

MONTGOMERY COUNTY PUBLIC SCHOOLS, ROCKVILLE MARYLAND

THE SUPERINTENDENT'S RECOMMENDED

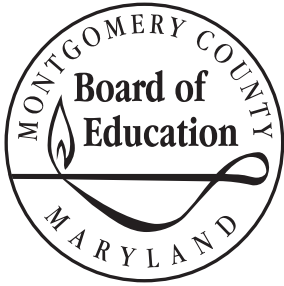
# FY 2015 OPERATING BUDGET and Personnel Complement

Recommended to the Board of Education  
December 2013

Fiscal and School Year Ending  
June 30, 2015

Dr. Joshua P. Starr  
Superintendent of Schools





## **VISION**

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

## **MISSION**

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

## **CORE PURPOSE**

*Prepare all students to thrive in their future.*

## **CORE VALUES**

*Learning  
Relationships  
Respect  
Excellence  
Equity*



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

Check out the MCPS website for more detailed information about the FY 2015 Recommended Operating Budget.

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December 10, 2013



Dear Members of the Board of Education:

I am pleased to submit for your consideration my Fiscal Year (FY) 2015 Operating Budget recommendation for Montgomery County Public Schools (MCPS).

This budget is driven by our core values, and it reflects extensive external and internal feedback that we have received during the past year from a wide array of stakeholders. I continue to be grateful for the partnership of our employee associations—the Montgomery County Education Association, the Service Employees International Union Local 500, and the Montgomery County Association of Administrators and Principals—and the Montgomery County Council of Parent Teacher Associations. The way in which MCPS works with its employees and parents to develop a budget that is focused on our values and the needs of our students is a national model of collaboration.

We modified our budget development process this year to achieve broader stakeholder involvement. Beginning in the spring, our staff met with focus groups of teachers, support staff, administrators, parents, students, and community members to gather their input on the priorities that should guide the MCPS budget in the coming years. In addition, small teams were established to discuss the work of elementary, middle, and high schools to identify the structures, resources, and processes that should be in place for MCPS to continue to provide our students with a world-class education. Through this process, we received input from more than 210 individuals, many of whom may not otherwise have participated in the process.

An important part of the budget development process included working with the Board of Education to identify its operating budget interests. On July 16 and September 10, 2013, the Board discussed the areas for which its members would like to see MCPS focus its resources in the coming years. Understanding Board members' budget interests has been extremely valuable as our team has worked to develop a responsible recommendation. As we discussed last year, we will add a new element to our budget process by convening after the Board has reviewed my budget and heard from the public. The purpose of doing so is to discuss any changes to my recommendation that the Board may want to propose.

I am recommending an FY 2015 Operating Budget of \$2,281,809,121, which is an increase of 2.5 percent compared with FY 2014. Almost 85 percent of this recommended budget increase will simply allow us to keep up with our continued enrollment growth and the increased costs of doing business. This budget recommendation is 1.2 percent—approximately \$17.4 million—more than the minimum county funding level required by state law.

**Office of the Superintendent of Schools**

Similar to last year, it is important that this recommendation be considered preliminary for several reasons. At this time, we do not know the level of state aid we will receive next year. I have included an estimated increase of \$14 million in state aid, which is a projection based on past trends in state funding. Additionally, negotiations on a new contract with the three employee associations are progressing, but have not been completed. My recommendation does not include any funding for compensation increases in FY 2015. We should have more complete information before the Board approves its budget request in February 2014 and will make the appropriate adjustments at that time.

### **Building Our Future Together**

Montgomery County takes great pride in its public schools and, historically, has made a significant investment in the students and staff of MCPS. Over the years, the county has earned a strong return on that investment that clearly was seen in recently released data on the participation and performance of MCPS students on Advanced Placement (AP) exams. In 2013, MCPS students took 33,642 AP exams, which is an all-time record for the district and a 30 percent increase in just 5 years. Of the AP exams our students took, 73 percent earned a college-ready score of 3 or higher, which is significantly higher than students in Maryland (60.4 percent) and the nation (57 percent). Our students and staff are to be congratulated for the outstanding work they have done to achieve these remarkable results in AP and many other areas.

However, I also believe our AP data demonstrates the challenge that MCPS faces as it becomes a more diverse district racially, ethnically, and socioeconomically. We should be proud that the number of AP exams taken by African American and Hispanic students continues to increase and their performance far outpaces their peers across the state and the nation. For instance, 47 percent of the exams taken by African American students earned a score of 3 or higher. That is significantly higher than for African American students across the state (31.1 percent) and the nation (28.2 percent). However, that is significantly lower than the percentage for MCPS students who are White (79.6 percent) and Asian (78.2 percent).

Over the years, MCPS has put considerable effort toward narrowing the achievement gap and has had success in many areas, including reading in the early grades and graduation rates. However, in other areas, the gaps have been persistent and have even grown. In order for MCPS to continue to serve all students at a high level, we must continue to reenergize our efforts to narrow the achievement gap and recognize that the strategies we have used to achieve this success may need to be changed or modified in the future.

Even as we deal with this long-standing challenge, we also must prepare our students and staff for significant changes in education and workplace expectations. MCPS is in the process of implementing the Common Core State Standards (CCSS) by aligning curriculum and instruction with these new, internationally benchmarked expectations in reading and mathematics. We also are preparing to administer new assessments to our students. This includes new state assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) that will be more rigorous and will require us to purchase new technology as they are computer-based assessments, as well as changes to national assessments, such as AP exams and the SAT. Perhaps most importantly, we must prepare our students to succeed in a new global economy that demands a very different set of skills and knowledge.

Addressing our longstanding challenge of closing the achievement gap while preparing our students and staff to thrive in their future will require us to think differently about how we deliver and budget

for education. This is at the heart of our new Strategic Planning Framework, *Building our Future Together: Students, Staff, and Community*, which the Board adopted in June 2013. The Framework codifies the core purpose of MCPS—to prepare our students to thrive in their future—and is built on five core values: Learning, Relationships, Respect, Excellence, and Equity. The Framework identifies our mission around the three core competencies students need so they are prepared to thrive in their future—Academic Excellence, Creative Problem Solving, and Social Emotional Learning. The Framework also affirms our longstanding commitment to Organizational Effectiveness.

### **A Multiyear Budget**

The Strategic Planning Framework will guide the work of MCPS in the years to come and this requires us to think in the long term about our priorities and our budget. Each year's budget cannot stand alone; it must be strategic and build upon the work we have done in previous years. In December 2012, I stated that my FY 2014 Operating Budget was the first year of a multiyear budgeting strategy that will allow us to keep up with our growth and strategically invest in areas that are aligned with our core purpose, values and mission. Despite receiving a budget at the minimum required funding level in FY 2014, we reprioritized some funds and applied funds from our budget surplus to make strategic investments, including:

- improving middle schools by hiring 30 additional English and mathematics teachers to allow for more individualized instruction, and restoring middle school staff development teachers to full-time status;
- improving student success in mathematics by adding teachers who provide accelerated instruction for students who are ready, as well as staff to help with CCSS implementation in mathematics;
- investing in our staff by increasing professional development, especially around the CCSS and Curriculum 2.0; and
- supporting community partnerships that benefit students, including the Achieving Collegiate Excellence and Success program, a partnership with Montgomery College and The Universities at Shady Grove aimed at improving college completion.

In our effort to address the individual needs of our students and our schools, we began two initiatives last year that did not have a direct budgetary impact, but required the redirection of resources to where they are needed most. First, we began working with 10 Innovation Network Schools that are receiving intense support in designing and implementing innovative school improvement strategies and professional learning plans. These schools are working with the chief school improvement officer and each other to develop and implement customized plans to address specific areas that need improvement in each building.

Our 10 Intervention Network Schools also are working with central office and one another to gain knowledge, practice, and expertise in providing direct, individualized support to students. These schools are serving as models as MCPS designs and phases in its systemic approach to interventions throughout the district. The schools are focusing on four areas—identifying early warning signs that indicate additional support or enrichment is needed; creating personalized learning plans for each student; implementing and monitoring student progress; and developing and cultivating a culture of high expectations and equity.



My FY 2015 Recommended Operating Budget builds upon the work we began with the FY 2014 budget. It continues our commitment to a multiyear budgeting strategy that will allow us to manage our growth as we innovate in ways to address our longstanding challenge—closing the achievement gap—while embracing future opportunities for our staff and students.

### **Managing Growth**

Enrollment in MCPS for this school year is 151,289, an increase of 2,510 students compared with last school year and nearly 11,000 more students than just five years ago. This growth is expected to continue in the years to come, with enrollment projected to increase by approximately 2,800 students in FY 2015. At the same time, more of these students are coming to us needing specific supports and services to ensure success. More than one-third of MCPS students now receive Free and Reduced-price Meals System services, a number that has grown by 37.5 percent in the past five years. We also are seeing dramatic increases in the number of students receiving English for Speakers of Other Languages (ESOL) services. Currently, 13.3 percent of our students receive ESOL services, but in our elementary schools, that number nearly doubles. In addition, 2,294 students are eligible to receive ESOL services; however, their parents/guardians have decided not to have them participate in the program, and another 10,222 students exited the ESOL program within the past two years.

My recommendation includes \$19 million to hire additional staff to serve our growing student population. This includes the addition of 156.5 elementary and secondary teaching positions and 7.7 ESOL positions, as well as nearly 75 positions to provide additional services and support to students with special needs, in accordance with their Individualized Education Programs. We also are adding 15.25 positions for staff at the new Clarksburg Cluster Elementary School that will open in August 2014. My budget recommendation also includes an additional \$6.8 million for continuing salaries and \$17.3 million for increased benefit costs for current and retired employees. This includes \$3.3 million for the shift of the teacher pension costs from the state of Maryland to MCPS.

### **Fostering Innovation and Collaboration**

Building upon the work we began with this year's budget, my FY 2015 recommendation invests in strategic areas that will allow us to be innovative in how we deal with our longstanding challenges and embrace future opportunities. These investments include \$11.77 million in new funds and the redirection of other funds into these areas. This amount is offset by a reduction of \$3.3 million due to efficiencies and other base budget reductions.

I am recommending additional funding aimed at fostering innovation and improved instruction and support across all grade levels. This includes \$800,000 to begin an effort that will encourage high-performing teachers to move to or stay in high-needs schools. This budget includes \$500,000 in salary supplements for 250 teachers who will work in high-needs schools to provide instruction and leadership. In addition, \$300,000 is budgeted to provide grants to these schools that they can use to design school improvement projects that will support student learning. This Career Lattice is the result of our continued collaboration with our employee associations. My budget also includes approximately \$300,000 to provide additional support and coaching to our Innovation and Intervention Network Schools.

I also am recommending we invest \$947,109 to begin a multiyear effort to improve our student support model. The funds in FY 2015 will allow for the hiring of additional positions, including

5.5 elementary school counselors, 4 school psychologists, and 3 pupil personnel workers. As I shared in my December 5 memorandum on Positions without Staffing Ratios, additional positions will be added in future years to help reduce caseloads and provide more focused support to students, especially those in schools that are demonstrating a need through multiple data points, including poverty, attendance, mobility, and suspension rates.

The innovative use of technology is an important part of providing our students with a 21st century education and administering the PARCC online assessments. I am recommending \$3 million for the purchase of mobile devices that will be used to engage students in learning and that will allow us to be ready for the rollout of the new assessments.

My budget recommendation includes funds to continue to improve our middle schools, where we are seeing some of the largest and most persistent gaps. For instance, while 62 percent of students successfully complete Algebra 1 by Grade 8 districtwide, just 22.3 percent of ESOL students meet this important benchmark. We must address these gaps quickly and comprehensively. Therefore, my budget includes \$1.45 million to fund 10.5 positions that will provide focused support to ESOL students at 21 middle schools, as well as professional development for classroom teachers. In addition, the budget includes \$704,167 and 8.2 positions that will provide teacher leaders more opportunities to engage and support middle school staff.

I am recommending substantial investment to support the improvement and redesign of our high schools. The gaps in performance data—including AP, SAT, and graduation rates—make it clear that our high schools are serving some students at a very high level, but are not serving others as well. My budget includes \$977,145 for 15 high school focus teachers that, in combination with 23.5 existing positions, will reduce English and mathematics class sizes in the most impacted schools. These positions will be allocated based on enrollment and poverty factors. My recommendation also includes \$996,918 for additional positions that will allow high school resource and staff development teachers to increase opportunities for planning, coaching, and professional learning in our schools.

I also am recommending \$49,500 to further project-based learning at Wheaton High School. As we prepare for a new Wheaton High School building to open in August 2015, we are working with staff, students, business leaders, and community members to design a curriculum built around project-based learning. This small investment will continue those efforts in the coming year. My budget also recommends \$136,534 to redesign our Alternative Programs, which serve students who have not been successful in traditional secondary school settings. These funds, combined with approximately \$300,000 in reallocated funds, will provide for more individualized instruction and support to these students and help them stay on track for graduation and future success.

My budget also recommends \$251,832 to create additional team leader positions in some elementary schools that will help serve special education and ESOL students, as well as expand the arts programs. I also am recommending \$456,000 for mathematics teachers who will offer accelerated instruction to Grade 5 students who are ready for such rigor and \$541,677 for various positions in elementary schools that have been reduced during the past five years, including staff development teachers, reading specialists, media specialists, and counselors.

Lastly, our Strategic Planning Framework is called *Building Our Future Together: Students, Staff, and Community* because we know we alone cannot provide our students with all the opportunities and support they need. We already have many successful partnerships with county agencies, as well as

nonprofit and community organizations. My budget recommends investing approximately \$800,000 to support and grow some of these important partnerships. This includes funds to expand the Kennedy Cluster Project, a multiagency effort aimed at providing students and their families with access to health care, housing, financial assistance, and other social services. These funds would allow for similar services for students and families in the Watkins Mill Cluster and support future expansion in FY 2016 and FY 2017. I also am recommending funds designated to provide transportation for students participating in Excel Beyond the Bell, a collaborative effort that provides high-quality after-school programs. These funds would extend transportation until 5:15 p.m. for students participating in the program. My recommendation also adds positions to the Office of Community Engagement and Partnerships for a multiyear effort that will build our district's ability to develop business and community connections and provide support to parents in our schools.

To provide a growing number of students with the skills and knowledge they need to be successful in their future, we must invest today. While MCPS enjoys strong support from our community, the reality is that our budget has been funded at or below the minimum required funding level for the past five years. In that time, the county's per-pupil investment has dropped by approximately \$1,500. I urge the Board of Education to carefully consider my recommendation and work with the County Council to fund the strategic investments that will allow our students to thrive in their future and maintain Montgomery County's reputation as a great place to live, work, and raise a family.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Starr", written in a cursive style.

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

JPS:LAB:dmt



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# HOW TO READ THE BUDGET

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

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

## ***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, 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 its activities for the upcoming fiscal year, prior year actual revenues, the revenue corresponding to the original budget for the current fiscal year, and the revenue that corresponds to the current approved budget. The sources of revenue used to fund the budget are county funds (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 Service Employees International Union, Local 500 (SEIU).

## *Montgomery County Public Schools Organization Chart*

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

## *Chapters*

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

Each chapter includes:

- An **overall organization chart for the office** and **organization charts for each major department, division, or unit.**
- A **program mission summary** for the major departments, divisions, or units in the office. Included in the narrative are the unit's **mission statement**, **major functions**, **accomplishments and initiatives**, **performance measures**, and a **budget explanation**. The budget explanation provides a detailed description of the changes in the unit's budget from the prior year.
- A **budget resource page** for the major organizational units. The page shows actual expenditure data for the last fiscal year, the original approved budget, the current approved budget, proposed budget, and the change between the proposed budget and current approved budget. Budgetary data is aggregated by major object of expenditure and 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 2013 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 includes an inventory of programs whose totals match the total operating budget. Each program summary includes a description of the program that explains how the program is aligned with the MCPS Strategic Plan, *Building Our Future Together*. 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. The Program Budget is undergoing changes. The FY 2015 Program Budget will be produced in July, after publication of the Operating Budget Summary and Personnel Complement.

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

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	700.000	709.201	709.200	713.900	4.700
Business/Operations Admin.	92.000	91.629	91.650	89.650	(2.000)
Professional	11,950.380	12,250.970	12,257.970	12,530.071	272.101
Supporting Services	8,119.226	8,191.818	8,184.918	8,249.472	64.554
<b>TOTAL POSITIONS</b>	<b>20,861.606</b>	<b>21,243.618</b>	<b>21,243.738</b>	<b>21,583.093</b>	<b>339.355</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$87,751,894	\$90,283,393	\$90,143,875	\$91,928,290	\$1,784,415
Business/Operations Admin.	8,345,471	8,962,361	8,962,361	8,701,784	(260,577)
Professional	914,211,694	958,593,114	958,923,325	973,486,304	14,562,979
Supporting Services	334,616,345	347,459,323	347,190,630	353,049,478	5,858,848
<b>TOTAL POSITION DOLLARS</b>	<b>1,344,925,404</b>	<b>1,405,298,191</b>	<b>1,405,220,191</b>	<b>1,427,165,856</b>	<b>21,945,665</b>
<b>OTHER SALARIES</b>					
Administrative	406,417	382,576	382,576	397,576	15,000
Professional	49,699,491	57,633,096	57,597,186	57,997,522	400,336
Supporting Services	22,319,844	24,039,019	24,071,107	24,728,452	657,345
<b>TOTAL OTHER SALARIES</b>	<b>72,425,752</b>	<b>82,054,691</b>	<b>82,050,869</b>	<b>83,123,550</b>	<b>1,072,681</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>1,417,351,156</b>	<b>1,487,352,882</b>	<b>1,487,271,060</b>	<b>1,510,289,406</b>	<b>23,018,346</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>27,710,293</b>	<b>25,299,082</b>	<b>25,444,404</b>	<b>26,407,694</b>	<b>963,290</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>69,565,430</b>	<b>68,654,922</b>	<b>68,588,282</b>	<b>73,240,609</b>	<b>4,652,327</b>
<b>04 OTHER</b>					
Local/Other Travel	2,156,282	2,999,620	3,000,760	2,876,082	(124,678)
Insur & Employee Benefits	526,714,624	536,798,214	536,798,214	560,124,293	23,326,079
Utilities	38,866,350	39,799,058	39,799,058	38,633,435	(1,165,623)
Miscellaneous	46,890,072	50,971,034	50,973,034	54,412,195	3,439,161
<b>TOTAL OTHER</b>	<b>614,627,328</b>	<b>630,567,926</b>	<b>630,571,066</b>	<b>656,046,005</b>	<b>25,474,939</b>
<b>05 EQUIPMENT</b>	<b>14,359,360</b>	<b>13,546,240</b>	<b>13,546,240</b>	<b>15,825,407</b>	<b>2,279,167</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$2,143,613,567</b>	<b>\$2,225,421,052</b>	<b>\$2,225,421,052</b>	<b>\$2,281,809,121</b>	<b>\$56,388,069</b>



**TABLE 1A**  
**SUMMARY OF BUDGET CHANGES FY 2014 - FY 2015**  
(\$ in millions)

ITEM	FTE	AMOUNT
<b>FY 2014 CURRENT OPERATING BUDGET</b>	<b>21,243.600</b>	<b>\$2,225.4</b>
<b>ENROLLMENT CHANGES</b>		
Elementary/Secondary	156.500	10.9
Special Education	74.911	6.6
ESOL	7.700	0.5
Transportation/Food Services/School Plant Operations	15.626	1.0
<b>Subtotal</b>	<b>254.737</b>	<b>\$19.0</b>
<b>NEW SCHOOLS/ADDITIONAL SPACE</b>	<b>21.750</b>	<b>\$2.9</b>
<b>EMPLOYEE SALARIES - CONTINUING SALARIES FOR CURRENT EMPLOYEES (including benefits)</b>		<b>\$6.8</b>
<b>EMPLOYEE BENEFITS AND INSURANCE</b>		
Employee Benefits Plan (active)		10.2
Employee Benefits Plan (retired)		1.7
Retirement		(0.4)
FICA/Self-Insurance/Workers' Compensation, Fire Insurance		1.8
Tuition Reimbursement		0.7
Pension Shift from State of Maryland		3.3
<b>Subtotal</b>		<b>\$17.3</b>
<b>INFLATION AND OTHER</b>		
Textbooks, Instructional Materials, Building/Maintenance Supplies		0.7
Utilities		(2.0)
Special Education		1.3
Transportation		1.3
Facilities Management		1.5
Technology		0.9
Grants and Enterprise Funds	(3.800)	(2.7)
Other	3.793	0.8
<b>Subtotal</b>	<b>(0.007)</b>	<b>\$1.8</b>
<b>EFFICIENCIES &amp; REDUCTIONS</b>		
Central Services	(9.500)	(2.2)
Support Operations (Buses/Bus Operators, Bus Supplies)	(13.125)	(1.0)
School-Based	-	-
<b>Subtotal</b>	<b>(22.625)</b>	<b>(\$3.2)</b>

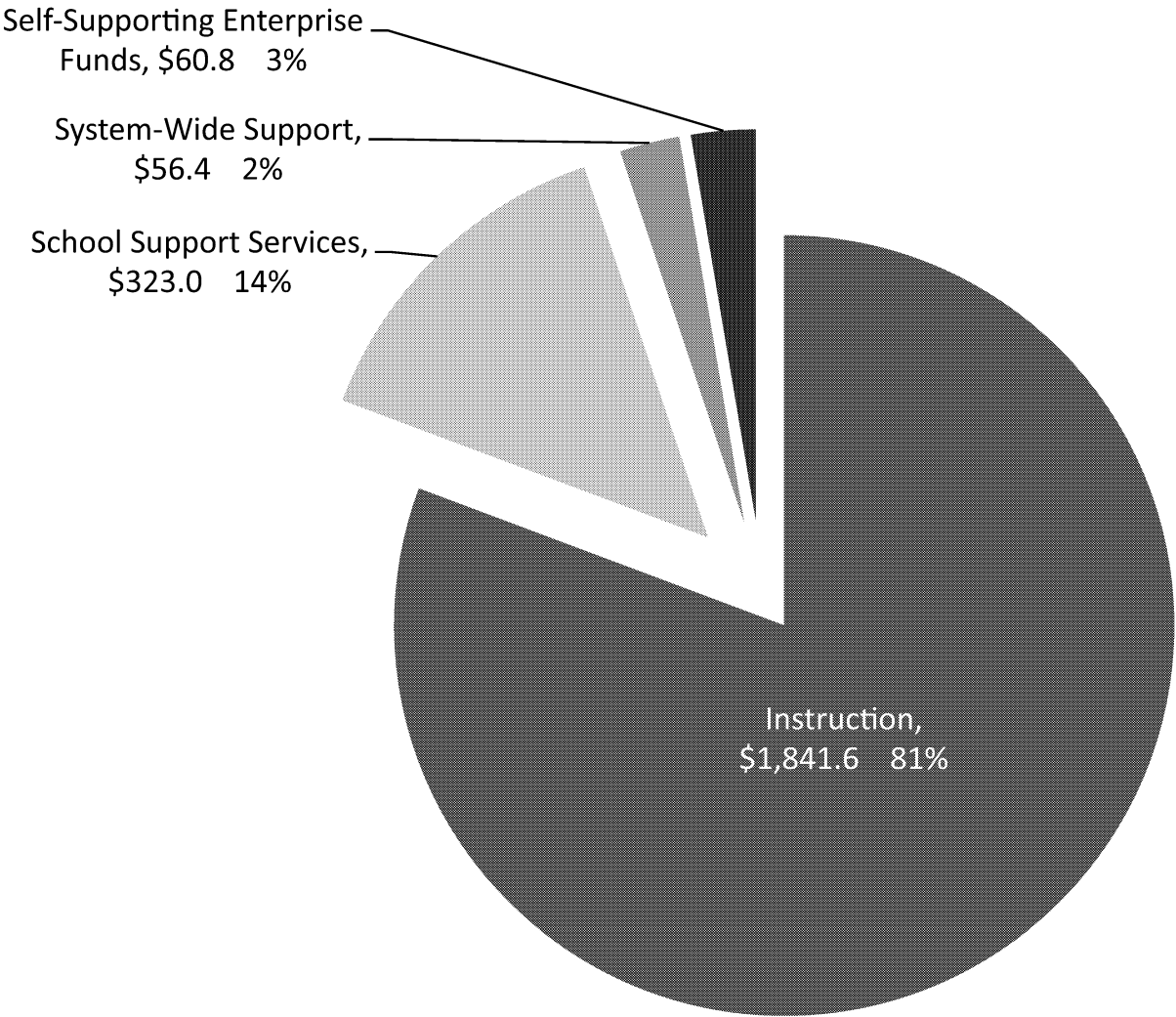
ITEM	FTE	AMOUNT
<b>STRATEGIC PRIORITY ENHANCEMENTS</b>		
Psychologists, Pupil Personnel Workers, Elementary Counselors	12.500	0.9
Provide Support to English Language Learners in Middle Schools	10.500	1.5
Middle School Leadership - Content Specialists and Team Leaders	8.200	0.7
Middle School Improvement		0.1
Support for High Needs High Schools - English & Math Focus Teachers	15.000	1.0
Increase Allocation of High School Staff Development Teachers	5.000	0.3
Provide Support for Project-Based Learning at Wheaton High School		0.1
Expand the High School Minority Achievement Initiative		0.1
Release High School Resource Teachers One Additional Period Per Day	10.000	0.7
Alternative Programs Redesign	1.200	0.1
Expand the Office of Community Engagement and Partnerships	5.000	0.5
Expand the Kennedy Cluster Project	1.300	0.1
Provide Transportation for Students Attending Excel Beyond the Bell		0.1
Elementary Team Leaders		0.3
Grade 5/6 Compacted Math Teachers	7.000	0.5
Restore Key Positions in Small Elementary Schools -Staff Development Teachers, Reading Specialists, Counselors, Media Specialists	8.000	0.5
Implement the Career Lattice to Improve Student Achievement		0.8
Expansion of Innovation Schools		0.1
Increase Support for the Interventions Network	1.000	0.2
Expand the Use of Technology for Teaching, Learning, and PARCC		3.0
Review Special, Choice, and Signature Programs		0.2
<b>Subtotal</b>	<b>84.700</b>	<b>11.8</b>
<b>FY 2015 OPERATING BUDGET</b>	<b>21,582.155</b>	<b>2,281.8</b>
<b>FY 2014 - FY 2015 CHANGE</b>	<b>338.555</b>	<b>\$56.4</b>
Less Enterprise funds		0.4
Less Grants	(35.700)	(4.3)
<b>SPENDING AFFORDABILITY BUDGET</b>	<b>21,546.455</b>	<b>\$2,277.9</b>
<b>REVENUE INCREASE BY SOURCE</b>		
Local (1)		46.0
State		14.0
Federal		(4.3)
Other		0.3
Fund Balance		-
Enterprise/Special Revenue Fund		0.4
<b>TOTAL REVENUE INCREASE</b>		<b>\$56.4</b>

(1) The increase in the required local contribution is \$28,604,715 (\$25,306,853 for MOE and \$3,297,862 for the pension shift from the state)

# WHERE THE MONEY GOES

## FY 2015 OPERATING BUDGET

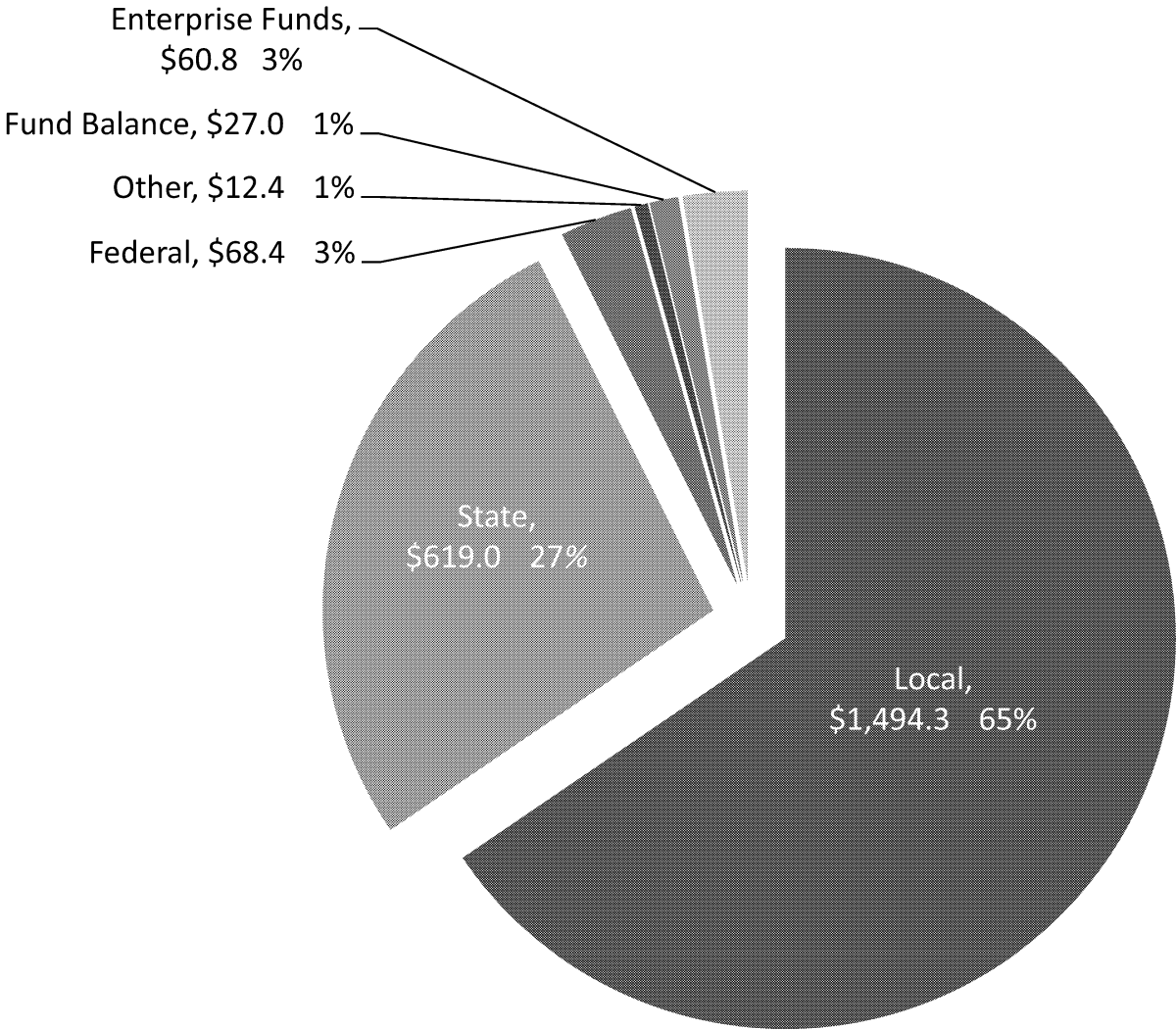
Total Expenditures = \$2,281,809,121  
(Dollars in Millions on Chart)



# WHERE THE MONEY COMES FROM

## FY 2015 OPERATING BUDGET

Total Revenue = \$2,281,809,121  
(Dollars in Millions on Chart)



**TABLE 2  
BUDGET REVENUE BY SOURCE**

<b>SOURCE</b>	<b>FY 2013 ACTUAL</b>	<b>FY 2014 BUDGET</b>	<b>FY 2014 CURRENT</b>	<b>FY 2015 ESTIMATED</b>
<b>CURRENT FUND</b>				
<b>From the County:</b>	\$1,392,286,148	\$1,413,738,905	\$1,413,738,905	\$1,456,465,777
Local Contribution for State Retirement	\$27,227,553	34,511,689	34,511,689	37,809,551
Total from the County	1,419,513,701	1,448,250,594	1,448,250,594	1,494,275,328
<b>From the State:</b>				
Bridge to Excellence				
Foundation Grant	302,187,876	305,839,903	305,839,903	317,839,903
Geographic Cost of Education Index	32,796,296	33,636,554	33,636,554	33,636,554
Limited English Proficient	55,107,686	57,776,368	57,776,368	57,776,368
Compensatory Education	115,208,321	121,839,206	121,839,206	121,839,206
Students with Disabilities - Formula	34,967,841	35,214,250	35,214,250	35,214,250
Students with Disabilities - Reimbursement	14,905,288	13,354,565	13,354,565	15,347,937
Transportation	36,100,856	36,928,769	36,928,769	36,928,769
Miscellaneous	281,377	400,000	400,000	400,000
Programs financed through State Grants	2,859,930			
Total from the State	594,415,471	604,989,615	604,989,615	618,982,987
<b>From the Federal Government:</b>				
Impact Aid	504,490	400,000	400,000	400,000
Programs financed through Federal Grants	72,775,609	72,280,788	72,280,788	67,963,644
Total from the Federal Government	73,280,099	72,680,788	72,680,788	68,363,644
<b>From Other Sources:</b>				
Tuition and Fees				
D.C. Welfare	219,115	200,000	200,000	200,000
Nonresident Pupils	792,291	725,000	725,000	780,000
Summer School	1,506,343	1,305,000	1,305,000	1,400,000
Outdoor Education	487,564	525,000	525,000	525,000
Student Activities Fee	727,276	725,000	725,000	725,000
Miscellaneous	451,955	245,708	245,708	345,708
Programs financed through Private Grants	901,113	8,448,354	8,448,354	8,448,354
Total from Other Sources	5,085,657	12,174,062	12,174,062	12,424,062
Fund Balance	17,000,000	26,972,451	26,972,451	26,972,451
Total Current Fund	2,109,294,928	2,165,067,510	2,165,067,510	2,221,018,472
<b>ENTERPRISE &amp; SPECIAL FUNDS</b>				
<b>School Food Service Fund:</b>				
State	1,097,324	2,236,607	2,236,607	2,236,607
National School Lunch, Special Milk and Free Lunch Programs	30,354,187	28,797,309	28,797,309	28,821,508
Child Care Food Program	1,393,322	1,334,335	1,334,335	1,334,335
Sale of Meals and other	17,942,534	18,821,419	18,821,419	18,829,956
Total School Food Service Fund	50,787,367	51,189,670	51,189,670	51,222,406
<b>Real Estate Management Fund:</b>				
Rental fees	3,026,997	2,920,399	2,920,399	3,166,047
Total Real Estate Management Fund	3,026,997	2,920,399	2,920,399	3,166,047



**TABLE 2  
BUDGET REVENUE BY SOURCE**

<b>SOURCE</b>	<b>FY 2013 ACTUAL</b>	<b>FY 2014 BUDGET</b>	<b>FY 2014 CURRENT</b>	<b>FY 2015 ESTIMATED</b>
<b>Field Trip Fund:</b>				
Fees	1,735,962	1,917,672	1,917,672	1,895,960
Total Field Trip Fund	1,735,962	1,917,672	1,917,672	1,895,960
<b>Entrepreneurial Activities Fund:</b>				
Fees	2,235,250	2,848,540	2,848,540	2,910,612
Total Entrepreneurial Activities Fund	2,235,250	2,848,540	2,848,540	2,910,612
Total Enterprise Funds	57,785,576	58,876,281	58,876,281	59,195,025
<b>Instructional Television Special Revenue Fund:</b>				
Cable Television Plan	1,457,591	1,477,261	1,477,261	1,595,624
Total Instructional Special Revenue Fund	1,457,591	1,477,261	1,477,261	1,595,624
<b>GRAND TOTAL</b>	<b>\$2,168,538,095</b>	<b>\$2,225,421,052</b>	<b>\$2,225,421,052</b>	<b>\$2,281,809,121</b>

<b>Tax - Supported Budget</b>	<b>FY 2013 ACTUAL</b>	<b>FY 2014 BUDGET</b>	<b>FY 2014 CURRENT</b>	<b>FY 2015 ESTIMATED</b>
Grand Total	\$2,168,538,095	\$2,225,421,052	\$2,225,421,052	\$2,281,809,121
<b>Less:</b>				
Grants	(76,536,652)	(80,729,142)	(80,729,142)	(76,411,998)
Enterprise Funds	(57,785,576)	(58,876,281)	(58,876,281)	(59,195,025)
Special Revenue Fund	(1,457,591)	(1,477,261)	(1,477,261)	(1,595,624)
<b>Grand Total - Tax-Supported Budget</b>	<b>\$2,032,758,276</b>	<b>\$2,084,338,368</b>	<b>\$2,084,338,368</b>	<b>\$2,144,606,474</b>

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

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

<b>Program Name and Source of Funding</b>	<b>FY 2013 ACTUAL</b>	<b>FY 2014 BUDGET</b>	<b>FY 2014 CURRENT</b>	<b>FY 2015 ESTIMATED</b>
<u>Budgeted</u>				
<b>FEDERAL AID: NO CHILD LEFT BEHIND (NCLB)</b>				
<b>Title I - A (941/949)</b>	\$ 20,999,778	\$ 23,957,144	\$ 23,957,144	\$ 22,355,254
Subtotal	20,999,778	23,957,144	23,957,144	22,355,254
<b>Title I - D</b>				
Neglected and Delinquent Youth (937)	194,970	131,896	131,896	131,896
Total Title I	21,194,748	24,089,040	24,089,040	22,487,150
<b>Title II - A</b>				
Skillful Teaching and Leading Program (915)	405,691	355,443	355,443	355,443
Teacher Mentoring (917)	139,672	249,480	249,480	249,480
Consulting Teachers (961)	3,383,537	3,205,176	3,205,176	2,910,100
Total Title II	3,928,900	3,810,099	3,810,099	3,515,023
<b>Title III</b>				
English Language Acquisition (927)	3,776,800	3,699,880	3,699,880	3,354,765
<b>Title VII</b>				
American Indian Education (903)	24,225	29,028	29,028	25,440
<b>SUBTOTAL</b>	<b>28,924,673</b>	<b>31,628,047</b>	<b>31,628,047</b>	<b>29,382,378</b>
<b>OTHER FEDERAL, STATE, AND LOCAL AID</b>				
Head Start Child Development (932) Federal	3,549,379	3,535,742	3,535,742	3,371,910
Individuals with Disabilities Education (907/913/963/964/ 965/966/967) Federal	29,533,256	30,314,319	30,314,319	28,142,282
Infants and Toddlers (930) Federal	793,028	823,695	823,695	797,345
Passthrough from Montgomery County Department of Health and Human Services	232,394	226,393	226,393	226,393
Education Jobs Fund (935) Federal*	343,626	-	-	-
Medical Assistance Program (939) Federal	4,348,530	4,412,832	4,412,832	4,705,938
National Institutes of Health (NIH) (908) Federal	245,487	254,733	254,733	265,252
Provision for Future Supported Projects (999) Other	7,365,655	8,448,354	8,448,354	8,448,354
Carl D. Perkins Career & Technical Ed. Improvement (951) Federal	1,200,624	1,085,027	1,085,027	1,072,146
<b>SUBTOTAL</b>	<b>47,611,979</b>	<b>49,101,095</b>	<b>49,101,095</b>	<b>47,029,620</b>
<b>TOTAL</b>	<b>\$ 76,536,652</b>	<b>\$ 80,729,142</b>	<b>\$ 80,729,142</b>	<b>\$ 76,411,998</b>

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

<b>Program Name and Source of Funding</b>	<b>FY 2013 ACTUAL</b>	<b>FY 2014 BUDGET</b>	<b>FY 2014 CURRENT</b>	<b>FY 2015 ESTIMATED</b>
<b><u>Summary of Funding Sources</u></b>				
Federal	\$ 69,170,997	\$ 72,280,788	\$ 72,280,788	\$ 67,963,644
State				
County		-	-	
Other	7,365,655	8,448,354	8,448,354	8,448,354
<b>GRAND TOTAL</b>	<b>\$ 76,536,652</b>	<b>\$ 80,729,142</b>	<b>\$ 80,729,142</b>	<b>\$ 76,411,998</b>

<b>FOR INFORMATION ONLY</b>				
<b>Additional grant appropriation through the Provision for Future Supported Projects as of November 19, 2013</b>				
DHHS Alternative Education Grant			\$ 64,000	
DHHS Alternative Education Grant - Special Education Portion			61,750	
Carl D. Perkins Biomedical Sciences			24,276	
Carl D. Perkins CTE Connect to the Future			8,000	
Carl D. Perkins CTE Computer Sciences Program			7,992	
National Institutes of Health - Research Experience for Teachers			16,000	
National Institutes of Health - Summer Institute			6,000	
Medical Assistance			293,106	
Head Start - Extended Year			101,256	
Healthy Hunger Free Kids Act			8,500	
<b>SUBTOTAL FEDERAL FUNDING</b>			<b>590,880</b>	
Educator Effectiveness Academy			422,807	
Maryland Model for School Readiness (MMSR) Program			69,301	
Judith B. Hoyer Childcare & Education (Judy Centers)			644,000	
<b>SUBTOTAL STATE FUNDING</b>			<b>1,136,108</b>	
<b>TOTAL</b>			<b>\$ 1,726,988</b>	

**TABLE 4  
SUMMARY OF STUDENT ENROLLMENT - FY 2012 THROUGH FY 2015**

DESCRIPTION	(1) FY 2012 ACTUAL 9/30/2011	(2) FY 2013 ACTUAL 9/30/2012	(3) FY 2014 ACTUAL 9/30/2013	(4) FY 2014 BUDGET 9/30/2013	(5) FY 2015 Projected 9/30/2014	CHANGE COLUMN (5) LESS COLUMN (4)	
						#	%
<b>ENROLLMENT</b>							
PRE-KINDERGARTEN	2,060	1,989	1,899	2,145	2,145		
HEAD START	618	618	628	628	628		
KINDERGARTEN	11,380	11,620	11,858	11,466	11,944	478	4.0
GRADES 1-5 / 6 *	54,994	56,768	58,121	58,360	59,453	1,093	1.9
<b>SUBTOTAL ELEMENTARY</b>	<b>69,052</b>	<b>70,995</b>	<b>72,506</b>	<b>72,599</b>	<b>74,170</b>	<b>1,571</b>	<b>2.2</b>
GRADES 6-8 **	30,972	31,228	32,125	32,037	33,012	975	3.0
<b>SUBTOTAL MIDDLE</b>	<b>30,972</b>	<b>31,228</b>	<b>32,125</b>	<b>32,037</b>	<b>33,012</b>	<b>975</b>	<b>3.0</b>
GRADES 9-12	44,764	44,707	44,759	44,505	44,680	175	0.4
<b>SUBTOTAL HIGH</b>	<b>44,764</b>	<b>44,707</b>	<b>44,759</b>	<b>44,505</b>	<b>44,680</b>	<b>175</b>	<b>0.4</b>
<b>SUBTOTAL PRE-K - GRADE 12</b>	<b>144,788</b>	<b>146,930</b>	<b>149,390</b>	<b>149,141</b>	<b>151,862</b>	<b>2,721</b>	<b>1.8</b>
<b>SPECIAL EDUCATION</b>							
PRE-KINDERGARTEN	951	1,030	1,112	1,213	1,364	151	13.6
SPECIAL CENTERS	444	485	486	540	522	(18)	(3.7)
<b>SUBTOTAL SPECIAL EDUCATION</b>	<b>1,395</b>	<b>1,515</b>	<b>1,598</b>	<b>1,753</b>	<b>1,886</b>	<b>133</b>	<b>8.3</b>
<b>MONTESSORI CHARTER SCHOOL</b>		68	99	101	130	29	29.3
<b>ALTERNATIVE PROGRAMS</b>	185	137	155	225	225		
<b>GATEWAY TO COLLEGE</b>	129	129	47	134	75	(59)	(125.5)
<b>GRAND TOTAL</b>	<b>146,497</b>	<b>148,779</b>	<b>151,289</b>	<b>151,354</b>	<b>154,178</b>	<b>2,824</b>	<b>1.9</b>

SOURCE: Division of Long-range Planning

NOTE: Grade enrollments include special education students

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

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

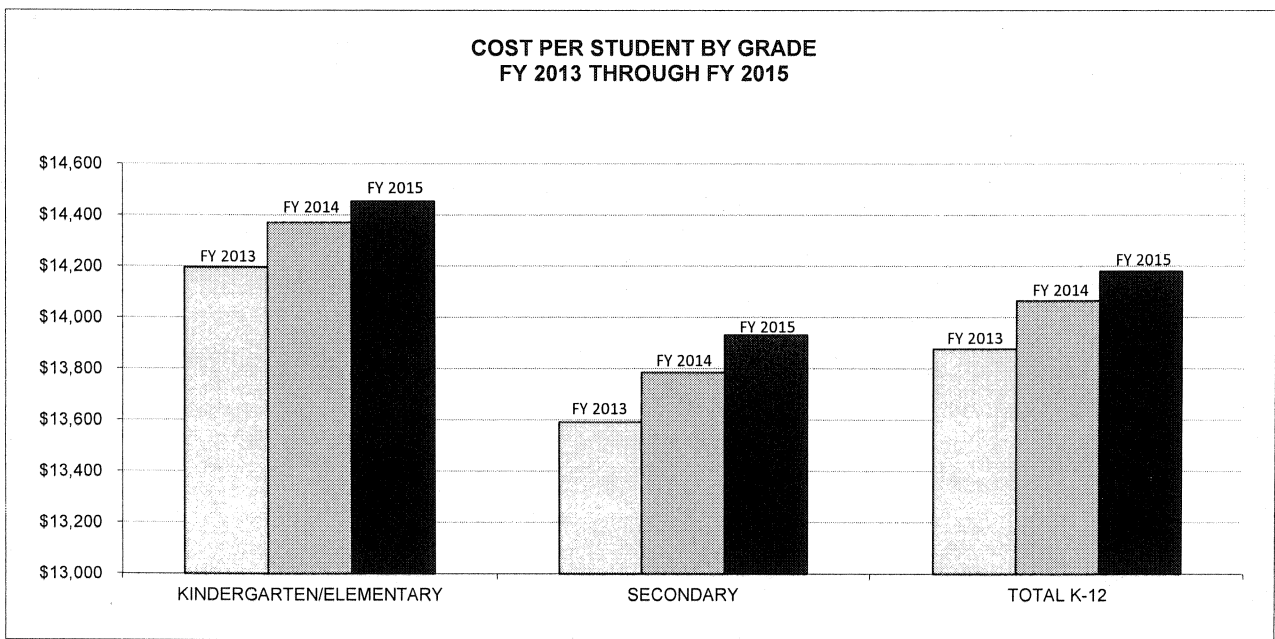
**TABLE 5  
ALLOCATION OF STAFFING**

	<b>POSITIONS</b>	<b>BUDGET FY 2010</b>	<b>BUDGET FY 2011</b>	<b>BUDGET FY 2012</b>	<b>BUDGET FY 2013</b>	<b>BUDGET FY 2014</b>	<b>BUDGET FY 2015</b>	<b>FY 14-FY 15 CHANGE</b>
1	<b>Executive</b>	19.000	17.000	17.000	19.000	21.000	21.000	-
2	<b>Administrative</b> - (directors, supervisors, program coordinators, executive assistants)	213.000	200.200	199.000	195.000	196.700	197.900	1.200
3	<b>Business/Operations Administrator</b> - (leadership positions supervised by directors and supervisors)	94.000	94.000	92.000	92.000	91.650	89.650	(2.000)
4	<b>Other Professional</b> - (12-month instructional/ evaluation specialists)	210.800	198.500	186.900	182.300	183.500	190.300	6.800
5	<b>Principal/Assistant Principal</b>	485.000	484.000	484.000	486.000	491.500	495.000	3.500
6	<b>Teacher</b>	10,408.500	10,239.670	10,281.220	10,475.070	10,759.420	10,999.121	239.701
7	<b>Special Education Specialist</b> (speech pathologists, physical/occupational therapists)	469.500	479.600	482.400	495.200	506.750	508.850	2.100
8	<b>Media Specialist</b>	201.500	197.500	189.200	190.200	192.200	195.500	3.300
9	<b>Counselor</b>	467.000	461.000	451.300	453.300	456.300	468.500	12.200
10	<b>Psychologist</b>	97.100	96.205	94.805	94.905	100.000	105.000	5.000
11	<b>Social Worker</b>	14.100	14.805	13.905	14.405	14.800	14.800	-
12	<b>Pupil Personnel Worker</b>	47.000	45.000	45.000	45.000	45.000	48.000	3.000
13	<b>Instructional Aide and Assistant</b> (paraeducators, media assistants, lunch-hour aides, parent assistants, instructional data assistants)	2,614.880	2,627.980	2,519.048	2,560.253	2,596.605	2,647.534	50.929
14	<b>Secretarial/Clerical/Data Support</b> (secretarial, clerical, personnel/transportation/fiscal/other lower grade program/data assistants)	1,020.837	1,000.025	997.250	988.100	986.625	983.750	(2.875)
15	<b>IT Systems Specialist</b>	144.500	143.000	131.000	131.000	131.000	132.500	1.500
16	<b>Security</b> - (includes all positions except those in lines 2,3,14 above)	229.000	227.000	227.000	227.000	227.000	228.000	1.000
17	<b>Cafeteria</b> - (Includes all positions except those in lines 2,3,14,15 above)	557.448	557.488	556.448	557.948	558.948	561.448	2.500
18	<b>Building Services</b> - (includes all positions except those in lines 2,3,14 above)	1,309.700	1,319.200	1,335.200	1,342.700	1,365.075	1,377.075	12.000
19	<b>Facilities Management/Maintenance</b> - (includes all positions except those in lines 2,3,14,15 above)	349.000	347.000	344.500	345.000	354.000	354.000	-
20	<b>Supply/Property Management</b> - (includes all positions except those in lines 2, 3,14,15 above)	54.500	53.500	53.000	47.000	50.000	50.500	0.500
21	<b>Transportation</b> - (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	1,685.590	-
22	<b>Other Support Personnel</b> - (business, technology human resources,communications, printing, and other support staff)	248.800	245.260	224.400	234.575	230.075	229.075	(1.000)
	<b>TOTAL</b>	<b>20,949.915</b>	<b>20,743.683</b>	<b>20,612.226</b>	<b>20,861.606</b>	<b>21,243.738</b>	<b>21,583.093</b>	<b>339.355</b>



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

	KINDERGARTEN/ ELEMENTARY	SECONDARY	TOTAL K-12*	AMOUNT EXCLUDED*	TOTAL BUDGET**
<b>FY 2013 BUDGET</b>					
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		
<b>FY 2014 BUDGET</b>					
EXPENDITURES	\$1,008,872,900	\$1,062,018,494	\$2,070,891,394	\$154,529,658	\$2,225,421,052
STUDENTS 9/30/13	70,197	77,037	147,234		
COST PER STUDENT	\$14,372	\$13,786	\$14,065		
<b>FY 2015 BUDGET</b>					
EXPENDITURES	\$1,032,767,810	\$1,093,519,643	\$2,126,287,453	\$155,521,668	\$2,281,809,121
STUDENTS 9/30/14	71,451	78,491	149,942		
COST PER STUDENT	14,454	13,932	14,181		



**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 2014 Figures Reflect Current Approved Budget.

## **Montgomery County Public Schools FY 2015 Operating Budget**

### **Summary of Negotiations**

During FY 2013, the Board of Education reached agreement on economic re-opener agreements with all three employee associations. All groups are covered under separate two-year agreements covering July 1, 2012, through June 30, 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 March 21, 2013, the Board of Education ratified final agreements with its three employee associations on economic terms for FY 2014. Eligible employees hired prior to February 1, 2013, who are not at the top step of their range, will move one step from their current step on the schedule effective February 8, 2014, and employees who are eligible for longevity increases also will receive these increases on February 8, 2014. Employees not eligible for steps or longevity increases will receive a two percent salary increase on February 8, 2014.

Negotiations on successor agreements effective FY 2015 and beyond have been initiated and are ongoing. Negotiations are planned to be concluded earlier in the budget process than the preceding two years; however, the scope and complexity of the issues will determine how quickly agreement will be achieved.

## 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 2013 and recommendations were submitted to the Department of Special Education; and

WHEREAS, The FY 2015 Recommended Operating Budget includes all of the staffing plan elements required by the Maryland State Department of Education,

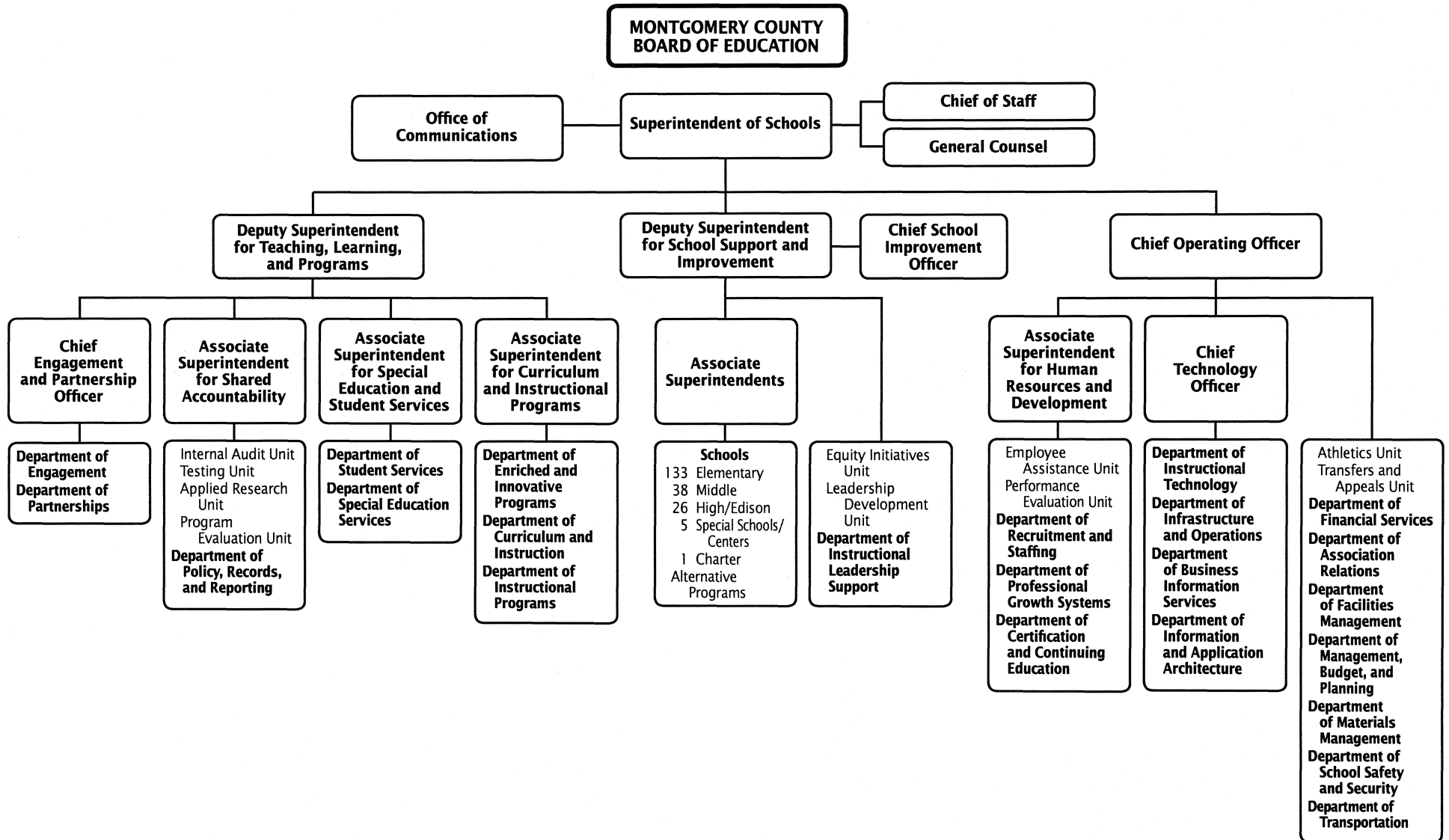
now therefore be it

Resolved, That the Board of Education approve the FY 2015 Special Education Staffing Plan as included in the FY 2015 Recommended Operating Budget, and be it further

Resolved, That upon final approval of the FY 2015 Operating Budget in June 2014, the Special Education Staffing Plan will be submitted to MSDE.

# MONTGOMERY COUNTY PUBLIC SCHOOLS ORGANIZATION—FY 2015

1 - X







**CHAPTER 1**

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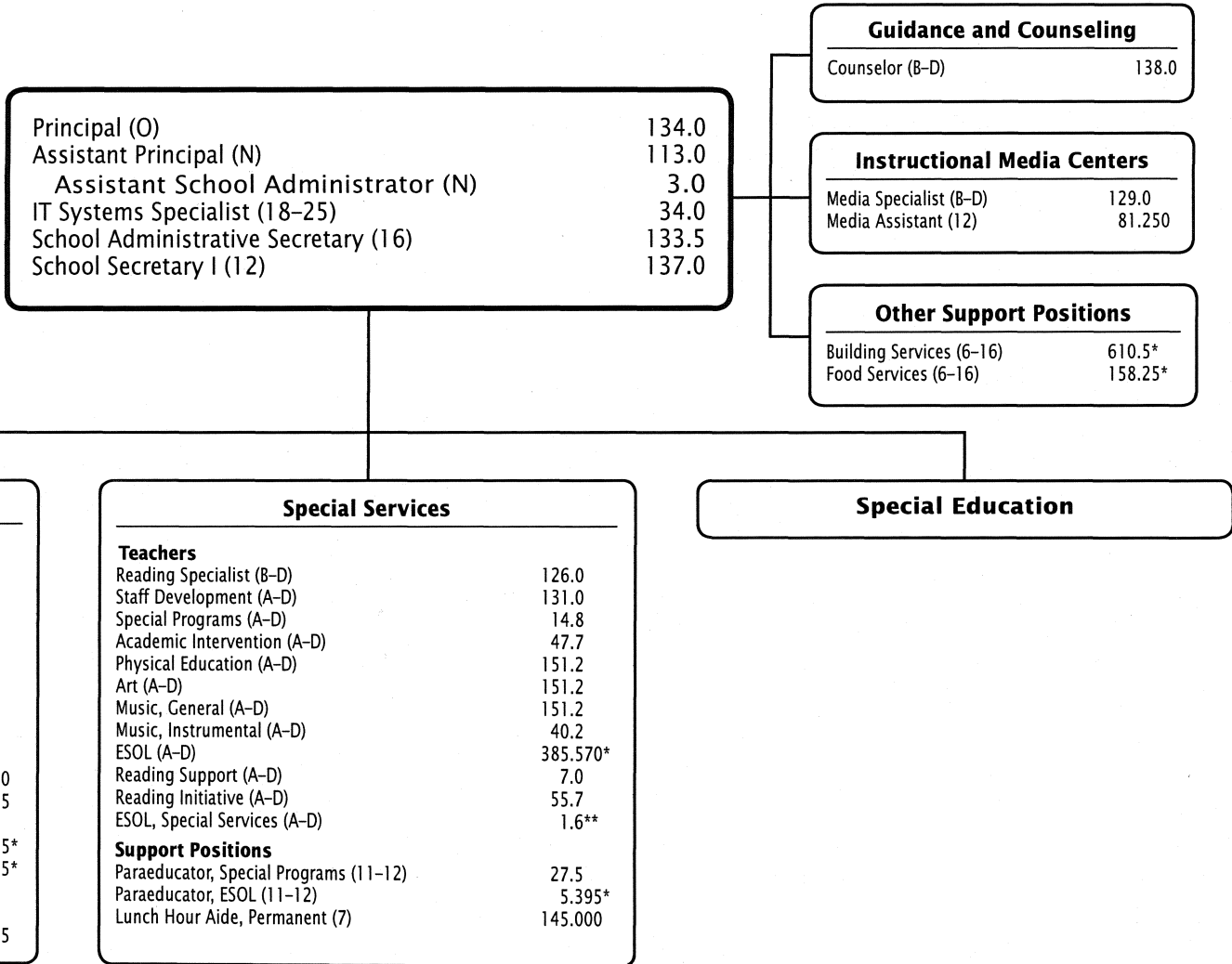
**K-12 Instruction**

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

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	486.000	490.500	490.500	494.000	3.500
Business/Operations Admin.	26.000	26.000	26.000	25.000	(1.000)
Professional	8,703.200	8,912.700	8,919.700	9,127.000	207.300
Supporting Services	1,789.905	1,801.305	1,794.305	1,808.748	14.443
<b>TOTAL POSITIONS</b>	<b>11,005.105</b>	<b>11,230.505</b>	<b>11,230.505</b>	<b>11,454.748</b>	<b>224.243</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$59,615,557	\$60,806,529	\$60,806,529	\$61,903,354	\$1,096,825
Business/Operations Admin.	2,255,870	2,373,647	2,373,647	2,219,251	(154,396)
Professional	655,933,371	687,752,159	688,027,604	695,410,660	7,383,056
Supporting Services	79,440,020	79,851,502	79,576,057	80,743,942	1,167,885
<b>TOTAL POSITION DOLLARS</b>	<b>797,244,818</b>	<b>830,783,837</b>	<b>830,783,837</b>	<b>840,277,207</b>	<b>9,493,370</b>
<b>OTHER SALARIES</b>					
Administrative	406,417	382,576	382,576	397,576	15,000
Professional	36,960,508	43,337,960	43,337,960	43,956,413	618,453
Supporting Services	2,317,294	2,647,578	2,647,578	2,753,215	105,637
<b>TOTAL OTHER SALARIES</b>	<b>39,684,219</b>	<b>46,368,114</b>	<b>46,368,114</b>	<b>47,107,204</b>	<b>739,090</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>836,929,037</b>	<b>877,151,951</b>	<b>877,151,951</b>	<b>887,384,411</b>	<b>10,232,460</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>1,746,533</b>	<b>2,327,318</b>	<b>2,327,318</b>	<b>2,793,143</b>	<b>465,825</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>20,386,283</b>	<b>20,097,332</b>	<b>20,097,332</b>	<b>24,920,343</b>	<b>4,823,011</b>
<b>04 OTHER</b>					
Local/Other Travel	698,312	1,125,628	1,125,628	1,066,144	(59,484)
Insur & Employee Benefits					
Utilities					
Miscellaneous	3,384,132	3,387,254	3,387,254	3,711,349	324,095
<b>TOTAL OTHER</b>	<b>4,082,444</b>	<b>4,512,882</b>	<b>4,512,882</b>	<b>4,777,493</b>	<b>264,611</b>
<b>05 EQUIPMENT</b>	<b>527,454</b>	<b>417,080</b>	<b>417,080</b>	<b>945,365</b>	<b>528,285</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$863,671,751</b>	<b>\$904,506,563</b>	<b>\$904,506,563</b>	<b>\$920,820,755</b>	<b>\$16,314,192</b>

# Elementary Schools



Chapter 1 - 3

F.T.E. Positions 5,588.700

(\*In addition, chart includes 1,486.015 positions from Title I, Head Start/Prekindergarten, ESOL, School/Plant Operations, and Food Services. School-based special education positions are shown in Chapter 5.)

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

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

## **MAJOR FUNCTIONS**

### **Curriculum and Instruction**

All elementary schools deliver a curriculum that offers a rigorous, comprehensive program in reading, writing, mathematics, science, social studies, art, music, health education, information literacy, and physical education that builds academic excellence, creative problem solving, and social and emotional competencies for success in the 21st century. With a renewed focus on teaching the whole child and by integrating thinking, reasoning, and creativity, Curriculum 2.0 provides students with the tools they will need for a lifetime of learning. The elementary instructional program meets the needs of a diverse student population and provides high-quality teaching and learning. In addition, extended learning opportunities are available to students through after-school and summer programs that focus on reading, writing, and mathematics achievement. Elementary schools provide a culture that fosters student growth and development in a safe and nurturing environment.

### **Assessment and Monitoring**

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 the Measures of Academic Progress—Primary Grades (MAP-P) assessment in the fall, winter, and spring. Students in Grades 3, 4, and 5 are administered the Measures of Academic Progress in Mathematics (MAP-M) assessment 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.

### **Grading and Reporting**

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 such 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) 2013–2014, 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–5.

### **School Improvement Planning**

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

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

**Ongoing Support**

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

In addition, professional learning networks are created so that school leaders can learn promising school improvement practices from each other. Once each school's need is identified, offices work together to ensure that schools receive the training, technical support, and human and material resources necessary to meet their needs. Technical assistance and direct school supports are provided to schools through a tiered approach, with those schools with the greatest needs (perhaps across multiple categories of SSIF data) receiving more intense support (more frequent visits, additional staff, specific professional learning sessions, etc.).

**ACCOMPLISHMENTS AND INITIATIVES**

- » Hiring 10 elementary school teacher positions that will provide accelerated math instruction to students who are ready for advanced work.
- » Creating a Mathematics Implementation Team that will work in schools to improve the capacity of teachers to provide mathematics instruction to students of all abilities.
- » Curriculum 2.0 was implemented in all Grades K–5 classrooms countywide, beginning in August 2013. Based on the internationally driven Common Core State Standards (CCSS), Curriculum 2.0 integrates the critical and creative thinking and academic success skills that lead to college and career readiness in the 21st century. Professional development through Core Team training and job-embedded professional development has provided principals, instructional leaders, and other classroom educators with the skills and knowledge to collaboratively plan and effectively deliver instruction.
- » Over 350 elementary school administrators and teacher leaders attended Core Team training for Curriculum 2.0. This trainer-of-trainer model included sessions on the CCSS and mathematical practices, identifying students for compacted Grade 4/5 Math, curriculum study and collaborative planning, and standards-based grading and reporting. Additionally, substitute/stipend time was allocated to each Grade K–5 teacher to engage in collaborative planning and curriculum study during the summer of 2013 and throughout the 2013–2014 school year.
- » All elementary schools implemented the Curriculum 2.0 report cards in Grades K–5 that are aligned with the measurement topics in Curriculum 2.0 and include Thinking and Academic Success Skills. Each school has a Teaching and Learning representative who attended a number of training sessions and facilitated the implementation at the local school.
- » Reading at or above Text Level 6 in kindergarten has been identified as advanced and positively related to college and career readiness. In 2012–2013, 73.6 percent of kindergarten students met or exceeded the advanced reading benchmark of Text Level 6. At Grade 1, the percentage meeting or exceeding the grade-level benchmark of Text Level 16 was achieved by 81.9 percent of students, while 72.6 percent of all Grade 2 students met or exceeded the grade-level benchmark of Text Level M.
- » The Elementary Integrated Curriculum Team and staff members from the Division of Early Childhood Programs and Services are collaborating to align the prekindergarten curriculum with Curriculum 2.0. This revision will bring the Thinking and Academic Success Skills into our prekindergarten classrooms, and align the prekindergarten academic content and topics with the Curriculum 2.0 expectations for kindergarten students.
- » The Next Generation Science Standards, adopted by the Maryland State Board of Education in June 2013, were designed to foster our nation's capacity to innovate for economic growth and the ability of American workers to thrive in the modern workforce. Integrated into Curriculum 2.0, professional development will occur to ensure that all elementary school administrators, teachers, and other teacher leaders are prepared to support the implementation of the Next Generation Science Standards in our prekindergarten–Grade 5 classrooms.

**PERFORMANCE MEASURES**

The state accountability measures have changed as Maryland has received a *No Child Left Behind* waiver. Currently, schools are no longer held accountable for making Adequate Yearly Progress or meeting Annual Measurable Objectives (AMO). MCPS has established districtwide milestones to measure student progress across Grades K–12: state assessments (reading at the proficient and advanced levels in Grade 3, reading and mathematics at the proficient and advanced levels in Grade 5) and hope, engagement, and well-being (Grade 5). Performance targets are being set for these milestones and their corresponding data indicators to guide schools and departments in developing action plans to improve student achievement. During the transition, AMOs in reading and mathematics (as well as other county and school assessments) are being used to inform instructional decisions. The following reflect the number and percentage of schools where students met the AMOs in reading and mathematics in the “all students” category in 2013, based on existing state accountability measures:

- » Reading: 106 schools (81.2%)
- » Math: 91 schools (69.7%)
- » In 2014, our goal will be 100 percent of elementary schools meeting their AMOs in reading and mathematics in the “all students” category.
- » Additionally, our goal will be for K–12 schools to meet the AMOs in reading and mathematics by subgroups: African American, Hispanics, Free and Reduced-price Meals System, Special Education, and Limited English Proficiency.

**Explanation:** The primary function of elementary schools is to provide an instructional program that meets the needs of every student, resulting in every student attaining academic success and closing the student achievement gap. Over the next three years, MCPS will ensure an increase in overall performance on all established milestones and a reduction in the achievement gap.

**OVERVIEW OF BUDGET CHANGES****FY 2014 Current Budget**

The current FY 2014 budget for elementary schools is changed from the budget adopted by the Board of Education on June 13, 2013. The increase is a result of a realignment of 5.3 academic intervention teacher positions and \$381,398 from the middle schools budget to this budget.

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for elementary schools is \$434,954,429, an increase of \$8,097,002 over the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$3,634,943****Continuing Salary Costs—(\$3,787,285)**

There is a decrease of \$3,787,285 for continuing salary costs. The costs associated with the annualization of the step provided to employees on February 8, 2014 are offset by reductions for staff turnover.

**Student Enrollment—\$5,349,551**

There is an increase of 1,836 elementary school (Grades K-5) students projected for FY 2015. This requires an increase of 97.2 additional positions and \$4,621,270. The changes are as follows:

- » 24.8 kindergarten teacher positions and \$1,239,876
- » 55.1 classroom teacher positions and \$2,754,725
- » 3.0 art teacher positions and \$149,985
- » 2.3 general music teacher positions and \$114,989
- » 3.0 physical education teacher positions and \$149,985
- » 4.125 lunch hour aide positions and \$84,736
- » 4.875 paraeducator positions and \$126,974

In addition, there is an increase to the budget of \$344,949 for substitutes, textbooks, instructional supplies, and media center materials.

There also is an increase of 29 Crossway Community Montessori School students projected for FY 2015. This requires an increase of 4.0 additional positions and \$383,332. The increase includes an additional 2.0 classroom teacher positions and \$102,256, 2.0 paraeducator positions and \$58,840, \$44,315 for consultants, and \$177,921 for other program costs.

**New Schools/Space—\$1,203,557**

The new Clarksburg Cluster Elementary school is scheduled to open in FY 2015. Two positions were added in the FY 2014 budget, a .5 principal and a .5 administrative secretary, to allow for planning and preparation, and to ensure that the school will be ready for students in August 2014. For FY 2015, 8.750 positions and \$1,203,557 are added to the budget to open the school. The positions include a .5 principal position and \$51,967, a .5 administrative secretary position and \$21,037, a 1.0 assistant principal position and \$95,195, a 1.0 reading specialist position and \$49,995, a 1.0 staff development teacher position and \$49,995, a 1.0 counselor position and \$49,995, a 1.0 media specialist position and \$49,995, a .875 instructional data assistant position and \$36,814, a 1.0 school secretary and \$35,517, and a .875 media assistant position and \$31,077. In addition there also are increases of \$11,883 for summer employment, \$249,436 for textbooks, \$290,000 for media center materials, and \$180,651 for instructional materials.

**Realignments to Meet Expenditure Requirements and Priorities—\$438,000**

Realignments within the elementary schools budget are necessary to address priority spending needs. Amounts being realigned include \$82,518 for professional part-time salaries, \$10,000 for supporting services part-time salaries, \$15,000



for travel for professional development, and \$5,000 for lease/purchase equipment. The amounts will fund increases of \$15,000 for contractual services, \$20,919 for substitutes, \$6,599 for program supplies, and \$70,000 for school equipment and furniture replacement.

There also are realignments between the budgets for the elementary and middle schools levels. There is an increase to the elementary budget of \$400,000 for sick and annual leave payments, \$40,000 for supporting services part-time salaries, and \$18,000 for professional part-time salaries. Corresponding reductions are taken in the middle schools budget.

In addition to realignments within the K-12 budget, there is a realignment of \$20,000 for other program expenditures from this budget to the Office of the Chief Operating Officer's budget. This realignment is necessary to align the budget where the funds are managed and utilized.

A review of definitions of state categories of expenditure has resulted in the realignment of some positions from one state category to another. The change is budget neutral and has no impact on employees.

#### *Other—\$431,120*

There is an increase of \$179,132 for the School Funds Online (SFO) application. SFO is a web-based application that provides a centralized accounting system to allow schools to track Independent Activity Funds (IAF), and offers a fully integrated capability to make credit card payments for school purchases. There also is an increase of \$251,988 by applying an inflation factor of three percent to the budget for textbooks and instructional materials.

#### **Strategic Priority Enhancements—\$4,462,059**

##### *Elementary Team Leaders—\$222,113*

Most elementary schools receive seven team leader positions, and schools often use six of these seven positions for grade level teams, leaving one position for Special Education, ESOL, or the arts team. To provide opportunities for elementary schools with larger Special Education, ESOL, or arts teams with more than four full-time equivalent positions to have a team leader, an additional 40 team leaders have been budgeted for FY 2015 at a cost of \$222,113 (plus \$29,719 budgeted in the Department of Financial Services for employee benefits). Since some schools include ESOL and Special Education teachers on the grade level teams, not all schools will need the additional allocation even though they have more than four teachers.

##### *7.0 Teacher Positions for Grade 5/6 Compacted Mathematics—\$349,965*

The ongoing rollout for Curriculum 2.0 mathematics program includes a compacted mathematics course beginning in Grade 4. Approximately 13 percent of the Grade 3 class was identified by schools for this course. Many schools had small numbers of identified students and could not support the course with existing staff. To support these students, MCPS added 10 teacher positions in the FY 2014 Operating Budget to support those who have demonstrated proficiency

in the grade-level curriculum and need additional challenge. During FY 2014, students who met this designation are taking the equivalent of mathematics curriculum for Grades 4 and 5 during Grade 4. An additional \$349,965 and 7.0 teacher positions are included in the FY 2015 budget to support these students as they enroll in the compacted Grade 5/6 mathematics curriculum next year. Also, \$106,035 is budgeted for employee benefits in the Department of Financial Services.

##### *8.0 Teacher Positions for Elementary Schools that had Previous Reductions in Staff Development Teacher, Reading Specialist, Media Specialist, or Counselor Positions—\$418,070*

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

With increases in enrollment over recent years some of these schools have struggled to provide support with this reduction. The restoration of eight of these positions will mean that .5 positions will be restored at 16 schools. Some of the restorations will occur at schools that had lost a 1.0 position while others will be at schools that had lost a 0.5 position. The restoration will be based on enrollment in kindergarten through Grade 5. The budget is increased by \$418,070 for the additional eight positions. (\$123,607 is budgeted for employee benefits in the Department of Financial Services). In addition, it is planned to restore another eight positions in FY 2016, and eight positions in FY 2017. At that time, all elementary schools will have a 1.0 position for each of the four types of positions.

##### *Resources for the Intervention Schools Network—\$145,000*

The Interventions Schools Network began in FY 2014 and is comprised 10 schools that are part of a districtwide initiative to improve the timeliness and quality of interventions for students who are struggling. These schools have created student support teams that meet regularly to assess student performance, problem-solve and plan instruction, and monitor progress. A 1.0 instructional specialist is recommended for FY 2015 to provide direct support and assistance and professional development to the Intervention Schools. This position is budgeted in the Office of the Deputy Superintendent for Teaching, Learning, and Programs. In addition, \$145,000 is budgeted for professional development materials, contractual services to support implementation and monitoring of the early warning indicators system, and to purchase materials for pilot programs to support personalized learning. The additional support will include coaching schools in the Interventions Schools Network, technical

assistance for infrastructure planning, and the delivery of early warning indicators through a blended learning model.

*Expand the Use of Technology for Teaching and Learning—\$3,000,000*

The innovative use of technology remains a significant strategy in MCPS' ongoing improvement initiatives, and advances in mobile, social, information, and cloud technologies are creating new opportunities for how we teach and learn. The convergence of these four forces is enabling access to personal mobile technologies to learn and work. Moreover, the interactive and mobile technologies with which our students are immersed outside of school present tremendous opportunities to redesign our learning environments. The growing use of personal and consumer-grade technology products in the workplace also increases the expectation of our staff and students to use their own technology tools at school.

