Entrepreneurial Activities Fund						
81	BD Instructional Specialist		1.000	1.000	1.000	1.000	
81	15 Fiscal Assistant II			1.000	1.000	1.000	
81	14 Operations Assistant			1.000	1.000		(1.000)
81	13 Fiscal Assistant I		1.000				
81	11 Truck Drive/Whr Wkr Shift 1		2.000	4.000	4.000	2.000	(2.000)
	Subtotal		4.000	7.000	7.000	4.000	(3.000)
	822 Printing Services						
81	18 Printing Equipment Operator IV			1.000	1.000	1.000	
81	16 Customer Service Spec		1.000	2.000	2.000	2.000	
81	16 Printing Equip Operator III		1.000				
81	11 Printing Equip Operator I			2.000	2.000	2.000	
81	11 Bindery Equip Operator I		2.000				
	Subtotal		4.000	5.000	5.000	5.000	
	823 Student Online Learning						
81	23 Applications Developer I		1.000	1.000	1.000		(1.000)
81	21 Comm Spec/Web Producer				1.000	1.000	
81	16 School Registrar				.600	.600	
	Subtotal		1.000	1.000	2.600	1.600	(1.000)
	827 Pearson North Star Project						
81	BD Instructional Specialist					2.000	2.000
	Subtotal					2.000	2.000
	Total Positions		9.000	13.000	14.600	12.600	(2.000)

Department of Financial Services



F.T.E. Positions 19.83

* The chart above includes 27.67* positions funded by the Employee Benefits Trust Fund, including a portion of the Chief Financial Officer position (.299) and the ERSC Call Center Supervisor position (.371).

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 Benefits Workstation Retirement System to provide high-quality services to schools and employees, and to provide a comprehensive employee compensation and benefits, loss prevention, and 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

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 will result in increased effectiveness and expanded management information. The Division of Controller prepares the financial statements, provides for the internal controls of all accounting activities, processes accounting transactions, collects amounts owed to Montgomery County Public Schools (MCPS), makes all payments on behalf of MCPS, and coordinates system cash.

ERSC is a single point of contact for employees and retirees for information about compensation and benefits and administration of employee programs such as leave, salary administration, and workforce reporting. It operates a call center, transactions unit, and a communications program; provides support for policy implementation; and provides continued expansion of the use of technology to improve service and efficiency.

ERSC staff processes employee transactions to ensure effective use of the HRIS system. ERSC coordinates the activities of maintaining employee files, processing all employee transactions, collecting time and attendance information, producing paychecks, and 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, departments, and individuals regarding the business operations of MCPS through workshops, communications, and direct assistance. By providing assistance and support to schools and

departments, staff members in the Department of Financial Services contribute to the efficient functioning of MCPS in support of the goals in *Our Call to Action: Pursuit of Excellence*. As the unit responsible for financial and employee data, the department has the depth of understanding of data 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 pre-tax 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 to employees to participate in this program.

The Employee and Retiree Service Center began a system-wide employee wellness program, Well Aware, in 2011, building on the very successful, “MCPS On the Move” program, which was a partnership between MCPS and Kaiser Permanente. Since that time, ERSC has offered programs increasing 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 are provided.

The Benefits Strategy and Vendor Relations Unit is responsible for the design and delivery of employee and retiree benefit programs and manages all aspects of contract and vendor relations associated with the benefit plans. The unit collaborates with ERSC staff to ensure that the benefit plans are administered according to contract and regulations, and that all stakeholders are operating from a common framework of understanding about the benefit plans. Staff is responsible for evaluating vendor performance; conducting ongoing financial monitoring, budget, and rate development; managing the competitive bid process; and measuring performance on an ongoing basis.

This unit prepares and disseminates information about plan provisions, maintains and analyzes statistical and demographic data, tracks plan utilization and expense data, remits monthly premiums to vendors, and oversees all benefit-plan-related contracts. In addition, the unit manages periodic filings with the Internal Revenue Service to maintain qualified plan status and oversees banking and cash management arrangements for the employee benefit program. The unit also coordinates the

MCPS retiree benefits with Medicare, particularly the Medicare Part D program for which the MCPS retiree prescription benefit qualifies as an actuarially equivalent plan qualifying for subsidy payments from Medicare.

The investment and retirement function of this unit administers contracts related to the MCPS Employees Retirement and Pension Systems and the trust for Other Post-Employment Benefits (OPEB), oversees vendor relations with tax-deferred annuity and deferred compensation carriers, serves as liaison to the Board of Investment Trustees, and monitors plan investment performance. The Risk Management function of this unit acts as the liaison with the Montgomery County self-insurance fund and oversees the MCPS loss prevention program.

Trends and Accomplishments

While the number of MCPS employees has decreased, the number of retirees continues to increase each year. The complexity of benefit programs and the compliance requirements related to compensation and benefits also increase. In FY 2012, the state of Maryland began a process to shift teacher pension costs to the counties. As a result, funding in the FY 2013 MCPS budget now includes a portion of state pension costs. In FY 2011, the state of Maryland changed the pension plan for teachers, dramatically affecting the pension benefits for new teachers hired on or after July 1, 2011. MCPS followed with similar changes to the local MCPS pension plan, which provides benefits to those not eligible for the state teachers’ pension.

In addition, MCPS—in discussion with its employee and retirees associations—changed retiree health benefits, moving to a three-tier system based on years of MCPS service. These changes are expected to save MCPS approximately \$5 million in OPEB contributions for FY 2012. During FY 2012, the County Council created a countywide OPEB trust for future contributions to OPEB for both MCPS and Montgomery College. This trust is administered by the county and governed by a Board of Investment Trustees that includes three MCPS representatives.

During FY 2010, the *Affordable Care Act of 2010 (ACA)* was enacted. MCPS extended medical and prescription coverage to approximately 900 newly eligible dependents as a result. It is anticipated that additional changes and mandates affecting accounting, human resource transactions, payroll processing, and employee and retiree benefit plans will occur as a result of ACA. The priority of the centralized call center is the improvement of customer service provided to employees, retirees, and their families. Performance measurements include wait time, abandoned call volume, and duration of answered calls.

Containment of rising employee and retiree medical, dental, and prescription costs is an important focus of

the Department of Financial Services. In 2010, MCPS partnered with Kaiser Permanente to offer MCPS on the Move, a competition targeted at elementary school staff designed to increase employee wellness through increased activity and nutritional awareness. In the first year, more than 5,000 employees participated, logging more than 137,000 hours of documented exercise. An almost immediate impact on health care cost trends was seen. In 2011, the program expanded to include secondary schools and central services staff members.

During FY 2010, a pharmacy claims and rebate audit was conducted. This external audit reviewed claims processing as well as contractually required rebates to the prescription plan, based on vendor contracts. While large savings are not anticipated, the claims audit was a prudent process to ensure that plan provisions are being followed and contractual obligations of the vendor are being met. The results of this audit were very positive in that both claims processing and rebate payments were found to be processed accurately. No significant recoveries were achieved.

During FY 2010, the comprehensive employee and retiree communications program was expanded with the introduction of the first webinar formats, including moderated, live webinars on topics related to leave. The communications program uses a variety of media, including active employee retirement statements, an expanded website, and employee presentations. This program educates employees about their compensation, benefits, and other related issues, such as retirement planning, leave, and workers’ compensation. Employees are encouraged through the ERSC communication program to expand their knowledge of the retirement program and to increase retirement savings to supplement state and MCPS pension plans.

The Department of Financial Services uses several computer systems to track data and provide information to schools, departments, employees, retirees, and other partners. The retirement system tracks service credit, contributions, and retirement benefits. During FY 2012, MCPS committed to a major upgrade of the retirement system to remain current and offer employee self-service functionality to employees so they can see their retirement records, including projected benefits. HRIS is adapted and refined continually to address business needs and regulatory requirements. It was upgraded during FY 2013 to remain current. The department continues to reduce manual processing and improve services through the expanded use of technology. Cross training of staff continues, providing better service and greater efficiency.

During FY 2012, a web-based system for school accounting for Independent Activity Funds was selected and a contract awarded. During FY 2013, the system will be implemented, improving school efficiency, transparency of school funds, and improved central accounting.

During FY 2011, the Department of Financial Services continued to use a document imaging system, moving to electronic images of vendor, employee, and retiree forms as well as correspondence. The system allows shared access to imaged forms, improving efficiency in the storage and retrieval of documents. Newly hired employees no longer have paper folders but have all forms stored electronically, which enhances the safety of the forms from water, fire, or other damage. Staff members have completed imaging historical employee and retiree forms, reducing the paper stored by more than 2 million documents, completing the conversion of all employee and retiree records to electronic format. As a result, storage space was reduced significantly. The Office of Human Resources and Development also has implemented the same document imaging system, leveraging the lessons learned and foundation used by the Department of Financial Services.

During FY 2011, work was completed on the Applicant Tracking System (ATS). This system benefits both internal and external applicants for positions by offering online application for positions. In the long-term, the system will impact the coordination and workflow from the Office of Human Resources and Development to the Employee and Retiree Service Center as data is gathered that will support the timely and accurate processing of newly hired employees and employees changing positions or work schedules.

During FY 2011, the first employee self-service applications were introduced. Employees could enroll in flexible spending accounts online during open season, resulting in elimination of almost 5,000 manual transactions. Furthermore, employees were able to update their race and ethnicity data in compliance with new federal and state reporting requirements through an online application. During FY 2012, an online update of direct deposit changes was implemented, providing automation to approximately 10,000 changes per year. Effective July 1, 2012, direct deposit changes and enrollments became exclusively electronic as paper forms were eliminated. Work continues to improve processing of transactions on the Human Resources Online (HRO) system. In FY 2012, the HRO system continued to electronically route some human resource transactions for processing, linking ATS with HRIS. This enabled more efficient processing of new hire transactions. Expansion of the system to additional transaction processing is ongoing. Ultimately, the system is expected to move many human resources transactions to electronic workflows, integrating with ATS for newly hired or transferring employees.

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 2010, several county agencies joined together to competitively bid their health plans, with the results of that process reflected in vendor contracts, effective January 1, 2011. A wellness coordinator position was created to lead efforts to improve the health of employees and retirees by leveraging the disease management features of the health plans and coordination of activities with community partners.

During FY 2010, the 403(b) and 457(b) plans were bid in an effort to reduce costs to employees. Anticipated benefits to employees through reduced fees are \$250,000 for FY 2011 and \$500,000 for fiscal years beyond, due to the January 1 implementation of the new contracts.

Major Mandates

- The overriding mandate is to comply with all federal and state laws and the Board of Education policies regarding accounting, insurance, payroll, benefit plans, and investments, including generally accepted accounting standards, reporting requirements, income and other taxes, social security, fair labor standards, and supported projects procedures and requirements.
- Maryland law requires MCPS to have comprehensive liability insurance and workers' compensation coverage. This is provided through the Montgomery County Self-insurance Program.
- Maryland law requires insurers to provide prescription drug plans to cover contraceptives under the same terms as other drugs.
- Maryland law requires a fidelity bond for the superintendent of schools and any employees who handle system funds.
- The *Consolidated Omnibus Budget Reconciliation Act of 1986* requires the continuation of group health insurance for active employees (and their dependents) who terminate or become disabled and are not eligible for retirement, as well as for dependents who no longer qualify under the employee benefit plan.
- The *Health Insurance Portability and Accountability Act of 1996 (HIPAA)* imposes many administrative obligations on employer-sponsored health plans, requiring certificates of coverage as well as termination of coverage under various circumstances. In FY 2003, HIPAA mandated significant administration requirements on employers relative to the privacy of employee health benefits.
- Maryland law requires MCPS to provide parity in mental health benefits among various health plans. Historically, mental health benefits were limited or capped, but this requires all Maryland employer health plans to treat mental health expenses the

same as any other medical expenses covered under the plan.

- Medicare Part D prescription plan coverage became available to eligible retirees on January 1, 2006. MCPS prescription coverage has been actuarially determined to be equivalent to the Medicare Part D program, and MCPS received \$4.6 million of employer subsidy during FY 2010. MCPS has provided reporting and other data requirements, as required, and anticipates continued receipt of the subsidy.
- The *Affordable Care Act of 2010* has dramatically changed the requirements for employer-sponsored health plans. Regulations still are being issued to clarify requirements such as extension of coverage of dependents to age 26 and coverage of preventive care and mental health benefits, MCPS has submitted an application for reimbursement under the retiree major medical provisions of the bill and awaits notification of reimbursements.

Strategies

- Provide leadership on financial issues and requirements.
- Involve all levels of department staff in operation and process improvement.
- Involve all levels of department staff in planning and process improvement in the use of the new financial system.
- Provide communications to employees and retirees to help them become effective users of health insurance and prescription programs. Wellness and disease management programs are examples of services offered to encourage employees and retirees to be active partners in the use of health benefits and to select programs that meet their particular needs. Ongoing communications educate participants about available options and help them make educated choices as consumers of health care.
- Expand education efforts to ensure that employees understand the need to contribute to defined contributions plans to augment the benefits provided by the state- and county-sponsored defined benefit program.
- Continue cross-functional process review and improvements to increase coordination, accuracy, and efficiency of financial and human resource transactions.
- Expand training offerings to units and offices to facilitate adherence to procedures and use of management data.
- Use performance measure data to identify opportunities for process and training improvements.
- Expand a comprehensive communication plan to provide information and receive critical input concerning goals, functions, and issues.

- Rotate staff across tasks and ensure that these tasks are reassessed continually for effectiveness and efficiencies.
- Support management decision making through the use of reporting and analysis tools.
- Expand technical training for ongoing HRIS enhancements, software operations, and emerging methodologies.
- Explore additional technology solutions for improved information, efficiency, and service.

Performance Measures

Call Center Efficiency:

	FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
▪ Average wait time	49.8 sec.	48 sec.	48 sec.
▪ Average duration	4 min., 6 sec.	4 min.	4 min.
▪ Average volume/business day	235 calls	230 calls	23 calls
▪ Average wait/abandoned call	1 min., 50 sec.	2 min.	2 min
	FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
▪ Percentage of abandoned calls	4.4%	4.3%	4.3%
▪ Percentage of calls answered within 1 minute	76.4%	78%	78%

Transaction processing efficiency:

	FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
▪ Percentage of new teachers paid on first pay date	86.8%	99.9%	99.9%

Year-to-year trend in growth rates of benefit costs compared with national averages

	FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
	-5.4%	-1.0%	-1.0%

Trend in growth rate of benefit costs compared with regional peers

	FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
	+1.4%	-1.0%	-1.0%

Explanation: These last two measures compare the rate of increase in costs for employee and retiree health benefits (medical, prescription, dental, and vision programs) compared with other organizations, either in the region or the nation. The rate of increase in costs is a measure of the effectiveness of the program administration and design. Differences in costs may be a result of a state-mandated coverage that is different from other parts of the country, so the regional comparison is important.

Budget Explanation

Department of Financial Services—334

The FY 2014 request for this department is \$1,574,850, a decrease of \$74,155 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$13,238

There is an increase of \$13,238 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Realignments—\$0

Realignments are budgeted to address priority spending needs in this department. There is a realignment of \$7,560 from contractual services and a corresponding increase of \$2,400 for part-time salaries and \$5,160 for office supplies.

Program Efficiencies and Reductions—(\$87,393)

There is a shift of position salaries of \$43,949 and a .299 chief financial officer position and \$43,444 and a .371 ERSC call center transaction supervisor to the Employee Benefits Trust Fund.

Budget Explanation

Insurance and Employee Benefits—333

The current FY 2013 budget for this program is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a grant shift moving \$19,611 of budgeted funds from the local retirement account to the Education Jobs Fund grant due to additional grant funding for FY 2013.

The FY 2014 request for employee benefits is \$513,648,551, an increase of \$21,380,336 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$847,388

There is an increase of \$483,013 for social security benefits and a \$364,375 increase for retirement benefits for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Realignment—\$5,999

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 is a decrease in social security contributions of \$3,498 offset by increases for employee health benefits of \$7,420 and retirement contributions of \$2,077.

Grant Shifts—(\$249,227)

Due to funding changes and program needs for the Medical Assistance grant, position and non-position budgeted amounts are shifted from local to grant funding. In FY 2014, this results in reductions in employee

health benefits of \$150,801, social security contributions of \$56,232, and retirement contributions of \$42,194.

Enrollment Changes—\$4,351,710

Based on current enrollment projections, budgeted salaries and positions related to changes in student enrollment are projected to increase for FY 2014. Based on this projection, the FY 2014 budget includes increases for social security contributions of \$1,070,459, employee health benefits of \$2,563,878, and retirement contributions of \$717,373.

New Schools—\$21,639

A .5 principal position and a .5 secretary position are budgeted to allow for planning and preparation to ensure that the new Clarksburg Cluster Elementary School will be ready for students in September 2014. The additional budget associated with this staffing results in an increase of \$4,882 in social security contributions, employee health benefits of \$13,094, and retirement contributions of \$3,663.

Employee Health Benefits—\$1,782,639

Health care costs for MCPS continue to trend upward, but at a lower rate than previous years and national trends. The projected trend for FY 2014 results in the need to increase employee health care programs for both active and retirees by \$1,782,639, primarily due to a 4 percent increase in costs for inflation and rate adjustments for health services and prescription drugs. Included in this increase are savings from negotiated agreements that impact design changes and the amount of employee co-pays. The amount also includes budgeted increases for Medicare Part D reimbursements of \$789,000.

Retirement Contributions—\$11,811,827

The budget for current retirement programs is increased by \$4,527,691 based on 5.74 percent of salary as determined by the annual actuarial study completed by consultants. This represents a 32 basis point rate increase over FY 2013. In addition to the rate increase, the budget for retirement costs increased \$7,284,136 as a result of the second year of a four-year plan that shifts some of the retirement costs from the state to county school districts.

Other—\$157,441

Due to operational staffing changes other than those related to enrollment growth, the budget includes an increase of \$19,610 for social security contributions, \$52,588 for employee health benefits, \$14,714 for retirement contributions, and a \$70,529 increase in other employee benefits

Self—Insurance—\$1,712,715

The budget includes a significant increase in contributions to the county's self-insurance program. This increase is primarily due to higher claims and lower than targeted reserves for worker's compensation resulting in a \$1,030,226 increase in the budget. Fire and

property insurance also increase by \$682,489 due to increases in claims to cover damages to school property from fire, floods, and structural deficiencies.

Efficiencies and Reductions—(\$432,349)

The FY 2014 budget includes efficiencies and reductions totaling \$3.8 million. As a result, there is a \$423,349 reduction in employee benefits associated with the elimination of 27.5 positions and part-time salaries. This includes reductions in employee health benefits of \$252,192, social security contributions of \$109,593, and retirement contributions of \$70,564.

Program Restorations and Enhancements—\$1,370,554

Details on increases in program restorations and enhancements are included in various chapters of this budget document. As a result of these increases, there is a need to add \$1,370,554 to the employee benefits budget. This includes increases in social security contributions of \$309,234, employee health benefits of \$829,286, and retirement costs of \$232,034.

Selected Expenditure Information

Description	FY 2013 Current Budget	FY 2014 Budget	Change
Worker's Compensation	\$11,256,063	\$12,286,289	\$1,030,226
Social Security	101,467,551	103,185,526	1,717,975
Employee Benefit - Active	224,902,252	229,748,164	4,845,912
Employee Benefit - Retirees	49,258,001	49,258,001	
Retirement and Administrative Fees	73,729,240	79,478,409	5,749,169
Pension Shift From State	27,227,553	34,511,689	7,284,136
Unemployment Compensation	300,000	300,000	
Other	4,127,555	4,880,473	752,918
Total	<u>\$492,268,215</u>	<u>\$513,648,551</u>	<u>\$21,380,336</u>

Department of Financial Services - 334/333

Susanne G. DeGraba, Chief Financial Officer

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	21.500	20.500	20.500	19.830	(.670)
Position Salaries	\$1,677,623	\$1,605,135	\$1,605,135	\$1,530,980	(\$74,155)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other		4,000	4,000	6,400	2,400
Subtotal Other Salaries	-755,423	4,000	4,000	6,400	2,400
Total Salaries & Wages	922,200	1,609,135	1,609,135	1,537,380	(71,755)
02 Contractual Services					
Consultants					
Other Contractual		19,560	19,560	12,000	(7,560)
Total Contractual Services	10,367	19,560	19,560	12,000	(7,560)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		17,727	17,727	22,887	5,160
Other Supplies & Materials					
Total Supplies & Materials	27,444	17,727	17,727	22,887	5,160
04 Other					
Local/Other Travel		2,583	2,583	2,583	
Insur & Employee Benefits		492,187,826	492,168,215	513,548,551	21,380,336
Utilities					
Miscellaneous		100,000	100,000	100,000	
Total Other	443,498,273	492,290,409	492,270,798	513,651,134	21,380,336
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$444,458,284	\$493,936,831	\$493,917,220	\$515,223,401	\$21,306,181

Education Jobs Fund - 935

Susanne G. DeGraba, Chief Financial Officer

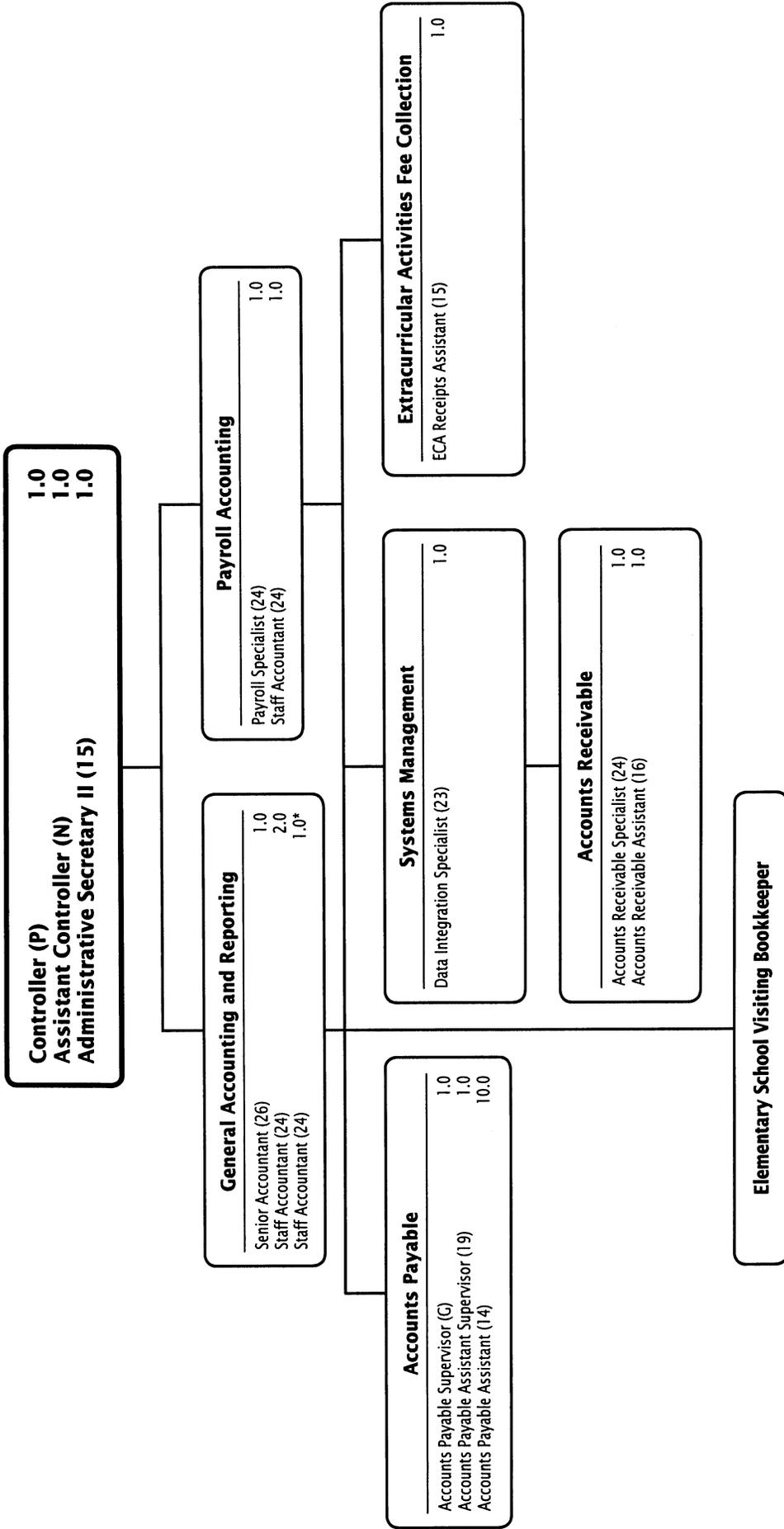
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)					
Position Salaries					
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
Total Salaries & Wages					
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
Total Supplies & Materials					
04 Other					
Local/Other Travel					
Insur & Employee Benefits			19,611		(19,611)
Utilities					
Miscellaneous					
Total Other	4,377,655		19,611		(19,611)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$4,377,655</u>		<u>\$19,611</u>		<u>(\$19,611)</u>

Department of Financial Services - 334/333

Susanne G. DeGraba, Chief Financial Officer

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
1	Q Chief Financial Officer		1.000	1.000	1.000	.701	(.299)
1	P Director I		1.000	1.000	1.000	1.000	
1	P Administrator Spec Assign		1.000				
1	K Sr Spec Pos & Sal Admin		1.000	1.000	1.000	1.000	
1	K ERSC Call Ctr/Transaction Supv		1.000	1.000	1.000	.629	(.371)
1	I Sr Spec Leave/Wkrs Com		1.000	1.000	1.000	1.000	
1	G Payroll Supervisor		1.000	1.000	1.000	1.000	
1	G ERSC Call Ctr/Trans Asst Supv		1.000	1.000	1.000	1.000	
1	21 Data Support Specialist I		1.000	1.000	1.000	1.000	
1	19 Specialist, Payroll		2.000	2.000	2.000	2.000	
1	19 Spec, Position/Salary Admin		2.000	2.000	2.000	2.000	
1	17 Garnishments Assistant		1.000	1.000	1.000	1.000	
1	16 Administrative Secretary III		.500	.500	.500	.500	
1	15 Assist, Leave Admin/Wkrs Comp		1.000	1.000	1.000	1.000	
1	14 Transactions Assistant I		3.000	3.000	3.000	3.000	
1	14 Payroll Assistant		3.000	3.000	3.000	3.000	
	Total Positions		21.500	20.500	20.500	19.830	(.670)

Division of Controller



F.T.E. Positions 24.0

(*In addition, the chart includes a 1.0 position funded by Employee Benefits Trust Fund)

Mission: *The mission of the Division of Controller 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, committed to excellence and continuous improvement in support of Our Call to Action: Pursuit of Excellence.*

Major Functions

The Division of Controller is organized into six units to support its major activities—general accounting and reporting, payroll accounting, accounts receivable, accounts payable, systems management, and an extracurricular activities fee collection unit. Major activities include monitoring MCPS financial activity and procedures, preparing financial statements and statistical reports, reacting to changing trends in accounting principles and regulatory standards, providing timely financial data that assist managers in monitoring and controlling expenditures, and providing accounting support for the Employee Benefit Plan and the Retirement and Pension System.

Other division activities include the following: controlling encumbrance activity; paying vendors; verifying authorizations and account classifications for all payments; administering the purchasing card program and monitoring 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 the income tax and personal property tax statements for the foundation; providing effective management of the MCPS operating accounts, trust funds, and foundation cash balances; collecting and monitoring payments of extracurricular activities fees; billing customers for services rendered by MCPS units; processing payroll tax withholdings and other deduction payments and related reports; monitoring the recording of salary encumbrances and expenditures; and providing wage-related information to customers and stakeholders.

The Division of Controller administers the Visiting Bookkeepers (VB) Program. The VB Program provides general bookkeeping, reporting, and/or bank reconciliation services for all 132 elementary schools and five special centers. The VB Program enhances fiscal management of elementary school independent activity funds by providing bookkeeping services and offering training assistance. The program also ensures consistent application of accounting procedures across all elementary schools and assists the Internal Audit Unit in performing its oversight responsibility.

Trends and Accomplishments

System-wide growth in financial activity continues to affect the division's workload. The division centrally

assumes primary control responsibility for the Financial Management System (FMS) and its feeder systems. The division, through process-reviewed continuous improvement techniques, has enhanced the work flow in the accounts payable and the accounts receivable units. These work flow improvements allow the units to manage an ever-increasing workload.

FMS functionality managed by the division includes general ledger accounting and reporting, accounts payable, accounts receivable, grants management, fixed assets, and cash management. The division's document management system functions with FMS so that the payment process operates as a paperless environment. During FY 2012, the division expanded the document management system to include archiving of accounts receivable, payroll accounting, and MCPS Educational Foundation documents.

FMS substantially improves MCPS financial process flows and has enabled the division to improve and expand services to customers and stakeholders. Transaction flows, including approvals, are electronic-based rather than paper-based. Electronic flow of documents is more efficient and enables the tracking of document status and facilitates the measurement of process performance and efficiency. The division also has available additional tools that it is using to improve service delivery. For example, FMS has allowed the implementation of more efficient payment methods, using electronic payments to vendors and direct deposit for employee reimbursements.

During FY 2012, the division implemented efficiencies to the cash receipts process by establishing remote electronic check deposit using special scanning equipment. This change has allowed for the elimination of daily trips to the bank to deposit check receipts. As a result of the success of this effort, the division also implemented remote electronic check deposit for the Summer School Unit.

The information needs of program managers; county, state, and federal government entities; and the general public are varied and complex. These changing needs had exceeded the capabilities of the previous accounting system. The FMS structure and reporting capabilities has the flexibility and tools the division has needed to meet the organization's information needs. Administrative, programmatic, and financial reporting capabilities allow customers to run reports when they are needed and to receive reports quickly in electronic formats. The ability to simultaneously view financial data graphically, as well as in standard columnar format, is particularly valuable to principals and leadership. Improvements in reporting are ongoing as the organization and the division continue to expand the information-gathering capabilities of FMS. In FY 2013, the division will lead an effort to implement an enhanced reporting system for FMS. This report writer makes available additional FMS

data for system customers and is designed for greater ease of use by nontechnical fiscal staff.

The division devoted considerable time during FY 2012 to training and operational support for FMS. Individual and group training and orientation sessions were provided throughout the year for schools and central services personnel. The division maintains a leadership role in evaluating and adapting the procure-to-pay process in response to stakeholder input. During FY 2012, the division worked with the Department of Instructional Technology to develop specialized FMS training webinars. These webinars allow school-based staff to learn from the convenience of their location, using their equipment and their data as the basis for learning.

The Division of Controller continues to benefit from FMS modules designed to enhance Internet capabilities. The iExpense module enables employees to enter their monthly mileage expense reports over the Internet. 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 directly in FMS. In FY 2013, the division will implement a new replacement online payment system for parents to electronically pay student extracurricular activities fees. More than 7,000 parents pay extracurricular activities fees online. The new online payment system will become a model for electronic payment of summer school fees and for schools to use in creating online payment options for parents.

The iReceivables module allows customers to view and pay amounts owed to MCPS through the Internet. During FY 2012, schools were trained to use the expanded features of this module to improve their process efficiencies. Schools now receive MCPS invoices electronically. The mailing of paper invoices to schools has been eliminated. All schools now pay amounts owed to MCPS electronically with the click of a button in iReceivables. The Division of Controller collaborates with the Department of Materials Management in the administration of the purchasing card program. This program enhances the efficiency for procurement of small purchases throughout the school system. Authorized staff members make small, routine purchases effectively and expeditiously using purchasing cards. This program decreases processing time for small procurements and eliminates undue complexity for vendors. The division provides card management, activity reporting, and transaction monitoring services.

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 2011 Comprehensive Annual Financial Report (CAFR). This is the 31st consecutive year that MCPS has received this prestigious award. The award, the highest recognition for school district financial operations

offered by ASBO, is presented only to school systems that have met or exceeded the standards of the program.

For the eighth 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, 2011. In order to be awarded a Certificate of Achievement, a government entity must publish an easily readable and efficiently organized CAFR.

Customer focus plays an important role in the division's mission and strategic plan. Improving and expanding division products and services for customers and stakeholders consumes a major portion of our annual improvement efforts. In FY 2013, the division will participate as a member of the team responsible for replacing the accounting software used by schools in managing their Independent Activities Funds. The division's visiting bookkeepers will be assisting elementary schools in the transition to the new software.

Major Mandates

- Maryland law requires an annual audit by a certified public accountant, a Comprehensive Annual Financial Report, state budget reports, and annual financial reports.
- Federal, state, and other grantor agencies require the submission of monthly, quarterly, semiannual, or annual reports for all grants received by MCPS.
- The federal *American Recovery and Reinvestment Act (ARRA) of 2009* requires MCPS to file comprehensive quarterly reports on how federal stimulus funds have been used and have met the overall goals of the ARRA.
- The federal Office of Management and Budget Circular A-133 requires annual audits and reports on all federal programs.
- Maryland law requires MCPS to maintain a searchable funding accountability and transparency database of supplier payment information for public Internet access.
- Federal law requires the filing of Form W-2 employee wage and tax statements and Forms 1099 and 1099R tax reports for many vendors/contractors and terminated employees who receive payments.
- Federal and state laws require biweekly, monthly, quarterly, and annual reporting of income and social security taxes, employee earnings, unemployment insurance, and workers' compensation.

Strategies

- Evaluate business processes for opportunities to make process improvements, incorporating customer and stakeholder feedback, and potential for new products and services

- Work with the Department of Instructional Technology to expand FMS webinar training
- Ensure that the division is functionally organized appropriately and logically to operate efficiently under the FMS enterprise system
- Provide training opportunities that encourage and strengthen financial management skills of school-based fiscal staff

Performance Measures

Performance Measure: Invoice to payment days.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
15 days	15 days	15 days

Explanation: Measure of the efficiency of the division’s payment process.

Performance Measure: Percentage of payments voided.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
0.3%	0.2%	0.2%

Explanation: A quality measure of the accuracy of invoice and payment processing. MCPS measures favorably compared with the benchmark of 1.12 percent developed in a 2008 member survey by the Council of the Great City Schools.

Performance Measure: Number of invoices processed monthly per full-time equivalent (FTE) employee.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
1,016 invoices	1,020 invoices	1,020 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: Percent of supplier invoices received electronically.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
22%	24%	24%

Explanation: Measures the success of the division in promoting supplier electronic presentation of invoices. Processing electronic invoices is more economical for MCPS.

**Budget Explanation
Division of Controller—332/155**

The FY 2014 request for this division is \$1,752,710, an increase of \$107,430 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$49,775

There is an increase of \$49,775 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Realignment—\$0

Realignments are budgeted to address priority spending needs within this division. There is a decrease of \$4,900 from equipment maintenance for scanners, \$440 from local travel mileage reimbursement and a corresponding increase for office supplies to provide additional funds for check envelopes that are purchased every three years. Equipment maintenance on scanners is now supported through the Office of the Chief Technology Officer.

Other—\$57,655

There is an increase of \$57,655 for indirect costs related to grants. Some grantors allow recipients to budget for indirect costs to defray some of the division costs associated with administering a grant program. Traditionally, the budget in this division has been reduced by the amount that was available in grants for indirect cost. However, there are fewer grants and the rate allowable by the state for grants that originate or flow through the state has been reduced. Therefore, there is an increase of \$57,655 in the budget to make up for this loss.

Division of Controller - 332/155

Susan B. Chen, Controller

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	25,000	24,000	24,000	24,000	
Position Salaries	\$1,583,304	\$1,694,840	\$1,694,840	\$1,744,615	\$49,775
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		14,335	14,335	14,335	
Other		(93,406)	(93,406)	(35,751)	57,655
Subtotal Other Salaries	10,276	(79,071)	(79,071)	(21,416)	57,655
Total Salaries & Wages	1,593,580	1,615,769	1,615,769	1,723,199	107,430
02 Contractual Services					
Consultants					
Other Contractual		4,900	4,900		(4,900)
Total Contractual Services	6,460	4,900	4,900		(4,900)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		14,571	14,571	19,911	5,340
Other Supplies & Materials					
Total Supplies & Materials	15,812	14,571	14,571	19,911	5,340
04 Other					
Local/Other Travel		1,040	1,040	600	(440)
Insur & Employee Benefits					
Utilities					
Miscellaneous		9,000	9,000	9,000	
Total Other	6,347	10,040	10,040	9,600	(440)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$1,622,199	\$1,645,280	\$1,645,280	\$1,752,710	\$107,430

Division of Controller - 332/155

Susan B. Chen, Controller

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	332 Division of Controller						
1	P Controller		1.000	1.000	1.000	1.000	
1	N Assistant Controller		1.000	1.000	1.000	1.000	
1	G Accounts Payable Supervisor		1.000	1.000	1.000	1.000	
1	26 Senior Accountant		1.000	1.000	1.000	1.000	
1	24 Payroll Specialist		1.000	1.000	1.000	1.000	
1	24 Accounts Receivable Specialist		1.000	1.000	1.000	1.000	
1	24 Staff Accountant		3.000	3.000	3.000	3.000	
1	23 Data Integration Specialist		1.000	1.000	1.000	1.000	
1	19 Accts Payable Asst Supervisor		1.000	1.000	1.000	1.000	
1	16 Accounts Receivable Assistant		1.000	1.000	1.000	1.000	
1	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
1	14 Accounts Payable Assistant		11.000	10.000	10.000	10.000	
	Subtotal		24.000	23.000	23.000	23.000	
	155 Extra Curr Activity Fee Admin.						
2	15 ECA Receipts Assistant		1.000	1.000	1.000	1.000	
	Subtotal		1.000	1.000	1.000	1.000	
	Total Positions		25.000	24.000	24.000	24.000	

Department of Association Relations

Director II	1.0
Administrative Secretary III (16)	1.0

Mission: *The mission of the Department of Association Relations 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

The Department of Association Relations (DAR) coordinates all employee relations activities with the associations that represent administrators/principals, teachers, supporting services employees, and supporting services 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.

Specifically, DAR is responsible for negotiating with the Montgomery County Education Association (MCEA), the Service Employees International Union Local 500 (SEIU Local 500), and the Montgomery County Association of Administrators and Principals (MCAAP). MCAAP represents administrative and supervisory personnel and noncertificated supporting services supervisory personnel (MCAAP/MCBOA) in separate bargaining units under one contract. The department administers all three negotiated agreements, handles informal complaints and grievances, prepares and presents arbitration cases, 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.

Trends and Accomplishments

Day-to-day contract administration continues to be a major focus of DAR. Formal employee grievances and administrative complaints have decreased to 93 for FY 2012, continuing a gradual decline over the previous six fiscal years. During 2012, there were no arbitrations. The department's work was further impacted by recent state legislative actions that significantly changed the nature of negotiations by the creation of a Public School Labor Relations Board, which is beginning to reshape school district labor relations. The Labor

Relations Board is handling issues 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 2010, MCPS successfully negotiated four-year contracts through 2014 with administrators (MCAAP/MCBOA), supporting services employees (SEIU Local 500), and teachers (MCEA). These agreements allowed for limited reopeners each year of the contract. During FY 2012, MCPS succeeded in negotiating reopeners on wages, insurance, and two other topics with each union or association. All of these multiyear and reopener 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. The agreements also established a number of joint work groups to explore issues and solutions mutually. These groups are now in operation, adding to the department's workload. Economic terms negotiated during FY 2012 provided no general salary schedule increases but did reinstate salary step and longevity step movement. Employees who received neither received a 2 percent increase. During FY 2013, negotiations will occur with all bargaining units concerning the economic terms of the agreements for FY 2014.

Major Mandates

- The collective bargaining and contract administration responsibilities of this department are mandated by state law, which requires the Board of Education to negotiate wages, hours, and working conditions with its certificated and noncertificated employees, as well as to produce and administer the written agreements resulting from these negotiations.
- MCPS regulations establish the administrative complaint procedure for employees who want to pursue an issue that is not covered in the negotiated agreement.
- The federal *Fair Labor Standards Act* and the *Family Medical Leave Act* regulate much of the relationship between MCPS and the employees, as administered by DAR.
- The negotiated agreements with the employee organizations establish grievance procedures and other aspects of the relationship between the department and the organizations.

Strategies

- Continually relate the efforts of this department to the goal of enhancing the education of all students
- Build on the interest-based training that was used during recent negotiations with the three existing

associations and use the principles in relationships with the associations.

- Increase efforts to train and advise administrators in contract administration on a regular basis.
- Work closely with representatives of the four bargaining units to resolve problems, with minimal disruption.
- Provide support, facilitation, and training to labor management councils, joint work groups, and other labor/management cooperative groups.
- Continue to investigate and respond to support services grievances at Step Two in a timely and effective manner.
- Continue to support the use of an alternative dispute resolution process to address interpersonal problems between employees that are not covered by the contracts or laws.

Performance Measures

Performance Measure: Number of supporting services grievances and administrative complaints filed.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
68	60	50

Explanation: This measure reflects the amount of time and energy devoted by school system administrators to addressing 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 failing to apply the contract and MCPS policies and regulations appropriately and/or the degree to which the employee association and/or employees are challenging administrative decisions without good reason.

Performance Measure: Number of teacher grievances and administrative complaints filed.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
24	20	15

Explanation: This measure reflects the amount of time devoted to addressing possible contract and/or regulation violations related to teachers and other certificated personnel. It also is an indication, along with the third performance measure (below), of either the degree to which school system administrators are failing to apply the contract and MCPS policies and regulations appropriately and/or the degree to which the employee association and/or employees are challenging administrative decisions without good reason.

Performance Measure: Number and percentage of completed supporting services grievances and administrative complaints awarded in favor of the grievant/complainant or settled by providing some remedy to the grievant/complainant.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
22 (32%)	15 (25%)	10 (20%)

Explanation: This measure reflects the degree to which there are actual or arguable violations of the contracts or regulations, or problems existing, which justify adjustments being made through the appeals processes. Also, it may reflect the manner in which the grievance process is being used. In FY 2012, only nine grievances (or 15 percent) were granted entirely.

Performance Measure: Number and percentage of completed teacher grievances and administrative complaints awarded in favor of the grievant/complainant or settled by providing some remedy to the grievant/complainant.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
8(33%)	3(20%)	2(13%)

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.

**Budget Explanation
Department of Association Relations—661**

The FY 2014 request for this department is \$274,970, an increase of \$4,251 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$4,251

There is an increase of \$4,251 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Department of Association Relations - 661

Stan Damas, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	2.000	2.000	2.000	2.000	
Position Salaries	\$212,429	\$210,333	\$210,333	\$214,584	\$4,251
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		15,000	15,000	15,000	
Supporting Services Part Time		800	800	800	
Other					
Subtotal Other Salaries	18,866	15,800	15,800	15,800	
Total Salaries & Wages	231,295	226,133	226,133	230,384	4,251
02 Contractual Services					
Consultants					
Other Contractual		38,686	38,686	38,686	
Total Contractual Services	19,158	38,686	38,686	38,686	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		3,000	3,000	3,000	
Other Supplies & Materials					
Total Supplies & Materials	2,947	3,000	3,000	3,000	
04 Other					
Local/Other Travel		400	400	400	
Insur & Employee Benefits					
Utilities					
Miscellaneous		2,500	2,500	2,500	
Total Other	83	2,900	2,900	2,900	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$253,483</u>	<u>\$270,719</u>	<u>\$270,719</u>	<u>\$274,970</u>	<u>\$4,251</u>

Department of Association Relations - 661

Stan Damas, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
1	Director II		1.000	1.000	1.000	1.000	
1	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
	Total Positions		2.000	2.000	2.000	2.000	

Department of Management, Budget, and Planning

Director II (Q)	1.0
Supervisor (O)	1.0
Grants Specialist (27)	1.0
Management and Budget Specialist III (27)	1.0
Management and Budget Specialist II (26)	3.0
Applications Developer II (25)	1.0
Management and Budget Specialist I (24)	2.0
Administrative Secretary III (16)	1.0
Fiscal Assistant III (16)	0.75
Administrative Secretary I (14)	0.50

Mission: *The mission of the Department of Management, Budget, and Planning (DMBP) is to plan, develop, secure, and manage fiscal resources by providing timely, objective, and accurate information to decision makers to support the education of students.*

Major Functions

The Department of Management, Budget, and Planning (DMBP) develops long-range planning tools, prepares and administers the annual operating budget, and facilitates grant applications and administration upon acquisition of grant funds.

DMBP staff monitors and analyzes demographic, economic, and fiscal data and trends to provide guidance on potential revenues and expenditures. Staff works closely with state officials to monitor state education funding and develop financing alternatives; assists executive staff and program managers as they develop long-range strategic program and budget plans; and communicates planning data and information both within the organization and to the public through a variety of publications, forums, and presentations.

DMBP staff also provides tools, guidance, and fiscal analysis to help program managers prepare their annual operating budget requests. Staff organizes and participates in budget reviews and helps to present and communicate public and staff priorities for resource allocation. Based on executive staff and Board of Education decisions, DMBP prepares, produces, and facilitates the adoption of both the superintendent’s recommended budget and the Board of Education’s operating budget request. DMBP staff projects salary and other continuing costs, responds to requests for budget-related information, and works closely with county government, County Council, and state government staff on budget matters.

Staff monitors, analyzes, and controls expenditures to implement budget decisions, regularly reviews the financial condition of each unit, resolves fiscal problems for schools and units, and recommends management initiatives to improve efficiency and effectiveness and maintain fiscal control. As part of its management function, DMBP coordinates activities among departments and offers fiscal and management tools and assistance to evaluate and improve their operations and present them more effectively to the public. Working with the Office of Human Resources and Development and the Department of Financial Services, DMBP staff monitors and reviews the management of position changes, ensuring efficient implementation of budget initiatives and improved fiscal control.

DMBP staff also assists in obtaining additional financial resources from individuals, foundations, corporations, government agencies, and other entities to support

identified school system priorities. To that end, DMBP advises Montgomery County Public Schools (MCPS) decision makers about grant and philanthropic opportunities, develops relationships with potential funding sources, reviews draft proposal applications, and ensures that high-quality grant proposals and requests for funding are submitted on time.

DMBP staff also provides grant-related technical assistance and training to staff of individual schools and maintains a website that contains information about grant programs and links to additional information about grant seeking. The department helps obtain the Board of Education’s approval and other required approvals for proposals. Once funding is obtained, the department monitors grant expenditures to ensure that they follow project plans and grantor requirements.

Each year, the County Council makes a lump-sum appropriation for anticipated grant projects to be funded from non-county sources. This appropriation allows the Board of Education to approve projects of less than \$200,000 each, subsequent to the adoption of the annual budget, without having to request supplemental appropriations from the County Council. The Board advises the County Council and the county executive of each approved project in writing.

Trends and Accomplishments

Continuing fiscal constraints amid rising demands for improved educational quality have increased public awareness of fiscal policy and budget decisions as major public policy elements for public schools. Decision makers have placed an increasing emphasis on long-range fiscal planning. Passage of the federal *No Child Left Behind Act of 2001* and the *Maryland Bridge to Excellence in Public Schools Act of 2002* has transformed educational funding issues. The MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, defines long-term school system goals and links those goals to measures of accountability and strategies to improve instruction. The priority goal of the department is to align the operating budget with the MCPS strategic plan.

During FY 2012, the persistent national and regional economic crisis continued to shape the operating budget process. New or expanded initiatives to address academic priorities could not be funded within available resources. Instead, the budget process emphasized realignment of funds for higher priority programs and service delivery needs, continued identification of program and administrative efficiencies, and the development of reduction alternatives through the well-established Program Efficiency, Abandonment, and Redirection process.

Significant changes resulted from state legislation adopted during the 2012 session. Senate Bill 848 was enacted resulting in clarification and strengthening of the Maryland State Maintenance of Effort (MOE) law

that governs the minimum local effort required to fund public schools. The legislation broadened criteria for a MOE waiver to reflect past local education funding and tax effort and agreement between the counties and local school boards to make saving in recurring costs. State legislature approval of Senate Bill 1301, the *Budget Reconciliation and Financing Act of 2012 (BRFA)*, resulted in a shift of payments for a portion of state teacher pension cost from the state to the counties over four years, from FY 2013 through FY 2016. The law obligates counties to increase the required local contribution by the amount of the pension payment so that school boards will not have a net impact.

Higher expectations for fiscal and program accountability have placed a premium on improving communication about program missions and goals and clearly explaining budget issues and decisions to a wider audience. Public participation in the budget process continues to grow and efforts continue to ensure that the budget is developed collaboratively with employees, parents, students, and the entire community.

During FY 2012, significant improvements occurred in the operating budget preparation process. For the first time in 2012, the Board of Education engaged in a formal and public process to identify its highest priority budget interests to help guide budget decisions. Also, DMBP convened a focus group of internal and external stakeholders to review and discuss MCPS budget documents. The group provided valuable feedback and, as a result, MCPS will be implementing measures to ensure that information is presented clearly and consistently across all budget publications. The department prepared the operating budget by continuing to utilize a zero-based budgeting process, used to review all resources and align the operating budget with strategic planning priorities. DMBP continued to take on an increased role in analyzing state and local revenue trends and agency expenditure patterns. The budget development process also included participation by the representatives of employee and parent organizations.

The budget development process included strengthened public outreach. The Board of Education invited the community to participate in two Community Conversation sessions about the MCPS strategic plan and operating budget. These sessions, the Special Education Staffing Plan Committee, the public hearing process, and other forms of outreach provided an opportunity for residents to participate more fully in the budget process. Leaders of each of the employee associations and the Montgomery County Council of Parent Teacher Associations participated fully throughout the budget development process, reviewing each budget submission, making their own proposals using the same process used by staff, and increasing their understanding of budget issues. DMBP staff participated in preparation for the two Community Conversation sessions held in October 2011.

DMBP staff also made several important improvements in budget publications designed to make the operating budget more transparent and understandable to the public. The FY 2006 Operating Budget incorporated a comprehensive program budget, which included the entire budget in identified programs. The FY 2007 Operating Budget included an automated Personnel Complement that accompanied the Program Budget. This improvement enables citizens to understand all resources devoted to each individual program. Automation was the result of extensive staff work to tie budget personnel information to Human Resources Information System data. The FY 2008 Operating Budget included a modified Program Budget, the format of which included, for the first time, a crosswalk between the Program Budget, the MCPS strategic plan, and the regular operating budget (management budget) document to facilitate access to the connections between these publications. For FY 2009, an Operating Budget Summary was published for the first time. It provided citizens and decision makers with concise information on budget decisions in the recommended operating budget. For FY 2010, the Operating Budget in Brief provided citizens and decision-makers with concise information on budget decisions in the recommended operating budget. Since FY 2011, printing of budget publications has been largely curtailed, replaced by improved web access through a searchable budget publication database that enables readers to quickly locate needed information. In addition to promptly posting budget documents, the website includes a section of frequently asked questions. Website visitors may ask individual budget questions. Community stakeholders expressed appreciation of more transparent and easily understandable budget publications.

The FY 2013 Operating Budget included specific performance targets and measures for most MCPS units. These performance measures were scrutinized carefully by the Board of Education as it reviewed the budget. DMBP staff also completed more comparative budget analyses, including available Maryland statewide data and Washington, DC metropolitan area information. This comparative data proved vital in the successful application for the Baldrige Quality Management Award.

FY 2012 concluded with the adoption of the FY 2013 Operating Budget of \$2.16 billion, which was \$73.2 million (3.5 percent) higher than the FY 2012 budget. This amount includes \$27.2 million for payments shifted to MCPS for a portion of state teacher pension costs. Excluding the pension shift, the operating budget increased by 2.2 percent.

During 2012, the department implemented a new financial monitoring system that significantly enhances user access to financial data, improves projections, and ensures fiscal control. Staff conducted training and

began using the system for monitoring and projecting FY 2013 expenditures.

DMBP staff took a leading responsibility for position management and control. New procedures were developed and personnel data confirmed. Improved cooperation with the Department of Financial Services and the Office of Human Resources and Development facilitated the many personnel changes that became effective during FY 2012. A cooperative project with the Office of Curriculum and Instructional Programs has contributed to simplifying position control processes.

Other special projects were completed or continued in such areas as special education, charter schools, professional growth systems, partnership programs, compensation, Title I, transportation, grants administration, federal grants, financial systems, revenue, and employee benefits.

Major Mandates

- Maryland law requires MCPS to prepare an annual budget by category and submit it to the county executive and County Council.
- Board of Education Policy DAA, *Fiscal Responsibility and Control*, requires procedures to ensure fiscal responsibility and control of all MCPS funds. The Board of Education and the County Council impose strict limits regarding permissible transfers among state categories of expenditure.
- DMBP must obtain Board of Education approval to receive and expend grant funds and County Council approval for supplemental appropriations of grant revenue.
- Each year, the County Council provides a lump-sum appropriation under the Provision for Future Supported Projects to allow the Board of Education to approve additional projects that are identified subsequent to the adoption of the annual budget. The Council established the provision because it was considered the most effective way to handle eligible projects. The provision is administered in accordance with Board of Education and County Council policies and procedures.

Strategies

- Organize the budget planning, preparation, and administration process to ensure that resources are aligned with the MCPS strategic plan
- Develop the long-range fiscal planning process, including improved six-year revenue and expenditure projections, so that the operating budget becomes a tool for supporting the goals of the MCPS strategic plan
- Expand staff and citizen participation in the budget development process to ensure that budget planning reflects the needs and priorities of customers and stakeholders

- Implement zero-based budgeting process, scrutinizing all accounts to align all resources with approved strategic plans
- Maintain consistency of position management to maintain tighter fiscal control of position authorization
- Improve communications within the office and with customers and stakeholders to promote greater understanding of budget procedures and proposals
- Respond to changes in federal and state funding to comply with mandates and maximize available resources in line with strategic plans
- Improve the quality of grant applications to maximize nontax revenue
- Improve the quality of budgetary and financial planning tools available to program managers for budget development and fiscal monitoring using available technology effectively
- Improve use of the capability of the Financial Management System to provide timely and useful data as effectively as possible to provide decision makers with the highest quality information and analysis
- Continually evaluate and redesign work processes in collaboration with customers and stakeholders
- Improve staff competencies through the professional growth process
- Develop performance measurements to ensure that the department maximizes the value of its resources and supplies a high-quality product to its customers
- Develop a departmental action plan to improve equitable practices in the workplace

Performance Measures

Performance Measure: Total categorical variance between budget and actual expenditures.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
0.0%	0.3%	0.3%

Explanation: This measure describes shifts of funds between state categories of expenditure as a measure of budgeting accuracy.

Performance Measure: Percentage of budget preparation deadlines met.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
88%	90%	90%

Explanation: This measures ability to implement an effective budget preparation process.

Performance Measure: Percentage of grant application funding received.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
-	90%	90%

Explanation: This measures success in obtaining competitive grant funding. FY 2012 was the first year in which schools were allowed on their own to apply for grants of up to \$20,000. For this reason, the percentage of grant funding secured through the efforts of staff in schools and offices cannot be accurately measured for FY 2012.

**Budget Explanation
Department of Management, Budget, & Planning—336**

The FY 2014 request for this department is \$1,551,760, an increase of \$52,316 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$2,882

There is an increase of \$2,882 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Other—\$52,345

There is an increase of \$52,345 for indirect costs related to grants. Some grantors allow recipients to budget for indirect costs to defray some of the department costs associated with administering a grant program. Traditionally, the budget in this department has been reduced by the amount that was available in grants for indirect cost. However, there are fewer grants and the rate allowable by the state for grants that originate or flow through the state has been reduced. Therefore, there is an increase of \$52,345 in the budget to make up for this loss.

Program Efficiencies and Reductions—(\$2,911)

There is a reduction of \$300 for contractual maintenance, \$1,044 for office supplies, \$430 for local travel mileage reimbursement, and \$1,137 for dues and registrations. These reductions can be made based on actual spending trends.

**Budget Explanation
Title I Grant—949**

The current FY 2013 budget for this grant is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a decrease of \$64,739 and a .5 management budget and specialist position. The Title I grant will no longer support this administrative expense and the position must be funded through the locally-funded budget in the Department of Management, Budget, and Planning.

Project's Funding History

	FY 2013 Projected 7/1/12	FY 2013 Received 11/30/12	FY 2014 Projected 7/1/13
Federal	\$64,739	\$0	\$0
State			
Other			
County			
Total	\$64,739	\$0	\$0

**Budget Explanation
Provision for Future Supported Projects—999**

The FY 2014 request for the Provision is \$8,448,354, a decrease of \$1,000,000 from the current FY 2013 budget. An explanation of this change follows.

Other—(\$1,000,000)

The budget includes a decrease of \$1,000,000 from the Provision based on actual expenditures and fewer grants anticipated in FY 2014.

Project's Funding History

	FY 2013 Projected 7/1/12	FY 2013 Received 11/30/12	FY 2014 Projected 7/1/13
Federal			
State			
Other	\$9,448,354	\$9,448,354	\$8,448,354
County			
Total	\$9,448,354	\$9,448,354	\$8,448,354

Department of Management, Budget, & Planning - 336/949

Thomas P. Klausing, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	12.250	12.250	12.250	12.250	
Position Salaries	\$1,054,837	\$1,240,652	\$1,240,652	\$1,152,790	(\$87,862)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		2,199	2,199	2,199	
Supporting Services Part Time		3,353	3,353	3,353	
Other		245,815	245,815	385,144	139,329
Subtotal Other Salaries	310,473	251,367	251,367	390,696	139,329
Total Salaries & Wages	1,365,310	1,492,019	1,492,019	1,543,486	51,467
02 Contractual Services					
Consultants					
Other Contractual		905	905	605	(300)
Total Contractual Services		905	905	605	(300)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		3,824	3,824	2,780	(1,044)
Other Supplies & Materials					
Total Supplies & Materials	2,780	3,824	3,824	2,780	(1,044)
04 Other					
Local/Other Travel		759	759	329	(430)
Insur & Employee Benefits					
Utilities					
Miscellaneous		1,937	1,937	4,560	2,623
Total Other	11,836	2,696	2,696	4,889	2,193
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$1,379,926	\$1,499,444	\$1,499,444	\$1,551,760	\$52,316

Provision for Future Supported Projects - 999

Thomas P. Klausing, Director II

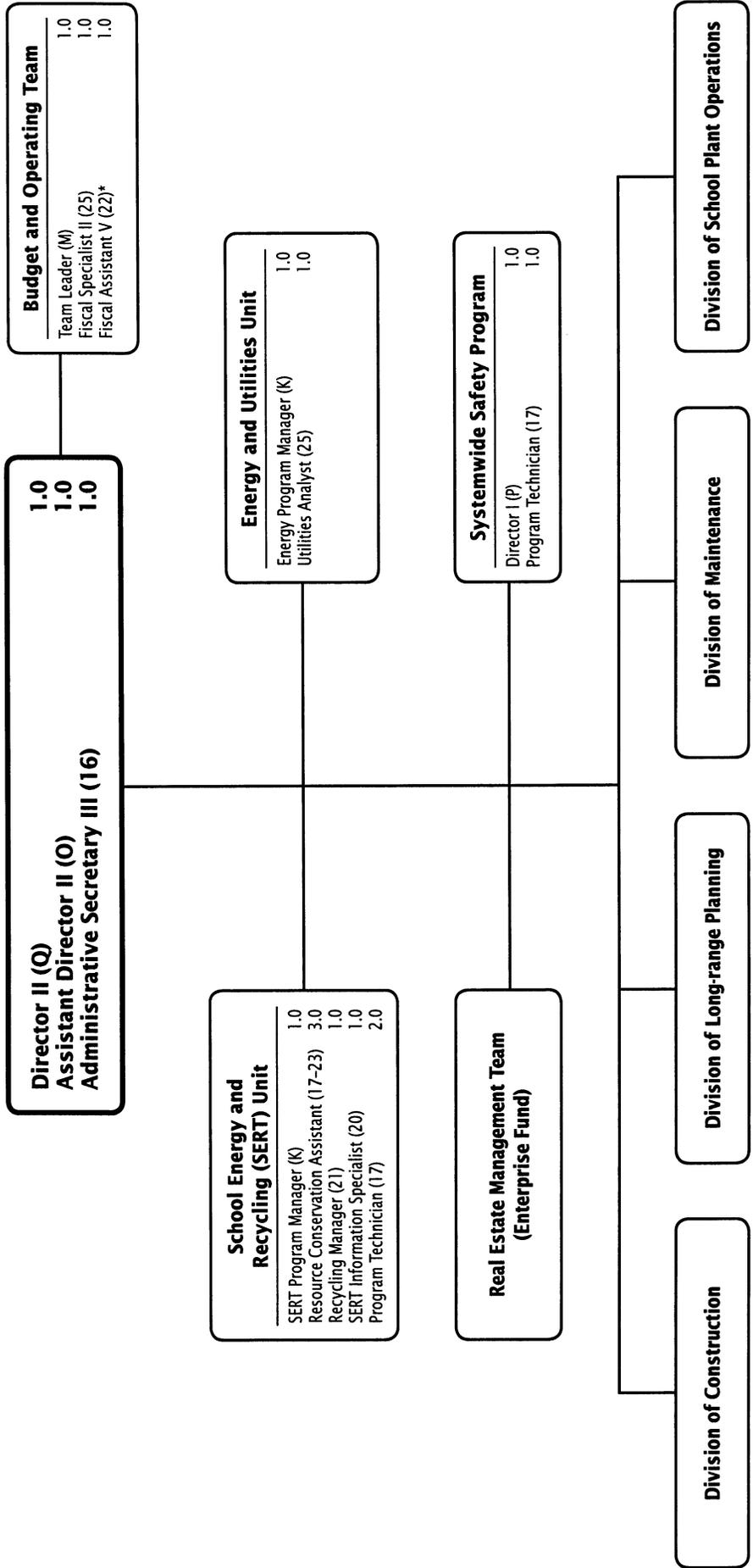
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE) Position Salaries					
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other		5,365,402	5,365,402	5,990,402	625,000
Subtotal Other Salaries	3,019,163	5,365,402	5,365,402	5,990,402	625,000
Total Salaries & Wages	3,019,163	5,365,402	5,365,402	5,990,402	625,000
02 Contractual Services					
Consultants					
Other Contractual		797,285	797,285	847,285	50,000
Total Contractual Services	250,720	797,285	797,285	847,285	50,000
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		934,685	934,685	884,685	(50,000)
Total Supplies & Materials	130,318	934,685	934,685	884,685	(50,000)
04 Other					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous		2,350,384	2,350,384	725,384	(1,625,000)
Total Other	1,544,336	2,350,384	2,350,384	725,384	(1,625,000)
05 Equipment					
Leased Equipment					
Other Equipment		598	598	598	
Total Equipment	25,434	598	598	598	
Grand Total	<u>\$4,969,971</u>	<u>\$9,448,354</u>	<u>\$9,448,354</u>	<u>\$8,448,354</u>	<u>(\$1,000,000)</u>

Department of Management, Budget, & Planning - 336/949

Thomas P. Klausing, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	336 Dept. of Management, Budget & Plan.						
1	Q Director II		1.000	1.000	1.000	1.000	
1	O Supervisor		1.000	1.000	1.000	1.000	
1	27 Grants Specialist		1.000	1.000	1.000	1.000	
1	27 Management & Budget Spec III		1.000	1.000	1.000	1.000	
1	26 Management & Budget Spec II		2.500	3.000	3.000	3.000	
1	25 Applications Developer II		1.000	1.000	1.000	1.000	
1	24 Management & Budget Spec I		2.000	2.000	2.000	2.000	
1	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
1	16 Fiscal Assistant III			.750	.750	.750	
1	15 Fiscal Assistant II		.750				
1	14 Administrative Secretary I		.500	.500	.500	.500	
	Subtotal		11.750	12.250	12.250	12.250	
	949 Comprehensive Admin. - Title I						
1	26 Management & Budget Spec II		.500				
	Subtotal		.500				
	Total Positions		12.250	12.250	12.250	12.250	

Department of Facilities Management



F.T.E. Positions 17.0
 (*In addition, there is a 1.0 Capital Budget position shown on this chart)

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

The Department of Facilities Management (DFM) is responsible for the following functional areas:

- Facility Design and Construction
- Building Operations and Maintenance
- Capital Programming and Long-range Planning
- Real Estate Management
- System-wide Safety Programs
- Utility Management and Resource Conservation Services

To support the Montgomery County Public Schools (MCPS) Strategic Plan, *Our Call To Action: Pursuit of Excellence*, the department is organized into four divisions and four teams to provide assistance to the Office of School Support and Improvement (OSSI), ensure that high-quality business services and products are provided to support student learning, and measure performance in a manner that promotes continuous improvement and provides accountability for resources allocated to the department.

The functions of DFM are aligned with the MCPS strategic plan goal of providing high-quality business services that are essential to the educational success of students through the following activities:

Ensuring adequate facilities are available for student enrollment

The Division of Long-Range Planning develops plans to address changes in enrollment and instructional programs through development of high-quality data analysis, planning strategies, and long-range facility plans. Division staff collaborates with other MCPS staff and school communities in the site selection process and the development of educational specifications, facilitates community involvement in the school boundary change process, and facilitates instructional program placements. The division also maintains school boundary information and makes data available to the public and other governmental users.

The Division of Construction manages the design and construction process for capital projects, including new schools, the modernization 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 facilities are completed when needed.

Ensuring a safe and healthy learning environment in facilities

The System-wide Safety Programs Unit oversees MCPS safety programs and assists schools, departments, and offices with—

- providing guidance for developing and implementing safety programs;
- responding to safety issues; and
- maintaining compliance with both safety and health regulations.