The FY 2015 Operating Budget includes \$3 million to enable MCPS to move forward in acquiring mobile devices that are essential for transforming our learning environments for teaching and learning in the digital age. To prepare students to succeed in college and career pursuits, MCPS schools must have the ability to use instructional resources and pedagogical strategies that incorporate the technology that is part of daily life outside the classroom. In addition to being an integral part of enhancing student learning experiences, these devices also will be used to enable the district to comply with the state's Partnership for Assessment of Readiness for College and Careers (PARCC) online assessment requirements.

*Positions for Coordinated Student Services Support: Elementary Counselors, School Psychologists and Pupil Personnel Workers—\$326,911*

The role of Coordinated Student Services Teams (CSST) in schools is to align services and programs to enable students to acquire social and emotional competence, help educators promote social/emotional learning, identify mental health needs, and provide mental health support. Current staffing levels impose significant constraints upon the ability of student services personnel to deliver a comprehensive continuum of services. To effectively enhance the work of CSSTs, and as part of a multi-year effort, the budget for elementary schools includes \$326,911 for an additional 5.5 elementary school counselors. In addition \$417,040 is budgeted in the Department of Student Services for 4.0 school psychologists and 3.0 pupil personnel workers. Employee benefits of \$203,158 are budgeted in the Department of Financial Services.

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

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

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

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	5,330.975	5,453.450	5,458.750	<b>5,588.700</b>	129.950
Position Salaries	\$373,700,279	\$392,013,756	\$392,395,154	<b>\$395,154,827</b>	\$2,759,673
<b>Other Salaries</b>					
Summer Employment		92,069	92,069	<b>92,069</b>	
Professional Substitutes		9,170,328	9,170,328	<b>9,315,344</b>	145,016
Stipends		3,261,756	3,261,756	<b>3,261,756</b>	
Professional Part Time		282,518	282,518	<b>258,000</b>	(24,518)
Supporting Services Part Time		1,589,229	1,589,229	<b>1,611,314</b>	22,085
Other		9,880,826	9,880,826	<b>10,250,826</b>	370,000
Subtotal Other Salaries	19,360,229	24,276,726	24,276,726	<b>24,789,309</b>	512,583
<b>Total Salaries &amp; Wages</b>	<b>393,060,508</b>	<b>416,290,482</b>	<b>416,671,880</b>	<b>419,944,136</b>	<b>3,272,256</b>
<b>02 Contractual Services</b>					
Consultants		185,510	185,510	<b>249,825</b>	64,315
Other Contractual		651,993	651,993	<b>848,125</b>	196,132
<b>Total Contractual Services</b>	<b>402,945</b>	<b>837,503</b>	<b>837,503</b>	<b>1,097,950</b>	<b>260,447</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks		2,908,761	2,908,761	<b>3,321,929</b>	413,168
Media		962,233	962,233	<b>1,306,400</b>	344,167
Instructional Supplies & Materials		4,668,606	4,668,606	<b>8,132,197</b>	3,463,591
Office		7,000	7,000	<b>6,840</b>	(160)
Other Supplies & Materials		196,767	196,767	<b>208,366</b>	11,599
<b>Total Supplies &amp; Materials</b>	<b>9,079,014</b>	<b>8,743,367</b>	<b>8,743,367</b>	<b>12,975,732</b>	<b>4,232,365</b>
<b>04 Other</b>					
Local/Other Travel		170,186	170,186	<b>155,186</b>	(15,000)
Insur & Employee Benefits					
Utilities					
Miscellaneous		222,571	222,571	<b>388,676</b>	166,105
<b>Total Other</b>	<b>31,849</b>	<b>392,757</b>	<b>392,757</b>	<b>543,862</b>	<b>151,105</b>
<b>05 Equipment</b>					
Leased Equipment		95,992	95,992	<b>91,821</b>	(4,171)
Other Equipment		115,928	115,928	<b>300,928</b>	185,000
<b>Total Equipment</b>	<b>205,262</b>	<b>211,920</b>	<b>211,920</b>	<b>392,749</b>	<b>180,829</b>
<b>Grand Total</b>	<b>\$402,779,578</b>	<b>\$426,476,029</b>	<b>\$426,857,427</b>	<b>\$434,954,429</b>	<b>\$8,097,002</b>

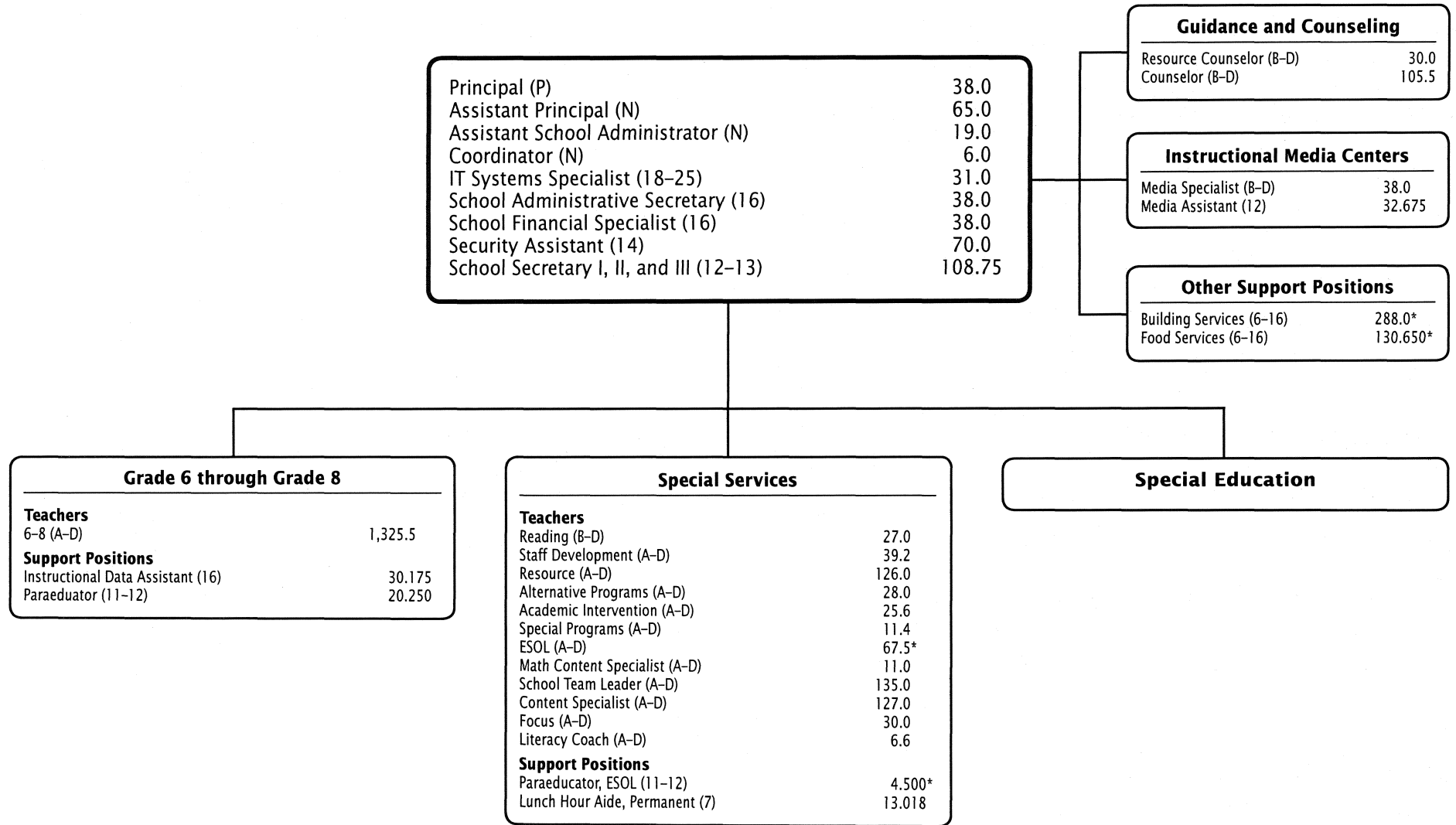
# Elementary Schools - 121/123/124/125/126

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

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
2	O Principal		132.000	133.500	133.500	<b>134.000</b>	.500
2	N Assistant Principal		112.000	112.000	112.000	<b>113.000</b>	1.000
2	N Asst Sch Administrator (11 mo)			3.000	3.000	<b>3.000</b>	
3	BD Teacher, Reading	X	119.500	122.500	122.500	<b>126.000</b>	3.500
3	BD Counselor, Elementary	X	127.300	130.300	130.300	<b>138.000</b>	7.700
3	BD Media Specialist	X	123.700	125.700	125.700	<b>129.000</b>	3.300
3	AD Teacher	X	2,521.200	2,605.200	2,605.200	<b>2,669.300</b>	64.100
3	AD Teacher, Academic Intervention	X	42.400	42.400	47.700	<b>47.700</b>	
3	AD Teacher, Staff Development	X	123.000	128.500	128.500	<b>131.000</b>	2.500
3	AD Teacher, Reading Support	X	7.000	7.000	7.000	<b>7.000</b>	
3	AD Teacher, Reading Initiative	X	55.700	55.700	55.700	<b>55.700</b>	
3	AD Teacher, Special Programs	X	14.800	14.800	14.800	<b>14.800</b>	
3	AD Teacher, Focus	X	50.100	50.100	50.100	<b>50.100</b>	
3	AD Teacher, Kindergarten	X	599.300	594.500	594.500	<b>619.300</b>	24.800
3	AD Teacher, Physical Education	X	145.900	148.200	148.200	<b>151.200</b>	3.000
3	AD Teacher, Art	X	145.900	148.200	148.200	<b>151.200</b>	3.000
3	AD Teacher, General Music	X	146.600	148.900	148.900	<b>151.200</b>	2.300
3	AD Teacher, Instrumental Music	X	35.200	40.200	40.200	<b>40.200</b>	
3	AD Teacher, Prekindergarten	X		2.000	2.000	<b>2.000</b>	
3	25 IT Systems Specialist		34.000	34.000	34.000		(34.000)
10	25 IT Systems Specialist					<b>34.000</b>	34.000
2	16 School Admin Secretary		132.000	133.000	133.000	<b>133.500</b>	.500
3	16 Instructional Data Assistant	X	87.875	87.875	87.875	<b>88.750</b>	.875
2	12 School Secretary I	X	134.500	136.000	136.000	<b>137.000</b>	1.000
3	12 Paraeducator	X	224.250	226.250	226.250	<b>233.125</b>	6.875
3	12 Media Assistant	X	80.375	80.375	80.375	<b>81.250</b>	.875
3	12 Paraeducator - Pre-K	X		2.000	2.000	<b>2.000</b>	
3	7 Lunch Hour Aide - Permanent	X	136.375	140.875	140.875	<b>145.000</b>	4.125
10	6 Building Service Wkr Shft 1			.375	.375	<b>.375</b>	
	<b>Total Positions</b>		<b>5,330.975</b>	<b>5,453.450</b>	<b>5,458.750</b>	<b>5,588.700</b>	<b>129.950</b>

# Middle Schools

Chapter 1 – 11



F.T.E. Positions 2,575.668

(\*In addition, this chart includes 490.650 positions from ESOL, School/Plant Operations, and Food Services. School-based special education positions are shown in Chapter 5.)

**MISSION** *The mission of middle schools is to provide all students with a rigorous and challenging instructional program, while addressing the unique needs and characteristics of emerging adolescents, and to create the conditions for a learning environment that fosters the development of academic excellence, creative problem solving, and social and emotional learning competencies to promote college and career readiness.*

## **MAJOR FUNCTIONS**

### **Curriculum and Instruction**

The 38 middle schools provide a challenging academic curriculum in reading, English, mathematics, science, social studies, physical education, health education, foreign language, and the arts that builds academic excellence, creative problem solving, and social emotional competencies for success in the 21st century. These comprehensive programs are designed to challenge and stretch the learners in a safe environment that promotes the worth of each and every student. Middle school students are required to take health education and physical education. The academic program 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.

Based on the internationally driven Common Core State Standards (CCSS), Montgomery County Public Schools (MCPS) has renewed focus on developing curriculum that integrates thinking, reasoning, creativity and academic success skills that lead to college and career readiness in the 21st century. Curriculum 2.0 Algebra 1 will be implemented beginning in the 2013–2014 school year. MCPS also 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.

### **Assessment and Monitoring**

Ongoing assessments and monitoring of student progress toward curriculum goals inform students and parents/guardians of progress and provide formative information used to plan and modify instruction. All middle schools administer the Measures of Academic Progress in Reading (MAP-R) assessment 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.

### **Grading and Reporting**

Policy IKA, *Grading and Reporting*, is implemented in all middle 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 standard procedures countywide for reteaching/reassessment, homework, and grading. School staff members communicate course-specific procedures in writing to students and parents/guardians at the beginning of a semester, school year, or when course-specific grading procedures change. Students and parents/guardians are informed about student progress throughout the grading period and are included in the decision-making process relative to the student's 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.

### **Resources to Develop and Enhance Our Middle School Improvement Strategy**

A key resource allocated to schools to help meet their school improvement needs is staff expertise. This is done by strategically deploying instructional specialists, staff development specialists, and leaders. These experts provide professional learning opportunities for principals, their staff development teachers, school leadership teams, and grade or department teams to build their capacity to implement new instructional and leadership approaches. In FY 2014 two new resources were allocated to support this effort in middle schools, including “focus” teachers to provide math and reading interventions in the middle schools, and the restoration of the staff development teacher position from .4–1.0 FTE in each middle school.

### **School Improvement Planning**

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 MCPS strategic planning framework: *Building Our Future Together*. Each

school develops a school improvement plan based on multiple measures of data and input from school staff members, students, parents/guardians, the associate superintendent and directors of school support and improvement for middle schools. Leaders in OSSI analyze individual school performance data relative to county, state, and national standards and assess school growth toward those standards. The School Support and Improvement Framework (SSIF), a strategy that was developed by OSSI to understand the strengths and needs of each school, is based on four categories of data that help hold schools accountable and support them for both results and practices that lead to better outcomes for students. Examples of the types of data in each of the SSIF categories are noted below:

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

### **Ongoing Support**

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

In addition, professional learning networks are created so that school leaders can learn promising school improvement practices from each other. Once each school's need is identified, offices work together to ensure that schools receive the training, technical support, and human and material resources necessary to meet their needs. Technical assistance and direct school supports are provided to schools through a tiered approach, providing those schools with the

greatest needs (perhaps across multiple categories of SSIF data) receiving more intense support.

### **ACCOMPLISHMENTS AND INITIATIVES**

- » There has been an increase in job-embedded professional development around the implementation of CCSS, building content knowledge and modeling effective instructional strategies to meet the unique and diverse needs of the adolescent learner and ensure that all students have access to a rigorous instructional program. This includes restoration of middle school staff development teachers to full-time positions to build staff capacity to implement new instructional strategies. These positions are vital to providing middle school teachers with the training and support they need.
- » An additional 30 middle school focus teachers were hired to work with students who are struggling in mathematics and reading. In addition, the Mathematics Implementation Team was developed to work in schools, to improve the capacity of teachers to provide mathematics instruction to students of all abilities. There was an increase in funds for substitutes in secondary schools that will allow MCPS teachers to fully participate in professional development activities.
- » Building on the recommendations of the Middle School Reform Report and the success of the Middle School Magnet Consortium, rigorous instructional offerings were phased in at all middle schools in Fiscal Year 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. Providing middle school students with access to enriched, accelerated, and compacted courses, 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.
- » Office of Curriculum and Instructional Programs (OCIP) continues to implement, monitor, and evaluate the existing Extended Learning Opportunities, 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, three additional courses are offered. The courses, Lights, Camera, Literacy! Lights, Camera, Film Literacy! and Lights, Camera, Media Literacy! integrate literacy skills and concepts with technology and provide students with the opportunity to apply their learning by creating authentic products such as films.

**PERFORMANCE MEASURES**

The state accountability measures have changed as Maryland has received a *No Child Left Behind* waiver. Currently, schools are no longer held accountable for making Adequate Yearly Progress or meeting Annual Measurable Objectives (AMO). MCPS has established districtwide milestones to measure student progress across Grades K–12: state assessments (reading and mathematics at the proficient and advanced levels in Grade 8); eligibility; completion of Algebra 1 with a C or better; and hope, engagement, and well-being. Performance targets are being set for these milestones and their corresponding data indicators to guide schools and departments in developing action plans to improve student achievement. During the transition, AMOs in reading and mathematics (as well as other county and school assessments) are being used to inform instructional decisions. The following reflect the number and percentage of schools where students met the AMOs in reading and mathematics in the “all students” category in 2013, based on existing state accountability measures:

- » Reading: 27 schools (71.1%)
- » Math: 19 schools (50.0%)
- » In 2014, our goal will be 90 percent of middle schools meeting their AMOs in reading and mathematics in the “all students” category.
- » Additionally, our goal will be for K–12 schools to meet the AMOs in reading and mathematics by subgroups: African American, Hispanics, Free and Reduced-price Meals System, Special Education, and Limited English Proficiency.

**Explanation:** The primary function of middle schools is to meet the needs of every student, resulting in every student attaining academic success, and closing the student achievement gap by providing challenging instruction, programs, and opportunities to promote critical thinking, student discourse, and appropriate social and emotional development of adolescents. Over the next three years, MCPS will ensure an increase in overall performance on all established milestones and a reduction in the achievement gap.

**OVERVIEW OF BUDGET CHANGES****FY 2014 Current Budget**

The current FY 2014 budget for middle schools is changed from the budget adopted by the Board of Education on June 13, 2013. The decrease is a result of a realignment of 9.1 academic intervention teacher positions, and \$654,854 to the elementary and middle schools budget. The realignment included 5.3 positions and \$381,398 to the elementary budget and 3.8 positions and \$273,456 to the middle schools budget.

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for the middle schools is \$210,769,896, an increase of \$4,483,462 over the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$3,842,522****Continuing Salary Costs—\$1,596,667**

There is an increase of \$1,596,667 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

**Student Enrollment—\$2,574,640**

There is an increase of 975 middle school students projected for FY 2015. This requires an increase of 45.4 additional positions and \$2,388,115. The changes are as follows:

- » 39.4 classroom teacher positions and \$1,969,803
- » 1.0 resource teacher position and \$49,995
- » 2.0 assistant school administrator positions and \$176,434
- » 1.0 resource counselor position and \$60,466
- » 2.0 counselor positions and \$131,417

There also is an increase to the budget of \$186,525 for substitutes, textbooks, instructional materials, and media center materials.

**Realignments to Meet Expenditure Requirements and Priorities—(\$458,000)**

Realignments within the middle schools budgeted are necessary to address priority spending needs. Amounts realigned include \$76,000 for professional part-time salaries, \$15,000 for travel for professional development, and \$10,000 for instrumental music repairs. Offsetting these decrease are increases of \$15,000 for supporting service part-time salaries and \$86,000 for school equipment and furniture replacement.

There also are realignments between the budgets for elementary and middle schools. There is a decrease of \$400,000 for substitutes, \$40,000 for school projects, and \$18,000 for professional part-time salaries. Corresponding increases are shown in the elementary schools budget.

A review of definitions of state categories of expenditure has resulted in the realignment of some positions from one state category to another. The change is budget neutral and has no impact on employees.

**Other—\$129,215**

There is an increase of \$129,215 by applying an inflation factor of three percent to the budget for textbooks and instructional materials.

**Program Efficiencies and Reductions—(\$15,000)**

There is a reduction in the Middle Schools Extended Day/Extended Year program of \$10,000 for stipends and \$5,000 for program supplies.



**Strategic Priority Enhancements—\$655,940****8.2 Teachers in Middle School Leadership—\$560,722**

As part of Middle School Reform, 11 schools implemented a leadership model where team leaders and content leaders for departments were allocated as separate positions. For FY 2015, implementation will continue for the remaining 27 middle schools. This will be implemented over three years with twelve schools changing to the new model in FY 2015 at a cost of \$560,722 (an additional \$143,445 is budgeted for employee benefits in the Department of Financial Services). An additional nine schools will change in FY 2016, and the remaining six schools in FY 2017. The change from the current model where leaders sometimes serve in both roles consists of adding leadership positions to schools. The leaders teach four classes in addition to serving in the leadership role. Therefore, the cost of each position is a .2 full-time equivalent (FTE). To implement the model so that each school has a content leader for each major content area and team leaders for each grade level, each school needs an additional .6 or .8 for a total FTE of 8.2 positions between the twelve schools. This new model will allow for more focused attention on each of the content areas so that the teacher leaders have more time to coach and work directly with teachers in the department.

**Middle School Improvement Strategy Implementation—\$95,218**

The middle school improvement strategy is based on the Strategic Planning Framework and lessons learned from Middle School Reform. The theory of action that guides this work is: If we value and understand all 21st century adolescent learners, and engage them in relevant, rigorous, and culturally responsive learning experiences, then we will improve conditions for teaching and learning that promote academic excellence, creative problem solving, and social emotional learning, and they will leave 8th grade ready for high school.

The work being done involves identifying the specific knowledge and skills (aligned to the academic, creative problem solving, and social emotional competencies outlined in the strategic planning framework) students should have before entering 9th grade. By the spring of their 8th grade year, students will be able to demonstrate their mastery of competencies in a culminating activity through the use of technology called a Middle School Passport. The Passport will be an e-portfolio that allows students to contribute artifacts to demonstrate their growth in each of the three competencies. The Passport will serve as an additional communication tool to parents about their child's growth. Utilizing the Passport to understand the student as a learner will help build relationships with staff and improve the conditions of teaching and learning.

The leadership teams of the five pilot middle schools will study ways to incorporate the middle school academic, creating problem solving, and social emotional competencies throughout the instructional program. A budget increase of \$95,218 (and \$7,617 for employee benefits budgeted in the Department of Financial Services), will allow school

administrators to build collaborative planning time into the schedule for staff to incorporate these characteristics in their content areas, reflect on their own practice, develop authentic relationships with students and colleagues, balance content expectations with instructions/interactions using these competencies, and explore and exploit rigorous and culturally relevant instructional strategies. Leadership teams in the five schools will participate in a one-day workshop to focus on understanding the middle school improvement strategy, and to explore opportunities to incorporate the strategy in the school structure, curricula, and activities. During the school year, cohorts of staff will have opportunities to plan and design innovative ways to apply the middle school improvement strategy, including the implementation of the Passport.

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

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

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	2,424.775	2,530.975	2,521.875	<b>2,575.668</b>	53.793
Position Salaries	\$182,934,818	\$192,676,477	\$192,021,623	<b>\$196,570,724</b>	\$4,549,101
<b>Other Salaries</b>					
Summer Employment		245,870	245,870	<b>169,870</b>	(76,000)
Professional Substitutes		3,870,472	3,870,472	<b>3,525,908</b>	(344,564)
Stipends		1,409,829	1,409,829	<b>1,491,047</b>	81,218
Professional Part Time		1,785,224	1,785,224	<b>1,767,224</b>	(18,000)
Supporting Services Part Time		254,399	254,399	<b>265,802</b>	11,403
Other		808,537	808,537	<b>808,537</b>	
Subtotal Other Salaries	7,251,841	8,374,331	8,374,331	<b>8,028,388</b>	(345,943)
<b>Total Salaries &amp; Wages</b>	190,186,659	201,050,808	200,395,954	<b>204,599,112</b>	4,203,158
<b>02 Contractual Services</b>					
Consultants		38,209	38,209	<b>38,209</b>	
Other Contractual		602,979	602,979	<b>641,538</b>	38,559
<b>Total Contractual Services</b>	704,740	641,188	641,188	<b>679,747</b>	38,559
<b>03 Supplies &amp; Materials</b>					
Textbooks		1,304,252	1,304,252	<b>1,383,072</b>	78,820
Media		609,944	609,944	<b>646,806</b>	36,862
Instructional Supplies & Materials		2,408,851	2,408,851	<b>2,553,473</b>	144,622
Office					
Other Supplies & Materials		123,569	123,569	<b>118,569</b>	(5,000)
<b>Total Supplies &amp; Materials</b>	4,331,751	4,446,616	4,446,616	<b>4,701,920</b>	255,304
<b>04 Other</b>					
Local/Other Travel		236,256	236,256	<b>206,047</b>	(30,209)
Insur & Employee Benefits					
Utilities					
Miscellaneous		515,126	515,126	<b>445,776</b>	(69,350)
<b>Total Other</b>	501,066	751,382	751,382	<b>651,823</b>	(99,559)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		51,294	51,294	<b>137,294</b>	86,000
<b>Total Equipment</b>	6,402	51,294	51,294	<b>137,294</b>	86,000
<b>Grand Total</b>	<b>\$195,730,618</b>	<b>\$206,941,288</b>	<b>\$206,286,434</b>	<b>\$210,769,896</b>	<b>\$4,483,462</b>

# Middle Schools - 131/132/133/136

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

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
2	P Principal		38.000	38.000	38.000	<b>38.000</b>	
2	N Coordinator		6.000	6.000	6.000	<b>6.000</b>	
2	N Assistant Principal		67.000	67.000	67.000	<b>65.000</b>	(2.000)
2	N Asst Sch Administrator (11 mo)		15.000	15.000	15.000	<b>19.000</b>	4.000
3	BD Teacher, Reading	X	27.000	27.000	27.000	<b>27.000</b>	
3	BD Counselor, Secondary	X	101.500	103.500	103.500	<b>105.500</b>	2.000
3	BD Media Specialist	X	38.000	38.000	38.000	<b>38.000</b>	
3	BD Counselor, Resource	X	31.000	29.000	29.000	<b>30.000</b>	1.000
3	AD Teacher	X	1,268.100	1,318.900	1,318.900	<b>1,325.500</b>	6.600
3	AD Teacher, Academic Intervention	X	34.700	34.700	25.600	<b>25.600</b>	
3	AD Teacher, Staff Development	X	16.400	39.200	39.200	<b>39.200</b>	
3	AD Math Content Specialist	X	11.000	11.000	11.000	<b>11.000</b>	
3	AD Teacher, Alternative Programs	X	28.000	28.000	28.000	<b>28.000</b>	
3	AD Literacy Coach	X	6.600	6.600	6.600	<b>6.600</b>	
3	AD Teacher, Special Programs	X	9.800	11.400	11.400	<b>11.400</b>	
3	AD Middle School Team Ldr	X	66.000	66.000	66.000	<b>135.000</b>	69.000
3	AD Content Specialist	X	55.000	55.000	55.000	<b>127.000</b>	72.000
3	AD Teacher, Focus	X		30.000	30.000	<b>30.000</b>	
3	AD Teacher, Resource	X	224.000	225.000	225.000	<b>126.000</b>	(99.000)
10	25 IT Systems Specialist					<b>31.000</b>	31.000
3	25 IT Systems Specialist		31.000	31.000	31.000		(31.000)
2	16 School Financial Specialist		38.000	38.000	38.000	<b>38.000</b>	
2	16 School Admin Secretary		38.000	38.000	38.000	<b>38.000</b>	
3	16 Instructional Data Assistant	X	30.175	30.175	30.175	<b>30.175</b>	
2	14 Security Assistant	X	70.000	70.000	70.000	<b>70.000</b>	
2	13 School Secretary II	X	21.500	21.500	21.500	<b>21.500</b>	
2	13 School Secretary II		41.000	41.000	41.000	<b>41.000</b>	
2	12 School Secretary I	X	46.250	46.250	46.250	<b>46.250</b>	
3	12 Paraeducator	X	20.057	20.057	20.057	<b>20.250</b>	.193
3	12 Media Assistant	X	32.675	32.675	32.675	<b>32.675</b>	
3	7 Lunch Hour Aide - Permanent	X	13.018	13.018	13.018	<b>13.018</b>	
<b>Total Positions</b>			<b>2,424.775</b>	<b>2,530.975</b>	<b>2,521.875</b>	<b>2,575.668</b>	<b>53.793</b>

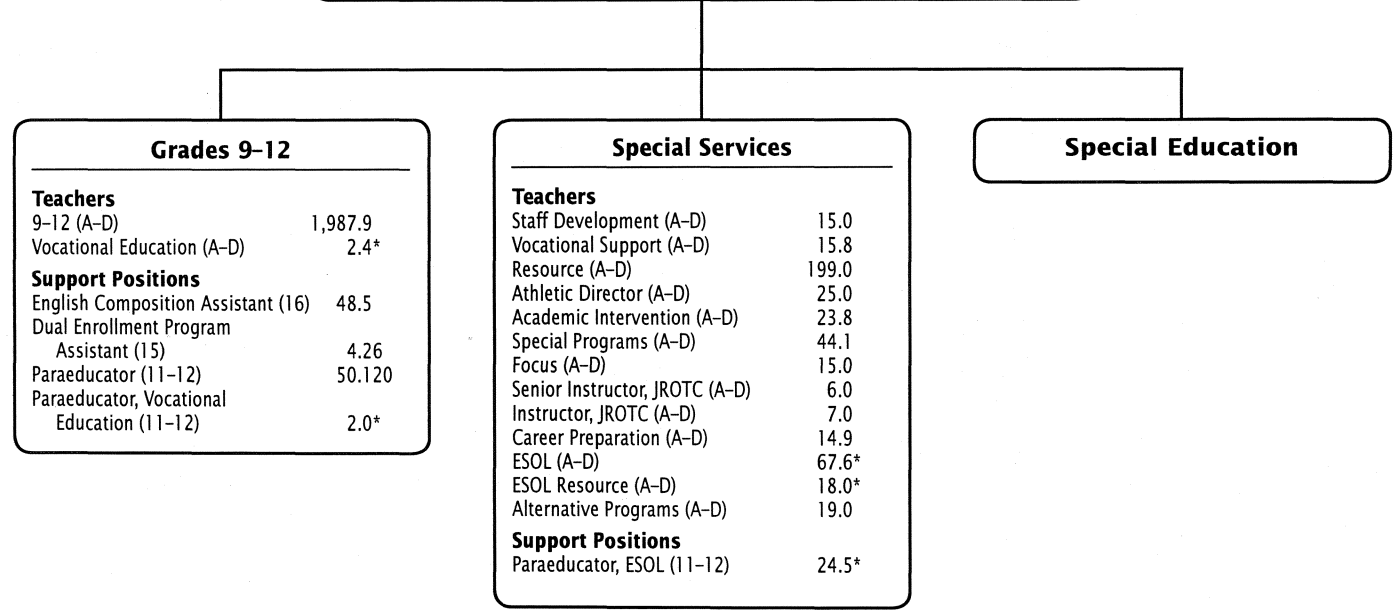
# High Schools

Principal (Q)	25.0
Principal, Edison High School of Technology (P)	1.0
Coordinator (N)	3.0
Assistant Principal (N)	68.0
Assistant Principal, Edison High School of Technology (N)	1.0
Assistant School Administrator (N)	18.0
School Business Administrator (H)	25.0
IT Systems Specialist (18-25)	26.0
School Administrative Secretary (16)	26.0
Security Team Leader (16)	25.0
School Registrar (16)	25.0
School Financial Specialist (16)	26.0
Security Assistant (14)	113.0
School Secretary I and II (12-13)	131.5
Office Assistant II (9)	1.0

Guidance and Counseling	
Resource Counselor (B-D)	25.0
Counselor (B-D)	155.0
Career Information Coordinator (16)	26.0

Instructional Media Centers	
Media Specialist (B-D)	25.0
Media Services Technician (17)	25.0
Media Assistant (12)	44.5

Other Support Positions	
Building Services (6-16)	387.5*
Food Services (6-16)	155.860*



Grades 9-12	
<b>Teachers</b>	
9-12 (A-D)	1,987.9
Vocational Education (A-D)	2.4*
<b>Support Positions</b>	
English Composition Assistant (16)	48.5
Dual Enrollment Program Assistant (15)	4.26
Paraeducator (11-12)	50.120
Paraeducator, Vocational Education (11-12)	2.0*

Special Services	
<b>Teachers</b>	
Staff Development (A-D)	15.0
Vocational Support (A-D)	15.8
Resource (A-D)	199.0
Athletic Director (A-D)	25.0
Academic Intervention (A-D)	23.8
Special Programs (A-D)	44.1
Focus (A-D)	15.0
Senior Instructor, JROTC (A-D)	6.0
Instructor, JROTC (A-D)	7.0
Career Preparation (A-D)	14.9
ESOL (A-D)	67.6*
ESOL Resource (A-D)	18.0*
Alternative Programs (A-D)	19.0
<b>Support Positions</b>	
Paraeducator, ESOL (11-12)	24.5*

Special Education
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F.T.E. Positions 3,290.380

(\*In addition chart includes 657.860 positions from ESOL, School/Plant Operations, and Food Services. School-based special education positions are shown in Chapter 5.)

**MISSION** *The mission of high schools is to create the conditions for a learning environment that provides all students with a rigorous and challenging instructional program and fosters the development of academic excellence, creative problem solving, and social and emotional learning competencies to promote college and career readiness. High schools provide a stimulating environment through challenging courses and programs, responding to the diverse needs of students.*

## **MAJOR FUNCTIONS**

### **Curriculum and Instruction**

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 (AP) courses and/or to participate in special programs such as International Baccalaureate, magnet, or challenging career education courses. High schools continue to develop partnerships with colleges and universities to provide additional opportunities for students to earn college credits while attending high school. High schools also provide extracurricular programs that enable students to acquire and extend life skills in a safe and orderly environment through a variety of experiences that help students clarify their interests, goals, and plans for the future.

### **Assessment and Monitoring**

Ongoing assessment and monitoring of student progress informs students and their parents/guardians of the progress being made toward graduation and provides information to plan and adjust instruction to meet the needs of all students. 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/guardians at the beginning of a semester, school year, or when course-specific grading procedures change. Schools implement countywide standard procedures for reteaching/reassessment, homework, and grading. Students and parents/guardians are informed about student progress throughout the grading period. High schools administer the Preliminary Scholastic Assessment 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.

### **School Improvement Planning**

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

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

### **Ongoing Support**

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

In addition, professional learning networks are created so that school leaders can learn promising school improvement practices from each other. Once each school's need is identified, offices work together to ensure that schools receive the training, technical support, and human and material resources necessary to meet their needs. Technical assistance and direct school supports are provided to schools through a tiered approach, providing those schools with the greatest needs (perhaps across multiple categories of SSIF data) with more intense support.

## ACCOMPLISHMENTS AND INITIATIVES

- » Four MCPS high schools rank in the top 100 of The Washington Post 2013 High School Challenge and all 25 MCPS high schools appear on this list, which only includes the top 9 percent of high schools in the country.
- » Eight MCPS high schools made the U.S. News & World Report 2013 list of Best High Schools. MCPS had the top six high schools in the state of Maryland. U.S. News also ranked six MCPS high schools among the nation's best for science, technology, engineering, and mathematics (STEM) education.
- » Seventeen high schools made the annual list of America's Best High Schools, published by Newsweek/The Daily Beast. Two MCPS high schools made the top 100 nationally, and the district had the top six schools in the state of Maryland.
- » The Schott Foundation reports that MCPS has the highest graduation rate in the nation for African American males among the nation's largest districts.
- » The class of 2013 earned strong results on the SAT college entrance exam, significantly outscoring their peers across the state and the nation. MCPS also showed significant growth in SAT participation and performance among students who are economically disadvantaged. MCPS graduates earned a combined average score of 1648, outscoring graduates in the state of Maryland by 165 points and across the nation by 150 points.
- » A historic high of 32,974 AP exams were taken by MCPS students in 2012. Students earned a college-ready score (3 or higher) on 75 percent of those exams.
- » In 2012, the percentage of AP exams taken by MCPS African American students (51.8 percent) that earned college-ready scores of 3 or higher is significantly higher than the percentage of 30.9 percent in Maryland and 27.7 percent in the nation.
- » In 2012, the percentage of AP exams taken by Hispanic students (60 percent) that earned college-ready scores of 3 or higher was greater than the percentage of exams for Hispanic students of 53.4 percent in Maryland and 41.3 percent in the nation.
- » More than two thirds (67.3 percent) of graduates from the Class of 2012 took at least one AP exam,

compared with 48.2 percent in Maryland and 32.4 percent nationally.

- » More than half (52.3 percent) of the Class of 2012 scored a 3 or higher on at least one AP exam while in high school—significantly higher than the state average of 29.6 percent and the national average of 19.5 percent.
- » In 2012, the percentage of MCPS African American and Hispanic graduates earning a 3 or higher on at least one AP exam surpassed the national average for all graduates (19.5 percent).
- » Nearly 50 percent of the graduates in the MCPS Classes of 2001–2004 earned a bachelor's degree within six years, compared with 27.5 percent nationwide. Sixty percent of 2003 MCPS graduates who enrolled in college within the first year after high school obtained bachelor's degrees or higher within six years, nearly double the rate of the nation at 30.7 percent.
- » More than \$288 million in scholarships was awarded to students in the Class of 2013.

## PERFORMANCE MEASURES

The state accountability measures have changed as Maryland has received a *No Child Left Behind* waiver. Currently, schools are no longer held accountable for making Adequate Yearly Progress or meeting Annual Measurable Objectives (AMO). MCPS has established districtwide milestones to measure student progress across Grades K–12: eligibility; graduation rate; completion of Algebra 1 & Algebra 2 with a C or better; and performance on Advanced Placement exams of 3 or higher/International Baccalaureate of a 4 or higher; SAT 1650 or higher/ACT 24 or higher; and hope, engagement, and well-being. Performance targets are being set for these milestones and their corresponding data indicators to guide schools and departments in developing action plans to improve student achievement. During the transition, AMOs in reading and mathematics (as well as other county and school assessments) are being used to inform instructional decisions. The number and percentage of high schools where students met the AMOs, based on existing state accountability measures in reading and mathematics in the “all students” category in 2013, are not available at this time.

- » In 2014, our goal will be 100 percent of high schools meeting their AMOs in reading and mathematics in the “all students” category.
- » Additionally, our goal will be for K–12 schools to meet the AMOs in reading and mathematics by subgroups: African American, Hispanic, Free and Reduced-price Meals System, Special Education, and Limited English Proficiency.

**Explanation:** The primary function of high schools is to prepare students for success in the 21st century, resulting in every student attaining academic success and closing the student achievement gap. This is done by providing challenging instruction, programs, and opportunities that allow students to work across curricular areas and employ 21st century skills, such as collaboration, communication, analysis, and creativity. Over the next three years, MCPS will ensure an increase in overall performance on all established milestones and a reduction in the achievement gap.

## OVERVIEW OF BUDGET CHANGES

### FY 2014 Current Budget

The current FY 2014 budget for high schools is changed from the budget adopted by the Board of Education on June 13, 2013. The increase is a result of a realignment of 3.8 academic intervention teacher positions and \$273,456 to this budget from the middle schools budget.

### FY 2015 Recommended Budget

The FY 2015 recommended budget for high schools is \$275,096,430, an increase of \$3,733,728 over the current FY 2014 budget. An explanation of this change follows.

#### **Same Service Level Changes—\$1,183,314**

##### *Continuing Salary Costs—\$168,565*

There is an increase of \$168,565 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

##### *Student Enrollment—\$593,160*

There is an increase of 175 high school students projected for FY 2015. This requires an increase of 9.9 additional positions and \$551,929. The changes are as follows:

- » 11.4 classroom teacher positions and \$569,943
- » (1.0) resource teacher position and (\$49,995)
- » .5 counselor position and \$31,981
- » (1.0) school business manager and \$0

There also is an increase to the budget of \$41,231 for substitutes, textbooks, instructional supplies, and media center materials.

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

Realignments within the high schools budget are necessary to address priority spending needs. Amounts being realigned include \$19,626 for professional part-time salaries, \$10,800 for stipends, \$31,456 for contractual services, \$8,437 for substitutes, \$4,000 for field trips, \$13,087 for non-capitalized equipment, \$34,903 for instructional materials, \$30,000 for local travel, \$10,000 for school projects, and \$83,185 to fund position salaries for a school business manager position. These reductions will fund increases of \$62,149 for

supporting service part-time salaries, \$124,543 for equipment and furniture replacement, \$14,000 for dues, registration and fees, \$11,340 for student transportation, \$3,465 for program supplies, and a .6 classroom teacher position and \$29,997 for the High Schools Intervention to Graduation program.

A review of definitions of state categories of expenditure has resulted in the realignment of some positions from one state category to another. The change is budget neutral and has no impact on employees.

##### *Other—\$421,589*

There is an increase of \$230,000 for tuition for students dually enrolled in MCPS and local colleges. In April 2012, the state legislature passed and the governor signed, Senate bill 740 which directs the partnership between school districts and local colleges in enrolling students. The new rules require colleges to discount their tuition and school systems to pay the tuition for the first four courses of FARMS eligible students. The intent of the law is to make college enrollment more accessible, and enhance the training of new members of the Maryland workforce. There also is an increase of \$191,589 by applying an inflation factor of three percent to the budget for textbooks and instructional materials.

#### **Strategic Priority Enhancements—\$2,550,414**

##### *15.0 FTE High School Focus Teachers—\$749,925*

A key area of focus in high schools continues to be reducing the achievement gap between White and Asian students and their Black and Latino counterparts. The FY 2015 budget includes 15 positions and \$749,925 to address the achievement gap in the most impacted high schools. The \$227,220 for employee benefits for these positions is budgeted in the Department of Financial Services.

These positions will be combined with the existing 23.5 positions (17.3 budgeted for the Downcounty Consortium (DCC) high schools plus 6.2 added in FY 2014 for three additional impacted high schools) to reduce class sizes in our most impacted schools. These positions will be allocated to the eight schools that received these positions in FY 2014, as well as to other schools impacted by poverty to lower class sizes in English and mathematics (with a particular focus on Algebra I and Geometry) across all four grades.

The 17.3 positions were originally allocated to the DCC high schools to lower class sizes in ninth grade. However, over the past few years, these positions have been used in other grades as well. In FY 2014, 6.2 positions were added to support Watkins Mill, Springbrook, and Gaithersburg high schools in English and mathematics. The total of 38.5 positions will be allocated to schools based on enrollment and poverty factors to be used to support instruction across all grade levels in mathematics and English classes. The intent is to lower the student to teacher ratios and to provide high quality teachers to provide this instruction. Schools will be expected to provide a plan for use of these positions.

**10.0 Teacher Positions to Increase Release Periods for High School Resource Teachers—\$499,950**

Currently, resource teachers teach four classes, one less than classroom teachers. The additional release period provides time for resource teachers to fulfill leadership responsibilities including observations, coaching, professional development, planning for meetings, and other supports. One release period does not provide the time needed for resource teachers to do this work. Developing and providing support to classroom teachers is a key leverage point to achieve our goals. To accomplish this work, high school resource teachers in the critical content areas need additional time to work with, mentor, coach, and support teachers. An additional \$499,950 (plus \$151,480 budgeted for employee benefits in the Department of Financial Services) will fund 10.0 teacher positions to provide 50 resource teachers an additional release period. An additional 10.0 teachers will be requested in FY 2016 to provide resource teachers in math, English, social studies, and science an additional release period.

**5.0 High School Staff Development Teachers—\$267,415**

Previous budget reductions resulted in each high school losing .6 staff development teacher position, and each school was allocated a .4 staff development teacher position. The result was that each school has less staff development support for teachers. An increase of \$267,415 (plus an additional \$78,073 for employee benefits budgeted in the Department of Financial Services) for 5.0 high school staff development teacher positions will restore a .2 position to each of the 25 high schools. With the emphasis on improving instruction and preparing all students for career and college in our high schools, it is imperative that teachers have the staff development support required. In addition, the curriculum changes that will result from the Common Core State Standards will require much more focused support and assistance, which can only be accomplished by increasing the allocation of these staff development teachers. The additional .2 position per school will provide staff development teachers more time to provide school teams and individual teachers the support needed to build professional learning communities and focus on improving instruction and learning in all schools.

**Project-based Learning (PBL) at Wheaton High School—\$45,833**

Project-Based Learning (PBL) refers to students designing, planning, and carrying out an extended project such as a product, publication, or presentation. Teams of teachers, often from different disciplines, carefully plan learning experiences that engage students, scaffold skills, and culminate in a public sharing or presentation.

The additional amount budgeted to prepare for Wheaton's transformation from a traditional high school to a project-based community high school is \$49,500 for professional development (including \$3,667 for employee benefits budgeted in the Department of Financial Services). The following three interrelated initiatives are being developed and implemented:

- » Project-based learning: To ensure school staff understands the components of a successful project-based school, the budget includes funding for PBL materials, time for teachers to work on designing and implementing pilot projects, and the opportunity to work with an outside consultant to provide professional development on the principles for designing, assessing, and managing standards-focused projects as well as designing performance assessments.
- » Transformation of culture: The budget includes funding for summer professional development to help staff and students identify and understand the pillars of the cultural transformation. This work will help Wheaton High School move toward a culture of trust and transparency that supports all students and promotes PBL.
- » Collaborative partnerships among schools, parents, and the community: For FY 2014, Wheaton High School received a .4 staff allocation to coordinate the work of the three strategic plan subcommittees that focus on school culture, problem-based learning (PBL), and community outreach. For FY 2015, an additional .2 allocation will allow the school to expand its PBL efforts from experimental design in selected classrooms to a framework of PBL that is applied in all classrooms.

**Minority Achievement Programs—\$46,296**

In FY 2014, \$100,000 was budgeted to support minority achievement extracurricular programs in high schools. Schools applied for funds, and allocations were based on need and the ability of schools to support the program. Schools have initiated a variety of extracurricular programs that support improving minority student achievement, including stipends for sponsors, materials for programs, and speaker fees. Each of the programs provides ongoing support for groups of minority students involved in programs outside of the student day. For FY 2015, an additional \$46,296 is budgeted in high schools to support these programs and \$3,704 is budgeted in the Department of Financial Services for employee benefits. These funds will be allocated through an application process.

**Career Lattice Program—\$740,995**

The Career Lattice provides educators with opportunities to make a difference in student achievement beyond their classroom, as well as an incentive to work in high-need schools. Participants in the Career Lattice assume greater levels of responsibility for improving student learning, both inside and outside the classroom.

The Career Lattice provides recognition and career planning opportunities for exemplary teachers to retain direct responsibility for students while accepting additional responsibilities as leaders, coaches, and facilitators of school improvement.

The budget includes \$440,995 (plus \$59,005 for employee benefits budgeted in the Department of Financial Services) to provide salary supplements to:



- » Attract and retain high-performing teachers, especially in high-need schools;
- » Promote leadership skills among teachers, both in the classroom and in the larger school community to the benefit of the instructional program;
- » Promote teacher leadership for measurable educational improvements; and
- » Promote and support collaborative and reflective practices that influence school culture and student achievement.

In addition, \$300,000 is budgeted to provide grants to high needs schools for locally designed school improvement projects that will increase student learning. Supported school improvement projects must be aligned with the school improvement plan. Proposals for projects will be developed by the school leadership team in conjunction with the lead teacher. The projects will be monitored by the school leadership team. In order to take advantage of the enhanced skills and leadership of lead teachers, these school improvement projects will be implemented by lead teachers.

As a component of the Teacher Professional Growth System (PGS), the Career Lattice not only recognizes those teachers who are exemplary, but also provides a structure for career planning that expands professional opportunities for teacher leaders while allowing them to continue to have direct responsibility for student learning. This final step in the development of the Teacher PGS reinforces the importance of high-quality teachers in every classroom.

#### *Special, Choice, and Signature Programs—\$200,000*

MCPS provides a wide variety of specialized academic programs for students at the elementary, middle, and high school levels. Examples of these programs include elementary and middle school world language immersion programs, various magnet school programs in middle and high schools, International Baccalaureate Programs, and choice programs in the Northeast and Downcounty Consortiums. In addition, a number of high schools have created signature programs that integrate a specific focus or distinguishing theme with the skills, concepts, and instructional strategies of some portion of a school's curriculum. Each program is designed to provide enriched learning opportunities based on student interest, motivation and/or level of achievement in a particular area of study. Funding of \$200,000 is added in the budget for an outside study of the Special, Choice, and Signature Programs in MCPS to assess their effectiveness in meeting the needs of students in the 21st century.

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

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

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	3,249.355	3,246.080	3,249.880	<b>3,290.380</b>	40,500
Position Salaries	\$240,609,721	\$246,093,604	\$246,367,060	<b>\$248,551,656</b>	\$2,184,596
<b>Other Salaries</b>					
Summer Employment		147,610	147,610	<b>137,610</b>	(10,000)
Professional Substitutes		3,757,863	3,757,863	<b>3,765,466</b>	7,603
Stipends		5,985,427	5,985,427	<b>6,507,751</b>	522,324
Professional Part Time		1,460,835	1,460,835	<b>1,436,209</b>	(24,626)
Supporting Services Part Time		395,205	395,205	<b>457,354</b>	62,149
Other		1,970,117	1,970,117	<b>1,985,117</b>	15,000
Subtotal Other Salaries	13,072,149	13,717,057	13,717,057	<b>14,289,507</b>	572,450
<b>Total Salaries &amp; Wages</b>	<b>253,681,870</b>	<b>259,810,661</b>	<b>260,084,117</b>	<b>262,841,163</b>	<b>2,757,046</b>
<b>02 Contractual Services</b>					
Consultants		52,656	52,656	<b>62,656</b>	10,000
Other Contractual		795,971	795,971	<b>952,790</b>	156,819
<b>Total Contractual Services</b>	<b>638,848</b>	<b>848,627</b>	<b>848,627</b>	<b>1,015,446</b>	<b>166,819</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks		1,791,962	1,791,962	<b>1,852,766</b>	60,804
Media		713,241	713,241	<b>737,443</b>	24,202
Instructional Supplies & Materials		4,046,224	4,046,224	<b>4,293,095</b>	246,871
Office		307	307	<b>307</b>	
Other Supplies & Materials		355,615	355,615	<b>359,080</b>	3,465
<b>Total Supplies &amp; Materials</b>	<b>6,975,518</b>	<b>6,907,349</b>	<b>6,907,349</b>	<b>7,242,691</b>	<b>335,342</b>
<b>04 Other</b>					
Local/Other Travel		719,186	719,186	<b>704,911</b>	(14,275)
Insur & Employee Benefits					
Utilities					
Miscellaneous		2,649,557	2,649,557	<b>2,876,897</b>	227,340
<b>Total Other</b>	<b>3,549,529</b>	<b>3,368,743</b>	<b>3,368,743</b>	<b>3,581,808</b>	<b>213,065</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		153,866	153,866	<b>415,322</b>	261,456
<b>Total Equipment</b>	<b>315,790</b>	<b>153,866</b>	<b>153,866</b>	<b>415,322</b>	<b>261,456</b>
<b>Grand Total</b>	<b>\$265,161,555</b>	<b>\$271,089,246</b>	<b>\$271,362,702</b>	<b>\$275,096,430</b>	<b>\$3,733,728</b>

# 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 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>141 High Schools</b>						
2	Q Principal		25.000	25.000	25.000	<b>25.000</b>	
2	N Coordinator		3.000	3.000	3.000	<b>3.000</b>	
2	N Principal Asst High		68.000	68.000	68.000	<b>68.000</b>	
2	N Asst Sch Administrator (11 mo)		18.000	18.000	18.000	<b>18.000</b>	
2	H School Business Admin		25.000	25.000	25.000	<b>25.000</b>	
3	BD Counselor, Secondary	X	153.500	153.500	153.500	<b>154.000</b>	.500
3	BD Media Specialist	X	25.000	25.000	25.000	<b>25.000</b>	
3	BD Counselor, Resource	X	25.000	25.000	25.000	<b>25.000</b>	
3	AD Teacher	X	1,949.900	1,952.400	1,946.400	<b>1,967.800</b>	21.400
3	AD Teacher, Academic Intervention	X	20.000	20.000	23.800	<b>23.800</b>	
3	AD Teacher, Staff Development	X	10.000	10.000	10.000	<b>15.000</b>	5.000
3	AD Teacher, Athletic Director	X	25.000	25.000	25.000	<b>25.000</b>	
3	AD Teacher, Alternative Programs	X	19.000	19.000	19.000	<b>19.000</b>	
3	AD Teacher, Vocational Support	X	18.000	15.800	15.800	<b>15.800</b>	
3	AD Teacher, Career Preparation	X	17.500	14.900	14.900	<b>14.900</b>	
3	AD Teacher, Special Programs	X	44.100	44.100	44.100	<b>44.100</b>	
3	AD Teacher, Focus	X				<b>15.000</b>	15.000
3	AD Teacher, Resource	X	197.000	196.000	196.000	<b>195.000</b>	(1.000)
3	AD Senior Instructor, JROTC	X			6.000	<b>6.000</b>	
3	AD Instuctor, JROTC	X			7.000	<b>7.000</b>	
10	25 IT Systems Specialist					<b>25.000</b>	25.000
3	25 IT Systems Specialist		25.000	25.000	25.000		(25.000)
3	17 Media Services Technician		25.000	25.000	25.000	<b>25.000</b>	
2	16 School Financial Specialist		25.000	25.000	25.000	<b>25.000</b>	
2	16 School Registrar		25.000	25.000	25.000	<b>25.000</b>	
2	16 School Admin Secretary		25.000	25.000	25.000	<b>25.000</b>	
2	16 Security Team Leader	X	25.000	25.000	25.000	<b>25.000</b>	
3	16 English Composition Asst	X	48.500	48.500	48.500	<b>48.500</b>	
3	16 Career Information Coordinator		25.000	25.000	25.000	<b>25.000</b>	
3	15 Dual Enrollment Program Assist	X	4.260	4.260	4.260	<b>4.260</b>	
2	14 Security Assistant	X	113.000	113.000	113.000	<b>113.000</b>	
2	13 School Secretary II	X	32.850	34.000	34.000	<b>34.000</b>	
2	13 School Secretary II		28.000	28.000	28.000	<b>28.000</b>	
3	13 Paraeducator JROTC	X	7.000	7.000			
2	12 School Secretary I	X	69.625	68.500	68.500	<b>68.500</b>	
3	12 Paraeducator	X	49.870	49.870	49.870	<b>49.870</b>	
3	12 Media Assistant	X	44.500	44.500	44.500	<b>44.500</b>	
	<b>Subtotal</b>		<b>3,215.605</b>	<b>3,212.330</b>	<b>3,216.130</b>	<b>3,257.030</b>	<b>40.900</b>
	<b>142 Edison High School of Technology</b>						
2	P Principal		1.000	1.000	1.000	<b>1.000</b>	
2	N Assistant Principal		1.000	1.000	1.000	<b>1.000</b>	

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

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

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>142 Edison High School of Technology</b>						
2	H School Business Admin		1.000	1.000	1.000		(1.000)
3	BD Counselor, Secondary	X	1.000	1.000	1.000	<b>1.000</b>	
3	AD Teacher	X	19.500	19.500	19.500	<b>19.500</b>	
3	AD Teacher, Resource	X	4.000	4.000	4.000	<b>4.000</b>	
10	25 IT Systems Specialist					<b>1.000</b>	1.000
3	25 IT Systems Specialist		1.000	1.000	1.000		(1.000)
2	16 School Financial Specialist		1.000	1.000	1.000	<b>1.000</b>	
2	16 School Admin Secretary		1.000	1.000	1.000	<b>1.000</b>	
3	16 Career Information Coordinator		1.000	1.000	1.000	<b>1.000</b>	
2	13 School Secretary II		1.000	1.000	1.000	<b>1.000</b>	
3	12 Paraeducator	X	.250	.250	.250	<b>.250</b>	
2	9 Office Assistant II	X	1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>33.750</b>	<b>33.750</b>	<b>33.750</b>	<b>32.750</b>	<b>(1.000)</b>
	<b>143 High School Plus</b>						
3	AD Teacher	X				<b>.600</b>	.600
	<b>Subtotal</b>					<b>.600</b>	<b>.600</b>
	<b>Total Positions</b>		<b>3,249.355</b>	<b>3,246.080</b>	<b>3,249.880</b>	<b>3,290.380</b>	<b>40.500</b>

**CHAPTER 2**

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**Office of School Support and Improvement**

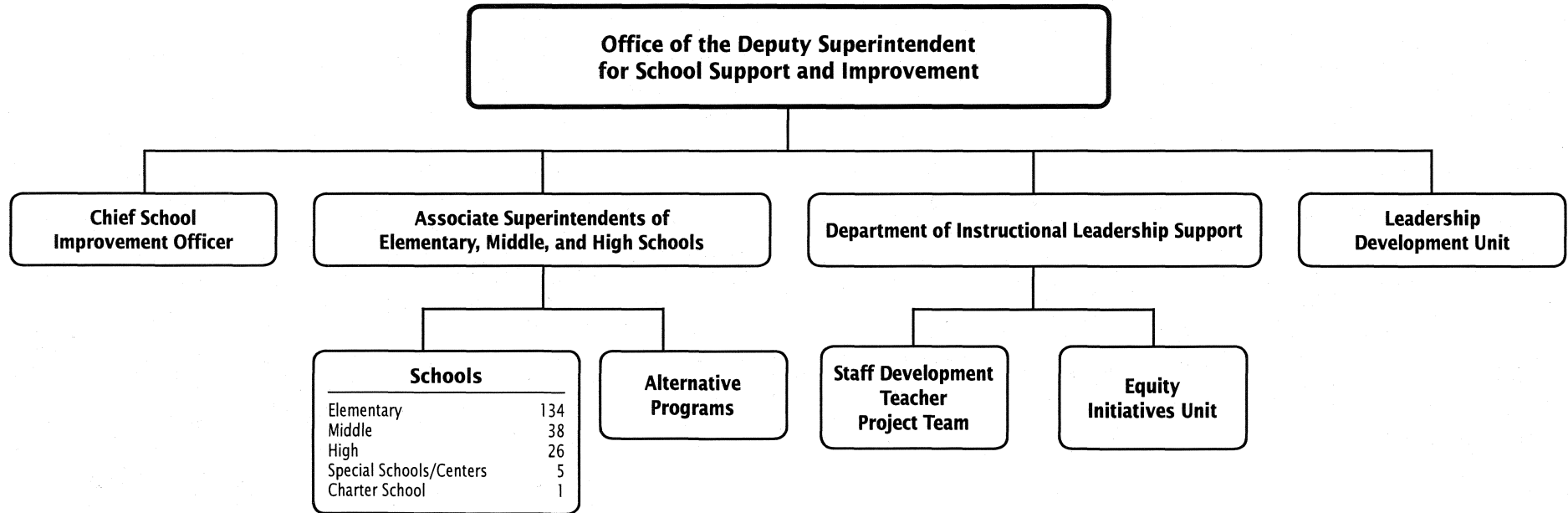
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Department of Instructional Leadership Support.....	2-14

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

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	31.000	28.000	28.000	28.000	
Business/Operations Admin.					
Professional	60.700	59.900	59.900	60.100	.200
Supporting Services	48.350	46.850	46.850	46.850	
<b>TOTAL POSITIONS</b>	<b>140.050</b>	<b>134.750</b>	<b>134.750</b>	<b>134.950</b>	<b>.200</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$4,446,861	\$4,102,655	\$4,102,655	\$4,258,374	\$155,719
Business/Operations Admin.					
Professional	5,314,600	5,277,291	5,277,291	5,041,116	(236,175)
Supporting Services	2,422,776	2,452,198	2,452,198	2,438,769	(13,429)
<b>TOTAL POSITION DOLLARS</b>	<b>12,184,237</b>	<b>11,832,144</b>	<b>11,832,144</b>	<b>11,738,259</b>	<b>(93,885)</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	366,906	528,946	451,909	631,266	179,357
Supporting Services	14,452	23,642	23,642	37,442	13,800
<b>TOTAL OTHER SALARIES</b>	<b>381,358</b>	<b>552,588</b>	<b>475,551</b>	<b>668,708</b>	<b>193,157</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>12,565,595</b>	<b>12,384,732</b>	<b>12,307,695</b>	<b>12,406,967</b>	<b>99,272</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>433,017</b>	<b>349,150</b>	<b>240,017</b>	<b>232,669</b>	<b>(7,348)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>162,860</b>	<b>231,070</b>	<b>221,070</b>	<b>186,092</b>	<b>(34,978)</b>
<b>04 OTHER</b>					
Local/Other Travel	36,173	89,368	89,368	116,486	27,118
Insur & Employee Benefits	553	1,944	1,944	1,944	
Utilities					
Miscellaneous	2,154	3,000	3,000	3,000	
<b>TOTAL OTHER</b>	<b>38,880</b>	<b>94,312</b>	<b>94,312</b>	<b>121,430</b>	<b>27,118</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$13,200,352</b>	<b>\$13,059,264</b>	<b>\$12,863,094</b>	<b>\$12,947,158</b>	<b>\$84,064</b>

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



Chapter 2 – 3

# Office of the Deputy Superintendent for School Support and Improvement

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

School Improvement	
Chief School Improvement Officer	1.0
Administrative Services Manager I (17)	1.0

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

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

Associate Superintendent of Middle Schools	
Associate Superintendent of Middle Schools	1.0
Director II (Q)	2.0
Director I (P)	1.0
Administrative Services Manager I (17)	1.0
Administrative Secretary III (16)	1.0
Administrative Secretary II (15)	1.0

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

Alternative Programs	
Principal Alternative Programs (P)	1.0
Assistant Principal (N)	1.0
Pupil Personnel Worker (B-D)	1.0
Social Worker (B-D)	1.0
Counselor (B-D)	2.0
Instructional Specialist (B-D)	1.0
Media Specialist (B-D)	1.0
Psychologist (B-D)	1.0
Central Office Teacher (A-D)	0.5
Teacher, Alternative Programs (A-D)	29.4
Teacher, Special Education (A-D)	1.0
Teacher, Staff Development (A-D)	1.0
Teacher, Resource (A-D)	6.0
IT Systems Specialist (25)	.5
School Registrar (16)	1.0
School Administrative Secretary (16)	1.0
Security Team Leader (16)	1.0
Administrative Secretary I (14)	1.0
Security Assistant (14)	3.0
Paraeducator (12)	16.35

Chapter 2 - 4



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

## MAJOR FUNCTIONS

### Supporting School Improvement

The function of OSSI is to ensure that every school has excellent leadership that enables schools to focus on improving student achievement through effective instruction. To maintain this focus, the office provides support to individual principals, schools, and the school system; monitors implementation of Board of Education policies and student progress; selects and evaluates principals; and coordinates resources to schools. OSSI monitors the implementation of the school improvement planning process using the quality tools of the Baldrige-guided School Improvement process and coaching for equity to build capacity of school leaders. OSSI is led by a deputy superintendent, who is responsible for the office and the direct supervision of six associate superintendents and the directors of the Department of Instructional Leadership Support (DILS) and the Leadership Development Unit (LDU). Staff in DILS and LDU design, deliver, and monitor professional learning experiences for school-based and central office leaders focused on changing adult practice that results in increased academic achievement for all students and addresses the racial academic achievement gap. Each associate superintendent oversees from 26 to 38 schools (including alternative programs and a charter school) that are organized by school level (elementary, middle, and high school). Supporting schools and the associate superintendents are eight directors of school support and improvement. Additionally, level-alike school improvement teams (elementary, middle, and high school) allow OSSI to meet the needs of schools at each level to implement Curriculum 2.0 and the Common Core State Standards; strengthen professional learning communities; develop strong leaders; and promote social-emotional learning and the development of 21st century skills in our students. Each level-alike school improvement team is led by an associate superintendent and includes directors and staff that provide flexible, targeted support and professional development for our schools. The associate superintendents and the directors of school support and improvement assist principals in identifying school improvement strategies for improving student learning and achievement, using school improvement plans to focus and monitor the improvement strategies, analyzing school data for concrete actions, and

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

### Supervision and Evaluation of School-based Administrators

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

### Assessment and Monitoring of School Improvement

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

- » Student outcome data—student assessment data from national, state (including the School Progress Index and Annual Measurable Objectives (AMOs), and local school assessments; also analyzed are suspension, eligibility, and graduation rate data.
- » Perceptual data—stakeholder input such as the Gallup survey on student and staff engagement, student voice data, and parent survey data.

- » Implementation data—implementation rubrics for our curriculum designed to match the Common Core Standards and professional learning communities.
- » Leadership data—standards of leadership practice in our professional growth system for principals.

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

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

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

### **Developing Effective Educational Environments**

OSSI supervises and supports Alternative Programs to provide a positive and effective educational program for adolescents who have not been successful in comprehensive schools. Each comprehensive middle and high school operates a Level 1 program for students who need additional support in academic, social-emotional and behavior management areas. Alternative Programs also operates four Level 2 programs located outside of the comprehensive

school setting. These secondary programs provide direct instruction in the areas of academics and social emotional development. The Level 3 Randolph Academy high school program and the Level 3 Fleet Street middle school program serve students in lieu of expulsion; and a 45-day alternative program serves special education students who are involved with drugs, weapons, or serious bodily injury offenses.

## **ACCOMPLISHMENTS AND INITIATIVES**

- » The *Maryland Bridge to Excellence in Public Schools Act* sets a standard for the acceleration of academic achievement for all students and the elimination of achievement gaps among students. OSSI ensures that schools are focused on improving student performance in order to meet the requirements of this legislation as well as the long-standing plans and expectations for educational excellence in MCPS.
- » In addition to the launch of the School Support and Improvement Framework and the level-alike reorganization to help us provide more targeted and differentiated supports to schools, the identification of 10 “innovation schools” is a new approach to school improvement, designed to provide intense support to schools to help them accelerate their progress in raising achievement levels for all students and narrowing achievement gaps. The 10 innovation schools will receive intense support from the system's chief school improvement officer (CSIO) to identify creative strategies and practices to improve student performance, address the specific needs of students, and close gaps between subgroups. Each school has a customized plan of support. The CSIO serves as the case manager for each school and makes sure the strategies and plans are implemented and supported by the coordinated efforts of central office staff. The CSIO works closely with the associate superintendents of elementary, middle, and high schools as well as OSSI directors to provide ongoing support to those schools, including intensive differentiated coaching on the School Improvement Process; uncover existing barriers to accelerating the closing of achievement gaps; and work with school leaders to create conditions for school success. Additionally, the CSIO works with leaders of all offices across the system to provide the necessary coordinated support and resources to these schools.
- » OSSI manages the school-based administrator selection and assignment process and the interviews of outside candidates for assistant principal and principal positions. The office also collaborates with other offices and school administrators in the assignments of principal interns, assistant principals, and assistant school administrators, assigning 17 principal interns and 73 assistant principals for Fiscal Year (FY) 2014. This year, student performance data indicated a need to focus efforts to accelerate student achievement in our middle schools. Two new resources have been allocated to support this effort, including “focus” teachers

to provide math and reading interventions in the middle schools and the restoration of the staff development teacher position from 0.4 to 1.0 full-time equivalent in each middle school. Among the programmatic shifts guided by OSSI are the creation of a project-based learning environment at Wheaton High School and the redesign of alternative programs that will allow students to work across curricular areas and employ 21st century skills, such as collaboration, communication, analysis, and creativity to enhance efforts to prepare students for success in the 21st century.

- » DILS supports schools with the school improvement process, including conducting a root-cause analysis; identifying an instructional focus; planning, implementing, and monitoring professional learning; and engaging professional learning communities in the examination of professional practice through the lens of racial equity to increase student achievement. The department collaborated with system leaders to develop a professional learning framework to ensure that all leaders responsible for the design and delivery of professional learning have a common language and toolkit for the delivery of professional learning experiences that result in change in adult practices.
- » DILS includes the Equity Initiatives Unit (EIU) and the Staff Development Teacher (SDT) Project Team. The EIU provided direct services and varying levels of training to 81 schools and offices to develop foundational knowledge related to equity, such as the impact of colorblindness, historical inequity, and research-based practices to create equitable classrooms. In addition to their direct support to schools, the team created a new professional learning community that focused on operationalizing equity for eight elementary, middle, and high schools. The SDT Project Team works with school-based SDTs, other teacher leaders, and administrators to ensure the effective development and monitoring of professional learning at the school level. In addition to the training and job-embedded professional learning to ensure a high-quality SDT in every school, this team works collaboratively with administrators and teacher leaders to support professional learning communities within schools. The SDT Project Team also designs and delivers the School Leadership Teams Institute (SLTI), which focuses on shared leadership and collaborative decision making to improve teaching and learning to school leadership teams. More than 126 schools have completed more than 177 SLTI workshops.

## PERFORMANCE MEASURES

The state accountability measures have changed as Maryland has received a *No Child Left Behind* waiver. Schools are no longer held accountable for making Adequate Yearly Progress (AYP) or meeting Annual Measurable Objectives (AMO). Five districtwide milestones have been established to measure student progress: state assessments (Grades 3, 4, 5, and 8); eligibility; graduation rate; completion of Algebra 1 and Algebra 2 with a C or better; and performance on Advanced Placement exams of 3 or higher/International Baccalaureate of 4 or higher and SAT of 1650 or higher/ACT 24 or higher. Performance targets are being set for these milestones and their corresponding data indicators to guide schools and departments in developing action plans to improve student achievement. During the transition, AMOs in reading and mathematics (as well as other county and school assessments) are being used to inform instructional decisions. The following reflect the number and percentage of schools where students met the AMOs in reading and mathematics in the “all students” category in 2013.

- » Elementary schools (Reading) 106 (81.2%); Elementary schools (Math) 91 (69.7%)
- » Middle schools (Reading) 27 (71.1%); Middle schools (Math) 19 (50.0%)
- » High schools (Reading) and High schools (Math) were not available at this time.
- » In 2014, our goal will be 100 percent of elementary and high schools and 90 percent of middle schools meeting their AMOs in reading and mathematics in the “all students” category.
- » Additionally, our goal will be for K–12 schools to meet the AMOs in reading and mathematics by subgroups: African American, Latino, Free and Reduced-price Meals System, Special Education, Limited English Proficiency.

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

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

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
47%	50%	55%

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

## OVERVIEW OF BUDGET CHANGES

### FY 2014 Current Budget

The current FY 2014 budget for this office is changed from the budget adopted by the Board of Education on June 13, 2013. The change is a result of a realignment of \$109,133 for contractual services funds from this office's budget to the Office of Curriculum and Instructional Programs to support the Preliminary Scholastic Assessment Testing. There also are realignments from this office's budget of \$77,037 from professional part-time salaries and \$10,000 from instructional materials to the Department of Student Services to align the Achieving Collegiate Excellence and Success funds where managed.

### FY 2015 Recommended Budget

The FY 2015 recommended budget for this office is \$9,923,196, or an increase of \$102,473 from the current FY 2014 budget. An explanation of this change follows.

#### **Same Service Level Changes—(\$38,427)**

##### *Continuing Salary Costs—(\$38,127)*

There is a decrease of \$38,127 for continuing salary costs. The costs associated with the annualization of the step provided to employees on February 8, 2014 are offset by reductions for staff turnover.

##### *Realignments to Meet Expenditure Requirements and Priorities—(\$300)*

Realignments are budgeted to address priority spending needs in this office. There is a reconstitution of 1.5 central office teacher positions and \$127,086 to create a 1.0 staff development teacher position and a .5 alternative programs teacher position in the Alternative Programs Unit. There also are budget neutral realignments among and between accounts within the office. Amounts being realigned include \$4,250 from contractual services, \$1,200 from supporting services part-time salaries, \$5,772 from substitutes, and \$5,479 from instructional materials. The amounts will fund increases of \$7,822 for program supplies, \$5,679 for office supplies, \$2,000 for consultants, \$400 for facility rental, and \$500 for travel for professional development. In addition, \$300 is realigned to the Department of Financial Services for employee benefits.

#### **Program Efficiencies and Reductions—(\$47,445)**

There is reduction of a 1.0 fiscal assistant position and \$47,445 from this budget. The reduction requires a realignment and redistribution of the fiscal management responsibilities to other staff within the office.

#### **Strategic Priority Enhancements—\$188,345**

##### *Expand Innovation Schools—\$69,444*

Innovation Schools receive intense support in designing and implementing innovative school improvement and professional learning plans to accelerate the closing of achievement gaps. Customized plans of support have been crafted according to each school's specific needs. By providing

one-on-one coaching and support to school principals, the Chief School Improvement Officer partners with schools in leading the process of improvement, focusing on the development of high-performing leadership teams, and enhancing instructional programming. The Innovation Schools serve as a key example of how central services is collaborating with our school leaders in new ways and informing next steps in improvement system-wide.

Funds budgeted to support the Innovation Schools will be used for: (1) professional learning to facilitate school improvement at the Innovation Schools; (2) the Panasonic Foundation partnership; and (3) the career lattice. For FY 2015, \$69,444 will provide for substitutes and stipends to provide time for leadership team members to deepen their work as leaders of school improvement practices and to engage in their own learning of school improvement strategies (\$5,556 is budgeted for employee benefits in the Department of Financial Services). The funds will be allocated to individual Innovation Schools to support the development and implementation of each school's school improvement plan. Additionally, members of leadership teams may engage in cross-school learning together with other Innovation Schools to further their development as leaders of school improvement in specific strategy areas.

The Panasonic Foundation partners with the Innovation Schools to provide professional learning experiences; to co-facilitate the innovation network design; and to author reports on the progress of the initiative. MCPS will continue to contribute \$75,000 in matching funds to the Panasonic Foundation to facilitate the foundation's achievement of these purposes and to demonstrate our commitment to the Innovation Schools' work.

The Innovation Schools also will have the first opportunity to interview and hire teachers who have attained lead teacher status as designated by the Career Lattice.

##### *Alternative Programs Redesign—\$118,901*

The Alternative Programs redesign will strengthen the instructional program and learning environment for students who have not been successful in traditional middle school and high school programs. The redesigned program will include the following components of research-based best practices:

- » Individualized alternative education plans with measurable goals and criteria for success.
- » Comprehensive, therapeutic, and wrap-around services for students and families including both behavior and mental health specialists on site to support students as well as case managers to connect families to supports.
- » Academic standards aligned with the Common Core State Standards that are transparently linked to future learning and work opportunities.
- » Student-centered project-based instruction and experiential learning, including online learning opportunities.
- » A healthy and inviting physical environment that fosters education, emotional well-being, and sense of pride.

Each student will have a personalized learning plan that is coordinated, monitored, and revised as needed. Student support teams consisting of educators and mental health professionals will meet weekly to measure student progress toward academic and social emotional goals. The redesign team is exploring a partnership with the “City Connects” program that joins students and families to school and community resources. Expanded and individualized wrap-around services will address health-related and environmental barriers to student achievement.

For FY 2015, approximately \$300,000 is realigned to support the redesigned program. Resource teachers for individual programs are realigned to support content areas. Staffing reallocations will create a curriculum program coordinator position to develop and implement the instructional redesign, and reading specialist, school psychologist, and counselor positions to address academic and social emotional needs. An additional 1.2 FTE positions and \$136,534 is added to complete the redesign, including the creation of 1.0 City Connects Coordinator to develop and monitor student interventions. The additional funds will support additional position salaries and benefits of \$17,633. The remaining \$118,901 will allow resource and staff development teachers to attend a summer professional development conference to study best practices for alternative education, all staff to participate in a five-day summer onboarding retreat, and time for professional staff to create individual student learning plans.

**Neglected and Delinquent Youth Program**

The FY 2015 request for this program is \$131,896, the same level of funding as budgeted in FY 2014.

**Program’s Recent Funding History**

	<b>FY 2014 Projected 7/1/13</b>	<b>FY 2014 Received 11/30/13</b>	<b>FY 2015 Projected 7/1/14</b>
Federal	\$131,896	\$177,537	\$131,896
State			
Other			
County			
<b>Total</b>	<b>\$131,896</b>	<b>\$177,537</b>	<b>\$131,896</b>

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

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

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	102,550	112,550	112,550	<b>112,750</b>	.200
Position Salaries	\$8,421,318	\$9,395,398	\$9,395,398	<b>\$9,317,540</b>	(\$77,858)
<b>Other Salaries</b>					
Summer Employment		35,500	35,500	<b>77,687</b>	42,187
Professional Substitutes		28,322	28,322	<b>57,272</b>	28,950
Stipends				<b>34,722</b>	34,722
Professional Part Time		133,116	56,079	<b>89,079</b>	33,000
Supporting Services Part Time		18,842	18,842	<b>32,642</b>	13,800
Other					
Subtotal Other Salaries	205,077	215,780	138,743	<b>291,402</b>	152,659
<b>Total Salaries &amp; Wages</b>	<b>8,626,395</b>	<b>9,611,178</b>	<b>9,534,141</b>	<b>9,608,942</b>	<b>74,801</b>
<b>02 Contractual Services</b>					
Consultants		8,274	8,274	<b>10,274</b>	2,000
Other Contractual		216,507	107,374	<b>103,524</b>	(3,850)
<b>Total Contractual Services</b>	<b>81,673</b>	<b>224,781</b>	<b>115,648</b>	<b>113,798</b>	<b>(1,850)</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks		7,697	7,697	<b>7,697</b>	
Media					
Instructional Supplies & Materials		65,394	55,394	<b>49,915</b>	(5,479)
Office		17,321	17,321	<b>23,000</b>	5,679
Other Supplies & Materials		42,310	42,310	<b>50,132</b>	7,822
<b>Total Supplies &amp; Materials</b>	<b>90,319</b>	<b>132,722</b>	<b>122,722</b>	<b>130,744</b>	<b>8,022</b>
<b>04 Other</b>					
Local/Other Travel		45,212	45,212	<b>66,712</b>	21,500
Insur & Employee Benefits					
Utilities					
Miscellaneous		3,000	3,000	<b>3,000</b>	
<b>Total Other</b>	<b>19,858</b>	<b>48,212</b>	<b>48,212</b>	<b>69,712</b>	<b>21,500</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$8,818,245</b>	<b>\$10,016,893</b>	<b>\$9,820,723</b>	<b>\$9,923,196</b>	<b>\$102,473</b>

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

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

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>617 Office Dep. Supt. for Sch. Supp. &amp; Impr.</b>						
1	Chief Sch Improvement Officer			1.000	1.000	<b>1.000</b>	
1	Dep Supt for Schl Supp & Imprv		1.000	1.000	1.000	<b>1.000</b>	
2	Associate Superintendent			6.000	6.000	<b>6.000</b>	
2	Community Superintendent		6.000				
2	Q Director II		6.000	6.000	8.000	<b>8.000</b>	
2	P Director I			3.000	1.000	<b>1.000</b>	
1	P Executive Assistant		1.000				
1	P Executive Director			2.000	2.000	<b>2.000</b>	
2	O Supervisor			1.000	1.000	<b>1.000</b>	
1	19 Admin Services Mgr III		1.000	1.000	1.000	<b>1.000</b>	
1	17 Admin Services Manager I			1.000	1.000	<b>1.000</b>	
2	17 Admin Services Manager I		7.000	7.000	7.000	<b>7.000</b>	
1	16 Administrative Secretary III		1.000				
2	16 Administrative Secretary III		3.000	4.000	6.000	<b>6.000</b>	
2	15 Administrative Secretary II			3.000	1.000	<b>1.000</b>	
2	14 Administrative Secretary I			1.000	1.000	<b>1.000</b>	
1	13 Fiscal Assistant I		1.000	1.000	1.000		(1.000)
	<b>Subtotal</b>		<b>27.000</b>	<b>38.000</b>	<b>38.000</b>	<b>37.000</b>	<b>(1.000)</b>
	<b>561 Alternative Programs</b>						
2	P Principal Alternative Programs		1.000	1.000	1.000	<b>1.000</b>	
2	N Coordinator		1.000				
2	N Asst Principal, Alt Programs			1.000	1.000	<b>1.000</b>	
3	BD Instructional Specialist					<b>1.000</b>	1.000
7	BD Pupil Personnel Worker		1.000	1.000	1.000	<b>1.000</b>	
7	BD Social Worker		1.000	1.000	1.000	<b>1.000</b>	
3	BD Psychologist					<b>1.000</b>	1.000
3	BD Counselor	X	1.000	1.000	1.000	<b>2.000</b>	1.000
3	BD Media Specialist	X	1.000	1.000	1.000	<b>1.000</b>	
2	AD Central Off Teacher	X	2.000	2.000	2.000	<b>.500</b>	(1.500)
3	AD Teacher, Staff Development	X				<b>1.000</b>	1.000
3	AD Teacher, Alternative Programs	X	30.700	30.700	30.700	<b>29.400</b>	(1.300)
6	AD Teacher, Special Education	X	1.000	1.000	1.000	<b>1.000</b>	
3	AD Teacher, Resource	X	7.000				
3	AD Res Teacher-Alternative Prgs	X		7.000	7.000	<b>6.000</b>	(1.000)
2	25 IT Systems Specialist		.500	.500	.500	<b>.500</b>	
2	16 School Registrar		1.000	1.000	1.000	<b>1.000</b>	
2	16 School Admin Secretary					<b>1.000</b>	1.000
2	16 Security Team Leader	X	1.000	1.000	1.000	<b>1.000</b>	
2	14 Administrative Secretary I		2.000	2.000	2.000	<b>1.000</b>	(1.000)
2	14 Security Assistant	X	2.000	2.000	2.000	<b>3.000</b>	1.000

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

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

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>561 Alternative Programs</b>						
3	12 Paraeducator	X	16.350	16.350	16.350	<b>16.350</b>	
	<b>Subtotal</b>		<b>69.550</b>	<b>69.550</b>	<b>69.550</b>	<b>70.750</b>	<b>1.200</b>
	<b>612 Office of the Assoc. Supt. for Prof. Dev. Supp.</b>						
1	Associate Superintendent		1.000				
1	N Asst. to Assoc Supt		1.000				
1	17 Admin Services Manager I		1.000				
	<b>Subtotal</b>		<b>3.000</b>				
	<b>613 Leadership Development Unit</b>						
2	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
2	P Director I			2.000	2.000	<b>2.000</b>	
3	BD Instructional Specialist		2.000				
2	16 Administrative Secretary III			1.000	1.000	<b>1.000</b>	
2	15 Administrative Secretary II			1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>3.000</b>	<b>5.000</b>	<b>5.000</b>	<b>5.000</b>	
	<b>Total Positions</b>		<b>102.550</b>	<b>112.550</b>	<b>112.550</b>	<b>112.750</b>	<b>.200</b>

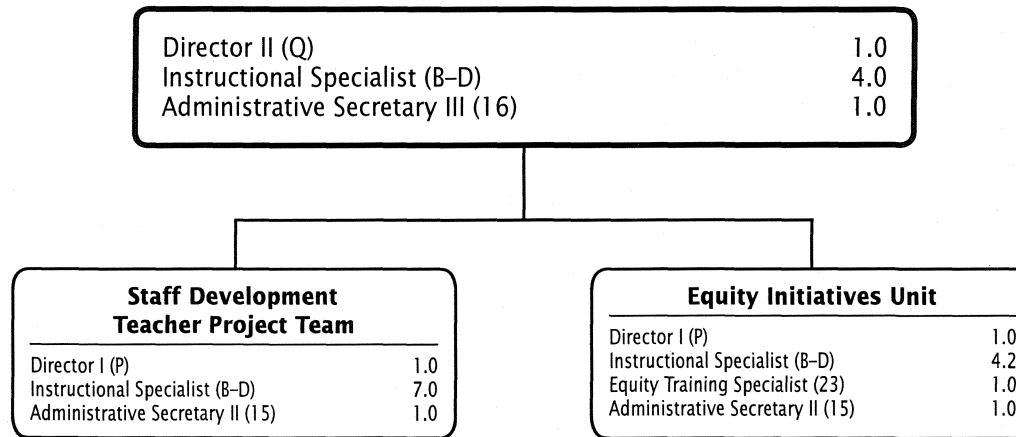


## Neglected and Delinquent Youth - 937

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

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)					
Position Salaries					
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		18,552	18,552	<b>18,552</b>	
Supporting Services Part Time					
Other					
Subtotal Other Salaries	7,155	18,552	18,552	<b>18,552</b>	
<b>Total Salaries &amp; Wages</b>	7,155	18,552	18,552	<b>18,552</b>	
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		106,703	106,703	<b>106,703</b>	
<b>Total Contractual Services</b>	184,111	106,703	106,703	<b>106,703</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		4,697	4,697	<b>4,697</b>	
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	3,151	4,697	4,697	<b>4,697</b>	
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits		1,944	1,944	<b>1,944</b>	
Utilities					
Miscellaneous					
<b>Total Other</b>	553	1,944	1,944	<b>1,944</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$194,970</b>	<b>\$131,896</b>	<b>\$131,896</b>	<b>\$131,896</b>	

# Department of Instructional Leadership Support



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

## MAJOR FUNCTIONS

### Professional Learning and School Improvement Planning Support

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

### Equity Training

The mission of the Equity Initiatives Unit continues to focus on building leadership capacity to eliminate racial disparities in student performance so that student achievement is no longer predictable by race. The unit serves three primary audiences: MCPS central office staff, school leadership teams and system leadership teams. The Equity Initiatives unit facilitates ongoing leadership training, support and coaching for schools, and central office leadership teams consistent with research and best practices. In addition, MCPS has included equity criterion for each professional growth system, which has increased the need for support by the equity team. By building the capacity of all staff in DILS to explicitly integrate race and equity training into their work supporting the school improvement process, the Equity Initiatives unit supports all MCPS staff in developing 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 DILS, school-based staff, and MCPS central services staff as it relates to race and equity and elimination of the achievement gap.

### Staff Development Teacher Training and Support

The Staff Development Teacher (SDT) Project Team works with school-based SDTs, other teacher leaders, and administrators to ensure the effective development and monitoring of professional learning at the school level. The staff development specialists provide the training and job-embedded professional learning necessary to ensure that every school 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. 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 Teacher 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.

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

## ACCOMPLISHMENTS AND INITIATIVES

- » The Equity Unit (EIU) has expanded its support to central offices and middle school assistant principals to provide knowledge and skills that will help leaders move from learning to doing in order to ensure that achievement is not predictable by race, culture, or ethnicity. In addition to the work with central services and middle school assistant principals, we have collaborated with the Study Circles Team to provide wrap-around services to several schools and offices in order to ensure that we move from learning to doing. This collaboration with Watkins Mill High School, Brookhaven Elementary School, and OCIP has led schools to be able to align their equity work with their school and office improvement plans.
- » The EIU provided direct services to 81 schools and offices. This support consisted of ongoing training to provide school leadership teams with foundational knowledge related to equity, such as the impact of colorblindness, historical inequity, and researched-based practices to create equitable classrooms. In addition to our direct support to schools, the team created a new Professional Learning Community (PLC) that focused on Operationalizing Equity for eight elementary, middle, and high schools. This PLC consisted of schools

from across the county that were brought together to deepen their ability to have cross-ethnic, racial, and cultural discussions and to identify ways in which each school could begin to address equity systemwide. Each school team then took its learning back to share with school staff. EIU also worked closely with members of the Office of School Support and Improvement to ensure that equity was elevated as part of the school improvement process.

- » 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 Fiscal Year (FY) 2013 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; standards-based grading and reporting; and the school improvement process 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 them 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 126 schools have completed more than 177 SLTI workshops.

## PERFORMANCE MEASURES

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

	FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
(1)	100%	100%	100%
(2)	100%	100%	100%

**Explanation:** This measure provides information on the actual impact of the Operationalizing Equity training and support provided to school teams. Through surveys, participants indicated the degree to which their knowledge was enhanced by the end of the five-day training. The training and development provided (including job-embedded coaching; school-based, personalized professional learning; and resources and other supports) is directly aligned with the equity criterion and professional growth system standards. Substitutes and stipends are provided to support ongoing learning. For schools that participate in this module and receive other supports from the equity initiatives unit, beginning in October 2013, follow-up in schools will be provided and actual implementation of practices will be measured and monitored.

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

	FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
(1)	82%	84%	86%
(2)	79%	81%	83%
(3)	90%	91%	92%
(4)	87%	88%	89%

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

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

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
100%	100%	100%

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

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

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
100%	100%	100%

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

## OVERVIEW OF BUDGET CHANGES

### FY 2015 Recommended Budget

The FY 2015 recommended budget for this department is \$2,892,066, a decrease of \$18,409 from the current FY 2014 budget. An explanation of this change follows.

#### *Same Service Level Changes—(\$18,409)*

##### *Continuing Salary Costs—(\$16,027)*

There is a decrease of \$16,027 for continuing salary costs. The costs associated with the annualization of the step provided to employees on February 8, 2014 are offset by reductions for staff turnover.

##### *Realignments to Meet Expenditure Requirements and Priorities—(\$2,382)*

Realignments are budgeted to address priority spending needs in this department. There are a number of budget neutral realignments among and between the accounts budgeted within the department. Amounts being realigned include \$43,000 from program supplies, \$12,160 from professional part-time salaries, and \$5,498 from consultants. The amounts will fund increases of \$2,618 for travel for professional development, \$36,658 for substitutes, \$16,000 for stipends and \$3,000 for local travel. There also is a realignment of \$2,382 from this department to the Department of Financial Services for employee benefits.

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

**Betty Collins, Director II**

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	37.500	22.200	22.200	<b>22.200</b>	
Position Salaries	\$3,762,919	\$2,436,746	\$2,436,746	<b>\$2,420,719</b>	(\$16,027)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		262,296	262,296	<b>298,954</b>	36,658
Stipends		39,000	39,000	<b>55,000</b>	16,000
Professional Part Time		12,160	12,160		(12,160)
Supporting Services Part Time		4,800	4,800	<b>4,800</b>	
Other					
Subtotal Other Salaries	169,126	318,256	318,256	<b>358,754</b>	40,498
<b>Total Salaries &amp; Wages</b>	3,932,045	2,755,002	2,755,002	<b>2,779,473</b>	24,471
<b>02 Contractual Services</b>					
Consultants		17,666	17,666	<b>12,168</b>	(5,498)
Other Contractual					
<b>Total Contractual Services</b>	167,233	17,666	17,666	<b>12,168</b>	(5,498)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		9,000	9,000	<b>9,000</b>	
Office					
Other Supplies & Materials		84,651	84,651	<b>41,651</b>	(43,000)
<b>Total Supplies &amp; Materials</b>	69,390	93,651	93,651	<b>50,651</b>	(43,000)
<b>04 Other</b>					
Local/Other Travel		44,156	44,156	<b>49,774</b>	5,618
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	18,469	44,156	44,156	<b>49,774</b>	5,618
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$4,187,137</b>	<b>\$2,910,475</b>	<b>\$2,910,475</b>	<b>\$2,892,066</b>	(\$18,409)

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

Betty Collins, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>216 Dept. of Instructional Leadership Support</b>						
2	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
2	P Director I		2.000				
2	N Coordinator		1.000				
2	BD Instructional Specialist		1.000	4.000	2.000	<b>2.000</b>	
3	BD Instructional Specialist			2.000	2.000	<b>2.000</b>	
2	16 Administrative Secretary III		2.000	1.000	1.000	<b>1.000</b>	
2	15 Administrative Secretary II		1.000				
	<b>Subtotal</b>		<b>8.000</b>	<b>8.000</b>	<b>6.000</b>	<b>6.000</b>	
	<b>214 Directors of Instruction and Achievement</b>						
2	P Director I		3.000				
2	O Supervisor		1.000				
2	BD Instructional Specialist		4.000				
2	24 Partnerships Manager		.500				
2	15 Administrative Secretary II		3.000				
	<b>Subtotal</b>		<b>11.500</b>				
	<b>618 Equity Initiatives Unit</b>						
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
2	O Supervisor		1.000				
2	N Coordinator		1.000				
2	BD Instructional Specialist				1.000	<b>1.000</b>	
3	BD Instructional Specialist		3.000	3.200	3.200	<b>3.200</b>	
3	23 Equity Training Specialist		1.000	1.000	1.000	<b>1.000</b>	
3	20 Parent Community Coord		1.000				
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
2	14 Administrative Secretary I		1.000				
	<b>Subtotal</b>		<b>10.000</b>	<b>6.200</b>	<b>7.200</b>	<b>7.200</b>	
	<b>652 Staff Development Teacher Project Team</b>						
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
2	BD Instructional Specialist				1.000		(1.000)
3	BD Instructional Specialist		6.000	6.000	6.000	<b>7.000</b>	1.000
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>8.000</b>	<b>8.000</b>	<b>9.000</b>	<b>9.000</b>	
	<b>Total Positions</b>		<b>37.500</b>	<b>22.200</b>	<b>22.200</b>	<b>22.200</b>	





**CHAPTER 3**

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**Office of Teaching, Learning, and Programs**

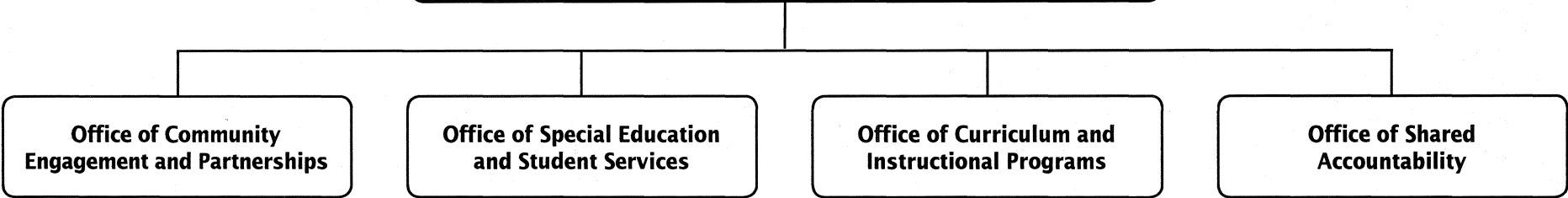
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**Office of the Deputy Superintendent for Teaching, Learning, and Programs**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	2.000	5.000	5.000	5.000	
Business/Operations Admin.				1.000	1.000
Professional					
Supporting Services	3.000	3.000	3.000	3.000	
<b>TOTAL POSITIONS</b>	<b>5.000</b>	<b>8.000</b>	<b>8.000</b>	<b>9.000</b>	<b>1.000</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$443,365	\$670,034	\$670,034	\$764,526	\$94,492
Business/Operations Admin.					
Professional				62,840	62,840
Supporting Services	219,895	212,979	212,979	207,757	(5,222)
<b>TOTAL POSITION DOLLARS</b>	<b>663,260</b>	<b>883,013</b>	<b>883,013</b>	<b>1,035,123</b>	<b>152,110</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional		1,000	1,000	1,000	
Supporting Services		10,147	10,147		(10,147)
<b>TOTAL OTHER SALARIES</b>		<b>11,147</b>	<b>11,147</b>	<b>1,000</b>	<b>(10,147)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>663,260</b>	<b>894,160</b>	<b>894,160</b>	<b>1,036,123</b>	<b>141,963</b>
<b>02 CONTRACTUAL SERVICES</b>				5,147	5,147
<b>03 SUPPLIES &amp; MATERIALS</b>	24,465	20,329	20,329	20,329	
<b>04 OTHER</b>					
Local/Other Travel	1,297	2,753	2,753	7,753	5,000
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>TOTAL OTHER</b>	<b>1,297</b>	<b>2,753</b>	<b>2,753</b>	<b>7,753</b>	<b>5,000</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$689,022</b>	<b>\$917,242</b>	<b>\$917,242</b>	<b>\$1,069,352</b>	<b>\$152,110</b>

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

Deputy Superintendent for Teaching, Learning, and Programs	1.0
Director I (P)	1.0
Executive Director (P)	2.0
Coordinator (N)	1.0
Instructional Specialist (B-D)	1.0
Administrative Services Manager III (19)	1.0
Copy Editor/Administrative Secretary (17)	1.0
Administrative Services Manager I (17)	1.0



Chapter 3 – 3

F.T.E. Positions 9.0

(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 Teaching, Learning, and Programs (OTLP) is to provide the direction, infrastructure, and support for programs that create personalized learning throughout Montgomery County Public Schools (MCPS). Personalized learning for students and staff will be a primary vehicle for closing achievement gaps and providing high-quality instruction for every student every day.*

## **MAJOR FUNCTIONS**

### **Programmatic Oversight**

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

### **Innovation Management**

OTLP identifies and disseminates innovative and effective programs and strategies to systemically institute personalized learning, including identifying strategic interventions designed to increase student achievement and wellbeing. Through the development and implementation of systemic reform efforts, OTLP has established a safety net of support that acknowledges and provides for the wide variety of student needs in MCPS. OTLP coordinates and integrates the work of its 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.

### **Accountability**

OTLP oversees the development of a new accountability system that will support the new MCPS strategic planning framework by providing schools with the ability to monitor progress and personalized learning for the broad spectrum of students. In alignment with this effort, OTLP is charged with preparing the school system for the new Partnership for Assessment of Readiness for College and Careers assessments that will become the basis for state and federal accountability models. OTLP integrates the work of OCIP, OSA, OSESS, and OCEP to create a seamless alignment between curriculum, assessment, and progress monitoring for all students in partnership with families and communities.

### **Closing the Achievement Gap**

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.

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

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.

## **ACCOMPLISHMENTS AND INITIATIVES**

- » OTLP led the innovative process that resulted in the Strategic Planning Framework—*Building Our Future Together*. The new process engaged the community in a deep and meaningful way to identify what staff and students need to know and be able to do in order to ensure the continued growth of the school system. The leadership of OTLP facilitated the use of network teams to identify key components of academic excellence, creative problem solving, and social emotional learning.
- » OTLP launched the Interventions Network in fall 2013. The initial network comprised 11 schools, with more schools to be added to the network in subsequent years. Schools in the network focus on early warning signs and implementing personalized learning plans.
- » OTLP will work to develop personalized learning models. The development process will include a thorough review of current research, benchmarking with other innovative programs, and a partnership with Johns Hopkins University. OTLP will make recommendations of possible personalized learning models for implementation.
- » OTLP provided leadership to establish the MCPS progress measures for the milestones identified in the Strategic Planning Framework—*Building Our Future Together*. Establishing progress measures involved evaluating the changing landscape of assessment in the nation and the state. The progress measures will allow MCPS to evaluate the health of the school system and ensure the continued growth of teaching and learning.

## **OVERVIEW OF BUDGET CHANGES**

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### **FY 2015 Recommended Budget**

The FY 2015 recommended budget for this office is \$1,069,352, an increase of \$152,110 over the current FY 2014 budget. An explanation of this change follows.

### ***Same Service Level Changes—\$89,270***

#### ***Continuing Salary Costs—\$89,270***

There is an increase of \$89,270 for continuing salary costs for current employees. This amount includes the annualization of the salary step provided to eligible employees on February 8, 2014.

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

There are several realignments budgeted to address priority spending needs within this office. There is a decrease of \$10,147 for supporting services part-time salaries and corresponding increases for contractual services for \$5,000 and out-of-area travel mileage reimbursement for \$5,147.

### ***Strategic Priority Enhancements—\$62,840***

#### ***Interventions Schools Network—\$62,840***

The Interventions Schools Network began in FY 2014 and is comprised 10 schools that are part of a district-wide initiative to improve the timeliness and quality of interventions for students who are struggling. A 1.0 instructional specialist and \$62,840 is budgeted for FY 2015 in this office's budget to provide direct support and assistance and professional development to the Intervention Schools. Employee benefits of \$19,041 for this position is budgeted in the Department of Financial Services. In addition, \$145,000 is budgeted in the K-12 budget for professional development materials, contractual services to support implementation and monitoring of the early warning indicators system, and to purchase materials for pilot programs to support personalized learning.

**Deputy Supt. for Teaching, Learning, & Programs - 615**  
**Dr. Kimberly A. Statham, Deputy Superintendent for Teaching, Learning, & Programs**

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	5.000	8.000	8.000	9.000	1.000
Position Salaries	\$663,260	\$883,013	\$883,013	\$1,035,123	\$152,110
<b>Other Salaries</b>					
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	1,000	(10,147)
<b>Total Salaries &amp; Wages</b>	663,260	894,160	894,160	1,036,123	141,963
<b>02 Contractual Services</b>					
Consultants					
Other Contractual				5,147	5,147
<b>Total Contractual Services</b>				5,147	5,147
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		20,329	20,329	20,329	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	24,465	20,329	20,329	20,329	
<b>04 Other</b>					
Local/Other Travel		2,753	2,753	7,753	5,000
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	1,297	2,753	2,753	7,753	5,000
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$689,022</u>	<u>\$917,242</u>	<u>\$917,242</u>	<u>\$1,069,352</u>	<u>\$152,110</u>

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

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

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
1	Dep Supt for Tch, Lrn, & Prgs		1.000	1.000	1.000	<b>1.000</b>	
2	P Director I			1.000	1.000	<b>1.000</b>	
1	P Executive Assistant		1.000	1.000			
1	P Executive Director			1.000	2.000	<b>2.000</b>	
2	N Coordinator			1.000	1.000	<b>1.000</b>	
2	BD Instructional Specialist					<b>1.000</b>	1.000
1	19 Admin Services Mgr III		1.000	1.000	1.000	<b>1.000</b>	
1	17 Copy Editor/Admin Sec		1.000	1.000	1.000	<b>1.000</b>	
1	17 Admin Services Manager I		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>5.000</b>	<b>8.000</b>	<b>8.000</b>	<b>9.000</b>	<b>1.000</b>





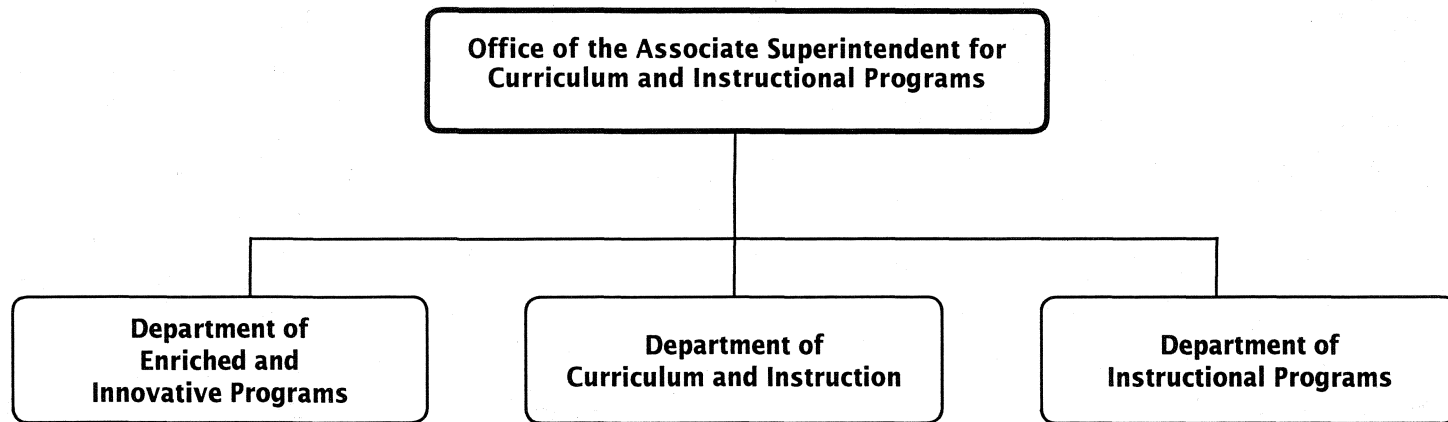
## Office of Curriculum and Instructional Programs

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

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	43,000	44,000	44,000	44,000	
Business/Operations Admin.					
Professional	815,680	835,170	835,170	850,770	15,600
Supporting Services	281,920	280,220	280,220	278,520	(1,700)
<b>TOTAL POSITIONS</b>	<b>1,140,600</b>	<b>1,159,390</b>	<b>1,159,390</b>	<b>1,173,290</b>	<b>13,900</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$5,646,474	\$5,711,317	\$5,633,317	\$5,679,283	\$45,966
Business/Operations Admin.					
Professional	63,993,178	67,994,526	67,994,526	69,913,171	1,918,645
Supporting Services	12,395,838	12,878,490	12,878,490	12,908,087	29,597
<b>TOTAL POSITION DOLLARS</b>	<b>82,035,490</b>	<b>86,584,333</b>	<b>86,506,333</b>	<b>88,500,541</b>	<b>1,994,208</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	4,421,665	5,374,997	5,374,997	4,820,250	(554,747)
Supporting Services	559,686	1,049,344	1,047,022	823,974	(223,048)
<b>TOTAL OTHER SALARIES</b>	<b>4,981,351</b>	<b>6,424,341</b>	<b>6,422,019</b>	<b>5,644,224</b>	<b>(777,795)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>87,016,841</b>	<b>93,008,674</b>	<b>92,928,352</b>	<b>94,144,765</b>	<b>1,216,413</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>1,325,081</b>	<b>1,561,214</b>	<b>1,815,669</b>	<b>1,710,120</b>	<b>(105,549)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>2,835,558</b>	<b>2,087,950</b>	<b>2,022,950</b>	<b>1,765,924</b>	<b>(257,026)</b>
<b>04 OTHER</b>					
Local/Other Travel	260,823	293,696	293,696	306,731	13,035
Insur & Employee Benefits	8,053,476	8,692,572	8,692,572	8,614,281	(78,291)
Utilities					
Miscellaneous	174,128	410,361	410,361	220,770	(189,591)
<b>TOTAL OTHER</b>	<b>8,488,427</b>	<b>9,396,629</b>	<b>9,396,629</b>	<b>9,141,782</b>	<b>(254,847)</b>
<b>05 EQUIPMENT</b>	<b>762,130</b>	<b>148,576</b>	<b>148,576</b>	<b>63,071</b>	<b>(85,505)</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$100,428,037</b>	<b>\$106,203,043</b>	<b>\$106,312,176</b>	<b>\$106,825,662</b>	<b>\$513,486</b>

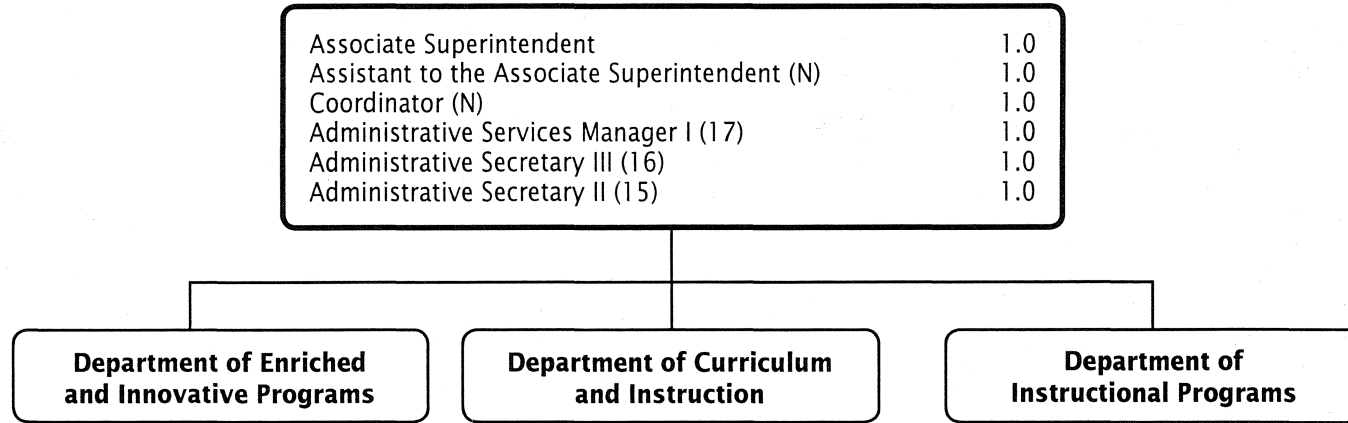
# Office of Curriculum and Instructional Programs—Overview



F.T.E. Position 1,173.29

(There are 899.39 school-based positions shown on K-12 charts in Chapter 1)

# Office of the Associate Superintendent for Curriculum and Instructional Programs



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

## **MAJOR FUNCTIONS**

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

### **Strategic Planning**

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

The Department of Curriculum and Instruction (DCI) is organized into four teams—Science, Technology, Engineering, and Mathematics; Arts and Humanities; Math Implementation and Development; and Elementary Integrated Curriculum. DCI develops K–12 Curriculum 2.0 and disseminates web-based curriculum, assessments, instruction, and professional development resources aligned with state, national, and international standards, including the Common Core State Standards (CCSS). DCI promotes effective teaching and learning by providing support to school-based staff members who implement MCPS curriculum, assessments, and instructional resources.

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

consultation and professional development to school-based staff members.

The Department of Enriched and Innovative Programs (DEIP) coordinates the development of programs and instruction designed to engage students and increase student achievement. DEIP is responsible for leadership related to the highly gifted centers, secondary magnets, accelerated and enriched instruction, foundations, online learning, and career and postsecondary partnerships. DEIP includes the Division of Accelerated and Enriched Instruction, the Division of Consortia Choice and Application Program Services, Online Learning and Partnerships, Foundations Office, and Secondary Special Programs. DEIP engages in parent and student outreach to promote participation in programs best suited to students' interests and needs.

### **Communication and Collaboration**

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

## **ACCOMPLISHMENTS AND INITIATIVES**

- » Revise curriculum and create professional development opportunities aligned with the CCSS and place them in the web-based Curriculum 2.0 environment to engage all students in the three core competencies—academic excellence, creative problem solving, and social emotional learning.
- » Provide a venue for teachers to post lessons, instructional materials, and professional development resources through the Curriculum 2.0 web-based environment.
- » Maintain and establish additional partnerships with postsecondary institutions, local businesses, national organizations, and government agencies to support students.
- » Allow students to earn industry credentials and college credit through the career and technology education programs of study.
- » Address the Maryland State Curriculum for career development and the Maryland Technology Literacy Standards through secondary courses in career pathway programs.

## PERFORMANCE MEASURES

- » OCIP will monitor performance and accomplishments through ongoing stakeholder collaboration and collection of feedback via surveys, communication strategies, advisory groups, and focus groups. Stakeholder groups will include principal advisory groups, Curriculum Advisory Committee, Councils on Teaching and Learning, and Montgomery County Council of Parent Teacher Associations.
- » OCIP leadership will develop action plans to ensure alignment of programs, products, and services with the competencies in the Strategic Planning Framework.

## OVERVIEW OF BUDGET CHANGES

### **FY 2015 Recommended Budget**

The FY 2015 recommended budget for this office is \$785,249, an increase of \$31,531 over the current FY 2014 budget. An explanation of this change follows.

### ***Same Service Level Changes—\$49,420***

#### ***Continuing Salary Costs—\$49,420***

There is an increase of \$49,420 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

### ***Program Efficiencies and Reductions—(\$17,889)***

There is reduction of \$13,889 budgeted for Read 180 training for middle and high school teachers. In addition, there is a reduction of \$1,500 for contractual services and \$2,500 for mileage reimbursement for local travel. These reductions can be made based on prior years spending trends.

# Office of Curriculum & Instructional Programs - 211

Erick J. Lang, Associate Superintendent

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	6.000	6.000	6.000	<b>6.000</b>	
Position Salaries	\$615,679	\$578,895	\$578,895	<b>\$628,315</b>	\$49,420
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends		63,625	63,625	<b>49,736</b>	(13,889)
Professional Part Time		18,319	18,319	<b>18,319</b>	
Supporting Services Part Time		48,771	48,771	<b>48,771</b>	
Other					
Subtotal Other Salaries	70,486	130,715	130,715	<b>116,826</b>	(13,889)
<b>Total Salaries &amp; Wages</b>	686,165	709,610	709,610	<b>745,141</b>	35,531
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		26,400	26,400	<b>24,900</b>	(1,500)
<b>Total Contractual Services</b>	29,738	26,400	26,400	<b>24,900</b>	(1,500)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		2,696	2,696	<b>2,696</b>	
Other Supplies & Materials		10,767	10,767	<b>10,767</b>	
<b>Total Supplies &amp; Materials</b>	11,873	13,463	13,463	<b>13,463</b>	
<b>04 Other</b>					
Local/Other Travel		4,245	4,245	<b>1,745</b>	(2,500)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	1,330	4,245	4,245	<b>1,745</b>	(2,500)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$729,106</u>	<u>\$753,718</u>	<u>\$753,718</u>	<u><b>\$785,249</b></u>	<u>\$31,531</u>

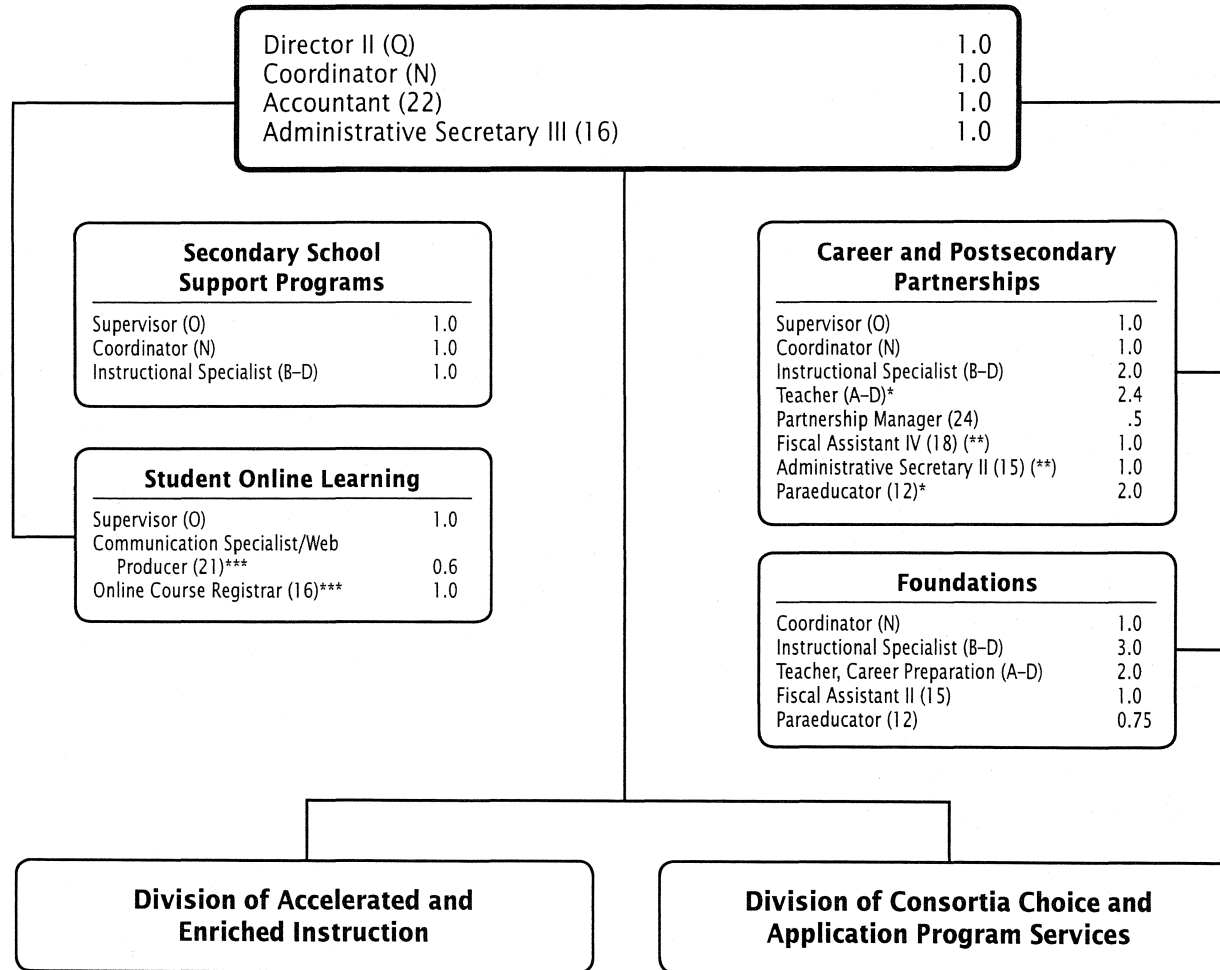
# Office of Curriculum & Instructional Programs - 211

Erick J. Lang, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
1	Associate Superintendent		1.000	1.000	1.000	<b>1.000</b>	
1	N Asst. to Assoc Supt		1.000	1.000	1.000	<b>1.000</b>	
1	N Coordinator		1.000				
2	N Coordinator			1.000	1.000	<b>1.000</b>	
1	17 Admin Services Manager I		1.000	1.000	1.000	<b>1.000</b>	
2	16 Administrative Secretary III				1.000	<b>1.000</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
2	14 Administrative Secretary I		1.000	1.000			
	<b>Total Positions</b>		<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	



# Department of Enriched and Innovative Programs



Chapter 4 – 9

F.T.E. Positions 21.05

(\*In addition, 4.4 positions shown on this chart are budgeted in the Perkins Vocational and Technical Education Program grant shown on Page 4-15)

(\*\*1.2 positions (.2 Fiscal Assistant and 1.0 Administrative Secretary) are budgeted in the Perkins Vocational and Technical Education Program shown on page 4-15)

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

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

## MAJOR FUNCTIONS

### Program Development and Implementation

DEIP aligns staff members and services that support the development and implementation of enriched and innovative programs. The Division of Accelerated and Enriched Instruction provides support, guidance, and best practices in identifying programming and developing curriculum for students who have untapped potential as well as those working above grade level.

- » The Division of Consortia Choice and Application Program Services (DCCAPS) facilitates student school choice processes in the Northeast Consortium, the Downcounty Consortium, and the Middle School Magnet Consortium, as well as student recruitment and selection for the implementation of countywide application programs.
- » The Career and Postsecondary Partnerships (CPP) teams support instruction and enhance curriculum by leveraging business and postsecondary partnerships. CPP guides students in 26 Maryland State Department of Education programs of study to earn industry credentials and college credits as they explore options for postsecondary education, military service, and careers.
- » Perkins-funded career pathway programs in 25 high schools, Thomas Edison High School of Technology, and alternative programs coordinate partnerships with business, government, and postsecondary institutions to promote college and career readiness.
- » Honors Executive Leadership Program (HELP) staff members coordinate a career and leadership development program for seniors selected for their demonstration of academic excellence, outstanding leadership, and uncommon maturity. The curriculum provides training and development in the classroom and community.
- » Foundations, a collaborative program between Montgomery County Public Schools (MCPS) and the local business community, prepares students for a full range of careers within the automotive, construction, and information technology industries. The programs prepare students to achieve industry certifications.
- » Student Online Learning programs provide students with opportunities to take selected high school courses outside of traditional classrooms. These courses allow students to accelerate their learning or recover course credits required for graduation.

- » The Online Pathway to Graduation program allows rising seniors and students who have recently dropped out to earn three credits in core courses.

### Career and College Readiness Support

DEIP also coordinates a variety of secondary support and personalized programs to prepare students for career and college readiness.

- » In the Bridge Plan for Academic Validation (Bridge Plan) program, staff members help students who did not earn passing scores on High School Assessment (HSA) exams complete one or more projects in HSA content areas to graduate.
- » Regional Summer School offers students a wide range of high school courses for original credit or for credit recovery.
- » George B. Thomas Learning Academy (GBTLA) provides students with weekend tutoring to reinforce academic concepts and teach learning skills.
- » Advancement Via Individual Determination prepares students to succeed in rigorous courses and become college and career-ready by providing support and access to rigorous instruction.
- » The Middle School Extended Day and Extended Year programs provide students with additional instructional time to support them in meeting or exceeding grade-level course expectations. Selected middle schools also offer an additional course: "Lights, Camera, Literacy! Plus." Extended day programs address specific needs of English language learners, students with reading difficulties, or students who, with specific support, can excel in advanced-level courses. DEIP also coordinates summer learning programs in middle schools.

### Staff and Student Support

Staff members in DEIP and its divisions coordinate the development of curriculum, programs, and instruction designed to increase student engagement and achievement. The department also 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. The department also manages grant projects and provides content and program expertise to schools through school visits, on-demand professional development, and staff consultations. The department also ensures the consistent implementation of grading and reporting policies across high schools.

## ACCOMPLISHMENTS AND INITIATIVES

- » Coordinated the expansion and support of more than 30 specialized programs, including International Baccalaureate, secondary magnets, Gifted and Talented/Learning Disabled, and the Elementary Center Programs for the Highly Gifted.
- » Implemented the school choice process for eight high schools and three middle schools, resulting in an average first-choice placement rate of 83 percent for the 2012–2013 school year. DCCAPS also coordinated the selection processes for countywide and regional magnet and center programs and elementary immersion programs.
- » Reviewed more than 5,500 applications for magnet and center program admissions and nearly 1,000 language immersion interest forms during the 2012–2013 school year.
- » Expanded partnerships to develop and implement more than 30 projects or initiatives supported by both MCPS and Maryland postsecondary institutions. There were more than 13,000 annual enrollments within the career programs of study courses in 2013. Also, there were more than 1,000 enrollments within college courses offered by postsecondary partners.
- » Served more than 1,000 students through Foundations. All Foundations students are eligible to earn 3–16 articulation credits with local colleges.
- » Registered 1,200 students for online courses required for graduation. Enrolled 184 students in the Online Pathway to Graduation program to receive credits for 159 courses in mathematics, English, science, and social studies.
- » Coordinated Regional Summer School for more than 4,600 high school students and 585 elementary school students, with high school students earning more than 100 remaining credits to graduate in August 2013.

## PERFORMANCE MEASURES

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

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
100%	100%	100%

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

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

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
60%	65%	70%

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

## OVERVIEW OF BUDGET CHANGES

### FY 2014 Current Budget

The current FY 2014 budget for this department is changed from the budget adopted by the Board of Education on June 13, 2013. The change is a result of a realignment of \$109,133 to this department from the Office of the Deputy Superintendent for School Support and Improvement. These funds are realigned to this department to pay for the College Board PSAT testing.

### FY 2015 Recommended Budget

The FY 2015 recommended budget for this department is \$4,347,330, an increase of \$56,605 over the current FY 2014 budget. An explanation of this change follows.

#### **Same Service Level Changes—\$56,605**

##### *Continuing Salary Costs—\$20,306*

There is an increase of \$20,306 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

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

Realignments are budgeted to address priority spending needs in this department. There is a realignment of \$5,000 from substitutes to fund part-time salaries associated with local summer school program administration. In addition, there is a realignment of \$1,490 in contractual services and \$540 in equipment rental to fund summer school instructional materials. Also, there is a realignment of \$1,000 from travel for professional development to fund supplies for the Bridge to Academic Validation program.

##### *Other—\$36,299*

An increase of \$36,299 is necessary to fund College Board services in FY 2015.

**Perkins Vocational and Technical Education Program**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this program is \$1,300,137, a decrease of \$10,212 from the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—(\$10,212)**

*Continuing Salary Costs—\$63,465*

There is an increase of \$63,465 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

*Other—(\$73,677)*

A reduction of \$73,677 for instructional materials is required due to the FY 2014 federal sequestration cuts.

**Program's Recent Funding History**

	<b>FY 2014 Projected 7/1/13</b>	<b>FY 2014 Received 11/30/13</b>	<b>FY 2015 Projected 7/1/14</b>
Federal	\$1,085,027	\$1,072,146	\$1,072,146
State			
Other			
County	\$225,322	\$225,322	\$227,991
<b>Total</b>	<b>\$1,310,349</b>	<b>\$1,297,468</b>	<b>\$1,300,137</b>

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

**Ruth Green, Director II**

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	14.750	21.050	21.050	<b>21.050</b>	
Position Salaries	\$1,386,561	\$2,140,951	\$2,140,951	<b>\$2,161,257</b>	\$20,306
<b>Other Salaries</b>					
Summer Employment		1,060,339	1,060,339	<b>1,060,339</b>	
Professional Substitutes		37,251	37,251	<b>32,251</b>	(5,000)
Stipends		13,875	13,875	<b>13,875</b>	
Professional Part Time		177,308	177,308	<b>177,308</b>	
Supporting Services Part Time		295,140	295,140	<b>295,140</b>	
Other		356,629	356,629	<b>361,629</b>	5,000
Subtotal Other Salaries	1,786,929	1,940,542	1,940,542	<b>1,940,542</b>	
<b>Total Salaries &amp; Wages</b>	3,173,490	4,081,493	4,081,493	<b>4,101,799</b>	20,306
<b>02 Contractual Services</b>					
Consultants		5,070	5,070	<b>5,070</b>	
Other Contractual		9,388	118,521	<b>152,790</b>	34,269
<b>Total Contractual Services</b>	5,559	14,458	123,591	<b>157,860</b>	34,269
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		30,155	30,155	<b>32,185</b>	2,030
Office		25,921	25,921	<b>25,921</b>	
Other Supplies & Materials				<b>1,000</b>	1,000
<b>Total Supplies &amp; Materials</b>	56,446	56,076	56,076	<b>59,106</b>	3,030
<b>04 Other</b>					
Local/Other Travel		9,090	9,090	<b>8,090</b>	(1,000)
Insur & Employee Benefits					
Utilities					
Miscellaneous		20,475	20,475	<b>20,475</b>	
<b>Total Other</b>	8,689	29,565	29,565	<b>28,565</b>	(1,000)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$3,244,184</u>	<u>\$4,181,592</u>	<u>\$4,290,725</u>	<u><b>\$4,347,330</b></u>	<u>\$56,605</u>

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

Ruth Green, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>212 Dept of Enriched &amp; Innovative Prgs</b>						
2	Q Director II		1.000	1.000	1.000	1.000	
2	O Supervisor			3.000	3.000	3.000	
2	N Coordinator			1.000	1.000	1.000	
2	N Coordinator		2.000	1.000	1.000	1.000	
2	BD Instructional Specialist			1.000	1.000	1.000	
2	BD Pre K-12 Content Specialist			2.000	2.000	2.000	
2	24 Partnerships Manager			.500	.500	.500	
2	22 Accountant		1.000	1.000	1.000	1.000	
2	18 Fiscal Assistant IV			.800	.800	.800	
2	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>5.000</b>	<b>12.300</b>	<b>12.300</b>	<b>12.300</b>	
	<b>215 Foundations</b>						
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	2.000	2.000	2.000	
2	15 Fiscal Assistant II		1.000	1.000	1.000	1.000	
3	12 Paraeducator	X	.750	.750	.750	.750	
	<b>Subtotal</b>		<b>8.750</b>	<b>7.750</b>	<b>7.750</b>	<b>7.750</b>	
	<b>144 Bridge for Academic Validation Program</b>						
3	N Coordinator		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>1.000</b>	<b>1.000</b>	<b>1.000</b>	<b>1.000</b>	
	<b>Total Positions</b>		<b>14.750</b>	<b>21.050</b>	<b>21.050</b>	<b>21.050</b>	

# Perkins Vocational and Technical Education Program - 145/951

## Ruth Green, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	6.300	5.600	5.600	5.600	
Position Salaries	\$294,123	\$250,752	\$250,752	\$314,217	\$63,465
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		35,600	35,600	36,708	1,108
Stipends		39,580	39,580	43,020	3,440
Professional Part Time		110,503	110,503	119,417	8,914
Supporting Services Part Time		1,802	1,802		(1,802)
Other					
Subtotal Other Salaries	225,851	187,485	187,485	199,145	11,660
<b>Total Salaries &amp; Wages</b>	519,974	438,237	438,237	513,362	75,125
<b>02 Contractual Services</b>					
Consultants		29,700	29,700	73,891	44,191
Other Contractual		880	880	880	
<b>Total Contractual Services</b>	31,445	30,580	30,580	74,771	44,191
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		485,946	485,946	417,542	(68,404)
Office					
Other Supplies & Materials		8,000	8,000	8,000	
<b>Total Supplies &amp; Materials</b>	602,756	493,946	493,946	425,542	(68,404)
<b>04 Other</b>					
Local/Other Travel		106,311	106,311	132,707	26,396
Insur & Employee Benefits		164,815	164,815	128,685	(36,130)
Utilities					
Miscellaneous		7,960	7,960	9,570	1,610
<b>Total Other</b>	256,541	279,086	279,086	270,962	(8,124)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		68,500	68,500	15,500	(53,000)
<b>Total Equipment</b>	76,014	68,500	68,500	15,500	(53,000)
<b>Grand Total</b>	<u>\$1,486,730</u>	<u>\$1,310,349</u>	<u>\$1,310,349</u>	<u>\$1,300,137</u>	<u>(\$10,212)</u>

# Perkins Vocational and Technical Education Program - 145/951

Ruth Green, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
3	AD Teacher	X	2.400	2.400	2.400	<b>2.400</b>	
2	23 Applications Developer I		.700				
2	18 Fiscal Assistant IV		.200	.200	.200	<b>.200</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
3	12 Paraeducator	X	2.000	2.000	2.000	<b>2.000</b>	
	<b>Total Positions</b>		<b>6.300</b>	<b>5.600</b>	<b>5.600</b>	<b>5.600</b>	



## Division of Accelerated and Enriched Instruction

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

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

## MAJOR FUNCTIONS

### Support Schools

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

### Gifted and Talented Identification and Support

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

### Curriculum Enrichment

During the 2012–2013 school year, staff members participated in the development of C2.0 for Grades 4 and 5. In 2013, AEI staff members will continue to provide school-based support to ensure all students are provided with accelerated and enriched instruction within the newly established elementary curriculum.

### Highly Gifted Centers Support

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

## ACCOMPLISHMENTS AND INITIATIVES

- » Supported the implementation of C2.0 for Grades 4 and 5 by designing online curriculum and units of instruction, including units for the elementary HGC.
- » Provided training to support elementary school programs, including William and Mary Reading/Language Arts program, Junior Great Books, and Jacob’s Ladder reading programs.
- » Created and facilitated two continuing professional development courses—Strategies for Advanced-level Reading and Smart Kids with Learning Disabilities—designed to increase teachers’ capacity to meet the needs of all learners, including gifted and highly able learners.
- » Provided direct support to schools through school visits, consultations, on-site and web-based training, and through districtwide professional development, as requested by school-based administration.
- » Expanded access to highly able children in challenging above-grade-level science and mathematics experiences through the Young Scholars Program, in collaboration with the George B. Thomas Sr. Learning Academy, Inc.
- » Facilitated authorization of eight high school IB diploma programs, eight middle/high schools Middle Year Programme, and one Primary Years Program in Maryland. Rockville and Watkins Mill high schools also offer the IB Career Certificate, a career-preparation program that blends IB with Project Lead the Way.
- » Roberto W. Clemente and Martin Luther King Jr. middle schools are now IB-candidate schools.
- » Advocated for students whose talents may be masked by language, poverty, or experience through the AEI Support Teachers in elementary and middle schools.
- » Increased to 48 the number of students from Title I schools selected for Highly Gifted Centers enrollment.
- » Collaborated with other systemwide offices and school-based administrators to implement the Student Instructional Program Planning and Implementation (SIPPI) process.

**PERFORMANCE MEASURES**

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

<b>FY 2013 Actual</b>	<b>FY 2014 Estimate</b>	<b>FY 2014 Recommended</b>
99%	99.5%	100%

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

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

<b>FY 2013 Actual</b>	<b>FY 2014 Estimate</b>	<b>FY 2015 Recommended</b>
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.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this division is \$1,231,481 a decrease of \$99,388 from the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—(\$68,213)**

*Continuing Salary Costs—(\$11,279)*

There is decrease of \$11,279 for continuing salary costs. The costs associated with the annualization of the step provided to employees on February 8, 2014 are offset by reductions for staff turnover.

*Realignments to Meet Expenditure Requirements and Priorities—(\$56,934)*

There are several technical realignments budgeted to address priority spending needs within this division. There is a realignment of \$56,934 from this division's budget to the Division of Consortia Choice and Application Program Services. This change will align the budgeted expenditures where they are managed and utilized.

**Program Efficiencies and Reductions—(\$31,175)**

There is reduction of a .5 administrative secretary and \$31,175 from this division. To the extent possible, services provided by the position will be covered by the other administrative position in the division.

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

Meredith A. Casper, Director I

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	11,250	11,250	11,250	10,750	(.500)
Position Salaries	\$1,027,263	\$1,062,848	\$1,062,848	\$1,020,394	(\$42,454)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		11,221	11,221	9,366	(1,855)
Stipends					
Professional Part Time		46,775	46,775	12,000	(34,775)
Supporting Services Part Time		1,908	1,908	4,000	2,092
Other					
Subtotal Other Salaries	42,485	59,904	59,904	25,366	(34,538)
<b>Total Salaries &amp; Wages</b>	1,069,748	1,122,752	1,122,752	1,045,760	(76,992)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		109,162	109,162	86,008	(23,154)
<b>Total Contractual Services</b>	47,412	109,162	109,162	86,008	(23,154)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		74,250	74,250	71,875	(2,375)
Office		13,881	13,881	14,781	900
Other Supplies & Materials				4,648	4,648
<b>Total Supplies &amp; Materials</b>	66,037	88,131	88,131	91,304	3,173
<b>04 Other</b>					
Local/Other Travel		10,824	10,824	8,409	(2,415)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	7,246	10,824	10,824	8,409	(2,415)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$1,190,443</u>	<u>\$1,330,869</u>	<u>\$1,330,869</u>	<u>\$1,231,481</u>	<u>(\$99,388)</u>

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

Meredith A. Casper, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
2	O Supervisor					<b>1.000</b>	1.000
3	O Supervisor		1.000	1.000	1.000		(1.000)
2	BD Instructional Specialist		6.500	6.500	6.500	<b>6.500</b>	
2	17 Data Management Coordinator		.750	.750	.750	<b>.750</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
2	14 Administrative Secretary I		1.000	1.000	1.000	<b>.500</b>	(.500)
	<b>Total Positions</b>		<b>11.250</b>	<b>11.250</b>	<b>11.250</b>	<b>10.750</b>	<b>(.500)</b>

# Division of Consortia Choice and Application Program Services

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

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

**MAJOR FUNCTIONS**

**Application Program Facilitation**

The division was established to align all Consortia Choice, elementary language immersion, countywide magnet, and Elementary Center Programs for the Highly Gifted (HGC) parent communication, student assignment, and appeal processes into one office. The division supports the middle school magnet (humanities, mathematics, and science) parent communication, student assignment, and appeal processes. 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, online information, phone calls, publications, and individual meetings with parents.

**Choice Program Facilitation**

Staff members facilitate the Consortia student choice process; the selection process for countywide 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 enrolling all new students in the three Middle School Magnet Consortium (MSMC) schools and the eight high schools that comprise the Northeast Consortium and the Downcounty Consortium.

**ACCOMPLISHMENTS AND INITIATIVES**

- » Processed 11,111 countywide magnet program applications, elementary immersion interest forms, and Choice forms for Consortia students.
- » Responded to 440 appeals in Fiscal Year (FY) 2013.
- » Processed 758 out-of-Consortium student applications for the MSMC program.
- » Enrolled 1,625 new students for Consortia schools, including approximately 442 students who had previously attended private or non-Montgomery County public schools.
- » Facilitated 36 informational meetings and open houses. Division staff members also attended numerous Parent Teacher Association and community meetings to provide information on programs, schools, student assignment processes, appeal processes, and transportation.

- » Facilitated the development of elementary and middle school program lessons for Choice programs and magnet/academy processes, which are made available to counselors annually for use with student groups as students consider their school choices for middle and high school.
- » Conducted the lottery process for 997 students who applied to the elementary immersion programs. For the 235 available seats in Grades K–1, 860 students participated and for Grades 2–5 another 135 students participated for vacant seats made available through attrition.

**PERFORMANCE MEASURES**

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

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
82.1%	90%	95%

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

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

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
26.61%	30%	35%

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

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this division is \$855,353, an increase of \$36,567 over the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$36,567**

*Continuing Salary Costs—(\$20,367)*

There is decrease of \$20,367 for continuing salary costs. The costs associated with the annualization of the step provided to employees on February 8, 2014 are offset by reductions for staff turnover.

*Realignments to Meet Expenditure Requirements and Priorities—\$56,934*

There are several technical realignments budgeted to address priority spending needs within this division. There is a realignment of \$56,934 from the Division of Accelerated and Enriched Instruction to this division’s budget. This change will align the budgeted expenditures where they are managed and utilized.

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

**Jeannie H. Franklin, Director I**

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	8,500	8,500	8,500	<b>8,500</b>	
Position Salaries	\$786,203	\$801,586	\$801,586	<b>\$781,219</b>	(\$20,367)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes				1,919	1,919
Stipends					
Professional Part Time				53,215	53,215
Supporting Services Part Time		4,281	4,281	4,281	
Other					
Subtotal Other Salaries	6,716	4,281	4,281	<b>59,415</b>	55,134
<b>Total Salaries &amp; Wages</b>	792,919	805,867	805,867	<b>840,634</b>	34,767
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		1,718	1,718	1,513	(205)
<b>Total Contractual Services</b>	2,274	1,718	1,718	1,513	(205)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials				800	800
Office		7,291	7,291	7,496	205
Other Supplies & Materials				1,000	1,000
<b>Total Supplies &amp; Materials</b>	8,109	7,291	7,291	9,296	2,005
<b>04 Other</b>					
Local/Other Travel		3,910	3,910	3,910	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	3,475	3,910	3,910	3,910	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$806,777</u>	<u>\$818,786</u>	<u>\$818,786</u>	<u>\$855,353</u>	<u>\$36,567</u>

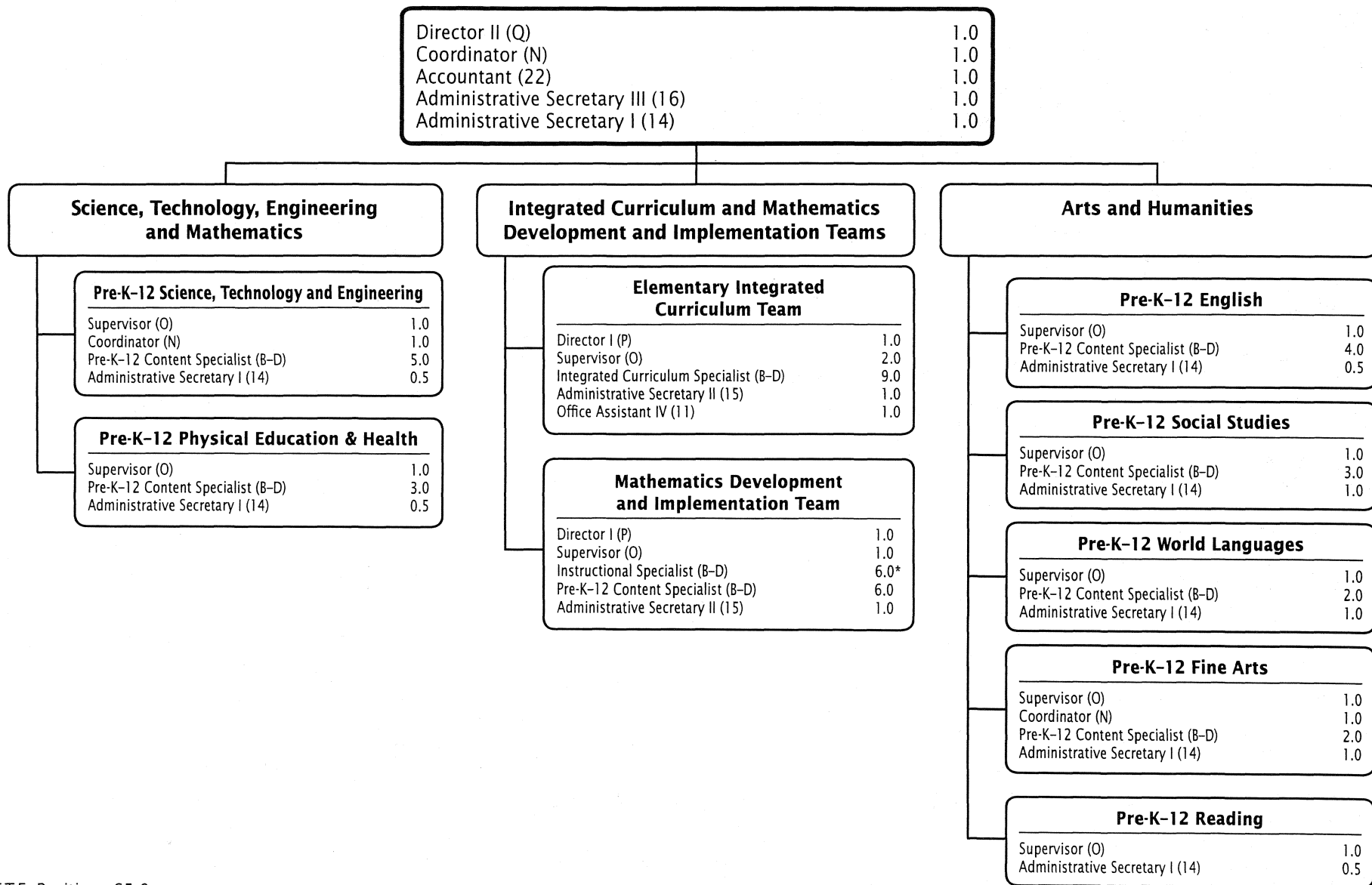


## Div. of Consortia Choice & Application Prog. Svcs. - 213

Jeannie H. Franklin, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
2	O Supervisor					<b>1.000</b>	1.000
3	O Supervisor		1.000	1.000	1.000		(1.000)
2	BD Instructional Specialist		2.000	2.000	2.000	<b>2.000</b>	
2	20 Consortium Enrollment Asst		1.000	1.000	1.000	<b>1.000</b>	
2	17 Data Management Coordinator		1.000	1.000	1.000	<b>1.000</b>	
2	16 School Registrar		1.000	1.000	1.000	<b>1.000</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
2	14 Administrative Secretary I		.500	.500	.500	<b>.500</b>	
	<b>Total Positions</b>		<b>8.500</b>	<b>8.500</b>	<b>8.500</b>	<b>8.500</b>	

# Department of Curriculum and Instruction



Chapter 4 – 26

F.T.E. Positions 65.0

(\*In addition, 2.0 instructional specialist positions are funded by the Entrepreneurial Activities Fund in Chapter 8.)

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

## MAJOR FUNCTIONS

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

### Curriculum, Instruction, and Assessment

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

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

### School and Program Support

DCI provides direct support to schools to build the capacity of instructional leaders to promote effective teaching and learning. DCI identifies and articulates effective instructional strategies to engage students in critical thinking and complex problem solving, and develops tools to guide school staff members to increase motivation and achievement of all students. DCI provides job-embedded guidance to schools upon request and supports school improvement through on-site technical assistance in collaboration with OSSI. DCI supervises language immersion programs in elementary and middle schools, and develops translated instructional materials and assessments aligned with MCPS curriculum. DCI collaborates with the Department of Enriched and Innovative Programs to support implementation of college-level courses in high school as well as elective and advanced courses for middle schools. DCI also manages choral and instrumental music programs in all grades, and coordinates local and state music festivals and competitions.

### Professional Development

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

### Strategic Stakeholder Involvement

DCI provides information to, and invites input and feedback from, a wide range of stakeholders in the development and review of products, programs, and services. DCI benchmarks effective practices in similar districts; analyzes current research; and consults with state and federal agencies, higher education, and businesses. DCI liaises with national education organizations and assessment consortia to inform product development and service delivery and to influence MSDE and consortia decisions about curriculum and assessments.

## TRENDS AND ACCOMPLISHMENTS

- » Developed Curriculum 2.0 resources, posting nine new secondary courses in six content areas and implemented the elementary integrated curriculum for Grades 4 and 5.
- » Facilitated teacher communication and collaboration to encourage posting original lessons and rating centrally- and teacher-developed lessons, instructional materials, and professional development resources.
- » Incorporated state standards for financial literacy and environmental literacy, and revised secondary courses as needed to comply with state legislation in these areas and provided training and support to promote implementation.
- » Reviewed and approved textbooks and instructional materials aligned with the new standards.
- » Developed or revised high school final examinations in English, mathematics, science, social studies, and world languages and collaborated with the Department of Materials Management and OSA to distribute the exams, administration directions, scoring guides, and rubrics to secondary schools.
- » Designed and implemented professional development for secondary school leadership teams—1,400 staff members—on effective implementation of instruction aligned with the CCSS in mathematics and content literacy.
- » Designed and delivered professional development for 4,000 elementary administrators, teachers, and teacher leaders on instruction aligned with the CCSS.
- » Coordinated rollout of Standards-based Teaching and Learning and a new elementary report card to Grades 4 and 5.
- » Managed 15 federal, state, organization, and foundation grants in support of system initiatives.
- » Studied and developed new processes to improve support to schools and supported Intervention Network and Innovation Network schools.
- » Developed and gathered community feedback on the comprehensive health education framework.
- » Communicated and implemented 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 Curriculum 2.0.

## PERFORMANCE MEASURES

**Performance Measure:** Number of revised or new secondary courses in 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 IC on myMCPS.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
32	43	55

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

## OVERVIEW OF BUDGET CHANGES

### FY 2014 Current Budget

The current FY 2014 budget for this department is changed from the budget adopted by the Board of Education on June 13, 2013. The change is a result of a realignment of \$78,000 from the Department of Instructional Programs to this department to cover costs associated with the professional library at the Universities at Shady Grove.

### FY 2015 Recommended Budget

The FY 2015 recommended budget for this department is \$7,224,813, an increase of \$204,508 over the current FY 2014 budget. An explanation of this change follows.

### **Same Service Level Changes—\$323,653**

#### *Continuing Salary Costs—\$637*

There is an increase of \$637 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

#### *Other—\$323,016*

The Math Implementation and Development Team was created in FY 2014 to create systematic and thorough support to schools for implementation of the pre K-12 mathematics program. The substantial change in curriculum, instruction, assessment, and expectations brought forward by the Common Core State Standards (CCSS) and the MCPS Math Work Group requires much more direct support to schools than was previously available. Three of the instructional specialist positions on the Math Implementation and Development Team are currently supported by grant funds which are ending in FY 2014. The FY 2015 budget includes 3.0 positions and \$323,016 to continue the CCSS math implementation. Employee benefits of \$97,874 are budgeted in the Department of Financial Services.

***Program Efficiencies and Reductions—(\$119,145)***

There is reduction of a 1.0 Elementary Integrated Curriculum Specialist and \$109,145. This is possible because the rollout of the elementary integrated curriculum is complete and the responsibilities are able to be realigned to the remaining staff. In addition, there is a reduction of \$10,000 for instructional materials for the Read 180 program. This is due to a renegotiated agreement with Scholastic, the company that provides the Read 180 program materials.

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

**Martin Creel, Director II**

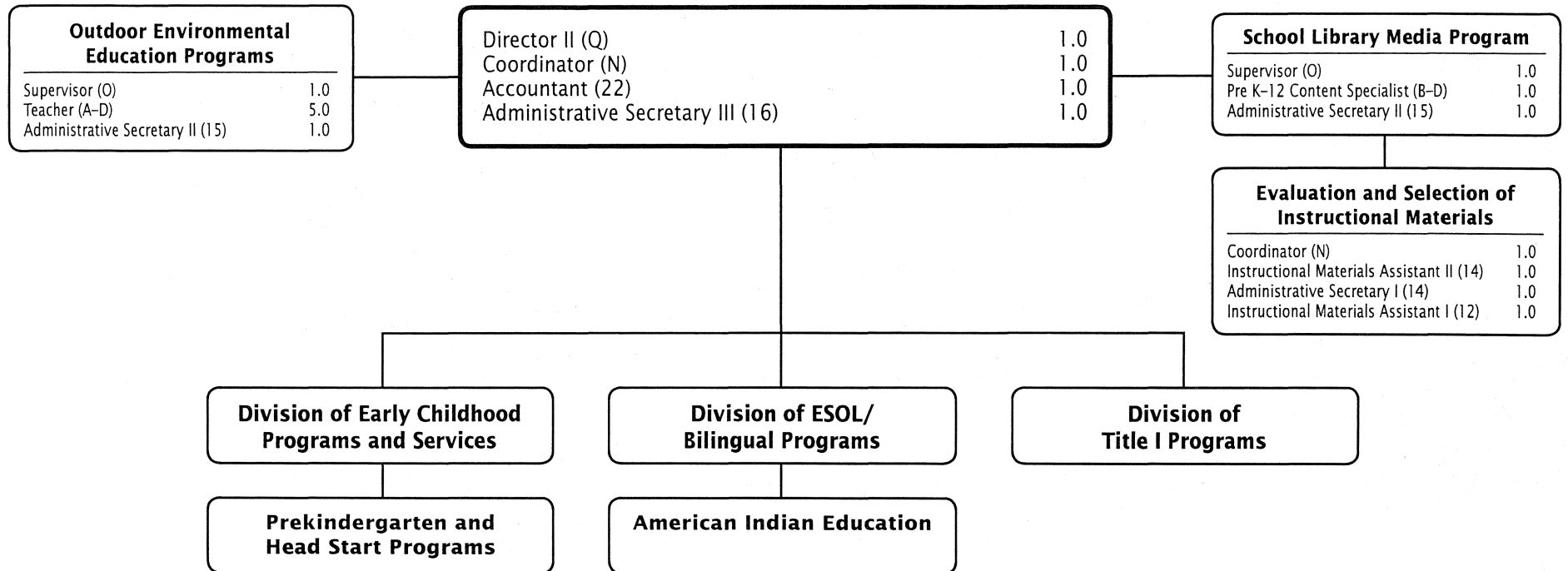
Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	68.800	63.000	63.000	<b>65.000</b>	2.000
Position Salaries	\$7,027,966	\$6,476,496	\$6,398,496	<b>\$6,613,004</b>	\$214,508
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		163,873	163,873	<b>163,873</b>	
Supporting Services Part Time					
Other					
Subtotal Other Salaries	146,016	163,873	163,873	<b>163,873</b>	
<b>Total Salaries &amp; Wages</b>	7,173,982	6,640,369	6,562,369	<b>6,776,877</b>	214,508
<b>02 Contractual Services</b>					
Consultants		3,000	3,000	<b>3,000</b>	
Other Contractual		140,819	140,819	<b>140,819</b>	
<b>Total Contractual Services</b>	162,063	143,819	143,819	<b>143,819</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		184,745	184,745	<b>174,745</b>	(10,000)
Office		29,412	29,412	<b>29,412</b>	
Other Supplies & Materials		65,710	65,710	<b>65,710</b>	
<b>Total Supplies &amp; Materials</b>	568,675	279,867	279,867	<b>269,867</b>	(10,000)
<b>04 Other</b>					
Local/Other Travel		34,250	34,250	<b>34,250</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	18,196	34,250	34,250	<b>34,250</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$7,922,916</u>	<u>\$7,098,305</u>	<u>\$7,020,305</u>	<u><b>\$7,224,813</b></u>	<u>\$204,508</u>

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

Martin Creel, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>232 Dept. of Curriculum &amp; Instruction</b>						
2	Q Director II		1.000	1.000	1.000	1.000	
1	P Director I			1.000	1.000	1.000	
2	O Supervisor		10.000	8.000	8.000	8.000	
2	N Coordinator		3.000	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	4.000	3.000
2	BD Pre K-12 Content Specialist		27.000	24.000	24.000	24.000	
3	BD Pre K-12 Content Specialist		1.000	1.000	1.000	1.000	
2	22 Accountant		1.000	1.000	1.000	1.000	
2	18 Fiscal Assistant IV		.800				
2	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
1	15 Administrative Secretary II			1.000	1.000	1.000	
2	14 Administrative Secretary I		7.000	6.000	6.000	6.000	
	<b>Subtotal</b>		<b>52.800</b>	<b>48.000</b>	<b>48.000</b>	<b>51.000</b>	<b>3.000</b>
	<b>650 Elementary Integrated Curriculum Team</b>						
2	P Director I		1.000	1.000	1.000	1.000	
2	O Supervisor		2.000	2.000	2.000	2.000	
2	BD Elem Integrated Curr Spec		11.000	10.000	10.000	9.000	(1.000)
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	
	<b>Subtotal</b>		<b>16.000</b>	<b>15.000</b>	<b>15.000</b>	<b>14.000</b>	<b>(1.000)</b>
	<b>Total Positions</b>		<b>68.800</b>	<b>63.000</b>	<b>63.000</b>	<b>65.000</b>	<b>2.000</b>

# Department of Instructional Programs





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

## MAJOR FUNCTIONS

### Development and Implementation of Instructional Programs

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

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

### Administration of Grant-Funded Programs

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

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

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

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

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

OEEP promotes environmental literacy and uses the outdoor environment as an integrating context for teaching and learning. MCPS curriculum-based experiences at outdoor education sites engage students in authentic field investigations that specifically target the Maryland State Department of Education's (MSDE) science and social studies indicators, while nurturing an awareness, appreciation, and stewardship for the natural environment.