The unit also ensures compliance with employee and facility safety requirements for occupational safety and fire code regulations. The unit also is responsible for ensuring safety inspections of playgrounds and play equipment at all MCPS schools and facilities to meet safety certification requirements. The unit also oversees a system-wide safety training program, delivered through a web-based, on-demand video training system that complies with several federal, state, and local safety training regulations.

The Division of School Plant Operations assists the Office of School Support and Improvement with the allocation of building services staffing; develops standards and productivity measures; provides technical assistance on work techniques and product usage; evaluates overall building service performance; evaluates employee performance in collaboration with school administration; purchases equipment and supplies; provides on-the-job training; and assists with outside usage of school buildings.

The Division of Maintenance contributes to student success by working as a team to provide 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 the System-wide Safety Programs Unit 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.

Conserving resources and improving efficiency to maximize funding available for educational programs

The Real Estate Management Team ensures that building space is used efficiently to support instructional programs, negotiates and manages tenant leases, assists with the development of county-wide master plans,

acquires and manages future school sites, and generates revenue through joint tenant agreements that are used to offset county-funded expenditures.

The Energy and Utilities Team manages MCPS energy cost and consumption through—

- collaborating with schools, various offices, and departments to implement conservation strategies;
- developing and implementing energy efficient programs that retrofit energy technology into 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.

The School Energy and Recycling Team (SERT) significantly reduces MCPS energy and water consumption and increases MCPS recycling rates by providing—

- sustainability training and education;
- incentives, recognition, and award programs to encourage sustainable practices and resource conservation;
- accessible energy and recycling data;
- individual school programs developed to integrate into the curriculum using investigation-based learning opportunities;
- assistance and management of energy-efficiency programs and initiatives; and
- conservation operations and procedures.

Students participate in school-based programs, aligned with the curriculum, that encourage environmental stewardship and provide financial incentives to their schools for resource conservation and recycling efforts. The department is committed to realigning resources and improving services through systematic reviews of key business processes to ensure that best practices are utilized to deliver services so that OSSI and schools get the support needed for student and school success.

Trends and Accomplishments

This department will continue to be challenged to provide classrooms to accommodate increasing enrollments and meet new state capacity requirements while maintaining and updating older facilities to meet diverse educational program needs. The increasing complexity of environmental regulations and building permit processes, coupled with the difficulty of completing major work while buildings are occupied, will require a high level of coordinated planning and deployment of resources to ensure projects are completed in

a cost-effective manner with a limited impact on the learning environment.

Through the efforts of several DFM sustainability programs, Francis Scott Key Middle School achieved a Green Ribbon Award from the United States Department of Education. This program recognizes schools that are exemplary in reducing environmental impact and costs; improving the health and wellness of students and staff; and providing effective environmental and sustainability education. Francis Scott Key Middle School is one of only three schools in the state of Maryland and one of 78 schools in the nation to be recognized by President Barack Obama as a Green Ribbon School.

The SERT program is a certified Maryland Green Center through the Maryland Association of Environmental Educators. This certification recognizes and honors environmental education efforts, best management practices, and community engagement. Centers offer support to schools working toward certification as Maryland Green Schools. Currently, 50 Montgomery County Public Schools are Certified Maryland Green Schools.

Over the past several years, utility prices have continued to be volatile. This trend requires the department to aggressively pursue resource conservation measures. The Energy and Utilities Team and SERT are tasked as the lead units in responding to this challenge. These teams have established an impressive record of developing and implementing several innovative energy-saving initiatives. In FY 2012, MCPS's energy performance index was 52 kBtu per square foot. This represents more than a 15 percent reduction in the past 10 years and more than a 30 percent reduction since 1990. It also demonstrates that MCPS is a nationwide leader in managing energy and reducing energy consumption.

The Energy and Utilities Team conducted a major energy improvement project on the Carver Educational Services Center, using \$1.624 million from the *American Recovery and Reinvestment Act*. This building was identified as the building with the highest energy consumption within the MCPS inventory. The project included the installation of energy-efficient windows, lights, and chillers and resulted in a substantial drop in energy consumption. In addition, the Energy and Utilities Team has developed a program in response to the state of Maryland's Energy Efficiency Initiative. This plan includes extensive lighting retrofits that will complete the system-wide transition to a 25-watt linear fluorescent lamp from 32 and 40 watt lamps. This retrofit program also calls for the installation of LED lighting in two high school auditoriums and in two parking lots.

The Energy and Utility Team also currently is working with local utility providers to install near real-time metering capabilities in concert with the smart grid rollout in the area. Such meters would give the school

system a consolidated, effective tool to monitor and measure consumption across all facilities.

Additionally, MCPS continues its important initiative of insulating the utilities budget from volatility through not only the wholesale purchase of electricity, but also the wholesale purchase of natural gas, effective at the beginning of FY 2013. By having access to the wholesale market, MCPS is able to purchase future blocks of power through competitive bidding in a very timely and strategic manner. Through this initiative, MCPS has been able to manage market volatility by locking the electricity rates for portions of its power requirements for up to five years. MCPS developed and adheres to a comprehensive risk management plan. Energy conservation retrofits and procedures were developed based on the collaboration of a work group comprising school administrators, bargaining unit representatives, and energy and SERT program staff. These retrofits included replacing more than 500,000 fluorescent lamps with higher-efficiency lamps with longer life, replacing outdoor lighting mechanical time clocks with much more reliable electronic time clocks, installing highly efficient indirect lighting fixtures in computer classrooms, and installing task lamps on teachers' desks. These initiatives have been pursued over the last four years and are complete. The estimated cost avoidance from these retrofits exceeds \$1.6 million.

Prompted by very expensive electric capacity charges that are assessed in the Washington, DC metropolitan area, DFM units and divisions developed 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's exposure to these very expensive capacity charges. The program uses energy management systems to curtail central plant chillers and pumps to many facilities during the critical hours each weekday. SERT "energy sweepers" simultaneously patrol facilities to turn off unnecessary lights and plug loads. During the summer of 2008, the program successfully reduced Peak Load Contribution charges by 20 percent, avoiding \$624,000 in the following year's utility costs.

During the summer of 2009, PLM was extended to all facilities, through installation of advanced electric meters that record electricity consumption in 15-minute intervals. Performance of schools at the critical hours was reviewed on a weekly basis by MCPS energy personnel for compliance with PLM directives. Where compliance was not achieved or other scheduling problems were observed, corrective measures were undertaken and tracked through a database system.

Results from the 2009 program were highly successful, with direct cost avoidance of \$1.7 million. This program has been improved and refined with the potential

cost avoidance exceeding \$2 million per year, due to increased capacity charges. In conjunction with these energy strategy initiatives, the direction of the SERT program has been expanded to include all schools in exciting energy conservation and recycling behavior efforts. The SERT program has restructured its financial incentive awards to encourage greater participation in both energy conservation and recycling efforts of students and staff in schools, and expanded recognition and awards to supporting divisions and departments that support and contribute to energy conservation and recycling programs. SERT staff is available to support teachers and students in the classroom with lessons in conservation supporting the newly integrated Curriculum 2.0. Centralized training through Professional Development Online is available to staff, along with opportunities for student and staff training on site at schools to increase awareness, recycling rates, and energy savings.

The department will continue to implement its management plans to improve quality, safety, efficiency, and cost-effective delivery of service 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 also 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. These efforts will become more important as available resources decrease due to declining tax revenues. In addition, 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 major accomplishments of the department for FY 2012 include the successful completion of the building portion of the Paint Branch High School modernization, the opening of Flora M. Singer Elementary School, the completion of three modernized elementary schools during December 2011, and two elementary school gymnasium addition projects. Facilities staff members also completed more than 246 planned maintenance/improvement projects and have worked with schools, departments, and offices in meeting compliance with safety and health regulations and reducing accidents/injuries in the workplace. The department produced \$2.892 million in rental revenue in FY 2012 through the real estate management operation.

Major Mandates

- The *Americans with Disabilities Act of 1990* requires school districts to modify facilities to improve access for people with disabilities. Since 1978, this department has received capital funds to retrofit and modify facilities to accommodate individuals with disabilities.

- The *Asbestos Hazard Emergency Response Act* contains a wide range of requirements for handling asbestos-containing materials in school buildings that are being modernized or repaired. Stringent standards dictate how asbestos must be inspected, documented, maintained, repaired, handled, and removed.
- The *1990 Clean Air Act* requires the conversion or replacement of any air conditioning equipment that uses ozone-depleting refrigerants. The *Lead Contamination Control Act* of 1988 requires testing for lead-containing materials, such as paint, and control and abatement procedures to control possible lead contamination.
- The OSHA General Duty Clause requires each employer to furnish each employee with a place of employment that is free from recognized hazards that cause or are likely to cause death or serious physical harm. Each employer and employee is required to comply with occupational safety and health standards under OSHA.
- The OSHA/MOSH Bloodborne Pathogens Standard (29 CFR 1910.1030) regarding exposure control procedures.
- The OSHA/MOSH Hazard Communication (Employee Right-to-Know) Standard (29 CFR 1910.1200) regarding proper use, storage, and labeling of hazardous chemicals.
- The OSHA Control of Hazardous Energy (Lockout/Tagout) Standard (29 CFR 1910.147) regarding when machines and equipment are being serviced lockout/tagout procedures be followed to safeguard against inadvertently starting up of equipment that could result in injury.
- The ASTM regulations and CPSC guidelines regulate play equipment and playground safety surfacing.
- The Maryland Automated External Defibrillators (AEDs) in High Schools Program regulation requires AEDS and CPR/AED trained staff at each high school and athletic event, including ongoing maintenance and training requirements.
- There are an estimated 100 federal and state laws, local ordinances, licensing reviews, building codes, and fire-safety codes with which MCPS must comply. The cost of implementing these requirements is funded through the capital and operating budgets. A considerable amount of staff time and effort is expended on compliance.
- Maintaining ventilation rates to meet good indoor air quality standards will require that the department collaborate with other units, school staff, and communities to ensure building equipment is properly maintained and operated. This initiative is necessary to create classroom environments that promote successful learning.
- In 2009, all new and modernized MCPS buildings are required to be designed to meet the Leadership in Energy and Environmental Design (LEED) standard

of silver or an equivalent rating system. While many of the design improvements are cost effective, there is a reporting and record-keeping regime that adds significant costs to each project.

- In 2010, all MCPS construction projects involving stormwater management will be required to comply with new state of Maryland stormwater management. Two significant changes substantially increase site costs of MCPS projects: (1) the overall stormwater discharge must approximate what would be discharged if the same site was undeveloped forest, and (2) environmental site design strategies must be used to the “maximum extent practicable,” prior to the use of conventional stormwater management structures.
- In 2011, the Washington Suburban Sanitary Commission (WSSC), prompted by a consent decree with the U.S. Department of Justice and the Environmental Protection Agency, implemented a comprehensive Fats, Oils, and Grease (FOG) program that involved inspecting all MCPS facilities for compliance with a new plumbing code that requires substantial upgrades to keep FOG from entering the sanitary sewer system. These inspections produced a large number of notices of violation. To comply with the changes to the WSSC code, a multiyear capital improvement program will be needed to install and improve grease abatement systems. In addition, a much more frequent maintenance schedule for FOG devices and inspection schedule requires significant staff and operating funds to be devoted to WSSC compliance efforts.
- The increasing complexity of constructing new facilities or modernizations with students remaining on site requires new methods for monitoring construction activities to ensure a safe learning environment while the construction work is being completed. Also, the increasing capital budget needs, construction price increases, and decline in funding for major improvements will require that the department search for new techniques and strategies to ensure capital funds are effectively utilized.
- In FY 2004, the County Council mandated that all county agencies would be required to file an Environmental Action Plan (EAP). This mandate requires the department to identify measures as part of annual budget plans to comply with county-wide practices for resource conservation and environmental stewardship. The MCPS EAP includes several capital budget initiatives for energy conservation pilots, such as ground source heat pump systems. It also includes a High Performance Green Building Plan that outlines a program to develop green standards for building designs and apply for LEED certification.
- During FY 2004, elevated lead levels in water were discovered in public facilities throughout the Washington, DC metropolitan area. This precipitated extensive testing of the water in MCPS facilities to identify problem areas and implement corrective

measures where needed. Remediation efforts started in FY 2006 and will continue through the current school year.

- State and local authorities continue to establish more stringent restrictions for special protection areas, such as wetlands and stream valley buffers. These restrictions have prevented MCPS from developing certain properties for facility improvements or as potential new school sites and will require that more expensive strategies be pursued for future improvements.
- In 2005, the Office of the County Executive adopted Executive Regulation 15-04AM (superseding Executive Regulation 109-92AM), mandating that all residential and commercial businesses comply with the recycling regulations outlined in Section 3(C)(3). This regulation requires the school system to recycle paper, commingled materials, yard trim, and scrap metal items. It also includes the submission of a waste reduction and recycling plan demonstrating how MCPS facilities will recycle and reduce the amount of solid waste going to disposal facilities. The goal is to recycle up to 70 percentage of the waste stream by 2020. This increases the need for recycling collection, system-wide infrastructure, training for building services staff and teachers, and programs to stimulate, encourage, and enforce recycling.
- In the 2009 legislative session, the Maryland General Assembly passed House Bill 1290, Environment-Recycling-Public Schools Plans, which adds a requirement for schools to address their strategy for the collection, processing, marketing, and disposition of recyclable materials from public schools. In addition, Section 9-1703(g) of the Environment Article, Annotated Code of Maryland, requires that a county shall revise its recycling plan by October 1, 2010, to address the new requirements. The intent of the legislation is to require recycling in all public schools.
- In FY 2005, a legislative statute was approved that requires the state to establish licensing provisions for employees responsible for operating low-pressure boilers. This increases the level of training that is required for building service staff assigned to elementary schools.
- In FY 2005, the state increased the goal for Minority Business Enterprise (MBE) subcontracting on school construction to 25 percent, with sub-goals for certain MBE categories. Given the limited number of qualified minority-owned firms that typically bid school construction work in the Washington, DC metropolitan area, this increase will continue to challenge the department’s ability to meet state goals.
- In FY 2006, a state law was adopted that requires automatic electronic defibrillators be available for all high school athletic events, along with trained personnel. This unfunded mandate requires MCPS to

provide annual training and maintenance resources to continue the program.

Strategies

As part of the periodic update of the department’s strategic plan, staff is focusing on customer responsiveness, energy conservation programs, and improving business practices to increase productivity. To support these strategies, the departmental leadership team is implementing plans to link unit websites to give customers easy access to information and service delivery, using an online survey to obtain service feedback from principals, establishing a customer advisory group that meets periodically to discuss service delivery and related issues, establishing program guidelines for cyclical improvement reviews of all major department processes, and implementing resource conservation strategies developed by a collaboration work group.

Performance Measures

Performance Measure: Thousands of energy consumption units (BTU) per facility square footage.

FY 2012 Actual	FY 2013 Estimated	FY 2014 Recommended
52.0	55.0	54.0

Explanation: This measures utility consumption efficiency by tracking total energy use per building square footage.

Performance Measure: Return on funds utilized to support resource conservation programs.

FY 2012 Actual	FY 2013 Estimated	FY 2014 Recommended
\$3.9 million	\$4.9 million	\$4.6 million

Explanation: This measures the effectiveness and efficiency of energy savings programs.

Performance Measure: Percentage of business processes scheduled for review for improvement strategies that were completed.

FY 2012 Actual	FY 2013 Estimated	FY 2014 Recommended
100%	100%	100%

Explanation: This measures compliance with department’s multiyear plan to systematically review all major business processes.

**Budget Explanation
Department of Facilities
Management—321/311/315/324/325/326**

The FY 2014 request for this department is \$44,080,951, a decrease of \$157,893 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$19,769

There is an increase of \$19,769 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Realignment—\$678,500

Realignments are budgeted to address priority spending needs in this department. There is a realignment of \$678,500 from the Real Estate Management Fund to the Department of Facilities Management to support costs associated with office rental.

New Schools/Space—\$955,680

There is an increase of \$955,680 for electric expenses related to 445,999 of additional square footage of space for FY 2014.

Other—(\$1,725,803)

The budget includes a decrease of \$2,152,996 in utility costs. This is primarily due to lowered projected usage in the amounts budgeted for electricity, natural gas, and water and sewer after reviewing actual consumption for FY 2012. Electric usage is expected to decrease by three percent, resulting in a decrease of \$854,280, while natural gas is expected to decrease by nine percent, resulting in a decrease of \$989,475 to the budget. Heating oil and propane costs are expected to increase slightly by \$29,322. WSSC rates are projected to increase by nine percent in FY 2014; however usage is expected to decrease by 17 percent, resulting in a \$338,563 decrease for water and sewer.

Furthermore, there is an increase of \$244,861 in the budget for the replacement of relocatable classrooms and \$182,332 for building rental due to an anticipated cost increase of 3 percent.

Program Efficiencies and Reductions—(\$86,039)

There is a reduction of \$86,039 for recycling supplies and services in the School Energy and Recycling Team (SERT) Unit. It is expected that remaining funds will be adequate for FY 2014.

UTILITIES

	FY 2013 CURRENT BUDGET	FY 2013 RATE	FY 2014 REQUESTED AMOUNT	FY 2014 REQUESTED RATE	INC/(DEC) FY 14 - FY 13 AMOUNT
Electricity ⁽¹⁾	\$ 27,124,410	0.1273	\$ 27,009,132	0.1297	\$ (115,278)
Fuel Oil #2	155,998	2.94	174,094	3.80	18,096
Natural Gas	7,250,604	1.15	6,414,326	1.15	(836,278)
Propane	78,870	2.21	90,096	2.42	11,226
Water and Sewer	3,697,437	7.27	3,422,355	8.19	(275,082)
Total ⁽²⁾	<u>\$ 38,307,319</u>		<u>\$ 37,110,003</u>		<u>\$ (1,197,316)</u>

Electricity ⁽¹⁾ - Funds for the Energy Awards Program of \$444,646 are not included.

Rate increases are offset by savings in consumption due to much lower than anticipated usage projected for FY 2013.

Department of Facilities Management - 321/311/315/324/325/326

Dr. James C. Song, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	17,000	17,000	17,000	17,000	
Position Salaries	\$1,439,381	\$1,494,601	\$1,494,601	\$1,514,370	\$19,769
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
Total Salaries & Wages	1,439,381	1,494,601	1,494,601	1,514,370	19,769
02 Contractual Services					
Consultants					
Other Contractual		944,739	944,739	1,805,571	860,832
Total Contractual Services	979,572	944,739	944,739	1,805,571	860,832
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		1,000	1,000	1,000	
Other Supplies & Materials		173,296	173,296	114,007	(59,289)
Total Supplies & Materials	46,701	174,296	174,296	115,007	(59,289)
04 Other					
Local/Other Travel		2,558	2,558	2,558	
Insur & Employee Benefits					
Utilities		38,315,819	38,315,819	37,118,503	(1,197,316)
Miscellaneous		3,292,831	3,292,831	3,510,942	218,111
Total Other	38,154,685	41,611,208	41,611,208	40,632,003	(979,205)
05 Equipment					
Leased Equipment					
Other Equipment		14,000	14,000	14,000	
Total Equipment	1,324	14,000	14,000	14,000	
Grand Total	\$40,621,663	\$44,238,844	\$44,238,844	\$44,080,951	(\$157,893)

State Fiscal Stabilization Fund - 901

Dr. James C. Song, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)					
Position Salaries					
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
Total Salaries & Wages					
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
Total Supplies & Materials					
04 Other					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	1,902,103				
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$1,902,103</u>				

Department of Facilities Management - 321/311/315/324/325/326

Dr. James C. Song, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
1	Q Director II		1.000	1.000	1.000	1.000	
10	P Director I		1.000	1.000	1.000	1.000	
10	O Assistant Director II		1.000	1.000	1.000	1.000	
10	M Team Leader		1.000	1.000	1.000	1.000	
10	K Energy Program Manager		1.000	1.000	1.000	1.000	
10	K SERT Program Manager		1.000	1.000	1.000	1.000	
10	25 Fiscal Specialist II		1.000	1.000	1.000	1.000	
10	25 Utilities Analyst		1.000	1.000	1.000	1.000	
10	23 Resource Conservation Asst		3.000	3.000	3.000	3.000	
10	21 Recycling Manager		1.000	1.000	1.000	1.000	
10	20 SERT Information Specialist		1.000	1.000	1.000	1.000	
10	17 Program Technician		3.000	3.000	3.000	3.000	
1	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
	Total Positions		17.000	17.000	17.000	17.000	

Real Estate Management Fund

Team Leader (M)	1.0
Site Administration Specialist (25)	1.0*
Fiscal Assistant III (16)	1.0
Data Systems Operator II (15)	0.5
Building Services Manager II (12)	2.0
Secretary (12)	1.0
Building Services Assistant Manager I (10)	1.0
Building Services Worker (6)	0.5

F.T.E. Positions 7.0

(*In addition, there is a 1.0 Capital Budget position shown on this chart)

Mission: *The mission of the Real Estate Management (REM) Fund team is to effectively manage the real estate interests of Montgomery County Public Schools (MCPS), including space and leasing management, site acquisition for construction and future inventory, disposition of excess land, right-of-way grants, joint-use agreements, and other real property interests that will retain and improve the quality of public school facilities.*

Major Functions

Team members support space management, site acquisition, and budget/administration activities. Team members participate on multiagency committees to plan for future school and child-care needs, resolve problems, and identify 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, and the Montgomery County Transmission Facilities Coordinating Group.

Team members consult with school and central services staff on the need for additional space for school programs and administrative use, develop proposals to lease space, and identify surplus MCPS space that can be made available on a leased basis for complementary child-care tenant programs and others, as appropriate. Team members also assist principals with identifying and selecting high-quality child-care programs for their schools and monitor customer satisfaction and tenant compliance throughout the term of the lease. They coordinate requests for installation of telecommunications towers and related facilities, reviewing applications and negotiating fees for approved cellular tower installations on school sites.

Team members identify, negotiate, and acquire sites for future schools through dedication or by purchase. Team members collaborate with developers to provide safe pedestrian access to schools at no cost. Inventoried school sites that have not been identified for immediate construction are advertised and leased for agricultural or recreational purposes, producing revenue and eliminating the cost of maintenance. Team members also resolve school property boundary issues and coordinate the review and approval of license agreements and memoranda of understanding with local and bi-county agencies for use of portions of school sites. Team members oversee 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 exclusive use during non-school hours.

Team members forecast revenues and expenses for each budget cycle to ensure that the fund remains

self-supporting. They monitor tenants on a regular basis for lease compliance and survey customers for satisfaction.

Trends and Accomplishments

Increasing enrollment impacts the availability of space that MCPS can make available for child-care programs, particularly programs that complement early childhood education. Space that has been rented to child-care providers in previous years has had to be retrieved for instructional use at the same time that the need for top-quality child-care services is growing. Where space permits, some schools are seeking preschool programs to increase kindergarten readiness. Others are seeking programs for infants and toddlers to aid school staff retention and community support.

Countywide land use master plans, such as White Flint, Wheaton, and Gaithersburg West, continue to permit expansion of residential development, while in-fill development occurs in older areas of the county. Students generated from housing growth and younger families moving into older, established neighborhoods have led to the need for additional sites, retrieval and reopening of closed schools, and relocating of administrative staff. In newly developing areas of the county, such as Clarksburg, school sites are slated for dedication at no cost to the Board of Education. Staff will continue to monitor progress through subdivision review and platting to ensure timely site conveyance by deed. In older areas of the county, team members will seek opportunities to expand smaller school sites to accommodate current school programming and identify suitable sites in newly developing areas. Staff continues to work in partnership with the Maryland Transit Administration and local planning agencies to manage the impacts of the Purple Line, the Corridor Cities Transitway, and the extensions of both Midcounty Highway and Observation Drive to determine remedies where Board of Education land may be impacted at three school sites. The Smart Growth Initiative, championed by the Montgomery County Government in support of the Shady Grove Master Plan, will impact infrastructure facilities. Food services and school maintenance facilities will relocate to a new county service park on Snouffer School Road, while the search continues for alternate locations to house school bus maintenance and storage. Sites are needed for infrastructure projects, such as a new materials management warehouse and student automobile repair shop in the Gaithersburg vicinity.

Accomplishments in FY 2012 include two successful site selection processes for an Upcounty Elementary School Holding Facility and for a second site selection for a new middle school in the Bethesda-Chevy Chase Cluster. In addition, REM staff was involved in a resolution of right-of-way issues relating to Montgomery County acceptance of a portion of a school site currently used for a public street. In addition, they negotiated more

than 40 right-of-way grants, easements, or agreements in support of school construction. REM staff worked with the Community Use of Public Facilities to obtain proposals and subsequent agreement from organizations wishing to adopt and continuously maintain a school field, thereby relieving staff of maintenance obligations.

Currently, staff is negotiating a land swap with the Maryland-National Capital Park and Planning Commission at William H. Farquhar Middle School on Batchelor's Forest Road in Olney. Staff also is working with the Washington Suburban Sanitary Commission on the replacement of water meter vaults at schools and the repair and replacement of sanitary sewer pipes in connection with a Consent Decree to protect clean water. The unit's effective management of the revenue and expenses associated with the department's leasing operations created sufficient net earnings to reduce a portion of the operating budget funds needed to rent space for administrative functions that cannot be housed in schools or at Carver Educational Services Center. Revenues collected from telecommunication facilities located at schools are shared with the host school and its cluster.

Major Mandates

- The school community seeks objective measures to determine the quality of on-site child-care providers. Team members encourage tenant child-care providers to obtain professional designation in the National Association for the Education of Young Children for preschool care or the National School Age Care Alliance for before- and after-school care. The Maryland State Department of Education also has developed a certification program that is available to qualify vendors at a lower cost. Board of Education Policy ECM, *Joint Occupancy of Montgomery County Public Schools (MCPS) Facilities*, and MCPS Regulation ECM-RA, *Joint Occupancy of MCPS Facilities*, set forth the procedures and criteria for leasing surplus school space.
- Board of Education Policy ECN, *Telecommunications Transmission Facilities*, sets forth the criteria for evaluating applications for the installation of private telecommunication facilities on school land.
- Board of Education FAA, *Long-Range Educational Facilities Planning*, sets forth the criteria for school site size and the process for site selection. Team members comply with the Maryland State Public School Construction Program to obtain Board of Public Works approval to acquire, modify, or dispose of school sites.
- County land use master plans are amended regularly, requiring review for projected school and administrative needs. The amended Shady Grove Sector Plan has caused a need to reassess the Board's service park for potential relocation.

- Newly amended laws regarding forest conservation and stormwater management may indicate the need to acquire real property rights to provide for tree save and reduce impermeable surfaces in support of new and modernized school projects.

Strategies

- Maintain a database of potential clients and leasing rates to ensure available space is marketed aggressively and net revenue from rents is maximized.
- Work closely with school principals to ensure surplus space is used effectively and nontraditional approaches to space management are explored to support programs that promote student achievement
- Monitor lease agreements, memoranda of understanding, and Adopt-a-Field agreements to ensure compliance.
- Work closely with county agency staff to identify and acquire school sites during land use master planning and later preliminary subdivision application stages to ensure an adequate number of school sites to meet the needs of the public school construction program.
- Coordinate with school principals to identify suitable locations for telecommunications facilities that will not impact school programming, while providing a shared revenue source for the fund and cluster schools.
- Monitor school property boundaries to identify and remove encroachments as needed.

Performance Measures

Performance Measure: The Real Estate Management Fund maintains self-supporting balances.

	FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
Revenues	\$2,892,122	\$2,828,454	\$2,913,646
Expenses	\$3,220,047	\$3,518,146	\$2,913,646
Net Income	\$(327,925)	\$(689,692)	\$0

Explanation: This measures the ability to balance revenues and expenses. In FY 2012, the fund was budgeted to expend more funds than current revenues in order to reduce fund net assets. This was done by shifting a greater share of office rent expenses to the fund away from the Department of Facilities Management budget. Revenues for 2012 slightly exceeded projections, while expenses were slightly less. A reduction in available space for child care, caused by increasing public school enrollments, will continue to affect joint-occupancy income. In FY 2013, expenses are expected again to exceed revenues in order to take advantage of net assets and pay a greater proportion of office rental space in support of the department. The recommendation for FY 2014 is to reduce levels of expenditures to make sure the fund assets do not go below 10 percent.

Budget Explanation

Real Estate Management Fund—850

The FY 2014 request for this fund is \$2,913,646, a decrease of \$606,957 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$9,803

There is an increase of \$9,803 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Realignment—(\$638,500)

There is a realignment of \$40,000 from the Field Trip Fund to this fund to support artificial turf replacement costs. In addition, there is a realignment of \$678,500 from the Real Estate Management Fund to the Department of Facilities Management to support facility rental costs.

Other—\$21,740

Due to projected changes in employee health benefit rates within the Real Estate Management Fund, the budget includes an increase of \$21,740.

Real Estate Management Fund - 850

Dr. James C. Song, Director II

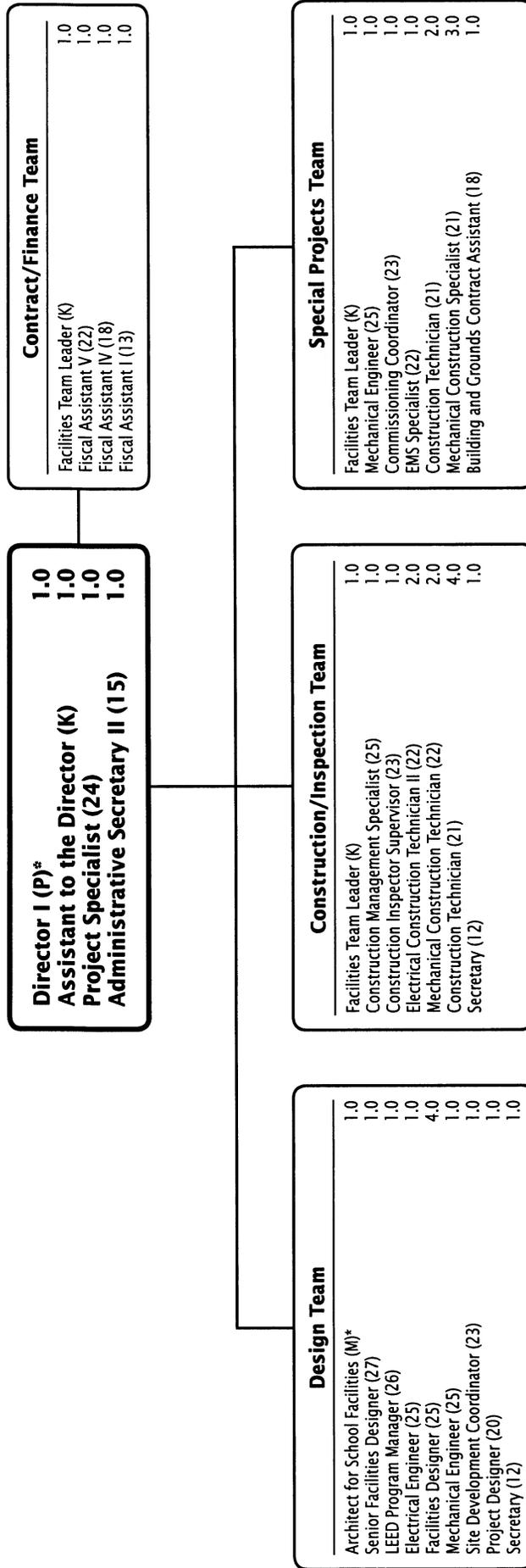
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	6.500	7.000	7.000	7.000	
Position Salaries	\$364,117	\$401,298	\$401,298	\$411,101	\$9,803
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		73,677	73,677	73,677	
Other		80,011	80,011	80,011	
Subtotal Other Salaries	35,618	153,688	153,688	153,688	
Total Salaries & Wages	399,735	554,986	554,986	564,789	9,803
02 Contractual Services					
Consultants					
Other Contractual		2,304,222	2,304,222	1,625,722	(678,500)
Total Contractual Services	2,078,478	2,304,222	2,304,222	1,625,722	(678,500)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		5,700	5,700	5,700	
Other Supplies & Materials		42,604	42,604	42,604	
Total Supplies & Materials	10,618	48,304	48,304	48,304	
04 Other					
Local/Other Travel		3,693	3,693	3,693	
Insur & Employee Benefits		138,314	138,314	160,054	21,740
Utilities					
Miscellaneous		442,225	442,225	482,225	40,000
Total Other	707,059	584,232	584,232	645,972	61,740
05 Equipment					
Leased Equipment		19,159	19,159	19,159	
Other Equipment		9,700	9,700	9,700	
Total Equipment	17,549	28,859	28,859	28,859	
Grand Total	<u>\$3,213,439</u>	<u>\$3,520,603</u>	<u>\$3,520,603</u>	<u>\$2,913,646</u>	<u>(\$606,957)</u>

Real Estate Management Fund - 850

Dr. James C. Song, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
51	M Team Leader		1.000	1.000	1.000	1.000	
51	18 Fiscal Assistant IV		1.000				
51	16 Fiscal Assistant III			1.000	1.000	1.000	
51	15 Data Systems Operator II		.500	.500	.500	.500	
51	12 Secretary		1.000	1.000	1.000	1.000	
51	12 Building Service Manager II		2.000	2.000	2.000	2.000	
51	10 Build Svcs Asst Mgr I Shft 2		1.000	1.000	1.000	1.000	
51	6 Building Service Wkr Shft 1			.500	.500	.500	
	Total Positions		6.500	7.000	7.000	7.000	

Division of Construction



*F.T.E. Positions 2.0
 (In addition, there are 40.0 Capital Budget positions shown on this chart)

Mission: *The mission of the Division of Construction is to efficiently manage planning, design, and construction processes to provide quality learning environments.*

Major Functions

This division coordinates the development of the six-year Capital Improvements Program (CIP), in conjunction with the Division of Long-range Planning, and manages facilities planning, design, and construction activities for capital projects through five teams, each of which is responsible for specific activities.

The Design Team procures architectural/engineering services, coordinates design activities with consultants and project stakeholders, secures approvals for plans and specifications from outside agencies, and coordinates construction bidding. This team also assists with the capital budget process by preparing cost estimates and expenditure requirements for capital projects.

The Special Projects 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, and systemic Heating, Ventilation, and Air Conditioning (HVAC) replacements.

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.

The Fiscal Management Team manages spending for capital projects, initiates and reviews payments for completed work and ensures that contracts comply with federal, state, and local government requirements, as well as monitoring and reporting 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.

Trends and Accomplishments

After steep declines in construction costs in the Washington, DC metropolitan area due to the worldwide recession, some increases have been experienced in recent bidding. The market has not recovered to the point of pre-2009 prices, resulting in continued low bid prices. Due to the lack of construction volume, companies still are foregoing profit markups just to maintain their labor force. As a result, some smaller companies have ceased operations. Costs for raw materials, such as steel and crude oil, have begun to slowly increase. While it is difficult to predict the duration of the recession in the construction market, the division is focused on hiring qualified and stable contractors. With growing

demands on county tax revenues, the division must intensify efforts to control costs and streamline operations to ensure the most effective use of available funds and manpower. Emphasis will be placed on improving current practices to control costs, such as feasibility planning, repeated designs, lifecycle cost analysis, value engineering, constructability analysis, and effective management of building processes.

In Fiscal Year (FY) 2012, the Division of Construction successfully completed the following construction projects:

1. Modernization of Paint Branch High School (building only)
2. Modernization of Garrett Park Elementary School
3. Modernization of Seven Locks Elementary School
4. Modernization of Cannon Road Elementary School
5. Reopening of the new Flora M. Singer Elementary School
6. Gymnasium additions to Cold Spring and North Chevy Chase elementary schools
7. Addition of a School-based Health Center at Highland Elementary School

In FY 2013, the following projects will be under construction:

1. Modernization of Bel Pre, Beverly Farms, Glenallan, and Weller Road elementary schools; Herbert Hoover Middle School; and Gaithersburg High School
2. New construction of Clarksburg Cluster elementary school (Clarksburg Village Site #1)
3. Additions to Bradley Hills, Darnestown, Georgian Forest, Viers Mill, Waters Landing, Westbrook, and Wyngate elementary schools
4. Addition of a Wellness Center at Watkins Mill High School
5. Various facility improvements at Ridgeview Middle School
6. As part of the FY 2013 capital budget, 10 major capital projects have been funded for architectural planning, and 21 feasibility studies will be completed for future projects.

The division also provides design and management oversight of countywide CIP projects, including *Americans with Disabilities Act of 1990 (ADA)* compliance retrofits, building modifications and program improvements, fire safety code upgrades, HVAC replacements, improved (safe) access to schools, WSSC compliance, and relocatable classrooms.

Major Mandates

- The Division of Construction must comply with local, state, and federal codes in designing and building facilities. These codes include federal requirements in ADA; the *Asbestos Hazard Emergency Response Act*;

state environmental codes; bidding statutes; funding reimbursements/payment requirements for projects funded by the Interagency Committee for Public School Construction; and Montgomery County building, stormwater management, and fire/safety codes.

- There are 14 codes and regulations that require the employment of people who are licensed to perform professional and technical services, such as professional architects, engineers, electricians, and plumbers. These codes/regulations impose requirements to ensure that new facilities are constructed in compliance with federal, state, and local statutes.
- As a part of county requirements, all new and modernization construction projects must obtain a minimum of silver rating in Leadership in Energy and Environmental Design through the United States Green Building Council or through the Montgomery County permitting office.

Strategies

- Utilize the continuous improvement process to periodically analyze and evaluate work processes
- Involve all stakeholders in the process to ensure customer expectations and needs are incorporated in the improvement process
- Develop an information database that is easily accessible and available to customers on the status of Division of Construction activities and processes utilized to plan and construct capital projects
- Explore and implement alternative construction delivery systems and other value-added measures to ensure cost control, quality products, and timely completion
- Deploy team approaches to eliminate single-point responsibilities and develop contingency plans
- Enhance organizational staffing and structure to increase efficiency and maintain quality of work

Performance Measures

Customer Focus

Performance Measure: Customer satisfaction with a major capital project (Rating scale 1/low to 5/high).

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
4.8	4.8	4.8

Explanation: This measures the building principal and staff satisfaction with design and construction processes.

Employee Focus

Performance Measure: Employee satisfaction survey of division staff (Rating scale 1/low to 5/high).

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
3.8	4.4	4.4

Explanation: This measures the division’s staff satisfaction with the work environment.

Performance Measure: Average project change order percentage.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
3.2%	4.3%	4.3%

Explanation: This measures the accuracy of the contract plans and number of owner changes during construction.

Performance Measure: Construction cost per square foot.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
\$218	\$220	\$223

Explanation: This measures the cost effectiveness of building designs used to meet program requirements and building standards.

Organizational Results

Performance Measure: Timely completion of major capital projects.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
100%	100%	100%

Explanation: This measures the timely completion of design and construction projects and variance of bid costs versus project budgets.

Budget Explanation

Division of Construction—322

The FY 2014 request for this division is \$235,996, an increase of \$6,514 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$6,514

There is an increase of \$6,514 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Division of Construction - 322

Dr. Richard Shuman Jr., Director I

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	2.000	2.000	2.000	2.000	
Position Salaries	\$227,197	\$229,482	\$229,482	\$235,996	\$6,514
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
Total Salaries & Wages	227,197	229,482	229,482	235,996	6,514
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
Total Supplies & Materials					
04 Other					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other					
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$227,197	\$229,482	\$229,482	\$235,996	\$6,514

Division of Construction - 322

Dr. Richard Shuman Jr., Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
1	P Director I		1.000	1.000	1.000	1.000	
1	M Architect - School Facilities		1.000	1.000	1.000	1.000	
	Total Positions		2.000	2.000	2.000	2.000	

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
Boundary Information Specialist (13)	0.625

F.T.E. Positions 4.625

(*In addition, the chart above includes 2.0 positions funded through the Capital Budget.)

Mission: *The mission of the Division of Long-range Planning is to prepare decision makers and the community to address changes in enrollment and instructional programs through development of high-quality data analysis, planning strategies, and long-range facility plans.*

Major Functions

In order to support *Our Call to Action: Pursuit of Excellence, the Strategic Plan for Montgomery County Public Schools* (MCPS), the Division of Long-range Planning (DLRP) is focused on ensuring that adequate school facilities are available in the future. To accomplish this, DLRP performs the following seven main functions: (1) developing demographic analyses and projecting student enrollment; (2) developing strategies and long-range facility plans to meet capacity and instructional program needs; (3) coordinating publication of the six-year Capital Improvements Program (CIP) and the Educational Facilities Master Plan; (4) developing school boundaries and student choice consortia; (5) maintaining accurate school boundary information and disseminating this information; (6) representing MCPS interests in county land-use planning and subdivision staging policy; and (7) planning database management and Geographic Information System (GIS) services.

DLRP staff conducts research on demographic trends and briefs 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 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 CIP. Accurate enrollment projections ensure sufficient funding is requested to meet student needs and that limited resources are allocated wisely.

Based on enrollment projections and analysis of individual school facility utilizations, DLRP staff develops plans to address school space needs. A variety of planning strategies are utilized, including relocatable classrooms for interim use, boundary changes, student choice consortia, and construction of new schools and additions.

In addition, DLRP staff includes modernization of older schools, technology modernization, and county-wide 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. Once adopted by the Board, DLRP staff prepares documentation required by elected officials for review and approval of the Board’s CIP request. After adoption by the County

Council, DLRP staff publishes the Educational Facilities Master Plan for submission to the Maryland State Department of Education for review and comment.

DLRP staff 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 staff is responsible for maintaining accurate school boundaries and making this information available to the public online. In addition, staff 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.

DLRP staff 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 staff develops and maintains GIS 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.

Trends and Accomplishments

Trends

Major trends impacting the mission of DLRP include the following: enrollment growth; increased student race/ethnic and language diversity; an economy recovering from recession; a strengthening housing market; increasing numbers of students entering MCPS from county private schools; changes in curriculum and program offerings; space requirements resulting from program improvements, including full-day kindergarten in all elementary schools; a class-size reduction initiative in 61 elementary schools; and prekindergarten opportunities for all disadvantaged children. MCPS program initiatives have resulted in a significant reduction in elementary school capacities. Ongoing issues with aging facilities, county land use planning, increased housing densities around Metro stations, and growth management efforts also affect DLRP operations.

The number of county resident births has topped 13,000 in Montgomery County since 2000. In 2010, resident births were 13,273 and increases are projected for the foreseeable future. These increases in county births will impact enrollments in the long-term and keep pressure

on MCPS to add capacity. Prior to the current economic downturn, a strong local economy generated substantial migration of households to the county, resulting in the construction of new housing, turnover of existing homes, and in some cases, multiple occupancy of residences. Consequently, significant enrollment increases occurred in parts of the county with large subdivisions under development and in established neighborhoods where young families with children moved into existing housing and the demographic composition changed. The school system still is “catching up” to enrollment increases generated by households moving to the county in the past 20 years.

Between 2007 and 2011, MCPS enrollment grew by 8,752 students. This increase was the result of several factors. Increases in kindergarten enrollment were the result of ever-increasing numbers of county births. In addition, the weak economy contributed to rising enrollment as more students entered MCPS from county private schools, and the weak housing market made it difficult to sell homes, thereby reducing the outflow of students from the county. Over the next six years, Grades K–5 enrollment is projected to increase by 3,169 students. At the secondary level, the Grades 6–8 enrollment is projected to increase by 4,506, and Grades 9–12 enrollment is projected to increase by 1,524. Total MCPS enrollment is projected to increase from 146,497 in 2011 to 156,020 by 2017. The greatest pressure for additional school capacity is at the elementary school level, where 90 percent of the system’s 395 relocatable classrooms are located.

Accomplishments

In FY 2012, DLRP achieved a very high level of enrollment forecast accuracy. Total enrollment in FY 2012 was below forecast by just 192 students, with a total of 146,497 students enrolled. This enrollment represented a forecast accuracy of 99.9 percent. In addition, at the individual school level, where forecast accuracy is more challenging, enrollment at 170 of the 200 schools (85 percent of schools) was within 5 percent of their projected enrollment.

In the fall of FY 2012, DLRP staff facilitated the internal MCPS process for development of the Superintendent’s Recommended FY 2013–2018 CIP. This process included preparation of six-year enrollment projections for schools and the annual assessment of future facility needs at 200 schools. New recommendations developed for the superintendent’s CIP included a new middle school in the Bethesda-Chevy Chase Cluster, a new elementary school in the Northwest Cluster, the co-location of the Carl Sandburg Learning Center at Maryvale Elementary School when Maryvale is modernized, elementary school boundary changes for Oakland Terrace Elementary School to open Flora M. Singer Elementary School, and elementary school boundary changes and classroom additions to address overutilization at Bethesda, North Chevy Chase, and Rosemary

Hills elementary schools. In regard to school modernizations, the results of a new Facilities Assessment and Criteria Testing (FACT) assessment ranked 53 facilities for modernization according to condition. This culminated in an extensive process of community involvement in development of the FACT methodology and review of the results. In addition, DLRP staff conducted an annual forum on the CIP for Parent Teacher Association leaders and the community immediately after the superintendent’s recommendation was released. The County Council-adopted FY 2013–2018 CIP includes \$1.353 billion in expenditures for the six-year period.

In the winter of FY 2012, DLRP—with the Real Estate Management Unit—conducted a very challenging school site selection process for a second middle school in the Bethesda-Chevy Chase Cluster. This study included 47 representatives and reviewed 38 candidate sites. Through a process of elimination of unsuitable candidate sites, the Site Selection Advisory Committee reached a position strongly supporting Rock Creek Hills Local Park as the site for the new middle school. This location subsequently was recommended by the superintendent of schools and adopted by the Board of Education in April 2012.

DLRP staff, along with Division of Construction staff, completed educational specifications and feasibility studies for the following schools: additions at Captain James Daly, Diamond, Kensington-Parkwood, S. Christa McAuliffe, Judith A. Resnik, Strawberry Knolls, and Summit Hall elementary schools; modernization of Seneca Valley High School; and facility improvements for the Emory Grove Center for use as an upcounty elementary school holding center, beginning in fall 2013. DLRP planned the relocation of numerous MCPS activities from the Emory Grove facility to other MCPS locations. In addition, DLRP staff worked with special education, Head Start, and prekindergarten program staff to determine future placement of classes and developed plans for the placement of relocatable classrooms, based on enrollment trends and staffing allocations. DLRP staff also serves as the MCPS contact for the Montgomery County Department of Health and Human Services CIP projects at MCPS schools, including planning for a Wellness Center at Gaithersburg High School and a school-based health center at Rolling Terrace Elementary School.

DLRP staff worked closely with school principals and community superintendents in revising school enrollment forecasts for FY 2013 staffing allocations. An accelerated schedule for the forecast, staffing allocations, and relocatable classroom placement decisions has improved services to schools.

DLRP staff worked with the Montgomery County Department of Planning to provide enrollment and facility data for the FY 2013 subdivision staging policy “school test.” This analysis resulted in 15 MCPS clusters

being identified as over the 105 percent utilization level and one cluster over 120 percent utilization. The County Council averted residential moratoria in the one cluster that was over 120 percent utilization by including a “placeholder” project in the adopted CIP. In FY 2013, developers of housing projects in clusters exceeding 105 percent utilization will be required to make a school facility payment to obtain subdivision approval. DLRP staff also worked with staff in the cities of Gaithersburg and Rockville to provide information for school adequacy tests that these jurisdictions conduct annually.

DLRP staff represented school system interests in county master plans for Burtonsville, Chevy Chase Lake, and White Oak Science Gateway. In addition, DLRP staff maintained documentation for new subdivisions and continuously monitored and updated building schedules for new developments. These activities enabled accurate school enrollment forecasting and identification of schools of assignment for new communities. DLRP staff worked with the MCPS Department of Transportation to ensure accurate school assignments for developing communities, and to provide information on the phasing schedules of school boundary changes. These efforts ensure bus routes incorporate the latest changes to school assignments.

DLRP staff continued to respond to a high volume of requests for boundary information by phone and Internet. The school boundary line responds to an increasingly diverse population of non-English speakers, with more than 50 percent of calls coming from persons with limited English language skills. The ability of staff to speak Spanish greatly enhances this service. DLRP’s website enables online school assignment information and recorded an average of 25,000 unique address searches per month in FY 2012.

DLRP staff continued refinements to the Oracle-based CIP planning database that supports MCPS facility planning and demographic analyses. In addition, DLRP staff developed more GIS applications and made significant improvements to the “school locator” function that enables individuals to search for school assignments based on a county address. School service area maps that are highly sought now are available on the DLRP website. Customers who wish to move into a particular school service area now may print out a map of the service area directly from their home computer. In addition, the division website now provides enrollment forecasts and other demographic data that are requested frequently by internal MCPS and external customers. DLRP staff also provided specialized maps for an expanding internal MCPS customer base, as well as other county agencies.

Major Mandates

- Section 5-306 of the Education Article, Annotated Code of Maryland, requires MCPS to prepare a

six-year CIP annually and submit it to the county executive and County Council.

- The Rules, Regulations, and Procedures for Administration of the School Construction Program adopted by the State Board of Public Works requires that MCPS prepare, submit, and annually amend its educational facilities master plan. Under the state Public School Construction Program, MCPS also is required to submit its annual and subsequent five-year CIP.
- Section 302 (amended 1996) of the Montgomery County Charter requires MCPS to prepare a biennial CIP and submit it to the county executive and the County Council by December 1 for odd-numbered fiscal year requests, and amendments for even-numbered fiscal year requests.
- The Montgomery County Government Growth Policy requires MCPS to annually provide enrollment projections, school capacities, and Board of Education-requested capital improvements for incorporation in the Growth Policy.
- Board of Education Policy FAA, *Long-range Educational Facilities Planning*, requires MCPS facility planning to incorporate educational program objectives, goals of the quality integrated education policy, and extensive public involvement.
- The federal *No Child Left Behind Act of 2001* and the state *Bridge to Excellence in Public Schools Act of 2002* require that space be available in high-performing schools to allow students in underperforming federal Title I schools to transfer. The state legislation requires that space be provided for full-day kindergarten in all elementary schools, and space for disadvantaged students to participate in prekindergarten classes.

Strategies

- Continually improve processes to identify and understand the needs of customers and stakeholders
- Continuously improve communication tools to enable external customers and stakeholders to understand planning issues and activities
- Maintain and improve DLRP’s information system
- Routinely assess DLRP planning processes, staff workloads, and staff strengths in the context of the strategic plan
- Foster an environment where staff is empowered to exercise personal leadership and teamwork is encouraged
- Research and identify emerging trends that may impact school system facility planning and the DLRP mission
- Maintain relationships with communities to better engage these groups in understanding the planning processes

- Incorporate school system program initiatives and consideration of multipurpose use of schools in facilities planning processes
- Continuously assess work practices in light of new technologies, staff capabilities, and customer needs
- Promote equitable practices in the workplace and in working with the community
- Take every opportunity to recognize employee contributions

Performance Measures

Performance Measure: Enrollment forecast accuracy of county-wide one-year forecast.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
99.9%	99.5%	99.5%

Explanation: The accuracy of the county-wide enrollment projections is critical to the development of the overall operating and capital budgets.

Performance Measure: Enrollment forecast accuracy of county-wide six-year forecast.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
96.1%	98.0%	98.0%

Explanation: The accuracy of the six-year forecast is critical to the development of long-range facility plans for the CIP and for multiyear operating budgets.

Performance Measure: Enrollment forecast accuracy of individual school's one-year forecast.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
84.5%	80.0%	80.0%

Explanation: The accuracy of individual school forecasts is critical to operating and capital budget decisions regarding distribution of resources (e.g., staffing, supplies, and relocatable classrooms).

Performance Measure: Community involvement in planning; "opportunity to participate."

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
87.5%	98.0%	98.0%

Explanation: Measuring participants' sense of opportunity to participate in division advisory committees provides valuable feedback on perceptions of access to MCPS processes.

Performance Measure: Community involvement in planning; "ideas respected and thoughts represented."

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
85.0%	98.0%	98.0%

Explanation: Measuring representation and respect for participant activity in division advisory committees provides valuable feedback on issues that are important in the community and need to be considered by MCPS decision makers.

Performance Measure: Community involvement in planning; "process surfacing community viewpoints."

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
67.5%	98.0%	98.0%

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.

Budget Explanation

Division of Long-range Planning—335

The FY 2014 request for this division is \$437,209, a decrease of \$23,776 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$23,776)

There is a decrease of \$23,776 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Division of Long-range Planning - 335

Bruce Crispell, Director I

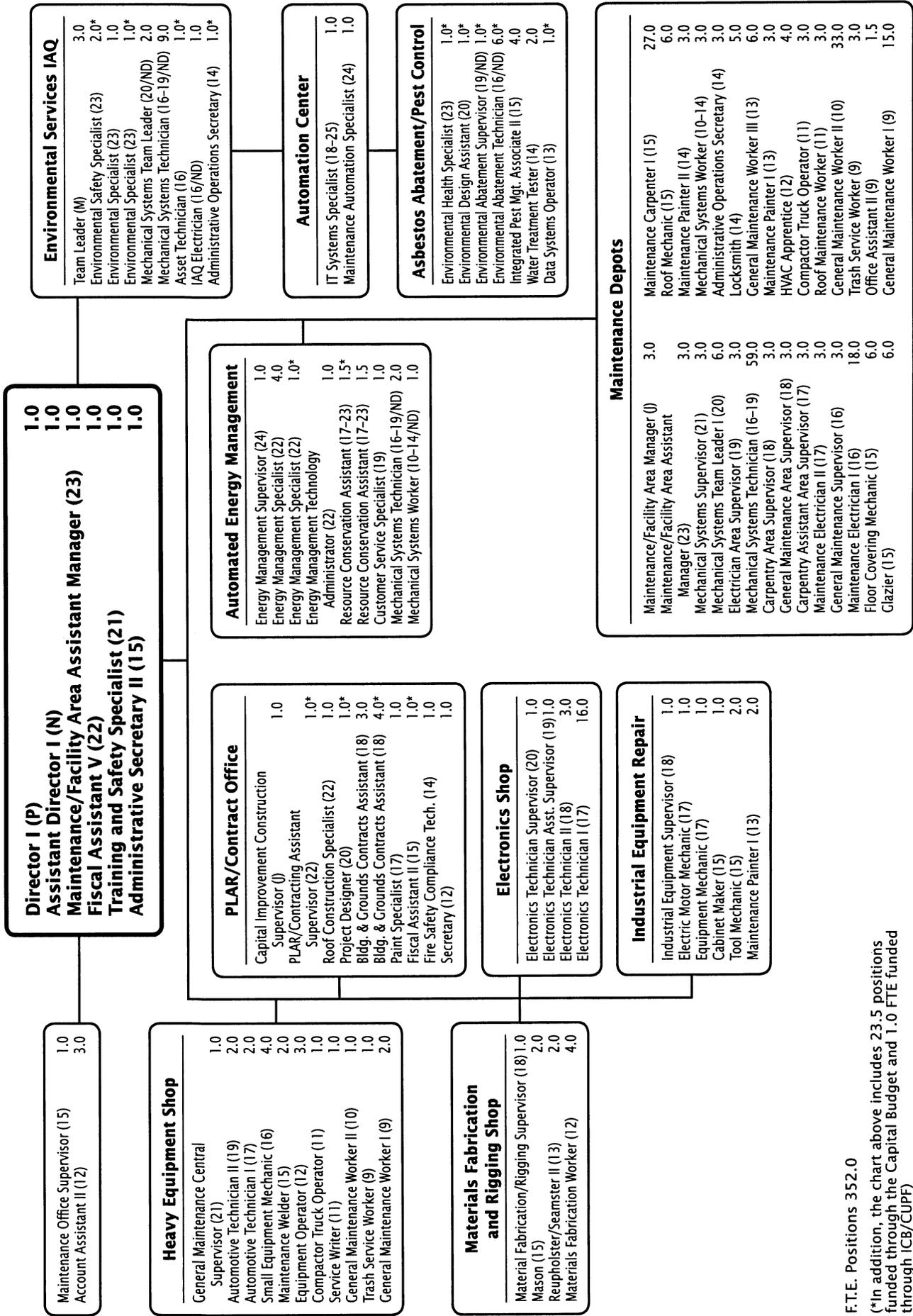
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	4.625	4.625	4.625	4.625	
Position Salaries	\$410,037	\$439,171	\$439,171	\$415,395	(\$23,776)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		1,000	1,000	1,000	
Other					
Subtotal Other Salaries	1,027	1,000	1,000	1,000	
Total Salaries & Wages	411,064	440,171	440,171	416,395	(23,776)
02 Contractual Services					
Consultants					
Other Contractual		11,500	11,500	11,500	
Total Contractual Services	9,005	11,500	11,500	11,500	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		2,583	2,583	2,583	
Other Supplies & Materials		4,502	4,502	4,502	
Total Supplies & Materials	7,001	7,085	7,085	7,085	
04 Other					
Local/Other Travel		2,229	2,229	2,229	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	2,434	2,229	2,229	2,229	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$429,504</u>	<u>\$460,985</u>	<u>\$460,985</u>	<u>\$437,209</u>	<u>(\$23,776)</u>

Division of Long-range Planning - 335

Bruce Crispell, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
1	P Director I		1.000	1.000	1.000	1.000	
1	26 Coordinator GIS Services		1.000	1.000	1.000	1.000	
1	26 Sr. Facilities Planner		1.000	1.000	1.000	1.000	
1	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
1	13 Boundary Information Spec		.625	.625	.625	.625	
	Total Positions		4.625	4.625	4.625	4.625	

Division of Maintenance



F.T.E. Positions 352.0
 (*In addition, the chart above includes 23.5 positions funded through the Capital Budget and 1.0 FTE funded through ICB/CUPF)
 ND Night Differential = Shift 2

Mission: *The mission of the Division of Maintenance is to contribute to student success by working as a team to provide high-quality facilities support, including maintenance and repair, environmental 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 (strategic functions) for all Montgomery County Public Schools (MCPS) facilities—maintenance and repairs, environmental services, capital asset replacements, and automated energy management. These varied functions are coordinated and performed by three regional maintenance depots (Bethesda, Clarksburg, and Randolph) and one central depot (Shady Grove).

The Division of Maintenance performs a wide variety of maintenance and repair services and some preventive maintenance services at all MCPS facilities. It makes repairs to building components and systems in the areas of Heating, Ventilation, and Air Conditioning (HVAC), electrical, plumbing, and carpentry. It provides general maintenance services, such as grass cutting for large fields, snow and ice removal for driveways and parking lots, and hauling and excavation services. The division performs facility-related environmental services such as: indoor air quality (IAQ) and related preventive maintenance for HVAC systems; fire and life safety compliance; trash removal; hazardous waste management and disposal; stormwater management; control of fats, oils, and greases; integrated pest management services; water-quality testing for HVAC systems; and underground storage tank management and removal. It also employs trained and licensed specialists to remove and dispose of asbestos-containing materials when required by regulations. The Planned Life-cycle Asset Replacement (PLAR) and Contracting section plans, programs, coordinates, and manages contracted projects to refurbish or replace facility equipment and building components such as, but not limited to, asphalt and concrete surfaces, building roofs, fire safety systems, restrooms, carpet and floor tile, doors and windows, bleachers, grandstands, and lockers. The Automated Energy Management section operates and maintains computerized controls for heating and cooling systems. The Division of Maintenance 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.

Trends and Accomplishments

The Division of Maintenance continues to experience growing demand for services resulting from increases

in the number, size, age, and utilization rates of school facilities; compliance with regulations and responses to customer requests related to indoor air quality, environmental protection, fire protection, school security, and emergency preparedness; increased complexity of computer-controlled HVAC and related mechanical systems; and property damage caused by weather events and acts of vandalism.

Mandatory requirements to comply with federal, state, and county regulations pertaining to environmental protection and fire and life safety codes continue to present fiscal and performance challenges to the division. When problems arise, suspected violations occur, or new mandates are implemented on short notice, immediate corrective action must be implemented. Additionally, restrictions on the use of pesticides have increased the costs of environmental protection and pest-control services.

Aging facilities and extensive, after-hours utilization of schools are major contributors to higher breakdown rates for HVAC equipment. Additionally, growth in student enrollment in recent years has resulted in continued dependence on more than 500 relocatable classrooms, which require more maintenance than permanent facilities.

During the past ten fiscal years (FY 2003 through FY 2012), the amount of building space maintained by the Division of Maintenance grew by more than 12 percent, for a total of about 24.0 million square feet. The addition of new schools and other modernization projects, offset by some reductions in the number of relocatable classrooms, has contributed to the significant increase in facilities to be maintained. During this same period, the number of work orders received annually has grown from about 48,000 to about 66,000. However, the number of employees who perform maintenance and repair services has remained relatively unchanged. Growing demand for services, 6 to 8 percent vacancy rates in maintenance positions, and normal absenteeism rates combine to challenge the ability of the division to adequately respond to customer needs or expectations for HVAC system repairs. These challenges also extend to the area of indoor air quality (IAQ). Each year, a large number of requests for unplanned air quality investigations and remediation projects reduce the IAQ team's ability to perform their other major functions of preparing building maintenance plans and providing scheduled inspections and preventive maintenance services.

Real growth in facilities inventory, aging mechanical equipment, the large number of maintenance-intensive, relocatable classrooms, and heavy after-hours utilization of schools contribute to increased demand for maintenance and repair services. In addition, annual budgets for maintenance supplies, contracted maintenance, and vehicle operations generally have not kept up

with the actual growth in the costs of these commodities and services.

In spite of significant challenges and constraints, the Division of Maintenance has 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 multiyear process of improving business efficiencies based on “lean” management concepts. Included in this initiative are ongoing enhancements to the computerized maintenance management system (“Maximo”) to expand supervisors’ and managers’ capabilities to process and monitor work orders, manage the backlog of work, track and control inventory, and provide short- and long-term management of facility assets. The enhancements also include user-friendly, web-based access to allow customers more easily to request work and to monitor work order status and history.

The Division of Maintenance is continuing to maintain its Internet website to provide essential customer support information to schools and staff on maintenance organization, capabilities, services, procedures, and points of contact for assistance.

Development and implementation of a new and automated Facility Availability System allows the maintenance depots to directly track and report the status of snow and ice removal operations, eliminating the time and efficiencies lost in routing reports through the chain of supervision. The addition of new FM radios and base stations for communicating with snow plow operators improves capabilities to gather information from the field.

The Division of Maintenance is continuing its long-term program of conducting in-house training for first-line supervisors, managers, staff, and other interested employees in an effort to improve the quality of leadership and levels of professionalism and productivity. These and other developmental activities are being integrated into a structured Professional Learning Community” (PLC) in order to build individual and organizational capabilities to carry out the mission. In conjunction with PLC activities, the director also provides annual workforce briefings to review business performance, share information, and discuss priorities, expectations, and special subjects of interest.

The Division of Maintenance completed and published an equity action plan in FY 2012. As part of that plan, the division has continued to focus on improving procedures for interviewing and selecting candidates to fill vacant positions and for ensuring fair and equitable job competition on a “level playing field.” Studies in diversity, cultural competence, and workplace equity are integrated into the director’s leadership training program.

The Division of Maintenance operates a state-approved apprenticeship program for four HVAC mechanic trainees, who, upon graduation, are assigned to permanent positions. This four-year training program, now in its second cycle, has helped the division to improve long-term management of vacancies in this critical skilled trade with corresponding improvements in customer service.

During FY 2012, the division continued working to improve its major business processes, with linkages shown between key processes and the various measurements used to monitor and manage performance during and/or at the end of the processes.

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. During FY 2012, the division updated its business plan and is in the process of uploading it to its website so that it can be viewed by all customers and stakeholders.

The heart of the division’s mission is customer service. The collective and measurable successes of the above 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 Division of Maintenance 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.

Major Mandates

Mandated work for the Division of Maintenance includes the following:

- Continuously maintain fat, oil, and grease (FOG) abatement systems at all MCPS facilities as required by the Washington Suburban Sanitary Commission.
- Continuously coordinate compliance with the Montgomery County Municipal Separate Storm Sewer System permit.
- Continuously provide nonstructural maintenance of stormwater facilities per the agreement with Montgomery County.
- Continuously coordinate compliance with general discharge permits issued by the state of Maryland.
- Continuously comply with tree removal and replacement requirements of the state of Maryland.
- Semiannually test all fire suppression systems in kitchens (state and county regulations).
- Semiannually inspect all roofs and provide reports to the state of Maryland.

- Semiannually conduct inspections and update management plans for asbestos abatement in more than 95 facilities (*Asbestos Hazard Emergency Response Act*).
- Annually test and certify more than 200 fire alarm and sprinkler systems in all schools and administrative facilities (Montgomery County Fire Code and National Fire Protection Association Life Safety Code).
- Annually inspect and service more than 2,000 fire extinguishers (Montgomery County Fire Code and National Fire Protection Association Life Safety Code).
- Annually inspect and test more than 160 elevators (state of Maryland).
- Annually inspect and certify more than 950 back-flow plumbing valves; perform overhauls of selected items every three to five years (state and county regulations).
- Annually inspect approximately 500 relocatable classroom buildings for physical condition and indoor air quality.
- Annually perform integrated pest management in more than 200 facilities; maintain records and provide required notifications of pest control applications (state of Maryland).

Strategies

- Improve communications and information sharing to ensure that customers and stakeholders understand and appreciate the division’s mission, functions, capabilities, business processes, and procedures
- Continue to develop, refine, and manage business processes and procedures in order to increase efficiency and productivity and improve accountability
- Continue to implement and sustain programs to recruit, develop, and retain employees in order to reduce turnover and vacancies and to promote long-term organizational stability

Performance Measures

Performance Measure: Customer Satisfaction (Scale: 1-Poor to 5-Excellent).