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

## ACCOMPLISHMENTS AND INITIATIVES

- » Implemented full-day Head Start in 19 classrooms and provided half-day Head Start in 13 classrooms.
- » Engaged with MSDE, the Montgomery County Council, agencies, and child care providers in the implementation and monitoring of a universal prekindergarten plan for Montgomery County.
- » Monitored student readiness for kindergarten; continue to provide prekindergarten and early childhood instructional strategies.
- » Promoted the services of the Language Assistance Services Unit to provide translation services in Spanish, Chinese, Vietnamese, Korean, and French, and implement the translation management and communication systems.
- » Implemented a program for older high-school-aged students with interrupted or no formal education that focused on English language acquisition and entry-level job skills.
- » Provided professional development training opportunities to ESOL and non-ESOL teachers to address the language acquisition and language proficiency needs of ELLs.
- » Facilitated the integration of K–12 environmental literacy in Grades K–12.
- » Provided outdoor field experiences to more than 25,000 MCPS students through OEEP—10,000 students in the Grade 6 residential outdoor education program on three campuses; 15,000 students in day-only programs offered at all grade levels.
- » Collaborated with the Chesapeake Bay Foundation, the Montgomery County Department of Environmental Protection, Maryland-National Capital Park and Planning Commission, Maryland Association for Environmental and Outdoor Education Association, MSDE, Audubon GreenKids, and various local agencies to provide professional development courses and seminars in environmental education for more than 500 teachers and school leaders.
- » Collaborated with the Office of the Chief Technology Officer to facilitate the transition to a new centralized K–12 resource, Destiny Library Manager (Destiny), to enable a stronger library media program-classroom connection and allow staff members, parents, and students to have continuous access to school library resources.
- » Supported the partnership between MCPS; University of Maryland, College Park; and The Universities at Shady Grove through the Professional Library Resource Center to build employee professional capacity through continuing professional development, hands-on instruction, resources, and borrowing privileges.

## PERFORMANCE MEASURES

**Performance Measure:** Using the online assessment, Tool 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 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
N/A	65%	67%

**Explanation:** 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 related to information literacy skills. SLMP staff work with library media specialists to promote the use of online assessments to analyze student performance. In 2014, a sampling of schools will be administered the online assessment. SLMP staff members 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.

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

FY 2013 Actual	FY 2014 Estimate	FY 2015 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. These strategies include specific suggestions for increasing participation in schools with a greater percentage of students who take part in the Free or Reduced-price Meals System program. Staff members will analyze student participation data and teacher feedback and work directly with local schools to develop and implement additional supports with the goal of providing an outdoor and environmental education experience for every Grade 6 student.

## OVERVIEW OF BUDGET CHANGES

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### **FY 2014 Current Budget**

The current FY 2014 budget for this department is changed from the budget adopted by the Board of Education on June 13, 2013. The change is a result of a realignment of \$78,000 from this department to the Department of Curriculum and Instruction to cover the costs for the professional library at the Universities at Shady Grove.

### **FY 2015 Recommended Budget**

The FY 2015 recommended budget for this department is \$2,308,640, an increase of \$65,150 over the current FY 2014 budget. An explanation of this change follows.

#### ***Same Service Level Changes—\$65,150***

##### *Continuing Salary Costs—\$21,775*

There is an increase of \$21,775 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

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

Realignments are budgeted to address priority spending needs in this department. There is a realignment of \$3,576 from contractual services to fund facility rental costs.

##### *Other—\$43,375*

There is a projected \$43,375 increase in the cost of the contract between Montgomery County Public Schools and the Universities at Shady Grove for the professional library for FY 2015.

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

Sylvia K. Morrison, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	20,000	18,000	18,000	<b>18,000</b>	
Position Salaries	\$1,754,670	\$1,706,615	\$1,706,615	<b>\$1,728,390</b>	\$21,775
<b>Other Salaries</b>					
Summer Employment		1,592	1,592	<b>1,592</b>	
Professional Substitutes					
Stipends					
Professional Part Time		6,379	6,379	<b>6,379</b>	
Supporting Services Part Time		15,846	13,524	<b>13,524</b>	
Other					
Subtotal Other Salaries	18,145	23,817	21,495	<b>21,495</b>	
<b>Total Salaries &amp; Wages</b>	1,772,815	1,730,432	1,728,110	<b>1,749,885</b>	21,775
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		314,539	459,861	<b>503,236</b>	43,375
<b>Total Contractual Services</b>	249,666	314,539	459,861	<b>503,236</b>	43,375
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		7,815	7,815	<b>7,815</b>	
Office		19,204	19,204	<b>19,204</b>	
Other Supplies & Materials		65,000			
<b>Total Supplies &amp; Materials</b>	89,311	92,019	27,019	<b>27,019</b>	
<b>04 Other</b>					
Local/Other Travel		9,968	9,968	<b>9,968</b>	
Insur & Employee Benefits		16,532	16,532	<b>16,532</b>	
Utilities					
Miscellaneous		2,000	2,000	<b>2,000</b>	
<b>Total Other</b>	25,307	28,500	28,500	<b>28,500</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$2,137,099</u>	<u>\$2,165,490</u>	<u>\$2,243,490</u>	<u>\$2,308,640</u>	<u>\$65,150</u>

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

Sylvia K. Morrison, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>233 Department of Instructional Programs</b>						
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	
	<b>Subtotal</b>		<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	
	<b>261 Outdoor Environmental Ed Prgs</b>						
2	O Supervisor		1.000	1.000	1.000	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	
	<b>Subtotal</b>		<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	
	<b>263 School Library Media Program</b>						
2	O Supervisor		1.000	1.000	1.000	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	
	<b>Subtotal</b>		<b>3.000</b>	<b>3.000</b>	<b>3.000</b>	<b>3.000</b>	
	<b>264 Eval &amp; Selec of Instruct Materials</b>						
2	N Coordinator		1.000	1.000	1.000	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	
	<b>Subtotal</b>		<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	
	<b>265 Professional Library</b>						
2	23 Curriculum Librarian		1.000				
2	12 Library Assistant		1.000				
	<b>Subtotal</b>		<b>2.000</b>				
	<b>Total Positions</b>		<b>20.000</b>	<b>18.000</b>	<b>18.000</b>	<b>18.000</b>	

# Division of Title I Programs

Director I (P)	1.0
Supervisor (O)	1.0
Instructional Specialist (B-D)	7.0
Teacher, Central Office (A-D)	1.8
Accountant (22)	1.0
Administrative Secretary II (15)	1.0
Data Systems Operator II (15)	0.5
Fiscal Assistant II (15)	1.125
Administrative Secretary I (14)	1.0

<b>Schools</b>	
Teacher, Focus (A-D)	112.7
Teacher, Head Start (A-D)	7.6
Parent Communications Coordinator (17)	7.9
Paraeducator-Focus (12)	51.6
Paraeducator-Head Start (12)	9.975

F.T.E. Positions 205.2

(The 181.875 positions in schools also are shown on the K-12 charts in Chapter 1)

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

**MAJOR FUNCTIONS**

**Program Implementation**

DTP is responsible for implementing the Title I, Part A, program and ensuring compliance with federal and state regulations, which are a part of the ESEA, commonly referred to as *No Child Left Behind Act of 2001 (NCLB)*. DTP also is responsible for implementing local initiatives such as the Extended Learning Opportunities Summer Adventures in Learning (ELO SAIL) program. Thirty elementary schools were identified as Title I for Fiscal Year (FY) 2014.

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

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

**ACCOMPLISHMENTS AND INITIATIVES**

- » Sustained the Title I program model by including additional positions to support the unique needs of schools by providing funds to support parent involvement initiatives, and offering extended-learning time through extended day and year programs.
- » Allocated additional funds to Brookhaven and Kemp Mill elementary schools, identified as focus schools

under the 2012 NCLB flexibility waiver granted to the Maryland State Department of Education, to reduce the gap in performance on the Maryland School Assessment between their highest- and lowest-performing subgroups.

- » Delivered a 19-day ELO SAIL summer program at 26 Title I schools to 5,700 students in kindergarten through Grade 5, including eligible private school and homeless students. The program provides instructional materials, a four-week curriculum, and instruction focused on skills essential for the upcoming school year, along with transportation, breakfast, and lunch. Previous evaluation of the ELO SAIL program demonstrated that students who attended 15 days or more made gains in their reading and mathematics skills that were beyond the maintenance level.
- » Provided supplemental funding for the afternoon portion of the Head Start instructional day in identified Title I elementary schools. The full-day program, in its seventh year, is a six-hour program that services 380 federally eligible children in 19 full-day Head Start classes located at 17 Title I schools.

**PERFORMANCE MEASURES**

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

FY 2013 Actual	FY 2014 Estimated	FY 2015 Recommended
44%	65%	75%

**Explanation:** In summer 2013, about 44 percent of all eligible kindergarten through Grade 5 students, based on total school enrollment, attended the ELO SAIL program. The approximate average ELO SAIL daily attendance of students enrolled was 82 percent. Previous evaluations of the ELO SAIL program demonstrated that students who attended 15 days or more generally gained skills in reading and mathematics that went beyond the maintenance level. By providing an additional month of instruction in reading and mathematics, fewer students in Title I schools will experience a loss of skills over the summer and a greater number will maintain or gain skills necessary for the upcoming grade level.

**Performance Measure:** Percentage of students who attend full-day Head Start programs, based on the total enrollment of students in the 19 classes in 17 Title I schools.

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

**Explanation:** In FY 2013, all available spaces in 17 full-day classes were filled. The FY 2014 program was increased to include 19 classes in 17 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.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this division is \$22,355,254, a decrease of \$1,601,890 from the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—(\$1,601,890)**

*Other—(\$1,601,890)*

In FY 2014, there was a reduction to the Title I, Part A Program of \$1,601,890, or seven percent of the budget, as a result of a federal sequestration cuts. The FY 2015 Title I, Part A Program budget is based on the same level of funding as received in FY 2014.

**Program's Recent Funding History**

	<b>FY 2014 Projected 7/1/13</b>	<b>FY 2014 Received 11/30/13</b>	<b>FY 2015 Projected 7/1/14</b>
Federal	\$23,957,144	\$22,355,254	\$22,355,254
State			
Other			
County			
<b>Total</b>	<b>\$23,957,144</b>	<b>\$22,355,254</b>	<b>\$22,355,254</b>



# Division of Title I Programs - 941

Deann M. Collins, Director

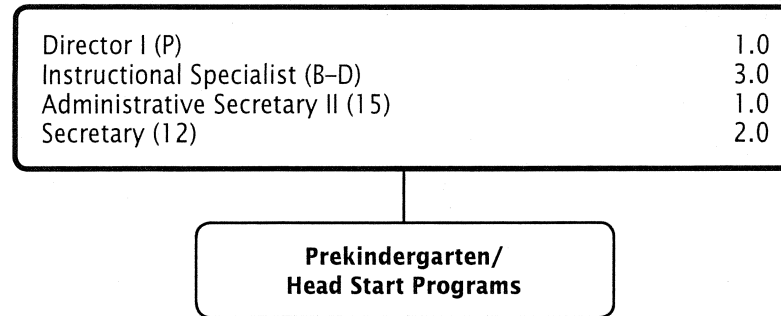
Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	207.200	207.000	207.000	<b>205.200</b>	(1.800)
Position Salaries	\$11,974,139	\$13,088,440	\$13,088,440	<b>\$12,951,591</b>	(\$136,849)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		320,146	320,146	<b>308,868</b>	(11,278)
Stipends		39,312	39,312		(39,312)
Professional Part Time		2,465,139	2,465,139	<b>1,672,502</b>	(792,637)
Supporting Services Part Time		516,128	516,128	<b>288,340</b>	(227,788)
Other					
Subtotal Other Salaries	2,094,468	3,340,725	3,340,725	<b>2,269,710</b>	(1,071,015)
<b>Total Salaries &amp; Wages</b>	<b>14,068,607</b>	<b>16,429,165</b>	<b>16,429,165</b>	<b>15,221,301</b>	<b>(1,207,864)</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		69,306	69,306	<b>60,622</b>	(8,684)
<b>Total Contractual Services</b>	<b>150,553</b>	<b>69,306</b>	<b>69,306</b>	<b>60,622</b>	<b>(8,684)</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		447,349	447,349	<b>392,622</b>	(54,727)
Office		15,000	15,000	<b>8,000</b>	(7,000)
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	<b>619,526</b>	<b>462,349</b>	<b>462,349</b>	<b>400,622</b>	<b>(61,727)</b>
<b>04 Other</b>					
Local/Other Travel		21,440	21,440	<b>20,690</b>	(750)
Insur & Employee Benefits		6,573,111	6,573,111	<b>6,461,797</b>	(111,314)
Utilities					
Miscellaneous		332,852	332,852	<b>142,651</b>	(190,201)
<b>Total Other</b>	<b>6,011,686</b>	<b>6,927,403</b>	<b>6,927,403</b>	<b>6,625,138</b>	<b>(302,265)</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		68,921	68,921	<b>47,571</b>	(21,350)
<b>Total Equipment</b>	<b>673,409</b>	<b>68,921</b>	<b>68,921</b>	<b>47,571</b>	<b>(21,350)</b>
<b>Grand Total</b>	<b>\$21,523,781</b>	<b>\$23,957,144</b>	<b>\$23,957,144</b>	<b>\$22,355,254</b>	<b>(\$1,601,890)</b>

## Division of Title I Programs - 941

Deann M. Collins, Director

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
2	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
2	BD Instructional Specialist		6.000	6.000	6.000	<b>7.000</b>	1.000
3	BD Instructional Specialist			1.000	1.000		(1.000)
3	AD Central Off Teacher	X	1.600	1.600	1.600	<b>1.800</b>	.200
3	AD Teacher, Focus	X	116.600	114.900	114.900	<b>112.700</b>	(2.200)
3	AD Teacher, Head Start	X	7.200	7.200	7.200	<b>7.600</b>	.400
2	22 Accountant		1.000	1.000	1.000	<b>1.000</b>	
3	17 Parent Comm Coordinator	X	7.900	7.900	7.900	<b>7.900</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
2	15 Data Systems Operator II		.500	.500	.500	<b>.500</b>	
2	15 Fiscal Assistant II		1.000	1.000	1.000	<b>1.125</b>	.125
3	15 Fiscal Assistant II			.500	.500		(.500)
2	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
3	12 Paraeducator - Focus	X	51.950	51.950	51.950	<b>51.600</b>	(.350)
3	12 Paraeducator Head Start	X	9.450	9.450	9.450	<b>9.975</b>	.525
	<b>Total Positions</b>		<b>207.200</b>	<b>207.000</b>	<b>207.000</b>	<b>205.200</b>	<b>(1.800)</b>

# Division of Early Childhood Programs and Services



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

## MAJOR FUNCTIONS

### Program Development

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*; Maryland's *Bridge to Excellence in Public Schools Act of 2002 (BTE)*; Maryland Model for School Readiness (MMSR) Initiative; *Improving Head Start for School Readiness Act of 2007*; and *Building Our Future Together: The Strategic Planning Framework*.

### Program Implementation

DECPS staff members confer regularly with the United States Department of Education and the Maryland State Department of Education (MSDE) on the implementation of initiatives, including the Head Start Performance Standards, the 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 with program supervisors and instructional specialists in the Department of Curriculum and Instruction to align early childhood programs and services with the curriculum and other MCPS offices and county agencies to increase family and community involvement and collaboration.

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

## ACCOMPLISHMENTS AND INITIATIVES

- » Reached highly impacted families that were previously underserved in Montgomery County through outreach to an increased number of child care providers and the expansion of Judy Center early childhood program partners.
- » Served 2,773 students and provided a comprehensive literacy-based program that builds prekindergarten and Head Start students' background knowledge, oral language, foundational literacy, mathematics skills, and social emotional development through the prekindergarten curriculum.
- » Used MCPS Curriculum 2.0, aligned with the Common Core State Standards (CCSS), to provide all kindergarten students with a rich, literacy-based program that maximizes their development in the early years and ensures that they enter Grade 1 with the knowledge and skills necessary for academic success. DECPS specialists work with schools on an ongoing basis to provide direct support to principals and teachers as they implement the integrated curriculum in all kindergarten classes
- » Partnered with the Office of Special Education and Student Services to establish inclusion/collaboration sites, allowing more access for preschool children with special needs to be placed in the least restrictive environment.
- » Provided annual professional development to kindergarten teachers to ensure inter-rater reliability and accurate completion of the state-mandated MMSR assessment, which measures student readiness upon kindergarten entry. DECPS supported staff in the transition to online reporting.
- » Satisfied the BTE requirement to provide full-day kindergarten programs in all schools as well as serve an increasing number of income-eligible prekindergarten children in our programs.
- » Implemented outreach programs to inform the child care community, private preschools, and parents about age-of-entry and the MCPS kindergarten program.
- » Provided comprehensive early childhood services to approximately 496 children, birth through age 5, and their families, in the Silver Spring Judy Center (serving the Rolling Terrace Elementary School community) and approximately 771 children and their families in the Gaithersburg Judy Center (serving Rosemont, Summit Hall, and Washington Grove elementary school communities). All classroom programs and affiliated child care partners continue to receive the distinction of MSDE early childhood accreditation.
- » Planned for and implemented the transition to the Early Childhood Assessment System—the CCSS-aligned assessment that will replace the MMSR beginning in fall 2014.

**PERFORMANCE MEASURES**

**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 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
81%	82%	83%

**Explanation:** 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 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 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
290	300	310

**Silver Spring Judy Center:**

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
178	200	215

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

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this division is \$694,075, an increase of \$54,465 over the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$59,465**

*Continuing Salary Costs—\$59,465*

There is an increase of \$59,465 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

**Program Efficiencies and Reductions—(\$5,000)**

There is reduction of \$5,000 budgeted for instructional materials. This reduction can be made based upon prior year spending trends.

# Division of Early Childhood Programs & Services - 235

Janine G. Bacquie, Director I

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	7.000	7.000	7.000	7.000	
Position Salaries	\$573,787	\$590,667	\$590,667	\$650,132	\$59,465
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		20,785	20,785	20,785	
Supporting Services Part Time					
Other					
Subtotal Other Salaries	13,105	20,785	20,785	20,785	
<b>Total Salaries &amp; Wages</b>	586,892	611,452	611,452	670,917	59,465
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		540	540	540	
<b>Total Contractual Services</b>	420	540	540	540	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		22,151	22,151	14,151	(8,000)
Office				3,000	3,000
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	11,365	22,151	22,151	17,151	(5,000)
<b>04 Other</b>					
Local/Other Travel		5,467	5,467	5,467	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	4,291	5,467	5,467	5,467	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$602,968</u>	<u>\$639,610</u>	<u>\$639,610</u>	<u>\$694,075</u>	<u>\$54,465</u>

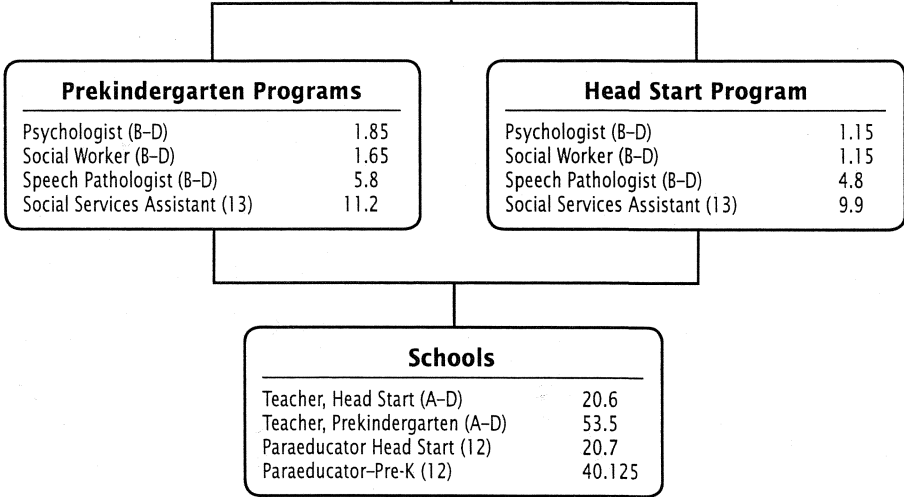
## Division of Early Childhood Programs & Services - 235

Janine G. Bacquie, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
2	BD Instructional Specialist		3.000	3.000	3.000	<b>3.000</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
2	12 Secretary		2.000	2.000	2.000	<b>2.000</b>	
	<b>Total Positions</b>		<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	

# Prekindergarten and Head Start Programs

Supervisor (O)	1.0
Education Services Specialist (B-D)	1.0
Instructional Specialist (B-D)	2.0
Parent Involvement Specialist (A-D)	1.0
Teacher, Special Education (A-D)	1.0
Accountant (22)	1.0
Fiscal Assistant II (15)	1.0
Systems Operator II (15)	1.0
Administrative Secretary I (14)	1.0
Registrar (13)	1.0
Office Assistant II (9)	1.0



Chapter 4 – 48

F.T.E. Positions 184.425  
 (The 134.925 positions in schools also are shown on the K-12 charts in Chapter 1)



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

**MAJOR FUNCTIONS**

**Recruitment and Enrollment**

The Prekindergarten/Head Start Unit develops and executes a comprehensive recruitment plan involving numerous stakeholders. The plan engages the community to recruit and enroll income-eligible families by using a variety of media, participating in community forums and events, and collaborating with a wide range of community agencies. Once enrolled, children participate in a rigorous instructional program to ensure that they possess the readiness skills to be successful in kindergarten and in later school years. Staff members engage families to ensure retention in the program.

**Program Implementation**

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

**Family and Community Engagement**

The prekindergarten program emphasizes the importance of building strong relationships with families to enhance their ability to support and foster children's school-readiness skills. Parent training fosters the development of family skills to support children's learning and encourage parents as a child's first teacher(s). The program continues to enhance and expand existing partnerships with community programs and agencies to work toward improved outcomes for Montgomery County's youngest and most vulnerable learners and their families.

**ACCOMPLISHMENTS AND INITIATIVES**

- » Initiated widespread community outreach, including an annual community forum, to engage low-income families and community partners serving low-income families. More than 8,760 families inquired about the program and 3,121 applications were completed.
- » Offered full-day Head Start to 380 federally eligible children in 19 full-day Head Start classes located at 17 Title I schools. The full-day program offers the benefits 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.
- » Engaged in 13,577 contacts with families, which included 1,488 home visits. Support services foster self-sufficiency for families while promoting school readiness for their children.
- » Provided support to schools, including 557 visits to prekindergarten and Head Start classrooms to monitor instruction and curriculum implementation. Instructional specialists provided monitoring visits to ensure fidelity in the implementation of the curriculum and full compliance with federal and state laws.
- » Presented curriculum training for prekindergarten, Head Start, and special education teachers and paraeducators in Title I schools to provide an overview of Curriculum 2.0 and present effective strategies to prepare children for kindergarten. Instructional specialists will support implementation of the Curriculum 2.0 Thinking and Academic Success Skills in the prekindergarten and Head Start classrooms.

**PERFORMANCE MEASURES**

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

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
83%	84%	85%

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

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

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
76%	77%	78%

**Explanation:** Evening and Saturday training events provide parents with strategies to foster and support children’s learning in reading, writing, mathematics, and science.

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

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
84%	85%	86%

**Explanation:** Parent engagement, involvement, and adult learning opportunities are indispensable components of the MCPS prekindergarten/Head Start programs. These activities help parents provide safe, stable homes and support for their children’s healthy growth and development.

## OVERVIEW OF BUDGET CHANGES

### FY 2015 Recommended Budget

The FY 2015 recommended budget for this program is \$13,555,520 a decrease of \$2,118 from the current FY 2014 budget. An explanation of this change follows.

### Same Service Level Changes—(\$1,118)

#### Continuing Salary Costs—\$47,558

There is an increase of \$47,558 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

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

Realignments are budgeted to address priority spending needs in this program. There is a realignment of \$3,000 from instructional materials to office supplies.

#### Other—(\$48,676)

Due to sequestration, the Head Start grant was reduced by \$204,410. As a result, a 1.0 Head Start teacher and \$77,867, a .6 paraeducator and \$40,325, and professional part-time salaries of \$37,542 will require local funding support. Employee benefits of \$48,676 are realigned to the budget for employee benefits in the Department of Financial Services.

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

There is reduction of \$1,000 budgeted for dues, registration, and fees. Fewer staff members will attend the Ready at Five and National Association for the Education of Young Children conferences.

### Program’s Recent Funding History

	FY 2014 Projected 7/1/13	FY 2014 Received 11/30/13	FY 2015 Projected 7/1/14
Federal	\$3,535,742	\$3,371,910	\$3,371,910
State			
Other			
County	\$10,021,896	\$10,021,896	\$10,183,610
Total	\$13,557,638	\$13,393,806	\$13,555,520

# Prekindergarten/Head Start Programs - 294/296/297/932

**Janine G. Bacquie, Director I**

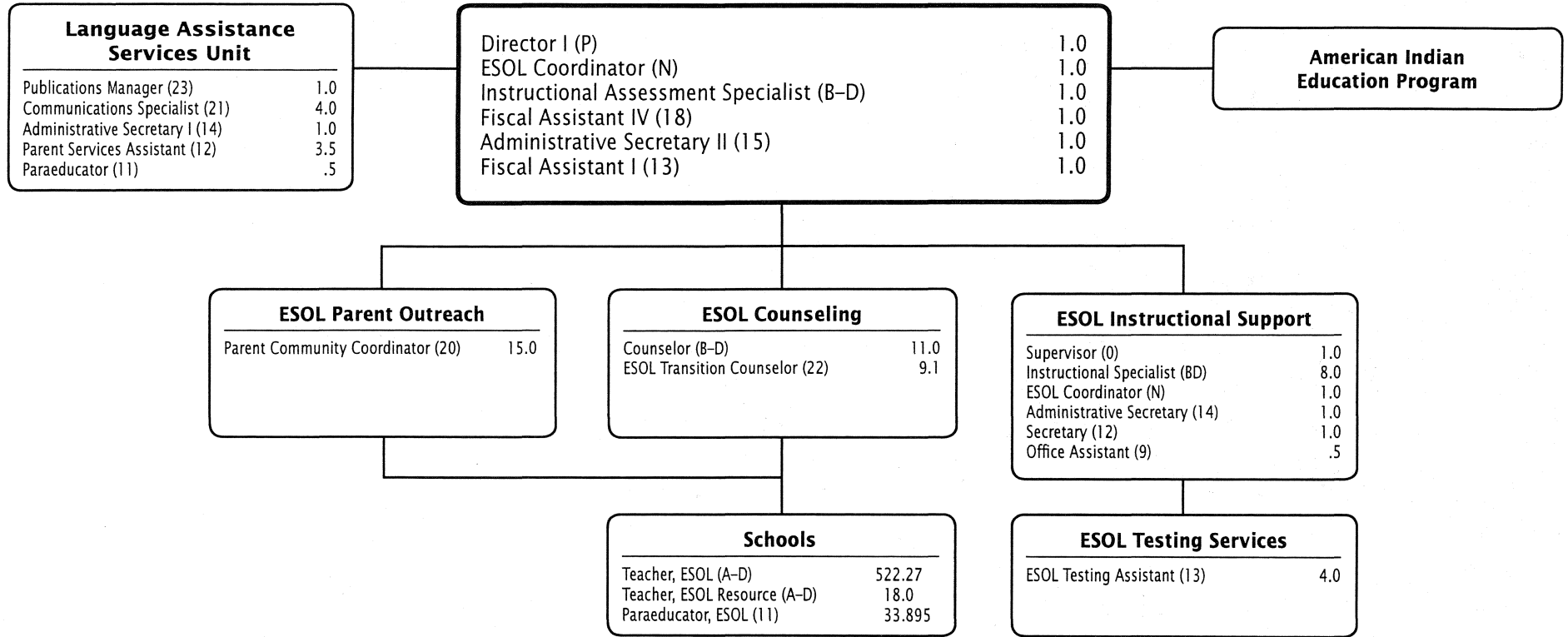
Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	184.435	184.425	184.425	<b>184.425</b>	
Position Salaries	\$11,485,238	\$11,859,368	\$11,859,368	<b>\$11,980,530</b>	\$121,162
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		72,123	72,123	<b>72,123</b>	
Stipends					
Professional Part Time		10,000	10,000	<b>47,542</b>	37,542
Supporting Services Part Time		105,468	105,468	<b>105,468</b>	
Other					
Subtotal Other Salaries	140,497	187,591	187,591	<b>225,133</b>	37,542
<b>Total Salaries &amp; Wages</b>	11,625,735	12,046,959	12,046,959	<b>12,205,663</b>	158,704
<b>02 Contractual Services</b>					
Consultants		42,001	42,001	<b>42,001</b>	
Other Contractual		5,778	5,778	<b>5,778</b>	
<b>Total Contractual Services</b>	46,963	47,779	47,779	<b>47,779</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		120,765	120,765	<b>82,983</b>	(37,782)
Office					
Other Supplies & Materials		96,769	96,769	<b>94,769</b>	(2,000)
<b>Total Supplies &amp; Materials</b>	191,992	217,534	217,534	<b>177,752</b>	(39,782)
<b>04 Other</b>					
Local/Other Travel		28,640	28,640	<b>25,640</b>	(3,000)
Insur & Employee Benefits		1,158,575	1,158,575	<b>1,052,612</b>	(105,963)
Utilities					
Miscellaneous		47,074	47,074	<b>46,074</b>	(1,000)
<b>Total Other</b>	1,221,693	1,234,289	1,234,289	<b>1,124,326</b>	(109,963)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		11,077	11,077		(11,077)
<b>Total Equipment</b>	11,684	11,077	11,077		(11,077)
<b>Grand Total</b>	<u>\$13,098,067</u>	<u>\$13,557,638</u>	<u>\$13,557,638</u>	<u>\$13,555,520</u>	<u>(\$2,118)</u>

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

Janine G. Bacquie, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
<b>294 Prekindergarten/Head Start Programs</b>							
2	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
2	BD Instructional Specialist		2.000	2.000	2.000	<b>2.000</b>	
2	BD Education Services Spec		1.000	1.000	1.000	<b>1.000</b>	
2	AD Parent Involvement Specialist		1.000	1.000	1.000	<b>1.000</b>	
3	AD Teacher, Special Education	X	1.000	1.000	1.000	<b>1.000</b>	
2	22 Accountant		1.000	1.000	1.000	<b>1.000</b>	
2	15 Data Systems Operator II		1.000	1.000	1.000	<b>1.000</b>	
2	15 Fiscal Assistant II		1.000	1.000	1.000	<b>1.000</b>	
2	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
2	13 Registrar		1.000	1.000	1.000	<b>1.000</b>	
2	9 Office Assistant II		1.000	1.000	1.000	<b>1.000</b>	
<b>Subtotal</b>			<b>12.000</b>	<b>12.000</b>	<b>12.000</b>	<b>12.000</b>	
<b>296 Head Start/Local</b>							
3	AD Teacher, Head Start	X	8.900	8.900	8.900	<b>9.900</b>	1.000
7	13 Social Services Assistant		3.300	3.300	3.300	<b>3.300</b>	
3	12 Paraeducator Head Start	X	9.700	9.700	9.700	<b>10.300</b>	.600
<b>Subtotal</b>			<b>21.900</b>	<b>21.900</b>	<b>21.900</b>	<b>23.500</b>	<b>1.600</b>
<b>297 Prekindergarten</b>							
7	BD Social Worker		1.755	1.650	1.650	<b>1.650</b>	
3	BD Psychologist		1.755	1.850	1.850	<b>1.850</b>	
3	BD Speech Pathologist	X	5.800	5.800	5.800	<b>5.800</b>	
3	AD Teacher, Prekindergarten	X	53.500	53.500	53.500	<b>53.500</b>	
7	13 Social Services Assistant	X	9.500	9.500	9.500	<b>9.500</b>	
7	13 Social Services Assistant		1.700	1.700	1.700	<b>1.700</b>	
3	12 Paraeducator - Pre-K	X	40.125	40.125	40.125	<b>40.125</b>	
<b>Subtotal</b>			<b>114.135</b>	<b>114.125</b>	<b>114.125</b>	<b>114.125</b>	
<b>932 Head Start</b>							
7	BD Social Worker		1.150	1.150	1.150	<b>1.150</b>	
3	BD Psychologist		1.150	1.150	1.150	<b>1.150</b>	
3	BD Speech Pathologist	X	4.800	4.800	4.800	<b>4.800</b>	
3	AD Teacher, Head Start	X	11.700	11.700	11.700	<b>10.700</b>	(1.000)
7	13 Social Services Assistant	X	5.600	5.600	5.600	<b>5.600</b>	
7	13 Social Services Assistant		1.000	1.000	1.000	<b>1.000</b>	
3	12 Paraeducator Head Start	X	11.000	11.000	11.000	<b>10.400</b>	(.600)
<b>Subtotal</b>			<b>36.400</b>	<b>36.400</b>	<b>36.400</b>	<b>34.800</b>	<b>(1.600)</b>
<b>Total Positions</b>			<b>184.435</b>	<b>184.425</b>	<b>184.425</b>	<b>184.425</b>	<b>.000</b>

# Division of ESOL/Bilingual Programs



F.T.E. Positions 641.765  
 (The 574.665 positions in schools also  
 are shown on K-12 charts in Chapter 1)

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

## **MAJOR FUNCTIONS**

### **Program Development**

The Division of ESOL/Bilingual Programs supports academic excellence for ESOL students by centering all division functions on English language development instruction and supporting teaching and learning for ESOL students across all content areas. Additionally, the division supports the districtwide focus on creative problem solving through the provision of professional development for ESOL teachers on using technology to enhance English language development instruction. The multilingual counseling and parent outreach functions of the division support the social emotional learning needs of ESOL students.

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

### **Program Services/Outreach**

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

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

The Language Assistance Services Unit (LASU) supports parent engagement by providing professional translation and interpretation services in multiple languages, using various media to address the need to communicate essential information to our diverse community. 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. The focus is on valuing their cultural heritage, tutoring, counseling on college options, and providing opportunities for parents to become active participants in their children's education.

## **ACCOMPLISHMENTS AND INITIATIVES**

- » Enrolled 19,846 students in ESOL programs for Fiscal Year (FY) 2013, exceeding the projected figure of 19,250 by 596 students. The enrollment distribution by grade level continues to follow the pattern established over the past few years, with students in prekindergarten to Grade 2 making up 71 percent of the elementary ESOL enrollment and 57 percent of the total ESOL enrollment. Although born in the United States, most ESOL children have lived in non-English-speaking environment, come to school with very limited English language skills, and lack the basic oral language foundation for developing reading and writing skills in any language. In FY 2014, the ESOL enrollment projection is 20,150 and reflects expected enrollment of 16,300; 1,700; and 2,100 ESOL students at the elementary, middle, and high school levels respectively, as well as 50 ESOL students enrolled in special centers.
- » Facilitated professional development training for both ESOL and non-ESOL staff members on collaboration/co-teaching and effective practices to meet the academic and linguistic needs of elementary ESOL students.
- » Translated 2,002 pages into seven different languages to enable schools and offices to provide vital information to parents to support academic achievement. LASU staff works closely with various units in the Office of Communications and the Office of Community Engagement and Partnerships to provide consistent and timely information to the community in English and the five most commonly spoken languages.
- » Scheduled 10,194 requests for interpreter services in 74 languages to support schools and Montgomery County Public Schools (MCPS) offices in their work with parents and provide students with equal access to educational services. LASU staff members provided simultaneous interpretation equipment for 147 MCPS events. Schools and offices used the Language Line to obtain a total of 88,095 minutes of interpretation services in 48 languages for 13,845 interactions, primarily telephone calls and ad hoc visits to schools by parents.
- » Provided services to Native American students, including tutoring in mathematics and reading, as well as exploration of postsecondary educational options through the AIEP, funded by the Office of Indian Education of the United States Department of Education.

**PERFORMANCE MEASURES**

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

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
TBD	54%	56%

**Explanation:** The state-mandated ELP assessment is used by the Maryland State Department of Education (MSDE) to determine the percentage of ESOL students progressing toward proficiency in English. In FY 2012, 51.3 percent of the ESOL student population demonstrated progress toward proficiency in English, missing the state target of 52 percent by 0.7 percent. The results for FY 2013 are not yet available.

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

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
TBD	12%	13%

**Explanation:** The state-mandated ELP assessment is used by MSDE to determine the percentage of ESOL students expected to attain proficiency in English. In FY 2012, 18.97 percent of the ESOL student population achieved proficiency in English, exceeding the state target of 10 percent by nearly 9 percent. The results for FY 2013 are not yet available.

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

2012 Results	Reading Percent Proficient	Reading Participation Rate	Mathematics Percent Proficient	Mathematics Participation Rate	Graduation Rate	Attendance
LEP	Not Met	Met	Met	Met	Not Met	Met

**Explanation:** Students in the LEP subgroup must achieve Annual Measurable Objectives (AMO) in reading/language arts, mathematics, and graduation rate to satisfy state and federal mandates. A student enrolled in his/her first full academic year in a U.S. school is exempt from the Maryland School Assessments (MSA) reading requirements and will meet student participation requirements for the reading by taking the ELP assessment. ESOL students, regardless of ELP, meet student participation requirements in mathematics by taking the MSA in mathematics in his/her first full academic year in a U.S. school. However, schools are not required to include this score for accountability purposes. Students who have exited LEP services within the past two years and those who have refused ESOL services have their scores on reading/language arts and mathematics assessments included in LEP AMO calculations. The results for FY 2013 are not yet available.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this program is \$52,142,370, an increase of \$1,781,856 over the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$691,621**

*Continuing Salary Costs—\$601,360*

There is an increase of \$601,360 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

*Student Enrollment—\$389,667*

There is an increase of 150 students projected to require ESOL services for FY 2015. As a result, there is an increase of 7.7 additional teacher positions and \$384,962. An increase of \$4,705 is required for textbooks and instructional materials for the additional students.

*Other—(\$299,406)*

There is a reduction of 3.0 vacant transition teacher positions and employee benefits. This reduction is required due to FY 2014 federal sequestration cuts.

**Program Efficiencies and Reductions—(\$69,676)**

There is reduction of a 1.0 communications specialist/web producer and \$75,226. Since Korean has fallen to the eighth most commonly spoken language in our district, MCPS is no longer required to provide as many Korean translations. This reduction is offset by a \$5,550 increase for contractual translation services.

**Strategic Priority Enhancements—\$1,159,911**

*Provide Support English Language Learners—\$1,159,911*

MCPS is recommending a comprehensive multi-year effort to address the performance of English language learners to ensure that students attain and progress in English proficiency, and score proficient in reading and math. To improve academic outcomes for these students, 10.5 ESOL teachers and \$889,911 is budgeted to enable 21 middle schools to receive direct consultation and professional development from an English language development teacher/coach. The English language development teacher/coach will build the capacity of general education staff to support the language and academic content needs of ESOL students, students whose parents have refused ESOL services, and reclassified English language learners who have exited the ESOL program within the past two years.

The English language development teacher/coach will (1) support general education classroom teachers to analyze assessment data and differentiate classroom instruction based on the English language proficiency levels of students; (2) facilitate the use of information and resources provided through system-wide ESOL training to customize professional development to school staff members; and (3) model

lessons, observe and provide feedback to teachers, and support grade-level and team planning.

In addition, \$270,000 is budgeted to expand the Sheltered Instruction Observation Tool (SIOP) model to 13 elementary and these 21 middle schools. The SIOP model, sponsored by research conducted by the Center for Research on Education, Diversity, and Excellence, will be used to design and deliver instructional strategies to help both ESOL and general education teachers meet the unique needs of English Language Learners as they acquire proficiency in English and in the content areas. Employee benefits of \$291,234 are budgeted in the Department of Financial Services.

Existing professional development funds of \$995,366 are realigned and targeted to build the capacity of general education teachers and leaders to work with ESOL students to support their language development and acquisition of academic content. The professional development will include face-to-face training, core team training, and training of trainers.

**Program's Recent Funding History**

	<b>FY 2014 Projected 7/1/13</b>	<b>FY 2014 Received 11/30/13</b>	<b>FY 2015 Projected 7/1/14</b>
Federal	\$3,699,880	\$3,354,765	\$3,354,765
State			
Other			
County	\$46,660,634	\$46,660,634	\$48,787,605
<b>Total</b>	<b>\$50,360,514</b>	<b>\$50,015,399</b>	<b>\$52,142,370</b>

**American Indian Education Program**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this program is \$25,440, a decrease of \$3,588 from the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—(\$3,588)**

*Other—(\$3,588)*

In FY 2014, as a result of sequestration, the amount received for the Title IV—American Indian Education grant was \$3,588 less than budgeted. The FY 2015 budget amount assumes the same level of funding.

**Program's Recent Funding History**

	<b>FY 2014 Projected 7/1/13</b>	<b>FY 2014 Received 11/30/13</b>	<b>FY 2015 Projected 7/1/14</b>
Federal	\$29,028	\$25,440	\$25,440
State			
Other			
County			
<b>Total</b>	<b>\$29,028</b>	<b>\$25,440</b>	<b>\$25,440</b>



ESOL / BILINGUAL PROGRAMS - 239/927

	FY 2013 Actual	FY 2014 Budget	FY 2015 Budget	Difference FY 14 to FY 15	Staffing Allocation Guidelines
<b>Elementary School</b>					
Students	15,500	16,300	16,000	(300)	41.7:1
Teachers	370.3	389.8	382.6	(7.2)	
Paraeducators					
<b>Middle School</b>					
Students	1,500	1,700	1,900	200	29.4:1
Teachers	39.4	45.4	61.5	16.1	
Paraeducators					
<b>High School</b>					
Students	2,200	2,100	2,350	250	30.4:1
Teachers	55.8	52.5	60.8	8.3	
Resource Teachers	18.0	18.0	18.0	-	
Transition Teachers	2.0	2.0	-	(2.0)	
SEPA teachers	0.4	0.4	0.4	-	
Paraeducators	18.0	18.0	18.0	-	
<b>Elementary School-METS</b>					
Students	60	45	45	-	0.75 per class
Classes	3	3	3	-	
Teachers	3.0	3.0	3.0	-	
Paraeducators	2.3	2.3	2.3	-	
<b>Middle School-METS</b>					
Students	100	90	90	-	0.75 per class
Classes	6	6	6	-	
Teachers	6.0	6.0	6.0	-	
Paraeducators	4.5	4.5	4.5	-	
<b>High School-METS</b>					
Students	130	130	130	-	0.5 per class
Classes	13	13	13	-	
Teachers	6.4	6.4	6.4	-	
Paraeducators	6.5	6.5	6.5	-	
<b>Special Centers</b>					
Students	50.0	50.0	50.0	0.0	
Teachers	1.6	1.6	1.6	0.0	

Note: Multidisciplinary Education, Training, and Support program (METS) enrollment is included in grade level enrollment figures. Staffing allocations are calculated separately.

Elementary School Staffing Allocations: 16,000 students - 45 METS students  
 = 15,955 students/41.7:1 staffing ratio = 382.6 teachers

Middle School Staffing Allocations: 1,900 students - 90 METS students  
 = 1,810 students/35.5:1 staffing ratio = 51.0 teachers  
 There is an additional 10.5 teachers for the Support for English Language Learners enhancement.  
 The adjusted middle school staffing ratio = 29.4 (1,810 students/61.5 teachers)

High School Staffing Allocations: 2,350 students - (130 METS students x .5 [partial day program] = 65)  
 = 2,285/30.4:1 staffing ratio = 75.2 - (.8 x 18 [for Resource Teachers]) = 60.8 teachers

# Division of ESOL and Bilingual Programs - 239/927

Dr. Karen C. Woodson, Director I

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	606.365	627.565	627.565	<b>641.765</b>	14.200
Position Salaries	\$45,109,861	\$48,027,715	\$48,027,715	<b>\$49,671,492</b>	\$1,643,777
<b>Other Salaries</b>					
Summer Employment		170,740	170,740	<b>132,361</b>	(38,379)
Professional Substitutes		37,606	37,606	<b>58,000</b>	20,394
Stipends				<b>271,350</b>	271,350
Professional Part Time		87,023	87,023	<b>63,773</b>	(23,250)
Supporting Services Part Time		60,000	60,000	<b>64,450</b>	4,450
Other					
Subtotal Other Salaries	419,903	355,369	355,369	<b>589,934</b>	234,565
<b>Total Salaries &amp; Wages</b>	<b>45,529,764</b>	<b>48,383,084</b>	<b>48,383,084</b>	<b>50,261,426</b>	1,878,342
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		789,182	789,182	<b>600,682</b>	(188,500)
<b>Total Contractual Services</b>	<b>594,327</b>	<b>789,182</b>	<b>789,182</b>	<b>600,682</b>	(188,500)
<b>03 Supplies &amp; Materials</b>					
Textbooks		111,086	111,086	<b>101,901</b>	(9,185)
Media		10,569	10,569	<b>17,556</b>	6,987
Instructional Supplies & Materials		227,693	227,693	<b>150,736</b>	(76,957)
Office		525	525	<b>525</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	<b>608,012</b>	<b>349,873</b>	<b>349,873</b>	<b>270,718</b>	(79,155)
<b>04 Other</b>					
Local/Other Travel		59,506	59,506	<b>55,855</b>	(3,651)
Insur & Employee Benefits		778,791	778,791	<b>953,689</b>	174,898
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>928,616</b>	<b>838,297</b>	<b>838,297</b>	<b>1,009,544</b>	171,247
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		78	78		(78)
<b>Total Equipment</b>	<b>1,023</b>	<b>78</b>	<b>78</b>		(78)
<b>Grand Total</b>	<b>\$47,661,742</b>	<b>\$50,360,514</b>	<b>\$50,360,514</b>	<b>\$52,142,370</b>	<b>\$1,781,856</b>

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

Dr. Karen C. Woodson, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
2	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
3	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
3	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
3	BD Instruct Assessment Spec		1.000	1.000	1.000	<b>1.000</b>	
2	BD Instructional Specialist		8.000	6.000	6.000	<b>6.000</b>	
3	BD Counselor	X	11.000	11.000	11.000	<b>11.000</b>	
3	BD Instructional Specialist			2.000	2.000	<b>2.000</b>	
3	AD Central Off Teacher	X	1.000				
3	AD Teacher, ESOL	X	484.870	507.070	507.070	<b>522.270</b>	15.200
3	AD Teacher, ESOL Resource	X	18.000	18.000	18.000	<b>18.000</b>	
2	23 Publications Manager		1.000	1.000	1.000	<b>1.000</b>	
3	22 ESOL Transition Counselor		9.100	9.100	9.100	<b>9.100</b>	
3	21 Comm Spec/Web Producer		5.000	5.000	5.000	<b>4.000</b>	(1.000)
3	20 Parent Community Coord		15.000	15.000	15.000	<b>15.000</b>	
2	18 Fiscal Assistant IV		1.000	1.000	1.000	<b>1.000</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
2	14 Administrative Secretary I		2.000	2.000	2.000	<b>2.000</b>	
2	13 Fiscal Assistant I		1.000	1.000	1.000	<b>1.000</b>	
3	13 ESOL Testing Assistant		4.000	4.000	4.000	<b>4.000</b>	
2	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
3	12 Parent Services Assistant		3.500	3.500	3.500	<b>3.500</b>	
3	11 Paraeducator - ESOL	X	34.395	34.395	34.395	<b>34.395</b>	
2	9 Office Assistant II		.500	.500	.500	<b>.500</b>	
<b>Total Positions</b>			<b>606.365</b>	<b>627.565</b>	<b>627.565</b>	<b>641.765</b>	<b>14.200</b>

# American Indian Education - 903

Dr. Karen C. Woodson, Director I

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)					
Position Salaries					
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		9,254	9,254	12,000	2,746
Supporting Services Part Time					
Other					
Subtotal Other Salaries	16,750	9,254	9,254	12,000	2,746
<b>Total Salaries &amp; Wages</b>	16,750	9,254	9,254	12,000	2,746
<b>02 Contractual Services</b>					
Consultants		5,400	5,400	5,390	(10)
Other Contractual		8,331	8,331	3,000	(5,331)
<b>Total Contractual Services</b>	4,661	13,731	13,731	8,390	(5,341)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		5,250	5,250	4,084	(1,166)
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	1,456	5,250	5,250	4,084	(1,166)
<b>04 Other</b>					
Local/Other Travel		45	45		(45)
Insur & Employee Benefits		748	748	966	218
Utilities					
Miscellaneous					
<b>Total Other</b>	1,357	793	793	966	173
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$24,224</u>	<u>\$29,028</u>	<u>\$29,028</u>	<u>\$25,440</u>	<u>(\$3,588)</u>

**CHAPTER 5**

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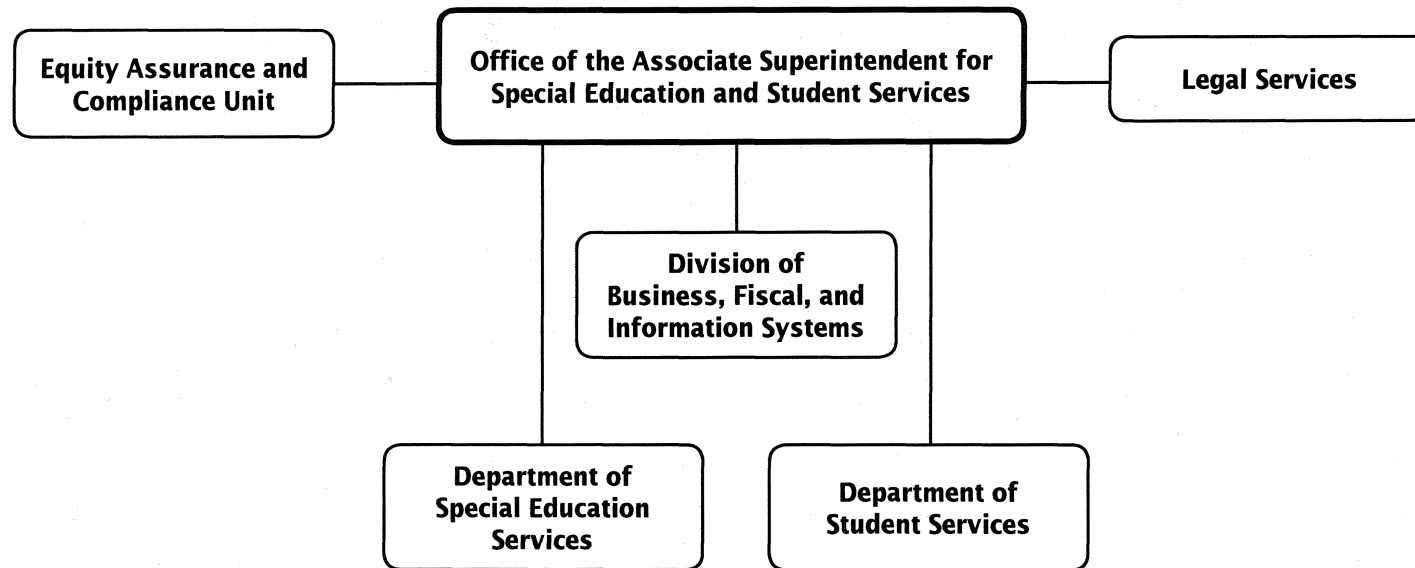
**Special Education and Student Services**

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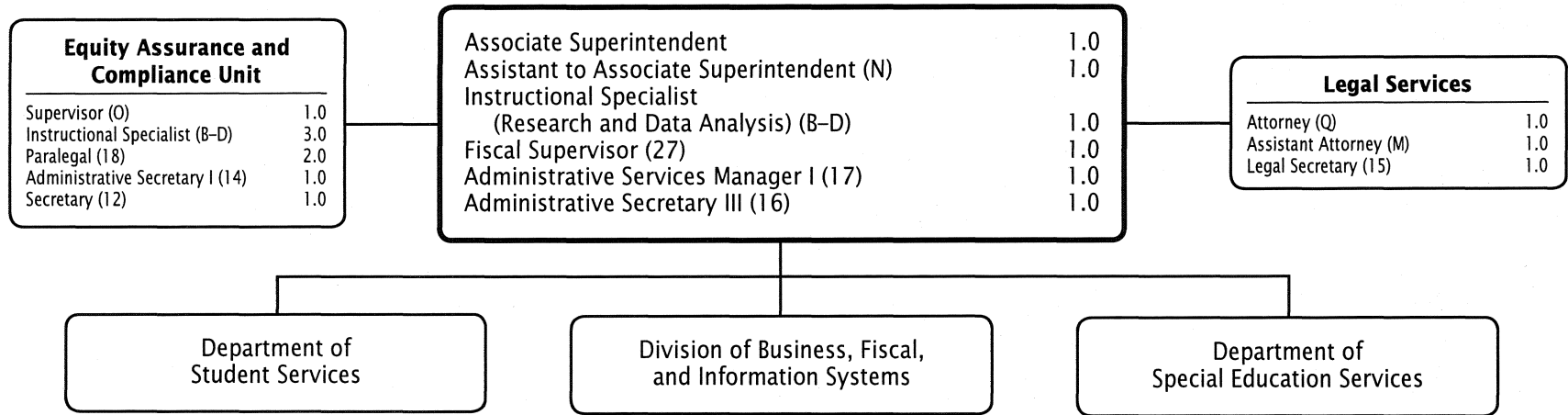
**Office of Special Education and Student Services**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	47,000	47,000	46,000	46,200	.200
Business/Operations Admin.	1,000	1,000	1,000	1,000	
Professional	2,300,000	2,365,400	2,366,400	2,413,101	46,701
Supporting Services	1,576,203	1,610,655	1,610,655	1,646,466	35,811
<b>TOTAL POSITIONS</b>	<b>3,924,203</b>	<b>4,024,055</b>	<b>4,024,055</b>	<b>4,106,767</b>	<b>82,712</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$6,008,317	\$6,127,003	\$5,987,508	\$6,077,438	\$89,930
Business/Operations Admin.	85,282	94,141	94,141	91,148	(2,993)
Professional	181,882,800	189,536,144	189,675,639	194,755,385	5,079,746
Supporting Services	58,144,508	60,561,391	60,561,391	63,036,232	2,474,841
<b>TOTAL POSITION DOLLARS</b>	<b>246,120,907</b>	<b>256,318,679</b>	<b>256,318,679</b>	<b>263,960,203</b>	<b>7,641,524</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	6,052,610	6,358,602	6,401,229	6,500,842	99,613
Supporting Services	4,427,271	4,853,442	4,887,852	5,897,471	1,009,619
<b>TOTAL OTHER SALARIES</b>	<b>10,479,881</b>	<b>11,212,044</b>	<b>11,289,081</b>	<b>12,398,313</b>	<b>1,109,232</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>256,600,788</b>	<b>267,530,723</b>	<b>267,607,760</b>	<b>276,358,516</b>	<b>8,750,756</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>2,713,400</b>	<b>2,756,255</b>	<b>2,756,255</b>	<b>2,803,944</b>	<b>47,689</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>2,358,003</b>	<b>1,999,132</b>	<b>2,007,492</b>	<b>2,429,950</b>	<b>422,458</b>
<b>04 OTHER</b>					
Local/Other Travel	691,898	855,280	856,920	849,588	(7,332)
Insur & Employee Benefits	9,103,171	8,575,663	8,575,663	7,436,645	(1,139,018)
Utilities	9,276	12,000	12,000	12,000	
Miscellaneous	34,448,099	38,341,685	38,341,685	40,364,327	2,022,642
<b>TOTAL OTHER</b>	<b>44,252,444</b>	<b>47,784,628</b>	<b>47,786,268</b>	<b>48,662,560</b>	<b>876,292</b>
<b>05 EQUIPMENT</b>	<b>319,870</b>	<b>331,171</b>	<b>331,171</b>	<b>331,171</b>	
<b>GRAND TOTAL AMOUNTS</b>	<b>\$306,244,505</b>	<b>\$320,401,909</b>	<b>\$320,488,946</b>	<b>\$330,586,141</b>	<b>\$10,097,195</b>

# Office of Special Education and Student Services—Overview



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





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

## MAJOR FUNCTIONS

Under the leadership of the Deputy Superintendent of Teaching, Learning, and Programs, OSESS oversees the Department of Special Education Services, the Department of Student Services (DSS), the Division of Business, Fiscal, and Information Systems, the Equity Assurance and Compliance Unit (EACU), and the Legal Services Unit.

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

Charged with oversight of the delivery of special education services to approximately 17,418 students with disabilities, OSESS provides a comprehensive, collaborative, and individualized support system that enables students with disabilities to access high-quality, rigorous instruction within the Least Restrictive Environment (LRE); develops, coordinates, and enhances efforts to align general and special education; develops and monitors programs; implements the Extended School Year (ESY) program; and promotes and coordinates the use of technology necessary to meet the needs of every student. As a result of a continuous improvement process that examines data outcomes, the office makes systematic decisions designed to reduce disproportionality in the identification of minority students for special education services, increases inclusive opportunities, expands access to appropriate interventions, ensures supports to schools to help them achieve, and provides increased LRE options for students.

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

OSESS delivers comprehensive and coordinated student services and establishes positive partnerships with human services agencies, postsecondary institutions, and parents to ensure that all students meet with success and develop college and career readiness skills. 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 to create a safe school environment that addresses the social, emotional, and physical well-being of all students.

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

The associate superintendent of OSESS provides direct oversight of the EACU and Legal Services units that work with families to provide technical support in understanding and assessing their procedural safeguards under the *Individuals with Disabilities Education Act*, facilitate requests

for mediation, due process hearings, and administrative reviews' and respond to Office of Civil Rights and Maryland State Department of Education complaints. The Legal Services Unit supports school and special centers, including coordination, planning, monitoring, and evaluation services designed to meet the requirements set forth by federal law and state legislation for educating students with disabilities. In addition, the office is responsible for a range of legislative mandates, including but not limited to, child abuse reporting, bullying, disciplinary hearings, and international student enrollment and residency.

### Development and Administration of Budget and Staffing

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

## ACCOMPLISHMENTS AND INITIATIVES

- » OSESS increased interagency collaboration between MCPS and other county and community agencies that provide services in the LRE to children with disabilities. Child Find staff members represent early childhood special education on committees, under the auspices of the Montgomery County Collaboration Council, addressing the needs of preschool children. In addition, funding through the Collaboration Council 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, including the Serving Together project and Identity, Inc. As a result of enhanced collaboration with Child Welfare Services (CWS), OSESS coordinated professional learning opportunities on Endless Dreams for MCPS and CWS staff members, supported the implementation of the *Fostering Connections to Success and Increasing Adoptions Act*, to better support children in foster care, and implementation of the *Family Educational Rights and Privacy Act*, to update the process for sharing student information to improve education outcomes and direct services for children in out-of-home care, while still protect the privacy rights of students and parents.
- » In alignment with the MCPS Strategic Planning Framework, OSESS is committed to supporting schools to increase academic excellence, creative problem solving, and social emotional learning (SEL).

OSESS developed Coordinated Student Service teams composed of counselors, pupil personnel workers, and psychologists who will collaborate with school teams to provide SEL and mental health supports within the multi-tiered system of the support framework. During the 2012–2013 school year, OSESS conducted a parent survey of parents of elementary and secondary students with disabilities to gather information on the experiences of the parent as a member of the child’s Individualized Education Program team and to learn about his/her level of satisfaction with the services the child receives. The survey results will be available in early 2014. A report from a similar survey of parents of preschool children with disabilities was completed and an action plan was developed and implemented.

- » To ensure the delivery of culturally relevant and responsive instruction, OSESS collaborated with the Office of Curriculum and Instructional Programs (OCIP) to establish an English for Speakers of Other Languages (ESOL)/Special Education professional learning community to examine data and identify root causes of the over-identification of students for special education services. ESOL staff members provided professional learning opportunities to speech pathologists related to the impact of bilingualism on speech language assessments, which led to the development of an electronic resource comprising strategies for ESOL students with oral language errors that is used by speech pathologists, ESOL, and general and special education staff members.
- » Through a collaborative effort with Montgomery College and the Universities at Shady Grove, OSESS is partnering with Achieving Collegiate Excellence and Success (ACES) to implement a program designed to support a seamless educational transition from high school to college completion at 10 high schools. ACES will provide comprehensive interventions, support, and coaching to high school students who are underrepresented in higher education, in particular Black or African American, Hispanic/Latino, low-income students, and those who would be the first in their family to attend college.
- » Under the direction of OSESS, DSS collaborated with OCIP to provide professional learning opportunities to teachers assigned to the Home and Hospital Teaching (HHT) unit on Curriculum 2.0 and mathematics instruction to support students accessing home and hospital educational services. Additionally, the Office of the Chief Technology Officer (OCTO) supported the installation of a computer lab to build the capacity of HHT teachers and facilitate access to a variety of resources to improve instructional practices. The use of technology to support HHT instruction was further enhanced and a permanent 0.5 full-time equivalent special education teacher position was added to support medically fragile students with disabilities.
- » Through a collaborative effort with the Office of School Support and Improvement, OSESS increased professional learning opportunities for special education

teachers and related service providers on the Medical Assistance Program and how to meet the state and federal requirements for documentation of services. As a result, more efficient and effective practices were employed by special education teachers and related service providers to complete the required documentation, which led to an increase in the funding that was secured to supplement, support, and enhance existing special education services for students with disabilities.

- » In the summer of 2012, OSESS partnered with OCTO and the Department of Transportation to pilot the use of the electronic Student Transportation Action Request (STAR) form with the ESY services. Transitioning from a paper process to the electronic STAR form enabled OSESS staff members to better coordinate transportation services for students with disabilities, as well as ensure a more accurate data entry process. Additionally, the streamlined process allowed for expedited changes in student information to be made. The shared access to the information facilitated transportation services to students with disabilities receiving ESY services. This pilot process was subsequently incorporated across the system.

**PERFORMANCE MEASURES**

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

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
84%	86%	88%

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

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

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
n/a	7	5

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

## **OVERVIEW OF BUDGET CHANGES**

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### **FY 2014 Current Budget**

The current FY 2014 budget for this office is changed from the budget adopted by the Board of Education on June 13, 2013. The change is a result of a realignment of \$1,640 from program supplies to dues, fees, and registration.

### **FY 2015 Recommended Budget**

The FY 2015 recommended budget for this office is \$2,250,779, an increase of \$5,056 over the current FY 2014 budget. An explanation of this change follows.

#### ***Same Service Level Changes—\$9,056***

##### ***Continuing Salary Costs—\$9,056***

There is an increase of \$9,056 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

#### ***Program Efficiencies and Reductions—(\$4,000)***

There is reduction of \$2,000 budgeted for contractual maintenance and a reduction of \$2,000 for mediation expenses. These reductions can be made based on review of actual spending trends.

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

Chrisandra A. Richardson, Associate Superintendent

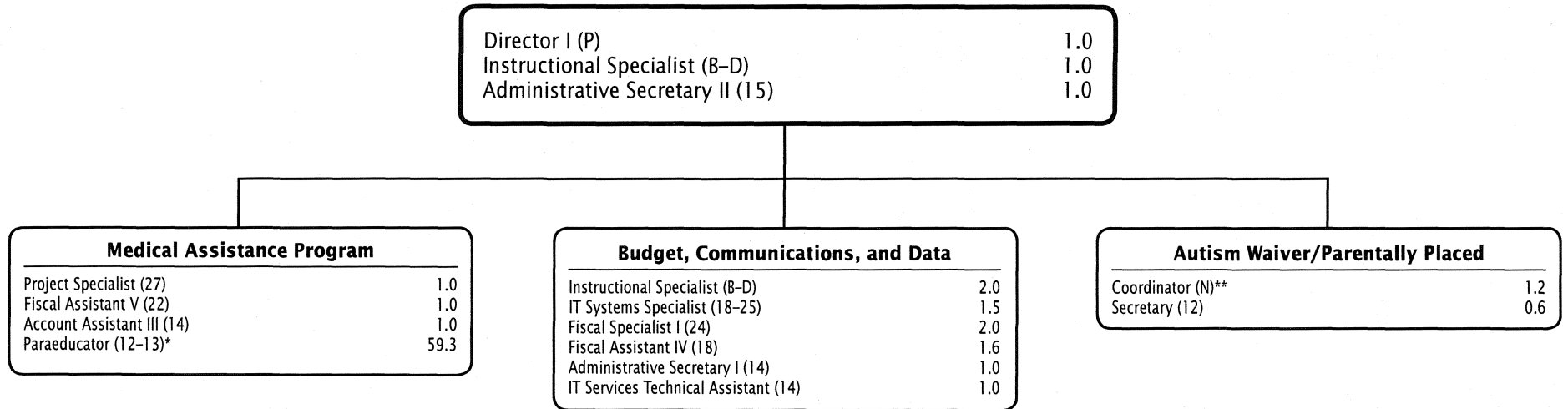
Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	17,000	17,000	17,000	17,000	
Position Salaries	\$1,584,204	\$1,625,946	\$1,625,946	\$1,635,002	\$9,056
<b>Other Salaries</b>					
Summer Employment					
Professional 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	56,893	78,125	78,125	78,125	
<b>Total Salaries &amp; Wages</b>	1,641,097	1,704,071	1,704,071	1,713,127	9,056
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		511,207	511,207	509,207	(2,000)
<b>Total Contractual Services</b>	500,540	511,207	511,207	509,207	(2,000)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		11,527	11,527	11,527	
Other Supplies & Materials		5,962	4,322	4,322	
<b>Total Supplies &amp; Materials</b>	14,653	17,489	15,849	15,849	
<b>04 Other</b>					
Local/Other Travel		4,956	6,596	6,596	
Insur & Employee Benefits					
Utilities					
Miscellaneous		8,000	8,000	6,000	(2,000)
<b>Total Other</b>	4,990	12,956	14,596	12,596	(2,000)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$2,161,280</u>	<u>\$2,245,723</u>	<u>\$2,245,723</u>	<u>\$2,250,779</u>	<u>\$5,056</u>

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

Chrisandra A. Richardson, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>511 Office of Spec. Educ. &amp; Student Svcs.</b>						
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	16 Administrative Secretary III			1.000	1.000	1.000	
1	15 Administrative Secretary II		1.000				
6	15 Legal Secretary		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>9.000</b>	<b>9.000</b>	<b>9.000</b>	<b>9.000</b>	
	<b>257 Equity Assurance &amp; Compliance Unit</b>						
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	
	<b>Subtotal</b>		<b>8.000</b>	<b>8.000</b>	<b>8.000</b>	<b>8.000</b>	
	<b>Total Positions</b>		<b>17.000</b>	<b>17.000</b>	<b>17.000</b>	<b>17.000</b>	

# Division of Business, Fiscal, and Information Systems



Chapter 5 – 10

F.T.E. Positions 76.2

\*59.3 positions in Medical Assistance are school-based

\*\* .8 position is funded by the Medical Assistance Program

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

## **MAJOR FUNCTIONS**

### **Administrative Support and Program Coordination/ Monitoring**

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

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

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 provides support to central office, nonschool-based, and school-based staff members on hardware and specialized software applications and ensures that appropriate technologies or accommodations are in place to enhance teaching strategies and improve guaranteed access to instruction for students with disabilities.

The DBFIS Online Administrative Student Information System/Special Services (O/SS) office collaborates with the Maryland State Department of Education (MSDE), the Office of the Chief Technology Officer (OCTO), and MCPS stakeholders to manage and monitor the IEP online process, state timelines, and data collection. DBFIS provides professional development and support to MCPS staff members on the use of the online IEP and state requirements regarding the IEP process.

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

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

DBFIS supervises the implementation of Child Find procedures for students whose parents choose to enroll them in private or religious schools. In addition, DBFIS oversees the countywide 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 full-time equivalent 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.

### **Budget Development**

DBFIS has the overall responsibility for the budget of the Office of Special Education and Student Services, managing the Individuals with Disabilities Education Act (IDEA) Part B grants, ESY services, providing onsite educational technology support, overseeing the administration of System Special Services (O/SS), the Medical Assistance Program (MAP), Private/Religious School Services, and the Autism Waiver Program. DBFIS monitors each unit to ensure implementation of continuous improvement activities in alignment with the MCPS strategic planning framework, as well as student services programs and grants.

### **Budget Administration**

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

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

**Grant Development and Funding Administration**

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

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

**ACCOMPLISHMENTS AND INITIATIVES**

- » A revised budget process was implemented for development of the Fiscal Year (FY) 2015 DBFIS budget. The process provides for increased staff involvement, and is designed to elicit more input from numerous stakeholders, early on in the process, with the goal of streamlining budgeting and aligning resources with the school system’s priorities and Board of Education interests.
- » MAP continues to monitor the changes in Medicaid laws and the ongoing implementation of the Affordable Care Act. The MAP team works closely with DBFIS leadership and a newly formed stakeholder project team to ensure that Medicaid service providers are thoroughly trained to meet the standards for documentation of services. During the 2012–2013 school year, MAP staff members expanded billing capacities to collect fees for eligible IEP services for students participating in ESY.
- » During FY 2013, enhanced features continued to be added to O/SS, the online IEP tool. O/SS is aligned with the mandatory state IEP and with other special education processes, such as identification, reevaluation, manifestation, and service plans. It provides a single source of data on 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. The DBFIS online team collaborated with staff members in OCTO to update current IEP forms for compliance with MSDE updates in response to MSDE’s announcement that the mandatory state IEP will be updated and due for release each July. In addition, data stored in the online tool was used to provide the annual special education child count data to MSDE.
- » During the 2012–2013 school year, the ESY office collaborated with OCTO and the O/SS office to develop an online system for ESY student data submission and collection. This allowed school staff members to streamline the process for ensuring that students recommended for ESY were set up to receive services.

The online system gave program supervisors direct access to student data that expedited the ESY hiring process. The ESY office will continue to collaboratively work to improve and upgrade the ESY online system to meet the needs of all stakeholders.

- » During the 2012–2013 school year, EACU staff members were instrumental in supporting MCPS efforts to achieve full compliance with state performance indicators.
- » Technology representatives from DBFIS now participate with OCTO on cross-functional leadership teams and development teams for Research/Design and Technology Modernization Image Design. Participation on these development teams ensures that planning and consideration are infused into the process so that students with disabilities and at-risk students have access to and can receive educational benefits from emerging technologies. 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. During the 2013–2014 school year, technology representatives from DBFIS began reframing specialized support practices for inclusion in the MCPS 2014–2016 Strategic Technology Plan and for the technology readiness needed to adopt the Partnership for Assessment of Readiness for College and Careers.
- » MSDE uses a State Performance Plan (SPP) to monitor how each local school system implements the requirements of IDEA. The collaborative efforts of DBFIS, the Department of Special Education Services, the Office of School Support and Improvement, and school-based administrators and staff members are resulting in a significant increase in the monitoring and achievement of compliance with the SPP indicators.
- » In FY 2013, the Autism Waiver Program provided comprehensive in-home and community-based supports to approximately 225 students and their families, thereby reducing the need to consider more costly residential placements. While the program provides noneducational services, staff members providing these services work closely with MCPS staff members to coordinate school and waiver services.

**PERFORMANCE MEASURES**

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

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
\$4,348,530	\$4,705,938	\$4,705,938

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



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

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
100%	100%	100%

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

## OVERVIEW OF BUDGET CHANGES

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

#### FY 2015 Recommended Budget

The FY 2015 recommended budget for this division is \$1,446,740, an increase of \$8,340 over the current FY 2014 budget. An explanation of this change follows.

#### Same Service Level Changes—\$26,340

##### Continuing Salary Costs—(\$26,999)

There is a decrease of \$26,999 for continuing salary costs. The costs associated with the annualization of the step provided to employees on February 8, 2014 are offset by reductions for staff turnover.

##### Realignments to Meet Expenditure Requirements and Priorities—\$25,244

Realignments are budgeted to address priority spending needs in this division. To align resources where needed, there is a shift of \$25,244 from the Medical Assistance program's budget to this division's budget.

##### Other—\$28,095

An increase of \$2,456 is budgeted for dues, fees, and registration to manage the increased cost of professional membership fees. In addition, \$25,639 and a 0.2 autism waiver coordinator position is budgeted to manage the provision of private/religious school services and the summer assessment program.

#### Program Efficiencies and Reductions—(\$18,000)

There is reduction of \$18,000 budgeted for professional part-time salaries based on prior year spending trends.

### Medical Assistance Program

#### FY 2015 Recommended Budget

The FY 2015 recommended budget for the resources that are funded by federal Medicare/Medicaid is \$4,705,938, an increase of \$293,106 over the current FY 2014 budget. An explanation of this change follows.

#### Same Service Level Changes—\$293,106

##### Continuing Salary Costs—\$170,803

There is an increase of \$170,803 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

##### Student Enrollment—\$260,409

There is an increase of \$260,409 for individualized paraeducator support for additional students projected to be served in general education classrooms.

##### Realignments to Meet Expenditure Requirements and Priorities—(\$165,131)

MCPS is reimbursed for the fee-for-service case management and health-related services it provides to eligible students. Based on the FY 2015 projected reimbursement revenue total, \$165,131 is shifted to the locally-funded budget for the Department of Special Education Services, the Division of Business, Fiscal, and Information Services, and the Department of Financial Services for related employee benefits.

##### Other—\$27,025

An increase of \$35,000 is budgeted to fund higher contractual costs to administer medical assistance reimbursements, and \$3,500 is added for temporary part-time salaries. Also, a reduction of \$11,475 is budgeted due to lower costs for licenses for speech/language pathologists.

### Program's Recent Funding History

	FY 2014 Projected 7/1/13	FY 2014 Received 11/30/13	FY 2015 Projected 7/1/14
Federal	\$4,412,832	\$4,705,938	\$4,705,938
State			
Other			
County			
Total	\$4,412,832	\$4,705,938	\$4,705,938

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

Julie S. Hall, Director I

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	11.700	12.300	12.300	12.500	.200
Position Salaries	\$1,018,940	\$1,140,542	\$1,140,542	\$1,164,426	\$23,884
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		13,500	13,500	13,500	
Stipends					
Professional Part Time		226,310	226,310	208,310	(18,000)
Supporting Services Part Time					
Other					
Subtotal Other Salaries	197,712	239,810	239,810	221,810	(18,000)
<b>Total Salaries &amp; Wages</b>	1,216,652	1,380,352	1,380,352	1,386,236	5,884
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		18,000	18,000	18,000	
<b>Total Contractual Services</b>	24,198	18,000	18,000	18,000	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		10,897	10,897	10,897	
Other Supplies & Materials		7,007	7,007	7,007	
<b>Total Supplies &amp; Materials</b>	28,945	17,904	17,904	17,904	
<b>04 Other</b>					
Local/Other Travel		10,144	10,144	12,600	2,456
Insur & Employee Benefits					
Utilities		12,000	12,000	12,000	
Miscellaneous					
<b>Total Other</b>	17,014	22,144	22,144	24,600	2,456
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$1,286,809</u>	<u>\$1,438,400</u>	<u>\$1,438,400</u>	<u>\$1,446,740</u>	<u>\$8,340</u>

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

Julie S. Hall, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
6	P Director I		1.000	1.000	1.000	<b>1.000</b>	
6	N Coordinator		.200	.200	.200	<b>.400</b>	.200
6	BD Instructional Specialist		3.000	3.000	3.000	<b>3.000</b>	
6	25 IT Systems Specialist		1.500	1.500	1.500	<b>1.500</b>	
6	24 Fiscal Specialist I		2.000	2.000	2.000	<b>2.000</b>	
6	18 Fiscal Assistant IV		1.000	1.600	1.600	<b>1.600</b>	
6	16 Administrative Secretary III		1.000				
6	15 Administrative Secretary II			1.000	1.000	<b>1.000</b>	
6	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
6	14 IT Services Technical Asst		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>11.700</b>	<b>12.300</b>	<b>12.300</b>	<b>12.500</b>	<b>.200</b>

# Medical Assistance Program - 939

Julie S. Hall, Director I

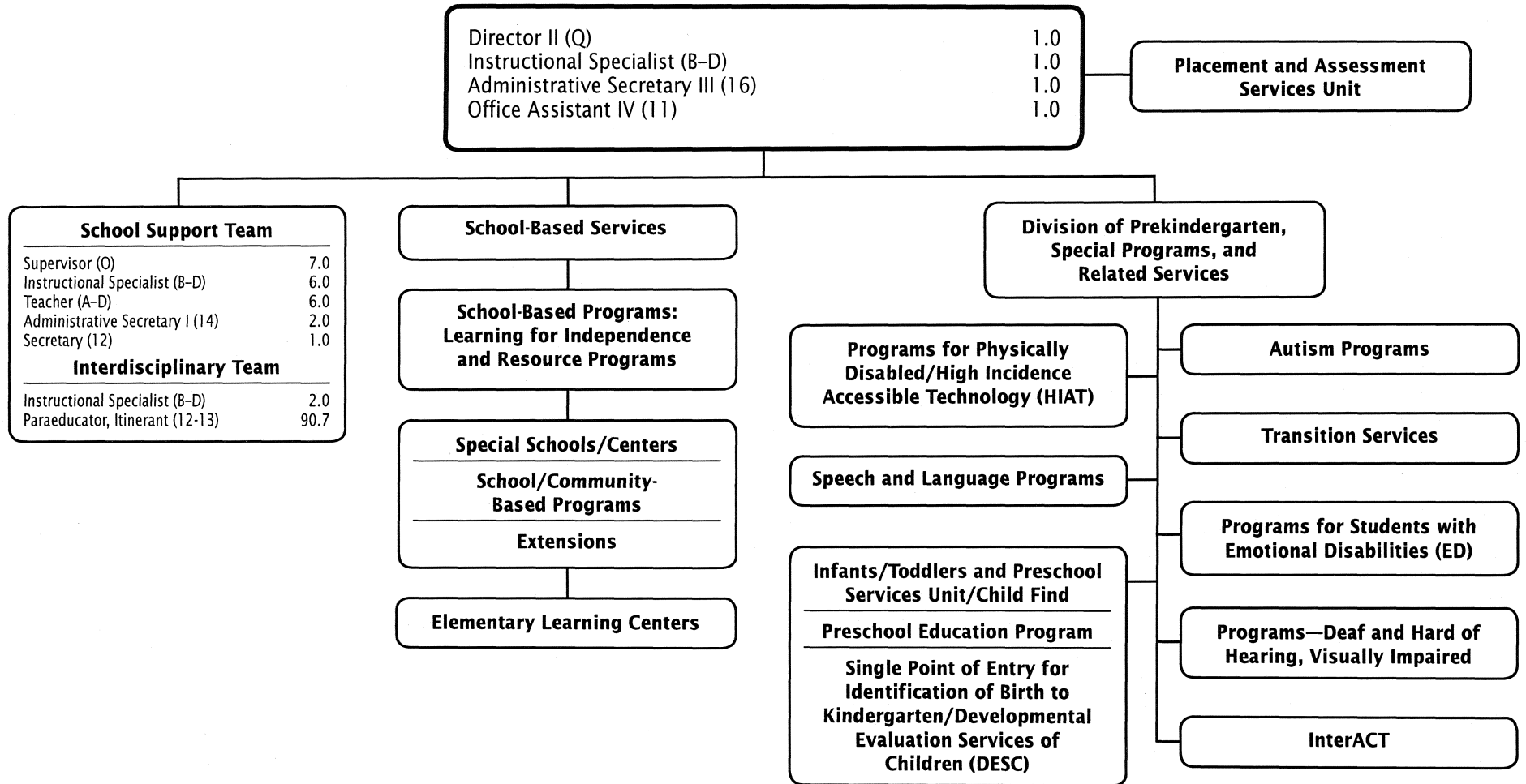
Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	54.500	63.700	63.700	<b>63.700</b>	
Position Salaries	\$2,106,699	\$2,180,899	\$2,180,899	<b>\$2,351,702</b>	\$170,803
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time				<b>273,601</b>	273,601
Other					
Subtotal Other Salaries				<b>273,601</b>	273,601
<b>Total Salaries &amp; Wages</b>	2,106,699	2,180,899	2,180,899	<b>2,625,303</b>	444,404
<b>02 Contractual Services</b>					
Consultants		25,000	25,000	<b>25,000</b>	
Other Contractual		721,725	721,725	<b>756,725</b>	35,000
<b>Total Contractual Services</b>	473,375	746,725	746,725	<b>781,725</b>	35,000
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>					
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits		1,458,433	1,458,433	<b>1,283,610</b>	(174,823)
Utilities					
Miscellaneous		26,775	26,775	<b>15,300</b>	(11,475)
<b>Total Other</b>	1,224,116	1,485,208	1,485,208	<b>1,298,910</b>	(186,298)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$3,804,190</b>	<b>\$4,412,832</b>	<b>\$4,412,832</b>	<b>\$4,705,938</b>	<b>\$293,106</b>

# Medical Assistance Program - 939

Julie S. Hall, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
6	N Coordinator		.800	.800	.800	<b>.800</b>	
6	27 Project Specialist		1.000	1.000	1.000	<b>1.000</b>	
6	22 Fiscal Assistant V		1.000	1.000	1.000	<b>1.000</b>	
6	14 Account Assistant III		1.000	1.000	1.000	<b>1.000</b>	
6	13 Spec Ed Itinerant Paraeducator	X	50.100	59.300	59.300	<b>59.300</b>	
6	12 Secretary		.600	.600	.600	<b>.600</b>	
	<b>Total Positions</b>		<b>54.500</b>	<b>63.700</b>	<b>63.700</b>	<b>63.700</b>	

# Department of Special Education Services



Chapter 5 - 18

# Placement and Assessment Services Unit

Supervisor (O)	1.0
Coordinator (N)	1.0
Instructional Specialist (B-D)	6.0
Psychologist (B-D)*	2.5
Teacher, Resource (A-D)	1.0
Administrative Secretary I (14)	1.0
Secretary (12)	3.0

F.T.E. Positions 15.5

\* Psychologist positions are supervised by the Psychological Services Unit Director under the Department of Student Services

# School-Based Services

## School-Based Programs: Learning for Independence and Resource Programs

Teacher, Resource Room (A-D)****	254.7
Teacher, Resource (A-D)	45.0
Teacher, Resource (A-D)***	
Teacher, Special Education (A-D)	428.801
Teacher, Special Education (A-D)**	
Paraeducator (12-13)	572.953

## Secondary Intensive Reading Program

Teacher, Special Education (A-D)	12.0
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## Gifted and Talented/ Learning Disabled Programs

Teacher, Special Education (A-D)	12.6
Paraeducator (12-13)	11.025

## School/Community- Based Programs

Teacher (A-D)	61.4
Paraeducator (12-13)	94.625

## Extensions

Instructional Specialist (B-D)	1.0
Secondary Program Specialist (B-D)	2.0
Social Worker (B-D)	1.0
Teacher, Special Education (A-D)	10.0
Paraeducator (12-13)	21.0

## Elementary Learning Centers

Elementary Program Specialist (B-D)	6.0
Teacher, Special Education (A-D)	59.0
Paraeducator (12-13)	48.125

## Medical Assistance Program\*

F.T.E. Positions 1,641.229

\* Resources for Medical Assistance are shown in the Division of Business, Fiscal, and Information Systems

\*\* 111.0 positions funded by IDEA

\*\*\* 1.0 position supports Model Learning Center

\*\*\*\* 0.5 position supports Model Learning Center



# Special Schools/Centers\*

Rock Terrace School	
Principal (P)	1.0
Assistant Principal (N)	1.0
Psychologist (B-D)**	0.5
Media Specialist (B-D)	0.5
Counselor (B-D)	1.0
Teacher, Staff Development (A-D)	0.4
Teacher, Special Education (A-D)	0.1
Teacher, Special Education (A-D)*****	
Teacher, Physical Education (A-D)	1.0
Teacher, Art (A-D)	0.6
Teacher, Music (A-D)	0.6
School Administrative Secretary (16)	1.0
Instructional Data Assistant (16)	0.25
Security Assistant (14)	1.0
School Secretary II (13)	1.0
Paraeducator (12-13)	16.1
Media Assistant (12)	1.0

Stephen Knolls School	
Coordinator (N)	1.0
Media Specialist (B-D)	0.5
Teacher, Special Education (A-D)*****	
Teacher, Staff Development (A-D)	0.3
Teacher, Physical Education (A-D)***	0.7
Teacher, Art (A-D)***	0.5
Teacher, Music (A-D)***	0.4
School Administrative Secretary (16)	1.0
Instructional Data Assistant (16)	0.25
Paraeducator (12-13)	13.75
Media Assistant (12)	0.5
School Secretary I (12)	0.5
Lunch Aide (7)	0.875

Longview School	
Coordinator (N)	1.0
Teacher, Special Education (A-D)****	
Teacher, Staff Development (A-D)	0.3
Teacher, Physical Ed. (A-D)	0.5
Teacher, Art (A-D)	0.5
Teacher, Music (A-D)	0.4
School Administrative Secretary (16)	1.0
Paraeducator (12-13)	15.75
Media Assistant (12)	0.5
School Secretary I (12)	0.5
Lunch Aide (7)	0.875

Carl Sandburg Learning Center	
Principal (O)	1.0
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

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)	2.0
Teacher, Special Education (A-D)*****	
Teacher, Transition (A-D)	1.0
Teacher, Physical Education (A-D)	1.0
Teacher, Music (A-D)	0.6
Teacher, Art (A-D)	1.0
School Administrative Secretary (16)	1.0
Instructional Data Assistant (16)	0.25
Security Assistant (14)	1.0
Paraeducator (12-13)	19.75
Media Assistant (12)	0.5
School Secretary I (12)	1.0

F.T.E. Positions 157.575

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

\*\* Psychologist positions are supervised by the Psychological Services Unit under the Department of Student Services

\*\*\* Additional 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, implement, and monitor the delivery of a seamless continuum of services for students with disabilities from birth through age 21, to prepare for career and college readiness.*

## MAJOR FUNCTIONS

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

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

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

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

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

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

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

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

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

### **Ensure that Students with Disabilities are College and Workforce Ready**

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

## ACCOMPLISHMENTS AND INITIATIVES

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

- » In support of the core values of the MCPS strategic planning framework and IDEA, DSES is committed to promoting improved academic achievement for all students with disabilities in the LRE setting. The October 26, 2012, Maryland Special Education/Early Intervention Services Census Data and Related Tables (Census Data) report shows that the percentage of students receiving services in LRE A increased from 61.05 percent in 2007, to 67.49 percent in 2012, which exceeds the Maryland State Department of Education target of 63.11 percent by 4.38 percentage points.

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

- » MCPS established collaborative prekindergarten classes designed to provide students with disabilities with access to the general education environment and curriculum. In Fiscal Year (FY) 2014, the collaborative classrooms initiative increased from 15 to 19 elementary schools. The professional development and collaborative planning efforts of general and special educators for these prekindergarten classes led to positive outcomes for students with disabilities transitioning to kindergarten. In FY 2013, 94.29 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 3 percent increase over FY 2012. In addition to the collaborative classrooms initiative, MCPS expanded opportunities for prekindergarten students with disabilities to receive services in a regular early childhood setting by inviting nondisabled community peers to participate in 26 classrooms.

- » During the 2012–2013 school year, MCPS reduced the number of school-aged students enrolled in more restrictive nonpublic placements. According to the Census Data report dated October 26, 2012, enrollment in nonpublic day programs was 472 students, compared with 497 students reported on the October 28, 2011, Census Data report.

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

- » During the 2012–2013 school year, DSES continued to support the design and implementation of Curriculum 2.0, a digital 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.
- » The High Incidence Accessible Technology (HIAT) team provided technology training, online materials, guides, resource links, and examples of universally designed instruction to support student access to the MCPS curriculum. HIAT expanded the availability of assistive technology services to a wider range of students with disabilities to facilitate their participation in general education classes and achievement at higher levels. HIAT continues to provide professional development on UDL strategies for teachers throughout the school year. DSES staff members established professional learning communities (PLCs) at six elementary schools and three middle schools regarding the implementation of UDL strategies. In addition, support was continued to six schools, which began implementation in previous years. Grade-level teams consisting of general and special education teachers, media specialists, paraeducators, and instructional leadership teams collaboratively planned, designed, and implemented UDL practices in general education classrooms for the benefit of all 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 <http://montgomeryschoolsmd.org/departments/hiat/udl/>.

Professional learning opportunities for general and special education teachers continues as a major initiative for DSES. The Middle School Special Education Institute (MSSEI) was designed to build the capacity of general and special education teachers, staff development teachers and related service providers, and paraeducators to teach special education students in the LRE by providing them with targeted professional development opportunities and observations. During the 2012–2013 school year, MSSEI included Tilden, Rosa Parks, and Lakelands Park middle schools. Approximately 100 MCPS staff, including special and general education Grade 8 coaching teams observed effective instructional practices for teaching students with disabilities, with an emphasis on co-teaching, collaborative planning, differentiated instruction, UDL, and the use of technology to build

the capacity of staff members. Grade 8 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.

- » The Student Achievement Grant for 2012–2013 focused on working with students with disabilities in four elementary schools—Brookhaven, S. Christa McAuliffe, South Lake, and Weller Road—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. A total of 90 percent of the elementary students with disabilities in the targeted schools exhibited gains on the mathematics intervention assessments. In addition, 85 percent of the general and special education teachers reported improvement in their teaching, due to collaboration. All four schools expressed a desire to remain in the grant for another year.
- » During the 2012–2013 school year, reading interventions were expanded at the elementary and secondary levels: elementary schools with resource-only services received reading interventions; all middle schools received reading and writing interventions. Professional development opportunities to support the implementation of reading and mathematics intervention programs were provided at all levels. Additional professional development opportunities were provided for teachers in elementary schools with elementary learning centers and Learning and Academic Disabilities programs focused on strategies to scaffold mathematics instruction for students with disabilities. During the 2013–2014 school year, reading and mathematics interventions were provided to support students with alternate academic learning outcomes in secondary schools.

**Ensure that Students with Disabilities are College and Workforce Ready**

- » Under the direction of DSES, Transition Services planned and designed activities for middle and high-school-aged students to ensure that transition planning is student-focused with parents, school-based administrators, staff members, and community agencies. During the 2012–2013 school year, four School-to-Adult Transition workshops were offered to students and parents that addressed eligibility services available in the community and in the schools, student and parent roles in accessing those eligibility services, and tips to promote a successful transition from MCPS to adult living. Transition support teachers assigned to each high school continued to counsel students on career planning, teach career-related classes, help develop and support work experiences, and link students to appropriate services in the community.

## 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 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
67.49%	68.50%	70.00%

**Explanation:** This measure indicates the degree to which students with special needs are educated in general education settings. In 2013, MCPS exceeded the LRE A MSDE state target of 63.11 percent by 4.38 percentage points. Each consecutive year, MCPS will continue to increase the percentage of students with disabilities educated in the general education environment, as indicated above.

**Performance Measure:** The *Elementary and Secondary Education Act* (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 performance of students with disabilities in MCPS in spring 2013 indicated the following:

Grades 3-5 Mathematics Performance		Change in Proficiency Rate from 2012-2013
2012	2013	
65.6	52.7	-12.9
Reading Performance		Change in Proficiency Rate from 2012-2013
2012	2013	
75.2	68.1	-7.1
Grades 6-8 Mathematics Performance		Change in Proficiency Rate from 2012-2013
2012	2013	
52.3	42.4	-9.9
Reading Performance		Change in Proficiency Rate from 2012-2013
2012	2013	
66.5	62.8	-3.7

**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.

## OVERVIEW OF BUDGET CHANGES

### Department of Special Education Services

#### FY 2014 Current Budget

The current FY 2014 budget for this department is changed from the budget adopted by the Board of Education on June 13, 2013. The change is a result of a realignment of \$10,080 from supporting services part-time salaries and \$14,052 from summer employment at RICA to support extended school-year teacher and paraeducator services in this department.

#### FY 2015 Recommended Budget

The FY 2015 recommended budget for this department is \$13,384,020, an increase of \$1,721,344 over the current FY 2014 budget. An explanation of this change follows.

#### Same Service Level Changes—\$1,769,259

##### Continuing Salary Costs—(\$107,317)

There is a decrease of \$107,317 for continuing salary costs. The costs associated with the annualization of the step provided to employees on February 8, 2014 are offset by reductions for staff turnover.

##### Student Enrollment—\$978,096

There is an increase of \$162,181 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). Also, as more special education students are served in general education settings, additional support for students and staff is required. As a result, there is an increase of \$469,048 for more individualized paraeducator support for students served in general education classrooms. In addition, there is a budgetary increase of \$110,000 for substitute paraeducators, \$50,652 for substitute teachers, and an increase of \$186,215 for textbooks and instructional materials for the additional students.

##### Realignments to Meet Expenditure Requirements and Priorities—\$871,679

Due to funding changes, program needs, and to align resources where they are needed next year, there is a shift of \$871,679 from the IDEA grant-funded budget and the Medical Assistance program's budget to the this department.

##### Other—\$26,801

Applying an inflation factor of 3 percent increases the budget for textbooks and instructional materials by \$26,801.

#### Program Efficiencies and Reductions—(\$47,915)

There is a reduction of \$11,114 budgeted for professional development stipends and a reduction of \$10,000 for local travel mileage reimbursement based on prior year spending trends. In addition, there is a reduction of \$26,801 by eliminating a projected 3 percent inflationary adjustment for textbooks and instructional materials. The department will implement efficiencies to ensure that students' have required supplies and materials.

### Placement and Assessment Services

#### FY 2015 Recommended Budget

The FY 2015 recommended budget for this unit is \$41,784,754, an increase of \$2,111,964 over the current FY 2014 budget. An explanation of this change follows.

#### Same Service Level Changes—\$2,114,164

##### Continuing Salary Costs—\$49,741

There is an increase of \$49,741 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

*Student Enrollment—\$1,061,495*

The FY 2015 budget includes an increase of \$1,061,495 for tuition payments for a projected 553 students to be served in nonpublic programs next year. This is an increase of 23 students over the 530 budgeted for FY 2014.

*Other—\$1,002,928*

A projected two and a half percent rate increase in tuition rates for students in nonpublic settings increases the budget by \$1,002,928. This rate is established by the state and will be finalized when the Governor releases the state's budget later this year.

**Program Efficiencies and Reductions—(\$2,200)**

There is a reduction of \$2,200 budgeted for special program travel associated with the monitoring of students with disabilities placed in out-of-state nonpublic schools. More monitoring will be accomplished through conference calls and visits will be coordinated so that fewer trips will be required.

**Special Schools and Centers**

**FY 2014 Current Budget**

The current FY 2014 budget for the special education schools and centers is changed from the budget adopted by the Board of Education on June 13, 2013. The change is a result of a realignment of \$10,080 from supporting services part-time salaries and \$14,052 from summer employment at RICA to support extended school-year teacher and paraeducator services in the Department of Special Education Services.

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for the special schools and centers is \$8,058,300, an increase of \$233,726 over the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$238,726**

*Continuing Salary Costs—\$18,443*

There is an increase of \$18,443 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

*Student Enrollment—\$220,283*

The FY 2015 budget includes an increase of \$220,283 for 2.0 teacher, 3.0 paraeducator, and 0.6 music teacher positions at RICA to add a new grade 4/5 combination class, and implement a crisis support team. This team will aide in effectively reintegrating students into the classroom setting with limited interruption to instruction.

**Program Efficiencies and Reductions—(\$5,000)**

There is a reduction of \$5,000 budgeted for stipends at RICA based on prior year spending trends.

**School-based Services**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for school-based services for special education students is \$95,718,348, an increase of \$3,818,300 over the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$3,818,300**

*Continuing Salary Costs—\$925,702*

There is an increase of \$925,702 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

*Student Enrollment—\$1,029,514*

A net addition of 13.301 teacher and 11.752 paraeducator positions and \$1,029,514 are budgeted due to changes in enrollment in the following programs:

- » School/Community-based Programs – decreases of 1.6 teacher and 5.875 paraeducator positions and \$244,660
- » Elementary Learning Centers – decreases of 0.5 teacher and 0.5 elementary program specialist positions and \$53,478
- » Learning for Independence Program – increases of 3.0 teacher and 3.5 paraeducator positions and \$255,214
- » GT/LD Program – increases of 0.8 teacher and 0.7 paraeducator positions and \$61,738
- » Home School Model – increases of 24.0 teacher and 31.75 paraeducator positions and \$2,143,276
- » Learning and Academic Disabilities (LAD) Model – decreases of 17.1 teachers and 18.138 paraeducator positions and \$1,405,653
- » Hours-based Staffing Model – increase of 5.201 teacher and decrease of 0.185 paraeducator positions and \$273,077

*New Schools—\$53,478*

The new Clarksburg Cluster Elementary school is scheduled to open in FY 2015. As a result, a 1.0 resource room teacher position and \$53,478 are added to this budget.

*Realignments to Meet Expenditure Requirements and Priorities—\$1,800,406*

Due to funding changes, program needs, and to align resources where they are needed next year, there is a shift of 29.0 positions and \$1,800,406 from the IDEA grant-funded budget to the budget for School-based Services.

*Other—\$9,200*

Due to growth in the population of students with disabilities who require intensive services, the Extensions Program was expanded in the 2013-2014 school year. To sustain this continued growth, the FY 2015 budget includes the conversion of a 10-month, 1.0 secondary program specialist to a 12-month, 1.0 instructional specialist position and \$9,200 to provide support at an additional program site.

# Department of Special Education Services - 251

Gwendolyn J. Mason, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	127,900	118,700	118,700	<b>118,700</b>	
Position Salaries	\$5,281,988	\$5,652,552	\$5,652,552	<b>\$5,519,991</b>	(\$132,561)
<b>Other Salaries</b>					
Summer Employment		98,453	112,505	<b>335,283</b>	222,778
Professional Substitutes		2,204,320	2,204,320	<b>2,254,972</b>	50,652
Stipends		23,114	23,114	<b>12,000</b>	(11,114)
Professional Part Time					
Supporting Services Part Time		2,710,350	2,720,430	<b>4,133,856</b>	1,413,426
Other					
Subtotal Other Salaries	4,580,991	5,036,237	5,060,369	<b>6,736,111</b>	1,675,742
<b>Total Salaries &amp; Wages</b>	<b>9,862,979</b>	<b>10,688,789</b>	<b>10,712,921</b>	<b>12,256,102</b>	<b>1,543,181</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks		265,022	265,022	<b>264,472</b>	(550)
Media		12,679	12,679	<b>12,152</b>	(527)
Instructional Supplies & Materials		615,669	615,669	<b>802,961</b>	187,292
Office		6,326	6,326	<b>6,326</b>	
Other Supplies & Materials				<b>1,948</b>	1,948
<b>Total Supplies &amp; Materials</b>	<b>648,154</b>	<b>899,696</b>	<b>899,696</b>	<b>1,087,859</b>	<b>188,163</b>
<b>04 Other</b>					
Local/Other Travel		45,000	45,000	<b>35,000</b>	(10,000)
Insur & Employee Benefits					
Utilities					
Miscellaneous		5,059	5,059	<b>5,059</b>	
<b>Total Other</b>	<b>31,652</b>	<b>50,059</b>	<b>50,059</b>	<b>40,059</b>	<b>(10,000)</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$10,542,785</b>	<b>\$11,638,544</b>	<b>\$11,662,676</b>	<b>\$13,384,020</b>	<b>\$1,721,344</b>

## Department of Special Education Services - 251

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
6	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
6	O Supervisor		7.000	7.000	7.000	<b>7.000</b>	
6	BD Instructional Specialist		9.000	9.000	9.000	<b>9.000</b>	
6	AD Teacher, Special Education	X	6.000	6.000	6.000	<b>6.000</b>	
6	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
6	14 Administrative Secretary I		2.000	2.000	2.000	<b>2.000</b>	
6	13 Spec Ed Itinerant Paraeducator	X	99.900	90.700	90.700	<b>90.700</b>	
6	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
6	11 Office Assistant IV		1.000	1.000	1.000	<b>1.000</b>	
<b>Total Positions</b>			<b>127.900</b>	<b>118.700</b>	<b>118.700</b>	<b>118.700</b>	

# Placement and Assessment Services Unit - 255

Joanne C. Hoffman, Supervisor

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	16.500	15.500	15.500	<b>15.500</b>	
Position Salaries	\$1,369,621	\$1,383,553	\$1,383,553	<b>\$1,433,294</b>	\$49,741
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		64,230	64,230	<b>64,230</b>	
Supporting Services Part Time		5,880	5,880	<b>5,880</b>	
Other					
Subtotal Other Salaries	73,929	70,110	70,110	<b>70,110</b>	
<b>Total Salaries &amp; Wages</b>	1,443,550	1,453,663	1,453,663	<b>1,503,404</b>	49,741
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		3,239	3,239	<b>3,239</b>	
Office		4,156	4,156	<b>4,156</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	7,555	7,395	7,395	<b>7,395</b>	
<b>04 Other</b>					
Local/Other Travel		18,789	18,789	<b>16,589</b>	(2,200)
Insur & Employee Benefits					
Utilities					
Miscellaneous		38,192,943	38,192,943	<b>40,257,366</b>	2,064,423
<b>Total Other</b>	34,344,704	38,211,732	38,211,732	<b>40,273,955</b>	2,062,223
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$35,795,809</b>	<b>\$39,672,790</b>	<b>\$39,672,790</b>	<b>\$41,784,754</b>	<b>\$2,111,964</b>



## Placement and Assessment Services Unit - 255

Joanne C. Hoffman, Supervisor

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
6	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
6	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
6	BD Instructional Specialist		6.000	6.000	6.000	<b>6.000</b>	
3	BD Psychologist		2.500	2.500	2.500	<b>2.500</b>	
6	AD Teacher, Resource Spec Ed	X	1.000	1.000	1.000	<b>1.000</b>	
6	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
6	12 Secretary		4.000	3.000	3.000	<b>3.000</b>	
	<b>Total Positions</b>		<b>16.500</b>	<b>15.500</b>	<b>15.500</b>	<b>15.500</b>	

# School-Based Services - 248/242/244/246/275/279/280

Gwendolyn J. Mason, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	1,611.902	1,586.176	1,586.176	<b>1,641.229</b>	55.053
Position Salaries	\$93,469,774	\$91,900,048	\$91,900,048	<b>\$95,718,348</b>	\$3,818,300
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>	93,469,774	91,900,048	91,900,048	<b>95,718,348</b>	3,818,300
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>					
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>					
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$93,469,774</u>	<u>\$91,900,048</u>	<u>\$91,900,048</u>	<u><b>\$95,718,348</b></u>	<u>\$3,818,300</u>

# School-Based Services - 248/242/244/246/275/279/280

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>248 School-Based Services</b>						
6	AD Teacher, Special Education	X	451.600	407.500	383.700	<b>428.801</b>	45.101
6	AD Teacher, Sp Ed Resource Room	X	254.200	254.700	254.700	<b>254.700</b>	
6	AD Teacher, Resource Spec Ed	X	42.000	45.000	45.000	<b>45.000</b>	
6	13 Special Education Paraeducator	X	575.698	566.351	556.026	<b>572.953</b>	16.927
	<b>Subtotal</b>		<b>1,323.498</b>	<b>1,273.551</b>	<b>1,239.426</b>	<b>1,301.454</b>	<b>62.028</b>
	<b>242 School-Community Based</b>						
6	AD Teacher, Special Education	X	61.000	63.000	63.000	<b>61.400</b>	(1.600)
6	13 Special Education Paraeducator	X	95.000	100.500	100.500	<b>94.625</b>	(5.875)
	<b>Subtotal</b>		<b>156.000</b>	<b>163.500</b>	<b>163.500</b>	<b>156.025</b>	<b>(7.475)</b>
	<b>244 High School Learning Centers</b>						
6	BD Sp Ed Secondary Prgm Spec	X	3.000				
6	AD Teacher, Special Education	X	5.500				
6	13 Special Education Paraeducator	X	4.812				
	<b>Subtotal</b>		<b>13.312</b>				
	<b>246 Elementary Learning Centers</b>						
6	BD Sp Ed Elem Prgm Spec	X	6.300	6.500	6.500	<b>6.000</b>	(.500)
6	AD Teacher, Special Education	X	50.000	59.500	59.500	<b>59.000</b>	(.500)
6	13 Special Education Paraeducator	X	39.852	48.125	48.125	<b>48.125</b>	
	<b>Subtotal</b>		<b>96.152</b>	<b>114.125</b>	<b>114.125</b>	<b>113.125</b>	<b>(1.000)</b>
	<b>275 Extensions</b>						
6	BD Instructional Specialist					<b>1.000</b>	1.000
7	BD Social Worker		.500	1.000	1.000	<b>1.000</b>	
6	BD Sp Ed Secondary Prgm Spec	X	2.000	3.000	3.000	<b>2.000</b>	(1.000)
6	AD Teacher, Special Education	X	6.000	10.000	10.000	<b>10.000</b>	
6	13 Special Education Paraeducator	X	14.440	21.000	21.000	<b>21.000</b>	
	<b>Subtotal</b>		<b>22.940</b>	<b>35.000</b>	<b>35.000</b>	<b>35.000</b>	
	<b>279 Gifted and Talented/Learning Disabled Program</b>						
6	AD Teacher, Special Education	X			11.800	<b>12.600</b>	.800
6	13 Special Education Paraeducator	X			10.325	<b>11.025</b>	.700
	<b>Subtotal</b>				<b>22.125</b>	<b>23.625</b>	<b>1.500</b>
	<b>280 Secondary Intensive Reading Program</b>						
6	AD Teacher, Special Education	X			12.000	<b>12.000</b>	
	<b>Subtotal</b>				<b>12.000</b>	<b>12.000</b>	
	<b>Total Positions</b>		<b>1,611.902</b>	<b>1,586.176</b>	<b>1,586.176</b>	<b>1,641.229</b>	<b>55.053</b>

# Special Schools/Centers - 240/243/247/272/273/274/295

Gwendolyn J. Mason, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	141.075	151.975	151.975	<b>157.575</b>	5.600
Position Salaries	\$6,362,524	\$7,808,274	\$7,808,274	<b>\$8,047,000</b>	\$238,726
<b>Other Salaries</b>					
Summer Employment		14,052			
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		10,080			
Other		10,000	10,000	<b>5,000</b>	(5,000)
Subtotal Other Salaries	1,838	34,132	10,000	<b>5,000</b>	(5,000)
<b>Total Salaries &amp; Wages</b>	<b>6,364,362</b>	<b>7,842,406</b>	<b>7,818,274</b>	<b>8,052,000</b>	<b>233,726</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>					
<b>04 Other</b>					
Local/Other Travel		6,300	6,300	<b>6,300</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>6,226</b>	<b>6,300</b>	<b>6,300</b>	<b>6,300</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$6,370,588</b>	<b>\$7,848,706</b>	<b>\$7,824,574</b>	<b>\$8,058,300</b>	<b>\$233,726</b>

# Special Schools/Centers - 240/243/247/272/273/274/295

Gwendolyn J. Mason, Director II

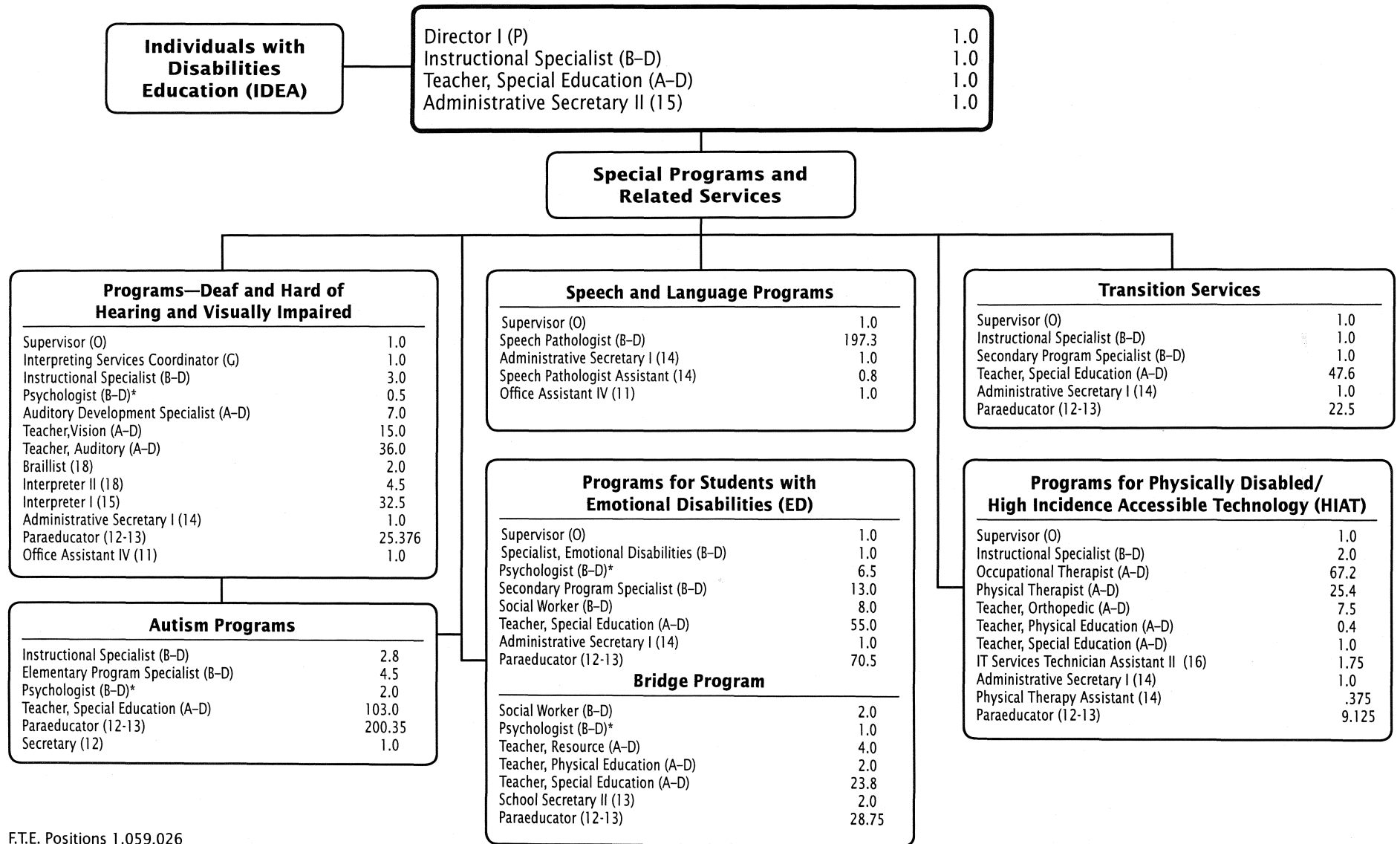
CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
<b>243 Rock Terrace School</b>							
6	P Principal		1.000	1.000	1.000	1.000	
6	N Assisant Principal		1.000	1.000	1.000	1.000	
3	BD Psychologist		.500	.500	.500	.500	
6	BD Counselor	X	1.000	1.000	1.000	1.000	
6	BD Media Specialist	X	.500	.500	.500	.500	
6	AD Teacher, Staff Development	X	.400	.400	.400	.400	
6	AD Teacher, Special Education	X	.100	.100	.100	.100	
6	AD Teacher, Physical Education	X	.600	1.000	1.000	1.000	
6	AD Teacher, Art	X	.600	.600	.600	.600	
6	AD Teacher, General Music	X	.600	.600	.600	.600	
6	16 School Admin Secretary		1.000	1.000	1.000	1.000	
6	16 Instructional Data Assistant	X	.250	.250	.250	.250	
6	14 Security Assistant	X	1.000	1.000	1.000	1.000	
6	13 School Secretary II	X	1.000	1.000	1.000	1.000	
6	13 Special Education Paraeducator	X	16.100	16.100	16.100	16.100	
6	12 Media Assistant	X	1.000	1.000	1.000	1.000	
<b>Subtotal</b>			<b>26.650</b>	<b>27.050</b>	<b>27.050</b>	<b>27.050</b>	
<b>272 Stephen Knolls School</b>							
6	N Coordinator Special Center		1.000	1.000	1.000	1.000	
6	BD Media Specialist	X	.500	.500	.500	.500	
6	AD Teacher, Staff Development	X	.300	.300	.300	.300	
6	AD Teacher, Physical Education	X	.700	.700	.700	.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	13.750	13.750	13.750	13.750	
6	12 School Secretary I		.500	.500	.500	.500	
6	12 Media Assistant	X	.500	.500	.500	.500	
6	7 Lunch Hour Aide - Permanent	X	.875	.875	.875	.875	
<b>Subtotal</b>			<b>20.275</b>	<b>20.275</b>	<b>20.275</b>	<b>20.275</b>	
<b>273 Carl Sandburg Learning Center</b>							
6	O Principal		1.000	1.000	1.000	1.000	
3	BD Psychologist		1.000	1.000	1.000	1.000	
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	
6	AD Teacher, General Music	X	.500	.500	.500	.500	

# Special Schools/Centers - 240/243/247/272/273/274/295

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
<b>273 Carl Sandburg Learning Center</b>							
6	16 School Admin Secretary		1.000	1.000	1.000	<b>1.000</b>	
6	16 Instructional Data Assistant	X	.250	.250	.250	<b>.250</b>	
6	13 Special Education Paraeducator	X	17.500	28.000	28.000	<b>28.000</b>	
6	12 School Secretary I		.500	.500	.500	<b>.500</b>	
6	12 Media Assistant	X	.500	.500	.500	<b>.500</b>	
6	7 Lunch Hour Aide - Permanent	X	.875	.875	.875	<b>.875</b>	
<b>Subtotal</b>			<b>43.825</b>	<b>54.325</b>	<b>54.325</b>	<b>54.325</b>	
<b>274 Longview School</b>							
6	N Coordinator Special Center		1.000	1.000	1.000	<b>1.000</b>	
6	AD Teacher, Staff Development	X	.300	.300	.300	<b>.300</b>	
6	AD Teacher, Physical Education	X	.500	.500	.500	<b>.500</b>	
6	AD Teacher, Art	X	.500	.500	.500	<b>.500</b>	
6	AD Teacher, General Music	X	.400	.400	.400	<b>.400</b>	
6	16 School Admin Secretary		1.000	1.000	1.000	<b>1.000</b>	
6	13 Special Education Paraeducator	X	15.750	15.750	15.750	<b>15.750</b>	
6	12 School Secretary I		.500	.500	.500	<b>.500</b>	
6	12 Media Assistant	X	.500	.500	.500	<b>.500</b>	
6	7 Lunch Hour Aide - Permanent	X	.875	.875	.875	<b>.875</b>	
<b>Subtotal</b>			<b>21.325</b>	<b>21.325</b>	<b>21.325</b>	<b>21.325</b>	
<b>295 JLG - RICA</b>							
6	P Principal		1.000	1.000	1.000	<b>1.000</b>	
6	N Assistant Principal		1.000	1.000	1.000	<b>1.000</b>	
6	BD Media Specialist	X	1.000	1.000	1.000	<b>1.000</b>	
6	BD Sp Ed Secondary Prgm Spec	X	2.000	2.000	2.000	<b>2.000</b>	
6	AD Teacher	X	.500	.500	.500	<b>.500</b>	
6	AD Teacher, Special Education	X				<b>2.000</b>	2.000
6	AD Teacher, Physical Education	X	1.000	1.000	1.000	<b>1.000</b>	
6	AD Teacher, Art	X	1.000	1.000	1.000	<b>1.000</b>	
6	AD Teacher, General Music	X				<b>.600</b>	.600
6	AD Teacher, Sp Ed Transition	X	1.000	1.000	1.000	<b>1.000</b>	
6	16 School Admin Secretary		1.000	1.000	1.000	<b>1.000</b>	
6	16 Instructional Data Assistant	X	.250	.250	.250	<b>.250</b>	
6	14 Security Assistant	X	1.000	1.000	1.000	<b>1.000</b>	
6	13 Special Education Paraeducator	X	16.750	16.750	16.750	<b>19.750</b>	3.000
6	12 School Secretary I		1.000	1.000	1.000	<b>1.000</b>	
6	12 Media Assistant	X	.500	.500	.500	<b>.500</b>	
<b>Subtotal</b>			<b>29.000</b>	<b>29.000</b>	<b>29.000</b>	<b>34.600</b>	<b>5.600</b>
<b>Total Positions</b>			<b>141.075</b>	<b>151.975</b>	<b>151.975</b>	<b>157.575</b>	<b>5.600</b>

# Division of Prekindergarten, Special Programs, and Related Services



F.T.E. Positions 1,059.026

\* Psychologist positions are supervised by the Psychological Services Unit under the Department of Student Services

# Individuals with Disabilities Education Act (IDEA) School-Based Services

<b>School-Based Programs: Learning and Academic Disabilities</b>	
Teacher, Resource (A-D)	20.0
Teacher, Special Education (A-D)*	19.2
Teacher, Special Education (A-D)	111.0

<b>Stephen Knolls School</b>	
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

<b>Longview School</b>	
Teacher, Special Education (A-D)	9.0

<b>Rock Terrace School</b>	
Teacher, Special Education (A-D)	16.0

<b>JIG-RICA</b>	
Teacher, Special Education (A-D)	18.0

<b>Preschool Education Program (PEP) Office</b>	
Elementary Program Specialist (B-D)	2.0

<b>PEP Beginnings</b>	
Teacher, Beginnings (A-D)	3.1

<b>PEP Comprehensive</b>	
Teacher, Preschool (A-D)	1.0

<b>Augmentative Communication</b>	
Speech Pathologist (B-D)*	0.6
Teacher, Special Education (A-D)*	3.0
Paraeducator (12-13)*	5.25

<b>Preschool Language Classes</b>	
Speech Pathologist (B-D)*	7.5
Teacher, Special Education (A-D)*	2.3
Paraeducator (12-13)*	6.562

F.T.E. Positions 233.112

All positions also are shown on other charts in this chapter to reflect program assignments



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

Infants and Toddlers Program	
Coordinator (N)	5.0
Elementary Program Specialist (B-D)**	5.0
Speech Pathologist (B-D)	78.0
Occupational Therapist (A-D)	31.6
Physical Therapist (A-D)	36.2
Physical Therapist (A-D)**	1.0
Teacher, Auditory (A-D)	3.5
Teacher, Infants and Toddlers (A-D)	76.0
Teacher, Special Education (A-D)	0.2
Teacher, Vision (A-D)	3.5
Administrative Secretary I (14)	5.0
Paraeducator (12-13)	42.1

Preschool Education Program (PEP) Office	
Coordinator (N)	2.0
Elementary Program Specialist (B-D)***	
Instructional Specialist (B-D)	1.0
Psychologist (B-D)*	3.0
Teacher, Preschool (A-D)	0.2
Administrative Secretary I (14)	2.0

Preschool Education Program (PEP Classic)	
Parent Educator (A-D)	16.0
Parent Educator (A-D)	0.75
Teacher, Preschool (A-D)	53.0
Paraeducator (12-13)	47.0

PEP Beginnings	
Speech Pathologist (B-D)	2.1
Parent Educator (A-D)	2.0
Teacher, Beginnings (A-D)	4.0
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)	6.2
Occupational Therapist (A-D)	9.3
Teacher, Preschool (A-D)	31.0
Paraeducator (12-13)	31.0

PEP Itinerant	
Speech Pathologist (B-D)	2.0
Occupational Therapist (A-D)	1.0
Physical Therapist (A-D)	0.7
Teacher, Preschool (A-D)	5.0

PEP Comprehensive	
Speech Pathologist (B-D)	3.2
Teacher, Preschool (A-D)	16.0
Teacher, Special Education (A-D)	3.8
Physical Therapist (A-D)	3.2
Occupational Therapist (A-D)	3.2
Paraeducator (12-13)	24.0

Arc of Montgomery County	
Teacher, Preschool (A-D)	2.5
Teacher, Special Education (A-D)	1.0
Speech Pathologist (B-D)	0.75
Occupational Therapist (A-D)	1.0
Physical Therapist (A-D)	0.5
Paraeducator (12-13)	3.75

Child Find	
Supervisor (0)	1.0
Instructional Specialist (B-D)	3.0
Administrative Secretary I (14)	1.0
Program Secretary (13)	1.0

Single Point of Entry for Identification of Birth to Kindergarten/DESC	
Instructional Specialist (B-D)	4.0
Psychologist (B-D)*	1.5
Speech Pathologist (B-D)	3.0
Occupational Therapist (A-D)	2.5
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 618.425

\* Psychologist positions are supervised by the Psychological Services Unit under the Department of Student Services

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

\*\*\* Positions funded by IDEA

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

271/245/249/252/253/254/256/258/259/299/276/277/278/913/907/930

Felicia Piacente, Director I

301-279-8520

**MISSION** *The mission of the Division of Prekindergarten, Special Programs, and Related Services (DPSPRS) is to provide services to young children with disabilities and their families, and to provide specialized programming and related services to all students with disabilities, birth to age 21.*

## MAJOR FUNCTIONS

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

In accordance with IDEA and COMAR, DPSPRS ensures the infrastructure is in place to support a seamless birth through 5 comprehensive and coordinated system of services for young children with disabilities and their families. DPSPRS ensures the provision of a free appropriate public education by providing specially designed services to meet the unique needs of students with physical disabilities, autism spectrum disorders, emotional disabilities, and speech/language and hearing and/or vision impairments. Related services of speech/language, occupational, and physical therapy are provided to students with disabilities throughout the school district.

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

DPSPRS oversees and monitors the Montgomery County Infants and Toddlers Program, the Child Find/Early Childhood Disabilities Unit, Preschool Education Program, Physical Disabilities Program, the Interdisciplinary Augmentative Communication and Technology team, and the following specialized services: deaf and hard of hearing; vision; autism spectrum disorders; emotional disabilities, including Bridge services; speech and language; occupational and physical therapy; and transition services. Young children with developmental delays and students with disabilities require access to a wide range of special education services. Identified needs are addressed through an Individualized Family Service Plan (IFSP) or an Individualized Education Program (IEP). It is a priority of DPSPRS to serve young children and students with disabilities in the natural or Least Restrictive Environment. For children birth to age 3 with an IFSP or those on an Extended IFSP option, the focus is on providing the family with strategies to foster developmental skills. Students, ages 3 to 5 years-old may receive services in community preschools and child care centers, at a local school in an early childhood setting, or in small supportive classes within an MCPS school. Specialized services for students with unique needs are provided in supported general education and special education classes.

### **Eliminate the School Readiness and Achievement Gaps for Students with Disabilities**

In alignment with the MCPS strategic planning framework, *Building Our Future Together* Students, Staff, and Community, DPSPRS collaborates with the Division of Early Childhood

Programs and Services (DECPS) to improve the percentage of kindergarten students with disabilities reported as fully ready for school. In order to improve school readiness, DPSPRS works closely with interagency partners such as the Department of Health and Human Services and the Montgomery County Early Care and Education Congress to support young children and their families. To eliminate the achievement gap for students with disabilities, MCPS program supervisors and specialists work closely with the Office of School Support and Improvement and the Office of Curriculum and Instructional Program to provide access and opportunity for all students with disabilities to achieve at high levels. Professional development activities focus on eliminating the school readiness and achievement gaps between students with disabilities and their nondisabled peers.

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

Staff members from the Emotional Disabilities (ED) Services unit in DPSPRS provide systemwide professional development on crisis prevention and positive behavioral supports. Social workers and behavior support teachers provide ongoing consultation to school-based staff members on behavior management strategies and social skills instruction, and facilitate the development of Functional Behavioral Assessments and Behavioral Intervention Plans.

### **Ensure that Students with Disabilities are College and Workforce Ready**

In order to ensure that all students with disabilities graduate ready for college and/or entry into the workforce, Transition Services staff members provide career planning guidance and linkages to community agencies for students with disabilities at age 14, or younger, if appropriate. Transition support teachers coordinate in-school and community internships, conduct independent living skills instruction, and plan and deliver transition workshops for families.

## ACCOMPLISHMENTS AND INITIATIVES

- » Improved instruction in early childhood settings: During Fiscal Year (FY) 2013, DPSPRS increased the number of students with disabilities receiving instruction in regular early childhood settings to 429 students, an increase of 31.2 percent from FY 2012. This was accomplished by inviting nondisabled community peers to participate in classroom activities, by working with DECPS to increase collaborative cotaught classrooms, and by providing increased services to young students with disabilities in community preschools and child care centers. In FY 2014, an additional 11 regular early childhood classrooms in MCPS schools will serve students with disabilities ages 3 through 5.
- » Increased community partnerships: In February 2012, DPSPRS formed its first formal community partnership, allowing prekindergarten students with disabilities to receive specialized instruction through their IEP and remain at their child care center with nondisabled peers. During FY 2013, nine students attended

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the MCPS Building Bridges inclusive classroom at the Arc Karasik and Family Infant and Child Care Center. A second partnership is being formed with the Iman Learning Center for FY 2014, further increasing opportunities for 3 through 5-year-old students with disabilities to learn alongside nondisabled peers.

- » Expanded Universal Design for Learning (UDL) projects: in FY 2013, 15 MCPS schools participated in UDL projects, an increase of 9 schools from FY 2012. UDL promotes high instructional expectations for all students, including those with disabilities, by embracing multiple learning styles through flexibility in the way information is presented and in the ways students demonstrate their knowledge and skills. 25 schools will be UDL project schools in FY 2014

## PERFORMANCE MEASURES

**Performance Measure:** To increase the percentage of children receiving prekindergarten special education services who consistently demonstrate skills, behaviors, and abilities needed to be fully ready for school, based on the Maryland Model for School Readiness (MMSR).

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
52%	54%	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 ages 3 through 5 who receive services in settings with typically developing peers.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
42.5%	50%	60%

**Explanation:** This measure indicates improvement toward LRE mandates and promotes special education instruction in early childhood environments; targets are set by MSDE.

**Performance Measure:** To increase the cumulative number of participants that complete professional development in the area of UDL through E-TIPS certification

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
1,625	1,800	2,010

**Explanation:** This measure indicates the number of staff members in general or special education that have completed E-TIPS professional development for accessing technology to enhance instruction for all students.

**Performance Measure:** To increase the cumulative number of staff that successfully complete Crisis Prevention Institute (CPI) initial and refresher nonviolent crisis intervention and physical restraint training.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
2,833	3,333	3,833

**Explanation:** This measure determines staff members’ ability to respond to student crises safely. One team of five staff members per school and discrete prekindergarten through Grade 12 special education programs, school security staff members, and all ED cluster staff members were trained in FY 2012. Staff members completed refreshers in FY 2013 or will attend the course in FY 2014. Estimates for FY 2014 and FY 2015 include new staff members who will participate in the initial course.

**Performance Measure:** To increase the percentage of preschool children ages 3 through 5 with IEPs who demonstrate Improved Positive Social-emotional Skills (Outcome A), Acquisition and Use of Knowledge and Skills (Outcome B); and Use of Appropriate Behaviors to meet their needs (Outcome C).

	FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
Outcome A	80.0%	81%	82%
Outcome B	85.7%	86%	87%
Outcome C	76.3%	77%	78%

**Explanation:** This measure determines the number of children who substantially increase their rate of growth by the time they exit early childhood special education. **Note:** the MSDE targeted percentage for Outcome A is 68.3; Outcome B is 68.6; and Outcome C is 63.7.

## OVERVIEW OF BUDGET CHANGES

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

#### FY 2015 Recommended Budget

The FY 2015 recommended budget for this division is \$67,191,744, an increase of \$1,936,501 over the current FY 2014 budget. An explanation of this change follows.

#### Same Service Level Changes—\$2,049,960

##### Continuing Salary Costs—\$1,054,118

There is an increase of \$1,054,118 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

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

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### *Student Enrollment—\$969,288*

A net addition of 9.1 teacher, and 13.247 paraeducator and \$845,378 are budgeted due to changes in enrollment in the following programs:

- » Provision of services for students with Asperger's Syndrome—increases of 3.0 teacher and 6.125 paraeducator positions and \$326,299
- » Autism services for prekindergarten students—decreases of 1.2 teacher and 3.44 paraeducator positions and \$157,329
- » Autism services for students in Grades 1-12—increases of 2.0 teachers and 3.5 paraeducator positions and \$201,736
- » Autism resource services—increases of 3.0 teacher and 5.25 paraeducator positions and \$302,604
- » Bridge Program—increases of 1.8 teacher and 1.25 paraeducator positions and \$130,110
- » Emotional Disabilities—increases of a 1.0 teacher and 1.5 paraeducator positions and \$94,098
- » Physical Disabilities Program—decreases of a 0.5 teacher and a .25 paraeducator positions and \$33,509
- » Transition services—decrease of a .25 paraeducator position and \$6,770
- » Vision services—decrease of a .438 paraeducator position and \$11,861

Other resources related to changes in enrollment include an increase of a 1.0 brailist position and \$46,562 to provide central coordination and support. In addition, \$36,280 is budgeted for a .6 speech/language pathologist to provide resource and classroom services for private/religious school programs. Also, there is an increase of \$41,068 for textbooks and instructional materials for additional students.

### *Other—\$26,554*

An additional \$18,450 is budgeted for field trips and cab fares for special education students and families. Also, applying an inflation factor of 3 percent increases the budget for textbooks and instructional materials by \$8,104.

### ***Program Efficiencies and Reductions—(\$113,459)***

There is a reduction of \$2,500 budgeted for student part-time salaries and a reduction of \$56,527 for local travel mileage reimbursement based on prior year spending trends. In addition, there is a reduction of a 1.0 office assistant IV position and \$46,328. To the extent possible, responsibilities of this position will be shifted to the remaining secretary position. Also, \$8,104 is reduced by eliminating a projected 3 percent inflationary adjustment for textbooks and instructional materials. The department will implement efficiencies to ensure that students' have required supplies and materials.

### **Individuals with Disabilities Education Act (IDEA) and Infants and Toddlers**

#### **FY 2015 Recommended Budget**

The FY 2015 recommended budget for this program is \$76,144,715, a decrease of \$521,515 from the current FY 2014 budget. An explanation of this change follows.

#### ***Same Service Level Changes—(\$512,515)***

##### ***Continuing Salary Costs—\$2,183,950***

There is an increase of \$2,183,950 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

##### ***Student Enrollment—\$836,989***

An additional 1.7 positions and \$93,708 is required for the Infants and Toddlers Program to provide an additional 712 instructional services next year, as well as 100 additional physical therapy services, and 100 additional speech/language services. The number of students in the various Pre-school Programs is projected to increase by 163 next year requiring a net budget increase of \$746,796 for 9.0 teacher, 0.9 occupational therapist, 8.25 paraeducator positions, and a reduction of 0.1 a speech/language pathologist position. Also, there is a decrease of a .438 paraeducator position and \$3,515 in the IDEA budget.

##### ***Realignments to Meet Expenditure Requirements and Priorities—(\$3,507,104)***

Due to funding changes caused by sequestration the net impact of the realignments in this program is a shift of 28.9 positions and \$3,507,104 from this program's budget to the budgets in the Department of Special Education, School-based Services, and to the Department of Financial Services for related employee benefits.

##### ***Other—(\$26,350)***

Due to a reduced costs for interpreter services, revenue projections were decreased by \$26,350 for the Infants and Toddlers program.

#### ***Program Efficiencies and Reductions—(\$9,000)***

There is reduction of \$9,000 budgeted for professional part-time salaries for summer professional development for 10-month itinerant resource teacher positions managed under the Department of Special Education Services, based on prior year spending trends.

**Division of Prekindergarten, Special Programs, and Related Services—**

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**Program's Recent Funding History**

**Individuals with Disabilities Education Act (IDEA) Program**

	<b>FY 2014 Projected 7/1/13</b>	<b>FY 2014 Received 11/30/13</b>	<b>FY 2015 Projected 7/1/14</b>
Federal	\$30,314,319	\$29,634,318	\$28,142,282
State			
Other			
County	\$47,776,124	\$45,981,824	\$46,978,695
<b>Total</b>	<b>\$75,090,443</b>	<b>\$75,616,142</b>	<b>\$75,120,977</b>

**Program's Recent Funding History**

**Infants and Toddlers Program**

	<b>FY 2014 Projected 7/1/13</b>	<b>FY 2014 Received 11/30/13</b>	<b>FY 2015 Projected 7/1/14</b>
Federal			
State	\$226,393	\$232,423	\$226,393
Other			
County	\$823,695	\$791,315	\$797,345
<b>Total</b>	<b>\$1,050,088</b>	<b>\$1,023,738</b>	<b>\$1,023,738</b>

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

**Felicia Piacente, Director I**

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	1,005.301	1,036.079	1,036.079	<b>1,059.026</b>	22.947
Position Salaries	\$60,627,672	\$64,395,032	\$64,395,032	<b>\$66,331,042</b>	\$1,936,010
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		175,000	175,000	<b>175,000</b>	
Other		30,448	30,448	<b>27,948</b>	(2,500)
Subtotal Other Salaries	172,226	205,448	205,448	<b>202,948</b>	(2,500)
<b>Total Salaries &amp; Wages</b>	<b>60,799,898</b>	<b>64,600,480</b>	<b>64,600,480</b>	<b>66,533,990</b>	<b>1,933,510</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		66,000	66,000	<b>66,000</b>	
<b>Total Contractual Services</b>	<b>81,918</b>	<b>66,000</b>	<b>66,000</b>	<b>66,000</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks		31,600	31,600	<b>28,122</b>	(3,478)
Media					
Instructional Supplies & Materials		245,010	245,010	<b>289,556</b>	44,546
Office		2,720	2,720	<b>2,720</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	<b>551,200</b>	<b>279,330</b>	<b>279,330</b>	<b>320,398</b>	<b>41,068</b>
<b>04 Other</b>					
Local/Other Travel		234,093	234,093	<b>177,566</b>	(56,527)
Insur & Employee Benefits					
Utilities					
Miscellaneous		19,050	19,050	<b>37,500</b>	18,450
<b>Total Other</b>	<b>162,012</b>	<b>253,143</b>	<b>253,143</b>	<b>215,066</b>	<b>(38,077)</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		56,290	56,290	<b>56,290</b>	
<b>Total Equipment</b>	<b>15,202</b>	<b>56,290</b>	<b>56,290</b>	<b>56,290</b>	
<b>Grand Total</b>	<b>\$61,610,230</b>	<b>\$65,255,243</b>	<b>\$65,255,243</b>	<b>\$67,191,744</b>	<b>\$1,936,501</b>

# Div. PreK Spec Prog. & Rel. Svcs. - 271/245/249/252/253/254/256/258/259

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
<b>271 Dept. of Prschl Sp Ed &amp; Related Svc</b>							
6	P Director I		1.000	1.000	1.000	<b>1.000</b>	
6	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
6	AD Teacher, Special Education	X		1.000	1.000	<b>1.000</b>	
6	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
6	11 Office Assistant IV		1.000	1.000	1.000		(1.000)
<b>Subtotal</b>			<b>4.000</b>	<b>5.000</b>	<b>5.000</b>	<b>4.000</b>	<b>(1.000)</b>
<b>245 Bridge Program</b>							
7	BD Social Worker		2.000	2.000	2.000	<b>2.000</b>	
3	BD Psychologist		1.000	1.000	1.000	<b>1.000</b>	
6	AD Teacher, Special Education	X	23.000	22.000	22.000	<b>23.800</b>	1.800
6	AD Teacher, Physical Education	X	2.000	2.000	2.000	<b>2.000</b>	
6	AD Teacher, Resource Spec Ed	X	4.000	4.000	4.000	<b>4.000</b>	
6	13 School Secretary II		2.000	2.000	2.000	<b>2.000</b>	
6	13 Special Education Paraeducator	X	28.875	27.500	27.500	<b>28.750</b>	1.250
<b>Subtotal</b>			<b>62.875</b>	<b>60.500</b>	<b>60.500</b>	<b>63.550</b>	<b>3.050</b>
<b>249 Deaf and Hard of Hearing Programs</b>							
6	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
6	G Interpreting Svcs Coordinator		1.000	1.000	1.000	<b>1.000</b>	
6	BD Instructional Specialist		2.000	2.000	2.000	<b>2.000</b>	
3	BD Psychologist		.500	.500	.500	<b>.500</b>	
6	AD Teacher, Auditory	X	37.000	36.000	36.000	<b>36.000</b>	
6	AD Auditory Development Spec	X	7.000	7.000	7.000	<b>7.000</b>	
6	18 Interpreter Hearing Impair II	X	4.500	4.500	4.500	<b>4.500</b>	
6	15 Interpreter Hearing Impair I	X	32.500	32.500	32.500	<b>32.500</b>	
6	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
6	13 Special Education Paraeducator	X	21.438	21.001	21.001	<b>21.001</b>	
<b>Subtotal</b>			<b>107.938</b>	<b>106.501</b>	<b>106.501</b>	<b>106.501</b>	
<b>252 Speech and Language Services</b>							
6	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
6	BD Speech Pathologist	X	192.800	196.700	196.700	<b>197.300</b>	.600
6	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
6	14 Speech/Language Path Asst	X	.800	.800	.800	<b>.800</b>	
6	11 Office Assistant IV		1.000	1.000	1.000	<b>1.000</b>	
<b>Subtotal</b>			<b>196.600</b>	<b>200.500</b>	<b>200.500</b>	<b>201.100</b>	<b>.600</b>
<b>253 Visually Impaired Programs</b>							
6	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
6	AD Teacher, Vision	X	15.000	15.000	15.000	<b>15.000</b>	
6	18 Braillist		1.000	1.000	1.000	<b>2.000</b>	1.000
6	13 Special Education Paraeducator	X	3.938	4.813	4.813	<b>4.375</b>	(.438)
6	11 Office Assistant IV		1.000	1.000	1.000	<b>1.000</b>	
<b>Subtotal</b>			<b>21.938</b>	<b>22.813</b>	<b>22.813</b>	<b>23.375</b>	<b>.562</b>

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

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>254 Physically Disabled Programs</b>						
6	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
6	BD Instructional Specialist		2.000	2.000	2.000	<b>2.000</b>	
6	AD Teacher, Orthopedic	X	6.000	8.000	8.000	<b>7.500</b>	(.500)
6	AD Teacher, Special Education	X	.800	1.000	1.000	<b>1.000</b>	
6	AD Teacher, Physical Education	X	.400	.400	.400	<b>.400</b>	
6	AD Physical Therapist	X	25.400	25.400	25.400	<b>25.400</b>	
6	AD Occupational Therapist	X	67.200	67.200	67.200	<b>67.200</b>	
6	16 IT Services Tech Asst II		1.750	1.750	1.750	<b>1.750</b>	
6	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
6	14 Physical Therapy Assistant	X	1.775	.375	.375	<b>.375</b>	
6	13 Special Education Paraeducator	X	9.000	9.375	9.375	<b>9.125</b>	(.250)
	<b>Subtotal</b>		<b>116.325</b>	<b>117.500</b>	<b>117.500</b>	<b>116.750</b>	<b>(.750)</b>
	<b>256 Transition Services</b>						
6	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
6	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
6	BD Sp Ed Secondary Prgm Spec	X	1.000	1.000	1.000	<b>1.000</b>	
6	AD Teacher, Sp Ed Transition	X	44.600	47.600	47.600	<b>47.600</b>	
6	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
6	13 Special Education Paraeducator	X	22.750	22.750	22.750	<b>22.500</b>	(.250)
	<b>Subtotal</b>		<b>71.350</b>	<b>74.350</b>	<b>74.350</b>	<b>74.100</b>	<b>(.250)</b>
	<b>258 Programs for Students with ED</b>						
6	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
6	BD Specialist Emotional Disab		1.000	1.000	1.000	<b>1.000</b>	
7	BD Social Worker		8.000	8.000	8.000	<b>8.000</b>	
3	BD Psychologist		6.500	6.500	6.500	<b>6.500</b>	
6	BD Sp Ed Secondary Prgm Spec	X	13.000	13.000	13.000	<b>13.000</b>	
6	AD Teacher, Special Education	X	56.000	54.000	54.000	<b>55.000</b>	1.000
6	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
6	13 Special Education Paraeducator	X	74.500	69.000	69.000	<b>70.500</b>	1.500
	<b>Subtotal</b>		<b>161.000</b>	<b>153.500</b>	<b>153.500</b>	<b>156.000</b>	<b>2.500</b>
	<b>259 Autism Program</b>						
6	BD Instructional Specialist		2.500	2.500	2.500	<b>2.800</b>	.300
3	BD Psychologist		2.000	2.000	2.000	<b>2.000</b>	
6	BD Sp Ed Elem Prgm Spec	X	4.500	4.500	4.500	<b>4.500</b>	
6	AD Teacher, Special Education	X	85.300	96.500	96.500	<b>103.000</b>	6.500
6	13 Special Education Paraeducator	X	167.975	188.915	188.915	<b>200.350</b>	11.435
6	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>263.275</b>	<b>295.415</b>	<b>295.415</b>	<b>313.650</b>	<b>18.235</b>
	<b>Total Positions</b>		<b>1,005.301</b>	<b>1,036.079</b>	<b>1,036.079</b>	<b>1,059.026</b>	<b>22.947</b>



# Individuals with Disabilities Education - 299/907/913

## Felicia Piacente, Director I

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	212.900	265.500	265.500	<b>233.112</b>	(32.388)
Position Salaries	\$18,943,560	\$21,845,040	\$21,845,040	<b>\$20,994,572</b>	(\$850,468)
<b>Other Salaries</b>					
Summer Employment		1,402,013	1,402,013	<b>1,298,671</b>	(103,342)
Professional Substitutes		195,085	195,085	<b>130,691</b>	(64,394)
Stipends		43,200	43,200	<b>41,905</b>	(1,295)
Professional Part Time		112,277	112,277	<b>141,020</b>	28,743
Supporting Services Part Time		1,603,680	1,603,680	<b>909,880</b>	(693,800)
Other					
Subtotal Other Salaries	3,409,130	3,356,255	3,356,255	<b>2,522,167</b>	(834,088)
<b>Total Salaries &amp; Wages</b>	22,352,690	25,201,295	25,201,295	<b>23,516,739</b>	(1,684,556)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		949,355	949,355	<b>964,044</b>	14,689
<b>Total Contractual Services</b>	1,067,828	949,355	949,355	<b>964,044</b>	14,689
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		364,590	364,590	<b>446,405</b>	81,815
Office		10,500	10,500		(10,500)
Other Supplies & Materials		211,382	211,382	<b>196,929</b>	(14,453)
<b>Total Supplies &amp; Materials</b>	921,034	586,472	586,472	<b>643,334</b>	56,862
<b>04 Other</b>					
Local/Other Travel		69,191	69,191	<b>122,069</b>	52,878
Insur & Employee Benefits		6,889,151	6,889,151	<b>5,926,477</b>	(962,674)
Utilities					
Miscellaneous		50,000	50,000		(50,000)
<b>Total Other</b>	7,745,743	7,008,342	7,008,342	<b>6,048,546</b>	(959,796)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		274,881	274,881	<b>274,881</b>	
<b>Total Equipment</b>	304,668	274,881	274,881	<b>274,881</b>	
<b>Grand Total</b>	<u>\$32,391,963</u>	<u>\$34,020,345</u>	<u>\$34,020,345</u>	<u><b>\$31,447,544</b></u>	<u>(\$2,572,801)</u>

# Individuals with Disabilities Education - 299/913/907

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>299 Individuals with Disabilities Educ.</b>						
6	BD Speech Pathologist	X	4.900	8.100	8.100	<b>8.100</b>	
6	AD Teacher, Special Education	X	24.100	24.500	24.500	<b>24.500</b>	
6	AD Teacher, Physical Education	X	.200	.200	.200	<b>.200</b>	
6	AD Teacher, Art	X	.200	.200	.200	<b>.200</b>	
6	AD Teacher, General Music	X	.200	.200	.200	<b>.200</b>	
6	13 Special Education Paraeducator	X	11.550	12.250	12.250	<b>11.812</b>	(.438)
	<b>Subtotal</b>		<b>41.150</b>	<b>45.450</b>	<b>45.450</b>	<b>45.012</b>	<b>(.438)</b>
	<b>913 Individuals with Disabilities Educ.</b>						
6	BD Speech Pathologist	X	3.900				
6	AD Teacher, Beginnings	X				<b>.100</b>	.100
6	AD Teacher, Special Education	X	139.800	192.000	192.000	<b>163.000</b>	(29.000)
6	AD Teacher, Resource Spec Ed	X	20.000	20.000	20.000	<b>20.000</b>	
	<b>Subtotal</b>		<b>163.700</b>	<b>212.000</b>	<b>212.000</b>	<b>183.100</b>	<b>(28.900)</b>
	<b>907 PEP/Child Find/DESC</b>						
6	BD Sp Ed Elem Prgrm Spec	X	2.000	2.000	2.000	<b>2.000</b>	
6	BD Speech Pathologist	X	.300	.300	.300		(.300)
6	AD Teacher, Beginnings	X	5.000	5.000	5.000	<b>3.000</b>	(2.000)
6	AD Teacher, Special Education	X	.750	.750	.750		(.750)
	<b>Subtotal</b>		<b>8.050</b>	<b>8.050</b>	<b>8.050</b>	<b>5.000</b>	<b>(3.050)</b>
	<b>Total Positions</b>		<b>212.900</b>	<b>265.500</b>	<b>265.500</b>	<b>233.112</b>	<b>(32.388)</b>

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

Chrisandra A. Richardson, Associate Superintendent

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	567.925	595.625	595.625	<b>618.425</b>	22.800
Position Salaries	\$39,125,646	\$41,465,015	\$41,465,015	<b>\$43,555,395</b>	\$2,090,380
<b>Other Salaries</b>					
Summer Employment		174,679	174,679		(174,679)
Professional Substitutes					
Stipends					
Professional Part Time		46,087	46,087	<b>180,150</b>	134,063
Supporting Services Part Time		180,869	180,869	<b>175,869</b>	(5,000)
Other					
Subtotal Other Salaries	156,447	401,635	401,635	<b>356,019</b>	(45,616)
<b>Total Salaries &amp; Wages</b>	<b>39,282,093</b>	<b>41,866,650</b>	<b>41,866,650</b>	<b>43,911,414</b>	<b>2,044,764</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		197,418	197,418	<b>197,418</b>	
<b>Total Contractual Services</b>	<b>332,969</b>	<b>197,418</b>	<b>197,418</b>	<b>197,418</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		799	799	<b>799</b>	
Other Supplies & Materials		55,000	55,000	<b>55,000</b>	
<b>Total Supplies &amp; Materials</b>	<b>54,267</b>	<b>55,799</b>	<b>55,799</b>	<b>55,799</b>	
<b>04 Other</b>					
Local/Other Travel		306,867	306,867	<b>312,928</b>	6,061
Insur & Employee Benefits		210,511	210,511	<b>208,359</b>	(2,152)
Utilities					
Miscellaneous		8,640	8,640	<b>11,253</b>	2,613
<b>Total Other</b>	<b>517,473</b>	<b>526,018</b>	<b>526,018</b>	<b>532,540</b>	<b>6,522</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$40,186,802</b>	<b>\$42,645,885</b>	<b>\$42,645,885</b>	<b>\$44,697,171</b>	<b>\$2,051,286</b>

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

Chrisandra A. Richardson, Associate Superintendent

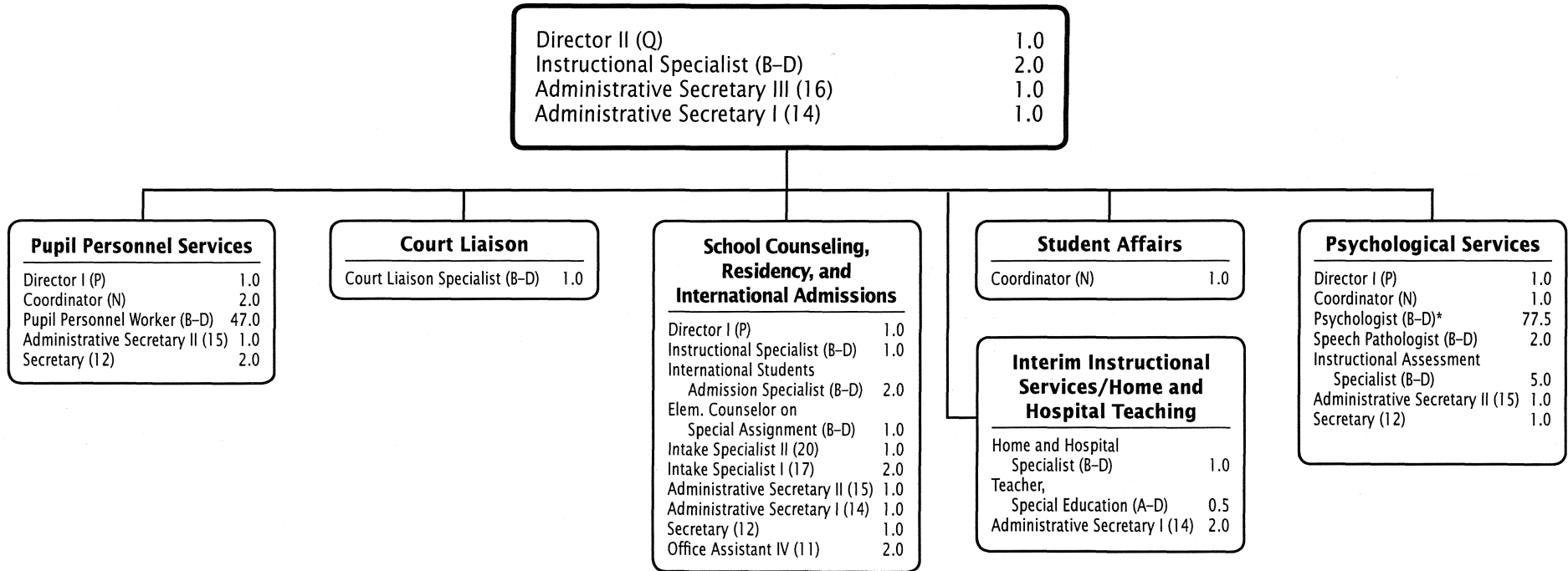
CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
<b>277 Infants &amp; Toddlers, Prekindergarten Prgs, InterACT</b>							
6	N Coordinator		5.000	5.000	5.000	<b>5.000</b>	
6	BD Sp Ed Elem Prgrm Spec	X		1.000	1.000	<b>1.000</b>	
6	BD Speech Pathologist	X	75.600	77.600	77.600	<b>78.000</b>	.400
6	AD Teacher, Infants & Toddlers	X	69.000	75.000	75.000	<b>75.000</b>	
6	AD Teacher, Vision	X	3.000	3.000	3.000	<b>3.500</b>	.500
6	AD Teacher, Special Education	X	.200	.200	.200	<b>.200</b>	
6	AD Physical Therapist	X	34.000	35.800	35.800	<b>36.200</b>	.400
6	AD Occupational Therapist	X	31.000	31.700	31.700	<b>31.600</b>	(.100)
6	AD Teacher, Auditory	X	3.000	3.000	3.000	<b>3.500</b>	.500
6	14 Administrative Secretary I		4.000	5.000	5.000	<b>5.000</b>	
6	13 Special Education Paraeducator	X	42.100	42.100	42.100	<b>42.100</b>	
<b>Subtotal</b>			<b>266.900</b>	<b>279.400</b>	<b>279.400</b>	<b>281.100</b>	<b>1.700</b>
<b>276 PEP/Child Find/DESC</b>							
6	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
6	N Coordinator		2.000	2.000	2.000	<b>2.000</b>	
6	BD Instructional Specialist		8.000	8.000	8.000	<b>8.000</b>	
3	BD Psychologist		4.500	4.500	4.500	<b>4.500</b>	
6	BD Speech Pathologist	X	14.700	17.050	17.050	<b>17.250</b>	.200
6	AD Teacher, Beginnings	X	3.000	2.000	2.000	<b>4.000</b>	2.000
6	AD Teacher, Preschool Education	X	89.900	98.700	98.700	<b>107.700</b>	9.000
6	AD Teacher, Special Education	X	23.050	22.800	22.800	<b>23.550</b>	.750
6	AD Physical Therapist	X	6.800	7.200	7.200	<b>7.200</b>	
6	AD Occupational Therapist	X	16.400	17.500	17.500	<b>18.400</b>	.900
6	14 Administrative Secretary I		3.000	3.000	3.000	<b>3.000</b>	
6	13 Program Secretary		3.000	3.000	3.000	<b>3.000</b>	
6	13 Special Education Paraeducator	X	104.000	108.000	108.000	<b>116.250</b>	8.250
<b>Subtotal</b>			<b>279.350</b>	<b>294.750</b>	<b>294.750</b>	<b>315.850</b>	<b>21.100</b>
<b>278 InterACT</b>							
6	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
6	BD Speech Pathologist	X	6.500	6.500	6.500	<b>6.500</b>	
6	AD Teacher, Special Education	X	4.000	4.000	4.000	<b>4.000</b>	
6	AD Physical Therapist	X	.500	.500	.500	<b>.500</b>	
6	AD Occupational Therapist	X	1.600	1.600	1.600	<b>1.600</b>	
6	16 IT Services Tech Asst II		1.000	1.000	1.000	<b>1.000</b>	
6	13 Special Education Paraeducator	X	.875	.875	.875	<b>.875</b>	
<b>Subtotal</b>			<b>15.475</b>	<b>15.475</b>	<b>15.475</b>	<b>15.475</b>	
<b>930 Infants and Toddlers</b>							
6	BD Sp Ed Elem Prgrm Spec	X	4.000	4.000	4.000	<b>4.000</b>	
6	AD Teacher, Infants & Toddlers	X	.200	1.000	1.000	<b>1.000</b>	
6	AD Physical Therapist	X	1.000	1.000	1.000	<b>1.000</b>	

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

Chrisandra A. Richardson, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>930 Infants and Toddlers</b>						
6	14 Administrative Secretary I		1.000				
	<b>Subtotal</b>		<b>6.200</b>	<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	
	<b>Total Positions</b>		<b>567.925</b>	<b>595.625</b>	<b>595.625</b>	<b>618.425</b>	<b>22.800</b>

# Department of Student Services



Chapter 5 – 50

F.T.E. Positions 170.0

\* School Psychologist positions are supervised by the Psychological Services Unit in the Department of Student Services

**MISSION** *The mission of the Department of Student Services (DSS) is to support the strategic plan of Montgomery County Public Schools (MCPS) by working to ensure that every student is healthy, safe, engaged, supported, and challenged. This is achieved through the development and implementation of a coordinated program of student services. The department plans, implements, and coordinates services that support student achievement and social and emotional development. Data on the DSS programs and services are monitored and analyzed to verify the positive impact on student learning and success.*

## **MAJOR FUNCTIONS**

### **Coordination of Academic, Social, and Behavioral Services for All Students**

DSS provides a coordinated, comprehensive program of student supports and services in all schools, including crisis management and academic, behavioral, and social and emotional interventions. We interpret and ensure compliance with federal, state, and county policies and regulations, including issues related to Section 504 of the Rehabilitation Act of 1973, Individual with Disabilities Education Act, Code of Maryland Regulations, child abuse and neglect, *McKinney Vento Homeless Education Assistance Improvement Act of 2001*, *Fostering Connections to Success and Increasing Adoptions Act of 2008 (FCA)*; and bullying, gang activity, and substance abuse prevention. DSS provides interim instructional services, including home and hospital teaching, Positive Behavioral Interventions and Supports (PBIS), and student leadership opportunities. DSS also initiates, develops, and enhances community partnerships.