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
4.0	4.0	4.1

Explanation: The Baldrige National Quality program suggests that standards of service quality should be customer driven. Therefore, the level of customer satisfaction is a core performance measure for delivery of maintenance and repair services. Performance information for FY 2012 is based on May 2012 survey responses from 75 schools that reported levels of satisfaction with both the timeliness and quality of maintenance and repair services.

Performance Measure: Total number of maintenance work orders completed during the fiscal year (Scale: Actual Total).

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
61,529	61,000	61,000

Explanation: The total number of maintenance work orders completed is a direct measure of completed work effort in support of customers, schools, and facilities. Documented annual increases in work output occurred from FY 2003 to FY 2006, with consistent growth in the major trade areas (e.g., carpentry, electrical, general maintenance, and mechanical systems). From FY 2010 to FY 2012, the total number of completed work orders increased from about 57,000 to about 61,000, or about 7 percent growth. Some annual variations are to be expected.

Performance Measure: Employee Satisfaction (Scale: 1-Poor to 5-Excellent).

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
3.8	3.8	3.8

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 2012 are based on surveys performed in October 2011, as part of the director’s annual workforce briefings. Employee satisfaction data slowly improved for seven years, but have leveled off for the past three years, due to the impact of budget and wage constraints on the workforce.

Budget Explanation

Division of Maintenance—323/338/339

The FY 2014 request for this division is \$30,881,914, a decrease of \$91,759 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$91,759)

There is a decrease of \$91,759 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Other—\$88,537

Applying an inflation factor of three percent increases the budget for maintenance supplies by \$88,537.

Program Efficiencies and Reductions—(\$88,537)

There is a reduction of \$88,537 for the three percent inflation rate applied to maintenance supplies. Efficiencies will be implemented to ensure that supply purchases stay within budget.

Division of Maintenance - 323/338/339

Roy Higgins, Director I

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	352.000	352.000	352.000	352.000	
Position Salaries	\$20,472,005	\$21,879,054	\$21,879,054	\$21,787,295	(\$91,759)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other		708,264	708,264	708,264	
Subtotal Other Salaries	573,549	708,264	708,264	708,264	
Total Salaries & Wages	21,045,554	22,587,318	22,587,318	22,495,559	(91,759)
02 Contractual Services					
Consultants		21,755	21,755	21,755	
Other Contractual		2,235,785	2,235,785	2,235,785	
Total Contractual Services	1,948,691	2,257,540	2,257,540	2,257,540	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		582	582	582	
Other Supplies & Materials		3,229,898	3,229,898	3,229,898	
Total Supplies & Materials	3,286,878	3,230,480	3,230,480	3,230,480	
04 Other					
Local/Other Travel		2,889	2,889	2,889	
Insur & Employee Benefits					
Utilities					
Miscellaneous		1,823,425	1,823,425	1,823,425	
Total Other	1,942,169	1,826,314	1,826,314	1,826,314	
05 Equipment					
Leased Equipment		736,561	736,561	736,561	
Other Equipment		335,460	335,460	335,460	
Total Equipment	1,049,019	1,072,021	1,072,021	1,072,021	
Grand Total	\$29,272,311	\$30,973,673	\$30,973,673	\$30,881,914	(\$91,759)

Division of Maintenance - 323/338/339

Roy Higgins, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	323 Division of Maintenance						
11	P Director I		1.000	1.000	1.000	1.000	
11	N Assistant Director I		1.000	1.000	1.000	1.000	
11	J Maintenance Facility Area Mgr		3.000	3.000	3.000	3.000	
11	J Capital Impr Construct Supv		1.000	1.000	1.000	1.000	
11	25 IT Systems Specialist		1.000	1.000	1.000	1.000	
11	24 Energy Mgt Supervisor		1.000	1.000	1.000	1.000	
11	24 Maintenance Automation Spec		1.000	1.000	1.000	1.000	
11	23 Resource Conservation Asst		2.500	1.500	1.500	1.500	
11	23 Environmental Specialist		1.000	1.000	1.000	1.000	
11	23 Maint/Facility Area Asst Mgr		4.000	4.000	4.000	4.000	
11	22 Fiscal Assistant V			1.000	1.000	1.000	
11	22 Energy Management Spec		4.000	4.000	4.000	4.000	
11	22 Energy Mgt Tech Admin			1.000	1.000	1.000	
11	22 Roof Construction Specialist		1.000	1.000	1.000	1.000	
11	21 Mechanical Systems Supervisor		3.000	3.000	3.000	3.000	
11	21 General Maint Central Supv		1.000	1.000	1.000	1.000	
11	21 Training and Safety Specialist		1.000	1.000	1.000	1.000	
11	20 Mech Systems Team Ldr Shft 1		6.000	6.000	6.000	6.000	
11	20 Electronic Technician Supv		1.000	1.000	1.000	1.000	
11	19 Energy Mgt Customer Svc Spec		1.000	1.000	1.000	1.000	
11	19 Mechanical Systems Tech Shft 1		59.000	59.000	59.000	59.000	
11	19 Mechanical Systems Tech Shft 2		2.000	2.000	2.000	2.000	
11	19 Electrician Area Supervisor		3.000	3.000	3.000	3.000	
11	19 Electronic Tech Asst Superv		1.000	1.000	1.000	1.000	
11	19 Auto Technican II Shift 1		2.000	2.000	2.000	2.000	
11	18 Fiscal Assistant IV		1.000				
11	18 Carpentry Area Supervisor		3.000	3.000	3.000	3.000	
11	18 General Maintenance Area Supv		3.000	3.000	3.000	3.000	
11	18 Build & Grounds Contracts Asst		3.000	3.000	3.000	3.000	
11	18 Material Fabrication Sup		1.000	1.000	1.000	1.000	
11	18 Electronic Technician II		3.000	3.000	3.000	3.000	
11	18 Industrial Equipment Supv		1.000	1.000	1.000	1.000	
11	17 Carpentry Asst Area Supv		3.000	3.000	3.000	3.000	
11	17 Maintenance Electrician II		3.000	3.000	3.000	3.000	
11	17 Electric Motor Mechanic		1.000	1.000	1.000	1.000	
11	17 Electronic Technician I		16.000	16.000	16.000	16.000	
11	17 Paint Specialist		1.000	1.000	1.000	1.000	
11	17 Equipment Mechanic		1.000	1.000	1.000	1.000	
11	17 Auto Technican I Shift 1		2.000	2.000	2.000	2.000	
11	16 General Maintenance Supervisor		3.000	3.000	3.000	3.000	
11	16 Maintenance Electrician I		18.000	18.000	18.000	18.000	
11	16 Small Equipment Mechanic		4.000	4.000	4.000	4.000	

Division of Maintenance - 323/338/339

Roy Higgins, Director I

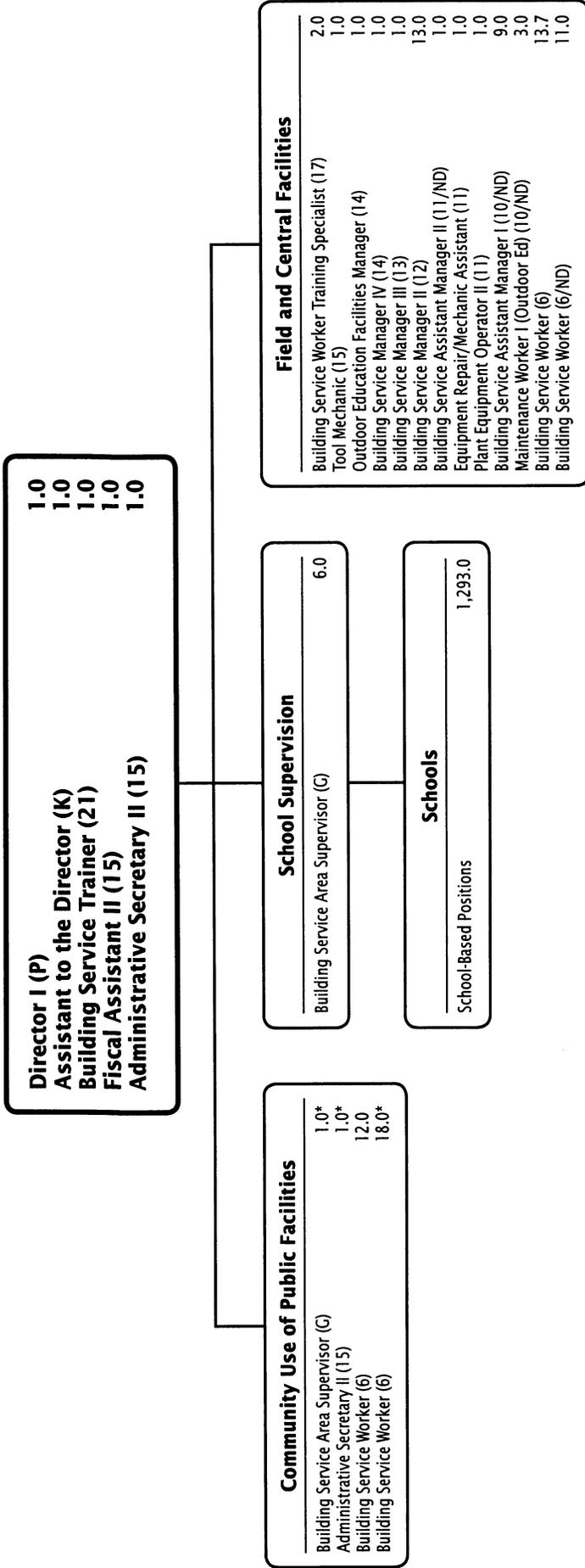
CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	323 Division of Maintenance						
11	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
11	15 Supervisor		1.000	1.000	1.000	1.000	
11	15 Integr Pest Mgt Assoc II		3.000	4.000	4.000	4.000	
11	15 Maintenance Carpenter I		27.000	27.000	27.000	27.000	
11	15 Floor Covering Mechanic		6.000	6.000	6.000	6.000	
11	15 Roof Mechanic		6.000	6.000	6.000	6.000	
11	15 Glazier		6.000	6.000	6.000	6.000	
11	15 Tool Mechanic		2.000	2.000	2.000	2.000	
11	15 Cabinet Maker		1.000	1.000	1.000	1.000	
11	15 Maintenance Welder		2.000	2.000	2.000	2.000	
11	15 Mason		2.000	2.000	2.000	2.000	
11	14 Admin Operations Secretary		3.000	3.000	3.000	3.000	
11	14 Mechanical Sys Worker Shift 1		3.000	3.000	3.000	3.000	
11	14 Mechanical Sys Worker Shift 2		1.000	1.000	1.000	1.000	
11	14 Locksmith		5.000	5.000	5.000	5.000	
11	14 Maintenance Painter II		3.000	3.000	3.000	3.000	
11	14 Water Treatment Tester		2.000	2.000	2.000	2.000	
11	14 Fire Safety Compliance Tech.		1.000	1.000	1.000	1.000	
11	13 Integr Pest Mgt Assoc I Shf1		1.000				
11	13 General Maintenance Worker III		6.000	6.000	6.000	6.000	
11	13 Reupholsterer Seamster II		2.000	2.000	2.000	2.000	
11	13 Maintenance Painter I		5.000	5.000	5.000	5.000	
11	12 Secretary		1.000	1.000	1.000	1.000	
11	12 Account Assistant II		3.000	3.000	3.000	3.000	
11	12 Equipment Operator		3.000	3.000	3.000	3.000	
11	12 Materials Fabrication Worker		4.000	4.000	4.000	4.000	
11	11 Roof Maintenance Worker		3.000	3.000	3.000	3.000	
11	11 Service Writer		1.000	1.000	1.000	1.000	
11	11 Compactor Truck Operator		4.000	4.000	4.000	4.000	
11	10 General Maintenance Worker II		34.000	34.000	34.000	34.000	
11	9 Office Assistant II		1.500	1.500	1.500	1.500	
11	9 General Maintenance Worker I		17.000	17.000	17.000	17.000	
11	9 Trash Service Worker		4.000	4.000	4.000	4.000	
	Subtotal		333.000	333.000	333.000	333.000	
	338 Indoor Air Quality						
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	16 Indoor Air Qual Electrician		1.000	1.000	1.000	1.000	
	Subtotal		15.000	15.000	15.000	15.000	

Division of Maintenance - 323/338/339

Roy Higgins, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	339 Maintenance Apprenticeship Program						
11	12 HVAC Apprentice		4.000	4.000	4.000	4.000	
	Subtotal		4.000	4.000	4.000	4.000	
	Total Positions		352.000	352.000	352.000	352.000	

Division of School Plant Operations



F.T.E. Positions 1,374.7
 (*Chart includes 1,293.0 school-based positions shown on K-12 charts. In addition, there are 20.0 positions funded by ICB.)
 ND Night Differential = Shift 2

Mission: *The mission of the Division of School Plant Operations 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

The Division of School Plant Operations (DSPO) maintains the cleanliness of school facilities by supervising and training building service staff, conducting formal inspections of all buildings, managing the inventory of cleaning supplies, and maintaining effective cleaning equipment.

DSPO staff directs school-based staff that provides cleaning, grounds care, minor maintenance, and systems monitoring at all schools and facilities. The division trains building services staff on proper building and equipment maintenance. Building service supervisors visit schools frequently for formal and informal inspections, training, and staff counseling to ensure that quality standards are maintained.

DSPO staff also schedule and provide building service workers and supervision for community activities in schools and represent Montgomery County Public Schools (MCPS) on various committees of the Montgomery County Interagency Coordinating Board for Community Use of Public Facilities.

DSPO staff administer funds for housekeeping supplies, equipment, and materials. DSPO operates a custodial equipment repair shop that restores inoperable equipment to service in schools and facilities.

DSPO staff respond to facility emergencies by providing the staff and equipment necessary to restore buildings to normal operations and ensure that essential programs can continue.

Trends and Accomplishments

DSPO faces many challenges, including the following: an increasing number of staff with limited English proficiency; indoor air quality issues; the increasing complexity of building operating systems; providing support for the increasing demand for administrative space; increasing position vacancy rates for critical building services assistant manager positions; and increased use of facilities by the public, as well as extended school-year programs. To improve the effectiveness and efficiency of staff and equipment, DSPO analyzes facility needs, trains staff in systematic team cleaning techniques, and has provided all schools with high-performance floor maintenance equipment. DSPO promoted workforce excellence by training staff in the competency-based Supporting Services Professional Growth System. DSPO also certified employees in basic

building service skills, supervisory and leadership skills, and boiler, air conditioning, and other plant equipment operations skills.

During emergency situations, such as inclement weather events or power outages, school facilities may become unavailable. Rapid communication of such conditions to executive staff is critical to support timely decisions for restoration of operations. DSPO staff utilizes a Web-based Facility Availability System to report changing conditions at each facility as they occur. Use of this system allows instructional programs to resume as soon as possible.

To reduce the environmental impact of facility services on student and staff productivity and to improve operational efficiency, division staff modified operational processes and adopted environmentally responsible standards for purchases of cleaning products and equipment. Staff implemented a comprehensive Healthy, High Performance Cleaning Program that will ensure 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.

To improve awareness of and adherence to safety, environmental, and operational policies and procedures, the standard operating procedures manual was updated and made available in an online format. This allows building services staff, principals, and other staff who supervises building services work to have information readily available to ensure the highest quality building service program.

The DSPO operates a custodial equipment repair shop that maintains approximately 4,000 pieces of equipment and ensures that equipment remains operational and available to provide essential building services in schools. To ensure timely customer service, the ERS operates a repair vehicle that is equipped with repair tools, supplies, and hydraulic lift equipment that allows staff to repair equipment on site. The numbers of Asian American and Hispanic employees in DSPO continue to increase while the number of African American and white employees decreases. In order to increase the opportunity for succession planning, improve employee and occupant safety, and increase overall employee and customer satisfaction, limited English proficient employees participate in a Workplace English program that helps employees improve speaking, writing, and comprehension of English. Two levels of English are offered—basic and level 2. The program includes user-friendly technology, support from an instructor or other support professionals, and a variety of instructional methods and tools to assist employees, regardless of their native language.

Major Mandates

- DSPO must comply with a number of federal-, state-, and county-mandated programs. These include the *Resource Conservation and Recovery Act*, which requires that burned-out fluorescent and HID lamps be considered hazardous waste; the *Comprehensive Environment Response, Compensation and Liability Act*, which requires special disposal of PCB-containing lamp ballasts; and the *Hazardous and Toxic Substances Act*, which requires that toxic substances, such as PCBs, be disposed of according to federal regulations.
- The division is required to ensure that all building service employees are trained in the following programs:
 - Asbestos Awareness
 - Blood-borne Pathogens
 - Boiler Operations
 - Confined Space
 - Crisis Preparedness and Response
 - Electrical Safety/Lockout/Tagout
 - Environmental Protection
 - Fire Inspection Regulations
 - Hazard Assessment
 - Hazardous Chemicals/Employee Right-to-Know

Strategies

- Building service staff will receive training and be certified as competent in performing effective evaluations, maximizing the efficiency of staff schedules, proper operation and maintenance of mechanical systems, systematic team cleaning, basic cleaning methods, and other building services.
- To enhance long-term organizational stability, DSPO will implement a leadership development program that will identify and prepare building service workers to qualify for hard-to-fill supervisory positions.
- DSPO will work with principals and other school staff to increase awareness and use of the online standard operating procedures manual.

Performance Measures

Performance Measure: Organizational results—building inspections meeting standard.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
99%	99%	99%

Explanation: This measures the quality of custodial operations/cleanliness.

Performance Measure: Customer satisfaction.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
85.4%	87.0%	87.0%

Explanation: This measures the level of satisfaction of customers with DSPO services.

Performance Measure: Employee Focus—Absenteeism.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
92.2%	94%	94%

Explanation: This measures the number of employees at work as a percentage of total days available to work.

Budget Explanation

Division of School Plant Operations—329/327/328/330

The FY 2014 request for this division is \$60,227,623, an increase of \$905,173 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$355,570

There is an increase of \$355,570 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

New Schools/Space—\$549,603

As a result of a 445,999 square footage increase in facilities for FY 2014, the budget includes an increase of 22.0 building service worker positions and \$486,721. In addition, the budget includes an increase of \$62,882 for custodial supplies and uniforms.

Other—\$47,013

Applying an inflation factor of three percent increases the budget for custodial supplies by \$47,013.

Program Efficiencies and Reductions—(\$47,013)

There is a reduction of \$47,013 for the 3 percent inflation rate applied to custodial supplies. Efficiencies will be implemented to ensure that supply purchases stay within budget.

Division of School Plant Operations - 329/327/328/330

Dianne Jones, Director I

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	1,345.200	1,352.700	1,352.700	1,374.700	22.000
Position Salaries	\$54,175,795	\$56,194,039	\$56,194,039	\$57,036,330	\$842,291
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		373,523	373,523	373,523	
Other		494,401	494,401	494,401	
Subtotal Other Salaries	973,336	867,924	867,924	867,924	
Total Salaries & Wages	55,149,131	57,061,963	57,061,963	57,904,254	842,291
02 Contractual Services					
Consultants					
Other Contractual		3,000	3,000	3,000	
Total Contractual Services	2,405	3,000	3,000	3,000	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		717	717	717	
Other Supplies & Materials		2,048,798	2,048,798	2,111,680	62,882
Total Supplies & Materials	2,166,451	2,049,515	2,049,515	2,112,397	62,882
04 Other					
Local/Other Travel		59,270	59,270	59,270	
Insur & Employee Benefits					
Utilities		13,200	13,200	13,200	
Miscellaneous		7,800	7,800	7,800	
Total Other	76,804	80,270	80,270	80,270	
05 Equipment					
Leased Equipment		38,979	38,979	38,979	
Other Equipment		88,723	88,723	88,723	
Total Equipment	48,430	127,702	127,702	127,702	
Grand Total	\$57,443,221	\$59,322,450	\$59,322,450	\$60,227,623	\$905,173

Division of School Plant Operations - 329/327/328/330

Dianne Jones, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	329 Field and Central Facilities						
10	P Director I		1.000	1.000	1.000	1.000	
10	K Assistant to the Director		1.000	1.000	1.000	1.000	
10	G Building Service Area Supv		6.000	6.000	6.000	6.000	
10	21 Building Service Trainer		1.000	1.000	1.000	1.000	
10	17 Building Service Training Spec		2.000	2.000	2.000	2.000	
10	16 Fiscal Assistant III		1.000				
10	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
10	15 Fiscal Assistant II			1.000	1.000	1.000	
10	15 Tool Mechanic		1.000	1.000	1.000	1.000	
10	14 Outdoor Ed Facilities Manager		1.000	1.000	1.000	1.000	
10	14 Building Service Manager IV		1.000	1.000	1.000	1.000	
10	13 Building Service Manager III		1.000	1.000	1.000	1.000	
10	12 Building Service Manager II		13.000	13.000	13.000	13.000	
10	11 Plant Equipment Operator II		1.000	1.000	1.000	1.000	
10	11 Build Svc Asst Mgr II Shft 2		1.000	1.000	1.000	1.000	
10	11 Equip Repair/ Mechanic Assist		1.000	1.000	1.000	1.000	
10	10 Outdoor Ed Maint Wkr I Shft 2		3.000	3.000	3.000	3.000	
10	10 Build Svcs Asst Mgr I Shft 2		9.000	9.000	9.000	9.000	
10	6 Building Service Wkr Shft 1		25.700	25.700	25.700	25.700	
10	6 Building Service Wkr Shft 2		11.000	11.000	11.000	11.000	
	Subtotal		81.700	81.700	81.700	81.700	
	327 Elementary Plant Operations						
10	13 Building Service Manager III		97.000	103.000	103.000	103.000	
10	12 Build Svc Asst Mgr III Shft 2		1.000	1.000	1.000	1.000	
10	12 Building Service Manager II		34.000	29.000	29.000	29.000	
10	11 Build Svc Asst Mgr II Shft 2		55.000	55.000	55.000	55.000	
10	10 Plant Equipment Operator I		1.000	1.000	1.000	1.000	
10	10 Build Svcs Asst Mgr I Shft 2		75.000	76.000	76.000	76.000	
10	6 Building Service Wkr Shft 1		270.500	270.000	270.000	282.000	12.000
10	6 Building Service Wkr Shft 2		46.000	51.000	51.000	51.000	
	Subtotal		579.500	586.000	586.000	598.000	12.000
	328 Secondary Plant Operations						
10	16 Building Service Manager VI		2.000	2.000	2.000	2.000	
10	15 Building Service Manager V		21.000	21.000	21.000	21.000	
10	14 Build Svc Asst Mgr IV Shft 2		5.000	5.000	5.000	5.000	
10	14 Building Service Manager IV		1.000	1.000	1.000	1.000	
10	13 Building Service Manager III		39.000	39.000	39.000	39.000	
10	12 Build Svc Asst Mgr III Shft 2		24.000	22.000	22.000	22.000	
10	11 Plant Equipment Operator II		25.000	25.000	25.000	25.000	
10	11 Build Svc Asst Mgr II Shft 2		34.000	36.000	36.000	36.000	
10	10 Plant Equipment Operator I		38.000	38.000	38.000	38.000	

Division of School Plant Operations - 329/327/328/330

Dianne Jones, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	328 Secondary Plant Operations						
10	6 Building Service Wkr Shft 1		236.500	236.500	236.500	246.500	10.000
10	6 Building Service Wkr Shft 2		239.000	240.000	240.000	240.000	
	Subtotal		664.500	665.500	665.500	675.500	10.000
	330 Special/alternative Prgs. Plant Ops.						
10	13 Building Service Manager III		2.000	2.000	2.000	2.000	
10	12 Building Service Manager II		4.000	4.000	4.000	4.000	
10	11 Build Svc Asst Mgr II Shft 2		1.000	1.000	1.000	1.000	
10	10 Plant Equipment Operator I		1.000	1.000	1.000	1.000	
10	10 Build Svcs Asst Mgr I Shft 2		5.000	5.000	5.000	5.000	
10	6 Building Service Wkr Shft 1		5.500	5.500	5.500	5.500	
10	6 Building Service Wkr Shft 2		1.000	1.000	1.000	1.000	
	Subtotal		19.500	19.500	19.500	19.500	
	Total Positions		1,345.200	1,352.700	1,352.700	1,374.700	22.000

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

Fleet Maintenance	
Auto Repair Supervisor III (K)	1.0
Auto Repair Supervisor II (H)	1.0
Auto Parts Supervisor (23)	1.0
Auto Repair Supervisor I (22)	4.0
Auto Technician II (19)	2.0
Auto Technician I (19/ND)	10.0
Fiscal Assistant IV (18)	1.0
Auto Technician I (17)	21.0
Auto Technician I (17/ND)	33.0
Auto Parts Specialist (15)	1.0
Administrative Operations Secretary (14)	1.0
Auto Parts Assistant (13)	1.0
Auto Parts Assistant (13/ND)	1.0
Tire Repairer (13)	2.0
Satellite Parts Assistant (12)	4.0
Auto Technician Apprentice (11)	3.0
Auto Technician Apprentice (11/ND)	5.0
Service Writer (11)	2.0
Account Assistant I (10)	3.0
Auto Service Worker (8)	4.0
Auto Service Worker (8)/ND	8.0
Fueling Assistant (8)	5.0

Bus Operations	
Bus Operations Manager (K)	1.0
Transportation Depot Manager (J)	7.0
Transportation Cluster Manager (19)	23.0
Transportation Dispatcher (19)	6.0
Bus Route Supervisor (16)	80.0
Administrative Operations Secretary (14)	7.0
Bus Radio Operator (10 Month) (14)	20.0
Transportation Time and Attendance Assistant (12)	6.0
Transportation Staff Assistant (11)	1.0
Bus Operator I (10 Month) (11)	1,021.60
Bus Operator I (Head Start) (10 Month) (11)	14.8
Bus Attendant (SPED) (10 Month) (7)	385.19

Transportation Support	
Supervisor (K)	1.0
Transportation Specialist (SPED) (J)	0.75
Transportation Routing Specialist (H)	1.0
IT Systems Engineer (27)	1.0
Database Administrator II (25)	1.0
Transportation Administrative Service Manager (25)	1.0
IT Systems Specialist (18-25)	2.0
Route/Program Specialist (21)	1.0
Transportation Assignment Specialist (20)	1.0
Transportation Assistant Supervisor (SPED) (19)	1.0
Regional Router (18)	2.0
Employment Process Coordinator (17)	1.0
Transportation Router (16)	4.0
Account Assistant III (14)	2.0
Administrative Operations Secretary (14)	2.0

Safety Training	
Safety & Staff Development Manager (I)	1.0
Senior Trainer (19)	1.0
Safety Trainer II (17)	3.0
Wellness Coach (17)	1.0
Administrative Operations Secretary I (14)	1.0
Safety Trainer I (14)	12.0

F.T.E. Positions 1,733.09

ND Night Differential = Shifts 2 and 3

FY 2014 OPERATING BUDGET

Mission: *The Department of Transportation strives to achieve “Customer Delight” by providing safe, timely, and efficient transportation that contributes to a positive learning environment 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. Currently, 95,500 students ride regular education school buses to neighborhood schools and Head Start, magnet, International Baccalaureate, language immersion, consortium, and other programs. More than 4,650 students ride special education buses to special education programs. Transportation also is provided for Career and Technology Education, Outdoor Education, and some after-school activities.

The Fleet Maintenance Unit manages vehicle maintenance and repair facilities, provides fuel distribution, and repairs 1,264 buses and 147 other Montgomery County Public Schools (MCPS) vehicles. Most repair services are provided by the five depot repair facilities; some specialized services are contracted out. Every effort is made to purchase new school buses or retrofit the current fleet with the latest technology in safety and devices that meet the highest safety, energy, and pollution control standards available.

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. Human resource services managed within the department include advertising and recruiting; hiring; pre-employment record checks; safety training; and maintenance of licensing, certification, and medical record assessments. Post-accident, random, and reasonable suspicion drug-testing programs required by federal law also are administered.

Trends and Accomplishments

Student transportation is provided in a constantly changing environment, including increasing traffic congestion; significant fluctuations in the cost of diesel fuel; growth and expansion of residential developments and roadways; and constantly changing demographics of student enrollment in regular, special, and alternative education programs.

Opening new and modernized schools, serving consortium schools, transporting magnet program students,

and transporting students to holding sites during school renovations continue to place high demands on transportation service. Numerous new and expanded services for students with disabilities and ever-changing federal, state, and local requirements broaden transportation requirements. Initiatives such as alternative educational programs; career/technology initiatives; transportation of homeless and foster students to their school of origin; the requirements of the *No Child Left Behind Act of 2001*, requiring cross-attendance area busing at parental request; and implementation of clean air efforts have significantly increased demands on already-constrained resources.

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 drivers’ 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. The system-wide bidding process for midday and other extra work developed jointly between SEIU Local 500 and DOT has improved the seniority-based work hours alignment and assignment stability, resulting in improved service to customers.

DOT is committed to reducing pollution from its school buses with the use of ultra-low sulfur diesel fuel, installing equipment on older school buses to reduce pollution, and purchasing new school buses with technology to decrease pollution. In addition, during fiscal years 2008–2013, MCPS purchased 522 new replacement school buses equipped with diesel particulate filters. The diesel particulate filter (DPF) is a device designed to remove at least 85 percent of the soot from the exhaust of a diesel engine. The pollution reduction will provide for a healthier environment for Montgomery County residents. MCPS continues to seek grant money to retrofit older school buses with DPFs. During FY 2010, MCPS was awarded two grants to retrofit an additional 86 school buses with DPFs. The exhaust enhancements with the DPFs on 522 new and 158 retrofitted school buses decrease annually an estimated 20 tons of carbon dioxide pollution, 4 tons of hydrocarbons pollution, 7 tons of particle matter pollution, and 74 tons of nitrogen oxides pollution from MCPS school buses. As of the fall of 2012, MCPS placed into service 254 buses with engines using Diesel Exhaust Fluid technology. The technology allows MCPS to control diesel engine nitrogen oxide emissions and allows the school system to meet new EPA tailpipe emission standards. The two grants and the use of new technology with diesel engines

allow MCPS to increase its efforts to be good stewards of the environment.

Bus routing for regular and special education programs is performed through the use of the Computer Assisted Routing Transportation System. This system assists in achieving efficiencies in routing and scheduling, provides the basis for route audits, and ensures that bus operators are paid appropriately for their routes. Global Positioning System technology on some school buses now is being used as a tool to monitor route efficiency. Use of the internally developed Transportation Information Management System (TIMS) software has automated the maintenance of employee training records, state reporting requirements, payroll, and other administrative functions and continues to improve efficiency. Continued development of TIMS will add greater control and monitoring of resources. Use of the FASTER fleet management software system continues to provide improved inventory control for bus parts and gives management analytical tools to improve the efficiency of vehicle repairs for the 1,411 vehicles maintained by DOT. On-board cameras are being used to enhance student safety and behavior management.

This year, DOT will continue its Ride by the Rules campaign, initiated seven years ago. The campaign is aimed at focusing the attention of school administrators, parents, students, and transportation staff on the importance of good conduct while riding to and from school on school buses. Delivering every student safe, ready to learn, and free of fear of intimidation or anxiety while riding school buses is a primary focus of the department and school administrators. Winning videos from a student video contest are being used to support the campaign.

DOT continues to benefit from a management structure that improved the management to employee ratio from 1:80 to 1:20. This was a major enhancement for the department, aimed at increased supervision of school bus operators and attendants and increased accountability. Other goals of the initiative include support for the Ride by the Rules campaign and a management structure capable of successfully implementing the Supporting Services Professional Growth System initiatives. This change also enhanced the department's Customer Delight initiative. Implementation of the new structure proved to be very successful, with positive feedback received from internal and external customers. Because of fiscal restraints, the department had the choice of delaying the last year of the implementation of the new management structure or modifying the plan. DOT chose to modify the plan by increasing the management to employee ratio from 1:20 to 1:25. The modification allowed implementation to be completed in FY 2010 with no additional positions. The department goal is to return to the original management to employee ratio of 1:20 when the economy improves.

The DOT's Customer Delight initiative continues to focus efforts on improving service to its customers; increasing accountability; and incorporating Baldrige standards by emphasizing fair, compassionate, and respectful treatment of all students, staff, parents, and other customers. The department continues its focus on a Delight through Foresight goal, which encourages staff to anticipate customer needs and proactively address them to prevent issues from arising and to increase service to customers. Expedite for Delight is another goal of the program. It emphasizes respect for customers' time and a sense of urgency about things that should be done quickly. Obvious exceptions are safety-related tasks, where safety would be compromised by doing them quickly. The most recent area of focus, Drive Right to Delight, is about always driving every school bus in a way that says "safety" to everyone who rides, sees, or otherwise interacts with a bus.

A good maintenance program for school buses is a vital part of providing safe and efficient transportation to students. During FY 2012, DOT spent \$4.44 million on bus parts and tires. As school buses with more expensive electronic components are purchased, the cost of bus parts continues to increase at a rate higher than inflation.

Major Mandates

Federal law requires that special education students be provided free transportation to and from school. The *McKinney Vento Homeless Assistance Act of 1987* requires transportation of homeless students to their school of origin, at parent request, when doing so is in the best interest of the child, regardless of distance or cost. The *No Child Left Behind Act of 2001* similarly requires cross-attendance area busing, at parental request, for students attending underperforming Title I schools. In addition, MCPS has agreed to provide transportation to students in foster care to their school of origin.

Maryland regulations impose pre-service and in-service training requirements and limit preventable accidents in order to maintain certification and/or licensing standards for school bus operators. State regulations also require three safety and one preventive maintenance inspection annually on all school buses used to transport students and require that school buses over a specific age be retired, regardless of mileage or condition, unless a waiver is granted by the Maryland State Department of Education.

Federal and state regulations require pre-employment, reasonable suspicion, random, and post-accident drug and alcohol testing for all school bus operators.

Board of Education policy requires the provision of transportation services (using central-point pickups) for the following programs—magnet, Global Ecology, elementary and middle school gifted and talented,

French Immersion, Spanish Immersion, International Baccalaureate, and alternative programs. Board of Education policy also establishes maximum walking distances to and from school for regular education students. Transportation is provided for students who live beyond maximum walking distances or within the distance, if walking is unsafe.

New federal clean air requirements stiffen emission standards for school bus engines manufactured after January 2007. This has increased bus purchase costs and requires added training for school bus operators and maintenance personnel. Emission standards were stiffened again in 2010.

Changes to the Code of Maryland Regulations reduce the useful life of MCPS large school buses from 15 years to 12 years. To prepare for this, it is necessary to accelerate the replacement of buses for fiscal years 2015 and 2016 and to request waivers to extend the life of school buses for FY 2013 and fiscal years 2017–2024. This will help alleviate the need to replace a significantly large group of buses in FY 2017 and FY 2018. To attain a level annual purchase plan, it is essential that MCPS replace one-twelfth of the fleet annually.

New Federal Communication Commission (FCC) rules go into effect on January 1, 2013. An interim deadline of January 1, 2011, prohibits the manufacturing or importation of new equipment that operates on 25 kHz channels. The January 1, 2011, deadline impacted DOT since new school buses now must be equipped with the newer digital radios. Additionally, new base stations and repeater equipment is required to meet these new federal mandates.

New federal regulations were enacted during 2011 to increase fuel efficiency and lower greenhouse gas emissions by 10 percent in trucks, vans, and school buses. The regulation for school buses will affect those purchased in 2018 and beyond. When the new technology is on all MCPS school buses, expected fuel savings should total approximately 300,000 gallons of diesel fuel per year. The average miles per gallon of MCPS school buses should increase from 6.5 miles per gallon (MPG) to 7.1 MPG. Savings on diesel fuel will be partially offset by the increased cost of the new technology.

Strategies

- Strengthen existing and develop new communication processes to improve the exchange of information between internal and external customers
- Develop management strategies that encourage collaboration, involve stakeholders, and analyze performance data for the purpose of becoming a better department. These strategies should anticipate changing customer and stakeholder needs and modify goals as needed, recognize and reward employees for outstanding performance, and ensure periodic evaluation of performance.

- Continually assess and improve technology tools of the department and utilize industrywide technology and benchmarks; develop integrated data systems and automated processes
- Use multiple feedback and survey strategies to identify stakeholder needs and to measure department performance
- Provide professional growth training that improves performance in current assignment and prepares employees for promotional opportunities
- Continue emphasis on the “Customer Delight” program, which emphasizes exceeding customer expectations and informing customers of progress and outcome of requests and concerns and handling all matters in a professional, competent, and proactive manner
- Train all employees to provide a safe, secure, and positive environment that fosters learning in schools and within the department

Performance Measures

Performance Measure: Number of preventable accidents per million miles.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
2.3	2.3	2.2

Explanation: A measure of the delivery of safe transportation services is the preventable accident rate.

Performance Measure: Ensure satisfactory performance by having no more than a 7.0 percent absence rate for school bus operators and attendants.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
7.5	7.2	7.0

Explanation: Satisfactory customer service requires school bus operators and attendants, with regular knowledge of routes and the students they serve, to be at work daily. Substitutes, while skilled as drivers, cannot replace the personal touch and knowledge of the regular school bus operator and/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 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
94.6%	95%	95%

Explanation: While spare buses are available to fill in for buses out of service, the mix of specialized equipment and the geographical distribution of the spare fleet mean that the needed spare is not always at the right location when needed. Timely service and customer satisfaction is directly related to enough school buses being available each morning.

Performance Measure: Review diesel fuel MPG for operational efficiency.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
6.54	6.55	6.6

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 one cent per gallon increase in the price of fuel will cost the school system \$32,000. School bus MPG increased by .08 between FY 2011 and FY 2012. The 1.2 percent increase in MPG saved MCPS the purchase of approximately 36,680 gallons of diesel fuel. Estimated savings on the increased mileage was \$125,445. 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.

Performance Measure: A total of 98 percent of parents and students, respectively, when surveyed, rate transportation as satisfactory or better.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
95% / 81%	95% / 82%	95% / 85%

Explanation: Customer satisfaction is measured through the annual MCPS Parent and Student Survey. Scores of 2 or more on a 4-point scale indicate general satisfaction with transportation services. Scores of 4 indicate Delight. The goal of the department is to score at least 50 percent of responses in the Customer Delight category.

**Budget Explanation
Department of Transportation—344**

The FY 2014 request for this department is \$96,414,413, an increase of \$301,281 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$123,364

There is an increase of \$123,364 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Realignment—\$0

There are several realignments budgeted to address priority spending needs within this department. There is a decrease of \$2,043 in contractual services and a corresponding increase in the budget for bus parts due to an expected increase in costs.

Enrollment Changes—\$641,463

Due to projected enrollment growth, there is an increase for nine additional transit-style buses at an annual lease cost of \$196,479 and three conventional-style buses at a cost of \$59,667. The 12 growth buses include three to make up for FY 2012 enrollment and nine for FY 2014 enrollment increases. In addition, there is an increase of \$270,882 and 10.44 bus operator I positions. There also is an additional \$18,304 budgeted for substitute bus drivers and \$96,131 for bus repairs, parts, and supplies.

Bus Replacement—(\$65,493)

The department's budget reflects a roll-off of \$2,231,051 in lease payments on buses purchased in prior years. Offsetting this reduction is a \$2,165,558 increase for the lease/purchase of 104 buses to replace those that have reached the end of their normal service life.

Other—\$164,558

The budget includes an increase of \$381,987 for bus tires and parts primarily due to tire costs increasing by 25 percent. Fuel rates are expected to remain stable and will remain at the FY 2013 budgeted rate of \$3.55 per gallon, resulting in no increase to the fuel budget. There is a projected decrease of \$217,429 for insurance based on projected claims and reserve requirements. Insurance for MCPS is provided under the county's Self-Insurance Program.

Program Efficiencies and Reductions—(\$562,611)

There is reduction of \$202,131 and 7.8 bus operator positions and \$55,652 and 2.7 bus attendant positions. In addition, there is a reduction in operating costs of \$304,828 by eliminating the FY 2014 growth for six transit-style buses, three conventional-style buses, and costs for substitute bus drivers, bus repairs, parts and supplies. This reduction can be made as a result of improved efficiency in routing without any decrease in services to students.

Selected Expenditure Information
 Operation and Maintenance of Buses and Vehicles

Description	FY 2013 Current Budget	FY 2014 Budget	Change
Diesel Fuel	\$10,097,672	\$10,118,146	\$ 20,474
Bus Parts	3,538,233	3,810,166	271,933
Tires and Tubes	540,135	652,409	112,274
Indirect Shop Supplies	293,834	293,834	0
Service Vehicle Parts and Fuel	673,845	674,408	563
Total	\$15,143,719	\$15,548,963	\$405,244

LEASE / PURCHASE OF BUSES

PURPOSE	Fiscal Year	TYPE			Total	
		36 Purchased	48 Passenger	69/57 Passenger		
Growth / New Programs	2001		4	5	15	24
Growth / New Programs	2002		8	7	8	23
Growth / New Programs	2003			6	1	7
Growth / New Programs	2004			5	19	24
Growth / New Programs	2005			30		30
Growth / New Programs	2006			9	17	26
Growth / New Programs	2007			12		12
Growth / New Programs	2008				9	9
Growth / New Programs	2009					0
Growth / New Programs	2010					0
Growth / New Programs	2011					0
Growth / New Programs	2012					0
Growth / New Programs	2013					0
Growth / New Programs	2014				3	3
Replacement	2001				91	91
Replacement	2002		10	8	84	102
Replacement	2003			10	38	48
Replacement	2004			1	11	12
Replacement	2005			33	17	50
Replacement	2006			26	69	95
Replacement	2007			12	78	90
Replacement	2008			112	9	121
Replacement	2009			27	31	58
Replacement	2010			42		42
Replacement	2011			34	62	96
Replacement	2012			63	43	106
Replacement	2013			27	62	89
Replacement	2014			54	50	104
Total			22	523	717	1,262

Department of Transportation - 344

Todd Watkins, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	1,733.150	1,733.150	1,733.150	1,733.090	(.060)
Position Salaries	\$59,735,792	\$63,286,469	\$63,286,469	\$63,422,933	\$136,464
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		2,966,060	2,966,060	2,971,132	5,072
Other		1,322,285	1,322,285	1,322,285	
Subtotal Other Salaries	6,182,474	4,288,345	4,288,345	4,293,417	5,072
Total Salaries & Wages	65,918,266	67,574,814	67,574,814	67,716,350	141,536
02 Contractual Services					
Consultants					
Other Contractual		1,621,788	1,621,788	1,499,205	(122,583)
Total Contractual Services	1,528,325	1,621,788	1,621,788	1,499,205	(122,583)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		42,991	42,991	42,991	
Other Supplies & Materials		15,212,063	15,212,063	15,617,307	405,244
Total Supplies & Materials	15,246,818	15,255,054	15,255,054	15,660,298	405,244
04 Other					
Local/Other Travel		70,002	70,002	80,002	10,000
Insur & Employee Benefits		1,034,566	1,034,566	817,137	(217,429)
Utilities					
Miscellaneous		1,065,037	1,065,037	1,065,037	
Total Other	2,090,079	2,169,605	2,169,605	1,962,176	(207,429)
05 Equipment					
Leased Equipment		9,473,736	9,473,736	9,558,249	84,513
Other Equipment		18,135	18,135	18,135	
Total Equipment	9,382,955	9,491,871	9,491,871	9,576,384	84,513
Grand Total	<u>\$94,166,443</u>	<u>\$96,113,132</u>	<u>\$96,113,132</u>	<u>\$96,414,413</u>	<u>\$301,281</u>

Department of Transportation - 344

Todd Watkins, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
9	Q Director II		1.000	1.000	1.000	1.000	
9	O Assistant Director II		1.000	1.000	1.000	1.000	
9	K Supervisor		1.000	1.000	1.000	1.000	
9	K Auto Repair Supervisor III		1.000	1.000	1.000	1.000	
9	K Bus Operations Manager		1.000	1.000	1.000	1.000	
9	J Safety/Staff Development Mgr		1.000	1.000	1.000	1.000	
9	J Transportation Spec - Spec Ed		.750	.750	.750	.750	
9	J Transportation Depot Manager		7.000	7.000	7.000	7.000	
9	H Auto Repair Supervisor II		1.000	1.000	1.000	1.000	
9	H Transportation Routing Spec		1.000	1.000	1.000	1.000	
9	27 IT Systems Engineer		1.000	1.000	1.000	1.000	
9	25 IT Systems Specialist		2.000	2.000	2.000	2.000	
9	25 Database Administrator II		1.000	1.000	1.000	1.000	
9	25 Transport Admin Svcs Mgr		1.000	1.000	1.000	1.000	
9	24 Fiscal Specialist I		.750	.750	.750	.750	
9	23 Auto Parts Supervisor		1.000	1.000	1.000	1.000	
9	22 Auto Repair Supv I		4.000	4.000	4.000	4.000	
9	21 Route/Program Specialist		1.000	1.000	1.000	1.000	
9	20 Transportation Assignment Spec		1.000	1.000	1.000	1.000	
9	19 Auto Technican II Shift 1		2.000	2.000	2.000	2.000	
9	19 Auto Technican II Shift 2		5.000	5.000	5.000	5.000	
9	19 Auto Technican II Shift 3		5.000	5.000	5.000	5.000	
9	19 Transportation Asst Supv		1.000	1.000	1.000	1.000	
9	19 Transportation Dispatcher		6.000	6.000	6.000	6.000	
9	19 Transportation Cluster Mgr		23.000	23.000	23.000	23.000	
9	19 Senior Trainer		1.000	1.000	1.000	1.000	
9	18 Fiscal Assistant IV		1.000	1.000	1.000	1.000	
9	18 Regional Router		2.000	2.000	2.000	2.000	
9	17 Employment Process Coordinator		1.000	1.000	1.000	1.000	
9	17 Wellness Coach		1.000	1.000	1.000	1.000	
9	17 Safety Trainer II		3.000	3.000	3.000	3.000	
9	17 Auto Technican I Shift 1		21.000	21.000	21.000	21.000	
9	17 Auto Technican I Shift 2		17.000	17.000	17.000	17.000	
9	17 Auto Technican I Shift 3		16.000	16.000	16.000	16.000	
9	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
9	16 Bus Route Supervisor		80.000	80.000	80.000	80.000	
9	16 Transportation Router		4.000	4.000	4.000	4.000	
9	15 Transport Special Assistant		1.000	1.000	1.000	1.000	
9	15 Auto Parts Specialist		1.000	1.000	1.000	1.000	
9	14 Admin Operations Secretary		11.000	11.000	11.000	11.000	
9	14 Account Assistant III		2.000	2.000	2.000	2.000	
9	14 Radio Bus Operator	X	20.000	20.000	20.000	20.000	
9	14 Safety Trainer I		12.000	12.000	12.000	12.000	

Department of Transportation - 344

Todd Watkins, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
9	13 Tire Repairer		2.000	2.000	2.000	2.000	
9	13 Auto Parts Asst Shift 1		1.000	1.000	1.000	1.000	
9	13 Auto Parts Asst Shift 2		1.000	1.000	1.000	1.000	
9	12 Satellite Parts Asst Shift I		4.000	4.000	4.000	4.000	
9	12 Transport Time/Attend Asst		6.000	6.000	6.000	6.000	
9	11 Office Assistant IV		1.000	1.000	1.000	1.000	
9	11 Service Writer		2.000	2.000	2.000	2.000	
9	11 Auto Tech Apprentice Shift 1		3.000	3.000	3.000	3.000	
9	11 Auto Tech Apprentice Shift 2		4.000	2.000	2.000	2.000	
9	11 Auto Tech Apprentice Shift 3		1.000	3.000	3.000	3.000	
9	11 Bus Operator I	X	1,033.760	1,033.760	1,033.760	1,036.400	2.640
9	11 Transportation Staff Assistant		1.000	1.000	1.000	1.000	
9	10 Account Assistant I		2.000	3.000	3.000	3.000	
9	9 Office Assistant II		1.000				
9	8 Auto Service Worker Shift 1		4.000	4.000	4.000	4.000	
9	8 Auto Service Worker Shift 2		3.000	5.000	5.000	5.000	
9	8 Auto Service Worker Shift 3		5.000	3.000	3.000	3.000	
9	8 Transportation Fueling Asst		5.000	5.000	5.000	5.000	
9	7 Bus Attendant Spec Ed	X	387.890	387.890	387.890	385.190	(2.700)
	Total Positions		1,733.150	1,733.150	1,733.150	1,733.090	(.060)

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

The Field Trip Enterprise Fund is dedicated to supporting the transportation of students for school field trips, extracurricular activities, summer recreation programs, and other Board-approved programs, on a reimbursable basis. Transportation services are made available to other governmental agencies, child-care providers, and nonprofit organizations whose goals and objectives are compatible with those of MCPS and support the growth and success of all children in Montgomery County.

Collaboration with other agencies and businesses is essential in order to successfully plan programs and budgets and sustain outside programs and services.

Annual contracts with child-care providers are negotiated to support educational continuity for students whose child-care providers are outside their home school area.

Trends and Accomplishments

Growth in programs and a continuing increase in demands create a significant midday need for buses. Midday programs and the limited field trip operating window reduce the availability of school buses to support field trips. These actions, coupled with the significant use of field trip services, have required efficient use of the school bus fleet. In FY 2012, more than 11,632 field trips and extracurricular trips were taken. The Department of Transportation (DOT) provided services for 3,425 field trips, 2,575 trips for athletic events, and 1,704 buses for after-school activities. The Field Trip Unit tracked 827 trips that were funded from grants or other budgeted resources. DOT provided 1,397 buses to local government agencies. This included approximately 650 buses for local summer camps run by the Maryland-National Capital Park and Planning Commission, the City of Gaithersburg, and the City of Rockville. The Collaboration Council for Children, Youth, and Families sponsored 358 activity buses for its Beyond the Bell program at three middle schools and one elementary school. DOT also provided 647 buses for outdoor education programs and 549 buses to transport second and fifth graders to The Music Center at Strathmore for music education.

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.

Major Mandates

DOT provides field trip transportation service in accordance with all Code of Maryland regulations and the Board of Education policies regarding transportation services.

Strategies

- Ensure safety for all customers and stakeholders while on field trips
- Improve a cost-accounting system to monitor and project cost reimbursements
- Develop management strategies that encourage collaboration, address stakeholder interests, and analyze performance data for the purpose of providing the highest level of field trip service possible
- Anticipate changing customer and stakeholder needs to modify field trip performance
- Ensure periodic evaluation of enterprise fund account performance

Performance Measure

Performance Measure: Number of field trips provided.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
11,632	11,700	11,700

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.

**Budget Explanation
Field Trip Fund—830**

The FY 2014 request for this fund is \$1,909,415, a decrease of \$116,631 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$9,000

There is an increase of \$9,000 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Realignment—(\$100,000)

There is a realignment of \$40,000 from this fund to the Real Estate Management Fund to support artificial turf replacement costs and \$60,000 to the Division of Food and Nutrition Services to support projected costs for food supplies and materials.

Other—(\$25,631)

The budget includes a decrease of \$25,631 for social security contributions to reflect actual costs.

Field Trip Fund - 830

Todd Watkins, Director II

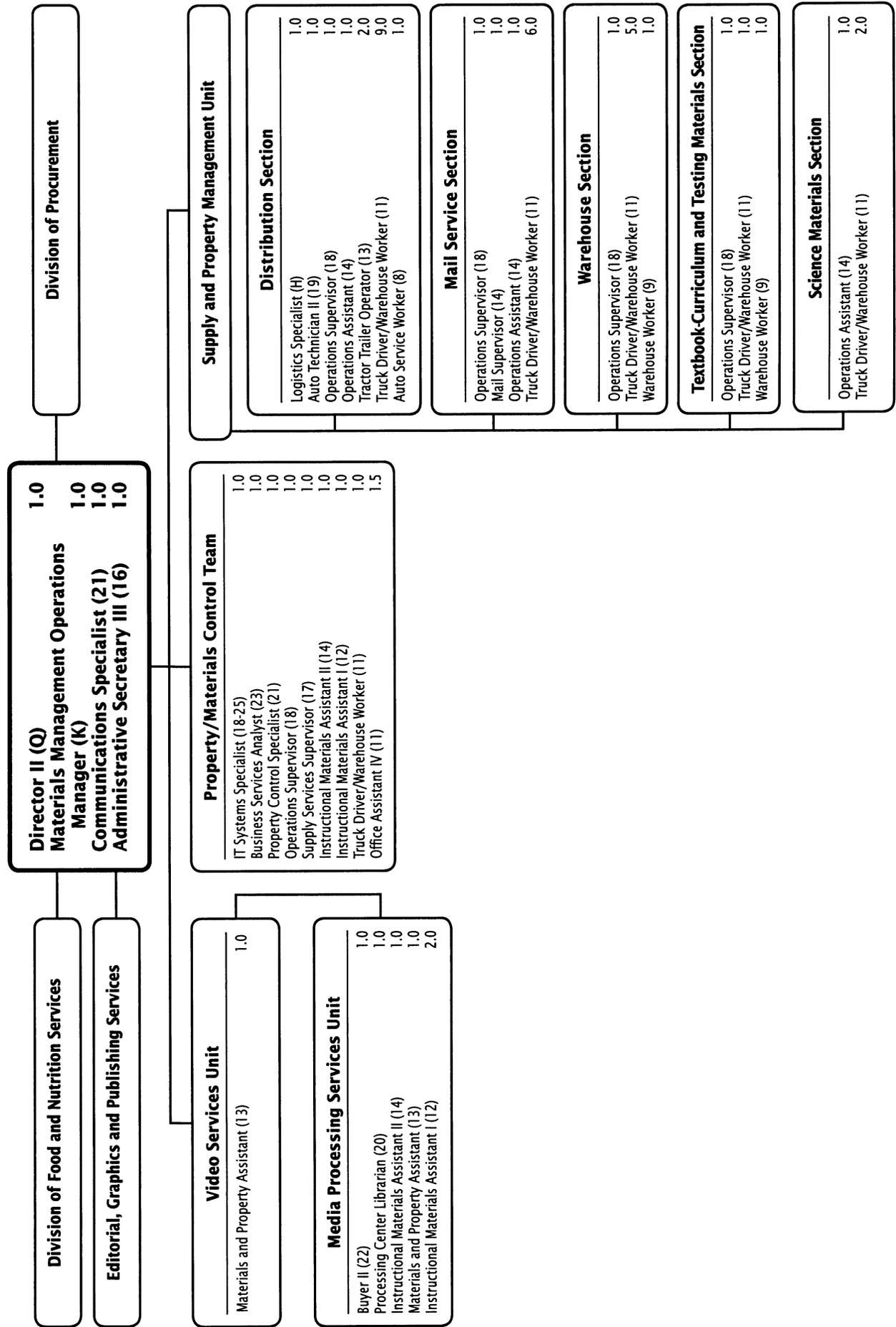
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	4.500	4.500	4.500	4.500	
Position Salaries	\$284,784	\$292,656	\$292,656	\$301,656	\$9,000
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		856,863	856,863	756,863	(100,000)
Other		104,600	104,600	104,600	
Subtotal Other Salaries	835,413	961,463	961,463	861,463	(100,000)
Total Salaries & Wages	1,120,197	1,254,119	1,254,119	1,163,119	(91,000)
02 Contractual Services					
Consultants					
Other Contractual		49,638	49,638	49,638	
Total Contractual Services	41,999	49,638	49,638	49,638	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		10,091	10,091	10,091	
Other Supplies & Materials		511,575	511,575	511,575	
Total Supplies & Materials	447,163	521,666	521,666	521,666	
04 Other					
Local/Other Travel		138	138	138	
Insur & Employee Benefits		198,880	198,880	173,249	(25,631)
Utilities					
Miscellaneous					
Total Other	157,717	199,018	199,018	173,387	(25,631)
05 Equipment					
Leased Equipment					
Other Equipment		1,605	1,605	1,605	
Total Equipment	1,430	1,605	1,605	1,605	
Grand Total	<u>\$1,768,506</u>	<u>\$2,026,046</u>	<u>\$2,026,046</u>	<u>\$1,909,415</u>	<u>(\$116,631)</u>

Field Trip Fund - 830

Todd Watkins, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
71	J Transportation Spec - Spec Ed		.250	.250	.250	.250	
71	24 Fiscal Specialist I		.250	.250	.250	.250	
71	23 Business Services Analyst		1.000	1.000	1.000	1.000	
71	19 Sr Field Trip Coordinator		1.000	1.000	1.000	1.000	
71	12 Field Trip Assistant	X	2.000	2.000	2.000	2.000	
	Total Positions		4.500	4.500	4.500	4.500	

Department of Materials Management



Mission: *The mission of the Department of Materials Management is to facilitate economically the delivery of approved, quality products, resources, and services, in an environment of cooperation, integrity, and excellence, that are essential to the educational success of all students in an environment of cooperation, integrity, and excellence to Montgomery County Public Schools (MCPS) and the community.*

Major Functions

To support the strategic plan of the school system, the Department of Materials Management (DMM) is organized into two divisions and three units to efficiently deliver the resources and services required of all instructional programs. DMM accomplishes its mission by listening to its customer needs and requirement expectations, formulating strategies to successfully meet targeted goals and benchmark best practices in the supply chain industry.

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.

The Division of Procurement 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.

The Editorial, Graphics, & Publishing Services Unit is responsible for providing document preparation, graphic content and correspondence—including editorial support—to schools and offices. The unit is organized into five work groups: Graphics Arts, Language Arts, Printing, Central Duplicating, and Copier Equipment Services.

The Supply and Property Management Unit manages a warehouse and distribution network that provides the necessary textbooks, classroom and office supplies, science kits, furniture, equipment, and test materials to MCPS schools and offices.

The Instructional and Library Material Processing Unit 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.

Trends and Accomplishments

The demand on the department's logistical network continues to grow as the number of instructional programs and schools increases. The county's increased traffic congestion challenges staff to maintain the delivery and support functions essential to instructional programs. Over the past five years, there has been an increase in logistical support requests and an increase in supplies and textbooks delivered.

To meet the needs of customers during FY 2012, DMM continued implementation of the customer feedback system through the use of customized focus groups. The uniqueness of this program is that the focus groups are conducted at schools where customers are able to communicate directly with DMM about any product, service, or program provided by the department. Customer expectations and needs are explored in detail, facilitating future enhancements to programs and services.

DMM and the Editorial, Graphics, & Publishing Services Unit developed a program that provides copying services to schools. This program, Copy-Plus, was initiated with the express purpose of reducing the burden on school-based staff preparing document copies for classroom instruction, homework materials, and student assessments. More than 147 million copies were provided by this program, which equates to efficiency savings of more than 58,636 hours of school staff time. TeamWorks provides copier equipment and repair service system-wide. In FY 2012, the work group replaced 70 high-volume copiers in the schools and offices and completed preventive maintenance and repair service on the 294 high-volume copiers system-wide. Annual spending for this program continues to be well below contractual maintenance proposals solicited from commercial vendors.

DMM continues to collect customer feedback through a program called Circle of Love. E-mail requests are sent to small groups of customers seeking their feedback on products and service programs provided by DMM. Based on this feedback, DMM adjusts delivery, distribution, and error-resolution service to schools about their supplies and equipment. To be successful in providing effective customer service, DMM listens and responds to customer needs.

One major goal of the department is to continue development of programs that shift school administrative tasks to DMM, resulting in improving the instructional-time efficiency of school staff. In FY 2010, DMM piloted the development of an inventory-managed program, Ambassador Service, with the objective of improving supply efficiency. Also, DMM explored the benefits of a textbook and instructional materials tracking database. The continued success in strengthening the rigor of the department's program depends on the continuity of goals from MCPS to the department, functional units, and individual staff members. Reporting enhancements

within the Financial Management System continue to be developed to provide accurate, timely data to financial managers.

Major Mandates

- State law requires MCPS to advertise for sealed bids for material, equipment, and supplies that cost more than \$25,000.

Strategies

- Expand and strengthen the customer service communication management system to inform customers on an ongoing basis
- Develop and improve work processes using technology to simplify doing business with DMM for instructional materials orders, procurement system, and warehouse system
- Develop additional reports within the new financial system to provide timely, accurate data for financial managers
- Expand the use of focus groups and alternative feedback methods to obtain valuable customer feedback on products and services
- Design, develop, and implement cost-effective processes and technologies that streamline the production and distribution of effective instructional, administrative, and communication support materials
- Develop a highly agile and flexible supporting services workforce capable of responding effectively to the evolving graphics and printing requirements of the schools and central services.

Performance Measures

Performance Measure: Warehouse supply orders with original line fill rate greater than 98 percent.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
98.6%	98.8%	99.0%

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 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
\$0.21	\$0.205	\$0.20

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 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
147 million	157 million	168 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 is saved of school-based staff time that can be used for instructional planning and preparation.

Performance Measure: Average number of pages printed within the schools in between copier repair service requests by school offices and performed by the TeamWorks work group of EGPS.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
57,117	60,000	63,000

Explanation: This measures the operations improvement of the high-volume copiers located in all schools and certain central offices.

**Budget Explanation
Department of Materials
Management—351/352/354/355**

The FY 2014 request for this department is \$5,919,063, an increase of \$165,940 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$58,821

There is an increase of \$58,821 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Realignment—\$144,615

There is a shift of \$144,615 and 2.0 truck driver/warehouse worker positions and a 1.0 operations assistant position from the Entrepreneurial Activities Fund to the Department of Materials Management to reflect the actual program functions within the operation.

Program Efficiencies and Reductions—(\$37,496)

There is a reduction of \$26,850 for contractual services, \$4,646 for video service supplies, and \$6,000 for equipment. These items can be reduced as a result of the new web-based Destiny Library Manager program replacing the library union catalog, and bar-coding and cataloging of media center materials will no longer be required.

Budget Explanation
Division of Editorial, Graphics, Publishing
and Services—417

The FY 2014 request for this division is \$4,827,885, a decrease of \$92,243 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$3,046

There is an increase of \$3,046 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Realignment—(\$82,689)

There are several realignments budgeted to address priority spending needs within this division. There is a decrease of \$27,815 and a .5 printing equipment operator I position and an increase of \$45,562 and a 1.0 copier repair technician position. There also is a corresponding decrease for contractual maintenance of \$17,747 as a result of funding the copier repair technician position. Furthermore, there is a reduction of \$81,896 and a 1.0 photographer position in this division. Funds in the amount of \$56,160 will be used to create a 1.0 communication specialist position and \$25,736 is realigned to the Office of the Superintendent of Schools for contractual photography services.

Program Efficiencies and Reductions—(\$12,600)

There is a reduction of \$3,000 for supporting services part-time salaries and \$9,600 for program supplies. The impact of these reductions is minimal as a result of the overall efficiencies within the division.

Department of Materials Management - 351/352/354/355

Kathleen C. Lazor, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	60.500	55.500	55.500	58.500	3.000
Position Salaries	\$3,326,214	\$3,720,143	\$3,720,143	\$3,923,579	\$203,436
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		518,029	518,029	518,029	
Other		33,920	33,920	33,920	
Subtotal Other Salaries	1,093,471	551,949	551,949	551,949	
Total Salaries & Wages	4,419,685	4,272,092	4,272,092	4,475,528	203,436
02 Contractual Services					
Consultants					
Other Contractual		62,697	62,697	35,847	(26,850)
Total Contractual Services	84,738	62,697	62,697	35,847	(26,850)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		35,164	35,164	35,164	
Office					
Other Supplies & Materials		452,572	452,572	447,926	(4,646)
Total Supplies & Materials	712,561	487,736	487,736	483,090	(4,646)
04 Other					
Local/Other Travel		3,791	3,791	3,791	
Insur & Employee Benefits					
Utilities		18,400	18,400	18,400	
Miscellaneous		152,595	152,595	152,595	
Total Other	380,125	174,786	174,786	174,786	
05 Equipment					
Leased Equipment		675,812	675,812	675,812	
Other Equipment		80,000	80,000	74,000	(6,000)
Total Equipment	924,422	755,812	755,812	749,812	(6,000)
Grand Total	\$6,521,531	\$5,753,123	\$5,753,123	\$5,919,063	\$165,940

Department of Materials Management - 351/352/354/355

Kathleen C. Lazor, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	351 Department of Materials Management						
1	Q Director II		1.000	1.000	1.000	1.000	
1	K Materials Mgt Oper Mgr		1.000	1.000	1.000	1.000	
1	21 Comm Spec/Web Producer		1.000	1.000	1.000	1.000	
1	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
	Subtotal		4.000	4.000	4.000	4.000	
	352 Supply and Property Management Unit						
10	H Logistics Specialist		1.000	1.000	1.000	1.000	
10	25 IT Systems Specialist		1.000	1.000	1.000	1.000	
10	23 Business Services Analyst		1.000	1.000	1.000	1.000	
10	21 Property Control Specialist		1.000	1.000	1.000	1.000	
10	19 Auto Technican II Shift 1		1.000	1.000	1.000	1.000	
10	18 Operations Supervisor		5.000	5.000	5.000	5.000	
10	17 Supply Services Supervisor		1.000	1.000	1.000	1.000	
10	14 Mail Supervisor		1.000	1.000	1.000	1.000	
10	14 Operations Assistant		3.000	2.000	2.000	3.000	1.000
10	14 Instruct Materials Asst II		1.000	1.000	1.000	1.000	
10	13 Tractor Trailer Operator		2.000	2.000	2.000	2.000	
10	13 Materials & Property Asst		1.000				
10	12 Purchasing Assistant		.500				
10	12 Instruct Materials Asst I		1.000	1.000	1.000	1.000	
10	11 Office Assistant IV		1.000	1.500	1.500	1.500	
10	11 Truck Drive/Whr Wkr Shift 1		25.000	22.000	22.000	24.000	2.000
10	9 Warehouse Worker		2.000	2.000	2.000	2.000	
10	8 Auto Service Worker Shift 1		1.000	1.000	1.000	1.000	
	Subtotal		49.500	44.500	44.500	47.500	3.000
	354 Media Processing Services Unit						
2	22 Buyer II		1.000	1.000	1.000	1.000	
2	20 Processing Center Librarian		1.000	1.000	1.000	1.000	
2	14 Instruct Materials Asst II		1.000	1.000	1.000	1.000	
2	13 Materials & Property Asst		1.000	1.000	1.000	1.000	
2	12 Instruct Materials Asst I		2.000	2.000	2.000	2.000	
	Subtotal		6.000	6.000	6.000	6.000	
	355 Video Services Unit						
2	13 Materials & Property Asst		1.000	1.000	1.000	1.000	
	Subtotal		1.000	1.000	1.000	1.000	
	Total Positions		60.500	55.500	55.500	58.500	3.000

Editorial, Graphics, and Publishing Services

Supervisor (O)	1.0
Printing Supervisor (H)	1.0
Printing Services Supervisor (23)	1.0
Publications Manager (23)	1.0
Publications Art Director (23)	1.0
Communications Specialist/Web Producer (21)	1.0
Electronic Graphic Artist (20)	1.0
Graphic Designer I (18)	2.0
Printing Equipment Operator IV (18)	2.0
Equipment Mechanic (17)	1.0
Customer Service Specialist (16)	2.0
Printing Equipment Operator III (16)	2.0
Copier Repair Technician (15)	5.0
Fiscal Assistant II (15)	1.0
Administrative Secretary I (14)	1.0
Printing Equipment Operator II (14)	5.5
Printing Equipment Operator I (11)	7.0

Editorial, Graphics, and Publishing Services - 417

Kathleen C. Lazor, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	37.000	36.000	36.000	35.500	(.500)
Position Salaries	\$2,085,925	\$2,193,917	\$2,193,917	\$2,141,607	(\$52,310)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends		180,000	180,000	181,600	1,600
Professional Part Time					
Supporting Services Part Time		81,008	81,008	59,000	(22,008)
Other		74,000	74,000	60,000	(14,000)
Subtotal Other Salaries	298,274	335,008	335,008	300,600	(34,408)
Total Salaries & Wages	2,384,199	2,528,925	2,528,925	2,442,207	(86,718)
02 Contractual Services					
Consultants					
Other Contractual		536,187	536,187	441,125	(95,062)
Total Contractual Services	550,016	536,187	536,187	441,125	(95,062)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		1,019,863	1,019,863	1,085,885	66,022
Office					
Other Supplies & Materials		608,135	608,135	596,535	(11,600)
Total Supplies & Materials	1,567,341	1,627,998	1,627,998	1,682,420	54,422
04 Other					
Local/Other Travel		4,553	4,553	3,533	(1,020)
Insur & Employee Benefits					
Utilities					
Miscellaneous		6,900	6,900	6,900	
Total Other	11,354	11,453	11,453	10,433	(1,020)
05 Equipment					
Leased Equipment		215,565	215,565	251,700	36,135
Other Equipment					
Total Equipment	235,642	215,565	215,565	251,700	36,135
Grand Total	\$4,748,552	\$4,920,128	\$4,920,128	\$4,827,885	(\$92,243)

Editorial, Graphics, and Publishing Services - 417

Kathleen C. Lazor, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
1	O Supervisor		1.000	1.000	1.000	1.000	
3	H Printing Supervisor		1.000	1.000	1.000	1.000	
1	23 Publications Manager		1.000	1.000	1.000	1.000	
1	23 Publications Art Director		1.000	1.000	1.000	1.000	
1	23 Printing Services Supervisor		1.000	1.000	1.000	1.000	
3	21 Comm Spec/Web Producer		1.000	1.000	1.000	1.000	
1	20 Electronics Graph Artist		1.000	1.000	1.000	1.000	
3	18 Graphics Designer I		2.000	2.000	2.000	2.000	
3	18 Printing Equipment Operator IV			2.000	2.000	2.000	
3	18 Lithographic Camera Op		1.000				
3	17 Photographer		1.000	1.000	1.000		(1.000)
3	17 Equipment Mechanic		1.000	1.000	1.000	1.000	
3	16 Electronic Publishing Asst		1.000				
3	16 Digital Printing Group Leader		1.000				
1	16 Customer Service Spec		2.000	2.000	2.000	2.000	
3	16 Printing Equip Operator III		1.000	2.000	2.000	2.000	
1	15 Fiscal Assistant II		1.000	1.000	1.000	1.000	
3	15 Copier Repair Technician		4.000	4.000	4.000	5.000	1.000
1	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
3	14 Printing Equip Operator II		1.000	5.500	5.500	5.500	
3	14 Bindery Equip Operator II		3.000				
3	11 Printing Equip Operator I		2.500	7.500	7.500	7.000	(.500)
3	11 Bindery Equip Operator I		7.500				
	Total Positions		37.000	36.000	36.000	35.500	(.500)

Division of Procurement

Director I (P)	1.0
Senior Buyer (J)	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

Mission: *The mission of the Division of Procurement is to provide the highest quality goods and services in a timely manner, at optimum cost, based on resources available. From a strategic perspective, this translates to leading and managing suppliers and supplier relations for goods and services in support of the mission and vision of Montgomery County Public Schools (MCPS).*

Major Functions

The Division of Procurement's key services include administration and oversight of the MCPS purchasing function (pre-award) and administration and oversight of the MCPS contract administration function (post-award). Guidance for these functions is outlined in state law under the Maryland Education Code, Section 5-112 and Section 7-907.

The purchasing function involves the acquisition of supplies, equipment, materials, and services for schools, offices, departments, and divisions. This includes a review of descriptive requirements, specifications and statements of work, determination of methods of source selection, strategic supplier sourcing, value analysis, pre-solicitation conferences, award recommendation, preparation of purchase orders and contracts, and follow-up/expediting to ensure timely delivery.

Procurement staff also engages in contract administration, a function that focuses on activities following the award of contracts to ensure that MCPS is obtaining optimum value based on dollars spent. These activities include preparing formal contract agreements, monitoring and documenting contractor performance, coordinating the contractor dispute and resolution process, approving and tracking changes and adjustments to contracts, dealing with discrepancies or deficiencies in contracts, tracking contract terms to ensure continuity of services, and ensuring improvement of supplier quality.

Trends and Accomplishments

With the advent of new forces that continually drive the supply environment, such as economic globalization, ever-increasing delivery costs, technology innovation, increased competition, higher demands for increased revenue streams, and tighter control over costs, the traditional mode of purchasing no longer is effective in today's organizations. In order to accommodate a new paradigm shift, procurement departments are beginning to move outside of their traditional roles as facilitators to value creators, helping organizations obtain value and improved business results through strategic procurement.

The next generation of procurement organizations is placing its focus on strategic sourcing initiatives and modifying its perspective to align its execution with the

needs and desires of its customers. The leading edge of strategic sourcing includes organizations that are capable of designing and developing procurement strategies that are aligned with customer product/service needs and tightly linked to the overall business strategy. This in turn drives a collaborative and systematic process that enables the procurement function to reduce organizational spending while increasing quality and service levels. In order to meet these rigorous demands, the division has increased its training to keep five members certified as certified professional public buyers and one member as a certified professional public officer.

In FY 2013, the Division of Procurement 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 division 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 division has made in procurement of goods and services over the past few years was recognized formally with the 2012 Achievement of Excellence in Procurement (AEP) Award from the National Purchasing Institute. The award is given to those jurisdictions that demonstrate excellence in the areas of innovation, professionalism, productivity, e-procurement, and leadership.

Major Mandates

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 (that pertains to MCPS only) that provides for a Web-based reporting to the public; several other jurisdictions have since followed. Additional state laws have been passed mandating certain parameters in the purchase of uniforms and safety equipment manufactured outside of the United States, and reducing lead in plumbing materials. In addition, the Board of Education has tasked the Division of Procurement with promoting outreach efforts and actively recruiting minority, female, and disabled vendors.

Strategies

- Expand the use of strategic sourcing efforts to ensure optimum value, based on all dollars spent. This includes life-cycle costs for services and equipment.
- Develop and improve business processes and workflow by using enabling technology to handle the

day-to-day tactical aspects of business so that more time can be spent on value-added activities.

- Continue to increase use of purchase cards for small dollar purchases and business to business (B2B), transactions as needed.
- Continue to use focus groups to obtain valuable customer feedback on products and services.
- Continue to work with the Division of Construction to increase minority, female, and disabled participation in the acquisition of goods and services.
- Work to reduce the system’s overall carbon footprint by purchasing more environmentally preferable products.
- Develop and implement procurement training for customers, focusing on the fundamental aspects of requisitioning goods and services and getting the most out of the procurement process. Provide reporting on usage for end users in procurement planning.

Performance Measures

Performance Measure 1: Number of material transactions.

	FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
Number of requisition lines	172,072	182,000	182,100
Number of online purchase orders	33,436	33,000	32,500
Number of purchasing card transactions	43,444	44,500	45,000

Explanation: This measure continues to reflect the shift from paper to technology-assisted orders.

Performance Measure 2: Procurement cost to process \$100 of goods and services.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
\$0.46	\$0.45	\$0.45

Explanation: This measurement reflects the efficiency of purchasing as a ratio of procurement budget costs to the value of purchased goods and services.

**Budget Explanation
Division of Procurement—353**

The FY 2014 request for this division is \$979,691, an increase of \$31,788 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$10,355

There is an increase of \$10,355 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Other—\$21,433

The budget includes an increase of \$21,433 for licenses to access data from other agencies to analyze and compare spending on goods and services. This effort is aligned with the recommendation of the Cross-Agency Resource Sharing (CARS) Committee. Other agencies will be able to access MCPS data with the goal to ensure that the best prices are used to procure goods and services.

Division of Procurement - 353

Philip McGaughey, Director I

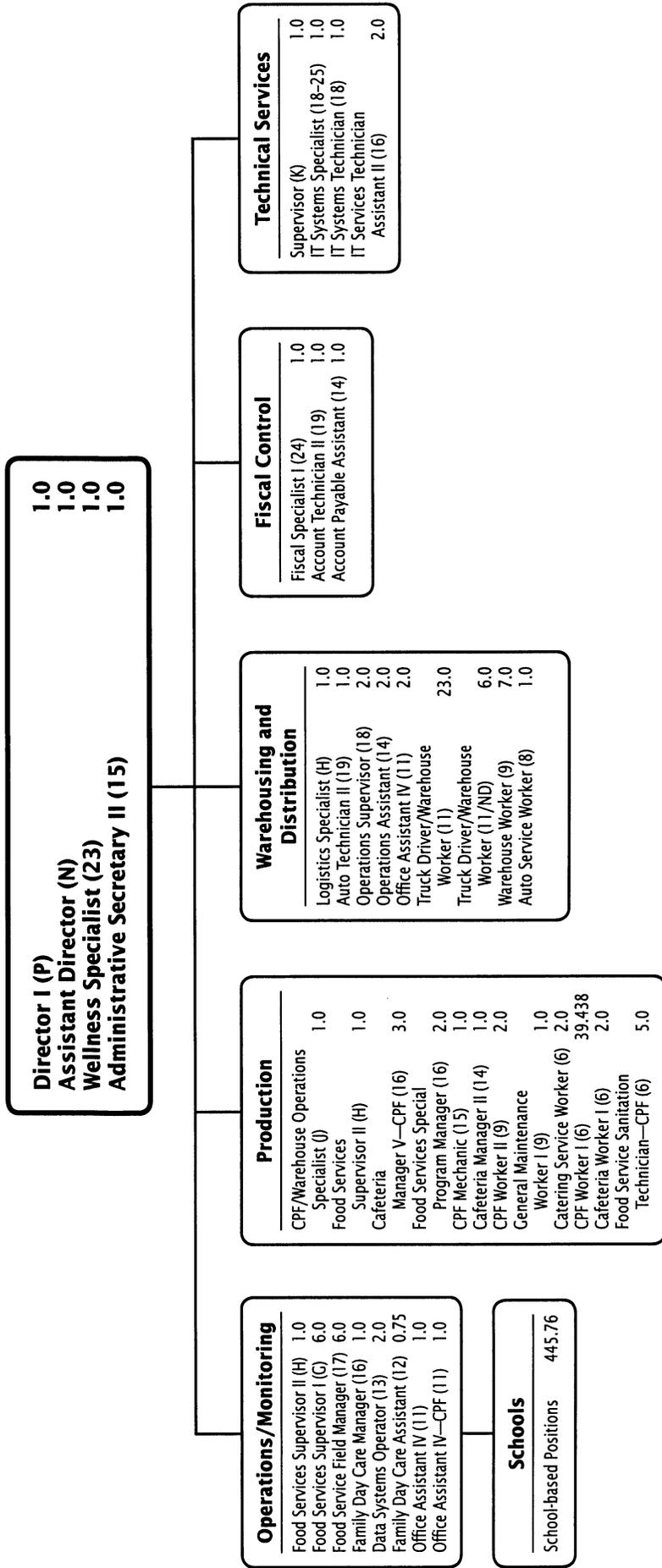
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	12.000	12.000	12.000	12.000	
Position Salaries	\$905,767	\$935,508	\$935,508	\$945,863	\$10,355
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
Total Salaries & Wages	905,767	935,508	935,508	945,863	10,355
02 Contractual Services					
Consultants					
Other Contractual		1,750	1,750	23,183	21,433
Total Contractual Services	1,259	1,750	1,750	23,183	21,433
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		4,301	4,301	4,301	
Other Supplies & Materials					
Total Supplies & Materials	6,756	4,301	4,301	4,301	
04 Other					
Local/Other Travel		6,344	6,344	6,344	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	3,739	6,344	6,344	6,344	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$917,521	\$947,903	\$947,903	\$979,691	\$31,788

Division of Procurement - 353

Philip McGaughey, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
1	P Director I		1.000	1.000	1.000	1.000	
1	J Senior Buyer		1.000	1.000	1.000	1.000	
1	23 Business Services Analyst		1.000	1.000	1.000	1.000	
1	22 Buyer II		2.000	2.000	2.000	2.000	
1	18 Buyer I		3.000	3.000	3.000	3.000	
1	16 Materials Support Specialist		1.000	1.000	1.000	1.000	
1	14 Buyer Assistant II		2.000	2.000	2.000	2.000	
1	12 Buyer Assistant I		1.000	1.000	1.000	1.000	
	Total Positions		12.000	12.000	12.000	12.000	

Division of Food and Nutrition Services



F.T.E. Positions 582.948
 (Includes 445.76 school-based positions shown on K-12 charts)
 ND Night Differential = Shift 3

Mission: *The mission of the Division of Food and Nutrition Services 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

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.

The division provides breakfast and lunch in all school cafeterias, the Lathrop E. Smith Center, and the Carver Educational Services 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 40 schools and the Fresh Fruit and Vegetable Program in 4 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 the age of 18 in eligible school-based programs. It provides nutrition education services and meals to nonprofit child-care centers and after-school programs.

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 system-wide vending contract for all schools and offices.

The central production facility processes food for nutrition programs. It provides catering to school system and county agency functions that generate revenue and help keep meal costs affordable for students.

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.

Trends and Accomplishments

There is a continuing increase in the number of school breakfasts and lunches served to MCPS students. This

is due not only to increasing enrollment, but also to the division's marketing efforts. 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. In FY 2012, 32.3 percent of the student population was eligible to participate in FARMS. This was an increase of 1.73 percent from FY 2011. During FY 2013, the Department of Food and Nutrition Services (DFNS) will continue to not charge eligible students the 30-cent 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. 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 implemented fully the nutritional requirements adopted by the Board of Education in the á la carte program and supports schools' implementation by working directly with the various companies providing vending services. The division, along with the Division of Procurement, has been successful in implementing a system-wide vending contract for snacks and beverages. Staff has been involved in community forums related to childhood obesity.

Division staff collaborates with school staff and the community to provide a coordinated approach that empowers students to make healthy food choices and become more physically active. Successful initiatives focus on efforts to improve the health of students by increasing their awareness of the impact of good nutrition and regular physical activity. Division staff members are active participants on the School Health

Council and MCPS Action for Healthy Kids, as well as Maryland Action for Healthy Kids.

The division has been an active participant in MMFA since 1998. There are 40 schools included in the program for the 2012–2013 school year. Breakfast is served in the classrooms of these schools to all students at no cost. Evaluators report that test scores in MMFA schools improve significantly more than in matched comparison schools. Evaluations of the schools participating statewide showed that tardiness and disciplinary suspensions decreased significantly following the start of MMFA. Teachers and administrators overwhelmingly report that the program has a positive impact on the learning environment and on student behavior.

There has been a collaborative effort with the Montgomery County Government to provide a Summer Food Service Program serving meals during the summer months to students of low-income families. During FY 2012, 111,002 breakfasts and 153,082 lunches were served. Additionally, there were 12 walk-in sites serving 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 mylunch-money.com.

The division completed a Six Sigma project that reviewed and improved the ordering process used by elementary schools. The action steps of the project have been implemented fully and the results sustained. The division continued the Six Sigma initiative to increase lunch participation by conducting focus groups and presentations to parent-teacher association groups, and school staff tested menu changes at the middle school level.

Centralized and automated food service operations keep food cost well below the industry standard. In FY 2012, 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.

Major Mandates

The National School Lunch and School Breakfast programs require a provision of free and reduced-price meals to eligible students.

The summer feeding program ensures that low-income students receive nutritious meals during summer school and summer recreation programs.

Strategies

- Utilize the Six Sigma model for planning, management, and evaluation of processes to improve products, resources, and services.
- Utilize benchmarking to remain competitive in the food service market and to develop training programs.
- Design innovative mechanisms or forums to promote sharing information and exchanging ideas on improving products and services (customer surveys, focus groups, interactive web page).
- Set a goal of increasing lunch participation by 10 students in all elementary cafeterias and monitor performance measures to ensure the goal is met.

Performance Measures

Performance Measure: Elementary lunch participation reaches 55 percent of enrollment by FY 2015.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
54%	51%	53%

Explanation: This measures customer satisfaction, at the elementary school level with consideration of the economic downturn.

Performance Measure: Secondary school meal participation reaches 34 percent of enrollment by FY 2015.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
29%	31%	32%

Explanation: This measures customer satisfaction at the secondary school level with consideration of the economic downturn.

Performance Measure: 100 percent of cafeteria managers rank “satisfaction with job” at three or higher on a five-point scale on the annual Food Services Manager Survey.

FY 2012 Actual	FY 2013 Estimate	FY 2014 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.

**Budget Explanation
Division of Food and Nutrition
Services—810/811/812/813/814/815**

The current FY 2013 budget for this division is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a supplemental appropriation of \$1,000,000 to support additional costs for food supplies and materials. Federal and state reimbursements will offset the additional costs.

The FY 2014 request for this fund is \$49,703,685, an increase of \$1,227,390 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$327,796

There is an increase of \$327,796 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Realignment—\$163,000

There is a realignment of \$60,000 from the Field Trip Fund and \$103,000 from the Entrepreneurial Activities Fund to this fund to support additional costs for food supplies and materials.

Other—\$736,594

Due to projected changes in employee health benefit rates within the Division of Food and Nutrition Services, the budget includes an increase of \$236,594. In addition, the budget includes an increase of \$500,000 to support additional costs for food supplies and materials based on the nutrition requirements mandated by the United States Department of Agriculture.

Selected Expenditure Information

Supplies and Materials for Division of Food and Nutrition Services

	FY 2013 Budget	FY 2014 Budget	Change
Meat, Fish, and Poultry	4,679,408	4,879,633	200,225
Fruits and Vegetables	1,994,388	2,016,041	21,653
Dairy Products	3,349,057	3,503,832	154,775
Groceries	2,366,974	2,452,079	85,105
Bakery Goods	1,587,556	1,752,451	164,895
Ice Cream	200,240	200,240	-
Disposables	1,674,325	1,674,325	-
Other	226,200	226,200	-
Total	16,078,148	16,704,801	626,653

Division of Food and Nutrition Services - 810/811/812/813/814/815

Marla Caplon, Director I

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	583.448	582.948	582.948	582.948	
Position Salaries	\$16,999,675	\$18,841,864	\$18,841,864	\$19,169,660	\$327,796
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		491,950	491,950	491,950	
Other		64,530	64,530	64,530	
Subtotal Other Salaries	640,697	556,480	556,480	556,480	
Total Salaries & Wages	17,640,372	19,398,344	19,398,344	19,726,140	327,796
02 Contractual Services					
Consultants					
Other Contractual		1,192,028	1,192,028	1,242,028	50,000
Total Contractual Services	1,183,021	1,192,028	1,192,028	1,242,028	50,000
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		15,078,148	16,078,148	16,704,801	626,653
Total Supplies & Materials	15,101,976	15,078,148	16,078,148	16,704,801	626,653
04 Other					
Local/Other Travel		128,385	128,385	128,385	
Insur & Employee Benefits		11,283,706	11,283,706	11,520,300	236,594
Utilities					
Miscellaneous		145,000	145,000	145,000	
Total Other	11,387,994	11,557,091	11,557,091	11,793,685	236,594
05 Equipment					
Leased Equipment		250,684	250,684	237,031	(13,653)
Other Equipment					
Total Equipment	194,714	250,684	250,684	237,031	(13,653)
Grand Total	\$45,508,077	\$47,476,295	\$48,476,295	\$49,703,685	\$1,227,390

Division of Food and Nutrition Services - 810/811/812/813/814/815

Marla Caplon, Director I

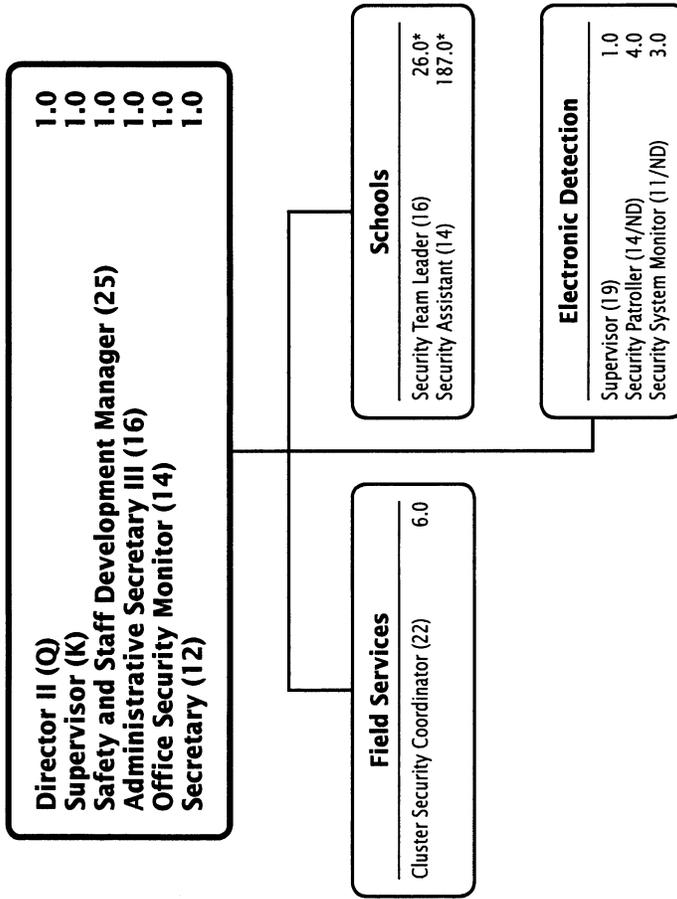
CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
61	P Director I		1.000	1.000	1.000	1.000	
61	N Assistant Director I		1.000	1.000	1.000	1.000	
61	K Supervisor		1.000	1.000	1.000	1.000	
61	J CPF/Warehouse Operations Spec		1.000	1.000	1.000	1.000	
61	H Food Services Supervisor II		2.000	2.000	2.000	2.000	
61	H Logistics Specialist		1.000	1.000	1.000	1.000	
61	G Food Services Supervisor I		6.000	6.000	6.000	6.000	
61	25 IT Systems Specialist		1.000	1.000	1.000	1.000	
61	25 Process Improvement Analyst		1.000				
61	24 Fiscal Specialist I		1.000	1.000	1.000	1.000	
61	23 Wellness Specialist		1.000	1.000	1.000	1.000	
61	19 Account Technician II		1.000	1.000	1.000	1.000	
61	19 Auto Technican II Shift 1			1.000	1.000	1.000	
61	18 IT Systems Technician					1.000	1.000
61	18 Operations Supervisor		1.000	2.000	2.000	2.000	
61	17 Food Service Field Manager	X	6.000	6.000	6.000	6.000	
61	17 Auto Technican I Shift 1		1.000				
61	17 Supply Services Supervisor		1.000	1.000	1.000	1.000	
61	16 Communications Assistant		1.000	1.000	1.000		(1.000)
61	16 IT Services Tech Asst II		2.000	2.000	2.000	2.000	
61	16 Cafeteria Manager IV	X	37.000	41.500	41.500	42.500	1.000
61	16 Food Svcs Spec Prog Mgr		2.000	1.000	1.000	2.000	1.000
61	16 CPF Manager V		1.000	1.000	1.000	1.000	
61	16 CPF Manager V		2.000	2.000	2.000	2.000	
61	16 Family Day Care Manager		1.000	1.000	1.000	1.000	
61	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
61	15 Cafeteria Manager III	X	18.000	13.875	13.875	12.875	(1.000)
61	15 CPF Mechanic		1.000	1.000	1.000	1.000	
61	14 Administrative Secretary I		1.000				
61	14 Accounts Payable Assistant		1.000	1.000	1.000	1.000	
61	14 Cafeteria Manager II	X	4.750	7.425	7.425	7.425	
61	14 Cafeteria Manager II 9 mo		1.000	3.875	3.875	3.875	
61	14 Buyer Assistant II		1.000				
61	14 Operations Assistant		1.000	2.000	2.000	2.000	
61	14 Operations Assist Shift 3		1.000				
61	13 Data Systems Operator		1.000	2.000	2.000	2.000	
61	13 Cafeteria Manager I	X	4.000	4.625	4.625	4.625	
61	12 Food Services Satellite Mgr	X	22.000	30.875	30.875	33.875	3.000
61	12 Family Day Care Assistant		.750	.750	.750	.750	
61	11 Office Assistant IV		3.000	3.000	3.000	3.000	
61	11 Office Assistant IV CPF	X	2.000	1.000	1.000	1.000	
61	11 Food Svc Satellite Mgr II	X	44.760	40.010	40.010	39.010	(1.000)
61	11 Truck Drive/Whr Wkr Shift 1		7.000	9.000	9.000	9.000	

Division of Food and Nutrition Services - 810/811/812/813/814/815

Marla Caplon, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
61	11 Truck Drive/Whr Wkr Shift 1		16.000	14.000	14.000	14.000	
61	11 Truck Drive/Wrh Wkr Shift 3		6.000	6.000	6.000	6.000	
61	10 Satellite Manager I	X	37.000	40.025	40.025	38.025	(2.000)
61	9 Warehouse Worker	X	5.000	5.000	5.000	5.000	
61	9 Warehouse Worker		2.000	2.000	2.000	2.000	
61	9 CPF Worker II	X	2.000	2.000	2.000	2.000	
61	9 General Maintenance Worker I		1.000	1.000	1.000	1.000	
61	8 Auto Service Worker Shift 1		1.000	1.000	1.000	1.000	
61	7 Cafeteria Perm Substitute	X	21.500	21.500	21.500	21.500	
61	6 Cafeteria Worker I 9 mo		78.000	74.675	74.675	74.675	
61	6 Cafeteria Worker I	X	177.000	168.875	168.875	168.875	
61	6 Cafeteria Worker I		1.000	1.500	1.500	1.500	
61	6 CPF Worker I	X	40.688	40.438	40.438	39.438	(1.000)
61	6 Catering Services Worker	X	2.000	2.000	2.000	2.000	
61	6 Food Svc Sanit Tech CPF	X	4.000	4.000	4.000	4.000	
61	6 Food Svc Sanit Tech CPF		1.000	1.000	1.000	1.000	
	Total Positions		583.448	582.948	582.948	582.948	

Department of School Safety and Security



F.T.E. Positions 20.0
 (*In addition, there are 213.0 school-based positions shown here and in K-12 Instruction (Chapter 1) and Office of Special Education and Student Services (Chapter 5) charts)
 ND Night Differential = Shifts 2 and 3

Mission: *The mission of the Department of School Safety and Security is to promote a safe and secure learning and working environment for students and staff through partnerships with the school community and public safety partners; providing support, resources, and training to all schools and facilities; and using technology to provide the highest level of service in supporting the common goal of high student achievement.*

Major Functions

The Department of School Safety and Security (DSSS) provides 24-hour security service for Montgomery County Public Schools (MCPS). Department staff members have built and maintained close professional relationships with local, state, and federal law enforcement agencies and school administrators. The department works closely with school administrators to coordinate the proper supervision and evaluation of security personnel assigned to secondary schools and other facilities.

DSSS staff members design, develop, and conduct safety and security training programs for all security staff, school-based administrators, plant operations staff, transportation staff, new teachers, and others on request. They provide emergency response to critical incidents, assess serious incident needs, and provide necessary security resources. Security staff members respond to critical incidents and evacuations that occur in schools and facilities. Department staff continually are reviewing and assessing the preparedness of school-based staff to react in emergency situations.

DSSS staff members facilitate the design and installation of all new security systems. The physical security upgrades include IP-based digital security cameras in all secondary schools, access control systems in all elementary schools, and visitor management systems in all schools.

DSSS staff members perform site evaluations and review construction plans for safety and security concerns in new and modernization construction projects. They also provide security support and perform security assessment for all existing schools and facilities. Department staff members investigate and recommend corrective action regarding serious security issues. They also work with schools and facilities to develop individual comprehensive emergency plans.

DSSS’s Electronic Detection Section monitors perimeter intrusion, motion detectors, glass breakage, and refrigeration, boiler, and power outage alarms at all MCPS schools and facilities after hours, on weekends, and on holidays. Security patrollers respond to schools and facilities for reports of alarms, burglaries, vandalism,

suspicious individuals, trespassers, and various other calls for service.

Department staff members coordinate 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.

Trends and Accomplishments

In August 2011, DSSS was awarded a United States Department of Education Safe and Drug Free Schools grant to assist with revising and upgrading the system-wide and individual schools’ emergency preparedness. This grant also provided 620 portable two-way radios to the schools, more than 60,000 emergency alert cards for the classrooms, training supplies, and 13 emergency preparedness training videos for the community, students, and staff. To assist the administrators in managing an emergency at their school, the department used grant funds to produce the Emergency Response and Management Manual. This manual is designed to provide guidance and information during the early stages of an emergency.

DSSS works with all schools and facilities in developing and updating individual emergency plans. The school district has revised its emergency preparedness procedures to become compliant with the National Incident Management System. As a result, in lieu of the terms of Code Red and Code Blue used to initiate emergency procedures, the district has adopted plain language terms—Lockdown, Evacuate, and Shelter. This makes expectations clear to everyone when responding to emergencies. Due to budget constraints, the School Resource Officer program will remain at six officers during FY 2013. This number is down from 28 officers two years ago. A security initiative continues in FY 2013 that includes the installation of digital closed-circuit television camera systems in all middle and high schools. To date, the camera project has been completed in 36 middle schools and 18 high schools.

Security staff is trained and expected to be prepared to help school administrators manage emergency situations. Principals rely on the ability of school-based security team leaders and assistants to respond to incidents of violence, drug/alcohol use and possession, property damage, and theft committed by students during the school day. Security staff is called upon to provide insight regarding the condition of a student suspected to be under the influence of drugs or alcohol. With an increasingly diverse student population, security staff must be prepared to respect, understand, and communicate effectively with students of different cultural and ethnic backgrounds.

Security staff is mindful of the loss/crime prevention responsibility of their jobs. A multifaceted safety and security program is critical to creating a safe and secure learning environment and protecting school system assets. Department staff members conduct annual security assessments at all 63 secondary school sites in coordination with school-based security staff. Department cluster security coordinators conduct annual security assessments at all 131 elementary school sites.

Working collaboratively, the Montgomery County Department of Police and MCPS have a School Resource Officer (SRO) program. This program dedicates sworn Montgomery County police officers to work with schools. These officers are trained in emergency preparedness, emergency management, concepts of community policing, and problem solving. The Department of School Safety and Security is the designated liaison between the school system and the police department for the program. Department staff members work closely with SROs to coordinate services. Due to the county's budget constraints, the police department was forced to reduce the number of SROs from nine to six.

Accomplishments include training security staff members in current legislation and laws that apply to their school-related responsibilities. Staff also received training in substance abuse intervention and referral assistance strategies. School-based security staff members are trained and certified in First Responder First Aid, Cardiopulmonary Resuscitation (CPR), and the use of automated external defibrillators. Department staff members continue to play an integral part in the development of local comprehensive school emergency plans. Department staff members are responsible for the establishment, review, and approval of the school emergency plan for the 203 schools and numerous facilities. These actions fulfill the state of Maryland-required mandate to review and revise all public school emergency plans each year. Staff members have provided emergency preparedness training to more than 5,300 school system employees and more than 250 private school administrators and staff. Updated versions of the emergency preparedness training have been developed and delivered to many staff members who have completed the basic course. Training content is updated constantly to reflect the latest trends and information available from local, state, and federal sources. Administrators, along with the members of their on-site emergency team, are required to attend emergency preparedness training during the 2012–2013 school year, if they have not done so already.

MCPS continues to utilize a comprehensive school system emergency response plan (ERP) under the structure and foundation of the Incident Command System. The MCPS emergency response team consists of approximately 75 members who have been trained in emergency management. Emergency response team members have participated in several school-based

emergency tabletop simulation exercises to test the components of the ERP and the school system's ability to respond to and manage an emergency. MCPS has participated in a full functional exercise for emergency preparedness with several county agencies. The MCPS ERP and the local school emergency plan are aligned with the Montgomery County Emergency Operations Plan, allowing for seamless integration and coordination of response to an emergency. As a result of the investment in training, security team members are better prepared to assist principals and school-based staff in providing a safe and secure learning and working environment and in responding to critical incidents. Staff members conduct site assessments at all schools and make recommendations to principals on how to enhance the safety and security of those facilities. The United States Department of Education has recognized MCPS as one of the leading school districts in the nation for emergency preparedness. Security staff members train other staff members in the proper use of the Visitor Management Systems, coordinate the use of private radio codes, assist in designing closed-circuit television camera systems, and make recommendations on the use of other security-related equipment.

The department continues to coordinate the school system's identification card initiative for all non-school-based employees. The department coordinates with school administrators to provide supervisory and evaluative input for security personnel. The department also works with security team leaders and administrators to develop and provide specific support for cluster middle schools. These partnerships have strengthened the department's relationships with principals and other administrators. Laws, regulations, and procedural guidelines for individual safety require department staff to work with administrators, parents, students, public safety officials, and the community to ensure a safe learning and working environment. Department staff will continue to respond to and assist in resolving critical incidents involving the school system.

The department maintains a Memorandum of Understanding (MOU) implemented in FY 2007 (revised in FY 2010) among Montgomery County Public Schools, the Montgomery County Department of Police, and the Montgomery County State's Attorney's Office. The MOU establishes a working protocol for reporting, investigating, and information sharing among the agencies when dealing with specific felony-related crimes that occur on school property. The MOU also sets protocols for sharing information related to the specified reportable offenses when they occur in our community and involve our students.

Major Mandates

The Education Article, Section 7-303 of the Annotated Code of Maryland, mandates the reporting of arrests of students to the local school superintendent for more

than 50 specific serious crimes. The department is the official designee of the superintendent of schools to receive this information. Information immediately is reported to the student's principal. Department staff members have been given the assignment of recording and following up on student arrests reported each year.

The department is responsible for providing and maintaining state certification that requires all schools to develop emergency plans, as outlined in the Code of Maryland Regulations 13A.02.02.01.04, Emergency Plans. The comprehensive school emergency plan is revised each year and submitted to the department for review and approval. The department provides all Montgomery County public safety agencies with an electronic copy of the approved school emergency plans.

The *Maryland Safe Schools Act of 2010* mandates school districts in Maryland to develop a policy or regulation to address gangs, gang activity, and other similar destructive or illegal group behavior in schools. This legislation also requires school districts to provide educational awareness programs for students, staff, volunteers, and parents, along with a teacher and administrator development program that trains teachers and administrators how to implement the policy or regulation. Department staff members are working with the Department of Student Services, the Office of Shared Accountability, the Montgomery County Department of Police, the Montgomery County State's Attorney's Office, the Montgomery County Department of Health and Human Services, and the Maryland State Police to accomplish this mandate.

Strategies

- Develop mechanisms and guidelines to disseminate information to customers and stakeholders.
- Identify training needs and develop courses that are designed to enhance emergency preparedness and safety and security.
- Provide technology and mechanisms to assist school-based security staff and administrators in establishing a safe and secure learning and working environment.
- Promote training of security staff and school personnel in improved safety and security techniques.
- Actively involve customers and stakeholders in the development of resources and the design and delivery of security services.
- Maintain and enhance the department's web page.
- Meet with stakeholders and public safety personnel regarding safety and security issues and concerns.

Performance Measures

Performance Measure: Number of emergency district-wide preparedness training sessions for administrative, professional, and support staff.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
37	34	34

Explanation: Number of sessions linked to system-wide emergency preparedness training needs. Revision of emergency preparedness program required an enhanced training program.

Performance Measure: Percentage of schools that successfully complete the minimum required number of emergency preparedness drills.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
90%	95%	100%

Explanation: Department cluster security coordinators coordinate with administrators and facilitate the completion of four scenario-based emergency preparedness drills at all schools each school year.

Performance Measure: Percentage of schools that have submitted their school emergency plans, prior to the beginning of the school year, as required.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
98%	90%	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 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
72%	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 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
88%	90%	100%

Explanation: Based on post-training customer evaluation surveys.

Performance Measure: Percentage of improvement of staff's knowledge of emergency procedures.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
24%	25%	40%

Explanation: Percentage shows increase in scores using a pre- and post-class questionnaire.

**Budget Explanation
Department of School Safety and
Security—337**

The current FY 2013 budget for this department is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of an increase of a 1.0 CESC security monitor position.

The FY 2014 request for this department is \$1,766,728, an increase of \$1,197 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$1,197

There is an increase of \$1,197 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Realignment—\$0

Realignments are budgeted to address priority spending needs in this department. There is a decrease of \$6,694 from lease/purchase due to the expiration of vehicle payments and a corresponding increase for supporting services part-time salaries.

Department of School Safety and Security - 337

Robert B. Hellmuth, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	20,000	19,000	20,000	20,000	
Position Salaries	\$1,425,755	\$1,492,140	\$1,492,140	\$1,493,337	\$1,197
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		120,387	120,387	127,081	6,694
Other		29,605	29,605	29,605	
Subtotal Other Salaries	174,506	149,992	149,992	156,686	6,694
Total Salaries & Wages	1,600,261	1,642,132	1,642,132	1,650,023	7,891
02 Contractual Services					
Consultants					
Other Contractual		57,000	57,000	57,000	
Total Contractual Services	61,061	57,000	57,000	57,000	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		2,605	2,605	2,605	
Other Supplies & Materials		56,000	56,000	56,000	
Total Supplies & Materials	57,797	58,605	58,605	58,605	
04 Other					
Local/Other Travel		250	250	250	
Insur & Employee Benefits					
Utilities					
Miscellaneous		850	850	850	
Total Other	823	1,100	1,100	1,100	
05 Equipment					
Leased Equipment		6,694	6,694		(6,694)
Other Equipment					
Total Equipment	68,401	6,694	6,694		(6,694)
Grand Total	\$1,788,343	\$1,765,531	\$1,765,531	\$1,766,728	\$1,197

Department of School Safety and Security - 337

Robert B. Hellmuth, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
10	Q Director Schl Support & Improv		1.000	1.000	1.000	1.000	
10	K Supervisor		1.000	1.000	1.000	1.000	
10	25 Safety & Staff Dev Manager		1.000	1.000	1.000	1.000	
10	22 Cluster Security Coordinator		6.000	6.000	6.000	6.000	
10	19 Supv Electronic Detection		1.000	1.000	1.000	1.000	
10	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
10	14 Office Security Monitor				1.000	1.000	
10	14 Security Patroller Shift 2		3.000	2.000	2.000	2.000	
10	14 Security Patroller Shift 3		2.000	2.000	2.000	2.000	
10	12 Secretary		1.000	1.000	1.000	1.000	
10	11 Security Sys Monitor Shft 2		2.000	2.000	2.000	2.000	
10	11 Security Sys Monitor Shift 3		1.000	1.000	1.000	1.000	
	Total Positions		20.000	19.000	20.000	20.000	

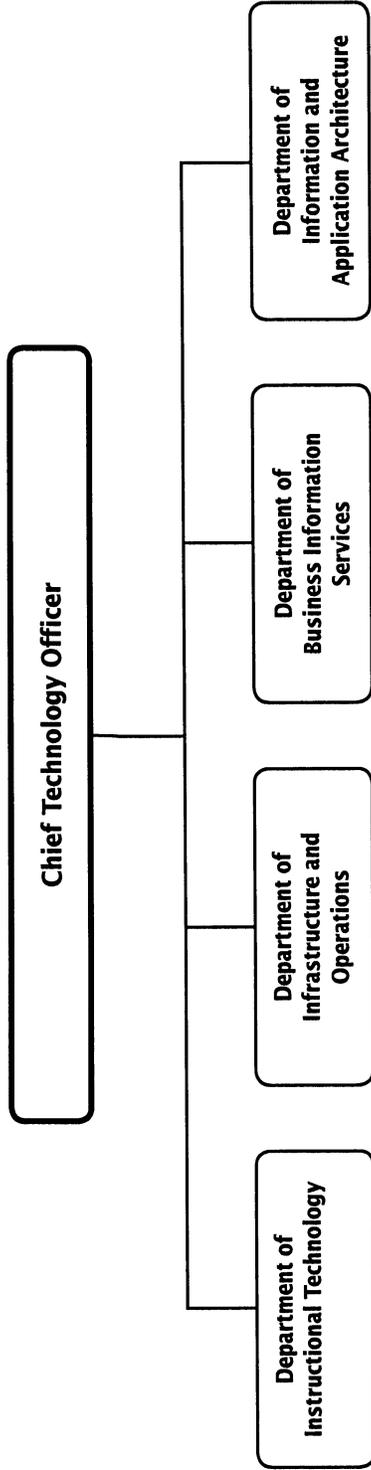
Office of the Chief Technology Officer

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

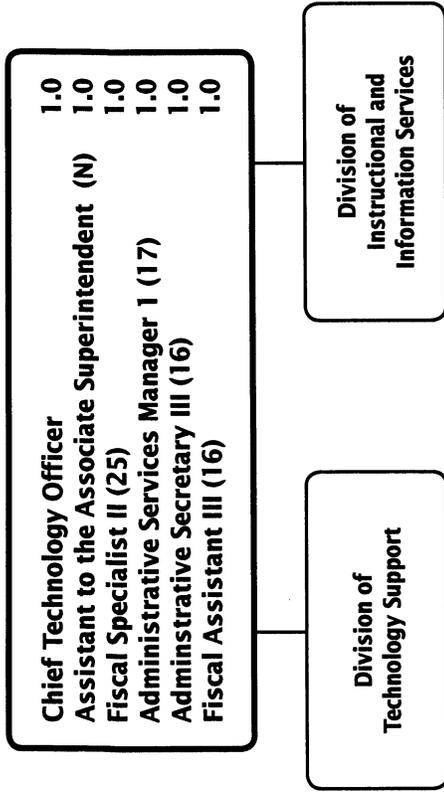
OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	15.000	15.000	15.000	14.000	(1.000)
Business/Operations Admin.	13.000	13.000	13.000	13.000	
Professional	20.200	20.200	20.200	20.200	
Supporting Services	110.800	110.800	110.800	109.800	(1.000)
TOTAL POSITIONS	159.000	159.000	159.000	157.000	(2.000)
01 SALARIES & WAGES					
Administrative	\$1,792,681	\$1,996,982	\$1,996,982	\$1,846,448	(\$150,534)
Business/Operations Admin.	1,221,796	1,428,068	1,428,068	1,457,415	29,347
Professional	1,994,945	2,150,855	2,150,855	2,186,348	35,493
Supporting Services	8,693,959	9,149,950	9,149,950	9,004,812	(145,138)
TOTAL POSITION DOLLARS	13,703,381	14,725,855	14,725,855	14,495,023	(230,832)
OTHER SALARIES					
Administrative					
Professional	138			21,000	21,000
Supporting Services	228,786	385,754	385,754	310,760	(74,994)
TOTAL OTHER SALARIES	228,924	385,754	385,754	331,760	(53,994)
TOTAL SALARIES AND WAGES	13,932,305	15,111,609	15,111,609	14,826,783	(284,826)
02 CONTRACTUAL SERVICES	8,436,121	6,522,844	6,547,344	6,456,557	(90,787)
03 SUPPLIES & MATERIALS	421,134	394,881	394,881	394,881	
04 OTHER					
Local/Other Travel	54,632	84,232	84,232	83,971	(261)
Insur & Employee Benefits					
Utilities	3,416,261	3,036,955	3,036,955	3,036,955	
Miscellaneous	522,275	634,405	634,405	634,405	
TOTAL OTHER	3,993,168	3,755,592	3,755,592	3,755,331	(261)
05 EQUIPMENT	990,114	764,087	764,087	568,841	(195,246)
GRAND TOTAL AMOUNTS	\$27,772,842	\$26,549,013	\$26,573,513	\$26,002,393	(\$571,120)

Office of the Chief Technology Officer—Overview



F.T.E. Positions 157.0
(*In addition, there are 18.5 Capital Budget positions, and a 0.5 Retirement Fund position shown in Department of Information and Application Services chart on Page 9-21)

Office of the Chief Technology Officer



Mission: *The mission of the Office of the Chief Technology Officer (OCTO) is to provide high-quality technology systems and services essential to the success of every student. The office is committed to excellence in providing technology solutions to support teachers, engage students, and assist in the effective business operations of Montgomery County Public Schools (MCPS). These solutions are reflective of the requirements and priorities of our stakeholders, 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

OCTO comprises four departments and two divisions—the Department of Information and Application Architecture (DIAA), which oversees the development and implementation of system architecture and ensures a stable and efficient environment; the Department of Infrastructure and Operations (DIO), which oversees and manages the implementation of a comprehensive, stable, and flexible learning network, in addition to providing technical enterprise configurations for information systems and operational support for administrative data and reports; the Department of Instructional Technology (DIT), which supports high-quality integration of technology in teaching and learning, facilitates collaborative learning communities that seamlessly infuse and are connected by technology solutions, supports operational excellence in using technology solutions through high-quality professional development, and manages the selection and purchase of future educational technology solutions; the Department of Business Information Services (DBIS) supports solutions related to operational functions of MCPS, working to create tools for automation to assist the work of various offices; the Division of Instructional and Informational Services (DIIS) manages student-related systems, such as the student information system and myMCPS, while also developing interfaces to provide timely and relevant data to various stakeholders; and the Division of Technology Support (DTS), which is responsible for the installation of technology solutions and for providing technical assistance and support to schools and offices. The office supports instruction and student achievement by designing and developing innovative approaches and strategic technologies in support of *Our Call To Action:*

Pursuit of Excellence, the Strategic Plan for MCPS; the Maryland Educational Technology Plan for the New Millennium: 2007–2012; and the *No Child Left Behind Act of 2001* (NCLB). OCTO develops technology systems with a commitment to customer satisfaction and to the delivery of high-quality products and services. Staff is committed to providing support that is responsive to the needs of the MCPS user community.

The Department of Information and Application Architecture (DIAA) supports schools and offices by provisioning the management and administration of student systems. These systems allow offices to collect essential data; make decisions and plans based on data analysis; disseminate accurate, current, and timely information; and conduct efficient daily management and support operations. DIAA staff collaborates with other offices to develop and implement various system architectures to enhance services we provide to schools and students.

The Department of Infrastructure and Operations (DIO) is responsible for building, fortifying, and managing the enterprisewide technical systems and learning infrastructure across the school district. This department facilitates the implementation of effective, secure, and reliable hardware and software solutions for the entire school system. The DIO staff provides operational support for administrative data and reports. This department also manages the robust safety and security system for our network.

The Department of Instructional Technology (DIT) supports school improvement plans with technology strategies; designing, developing and delivering high-quality technology professional development on system-wide applications to support teaching and learning; using technology to facilitate and enhance professional learning communities, collaborating with MCPS offices and schools to identify needs for which technology solutions can be applied; and developing, distributing, and supporting interactive distance learning. The department provides leadership and program management for the implementation of new technologies in schools to increase teacher capacity by saving valuable time. The department manages the Center for Technology Innovation (CTI), which is the school system's primary technology training facility for all staff. The department supports the instructional implementation of the Educational Technology Policy in all schools and the Technology Modernization Program. The department consists of two units. The Integrating Technology with Instruction Unit provides professional development and coaching to teachers on the integration of technology with teaching and learning. The Technology Modernization Unit evaluates new technologies and plans for the ordering and distribution of these technologies.

The Department of Business Information Services (DBIS) supports many solutions used to manage operational functions throughout the district. Staff members

in DBIS manage and support systems that create automations and efficiencies in various business-related systems. This department works collaboratively with various offices to assist in developing systems that create operational efficiencies to support staff and schools.

The Division of Instructional and Informational Services (DIIS) staff manages student-related systems, including the Online Achievement and Reporting System comprising electronic grading and assessment systems, and reporting of assessments aligned to MCPS and Maryland State standards. DIIS administers and develops the myMCPS portal to deliver a personalized user experience based on users' 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.

The Division of Technology Support (DTS) provides on-site technical support to staff in schools and offices, Help Desk services, and customer relationship management. In addition, this division houses the field installation unit, which is responsible for the installation of new technologies and ensuring readiness for the start of school. The responsibility of DTS closely aligns with the Technology Modernization (Tech Mod) Program—funded through the Capital Improvements Program—that refreshes technology in schools and offices.

Trends and Accomplishments

Responding to the demands for accountability and a rigorous instructional program, as set forth by the Board of Education and the NCLB legislation requires technology systems that are highly responsive to the need for actionable information to support continuous improvement in teaching and learning. *Our Call to Action: Pursuit of Excellence* calls for improvements in how the school system measures the performance of the organization and how educators analyze performance data to make decisions that will improve student success. Technology systems such as myMCPS save teachers time while providing access to comprehensive data to guide instruction. Innovative technologies, such as interactive white boards, student response systems, and expanded wireless capabilities, focus on engaging students while developing critical-thinking and problem-solving skills. The need for highly responsive access to network-based resources; the expectation that systems will be intuitive, user-friendly, and safe; and the ability to deploy new systems rapidly all have a major impact on OCTO and its priorities. New networked technology solutions are essential elements of the infrastructure needed to increase productivity and enhance learning by making use of anytime, anywhere access to electronic information and communication. Online and e-learning

technologies offer increasing possibilities for delivering instruction and expanding student and staff learning opportunities. Initiatives such as electronic grade books, computer-based assessments, and information systems for parents illustrate the need for forward-thinking and rapid implementation of technology environments to support and sustain innovative instructional programs.

The growing school and office dependence on quality technology solutions requires the continuous improvement of automated information systems and the supporting infrastructure. The ever-increasing need for accurate and timely information that enhances school and office productivity requires MCPS staff to evaluate new strategies to deliver student and business technology solutions. As MCPS technology infrastructure grows in size and complexity, coordination and standardization of components become key concerns. Processes through which technology projects are designed and implemented are slated for continuous improvement.

OCTO accomplishments in FY 2012 focused on continued support of improved process management practices. The office's focus was on improving collaboration while listening and learning from stakeholders.

Efforts to continuously increase the quality of services provided to all MCPS technology users focused on expanding the ability to meet increasing customer requests accurately and in a timely manner.

In FY 2012, the office implemented innovative technology solutions for the 21st century classroom, provided leadership for the design and implementation of online curriculum delivery, and expanded project and process management practices in collaboration with district-wide initiatives.

The office supported the use of 21st century technologies to transform teaching and learning. Using the stimulus funding set aside for universal design for learning, interactive white boards, student response systems, and netbook mobile carts were installed in all classrooms in four elementary schools. The office also supported the administration of the Maryland Measures of Student, Teacher, and School Administrator Literacy Assessment to gather baseline data.

The Tech Mod Program, which replaces four-year-old computers in schools, was delayed one year due to the fiscal crisis, creating a five-year replacement cycle through FY 2013. Tech Mod replaced 10,883 computers, 126 file servers, and 764 printers in 42 schools and one special education school. Included in the computer counts are 120 carts with 10 mobile devices equipped with wireless mobility within the school to support instruction and assessment. The 126 file servers use 34 percent less energy than those being replaced. Staff continued to refurbish and repair 9,007 computers in 39 schools that had been anticipating the replacement of their four-year-old computers in FY 2013. These

schools included 10 high schools, nine middle schools, 17 elementary schools, and three special schools.

Office staff supported the federal application processes for E-Rate telecommunication rebates totaling approximately \$2.1 million for FY 2012.

Over the winter break in December 2011, the MCPS data center was relocated from the Carver Educational Services Center to 45 West Gude Drive in Rockville, Maryland. This move enabled MCPS to substantially strengthen access to data and computing systems by modernizing and integrating redundant infrastructure systems that are designed to support continued operations in the event of inclement weather and other emergencies. These major improvements include the integration of redundant uninterruptable power supplies (UPS), a high-capacity generator, dual fiber network pathways to the data center, and expanded disaster recovery site support.

The office completed an upgrade of the MCPS e-mail system to Exchange 2010 to take advantage of increased protection of data for security and to optimize our investment for future growth. This upgrade also provides more powerful web access so users can access documents in their work location from remote locations.

During FY 2011, more than half of the elementary schools were connected to the county's FiberNet system for faster and more reliable WAN and Internet connectivity. The remaining schools will be connected in FY 2014. Internet availability continued to be more than 99 percent overall.

In FY 2011, the implementation of myMCPS, an enterprise portal that provides MCPS staff with access to services based on their role, was a major step towards simplifying access to key information and applications that help staff work more effectively and efficiently. The myMCPS portal has been engineered as a social network to facilitate collaboration among staff, students, and parents to augment the continuum of teaching and learning at MCPS. By concentrating work efforts in a single tool that delivers rich, role-specific content to all members, based on best practices and a real-time input and feedback loop, myMCPS streamlines processes previously accomplished by accessing and mastering multiple systems and also accelerates the communication of ideas and results across groups, further extending the professional learning community beyond previous perceived boundaries.

In FY 2011, the elementary school (ES) Online Achievement and Reporting System (OARS) project had expanded to include Grades 4 and 5 in the 25 selected schools. For FY 2013, ES OARS was implemented in 103 elementary schools after a pilot in 25 elementary schools, allowing teachers from kindergarten through Grade 3 to utilize newly established measurement topics for grading and reporting in Curriculum 2.0. A

new standards-based report card has been developed to reflect revised measurement topics in kindergarten through Grades 3. In addition, the electronic grade book has been piloted in middle schools to simplify the recording and reporting of daily attendance for local and state accountability.

New features within the Special Services module were introduced to enable school staff to request transportation for special needs students. Central services staff receives and routes these requests to appropriate offices for approval and scheduling. This enhanced feature provides monitoring capability for school-based staff, allowing them to know exactly where the request stands in the approval process. This enhancement has brought about a greater degree of efficiency to the process, drastically reducing the amount of time it takes for transportation requests to be processed and students to receive necessary services.

New financial management software will be implemented in schools for managing schools' Independent Activity Funds (IAF). The new integrated web-based system replaced multiple stand-alone systems used by schools and will provide real-time reporting and information. In addition, this secure online system will allow parents to view their students' financial account history and make electronic payments for school activity items such as field trips, tickets for school events, and obligations. The system also will help to effectively manage online credit and debit card payments for extracurricular activity (ECA) fees. Overall, the new system will improve the efficiency and effectiveness of financial operations at both the school and central services level while giving a new level of access and convenience for parents. In FY 2012, 101,758 requests for services and support were opened in the Unicenter Service Desk (USD) issue tracking system by MCPS staff in schools and offices compared with 98,502 in FY 2011. The number of requests opened in the USD issue tracking system increased by 6,256.

Major Mandates

NCLB and the *Maryland's Bridge to Excellence in Public Schools Act of 2002* mandate data collection and distribution that require up-to-date infrastructure and equipment in all schools, as well as access to system information.

Our Call to Action: Pursuit of Excellence focuses on an accountability framework for measuring past performance and evaluating where continued change needs to be made, as well as requiring access to and use of a variety of technological applications and services that help provide an effective instructional program and create a positive work environment in a self-renewing organization.

NCLB requires the administration of state-mandated tests, including the Maryland School Assessment (MSA)

in Grades 3–8 and 10; the High School Assessments (HSAs); the Independence Mastery Assessment Program for students in the fundamental life skills curriculum; and the IDEA Proficiency Test for students in the English for Speakers of Other Languages program.

The Maryland Educational Technology Plan for the New Millennium: 2007–2012 presents technology objectives and targets in the areas of student learning, professional development, administrative productivity and efficiency, universal access, and research and evaluation. The Maryland Instructional Technology Advisory Council (MITAC) is working with the state to reframe the current plan, providing forward-thinking recommendations for Maryland's future direction for instructional technology. Investing in Instructional Technology: Accelerating Educational Reform in Maryland, June 2011, presents three areas of focus to advance the use of technology for teaching and learning across the state: Student Learning, Educator Proficiency, and Equitable Access.

The *Telecommunications Act of 1996* (Section 954h.B) and Federal Communications Commission Order 9-57 stipulate that requests for Universal Service Program discounts (E-Rate) must be based on an approved technology plan that includes clear goals and strategies for integrating telecommunications services and Internet access into the school district's educational program, a professional development strategy, a needs assessment, a sufficient budget for acquisition and maintenance, and a program evaluation.

NCLB requires that programs funded through Title II-D, Enhancing Education through Technology, must be based on an approved technology plan, must comply with state and federal laws and regulations, and must ensure timely and meaningful consultation with non-public school officials during the design and implementation of programs.

The *Children's Internet Protection Act* requires that school systems receiving NCLB Title II-D funding or E-Rate discounts for Internet services must have policies and use technology protection measures that address issues related to the safety and security of minors and adults while using the Internet and electronic communication.

Board of Education Policy IGS, *Educational Technology*, requires that MCPS staff and students be provided with easy, equitable access to technology tools.

Expectations of the Maryland Core Learning Goals and alignment with the Maryland High School Assessments and MSAs require a modern infrastructure for delivery of online tests and courses.

Strategies

- Realign organizational structure to effectively support the district's priorities.
- Transform the organizational culture.
- Define and adopt a customer engagement and relationship model and process.
- Develop a next-generation information technology workforce by building staff capacity.
- Strengthen operational coherence and risk management through appropriate stakeholder governance.
- Build understanding and support for development of a teaching- and learning-networked community using Web 2.0 systems.
- Ensure students and staff can access, generate, and use data.
- Provide technologies that engage students and encourage critical-thinking and problem-solving skills in support of our rigorous curriculum.
- Provide strategic leadership for all technology initiatives being implemented throughout the school system.
- Create a multiyear technology road map, identifying strategic plans for school-based software and hardware technologies, telecommunications, network operating systems, and support systems firmly based in industry standards and instructional research.
- Provide support for system-wide initiatives by maintaining a technology infrastructure that provides a platform capable of supporting modern technological hardware and software tools.
- Support the development and implementation of integrated information technology systems to improve products, resources, and services; providing technical support and instruction to ensure that these systems are fully utilized and meet customer needs.
- Implement technologies to support expansion of anytime, anywhere professional development and student learning.
- Model effective implementation of the professional growth system for all OCTO staff to enhance their abilities to support program strategies and new technology skills.
- Collaborate with other offices and departments to understand their needs and to provide effective services to schools.
- Collaborate with private businesses and other school districts to gain knowledge of best practices.
- Consult with education, business, community, and government groups to ensure that programs and services are appropriate to prepare students for higher education and the workplace of the future.
- Use Baldrige and Six Sigma for performance excellence and assessment of results to guide organizational improvements.

- Build relationships that increase customer loyalty and satisfaction.
- Improve project management through implementation of effective strategies for chartering projects, team effectiveness, and organizational alignment.
- Improve all key work processes to optimize performance.
- Cultivate strategic partnerships with vendors that focus on improving product and service prices, quality, and on-time delivery.

Budget Explanation

Office of Chief Technology Officer—411

The current FY 2013 budget for this office is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a budget neutral reorganization within the Office of the Chief Technology Officer that is designed to better serve and support schools and offices. As a result of the reorganization, 7.0 positions and \$677,833 are realigned from this office to other OCTO units.

The FY 2014 request for this office is \$4,806,807, a decrease of \$219,487 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$2,213

There is an increase of \$2,213 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Realignment—(\$14,307)

Realignments are budgeted to address priority spending needs in this office. There is a realignment of \$1,201 from office supplies to fund the increased cost for security software. Also, \$14,307 for supporting services part-time salaries is realigned from this office's budget to the budget of the Department of Instructional Technology for training stipends.

Program Efficiencies and Reductions—(\$207,393)

There is reduction of a 1.0 supervisor position and \$125,676. The supervisor responsibilities will be distributed to other staff members in the office. Also, there is a reduction of \$53,994 for supporting services part-time salaries. Current staff will have to prioritize and create efficiencies to support additional service requests. In addition, there is a reduction of \$27,723 for lease/purchase of equipment. The payment obligation for security equipment will be completed in FY 2013.

Office of Chief Technology Officer - 411

Sherwin Collette, Chief Technology Officer

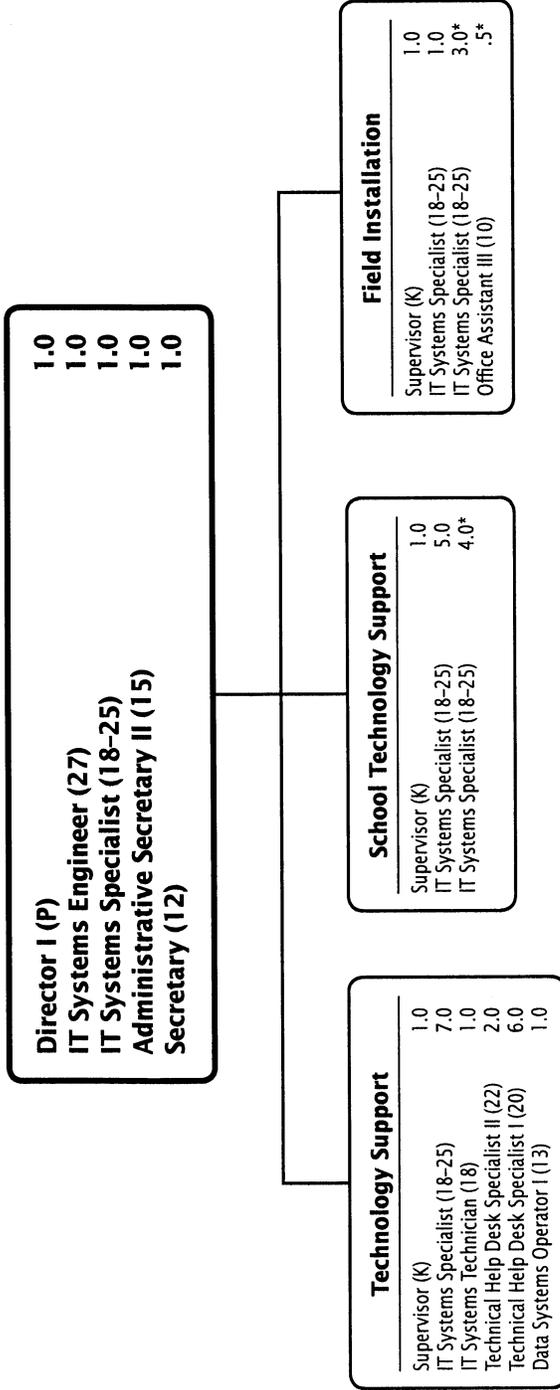
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	15,000	14,000	7,000	6,000	(1,000)
Position Salaries	\$1,228,375	\$1,350,606	\$672,773	\$546,160	(\$126,613)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		68,301	68,301		(68,301)
Other					
Subtotal Other Salaries	1,591	68,301	68,301		(68,301)
Total Salaries & Wages	1,229,966	1,418,907	741,074	546,160	(194,914)
02 Contractual Services					
Consultants					
Other Contractual		536,862	536,862	540,012	3,150
Total Contractual Services	1,923,132	536,862	536,862	540,012	3,150
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		18,600	18,600	17,399	(1,201)
Other Supplies & Materials		1,099	1,099	2,300	1,201
Total Supplies & Materials	37,587	19,699	19,699	19,699	
04 Other					
Local/Other Travel		29,576	29,576	29,576	
Insur & Employee Benefits					
Utilities		3,036,955	3,036,955	3,036,955	
Miscellaneous		634,405	634,405	634,405	
Total Other	3,945,009	3,700,936	3,700,936	3,700,936	
05 Equipment					
Leased Equipment		27,723	27,723		(27,723)
Other Equipment					
Total Equipment	39,476	27,723	27,723		(27,723)
Grand Total	\$7,175,170	\$5,704,127	\$5,026,294	\$4,806,807	(\$219,487)

Office of Chief Technology Officer - 411

Sherwin Collette, Chief Technology Officer

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
1	Chief Technology Officer		1.000	1.000	1.000	1.000	
11	O Supervisor		1.000	1.000	1.000		(1.000)
1	O Supervisor		1.000	1.000			
1	N Asst. to Assoc Supt		1.000	1.000	1.000	1.000	
3	BD Instructional Specialist		2.000	2.000			
1	25 IT Systems Specialist		4.000	4.000			
1	25 Fiscal Specialist II		1.000	1.000	1.000	1.000	
1	17 Admin Services Manager I		1.000	1.000	1.000	1.000	
1	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
1	16 Fiscal Assistant III		1.000	1.000	1.000	1.000	
1	12 Secretary		1.000				
	Total Positions		15.000	14.000	7.000	6.000	(1.000)

Division of Technology Support



F.T.E. Positions 31.0
 (*In addition, there are 7.5 Capital Budget positions shown on this chart)

Mission: *The mission of the Division of Technology Support (DTS) is to provide technical assistance to schools and offices, while maintaining the operational readiness of new and existing hardware and software.*

Major Functions

The Division of Technology Support provides technical assistance to staff in all Montgomery County Public Schools (MCPS) facilities through the services of the School Technology Support team, Help Desk, Technical Services and Support team, the Customer Relationship manager, and the Field Installation Unit.