### **Psychological Service Delivery in Schools**

The Division of Psychological Services (DPS) creates safe, healthy, and supportive learning environments for children by providing direct and indirect psychological and mental health supports and services, including comprehensive evaluations to students, families, and staff members. We work to increase achievement by identifying and addressing the learning, behavior, and social and emotional difficulties that interfere with school success. DPS assists teachers with designing and implementing academic and behavioral interventions to support effective, individualized instruction for all learners. DPS enhances the understanding and acceptance of diverse cultures and backgrounds in addition to performing bilingual assessment services.

### **Monitoring Behavior, Attendance, and Student Progress and the Degree to which Students Are Able to Maintain a High Level of Academic Performance During Periods of Homelessness.**

The Division of Pupil Personnel Services (DPPS) advocates for students by consulting with schools and families, and serving as a liaison between schools and the juvenile justice system. DPPS's pupil personnel workers investigate and support students who have been recommended for expulsion, other disciplinary actions, and truancy reviews. Pupil personnel workers are case managers who support students and their families through the truancy review board process. DPPS refers students and families to appropriate community agencies and service providers, and evaluates, processes, and responds to requests for changes of school assignment. DPPS also liaises between the home schooling specialist and families and reviews homeschooling programs and family home schooling plans.

### **Counseling, Residency, Admissions, and Transition Services**

The Division of School Counseling, Residency, and International Admissions (SCRIA) enhances the academic, personal, and social development of all students through a comprehensive program that monitors progress toward high school completion and entry to higher education or the workforce. We support a smooth transition between elementary and middle, and middle and high schools for students and their families. SCRIA responds to issues related to homelessness, foster care, kinship care, residency, and tuition waivers. In addition, SCRIA serves the enrollment needs of international and exchange students and students who are United States citizens coming from foreign schools. The division also processes I-20 visas.

## **ACCOMPLISHMENTS AND INITIATIVES**

DSS strategically assigns personnel to all schools in order to support the effective and efficient implementation of the school program. The staff collaborates with other MCPS offices to positively impact academic success, career development, health, and personal and interpersonal outcomes for students, while supporting a high-quality, world-class education for every student.

- » DPS accomplished the following:
  - » Developed a long-range plan to realign the work of DSS with the social emotional learning component of the MCPS Strategic Planning Framework, *Building Our Future Together: Students, Staff, and Community*.
  - » Collaborated with the Montgomery County Department of Health and Human Services to provide professional development on FCA, the Casey Family Program's Endless Dreams curriculum, Family Educational Rights and Privacy Act and alternative responses to reported child neglect and abuse cases.

- » Enhanced supports for Interim Instructional Services (formerly known as Home and Hospital Teaching).
- » Supervised five graduate-level counseling student interns, two graduate-level school psychologist student interns, and 10 graduate student school psychology practicum students.
- » Supported 98 schools, including 3 special education schools, and 5 alternative program sites in the implementation of PBIS, adding 13 more schools during the 2013–2014 school year.
- » Facilitated the election of the student member on the Board of Education (this election is the 10th largest election in Maryland).
- » Supported a voter drive and registered 1,198 high school students to vote.
- » Sent 14 students—13 from MCPS and 1 from a private school—to serve as student pages in the Maryland Senate and the House of Delegates in Annapolis.
- » Collected, sorted, and distributed 16,010 pounds of useable school and office supplies to organizations that benefit children. This program, Drive for Supplies, in cooperation with Learn Shop, Inc., helped over 160 students from 74 schools earn 1,324 student service learning hours.
- » Completed 2,758 psychological assessment reports for students referred to problem-solving teams, including Section 504 and Individualized Education Program (IEP) teams.
- » Conducted student observations, parent and teacher consultations, and written reviews of non-MCPS psychological reports.
- » Attended thousands of Educational Management Team, Section 504, and IEP meetings.
- » Conducted 857 language dominance assessments, 272 educational assessments, 270 psychological assessments, and 162 speech/language assessments through the Bilingual Assessment Team.
- » DPPS accomplished the following:
  - » Conducted 1,720 home schooling reviews, provided parents with feedback on their educational program, and offered suggestions and resources to improve their instructional delivery.
  - » Provided Section 504 systemwide training for 386 MCPS staff members.
  - » Intervened with students who had chronic and severe truancy issues, in 82 cases using the interdisciplinary Truancy Review Board (TRB).
  - » Conducted investigative conferences for 375 expulsion requests.
  - » Provided case management, advocacy, and referral services for 13 students who participated in an Expulsion Review Board hearing.
  - » Processed 3,657 Change of School Assignment requests.

- » SCRIA accomplished the following:
  - » Served more than 3,000 students from 147 countries enrolling in MCPS.
  - » Helped the MCPS graduating class of 2013 earn \$316,277,519 in college scholarships.

**PERFORMANCE MEASURES**

**Performance Measure:** This measure is based on responses to the Gallup student survey that measures well-being on a 10-point scale. Ten is “the best possible life,” and 1 is “the worst possible life.”

	FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
School Climate (Elementary School Student Well-Being Grand Mean)	7.8/10	8.0/10	8.2/10
(Middle School Student Well-Being Grand Mean)			
School Climate	7.6/10	7.9/10	8.1/10
(High School Student Well-Being Grand mean)	7.1/10	7.5/10	7.7/10

**Explanation:** By focusing on effective social emotional learning, DSS will raise student well-being to levels above the national average and reduce disciplinary problems to levels below the state average.

**Performance Measure:** This is a measure of the annual percentage of all MCPS students whose behavioral infractions result in disciplinary referrals or suspensions. The sanctions applied depend on the severity of infraction and age of the student.

	FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
Discipline/Suspension Rates	5%	4%	≤3%

**Explanation:** The rate of student suspensions relative to the other Maryland school districts is an important performance measure. Across Maryland, the average rate of suspensions (in-hours and out-of-school) is 8 percent.

**Performance Measure:** The percentage of attendees in staff development programs who report satisfaction with the training they receive is as follows:

	FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
	98%	99%	99%

**Explanation:** Professional development related directly to job function and considered meaningful has a positive impact on the delivery of student services.



**Performance Measure:** The percentage of students with severe or chronic truancy issues who attain and maintain attendance rates of 90 percent or above for the remainder of the school year.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
77%	85%	90%

**Explanation:** Regular school attendance is directly correlated with student academic success.

**Performance Measure:** In addition to student achievement measures, surveys of parents and teachers are administered to measure their satisfaction with the instruction students received. Those survey results that indicate the satisfaction rates of parents and teachers are reported below.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
78%	90%	95%

**Explanation:** Continuity of high-quality instruction is critical to ensuring that a student can continue to learn while he or she is in need of interim educational services.

**Performance Measure:** The percentage of homeless students who receive transportation and other services that prevent disruption to school attendance, supplies needed for school, tutoring, and access to after school programs that support academic performance are as follows:

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
94%	95%	95%

**Explanation:** Students maintain academic achievement and continue to access the curriculum that prepares them for college and careers.

## OVERVIEW OF BUDGET CHANGES

### FY 2014 Current Budget

The current FY 2014 budget for this department is changed from the budget adopted by the Board of Education on June 13, 2013. The changes include realignments from the Office of Curriculum and Instructional Programs to the Counseling, Residency, and International Admissions Unit of \$77,037 for professional part-time salaries and \$10,000 for instructional materials to support the Achieving Collegiate Excellence and Success program. Within the Counseling, Residency and International Admissions office, the administrator on special assignment position is reconstituted into an instructional specialist position. Additionally, \$34,410 in staff training funds have been realigned to provide temporary part-time support for the Positive Behavioral Interventions and Supports program.

### FY 2015 Recommended Budget

The FY 2015 recommended budget for this department is \$19,900,803, an increase of \$490,373 from the current FY 2014 budget. An explanation of this change follows.

#### Same Service Level Changes—(\$62,814)

##### Continuing Salary Costs—(\$218,966)

There is decrease of \$218,966 for continuing salary costs. The annual cost associated with the salary step that was provided to eligible employees on February 8, 2014 is offset by reductions for staff turnover.

##### Enrollment Changes—\$70,506

The instructional specialists on the MCPS Bilingual Assessment Team (BAT) determine the language dominance of English language learners (ELLs) who are referred by the Child Find Unit or school Individualized Education Program (IEP) team when staff members and/or parents suspect an educational disability. BAT instructional assessment specialists also administer bilingual educational assessments of ELLs that IEP teams recommend. The Individuals with Disabilities Education Act (IDEA) prescribes a very specific six-day timeline from screening to evaluation. Current staffing is inadequate to meet the growing population of ELLs who are referred to BAT. The BAT budget includes \$62,840 for an additional 1.0 instructional assessment specialist position. The budget also includes \$7,666 for materials needed to administer bilingual educational assessments. (Employee benefits are included in the employee benefits section of the Financial Services budget.)

##### Other—\$211,274

In FY 2015, all psychological assessments conducted in Maryland schools must be based upon the newest version of the Weschler Intelligence Scale for Children (WISC). To meet this mandate, \$128,699 is needed to purchase WISC assessment materials. There is an increase of \$55,836 for part-time salaries that includes: \$16,000 for PPW services, \$10,000 to support the Bilingual Assessment Team, and \$29,836 to support the Counseling, Residency, and International Admissions Office. The Home and Hospital Teaching Unit receives \$26,739 for a .5 FTE special education teacher.

#### Strategic Priority Enhancements—\$417,040

##### Positions for Coordinated Student Services Support Model: Elementary Counselors, School Psychologists, and Pupil Personnel Workers—\$417,040

The role of Coordinated Student Services Teams (CSST) in schools is to align services and programs to enable students to acquire social and emotional competence, help educators promote social/emotional learning, identify mental health needs, and provide mental health support. Current staffing levels impose significant constraints upon the ability of student services personnel to deliver a comprehensive continuum of services.

To effectively enhance the work of CSSTs, and as part of a multi-year effort, the budget for the Department of Student Services includes \$417,040 for 4.0 school psychologists and 3.0 pupil personnel workers. Adding positions for FY 2015 and over the next several years will provide for lower case-loads for employees and improvement of services to our most vulnerable students. Deployment of new staff will be based on school enrollment and variables which are associated with high school drop-out rates and lack of school success, Free and Reduced-price Meals System services (FARMS) eligibility, attendance, mobility, and suspension rates. These variables will be weighted to identify schools with the most immediate needs.

Included in this enhancement is an additional \$326,911 for 5.5 elementary school counselors that are included in the elementary schools' budget. Also, \$203,158 for employee benefits is budgeted in the Department of Financial Services.

**National Institutes of Health Program**

The FY 2015 request for this program is \$265,252, an increase of \$10,519 over the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$10,519**

*Other—\$10,519*

There is an increase of \$10,201 for part-time salaries, an increase of \$631 for indirect costs, and an increase of \$631 for employee benefits. There is a reduction of \$944 in the budget for local travel.

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**Program's Recent Funding History**

	<b>FY 2014 Projected 7/1/13</b>	<b>FY 2014 Received 11/30/13</b>	<b>FY 2015 Projected 7/1/14</b>
Federal			
State			
Other	\$254,733	\$260,083	\$265,252
County			
<b>Total</b>	<b>\$254,733</b>	<b>\$260,083</b>	<b>\$265,252</b>

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# Department of Student Services - 551/552/553/555/628

Ursula A. Hermann, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	157.500	161.500	161.500	<b>170.000</b>	8.500
Position Salaries	\$16,230,279	\$16,921,778	\$16,921,778	<b>\$17,209,431</b>	\$287,653
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		28,000	28,000	<b>28,000</b>	
Stipends		196,720	162,310	<b>162,310</b>	
Professional Part Time		1,242,765	1,319,802	<b>1,345,802</b>	26,000
Supporting Services Part Time		103,210	137,620	<b>167,456</b>	29,836
Other					
Subtotal Other Salaries	1,619,088	1,570,695	1,647,732	<b>1,703,568</b>	55,836
<b>Total Salaries &amp; Wages</b>	<b>17,849,367</b>	<b>18,492,473</b>	<b>18,569,510</b>	<b>18,912,999</b>	<b>343,489</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		267,550	267,550	<b>267,550</b>	
<b>Total Contractual Services</b>	<b>232,572</b>	<b>267,550</b>	<b>267,550</b>	<b>267,550</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		40,106	50,106	<b>186,471</b>	136,365
Office		15,347	15,347	<b>15,347</b>	
Other Supplies & Materials		79,594	79,594	<b>79,594</b>	
<b>Total Supplies &amp; Materials</b>	<b>132,195</b>	<b>135,047</b>	<b>145,047</b>	<b>281,412</b>	<b>136,365</b>
<b>04 Other</b>					
Local/Other Travel		159,940	159,940	<b>159,940</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		13,650	13,650	<b>13,650</b>	
<b>Total Other</b>	<b>164,654</b>	<b>173,590</b>	<b>173,590</b>	<b>173,590</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$18,378,788</b>	<b>\$19,068,660</b>	<b>\$19,155,697</b>	<b>\$19,635,551</b>	<b>\$479,854</b>

# National Institutes of Health Program - 908

Ursula A. Hermann, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)					
Position Salaries					
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends				1,400	1,400
Professional Part Time		200,940	200,940	209,741	8,801
Supporting Services Part Time		18,657	18,657	17,713	(944)
Other					
Subtotal Other Salaries	211,627	219,597	219,597	228,854	9,257
<b>Total Salaries &amp; Wages</b>	211,627	219,597	219,597	228,854	9,257
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>					
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits		17,568	17,568	18,199	631
Utilities					
Miscellaneous		17,568	17,568	18,199	631
<b>Total Other</b>	33,860	35,136	35,136	36,398	1,262
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$245,487</u>	<u>\$254,733</u>	<u>\$254,733</u>	<u>\$265,252</u>	<u>\$10,519</u>

# Department of Student Services - 551/552/553/555/563/628/964/908

Ursula A. Hermann, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
<b>551 Department of Student Services</b>							
7	Q Director II			1.000	1.000	1.000	
7	Q Director II		1.000				
7	P Director I		2.000	2.000	2.000	2.000	
3	O Supervisor		1.000				
7	N Coordinator		3.000	4.000	4.000	4.000	
7	BD Court Liaison Specialist		1.000	1.000	1.000	1.000	
7	BD Instructional Specialist		3.000	2.000	2.000	2.000	
7	BD Pupil Personnel Worker		44.000	44.000	44.000	47.000	3.000
3	BD Psychologist		68.500	68.500	61.000	61.000	
3	BD Psychologist			5.000	12.500	16.500	4.000
7	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
7	15 Administrative Secretary II		2.000	2.000	2.000	2.000	
7	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
2	12 Secretary		2.000	2.000	2.000	2.000	
<b>Subtotal</b>			<b>129.500</b>	<b>133.500</b>	<b>133.500</b>	<b>140.500</b>	<b>7.000</b>
<b>552 Bilingual Assessment Team</b>							
2	BD Instruct Assessment Spec		4.000	4.000	4.000	5.000	1.000
3	BD Psychologist		5.000	5.000	5.000	5.000	
3	BD Speech Pathologist	X	2.000	2.000	2.000	2.000	
2	12 Secretary		1.000	1.000	1.000	1.000	
<b>Subtotal</b>			<b>12.000</b>	<b>12.000</b>	<b>12.000</b>	<b>13.000</b>	<b>1.000</b>
<b>553 Home &amp; Hospital Teaching</b>							
2	BD Instructional Specialist		1.000	1.000	1.000	1.000	
6	AD Teacher, Special Education	X				.500	.500
7	14 Administrative Secretary I		1.000	2.000	2.000	2.000	
2	12 Secretary		1.000				
<b>Subtotal</b>			<b>3.000</b>	<b>3.000</b>	<b>3.000</b>	<b>3.500</b>	<b>.500</b>
<b>555 Counseling, Residency &amp; Intl.</b>							
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		1.000	1.000	2.000	2.000	
3	BD Instructional Specialist		1.000	1.000	1.000	1.000	
3	BD Elem Counselor Spec Assign		1.000	1.000	1.000	1.000	
7	20 ISAO Intake Specialist II		1.000	1.000	1.000	1.000	
7	17 ISAO Intake Specialist I		2.000	2.000	2.000	2.000	
7	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
7	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
7	12 Secretary		1.000	1.000	1.000	1.000	

# Department of Student Services - 551/552/553/555/563/628/964/908

Ursula A. Hermann, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>555 Counseling, Residency &amp; Intl.</b>						
7	11 Office Assistant IV		2.000	2.000	2.000	<b>2.000</b>	
	<b>Subtotal</b>		<b>13.000</b>	<b>13.000</b>	<b>13.000</b>	<b>13.000</b>	
	<b>Total Positions</b>		<b>157.500</b>	<b>161.500</b>	<b>161.500</b>	<b>170.000</b>	<b>8.500</b>

## Office of Shared Accountability

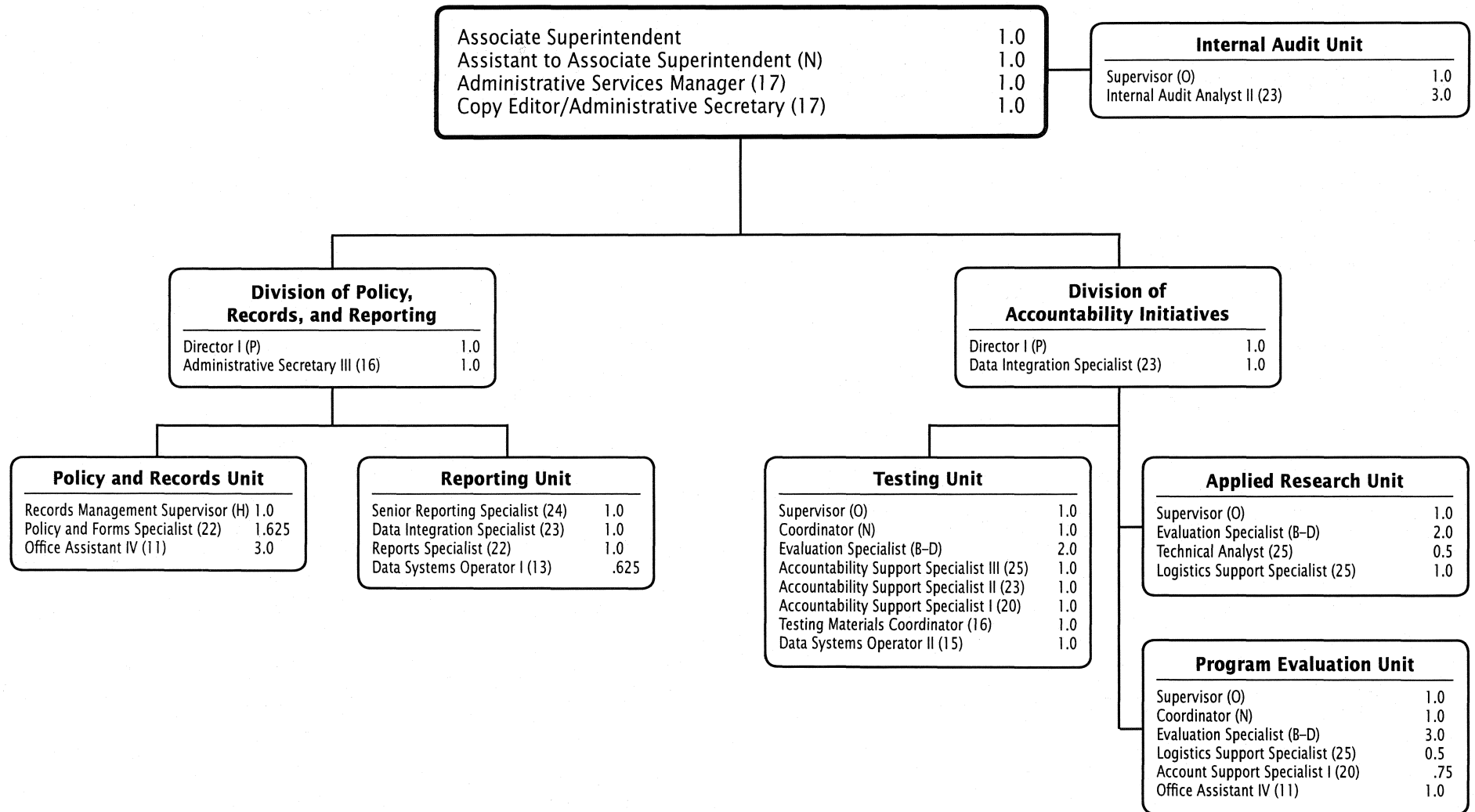
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**Office of Shared Accountability  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	9.000	9.000	10.000	10.000	
Business/Operations Admin.	1.000	1.000	1.000	1.000	
Professional	7.500	7.500	6.500	7.000	.500
Supporting Services	23.900	23.900	24.000	24.000	
<b>TOTAL POSITIONS</b>	<b>41.400</b>	<b>41.400</b>	<b>41.500</b>	<b>42.000</b>	<b>.500</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$1,134,962	\$1,176,849	\$1,254,826	\$1,304,057	\$49,231
Business/Operations Admin.	79,824	85,590	85,590	85,552	(38)
Professional	759,307	791,491	706,762	751,201	44,439
Supporting Services	1,781,462	1,835,176	1,841,928	1,878,715	36,787
<b>TOTAL POSITION DOLLARS</b>	<b>3,755,555</b>	<b>3,889,106</b>	<b>3,889,106</b>	<b>4,019,525</b>	<b>130,419</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	54,408	66,080	66,080	63,080	(3,000)
Supporting Services	113,804	116,817	116,817	116,817	
<b>TOTAL OTHER SALARIES</b>	<b>168,212</b>	<b>182,897</b>	<b>182,897</b>	<b>179,897</b>	<b>(3,000)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>3,923,767</b>	<b>4,072,003</b>	<b>4,072,003</b>	<b>4,199,422</b>	<b>127,419</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>457,413</b>	<b>178,965</b>	<b>178,965</b>	<b>184,046</b>	<b>5,081</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>16,114</b>	<b>24,659</b>	<b>24,659</b>	<b>24,659</b>	
<b>04 OTHER</b>					
Local/Other Travel	7,735	6,944	6,944	9,944	3,000
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>TOTAL OTHER</b>	<b>7,735</b>	<b>6,944</b>	<b>6,944</b>	<b>9,944</b>	<b>3,000</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$4,405,029</b>	<b>\$4,282,571</b>	<b>\$4,282,571</b>	<b>\$4,418,071</b>	<b>\$135,500</b>



# Office of Shared Accountability



**MISSION** *The mission of the Office of Shared Accountability (OSA) is to support schools by providing timely, responsive, and useful information that supports high expectations, equitable practices, and continuous improvement efforts throughout Montgomery County Public Schools (MCPS).*

## **MAJOR FUNCTIONS**

The following are the major functions of OSA.

### **Applied Research**

OSA conducts research to understand factors that influence student outcomes and perceptions of school quality, including the production of extensive research reports on academic indicators and standardized tests that support data-driven decision making, school improvement, and academic achievement. OSA also develops prediction models and monitoring tools that are designed to inform articulation and instructional decisions. OSA conducts analysis associated with performance targets to monitor the MCPS strategic planning framework and guide school improvement planning. In addition, surveys regarding the quality of services and supports provided by MCPS are administered to students, parents, and staff to provide information for continuous improvement throughout the school system.

### **Internal Audit**

Financial and program audits of funds appropriated by MCPS, as well as funds within the Independent Activity Fund at individual school sites, are conducted by OSA. Audits ensure that expenditures of such funds (including federal, state, and private grant monies) conform to statutory or other restrictions on their use and ensure compliance with reporting requirements for use of these funds. OSA also is responsible for managing the MCPS external audit contract, interacting with the Maryland State Department of Education (MSDE), the Maryland Public School Construction Program, and the Maryland Office of Legislative Audits on auditing issues, assessing the school system's internal financial controls, and advising managers of any required corrective actions.

### **Policy Review, Revision, and Development**

Working with the Board of Education Policy committee, OSA 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. Additionally, OSA administers a systemwide forms management and control program that ensures accurate and consistent data collection.

### **Program Evaluation**

Comprehensive evaluations of MCPS programs and initiatives are conducted to provide quantitative and qualitative information on fidelity of programs' or initiatives' implementation and their outcomes through the application of scientific tools and techniques. Evaluations also are done for key curricula that support these priority areas and initiatives and federal and state grants. In addition, OSA provides technical assistance and consultation to other MCPS program staff, developing evaluation plans for major grant proposals sought by the school system, providing psychometric consultation and analyses; conducting longitudinal analysis of achievement data; evaluating community-based programs; and collaborating with outside higher education institutions in the evaluation of programs operating within the school system.

### **Records Maintenance and Retention (Students, Staff, and Offices)**

OSA is responsible for the maintenance and permanent retention of student records and some employee records, as well as office records; monitoring and implementing state requirements for maintenance of student records; supporting schools in ensuring the timely and accurate entry of information into a student's electronic and paper record; and serving the needs of the public who require access to their records.

### **Reporting (Federal, State, and Local)**

A mandated function of OSA is to ensure compliance with federal, state, and local reporting requirements. OSA supports the infrastructure for collecting and sharing data, monitoring data to ensure accuracy, verifying and transmitting data reports, and serving as a resource for the system and the community for ad hoc student data requests.

### **Testing (Systemwide Assessments)**

OSA oversees the administration of a comprehensive system of student assessments and provides data for measuring and monitoring student achievement. This includes local exams and all facets of assessments mandated by MSDE in compliance with the *No Child Left Behind Act of 2001* (i.e., the Maryland School Assessment (MSA) and Maryland High School Assessment (HSA)). OSA also supports the administration of cognitive assessments for gifted and talented identification, the National Assessment of Educational Progress (NAEP), and the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs) English Language Proficiency Test. OSA 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 of Education, MCPS staff, and the public.

All OSA units receive, process, and respond to ad hoc requests by stakeholders throughout the school system.

## ACCOMPLISHMENTS AND INITIATIVES

OSA continues to address the challenges of increased demands for services and products in each of the following areas:

- » Policy and regulatory requirements related to federal, state, and local mandates.
- » Requests for access to and collection of data to support the creation of the MCPS strategic plan framework.
- » Mandates at both the federal and state levels for high-stakes testing and accountability.
- » Awareness of the value and increased staff capacity of using data-driven and research-based decision making to guide both systemic and school-level improvements.
- » Requests for implementation and outcome evaluations of major reforms, initiatives, and policies.
- » Collaboration with other MCPS offices to support the collection and appropriate use of data.
- » Collaboration and partnerships, particularly in grant-supported initiatives, that require evaluation services.
- » Demand for internal financial controls, monitoring, and compliance and increased federal and state reporting requirements.
- » Provided evaluation services and consultation to seven federal or state grants for MCPS.
- » Provided ongoing methodological support to MCPS committees and work groups; responded to 68 ad hoc requests for technical assistance, consultation, or data analysis from other MCPS departments and MCPS/Higher Education Partnerships.
- » Published reports, including those on systemwide data points, standardized assessments, Schools at a Glance, Special Education at a Glance, and School Safety and Security at a Glance.
- » Managed the production of the Annual Report on *Our Call to Action: Pursuit of Excellence*.
- » Revised/developed 27 policies, regulations, and exhibits and 52 forms.
- » Provided more than 30 training sessions and support to school-based record keepers, pupil personnel workers, and guidance counselors.
- » Received and processed more than 24,000 records for students who withdrew or graduated from MCPS schools in 2008.
- » Processed more than 10,000 diplomas.
- » Successfully completed 79 Independent Activity Fund audits and 18 studies of operations for use by senior leadership and school management.

During the 2012–2013 school year, OSA supported the MCPS mission, vision, and goals through the following activities:

- » Development of Early Warning Indicators for potential MCPS student dropouts.
- » Administration of a comprehensive program of student assessments, including more than 225,000 assessments mandated by MSDE, 350,000 countywide high school final exams, as well as national assessments such as the Preliminary SAT (PSAT), InView, and NAEP assessments.
- » Conducted more than 70 professional development sessions for school-based staff on topics, including the School Progress Index, accommodations for students with disabilities and English Learners, test administration and security, and data interpretation; training sessions for school and central office staff on the use of monitoring tools to help staff identify students who are at academic risk and can be supported by intervention strategies.
- » Provided comprehensive aggregated student achievement data to stakeholders throughout the district for use in identifying strengths and weaknesses in student and school performance and to evaluate instructional programs.
- » Completed 13 research or outcome evaluations on the impact of MCPS programs, practices, and initiatives on the school environment, students, and staff; completed 12 implementation or formative evaluations of MCPS programs, practices, and initiatives to determine the fidelity of programs/initiatives implementation and provide formative information for the purpose of their improvement or enhancement.
- » Collaborated with the Office of the Chief Operating Officer to transition all MCPS schools from stand-alone to web-based Independent Activity Fund accounting software.
- » Collaborated with Gallup, Inc., to administer, analyze, and report results for 66,000 student and 17,000 staff engagement surveys. Additionally, managed MCPS satisfaction surveys of 60,000 parents.
- » Processed and reported summary results of nearly 200,000 high school standardized test scores (approximately 100,000 SAT and ACT scores; 60,000 PSAT scores; 31,000 Advanced Placement and International Baccalaureate exam scores).
- » Provided report and analysis of local assessment data used to monitor primary reading strategic plan data points for primary reading and elementary and middle school mathematics.
- » Processed nearly 49 requests for internal/external research/data collection activities.

**PERFORMANCE MEASUREMENTS**

**Performance Measure:** Update the middle school and college readiness monitoring tools to provide school staff with actionable data.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
11	11	11

**Explanation:** OSA updates monitoring tools immediately after new data is available to allow school staff to provide timely interventions.

**Performance Measure:** Review and respond to ad hoc data analysis requests.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
68	70	72

**Explanation:** OSA is receiving an increasing number of ad hoc requests for data analysis as the system has moved to increased data-driven decision making and accountability.

**OVERVIEW OF BUDGET CHANGES**

**FY 2014 Current Budget**

The current FY 2014 budget for this office is changed from the budget adopted by the Board of Education on June 13, 2013. There is a realignment of \$6,752 from salaries for the evaluation specialist position in the Program Evaluation Unit to create an additional .1 data integration specialist position in the Applied Research Unit. Also, there is a realignment of \$77,977 and a 1.0 evaluation specialist position in the Applied Research Unit to create a 1.0 director I position in the Office of Shared Accountability.

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this office is \$4,383,071, an increase of \$135,500 over the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$100,500**

*Continuing Salary Costs—\$95,419*

There is an increase of \$95,419 for continuing salary costs for current employees. This amount includes the annualization of the salary step provided to eligible employees on February 8, 2014.

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

Realignments are budgeted to address priority spending needs in this office. There is a realignment of \$3,000 from professional part-time salaries to fund annual dues and registration costs for staff to attend conferences.

*Other—\$5,081*

A projected rate increase for the annual audit contract requires a budgetary increase of \$3,500. Also, rate increases for statistical software licenses result in an increase of \$1,581.

**Strategic Priority Enhancements**

**Expansion of the Kennedy Cluster Project—\$35,000**

The Kennedy Cluster Project was initiated in 2007 to identify and address the root causes of the achievement gap in MCPS. Schools in the Kennedy High School cluster were selected as the focus of the project because the Kennedy Cluster schools enrolled large percentages of African American and Hispanic students, many of whom were poor or lived in homes where Spanish was the primary language. The Kennedy Cluster Project multiagency team representatives provided to students and their families educational resources in school as well as access to health care, housing, financial assistance, legal aid, and many other social services. Although the achievement gap has not closed for the Kennedy Cluster students, there is evidence that the Kennedy Cluster Project has contributed to positive academic outcomes for individual at-risk students and for the Kennedy Cluster schools overall.

In FY 2015, the project will expand to the Watkins Mill Cluster. MCPS' share of this expansion in FY 2015 is \$118,157. Of this total, \$35,000 is budgeted in the Office of Shared Accountability for a .5 evaluation specialist to conduct a study of the project. While the project has undergone several informal evaluations, there has never been an in-depth, formal evaluation conducted by this office.

In addition, \$59,437 is budgeted in the Office of Community Engagement and Partnerships to fund two 0.4 teacher-level positions (\$47,437) to coordinate after-school programs at Col. E. Brook Lee Middle School and Montgomery Village Middle School. The Kennedy Project model includes extended-day programs in secondary schools, including Excel Beyond the Bell, Sports Academy, and Police Explorers. These positions would report to the principals of these schools and work with the multiple agencies that provided these programs to facilitate scheduling, coordination, and problem resolution. Also, \$12,000 is budgeted to help serve families. Currently, the Montgomery County Department of Health and Human Services provides \$12,000 per year to the Project's Multi-Agency Team to provide emergency cash assistance to families referred by the project schools. This amount would be a matching share from MCPS and would expand the Multi-Agency Team's ability to serve families in these schools. There is \$23,720 budgeted for employee benefits for this enhancement in the Department of Financial Services.

# Office of Shared Accountability - 624/621/622/623/625/626/627

## Geoffrey Sanderson, Associate Superintendent

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	41.400	41.400	41.500	<b>42.000</b>	.500
Position Salaries	\$3,755,555	\$3,889,106	\$3,889,106	<b>\$4,019,525</b>	\$130,419
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		66,080	66,080	<b>63,080</b>	(3,000)
Supporting Services Part Time		116,817	116,817	<b>116,817</b>	
Other					
Subtotal Other Salaries	168,212	182,897	182,897	<b>179,897</b>	(3,000)
<b>Total Salaries &amp; Wages</b>	3,923,767	4,072,003	4,072,003	<b>4,199,422</b>	127,419
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		178,965	178,965	<b>184,046</b>	5,081
<b>Total Contractual Services</b>	457,413	178,965	178,965	<b>184,046</b>	5,081
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		7,800	7,800	<b>7,800</b>	
Other Supplies & Materials		16,859	16,859	<b>16,859</b>	
<b>Total Supplies &amp; Materials</b>	16,114	24,659	24,659	<b>24,659</b>	
<b>04 Other</b>					
Local/Other Travel		6,944	6,944	<b>9,944</b>	3,000
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	7,735	6,944	6,944	<b>9,944</b>	3,000
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$4,405,029</u>	<u>\$4,282,571</u>	<u>\$4,282,571</u>	<u><b>\$4,418,071</b></u>	<u>\$135,500</u>

# Office of Shared Accountability - 624/625/626/627/621/622/623

Geoffrey Sanderson, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>624 Office of Shared Accountability</b>						
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	23 Data Integration Specialist				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	
	<b>Subtotal</b>		<b>4.000</b>	<b>4.000</b>	<b>6.000</b>	<b>6.000</b>	
	<b>625 Testing Unit</b>						
1	O Supervisor		1.000	1.000	1.000	1.000	
1	N Coordinator		1.000	1.000	1.000	1.000	
1	BD Evaluation Specialist		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	
	<b>Subtotal</b>		<b>9.000</b>	<b>9.000</b>	<b>9.000</b>	<b>9.000</b>	
	<b>626 Applied Research Unit</b>						
1	O Supervisor		1.000	1.000	1.000	1.000	
1	BD Evaluation Specialist		3.000	3.000	2.000	2.000	
1	25 Technical Analyst		.500	.500	.500	.500	
1	25 Logistics Support Specialist		1.000	1.000	1.000	1.000	
1	23 Data Integration Specialist		.900	.900			
	<b>Subtotal</b>		<b>6.400</b>	<b>6.400</b>	<b>4.500</b>	<b>4.500</b>	
	<b>627 Program Evaluation Unit</b>						
1	O Supervisor		1.000	1.000	1.000	1.000	
1	N Coordinator		1.000	1.000	1.000	1.000	
1	BD Evaluation Specialist		2.500	2.500	2.500	3.000	.500
1	25 Logistics Support Specialist		.500	.500	.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	
	<b>Subtotal</b>		<b>6.750</b>	<b>6.750</b>	<b>6.750</b>	<b>7.250</b>	<b>.500</b>
	<b>621 Division of Policy, Records, Rpt.</b>						
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	

# Office of Shared Accountability - 624/625/626/627/621/622/623

Geoffrey Sanderson, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>621 Division of Policy, Records, Rpt.</b>						
1	13 Data Systems Operator		.625	.625	.625	.625	
	<b>Subtotal</b>		<b>5.625</b>	<b>5.625</b>	<b>5.625</b>	<b>5.625</b>	
	<b>622 Records Unit</b>						
1	H Records Management Supervisor		1.000	1.000	1.000	1.000	
1	22 Policy/Forms Specialist		1.625	1.625	1.625	1.625	
1	11 Office Assistant IV		3.000	3.000	3.000	3.000	
	<b>Subtotal</b>		<b>5.625</b>	<b>5.625</b>	<b>5.625</b>	<b>5.625</b>	
	<b>623 Internal Audit Unit</b>						
1	O Supervisor		1.000	1.000	1.000	1.000	
1	25 Internal Audit Analyst II		3.000	3.000	3.000	3.000	
	<b>Subtotal</b>		<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	
	<b>Total Positions</b>		<b>41.400</b>	<b>41.400</b>	<b>41.500</b>	<b>42.000</b>	<b>.500</b>





**CHAPTER 7**

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**Office of Community Engagement and Partnerships**

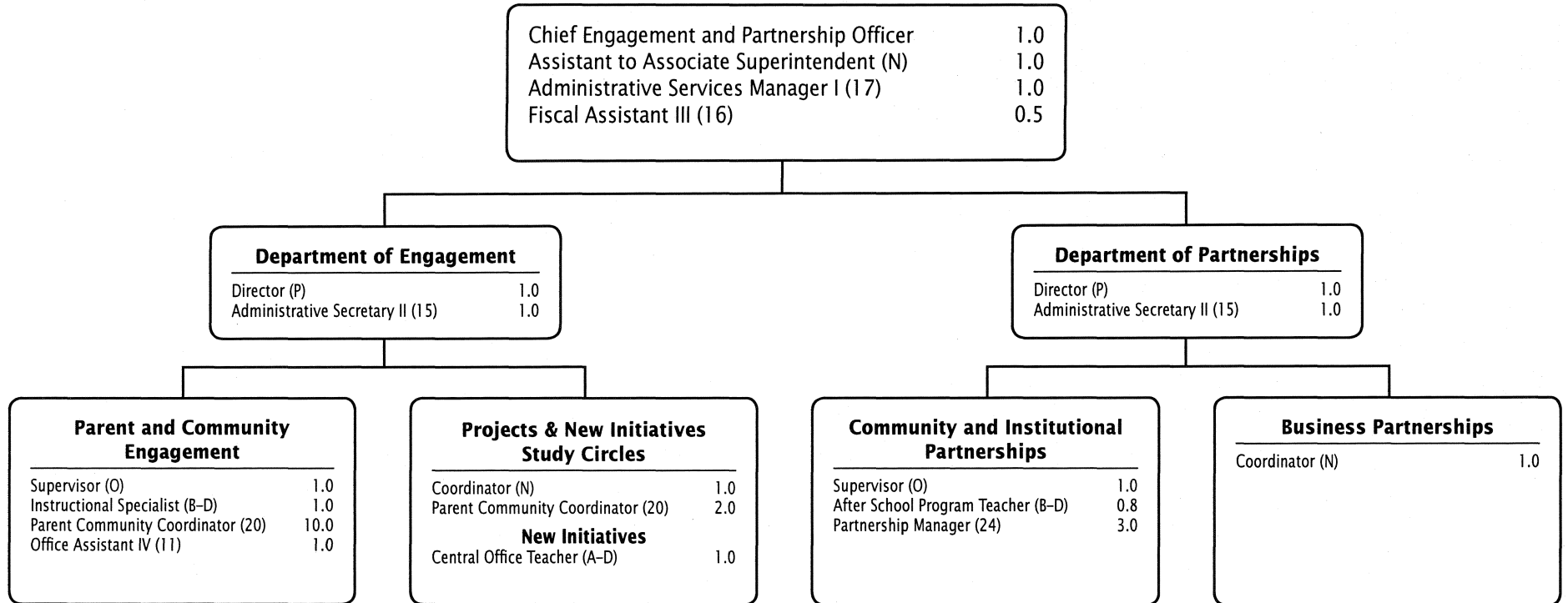
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**Office of Community Engagement and Partnerships  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	3,000	6,000	6,000	8,000	2,000
Business/Operations Admin.					
Professional	1,000	2,000	2,000	2,800	.800
Supporting Services	16,500	17,500	17,500	20,500	3,000
<b>TOTAL POSITIONS</b>	<b>20,500</b>	<b>25,500</b>	<b>25,500</b>	<b>31,300</b>	<b>5,800</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$350,981	\$731,878	\$731,878	\$1,001,862	\$269,984
Business/Operations Admin.					
Professional	103,694	212,112	212,112	262,119	50,007
Supporting Services	1,073,441	1,195,033	1,195,033	1,365,364	170,331
<b>TOTAL POSITION DOLLARS</b>	<b>1,528,116</b>	<b>2,139,023</b>	<b>2,139,023</b>	<b>2,629,345</b>	<b>490,322</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	9,270	14,996	14,996	45,792	30,796
Supporting Services	8,452	8,465	8,465	8,465	
<b>TOTAL OTHER SALARIES</b>	<b>17,722</b>	<b>23,461</b>	<b>23,461</b>	<b>54,257</b>	<b>30,796</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>1,545,838</b>	<b>2,162,484</b>	<b>2,162,484</b>	<b>2,683,602</b>	<b>521,118</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>29,626</b>	<b>112,847</b>	<b>112,847</b>	<b>112,847</b>	
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>21,660</b>	<b>27,756</b>	<b>27,756</b>	<b>34,206</b>	<b>6,450</b>
<b>04 OTHER</b>					
Local/Other Travel	7,370	20,690	20,690	20,690	
Insur & Employee Benefits					
Utilities					
Miscellaneous	50,290	50,300	50,300	62,300	12,000
<b>TOTAL OTHER</b>	<b>57,660</b>	<b>70,990</b>	<b>70,990</b>	<b>82,990</b>	<b>12,000</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$1,654,784</b>	<b>\$2,374,077</b>	<b>\$2,374,077</b>	<b>\$2,913,645</b>	<b>\$539,568</b>

# Office of Community Engagement and Partnerships

Chapter 7 - 3



**MISSION** *The Office of Community Engagement and Partnerships (OCEP) serves as the primary catalyst in Montgomery County Public Schools' (MCPS) efforts to engage the parents and communities of the children we serve.*

**MAJOR FUNCTIONS**

**Parent and Community Engagement**

OCEP increases understanding and abilities in parents, school leaders, staff, and community organizations to promote student success. By providing a robust information and referral system, helping parents to navigate the school environment, delivering training and professional development, and targeting resources in schools, OCEP improves the capacity of all stakeholders to address the cultural, social, and economic issues that impact learning.

**Identification of Promising Practices and Exploration of New Initiatives**

OCEP identifies and employs research-based best practices to enhance MCPS's ability to engage students and families in culturally competent ways, through the use of Study Circles as relationship-building tools, the implementation of student achievement action groups, and direct dialogue. The office works to strengthen relationships among parents, schools, and communities.

**Enhancing Organizational Partnerships**

OCEP fosters and maintains relationships with a host of parent, community, and other institutional partners to support and promote academic achievement and career readiness. The office connects with local businesses, faith-based organizations, nonprofit organizations, governmental entities, and other community affiliates to develop, coordinate, and/or promote services and resources to enhance education.

**ACCOMPLISHMENTS AND INITIATIVES**

- » In FY 2014, the office was realigned to include Study Circles, Student Service Learning and Linkages to Learning.
- » OCEP responded to 13,765 parent requests and inquiries through the ASK MCPS Call Center and e-mail drop box.
- » OCEP's fundraising and partnership efforts resulted in the provision of 8,133 backpacks and other school supplies to needy students in 2012 and 14,006 in 2013. This is a 60 percent increase in supplies that have been made available to students in need.
- » OCEP implemented student achievement action groups to address educational concerns of the African American and Latino communities.
- » OCEP sponsored a historic community conversation on African American student achievement in partnership with local affiliates and faith communities.

**PERFORMANCE MEASURES**

**Performance Measure:** Number of partnerships with community organizations.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
200	215	225

**Explanation:** This measure depicts collaboration and partnerships with community nonprofit organizations, faith-based organizations, governmental entities, and corporate/business partners. These partnerships support much-needed services to students, providing events and activities such as the Back-to-School Fair; Connection Resource Bank; Ruth Rales Comcast Kids Reading Network; College Preparation Fair; and parent academies, community workshops, and meetings.

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

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
11,439	12,000	12,500

**Explanation:** This measure represents telephone customer service assistance provided to families, students, staff, and community members. The call center ensures that information is provided in a timely and efficient manner, and is available in English and Spanish. Additionally, 2,326 e-mail questions and requests were handled through the ASK MCPS e-mail drop box.

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

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
1,386	1,400	1,450

**Explanation:** This measure represents the number of parents/families who receive direct one-on-one support to advocate, resolve issues, and partner with schools regarding their student's education. Support is provided at parent-teacher conferences, Educational Management Team and Individualized Education Program meetings, and other meetings to discuss student progress.

**Performance Measure:** Number of Study Circles

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
37	40	43

**Explanation:** The Study Circles program is a vehicle to address racial and ethnic barriers to student achievement and parent involvement by engaging diverse staff, parents, and students in dialogue and problem solving.

**Performance Measure:** Inter-agency partnerships with Linkages to Learning

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
300	320	340

**Explanation:** This measure depicts specific partnerships within given Linkages to Learning sites where communities, non-profit organizations, faith-based organizations, governmental entities, and corporate/business partners collaborate. Students and schools are served by partnering directly within the Linkages to Learning agency to improve academic performance.

**Performance Measure:** Families formally served with Linkages to Learning

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
1,600	1,700	1,850

**Explanation:** Students and families obtain direct service through case management and mental health services. These services improve family functioning and build students' capacity to perform successfully in school.

## OVERVIEW OF BUDGET CHANGES

### FY 2015 Recommended Budget

The FY 2015 recommended budget for this office is \$2,913,645, an increase of \$539,568 over the current FY 2014 budget. An explanation of this change follows.

#### Same Service Level Changes—\$70,390

##### *Continuing Salary Costs—\$63,940*

There is an increase of \$63,940 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

##### *Other—\$6,450*

A budgetary increase of \$6,450 is needed to pay for Student Service Learning Program supplies.

#### Strategic Priority Enhancements—\$469,178

##### *Kennedy Cluster Project—\$59,437*

The Kennedy Cluster Project was initiated in 2007 to identify and address the root causes of the achievement gap in MCPS. Schools in the Kennedy High School cluster were selected as the focus of the project because the Kennedy Cluster schools enrolled large percentages of African American and Hispanic students, many of whom were poor or lived in homes where Spanish was the primary language. The Kennedy Cluster Project multiagency team representatives provided to students and their families educational resources in school as well as access to health care, housing, financial assistance, legal aid, and many other social services. Although the achievement gap has not closed for the Kennedy Cluster students, there is evidence that the Kennedy Cluster Project has contributed to positive academic

outcomes for individual at-risk students and for the Kennedy Cluster schools overall.

In FY 2015, the project will expand to the Watkins Mill Cluster. MCPS' share of this expansion in FY 2015 is \$118,227. Of this total, \$59,437 is budgeted in the Office of Community Engagement and Partnerships to fund two 0.4 teacher-level positions (\$47,437) to coordinate after-school programs at Col. E. Brook Lee Middle School and Montgomery Village Middle School. The Kennedy Project model includes extended-day programs in secondary schools, including Excel Beyond the Bell, Sports Academy, and Police Explorers. These positions would report to the principals of these schools and work with the multiple agencies that provided these programs to facilitate scheduling, coordination, and problem resolution. Also, \$12,000 is budgeted to help serve families. Currently, the Montgomery County Department of Health and Human Services provides \$12,000 per year to the Project's Multi-Agency Team to provide emergency cash assistance to families referred by the project schools. This amount would be a matching share from MCPS and would expand the Multi-Agency Team's ability to serve families in these schools.

In addition, \$35,000 is budgeted in the Office of Shared Accountability for a .5 evaluation specialist to conduct a study of the project. While the project has undergone several informal evaluations, there has never been an in-depth, formal evaluation conducted by this office. There is \$23,720 budgeted for employee benefits for this enhancement in the Department of Financial Services.

##### *5.0 Positions to Expand the Office of Community Engagement and Partnerships—\$409,741*

Resources are requested to expand the Office of Community Engagement and Partnerships (OCEP) to enhance business and community engagement and partnership activities. These additional resources include 2.0 directors, 2.0 parent community coordinators, and a 1.0 administrative secretary to enhance MCPS's efforts to engage with parents and the community. One director will lead OCEP's business and community partnership efforts, concentrating on building key relationships with corporate partners. This leader will develop strategies and networks to build new and strengthen existing partnerships, resulting in increased financial and volunteer support to MCPS's initiatives. The second director position will lead OCEP's engagement efforts, concentrating on exploring trends and activities in community organizing around education, as well as leading MCPS collaborations across disciplines to share resources and support family-facing staff throughout the system.

The two parent community coordinator positions will provide additional coordination of OCEP's parent and community engagement services, with direct focus on activities to implement Community Engagement Teams, to work with Interventions and Innovation schools as well as the new Joint Engagement Plan. The Joint Engagement Plan requires coordination and oversight of a host of new activities in support of the superintendent's and Board of Education's outreach to families and communities. The administrative secretary will support the expanded activities in the office.

# Office of Community Engagement and Partnerships - 522/521

Timothy B. Warner, Chief Engagement and Partnership Officer

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	20.500	25.500	25.500	<b>31.300</b>	5.800
Position Salaries	\$1,528,116	\$2,139,023	\$2,139,023	<b>\$2,629,345</b>	\$490,322
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes				<b>23,296</b>	23,296
Stipends		14,996	14,996	<b>22,496</b>	7,500
Professional Part Time					
Supporting Services Part Time		8,465	8,465	<b>8,465</b>	
Other					
Subtotal Other Salaries	17,722	23,461	23,461	<b>54,257</b>	30,796
<b>Total Salaries &amp; Wages</b>	<b>1,545,838</b>	<b>2,162,484</b>	<b>2,162,484</b>	<b>2,683,602</b>	<b>521,118</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		112,847	112,847	<b>112,847</b>	
<b>Total Contractual Services</b>	<b>29,626</b>	<b>112,847</b>	<b>112,847</b>	<b>112,847</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		22,880	22,880	<b>22,880</b>	
Other Supplies & Materials		4,876	4,876	<b>11,326</b>	6,450
<b>Total Supplies &amp; Materials</b>	<b>21,660</b>	<b>27,756</b>	<b>27,756</b>	<b>34,206</b>	<b>6,450</b>
<b>04 Other</b>					
Local/Other Travel		20,690	20,690	<b>20,690</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		50,300	50,300	<b>62,300</b>	12,000
<b>Total Other</b>	<b>57,660</b>	<b>70,990</b>	<b>70,990</b>	<b>82,990</b>	<b>12,000</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$1,654,784</b>	<b>\$2,374,077</b>	<b>\$2,374,077</b>	<b>\$2,913,645</b>	<b>\$539,568</b>

# Office of Community Engagement and Partnerships - 522/521

Timothy B. Warner, Chief Engagement and Partnership Officer

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
2	Chief Engage & Partn Officer		1.000	1.000	1.000	1.000	
2	P Director					2.000	2.000
3	O Supervisor			1.000	1.000	1.000	
2	O Supervisor		1.000	1.000	1.000	1.000	
2	N Asst. to Assoc Supt		1.000	1.000	1.000	1.000	
2	N Coordinator			2.000	2.000	2.000	
2	BD Instructional Specialist		1.000	1.000	1.000	1.000	
3	AD Central Off Teacher	X		1.000	1.000	1.000	
2	24 Partnerships Manager		3.000	3.000	3.000	3.000	
3	20 Parent Community Coord		9.000	10.000	10.000	12.000	2.000
1	17 Admin Services Manager I		1.000	1.000	1.000	1.000	
2	16 Communications Assistant		1.000	1.000	1.000	1.000	
2	16 Fiscal Assistant III		.500	.500	.500	.500	
2	15 Administrative Secretary II		1.000	1.000	1.000	2.000	1.000
2	11 Office Assistant IV		1.000	1.000	1.000	1.000	
2	2 After School Program Teacher					.800	.800
<b>Total Positions</b>			<b>20.500</b>	<b>25.500</b>	<b>25.500</b>	<b>31.300</b>	<b>5.800</b>





**CHAPTER 8**

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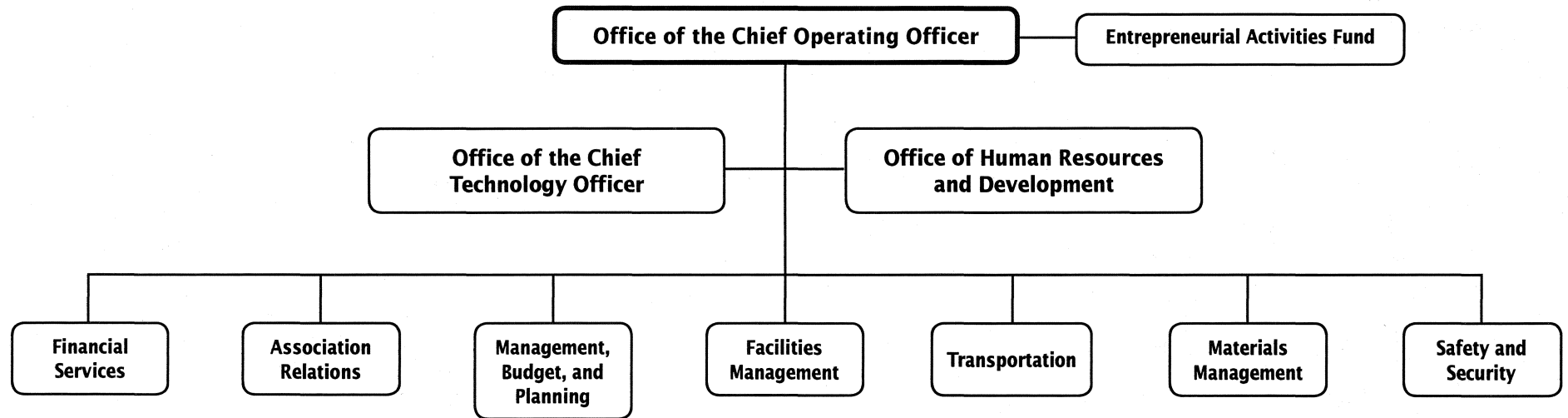
**Office of Chief Operating Officer**

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

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	35.000	34.701	34.700	33.700	(1.000)
Business/Operations Admin.	50.000	49.629	49.650	49.650	
Professional	2.000	4.000	4.000	4.000	
Supporting Services	4,183,273	4,211,213	4,211,213	4,223,213	12,000
<b>TOTAL POSITIONS</b>	<b>4,270,273</b>	<b>4,299,543</b>	<b>4,299,563</b>	<b>4,310,563</b>	<b>11,000</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$4,479,983	\$4,666,475	\$4,666,475	\$4,523,690	(\$142,785)
Business/Operations Admin.	4,628,918	4,818,643	4,818,643	4,823,370	4,727
Professional	165,006	440,064	440,064	457,289	17,225
Supporting Services	164,757,210	173,097,816	173,097,816	174,922,532	1,824,716
<b>TOTAL POSITION DOLLARS</b>	<b>174,031,117</b>	<b>183,022,998</b>	<b>183,022,998</b>	<b>184,726,881</b>	<b>1,703,883</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	635,259	567,847	566,347	579,540	13,193
Supporting Services	14,405,448	14,808,915	14,808,915	14,731,872	(77,043)
<b>TOTAL OTHER SALARIES</b>	<b>15,040,707</b>	<b>15,376,762</b>	<b>15,375,262</b>	<b>15,311,412</b>	<b>(63,850)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>189,071,824</b>	<b>198,399,760</b>	<b>198,398,260</b>	<b>200,038,293</b>	<b>1,640,033</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>12,282,267</b>	<b>11,073,194</b>	<b>11,073,194</b>	<b>11,313,380</b>	<b>240,186</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>43,097,571</b>	<b>43,316,429</b>	<b>43,316,429</b>	<b>43,120,192</b>	<b>(196,237)</b>
<b>04 OTHER</b>					
Local/Other Travel	206,309	318,558	318,058	252,046	(66,012)
Insur & Employee Benefits	503,516,644	514,937,550	514,937,550	538,889,956	23,952,406
Utilities	35,822,883	36,750,103	36,750,103	35,734,587	(1,015,516)
Miscellaneous	8,077,644	7,966,322	7,968,322	9,250,837	1,282,515
<b>TOTAL OTHER</b>	<b>547,623,480</b>	<b>559,972,533</b>	<b>559,974,033</b>	<b>584,127,426</b>	<b>24,153,393</b>
<b>05 EQUIPMENT</b>	<b>12,009,365</b>	<b>12,079,692</b>	<b>12,079,692</b>	<b>13,759,817</b>	<b>1,680,125</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$804,084,507</b>	<b>\$824,841,608</b>	<b>\$824,841,608</b>	<b>\$852,359,108</b>	<b>\$27,517,500</b>

# Chief Operating Officer—Overview



Chapter 8 – 3

F.T.E. Positions 4,310.563

(In addition, there are 67.5 positions funded by the Capital Budget, 21.0 funded by ICB, and 29.65 funded by the Employee Benefits Trust Fund. These non-operating Budget positions are noted on other charts in this chapter. There are 1,965.01 school-based positions also shown on K-12 charts in Chapter 1)

# Office of the Chief Operating Officer

Chief Operating Officer	1.0
Executive Director (P)	2.0
Director I (P)	2.0
Supervisor (O)	1.0
Business & Fiscal Administrator (I)	1.0
Instructional Specialist (B-D)	1.0
Fiscal Specialist I (24)	1.0
Administrative Services Manager III (19)	1.0
Copy Editor/Administrative Secretary I (17)	1.0
Administrative Services Manager (17)	1.0
Appeals/Transfer Control Assistant (16)	1.0
Fiscal Assistant II (15)	1.0
Administrative Secretary II (15)	1.0
Administrative Secretary I (14)	1.0
Secretary (12)	1.5

**MISSION** *The mission of the Office of the Chief Operating Officer (OCOO) is to provide the highest quality business operations and support services that are essential to the educational success of students through staff committed to implementing equitable practices and continuous improvement strategies.*

## MAJOR FUNCTIONS

### Responsibilities

OCOO works at the direction of the superintendent of schools and in collaboration with the deputy superintendents to ensure implementation of the Montgomery County Public Schools (MCPS) Strategic Planning Framework, *Building Our Future Together*. OCOO works closely with the deputy superintendents and the Executive Leadership Team to operate as a professional learning community (PLC) focused on upholding system priorities and core competencies. OCOO has overall responsibility for the Office of Human Resources and Development (OHRD); the Office of the Chief Technology Officer (CTO); the Department of School Safety and Security (DSSS); the Department of Facilities Management (DFM); the Department of Financial Services (DFS); the Department of Management, Budget, and Planning (DMBP); the Department of Transportation (DOT); the Department of Materials Management (DMM); the Department of Association Relations (DAR); the Appeals/Transfer Team; and the Athletics Unit. OCOO monitors each of its office, department, and division strategic plans to ensure that they are aligned with the MCPS strategic planning framework. OCOO works with each of its offices, departments, and divisions to develop, monitor, and assess short- and long-term goals and performance measures. OCOO leadership staff uses what they are learning about the characteristics of successful PLCs to lead their offices and departments. Also, service contracts are being developed in order to provide high-quality customer service.

All units monitor data and provide progress reports on a family of measures—financial results, organizational results, workforce excellence, and customer focus. All units have developed process maps and related Inputs, Guides, Outputs, and Enablers (IGOE) for key processes under their responsibilities. Additionally, OCOO has primary responsibility for legal services, staffing of schools, and the Entrepreneurial Activities Fund. The office also prepares items for Board of Education action, discussion, and information relating to schools, procurement, facilities planning and management, budget, materials management, transportation, association relations, and all financial matters.

## ACCOMPLISHMENTS AND INITIATIVES

- » OCOO supports schools in a very dynamic environment. Since 2007, there have been large increases in enrollment, totaling almost 14,000 students. As of

fall 2013, total MCPS enrollment is 151,500 students. Large annual increases in enrollment are projected to continue for the six-year forecast period, with another 11,000 students expected by the 2018–2019 school year.

- » The FY 2014 Operating Budget is \$2.225 billion, a 2.6 percent increase over Fiscal Year 2013. The budget included \$34.5 million for the second year of a four-year plan that shifts a portion of teacher pension costs from the state to MCPS. The FY 2014 Operating Budget increased by 2.3 percent, excluding the pension shift.
- » 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 12 major capital projects, totaling 915,011 square feet of new construction for the 2013–2014 school year.
- » The Division of Controller continues to benefit from the Financial Management System (FMS) modules designed to enhance online capabilities. The iExpense module enables employees to enter their monthly mileage expense reports online. More than 400 MCPS suppliers are using the iSupplier module to access FMS directly, to review invoice and payment information and to enter billing information.
- » During FY 2013, DFS implemented a new online payment system for parents to pay student extracurricular activities fees electronically. 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.
- » One major goal of DMM is to continue developing programs that shift school administrative tasks to the department, which results in improving the instructional time efficiency of school staff. The Ambassador Service, an inventory-management program, designed to improve supply efficiency in schools, continues to be successful. Reporting enhancements within the FMS continue to be developed to provide accurate, timely data to financial managers.
- » Around 148 million pages of instructional materials were requested by school staff and produced centrally by the Copy-Plus work group of EGPS. This represents a reduction of more than 59,000 hours of school staff time spent duplicating materials for instructional purposes that can be used for instructional planning and preparation.
- » The Department of Professional Growth Systems (DPGS) hosted 13 dialogues for approximately 200 school-based administrators on revisions to the Professional Growth Systems (PGS) for teachers and principals. Also, the department has begun to focus on creating professional development plans to provide support to principals and school leadership teams on the new Student Learning Objectives (SLOs) and revisions to the PGS.

- » The Career Pathways Program assists supporting services employees to prepare, plan, determine, and discover the options they have in their own career pathways. The program website provides links to multiple resources that individuals can access to determine their interests and discover potential jobs and careers that match their skill sets.

## **PERFORMANCE MEASURES**

OCOO uses a family of measures with an equity lens to monitor the organizational effectiveness and performance of its offices, departments, divisions, and units. The family of measures includes the following categories: Leadership; Customer Focus; Strategic Planning; Operational Focus; Workforce Focus; and Results. 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 Planning Framework, *Building Our Future Together*.

## **OVERVIEW OF BUDGET CHANGES**

### **FY 2015 Recommended Budget**

The FY 2015 recommended budget for this office is \$2,430,792, an increase of \$1,523 over the current FY 2014 budget. An explanation of this change follows.

### ***Same Service Level Changes—\$1,523***

#### ***Continuing Salary Costs—(\$18,477)***

There is a decrease of \$18,477 for continuing salary costs. The costs associated with the annualization of the step provided to employees on February 8, 2014 are offset by reductions for staff turnover.

#### ***Realignments to Meet Expenditure Requirements and Priorities—\$20,000***

Realignments are budgeted to address priority spending needs in this office. There is a realignment of \$20,000 from the Middle Schools budget to more accurately reflect where the funds are managed and spent.

# Office of the Chief Operating Officer - 331/798

**Larry A. Bowers, Chief Operating Officer**

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	17,500	17,500	17,500	17,500	
Position Salaries	\$1,620,077	\$1,754,045	\$1,754,045	\$1,735,568	(\$18,477)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		27,093	25,593	25,593	
Supporting Services Part Time		8,397	8,397	8,397	
Other		1,695	1,695	1,695	
Subtotal Other Salaries	99,671	37,185	35,685	35,685	
<b>Total Salaries &amp; Wages</b>	1,719,748	1,791,230	1,789,730	1,771,253	(18,477)
<b>02 Contractual Services</b>					
Consultants		2,500	2,500	2,500	
Other Contractual		553,327	553,327	553,327	
<b>Total Contractual Services</b>	1,219,400	555,827	555,827	555,827	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		3,586	3,586	3,586	
Other Supplies & Materials		26,761	26,761	26,761	
<b>Total Supplies &amp; Materials</b>	25,480	30,347	30,347	30,347	
<b>04 Other</b>					
Local/Other Travel		1,865	3,365	3,365	
Insur & Employee Benefits					
Utilities					
Miscellaneous		50,000	50,000	70,000	20,000
<b>Total Other</b>	32,570	51,865	53,365	73,365	20,000
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$2,997,198</u>	<u>\$2,429,269</u>	<u>\$2,429,269</u>	<u>\$2,430,792</u>	<u>\$1,523</u>

## Office of the Chief Operating Officer - 331

Larry A. Bowers, Chief Operating Officer

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
1	Chief Operating Officer		1.000	1.000	1.000	<b>1.000</b>	
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
1	P Executive Assistant		2.000				
1	P Executive Director			2.000	2.000	<b>2.000</b>	
2	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	I Business & Fiscal Admin		1.000	1.000	1.000	<b>1.000</b>	
2	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
2	24 Fiscal Specialist I		1.000	1.000	1.000	<b>1.000</b>	
1	19 Admin Services Mgr III		1.000	1.000	1.000	<b>1.000</b>	
1	17 Copy Editor/Admin Sec		1.000	1.000	1.000	<b>1.000</b>	
1	17 Admin Services Manager I		1.000	1.000	1.000	<b>1.000</b>	
2	16 Appls Trans Control Asst		1.000	1.000	1.000	<b>1.000</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
2	15 Fiscal Assistant II		1.000	1.000	1.000	<b>1.000</b>	
2	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
2	12 Secretary		1.500	1.500	1.500	<b>1.500</b>	
	<b>Total Positions</b>		<b>17.500</b>	<b>17.500</b>	<b>17.500</b>	<b>17.500</b>	



# Entrepreneurial Activities Fund

Instructional Specialist (B-D)	3.0
Communications Specialist/Web Producer (21)	1.0
Printing Equipment Operator IV (18)	1.0
Customer Service Specialist (16)	2.0
School Registrar (16)	0.6
Fiscal Assistant II (15)	1.0
Printing Equipment Operator I (11)	2.0
Truck Driver/Warehouse Worker Shift 1 (11)	2.0

**MISSION** *The mission of the Entrepreneurial Activities Fund is to provide supplemental funding to enable the school system to enhance its services and support the instructional program through the sale of Montgomery County Public Schools (MCPS) expertise, services, and products.*

## **MAJOR FUNCTIONS**

The purpose of this fund is to serve as the main focal point to organize marketing efforts, identify and mobilize staff resources and expertise, plan and implement revenue-generating activities, and identify and secure the start-up capital necessary to expand the program with additional revenue-generating activities. Activities that have been moved into this fund include the Taylor Science Materials Center, Supply Warehouse, printing and graphic services, Student e-Learning, managing human resources transactions and professional development online, and entrepreneurial activity development.

### **Taylor Science Materials Center**

The center provides complete sets of science materials for MCPS teachers and students. Through bulk purchasing practices, the cost of providing an effective inquiry-based, hands-on, minds-on science program is reduced significantly. The center sells customized science kit materials and tools and manipulatives for assessment activity to school districts that are implementing similar science programs.

### **Supply Warehouse Services**

MCPS operates a general supply warehouse that provides, through bulk purchases, quality school supplies to schools and offices in order to efficiently operate our instructional programs. Through technological advancements, the operating capacity of the supply warehouse activity increased, allowing this service to expand to other local governments and nonprofit organizations.

### **Editorial, Graphics, & Publishing Services Unit (EGPS)**

EGPS is a centrally funded function that provides direct support to schools and offices. Products include classroom documents and posters, examination booklets, diplomas, and instructional guides, as well as staff development, budget, regulatory, and administrative publications required for effective MCPS operations. The EGPS entrepreneurial activities are directed toward local and county government agencies, nonprofit organizations, and the independent activities and parent teacher association-sponsored initiatives within MCPS schools. Revenue generated with this activity is used to improve efficiencies and capabilities within EGPS, reducing the annual operating budget requirements for the publishing needs of the school system.

The MCPS partnership with a private company has created a handheld-based formative reading assessment for use by

primary grade teachers. The private partner markets this product nationally to school systems interested in using technology-enhanced assessments to replace traditional paper-based assessments with state-of-the-art technology to monitor and analyze student performance. Administering the assessment electronically improves the process and accuracy of providing individual student data to teachers and principals to support teaching and learning.

### **Student e-Learning**

The Student e-Learning (formerly Student Online Learning) program provides the opportunity for high school students to take courses outside of the traditional classroom setting. The primary goal of the Student e-Learning program is to provide all students in MCPS with the opportunity to enhance their educational experience through high-quality online courses and web-enhanced classroom experiences. The program will receive revenue from student tuition for online courses and the sale and licensing of MCPS-developed online courses.

### **Human Resources Online**

Human Resources Online provides an online system that will utilize automation, workflow, process metrics, and self-service applications to enable MCPS to continuously improve the development, efficiency, and management of its human resource processes. The system replaces manual, paper-based, inefficient processes with electronic transactions, using a reusable process library for greater control and flexibility.

The Professional Development Online (PDO) system incorporates a powerful registration component, course management, and electronic portfolio with automation of mentor tracking and tuition reimbursement. PDO delivers customized reporting solutions to the Office of Human Resources and Development and streamlines complex processes, such as payment for attending Tier 1 training and tracking required course completion.

The development of additional entrepreneurial activities continues to be identified in areas of instructional and business services. Examples of possible products and services developed in support of the educational process include instructional curriculum guides, business and instructional software, video productions, and educational training services.

## **ACCOMPLISHMENTS AND INITIATIVES**

With increasing competition for limited tax dollars for direct support to the educational program of the school system, it is important that MCPS explore creative ways to generate alternative sources of revenue, while maintaining and improving the high-quality level of the instructional program. It also is anticipated that the activities in this fund will allow MCPS to move some expenditures out of the general fund so that they do not compete with limited tax dollars.

**PERFORMANCE MEASURES**

**Performance Measure:** Taylor Science Materials Center—profit and loss activity.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
93%	118%	120%

**Explanation:** This measure reflects the percentage of elementary science material center expenditures funded by the Entrepreneurial Fund. In FY 2013, additional costs for benefits were transferred to the fund.

**Performance Measure:** Supply Warehouse Services revenue activity.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
\$198,193	\$208,103	\$218,508

**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 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
\$650,705 11%	\$660,000 9%	\$670,000 9%

**Explanation:** This measure reflects the gross revenue received and the percentage retained as cumulative net assets and dollars spent on durable equipment systems used to directly support the schools.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this fund is \$2,910,612, an increase of \$62,072 over the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$62,072**

*Continuing Salary Costs—\$12,072*

There is an increase of \$12,072 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

*Realignments to Meet Expenditure Requirements and Priorities—\$50,000*

There are a number of realignments budgeted to address priority spending needs within this fund. Specifically, there is \$125,000 realigned among and between various programs budgeted within the fund. The realignments are neutral overall and reflect the actual costs and operations of these units. In addition, there is a realignment of \$50,000 from the Division of Food and Nutrition Services to this fund to support technology services.

# Entrepreneurial Activities Fund - 820/821/822/823/824/825/826/827/828

Larry A. Bowers, Chief Operating Officer

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	14.600	12.600	12.600	<b>12.600</b>	
Position Salaries	\$666,738	\$887,464	\$887,464	<b>\$899,736</b>	\$12,272
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends		51,617	51,617	<b>51,617</b>	
Professional Part Time		290,838	290,838	<b>305,730</b>	14,892
Supporting Services Part Time		5,657	5,657	<b>5,657</b>	
Other		38,716	38,716	<b>38,516</b>	(200)
Subtotal Other Salaries	379,923	386,828	386,828	<b>401,520</b>	14,692
<b>Total Salaries &amp; Wages</b>	<b>1,046,661</b>	<b>1,274,292</b>	<b>1,274,292</b>	<b>1,301,256</b>	26,964
<b>02 Contractual Services</b>					
Consultants		490	490	<b>490</b>	
Other Contractual		566,942	566,942	<b>666,942</b>	100,000
<b>Total Contractual Services</b>	<b>808,661</b>	<b>567,432</b>	<b>567,432</b>	<b>667,432</b>	100,000
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		427,617	427,617	<b>364,066</b>	(63,551)
Office					
Other Supplies & Materials		185,898	185,898	<b>204,875</b>	18,977
<b>Total Supplies &amp; Materials</b>	<b>370,561</b>	<b>613,515</b>	<b>613,515</b>	<b>568,941</b>	(44,574)
<b>04 Other</b>					
Local/Other Travel		21,149	21,149	<b>21,149</b>	
Insur & Employee Benefits		347,172	347,172	<b>326,854</b>	(20,318)
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>321,191</b>	<b>368,321</b>	<b>368,321</b>	<b>348,003</b>	(20,318)
<b>05 Equipment</b>					
Leased Equipment		4,980	4,980	<b>4,980</b>	
Other Equipment		20,000	20,000	<b>20,000</b>	
<b>Total Equipment</b>	<b>46,367</b>	<b>24,980</b>	<b>24,980</b>	<b>24,980</b>	
<b>Grand Total</b>	<b>\$2,593,441</b>	<b>\$2,848,540</b>	<b>\$2,848,540</b>	<b>\$2,910,612</b>	\$62,072

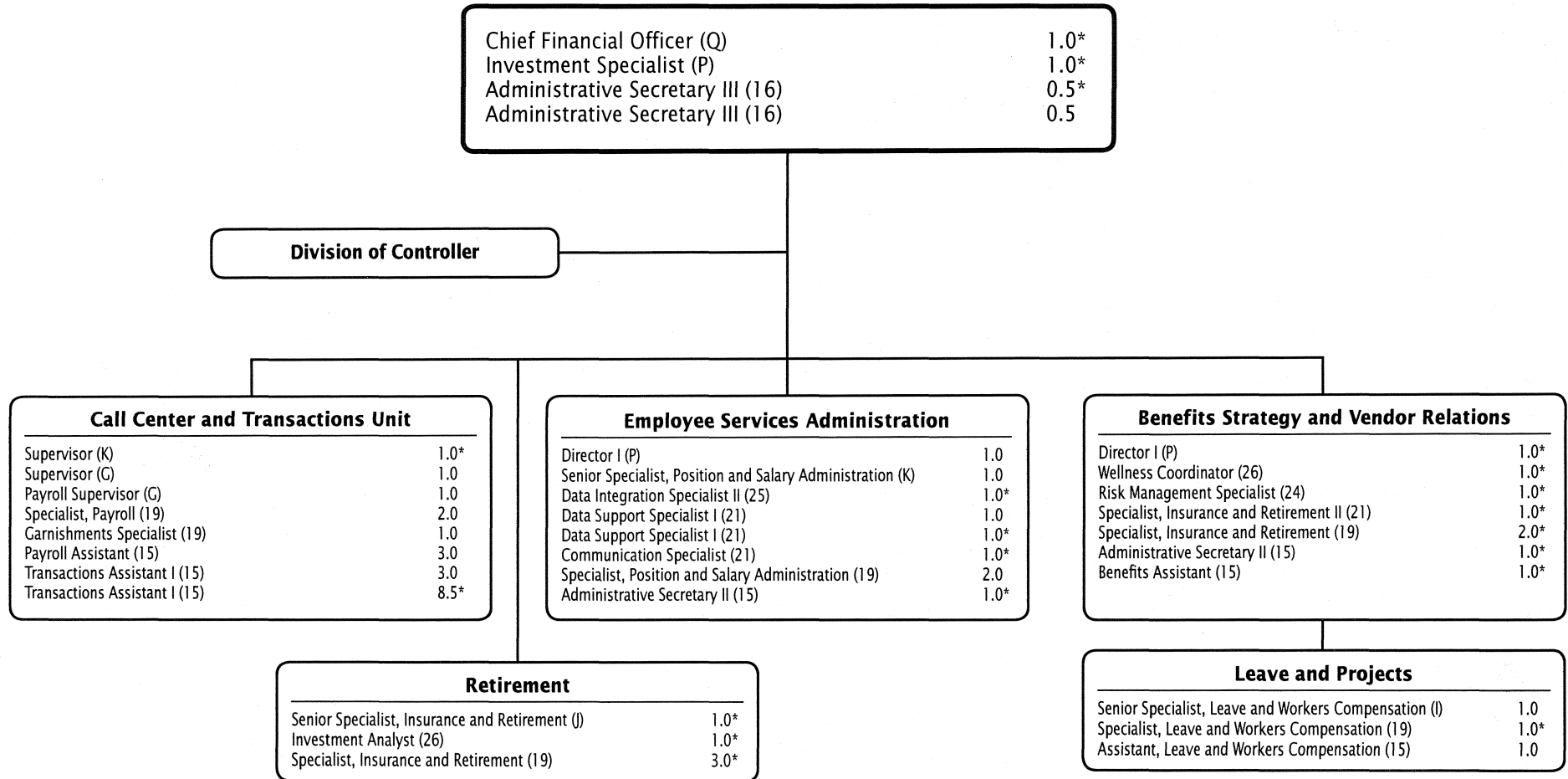
# Entrepreneurial Activities Fund - 820/821/822/823/824/825/826/827/828

Larry A. Bowers, Chief Operating Officer

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>820 Entrepreneurial Activities Fund</b>						
81	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
81	15 Fiscal Assistant II		1.000	1.000	1.000	<b>1.000</b>	
81	14 Operations Assistant		1.000				
81	11 Truck Drive/Whr Wkr Shift 1		4.000	2.000	2.000	<b>2.000</b>	
	<b>Subtotal</b>		<b>7.000</b>	<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	
	<b>822 Printing Services</b>						
81	18 Printing Equipment Operator IV		1.000	1.000	1.000	<b>1.000</b>	
81	16 Customer Service Spec		2.000	2.000	2.000	<b>2.000</b>	
81	11 Printing Equip Operator I		2.000	2.000	2.000	<b>2.000</b>	
	<b>Subtotal</b>		<b>5.000</b>	<b>5.000</b>	<b>5.000</b>	<b>5.000</b>	
	<b>823 Student Online Learning</b>						
81	23 Applications Developer I		1.000				
81	21 Comm Spec/Web Producer		1.000	1.000	1.000	<b>1.000</b>	
81	16 School Registrar		.600	.600	.600	<b>.600</b>	
	<b>Subtotal</b>		<b>2.600</b>	<b>1.600</b>	<b>1.600</b>	<b>1.600</b>	
	<b>827 Pearson North Star Project</b>						
81	BD Instructional Specialist			2.000	2.000	<b>2.000</b>	
	<b>Subtotal</b>			<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	
	<b>Total Positions</b>		<b>14.600</b>	<b>12.600</b>	<b>12.600</b>	<b>12.600</b>	

# Department of Financial Services

Chapter 8 – 14



F.T.E. Positions 19.85

(In addition, the chart includes 28.65\* positions funded by the Employee Benefits Trust Fund, including (.30) of the Chief Financial Officer position and (.35) of the ERSC Call Center Supervisor position)

**MISSION** *The mission of the Department of Financial Services is to ensure broad access to accurate and timely financial information using a fully integrated suite of business applications that include the Human Resources Information System (HRIS), the Financial Management System (FMS), and the Lifeworks Retirement System to provide high-quality services to schools and employees; and to provide a comprehensive employee compensation and benefits, loss prevention, and risk management program that supports success for every student through the role of employee compensation and benefits in attracting and retaining highly qualified staff.*

## **MAJOR FUNCTIONS**

### **Employee and Retiree Service Center (ERSC) and the Division of Controller**

The Department of Financial Services coordinates the functions and operations of the Employee and Retiree Service Center (ERSC) and the Division of Controller, while maximizing the efficiency of departments that use the FMS and HRIS systems and creating cross-functional opportunities for process improvement. The integration of financial services improves productivity in data entry, reporting, and access to information that ultimately 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, offices, departments and divisions (ODDs),

and individuals regarding the business operations of MCPS through workshops, communications, and direct assistance. By providing assistance and support to schools and ODDs, staff members in the Department of Financial Services contribute to the efficient functioning of MCPS. As the unit responsible for financial and employee data, the department has the depth of understanding of data required to answer complex questions and provide consistent, accurate responses to data requests, surveys, and other required reporting.

### **Employee and Retiree Benefits**

MCPS employees and retirees may choose to participate in medical, dental, prescription drug, vision, and life insurance plans. Medical plan options include three point-of-service plans and three health maintenance organization options. Dental coverage includes a choice between a preferred dental option plan with both in- and out-of-network benefit features and a dental maintenance organization. Employee life, dependent life, and optional life insurance programs are offered, and employees have the opportunity to participate in pretax flexible spending plans for qualifying medical and dependent care expenses. MCPS matches the first \$100 contributed to a medical flexible spending account as an incentive to employees to participate in this program.

ERSC offers a systemwide employee wellness program. Since 2011, ERSC has offered programs designed to increase employee activity, smoking cessation, and preventive health care. Prizes and incentives have been given to schools, offices, and teams who have competed to improve the health of the staff. Regular newsletters, seminars, health screenings, and supports also are provided.

The Benefits Strategy and Vendor Relations Unit is responsible for the design and delivery of employee and retiree benefit programs and manages all aspects of contract and vendor relations associated with the benefit plans. The unit collaborates with ERSC staff to ensure that the benefit plans are administered according to contract and regulations, and that all stakeholders are operating from a common framework of understanding about the benefit plans. Staff is responsible for evaluating vendor performance; conducting ongoing financial monitoring, budget, and rate development; managing the competitive bid process; and measuring performance on an ongoing basis.

This unit prepares and disseminates information about plan provisions, maintains and analyzes statistical and demographic data, tracks plan utilization and expense data, remits monthly premiums to vendors, and oversees all benefit-plan-related contracts. In addition, the unit manages periodic filings with the Internal Revenue Service to maintain qualified plan status and oversees banking and cash management arrangements for the employee benefit program. The unit also coordinates the MCPS retiree benefits with Medicare, particularly the Medicare Part D program for which the MCPS retiree prescription benefit qualifies as an actuarially equivalent plan qualifying for subsidy payments from Medicare.

The investment and retirement function of this unit administers contracts related to the MCPS Employees' Retirement and Pension Systems and the trust for Other Post-Employment Benefits (OPEB), oversees vendor relations with tax-deferred annuity and deferred compensation carriers, serves as liaison to the Board of Investment Trustees, and monitors plan investment performance. The Risk Management function of this unit acts as the liaison with the Montgomery County self-insurance fund and oversees the MCPS loss prevention program.

**ACCOMPLISHMENTS AND INITIATIVES**

- » Containment of rising employee and retiree medical, dental, and prescription costs is an important focus of the Department of Financial Services. MCPS continues to offer comprehensive wellness programs focused on increasing and maintaining employee activity and healthy living, smoking cessation, and proactive preventative care.
- » In discussion with its employee and retiree associations, MCPS changed retiree prescription benefits, effective January 1, 2015, to incorporate Medicare Part D prescription benefits, saving MCPS approximately \$5 million per year. The 2015 changes are expected to save the county approximately \$36 million in OPEB contributions for Fiscal Year 2015.
- » During FY 2013, a web-based system for school accounting for independent activity funds was implemented, improving school efficiency, transparency of school funds, and central accounting. An online store was made available to all schools, reducing teachers' role in collecting funds and offering parents the convenience of online payment.

**Benefits Strategy and Vendor Relations**

The cost of health insurance, including prescription plans, is a significant part of the MCPS budget, and this unit has initiated efforts to contain costs, educate employees and retirees to become better health-care consumers, and provide high-quality health care at competitive prices. MCPS has taken the lead in working with other county agencies in joint procurement efforts that combine the purchasing power of the agencies that resulted in several million dollars of savings for each. In FY 2013, several county agencies joined together to competitively bid their health plans, with the results of that process reflected in vendor contracts, effective January 1, 2014. As a result, savings of more than \$25 million will be recognized by MCPS over the coming three years.

**PERFORMANCE MEASURES**

**Call Center Efficiency:**

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
Average wait time 79 sec.	70 sec.	70 sec.
Average duration 4 min., 46 sec.	4 min., 30 sec	4 min., 30 sec
Average volume/business day 256 calls	250 calls	250 calls
Average wait/abandoned call 2 min., 18 sec.	2 min.	2 min
Percentage of abandoned calls 6.3%	5.0%	5.0%
Percentage of calls answered within 1 minute 62.4%	70%	70%

**Explanation:** These measures help the unit assess service levels to employees and retirees through the call center.

**Transaction processing efficiency:**

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
Percentage of new teachers paid on first pay date 81.7%	99.9%	99.9%
Year-to-year trend in growth rates of benefit costs compared with national averages -5.4%	-1.0%	-1.0%
Trend in growth rate of benefit costs compared with regional peers -2.58%	-1.0%	-1.0%

**Explanation:** These last two measures compare the rate of increase in costs for employee and retiree health benefits (medical, prescription, dental, and vision programs) compared with other organizations, either in the region or the nation. The rate of increase in costs is a measure of the effectiveness of the program administration and design. Differences in costs may be a result of a state-mandated coverage that is different from other parts of the country, so the regional comparison is important.



**OVERVIEW OF BUDGET CHANGES**

**Department of Financial Services**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this department is \$1,692,048, an increase of \$96,033 over the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$96,033**

*Continuing Salary Costs—\$97,113*

There is an increase of \$97,113 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

*Realignments to Meet Expenditure Requirements and Priorities—(\$1,080)*

Realignments are budgeted to address priority spending needs in this department. There is a realignment of \$1,080 from this department to the Department of Materials Management to cover costs for office paper.

**Insurance and Employee Benefits**

The FY 2015 request for employee benefits is \$525,586,858, an increase of \$23,613,724 over the current FY 2014 budget. An explanation of this change follows.

**Continuing Salary Costs—\$805,531**

There is an increase of \$459,153 for social security benefits and a \$346,378 increase for retirement benefits for continuing salary costs for current employees. This amount includes the annualization of the salary step provided to eligible employees on February 8, 2014.

**Realignment—\$15,326**

Realignments are budgeted to address priority spending needs for the organization. Due to the need to realign funds to create additional position and non-position salaries within specific organizational units, there are increases in social security contributions of \$5,654, employee health benefits of \$7,446, and retirement contributions of \$2,226.

**Grant Shifts—\$1,028,103**

Due to funding changes and program needs for the Individuals with Disabilities Education (IDEA) grant, the Medical Assistance grant, and the Head Start grant, there are increases in employee health benefits of \$605,441, social security contributions of \$241,651, and retirement contributions of \$181,011.

**Enrollment Changes—\$3,797,508**

Based on current enrollment projections, budgeted salaries and positions related to changes in student enrollment are increased for FY 2015. Based on this projection, the FY 2015 budget contains increases for social security contributions of \$972,312, employee health benefits of \$2,174,943, and retirement contributions of \$650,253.

**New Schools—\$314,975**

Due to additional square footage added as a result of new schools and renovated/modernized facilities, 21.75 positions are added to the FY 2015 budget. The staffing increases result in additional social security contributions of \$75,251, employee health benefits of \$184,549, and retirement contributions of \$55,175.

**Employee Health Benefits—\$11,864,326**

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 2015 results in the need to increase employee health care programs for both active and retirees by \$11,864,326, primarily due to a four percent increase in costs for inflation and rate adjustments for health services and prescription drugs. Included in this increase are savings from the re-bidding of health care provider contracts that generated discounts and lower administrative fees. These savings are partially offset by the additional cost incurred under the implementation of the Affordable Health Care Act.

**Retirement Contributions—\$2,944,182**

The budget for current retirement programs are increased by \$2,944,182 as a result of the third year of a four year plan that shifts \$3,297,862 of retirement costs from the state to MCPS. This is partially offset by reductions in the administrative fee MCPS pays to the state to administer the state retirement plans. This reduction totals \$150,000. The actuarial rate, as a percentage of salary calculated by MCPS consultants, decreased by one basis point from last year which reduces retirement costs by \$203,680.

**Other—\$172,896**

Due to operational staffing changes, the budget includes an increase of \$35,051 for social security contributions, \$64,469 for employee health benefits, \$19,275 for retirement contributions, and a \$54,101 increase in other employee benefits

**Self-Insurance—\$1,487,767**

The budget includes a significant increase in contributions to the county's self-insurance program. Due to higher claims and lower than targeted reserves for worker's compensation, there is a \$1,688,085 increase in the budget. This is partially offset by reductions in fire and property insurance of \$200,318.

**Reductions—(\$444,742)**

The FY 2015 budget includes efficiencies and reductions totaling \$3.3 million. As a result, there is a \$444,742 reduction in employee benefits associated with the elimination of 22.3 positions and part-time salaries. This includes reductions in employee health benefits of \$217,891, social security contributions of \$161,707, and retirement contributions of \$65,144.

**Program Restorations and Enhancements—\$1,627,402**

Details on increases in program restorations and enhancements are included in various chapter of this budget. As a result of these increases, there is a need to add \$1,627,402 to the employee benefits budget. This includes increases in social security contributions of \$475,512, employee health benefits of \$887,538, and retirement costs of \$265,352.

**Selected Expenditure Information**

Description	FY 2014 Current Budget	FY 2015 Budget	Change
Worker's Compensation	\$12,286,289	\$13,974,374	\$1,688,085
Social Security	104,660,698	106,762,575	2,101,877
Employee Benefit - Active	217,612,688	231,529,479	13,916,791
Employee Benefit - Retirees	47,258,001	48,912,031	1,654,030
Retirement and Administrative Fees	80,463,746	81,561,487	1,097,741
Pension Shift From State	34,511,689	37,908,551	3,396,862
Unemployment Compensation	300,000	300,000	0
Other	4,880,473	4,638,361	(242,112)
<b>Total</b>	<b>\$501,973,584</b>	<b>\$525,586,858</b>	<b>\$23,613,274</b>

# Department of Financial Services - 334/333

Susanne G. DeGraba, Chief Financial Officer

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	20.500	19.830	19.850	<b>19.850</b>	
Position Salaries	\$1,581,246	\$1,552,145	\$1,552,145	<b>\$1,649,258</b>	\$97,113
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other		6,400	6,400	<b>6,400</b>	
Subtotal Other Salaries	-5,934	6,400	6,400	<b>6,400</b>	
<b>Total Salaries &amp; Wages</b>	1,575,312	1,558,545	1,558,545	<b>1,655,658</b>	97,113
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		12,000	12,000	<b>14,000</b>	2,000
<b>Total Contractual Services</b>	16,435	12,000	12,000	<b>14,000</b>	2,000
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		22,887	22,887	<b>19,807</b>	(3,080)
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	15,939	22,887	22,887	<b>19,807</b>	(3,080)
<b>04 Other</b>					
Local/Other Travel		2,583	2,583	<b>2,583</b>	
Insur & Employee Benefits		501,873,584	501,873,584	<b>525,486,858</b>	23,613,274
Utilities					
Miscellaneous		100,000	100,000	<b>100,000</b>	
<b>Total Other</b>	490,564,573	501,976,167	501,976,167	<b>525,589,441</b>	23,613,274
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$492,172,259</u>	<u>\$503,569,599</u>	<u>\$503,569,599</u>	<u><b>\$527,278,906</b></u>	<u>\$23,709,307</u>

**Education Jobs Fund - 935**  
**Susanne G. DeGraba, Chief Financial Officer**

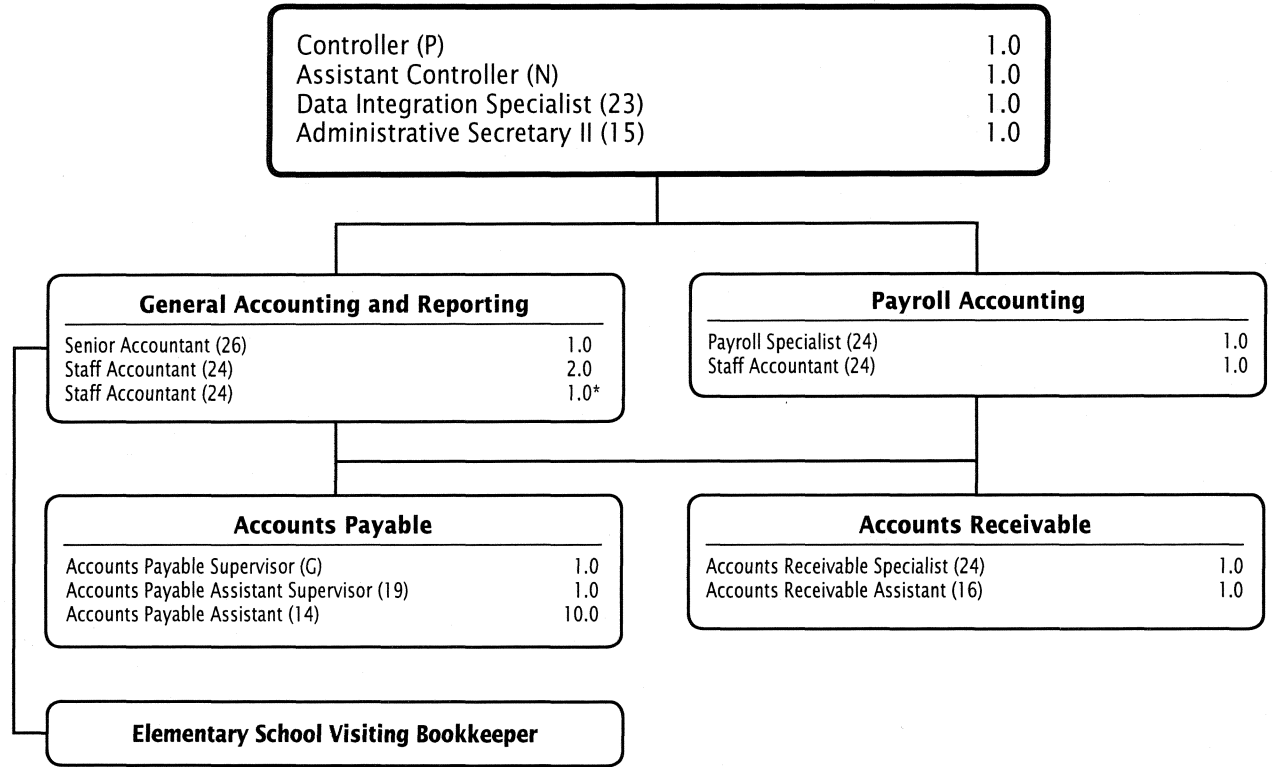
Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)					
Position Salaries					
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>					
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>					
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	343,626				
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$343,626</u>				

# Department of Financial Services - 334/333

Susanne G. DeGraba, Chief Financial Officer

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
1	Q Chief Financial Officer		1.000	.701	.700	<b>.700</b>	
1	P Director I		1.000	1.000	1.000	<b>1.000</b>	
1	K Sr Spec Pos & Sal Admin		1.000	1.000	1.000	<b>1.000</b>	
1	K ERSC Call Ctr/Transaction Supv		1.000	.629	.650	<b>.650</b>	
1	I Sr Spec Leave/Wkrs Com		1.000	1.000	1.000	<b>1.000</b>	
1	G Payroll Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	G ERSC Call Ctr/Trans Asst Supv		1.000	1.000	1.000	<b>1.000</b>	
1	21 Data Support Specialist I		1.000	1.000	1.000	<b>1.000</b>	
1	19 Garnishments Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	19 Specialist, Payroll		2.000	2.000	2.000	<b>2.000</b>	
1	19 Spec, Position/Salary Admin		2.000	2.000	2.000	<b>2.000</b>	
1	16 Administrative Secretary III		.500	.500	.500	<b>.500</b>	
1	15 Transactions Assistant I		3.000	3.000	3.000	<b>3.000</b>	
1	15 Payroll Assistant		3.000	3.000	3.000	<b>3.000</b>	
1	15 Assist, Leave Admin/Wkrs Comp		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>20.500</b>	<b>19.830</b>	<b>19.850</b>	<b>19.850</b>	

# Division of Controller



Chapter 8 – 22

F.T.E. Positions 23.0

(\*In addition, the chart includes a 1.0 position funded by the 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, and committed to excellence and continuous improvement.*

**MAJOR FUNCTIONS**

**General Accounting**

The Division of Controller (DOC) monitors MCPS financial activity and procedures, prepares financial statements and statistical reports, reviews and implements new accounting principles and regulatory standards, provides timely financial data that assist managers in monitoring and controlling expenditures, and provides accounting support for the Employee Benefit Plan and the Retirement and Pension System. Other activities include controlling encumbrance activity; administering and supporting purchasing card activity; preparing comprehensive annual, federal, and state reports; preparing audited financial statements for the MCPS Educational Foundation, a 501(c) (3) corporation; preparing income tax and personal property tax statements for the foundation; and providing effective management of MCPS operating accounts, trust funds, and foundation cash balances.

Division staff administers the Visiting Bookkeepers (VB) program. The VB program provides general bookkeeping, reporting, and/or bank reconciliation services for all 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. Because of expanding regulations on federal grants, the duties of the VB program have expanded to review the Time and Effort certification maintained at elementary schools with federal programs.

**Payroll Accounting**

MCPS staff process payroll tax withholdings and other deduction payments and related reports; monitor the recording of salary encumbrances and expenditures, and provide wage-related information to customers and stakeholders.

**Accounts Receivable**

DOC staff bill customers for services rendered by MCPS units.

**Accounts Payable**

DOC staff pay vendors, verify authorizations and account classifications for all payments, and monitor purchasing card activity.

**Systems Management**

DOC staff assist school staff with training on financial systems.

**Extracurricular Fees Collection**

DOC staff collect and monitor payments of extracurricular activity fees.

**ACCOMPLISHMENTS AND INITIATIVES**

- » Systemwide 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 and FY 2013, the division expanded the document management system to include archiving of accounts receivable, payroll accounting, and MCPS Educational Foundation documents.
- » FMS substantially improves MCPS financial process flows and has enabled the division to improve and expand services to customers and stakeholders. Transaction flows, including approvals, are electronic-based rather than paper-based. Electronic flow of documents is more efficient, enables the tracking of document status, and facilitates the measurement of process performance and efficiency. The division also has 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.
- » 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 deposits for the Summer School Unit, Extra Curricular Activity Unit, and the MCPS Educational Foundation.
- » The information needs of program managers; county, state, and federal government entities; and the general public are varied and complex. Improvements in reporting are ongoing as the division continues to expand the information-gathering capabilities of FMS. In FY 2013, the division took the lead in an effort to implement the Noetix 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 new goal for the division is to explore effective ways to distribute Noetix reports to school administrative staff and program managers.

- » The division devoted considerable time during FY 2013 to training and operational support for FMS. Individual orientation sessions and group training were provided throughout the year for schools and central services personnel. The division maintains a leadership role in evaluating and adapting the procure-to-pay process in response to stakeholder input. The division worked with the Department of Instructional Technology to develop specialized FMS training webinars. These webinars allow school-based staff to learn 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 online. More than 400 MCPS suppliers are using the iSupplier module to directly access FMS to review invoice and payment information and to enter billing information. During FY 2013, the division implemented a new replacement online payment system for parents to electronically pay student extracurricular activities fees. More than 7,000 parents 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 online. With schools receiving MCPS invoices electronically, costs for postage and paper have been reduced. The process has improved collections with schools paying invoice amounts in a timelier manner. During the year-end review of collections of outstanding invoice amounts, the number of MCPS school invoices that were over 30 days old decreased by 90 percent, with a balance change from \$69,511 to \$7,326.
- » The division implemented Online School Payment (OSP), an application for the payment of activity fees online with credit cards. The program was a success, with Extra Curricular Activity payments increasing by 7000 or 140 percent. The program was expanded during FY 2013 for individual school use of credit cards for processing payments for school functions. The division will help schools expand the use of OSP with student obligations and with other districtwide student activities.
- » During FY 2013, the division improved the process for monitoring purchases with the American Express P-card. The review involved the sampling of purchase activity by school or location on a monthly basis and looking for adherence to the purchasing card program policies and procedures. The scope of the review

includes proper authorization of monthly transactions by the appropriate approving official; approved requests for temporary increase of transaction limits; auditing for prohibited transaction types; and verifying that purchase orders and Board approval are obtained within purchasing guidelines. The division works in coordination with the Division of Procurement to ensure that policies and procedures are interpreted in a consistent fashion. Deviations are reported to the Division of Procurement to augment future purchasing card training. Information is also shared with the Internal Audit Unit so that this unit will be able to review compliance on a future audit visit to the office or school.

- » MCPS has received the Association of School Business Officials (ASBO) Award of Excellence in Financial Reporting, for excellence in the preparation and issuance of the FY 2012 Comprehensive Annual Financial Report (CAFR). This is the 32nd consecutive year that MCPS has received this prestigious award. The award is the highest recognition for school district financial operations offered by ASBO. It is presented only to school systems that have met or exceeded the standards of the program.
- » For the 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 satisfaction plays an important role in the division's mission and strategic plan. Improving and expanding division products and services for customers and stakeholders consumes a major portion of our annual improvement efforts. In FY 2013, the division participated as a member of the team responsible with choosing School Funds Online (SFO) for replacing the accounting software used by schools in managing their independent activities funds. The division's staff and visiting bookkeepers will continue to assist elementary schools with post-implementation activities related to the new software. The division will work in partnership with the chief financial officer to document new processes and train and support school staff with the use of SFO.



**PERFORMANCE MEASURES**

**Performance Measure:** Invoice-to-payment days. (Export Payment Register)

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
15.7 days	15 days	15 days

**Explanation:** Measure of the efficiency of the division's payment process.

**Performance Measure:** Percentage of payments voided.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
0.26%	0.2%	0.2%

**Explanation:** A quality measure of the accuracy of invoice and payment processing. MCPS measures favorably compared with the benchmark of 1.12 percent developed in a 2008 member survey by the Council of the Great City Schools.

**Performance Measure:** Number of invoices processed monthly per full-time equivalent (FTE) employee.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
1,113 invoices	1,100 invoices	1,100 invoices

**Explanation:** An efficiency measure of the division's payment process. The division measures favorably compared with the benchmark of 755 invoices per FTE in a 2008 member survey by the Council of the Great City Schools.

**Performance Measure:** Percentage of supplier invoices received electronically.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
21%	24%	24%

**Explanation:** Measures the success of the division in promoting supplier electronic presentation of invoices. Processing electronic invoices is more economical for MCPS.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this division is \$1,718,616, a decrease of \$20,351 from the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$42,785**

*Continuing Salary Costs—\$43,505*

There is an increase of \$43,505 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

*Realignments to Meet Expenditure Requirements and Priorities—(\$720)*

Realignments are budgeted to address priority spending needs in this division. There is a realignment of \$720 from this division to the Department of Materials Management to cover costs for office paper.

**Program Efficiencies and Reductions—(\$63,136)**

There is reduction of a 1.0 extracurricular activities receipts assistant position and \$63,136. The position provides support for the collection and processing of student extracurricular activities fees. The responsibilities of the position will be distributed to other staff members in the division.

# Division of Controller - 332/155

Susan B. Chen, Controller

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	24.000	24.000	24.000	<b>23.000</b>	(1.000)
Position Salaries	\$1,637,122	\$1,730,872	\$1,730,872	<b>\$1,711,241</b>	(\$19,631)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		14,335	14,335	<b>14,335</b>	
Other		84,145	84,145	<b>84,145</b>	
Subtotal Other Salaries	137,735	98,480	98,480	<b>98,480</b>	
<b>Total Salaries &amp; Wages</b>	<b>1,774,857</b>	<b>1,829,352</b>	<b>1,829,352</b>	<b>1,809,721</b>	(19,631)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>	2,513				
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		19,911	19,911	<b>19,191</b>	(720)
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	15,078	19,911	19,911	<b>19,191</b>	(720)
<b>04 Other</b>					
Local/Other Travel		600	600	<b>600</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		-110,896	-110,896	<b>-110,896</b>	
<b>Total Other</b>	-77,610	(110,296)	(110,296)	<b>(110,296)</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$1,714,838</b>	<b>\$1,738,967</b>	<b>\$1,738,967</b>	<b>\$1,718,616</b>	(\$20,351)

## Division of Controller - 332/155

Susan B. Chen, Controller

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>332 Division of Controller</b>						
1	P Controller		1.000	1.000	1.000	<b>1.000</b>	
1	N Assistant Controller		1.000	1.000	1.000	<b>1.000</b>	
1	G Accounts Payable Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	26 Senior Accountant		1.000	1.000	1.000	<b>1.000</b>	
1	24 Payroll Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	24 Accounts Receivable Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	24 Staff Accountant		3.000	3.000	3.000	<b>3.000</b>	
1	23 Data Integration Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	19 Accts Payable Asst Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	16 Accounts Receivable Assistant		1.000	1.000	1.000	<b>1.000</b>	
1	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
1	14 Accounts Payable Assistant		10.000	10.000	10.000	<b>10.000</b>	
	<b>Subtotal</b>		<b>23.000</b>	<b>23.000</b>	<b>23.000</b>	<b>23.000</b>	
	<b>155 Extra Curr Activity Fee Admin.</b>						
2	15 ECA Receipts Assistant		1.000	1.000	1.000		(1.000)
	<b>Subtotal</b>		<b>1.000</b>	<b>1.000</b>	<b>1.000</b>		<b>(1.000)</b>
	<b>Total Positions</b>		<b>24.000</b>	<b>24.000</b>	<b>24.000</b>	<b>23.000</b>	<b>(1.000)</b>

# Department of Association Relations

Director II	1.0
Administrative Secretary III (16)	1.0

**MISSION** *The mission of the Department of Association Relations (DAR) is to establish and maintain productive relationships with the three employee associations, to enhance the school system's ability to provide the most effective education to students by negotiating and administering realistic and relevant union contracts, and to assist school system administrators in implementing union contracts and Board of Education policies and regulations.*

**MAJOR FUNCTIONS**

**Labor Contract Administration**

DAR coordinates all employee relations activities with the associations that represent administrators/principals, teachers, supporting services employees, and noncertified supervisory personnel. It conducts formal negotiations with the four recognized organizations on wages, hours, and other working conditions. It administers the negotiated agreements through regular contact with the employee associations, handles informal complaints, provides advice to management on contract interpretations, oversees the grievance and administrative complaint procedures, represents the Montgomery County Board of Education in grievance hearings and arbitrations, and prepares cases for presentation before the Public School Labor Relations Board, the Maryland State Board of Education, or court action.

**Negotiations with Employee Groups**

Specifically, DAR is responsible for negotiating with the Montgomery County Education Association (MCEA), the Service Employees International Union Local 500 (SEIU Local 500), and the Montgomery County Association of Administrators and Principals (MCAAP). MCAAP represents administrative and supervisory personnel and noncertificated supervisory personnel (MCAAP/Montgomery County Business and Operations Administrators) in separate bargaining units under one contract. The department administers all three negotiated agreements, handles informal complaints and grievances, prepares and presents arbitration cases, supports collaboration efforts enumerated in all three negotiated agreements, and provides support and training to MCPS supervisors and administrators. The department also is responsible for processing any requests for recognition of additional bargaining units or challenges of existing exclusive representatives by competing organizations.

**ACCOMPLISHMENTS AND INITIATIVES**

» Contract Administration—Day-to-day contract administration continues to be a major focus of DAR. Formal employee grievances and administrative complaints have decreased to 93 for FY 2013, continuing a gradual decline over the previous six fiscal years. During

2013, there were no arbitrations; although at the end of the fiscal year, there was one unresolved matter with pending arbitration.

- » Monitoring Legal and Labor Relations Environment Changes—The Public School Labor Relations Board is reshaping school district labor relations in Maryland on a case-by-case basis, requiring continuous monitoring. New MCPS program initiatives, federal laws affecting benefits and work rules; state changes affecting the scope and process of bargaining; economic trends; and comparability issues among school systems, government, and the private sector also continue to impact this department's workload.
- » During FY 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 2013, MCPS succeeded in negotiating wage reopeners 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. Economic terms negotiated during FY 2013 provided no general salary schedule increases but did reinstate salary step and longevity step movement. Employees who received neither received a 2 percent increase in FY 2013. During FY 2014, negotiations will occur with all bargaining units concerning the economic terms and non-economic terms of the agreements effective FY 2015.
- » DAR provided support, facilitation, and training to labor management councils, joint work groups, and other labor/management cooperative groups.

**PERFORMANCE MEASURES**

**Performance Measure:** Number of supporting services grievances and administrative complaints filed.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
77	70	70

**Explanation:** This measure reflects the amount of time and energy devoted by school system administrators to address possible contract and/or regulation violations related to supporting services employees. It also is an indication, along with the third performance measure (below), of either the degree to which school system administrators are 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 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
21	18	15

**Explanation:** This measure reflects the amount of time devoted to address possible contract and/or regulation violations related to teachers and other certificated personnel. It also is an indication, along with the third performance measure (below), of either the degree to which school system administrators are failing to apply the contract and MCPS policies and regulations appropriately and/or the degree to which the employee association and/or employees are challenging administrative decisions without good reason.

**Performance Measure:** Number and percentage of completed supporting services grievances and administrative complaints awarded in favor of the grievant/complainant or settled by providing some remedy to the grievant/complainant.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
24(31%)	(21%)	12 (17%)

**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 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
7(33%)	6(33%)	5(33%)

**Explanation:** This measure reflects the degree to which there are actual violations of the contracts or regulations or problems existing that justify adjustments being made through the appeals processes. It also may reflect the manner in which the grievance process is being used.

## OVERVIEW OF BUDGET CHANGES

### FY 2015 Recommended Budget

The FY 2015 recommended budget for this department is \$265,427, a decrease of \$9,980 from the current FY 2014 budget. An explanation of this change follows.

#### **Same Service Level Changes—\$3,790**

##### *Continuing Salary Costs—\$3,790*

There is an increase of \$3,790 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

#### **Program Efficiencies and Reductions—(\$13,770)**

There is reduction of \$13,770 for association relations expenses based on actual spending trends.

# Department of Association Relations - 661

## Stan Damas, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	2,000	2,000	2,000	<b>2,000</b>	
Position Salaries	\$213,412	\$215,021	\$215,021	<b>\$218,811</b>	\$3,790
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		15,000	15,000	<b>15,000</b>	
Supporting Services Part Time		800	800	<b>800</b>	
Other					
Subtotal Other Salaries	26,055	15,800	15,800	<b>15,800</b>	
<b>Total Salaries &amp; Wages</b>	239,467	230,821	230,821	<b>234,611</b>	3,790
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		38,686	38,686	<b>24,916</b>	(13,770)
<b>Total Contractual Services</b>	18,001	38,686	38,686	<b>24,916</b>	(13,770)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		3,000	3,000	<b>3,000</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	2,687	3,000	3,000	<b>3,000</b>	
<b>04 Other</b>					
Local/Other Travel		400	400	<b>400</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		2,500	2,500	<b>2,500</b>	
<b>Total Other</b>	180	2,900	2,900	<b>2,900</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$260,335</u>	<u>\$275,407</u>	<u>\$275,407</u>	<u><b>\$265,427</b></u>	<u>(\$9,980)</u>

## Department of Association Relations - 661

Stan Damas, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
1	Director II		1.000	1.000	1.000	<b>1.000</b>	
1	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	



# Department of Management, Budget, and Planning

Director II (Q)	1.0
Supervisor (O)	1.0
Grants Specialist (27)	1.0
Management and Budget Specialist IV (27)	1.0
Management and Budget Specialist III (26)	2.0
Management and Budget Specialist II (25)	1.0
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
Secretary (12)	0.625

**MISSION** *The mission of the Department of Management, Budget, and Planning (DMBP) is to plan, develop, secure, and manage fiscal resources by providing timely, objective, and accurate information to decision makers to support the education of students.*

**MAJOR FUNCTIONS**

**Operating Budget Development**

DMBP provides guidance and support to executive staff and program managers on budget preparation and formulation. Detailed analyses of budget proposals are developed using demographic, economic, other fiscal data and trends. Budget options and recommendations are provided to the superintendent of schools and the Board of Education. DMBP works closely with the county government, County Council, and state government on budget matters. The department facilitates review of the budget and communicates budget information within the organization and to the public through a variety of publications, forums, and presentations.

**Operating Budget Administration**

Through monitoring and analysis, DMBP controls current-year revenues and expenditures to ensure that the budget is implemented as approved. The department conducts regular reviews of the financial condition of MCPS by examining all expenditure accounts and preparing expenditure and revenue projections. Fiscal issues related to schools and units are reviewed and management initiatives to improve efficiency and effectiveness are recommended. Detailed financial reports are prepared for the superintendent of schools and the Board of Education.

**Position Management**

Working closely with the Office of Human Resources and Development (OHRD) and the Department of Financial Services, DMBP monitors and manages all position allocations.

**Grants Development and Administration**

DMBP assists units in obtaining additional financial resources from individuals, foundations, corporations, government agencies, and other entities to support identified school system priorities. The department provides technical assistance and training to staff and facilitates development of grant applications. Once funding is obtained, documents are prepared for the superintendent, the Board of Education, and the County Council to authorize the expenditure of the grant funds. Implementation of the grant is monitored to ensure programmatic and budgetary compliance with grantor requirements.

**ACCOMPLISHMENTS AND INITIATIVES**

- » A revised budget development process has been implemented for development of the FY 2015 Operating Budget. The process provides for more staff involvement and is designed to elicit more input from numerous stakeholders early on in the process, with the goal of streamlining budgeting and aligning resources with the school system priorities and the Board of Education’s interests.
- » DMBP implemented a new financial monitoring system during FY 2013. To improve current-year financial projections, the new system allows users greater and more efficient access to financial data. Additional system improvements are planned and will be available for use during FY 2014.
- » DMBP provided leadership and support that led to the successful completion and approval of the FY 2014 Operating Budget. On June 13, 2013, the Board of Education approved a \$2.23 billion operating budget for MCPS for FY 2014. This represents a \$57.1 million (or 2.6 percent) increase over the current FY 2013 Operating Budget.

**PERFORMANCE MEASURES**

**Performance Measure:** Total categorical variance between budgeted and actual expenditures.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
1.0%	1.0%	1.0%

**Explanation:** This measure reflects the difference between budgeted and actual expenditures. The department minimizes these variances through the use of the financial monitoring and position control processes.

**Performance Measure:** Total variance between budgeted/authorized positions and paid positions.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
0.04%	0.04%	0.04%

**Explanation:** This measures the effectiveness of the position management process, which is a monitoring process administered jointly by DMPB, OHRD, and the Employee and Retiree Service Center to ensure that expenditures do not exceed the budget and the number and type of paid positions does not exceed the number of budgeted/authorized positions, and that employees are assigned to the proper location. Because more than 90 percent of the MCPS operating budget covers personnel costs, including salaries and employee benefits, the need to carefully manage personnel actions is a vital part of budget control and fiscal integrity.

**Performance Measure:** Percentage of grant application funding received.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
90%	90%	90%

**Explanation:** Grant funding awarded to MCPS is a function of the amounts and availability of grants for which the district and its schools are eligible. This performance measure quantifies the quality of ongoing activities that are essential to securing grants—research, communication, training, technical assistance, proposal quality control, as well as the appropriate and timely use of awarded funds.

## OVERVIEW OF BUDGET CHANGES

### Department of Management, Budget, & Planning

#### FY 2015 Recommended Budget

The FY 2015 recommended budget for this department is \$1,606,631, an increase of \$36,072 over the current FY 2014 budget. An explanation of this change follows.

#### **Same Service Level Changes—\$36,972**

##### *Continuing Salary Costs—\$36,972*

There is an increase of \$36,972 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

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

Realignments are budgeted to address priority spending needs in this department. There is a realignment of \$1,699 from professional part-time salaries to support office supplies.

#### **Program Efficiencies and Reductions—(\$900)**

There is reduction of \$500 for supporting services part-time salaries and \$400 for budget meetings based on actual spending trends.

### Provision for Future Supported Projects

#### FY 2015 Recommended Budget

The FY 2015 recommended budget for this provision is \$8,448,354. There is no change from the current FY 2014 budget.

#### Provision's Recent Funding History

	FY 2014 Projected 7/1/13	FY 2014 Received 11/30/13	FY 2015 Projected 7/1/14
Federal			
State			
Other			
County	\$8,448,354	\$8,448,354	\$8,448,354
Total	\$8,448,354	\$8,448,354	\$8,448,354

# Department of Management, Budget, & Planning - 336

Thomas P. Klausing, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	12.250	12.375	12.375	<b>12.375</b>	
Position Salaries	\$1,121,793	\$1,172,089	\$1,172,089	<b>\$1,191,661</b>	\$19,572
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		1,699	1,699		(1,699)
Supporting Services Part Time		3,353	2,853	<b>2,353</b>	(500)
Other		385,144	385,644	<b>403,044</b>	17,400
Subtotal Other Salaries	46,388	390,196	390,196	<b>405,397</b>	15,201
<b>Total Salaries &amp; Wages</b>	1,168,181	1,562,285	1,562,285	<b>1,597,058</b>	34,773
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		605	605	<b>605</b>	
<b>Total Contractual Services</b>		605	605	<b>605</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		2,780	2,780	<b>4,479</b>	1,699
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	4,384	2,780	2,780	<b>4,479</b>	1,699
<b>04 Other</b>					
Local/Other Travel		329	329	<b>329</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		4,560	4,560	<b>4,160</b>	(400)
<b>Total Other</b>	231	4,889	4,889	<b>4,489</b>	(400)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$1,172,796</b>	<b>\$1,570,559</b>	<b>\$1,570,559</b>	<b>\$1,606,631</b>	<b>\$36,072</b>

# Provision for Future Supported Projects - 999

Thomas P. Klausing, Director II

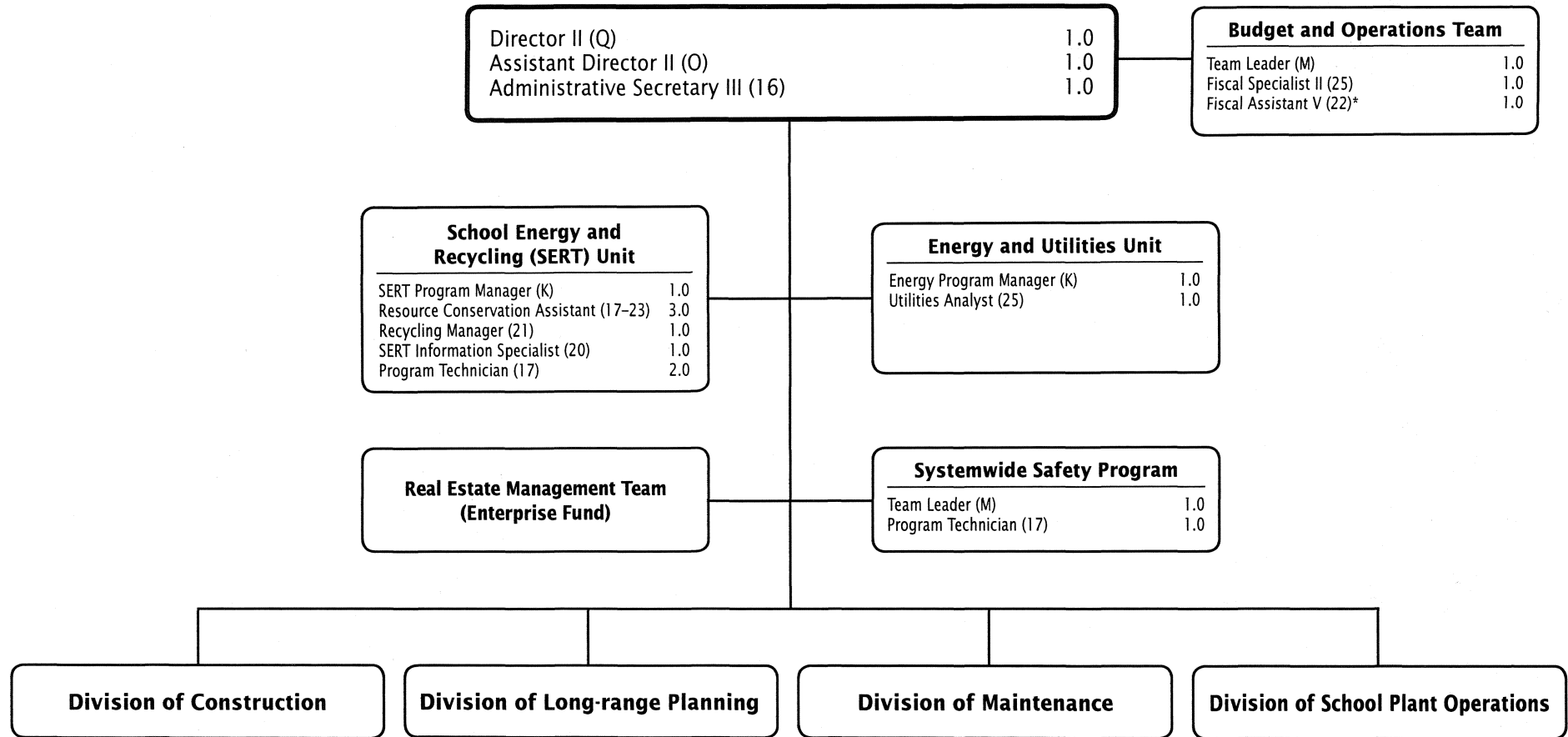
Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)					
Position Salaries					
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other		5,990,402	5,990,402	5,634,394	(356,008)
Subtotal Other Salaries	3,817,697	5,990,402	5,990,402	5,634,394	(356,008)
<b>Total Salaries &amp; Wages</b>	3,817,697	5,990,402	5,990,402	5,634,394	(356,008)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		847,285	847,285	862,285	15,000
<b>Total Contractual Services</b>	1,177,583	847,285	847,285	862,285	15,000
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		884,685	884,685	989,685	105,000
<b>Total Supplies &amp; Materials</b>	212,477	884,685	884,685	989,685	105,000
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous		725,384	725,384	961,392	236,008
<b>Total Other</b>	967,785	725,384	725,384	961,392	236,008
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		598	598	598	
<b>Total Equipment</b>		598	598	598	
<b>Grand Total</b>	<u>\$6,175,542</u>	<u>\$8,448,354</u>	<u>\$8,448,354</u>	<u>\$8,448,354</u>	

# Department of Management, Budget, & Planning - 336

Thomas P. Klausung, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>336 Dept. of Management, Budget &amp; Plan.</b>						
1	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
1	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	27 Grants Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	27 Management & Budget Spec IV		1.000	1.000	1.000	<b>1.000</b>	
1	26 Management & Budget Spec III		3.000	3.000	2.000	<b>2.000</b>	
1	25 Applications Developer II		1.000	1.000	1.000	<b>1.000</b>	
1	25 Management & Budget Spec II				1.000	<b>1.000</b>	
1	24 Management & Budget Spec I		2.000	2.000	2.000	<b>2.000</b>	
1	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
1	16 Fiscal Assistant III		.750	.750	.750	<b>.750</b>	
1	14 Administrative Secretary I		.500				
1	12 Secretary			.625	.625	<b>.625</b>	
	<b>Subtotal</b>		<b>12.250</b>	<b>12.375</b>	<b>12.375</b>	<b>12.375</b>	
	<b>Total Positions</b>		<b>12.250</b>	<b>12.375</b>	<b>12.375</b>	<b>12.375</b>	

# Department of Facilities Management



Chapter 8 – 39

F.T.E. Positions 17.0

(\*In addition, the chart includes a 1.0 position funded by the Capital Budget.)

## FY 2015 OPERATING BUDGET

**MISSION** *The mission of the Department of Facilities Management (DFM) is to create and maintain high-quality public facilities for learning through staff dedicated to excellence and continuous improvement.*

## MAJOR FUNCTIONS

### Capital Programming and Long-Range Planning

The Division of Long-Range Planning develops plans to address changes in enrollment and instructional programs through development of high-quality data analysis, planning strategies, and long-range facility plans. Division staff collaborates with other Montgomery County Public Schools (MCPS) staff and school communities in the site-selection process and the development of educational specifications, facilitates community involvement in the school boundary change process, and facilitates instructional program placements. The division also maintains school boundary information and makes data available to the public and other governmental users.

### Facility Design and Construction

The Division of Construction manages the design and construction process for capital projects, including new schools, the 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 that facilities are completed when needed.

### Building Operations and Maintenance

The Division of School Plant Operations assists the schools with the allocation of building services staffing; develops standards and productivity measures; provides technical assistance on work techniques and product usage; evaluates overall building service performance; evaluates employee performance in collaboration with school administration; purchases equipment and supplies; provides on-the-job training; and assists with outside usage of school buildings.

The Division of Maintenance 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 Systemwide Safety Programs to ensure that programs and procedures are in place to comply with safety requirements; life safety and fire code requirements; electrical lockout/tagout requirements; hazardous material disposal, use, and storage requirements; and other safety requirements at MCPS facilities.

### Real Estate Management

The Real Estate Management Team ensures that building space is used efficiently to support instructional programs, negotiates and manages tenant leases, assists with the development of countywide master plans, acquires and manages future school sites, and generates revenue through joint tenant agreements and cellular tower leases that are used to offset MCPS leased administrative and support space expenditures and reduce funding request from the county.

### Systemwide Safety Programs

The safety of schools and offices are supported by—

- » developing and deploying safety and health training and programs;
- » responding to safety-related incidents and concerns;
- » maintaining compliance with student and employee safety and health regulations; and
- » ensuring that facilities are designed, modified, and maintained in accordance with fire code and safety and health requirements.

The unit also manages a systemwide employee safety training program, delivered through a web-based, on-demand video training system that assists in compliance with federal, state, and local safety and health training requirements.

### Utility Management and Resource Conservation Services

The School Energy and Recycling Team (SERT) significantly reduces MCPS energy and water consumption and increases MCPS recycling rates by providing—

- » sustainability training and education;
- » incentives, recognition, and award programs to encourage sustainable practices and resource conservation;
- » accessible energy and recycling data;
- » individual school programs developed to integrate into the curriculum using investigation-based learning opportunities;
- » assistance and management of energy-efficiency programs and initiatives; and
- » conservation operations and procedures.

Students participate in school-based programs, aligned with the curriculum, that encourage environmental stewardship and provide financial incentives to their schools for resource conservation and recycling efforts. The department is committed to realigning resources and improving services through systematic reviews of key business processes to ensure that best practices are used to deliver services so that schools get the support needed for student and school success.

The Energy and Utilities Team manages MCPS energy cost and consumption through—

- » collaborating with schools and various offices 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.

## ACCOMPLISHMENTS AND INITIATIVES

- » DFM continues to meet the challenge of providing classrooms to accommodate increasing enrollments, meeting new state capacity requirements, and maintaining and updating older facilities to meet diverse educational program needs. In FY 2013, 12 major capital construction projects were completed, adding 915,000 square feet of new facility, 376 systemic replacement projects were completed at 152 schools, and more than 65,000 maintenance repairs were completed.
- » DFM continues to provide a high level of coordinated planning to manage the increased complexity of environmental regulations and building permit processes, coupled with the difficulty of completing major work while buildings are occupied.
- » Through the efforts of several MCPS sustainability programs, Cedar Grove and Summit Hall elementary schools each achieved a National Green Ribbon Award from the United States Department of Education. They were among 64 schools nationwide to receive this award.
- » MCPS achieved the first-ever National District Sustainability Award from the United States Department of Education, one of the 14 districts nationwide to be recognized with this award. This program recognizes schools and districts 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.
- » Prompted by very expensive electric capacity charges, DFM continues to implement a program, Peak Load Management (PLM), to manage peak electrical demand at MCPS facilities. These charges most likely are to be set during the critical summer afternoon hours. This period of summer coincides with the MCPS summer break and provides an ideal opportunity to minimize MCPS'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. Each year, this program has improved its effectiveness, resulting in an average annual cost avoidance of \$1.5 million and a reduction in the school system's capacity by more than 30 percent.
- » The SERT program is a certified Maryland Green Center through the Maryland Association of Environmental

Educators. This certification recognizes and honors environmental education efforts, best management practices, and community engagement. Centers offer support to schools working toward certification as Maryland Green Schools. Currently, 50 Montgomery County public schools are Certified Maryland Green Schools.

- » The department aggressively pursues resource conservation measures. In FY 2013, MCPS's energy performance index was 54 kBtu per square foot. This represents more than an 18 percent reduction in the past 10 years and more than a 30 percent reduction since 1990. It also demonstrates that MCPS is a leader in managing energy and reducing energy consumption.
- » The Energy and Utilities Team is currently participating in the State of Maryland Energy Efficiency Initiative. This initiative includes extensive lighting retrofits that will complete the systemwide transition to a 25-watt linear fluorescent lamp from 32- and 40-watt lamps. This retrofit program will also pilot LED lighting in high school auditoriums and in parking lots. The efforts of these projects will impact more than two million square feet and require close to 30,000 fixture retrofits and upgrades. These spaces will benefit from improved lighting quality, reduced lighting system energy consumption, and reduced maintenance costs on lamp and ballast replacements.
- » The department continues to implement its management plans to improve quality, safety, efficiency, and cost-effective delivery of 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 will continue to emphasize conservation projects and efforts, including integrating energy management controls with network interface to provide greater accessibility for school and department staff.
- » The department will continue to expand its focus to emphasize safety in the workplace and learning environments through injury prevention/reduction and safety compliance training programs.
- » The department is leading efforts to develop a systemwide Environmental Sustainability Management Plan.

**PERFORMANCE MEASURES**

**Performance Measure:** Thousands of energy consumption units (BTU) per facility square footage.

FY 2013 Actual	FY 2014 Estimated	FY 2015 Recommended
54	53	52

**Explanation:** This measures utility consumption efficiency by tracking total energy use per building square footage.

**Performance Measure:** Return on funds used to support resource conservation programs.

FY 2013 Actual	FY 2014 Estimated	FY 2015 Recommended
\$4.5 million	\$4.9 million	\$4.4 million

**Explanation:** This measures the effectiveness and efficiency of energy savings programs. The decrease in FY 2015 will be due to a decrease in the capacity charge unit price and not because of any reduction in performance.

**Performance Measure:** Percentage of business processes scheduled for review for improvement strategies that were completed.

FY 2013 Actual	FY 2014 Estimated	FY 2015 Recommended
100%	100%	100%

**Explanation:** This measures compliance with the department's multi-year plan to systematically review all major business processes.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this department is \$42,438,450, a decrease of \$1,261,206 from the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—(\$1,211,206)**

*Continuing Salary Costs—\$6,188*

There is an increase of \$6,188 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

*Realignments to Meet Expenditure Requirements and Priorities—(\$250,000)*

Realignments are budgeted to address priority spending needs in this department. There is a realignment of \$250,000 from this department to the Real Estate Management Fund to support facility rental costs.

*New Schools/Space—\$987,106*

There is an increase of \$987,106 for electric and gas expenses related to 225,588 of additional square footage of space, including the new Clarksburg Cluster Elementary School.

*Other—(\$2,004,500)*

The budget includes a decrease of \$2,004,500 in utility costs. Electric rates are expected to decrease by eight percent, resulting in a decrease of \$2,424,506, while WSSC rates are expected to increase by eight percent, resulting in an increase of \$397,638 for water and sewer costs. Natural gas, heating oil and propane costs are expected to increase slightly by \$22,368.

**UTILITIES**

	FY 2014 CURRENT BUDGET	FY 2014 RATE	FY 2015 REQUESTED AMOUNT	FY 2015 REQUESTED RATE	INC/(DEC) FY 15 - FY 14 AMOUNT
Electricity <sup>(1)</sup>	\$ 27,009,132	0.1297	\$ 25,366,177	0.1197	\$ (1,642,955)
Fuel Oil #2	174,094	3.80	142,000	3.90	(32,094)
Natural Gas	6,014,326	1.07	6,207,672	1.05	193,346
Propane	90,096	2.42	91,956	2.66	1,860
Water and Sewer	3,422,355	8.19	3,884,804	8.84	462,449
<b>Total</b>	<b>\$ 36,710,003</b>		<b>\$ 35,692,609</b>		<b>\$ (1,017,394)</b>

Electricity <sup>(1)</sup> - Funds for the Energy Awards Program of \$444,646 are not included.

# Department of Facilities Management - 321/311/315/324/325/326

**James C. Song, Director II**

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	17,000	17,000	17,000	<b>17,000</b>	
Position Salaries	\$1,451,169	\$1,533,075	\$1,533,075	<b>\$1,539,263</b>	\$6,188
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>	1,451,169	1,533,075	1,533,075	<b>1,539,263</b>	6,188
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		1,805,571	1,805,571	<b>1,550,655</b>	(254,916)
<b>Total Contractual Services</b>	981,662	1,805,571	1,805,571	<b>1,550,655</b>	(254,916)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		1,000	1,000	<b>1,000</b>	
Other Supplies & Materials		114,007	114,007	<b>120,007</b>	6,000
<b>Total Supplies &amp; Materials</b>	160,599	115,007	115,007	<b>121,007</b>	6,000
<b>04 Other</b>					
Local/Other Travel		2,558	2,558	<b>3,058</b>	500
Insur & Employee Benefits					
Utilities		36,718,503	36,718,503	<b>35,702,987</b>	(1,015,516)
Miscellaneous		3,510,942	3,510,942	<b>3,509,358</b>	(1,584)
<b>Total Other</b>	38,811,252	40,232,003	40,232,003	<b>39,215,403</b>	(1,016,600)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		14,000	14,000	<b>12,122</b>	(1,878)
<b>Total Equipment</b>	12,122	14,000	14,000	<b>12,122</b>	(1,878)
<b>Grand Total</b>	<u>\$41,416,804</u>	<u>\$43,699,656</u>	<u>\$43,699,656</u>	<u>\$42,438,450</u>	<u>(\$1,261,206)</u>

## Department of Facilities Management - 321/311/315/324/325/326

James C. Song, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
1	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
10	P Director I		1.000				
10	O Assistant Director II		1.000	1.000	1.000	<b>1.000</b>	
10	M Team Leader		1.000	2.000	2.000	<b>2.000</b>	
10	K Energy Program Manager		1.000	1.000	1.000	<b>1.000</b>	
10	K SERT Program Manager		1.000	1.000	1.000	<b>1.000</b>	
10	25 Fiscal Specialist II		1.000	1.000	1.000	<b>1.000</b>	
10	25 Utilities Analyst		1.000	1.000	1.000	<b>1.000</b>	
10	23 Resource Conservation Asst		3.000	3.000	3.000	<b>3.000</b>	
10	21 Recycling Manager		1.000	1.000	1.000	<b>1.000</b>	
10	20 SERT Information Specialist		1.000	1.000	1.000	<b>1.000</b>	
10	17 Program Technician		3.000	3.000	3.000	<b>3.000</b>	
1	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>17.000</b>	<b>17.000</b>	<b>17.000</b>	<b>17.000</b>	

# Real Estate Management Fund

Team Leader (M)	1.0
Site Administration Specialist (25)	1.0*
Fiscal Assistant III (16)	1.0
Data Systems Operator II (15)	0.5
Building Services Manager II (12)	2.0
Secretary (12)	1.0
Building Services Assistant Manager I (10)	1.0
Building Services Worker (6)	0.5

F.T.E. Positions 7.0

(\*In addition, the chart includes a 1.0 position funded by the Capital Budget.)

**MISSION** *The mission of the Real Estate Management (REM) 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**

**Lease Management**

The REM team assists principals with identifying and selecting high-quality child-care programs for their schools and monitoring customer satisfaction and tenant compliance throughout the term of the lease. The REM team coordinates requests for installation of telecommunications towers and related facilities, reviewing applications and negotiating fees for approved cellular tower installations on school sites. The REM team also develops proposals to lease space and identifies surplus MCPS space that can be made available on a leased basis for complementary child-care tenant programs and others, as appropriate. Team members forecast revenues and expenses for each budget cycle to ensure that the fund remains self-supporting. The REM team monitors tenants on a regular basis for lease compliance and surveys customers for satisfaction.

**Athletic Field Management**

The REM team oversees the Adopt-a-Field program, which saves the Board of Education the cost of maintaining athletic fields by having private groups pay for maintenance in exchange for blocks of reserved use during non-school hours. The REM team solicits proposals for artificial turf field use and cost sharing as the program expands at high schools throughout the county.

**Property Acquisition and Disposition**

The REM team identifies, negotiates, and acquires sites for future schools through dedication or by purchase. The REM team collaborates with developers to provide safe pedestrian access to schools at no cost. School sites are advertised and leased for agricultural or recreational purposes, producing revenue and eliminating the cost of maintenance. The REM team also resolves school property boundary issues and coordinates the review and approval of license agreements and memoranda of understanding with local and bi-county agencies for use of portions of school sites.

**Space Management**

The REM team consults with school and central services staff on the need for additional space for school programs and administrative use and identifies surplus MCPS space that can be made available on a leased basis for complementary child-care tenant programs and others, as appropriate.

**Interagency Coordination**

The REM team participates on multi-agency committees to plan for future schools and child-care needs, resolves problems, and identifies new revenue sources. These multi-agency committees include the Maryland-National Capital Park and Planning Commission Development Review Committee, the Interagency Coordinating Board's Child Care Committee, the Montgomery County Department of Transportation, the Montgomery County Transmission Facilities Coordinating Group, and the Montgomery County Department of Health and Human Services.

**ACCOMPLISHMENTS AND INITIATIVES**

- » Acquired several school sites, including Northwest Elementary School/Phillips Farm for Northwest Elementary School #7 and the Arora Hills site for Clarksburg/Damascus Middle School.
- » Coordinated more than 30 legal documents and the Board's approvals for easements and right-of-entry agreements.
- » Participated in/lead the child-care tenant selection process at five schools.
- » Assisted in the negotiations for artificial turf installation.

**PERFORMANCE MEASURES**

**Performance Measure:** The Real Estate Management Fund maintains self-supporting balances.

	<b>FY 2013 Actual</b>	<b>FY 2014 Estimate</b>	<b>FY 2015 Recommended</b>
Revenues	\$3,026,997	\$2,882,651	\$3,156,870
Expenses	\$3,182,301	\$2,974,666	\$2,981,522
Net Income	\$155,304	(92,015)	\$175,348

**Explanation:** This measures the ability to balance revenues and expenses. A decrease in available child-care space caused by increasing school enrollments will continue to affect joint-occupancy income. However, a projected increase in cell tower revenue and renegotiation of leased space agreements are projected to offset these impacts, allowing revenues to exceed expenditure in FY 2015. The recommendation for FY 2015 is to reduce levels of expenditures and maintain the fund assets above 10 percent.

**OVERVIEW OF BUDGET CHANGES**

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**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this fund is \$3,166,047, an increase of \$245,648 over the current FY 2014 budget. An explanation of this change follows.

***Same Service Level Changes—\$245,648***

***Continuing Salary Costs—(\$4,352)***

There is a decrease of \$4,352 for continuing salary costs. The costs associated with the annualization of the step provided to employees on February 8, 2014 are offset by reductions for staff turnover.

***Realignments to Meet Expenditure Requirements and Priorities—\$250,000***

Realignments are budgeted to address priority spending needs in this fund. There is a realignment of \$250,000 from the Department of Facilities Management to this fund to support facility rental costs.

# Real Estate Management Fund - 850

James C. Song, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	7.000	7.000	7.000	7.000	
Position Salaries	\$361,327	\$417,057	\$417,057	\$413,105	(\$3,952)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		73,677	73,677	73,677	
Other		80,011	80,011	79,611	(400)
Subtotal Other Salaries	32,057	153,688	153,688	153,288	(400)
<b>Total Salaries &amp; Wages</b>	393,384	570,745	570,745	566,393	(4,352)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		1,625,722	1,625,722	1,875,722	250,000
<b>Total Contractual Services</b>	1,986,275	1,625,722	1,625,722	1,875,722	250,000
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		5,700	5,700	5,700	
Other Supplies & Materials		42,604	42,604	42,604	
<b>Total Supplies &amp; Materials</b>	16,247	48,304	48,304	48,304	
<b>04 Other</b>					
Local/Other Travel		3,693	3,693	3,693	
Insur & Employee Benefits		160,851	160,851	160,851	
Utilities					
Miscellaneous		482,225	482,225	482,225	
<b>Total Other</b>	632,945	646,769	646,769	646,769	
<b>05 Equipment</b>					
Leased Equipment		19,159	19,159	19,159	
Other Equipment		9,700	9,700	9,700	
<b>Total Equipment</b>	25,715	28,859	28,859	28,859	
<b>Grand Total</b>	<u>\$3,054,566</u>	<u>\$2,920,399</u>	<u>\$2,920,399</u>	<u>\$3,166,047</u>	<u>\$245,648</u>



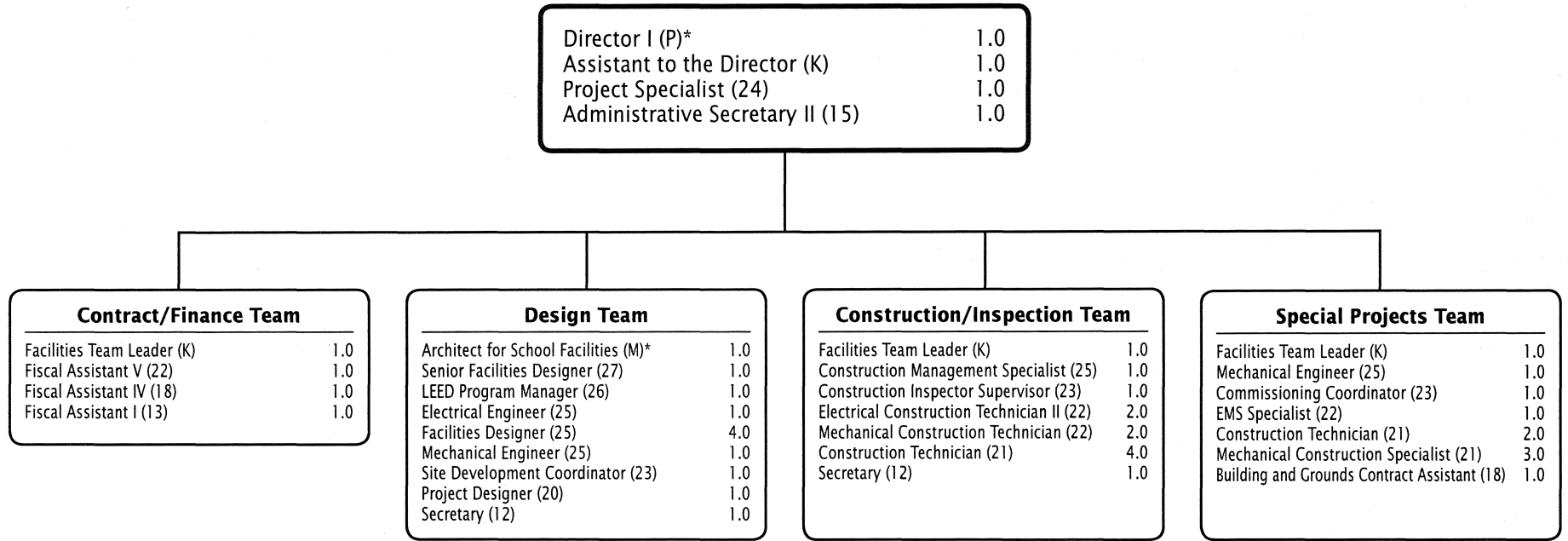
# Real Estate Management Fund - 850

James C. Song, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
51	M Team Leader		1.000	1.000	1.000	<b>1.000</b>	
51	16 Fiscal Assistant III		1.000	1.000	1.000	<b>1.000</b>	
51	15 Data Systems Operator II		.500	.500	.500	<b>.500</b>	
51	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
51	12 Building Service Manager II		2.000	2.000	2.000	<b>2.000</b>	
51	10 Build Svcs Asst Mgr I Shft 2		1.000	1.000	1.000	<b>1.000</b>	
51	6 Building Service Wkr Shft 1		.500	.500	.500	<b>.500</b>	
	<b>Total Positions</b>		<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	

# Division of Construction

Chapter 8 – 50



F.T.E. Positions 2.0\*

(\*In addition, the chart includes 40.0 positions funded by the Capital Budget)

**MISSION** *The mission of the Division of Construction is to efficiently manage planning, design, and construction processes to provide high-quality learning environments.*

## **MAJOR FUNCTIONS**

### **Capital Improvement Program Planning**

This division coordinates the development of the six-year Capital Improvements Program (CIP), in conjunction with the Division of Long-range Planning, and manages facilities planning, design, and construction activities for capital projects through four teams, each of which is responsible for specific activities.

### **Capital Project Design**

The Design Team procures architectural/engineering services, coordinates design activities with consultants and project stakeholders, secures approvals for plans and specifications from outside governmental agencies, and coordinates construction bidding. This team also assists with the capital budget process by preparing cost estimates and expenditure requirements for capital projects.

### **Special Projects Management—Relocatable classrooms, HVAC replacement, and other special 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, systemic Heating, Ventilation, and Air Conditioning (HVAC) replacements, and building modifications and program improvements.

### **Construction Management and Inspection**

The Construction Inspection Team administers major capital projects during the construction phase to ensure that work complies with plans and specifications and is completed on time.

### **Capital Financial Management**

The Fiscal Management Team manages spending for capital projects, initiates and reviews payments for completed work, 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.

## **ACCOMPLISHMENTS AND INITIATIVES**

In FY 2013, the Division of Construction successfully completed the following construction projects:

- » Modernization of Gaithersburg High School (building only)
- » Modernization of Paint Branch High School (Site Work Portion—Building Completed in 2012)
- » Modernization of Herbert Hoover Middle School
- » Modernization of Glenallan Elementary School
- » Modernization of Weller Road Elementary School
- » Addition to Bradley Hills Elementary School
- » Addition to Darnestown Elementary School
- » Addition to Georgian Forest Elementary School
- » Addition to Viers Mill Elementary School
- » Addition to Westbrook Elementary School
- » Addition to Wyngate Elementary School
- » Addition of Wellness Center to Watkins Mill High School

In FY 2014, the following projects will be under construction:

- » Modernization of Gaithersburg High School (Site Work Portion—Building completed in 2013)
- » Modernization of Bel Pre, Candlewood, and Rock Creek Forest elementary schools.
- » Construction of the new Clarksburg Cluster Elementary School (Clarksburg Village Site #1)
- » Additions to Arcola, Bethesda, North Chevy Chase, Rosemary Hills, and Waters Landing elementary schools

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.

**PERFORMANCE MEASURES**

**Customer Focus**

**Performance Measure:** Customer satisfaction with a major capital project (Rating scale 1/low to 5/high).

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
5.0	4.8	4.8

**Explanation:** This measures the school 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 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
3.8	4.0	4.0

**Explanation:** This measures the division staff's satisfaction with the work environment.

**Performance Measure:** Average project change order percentage.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
4.1%	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 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
\$221	\$223	\$245

**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 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
100%	100%	100%

**Explanation:** This measures the timely completion of design and construction projects and variance of bid costs versus project budgets.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this division is \$238,386, an increase of \$374 over the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$374**

*Continuing Salary Costs—\$374*

There is an increase of \$374 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

## Division of Construction - 322

Dr. Richard Shuman Jr., Director I

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	2.000	2.000	2.000	2.000	
Position Salaries	\$232,690	\$238,012	\$238,012	\$238,386	\$374
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>	232,690	238,012	238,012	238,386	374
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>					
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>					
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$232,690</u>	<u>\$238,012</u>	<u>\$238,012</u>	<u>\$238,386</u>	<u>\$374</u>

## Division of Construction - 322

Dr. Richard Shuman Jr., Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
1	P Director I		1.000	1.000	1.000	<b>1.000</b>	
1	M Architect - School Facilities		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	

# Division of Long-range Planning

Director I (P)	1.0
Coordinator GIS Services (26)	1.0
Senior Facilities Planner (26)	1.0
Planner II (24)	2.0*
Administrative Secretary II (15)	1.0

F.T.E. Positions 4.0

(\*In addition, the chart includes 2.0 positions funded by the Capital Budget)

**MISSION** *The mission of the Division of Long-range Planning (DLRP) is to prepare decision makers and the community to address changes in enrollment and instructional programs through the development of high-quality data analysis, planning strategies, and long-range facility plans.*

## MAJOR FUNCTIONS

### Demographic Analyses and Enrollment Forecasting

DLRP conducts research on demographic trends and briefs MCPS leadership periodically. Drawing on demographic research, staff develops enrollment projections for the system as a whole, for special programs, and for each school. These projections include annual enrollments for the six-year Capital Improvements Program (CIP) and for 10 and 15 years into the future. Enrollment projections are prepared each fall and are updated each spring. These projections are critical to the formulation of the operating budget and the six-year CIP. Accurate enrollment projections ensure sufficient funding is requested to meet student needs and that limited resources are allocated wisely.

DLRP participates in county master plan processes and prepares the “schools test” for the county’s subdivision staging policy. DLRP staff monitors the local economy and housing market to support forecasting and long-range planning. DLRP develops and maintains 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.

### Facility Planning and Capital Programming

Based on enrollment projections and analysis of individual school facility utilizations, DLRP develops plans to address school space needs. A variety of planning strategies are used, including relocatable classrooms for interim use, boundary changes, student choice consortia, and construction of new schools and additions. DLRP also includes modernization of older schools, technology modernization, and countywide systemic projects in CIP planning. DLRP staff works closely with school communities, the divisions of Construction and Maintenance, and the superintendent of schools to develop a recommended six-year CIP for the Board of Education’s review and approval. After adoption by the County Council, DLRP publishes the Educational Facilities Master Plan for submission to the Maryland State Department of Education for review and comment.

DLRP implements approved capital and noncapital planning actions by collaborating with school communities and other MCPS staff to develop educational specifications, facilitate boundary studies, roundtable studies, and student choice consortia studies, and to determine instructional program placements—including special education programs, prekindergarten programs, English for Speakers of Other Languages centers, centers for the highly gifted, language

immersion programs, and others. DLRP annually determines the placement of relocatable classrooms, based on school utilization levels and staffing allocation.