The School Technology Support (STS) team consists of three groups—first- and second-level information technology support specialists (ITSS), and certified computer repair staff. The ITSS group is responsible for network administration; server, workstation, and printer maintenance and repair; software installation and upgrades; as well as visitor management and school access control systems. The teams work assignment includes all elementary schools, 16 middle schools, and five special schools. This group routinely partners with administrators, teachers, media specialists, and central services staff to prepare for distance learning, online testing, and other events that require technical assistance. They also participate in project management in support of school initiatives. The certified hardware repair group is deployed to kindergarten through Grade 12 locations to troubleshoot, diagnose, and repair hardware that no longer is under warranty. The workload of the STS team is monitored through the Unicenter Service Desk (USD) issue tracking system, which allows the supervisors to adjust resource allocation needs more effectively. Although USD is the major source of requests for service and support, the team also receives communications through e-mail, telephone, routine and emergency site visits, and internal requests for more advanced help to resolve a problem. The STS team works proactively to identify industry best practices to improve customer service. The Help Desk team provides one central location for MCPS staff to seek information and immediate resolution to technical problems. Requests for service are received by telephone, e-mail, and the USD issue tracking system. The Help Desk supports a wide range of technology infrastructure, hardware, and more than 100 school- and office-based and enterprise-wide 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 operations and applications 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.

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. They maintain a parts database and inventory for both warranty and non-warranty maintenance of supported equipment. The team sets up and provides technical support for computers and multimedia equipment used for MCPS meetings and activities. Audio visual (AV) equipment support includes maintaining an equipment pool for all of MCPS, collaborating with school and media center staff on establishing AV standards and addressing AV needs, and providing warranty repair of equipment purchased from the AV bid list. TSS staff also collaborates with the Office of Procurement and MCPS Television staff in reviewing and making recommendations on all multimedia equipment.

USD administration is provided by members of the TSS team as well as the STS team. This team is responsible for applying application upgrades and maintaining USD instances for the Employee and Retiree Service Center (ERSC), the offices of Shared Accountability, Curriculum and Instructional Programs, and the Chief Technology Officer (OCTO), and the Division of Family and Community Partnerships. This team also is responsible for extracting data from the USD issue tracking system to design customized reports for schools and central services requests for information.

The Field Installation Unit implements 21st century technologies in MCPS classrooms. To update technologies in schools through the Technology Modernization Program, staff in this unit works with school staff to install the technology and ensure readiness at the opening of the school year. Staff maximizes the technology investment by reassigning older technologies and equipment to single-purpose, less demanding yet important functions in the schools. Examples of reassignments include door card readers, achievement series scan stations, visitor management systems, Fluency and Automaticity through Systematic Teaching with Technology (FASTT) Math, and Read 180. Additionally, the unit collects online data for updating and maintaining the asset management system and software license compliance. This unit supports centralized distribution of software updates, service packs, license keys, and enterprise systems management.

Trends and Accomplishments

The division tracks, manages, and resolves requests for support through the USD issue tracking system. In FY 2012, 101,758 requests for services and support were opened in USD by MCPS staff in schools and offices. This represents an increase of 6,256 requests, compared with 95,502 in FY 2011.

In FY 2012, of the 101,758 requests logged by the system, the MCPS Help Desk closed 24,110 requests at first contact. In addition, they processed another 38,534 tickets that were submitted by other MCPS staff via the web or e-mail and handled by the eight-member team. The team leaders of the Help Desk are proactive in using the issue tracking software to spot trends. They routinely use this information to provide first-level troubleshooting before escalating an issue to second-level support staff, usually resolving the customer's problem within the Help Desk without escalation. The Help Desk team works continuously to improve customer service by collaborating with other teams in OCTO and by incorporating user feedback into daily operations. They participate in the development of customized support plans and service and operation level agreements that are essential to the seamless delivery of service to our customers. This team meets with various project teams periodically to prepare training documents and assist in training designated staff on new enterprise applications. The Help Desk maintains the Help Desk website and provides users with timely solutions to frequently asked questions.

In FY 2012, STS staff resolved 41,268 reported problems. ITSS staffing is a team model with primary and backup assignments, based on geography and technology inventory for each school. The team established a "Lifeboat" system to rapidly deploy replacement servers to schools, restoring access to technology and minimizing downtime.

In FY 2012, the TSS team closed 998 emergency requests handling 70 percent within the 12-hour service-level agreement (SLA) performance measure. The TSS team also handled 3,185 normal priority calls, meeting the 3-day SLA performance measure 65 percent of the time. The total number of requests of all priorities for this time period was 4,257.

Major Mandates

- *Our Call to Action: Pursuit of Excellence* identifies technology as a critical learning tool in schools. Access to and use of a variety of technological applications and services is essential to an effective instructional program and helps to create a positive work environment in a self-renewing organization. Specific strategies and initiatives include refreshing hardware and software and network infrastructure through the Technology Modernization Program and providing testing support of innovative technologies.

- The federal *No Child Left Behind Act of 2001* and the state's *Bridge to Excellence in Public Schools Act of 2002* require up-to-date infrastructure and equipment in all schools.
- The federal *No Child Left Behind Act of 2001* requires the administration of state-mandated tests, including the Maryland School Assessment (MSA), Independence Mastery Assessment Program (IMAP), and the IDEA Proficiency Test.
- Expectations of the Maryland Core Learning Goals and alignment with the Maryland High School Assessments and Maryland School Assessments require a modern infrastructure for delivery of online tests and courses.
- Board of Education Policy IGS, *Educational Technology*, requires that MCPS staff and students be provided with easy, equitable access to technology tools.

Strategies

- Provide technology support for instructional programs and other system-wide initiatives by maintaining an infrastructure that provides a platform capable of supporting modern technological hardware and software tools.
- Participate in strategic planning for the creation of a multiyear technology road map, identifying strategic plans for school-based software and hardware technologies, telecommunications, network operating systems, and a support system based firmly in industry standards and instructional research.
- Support the Technology Modernization Program, providing access to high-capability computers with web connectivity in schools and the community.
- Support the development and implementation of integrated information technology systems to improve products, resources, and services; provide technical support and instruction to ensure that these systems are fully used and meet customer needs.
- Provide just-in-time support for the MSA, IMAP, Measures of Academic Progress—Reading, Measures of Academic Progress—Mathematics, High School Assessments, and the IDEA Proficiency Test.
- Develop management strategies and align resources and services to accomplish the OCTO strategic plan; involve customers and stakeholders in decisions on the use of resources.
- Work collaboratively with other OCTO teams to assess and respond to customer needs and provide ongoing technical and operational support to schools.
- Increase DTS staff involvement in strategic planning and continuous improvement efforts through timely communications and participation in cross-functional work groups in schools and offices.
- Support administrative and instructional computers and provide solutions to technical problems in a timely, efficient, and reliable manner.

- Respond to customer needs by monitoring performance, including the turnaround time for repairs and service, and the number and types of requests submitted to the Help Desk.
- Coordinate and provide computer integration services, software installation, and outreach to assess complex problems and address staff training needs.
- Increase user independence and skills in their ability to resolve and prevent technology-related problems through just-in-time help and expanded knowledge tools through self-help systems.
- Provide accurate and timely information to customers
- Support the development and implementation of new applications through ensuring access to reliable technology, assisting in training, and providing on-site and remote technical support.
- Ensure technical readiness in schools and non-school-based offices.

Performance Measures

Performance Measure: Percentage of phone requests both opened and closed by the Help Desk staff on first customer contact (as measured by closure in USD issue tracking system within 2 hours).

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
72%	72%	75%

Explanation: This measure is an indication of the timeliness of problem resolution by Help Desk staff within the SLA. NOTE: A change in Help Desk processes significantly reduced the number of duplicate requests for support. While this change resulted in better service for our end-users, it reduced the percentage of tickets “closed at the first contact.”

Performance Measure: Percentage of customers who are satisfied with the timelines of service received from an MCPS hardware technician.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
100%	100%	100%

Explanation: This measure is an indication of the timeliness of problem resolution by the MCPS hardware staff servicing non-warranty equipment K-12.

Performance Measure: Percentage of customers who indicate satisfaction with the level of knowledge demonstrated by their ITSS.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
96.2%	97%	98%

Explanation: This measure reflects the level of customer satisfaction with the services provided by the assigned technologist.

Performance Measure: Percentage of emergency tickets closed within the parameters of the SLA for non-school-based offices.

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
74%	74%	75%

Explanation: This measure reflects the number of tickets closed within the same day as they were opened.

**Budget Explanation
Division of Technology
Support—422/423/424/434**

The current FY 2013 budget for this division is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a budget neutral reorganization within the Office of the Chief Technology Officer that is designed to better serve and support schools and offices. As a result, 3.0 positions and \$224,784 are realigned from this division to other OCTO units.

The FY 2014 request for this division is \$2,764,638, an increase of \$8,259 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$12,438)

There is a decrease of \$12,438 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Realignment—\$20,697

Realignments are budgeted to address priority spending needs in this division. There is a decrease of \$3,080 for office supplies and a corresponding increase for program supplies. In addition, \$20,697 is realigned from the budget of the Department of Information and Application Architecture to fund the help desk call center software licensing fee in this division.

Division of Technology Support - 422/423/424/434

Charles McGee, Director I

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	34.000	34.000	31.000	31.000	
Position Salaries	\$2,673,946	\$2,810,036	\$2,585,252	\$2,572,814	(\$12,438)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries	1,309				
Total Salaries & Wages	2,675,255	2,810,036	2,585,252	2,572,814	(12,438)
02 Contractual Services					
Consultants					
Other Contractual		111,023	111,023	131,720	20,697
Total Contractual Services	35,076	111,023	111,023	131,720	20,697
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		10,152	10,152	10,152	
Other Supplies & Materials		22,923	22,923	22,923	
Total Supplies & Materials	28,710	33,075	33,075	33,075	
04 Other					
Local/Other Travel		20,853	20,853	20,853	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	25,351	20,853	20,853	20,853	
05 Equipment					
Leased Equipment		5,776	5,776	5,776	
Other Equipment					
Total Equipment	5,769	5,776	5,776	5,776	
Grand Total	<u>\$2,770,161</u>	<u>\$2,980,763</u>	<u>\$2,755,979</u>	<u>\$2,764,238</u>	<u>\$8,259</u>

Division of Technology Support - 422/423/424/434

Charles McGee, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	422 Division of Technology Support						
1	P Director I		1.000	1.000	1.000	1.000	
1	27 IT Systems Engineer		1.000	1.000	1.000	1.000	
11	25 IT Systems Specialist		8.000	8.000	8.000	8.000	
11	18 IT Systems Technician		1.000	1.000	1.000	1.000	
1	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
11	13 Data Systems Operator		1.000	1.000	1.000	1.000	
1	12 Secretary		1.000	1.000	1.000	1.000	
	Subtotal		14.000	14.000	14.000	14.000	
	423 Technology Support						
11	K Supervisor				1.000	1.000	
1	22 Technical Help Desk Spec II		1.000	1.000	1.000	1.000	
3	22 Technical Help Desk Spec II		1.000	1.000	1.000	1.000	
1	20 Technical Help Desk Spec I		2.000	2.000	2.000	2.000	
3	20 Technical Help Desk Spec I		4.000	4.000	4.000	4.000	
	Subtotal		8.000	8.000	9.000	9.000	
	424 School Technology Support						
11	K Supervisor		2.000	2.000	1.000	1.000	
11	25 IT Systems Specialist		6.000	6.000	5.000	5.000	
	Subtotal		8.000	8.000	6.000	6.000	
	434 Field Installation						
3	K Supervisor		1.000	1.000	1.000	1.000	
1	25 IT Systems Specialist		3.000	3.000	1.000	1.000	
	Subtotal		4.000	4.000	2.000	2.000	
	Total Positions		34.000	34.000	31.000	31.000	

Division of Instructional and Informational Services

Director I (P)	1.0
Supervisor (O)	3.0
Supervisor (K)	1.0
Operations Development Manager (J)	1.0
Instructional Specialist (B-D)	3.0
Application Developer III (27)	1.0
Database Administrator III (27)	1.0
Application Developer II (25)	7.0
Technical Analyst (25)	1.0
Student Systems Specialist (24)	1.0
Applications Specialist I (23)	1.0
Administrative Secretary II (15)	1.0
Data Control Technician II (15)	1.0
Data Control Technician I (13)	1.0
Fiscal Assistant I (13)	.8

Mission: *The mission of the Department of Instructional and Informational Services (DIIS) is to plan, implement, and support student applications, information systems, and solutions to execute the district's priorities in support of Our Call to Action: Pursuit of Excellence.*

Major Functions

The Division of Instructional and Informational Services (DIIS) collaborates with offices, schools, and local government agencies to promote and support Montgomery County Public Schools (MCPS) and the initiatives of the Office of the Chief Technology Officer (OCTO) by developing, implementing, and continuously improving MCPS knowledge management solutions. Based on goals and priorities, the department develops, purchases, implements, and supports complex solutions for students, parents, schools, and offices. These solutions enable the collection and analysis of essential data; decision making and planning; dissemination of accurate and timely information; and operational effectiveness that streamlines and enhances the management of teaching and learning, as well as MCPS' compliance with state and federal regulations. DIIS focuses on provisioning and managing student systems that support greater accountability and sharing of knowledge among staff, students, and parents.

Staff within the Division of Instructional and Informational Services supports offices and schools by provisioning the management and administration of student systems. The Online Administrative Student Information Systems (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 consists of user-friendly applications that provide an easy and accurate method of collecting student administrative data. The OASIS Special Services (OSS) module is a component of OASIS that greatly increases the efficiency of managing the special education process for families, schools, and central services administrators and enables creation of the electronic Individualized Education Program (IEP). DIIS staff also manages the Online Achievement and Reporting System (OARS), comprising an electronic grade book and classroom-to-home communication solution, as well as electronic assessment systems to support timely delivery and reporting of assessments aligned with MCPS and Maryland state standards. The enterprise electronic grade book facilitates grading and reporting activities and policy alignment across the district and a classroom-to-home parent outreach component to securely communicate individual student achievement information from teachers to parents.

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.

Trends and Accomplishments

To ensure that MCPS maintains its status as a world-class school system, DIIS must continue to expand and enhance the usefulness of key knowledge management solutions. This includes identifying, developing, and implementing 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 customizable environment that enables school and office staff to contribute to and participate in social networking and professional development. The enhanced features empower staff to create and share instructional content with the MCPS 21st century professional learning community. Rich feature sets include video libraries, content personalization, and discussion boards to accelerate the communication of ideas across groups. The Online Achievement and Reporting System (OARS) has been integrated into *myMCPS*, further streamlining access to instructional resources and creating a unified learning community for staff, students, and parents. The *myMCPS* community is able—for the first time—to collaborate seamlessly in the process of student articulation. Student achievement data is combined with parent and student requests as well as teacher recommendations to ensure that students can receive the instructional services and classes best suited to their needs for the upcoming school year.

OASIS has received continuous upgrades to fulfill Board of Education (Board) policy, regulation, and procedural changes, as well as Maryland state and federal government-mandated changes. These upgrades included modifications to the Special Services module to comply with Maryland State Department of Education (MSDE)-mandated changes to the IEP. New student data reports were created in support of new state and federal compliance requirements, which are tied to MCPS funding levels and MSDE compliance regulations. Another major enhancement to the OSS module was the introduction

of the electronic Student Transportation Action Request (STAR) tool. This enhancement enables school staff members to request transportation for their special needs students electronically. When the STAR forms are submitted, central services personnel will route these requests to the appropriate offices for approval and scheduling. This upgrade also offers the added functionality that allows school staff to monitor the progress of each request. This enhancement dramatically reduces the amount of time it takes for transportation requests to be processed and for students to receive the services they require.

The initial phase of the student course scheduling system upgrade began at selected secondary schools. This upgrade enables those schools to plan and complete their master schedule, using a web-based interface that provided improved accessibility and transparency for all users. During subsequent phases, students will have the ability to enter their course requests, improving the accuracy and efficiency for master schedulers during articulation and master schedule development. Additionally, the upgrade enabled better management and definition of courses and control of their availability.

The electronic grade book has been adopted by the remaining 103 elementary schools in Kindergarten through Grade 3, in support of the implementation of standards-based teaching and learning. This allows all 131 elementary schools to take full advantage of Curriculum 2.0. All elementary students in these grades now will receive a standards-based report card, which will reflect more accurately the students' understanding of the concepts they are taught in each subject. Additionally, the use of the electronic gradebook to collect attendance in middle schools was piloted to simplify the recording and reporting of daily attendance for local and state accountability.

Major Mandates

- The federal *No Child Left Behind Act of 2001* and the state's *Bridge to Excellence in Public Schools Act of 2002* mandate data collection and distribution.
- *Our Call to Action: Pursuit of Excellence* requires the continuous improvement of all school system processes and services and the provision of appropriate staff training.
- Board of Education Policy IGS, *Educational Technology*, requires that all staff have easy, equitable access to appropriate information and communication technologies.
- The Maryland Education Technology Plan for the New Millennium: 2007–2012 requires that administrative applications for management and support of schools be provided and maintained.
- *Our Call to Action: Pursuit of Excellence* requires the collection and reporting of data on student and school performance.

- The U.S. Department of Education Race to The Top project (#54/79) requires the Maryland State Department of Education to implement a statewide centralized student transcript system.

Strategies

- Collaborate with other offices and units to continuously improve processes, services, and information technology systems.
- Collaborate with the Department of Instructional Technology, the Department of Business Information and Application Architecture to provide support for schools and offices utilizing administrative applications, including communication, staff training, and technical support.
- Collaborate with the Department of Infrastructure and Operations and the Division of Technology Support to assess capability and plan for infrastructure readiness.
- Enhance *myMCPS* capabilities to provide more information and collaboration services to staff, students, and parents.
- Enhance student system capabilities and the student database to meet end-user needs and the analysis and reporting requirements of *Our Call to Action: Pursuit of Excellence*.
- Support staff development opportunities to ensure that staff has the skills and knowledge to implement planned information technology systems.
- Assess and examine new and emerging technologies to determine appropriateness in meeting identified needs of the organization.
- Increase the availability of relevant information to users by implementing enhanced reporting tools.

Performance Measures

Performance Measure: Percentage of users satisfied with the customer service provided by the department.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
92%	95%	97%

Explanation: This is a measure of customer satisfaction with DIIS staff service, as measured by surveying stakeholders in work group sessions.

Performance Measure: The percentage of software implemented without major defects.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
80%	90%	92%

Explanation: This measure indicates the percentage of software implemented that performs without error, based on design specifications, as measured by source control work item management software.

Performance Measure: The percentage of stakeholder-requested enhancements implemented for enterprise systems.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
90%	92%	94%

Explanation: This measure indicates the percentage of user-requested enhancements that are implemented once approved by a recognized advisory group. This is measured by using project/work plans that itemize the work of the unit, including user-requested enhancements, and are used to monitor progress and completion of those items.

**Budget Explanation
Division of Instructional and
Informational Services—442**

The current FY 2013 budget for this division is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a budget neutral reorganization within the Office of the Chief Technology Officer that is designed to better serve and support schools and offices. As a result, 14.8 positions and \$1,544,840 are realigned from other OCTO units to this division.

The FY 2014 request for this division is \$2,696,394, a decrease of \$45,999 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$45,999)

There is a decrease of \$45,999 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Realignment—\$0

Realignments are budgeted to address priority spending needs in this division. There is a decrease of \$2,000 for office supplies and a corresponding increase for program supplies.

Div. of Instructional & Informational Services - 442

Elton Stokes, Director II

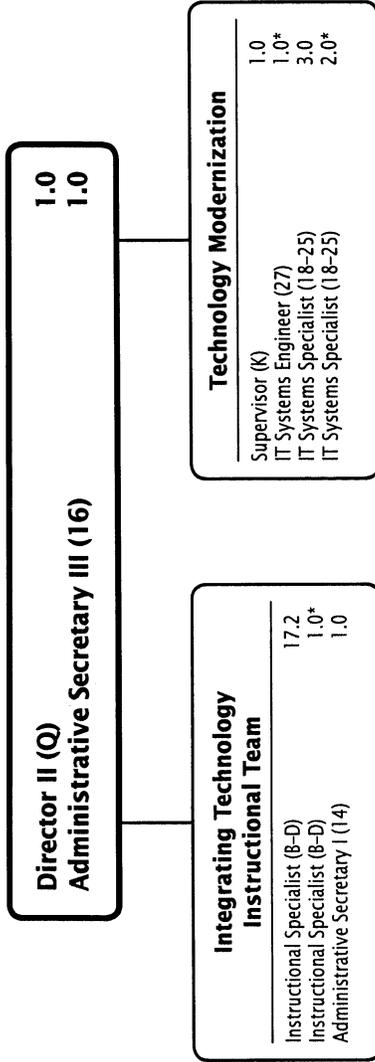
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	10.000	10.000	24.800	24.800	
Position Salaries	\$875,845	\$900,247	\$2,445,087	\$2,399,088	(\$45,999)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		259,200	259,200	259,200	
Other					
Subtotal Other Salaries	163,749	259,200	259,200	259,200	
Total Salaries & Wages	1,039,594	1,159,447	2,704,287	2,658,288	(45,999)
02 Contractual Services					
Consultants		31,006	31,006	31,006	
Other Contractual					
Total Contractual Services	19,350	31,006	31,006	31,006	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		2,000	2,000		(2,000)
Other Supplies & Materials		4,600	4,600	6,600	2,000
Total Supplies & Materials	3,290	6,600	6,600	6,600	
04 Other					
Local/Other Travel		500	500	500	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	482	500	500	500	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$1,062,716	\$1,197,553	\$2,742,393	\$2,696,394	(\$45,999)

Div. of Instructional & Informational Services - 442

Elton Stokes, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
1	P Director I				1.000	1.000	
1	O Supervisor				1.000	1.000	
2	O Supervisor				2.000	2.000	
1	K Supervisor		1.000	1.000	1.000	1.000	
1	J Operations Development Manager				1.000	1.000	
2	BD Instructional Specialist		1.000	1.000	3.000	3.000	
1	27 Applications Developer III				1.000	1.000	
2	27 Database Administrator III		1.000	1.000	1.000	1.000	
1	25 Applications Developer II		2.000	2.000	6.000	6.000	
2	25 Applications Developer II				1.000	1.000	
2	25 ETL Analyst/Programmer		1.000	1.000			
1	25 Technical Analyst				1.000	1.000	
1	24 Student Systems Specialist		1.000	1.000	1.000	1.000	
1	23 Applications Specialist I		1.000	1.000	1.000	1.000	
1	15 Administrative Secretary II				1.000	1.000	
1	15 Data Control Technician II		1.000	1.000	1.000	1.000	
1	13 Fiscal Assistant I				.800	.800	
1	13 Data Control Technician I		1.000	1.000	1.000	1.000	
	Total Positions		10.000	10.000	24.800	24.800	

Department of Instructional Technology



F.T.E. Positions 24.2
 (*In addition, there are 4.0 Capital Budget positions shown on this chart)

Mission: *The mission of the Department of Instructional Technology is to support excellence in teaching and learning, facilitate collaborative learning communities, and support operational excellence that enhances the management of the business of education. 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

The department accomplishes its mission by working closely with school leadership to support school improvement plans with technology strategies; designing, developing and delivering high-quality technology 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 distance learning. The department provides leadership and program management for the implementation of new technologies in schools to increase teacher capacity by saving valuable time. The department manages the Center for Technology Innovation, which is the school system's primary technology training facility for all staff. The department supports the instructional implementation of the Educational Technology Policy in all schools and the Technology Modernization (Tech Mod) Program. The department consists of two units: the Integrating Technology with Instruction Unit provides professional development and coaching to teachers on the integration of technology with teaching and learning, and the Technology Support Unit evaluates new technologies and plans for the ordering and distribution of these technologies.

The Integrating Technology in Instruction Unit provides on-site, centralized, and Web-based professional development using the Analysis, Design, Development, Implementation, and Evaluation instructional system design model for school and office staff on skills and strategies needed for data-driven decision-making, and integrating technology into instructional and management practices. Professional development including myMCPS, assessment technologies, communications applications, curriculum and course management platforms, instructional applications, and electronic resources will enhance both instructional and managerial practices. Whenever feasible, the unit employs a job-embedded approach to professional development when working with school staff to increase technological pedagogical content knowledge as it relates to

individual 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 unit 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 unit 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 provides support and training to administrators and instructional and support staff. This unit 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.

The Technology Support Unit continuously collaborates with schools and offices to understand interests and needs, gathering requirements from stakeholders. The unit cultivates strategic partnerships with vendors who focus on improving technology products, services, prices, quality, and on-time delivery. The unit oversees the testing of products and configurations prior to deployment to schools to ensure product reliability and effective ongoing operations in every school. Staff also keeps abreast of emerging technology trends and products and assesses their applicability in the educational environment. Educationally appropriate products are evaluated to determine if the product meets identified needs, and high-level tests are performed to assess compatibility with the MCPS technology infrastructure. The unit 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 to address the fiscal crisis. Further, this unit oversees the planning and implementation of interactive whiteboard technology in connection with redefining 21st century learning spaces.

Trends and Accomplishments

Educational technology has evolved from being viewed solely as a tool to support direct instruction and provide valuable resources to students, to providing a highly interactive, responsive, and dynamic platform for professional development including solutions to effectively provide meaningful information about student performance that guides instructional and school improvement decisions. With new technologies, such as myMCPS, it is possible to do the following:

- Assess student progress on a regular basis

- Efficiently score and report results in a timely manner to help teachers and administrators make real-time decisions
- Support efficient planning and provide a tailored instructional program to students
- Allocate human and capital resources quickly to achieve desired results

While there is a wide variety of technology solutions for many of the work-related tasks and functions required in a school system, it is imperative to continually receive feedback regarding the time-saving value and effectiveness of these solutions. The mission of the department has been crafted to meet the challenges of the dynamic nature of technology and the unique needs of MCPS.

Each school receives direct support from a team of instructional technology specialists to provide technology-based strategies and professional development on those technologies to support school improvement plan goals. The department provides project management on three assessment technologies: the MCPS Assessment Program—Primary Reading 3D; Measure of Academic Progress—Reading, Math, and Primary; and Achievement Series. Project management also is provided for Discovery Education Streaming, which provides schools with access to a vast on-demand video library to support instruction.

Students, teachers, and the community have an expectation that technology solutions will be available to meet their information and communication needs. The ability to deploy new systems rapidly and the expectation that systems will be user friendly and safe have a major impact on this department and its planning. The need to retool educational technology is accelerating, and customers rightly expect high-quality, reliable solutions. The demand for faster, better, and cheaper solutions that meet customer expectations requires exceptional skill in managing projects. The partnership of educational and technical experts to improve project outcomes requires the creation and use of a common language for the planning, execution, and delivery of projects. The challenge for the school system is how to use students' interest in technology to engage them in rigorous and relevant learning experiences. Innovative technologies—such as interactive white boards, student response systems, and expanded wireless capabilities—now focus on engaging students while developing critical thinking and problem-solving skills.

Other trends include managing relationships with the increasing number of vendors that are offering technology products and services and building strong partnerships to meet the school system's educational and business needs. In addition, while most vendors will agree to provide school districts with special discount rates, implementing the individualized payment schedules included in these agreements typically is a challenge for vendor billing departments. This increases

the need for staff in this department to analyze technology and telecommunication invoices to make sure they reflect the agreed-upon pricing.

The Tech Mod Program, which replaces four-year-old computers in schools, was delayed one year due to the fiscal crisis, creating a five-year replacement cycle through Fiscal Year (FY) 2014. Tech Mod replaced 10,883 computers, 126 file servers, and 764 printers in 42 schools, and one special education school. The computer counts include 120 carts with 10 mobile devices in each cart that were chosen by schools to make use of wireless mobility within their school in support of instruction and assessment. The 126 file servers use 34 percent less energy than those being replaced. File servers were reduced from three to two in high schools because of improved networks, capacity, and design. Staff continued to refurbish and repair 9,007 computers in the 39 schools that had been anticipating the replacement of their four-year-old computers in FY 2013. These schools included ten high schools, nine middle schools, 17 elementary schools, and three special schools. The program supported the installation of technology in one modernized high school and one new elementary school.

Major Mandates

The National Educational Technology Plan 2010 recommends the following actions:

Provide pre-service and in-service educators with preparation and professional learning experiences powered by technology that closes the gap between students' and educators' fluencies with technology and promote and enable technology use in ways that improve learning, assessment, and instructional practices

Transform the preparation and professional learning of educators and education leaders by leveraging technology to create career-long personal learning networks within and across schools, pre-service preparation and in-service educational institutions, and professional organizations

Use technology to provide access to the most effective teaching and learning resources, especially where they are not otherwise available and to provide more options for all learners at all levels

Title II Part D of the *No Child Left Behind Act of 2001* has as its primary goal to "improve student academic achievement through the use of technology in elementary schools and secondary schools" which includes the following:

- All students being technologically literate by the time they finish the 8th grade
- The effective integration of technology resources and systems with teacher training and curriculum development to establish

- research-based instructional methods

The Maryland Instructional Leadership Framework developed by the Maryland State Department of Education (MSDE) and adopted by the MSDE states in outcome 6 that school leadership will “use technology and multiple sources of data to improve classroom instruction.”

Strategies

- Ensure the successful integration of technologies that support teaching, learning, and workforce excellence by embedding instructional and achievement technologies within school improvement plan strategies and activities; and develop anywhere/anytime professional development materials
- Develop relationships with school-based and central services staff to facilitate the identification of needs that can be addressed through technology and formalize user feedback channels to application development/deployment teams

Performance Measurements

Performance Measure: Mastery of Training Outcomes

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
90%	93%	96%

Explanation: Percentage of attendees reporting mastery of all stated training session outcomes as indicated on post-training survey.

Performance Measure: Center of Technology Innovation Satisfaction

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
87%	90%	93%

Explanation: Percentage of guest instructors that rate their experience as excellent or very good as reported via online survey.

**Budget Explanation
Department of Instructional
Technology—435/427/428**

The current FY 2013 budget for this department is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a budget neutral reorganization within the Office of the Chief Technology Officer that is designed to better serve and support schools and offices. As a result, \$74,463 is realigned from other OCTO units to this department.

The FY 2014 request for this division is \$2,469,013, a decrease of \$42,649 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$5,610

There is an increase of \$5,610 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Realignment—\$14,307

Realignments are budgeted to address priority spending needs in this department. There is a realignment of \$3,080 from office supplies to fund program supplies. There is a decrease of \$6,693 for supporting services part-time salaries and the funds are realigned to provide training stipends for the department. In addition, \$14,307 is realigned from the Office of Chief Technology Officer’s budget to this department’s budget to fund training stipends.

Program Efficiencies and Reductions—(\$62,566)

There is reduction of a vacant 1.0 fiscal assistant III position and \$62,566. The position provides support for the Technology Modernization budget and grant budget. The fiscal responsibilities will be distributed to other staff members in the department.

Dept. of Instructional Technology - 435/427/428

Dr. Trenkamp B. Kara, Acting Director II

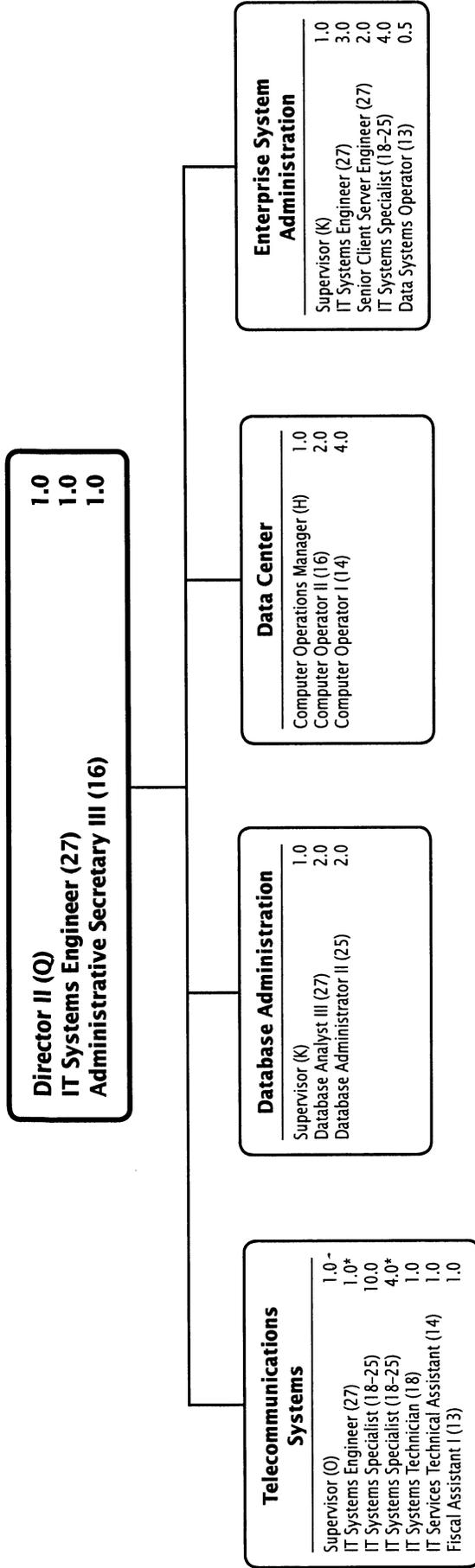
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	24.200	25.200	25.200	24.200	(1.000)
Position Salaries	\$2,184,172	\$2,392,486	\$2,466,949	\$2,409,993	(\$56,956)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends				21,000	21,000
Professional Part Time					
Supporting Services Part Time		6,693	6,693		(6,693)
Other					
Subtotal Other Salaries		6,693	6,693		14,307
Total Salaries & Wages	2,184,310	2,399,179	2,473,642	2,430,993	(42,649)
02 Contractual Services					
Consultants					
Other Contractual		3,407	3,407	3,407	
Total Contractual Services	4,549	3,407	3,407	3,407	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		15,080	15,080	12,000	(3,080)
Other Supplies & Materials		3,000	3,000	6,080	3,080
Total Supplies & Materials	32,644	18,080	18,080	18,080	
04 Other					
Local/Other Travel		16,533	16,533	16,533	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	16,325	16,533	16,533	16,533	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$2,237,828</u>	<u>\$2,437,199</u>	<u>\$2,511,662</u>	<u>\$2,469,013</u>	<u>(\$42,649)</u>

Dept. of Instructional Technology - 435/427/428

Dr. Trenkamp B. Kara, Acting Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	435 Dept. of Instructional Technology						
1	Q Director II		1.000				
3	Q Director II			1.000	1.000	1.000	
3	BD Instructional Specialist		15.200	15.200	17.200	17.200	
1	16 Administrative Secretary III		1.000				
2	16 Administrative Secretary III			1.000	1.000	1.000	
1	14 Administrative Secretary I		1.000				
2	14 Administrative Secretary I			1.000	1.000	1.000	
	Subtotal		18.200	18.200	20.200	20.200	
	427 Integrating Technology Instructional Team						
1	25 IT Systems Specialist		1.000	1.000			
11	18 IT Systems Technician		1.000				
1	15 Fiscal Assistant II		1.000				
11	13 Fiscal Assistant I		1.000				
	Subtotal		4.000	1.000			
	428 Innovative Technologies						
1	K Supervisor		1.000	1.000	1.000	1.000	
1	25 IT Systems Specialist		1.000	1.000	3.000	3.000	
11	18 IT Systems Technician			1.000			
1	15 Fiscal Assistant II			1.000	1.000		(1.000)
11	13 Fiscal Assistant I			1.000			
1	12 Secretary			1.000			
	Subtotal		2.000	6.000	5.000	4.000	(1.000)
	Total Positions		24.200	25.200	25.200	24.200	(1.000)

Department of Infrastructure and Operations



F.T.E. Positions 39.5
 (*In addition, there are 5.0 Capital Budget positions shown on this chart.)

Mission: *The mission of the Department of Infrastructure and Operations is to manage the enterprise-wide technical systems, including the data center, network connections, and telephones and to facilitate the implementation of effective, secure, and reliable hardware and software solutions. This department also is responsible for providing the operational support for administrative data and reports aligned with Our Call to Action: Pursuit of Excellence.*

Major Functions

The Department of Infrastructure & Operations (DIO) accomplishes its mission through four units—Database Administration, Data Center, Telecommunication Services, and Enterprise Systems Administration. All four units work collaboratively to ensure that Montgomery County Public Schools (MCPS) technology systems are designed and operated in the most efficient 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 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.

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.

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 for power, temperature, humidity, fire, and other mechanical functions.

The Telecommunication 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 Telecommunication Services Unit supports converged telephony, which combines voice, data, and video on data circuits. Telephony specialists evaluate current system needs while reviewing telecommunications trends. To improve MCPS telecommunications capabilities, staff is responsible for researching, planning, expanding, and modernizing existing systems as both technology and location needs evolve. The unit monitors and maintains the MCPS WAN, which is implemented by connections through several carriers, including the county's fiber-optic network (FiberNet). The connection to the Internet and county government, the security firewall, and the intrusion detection/prevention equipment—along with the data wiring at new and modernized construction projects, including the telephone and cable television distribution systems—also are the responsibility of this unit. This unit also applies for rebates for eligible telecommunications, internal connection, and Internet-related costs under the Schools and Libraries Universal Service E-Rate Program, funded under the *Telecommunications Act of 1996*. Staff carefully reviews telecommunication invoices, including wireless and data connection lines, to ensure accuracy of payment.

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 system-wide user account management for the network and all application systems, such as 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. 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.

Trends and Accomplishments

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. *Our Call to Action: Pursuit of Excellence* calls for the provision of a technology-rich environment that gives

instructional leaders powerful tools to determine priorities and to measure success.

Over the winter break in December 2011, the MCPS data center was relocated from the Carver Educational Services Center to 45 West Gude Drive, Rockville, Maryland. This move enabled MCPS to substantially strengthen access to data and computing systems by modernizing and integrating redundant infrastructure systems that are designed to support continued operations in the event of inclement weather and other emergencies. These major improvements include the integration of redundant uninterruptable power supplies (UPS), a high-capacity generator, dual fiber network pathways to the data center, and expanded disaster recovery site support.

In addition, the department also provided large-scale printing services for both student and business systems, including approximately 145,000 report cards, 19,000 related administrative reports and 30,000 interim reports per reporting period, as well as 1,500 employee paychecks and 22,000 timesheets per pay period (employee paystubs are available electronically via ePaystub, eliminating the need for paystub printing for employees using direct deposit). The Data Center staff collaborated with the Office of Shared Accountability's Testing Unit to print, fold, and seal 90,000 MSA and 60,000 HSA reports and with the Applied Research Unit to print, fold, and seal 210,000 school-based staff and parent surveys. The staff takes great pride in continuing to meet every deadline for all large printing jobs.

Continuing the server consolidation effort of the previous years, the Enterprise Systems Administration Unit expanded the virtual server environment to include more production and test servers of many applications, including myMCPS. The unit also implemented a new central Storage Area Network (SAN) to replace aging equipment and provide more data storage for use by all systems. This program seeks to reduce the number of disparate hardware servers by consolidating systems on more reliable and consistently managed hardware.

The department completed an upgrade of the MCPS e-mail system to Exchange 2010 to take advantage of increased protection of data for security and to optimize our investment for future growth. This upgrade also provides better integration with the MCPS portal, myMCPS. The department continued to modify the structure of the MCPS network (Active Directory) toward a single domain network design and consolidated domain controllers for a more efficiently run network.

In FY 2013, databases for the Financial Management System, student systems applications, the electronic grading system, and the myMCPS portal will be upgraded to the latest and most efficient versions that allow for faster access to data for students and staff.

During FY 2013, more than half of MCPS elementary schools will be connected to the county's FiberNet system for faster and more reliable WAN and Internet connectivity. The remaining schools will be connected in FY 2014. Internet availability continued to be over 99 percent overall.

New telephone systems were installed in five elementary schools and administrative offices using Voice-over-IP (VoIP) capable phone systems. These VoIP systems provide additional services to the users, such as caller ID and call forwarding, and significantly reduce the expenses of inside wiring by using either existing data lines or running one data line throughout a school, as opposed to a large number of voice lines per handset. We anticipated 4,900 work requests for moves, additions, and changes for schools and administrative offices will be completed in FY 2013. 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.

Major Mandates

- The federal *No Child Left Behind Act of 2001* and the state's *Bridge to Excellence in Public Schools Act of 2002* mandate data collection and distribution that require up-to-date infrastructure and equipment in all schools, as well as access to system information.
- *Our Call to Action: Pursuit of Excellence* strategies require up-to-date infrastructure and central information technology services.
- Expectations of the Maryland Core Learning Goals and alignment with the Maryland High School Assessments and Maryland School Assessments require a modern infrastructure for delivery of online tests and courses.
- Board of Education Policy IGS, *Educational Technology*, requires that all students and staff members have easy, equitable access to information and communication technologies.
- The Maryland Educational Technology Plan for the New Millennium: 2007–2012 requires that schools be provided with networks, hardware/software, and technical services that support student and staff use of electronic information and communication resources in classrooms, media centers, and offices.

Strategies

- Control and manage user access rights and implement user account provisioning/de-provisioning using the most cost-effective and efficient methods.
- Develop a converged telecommunications strategic plan based on industry standards to guide MCPS in the modernization and expansion of its telecommunications system, including telephony and data.
- Provide building-wide wireless access in all schools, while maintaining secure access controls.

- Collaborate with the county’s FiberNet team to connect remaining elementary schools to the FiberNet system.
- Consistently evaluate database use and performance upgrading operating systems and hardware and software when necessary.
- Monitor performance of the WAN, school servers, and Internet connectivity and ensure staff or vendors respond promptly to any problems.
- Manage and maintain a sound virtual server testing environment for use by multiple systems.
- Migrate more physical servers to the virtual server production environment to more efficiently utilize servers for multiple applications.
- Streamline network design for more efficient operations by consolidating domain controllers.
- Monitor the reliability, timeliness, and accuracy of enterprise computer products and services.
- Maintain up-to-date recommended firmware and software release levels for security and performance for all servers.
- Expand/manage a more robust disaster-recovery site with MCPS network-connected database servers and back-up systems to provide efficient and faster recovery of data in case of emergency and/or disaster.
- Work with MCPS staff and consultants to identify, develop, and implement industry-accepted network management procedures, best practices, and technical solutions.
- Monitor, plan, and implement improvements for enterprise data storage systems to support the production server environment.
- Maintain consistent environmental controls in the Data Center.
- Adhere to systematic change control processes to ensure high-quality systems.
- Maintain communication with school staff regarding relocations and requirements for voice and data connections and computer setups.
- Provide excellent customer service to all technology users by assisting in data migration needs, providing efficient turnaround on user requests, and planning for the unexpected.
- Facilitate and support server configuration management for optimum performance.

Performance Measures

Performance Measure: Percentage of uptime for the WAN.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
99.89%	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 2012 Actual	FY 2013 Estimate	FY 2014 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.

**Budget Explanation
Department of Infrastructure and Operations—446/431/433/447/448/451/453**

The current FY 2013 budget for this department is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a budget neutral reorganization within the Office of the Chief Technology Officer that is designed to better serve and support schools and offices. As a result, 8.0 positions and \$690,681 are realigned from other OCTO units to this department.

The FY 2014 request for this department is \$6,287,537, a decrease of \$289,280 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$79,781)

There is a decrease of \$79,781 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Realignment—\$38,386

Realignments are budgeted to address priority spending needs in this department. There are reductions of \$32,937 for contractual maintenance and \$9,559 for consultant services and the funds are realigned to provide additional resources for the lease/purchase agreement for systems backup and data recovery. There is a realignment of \$4,000 from local travel mileage reimbursement to fund dues, registrations, and fees. In addition, \$38,386 is realigned from the Department of Information and Application Architecture’s budget to this department’s budget for lease/purchase of equipment for systems backup and data recovery.

Program Efficiencies and Reductions—(\$247,885)

There is a reduction of \$225,486 budgeted for the lease/purchase of equipment. The final payment obligation for storage servers will be satisfied in FY 2013. There is a reduction of \$16,697 budgeted for contractual maintenance. Some equipment maintenance contract costs have been reduced due to renegotiation. Also, there is a reduction of \$5,441 budgeted for consultant services due to the completion of upgrade for Exchange 2010 email system. In addition, \$261 is reduced from the budget for dues, registrations, and fees based on prior year spending trends.

Dept of Infrastructure & Ops - 446/431/433/447/448/451/452/453/918

Cary Kuhar, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	31.500	31.500	39.500	39.500	
Position Salaries	\$2,658,198	\$2,819,789	\$3,510,470	\$3,430,689	(\$79,781)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		29,729	29,729	29,729	
Other		11,831	11,831	11,831	
Subtotal Other Salaries	52,121	41,560	41,560	41,560	
Total Salaries & Wages	2,710,319	2,861,349	3,552,030	3,472,249	(79,781)
02 Contractual Services					
Consultants		76,500	76,500	61,500	(15,000)
Other Contractual		1,686,913	1,686,913	1,637,279	(49,634)
Total Contractual Services	1,642,847	1,763,413	1,763,413	1,698,779	(64,634)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		3,400	3,400	3,400	
Other Supplies & Materials		250,829	250,829	250,829	
Total Supplies & Materials	248,535	254,229	254,229	254,229	
04 Other					
Local/Other Travel		10,196	10,196	9,935	(261)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	1,478	10,196	10,196	9,935	(261)
05 Equipment					
Leased Equipment		707,669	707,669	563,065	(144,604)
Other Equipment					
Total Equipment	930,986	707,669	707,669	563,065	(144,604)
Grand Total	<u>\$5,534,165</u>	<u>\$5,596,856</u>	<u>\$6,287,537</u>	<u>\$5,998,257</u>	<u>(\$289,280)</u>

Dept of Infrastructure & Ops - 446/431/433/447/448/451/452/453

Cary Kuhar, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	446 Dept of Infrastructure & Operations						
1	Q Director II				1.000	1.000	
1	Q Director Schl Support & Improv		1.000	1.000			
1	27 IT Systems Engineer		1.000	1.000	1.000	1.000	
1	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
	Subtotal		3.000	3.000	3.000	3.000	
	433 Telecommunications Systems						
1	O Supervisor				1.000	1.000	
1	25 IT Systems Specialist		1.000	1.000	6.000	6.000	
11	25 IT Systems Specialist		4.000	4.000	4.000	4.000	
11	18 IT Systems Technician				1.000	1.000	
11	14 IT Services Technical Asst		1.000	1.000	1.000	1.000	
11	13 Fiscal Assistant I				1.000	1.000	
	Subtotal		6.000	6.000	14.000	14.000	
	447 Database Administration						
1	K Supervisor		1.000	1.000	1.000	1.000	
1	27 Database Analyst III		2.000	2.000	2.000	2.000	
1	25 Database Administrator II		2.000	2.000	2.000	2.000	
	Subtotal		5.000	5.000	5.000	5.000	
	448 Data Center						
1	H Computer Operations Mgr		1.000	1.000	1.000	1.000	
1	16 Computer Operator II Shift 2		1.000	1.000	1.000	1.000	
1	16 Computer Operator II Shift 3		1.000	1.000	1.000	1.000	
1	14 Computer Operator I Shift 1		2.000	2.000	2.000	2.000	
1	14 Computer Operator I Shift 2		1.000	1.000	1.000	1.000	
1	14 Computer Operator I Shift 3		1.000	1.000	1.000	1.000	
	Subtotal		7.000	7.000	7.000	7.000	
	451 Enterprise System Administration						
1	K Supervisor		1.000	1.000	1.000	1.000	
1	27 Sr Client Server Engineer		2.000	2.000	2.000	2.000	
1	27 IT Systems Engineer		3.000	3.000	3.000	3.000	
1	25 IT Systems Specialist		2.000	2.000	2.000	2.000	
11	25 IT Systems Specialist		2.000	2.000	2.000	2.000	
1	13 Data Systems Operator		.500	.500	.500	.500	
	Subtotal		10.500	10.500	10.500	10.500	
	Total Positions		31.500	31.500	39.500	39.500	

Department of Business Information Services

Director II (Q)	1.0
Supervisor (K)	2.0
Application Developer III (27)	2.0
Development Project Manager (27)	3.5
Development Project Manager (27)	0.5*
Applications Developer II (25)	5.0
Technical Analyst (25)	1.0
IT Systems Specialist (18-25)	1.0
Administrative Secretary III (16)	1.0
Fiscal Assistant II (15)	1.0
Data Control Technician II (15)	1.0

F.T.E. Positions 18.5

(*In addition, there are 0.5 Trust Fund positions shown on this chart)

Mission: *The mission of the Department of Business Information Services (DBIS) is to plan, implement, and support quality business solutions to execute the district's priorities in support of Our Call to Action: Pursuit of Excellence.*

Major Functions

The Department of Business Information Services (DBIS) 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 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 the management for all stakeholders. DBIS develops and supports solutions for business operations to ensure efficiency and productivity.

DBIS will implement and support many solutions used to manage operational and business functions throughout the district. The Human Resources Information System (HRIS) integrates personnel, time and attendance, leave management, payroll, and employee benefit functions that allow for effective management of information and resources. The Professional Development Online (PDO) system is used for managing and monitoring MCPS employee training. The Benefits Workstation is used to administer and manage employee pension benefits. MCPS Careers is a web-based solution that automates the hiring process for MCPS-based position vacancies. The Financial Management System integrates supply chain, finance, and budgeting functions. Connect-ED is used by schools and central services to effectively and efficiently communicate important information to students, staff, parents, and the community, such as student absences and school activities. The Transportation Information Management System supports the management of human and automotive resources utilized by MCPS. Fortis provides MCPS with an electronic document management tool that dramatically increases access to information previously only available on paper, such as personal and student records.

Trends and Accomplishments

To ensure that MCPS maintains its status as a world-class school system, DBIS must continue to expand and enhance the usefulness of key operational management solutions. This includes identifying, developing, and implementing industry-leading software solutions that best meet the needs of schools and offices. The prevalence of web-based solutions underpins important technology decisions as MCPS works to provide solutions

that meet or exceed the expectations of 21st century institutions.

The implementation of the Destiny library management system provides schools with a centralized K–12 resource management tool. This system will assist schools in working more efficiently, while creating an engaging and collaborative learning environment promoting and supporting student achievement. The implementation of Destiny will enable a stronger library media program and classroom connection and also will support the library media specialists' role in helping students develop 21st century learning skills. The school community be able to access Destiny from any place where they can access the Internet.

New financial management software will be implemented for schools to manage Independent Activity Funds (IAFs). The newly integrated Web-based system replaces multiple stand-alone systems used by schools and will provide real-time reporting and information. In addition, this secure online system will allow parents to view their students' financial account history and make electronic payments for school activity items such as field trips, tickets for school events, and obligations. The system also will help manage online credit and debit card payments for extracurricular activity (ECA) fees. Overall, the new system will improve the efficiency and effectiveness of financial operations at both the school and central services level, while offering a new level of access and convenience for parents.

The system that manages staff retirement benefits, Benefits Workstation, received a major upgrade. Among the enhanced functions of the upgraded system is the ability for staff members to calculate benefits on demand, including the ability to calculate future retirement benefits based on "what-if" scenarios. Staff members also will be able to print a retirement statement on demand, as opposed to on a yearly basis or by special request by the Employee and Retiree Service Center (ERSC).

Major Mandates

- The federal *No Child Left Behind Act of 2001* and the state's *Bridge to Excellence in Public Schools Act of 2002* mandate data collection and distribution.
- *Our Call to Action: Pursuit of Excellence* requires the continuous improvement of all school system processes and services and the provision of appropriate staff training.
- Board of Education Policy IGS, *Educational Technology*, requires that all staff have easy, equitable access to appropriate information and communication technologies.
- The Maryland Education Technology Plan for the New Millennium: 2007–2012 requires that administrative applications for management and support of schools be provided and maintained.

- *Our Call to Action: Pursuit of Excellence* requires the collection and reporting of data on student and school performance.
- The U.S. Department of Education Race to The Top project (#54/79) requires the Maryland State Department of Education to implement a state-wide centralized student transcript system.

Strategies

- Collaborate with other offices and units to continuously improve processes, services, and information technology systems.
- Collaborate with the Department of Instructional Technology, the Department of Information and Application Architecture, and the Division of Instructional and Informational Services to provide support for schools and offices utilizing administrative applications, including communication, staff training, and technical support.
- Collaborate with the Department of Infrastructure and Operations and the Division of Technology Support to assess capability and plan for infrastructure readiness.
- Enhance HRIS capabilities to meet analysis and reporting requirements of MCPS and external agencies and provide self-service capabilities in personnel, payroll, and benefits functions that give employees access to identified personal data.
- Enhance student system capabilities and the student database to meet end-user needs and the analysis and reporting requirements of *Our Call to Action: Pursuit of Excellence*.
- Support staff development opportunities to ensure that staff members have the skills and knowledge to implement planned information technology systems.
- Assess and examine new and emerging technologies to determine appropriateness in meeting identified needs of the organization.
- Increase the availability of relevant information to users by implementing enhanced reporting tools.

Performance Measures

Performance Measure: Percentage of users satisfied with the customer service provided by the department.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
92%	95%	97%

Explanation: This is a measure of customer satisfaction with DBIS staff service.

Performance Measure: The percentage of software implemented without major defects.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
80%	90%	92%

Explanation: This measure indicates the percentage of software implemented that performs without error, based on design specifications.

Performance Measure: The percentage of stakeholder-requested enhancements implemented for enterprise systems.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
90%	92%	94%

Explanation: This measure indicates the percentage of user-requested enhancements that are implemented once approved by a recognized advisory group.

**Budget Explanation
Department of Business Information Services—421/425**

The current FY 2013 budget for this department is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a budget neutral reorganization within the Office of the Chief Technology Officer that is designed to better serve and support schools and offices. As a result, 13.5 positions and \$1,205,280 are realigned from other OCTO units to this department.

The FY 2014 request for this department is \$1,724,772, an increase of \$62,161 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$62,161

There is an increase of \$62,161 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Realignment—\$0

Realignments are budgeted to address priority spending needs in this division. There is a decrease of \$3,374 for office supplies and a corresponding increase for program supplies.

Dept. of Business Information Services - 421/425

Doreen M. Heath, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	5.000	5.000	18.500	18.500	
Position Salaries	\$488,708	\$506,100	\$1,711,380	\$1,773,541	\$62,161
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
Total Salaries & Wages	488,708	506,100	1,711,380	1,773,541	62,161
02 Contractual Services					
Consultants					
Other Contractual		420	420	420	
Total Contractual Services	17,594	420	420	420	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		3,374	3,374		(3,374)
Other Supplies & Materials		4,566	4,566	7,940	3,374
Total Supplies & Materials	18,665	7,940	7,940	7,940	
04 Other					
Local/Other Travel		5,032	5,032	5,032	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	3,885	5,032	5,032	5,032	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$528,852	\$519,492	\$1,724,772	\$1,786,933	\$62,161

Dept. of Business Information Services - 421/425

Doreen M. Heath, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	421 Dept of Business Info Services						
1	Q Director II				1.000	1.000	
1	Q Director Schl Support & Improv		1.000	1.000			
1	O Supervisor		1.000	1.000			
1	K Supervisor				2.000	2.000	
1	27 Applications Developer III				2.000	2.000	
1	27 Development Proj Manager				3.500	3.500	
1	25 Applications Developer II				5.000	5.000	
1	25 IT Systems Specialist		1.000	1.000	1.000	1.000	
1	25 Technical Analyst		1.000	1.000	1.000	1.000	
1	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
1	15 Fiscal Assistant II				1.000	1.000	
1	15 Data Control Technician II				1.000	1.000	
	Subtotal		5.000	5.000	18.500	18.500	
	Total Positions		5.000	5.000	18.500	18.500	

Department of Information and Application Architecture

Director II (Q)	1.0
Supervisor (O)	2.0
Supervisor (K)	2.0
Database Administrator III (27)	2.0
ETL Analyst/Programmer (25)	2.0
Technical Analyst (25)	1.0
Application Developer I (23)	1.0
IT Systems Specialist (18-25)	1.0
Administrative Secretary III (16)	1.0

Mission: *The mission of the Department of Information and Application Architecture (DIAA) is to manage the database architecture and to support and implement quality technology solutions that support the district's priorities in support of Our Call to Action: Pursuit of Excellence.*

Major Functions

The Department of Information and Application Architecture (DIAA) collaborates with offices, schools, and local government agencies to promote and support Montgomery County Public Schools (MCPS) and the initiatives of the Office of the Chief Technology Officer (OCTO) by developing, implementing, and continuously improving MCPS knowledge management solutions. Based on goals and priorities, the department develops, purchases, implements, and supports complex solutions for students, parents, schools, and offices. These solutions enable the collection and analysis of essential data; decision making and planning; dissemination of accurate and timely information; and operational effectiveness that streamlines and enhances the management of teaching and learning, as well as MCPS compliance with state and federal regulations.

DIAA oversees and manages the database architecture and reporting solutions and also implements quality assurance practices across the office. This department generates real-time, accurate, and comprehensive data solutions to staff within the district as well as to the Maryland State Department of Education (MSDE). The MCPS reporting solutions provide a breadth of current and historical reports to support both detail and summary-level analysis for strategic data-driven decision making.

In addition, this department adds value to the overall operations within OCTO through the implementation of quality assurance processes across all departments. This department provides leadership in the use of quality assurance best practices focused on meeting commitments for high-quality products and services that satisfy customer needs and perform reliably when delivered. Quality assurance practices encompass the entire software development process, including requirements, change management, configuration management, testing, and release. Quality assurance tools and techniques provide for tracking the effective use of development processes with measurement and verification throughout the development life cycle to final readiness review. Through the disciplines of technology testing and quality assurance, staff guides the planning and implementation of test protocols for products and services to verify their accuracy, performance, and usability in support of high-quality solutions. Additionally, staff creates user materials, including quick reference cards, frequently asked questions, and user guides to provide staff with guidance that supports a successful experience with the use of technology products and services.

Trends and Accomplishments

To ensure that MCPS maintains its status as a world-class school system, DIAA must continue 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 important technology as MCPS works to provide solutions that meet or exceed the expectations of 21st century learners and educators.

Schools with students applying for any University System of Maryland (USM) school will now have a far more efficient way to transmit official transcripts. A new electronic transcript management system will allow schools to generate, verify, and transmit transcripts directly to any school that is part of the USM consortium. This process significantly reduces the amount of time it has traditionally taken for students' official transcripts to be generated and transmitted by MCPS central services and received and processed by USM consortia schools by allowing MCPS school administrators to transmit transcripts directly to the USM system in real time. Once submitted, school officials receive an electronic receipt that the transcript was transmitted and received within moments of the transmission. Other institutions not using the new system will continue to receive transcripts via electronic transmission using the eDocs feature of the Naviance system in use by all high schools, or by U.S. mail where applicable.

Major Mandates

- The federal *No Child Left Behind Act of 2001* and the state's *Bridge to Excellence in Public Schools Act of 2002* mandate data collection and distribution.
- *Our Call to Action: Pursuit of Excellence* requires the continuous improvement of all school system processes and services and the provision of appropriate staff training.
- Board of Education Policy IGS, *Educational Technology*, requires that all staff have easy, equitable access to appropriate information and communication technologies.
- The Maryland Education Technology Plan for the New Millennium: 2007–2012 requires that administrative applications for management and support of schools be provided and maintained.
- *Our Call to Action: Pursuit of Excellence* requires the collection and reporting of data on student and school performance.
- The U.S. Department of Education Race to The Top project #54/79 requires the Maryland State Department of Education to implement a statewide centralized student transcript system.

Strategies

- Collaborate with other offices and units to continuously improve processes, services, and information technology systems.
- Collaborate with the Department of Instructional Technology, Department of Business Information Services, and Division of Instruction and Informational Services to provide support for schools and offices utilizing administrative applications, including communication, staff training, and technical support.
- Collaborate with the Department of Infrastructure and Operations and the Division of Technology Support to assess capability and plan for infrastructure readiness.
- Enhance myMCPS capabilities to provide more information and collaboration services to staff, students, and parents.
- Enhance the Human Resources Information System capabilities to meet analysis and reporting requirements of MCPS and external agencies and provide self-service capabilities in personnel, payroll, and benefits functions that give employees access to identified personal data.
- Enhance student system capabilities and the student database to meet end-user needs and the analysis and reporting requirements of *Our Call to Action: Pursuit of Excellence*.
- Support staff development opportunities to ensure that staff members have the skills and knowledge to implement planned information technology systems.
- Assess and examine new and emerging technologies to determine appropriateness in meeting identified needs of the organization.
- Increase the availability of relevant information to users by implementing enhanced reporting tools.

Performance Measures

Performance Measure: Percentage of users satisfied with the customer service provided by the department.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
92%	95%	97%

Explanation: This is a measure of customer satisfaction with DIAA staff service.

Performance Measure: The percentage of software implemented without major defects.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
80%	90%	92%

Explanation: This measure indicates the percentage of software implemented that performs without error, based on design specifications.

Performance Measure: The percentage of stakeholder-requested enhancements implemented for enterprise systems.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
90%	92%	94%

Explanation: This measure indicates the percentage of user-requested enhancements that are implemented once approved by a recognized advisory group.

**Budget Explanation
Department of Information and Application Architecture—445/426/443**

The current FY 2013 budget for this department is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a budget neutral reorganization within the Office of the Chief Technology Officer that is designed to better serve and support schools and offices. As a result, 26.3 positions and \$2,588,147 are realigned from this office to other OCTO units.

The FY 2014 request for this department is \$5,480,751, a decrease of \$44,125 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$28,794

There is an increase of \$28,794 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Realignment—(\$59,083)

There are a number of realignments budgeted to address priority spending needs within this department. There is a decrease of \$376,453 for consultant services and a corresponding increase for contractual services to pay for additional Northwest Evaluation Association’s MAP assessments, college preparation services, and the student grade-books. Also, there is a decrease of \$32,421 for consultant services to fund contractual maintenance to pay for the substitute teacher calling system maintenance and the transportation information management system upgrade. In addition, \$50,000 for consultant services and \$9,083 for lease/purchase of equipment are realigned from this department’s budget to the budget of the Department of Infrastructure and Operations and the budget of the Division of Technology Support.

Program Efficiencies and Reductions—(\$13,836)

There is a reduction of \$13,836 budgeted for the lease/purchase of equipment. The final payment obligation for server equipment will be satisfied in FY 2013.

Dept of Information & Application Architecture - 445/426/443

Elton Stokes, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	39.300	39.300	13.000	13.000	
Position Salaries	\$3,594,137	\$3,946,591	\$1,333,944	\$1,362,738	\$28,794
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		10,000	10,000	10,000	
Other					
Subtotal Other Salaries	10,016	10,000	10,000	10,000	
Total Salaries & Wages	3,604,153	3,956,591	1,343,944	1,372,738	28,794
02 Contractual Services					
Consultants		999,890	999,890	541,016	(458,874)
Other Contractual		3,076,823	3,101,323	3,510,197	408,874
Total Contractual Services	4,793,573	4,076,713	4,101,213	4,051,213	(50,000)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		10,296	10,296	10,296	
Other Supplies & Materials		44,962	44,962	44,962	
Total Supplies & Materials	51,703	55,258	55,258	55,258	
04 Other					
Local/Other Travel		1,542	1,542	1,542	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	638	1,542	1,542	1,542	
05 Equipment					
Leased Equipment		22,919	22,919		(22,919)
Other Equipment					
Total Equipment	13,883	22,919	22,919		(22,919)
Grand Total	\$8,463,950	\$8,113,023	\$5,524,876	\$5,480,751	(\$44,125)

Dept of Information & Application Architecture - 445/426/443

Elton Stokes, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	445 Dept of Information & Application Architecture						
1	Q Director II				1.000	1.000	
1	Q Director Schl Support & Improv		1.000	1.000			
1	O Supervisor		1.000	1.000	2.000	2.000	
1	K Supervisor		1.000	1.000	2.000	2.000	
1	27 Applications Developer III		1.000	1.000			
2	27 Database Administrator III		1.000	1.000	2.000	2.000	
1	27 Development Proj Manager		1.000	1.000			
1	25 Applications Developer II		3.000	3.000			
1	25 IT Systems Specialist				1.000	1.000	
2	25 ETL Analyst/Programmer				2.000	2.000	
1	25 Technical Analyst		1.000	1.000	1.000	1.000	
1	23 Applications Developer I		1.000	1.000	1.000	1.000	
1	16 Administrative Secretary III			1.000	1.000	1.000	
2	16 Administrative Secretary III		1.000				
1	13 Fiscal Assistant I		.800	.800			
	Subtotal		12.800	12.800	13.000	13.000	
	426 Instructional Technology Application Services						
1	O Supervisor		2.000				
2	O Supervisor			2.000			
2	BD Instructional Specialist		2.000	2.000			
1	27 Database Administrator III		1.000				
2	27 Database Administrator III			1.000			
2	25 Applications Developer II		1.000	1.000			
2	25 ETL Analyst/Programmer		1.000	1.000			
	Subtotal		7.000	7.000			
	443 Business Information Services						
1	O Supervisor		2.000	2.000			
1	K Supervisor		3.000	3.000			
1	J Operations Development Manager		1.000	1.000			
1	27 Applications Developer III		2.000	2.000			
1	27 Development Proj Manager		2.500	2.500			
1	25 Applications Developer II		6.000	6.000			
1	25 Technical Analyst		1.000	1.000			
1	15 Fiscal Assistant II		1.000	1.000			
1	15 Data Control Technician II		1.000	1.000			
	Subtotal		19.500	19.500			
	Total Positions		39.300	39.300	13.000	13.000	

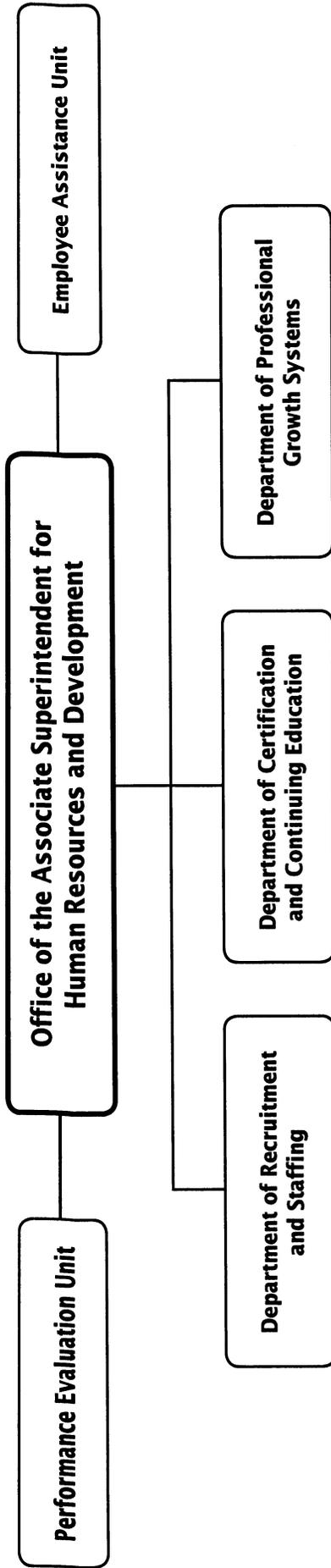
Office of Human Resources and Development

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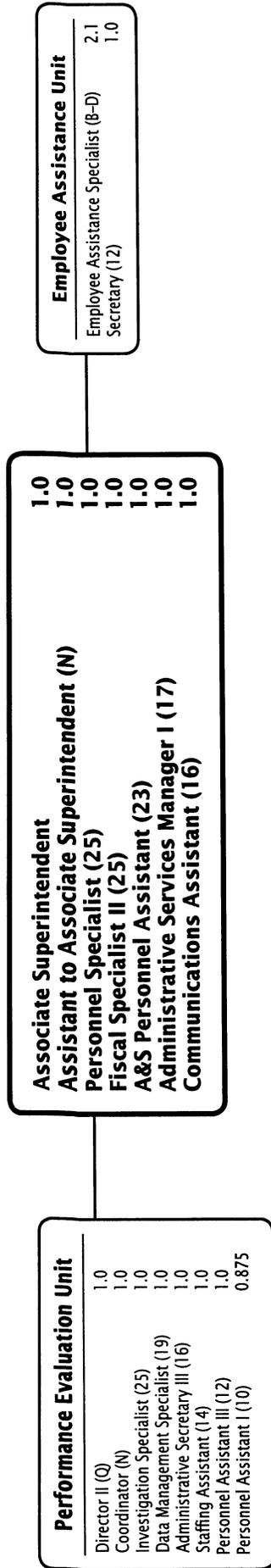
Office of Human Resources and Development
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	23.000	21.000	21.000	21.000	
Business/Operations Admin.					
Professional	35.800	39.800	40.100	44.100	4.000
Supporting Services	55.375	53.375	53.375	52.375	(1.000)
TOTAL POSITIONS	114.175	114.175	114.475	117.475	3.000
01 SALARIES & WAGES					
Administrative	\$3,003,035	\$2,812,884	\$2,812,884	\$2,693,309	(\$119,575)
Business/Operations Admin.					
Professional	3,730,471	4,049,133	4,070,314	4,364,851	294,537
Supporting Services	3,724,634	3,675,198	3,675,198	3,719,471	44,273
TOTAL POSITION DOLLARS	10,458,140	10,537,215	10,558,396	10,777,631	219,235
OTHER SALARIES					
Administrative					
Professional	884,655	1,238,639	1,238,639	1,203,868	(34,771)
Supporting Services	143,408	272,804	251,623	257,319	5,696
TOTAL OTHER SALARIES	1,028,063	1,511,443	1,490,262	1,461,187	(29,075)
TOTAL SALARIES AND WAGES	11,486,203	12,048,658	12,048,658	12,238,818	190,160
02 CONTRACTUAL SERVICES	676,989	477,032	409,532	336,957	(72,575)
03 SUPPLIES & MATERIALS	181,365	314,723	307,723	320,102	12,379
04 OTHER					
Local/Other Travel	93,008	120,427	120,427	104,677	(15,750)
Insur & Employee Benefits	4,893,575	4,749,782	4,749,782	4,266,963	(482,819)
Utilities					
Miscellaneous	52,765	139,205	139,205	110,735	(28,470)
TOTAL OTHER	5,039,348	5,009,414	5,009,414	4,482,375	(527,039)
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	\$17,383,905	\$17,849,827	\$17,775,327	\$17,378,252	(\$397,075)

Office of Human Resources and Development—Overview



Office of the Associate Superintendent for Human Resources and Development



Mission *The Office of Human Resources and Development (OHRD) is committed to excellence, equity, and lifelong learning. OHRD builds an effective workforce of diverse professionals who contribute to the success of all students by ensuring access to growth and recognition opportunities. OHRD utilizes systems that recruit, select, support, retain, and develop the highest performing, most diverse workforce to ensure high achievement for every student while eliminating racial academic disparities.*

Major Functions

The Office of Human Resources and Development oversees the Department of Recruitment and Staffing, the Department of Certification and Continuing Education, and the Department of Professional Growth Systems. The Performance Evaluation and Compliance Unit and the Employee Assistance Program Unit also are included in this office.

The OHRD Leadership Team is a professional learning community comprising representatives from all three employee associations and every OHRD department and unit. The team has developed and monitored a strategic plan that is aligned with *Our Call to Action: Pursuit of Excellence*, the Strategic Plan for Montgomery County Public Schools (MCPS), and the Office of the Chief Operating Officer Strategic Plan. The OHRD Leadership team's charge is to align and implement a vision for OHRD that is focused on support to our schools and the 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 one another accountable for decisions and actions designed for continuous improvement. Using a Professional Learning Community, the OHRD leadership team meets monthly to consistently and continuously question the current state, gather data and feedback from our customers, problem solve, seek more efficient and effective methods, test those new methods, and reflect and act upon the results.

OHRD, through the Department of Recruitment and Staffing, recruits, hires, and conducts selection and assessment processes for all MCPS staff and monitors employment laws. The department recruits nationwide to ensure that teacher and supporting services positions are filled from a broad, diverse, and high-quality applicant pool. Applicants are recruited through visits to college campuses, job fairs, and association and community events. University partnerships, career awareness programs, and employee referrals provide additional recruitment opportunities for the department. Furthermore, MCPS recruitment efforts are evident in various newsprint advertisements, publications, eruptating 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.

OHRD, through the Performance Evaluation and Compliance Unit, conducts pre-employment background checks, including processing 2,190 fingerprints during the 2011–2012 school year and monitoring more than 1,600 drug tests. This unit also monitors litigation, equal employment opportunity alignment, human relations, and *Americans with Disabilities Act* issues that are raised by employees; assists in adjudicating grievances; represents administrators in matters of discipline, hearings, arbitrations, and grievances; participates in the collective bargaining process; handles all employee investigations; oversees the employee evaluation systems; and processes all employee dismissals and nonrenewals. The Employee Assistance Program Unit provides counseling and consultation services to intervene in and prevent work performance issues.

The Department of Certification and Continuing Education manages and monitors the certification needs of more than 13,000 certificated employees and also manages and monitors both pre- and post-employment higher education partnerships. The department advises all MCPS staff on matters related to certification and classification and takes leadership in ensuring that all policies and regulations related to human resources are implemented and updated, as appropriate. In addition, the Department of Certification and Continuing Education provides oversight of Continuing Professional Development (CPD) courses that are available primarily to teaching staff seeking academic credit for salary advancement and certification renewal. The Department of Certification and Continuing Education also is responsible for the oversight and processing of tuition reimbursement requests for administrators, support staff, and teachers. This department serves as the MCPS liaison to the Maryland State Department of Education (MSDE) for matters related to certification, CPD courses, and selected higher education partnerships and works collaboratively with the Montgomery County Association of Administrators and Principals (MCAAP), the Service Employees International Union (SEIU) Local 500, and the Montgomery County Education Association (MCEA) to promote the ongoing professional growth and development of the workforce in MCPS.

The Department of Professional Growth Systems provides support for the three professional growth systems: administrators, teachers, and supporting services. The Consulting Teacher team, the Skillful Teaching and Leading team, the Staff Development Programs team, and the Onboarding, Induction, and Growth team establish and clarify standards of performance for all employees, provide supports to employees who need additional assistance, and support a collaborative

process used to measure each employee's job performance. The onboarding induction process, mentoring system, professional development opportunities, support systems, and evaluation processes have resulted in a systematic and systems 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 fall into numerous projects and programs that are supported and implemented. The focus of each team and the projects implemented is toward a high-quality workforce described in Goal 4 of *Our Call to Action: Pursuit of Excellence*. The teams lead and facilitate staff development efforts for individual staff members to support continuous improvement initiatives. Projects within the Department of Professional Growth Systems focus on specific client groups or specific project goals.

OHRD celebrates the accomplishments of great teachers and administrators through the coordination of many awards. OHRD serves as the MCPS liaison to MSDE for matters related to National Board for Professional Teaching Standards (NBPTS) certification and works collaboratively with MCEA to promote, recruit, and select MCPS teachers to pursue NBPTS certification. Additionally, the office arranges selected system-wide 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, and The Washington Post Agnes Meyer Outstanding Teacher Award and The Washington Post Distinguished Educational Leadership Award.

Building the Capacity of Teachers

OHRD believes that the most critical factor in the success of a student is the quality of the teacher in the classroom. Accordingly, OHRD is organized to build the capacity of all teaching staff through onboarding, new teacher induction, consulting teacher support, mentor teachers, Studying Skillful Teaching and Leading classes, training for substitute teachers, and full implementation of the MCPS Teacher Professional Growth System.

Building the Capacity of Administrators

Research shows that one of the keys to the success of a school is a strong instructional leader as the principal. Accordingly, OHRD is devoted to building the capacity of our current and aspiring school and central services leaders through consulting principal support, Observing and Analyzing Teaching coursework, ongoing professional development for administrators, and full implementation of the Administrative and Supervisory Professional Growth System.

Building the Capacity of Support Professionals

Supporting services employees, through filling many roles within MCPS, play a critical role in the success of students and our overall system. Consequently, OHRD is committed to building the capacity of all support professionals through supporting services training, professional growth consultant support, paid training for 10-month staff, Skillful Teaching classes for paraeducators, support from the paraeducator coordinator, and full implementation of the Supporting Services Professional Growth System.

Developing and Implementing a Systemic Plan to Support Equity and Excellence for All Students

MCPS has continued its efforts to promote student achievement by providing all students with equitable learning environments characterized by academic rigor, high expectations for all students, and relationships that support student success. These efforts support full implementation of the MCPS Framework for Equity and Excellence, adopted by the Board of Education in June 2009. The Framework for Equity and Excellence communicates the system's commitment to promoting equity and excellence in schools, workplaces, and communities by establishing conditions, including high expectations, cultural competence, and positive relationships. Furthermore, the Framework points out the importance of support systems, including professional development and ongoing monitoring. Implementation of the Framework for Equity and Excellence is a key component of the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*. OHRD plays a critical role in realizing this mission by providing MCPS staff with professional development that raises consciousness, contributes to staff knowledge, and builds the skills of our workforce to help all students achieve while simultaneously eliminating racial disparities in student performance. All OHRD staff members, including consulting teachers, consulting principals, professional growth consultants, and in-district trainers on the Skillful Teaching and Leading team have received intensive training in equity awareness and strategies. OHRD staff members apply this knowledge and these skills in their daily work with clients, helping to change practice and promote equity for all MCPS students.

Onboarding, Induction, and Growth Program

The Onboarding, Induction, and Growth program provides a comprehensive induction into MCPS, which includes New Educator Orientation, mentoring, new teacher workshops, mentor workshops, and courses that assist new teachers in beginning their first year of teaching and successfully completing their first year of instruction. The Onboarding course focuses on several themes, including the story of MCPS through the last six decades; the values of MCPS and our commitment to the community; the opportunities for employee growth within the organization; and our work with

equity and excellence with a commitment to continuous improvement.

The Classification Unit, as directed by the chief operating officer, conducts annual position classification/reclassification studies; maintains position descriptions; recommends personnel policies, procedures, and regulations regarding classification/reclassification issues; conducts classification benchmarking to determine MCPS competitiveness; builds position templates for the applicant-tracking system for requisitions; maintains online web access to MCPS job descriptions; and participates in the collective bargaining process.

Trends and Accomplishments

OHRD fills each administrative position with the most qualified and productive applicant or employee. The office is impacted by an increasingly veteran workforce that is eligible for retirement; a student population with diverse educational and social needs; increased requests for services and information; and increased legislation and mandates at the federal, state, and local level. Community demands for higher standards of accountability for all personnel and the need for student achievement and safety require more frequent investigations and a greater commitment of time to employee evaluations.

OHRD continues to aggressively recruit a strong and diverse applicant pool for administrative vacancies. For the 2011–2012 school year, the office filled 17 principal vacancies: 11 elementary schools, 5 middle schools, and one special school with the following diversity—24 percent African American, 6 percent Asian American, 0 percent Hispanic, and 70 percent White. The office filled 31 central services vacancies with the following diversity—29 percent African American, 0 percent Asian American, 3 percent Hispanic, and 68 percent White.

The ongoing collaborative effort to reach and train more internal candidates for assistant principal positions and for other leadership roles has increased the internal pool. For the 2011–2012 school year, 129 qualified assistant principal candidates were processed for acceptance into the assistant principal (AP) eligibility pool; 85 assistant principals vacancies were filled with the following diversity—40 percent African American, 2 percent Asian American, 5 percent Hispanic, 1 percent Native American Indian and 52 percent White. Fifteen assistant school administrator vacancies were filled with the following diversity—53 percent African American, 7 percent Asian American, 7 percent Hispanic, and 33 percent White.

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. Eighty investigations were conducted in the 2011–2012 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 grievances. The office facilitates the return of employees from leave. The Case Management team meets regularly to review employee leave status and to work with schools, central services, and employee associations regarding work assignments. The Legal Management team meets monthly with staff and county attorneys to address and take action on issues regarding MCPS practices and procedures involving or likely to involve legal ramifications.

Continuing services to employees to improve workforce excellence have been provided in the area of employee assistance. Close collaboration between employee assistance staff and human resources and development staff results in fewer legal claims and greater employee productivity. In FY 2012, 739 individual cases were handled through the Employee Assistance Program Unit, and the unit conducted 78 auxiliary services—e.g., workshops, crisis responses, and orientation presentations—resulting in a well-supported and more productive workforce.

MCPS recognizes the essential role that a high-quality workforce plays in improving student achievement for all students. Over the past seven years, we have made numerous strides in this area. The work of MCPS has been focused on improving learning for all of our students. OHRD has focused not only on what to teach and how to lead, but also on the underlying role of expectations and beliefs on teaching and learning. The work of OHRD's departments and teams aligns closely with other initiatives in curriculum, instruction, assessment, and technology. The accomplishments of these teams will be more fully discussed in the sections pertaining to continuing professional development and university partnerships.

Major Mandates

The Office of Human Resources and Development is the major office responsible for the following:

- Implementing overall governance policy for human resources—Board of Education Policy GAA, *Positive Work Environment in a Self-Renewing Organization*.
- Conducting thorough investigations related to the sexual harassment policy and the Child Abuse and Neglect law to serve as a liaison to Child Protective Services, the MCPS Department of School Safety and Security, the Montgomery County Police Department, and the Montgomery County State's Attorney's Office.

- Administering the Equal Employment Opportunity law that requires close collaboration with legal counsel on all cases and quarterly reporting to the Board of Education.
- Providing direct assistance to help facilitate reasonable accommodations for employees with disabilities, in compliance with the *Americans with Disabilities Act*.
- Ensuring that the *Family and Medical Leave Act* requirements are executed properly and providing careful administration of leave policies for all employees.
- Ensuring that the federal Department of Transportation drug-testing rules are implemented.
- Conducting investigations of employees regarding allegations of inappropriate, unprofessional, and criminal behavior.
- Overseeing, collecting, and maintaining the evaluations of all MCPS employees.
- Conducting federal- and state-mandated criminal background checks on all new hires.
- Ensuring the system-wide compliance of federal and state drug testing mandates.
- Maintaining the employment records for all MCPS employees.
- Maintaining authorization documents on all MCPS employees with work authorization permits.
- Monitoring and increasing customer satisfaction.
- Monitoring all milestones, data points, and performance measures related to the MCPS workforce, as outlined in the district strategic plan.
- The Board of Education priorities, core values, and the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, are the major drivers of the office's activities.
- The negotiated agreements between the Board of Education and the three employee associations provide for certain programs in the staff development and training domain.
- The MSDE certification regulations governing in-service course quality requirements and our university partners' training course/credit requirements drive these credit program offerings.
- In June 2009, the Montgomery County Board of Education adopted the MCPS Framework for Equity and Excellence, which communicates the system's commitment to promoting equity and excellence in all schools, workplaces, and communities. Implementation of the Framework for Equity and Excellence involves systemic professional development to help all staff develop awareness, knowledge, and skills at the personal, professional, and institutional levels to promote equity and excellence for all students and staff.
- The MCPS commitment to continuous improvement and building staff capacity requires appropriate staff development and training to provide the skills,

strategies, and tools necessary for understanding and applying continuous improvement principles and instruments. Improved, coordinated, and focused training will raise expectations and increase the likelihood of effective implementation. Exploration and implementation of alternative methods of presenting and providing training, especially utilizing technology, will be pursued.

- Federal, state, and local mandates require elimination of the disparities in student achievement by race, ethnicity, socioeconomic status, language, and disability. They also require building individual, group, and system capacity to close the longstanding achievement gaps and to provide equitable educational opportunities for students from groups that traditionally have been underserved.
- MSDE has a focus on high-quality professional development.
- *No Child Left Behind Act of 2001*, Title II Part A, states that professional development programs will be "regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluation used to improve the quality of professional development."

Strategies

- Expand recruitment efforts targeting diverse and bilingual candidates to increase the diversity of the administrative pool.
- Collaborate with the Montgomery County Association of Administrators and Principals (MCAAP) and stakeholders to support the Administrative and Supervisory Professional Growth System.
- Collaborate with the Montgomery County Education Association (MCEA) and MCAAP to support the development of a teacher career lattice to provide leadership opportunities for lead teachers in high-needs schools.
- Collaborate with MCEA and stakeholders to support the Teacher Professional Growth System.
- Collaborate with SEIU Local 500 to implement the Supporting Services Professional Growth System and the Supporting Services Orientation Program.
- Collaborate with MSDE to seek additional options for teachers to be designated "highly qualified".
- Conduct seminars and workshops regarding investigation protocol and evaluation procedures for new administrators and new teachers and at various meetings and conferences.
- Collaborate with employee associations through the labor/management committees.
- Collaborate with principals and the MCAAP advisory group.
- Build the capacity of staff in OHRD to explicitly incorporate equity content and processes into all office programs and projects in order to support

implementation of the MCPS Framework for Equity and Excellence.

- Coordinate and facilitate the effective delivery of professional development experiences throughout MCPS; this includes providing high-quality professional development experiences at separate training sites, within schools and central services, and in online environments.
- Design, develop, and deploy innovative professional development tools and experiences, including online courses, webinars, simulations, and virtual meetings.
- Align training and professional development experiences with competencies and standards of various stakeholder and participant groups identified in professional growth systems.
- Provide support to schools and central services with the planning and implementation of professional development and improvement efforts.
- Acquire and align resources in order to meet the goals of OHRD's strategic plan and goals of *Our Call to Action: Pursuit of Excellence*.
- Utilize and facilitate the effective use of technology to disseminate materials, information, and resources that support the implementation of equitable education for all students.

Performance Measures

Performance Measure: Percentage of employees who indicate satisfaction after utilizing employee assistance services.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
97%	97%	97%

Explanation: This measure reports the percentage of employees who report satisfaction on the Employee Assistance Client Survey.

Performance Measure: The diversity of the Board of Education-appointed administrators new to the position will remain above 30 percent and will increase by one percent each year.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
42%	43%	44%

Explanation: This measure highlights the percentage of the Board of Education-appointed administrative new hires, which includes principals and central services administrators.

**Budget Explanation
 Office of the Associate Superintendent
 for Human Resource and
 Development—381/314**

The current FY 2013 budget for this office is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a realignment of \$24,500 from contractual services in this office to the Department of Information and Application Architecture for the student scheduling package. Also, there is a realignment of \$40,000 for facility rental and \$10,000 for program supplies to the Office of the Deputy Superintendent for School Support and Improvement to pay for professional development.

The FY 2014 request for this office is \$1,854,107, a decrease of \$59,345 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$39,781

There is an increase of \$39,781 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Realignment—(\$19,053)

Realignments are budgeted to address priority spending needs in this office. There is a realignment of \$10,000 used for awards and recognition and \$3,000 from contractual maintenance to fund additional office supplies. In addition, \$19,053 for program supplies is realigned to the budget of the Department of Professional Growth Systems to pay for training supplies.

Program Efficiencies and Reductions—(\$80,073)

There is reduction of a 1.0 personnel assistant III position and \$56,888. This position is eliminated due to an upgrade of electronic filing system, and the completion of scanning and transferring historical documents to electronic files. Also, there is reduction of \$22,006 for program supplies and a reduction of \$1,179 budgeted for professional part-time salaries. These reductions can be made based on prior year spending trends.

Office of the Assoc Supt for HR & Dev - 381/314

Carole Goodman, Associate Superintendent

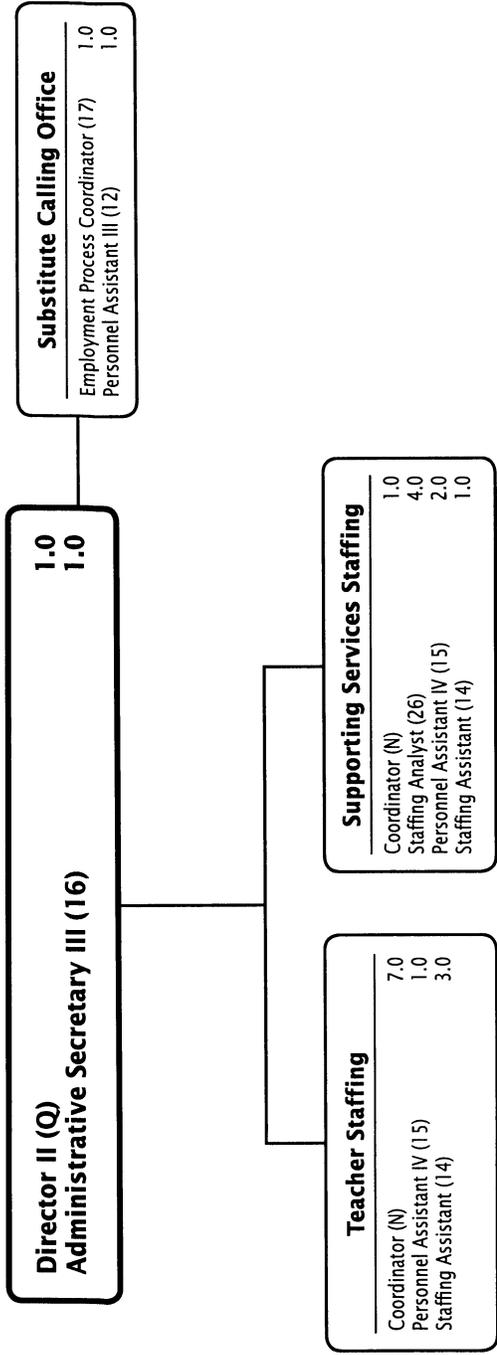
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	17.975	18.975	18.975	17.975	(1.000)
Position Salaries	\$1,570,465	\$1,670,142	\$1,670,142	\$1,653,035	(\$17,107)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends		1,000	1,000	1,000	
Professional Part Time		2,579	2,579	1,400	(1,179)
Supporting Services Part Time		65,947	65,947	65,947	
Other					
Subtotal Other Salaries	42,883	69,526	69,526	68,347	(1,179)
Total Salaries & Wages	1,613,348	1,739,668	1,739,668	1,721,382	(18,286)
02 Contractual Services					
Consultants		20,000	17,000	17,000	
Other Contractual		98,613	34,113	27,060	(7,053)
Total Contractual Services	119,365	118,613	51,113	44,060	(7,053)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		10,853	10,853	23,853	13,000
Other Supplies & Materials		82,547	75,547	36,791	(38,756)
Total Supplies & Materials	63,250	93,400	86,400	60,644	(25,756)
04 Other					
Local/Other Travel		6,971	6,971	8,721	1,750
Insur & Employee Benefits					
Utilities					
Miscellaneous		30,000	30,000	20,000	(10,000)
Total Other	393,338	36,971	36,971	28,721	(8,250)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$2,189,301	\$1,988,652	\$1,914,152	\$1,854,807	(59,345)

Office of the Assoc Supt for HR & Dev - 381/314/614

Carole Goodman, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	381 Office of the Assoc Supt for HR & Dev						
1	Associate Superintendent		1.000	1.000	1.000	1.000	
1	Q Director II		1.000	1.000	1.000	1.000	
1	N Asst. to Assoc Supt		1.000	1.000	1.000	1.000	
1	N Coordinator		1.000	1.000	1.000	1.000	
1	25 Personnel Specialist			1.000	1.000	1.000	
1	25 Fiscal Specialist II			1.000	1.000	1.000	
1	25 Investigation Specialist		1.000	1.000	1.000	1.000	
2	23 Fiscal/Logistics Assistant		1.000				
1	23 A&S Personnel Assistant			1.000	1.000	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	1.000	
1	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
1	16 Communications Assistant		1.000	1.000	1.000	1.000	
1	14 Staffing Assistant		1.000	1.000	1.000	1.000	
2	13 Fiscal Assistant I		1.000				
1	12 Personnel Assistant III		2.000	2.000	2.000	1.000	(1.000)
1	10 Personnel Assistant I		.875	.875	.875	.875	
	Subtotal		14.875	15.875	15.875	14.875	(1.000)
	314 Employee Assistance Unit						
1	BD Employee Assistance Spec		2.100	2.100	2.100	2.100	
1	12 Secretary		1.000	1.000	1.000	1.000	
	Subtotal		3.100	3.100	3.100	3.100	
	Total Positions		17.975	18.975	18.975	17.975	(1.000)

Department of Recruitment and Staffing



Mission: *The mission of the Department of Recruitment and Staffing is to promote workforce excellence by recruiting, hiring, and retaining highly qualified, diverse individuals for teaching, supporting services, and substitute positions to support student achievement through effective communication, management of resources, and systematic accountability to all stakeholders.*

Major Functions

The department recruits nationwide to ensure that teacher and supporting services positions are filled from a broad, diverse, and high-quality applicant pool. Applicants are recruited through visits to college campuses, job fairs, and association and community events. University partnerships, career-awareness programs, and employee referrals provide additional recruitment opportunities for the department. Furthermore, Montgomery County Public Schools (MCPS) recruitment efforts are evident in various newsprint, publications, e-recruiting sources, and the recruitment website.

The department, in collaboration with the Department of Certification and Continuing Education, manages MCPS pre-employment and recruitment partnerships with local universities that increase the number of applicants from diverse ethnic backgrounds and in critical shortage fields, specifically in the most challenging schools.

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 ensures that vacancies are filled only in allocated positions. In addition, the department works to ensure that there is a significant number of highly qualified candidates for all vacant positions, and the department 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 interviews and staffs substitute teacher positions.

Trends and Accomplishments

Increased competition for highly qualified teacher candidates—especially with the current nationwide teacher shortage in special education, speech/language pathologists, occupational therapists/physical therapists, mathematics, physics, chemistry, and world languages—continues to require innovative recruiting and hiring, including extensive use of the Internet. To remain competitive with other school districts, the department—in

collaboration with the Office of the Chief Technology Officer—developed the applicant tracking system (ATS) and human resources online. ATS is compatible with the Human Resources Information System/Lawson and the Fortis Document Management System. The addition of Fortis PowerWeb will allow hiring managers to view documents of employees hired from the 2000 to the present from their desktop. The ATS Project Team developed the workflows, profiles, and career site web pages to automate and streamline the hiring process. With ATS, MCPS now has an automated, paperless hiring process. Partnerships with The Johns Hopkins University and University of Maryland at College Park also support our Grow Your Own Teacher initiatives for critical staffing areas.

To provide better customer service to schools and central services, the elementary, secondary, and special education staffing teams was eliminated to create one Teacher-level Staffing Team. This will promote greater efficiency and improve the organizational agility of the department through increased emphasis on teamwork and the readiness to provide coverage as needed to address the staffing needs of stakeholders. This organization also promotes the coordination of the staffing teams in schools, central services, and the Office of Human Resources and Development (OHRD) to establish consistent teacher-selection criteria to recruit, select, and hire highly qualified candidates to meet the specific needs of the schools and central services. The department began the 2012–2013 school year with all teacher-level positions filled by contracted teachers or qualified substitute teachers, and 6,225 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 2014, on the opening day of school, the diversity of the 679 new employees hired for teacher-level positions were as follows—68.1 percent White, 8.5 percent African American, 6.9 percent Asian American, 9.6 percent Hispanic, and 6.9 percent unspecified or two or more races. The department will continue to work toward increasing the diversity of the teacher workforce.

The Supporting Services team is responsible for the recruitment, hiring, promotions, and all other staffing functions for the non-certificated and non-administrative employees. The representation of diversity among the hiring staff is 40 percent Hispanic, 20 percent African American, 20 percent Asian American, and 20 percent White. For supporting services positions, 247 new permanent employees and 253 temporary and substitutes were hired, and 435 employees received transfers or promotions for the start of FY 2013. The representation of diversity hiring is well served with the following demographics: 37 percent African Americans, 27 percent Hispanic, 24 percent White, 9 percent

Asian, and 3 percent undisclosed. Staffers serve either as officers and/or members on various MCPS educator minority organizations to support recruitment efforts and student achievement. Other efforts include collaboration with schools to support mentoring of at-risk students through interview skills building as well as career and continuing education advice. Support staffers also are involved in pre-testing and post-testing of current limited English proficiency employees registered for the “Workplace English Program.”

Support staffers are involved in the screening and selection process of candidates accepted into the various partnership programs. These partnership programs are part of the Career Pathways Program, which is detailed in the SEIU Local 500 contract, giving supporting services employees opportunities for career advancement. Universities included in the partnerships include the following: CITE (University of Maryland)—17 interns, 15 already contracted as teachers for 2012–2013, two are waiting to be contracted; SET-IT/PROSEMS (Johns Hopkins University)—four interns contracted as special education teachers for 2012–2013; and Washington Adventist University currently has seven interns finishing their second year of the program in 2012–2013.

The pool of available, qualified substitute teachers is strong. For FY 2013, the department, along with the Office of the Chief Technology Officer, will implement the Substitute Employee Management System. The new 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; and 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 teacher orientation sessions for newly hired substitute teachers. Staffers interview all substitute teacher applicants to ensure quality control in the hiring of substitute teachers and as a strategy to recruit and hire certified teachers.

Major Mandates

The federal *No Child Left Behind Act (NCLB)* requires federally funded Title I schools to hire only highly qualified teachers and paraeducators.

Title VII of the *Civil Rights Act* prohibits employment discrimination based on race, color, religion, national origin, or sex. The department ensures equal employment opportunities and workforce diversity for all positions.

Adherence to the employee association contracts involving staffing issues is essential to avoid grievances and litigation on employment decisions.

Strategies

- Continue collaboration with the Office of School Support and Improvement to advance the staffing calendar one month so that schools receive staffing allocations in early March. This process results in earlier access to teacher candidates to eliminate the loss of candidates to other districts.
- Expand recruitment efforts targeting diverse and bilingual candidates to increase the diversity of the workforce
- Continue joint work groups to implement position management and to monitor allocations and placements
- Collaborate with SEIU Local 500 and schools to expand supporting services positions posted on the vacancy database and to support the SEIU mentoring and Career Pathways Program
- Streamline the supporting services application process with the creation of electronic files and tracking system

Performance Measures

Performance Measure: Percentage of filled vacancies for teaching positions at the opening of school will increase by 1 percent annually.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
97%	98%	99%

Explanation: This measure reports the percentage of vacant teaching positions filled at the start of the school year.

Performance Measure: The percentage of teachers in Title I schools designated as “highly qualified” will increase to 100 percent.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
99.6%	100%	100%

Explanation: This measure reports the percentage of teachers in Title I schools designated “highly qualified,” as required by NCLB legislation.

Performance Measure: The percentage of unfilled rate for teacher absences will decrease to 1 percent or lower.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
1%	0.75%	0.50%

Explanation: This measure reports the percentage of unfilled rate for teacher absences.

Budget Explanation
Department of Recruitment and Staffing—382

The FY 2014 request for this department is \$2,169,076, a decrease of \$25,069 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$25,069)

There is decrease of \$25,069 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Department of Recruitment and Staffing - 382

Jeffrey M. Martinez, Director II

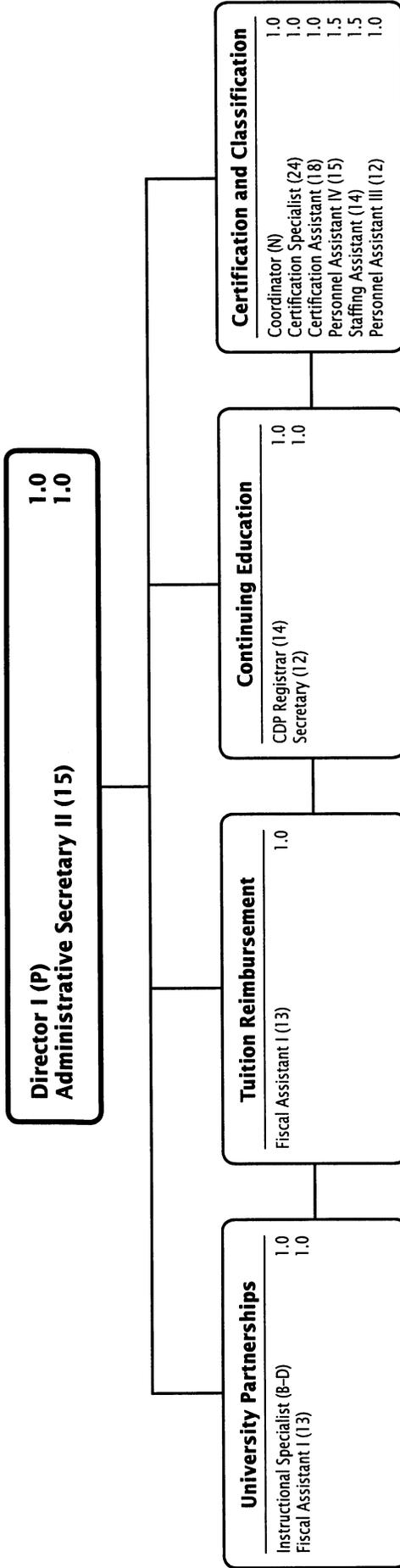
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	24.000	23.000	23.000	23.000	
Position Salaries	\$2,135,191	\$2,040,923	\$2,040,923	\$2,015,854	(\$25,069)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		25,199	25,199	25,199	
Other					
Subtotal Other Salaries	21,347	25,199	25,199	25,199	
Total Salaries & Wages	2,156,538	2,066,122	2,066,122	2,041,053	(25,069)
02 Contractual Services					
Consultants					
Other Contractual		11,098	11,098	11,098	
Total Contractual Services	5,388	11,098	11,098	11,098	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		5,000	5,000	5,000	
Total Supplies & Materials		5,000	5,000	5,000	
04 Other					
Local/Other Travel		26,925	26,925	26,925	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	25,032	26,925	26,925	26,925	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$2,186,958</u>	<u>\$2,109,145</u>	<u>\$2,109,145</u>	<u>\$2,084,076</u>	<u>(\$25,069)</u>

Department of Recruitment and Staffing - 382

Jeffrey M. Martinez, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
1	Q Director II		1.000	1.000	1.000	1.000	
1	N Coordinator		8.000	8.000	8.000	8.000	
1	26 Staffing Analyst		4.000	4.000	4.000	4.000	
1	23 A&S Personnel Assistant		1.000				
1	17 Employment Process Coordinator		1.000	1.000	1.000	1.000	
1	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
1	15 Personnel Assistant IV		3.000	3.000	3.000	3.000	
1	14 Staffing Assistant		4.000	4.000	4.000	4.000	
1	12 Personnel Assistant III		1.000	1.000	1.000	1.000	
	Total Positions		24.000	23.000	23.000	23.000	

Department of Certification and Continuing Education



Mission: *The Department of Certification and Continuing Education (DCCE), in the Office of Human Resources and Development (OHRD), provides excellent certification and professional development services to all MCPS staff to ensure that all students receive a high-quality education from highly qualified staff. We are passionate about our commitment to continuous improvement and seek and utilize stakeholder input through effective communication, management of resources, and systematic accountability.*

Major Functions

DCCE works collaboratively with administrators, supervisors, teachers, specialists, support professionals, state agencies, and college and university partners to promote the ongoing professional growth and development of a high-quality workforce in Montgomery County Public Schools (MCPS). The major functions of DCCE are divided into four units/programs:

- Certification Unit
- Continuing Professional Development Program
- Higher Education Partnership Program
- Tuition Reimbursement Program

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 Educator Information System, which links with the Maryland State Department of Education (MSDE); 4) maintains certification records and highly qualified designations for all educators; 5) monitors and informs educators of requirements to renew certificates; 6) and implements the Maryland Quality Teacher Incentive Credit. Additionally, the unit monitors local contingencies and state requirements for compliance; conducts state audits for Title I and related MSDE requests; processes salary lane changes for educators on the A–D professional salary schedule; and reviews the professional leave approvals for professional and support staff.

Part of ensuring high-quality in each position includes providing staff with what they need to meet the needs of our diverse learners. Opportunities for professional development for new educators as well as veteran educators also are available through the Continuing Professional Development (CPD) program. Through this program, teachers are able to complete graduate-level courses and receive credit from MSDE for certification renewal and salary advancement. CPD courses are offered each semester and in the summer.

The Higher Education Partnership Program is a learning community that fosters collaboration between

institutions of higher education and MCPS to develop staff academically in critical need areas. The mission of the program is to provide candidates seeking employment with MCPS and current MCPS staff with opportunities to further their education, extend their professional skills, and improve their capability to meet system-wide priorities. There are primarily three higher education partnership program categories: teacher preparation, career enhancement, and leadership development.

MCPS has a vested interest in making sure all employees have the knowledge and skills that will help them succeed at work. To that end, MCPS offers tuition reimbursement to all staff to encourage them to take courses that will benefit them and MCPS. The tuition reimbursement program helps foster employee job satisfaction, improve productivity, and contribute to the overall success of the school system. It is an effective way to recruit and retain a highly competent workforce as the long-term value of a more highly educated workforce cannot be overstated. Tuition reimbursement programs increase the quality of a career life for employees and at the same time, add investment value to the system's human resources.

Given the ever-increasing diversity of our student population, the persistent achievement gap, and the increased accountability for ensuring that all students meet and/or exceed established learning standards, DCCE has taken a multifaceted approach to professional development that prepares all staff to work successfully with diverse learners and ensures that staff have the certification and credentials to provide instruction and have opportunities to further their education through higher education partnerships, CPD courses, and tuition reimbursement.

DCCE develops, implements, manages, and monitors certification, academic, and professional development efforts that support continuous improvement and leads to a high-quality workforce as described in Goal 4 of *Our Call to Action: Pursuit of Excellence*.

Trends and Accomplishments

Increased accountability for the federal *No Child Left Behind Act of 2001 (NCLB)* legislation and state regulations, including professional development plans, verified experience, and additional coursework, as well as the growing number of teacher positions, has significantly increased the time required to monitor the certificates of professional employees. MSDE has taken an aggressive approach to set higher standards and monitoring for all Maryland teachers, which OHRD supports and implements. The mandate for highly qualified teachers and paraeducators in NCLB legislation required significant changes in federally funded Title I schools and in the system as a whole by July 1, 2006. For Fiscal Year (FY) 2011, 99.2 percent of Title I teachers were designated “highly qualified.” This decrease is due to the number of

long-term substitute teachers hired to fill positions, as a result of the hiring freeze.

Other initiatives, including continuing professional development courses, tuition reimbursement, and higher education partnerships, focus on specific needs of individual staff, hiring needs, and training needs. For employees who choose to further their education, tuition reimbursement is available for supporting services staff, teachers, and administrators. MCPS offered \$3.3 million in reimbursement to 4,565 employees for taking nearly 17,000 course credits in FY 2012.

Higher education partnerships continue to meet the system’s critical needs in hiring and workforce diversity, in training in bilingual special education, and in building workforce capacity. MCPS has one of the few higher education partnership programs in the state that provides matriculation from an associate’s degree to a doctorate degree. This year, 258 teachers and 50 supporting services staff graduated from various partnership programs. Also, 45 career changers were brought into MCPS via partnerships focusing on critical hiring areas. These critical need areas included secondary mathematics, science, special education, and world languages. Approximately 325 teachers, 20 administrators, and 80 supporting services staff currently are participating in higher education partnerships, and 40 interest meetings were held to share information on various higher education partnerships for approximately 300 teachers and supporting services staff. Information on higher education partnerships also is communicated through the Higher Education Partnership web page and brochure that outlines teacher preparation, career enhancement, and leadership development degree pathways. There are approximately seven participants in the Alternative Certification for Effective Teaching program that focuses on resident teacher certification. Development of additional partnerships is ongoing to continuously meet the academic needs of the MCPS workforce. A new partnership was developed last year with McDaniel College to provide MCPS personnel with graduate coursework leading to a certificate in “Equity and Excellence in Education.” The first cohort of this partnership began in fall 2011. New partnerships that focus on creating teacher leaders in middle school mathematics and elementary and middle school science will begin in fall 2012.

Opportunities for professional development for new educators as well as veteran educators also are available through the CPD program. Through this program, teachers are able to complete courses and receive credit from MSDE for certification renewal and salary advancement. For FY 2012, 46 CPD courses (147 sections) were offered with 2,866 participants completing coursework. This total includes three full online courses with 16 sections as well as five hybrid (online and traditional) courses with 21 sections.

Major Mandates

- The Board of Education’s academic priorities and the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, is the major driver of the office’s activities.
- The negotiated agreements between the Board of Education and the three employee associations provide for certain programs in the staff development and training domain.
- MSDE regulations governing certification and continuing professional development course-quality requirements and our higher education partners training course/credit requirements drive these program offerings.
- Adherence to the employee organization contracts involving tuition reimbursement is essential to avoid grievances and litigation in this area. MSDE has submitted a proposal for the restructuring of all professional certificates, which will have a significant impact on how certificates are evaluated, processed, and monitored. In addition, changes in certificate renewal requirements may impact the types of continuing professional development offerings that can be made available.

Strategies

- Coordinate and facilitate the effective delivery of continuing professional development courses and higher education experiences throughout MCPS.
- Continue to align new higher education partnership programs with the hiring needs and critical shortage areas within MCPS.
- Continue to provide tuition reimbursement to MCPS staff as noted in the negotiated agreements.
- Acquire and align resources in order to meet the goals of *Our Call to Action: Pursuit of Excellence*.
- Provide resources, information, and support to staff and offices seeking information on certification processes and procedures.
- Continue offering a variety of certification and degree programs that will help expand the teacher and administrator candidate pools.

Performance Measures

Performance Measure: The percentage of teachers in Title I schools designated as “highly qualified” will increase to 100 percent.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
99.2%	100%	100%

Explanation: This measure reports the percentage of teachers in Title I schools designated “highly qualified,” as required by NCLB legislation.

Department of Certification and Continuing Education—383/657/658/659

The FY 2014 request for this department is \$4,609,208, a decrease of \$605,375 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$4,230)

There is decrease of \$4,230 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Realignment—(\$82,905)

Realignments are budgeted to address priority spending needs in this department. There is a realignment of \$23,112 from professional development stipends to fund supporting services part-time salaries. In addition, there are a number of reductions including university partnership tuition (\$30,112), professional development (\$21,888), contractual services (\$11,900), facility rental (\$10,000) and program supplies (\$9,005) in this department, and these funds are realigned to professional part-time salaries and teacher mentor stipends in the Department of Professional Growth Systems.

Program Efficiencies and Reductions—(\$518,240)

There is a reduction of \$453,140 for university partnership tuition due to a decrease in candidate enrollment and program operation efficiencies. There is a reduction of \$58,900 for professional development stipends due to a fewer number of instructors that are needed to teach continuing professional development classes. Also, there is a reduction of \$5,000 for substitute teacher salaries and a reduction of \$1,200 for professional part-time salaries. These reductions can be made based on prior year spending trends.

Department of Certification & Continuing Education - 383/657/658/659

Dr. Inger H. Swimpson, Director I

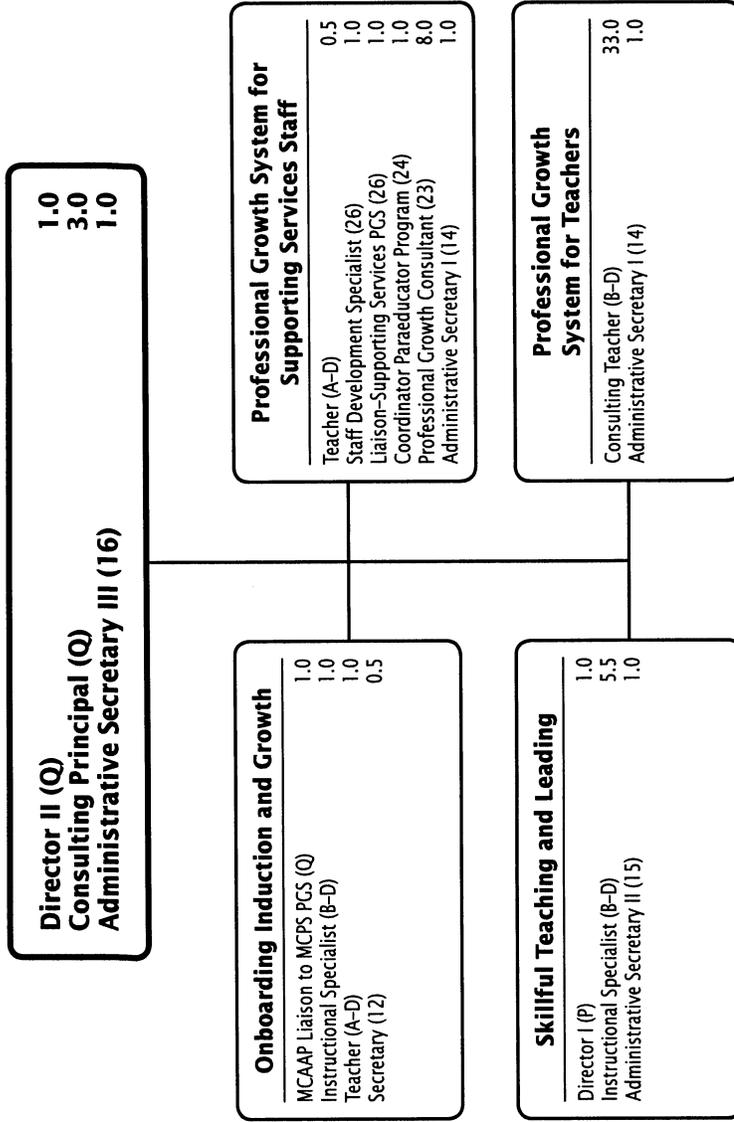
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	15.000	14.000	14.000	14.000	
Position Salaries	\$1,002,778	\$1,005,440	\$1,005,440	\$1,001,210	(\$4,230)
Other Salaries					
Summer Employment					
Professional Substitutes		14,975	14,975	9,975	(5,000)
Stipends		300,027	300,027	132,000	(168,027)
Professional Part Time		6,000	6,000	4,800	(1,200)
Supporting Services Part Time		8,600	8,600	31,712	23,112
Other		43,503	43,503	107,630	64,127
Subtotal Other Salaries	226,020	373,105	373,105	286,117	(86,988)
Total Salaries & Wages	1,228,798	1,378,545	1,378,545	1,287,327	(91,218)
02 Contractual Services					
Consultants		2,000	2,000	2,000	
Other Contractual		45,900	45,900	24,000	(21,900)
Total Contractual Services	16,188	47,900	47,900	26,000	(21,900)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		13,140	13,140	4,135	(9,005)
Total Supplies & Materials	1,228	13,140	13,140	4,135	(9,005)
04 Other					
Local/Other Travel		3,000	3,000	3,000	
Insur & Employee Benefits		3,771,998	3,771,998	3,288,746	(483,252)
Utilities					
Miscellaneous					
Total Other	3,643,380	3,774,998	3,774,998	3,291,746	(483,252)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$4,889,594	\$5,214,583	\$5,214,583	\$4,609,208	(\$605,375)

Department of Certification & Continuing Education - 383/657/658/659

Dr. Inger H. Swimpson, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	383 Department of Certification & Continuing Educ						
2	P Director I		1.000	1.000	1.000	1.000	
1	N Coordinator		1.000	1.000	1.000	1.000	
1	25 Personnel Specialist		1.000				
1	24 Certification Specialist		1.000	1.000	1.000	1.000	
1	18 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		1.500	1.500	1.500	1.500	
1	14 Staffing Assistant		1.500	1.500	1.500	1.500	
1	12 Personnel Assistant III		1.000	1.000	1.000	1.000	
	Subtotal		10.000	9.000	9.000	9.000	
	657 Continuing Education						
2	15 Data Systems Operator II		1.000				
2	14 CPD Registrar			1.000	1.000	1.000	
2	12 Secretary			1.000	1.000	1.000	
2	11 Office Assistant IV		1.000				
	Subtotal		2.000	2.000	2.000	2.000	
	658 University Partnerships						
2	BD Instructional Specialist		1.000	1.000	1.000	1.000	
2	13 Fiscal Assistant I			1.000	1.000	1.000	
2	11 Office Assistant IV		1.000				
	Subtotal		2.000	2.000	2.000	2.000	
	659 Tuition Reimbursement						
2	13 Fiscal Assistant I		1.000	1.000	1.000	1.000	
	Subtotal		1.000	1.000	1.000	1.000	
	Total Positions		15.000	14.000	14.000	14.000	

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 supports 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 the 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

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 Consulting Teacher (CT) team's function 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 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 with quality.

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 with quality.

A major purpose of the Consulting Principal team is to provide individualized support to novice principals, principals who have moved to a new level (elementary, middle, or high school), principal interns, and principals and other administrators who have been identified as underperforming.

The functions of the Skillful Teaching and Leading team are the training and the support of staff to implement the knowledge, skills, strategies, beliefs, and practices of six courses taught by the team: Studying Skillful Teaching 1 and 2; Observing and Analyzing Teaching 1 and 2; Studying Skillful Teaching for Paraeducators: Supporting Teaching and Learning; and Supervising and Evaluating Performance (SEP) for central services and business and operations administrators. All of these courses are built on the premise that effective effort and belief in continuous improvement creates a cycle of motivation and success. Finally, the core knowledge presented in these courses focuses on student achievement and learning through expert instruction and leadership. The Skillful Teaching and Leading team also coordinates the Traditions course, which is the first professional development experience for all new employees participating in the Onboarding process (see below). The team also coordinates Facilitative Leadership (FL), which trains MCPS staff to facilitate teams, work groups, and committees effectively.

The Supporting Services Professional Growth System (SSPGS) includes an evaluation process, training and development opportunities, career ladder options, and a peer assistance program for underperforming staff. When a support professional is identified as not meeting competency due to his/her performance, one of the supports provided by the SSPGS is support from a professional growth consultant (PGC). The Supporting Services Training and Development Program (SSTD) provides professional development experiences that are aligned with the seven core competencies identified in the SSPGS. Trainings include paraeducator career lattice training, training for instructional data assistants, face-to-face computer classes, School Finance Basic Training, English language instruction courses, and a new training model called "Open Labs" to assist support professionals who are beginner computer users. An Implementation team ensures that the work of the SSPGS is put into practice with quality.

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 process to improve effectiveness, efficiency, and transparency; and 3) analyzing data from all three PGSS, including disaggregated client data by race, gender, and other factors to ensure equity and due process for all employees. The Joint PGS Implementation team also is charged with ensuring that the components of the PGSS (Attracting, Recruiting, Mentoring, Developing, Evaluating, Recognizing, and Retaining) are fully implemented for all employees with fidelity.

The Onboarding, Induction, and Growth team's function is to welcome and orient all new employees into the organization and prepare them to succeed at their jobs by becoming fully engaged, productive members of the school system. By adding the Onboarding experience, the team provides a seamless, consistent, and positive experience for all new hires. The New Teacher Induction Program provides a comprehensive induction program to teachers new to MCPS. It includes orientation, peer support, courses, mentoring, and workshops to enhance instructional practices.

Trends and Accomplishments

Teacher Professional Growth

The consulting teachers work to provide intensive individualized instructional support and resources to every novice and underperforming teacher within the Peer Assistance and Review (PAR) program. Their work is guided by the MCPS Teacher Performance Standards. In Fiscal Year (FY) 2012, 26 consulting teachers worked with a total of 554 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. FY 2012 continued the county-wide implementation of Skillful Teaching through the following graduate college courses: Studying Skillful Teaching 1 (SST1), SST 2, Observing and Analyzing Teaching (OAT) 1, OAT 2, and SST for Paraeducators: Supporting Teaching and Learning. During FY 2012, the SST 1 course title was changed to Studying Skillful Teaching: Data Day to Day. Additionally, a new edition of the text and subject content of making thinking visible, cultural proficiency, and assessment as a data tool added another dimension to the course. Two hundred ninety-one teachers participated in SST 1 classes, 142 teachers participated in SST 2 classes, 176 school leaders and aspiring administrators participated in OAT 1 classes, 116 school leaders participated in OAT 2 classes, and 66 paraeducators participated in SST for Paraeducators: Supporting Teaching and Learning. In addition, 41 central services and business and operations administrators participated in 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.

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 A&S PGS website and 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 2012, three consulting principals provided one-on-one mentoring for new principals, principals new to MCPS, and principals and other administrators who were identified as having performance issues. A PAR panel of community superintendents, directors of school performance, and principals supports the work of the consulting principals with novice and underperforming principals. 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. 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 aligned directly to Goal 4 of *Our Call to Action: Pursuit of Excellence*, and 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 of our schools and offices.

One component of the SSPGS is the performance improvement process (PIP), which includes eight professional growth consultants (PGCs) who are the supporting services equivalent of the consulting teachers and consulting principals. The PGCs are the direct liaison among supporting services employees, administrators/supervisors, and the PAR panel. PIP 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. The SSPGS PIP offers support 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. 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 seven-year implementation of the SSPGS, PGCs have provided an average of 75.4 hours of support per client who completed the six-month PAR Program. In addition to providing support to clients, PGCs have provided over 43,500 hours of face-to-face training time to support the professional development of support professional employees and administrators/supervisors. Professional development plans (PDPs) were developed by support 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. Further, administrative complaints filed by SEIU Local 500 related to the evaluation process have been reduced significantly since the implementation of the SSPGS. In the three years prior to the SSPGS, an average of 18 grievances were filed each year. In FY 2012, there were only four administrative complaints filed.

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 support 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 over 60 training titles covering communication skills, diversity awareness, organizational skills, computer literacy, office skills, career development, and supervisory skills. In addition to general

competency training open to all support staff, training is delivered for specific audiences including school financial agents, instructional data analysts, and paraeducators. The attendance total for SSTD-sponsored training this past year was 3,302.

Major Mandates

The Board of Education Academic Priorities and *Our Call to Action: Pursuit of Excellence* are the major drivers of the office's activities. In addition, the negotiated agreements between the Board of Education and the three employee associations provide for certain staff development and training programs.

The MCPS commitment to continuous improvement and building staff capacity requires appropriate staff development and training to provide the skills, strategies, and tools necessary for understanding and applying continuous improvement principles and instruments. Improved, coordinated, and focused training will raise expectations and increase the likelihood of effective implementation. Exploration and implementation of alternative methods of presenting and providing training, especially utilizing technology, are pursued continually.

The Maryland State Department of Education's focus is on high-quality professional development.

The *No Child Left Behind Act of 2001 (NCLB)* legislation requires that only those strategies and methods "proven effective by the standard of scientifically based research should be included in school reform programs." This requirement includes the work of staff development.

NCLB Title II, Part A, states that professional development programs will be "regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluation used to improve the quality of professional development."

Strategies

- Coordinate and facilitate the effective delivery of professional development experiences throughout MCPS.
- Align training and professional development experiences with competencies and standards of various stakeholder and participant groups identified in professional growth systems.
- Provide differentiated support to schools and offices with the planning and implementation of professional development and improvement efforts.
- Acquire and align resources in order to meet the goals of OHRD's strategic plan, and the goals of *Our Call to Action: Pursuit of Excellence*.
- Identify and provide staff development opportunities and experiences to the staff of OHRD to meet the goals of the office.

- Conduct observations of teaching performance.
- Provide coaching and support to teachers based on observed needs.
- Align training and professional development experiences with competencies and standards of various stakeholder and participant groups identified in professional growth systems; Skillful Teacher/Leading coursework is supported by the work of the PGS Implementation team, which has representatives from the Montgomery County Education Association, the Montgomery County Association of Administrators and Principals, and SEIU Local 500.
- Provide support to schools and offices with the planning and implementation of professional development and improvement efforts.
- Align leadership training and professional development experiences and instructional materials with the A&S PGS.
- Continue offering a variety of certification and degree programs that help expand the teacher and administrator candidate pools.

Performance Measures

Performance Measure: Percentage of teachers successfully returned to the Professional Growth System.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
80%	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/dismissed.

Performance Measure: Percentage of participants who indicated satisfaction with the Skillful Teacher coursework.

	FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
OAT1	100%	100%	100%
SST1	10%	100%	100%
SST-Para	100%	100%	100%
SST2	100%	100%	100%

Explanation: Participants report satisfaction with both SST and OAT classes. Participant feedback is used in planning sessions in order to better meet the needs of our customers.

Performance Measure: Percentage of participants who demonstrated their knowledge through performance assessments.

	FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
OAT1	98%	100%	100%
SST1	98%	100%	100%
SST-Para	98%	100%	100%
SST2	98%	100%	100%
OAT2	98%	100%	100%

Explanation: Data indicates that participants have been able to apply their learning on the performance assessments. The Skillful Teaching and Leading team members continue to work beyond the completion of the course with those staff members who need support in applying the learning.

Performance Measure: Percentage of participants who felt the new teacher induction courses were relevant.

	FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
	100%	98%	99%
	FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
How to Work with Your Paraeducator	100%	98%	99%
Maximizing Your Time	100%	98%	99%
Interesting Websites	100%	98%	99%
Sticks & Stones: Equity	100%	98%	99%
Digital Portfolio	100%	98%	99%
Discovery Streaming	100%	98%	99%

Explanation: Data indicates that participants feel the courses offered through the New Teacher Induction program are relevant. The New Teacher Induction program will continue to offer courses that enhance the comprehensive induction model and provide support to improve instructional practices.

Performance Measure: Percentage of novice principals who indicated that they are satisfied with the supports they receive from their consulting principals.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
98%	98%	100%

Explanation: This measure provides information on the actual impact of the differentiated and job-embedded training and development support provided by the consulting principals to novice principals through analysis of the novice principals' experiences as the clients who received the services. The training and support is aligned directly with the consulting principals' job description and performance standards in the A&S PGS.

Department of Professional Growth Systems—384/654/653/656/660/665

The FY 2014 request for this department is \$4,193,642, a decrease of \$905 from the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—(\$27,978)

There is a decrease of \$27,978 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Realignment—\$101,958

There are a number of realignments budgeted to address priority spending needs within this department. There is a decrease of \$15,000 for office supplies and the funds are realigned to increase program supplies by \$10,000 and facility rental by \$5,000 for facilitative leadership training. There is a realignment of \$17,500 for dues, registrations and fees to fund facilitative leadership training substitute teacher salaries. In addition, there is realignments of \$19,053 from the Office of the Associate Superintendent for Human Resources and Development to this department's budget to fund training supplies for the New Educator Orientation training sessions. Also, \$82,905 is realigned from the Department of Certification and Continuing Education to this department's budget to fund teacher mentor stipends and professional development stipends for the New Educator Orientation training sessions.

Program Efficiencies and Reductions—(\$74,885)

There is a reduction of \$37,819 for professional part-time salaries and a reduction of \$22,066 for program supplies in the Professional Growth Systems for Supporting Staff Unit. In addition, there is a reduction of \$15,000 for stipends to pay for administrative and supervisory staff mentors trainings. These reductions can be made based on prior year spending trends.

Title II A – Improving Teacher Quality, Skillful Teaching and Leading Project—915

The FY 2014 request for this project is \$355,443, a decrease of \$71,280 from the current FY 2013 budget. An explanation of this change follows.

Realignment—(\$71,280)

To better utilize Title II funds, the amount budgeted for the Skillful Teacher and Leading Project is reduced by \$71,280 for professional staff training and consulting fees and the funds are realigned to the Teacher Mentoring Project to pay for New Educator Orientation training sessions.

Project's Funding History

	FY 2013 Projected 7/1/12	FY 2013 Received 11/30/12	FY 2014 Projected 7/1/13
Federal	\$426,723	\$426,723	\$355,443
State			
Other			
County			
Total	\$426,723	\$426,723	\$355,443

Title II A – Improving Teacher Quality, Teacher Mentoring Project—917

The FY 2014 request for this project is \$249,480, an increase of \$71,280 from the current FY 2013 current budget. An explanation of this change follows.

Realignment—\$71,280

There is a realignment of \$71,280 from the Skillful Teacher and Leading Project to pay for New Educator Orientation training sessions.

Project's Funding History

	FY 2013 Projected 7/1/12	FY 2013 Received 11/30/12	FY 2014 Projected 7/1/13
Federal	\$178,200	\$178,200	\$249,480
State			
Other			
County			
Total	\$178,200	\$178,200	\$249,480

**Title II A - Improving Teacher Quality,
Consulting Teacher Project—660/961**

The FY 2014 request for this project is \$4,084,530, an increase of \$293,619 from the current FY 2013 current budget. An explanation of this change follows.

Continuing Salary Costs—\$53,639

There is an increase of \$53,639 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Program Restorations and Enhancements—\$239,980

An additional 4.0 consulting teacher positions and \$239,980 is recommended to provide better supports and resources to novice and underperforming teachers. This request will reduce the average caseload per consulting teacher and allow them to provide intensive individualized instructional support for teachers.

Project's Funding History

	FY 2013 Projected 7/1/12	FY 2013 Received 11/30/12	FY 2014 Projected 7/1/13
Federal	\$3,134,958	\$3,134,958	\$3,205,176
State			
Other			
County	\$655,953	\$655,953	\$639,374
Total	\$3,790,911	\$3,790,911	\$3,844,550

Dept. of Prof. Growth Systems - 384/653/654/655/656/665

David Steinberg, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	32.200	28.200	28.500	28.500	
Position Salaries	\$3,234,385	\$3,011,480	\$3,032,661	\$3,004,683	(\$27,978)
Other Salaries					
Summer Employment					
Professional Substitutes		30,267	30,267	40,688	10,421
Stipends		258,956	258,956	300,956	42,000
Professional Part Time		78,735	78,735	70,052	(8,683)
Supporting Services Part Time		52,258	52,258	34,970	(17,288)
Other		330,845	309,664	334,413	24,749
Subtotal Other Salaries	397,793	751,061	729,880	781,079	51,199
Total Salaries & Wages	3,632,178	3,762,541	3,762,541	3,785,762	23,221
02 Contractual Services					
Consultants		142	142		(142)
Other Contractual		173,455	173,455	175,292	1,837
Total Contractual Services	297,157	173,597	173,597	175,292	1,695
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		28,000	28,000	13,000	(15,000)
Other Supplies & Materials		118,944	118,944	125,623	6,679
Total Supplies & Materials	61,575	146,944	146,944	138,623	(8,321)
04 Other					
Local/Other Travel		58,531	58,531	41,031	(17,500)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	54,789	58,531	58,531	41,031	(17,500)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$4,045,699	\$4,141,613	\$4,141,613	\$4,140,708	(\$905)

Dept. of Prof. Growth Systems - 384/654/653/656/665

David Steinberg, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	384 Dept. of Prof. Growth Systems						
2	Q Director II		1.000	1.000	1.000	1.000	
2	Q Consulting Principal			3.000	3.000	3.000	
2	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
	Subtotal		2.000	5.000	5.000	5.000	
	654 Onboarding, Induction & Professional Growth						
2	Q MCAAP Liaison to MCPS PGS		1.000	1.000	1.000	1.000	
3	BD Instructional Specialist		1.000	1.000	1.000	1.000	
3	AD Teacher		1.000	1.000	1.000	1.000	
2	12 Secretary		.500	.500	.500	.500	
	Subtotal		3.500	3.500	3.500	3.500	
	653 Administrative and Supervisory PGS						
2	Q Consulting Principal		3.000				
2	P Director I		2.000				
2	15 Administrative Secretary II		1.000				
	Subtotal		6.000				
	656 Supporting Services PGS						
3	AD Central Off Teacher	X	.200	.200	.500	.500	
2	26 Staff Development Spec		1.000	1.000	1.000	1.000	
2	26 Liaison - Supporting Svcs PGS		1.000	1.000	1.000	1.000	
3	24 Coordinator Paraeducator Prog		1.000	1.000	1.000	1.000	
3	23 Professional Growth Consultant		8.000	8.000	8.000	8.000	
2	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
	Subtotal		12.200	12.200	12.500	12.500	
	665 Skillful Teaching and Leading						
2	P Director I		1.000	1.000	1.000	1.000	
3	BD Instructional Specialist		6.500	5.500	5.500	5.500	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
	Subtotal		8.500	7.500	7.500	7.500	
	Total Positions		32.200	28.200	28.500	28.500	

Title II A - Skillful Teaching and Leading Project - 915

David Steinberg, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)					
Position Salaries					
Other Salaries					
Summer Employment					
Professional Substitutes		50,000	50,000	51,655	1,655
Stipends		25,000	25,000		(25,000)
Professional Part Time		52,552	52,552		(52,552)
Supporting Services Part Time				17,790	17,790
Other					
Subtotal Other Salaries	340,020	127,552	127,552	69,445	(58,107)
Total Salaries & Wages	340,020	127,552	127,552	69,445	(58,107)
02 Contractual Services					
Consultants		125,824	125,824	80,507	(45,317)
Other Contractual					
Total Contractual Services	238,891	125,824	125,824	80,507	(45,317)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		53,739	53,739	109,200	55,461
Total Supplies & Materials	55,312	53,739	53,739	109,200	55,461
04 Other					
Local/Other Travel					
Insur & Employee Benefits		10,403	10,403	5,556	(4,847)
Utilities					
Miscellaneous		109,205	109,205	90,735	(18,470)
Total Other	70,355	119,608	119,608	96,291	(23,317)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$704,578</u>	<u>\$426,723</u>	<u>\$426,723</u>	<u>\$355,443</u>	<u>(\$71,280)</u>

Title II A - Teacher Mentoring Project - 917

David Steinberg, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)					
Position Salaries					
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends				56,000	56,000
Professional Part Time					
Supporting Services Part Time					
Other		165,000	165,000	175,000	10,000
Subtotal Other Salaries		165,000	165,000	231,000	66,000
Total Salaries & Wages		165,000	165,000	231,000	66,000
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
Total Supplies & Materials					
04 Other					
Local/Other Travel					
Insur & Employee Benefits		13,200	13,200	18,480	5,280
Utilities					
Miscellaneous					
Total Other		13,200	13,200	18,480	5,280
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total		\$178,200	\$178,200	\$249,480	\$71,280

Prof. Growth System for Teachers - 660/961

David Steinberg, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	25.000	30.000	30.000	34.000	4.000
Position Salaries	\$2,515,321	\$2,809,230	\$2,809,230	\$3,102,849	\$293,619
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
Total Salaries & Wages	2,515,321	2,809,230	2,809,230	3,102,849	293,619
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		2,500	2,500	2,500	
Total Supplies & Materials		2,500	2,500	2,500	
04 Other					
Local/Other Travel		25,000	25,000	25,000	
Insur & Employee Benefits		954,181	954,181	954,181	
Utilities					
Miscellaneous					
Total Other	852,454	979,181	979,181	979,181	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$3,367,775	\$3,790,911	\$3,790,911	\$4,084,530	\$293,619

Prof. Growth System for Teachers - 660/961

David Steinberg, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	660 Prof. Growth System for Teachers						
3	AD Teacher, Consulting	X		6.750	6.750	10.250	3.500
2	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
	Subtotal		1.000	7.750	7.750	11.250	3.500
	961 Title II A - PGS for Teachers						
3	AD Teacher, Consulting	X	24.000	22.250	22.250	22.750	.500
	Subtotal		24.000	22.250	22.250	22.750	.500
	Total Positions		25.000	30.000	30.000	34.000	4.000

CHAPTER 11

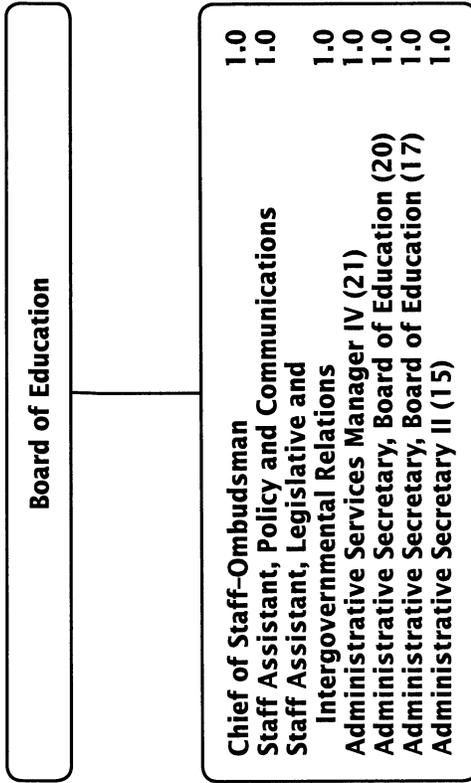
**Board of Education and
Office of the Superintendent of Schools**

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Board of Education and Office of the Superintendent
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	8,000	8,000	8,000	9,000	1,000
Business/Operations Admin.	1,000	1,000	1,000	1,000	
Professional					
Supporting Services	32,000	32,000	32,000	35,000	3,000
TOTAL POSITIONS	41,000	41,000	41,000	45,000	4,000
01 SALARIES & WAGES					
Administrative	\$1,168,299	\$1,230,525	\$1,230,525	\$1,431,183	\$200,658
Business/Operations Admin.	93,190	96,378	96,378	98,776	2,398
Professional					
Supporting Services	2,264,420	2,367,258	2,374,378	2,547,365	172,987
TOTAL POSITION DOLLARS	3,525,909	3,694,161	3,701,281	4,077,324	376,043
OTHER SALARIES					
Administrative					
Professional	157,379	158,685	158,685	157,800	(885)
Supporting Services	26,835	32,742	25,622	21,066	(4,556)
TOTAL OTHER SALARIES	184,214	191,427	184,307	178,866	(5,441)
TOTAL SALARIES AND WAGES	3,710,123	3,885,588	3,885,588	4,256,190	370,602
02 CONTRACTUAL SERVICES	68,438	90,889	90,889	120,889	30,000
03 SUPPLIES & MATERIALS	140,087	121,330	121,330	135,282	13,952
04 OTHER					
Local/Other Travel	79,476	106,255	106,255	108,055	1,800
Insur & Employee Benefits	259,422	322,471	322,471	322,471	
Utilities					
Miscellaneous	46,296	66,972	66,972	66,972	
TOTAL OTHER	385,194	495,698	495,698	497,498	1,800
05 EQUIPMENT	67,748	10,891	10,891	880	(10,011)
GRAND TOTAL AMOUNTS	\$4,371,590	\$4,604,396	\$4,604,396	\$5,010,739	\$406,343

Board of Education



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 to function as a cohesive and effective body in performing its responsibilities to adopt educational policy, ensure accountability, promote intergovernmental relations, and respond to community and student concerns.*

Major Functions

As required by Maryland law, the Board maintains a “reasonably uniform” system of public schools designed to provide high-quality education and equal educational opportunity for all children.

Specifically, the Board determines, with the advice of the superintendent, 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 plan for the Montgomery County Public Schools (MCPS) strategic plan, *Our Call to Action: Pursuit of Excellence*, include, but are not limited to, the following:

- Selecting and appointing the superintendent of schools
- Adopting operating and capital budgets
- Making decisions on educational, budgetary, facility, and financial matters
- Establishing curriculum guides and courses of study
- Making continuous appraisal of the educational and administrative management of the school system
- Establishing school boundaries
- Acting in a quasi-judicial capacity, in particular, deciding appeals
- Advancing a legislative agenda
- Appointing personnel

To carry out its duties, the Board usually meets twice each month, convening for one all-day meeting and one evening meeting. Other meetings may be held to hear appeals; review and act on budgets and facilities; preside over public hearings; meet with other elected officials and public bodies; host community forums; hold parent, student, and employee meetings; and hold local, state, and national association meetings.

The Board performs its functions as a committee of the whole and through the work of the following standing

committees: Communications and Public Engagement, Fiscal Management, Policy, Special Populations, and Strategic Planning. These committees all work in alignment with their individual charters and the strategic plan 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 and represents the Board’s positions on these matters. The office maintains all records of the Board and handles its correspondence, calendars, and meeting materials.

Trends and Accomplishments

The Office of the Board of Education supports the Board’s work, improves upon 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, supported by Board office staff, ensure a proper alignment of committee assignments and work plans with the work of the full Board and the vision of the Board’s academic priorities with the overarching goal of strengthening 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 plan, *Our Call to Action: Pursuit of Excellence*, enables the Board to ensure coherence in its overall work plan and facilitates the Board’s efforts to be proactive in its work. Over the past few years, the Board’s committees have evolved to more mature committees 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:

During the 2011–2012 school year, the Board of Education modified the following policies: Policy IOD, *Education of English Language Learners*, which reaffirms the education of English language learners as a high priority for Montgomery County Public Schools (MCPS) and also ensures compliance with federal and state mandates regarding the education of English language learners; Policy ACG, *Access to Employment, Services, Programs, and Activities by Individuals with Disabilities*, provides a clear and comprehensive mandate for the

prohibition and elimination of any unlawful discrimination against individuals with disabilities and also affirms a strong commitment to the goals of the *Americans with Disabilities Act Amendments Act of 2008* as well as other applicable laws as they relate to employees, job applicants, and access to the school system's services by members of the public with disabilities; Policy ECM, *Joint Occupancy of Montgomery County Public Schools Facilities*, sets forth the criteria for joint occupancy of MCPS facilities; Policy KGC, *Child Care*, affirms the importance of high-quality child care and education settings for all children of Montgomery County and establishes the scope of the school system's role in partnering with the child care community in addressing child care needs; and Policy CNA, *Informational Material and Announcements*, informs the public and staff about displaying and distributing printed informational materials and announcements.

The Board also rescinded two policies: Policy EDC, *Furniture and Equipment*, given that relevant language was added to Regulation EDC-RA, *Control of Furniture and Equipment Inventory*; and Policy EFA, *Bank Accounts for Cafeteria Funds*, given that relevant language is fully addressed in the *MCPS Financial Management Handbook and the Division of Food and Nutrition Services Procedures Handbook*.

To ensure that the Board's voice is heard on statewide funding and legislative issues relevant to the needs of MCPS students and staff, the Board adopts a legislative platform each year, prior to the legislative session of the Maryland General Assembly. The legislative platform is shared with community stakeholders and elected officials in Montgomery County and across the state and is the basis for Board positions on legislation proposed throughout the legislative session. Of the 14 bills supported by the Board during the regular 2012 session, 13 were enacted.

During FY 2012, the Board adjudicated 119 appeals. Fifty-eight were related to student suspension, expulsions, teacher dismissals, early entrance to kindergarten, admission to highly gifted centers, and complaints from the public; and 61 related to transfers and consortia assignments. In addition, the Office of the Board of Education handled an average of five complaints per month made to the ombudsman, which were received through telephone calls, written correspondence, and walk-in visits. The ombudsman cases involved school-related cases clustered around student behavior (bullying, suspensions, and discipline), school environment (staff, climate, safety and security), curricular issues (class/grade placement, graduation requirements, and curriculum), enrollment (mainly related to determinations of residency), transportation (staff), and human resources (compensation).

For the past six years, the Board has implemented a process for public involvement in the MCPS strategic plan

and operating budget. This process greatly enhances public involvement in long-range strategic issues and emphasizes public involvement in the "development" phase of the strategic plan and the operating budget, instead of primarily in the "critique" phase following the superintendent's presentation of the operating budget. This process also has involved a heavy emphasis on bilingual support, through the use of bilingual support staff and translation equipment. 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 update of the strategic plan and alignment of the budget with strategic plan initiatives.

Major Mandates

- The Board is required to carry out Maryland's education laws and the bylaws, rules, regulations, and policies of the State Board of Education.
- The board also adopts, codifies, and makes available to the public policies and regulations for the conduct and management of the county public schools.

Strategies

- The Office of the Board of Education will continue to support the Board in its work of monitoring and reviewing MCPS activities and programs to ensure that they are consistent with the Board's action areas. This will be done through appropriate research and consultation with the Office of the Superintendent of Schools.
- The long-range plans to achieve the MCPS vision for the future, the five goals necessary to reach that vision, and the academic priorities identified to guide specific actions to achieve the goals.
- These activities will be accomplished through increased and effective collaboration with the superintendent and staff and through the use of appropriate technologies. The Board office will continue to seek ways to expand outreach to the community and improve two-way communication between the Board and the community. In the coming year, the office will place an increased emphasis on data gathering and information sharing and using the data to ensure that the work of the office is aligned with the Board's strategic plan.

Budget Explanation
Board of Education—711

The FY 2014 request for this office is \$1,102,834, an increase of \$18,901 over the current FY 2014 budget. An explanation of this change follows.

Continuing Salary Costs—\$18,901

There is an increase of \$18,801 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Board of Education - 711
Roland Ikheola, Chief of Staff - Ombudsman

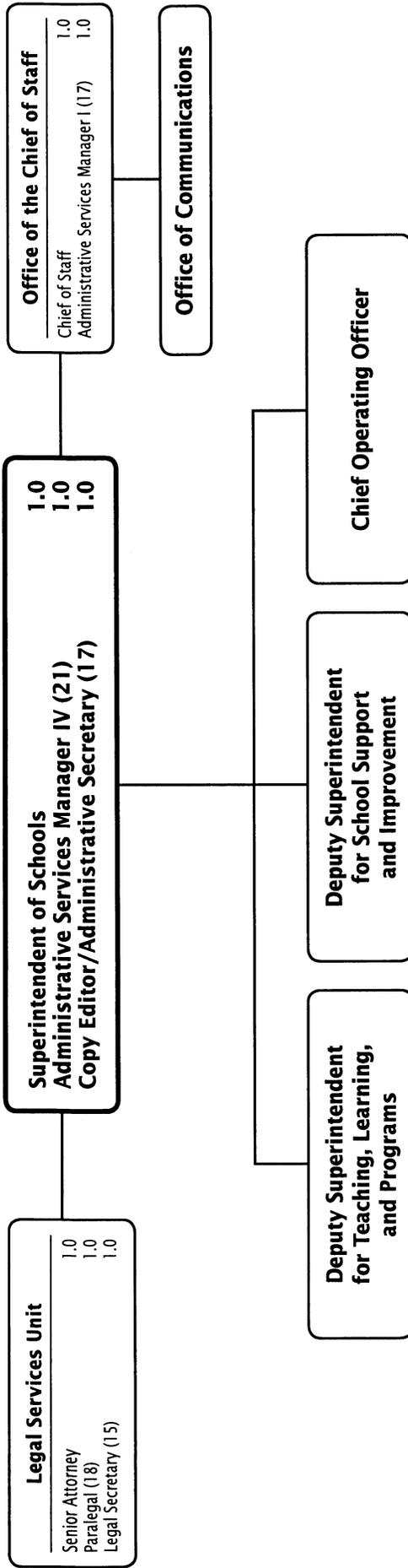
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	7.000	7.000	7.000	7.000	
Position Salaries	\$732,759	\$747,188	\$747,188	\$766,089	\$18,901
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		133,500	133,500	133,500	
Supporting Services Part Time					
Other		2,540	2,540	2,540	
Subtotal Other Salaries	136,030	136,040	136,040	136,040	
Total Salaries & Wages	868,789	883,228	883,228	902,129	18,901
02 Contractual Services					
Consultants		35,000	35,000	35,000	
Other Contractual					
Total Contractual Services	420	35,000	35,000	35,000	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		7,228	7,228	7,228	
Other Supplies & Materials					
Total Supplies & Materials	7,188	7,228	7,228	7,228	
04 Other					
Local/Other Travel		96,877	96,877	96,877	
Insur & Employee Benefits					
Utilities					
Miscellaneous		61,600	61,600	61,600	
Total Other	114,407	158,477	158,477	158,477	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$990,804	\$1,083,933	\$1,083,933	\$1,102,834	\$18,901

Board of Education - 711

Roland Ikheloa, Chief of Staff - Ombudsman

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
1	Chief of Staff - Ombudsman		1.000	1.000	1.000	1.000	
1	P Staff Assistant		2.000	2.000	2.000	2.000	
1	21 Admin Services Manager IV		1.000	1.000	1.000	1.000	
1	20 Admin Secretary to the Board		1.000	1.000	1.000	1.000	
1	17 Admin Secretary to the Board		1.000	1.000	1.000	1.000	
1	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
	Total Positions		7.000	7.000	7.000	7.000	

Office of the Superintendent of Schools



Mission *The mission of the Office of the Superintendent of Schools is to provide high-quality educational leadership in attaining excellence in teaching and learning in Montgomery County Public Schools (MCPS).*

Major Functions

The superintendent supports the policies and academic priorities of the Board of Education and has overall responsibility for the attainment of 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 highest level of resources necessary to engage students and their parents in the learning community of their schools, and provides students with the academic credentials necessary in a global society.

The superintendent directs the academic and administrative functions of the school system and provides leadership in the implementation of the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*; 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 and two deputy superintendents. Personnel in the superintendent's immediate office include the chief of staff and support professionals.

The superintendent supports the responsibilities and functions of the Board as both superintendent and secretary-treasurer. The superintendent works closely with the president and vice president of the Board and provides them with guidance and counsel on matters of educational and public policy, academic standards and accountability, public funding, personnel, land use, and legal matters. His leadership team and office personnel work collaboratively with the Board's staff to develop thorough responses to inquiries and requests, prepare meeting documents, and successfully complete the business of the Board.

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.

Trends and Accomplishments

Strategic academic and organizational initiatives continue to place MCPS among the very best school systems in the United States. These initiatives include ongoing improvements in teaching and learning; curriculum design and content; employee skills and expertise; programs and services for students with special needs; measures of progress and accountability; technology; parent and community outreach; and communications.

These efforts have led to the school system's recognition at the national level for academic and organizational excellence. 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 is only the sixth school system to receive this award, and is the largest, by far. MCPS also is the first Maryland-based organization to be a Baldrige recipient. Also in 2010, MCPS was selected as a finalist for the Broad Prize for Urban Education, providing MCPS students with \$250,000 in college scholarships. MCPS is the first district in Maryland and the Washington, D. C. region to be named a finalist for this prestigious award, which is the largest education prize in the country.

MCPS continues to be a model district for others engaged in reforming their educational practices. Education leaders from across the nation and around the world travel to MCPS to learn about the work taking place here to increase academic rigor and close the achievement gap. There is ample evidence that the reforms directed by the Board have produced outstanding results for students. Improvements in early childhood and elementary education have resulted in substantial progress in student achievement on state and county measures of academic performance; in 2012, 92 percent of elementary students scored at the "Proficient" or "Advanced" levels in reading on the Maryland School Assessment. The upgraded elementary curriculum—Curriculum 2.0—was implemented in all kindergarten and Grade 1 classrooms during the 2011–2012 school year, and was voluntarily implemented in Grade 2 in 119 elementary schools. The curriculum is being taught in all K–3 classrooms during the 2012–2013 school year. MCPS Curriculum 2.0 intensifies the focus on teaching the whole child; integrates thinking, reasoning, and creativity; and is based on new and internationally driven standards in reading, writing, and mathematics (Common Core State Standards).

Ongoing improvements in middle school, including reforms based on more rigorous and inclusive academic programs, are under way, with more than 62 percent of all eighth grade students taking and passing algebra. Strategic improvements in the high school program have resulted in unprecedented levels of student achievement on national measures of academic rigor,

including the Advanced Placement (AP) and International Baccalaureate (IB) programs. A historic high of 31,734 AP exams were taken by MCPS students in 2011; students earned a 3 or higher on 72 percent of the exams. Five MCPS high schools ranked in the top 100 in the Washington Post's 2012 High School Challenge rankings. All 25 MCPS high schools appear in the rankings, which represent the top 8 percent of the nation's high schools. Additionally, nine MCPS high schools were ranked among the nation's 1,000 best by Newsweek/The Daily Beast on its list of America's Best High Schools. Also in 2012, 11 MCPS high schools received gold or silver medals in the U.S. News & World Report ranking of the nation's best high schools, with three schools ranking in the top 100.

The performance of MCPS high school students on the SAT and ACT continues to significantly outpace the nation and the state. Students in the Class of 2012 posted an average combined SAT score of 1651, and SAT participation also remained high, with 71 percent of MCPS seniors taking the college entrance exam at least once during their high school years. A record number of graduates from the Class of 2012—3,094—took the ACT, earning an average composite score of 23.2, significantly higher than the state average of 22.1 and the national average of 21.1.

For the fourth year in a row, the MCPS graduation rate (87.6 percent) leads the nation's major school districts, according to an *Education Week* study. The Seven Keys to College Readiness was introduced in January 2009, providing parents and students with benchmarks and a definitive path for academic success following high school graduation.

The priority of closing the achievement gap by race and ethnicity, while simultaneously raising standards for all students, remains a significant 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 more than 47 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 last year by 2,169 students, with 32.3 percent of all students eligible to receive free and reduced-price meals. A total of 11.9 percent of students receive special education services and 13.1 percent, or 19,078 students, receive assistance through the English for Speakers of Other Languages Program (ESOL), more than the total enrollment of 13 Maryland school districts. Approximately 149,000 children attend schools in the system, the highest enrollment in Maryland and the 17th largest enrollment in the nation.

These initiatives and other increases in the costs of education, particularly in recruiting and maintaining

a high-quality workforce, are challenges affecting the school system's ability to sustain ongoing programs and services. As part of the MCPS Framework for Equity and Excellence, MCPS launched the Hiring for Excellence and Equity Initiative in 2010. Its focus is on transforming the selection and orientation process to ensure that every employee assumes 100 percent responsibility for the success of every student. High-quality public education is a priority in Montgomery County and remains a key element in measuring the county's quality of life. These measures enhance the continued progress of individual schools, the continued improvement in system-wide student achievement, and the overall excellence of the nearly 22,000 women and men who work in the system as educators and support professionals.

The federal *No Child Left Behind (NCLB) Act of 2001* and the *Maryland Bridge to Excellence in Public Education Act* have been two of the major factors affecting school improvement, standards, and accountability in the school system. While state and federal accountability systems have been impacted by Maryland's receipt of a federal waiver to NCLB, the schools system's commitment to accountability and school improvement remain strong. These federal and state initiatives were preceded by the Board of Education's adoption of the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, which is in the process of being updated.

Comprehensive planning strategies to design and implement the operating budget—based on the Malcolm Baldrige Criteria for Performance Excellence, with significant involvement of parents, employees, students, and other stakeholders—have been recognized repeatedly, including the 2005 U.S. Senate Productivity Award for Maryland. MCPS is the only large school system in the nation to receive a state productivity award, which measured system operations against corporate benchmarks. In 2006 the system was a finalist for the Baldrige National Quality Award before receiving it in 2010. The system's financial practices consistently receive recognition for excellence in financial reporting from the Government Finance Officers Association. These experiences are used as benchmarks for other school districts through the American Productivity and Quality Center in Houston. Forbes magazine also named the school system as one of the top five in the nation for delivering high academic performance at a relatively low cost.

As part of the school system's commitment to continuous improvement, three strategic priorities have been identified for specific focus in the coming years: professional development, interventions, and community engagement. In addition, to ensure that central office staff are supporting and serving principals and schools to improve teaching and learning, a reorientation process was initiated during the 2011–2012 school year. This includes several key organizational changes, including the addition of a new deputy superintendent of school support and improvement (replacing the chief

school performance officer position), a deputy superintendent of teaching, learning, and programs (a reconstitution of the deputy superintendent of schools position), a new associate superintendent of professional development and school support, and a new chief engagement and partnership officer. Successful communications and community engagement are critical to ensuring productive partnerships and robust community support. During the 2011–2012 school year, a variety of events—including Listen and Learn sessions for community and staff, book clubs, student town halls, and forums on specific topics—were held that engaged more than 3,000 participants.

Major Mandates

The Office of the Superintendent of Schools administers the school system in accordance with the Education Article of the Annotated Code of Maryland, the bylaws of the Maryland State Board of Education as found in the Code of Maryland Regulations, and the policies and decisions of the Montgomery County Board of Education.

Strategies

- Continue to lead strategic improvements, reforms, services, and innovations designed to achieve the academic priorities of the Board of Education.
- Continue to require high levels of achievement for all students, rigorous standards of performance by all employees, and effective collaboration with parents and other stakeholders in the improvement of public education in Montgomery County.
- Continue to improve and implement the strategic plan, develop responsive operating and capital budget recommendations, and ensure successful deployment of resources for continuous school improvement.
- Ensure fidelity of implementation for all Board of Education policies and decisions, as well as public accountability for student performance and organizational effectiveness.
- Continue to benchmark with other school systems and organizations about academic improvements, cost savings, strategic planning, information management, and evaluation and assessment practices.
- Ensure the timely and responsive dissemination of student performance data to improve instruction, to assess student progress and instructional programs, and to engage parent involvement in teaching and learning with their children.

Budget Explanation Office of the Superintendent of Schools—611

The FY 2014 request for this office is \$905,109, an increase of \$277,705 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$9,823

There is an increase of \$9,823 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Other—\$267,882

The FY 2014 budget includes the creation of a legal services unit that consists of a 1.0 attorney position, a 1.0 paralegal position, and a 1.0 legal secretary position. The cost for this unit will be partially offset by realizing outside counsel expenses that are currently budgeted in the Office of Chief Operating Officer and the Division of Equity Assurance and Compliance.

Office of the Superintendent of Schools - 611

Dr. Joshua P. Starr, Superintendent of Schools

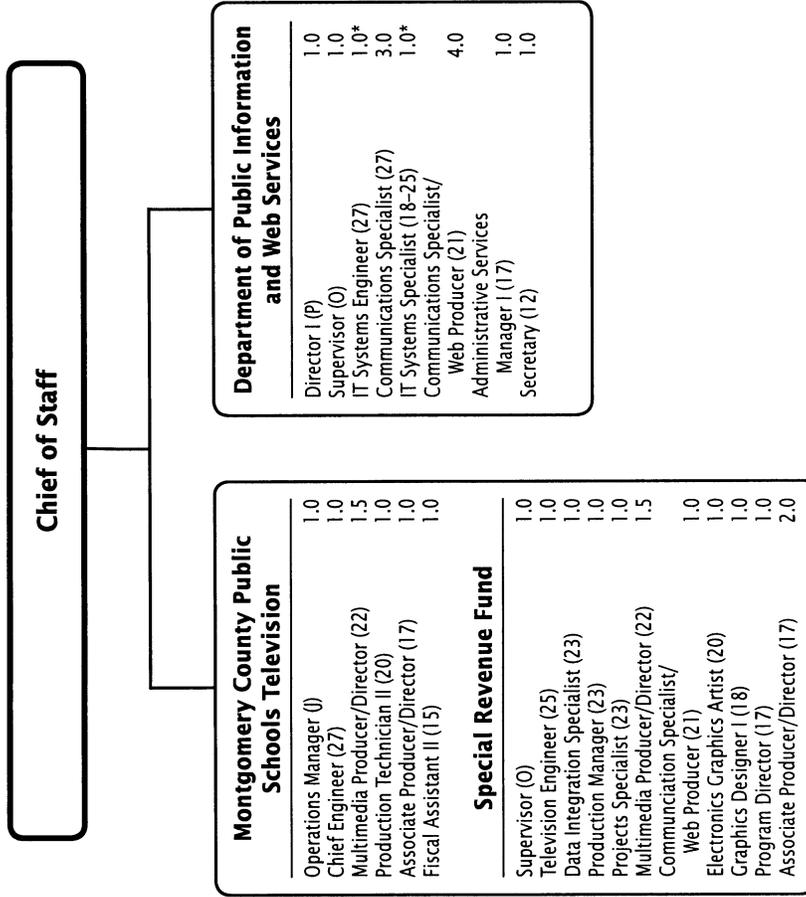
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	5.000	5.000	5.000	8.000	3.000
Position Salaries	\$596,095	\$609,609	\$609,609	\$887,014	\$277,405
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		1,379	1,379	1,379	
Other					
Subtotal Other Salaries		1,379	1,379	1,379	
Total Salaries & Wages	596,095	610,988	610,988	888,393	277,405
02 Contractual Services					
Consultants					
Other Contractual		420	420	420	
Total Contractual Services	28,722	420	420	420	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		10,500	10,500	10,500	
Other Supplies & Materials					
Total Supplies & Materials	9,488	10,500	10,500	10,500	
04 Other					
Local/Other Travel		5,496	5,496	5,796	300
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	2,889	5,496	5,496	5,796	300
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$637,194</u>	<u>\$627,404</u>	<u>\$627,404</u>	<u>\$905,109</u>	<u>\$277,705</u>

Office of the Superintendent of Schools - 611

Dr. Joshua P. Starr, Superintendent of Schools

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
1	Superintendent of Schools		1.000	1.000	1.000	1.000	
1	Chief of Staff		1.000	1.000	1.000	1.000	
1	Senior Attorney					1.000	1.000
1	21 Admin Services Manager IV		1.000	1.000	1.000	1.000	
1	18 Paralegal					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	1.000	1.000	1.000	
1	15 Legal Secretary					1.000	1.000
	Total Positions		5.000	5.000	5.000	8.000	3.000

Office of Communications



F.T.E. Positions 30.0

(*In addition, there are 2.0 Capital Budget positions shown on this chart.)

Mission: *The purpose of the Office of Communications is to communicate effectively and provide useful information that supports student success and connects Montgomery County Public Schools to its diverse community.*

Major Functions

The Office of Communications (OC) is responsible for coordinating system-wide internal and external communications aligned with the Montgomery County Public Schools (MCPS) strategic plan. The OC supports schools, students, and staff; informs stakeholders, including the public, about the school system; promotes family-school partnerships; and supports school system central offices and business operations. The office is made up of two units: the Department of Public Information and Web Services and the Montgomery County Public Schools Television unit (MCPS TV).

Support for Schools, Students, and Staff

The Office of Communications is responsible for a wide range of functions that support schools, students, and staff members. The OC's multiyear Web Publishing System Migration Project provides schools with new web designs, improved content, and a web publishing system that enables school webmasters to more easily and quickly update their website content. The OC provides ongoing training and support to school webmasters and provides support to maintain television production equipment and studios in schools.

During emergencies and crises, the office plays a vital role in disseminating information through e-mail, telephone calls, MCPS TV, website announcements, text messaging, and Twitter, all in multiple languages. The OC also assists schools with their communications needs by providing guidance, working with the media, and developing and reviewing communications materials to students, staff, and families.

Students are direct beneficiaries of many services provided by the OC. The OC publishes the online high school course bulletin and online High School Assessment prep course and produces "Homework Hotline Live!" and "The Math Dude" to assist students with their coursework.

The office produces multimedia resources to support staff development and other aspects of the staff professional growth systems. In addition, the OC develops and supports web-related systems that enable school staff to stream video, administer online surveys, and fill vacancies online.

Inform Stakeholders, including the Public, about the School System

The OC is central to the school system's efforts to keep stakeholders informed about MCPS and increase transparency of the school system. The office uses an array of

communications tools—including the web, video, social media, original television programming, electronic newsletters, text messaging and printed materials—to reach the maximum number of users. The OC manages the MCPS website, www.montgomeryschoolsmd.org, which provides continuous access to information, data, and systems that help customers interact with the school system. The OC manages the content on critical websites and pages such as the Board of Education, superintendent, budget, emergency website, and home page. The OC also manages a cable channel that provides news and information about MCPS programs, activities, and initiatives. In addition to parent newsletters and publications, the office publishes a weekly electronic staff newsletter (*The Bulletin*), a "Communications Update" e-mail to principals every two weeks to provide information and resources for them to share with their school community, develops multimedia informational products about MCPS, publishes online documents about the capital and operating budgets, and cablecasts and webcasts closed captioned Board of Education meetings. The OC also is responsible for responding to news media inquiries and fulfilling *Maryland Public Information Act* requests that are filed by the media and members of the public. In addition, the office conducts news conferences and coordinates the dissemination of Board of Education policies for review by community stakeholders.

Promote Family-School Partnerships

The OC develops numerous tools and mechanisms for providing information to parents and giving parents an opportunity to provide feedback about the school system. The OC publishes electronic newsletters in six languages, produces informational brochures and other multimedia resources for parents and also maintains foreign language mini-websites for parents in Spanish, Chinese, French, Korean and Vietnamese. The office also produces television programs and DVDs for parents in six languages on school system programs and resources. The OC manages the public website that allows families to access student grades, find forms, and pay fees online. The OC produces feedback cards and online surveys, and plays a pivotal role in organizing community forums, focus groups, and informational meetings where parents can voice their opinions, questions, and concerns. The office is also responsible for cable-casting the monthly Montgomery County Council of Parent Teacher Associations (MCCPTA) business meetings and works directly with MCCPTA leadership to share and disseminate information about district initiatives, programs and events.

Support School System Central Services and Business Operations

The OC plays an important role in ensuring that operations run smoothly and efficiently. It manages the MCPS website to provide access to MCPS operational resources and manages the 37 servers and systems that

schools and offices rely on to publish their web content. The services provided by the OC make it possible for the school system to accept electronic resumes, maintain an online staff directory, and access e-mail and ePaystub, and log into systems for staff development, data analysis, and financial management. The OC also assists offices and the Office of the Chief Technology Officer by providing web designs for off-the-shelf web-based systems such as myMCPS, Outlook, and Applicant Tracking. In addition, the OC produces training videos for curriculum initiatives, instructional strategies, grading and reporting, safety and security, among others. The OC also maintains the tools and servers that allow for Board of Education meetings to be streamed over the MCPS website.

Trends and Accomplishments

Students, staff, and parents depend on clear, timely, and relevant information to make decisions, to be effective partners in the work of the school system, and to be successful in the classroom and the workplace. To better serve the growing numbers of parents, staff, students, and community members using the MCPS website, the Office of Communications launched a redesign of the site in 2011 and continues to make improvements to the site, based on the feedback from its users. Beginning with a focus on the main web pages, the website has been designed to make it easier for users to find information through better organized content and a significantly improved search function. The OC continues to focus on improving the architecture of the website so it is more instinctive and easier to use. As more internal and external stakeholders use the MCPS website, the total number of page views is growing rapidly and increased by around 54 percent from the end of FY 2011 to the end of FY 2012. The OC made significant upgrades to several office and program websites, including those on the year-long budget process, the continued roll out of Curriculum 2.0, and the new standards-based report card for students in kindergarten through Grade 3. The OC also added a website that makes our schools' most recent Independent Activity Fund (IAF) report available to the public and upgraded the "school-o-dex," improving access to school-specific information.

The OC continues to play an important role in directly supporting students, schools, and staff. Direct support to students is provided through a variety of tools and resources. By the end of the 2011-2012 school year, students had accessed more than 14.5 million questions on the High School Assessment (HSA) prep web application—3.2 million alone in FY 2012. Used by students all over the state, the HSA prep application was developed by the OC in partnership with the Office of Curriculum and Instructional Programs. Students also accessed two MCPS TV programs produced by the OC to enhance their learning: "Homework Hotline Live!" and the "Math Dude." By expanding the ways in which students could

seek help through "Homework Hotline Live!," and promoting it directly to schools and parent groups, more than 4,100 homework questions were answered through phone calls, text messages and e-mails in FY 2012. That is an increase of 52 percent compared with FY 2011. The award-winning "Math Dude" series, which reinforces algebra concepts, was viewed nearly 80,000 times directly through MCPS TV web pages in 2011–2012. "Math Dude" can be viewed on the MCPS TV cable channel, on the web, and is available as a podcast.

In 2011–2012, an additional 42 school sites and at least six office sites were moved into the new Web Publishing System. The migrations simplified each site, eliminated inaccurate and outdated content, and further enabled webmasters to update their sites more easily and frequently. The migrations also streamlined the sites, reducing the burden on the school district's servers. In total, 195 schools and 55 offices have been migrated to the Web Publishing System over the last five years. All schools will have been migrated into the new Web Publishing System by the end of FY 2013.

The OC provided direct web-related training to 55 MCPS staff who support more than 1,300 school and office webmasters and fielded 2,171 requests for assistance as part of its daily support to webmasters. OC engineering staff received 144 service requests to repair television-related equipment in school media centers, totaling 1,718 hours. OC staff reviewed, edited and wrote communications content for principals and provided support to school-based leadership at various community and public events, as well as during emergency situations.

Parents must have access to accurate and clear information in a variety of formats and languages if they are to be effective advocates for their children. The OC communicates with families through print, television, video, telephone, web, e-mail, and social media. The OC publishes a monthly electronic newsletter for parents, MCPS QuickNotes, which is available in six languages and has more than 36,000 subscribers; during 2011-2012, more than 1.8 million e-mail messages were sent. In partnership with the Montgomery County Government, the OC launched Alert MCPS in late 2009 to provide text messages and e-mails during weather-related emergencies and other major events that impact school-system operations. There are currently around 63,000 Alert MCPS subscribers, an increase of nearly 13,000 since the end of FY 2011. The office also produced 467 original programs for parents and the general public, totaling more than 400 hours of programming. Sixty-three of those programs were produced in foreign languages. This original programming has garnered three Emmy Awards and more than 100 national television awards over the last decade, including best overall TV programming by the National Association of Telecommunications Officers and Advisors (NATOA) for the last four years. The OC also worked in conjunction with

Montgomery County Department of Health and Human Services in planning and preparing for more than 140 FluMist vaccination clinics that were held in MCPS schools in 2011. The OC developed communications to parents in multiple languages, created a FluMist website, and provided resources to schools.

The office increased the use of video and social media tools in 2011-2012 to disseminate news and information about MCPS to all stakeholders. At the end of FY 2012, MCPS had more than 7,800 followers on the @MCPS Twitter account, among the most of any school district in the nation. Video packages produced by the office are included on the cablecast and webcast of MCPS News Update; the MCPS website; school web pages; the MCPS YouTube channel; in electronic correspondence with parents, staff and community members; and on cable television. A total of 84 news videos were produced in 2011-2012, an increase of 35 percent compared with the previous year.

The OC also produces the internal newsletter, *The Bulletin*, and, in 2011-2012, it published 41 editions that received 406,709 page views, an increase of more than 20,000 page views from the previous year. There was a continuing trend of strong media interest in the school system in 2011-2012, with the OC responding to more than 600 media inquiries and issuing 164 press releases. The OC responded to 77 *Maryland Public Information Act* requests and had an on-time response rate greater than 95 percent.

The OC was heavily involved in the entry plan for Superintendent of Schools Joshua P. Starr, giving students, parents, staff, and the community multiple opportunities to meet and interact with Dr. Starr. The OC planned and executed 28 entry events. This included four student town halls and three book club events that were streamed live on the MCPS website and cablecast live on MCPS TV. The OC also supported 17 Listen and Learn events and four spring forums that were attended by more than 3,000 people, combined.

In 2011-2012, the Office of Communications worked to improve the district's outreach to Spanish-speaking families and community members. In the past year, the OC has improved the Spanish section of the MCPS website, launched a weekly Spanish news program, created a Spanish Twitter feed and increased outreach to Spanish media. During the first six months of this initiative, MCPS has had 43 stories and interviews in Spanish media and has had interaction with 10 different Spanish-language media outlets. Washington Hispanic, the region's largest Spanish-language newspaper, publishes a column by Dr. Starr every other week.

Major Mandates

- The *Maryland Public Information Act* requires that MCPS grant the public a broad right of access to records.
- The *Americans with Disabilities Act* requires reasonable modifications for individuals with disabilities. Documents or products are provided in alternative formats when requested.
- The Maryland State Board of Education requires each school district to implement a parental involvement program. The policy encourages schools and local school systems to implement long-term comprehensive programs that build on the strength of families and communities to improve student achievement.
- The federal *No Child Left Behind Act of 2001* includes requirements for parent and community involvement.
- Montgomery County Board of Education Policy ABA, *Community Participation in Decision-Making at the Local School*, requires collaboration with a broad range of community members and access and opportunity for diverse community stakeholders to be involved in decision-making processes.
- Montgomery County Board of Education Policy ABC, *Parent and Family Involvement*, and MCPS Regulation ABC-RA, *Parent Involvement*, require effective, well-structured, and comprehensive parental involvement practices that reflect the cultural and linguistic diversity of local school communities.
- *Our Call to Action: Pursuit of Excellence*—The MCPS Strategic Plan for 2011-2016 requires systemic efforts to strengthen family-school relationships and continue to expand civic, business, and community partnerships that support improved student achievement.

Strategies

- Provide multimedia resources in multiple languages and multiple venues to inform parents, students, staff and community members about MCPS.
- Provide services, technical assistance, and multimedia resources to schools for staff, students, and parents.
- Collaborate with MCPS offices in the development of multimedia resources that support the implementation of the MCPS strategic plan.
- Implement processes and cost-effective technologies that streamline and broaden access to communications.

Performance Measures

Performance Measure: Total number of subscribers to MCPS QuickNotes e-mail news service.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
36,098	38,000	40,000

Explanation: MCPS QuickNotes is an e-mail news service that distributes information in six languages. The service includes a monthly e-newsletter and provides topic-specific information on a variety of subjects that a subscriber may choose. Parents make up 84 percent of all MCPS QuickNotes subscribers.

Performance Measure: Amount of content viewed from the MCPS web.

	FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
Page views per year	61,400,000	65,000,000	70,000,000

Explanation: This measure indicates how frequently the public and staff use the MCPS web to find information and access online systems important to school-system operations such as ePaystub, financial management system, Edline, myMCPS, etc. Page views measure each time a web page is opened. It is a more reliable measure than web “hits,” which is a measure of the number of files downloaded from the web server.

Performance Measure: Television programs/videos in multiple languages available for parents.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
63	94	105

Explanation: This measure indicates the number of video programs created specifically to assist parents who speak languages other than English with understanding MCPS and how to help their child succeed. The programs currently are produced in English, Spanish, Chinese, Korean, Vietnamese, French, and American Sign Language.

Budget Explanation

Office of Communications—642/412

The FY 2014 request for this office is \$1,534,433, an increase of \$98,965 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$12,805

There is an increase of \$12,805 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Realignment—\$56,160

There are a number of realignments budgeted to address priority spending needs within this office. There is a decrease of \$10,011 for the lease/purchase of equipment and a corresponding increase for program supplies. Also, there is a realignment of \$5,411 for supporting services part-time salaries to fund travel for professional development and program supplies. In addition, there is a realignment of a 1.0 photographer position from Editorial, Graphics and Publishing services to create a 1.0 communication specialist position and \$25,736 for contractual photography services in this office.

Other—\$30,000

There is an increase of \$30,000 for contractual services that are used to pay for closed captioning costs associated with MCPS television programs.

Budget Explanation

**Montgomery County Public School
Television Special Revenue Fund—860**

The FY 2014 request for this fund is \$1,468,363, an increase of \$10,772 over the current FY 2013 budget. An explanation of this change follows.

Continuing Salary Costs—\$10,772

There is an increase of \$10,772 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

Office of Communications - 642/412

Brian K. Edwards, Chief of Staff

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	16.500	16.500	16.500	17.500	1.000
Position Salaries	\$1,186,049	\$1,308,036	\$1,315,156	\$1,384,121	\$68,965
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		25,185	25,185	24,300	(885)
Supporting Services Part Time		21,061	13,941	8,500	(5,441)
Other		2,720	2,720	3,605	885
Subtotal Other Salaries	35,594	48,966	41,846	36,405	(5,441)
Total Salaries & Wages	1,221,643	1,357,002	1,357,002	1,420,526	63,524
02 Contractual Services					
Consultants					
Other Contractual		37,869	37,869	67,869	30,000
Total Contractual Services	24,263	37,869	37,869	67,869	30,000
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		8,615	8,615	8,615	
Other Supplies & Materials		16,317	16,317	30,269	13,952
Total Supplies & Materials	44,299	24,932	24,932	38,884	13,952
04 Other					
Local/Other Travel		1,882	1,882	3,382	1,500
Insur & Employee Benefits					
Utilities					
Miscellaneous		3,772	3,772	3,772	
Total Other	5,985	5,654	5,654	7,154	1,500
05 Equipment					
Leased Equipment		10,011	10,011		(10,011)
Other Equipment					
Total Equipment	29,963	10,011	10,011		(10,011)
Grand Total	<u>\$1,326,153</u>	<u>\$1,435,468</u>	<u>\$1,435,468</u>	<u>\$1,534,433</u>	<u>\$98,965</u>

Office of Communications - 642/412

Brian K. Edwards, Chief of Staff

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	642 Office of Communications						
1	P Director I		1.000	1.000	1.000	1.000	
1	O Supervisor		1.000	1.000	1.000	1.000	
1	27 Communications Specialist		1.000	1.000	2.000	2.000	
1	21 Comm Spec/Web Producer		4.000	4.000	4.000	4.000	
1	17 Admin Services Manager I		1.000	1.000	1.000	1.000	
1	16 Communications Assistant		1.000	1.000			
1	12 Secretary		1.000	1.000	1.000	1.000	
	Subtotal		10.000	10.000	10.000	10.000	
	412 MCPS Television						
3	J Operations Manager		1.000	1.000	1.000	1.000	
3	27 Chief Engineer		1.000	1.000	1.000	1.000	
3	22 Multimedia Producer/Director		1.500	1.500	1.500	1.500	
3	20 Production Technician II		1.000	1.000	1.000	1.000	
3	17 Assoc Producer/Director		1.000	1.000	1.000	1.000	
3	15 Fiscal Assistant II		1.000	1.000	1.000	1.000	
	Subtotal		6.500	6.500	6.500	6.500	
	Total Positions		16.500	16.500	16.500	16.500	

Instructional Television Special Revenue Fund - 860

Dr. Dick Lipsky, Supervisor

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	12,500	12,500	12,500	12,500	
Position Salaries	\$1,011,006	\$1,029,328	\$1,029,328	\$1,040,100	\$10,772
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		3,500	3,500	3,500	
Other		1,542	1,542	1,542	
Subtotal Other Salaries	12,592	5,042	5,042	5,042	
Total Salaries & Wages	1,023,598	1,034,370	1,034,370	1,045,142	10,772
02 Contractual Services					
Consultants		11,100	11,100	11,100	
Other Contractual		6,500	6,500	6,500	
Total Contractual Services	15,033	17,600	17,600	17,600	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		15,000	15,000	15,000	
Other Supplies & Materials		63,670	63,670	63,670	
Total Supplies & Materials	79,112	78,670	78,670	78,670	
04 Other					
Local/Other Travel		2,000	2,000	2,000	
Insur & Employee Benefits		322,471	322,471	322,471	
Utilities					
Miscellaneous		1,600	1,600	1,600	
Total Other	261,913	326,071	326,071	326,071	
05 Equipment					
Leased Equipment					
Other Equipment		880	880	880	
Total Equipment	37,785	880	880	880	
Grand Total	\$1,417,441	\$1,457,591	\$1,457,591	\$1,468,363	\$10,772

Instructional Television Special Revenue Fund - 860

Dr. Dick Lipsky, Supervisor

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
37	O Supervisor		1.000	1.000	1.000	1.000	
37	25 Television Engineer		1.000	1.000	1.000	1.000	
37	23 Data Integration Specialist		1.000	1.000	1.000	1.000	
37	23 Production Manager		1.000	1.000	1.000	1.000	
37	23 Projects Specialist		1.000	1.000	1.000	1.000	
37	22 Multimedia Producer/Director		1.500	1.500	1.500	1.500	
37	21 Comm Spec/Web Producer		1.000	1.000	1.000	1.000	
37	20 Electronics Graph Artist		1.000	1.000	1.000	1.000	
37	18 Graphics Designer I		1.000	1.000	1.000	1.000	
37	17 Assoc Producer/Director		2.000	2.000	2.000	2.000	
37	17 Program Director		1.000	1.000	1.000	1.000	
	Total Positions		12.500	12.500	12.500	12.500	

APPENDIX A

2013–2014 Operational Calendar

2013

July 4.....	Holiday*, Independence Day
August 26.....	First day of school for students
September 2	Holiday*, Labor Day
September 5	Rosh Hashanah, no school for students and teachers
September 27	Tentative early release for all students—planning/grading/interims
October 18	MSEA Conference/MCAAP Fall Conference, no school for students and teachers
November 1.....	Professional day for teachers, no school for students— Some 10-month employees work
November 11–12	Early Release—K–8 parent conferences, students dismissed after lunch
November 27.....	Early Release prior to Thanksgiving Holiday
November 28–29	Holiday*, Thanksgiving
December 24–25	Holiday*, Christmas
December 23–31	Winter Break, no school for students and teachers

2014

January 1	Holiday*, New Year's Day
January 20.....	Holiday*, Dr. Martin Luther King, Jr. Birthday
January 21	Professional day for teachers, no school for students— Some 10-month employees work
February 17.....	Holiday*, Presidents' Day
February 28.....	Tentative early release for all students—planning/grading
March 28	Professional day for teachers, no school for students
April 14–17.....	Spring Break, no school for students and teachers
April 18 and April 21	Holiday*, Good Friday and Easter Monday
May 26	Holiday*, Memorial Day
June 12.....	Last day of school for students, students dismissed after lunch
June 13.....	Professional day for teachers

*All administrative offices and schools are closed.

Appendix B

**Administrative & Supervisory
Salary Schedule**

Effective July 1, 2013 - June 30, 2014

Salary Steps						
	N-11 *	M	N	O	P	Q
1	\$88,217	\$89,807	\$95,195	\$100,907	\$106,961	\$113,379
2	90,864	92,501	98,051	103,934	110,170	116,780
3	93,590	95,276	100,993	107,052	113,475	120,283
4	96,398	98,134	104,023	110,264	116,879	123,891
5	99,290	101,078	107,144	113,572	120,385	127,608
6	102,269	104,110	110,358	116,979	123,997	131,436
7	105,337	107,233	113,669	120,488	127,717	135,379
8	108,497	110,450	117,079	124,103	131,549	139,440
9	111,752	113,764	120,591	127,826	135,495	143,623
10	115,104	117,177	124,209	129,104		

*The salary of employees assigned to 11-month positions. All other salaries are for 12-month positions.

**After five consecutive years of Administrative and Supervisory employment, the employee will receive an annual \$1,500 longevity increase. After ten consecutive years of Administrative and Supervisory employment, the employee will receive an annual \$3,000 longevity increase.

Appendix B

**Business and Operations Administrators
Salary Schedule**

Effective July 1, 2013 - June 30, 2014

Salary Steps					
	G	H	I	J	K
1	\$64,474	\$68,342	\$72,442	\$76,789	\$81,396
2	66,408	70,392	74,615	79,093	83,838
3	68,400	72,504	76,853	81,466	86,353
4	70,452	74,679	79,159	83,910	88,944
5	72,566	76,919	81,534	86,427	91,612
6	74,743	79,227	83,980	89,020	94,360
7	76,985	81,604	86,499	91,691	97,191
8	79,295	84,052	89,094	94,442	100,107
9	81,674	86,574	91,767	97,275	103,110
10	84,124	89,171	94,520	100,193	106,203
11	86,648	91,846	97,356	103,199	109,389
12	89,247	94,601	100,277	106,295	112,670

Appendix B
**Teacher and Other Professional
Salary Schedule ***

Effective July 1, 2013 - June 30, 2014

Salary Steps	Bachelors Degree	Masters Degree or Equivalent	Masters Equivalent +30 Credit hours	Masters Equivalent +60 Credit hours
	A	B	C	D
1	\$46,410	\$51,128	\$52,630	\$53,990
2	47,125	51,986	54,200	55,562
3	48,538	53,987	56,286	57,701
4	49,995	56,066	58,454	59,922
5	51,494	58,225	60,704	62,229
6	53,478	60,466	63,041	64,625
7	55,537	62,794	65,469	67,114
8	57,674	65,212	67,990	69,697
9	59,895	67,723	70,607	72,381
10	62,201	70,330	73,325	75,167
11		73,038	76,148	78,061
12		75,850	79,079	81,066
13		78,770	82,124	84,187
14		81,802	85,285	87,428
15		84,256	87,844	90,051
16		86,785	90,480	92,753
17		89,388	93,194	95,535
18		92,069	95,990	98,402
19		94,832 ***	98,870 ***	101,354 ***

*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 the employee would qualify if employed in a 10-month position.

***After six years on Step 19, the employee will receive a 2.25 percent longevity increase.

Appendix B

**Supporting Services
Hourly Rate Schedule**

Effective July 1, 2013 - June 30, 2014

Pay	Pay Steps									
Grades	1	2	3	4	5	6	7	8	9	10
4	12.37	12.83	13.32	13.88	14.48	15.11	15.70	16.00	16.33	16.63
5	12.83	13.32	13.88	14.48	15.11	15.70	16.36	16.64	17.01	17.36
6	13.32	13.88	14.48	15.11	15.70	16.36	17.01	17.39	17.72	18.08
7	13.88	14.48	15.11	15.70	16.36	17.01	17.79	18.08	18.48	18.83
8	14.48	15.11	15.70	16.36	17.01	17.79	18.48	18.83	19.20	19.59
9	15.11	15.70	16.36	17.01	17.79	18.48	19.26	19.64	20.04	20.44
10	15.70	16.36	17.01	17.79	18.48	19.26	20.15	20.60	21.01	21.41
11	16.36	17.01	17.79	18.48	19.26	20.15	21.13	21.61	22.01	22.45
12	17.01	17.79	18.48	19.26	20.15	21.13	22.30	22.74	23.17	23.61
13	17.79	18.48	19.26	20.15	21.13	22.30	23.35	23.77	24.22	24.73
14	18.48	19.26	20.15	21.13	22.30	23.35	24.50	24.98	25.47	25.96
15	19.26	20.15	21.13	22.30	23.35	24.50	25.71	26.27	26.81	27.35
16	20.15	21.13	22.30	23.35	24.50	25.71	27.00	27.54	28.06	28.61
17	21.13	22.30	23.35	24.50	25.71	27.00	28.35	28.94	29.53	30.08
18	22.30	23.35	24.50	25.71	27.00	28.35	29.72	30.29	30.93	31.56
19	23.35	24.50	25.71	27.00	28.35	29.72	31.22	31.82	32.48	33.12
20	24.50	25.71	27.00	28.35	29.72	31.22	32.76	33.47	34.11	34.79
21	25.71	27.00	28.35	29.72	31.22	32.76	34.35	35.04	35.77	36.47
22	27.00	28.35	29.72	31.22	32.76	34.35	35.93	36.66	37.41	38.15
23	28.35	29.72	31.22	32.76	34.35	35.93	37.62	38.39	39.18	39.95
24	29.72	31.22	32.76	34.35	35.93	37.62	39.41	40.19	40.97	41.85
25	31.22	32.76	34.35	35.93	37.62	39.41	41.23	42.08	42.90	43.77
26	32.76	34.35	35.93	37.62	39.41	41.23	43.18	44.03	44.91	45.79
27	34.35	35.93	37.62	39.41	41.23	43.18	45.17	46.14	47.04	47.95
28	35.93	37.62	39.41	41.23	43.18	45.17	47.30	48.22	49.19	50.19
29	37.62	39.41	41.23	43.18	45.17	47.30	49.58	50.58	51.57	52.59
30	39.41	41.23	43.18	45.17	47.30	49.58	51.94	52.98	54.06	55.18
31	41.23	43.18	45.17	47.30	49.58	51.94	54.41	55.49	56.60	57.73
32	43.18	45.17	47.30	49.58	51.94	54.41	56.98	58.13	59.29	60.47
33	45.17	47.30	49.58	51.94	54.41	56.98	59.70	60.90	62.12	63.35

State Budget Categories

State law requires all counties and Baltimore City to appropriate and record expenditures for education in accordance with standardized state budget categories. This is so the Maryland State Department of Education may collect and compare data on local education spending from across the state. These state budget categories are generally based on broad functional classifications such as administration, instructional costs, special education, and student transportation.

Below are summaries of the types of expenditures in each of the state categories of expenditure and the percent of each category to the total operating budget.

Category 1—Administration (1.7 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 percent)

Instructional Salaries include directly or adjunctly teaching students in non-special education settings. It includes most activities that occur on a regular basis at the school level or for the benefit of the instructional program. Instructional salaries include all salary expenditures for providing these activities, including salaries for teachers, paraeducators, school aides, teaching specialists, resource teachers, psychologists, school counselors, media staff, part-time salaries, substitutes, and stipends but do not include employee benefits. Salaries for staff involved in professional development activities are also included in this category.

Category 4—Textbooks and Instructional Supplies (1.1 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 (.6 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 (13.1 percent)

Special Education includes instructional activities for students with disabilities. Special education includes expenditures for students in public schools and for tuition and other expenditures for students in non-public institutions. This category includes instructional salaries, textbooks and instructional supplies, and other instructional costs for special education students. This category also includes school administrative expenditures for schools dedicated to special education and professional development activities related to special education instruction.

Category 7—Student Personnel Services (.5 percent)

Student Personnel Services includes activities designed to improve student attendance at school and to prevent or solve student problems in the home, school, and community. This category includes pupil personnel workers and school social workers. This category also includes international student services, student affairs, and court liaison.

Category 8—Student Health Services (0 percent)

Student Health Services includes physical and mental health activities that are not instructional and that provide students with appropriate medical, dental, and nursing services. In Montgomery County, nearly all student health services are provided by the Department of Health and Human Services, Division of School Health Services.

Category 9—Student Transportation (4.3 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 (5.2 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 (1.5 percent)

Maintenance of Plant includes activities concerned with keeping the grounds, buildings, and fixed equipment (other than student transportation assets, and furniture and movable equipment) in their original condition of completeness or efficiency through repair, scheduled and preventive maintenance, or replacement of property.

Category 12—Fixed Charges (24.2 percent)

Fixed Charges, primarily used for employee benefits expenditures, are charges of a generally recurrent nature which are not readily allocable to other expenditure categories. The following are included:

- Board contributions to employee retirement and social security
- Employee insurance benefits (health, life, accident, disability, etc.)
- Fidelity insurance, personal liability insurance, and judgments
- Interest on current loans
- Tuition reimbursement

Category 13—Food Service (0 percent)

Food Service includes activities concerned with providing food to students and staff in school or a Senior Feeding Program. For budgetary purposes, MCPS chooses to allocate food service expenditures to the Food Service Fund (Category 61).

Category 14—Community Services (.1 percent)

Community Services are activities that are provided for the community or some segment of the community other than for public school activities and adult education programs. These services generally are provided to adults rather than to school-aged children. These services do not include parent support or engagement activities for the benefit of school instruction.

Category 37—MCPS Television Special Revenue Fund (.1 percent)

The MCPS Television Special Revenue Fund was created in FY 2001 to segregate revenue received by MCPS from the Montgomery County Cable TV Fund as part of the county Cable Television Plan. The majority of the Cable Fund revenue comes from license fees.

Category 51—Real Estate Fund (.1 percent)

The Real Estate Fund was created in FY 1993 to manage real estate lease revenues and expenditures as an enterprise activity. Revenue for the fund comes from real estate lease rentals, mainly from former schools.

Category 61—Food Service Fund (2.2 percent)

The Food Service Fund provides all food service and nutrition programs for schools and other customers as an enterprise activity. Revenue for the fund comes from federal and state food aid programs and from the sale of meals to students and other customers.

Category 71—Field Trip Fund (.1 percent)

The Field Trip Fund was created in FY 1994 to provide transportation services for school field trips and external customers on a cost recovery basis as an enterprise activity. Revenue for the fund comes from reimbursements by students and other customers.

Category 81—Entrepreneurial Activities Fund (.1 percent)

The Entrepreneurial Activities Fund was created in FY 1999 to provide entrepreneurial activities to earn outside revenue to help defray system costs. Revenue for the fund comes from sales of goods and services to external customers, including other government agencies and non-profit organizations. Entrepreneurial activities do not compete with commercial firms or engage in any activities unrelated to the instructional program. Entrepreneurial activities include warehouse services, printing, sales of curriculum materials, sales of science kits, and other entrepreneurial development activities.

The following tables display actual, budgeted, and recommended funding by state budget category.

**Category 1
Administration
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	70.000	69.000	69.000	70.701	1.701
Business/Operations Admin.	20.000	20.000	20.000	19.629	(.371)
Professional	10.600	10.100	9.600	10.600	1.000
Supporting Services	227.450	228.450	229.950	231.950	2.000
TOTAL POSITIONS	328.050	327.550	328.550	332.880	4.330
01 SALARIES & WAGES					
Administrative	\$9,236,916	\$9,612,841	\$9,612,841	\$9,822,177	\$209,336
Business/Operations Admin.	1,815,296	2,039,815	2,039,815	2,035,661	(4,154)
Professional	1,027,604	1,105,235	1,050,981	1,138,049	87,068
Supporting Services	16,140,465	17,060,673	17,177,654	17,260,640	82,986
TOTAL POSITION DOLLARS	28,220,281	29,818,564	29,881,291	30,256,527	375,236
OTHER SALARIES					
Administrative					
Professional	274,178	636,893	655,286	654,107	(1,179)
Supporting Services	465,919	872,612	865,492	718,691	(146,801)
TOTAL OTHER SALARIES	740,097	1,509,505	1,520,778	1,372,798	(147,980)
TOTAL SALARIES AND WAGES	28,960,378	31,328,069	31,402,069	31,629,325	227,256
02 CONTRACTUAL SERVICES	5,403,650	5,143,035	5,143,035	4,762,311	(380,724)
03 SUPPLIES & MATERIALS	667,745	601,668	601,668	631,476	29,808
04 OTHER					
Local/Other Travel	187,263	243,386	243,386	242,435	(951)
Insur & Employee Benefits	34,362				
Utilities					
Miscellaneous	191,511	272,015	272,015	265,037	(6,978)
TOTAL OTHER	413,136	515,401	515,401	507,472	(7,929)
05 EQUIPMENT	985,599	744,646	744,646	546,304	(198,342)
GRAND TOTAL AMOUNTS	\$36,430,508	\$38,332,819	\$38,406,819	\$38,076,888	(\$329,931)

Category 2
Mid-Level Administration
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	563.000	563.000	563.000	567.500	4.500
Business/Operations Admin.	26.000	26.000	26.000	26.000	
Professional	87.100	88.500	89.500	88.500	(1.000)
Supporting Services	994.225	995.175	995.175	992.500	(2.675)
TOTAL POSITIONS	1,670.325	1,672.675	1,673.675	1,674.500	.825
01 SALARIES & WAGES					
Administrative	\$69,040,529	\$70,823,778	\$70,823,778	\$70,601,947	(\$221,831)
Business/Operations Admin.	2,234,626	2,290,217	2,290,217	2,308,927	18,710
Professional	9,067,296	9,558,758	9,670,843	9,389,695	(281,148)
Supporting Services	47,598,769	50,340,621	50,345,621	49,347,998	(997,623)
TOTAL POSITION DOLLARS	127,941,220	133,013,374	133,130,459	131,648,567	(1,481,892)
OTHER SALARIES					
Administrative	415,834	382,576	382,576	382,576	
Professional	680,344	563,011	563,011	758,200	195,189
Supporting Services	1,870,908	1,751,604	1,751,604	1,278,777	(472,827)
TOTAL OTHER SALARIES	2,967,086	2,697,191	2,697,191	2,419,553	(277,638)
TOTAL SALARIES AND WAGES	130,908,306	135,710,565	135,827,650	134,068,120	(1,759,530)
02 CONTRACTUAL SERVICES	1,226,079	1,675,819	1,675,819	1,238,533	(437,286)
03 SUPPLIES & MATERIALS	410,661	415,902	415,902	374,597	(41,305)
04 OTHER					
Local/Other Travel	232,163	318,781	318,781	417,356	98,575
Insur & Employee Benefits					
Utilities					
Miscellaneous	173,523	184,321	184,321	184,321	
TOTAL OTHER	405,686	503,102	503,102	601,677	98,575
05 EQUIPMENT	4,940	6,000	6,000		(6,000)
GRAND TOTAL AMOUNTS	\$132,955,672	\$138,311,388	\$138,428,473	\$136,282,927	(\$2,145,546)

Category 3
Instructional Salaries
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	6.000	7.000	7.000	7.000	
Business/Operations Admin.	3.000	3.000	3.000	3.000	
Professional	9,466.775	9,616.975	9,645.375	9,869.570	224.195
Supporting Services	1,208.313	1,211.438	1,197.900	1,206.900	9.000
TOTAL POSITIONS	10,684.088	10,838.413	10,853.275	11,086.470	233.195
01 SALARIES & WAGES					
Administrative	\$730,624	\$897,735	\$897,735	\$852,101	(\$45,634)
Business/Operations Admin.	307,632	306,572	306,572	311,302	4,730
Professional	710,250,234	739,630,116	741,902,179	759,477,925	17,575,746
Supporting Services	48,155,033	50,375,289	50,321,399	49,684,829	(636,570)
TOTAL POSITION DOLLARS	759,443,523	791,209,712	793,427,885	810,326,157	16,898,272
OTHER SALARIES					
Administrative					
Professional	43,111,736	43,738,538	45,450,789	47,733,196	2,282,407
Supporting Services	4,361,416	5,307,365	6,875,423	7,200,198	324,775
TOTAL OTHER SALARIES	47,473,152	49,045,903	52,326,212	54,933,394	2,607,182
TOTAL SALARIES AND WAGES	806,916,675	840,255,615	845,754,097	865,259,551	19,505,454
02 CONTRACTUAL SERVICES					
03 SUPPLIES & MATERIALS					
04 OTHER					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous					
TOTAL OTHER					
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	\$806,916,675	\$840,255,615	\$845,754,097	\$865,259,551	\$19,505,454

Category 4
Textbooks And Instructional Supplies
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITIONS					
01 SALARIES & WAGES					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITION DOLLARS					
OTHER SALARIES					
Administrative					
Professional					
Supporting Services					
TOTAL OTHER SALARIES					
TOTAL SALARIES AND WAGES					
02 CONTRACTUAL SERVICES					
03 SUPPLIES & MATERIALS	24,407,914	25,106,168	25,279,789	24,852,681	(427,108)
04 OTHER					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous					
TOTAL OTHER					
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	<u>\$24,407,914</u>	<u>\$25,106,168</u>	<u>\$25,279,789</u>	<u>\$24,852,681</u>	<u>(\$427,108)</u>

Category 5
Other Instructional Costs
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITIONS					
01 SALARIES & WAGES					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITION DOLLARS					
OTHER SALARIES					
Administrative					
Professional					
Supporting Services					
TOTAL OTHER SALARIES					
TOTAL SALARIES AND WAGES					
02 CONTRACTUAL SERVICES	7,016,609	5,946,776	5,948,276	6,446,190	497,914
03 SUPPLIES & MATERIALS					
04 OTHER					
Local/Other Travel	928,152	1,106,423	1,111,928	1,137,799	25,871
Insur & Employee Benefits	5,670				
Utilities	180,023				
Miscellaneous	3,789,942	4,983,713	4,994,165	3,646,536	(1,347,629)
TOTAL OTHER	4,903,787	6,090,136	6,106,093	4,784,335	(1,321,758)
05 EQUIPMENT	1,461,838	1,412,990	1,476,911	1,508,046	31,135
GRAND TOTAL AMOUNTS	<u>\$13,382,234</u>	<u>\$13,449,902</u>	<u>\$13,531,280</u>	<u>\$12,738,571</u>	<u>(\$792,709)</u>

**Category 6
Special Education
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	36.000	36.000	36.000	36.000	
Business/Operations Admin.	1.000	1.000	1.000	1.000	
Professional	2,114.350	2,140.500	2,140.500	2,201.400	60.900
Supporting Services	1,510.910	1,556.203	1,556.203	1,586.055	29.852
TOTAL POSITIONS	3,662.260	3,733.703	3,733.703	3,824.455	90.752
01 SALARIES & WAGES					
Administrative	\$4,551,579	\$4,706,861	\$4,706,861	\$4,580,098	(\$126,763)
Business/Operations Admin.	95,947	85,052	85,052	88,624	3,572
Professional	158,933,294	164,467,733	164,467,733	169,831,637	5,363,904
Supporting Services	54,330,014	57,717,880	57,717,880	58,480,692	762,812
TOTAL POSITION DOLLARS	217,910,834	226,977,526	226,977,526	232,981,051	6,003,525
OTHER SALARIES					
Administrative					
Professional	5,659,924	4,967,083	4,967,083	5,275,285	308,202
Supporting Services	4,112,471	3,930,203	3,930,203	6,101,683	2,171,480
TOTAL OTHER SALARIES	9,772,395	8,897,286	8,897,286	11,376,968	2,479,682
TOTAL SALARIES AND WAGES	227,683,229	235,874,812	235,874,812	244,358,019	8,483,207
02 CONTRACTUAL SERVICES	3,036,345	2,490,845	2,490,845	2,406,641	(84,204)
03 SUPPLIES & MATERIALS	2,733,688	2,234,389	2,234,389	2,386,314	151,925
04 OTHER					
Local/Other Travel	626,830	509,766	509,766	679,376	169,610
Insur & Employee Benefits					
Utilities	10,346	12,000	12,000	12,000	
Miscellaneous	36,017,365	37,301,688	37,301,688	38,924,567	1,622,879
TOTAL OTHER	36,654,541	37,823,454	37,823,454	39,615,943	1,792,489
05 EQUIPMENT	667,985	335,223	335,223	331,171	(4,052)
GRAND TOTAL AMOUNTS	\$270,775,788	\$278,758,723	\$278,758,723	\$289,098,088	\$10,339,365

Category 7
Student Personnel Services
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	9.000	7.000	8.000	8.000	
Business/Operations Admin.					
Professional	64.905	65.405	64.405	64.800	.395
Supporting Services	34.800	34.100	34.100	35.100	1.000
TOTAL POSITIONS	108.705	106.505	106.505	107.900	1.395
01 SALARIES & WAGES					
Administrative	\$1,148,821	\$955,880	\$1,072,480	\$1,097,574	\$25,094
Business/Operations Admin.					
Professional	7,356,019	7,604,772	7,488,172	7,558,922	70,750
Supporting Services	1,825,620	1,815,057	1,815,057	1,795,194	(19,863)
TOTAL POSITION DOLLARS	10,330,460	10,375,709	10,375,709	10,451,690	75,981
OTHER SALARIES					
Administrative					
Professional	27,111	18,565	18,565	18,565	
Supporting Services	108,534	429,400	429,400	229,171	(200,229)
TOTAL OTHER SALARIES	135,645	447,965	447,965	247,736	(200,229)
TOTAL SALARIES AND WAGES	10,466,105	10,823,674	10,823,674	10,699,426	(124,248)
02 CONTRACTUAL SERVICES	47,457	52,005	52,005	52,005	
03 SUPPLIES & MATERIALS	11,404	14,403	14,403	14,403	
04 OTHER					
Local/Other Travel	124,433	118,578	118,578	120,578	2,000
Insur & Employee Benefits					
Utilities					
Miscellaneous					
TOTAL OTHER	124,433	118,578	118,578	120,578	2,000
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	\$10,649,399	\$11,008,660	\$11,008,660	\$10,886,412	(\$122,248)

**Category 8
Health Services
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITIONS					
01 SALARIES & WAGES					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITION DOLLARS					
OTHER SALARIES					
Administrative					
Professional	1,872	2,000	2,000	2,000	
Supporting Services					
TOTAL OTHER SALARIES	1,872	2,000	2,000	2,000	
TOTAL SALARIES AND WAGES	1,872	2,000	2,000	2,000	
02 CONTRACTUAL SERVICES	13,849	33,812	33,812	33,812	
03 SUPPLIES & MATERIALS	1,187	1,590	1,590	1,590	
04 OTHER					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous					
TOTAL OTHER					
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	\$16,908	\$37,402	\$37,402	\$37,402	

Category 9
Student Transportation
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	2.000	2.000	2.000	2.000	
Business/Operations Admin.	13.750	13.750	13.750	13.750	
Professional					
Supporting Services	1,717.400	1,717.400	1,717.400	1,717.340	(.060)
TOTAL POSITIONS	1,733.150	1,733.150	1,733.150	1,733.090	(.060)
01 SALARIES & WAGES					
Administrative	\$246,032	\$252,407	\$252,407	\$255,048	\$2,641
Business/Operations Admin.	1,305,185	1,340,867	1,340,867	1,351,503	10,636
Professional					
Supporting Services	58,184,575	61,693,195	61,693,195	61,816,382	123,187
TOTAL POSITION DOLLARS	59,735,792	63,286,469	63,286,469	63,422,933	136,464
OTHER SALARIES					
Administrative					
Professional	287,079	105,000	105,000	105,000	
Supporting Services	6,052,316	4,319,462	4,319,462	4,324,534	5,072
TOTAL OTHER SALARIES	6,339,395	4,424,462	4,424,462	4,429,534	5,072
TOTAL SALARIES AND WAGES	66,075,187	67,710,931	67,710,931	67,852,467	141,536
02 CONTRACTUAL SERVICES	1,549,974	1,747,294	1,747,294	1,724,711	(22,583)
03 SUPPLIES & MATERIALS	15,246,818	15,255,054	15,255,054	15,660,298	405,244
04 OTHER					
Local/Other Travel	46,464	70,002	70,002	80,002	10,000
Insur & Employee Benefits					
Utilities					
Miscellaneous	1,373,577	1,411,375	1,436,375	1,435,375	(1,000)
TOTAL OTHER	1,420,041	1,481,377	1,506,377	1,515,377	9,000
05 EQUIPMENT	9,382,955	9,491,871	9,491,871	9,576,384	84,513
GRAND TOTAL AMOUNTS	\$93,674,975	\$95,686,527	\$95,711,527	\$96,329,237	\$617,710

Category 10
Operation Of Plant And Equipment
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	5.000	5.000	5.000	5.000	
Business/Operations Admin.	11.000	11.000	11.000	11.000	
Professional					
Supporting Services	1,413.700	1,415.200	1,416.200	1,441.200	25.000
TOTAL POSITIONS	1,429.700	1,431.200	1,432.200	1,457.200	25.000
01 SALARIES & WAGES					
Administrative	\$648,780	\$668,413	\$668,413	\$677,481	\$9,068
Business/Operations Admin.	963,455	996,704	996,704	1,015,544	18,840
Professional					
Supporting Services	57,734,096	60,182,743	60,182,743	61,209,277	1,026,534
TOTAL POSITION DOLLARS	59,346,331	61,847,860	61,847,860	62,902,302	1,054,442
OTHER SALARIES					
Administrative					
Professional	691,468	541,500	541,500	541,500	
Supporting Services	2,120,599	1,602,582	1,602,582	1,609,276	6,694
TOTAL OTHER SALARIES	2,812,067	2,144,082	2,144,082	2,150,776	6,694
TOTAL SALARIES AND WAGES	62,158,398	63,991,942	63,991,942	65,053,078	1,061,136
02 CONTRACTUAL SERVICES	1,216,472	1,119,714	1,119,714	1,980,546	860,832
03 SUPPLIES & MATERIALS	2,930,959	2,703,841	2,703,841	2,705,777	1,936
04 OTHER					
Local/Other Travel	60,687	64,073	64,073	64,073	
Insur & Employee Benefits					
Utilities	40,359,441	41,384,374	41,384,374	40,187,058	(1,197,316)
Miscellaneous	4,051,629	3,994,076	3,994,076	4,212,187	218,111
TOTAL OTHER	44,471,757	45,442,523	45,442,523	44,463,318	(979,205)
05 EQUIPMENT	289,867	222,396	222,396	215,702	(6,694)
GRAND TOTAL AMOUNTS	\$111,067,453	\$113,480,416	\$113,480,416	\$114,418,421	\$938,005

**Category 11
Maintenance Of Plant
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	6,000	6,000	6,000	5,000	(1,000)
Business/Operations Admin.	6,000	6,000	6,000	6,000	
Professional					
Supporting Services	368,000	368,000	367,000	367,000	
TOTAL POSITIONS	380,000	380,000	379,000	378,000	(1,000)
01 SALARIES & WAGES					
Administrative	\$674,667	\$714,073	\$714,073	\$596,364	(\$117,709)
Business/Operations Admin.	620,952	639,136	639,136	654,120	14,984
Professional					
Supporting Services	21,350,203	22,838,521	22,759,521	22,659,304	(100,217)
TOTAL POSITION DOLLARS	22,645,822	24,191,730	24,112,730	23,909,788	(202,942)
OTHER SALARIES					
Administrative					
Professional	295,375	155,000	155,000	155,000	
Supporting Services	457,934	744,404	744,404	744,404	
TOTAL OTHER SALARIES	753,309	899,404	899,404	899,404	
TOTAL SALARIES AND WAGES	23,399,131	25,091,134	25,012,134	24,809,192	(202,942)
02 CONTRACTUAL SERVICES	2,172,977	2,458,416	2,458,416	2,505,011	46,595
03 SUPPLIES & MATERIALS	3,355,227	3,296,951	3,296,951	3,296,951	
04 OTHER					
Local/Other Travel	8,868	8,974	8,974	8,974	
Insur & Employee Benefits					
Utilities					
Miscellaneous	1,941,015	1,823,425	1,823,425	1,823,425	
TOTAL OTHER	1,949,883	1,832,399	1,832,399	1,832,399	
05 EQUIPMENT	1,069,187	1,101,473	1,101,473	1,094,558	(6,915)
GRAND TOTAL AMOUNTS	\$31,946,405	\$33,780,373	\$33,701,373	\$33,538,111	(\$163,262)

Category 12
Fixed Charges
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITIONS					
01 SALARIES & WAGES					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITION DOLLARS					
OTHER SALARIES					
Administrative					
Professional					
Supporting Services					
TOTAL OTHER SALARIES					
TOTAL SALARIES AND WAGES					
02 CONTRACTUAL SERVICES					
03 SUPPLIES & MATERIALS					
04 OTHER					
Local/Other Travel					
Insur & Employee Benefits	471,032,914	513,442,337	514,819,709	535,878,309	21,058,600
Utilities					
Miscellaneous	679,370	683,299	683,299	558,299	(125,000)
TOTAL OTHER	471,712,284	514,125,636	515,503,008	536,436,608	20,933,600
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	\$471,712,284	\$514,125,636	\$515,503,008	\$536,436,608	\$20,933,600

**Category 14
Community Services
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITIONS					
01 SALARIES & WAGES					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITION DOLLARS					
OTHER SALARIES					
Administrative					
Professional	42,267				
Supporting Services					
TOTAL OTHER SALARIES	42,267				
TOTAL SALARIES AND WAGES	42,267				
02 CONTRACTUAL SERVICES		158,495	158,495	408,495	250,000
03 SUPPLIES & MATERIALS	9,923				
04 OTHER					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous	50,000	50,000	50,000	50,000	
TOTAL OTHER	50,000	50,000	50,000	50,000	
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	\$102,190	\$208,495	\$208,495	\$458,495	\$250,000

Category 37
MCPS Television Special Revenue Fund
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	1.000	1.000	1.000	1.000	
Business/Operations Admin.					
Professional					
Supporting Services	11.500	11.500	11.500	11.500	
TOTAL POSITIONS	12.500	12.500	12.500	12.500	
01 SALARIES & WAGES					
Administrative	\$133,105	\$133,104	\$133,104	\$135,686	\$2,582
Business/Operations Admin.					
Professional					
Supporting Services	877,901	896,224	896,224	904,414	8,190
TOTAL POSITION DOLLARS	1,011,006	1,029,328	1,029,328	1,040,100	10,772
OTHER SALARIES					
Administrative					
Professional					
Supporting Services	12,590	5,042	5,042	5,042	
TOTAL OTHER SALARIES	12,590	5,042	5,042	5,042	
TOTAL SALARIES AND WAGES	1,023,596	1,034,370	1,034,370	1,045,142	10,772
02 CONTRACTUAL SERVICES	15,033	17,600	17,600	17,600	
03 SUPPLIES & MATERIALS	79,112	78,670	78,670	78,670	
04 OTHER					
Local/Other Travel	1,380	2,000	2,000	2,000	
Insur & Employee Benefits	259,422	322,471	322,471	322,471	
Utilities					
Miscellaneous	1,111	1,600	1,600	1,600	
TOTAL OTHER	261,913	326,071	326,071	326,071	
05 EQUIPMENT	37,785	880	880	880	
GRAND TOTAL AMOUNTS	\$1,417,439	\$1,457,591	\$1,457,591	\$1,468,363	\$10,772

Category 51
Real Estate Fund
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	1.000	1.000	1.000	1.000	
Business/Operations Admin.					
Professional					
Supporting Services	5.500	6.000	6.000	6.000	
TOTAL POSITIONS	6.500	7.000	7.000	7.000	
01 SALARIES & WAGES					
Administrative	\$118,677	\$120,177	\$120,177	\$122,521	\$2,344
Business/Operations Admin.					
Professional					
Supporting Services	245,440	281,121	281,121	288,580	7,459
TOTAL POSITION DOLLARS	364,117	401,298	401,298	411,101	9,803
OTHER SALARIES					
Administrative					
Professional					
Supporting Services	35,618	153,688	153,688	153,688	
TOTAL OTHER SALARIES	35,618	153,688	153,688	153,688	
TOTAL SALARIES AND WAGES	399,735	554,986	554,986	564,789	9,803
02 CONTRACTUAL SERVICES	2,078,478	2,304,222	2,304,222	1,625,722	(678,500)
03 SUPPLIES & MATERIALS	10,618	48,304	48,304	48,304	
04 OTHER					
Local/Other Travel	1,212	3,693	3,693	3,693	
Insur & Employee Benefits	139,356	138,314	138,314	160,054	21,740
Utilities					
Miscellaneous	566,491	442,225	442,225	482,225	40,000
TOTAL OTHER	707,059	584,232	584,232	645,972	61,740
05 EQUIPMENT	17,549	28,859	28,859	28,859	
GRAND TOTAL AMOUNTS	\$3,213,439	\$3,520,603	\$3,520,603	\$2,913,646	(\$606,957)

Category 61
Food Service Fund
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative	2.000	2.000	2.000	2.000	
Business/Operations Admin.	11.000	11.000	11.000	11.000	
Professional					
Supporting Services	570.448	569.948	569.948	569.948	
TOTAL POSITIONS	583.448	582.948	582.948	582.948	
01 SALARIES & WAGES					
Administrative	\$217,105	\$220,566	\$220,566	\$230,144	\$9,578
Business/Operations Admin.	807,230	924,286	924,286	941,221	16,935
Professional					
Supporting Services	15,975,340	17,697,012	17,697,012	17,998,295	301,283
TOTAL POSITION DOLLARS	16,999,675	18,841,864	18,841,864	19,169,660	327,796
OTHER SALARIES					
Administrative					
Professional					
Supporting Services	640,697	556,480	556,480	556,480	
TOTAL OTHER SALARIES	640,697	556,480	556,480	556,480	
TOTAL SALARIES AND WAGES	17,640,372	19,398,344	19,398,344	19,726,140	327,796
02 CONTRACTUAL SERVICES	1,183,021	1,192,028	1,192,028	1,242,028	50,000
03 SUPPLIES & MATERIALS	15,101,976	15,078,148	16,078,148	16,704,801	626,653
04 OTHER					
Local/Other Travel	124,171	128,385	128,385	128,385	
Insur & Employee Benefits	11,070,496	11,283,706	11,283,706	11,520,300	236,594
Utilities					
Miscellaneous	193,327	145,000	145,000	145,000	
TOTAL OTHER	11,387,994	11,557,091	11,557,091	11,793,685	236,594
05 EQUIPMENT	194,714	250,684	250,684	237,031	(13,653)
GRAND TOTAL AMOUNTS	\$45,508,077	\$47,476,295	\$48,476,295	\$49,703,685	\$1,227,390

**Category 71
Field Trip Fund
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative					
Business/Operations Admin.	.250	.250	.250	.250	
Professional					
Supporting Services	4.250	4.250	4.250	4.250	
TOTAL POSITIONS	4.500	4.500	4.500	4.500	
01 SALARIES & WAGES					
Administrative					
Business/Operations Admin.	25,048	26,175	26,175	26,949	774
Professional					
Supporting Services	259,736	266,481	266,481	274,707	8,226
TOTAL POSITION DOLLARS	284,784	292,656	292,656	301,656	9,000
OTHER SALARIES					
Administrative					
Professional					
Supporting Services	835,413	961,463	961,463	861,463	(100,000)
TOTAL OTHER SALARIES	835,413	961,463	961,463	861,463	(100,000)
TOTAL SALARIES AND WAGES	1,120,197	1,254,119	1,254,119	1,163,119	(91,000)
02 CONTRACTUAL SERVICES	41,999	49,638	49,638	49,638	
03 SUPPLIES & MATERIALS	447,163	521,666	521,666	521,666	
04 OTHER					
Local/Other Travel		138	138	138	
Insur & Employee Benefits	157,717	198,880	198,880	173,249	(25,631)
Utilities					
Miscellaneous					
TOTAL OTHER	157,717	199,018	199,018	173,387	(25,631)
05 EQUIPMENT	1,430	1,605	1,605	1,605	
GRAND TOTAL AMOUNTS	\$1,768,506	\$2,026,046	\$2,026,046	\$1,909,415	(\$116,631)

Category 81
Entrepreneurial Activities
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
POSITIONS					
Administrative					
Business/Operations Admin.					
Professional	1.000	1.000	1.000	3.000	2.000
Supporting Services	8.000	12.000	13.600	9.600	(4.000)
TOTAL POSITIONS	9.000	13.000	14.600	12.600	(2.000)
01 SALARIES & WAGES					
Administrative					
Business/Operations Admin.					
Professional	118,786	118,787	118,787	341,162	222,375
Supporting Services	415,269	596,629	620,785	538,026	(82,759)
TOTAL POSITION DOLLARS	534,055	715,416	739,572	879,188	139,616
OTHER SALARIES					
Administrative					
Professional	366,772	621,474	597,959	352,455	(245,504)
Supporting Services	54,854	69,373	69,373	44,373	(25,000)
TOTAL OTHER SALARIES	421,626	690,847	667,332	396,828	(270,504)
TOTAL SALARIES AND WAGES	955,681	1,406,263	1,406,904	1,276,016	(130,888)
02 CONTRACTUAL SERVICES	280,373	557,520	521,990	567,432	45,442
03 SUPPLIES & MATERIALS	501,990	679,308	678,908	613,515	(65,393)
04 OTHER					
Local/Other Travel	12,434	12,649	21,149	21,149	
Insur & Employee Benefits	237,706	316,216	343,005	346,063	3,058
Utilities					
Miscellaneous					
TOTAL OTHER	250,140	328,865	364,154	367,212	3,058
05 EQUIPMENT		34,980	34,980	14,980	(20,000)
GRAND TOTAL AMOUNTS	\$1,988,184	\$3,006,936	\$3,006,936	\$2,839,155	(\$167,781)

MCPS K-12 Budget Staffing Guidelines—FY 2014

Position	Elementary Guideline	Middle School Guideline	High School Guideline
Principal	1.0 per school	1.0 per school	1.0 per school
Assistant Principal	Staffing is based on enrollment and number of professional staff. Schools with the largest student enrollment and/or professional staff are allocated an assistant principal.	1.0 per school. Schools projected to have 650 or more students receive a second assistant principal or coordinator (magnet programs). Every effort is made not to remove the second assistant principal one year and have to restore it the next year and maintain administrative stability.	2.0 per school. Schools projected to have more than 1,800 students receive a third assistant principal. Schools with projected enrollment greater than 2500 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		These positions are allocated (1) to schools with projected enrollment greater than 400 without a second assistant principal or coordinator (magnet programs), (2) to schools with projected enrollment greater than 1,000 students and (3) largest schools without an ASA.	These positions are allocated (1) to schools with projected enrollment greater than 1250 without a third assistant principal or a coordinator and (2) to schools with projected enrollment greater than 2000 without a fourth assistant principal or a coordinator.
Magnet/Special Program Coordinator		One each for cluster magnet and middle school consortium school.	One each for county-wide magnet programs at Blair and Poolesville and the IB program at Richard Montgomery High School.
School Business Administrator			1.0 per school
Classroom Teacher	These positions for Grades 1-5 are allocated based on enrollment projections for principals to organize the school with class sizes of 27 or less in Grades 1-3, 29 or less in Grades 4-5. Additional classroom teacher positions are provided to the highest educational load schools in order to fulfill the Grade 1-2 class size initiative at an average of 19 students per class. When numbers support it, positions are allocated for combination classes.	These positions are provided by formula (Enrollment x number of periods/class size x 5). For each resource teacher, content specialist, and team leader 0.8 of this calculation is moved to the resource teacher allocation.	These positions are provided by formula (Enrollment x 7/(class size x 5)) + 0.2 released time for Student Service Learning. A .4 of this calculation is removed for the athletic director allocation and a .8 is removed for each of the RTs.
Academic Intervention Teacher	Community superintendents will allocate these positions based on school needs.	Community superintendents will allocate these positions based on school needs.	Community superintendents will allocate these positions based on school needs.
Special Program Teacher	These positions are allocated to support special programs in schools including immersion, PYIB, and magnet programs.	These teacher positions are provided to support magnet/special programs at Eastern, Takoma Park, and Clemente; and the Middle Years programs at Julius West, Westland, Newport, Key, and Silver Spring International.	These positions are allocated to schools with magnet, special, or signature programs.

MCPS K-12 Budget Staffing Guidelines—FY 2014

Position	Elementary Guideline	Middle School Guideline	High School Guideline
Staff Development Teacher	<p>Staff development, reading specialist, media specialist and counselors are allocated to schools based on enrollment and FARMS. Schools determine which positions are staffed at 1.0 and which at .5 based on school priorities and focus areas. Formula is based on smallest focus school and smallest schools non-focus schools with smallest focus schools having only 1 position with a .5 and non-focus having 2 positions with a .5 allocation.</p>	<p>For non-reform schools, a .4 FTE position is allocated per school. For middle school reform schools, each school determines the allocation for staff development teacher, literacy coach, and math content coach, using a total allocation of 1.2 FTE for the three positions, combined.</p>	<p>.4 per school</p>
ESOL Teacher	<p>ESOL teacher allocations are based on a ratio of one teacher for every 45.3 ESOL students, including pre-K. METS teacher allocations are based on pupil/teacher ratio of 15:1. METS students are not included in the ESOL teacher formula.</p>	<p>ESOL teacher allocations are based on a pupil/teacher ratio of 36:1. METS teacher allocations are based on the pupil/teacher ratio of 15:1. METS students are not included in the ESOL teacher formula.</p>	<p>These allocations are based on a ratio of 1.0 teacher for every 31 students. METS teacher positions are allocated to schools with METS students according to the following guidelines: .4 FTE (4-10 students); .6 FTE (11-17 students); .8 FTE (18 or more students)</p>
Media Specialist	<p>Staff development, reading specialist, media specialist and counselors are allocated to schools based on enrollment and FARMS. Schools determine which positions are staffed at 1.0 and which at .5 based on school priorities and focus areas.</p>	<p>1.0 per school</p>	<p>1.0 per school.</p>
Counselor	<p>Staff development, reading specialist, media specialist and counselors are allocated to schools based on enrollment and FARMS. Schools determine which positions are staffed at 1.0 and which at .5 based on school priorities and focus areas.</p>	<p>These positions are allocated to schools based on projected enrollment and student to staff ratios using guideline of 250:1 ratio.</p>	<p>These positions are allocated to schools based on projected enrollment and student to staff ratios using guideline of 250:1 ratio.</p>
Focus Teacher	<p>These positions are allocated to the high educational load schools. Focus teachers are locally and Title I funded.</p>		
Reading Initiative Teacher	<p>Staffing is allocated at a 20:1 ratio. For schools receiving additional staffing for class size reduction in Grades 1 and 2, no additional allocations are authorized for the program.</p>		
Pre-Kindergarten Teacher	<p>Positions are allocated with a 0.5 teacher per 2.5 hour class.</p>		

MCPS K-12 Budget Staffing Guidelines—FY 2014

Position	Elementary Guideline	Middle School Guideline	High School Guideline
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	Staff development, reading specialist, media specialist and counselors are allocated to schools based on enrollment and FARMS. Schools determine which positions are staffed at 1.0 and which at .5 based on school priorities and focus areas.	Reading Specialist is allocated 1.0 per school (non-middle school reform schools)	
Content Specialist		5.0 per middle school reform school (1 release period); all content specialists must teach 4 classes.	
Team Leader		6.0 per middle school reform school (1 release period); all team leaders must teach 4 classes.	
Math Content Coach		For middle school reform schools, each school determines the allocation for staff development teacher, literacy coach, and math content coach, using a total allocation of 1.2 FTE for the three positions, combined.	
Resource Teacher/Interdisciplinary Resource Teacher		Based on enrollment and individual school needs (1 release period); all RTs/IRTs must teach 4 classes.	Based on enrollment and individual school needs (1 release period) ; all RTs/IRTs must teach 4 classes.
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.

MCPS K-12 Budget Staffing Guidelines—FY 2014

Position	Elementary Guideline	Middle School Guideline	High School Guideline
Literacy Coach		For middle school reform schools, each school determines the allocation for staff development teacher, literacy coach, and math content coach, using a total allocation of 1.2 FTE for the three positions, combined.	
Career Support Teacher			These positions are allocated based on size of school programs.
Career Preparation Teacher			These positions are allocated based on size of the internship program.
Athletic Director			1.0 per school (3 release periods)
Administrative Secretary	1.0 per school.	1.0 per school.	1.0 per school.
Secretary I	1.0 per school.	1.0 per school. Schools with projected enrollment greater than 625 receive an additional .25	Ten-month secretary positions (I and II) are allocated according to the following projected enrollments:
Secretary II (10-month)		These positions are allocated to the schools based on projected enrollment.	> 2500 = 7.0 2200-2499 = 6.0 1900-2199 = 5.0 1600-1899 = 4.0 1300-1599 = 3.0 less than 1300 = 2.5 These guidelines provide the total number of positions to be divided between Secretary I and Secretary II positions.
Secretary II (12-month)		1.0 each for programs at Clemente, Takoma Park, and Eastern.	1.0 each for programs at Blair, Poolesville, and Richard Montgomery High Schools.
Guidance Secretary		1.0 per school.	1.0 per school.
Registrar			1.0 per school.
Career Information Assistant			1.0 per school.
Financial Specialist		1.0 per school.	1.0 per school.
Media Assistant	These positions are allocated to schools using the guide: >600 = .875 FTE <600 = .5 FTE	These positions are allocated to schools based on projected enrollment as follows: >1200 = 1.375 FTE 600-1199 = .875 FTE 300-599 = .5 FTE	Allocations are made according to the following projected student enrollments: > 2200 = 2.5 1700-2199 = 2.0 1400-1699 = 1.5 Less than 1400 = 1.0

MCPS K-12 Budget Staffing Guidelines—FY 2014

Position	Elementary Guideline	Middle School Guideline	High School Guideline
Paraeducator, Regular	<p>Schools are allocated positions based on the following projected enrollments:</p> <p>> 850 = 2.125 FTE 800-849 = 2.0 FTE 750-799 = 1.875 FTE 700-749 = 1.75 FTE 650-699 = 1.625 FTE 600-649 = 1.5 FTE 550-599 = 1.375 FTE 500-549 = 1.25 FTE 450-499 = 1.125 FTE 400-449 = 1.0 FTE 350-399 = 0.875 FTE < 350 = 0.75 FTE</p>	<p>Schools are allocated positions based on the following guidelines:</p> <p>> 1500 = .875 FTE 1200 - 1,499 = .75 FTE 900 - 1,199 = .625 FTE 600 - 899 = .5 FTE 300 - 599 = .375 FTE</p>	<p>Schools are allocated positions based on percent of projected school enrollment compared to total high school enrollment.</p>
ESOL Paraeducator	0.75 per METS class.	These positions are allotted at 0.75 per METS class.	These positions are allocated from the Division of ESOL/Bilingual Programs to specific school programs.
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	<p>Allocations are based on the following calculation: FTE = 1 hour (.125) per 50 projected students.</p>	Schools are allocated .375 FTE. Schools with specific needs are allocated an additional .125 FTE.	
Instructional Data Assistant	<p>These positions are allocated to schools based on the following projected enrollments: >800 = .875 FTE 550-799 = .75 FTE 350-549 = .625 FTE 150-350 = .5 FTE</p>	Schools with projected enrollment greater than 1000 receive a .875 FTE; schools with less than 1000 students receive a .75 FTE position.	
Security Team Leader			1.0 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, campus size, and renovation conditions.
Media Services Technician			1.0 per school.

MCPS K-12 Budget Staffing Guidelines—FY 2014

Position	Elementary Guideline	Middle School Guideline	High School Guideline
IT System Specialist		Schools with projected enrollment greater than 825 are allocated a 1.0 FTE. For schools with projected enrollment less than 825 a pool of ITSSs will be assigned to work with the schools.	1.0 per school.
English Composition Assistant			Allocations are made according to the following formula: Projected Enrollment/58 * .5*.125

FY 2014 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 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 to better allow students to attend school each year 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, and completing assessments, and legal considerations are reviewed and balanced in order to determine the number and type of staff required. The Fiscal Year (FY) 2014 *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
<p>Resource Services</p> <p>Resource services ensure that students with disabilities have access to the MCPS curriculum. Students in Grades Kindergarten-12 are served through this model. Students demonstrate learning/behavioral needs that affect performance in one or more academic areas.</p> <p>Elementary and middle schools staffed with an hours-based staffing model include the resource teacher in the special education staffing allocation.</p>	<p>Available in all schools</p>	<p>Based on school enrollment, Elementary 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 of greater than 600 students but fewer than 750 students receive 1.5 resource room teachers. Schools projected to have an enrollment of greater than 749 students receive 2.0 resource room teachers.</p>	<p>N/A</p>	

FY 2014 MCPS Special Education and Related Services

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
Resource Services (continued)			<p>Middle Schools 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 an 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>High Schools Schools projected to have an enrollment of fewer than 1,000 students receive 1.0 resource room teacher. Schools projected to have an enrollment of 1,000 or more students but fewer than 1,500 students receive 1.5 resource room teachers. Schools projected to have an enrollment of 1,500 students or more receive 2.0 resource room teachers.</p>	N/A
Learning and Academic Disabilities (LAD)	Students served through this model require special education services primarily as a result of a learning disability or other disability that significantly impacts academic achievement. Students typically have processing deficits that affect performance in one or more academic areas, including but not limited to mathematics, reading, or written language. The design is based on a cluster model. Elementary cluster models provide a continuum of services and environments for students requiring more than 15 hours of special education service. LAD services are provided in selected elementary and middle schools and all high schools.	Elementary—Designated sites within each cluster Available in all high schools	1 Tchr:TS 1 Tchr:TS	0.875 0.875

FY 2014 MCPS Special Education and Related Services

<p>Learning for Independence (LFI)</p>	<p>The LFI serves students with mild to moderate intellectual disabilities and/or multiple disabilities. The program emphasizes individualized instruction using the Fundamental Life Skills (FLS) curriculum or a combination of the FLS curriculum and adapted general education curricula in schools and in related community and work environments. The LFI model includes age-appropriate classes, access to general education classes, individualized instruction, and transition services. The goal of the LFI program is to prepare students for college and career readiness.</p>	<p>Designated elementary, middle, and high schools in quad or quint clusters</p>	<p>1 Tchr:TS</p>	<p>0.875</p>
<p>Gifted and Talented Learning Disabled Services (GT/LD)</p>	<p>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. Organization, memory, and reading also may be impacted significantly. Most students identified as GT/LD access rigorous instruction in their home schools while receiving appropriate adaptations, accommodations, and specialized instruction. GT/LD program settings provide a combination of high-level instruction with specialized instruction and supports throughout the academic day as needed and appropriate.</p>	<p>Regional designated elementary and middle schools</p>	<p>1 Tchr:TS</p>	<p>0.875</p>
<p>Elementary School-based Learning Center</p>	<p>Students served through this model require special education services primarily as a result of pervasive needs in areas such as academics, cognition, communication, organization, sensory/motor skills and/or social interaction. An Elementary School-based Learning Center provides comprehensive special education instruction, and related services, to students with multiple needs and varied disabilities. The program offers a continuum of Kindergarten to Grade 5 services in several classes within an elementary school.</p>	<p>Designated elementary schools within each quad cluster</p>	<p>1 Tchr:TS</p>	<p>0.875</p>
<p>Home School Model</p>	<p>Home School Model services are provided to home school students with learning or other mild to moderate disabilities who require special education services in order to access the MCPS curriculum. Services may be provided in a continuum of settings including general education classrooms and in small group pull-out settings, based upon individual needs.</p>	<p>Designated elementary schools</p>	<p>Hours-based Staffing</p>	

FY 2014 MCPS Special Education and Related Services

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
Carl Sandburg Learning Center	Carl Sandburg Learning Center is a special education school that serves students with multiple disabilities in kindergarten through Grade 5, including intellectual disabilities, autism spectrum disorders, language disabilities, emotional and other learning disabilities. The program is designed for students who need a highly structured setting, small student-teacher ratio, and access to the general education or FLS curriculum.	Separate special education day school	1 Tchr:TS	1.250
School/Community-based Program (SCB)	SCB serves students with moderate, 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 the FLS curriculum, or a combination of the FLS curriculum and accommodated general education curricula, in regular schools and related community and work environments. The SCB model includes the following components: (a) age-appropriate classes; (b) heterogeneous groupings; (c) peer interactions; (d) individualized instruction; (e) community instruction; and (f) transition. The goal of the program is to prepare students to transition into the world of adult living upon graduation or exit from the school system.	Designated elementary, middle, and high schools in quad or quint clusters	1 Tchr:TS	1.500
Rock Terrace School	Rock Terrace School provides services to students ages 11 through 21 whose learning and behavioral needs require the structure and support available in a special education day school. Primary disabilities include intellectual disabilities or significant learning disabilities and may include autism spectrum disorders, language disabilities, emotional disabilities, medical conditions and/or physical disabilities. Rock Terrace School is comprised of a middle school, a high school, and an upper school which implements school-to-work programs.	Separate special education day school	1 Tchr:TS	1.000
Stephen Knolls School	Stephen Knolls School serves students age 5 through 21 with severe to profound intellectual disabilities and multiple disabilities, which often include: expressive and receptive language delays, limited motor functioning, visual and/or hearing impairments, and/or hearing impairments, medical or physical problems, or traumatic (acquired) brain injuries. The MCPS FLS curriculum, in conjunction with the student's IEP provides the foundation for the educational programming of each child. Students are provided with access to nondisabled peers to the extent appropriate.	Separate special education day school	1 Tchr:TS	1.750
Longview School	Longview School serves students age 5 through 21 with severe to profound intellectual disabilities and multiple disabilities, which often include: expressive and receptive language delays, limited motor functioning, visual	Separate special education day school collocated with Spark M. Matsunaga Elementary School	1 Tchr:TS	1.750

FY 2014 MCPS Special Education and Related Services

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
	and/or hearing impairments, medical or physical problems, or traumatic (acquired) brain injuries. The MCPS FLS curriculum, in conjunction with the student's IEP, provides the foundation for the educational programming of each child. Students are provided with access to nondisabled peers to the extent appropriate.			
Extensions Program	The Extensions Program serves students of middle or high school age who have moderate, severe, or profound intellectual disabilities, multiple disabilities and/or autism spectrum disorders. Students also have a prolonged history of aggressive, self-injurious, destructive, or disruptive behaviors that have not responded to functional and systematic behavioral interventions in a less restrictive setting. Students' behavioral needs are addressed using a comprehensive functional behavior analysis approach designed to enable students to acquire appropriate social and communicative skills within the context of the FLS curriculum.	Designated middle and high schools	1 Tchrr:TS	2.625
Emotional Disabilities Services	Students receiving services through the Emotional Disabilities unit demonstrate significant social, emotional, learning, and/or behavioral difficulties that adversely impact their success in school. The majority of students are identified with an emotional disability. Some students have secondary disabilities, such as other health impairments, language disabilities, or learning disabilities. Students access the MCPS general education curriculum, and have difficulty achieving academic success due to emotional and behavioral difficulties that interfere with their ability to participate successfully in educational programs.	Designated elementary, middle, and high schools in each quad or quint clusters	1 Tchrr:TS	1.500

FY 2014 MCPS Special Education and Related Services

		Service Description	Services	Instructional Models	
				Professional Staff	Paraed
Bridge Program		The Bridge Program serves students who demonstrate significant social, emotional, learning, and/or behavioral issues that make it difficult for them to be successful in a large school environment. Many of the students are identified as having an emotional disability or Asperger's Syndrome. Some have secondary disabilities such as other health impairment, language disability, or learning disability. Comprehensive behavior management that includes proactive teaching, and rehearsal of social skills, as well as structured and consistent reinforcement systems are used. Individualized and comprehensive behavior management strategies and systems promote students' acquisition of skills that allow them to be successful in school.	Two middle and two high schools serve students countywide	1 Tchr:TS	1.250
John L. Gildner Regional Institute for Children and Adolescents (RICA) - Rockville		RICA provides appropriate educational and treatment services to students and their families through highly-structured intensive special education with therapy integrated in a day program and/or residential treatment facility. RICA offers a fully-accredited special education school that emphasizes rigorous academic and vocational/occupational opportunities; day and residential treatment; and individual, group, family and multifamily therapy. The RICA program promotes acquisition of grade and age appropriate academic, social, and emotional skills that allow students to access the general education curriculum, meet state graduation requirements, and prepare them to become productive members of a global society.	Separate special education day school	1 Tchr:TS	1.250

FY 2014 MCPS Special Education and Related Services

		Instructional Models	
		Professional Staff	Paraed
Services for Students with Autism Spectrum Disorders	Service Description The autism prekindergarten program provides highly intensive and individualized services for students ages 3-5. Utilization of state-of-the-art instructional practices to increase academic, language, social, and adaptive skills for students with autism spectrum disorders is implemented to foster their development of adaptive skills to maximize independence. The autism program for school-aged students provides access to the MCPS FLS curriculum. Students receive intensive instruction in a highly-structured setting to improve communication and access to nondisabled peers. At the secondary level, students also receive vocational and community support. Students with Aspergers Syndrome or high functioning autism receive direct instruction in the areas of coping strategies and prosocial behaviors. Middle and High School Autism Resource Services are designed for students with autism spectrum disorders who are diploma bound and having difficulty mastering grade level curriculum. The students require a modified pace and individual accommodations representative of the needs and characteristics of students with autism spectrum disorders. Students are included in general education classes with the supports indicated on their IEPs. Access to the general education curriculum with enrichment is reinforced. Those with significant social/behavioral needs may be served in a more self-contained setting.	Services Prekindergarten—Designated elementary schools serve prekindergarten children throughout the county School Aged—Designated elementary, middle, and high schools located regionally throughout the county Middle and High School Autism Resource Services- three middle and three high schools located regionally	3.440 1.750 1.750
Transition Services	Transition services are provided to special education students age 14 or older, to facilitate a smooth transition from school to post-high school activities. These activities include, but are not limited to, post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and/or community participation. Services are based on the individual student's needs, taking into account 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

FY 2014 MCPS Special Education and Related Services

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
Services for Deaf and Hard of Hearing	The goals of the deaf and hard of hearing services are to provide comprehensive educational services to students with significant hearing loss, to enable students to develop effective language and communication skills, and to provide students with equal access to the general education environment. Students with significant needs receive services in special centrally-located classes. Services are provided in three communication options—oral/aural, total communication, and cued speech. Students with less intensive needs receive services from itinerant teachers who travel to home schools or other MCPS facilities to deliver specialized instruction. 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
Services for Students with Physical Disabilities	The goals of physical disabilities services are to provide comprehensive supports to students with physical and health-related disabilities that facilitate access to the MCPS curriculum. Services address the needs of students whose physical disabilities are causing a significant impact on educational performance in the general education class. Students exhibit needs in motor development and information processing. Services provided to students include special education instruction, consultation with classroom teachers, and occupational and/or physical therapy services. Students are integrated into the general school program as much as possible. Occupational and physical therapy services also are provided as related services to students with other educational disabilities.	Resource services available throughout the county Special classes: two elementary schools.	34.6:1 1 Tchr:TS	N/A 1.250
Services for the Visually Impaired	The goals of vision services are to provide comprehensive supports to students with significant visual impairments, to enable students to develop effective compensatory skills, and to provide students with equal access to the general education environment. The prekindergarten class prepares children who are blind or have low vision for entry into school. Itinerant vision teachers provide services to school-aged students in their home school or other MCPS facilities. Skills taught include visual utilization, vision efficiency, reading and writing using Braille, and the use of assistive technology. High school students requiring more intensive services receive specialized transition support and orientation and mobility training.	Resource services available throughout the county Special class: one elementary school serves preschoolers throughout the county	Mobility/Orientation 45:1 Resource 35:1 1 Tchr:TS	0.875

FY 2014 MCPS Special Education and Related Services

		Service Description	Services	Instructional Models	
				Professional Staff	Paraed
Speech and Language Services		The goals of speech and language services are to diagnose communication disorders, facilitate the development of compensatory skills, and enhance the development of language, vocabulary, and expressive communication skills. 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. Students with more intensive needs receive services individually or in small groups. Prekindergarten students requiring extensive services attend a class program, two or five days per week.	Resource services available throughout the county Preschool School-Age Private/Religious Schools Special classes: designated elementary schools serve prekindergarten children throughout the county, two or five days per week	40:1.0 56.4:1.0 56.4:1.0	N/A N/A N/A
Augmentative and Alternative (AAC) Communication Classes		The AAC classrooms provide intensive support for students who are nonspeaking 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. Emphasis is on the use of the alternative communication systems to enhance language development, vocabulary development, and expressive communication skills, and to access the general education curriculum.	Special classes located in two elementary schools serve children throughout the county	1 Tchr:TS	1.750
Assistive Technology (InterACT) Services		Assistive technology services provide support for students from birth through age 21. The Augmentative Communication and Technology Team supports students who are nonspeaking or severely limited in verbal speech and students limited in producing written output due to physical disabilities.	Services available throughout the county	SLP – 1/75 Services Tchr – 1/190 Services OT – 1/223 Services	0.875/380 Services

FY 2014 MCPS Special Education and Related Services

	Service Description	Services	Instructional Models
<p>Preschool Education Program (PEP)</p>	<p>PEP offers a variety of prekindergarten classes and services for children with disabilities ages 3–5. PEP serves children with multiple and/or moderate disabilities that impact their ability to learn. Services range from itinerant instruction at home for medically-fragile children to consultative and itinerant services for children in community-based child care settings and preschools. Classes are provided for children who need a comprehensive approach to their learning. Intensive Needs Classes serve children with severe sensory and/or communication disabilities. The Beginnings Classes provide services to students with severe or profound physical and/or cognitive disabilities. PEP Comprehensive provides services to students with moderate to severe intellectual disabilities and/or multiple disabilities. PEP offers Providing Inclusive Learning Opportunities for Threes—a 2-day per week inclusive class; PEP collaboration classes offer inclusive opportunities for four-year-olds using a coteaching model.</p>	<p>PEP Classic (half-day) Intensive Needs Speech/Language OT and PT Medically Fragile Speech/Language OT and PT Beginning Classes Speech/Language OT and PT PEP Comprehensive Speech/Language OT and PT</p>	<p>Professional Staff 1.0 Tchr/TS 1.0 Tchr/TS 0.3 SP/TS 0.3 OT/PT/TS 1.0 Tchr/TS 0.5 SP/TS 0.3 OT/PT/TS 1.0 Tchr/TS 0.3 SP/TS 0.6 OT/PT/TS 1.0 Tchr/TS 0.2 SP/TS 0.2 OT/PT/TS</p> <p>Paraed 0.875/TS 1.000</p>
<p>Infants and Toddlers</p>	<p>Infants and Toddlers services are provided to families of children with developmental delays from birth to age 3 or until kindergarten eligible under the Extended Individual Family Service Plan option. Services are provided in the natural environment and may include special instruction, auditory and vision instruction, physical and occupational therapy, and speech-language services. Parental involvement is a major component based on the philosophy that a parent is often a child's most effective teacher in the natural setting.</p>	<p>Home-based for individual children Infants and Toddlers Teacher Speech/Language Occupational or Physical Therapy Vision Deaf and Hard of Hearing</p>	<p>1.0 Tchr/64.0 services 1.0 SP/64.0 services 1.0 OT/PT/64.0 services 1.0 Tchr/64.0 services 1.0 Tchr/64.0 services</p> <p>.724 Paraed/ each 6 Prof. Staff</p>

NON-OPERATING BUDGET POSITIONS

FUNDING SOURCE	OFFICE/DEPARTMENT/DIVISION AND POSITION TITLES	FY 2012 Actual	FY 2013 Current	FY 2014 Requested	FY 2014 Change
	<i>Office of the Chief Operating Officer:</i>				
Trust Funds	Department of Financial Services				
	Chief Financial Officer (Q)			0.3	0.3
	Director, Benefits Strategy/Vendor Rel.(P)	1.0	1.0	1.0	
	Investment Specialist (P)	1.0	1.0	1.0	
	Systems Support Specialist (M)				
	ERSC Call Center Transactions Supervisor (K)			0.4	0.4
	Senior Specialist, Insurance and Retirement (J)	1.0	1.0	1.0	
	Development Project Manager (27)				
	Wellness Coordinator (26)	1.0	1.0	1.0	
	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)				
	Communications Specialist (21)	1.0	1.0	1.0	
	Data Support Specialist I (21)	1.0	1.0	1.0	
	Specialist, Insurance and Retirement II (21)		1.0	1.0	
	Specialist, Leave Admin/Wkrs Comp (19)	1.0	1.0	1.0	
	Specialist, Insurance and Retirement (19)	6.0	4.0	5.0	1.0
	Administrative Secretary III (16)		0.5	0.5	
	Administrative Secretary II (15)	2.0	2.0	2.0	
	Benefits Assistant (15)	1.0	1.0	1.0	
	Transactions Assistant I (14)	8.0	8.5	8.5	
	Total	26.0	26.0	27.7	1.7
Trust Funds	Division of Controller				
	Staff Accountant (22)	1.0	1.0	1.0	
Capital Budget	Real Estate Management Fund				
	Site Administration Specialist (25)	1.0	1.0	1.0	
Capital Budget	Division of Construction				
	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	
	HVAC Team Leader (25)				
	Construction Management Specialist (25)	1.0	1.0	1.0	
	Electrical Engineer (25)	1.0	1.0	1.0	
	Facilities Designer (25)	4.0	4.0	4.0	
	Green Schools Program Manager (25)				
	Mechanical Engineer (25)	2.0	2.0	2.0	
	Planner III (25)				
	Construction Compliance Specialist (24)				
	Project Specialist (24)	1.0	1.0	1.0	
	Commissioning Coordinator (23)	1.0	1.0	1.0	
	Construction Inspector Supervisor (23)	1.0	1.0	1.0	
	Site Development Coordinator (23)	1.0	1.0	1.0	
	EMS Specialist (22)	1.0	1.0	1.0	
	Electrical Construction Technician II (22)	2.0	2.0	2.0	
	Fiscal Assistant V (22)	1.0	1.0	1.0	
	Mechanical Construction Technician (22)	2.0	2.0	2.0	
	Construction Technician (21)	6.0	6.0	6.0	
	Mechanical Construction Specialist (21)	3.0	3.0	3.0	
	Project Designer (20)	1.0	1.0	1.0	
	Bldg. & Grounds Contracts Assistant (18)	1.0	1.0	1.0	
	Fiscal Assistant IV (18)	1.0	1.0	1.0	
	Administrative Secretary II (15)	1.0	1.0	1.0	
	Fiscal Assistant I (13)	1.0	1.0	1.0	
	Secretary (12)	2.0	2.0	2.0	
	Total	40.0	40.0	40.0	

NON-OPERATING BUDGET POSITIONS

FUNDING SOURCE	OFFICE/DEPARTMENT/DIVISION AND POSITION TITLES	FY 2012 Actual	FY 2013 Current	FY 2014 Requested	FY 2014 Change	
Capital Budget	Department of Facilities Management					
	Manager (26)					
	Fiscal Assistant V (22)	1.0	1.0	1.0		
	Total	1.0	1.0	1.0		
Capital Budget	Division of Long-range Planning					
	Planner II (24)	1.0	2.0	2.0		
	Total	1.0	2.0	2.0		
Capital Budget	Division of Maintenance					
	Environmental Safety Coordinator (M)					
	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		
	Account Assistant III (14)	1.0				
	Asset Technician (16)	1.0	1.0	1.0		
	Buyer Assistant II (14)					
	Administrative Operations Secretary (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	Division of School Plant Operations					
	Building Service Area Supervisor (G)	1.0	1.0	1.0		
	Administrative Secretary II (15)	1.0	1.0	1.0		
	Building Service Worker (6)	18.0	18.0	18.0		
	Total	20.0	20.0	20.0		
ICB	Department of School Safety and Security					
	Security Patroller Shift 2					
	Total					
	Office of Communications:					
Capital Budget	Department of Public Information					
	IT Systems Engineer (27)	1.0	1.0	1.0		
	Systems Programmer (25)					
	IT Systems Specialist (18-25)	1.0	1.0	1.0		
	Total	2.0	2.0	2.0		
	Office of the Chief Technology Officer:					
Capital Budget	Division of Technology Innovation					
	IT Systems Engineer (27)	1.0	1.0	1.0		
	IT Systems Specialist (18-25)	5.0	5.0	5.0		
	Instructional Specialist	1.0	1.0	1.0		
	Office Assistant III (10)	0.5	0.5	0.5		
	Total	7.5	7.5	7.5		

NON-OPERATING BUDGET POSITIONS

FUNDING SOURCE	OFFICE/DEPARTMENT/DIVISION AND POSITION TITLES	FY 2012 Actual	FY 2013 Current	FY 2014 Requested	FY 2014 Change
Capital Budget	Department of Infrastructure and Operations Operations				
	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	Business Information Systems				
	Development Project Manager (27)	0.5	0.5	0.5	
Capital Budget	Department of Information and Application Services				
	Technical Manager (O)				
	IT Systems Engineer (27)	1.0	1.0	1.0	
	IT Systems Specialist (18-25)	1.0	1.0	1.0	
	Systems Programmer (25)				
	Total	2.0	2.0	2.0	
Capital Budget	Division of Technology Support				
	Supervisor (27)				
	IT Systems Specialist (18-25)	4.0	4.0	4.0	
	User Support Specialist II (23)				
	User Support Specialist I (20)				
	Total	4.0	4.0	4.0	
	GRAND TOTAL	135.5	136.5	138.2	1.7

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 2012 ACTUAL EXPENSES
BETWEEN THE CAFR AND THE FY 2014 OPERATING BUDGET**

Financial Report Categories	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	FY 2012 CAFR for Local and Grant Supported Funds by State Category	Less Encumbrances Carried Forward	Total FY 2012 Enterprise Fund Expenses	Total FY 2012 Expenses	Budgetary Adjustments	Operating Budget Category Conversions	Total FY 2012 Expenses by Operating Budget Categories
1. Administration	\$37,549,123	\$1,118,615	\$85	\$36,430,593		(\$85)	\$36,430,508
2. Mid-Level Administration	133,588,616	632,944	76,739	133,032,411		(76,739)	132,955,672
3. Instructional Salaries and Wages	806,916,675		374,198	807,290,873		(374,198)	806,916,675
4. Instructional Textbooks and Supplies	25,652,815	1,244,901	1,916	24,409,830		(1,916)	24,407,914
5. Other Instructional Supplies	14,922,917	1,540,683	260,491	13,642,725		(260,491)	13,382,234
6. Special Education	271,157,766	381,978	0	270,775,788			270,775,788
7. Student Personnel Services	10,649,301	(98)	0	10,649,399			10,649,399
8. Health Services	16,908		0	16,908			16,908
9. Student Transportation	93,770,803	95,828	1,610,789	95,285,764		(1,610,789)	93,674,975
10. Operation of Plant	112,438,570	1,371,117	4,111,650	115,179,103	(1,483)	(4,110,167)	111,067,453
11. Maintenance of Plant	32,495,704	549,299	0	31,946,405			31,946,405
12. Fixed Charges	471,846,182	133,898	11,864,718	483,577,002	(7,572,150)	(11,864,718)	471,712,284
13. Food Services			42,009,769	42,009,769		(34,437,619)	0
14. Community Services	102,190		1,158,923	1,261,113		(1,158,923)	102,190
37. Instructional TV						1,417,439	1,417,439
51. Real Estate Management						3,213,439	3,213,439
61. Food Services						45,508,077	45,508,077
71. Field Trip Services						1,768,506	1,768,506
81. Entrepreneurial Funds						1,988,184	1,988,184
Totals	\$2,011,107,570	\$7,069,165	\$61,469,278	\$2,065,507,683	(\$7,573,633)	\$0	\$2,057,934,050

(1). Data as reported in the FY 2012 Comprehensive Annual Financial Report (CAFR).

(2). Encumbrances carried forward and included in the CAFR expenses are removed to make a meaningful comparison to the amounts budgeted in the operating budget.

(3). The total expenses for the Enterprise Funds that are in the operating budget before adjustments.

(4). Total expenses to be included in the operating budget statements before adjustments.

(5). Expenses reduced for items not budgeted in the operating budget such as depreciation, loss on disposal on fixed assets, escrow purchases, inventory adjustments, and compensated absences.

(6). Represents the mapping of the fund and category numbers used in the financial control system to the categories used in the operating budget.

Unlike the financial control system that uses fund numbers to capture enterprise expenditure data, the operating budget utilizes five unique category numbers to budget and capture financial data for the enterprise funds.

(7). FY 2012 operating expenses by budget category in the Superintendent's Recommended FY 2014 Operating Budget.

GLOSSARY OF MCPS OPERATING BUDGET TERMS

Agency—One of the major organizational components of government in Montgomery County; namely, Montgomery County Public Schools (MCPS); Montgomery County Government (Executive departments, Legislative offices and boards, Circuit Court and judicial offices); Montgomery College (MC); Maryland-National Capital Park and Planning Commission (M-NCPPC); 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 each individual school based upon factors such as enrollment, types of programs, and other identified needs of the school.

Annual Yearly Progress (AYP)—*No Child Left Behind* (NCLB) requires schools to demonstrate specific quantified progress each year in achieving state standards for each school as a whole and for designated categories of students that include students who are economically disadvantaged, from major racial and ethnic groups, with disabilities, and with limited English proficiency.

Appropriation—Authority to spend money within a specified dollar limit for an approved work program during a fiscal year. The County Council appropriates funds to MCPS according to state categories. Unless explicitly renewed, appropriation authorizations expire at the end of the fiscal year.

Authorized Positions—A position that has been approved for hiring, either in the approved budget or by a subsequent action within the revised budget.

Bridge to Excellence (Thornton) Act (BTE)—State legislation that increases state funding and mandates that each school district must develop a comprehensive five-year master plan to describe how it intends to make improvements in achievement for every student.

Budget Staffing Guidelines—Guidance approved by the Board of Education (BOE) used to budget and allocate personnel positions in regular and special education.
Example: Counselors are allocated to middle schools based on 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 modernizations of all schools and for other capital projects that address facility issues. The CIP includes a six-year period. The CIP constitutes both a fiscal plan for proposed project expenditures and funding, and an annual capital budget for appropriations to fund project activity during the first fiscal year of the plan. The six-year program is produced 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 were effective in 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). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children 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 when these 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. For budget purposes, inflation is measured on a fiscal year (FY) basis using the CPI-U for the Washington-Baltimore Metropolitan area. That rate of inflation is computed using the average of the indexes in one fiscal year compared to the average of the indexes in the prior fiscal year. 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.

GLOSSARY OF MCPS OPERATING BUDGET TERMS

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. The curriculum for the elementary grades is designed in a way that will better engage students and teachers, and dedicate more learning time to subjects such as the arts, information literacy, science, social studies, and physical education.

Depreciation—The expiration of the useful life of a fixed asset over a determined period of time attributable to wear and tear, deterioration, action of the physical elements, inadequacy, and obsolescence. Also, the portion of the cost of a fixed asset charged as an expense during a particular period.

Employee Benefits—For budgeting purposes, payments made by MCPS for the employer portion of social security taxes, retirement contributions, group health, and life insurance.

Enrollment—The number of students attending MCPS, officially counted as of September 30 each school year.

Enterprise Fund—A fund used to record the fiscal transactions of MCPS activities 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—The 12-month period to which the annual operating and capital budgets and their appropriations apply. The Montgomery County 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. *Example:* Fiscal Year 2011 runs from July 1, 2010 to June 30, 2011.

Fixed Charges—Charges of a generally recurrent nature which 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 Meals (FARMS)—Students may qualify for free or reduced price meals based on household income and size, or if they are receiving Food Supplement Program or Temporary Cash Assistance (TCA) benefits.

Full-Time Equivalent (FTE)—The designation of equating less-than-full-time employees in permanent positions to a full-time basis. *Example:* a .5 FTE is authorized to work 20 hours a week.

Fund—The balancing segment that identifies the level at which balanced sets of books are defined. MCPS will use the following funds: general, capital projects, supported projects, food services, instructional TV, real estate management, field trip, entrepreneurial, and warehouse.

Grade—An assigned level on a salary schedule given to positions that denotes the level of skills, education, and responsibility of a position.

Grant—Funding from another entity, typically from one level of government to another, or from a private organization to a government. Grants are made for specified purposes and must be spent only for that purpose. MCPS accounts for grant expenditures through supported projects.

High School Assessments (HSA)—Tests used to determine if a Grade 7–12 student enrolled in algebra, English, government, and biology has demonstrated mastery of the Maryland Content Standards established by the Maryland State Board of Education.

IDEA – Individuals with Disabilities in Education Act—A United States 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 in disabilities in the Least Restrictive Environment (LRE) that meets the students' needs.

Interagency Coordinating Board for Community Use of Public Facilities (ICB/CUPF)—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 accumulates when an employee terminates and is not immediately replaced.

GLOSSARY OF MCPS OPERATING BUDGET TERMS

Lease-Purchase Agreement—A contractual agreement that is a financing mechanism with payments made over time. The mechanism is typically used to acquire equipment.

Least Restrictive Environment (LRE)—A federal mandate included in the Individuals with Disabilities Education Act (IDEA) that requires children with disabilities are educated to the maximum extent appropriate with their peers with no disabilities.

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 Criteria, comprising 11 Core Values/Best Practices and 7 Categories, provide a dynamic framework for continuous improvement.

Maryland State Assessment (MSA)—The criterion-referenced items in this assessment provide proficiency scores expressed as Basic, Proficient, or Advanced proficiency level to describe how well a student in Grades 3–8 and 10 has mastered the reading and mathematics content specified in the Maryland Content Standards. This assessment meets the requirements of *No Child Left Behind* (NCLB) federal mandates as it provides national norm-referenced and Maryland criterion-referenced data.

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 MCPS strives for 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 noncertificated 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 MCAASP.

MCEA—Montgomery County Education Association (MCEA), the employee organization that represents teachers and other professional staff.

Mission—A statement that describes the basic purpose of an organizational unit, the reason it exists, and explains its relationship to the Success for Every Student 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—those grants received by MCPS for designated purposes that are not budgeted because they are not expected to be funded on an ongoing basis or at predictable funding levels. In many cases MCPS must compete with other school districts and other 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 Board of Education'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 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 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

Other Salaries—The amount of salaries for temporary employment for a short duration that includes substitute teachers, stipends, extracurricular activities, summer teaching, and support during peak or seasonal periods.

Per Student Allocations—Per-student dollar amounts used to budget for textbooks, instructional supplies, media center materials, and other funds for schools.

Performance Measurement—A description/s of how key objectives will be measured to attain the Success for Every Student goals.

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 less-than-full-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; for example, Physical Disabilities program. A program will have clearly defined, attainable objectives, which may be short-term or long-term in nature and will have measurable outcomes.

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 for hours worked.

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, based on 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 were effective FY 1998.

Step—A salary increment awarded annually to an employee, based on satisfactory performance until the employee reaches the top pay step of the pay grade to which the position is assigned.

Strategic Plan—*Our Call to Action: Pursuit of Excellence*—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. They are clear and uncomplicated methods for attaining goals and key results.

Supplemental Appropriation—An appropriation of funds above amounts originally appropriated, 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.

GLOSSARY OF MCPS OPERATING BUDGET TERMS

Tax Supported—A program supported in whole or part by tax revenues and included in spending affordability guidelines.

Turnover—The unused budgeted salary that accumulates when an employee terminates and is replaced by a lower salaried employee.

Zero-based Budgeting—A method of budgeting where, at the beginning of the budget process, budget line items are presumed to have \$0 funds and the amounts budgeted are based on justified need. This method is in contrast to incremental budgeting, where amounts or increments are either added or subtracted from the amount budgeted in the current year.

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Fiscal Year 2014 Operating Budget Timeline

Superintendent presents Recommended Operating Budget to Board of Education	December 11, 2012
Sign-up begins for Board of Education public hearings	December 17, 2012
Board of Education public hearings	January 10 & 17, 2013
Board of Education budget work sessions	January 22 & 24, 2013
Board of Education action	February 12, 2013
Board of Education budget transmittal to County Executive/County Council	March 1, 2013
County Executive recommendations presented to County Council	March 15, 2013
County Council budget hearings	April 2013
County Council budget action	May 16, 2013
Final Board of Education action to approve FY 2014 Operating Budget	June 13, 2013

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 – 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. Often called the management 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.

Program Budget – Summarizes the operating budget in more than 100 major programs across departments and offices. The Program Budget references strategies and initiatives in the strategic plan and ensures that all strategies and initiatives are identified by program.

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/



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