### School Service Area Information

DLRP is responsible for maintaining accurate school boundaries and making this information available to the public online. In addition, DLRP provides a telephone boundary information service that provides callers with official school assignments for specific addresses. The customers of this boundary service are school staff, members of the real estate community, and the general public.

## ACCOMPLISHMENTS AND INITIATIVES

- » DLRP achieved a high level of enrollment forecast accuracy in FY 2013. Total MCPS enrollment was just 239 below forecast (99.8 percent accurate.) At the more challenging level of individual school enrollment forecasts, 167 of the 202 schools were within 5 percent of forecast (82.6 percent accurate.)
- » DLRP successfully facilitated the superintendent and executive staff development of the Amended FY 2013–2018 CIP, and prepared the CIP and Educational Facilities Master Plan documents for publication.
- » DLRP conducted a Roundtable Discussion Group process to gather community input on the possible unpairing of New Hampshire Estates and Oak View elementary schools.
- » DLRP conducted a Boundary Advisory Committee process to gather community input on boundaries for the new Clarksburg Cluster elementary school (opening in August 2014.)
- » DLRP, with the Division of Construction, conducted a comprehensive elementary school capacity study involving 12 schools in the Downcounty Consortium.
- » DLRP prepared educational specifications for 24 school capital projects and, with the Division of Construction, participated in feasibility studies for these projects.
- » DLRP collaborated with the Montgomery County Planning Department to ensure school impacts and site needs (where appropriate) were considered in the Burtonville Crossroads Neighborhood, Chevy Chase Lake, Glenmont, Long Branch, and White Oak Science Gateway sector plans.
- » DLRP provided cluster enrollment forecast and utilization data for adoption in the Montgomery County Planning Board’s FY 2013 Subdivision Staging Policy that regulates residential subdivision approvals and generates revenue through school facility payments.
- » DLRP began an initiative with the Montgomery County Planning Department to develop a new method for obtaining student generation rates for various housing types. This will support enrollment forecasts for schools with new housing developments.
- » DLRP began an initiative for notifying the public of planning activities using social media.



**PERFORMANCE MEASURES**

**Performance Measure:** Enrollment forecast accuracy of countywide one-year forecast.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
99.8%	99.5%	99.5%

**Explanation:** The accuracy of the countywide enrollment projections is critical to the development of the overall operating and capital budgets.

**Performance Measure:** Enrollment forecast accuracy of countywide six-year forecast.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
92.7%	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 multi-year operating budgets.

**Performance Measure:** Enrollment forecast accuracy of individual school's one-year forecast.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
82.6%	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 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
90.7%	95.0%	95.0%

**Explanation:** Measuring participants' sense of opportunity to participate in division advisory committees provides valuable feedback on perceptions of access to MCPS processes.

**Performance Measure:** Community involvement in planning; "ideas respected and thoughts represented."

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
88.4%	95.0%	95.0%

**Explanation:** Measuring representation and respect for participant activity in division advisory committees provides valuable feedback on issues that are important in the community and need to be considered by MCPS decision makers.

**Performance Measure:** Community involvement in planning; "process surfacing community viewpoints."

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
76.7%	95.0%	95.0%

**Explanation:** Measuring participants' views on how well planning processes are surfacing community viewpoints provides valuable feedback on the efficacy of these processes, and the completeness of input received.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this division is \$435,095, an increase of \$22,653 over the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$22,653**

*Continuing Salary Costs—\$22,653*

There is an increase of \$22,653 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

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

Realignments are budgeted to address priority spending needs in this division. There is a realignment of \$1,200 from program supplies, in which \$1,000 is realigned to contractual services for cellular phones services and \$200 to supporting services part-time salaries.

# Division of Long-range Planning - 335

Bruce Crispell, Director I

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	4.625	4.000	4.000	4.000	
Position Salaries	\$401,978	\$390,628	\$390,628	\$413,281	\$22,653
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		1,000	1,000	1,200	200
Other					
Subtotal Other Salaries	1,164	1,000	1,000	1,200	200
<b>Total Salaries &amp; Wages</b>	403,142	391,628	391,628	414,481	22,853
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		11,500	11,500	12,500	1,000
<b>Total Contractual Services</b>	3,579	11,500	11,500	12,500	1,000
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		2,583	2,583	2,583	
Other Supplies & Materials		4,502	4,502	3,302	(1,200)
<b>Total Supplies &amp; Materials</b>	13,413	7,085	7,085	5,885	(1,200)
<b>04 Other</b>					
Local/Other Travel		2,229	2,229	2,229	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	1,971	2,229	2,229	2,229	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$422,105</u>	<u>\$412,442</u>	<u>\$412,442</u>	<u>\$435,095</u>	<u>\$22,653</u>

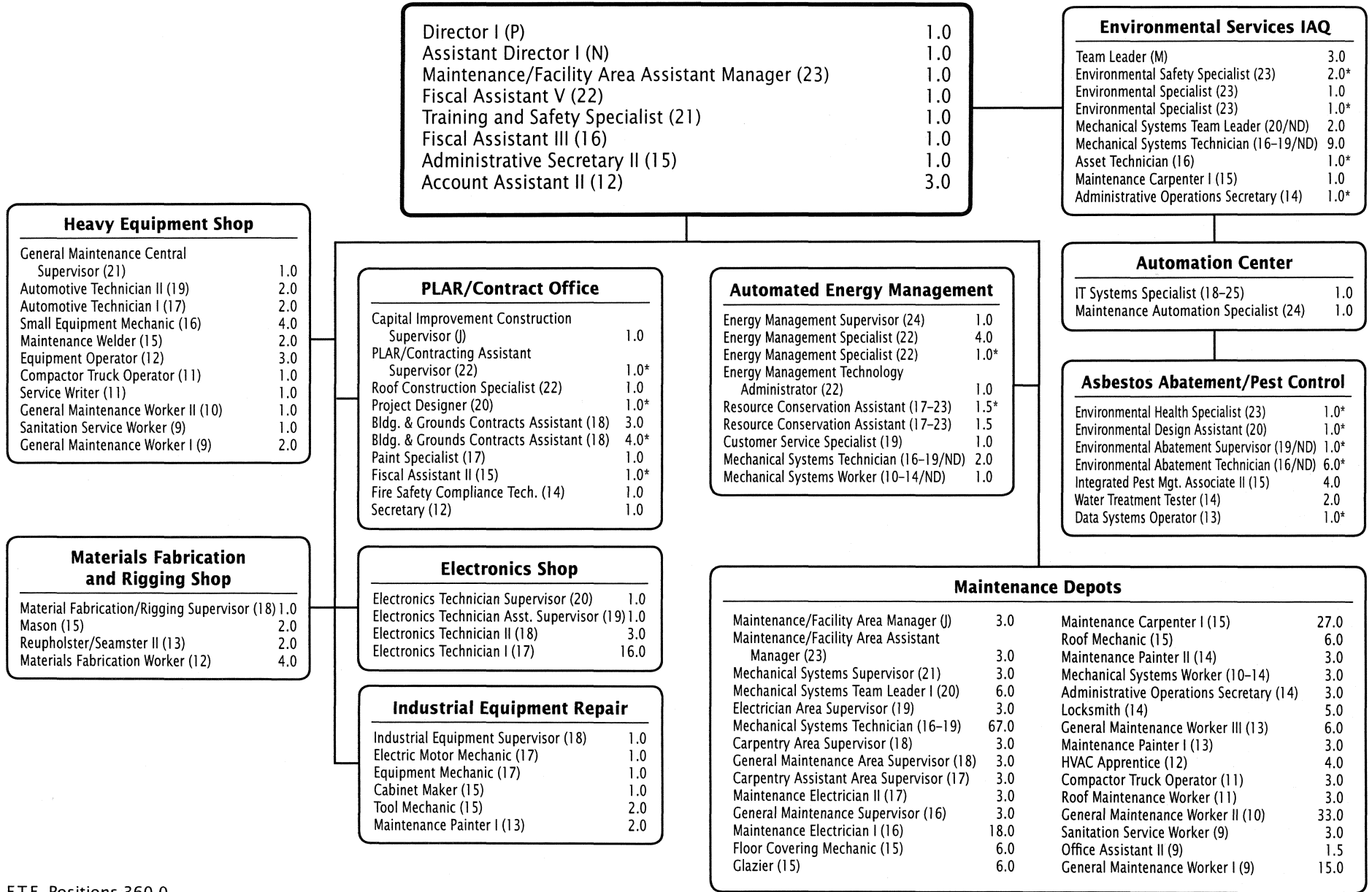
## Division of Long-range Planning - 335

Bruce Crispell, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
1	P Director I		1.000	1.000	1.000	<b>1.000</b>	
1	26 Coordinator GIS Services		1.000	1.000	1.000	<b>1.000</b>	
1	26 Sr. Facilities Planner		1.000	1.000	1.000	<b>1.000</b>	
1	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
1	13 Boundary Information Spec		.625				
<b>Total Positions</b>			<b>4.625</b>	<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	

# Division of Maintenance

Chapter 8 – 60



F.T.E. Positions 360.0

(\*In addition, the chart includes 23.5 positions funded by the Capital Budget and 1.0 is funded by ICB.)

ND Night Differential = Shift 2

**MISSION** *The mission of the Division of Maintenance 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 for all MCPS facilities—maintenance and repairs, environmental services, capital asset replacements, and automated energy management. These varied operations are coordinated and performed by three regional maintenance depots (Bethesda, Clarksburg, and Randolph) and one central depot (Shady Grove).

### Maintenance and Repair

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.

### Environmental Services

The division performs facility-related environmental services including the following: indoor air quality (IAQ) and related preventive maintenance for HVAC systems; fire and life safety compliance; trash removal; hazardous waste management and disposal; storm water management; maintenance of fats, oils, and grease interceptors; integrated pest management services; water-treatment of HVAC systems; and underground storage tank management and removal. It also employs trained and licensed specialists who conduct regular inspections and remove and dispose of asbestos-containing materials when required by regulations.

### Capital Asset Replacement

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.

### Automated Energy Management

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.

## ACCOMPLISHMENTS AND INITIATIVES

Accomplishments for the Division of Maintenance in FY 2013 include the following:

- » Completed 60,398 maintenance and repair work orders.
- » Managed 376 capital replacement projects in 152 schools.
- » Coordinated compliance with the Montgomery County Municipal Separate Storm Sewer System (MS4) permit.
- » Conducted semiannual inspections and updated management plans for asbestos abatement in more than 95 facilities, as required by the federal *Asbestos Hazard Emergency Response Act*.
- » Completed investigations and responses to 229 indoor air quality complaints.
- » Tested and certified 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).
- » Inspected more than 500 relocatable classroom buildings for physical condition and indoor air quality.
- » Performed integrated pest management in more than 200 facilities; maintained records and provided required notifications of pest control applications (state of Maryland).
- » With new environmental site design practices being incorporated into school construction and storm water management designs, the division also maintains “green roofs” and bioretention facilities.

The Division of Maintenance continued to improve its work processes and levels of production through implementation of various initiatives and professional development of the workforce:

- » The Division of Maintenance is continuing a multi-year process of improving business efficiencies based on “lean” management concepts. Included in this initiative are ongoing enhancements to the computerized maintenance management system (“Maximo”) to expand supervisors’ and managers’ capabilities to process and monitor work orders, analyze the backlog of work and other performance data, track and control inventory, and provide short- and long-term management of facility assets. The system has become more user-friendly, with web-based access that allows customers to easily request work and to monitor work order status and history. In FY 2013, communication capabilities were enhanced, activating a feature where customers automatically receive an e-mail whenever a work request is completed, returned, denied, or cancelled.
- » The Division of Maintenance continued to maintain its website to provide essential customer support information to schools and staff on maintenance organization, capabilities, services, procedures, and points of contact for assistance.
- » The Division of Maintenance continued 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, 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 division 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. Studies in diversity, cultural competence, and workplace equity were integrated into the division's leadership training program during FY 2013 and will continue into the future.
- » To address customer concerns and expectations for thermal comfort, the Division of Maintenance operates a state-approved apprenticeship program for four HVAC mechanic trainees who, upon graduation, are assigned to permanent positions. This four-year training program, now in its second cycle, has helped the division to improve long-term management of vacancies in this critical trade, with corresponding improvements in customer service. These apprentices completed their second year of school in FY 2013.
- » As a means of enhancing workforce involvement in long-term business success, the division fosters employee understanding and ownership of the strategic business plan by including a cross-section of the workforce in periodic updates of the plan and by providing all employees with copies of updated plans. In FY 2014, the division will conduct the next review and update of its business strategic plan.

One main focus of the division's mission is customer service. The collective and measurable successes of customer service initiatives include improving productivity, stabilizing backlogs of work, improving levels of employee morale and job satisfaction, minimizing employee grievances, improving employee perceptions of their leaders, and steadily increasing customer satisfaction. In summary, the 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.

**PERFORMANCE MEASURES**

**Performance Measure:** Customer Satisfaction (Scale: 1–Poor to 5–Excellent).

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
3.9	4.0	4.0

**Explanation:** The Baldrige National Quality Program suggests that standards of service quality should be customer driven. Therefore, the level of customer satisfaction is a core performance measure for delivery of maintenance and repair services. Performance information for FY 2013 is based on January 2013 survey responses from 110 schools that reported levels of satisfaction with both the timeliness and quality of maintenance and repair services.

**Performance Measure:** Total number of maintenance work orders completed during the fiscal year.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
61,529	60,398	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 2013, 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 2013 Actual	FY 2014 Estimate	FY 2015 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 2013 are based on surveys performed in October 2012, as part of the director's annual workforce briefings. Employee satisfaction data slowly improved over seven years, and have leveled off for the past three years.

**OVERVIEW OF BUDGET CHANGES**

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**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this division is \$32,551,328, an increase of \$1,171,721 over the current FY 2014 budget. An explanation of this change follows.

***Same Service Level Changes—\$1,283,384******Continuing Salary Costs—\$107,847***

There is an increase of \$107,847 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

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

Realignments are budgeted to address priority spending needs in this division. Specifically, there is \$28,100 realigned among and between various accounts budgeted within the division. The realignments are neutral overall and reflect the actual costs and operations of the division.

***Other—\$1,175,537***

The budget includes additional funds of \$837,000 for environmental compliance issues related to stormwater management, bioretention ponds, and green roof and tree maintenance. The budget also includes an additional \$100,000 for vehicle operations. Many of the division's tractors are beyond their useful life and must be replaced. The budget includes \$150,000 to replace 60 tractors on a five-year lease/purchase schedule beginning in FY 2015. In addition, applying an inflation factor of three percent increases the budget for maintenance supplies by \$88,537.

***Program Efficiencies and Reductions—(\$111,663)***

There is reduction of \$23,126 for energy conservation and refuse tax. In addition, there is a reduction of \$88,537 for the 3 percent inflation rate applied to maintenance supplies. Efficiencies will be implemented to ensure that supply purchases stay within budget.

## Division of Maintenance - 323/338/339

Lynne Zarate, Director I

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	352.000	360.000	360.000	<b>360.000</b>	
Position Salaries	\$20,959,119	\$22,284,988	\$22,284,988	<b>\$22,392,835</b>	\$107,847
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other		708,264	708,264	<b>708,264</b>	
Subtotal Other Salaries	578,181	708,264	708,264	<b>708,264</b>	
<b>Total Salaries &amp; Wages</b>	21,537,300	22,993,252	22,993,252	<b>23,101,099</b>	107,847
<b>02 Contractual Services</b>					
Consultants		21,755	21,755	<b>21,755</b>	
Other Contractual		2,235,785	2,235,785	<b>2,326,659</b>	90,874
<b>Total Contractual Services</b>	2,289,969	2,257,540	2,257,540	<b>2,348,414</b>	90,874
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		582	582	<b>582</b>	
Other Supplies & Materials		3,229,898	3,229,898	<b>3,229,898</b>	
<b>Total Supplies &amp; Materials</b>	3,516,407	3,230,480	3,230,480	<b>3,230,480</b>	
<b>04 Other</b>					
Local/Other Travel		2,889	2,889	<b>2,889</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		1,823,425	1,823,425	<b>2,646,425</b>	823,000
<b>Total Other</b>	2,097,446	1,826,314	1,826,314	<b>2,649,314</b>	823,000
<b>05 Equipment</b>					
Leased Equipment		736,561	736,561	<b>736,561</b>	
Other Equipment		335,460	335,460	<b>485,460</b>	150,000
<b>Total Equipment</b>	1,202,935	1,072,021	1,072,021	<b>1,222,021</b>	150,000
<b>Grand Total</b>	<u>\$30,644,057</u>	<u>\$31,379,607</u>	<u>\$31,379,607</u>	<u><b>\$32,551,328</b></u>	<u>\$1,171,721</u>



## Division of Maintenance - 323/338/339

Lynne Zarate, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>323 Division of Maintenance</b>						
11	P Director I		1.000	1.000	1.000	<b>1.000</b>	
11	N Assistant Director I		1.000	1.000	1.000	<b>1.000</b>	
11	J Maintenance Facility Area Mgr		3.000	3.000	3.000	<b>3.000</b>	
11	J Capital Impr Construct Supv		1.000	1.000	1.000	<b>1.000</b>	
11	25 IT Systems Specialist		1.000	1.000	1.000	<b>1.000</b>	
11	24 Energy Mgt Supervisor		1.000	1.000	1.000	<b>1.000</b>	
11	24 Maintenance Automation Spec		1.000	1.000	1.000	<b>1.000</b>	
11	23 Resource Conservation Asst		1.500	1.500	1.500	<b>1.500</b>	
11	23 Environmental Specialist		1.000	1.000	1.000	<b>1.000</b>	
11	23 Maint/Facility Area Asst Mgr		4.000	4.000	4.000	<b>4.000</b>	
11	22 Fiscal Assistant V		1.000	1.000	1.000	<b>1.000</b>	
11	22 Energy Management Spec		4.000	4.000	4.000	<b>4.000</b>	
11	22 Energy Mgt Tech Admin		1.000	1.000	1.000	<b>1.000</b>	
11	22 Roof Construction Specialist		1.000	1.000	1.000	<b>1.000</b>	
11	21 Mechanical Systems Supervisor		3.000	3.000	3.000	<b>3.000</b>	
11	21 General Maint Central Supv		1.000	1.000	1.000	<b>1.000</b>	
11	21 Training and Safety Specialist		1.000	1.000	1.000	<b>1.000</b>	
11	20 Mech Systems Team Ldr Shft 1		6.000	6.000	6.000	<b>6.000</b>	
11	20 Electronic Technician Supv		1.000	1.000	1.000	<b>1.000</b>	
11	19 Energy Mgt Customer Svc Spec		1.000	1.000	1.000	<b>1.000</b>	
11	19 Mechanical Systems Tech Shft 1		59.000	67.000	67.000	<b>67.000</b>	
11	19 Mechanical Systems Tech Shft 2		2.000	2.000	2.000	<b>2.000</b>	
11	19 Electrician Area Supervisor		3.000	3.000	3.000	<b>3.000</b>	
11	19 Electronic Tech Asst Superv		1.000	1.000	1.000	<b>1.000</b>	
11	19 Auto Technican II Shift 1		2.000	2.000	2.000	<b>2.000</b>	
11	18 Carpentry Area Supervisor		3.000	3.000	3.000	<b>3.000</b>	
11	18 General Maintenance Area Supv		3.000	3.000	3.000	<b>3.000</b>	
11	18 Build & Grounds Contracts Asst		3.000	3.000	3.000	<b>3.000</b>	
11	18 Material Fabrication Sup		1.000	1.000	1.000	<b>1.000</b>	
11	18 Electronic Technician II		3.000	3.000	3.000	<b>3.000</b>	
11	18 Industrial Equipment Supv		1.000	1.000	1.000	<b>1.000</b>	
11	17 Carpentry Asst Area Supv		3.000	3.000	3.000	<b>3.000</b>	
11	17 Maintenance Electrician II		3.000	3.000	3.000	<b>3.000</b>	
11	17 Electric Motor Mechanic		1.000	1.000	1.000	<b>1.000</b>	
11	17 Electronic Technician I		16.000	16.000	16.000	<b>16.000</b>	
11	17 Paint Specialist		1.000	1.000	1.000	<b>1.000</b>	
11	17 Equipment Mechanic		1.000	1.000	1.000	<b>1.000</b>	
11	17 Auto Technican I Shift 1		2.000	2.000	2.000	<b>2.000</b>	
11	16 Fiscal Assistant III			1.000	1.000	<b>1.000</b>	
11	16 General Maintenance Supervisor		3.000	3.000	3.000	<b>3.000</b>	
11	16 Maintenance Electrician I		18.000	18.000	18.000	<b>18.000</b>	
11	16 Small Equipment Mechanic		4.000	4.000	4.000	<b>4.000</b>	
11	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
11	15 Supervisor		1.000				
11	15 Integr Pest Mgt Assoc II		4.000	4.000	4.000	<b>4.000</b>	

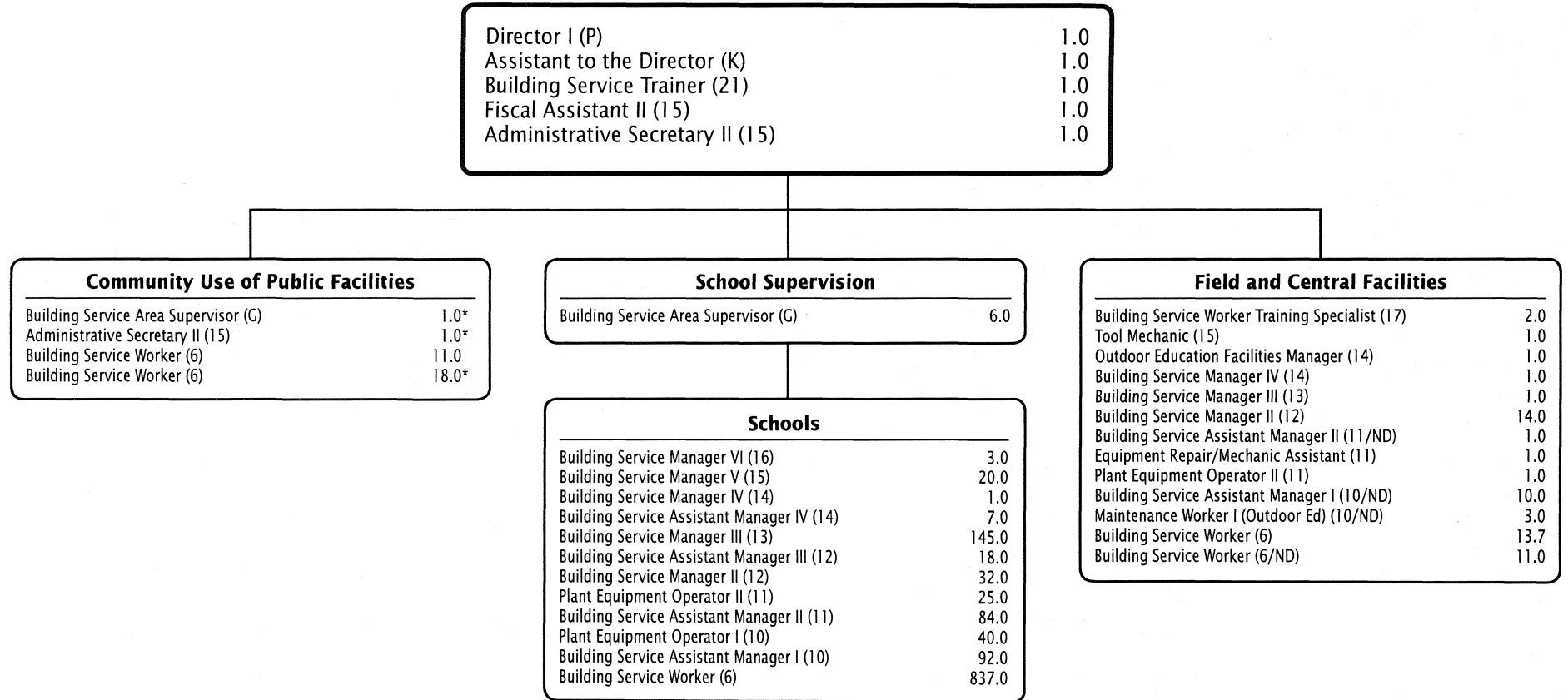
# Division of Maintenance - 323/338/339

Lynne Zarate, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>323 Division of Maintenance</b>						
11	15 Maintenance Carpenter I		27.000	27.000	27.000	<b>27.000</b>	
11	15 Floor Covering Mechanic		6.000	6.000	6.000	<b>6.000</b>	
11	15 Roof Mechanic		6.000	6.000	6.000	<b>6.000</b>	
11	15 Glazier		6.000	6.000	6.000	<b>6.000</b>	
11	15 Tool Mechanic		2.000	2.000	2.000	<b>2.000</b>	
11	15 Cabinet Maker		1.000	1.000	1.000	<b>1.000</b>	
11	15 Maintenance Welder		2.000	2.000	2.000	<b>2.000</b>	
11	15 Mason		2.000	2.000	2.000	<b>2.000</b>	
11	14 Admin Operations Secretary		3.000	3.000	3.000	<b>3.000</b>	
11	14 Mechanical Sys Worker Shift 1		3.000	3.000	3.000	<b>3.000</b>	
11	14 Mechanical Sys Worker Shift 2		1.000	1.000	1.000	<b>1.000</b>	
11	14 Locksmith		5.000	5.000	5.000	<b>5.000</b>	
11	14 Maintenance Painter II		3.000	3.000	3.000	<b>3.000</b>	
11	14 Water Treatment Tester		2.000	2.000	2.000	<b>2.000</b>	
11	14 Fire Safety Compliance Tech.		1.000	1.000	1.000	<b>1.000</b>	
11	13 General Maintenance Worker III		6.000	6.000	6.000	<b>6.000</b>	
11	13 Reupholsterer Seamster II		2.000	2.000	2.000	<b>2.000</b>	
11	13 Maintenance Painter I		5.000	5.000	5.000	<b>5.000</b>	
11	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
11	12 Account Assistant II		3.000	3.000	3.000	<b>3.000</b>	
11	12 Equipment Operator		3.000	3.000	3.000	<b>3.000</b>	
11	12 Materials Fabrication Worker		4.000	4.000	4.000	<b>4.000</b>	
11	11 Roof Maintenance Worker		3.000	3.000	3.000	<b>3.000</b>	
11	11 Service Writer		1.000	1.000	1.000	<b>1.000</b>	
11	11 Compactor Truck Operator		4.000	4.000	4.000	<b>4.000</b>	
11	10 General Maintenance Worker II		34.000	34.000	34.000	<b>34.000</b>	
11	9 Office Assistant II		1.500	1.500	1.500	<b>1.500</b>	
11	9 General Maintenance Worker I		17.000	17.000	17.000	<b>17.000</b>	
11	9 Sanitation Serv Worker		4.000	4.000	4.000	<b>4.000</b>	
	<b>Subtotal</b>		<b>333.000</b>	<b>341.000</b>	<b>341.000</b>	<b>341.000</b>	
	<b>338 Indoor Air Quality</b>						
11	M Team Leader		3.000	3.000	3.000	<b>3.000</b>	
11	20 Mech Systems Team Ldr Shft 2		2.000	2.000	2.000	<b>2.000</b>	
11	19 Mechanical Systems Tech Shft 2		9.000	9.000	9.000	<b>9.000</b>	
11	16 Indoor Air Qual Electrician		1.000				
11	15 Maintenance Carpenter I			1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>15.000</b>	<b>15.000</b>	<b>15.000</b>	<b>15.000</b>	
	<b>339 Maintenance Apprenticeship Program</b>						
11	12 HVAC Apprentice		4.000	4.000	4.000	<b>4.000</b>	
	<b>Subtotal</b>		<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	
	<b>Total Positions</b>		<b>352.000</b>	<b>360.000</b>	<b>360.000</b>	<b>360.000</b>	

# Division of School Plant Operations

Chapter 8 – 67



F.T.E. Positions 1,386.7

(\*In addition, the chart includes 20.0 positions funded by ICB. The 1,304 positions in schools also are shown on K-12 charts in Chapter 1)

ND Night Differential = Shift 2

**MISSION** *The mission of the Division of School Plant Operations (DSPO) is to provide building services with qualified people to ensure a clean, safe, comfortable, and attractive facility environment that is conducive to health and learning by using efficient, effective techniques and materials.*

## **MAJOR FUNCTIONS**

### **Facility Operations**

DSPO staff directs school-based staff that provides cleaning, grounds care, minor maintenance, facility systems monitoring, and other building services and supports. DSPO maintains the cleanliness and operations of facilities by supervising building service staff; conducting formal inspections; and managing the inventory of housekeeping supplies, equipment, and materials. Building service supervisors visit schools frequently to perform formal and informal inspections and training. Also they advise principals on the site-based management of building service staff. They help building service staff carry out effective building service procedures to ensure that quality standards are sustained. DSPO staff provide emergency response support and remediation, including oversight, staff, and equipment necessary to restore buildings to normal operations and ensure that essential programs can continue with minimal interruption. DSPO staff also schedule and provide supervision and building service workers for community use of schools.

### **Building Service Staff Training**

DSPO administers a comprehensive training program for building service staff that includes instruction in basic custodial techniques and processes, operation and maintenance of custodial and facility HVAC equipment, and supervisory and leadership skills. This includes designing, scheduling, and administering regular classroom courses and providing practical, hands-on instructional experiences. DSPO also provides individualized on-site training and support to schools on systematic team cleaning and other best practices for the effective management of building service programs.

### **Custodial Equipment Repair**

DSPO operates a custodial equipment repair shop that restores inoperable equipment to service in facilities. Existing equipment is assessed and repaired. If the equipment is not able to be repaired, suitable replacement equipment is provided. Equipment that is deemed not repairable is stripped of all parts for use in other equipment. To ensure timely customer service, the Equipment Repair Shop operates vehicles that are equipped with repair tools and supplies that allow staff to repair equipment on site. Approximately 1,300 pieces of equipment are repaired each year.

### **Financial Management**

DSPO administers, manages, and monitors custodial fund allocations to schools for building services. Financial processes to support effective facility operations include account oversight for the purchase of custodial equipment and materials, employee uniforms, use of substitutes, and position management. Training and support is provided to school-based staff to ensure that salary costs associated with work performed by building service staff for Community Use of Public Facilities is properly accounted and reimbursed.

## **ACCOMPLISHMENTS AND INITIATIVES**

- » DSPO staff implemented an Emergency Response Team (ERT) approach to respond, report, and remediate emergency conditions that occur at schools. During emergency situations, such as inclement weather events or power outages when full deployment of staff may not be required, ERT leaders respond, access, and report conditions at neighboring schools, and may begin remediation processes when necessary. This process enables rapid communication of conditions to executive staff, supports timely decisions for restoration of operations, and allows instructional programs to resume as soon as possible.
- » In order to improve the retention and success rate of employees in historically hard-to-fill building service assistant manager (BSAM) positions, DSPO, in collaboration with the Office of Human Resources and Development (OHRD), established a support program to help schools recruit, select, and onboard employees who are new to this leadership position. This collaborative planning and implementation provides new BSAM employees with the greatest opportunity to become well established, fully engaged, and highly productive more quickly.
- » To improve the effectiveness and operation of critical equipment, DSPO developed a hands-on skills assessment for employees who complete required technical courses, including boiler and air conditioning. This hands-on evaluation allows supervisors to confirm that technical information taught in the classroom translates into practical application. Additional hands-on approaches have been added to courses offered in basic skills and plant equipment operations.
- » To reduce the environmental impact of facility services on student and staff productivity and to improve operational efficiency, DSPO uses operational processes and environmentally responsible standards for purchasing of cleaning products and equipment. DSPO uses a comprehensive healthy, high-performance cleaning program that ensures that sustainable operations are maintained at all facilities. This includes the use of products that have obtained the Green Seal certification and the use of green cleaning practices.

**PERFORMANCE MEASURES**

**Performance Measure:** Organizational results—building inspections meeting standard.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
96.4%	99%	99%

**Explanation:** This measures the quality of custodial operations/cleanliness.

**Performance Measure:** Customer satisfaction.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
86%	87.0%	87.0%

**Explanation:** This measures the level of satisfaction of customers with DSPO services. DSPO’s customer satisfaction performance measurement data is gathered from the annual principal survey conducted by the Department of Facilities Management.

**Performance Measure:** Employee Focus—Absenteeism.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
92.3%	94%	94%

**Explanation:** This measures the number of employees at work as a percentage of total days available to work.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this division is \$62,459,383, an increase of \$1,592,125 over the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$1,632,859**

*Continuing Salary Costs—\$764,235*

There is an increase of \$764,235 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

*Realignments to Meet Expenditure Requirements and Priorities—\$55,560*

Realignments are budgeted to address priority spending needs in this division. There is a realignment of \$55,560 from the Office of Human Resources and Development to this division to support costs associated with the Montgomery College Mechanical Skills courses.

*New Schools/Space—\$372,330*

With the new addition of the Clarksburg Cluster Elementary School in FY 2015 and 91,697 of square footage of space, the budget includes the addition of 5.5 building services positions and \$169,599. In addition, the budget includes an increase of \$14,021 for custodial supplies and uniforms. Furthermore, as a result of school renovations, the budget includes an additional 6.5 building services positions and \$167,404. The budget also includes an increase of \$21,306 for custodial supplies and uniforms.

*Other—\$440,734*

The budget includes additional funds of \$200,000 for replacement of lamps in light fixtures in schools and \$200,000 for custodial equipment replacement. The additional funds are needed as a result of lamps and highly aged custodial equipment expecting to reach the end of their service life. In addition, applying an inflation factor of three percent increases the budget for custodial supplies by \$40,734.

**Program Efficiencies and Reductions—(\$40,734)**

There is a reduction of \$40,734 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 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	1,352.700	1,374.700	1,374.700	<b>1,386.700</b>	12.000
Position Salaries	\$56,444,584	\$57,675,965	\$57,675,965	<b>\$58,777,203</b>	\$1,101,238
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		373,523	373,523	<b>373,523</b>	
Other		494,401	494,401	<b>494,401</b>	
Subtotal Other Salaries	877,974	867,924	867,924	<b>867,924</b>	
<b>Total Salaries &amp; Wages</b>	57,322,558	58,543,889	58,543,889	<b>59,645,127</b>	1,101,238
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		3,000	3,000	<b>3,000</b>	
<b>Total Contractual Services</b>	1,555	3,000	3,000	<b>3,000</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		717	717	<b>717</b>	
Other Supplies & Materials		2,111,680	2,111,680	<b>2,377,007</b>	265,327
<b>Total Supplies &amp; Materials</b>	2,002,173	2,112,397	2,112,397	<b>2,377,724</b>	265,327
<b>04 Other</b>					
Local/Other Travel		59,270	59,270	<b>59,270</b>	
Insur & Employee Benefits					
Utilities		13,200	13,200	<b>13,200</b>	
Miscellaneous		7,800	7,800	<b>63,360</b>	55,560
<b>Total Other</b>	74,638	80,270	80,270	<b>135,830</b>	55,560
<b>05 Equipment</b>					
Leased Equipment		38,979	38,979	<b>38,979</b>	
Other Equipment		88,723	88,723	<b>258,723</b>	170,000
<b>Total Equipment</b>	103,810	127,702	127,702	<b>297,702</b>	170,000
<b>Grand Total</b>	<u>\$59,504,734</u>	<u>\$60,867,258</u>	<u>\$60,867,258</u>	<u><b>\$62,459,383</b></u>	<u>\$1,592,125</u>

# Division of School Plant Operations - 329/327/328/330

Dianne Jones, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>329 Field and Central Facilities</b>						
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	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
10	15 Fiscal Assistant II		1.000	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	14.000	14.000	14.000	
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	10.000	10.000	10.000	
10	6 Building Service Wkr Shft 1		25.700	24.700	24.700	24.700	
10	6 Building Service Wkr Shft 2		11.000	11.000	11.000	11.000	
	<b>Subtotal</b>		<b>81.700</b>	<b>82.700</b>	<b>82.700</b>	<b>82.700</b>	
	<b>327 Elementary Plant Operations</b>						
10	13 Building Service Manager III		103.000	103.000	103.000	104.000	1.000
10	12 Build Svc Asst Mgr III Shft 2		1.000	1.000	1.000	1.000	
10	12 Building Service Manager II		29.000	29.000	29.000	29.000	
10	11 Build Svc Asst Mgr II Shft 2		55.000	49.000	49.000	50.000	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		76.000	82.000	82.000	82.000	
10	6 Building Service Wkr Shft 1		270.000	283.500	283.500	291.500	8.000
10	6 Building Service Wkr Shft 2		51.000	50.000	50.000	52.000	2.000
	<b>Subtotal</b>		<b>586.000</b>	<b>598.500</b>	<b>598.500</b>	<b>610.500</b>	<b>12.000</b>
	<b>328 Secondary Plant Operations</b>						
10	16 Building Service Manager VI		2.000	3.000	3.000	3.000	
10	15 Building Service Manager V		21.000	20.000	20.000	20.000	
10	14 Build Svc Asst Mgr IV Shft 2		5.000	7.000	7.000	7.000	
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		22.000	17.000	17.000	17.000	
10	11 Plant Equipment Operator II		25.000	25.000	25.000	25.000	
10	11 Build Svc Asst Mgr II Shft 2		36.000	34.000	34.000	34.000	
10	10 Plant Equipment Operator I		38.000	38.000	38.000	38.000	
10	10 Build Svcs Asst Mgr I Shft 2			5.000	5.000	5.000	

## Division of School Plant Operations - 329/327/328/330

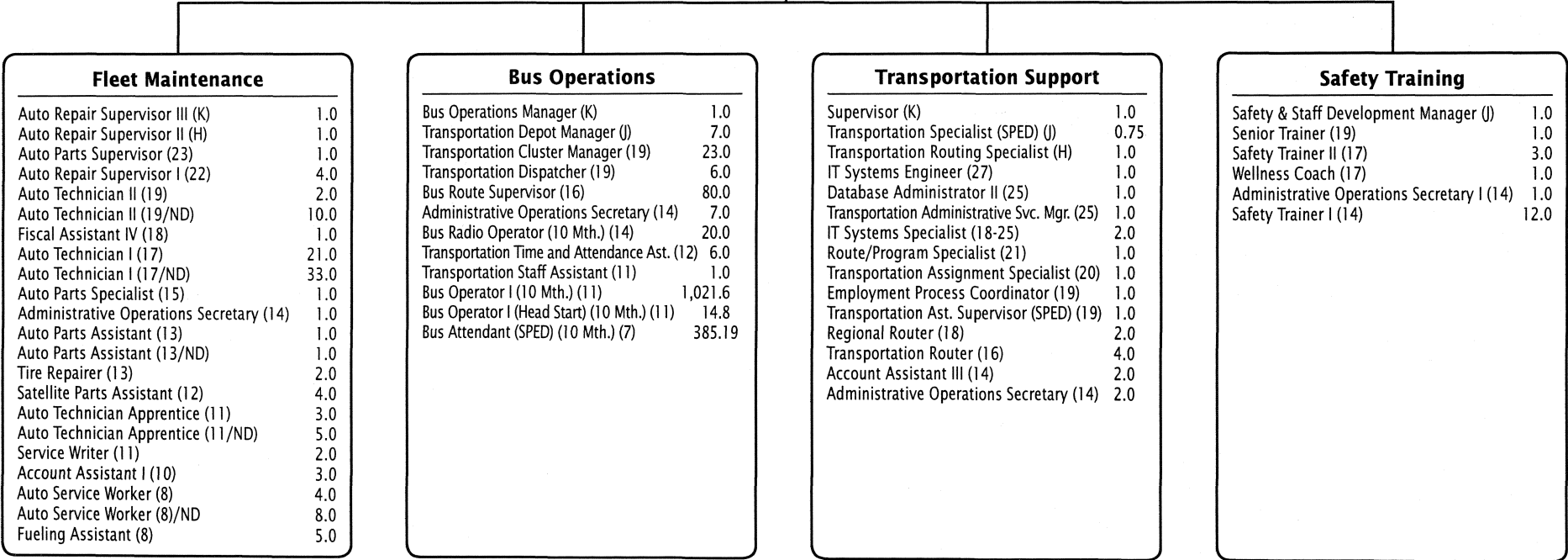
Dianne Jones, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>328 Secondary Plant Operations</b>						
10	6 Building Service Wkr Shft 1		236.500	243.500	243.500	<b>243.500</b>	
10	6 Building Service Wkr Shft 2		240.000	243.000	243.000	<b>243.000</b>	
	<b>Subtotal</b>		<b>665.500</b>	<b>675.500</b>	<b>675.500</b>	<b>675.500</b>	
	<b>330 Special/alternative Prgs. Plant Ops.</b>						
10	13 Building Service Manager III		2.000	2.000	2.000	<b>2.000</b>	
10	12 Building Service Manager II		4.000	3.000	3.000	<b>3.000</b>	
10	11 Build Svc Asst Mgr II Shft 2		1.000				
10	10 Plant Equipment Operator I		1.000	1.000	1.000	<b>1.000</b>	
10	10 Build Svcs Asst Mgr I Shft 2		5.000	5.000	5.000	<b>5.000</b>	
10	6 Building Service Wkr Shft 1		5.500	5.000	5.000	<b>5.000</b>	
10	6 Building Service Wkr Shft 2		1.000	2.000	2.000	<b>2.000</b>	
	<b>Subtotal</b>		<b>19.500</b>	<b>18.000</b>	<b>18.000</b>	<b>18.000</b>	
	<b>Total Positions</b>		<b>1,352.700</b>	<b>1,374.700</b>	<b>1,374.700</b>	<b>1,386.700</b>	<b>12.000</b>



# Department of Transportation

Director II (Q)	1.0
Assistant Director II (O)	1.0
Fiscal Specialist I (24)	0.75
Administrative Secretary III (16)	1.0
Transportation Special Assistant (15)	1.0
Office Assistant IV (11)	1.0



Chapter 8 – 73

F.T.E. Positions 1,733.09

ND Night Differential = Shifts 2 and 3

## FY 2015 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 100,000 students daily. Ridership comprises two categories—regular education and special education.

### **Regular Education Transportation**

Around 95,000 students ride regular education school buses to neighborhood schools and Head Start, magnet, International Baccalaureate, language immersion, consortium, and other programs.

### **Special Education Transportation**

A total of 5,000 students who, due to a disability, require transportation to specialized programs outside of their home school or who require transportation using specialized equipment and/or a bus attendant ride special education buses to special education programs.

### **Career and Technology Education, Outdoor Education, and After-school Activities**

Transportation is provided for students to attend various career and technology programs that enhance the educational options for students. All students at some point in their Montgomery County Public Schools (MCPS) journey are transported to one or more outdoor education programs. Middle and high schools are provided bus service to take students to their neighborhoods following after-school activities.

### **Vehicle Maintenance and Repair**

The Fleet Maintenance Unit manages vehicle maintenance and repair facilities, provides fuel distribution, and repairs 1,267 buses and 150 other MCPS vehicles. Most repair services are provided by the five depot repair facilities; some specialized services are contracted out.

### **Human Resources and Training**

Human resource services managed within the department include advertising and recruiting; hiring; pre-employment record checks and drug testing; safety training; and maintenance of licensing, certification, and medical record assessments. DOT continues to facilitate the rapid deployment of new school bus operators by authorization from the state of Maryland to conduct Motor Vehicle Administration driver record checks and commercial driver's license

testing on MCPS premises. The training and employment plan is aimed at employee retention, with an overall goal of reducing training and recruiting needs and costs. School bus operator and attendant training and retention also are facilitated by ongoing cooperative activities with Service Employees International Union (SEIU) Local 500 that focus on professional growth.

### **Transportation Administrative Services**

DOT designs all bus routes and manages employee assignments, planning, training, personnel services, accounting, and related services to more than 2,100 permanent and temporary employees. The systemwide bidding process for midday and other extra work developed jointly between SEIU Local 500 and DOT has improved the seniority-based work hours alignment and assignment stability, resulting in improved service to customers. Post-accident, random, and reasonable suspicion drug-testing programs required by federal law also are administered.

## **ACCOMPLISHMENTS AND INITIATIVES**

- » Through refined and creative routing, large increases in student enrollment and associated bus ridership have been absorbed with considerably smaller increases in fleet and staff size. An example of creative routing is double runs where one bus transports two groups of students to a school. Double runs are possible when a large group of students can be picked up or dropped off at one or two stops fairly close to the school. This allows a bus to make this short trip after a longer one in the morning and before a longer one in the afternoon.
- » Replacement special education buses are being purchased with air conditioning. This eliminates the need for taxi cabs to be used to transport students with disabilities who cannot tolerate high temperatures.
- » Replacement buses are equipped with the newest emissions-reduction equipment and all buses are fueled with ultra-low sulfur diesel fuel, reducing harmful emissions by as much as 90 percent compared with buses without such equipment and fueled with high sulfur content diesel fuel.
- » DOT is working with the Montgomery County Police Department to implement an automated camera enforcement program aimed at motorists who illegally pass stopped school buses.

**PERFORMANCE MEASURES**

**Performance Measure:** Number of preventable accidents per million miles.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
1.7	2.0	2.0

**Explanation:** A measure of the delivery of safe transportation services is the preventable accident rate.

**Performance Measure:** Ensure satisfactory performance by having no more than a 7.0 percent absence rate for school bus operators and attendants.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
8.5	7.2	7.0

**Explanation:** Satisfactory customer service requires school bus operators and attendants, with regular knowledge of routes and the students they serve, to be at work daily. Substitutes, while skilled as drivers, cannot replace the personal touch and knowledge of the regular school bus operator and/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 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
94.7%	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 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
7.02	7.04	7.1

**Explanation:** MPG data are used to evaluate operational cost of the school bus fleet. Higher MPG will decrease diesel fuel purchases and help control expenditures, since a 1 cent per gallon increase in the price of fuel will cost the school system \$32,000. School bus MPG increased by .48 between FY 2012 and FY 2013. The 6.8 percent increase in MPG saved MCPS the purchase of approximately 207,853 gallons of diesel fuel. Estimated savings on the increased mileage was \$144,188. MPG information and other operational data by bus manufacturers are used in the selection process of new school buses. Because of the high cost of diesel fuel, the MPG data by vehicle will be reviewed and evaluated to control waste from bus idling.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this department is \$100,123,911, an increase of \$2,346,110 over the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$2,916,743**

*Continuing Salary Costs—\$466,307*

There is an increase of \$466,307 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

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

Realignments are budgeted to address priority spending needs in this department. Specifically, there is \$20,000 realigned among and between various accounts budgeted within the department. The realignments are neutral overall and reflect the actual costs and operations of the department.

*Student Enrollment—\$882,256*

Due to projected enrollment growth, there is an increase for 11 additional transit-style buses at an annual lease/purchase cost of \$240,141, and five conventional-style buses at a cost of \$99,445. In addition, there is an increase of \$267,241 and 10.313 bus operator I positions and \$61,835 and 2.813 bus attendant positions. There also is an additional \$34,424 budgeted for substitute bus drivers and \$179,170 for bus repairs, parts, and supplies.

*Bus Replacement—\$1,297,576*

The department's budget reflects a reduction of \$1,030,015 in lease payments on buses purchased in prior years. Offsetting this reduction is a \$2,327,591 increase for the lease/purchase of 107 buses to replace those that have reached the end of their normal service life.

*Other—\$270,604*

The budget includes a projected increase of \$270,604 for insurance based on projected claims and reserve requirements. Insurance for MCPS is provided under the county's self-insurance program. Furthermore, fuel rates are expected to remain stable at the FY 2014 budget rate of \$3.55 per gallon, resulting in no increase to the budget.

**Program Efficiencies and Reductions—(\$708,114)**

There is reduction of \$267,241 and 10.313 bus operator positions and \$61,835 and 2.813 bus attendant positions. In addition, there is a reduction in operating costs of \$379,038 by eliminating the costs for eight 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.

**Strategic Priority Enhancements—\$137,481**

*Excel Beyond the Bell—\$137,481*

The budget includes an additional \$148,480 for additional services related to the Excel Beyond the Bell program, in which \$10,999 is budgeted in the Department of Financial Services for employee benefits.

Excel Beyond the Bell (EBB) provides high quality after-school programming for students to promote social, emotional, intellectual, and physical development. EBB operates as a collaborative partnership, combining the commitment and resources of the Montgomery County Recreation Department, the Montgomery County Collaboration Council for Children, Youth and Families, and MCPS. EBB is offered free of charge to students and their families, operates from 2:45 to 5:15 p.m. up to four days per week, and includes snacks and a hot meal, as well as transportation

home for students. Course offerings vary by location and have included: Science, Technology, Engineering, and Mathematics (STEM) Academy; robotics; yoga; sports instruction; financial management; art and dance; and culinary arts. EBB currently is offered at six middle schools (Argyle, A. Mario Loiederman, Clemente, Forest Oak, Neelsville, and Col. E. Brooke Lee). The FY 2015 recommended budget assumes that one additional school, Montgomery Village Middle School, will receive the program as part of the expansion of the Kennedy Project Cluster. The budgeted dollars will be used to provide transportation for students participating in the program. Current activity bus funds cover buses that leave school at approximately 4:15 p.m., when MCPS sponsored activities end. The EBB program extends until 5:15 p.m. The additional funds will be used to pay for the 5:15 p.m. activity buses.

<b>Selected Expenditure Information</b>			
Operation and Maintenance of Buses and Vehicles			
Description	FY 2014 Current Budget	FY 2015 Budget	Change
Diesel Fuel	\$10,118,146	\$10,160,519	\$42,373
Bus Parts	3,810,166	3,822,416	12,250
Tires and Tubes	652,409	652,409	0
Indirect Shop Supplies	293,834	294,994	1,160
Service Vehicle Parts and Fuel	674,408	674,408	0
<b>Total</b>	<b>\$ 15,143,719</b>	<b>\$ 15,604,746</b>	<b>\$ 55,783</b>

**LEASE / PURCHASE OF BUSES**

PURPOSE	Fiscal Year Purchased	TYPE		Total
		Conventional	Transit	
Growth / New Programs	2002	15	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
Growth / New Programs	2015	2	3	5
Replacement	2002	18	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
Replacement	2015	22	85	107
<b>Total</b>		<b>560</b>	<b>699</b>	<b>1,259</b>

# Department of Transportation - 344

## Todd Watkins, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	1,733.150	1,733.090	1,733.090	<b>1,733.090</b>	
Position Salaries	\$61,619,698	\$64,786,321	\$64,786,321	<b>\$65,252,652</b>	\$466,331
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		2,971,132	2,971,132	<b>2,982,521</b>	11,389
Other		1,322,285	1,322,285	<b>1,322,285</b>	
Subtotal Other Salaries	6,020,619	4,293,417	4,293,417	<b>4,304,806</b>	11,389
<b>Total Salaries &amp; Wages</b>	67,640,317	69,079,738	69,079,738	<b>69,557,458</b>	477,720
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		1,499,205	1,499,205	<b>1,500,880</b>	1,675
<b>Total Contractual Services</b>	1,507,617	1,499,205	1,499,205	<b>1,500,880</b>	1,675
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		42,991	42,991	<b>42,991</b>	
Other Supplies & Materials		15,617,307	15,617,307	<b>15,683,090</b>	65,783
<b>Total Supplies &amp; Materials</b>	14,990,247	15,660,298	15,660,298	<b>15,726,081</b>	65,783
<b>04 Other</b>					
Local/Other Travel		80,002	78,002	<b>58,002</b>	(20,000)
Insur & Employee Benefits		817,137	817,137	<b>1,087,741</b>	270,604
Utilities					
Miscellaneous		1,065,037	1,067,037	<b>1,204,518</b>	137,481
<b>Total Other</b>	2,117,649	1,962,176	1,962,176	<b>2,350,261</b>	388,085
<b>05 Equipment</b>					
Leased Equipment		9,558,249	9,558,249	<b>10,971,096</b>	1,412,847
Other Equipment		18,135	18,135	<b>18,135</b>	
<b>Total Equipment</b>	9,395,684	9,576,384	9,576,384	<b>10,989,231</b>	1,412,847
<b>Grand Total</b>	<u>\$95,651,514</u>	<u>\$97,777,801</u>	<u>\$97,777,801</u>	<u><b>\$100,123,911</b></u>	<u>\$2,346,110</u>

# Department of Transportation - 344

Todd Watkins, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
9	Q Director II		1.000	1.000	1.000	1.000	
9	O Assistant Director II		1.000	1.000	1.000	1.000	
9	K Supervisor		1.000	1.000	1.000	1.000	
9	K Auto Repair Supervisor III		1.000	1.000	1.000	1.000	
9	K Bus Operations Manager		1.000	1.000	1.000	1.000	
9	J Safety/Staff Development Mgr		1.000	1.000	1.000	1.000	
9	J Transportation Spec - Spec Ed		.750	.750	.750	.750	
9	J Transportation Depot Manager		7.000	7.000	7.000	7.000	
9	H Auto Repair Supervisor II		1.000	1.000	1.000	1.000	
9	H Transportation Routing Spec		1.000	1.000	1.000	1.000	
9	27 IT Systems Engineer		1.000	1.000	1.000	1.000	
9	26 Transport Admin Svcs Mgr		1.000	1.000	1.000	1.000	
9	25 IT Systems Specialist		2.000	2.000	2.000	2.000	
9	25 Database Administrator II		1.000	1.000	1.000	1.000	
9	24 Fiscal Specialist I		.750	.750	.750	.750	
9	23 Auto Parts Supervisor		1.000	1.000	1.000	1.000	
9	22 Auto Repair Supv I		4.000	4.000	4.000	4.000	
9	21 Route/Program Specialist		1.000	1.000	1.000	1.000	
9	20 Transportation Assignment Spec		1.000	1.000	1.000	1.000	
9	19 Employment Process Coordinator		1.000	1.000	1.000	1.000	
9	19 Auto Technican II Shift 1		2.000	2.000	2.000	2.000	
9	19 Auto Technican II Shift 2		5.000	5.000	5.000	5.000	
9	19 Auto Technican II Shift 3		5.000	5.000	5.000	5.000	
9	19 Transportation Asst Supv		1.000	1.000	1.000	1.000	
9	19 Transportation Dispatcher		6.000	6.000	6.000	6.000	
9	19 Transportation Cluster Mgr		23.000	23.000	23.000	23.000	
9	19 Senior Trainer		1.000	1.000	1.000	1.000	
9	18 Fiscal Assistant IV		1.000	1.000	1.000	1.000	
9	18 Regional Router		2.000	2.000	2.000	2.000	
9	17 Wellness Coach		1.000	1.000	1.000	1.000	
9	17 Safety Trainer II		3.000	3.000	3.000	3.000	
9	17 Auto Technican I Shift 1		21.000	21.000	21.000	21.000	
9	17 Auto Technican I Shift 2		17.000	17.000	17.000	17.000	
9	17 Auto Technican I Shift 3		16.000	16.000	16.000	16.000	
9	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
9	16 Bus Route Supervisor		80.000	80.000	80.000	80.000	
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 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
9	13 Tire Repairer		2.000	2.000	2.000	<b>2.000</b>	
9	13 Auto Parts Asst Shift 1		1.000	1.000	1.000	<b>1.000</b>	
9	13 Auto Parts Asst Shift 2		1.000	1.000	1.000	<b>1.000</b>	
9	12 Satellite Parts Asst Shift I		4.000	4.000	4.000	<b>4.000</b>	
9	12 Transport Time/Attend Asst		6.000	6.000	6.000	<b>6.000</b>	
9	11 Office Assistant IV		1.000	1.000	1.000	<b>1.000</b>	
9	11 Service Writer		2.000	2.000	2.000	<b>2.000</b>	
9	11 Auto Tech Apprentice Shift 1		3.000	3.000	3.000	<b>3.000</b>	
9	11 Auto Tech Apprentice Shift 2		2.000	2.000	2.000	<b>2.000</b>	
9	11 Auto Tech Apprentice Shift 3		3.000	3.000	3.000	<b>3.000</b>	
9	11 Bus Operator I	X	1,033.760	1,036.400	1,036.400	<b>1,036.400</b>	
9	11 Transportation Staff Assistant		1.000	1.000	1.000	<b>1.000</b>	
9	10 Account Assistant I		3.000	3.000	3.000	<b>3.000</b>	
9	8 Auto Service Worker Shift 1		4.000	4.000	4.000	<b>4.000</b>	
9	8 Auto Service Worker Shift 2		5.000	5.000	5.000	<b>5.000</b>	
9	8 Auto Service Worker Shift 3		3.000	3.000	3.000	<b>3.000</b>	
9	8 Transportation Fueling Asst		5.000	5.000	5.000	<b>5.000</b>	
9	7 Bus Attendant Spec Ed	X	387.890	385.190	385.190	<b>385.190</b>	
	<b>Total Positions</b>		<b>1,733.150</b>	<b>1,733.090</b>	<b>1,733.090</b>	<b>1,733.090</b>	



## Field Trip Fund

Transportation Specialist (SPED) (1)	0.25
Fiscal Specialist (24)	0.25
Business Services Analyst (23)	1.0
Senior Field Trip Coordinator (19)	1.0
Field Trip Assistant (12)	2.0

**MISSION** *The mission of the Field Trip Enterprise Fund is to provide supplemental transportation services for field trips and extracurricular activities for instructional programs and to enrich the educational experience for Montgomery County Public Schools (MCPS) students on a cost-recovery basis.*

**MAJOR FUNCTIONS**

**Extracurricular trips**

Midday trips on school days are provided for schools that take students to museums, cultural activities, and other educational destinations. Costs for most of these trips are passed along to student participants.

**Sports trips**

Transportation to inter-school athletic events are provided for a whole array of sports teams in all high schools. The Field Trip Unit works with the athletic director and coaches at each high school to coordinate these trips. Schools pay for these trips using athletic funds.

**Trips for other government agencies**

Summer transportation is provided for children who participate in recreation programs and camps provided by the Montgomery County Recreation Department, the Cities of Rockville and Gaithersburg, and other government agencies.

**Child care trips**

Annual contracts with child-care providers are negotiated to support educational continuity for students whose child-care providers are outside their home school area.

**ACCOMPLISHMENTS AND INITIATIVES**

- » The Department of Transportation (DOT) continues to use a web-based application to enter requests for field trips and extracurricular trips and a field trip application for managing the requests. The web-based application replaced the typing of field trip tickets and automated the requesting and approval of a field trip. The web-based application gives MCPS schools the ability to see the approval status of a trip and the ability to reconcile completed field trips to a Financial Management System invoice. The field trip application interfaces with the trip request application to import trip requests from MCPS schools and eliminates the double entry of a trip request by schools and the Field Trip Unit.
- » Requests for midday extracurricular trips, funded by students, and requests for trips to serve other governmental agencies have been down compared with pre-recession levels.

**PERFORMANCE MEASURE**

**Performance Measure:** Number of field trips provided.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
12,792	12,800	12,800

**Explanation:** DOT helps enrich students' educational experiences by providing school buses for field trips and extracurricular activities. This is a chance to enhance the educational programs beyond the school setting.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this fund is \$1,895,960, a decrease of \$21,712 from the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—(\$21,712)**

**Continuing Salary Costs—(\$21,712)**

There is a decrease of \$21,712 for continuing salary costs. The costs associated with the annualization of the step provided to employees on February 8, 2014 are offset by reductions for staff turnover.

# Field Trip Fund - 830

Todd Watkins, Director II

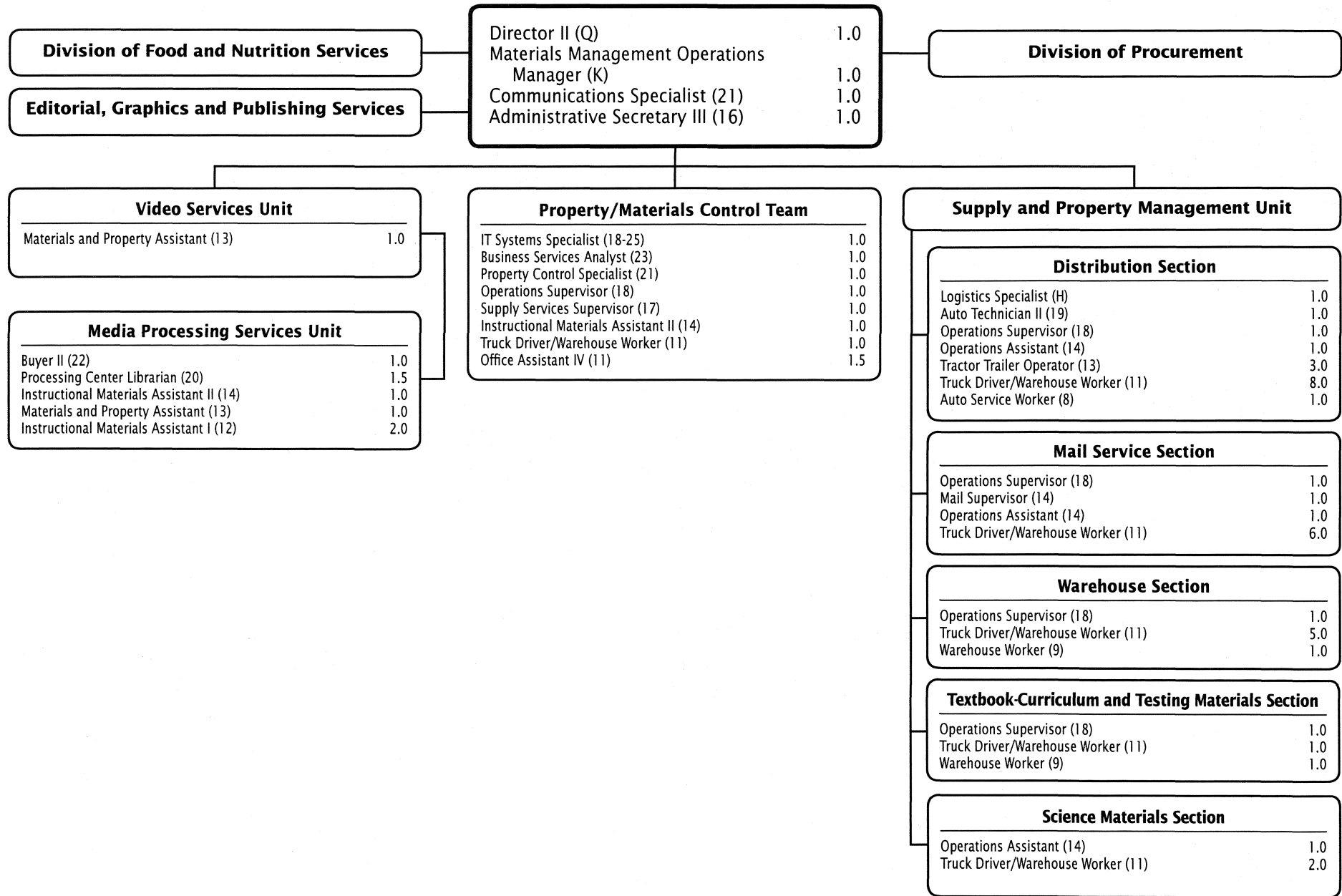
Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	4.500	4.500	4.500	4.500	
Position Salaries	\$291,151	\$308,938	\$308,938	\$287,826	(\$21,112)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		756,863	756,863	756,863	
Other		104,600	104,600	104,000	(600)
Subtotal Other Salaries	769,967	861,463	861,463	860,863	(600)
<b>Total Salaries &amp; Wages</b>	1,061,118	1,170,401	1,170,401	1,148,689	(21,712)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		49,638	49,638	49,638	
<b>Total Contractual Services</b>	38,136	49,638	49,638	49,638	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		10,091	10,091	10,091	
Other Supplies & Materials		511,575	511,575	511,575	
<b>Total Supplies &amp; Materials</b>	406,243	521,666	521,666	521,666	
<b>04 Other</b>					
Local/Other Travel		138	138	138	
Insur & Employee Benefits		174,224	174,224	174,224	
Utilities					
Miscellaneous					
<b>Total Other</b>	152,605	174,362	174,362	174,362	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		1,605	1,605	1,605	
<b>Total Equipment</b>		1,605	1,605	1,605	
<b>Grand Total</b>	<u>\$1,658,102</u>	<u>\$1,917,672</u>	<u>\$1,917,672</u>	<u>\$1,895,960</u>	<u>(\$21,712)</u>

## Field Trip Fund - 830

Todd Watkins, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
71	J Transportation Spec - Spec Ed		.250	.250	.250	<b>.250</b>	
71	24 Fiscal Specialist I		.250	.250	.250	<b>.250</b>	
71	23 Business Services Analyst		1.000	1.000	1.000	<b>1.000</b>	
71	19 Sr Field Trip Coordinator		1.000	1.000	1.000	<b>1.000</b>	
71	12 Field Trip Assistant	X	2.000	2.000	2.000	<b>2.000</b>	
	<b>Total Positions</b>		<b>4.500</b>	<b>4.500</b>	<b>4.500</b>	<b>4.500</b>	

# Department of Materials Management



**MISSION** *The mission of the Department of Materials Management (DMM) is to facilitate economically the delivery of approved, high-quality products, resources, and services in an environment of cooperation, integrity, and excellence, that are essential to the educational success of all students in Montgomery County Public Schools (MCPS) and support the programs of our community partners.*

## MAJOR FUNCTIONS

### Supply and Property Management

DMM manages a warehouse and distribution network that provides the necessary textbooks, classroom and office supplies, science kits, furniture, equipment, and test materials to MCPS schools and offices. An efficient and effective mail service, for both internal (Pony) and external mail is provided. DMM strives to effectively deliver the resources and services required of all instructional programs. This is accomplished by listening to the needs of its customers' and understanding requirement expectations to formulate strategies to meet targeted goals and benchmark best practices in the supply chain industry.

### Instructional and Library Material Processing

DMM maintains a database of approved textbooks and library and instructional materials. It also circulates videos requested by teachers for classroom use. School library media purchases are processed centrally to ensure uniformity, facilitate systematic cataloging of records, and save time for school staffs.

### Editorial, Graphics & Publishing Services

The Editorial, Graphics & Publishing Services (EGPS) Unit is responsible for providing document preparation, graphic content (illustration and typography), and editorial support to schools and offices. Graphic arts and editorial services create visual content and multimedia design/layouts for products such as school website homepage designs; public information materials; student daily planners and handbooks; student diplomas and certificates; and other guides used in the academic programs. Custom color printing is provided. Copy-Plus provides centralized duplication for instructional materials. TeamWorks provides copier equipment and maintenance for the high-volume copiers located in all schools and many central service offices.

### Procurement

The 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.

### Food and Nutrition Services

The Division of Food and Nutrition Services provides high-quality, nutritious meals in a cost-effective and efficient operation. The division administers five child nutrition programs, a central production facility, and a food warehouse and distribution center. It also provides nutrition education and support to schools and various community groups.

## ACCOMPLISHMENTS AND INITIATIVES

- » A total of 19 school-based focus groups were held in FY 2013. The feedback received has been instrumental in the improvement of services and products provided by DMM. Item pictures have been added to Financial Management System (FMS), and information regarding new products has been sent out to FMS users.
- » Mail services (Pony) explores every option to reduce the mail costs by using bulk and nonprofit rates when feasible. Overall postage costs were decreased, even with the centralized mailing of the interim grade reports. The cost of delivery is \$.23 per piece, while the cost of outside vendors is \$.62 per piece.
- » DMM works closely with the divisions of Maintenance and Construction to support the movement of schools and offices due to new construction, renovations, and other projects. In FY 2013, DMM moved two elementary schools into renovated or new buildings, moved a high school into a new facility, moved one elementary school into a holding facility, moved furniture and materials into several building additions, and moved furniture and materials for offices moving to new locations and offices moving within existing space.
- » One major goal of the department is to continue developing programs that shift school administrative tasks to DMM, resulting in improving the instructional-time efficiency of school staff. The Ambassador Service, an inventory-management program with the objective of improving supply efficiency in schools, continues to be successful. Reporting enhancements within the FMS continue to be developed to provide accurate, timely data to financial managers.
- » In FY 2013, school offices placed 845 separate work orders for custom print materials. In addition, EGPS works with central service offices to produce and deliver systemwide print materials for the schools, including high school diplomas, exams, study guides, program guides, regulatory documents, and administrative forms.
- » Copy-Plus responds to hundreds of individual work orders from teachers every day. In FY 2013, the work group produced 148 million pages of printing, requested by teachers for classroom instruction, homework, assessments, and parent information packets.
- » In FY 2013, the TeamWorks work group replaced 70 large copiers in schools and offices, and completed preventive maintenance and repair service on the 294 machines systemwide. Annual spending for this

program continues to be well below contractual maintenance proposals solicited from commercial vendors.

**PERFORMANCE MEASURES**

**Performance Measure:** Warehouse supply orders with original line fill rate greater than 98 percent.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
98.8%	99%	99.2%

**Explanation:** This measure reflects the outcome of shipping supply orders with a product completion rate of 98 percent or greater.

**Performance Measure:** Mail services cost to process each piece of mail.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
\$0.23	\$0.225	\$0.22

**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 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
148 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 of school-based staff time is saved that can be used for instructional planning and preparation.

**Performance Measure:** Average number of pages printed within the schools in between copier repair service requests by school offices and performed by TeamWorks of EGPS.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
57,688	59,000	61,000

**Explanation:** This measures the operations improvement of the high-volume copiers located in all schools and certain central offices.

**OVERVIEW OF BUDGET CHANGES**

**Department of Materials Management**

**FY 2014 Current Budget**

The current FY 2014 budget for this department is changed from the budget adopted by the Board of Education on June 13, 2013. The change is a result of a realignment of \$15,000 for office supplies from the Division of Editorial, Graphics, and Publishing Services to this department to cover costs for office paper.

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this department is \$5,901,135, a decrease of \$63,620 from the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$49,119**

*Continuing Salary Costs—\$48,903*

There is an increase of \$48,903 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

*Realignments to Meet Expenditure Requirements and Priorities—\$216*

Realignments are budgeted to address priority spending needs in this department. There is a realignment of \$25,164 from instructional materials to fund a 0.5 processing center librarian position. In addition, there is a realignment of \$12,644 to the Department of Financial Services to cover employee benefits costs for the position. Furthermore, there is a realignment of \$12,860 to this department, of which \$9,620 is from the Office of Human Resources and Development, \$720 from the Office of Chief Technology Officer, \$1,080 from the Department of Financial Services, \$720 from the Division of Procurement, and \$720 from the Division of Controller to cover costs for office paper.

**Program Efficiencies and Reductions—(\$112,739)**

There is reduction of \$54,204 and a vacant 1.0 instructional materials purchasing assistant position, \$28,000 for vehicles, \$30,011 for school furniture, and \$524 for dues, registrations and fees. These reductions can be made as a result of overall efficiencies within the department.

**Division of Editorial, Graphics, Publishing and Services**

**FY 2014 Current Budget**

The current FY 2014 budget for this division is changed from the budget adopted by the Board of Education on June 13, 2013. The change is a result of a realignment of \$15,000 for office supplies from this division to the Department of Materials Management to cover costs for office paper.

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this division is \$4,673,779, a decrease of \$150,539 from the current FY 2014 budget. An explanation of this change follows.

***Same Service Level Changes—\$32,461***

***Continuing Salary Costs—\$32,461***

There is an increase of \$32,461 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

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

A review of definitions of state categories of expenditure has resulted in the realignment of some positions from one state category to another. The change is budget neutral and has no impact on employees. In addition, there is a decrease of \$84,813 for instructional materials and \$19,908 for copier rental costs. There is a corresponding increase for program supplies, part-time salaries, and contractual maintenance on copiers to support the Copy-Plus and TeamWorks printing operations.

***Program Efficiencies and Reductions—(\$183,000)***

There is reduction of \$108,000 for instructional materials, \$25,000 for the student intern program, \$27,000 for program supplies, and \$23,000 for lease/purchase of vehicles. These reductions can be made as a result of overall efficiencies within the division.



# Department of Materials Management - 351/352/354/355

Kathleen C. Lazor, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	55.500	58.500	58.500	<b>58.000</b>	(.500)
Position Salaries	\$3,420,547	\$3,954,271	\$3,954,271	<b>\$3,977,726</b>	\$23,455
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		518,029	518,029	<b>518,029</b>	
Other		33,920	33,920	<b>33,920</b>	
Subtotal Other Salaries	966,728	551,949	551,949	<b>551,949</b>	
<b>Total Salaries &amp; Wages</b>	4,387,275	4,506,220	4,506,220	<b>4,529,675</b>	23,455
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		35,847	35,847	<b>63,822</b>	27,975
<b>Total Contractual Services</b>	164,026	35,847	35,847	<b>63,822</b>	27,975
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		35,164	50,164	<b>37,860</b>	(12,304)
Office			6,668	<b>6,668</b>	
Other Supplies & Materials		447,926	441,258	<b>424,521</b>	(16,737)
<b>Total Supplies &amp; Materials</b>	1,364,089	483,090	498,090	<b>469,049</b>	(29,041)
<b>04 Other</b>					
Local/Other Travel		3,791	3,791	<b>3,767</b>	(24)
Insur & Employee Benefits					
Utilities		18,400	18,400	<b>18,400</b>	
Miscellaneous		152,595	152,595	<b>124,843</b>	(27,752)
<b>Total Other</b>	289,346	174,786	174,786	<b>147,010</b>	(27,776)
<b>05 Equipment</b>					
Leased Equipment		675,812	675,812	<b>610,501</b>	(65,311)
Other Equipment		74,000	74,000	<b>81,078</b>	7,078
<b>Total Equipment</b>	767,985	749,812	749,812	<b>691,579</b>	(58,233)
<b>Grand Total</b>	<b>\$6,972,721</b>	<b>\$5,949,755</b>	<b>\$5,964,755</b>	<b>\$5,901,135</b>	(\$63,620)

# Department of Materials Management - 351/352/354/355

Kathleen C. Lazor, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>351 Department of Materials Management</b>						
1	Q Director II		1.000	1.000	1.000	1.000	
1	K Materials Mgt Oper Mgr		1.000	1.000	1.000	1.000	
1	21 Comm Spec/Web Producer		1.000	1.000	1.000	1.000	
1	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	
	<b>352 Supply and Property Management Unit</b>						
10	H Logistics Specialist		1.000	1.000	1.000	1.000	
10	25 IT Systems Specialist		1.000	1.000	1.000	1.000	
10	23 Business Services Analyst		1.000	1.000	1.000	1.000	
10	21 Property Control Specialist		1.000	1.000	1.000	1.000	
10	19 Auto Technican II Shift 1		1.000	1.000	1.000	1.000	
10	18 Operations Supervisor		5.000	5.000	5.000	5.000	
10	17 Supply Services Supervisor		1.000	1.000	1.000	1.000	
10	14 Mail Supervisor		1.000	1.000	1.000	1.000	
10	14 Operations Assistant		2.000	3.000	3.000	3.000	
10	14 Instruct Materials Asst II		1.000	1.000	1.000	1.000	
10	13 Tractor Trailer Operator		2.000	3.000	3.000	3.000	
10	12 Instruct Materials Asst I		1.000	1.000	1.000		(1.000)
10	11 Office Assistant IV		1.500	1.500	1.500	1.500	
10	11 Truck Drive/Whr Wkr Shift 1		22.000	23.000	23.000	23.000	
10	9 Warehouse Worker		2.000	2.000	2.000	2.000	
10	8 Auto Service Worker Shift 1		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>44.500</b>	<b>47.500</b>	<b>47.500</b>	<b>46.500</b>	<b>(1.000)</b>
	<b>354 Media Processing Services Unit</b>						
2	22 Buyer II		1.000	1.000	1.000	1.000	
2	20 Processing Center Librarian		1.000	1.000	1.000	1.500	.500
2	14 Instruct Materials Asst II		1.000	1.000	1.000	1.000	
2	13 Materials & Property Asst		1.000	1.000	1.000	1.000	
2	12 Instruct Materials Asst I		2.000	2.000	2.000	2.000	
	<b>Subtotal</b>		<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	<b>6.500</b>	<b>.500</b>
	<b>355 Video Services Unit</b>						
2	13 Materials & Property Asst		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>1.000</b>	<b>1.000</b>	<b>1.000</b>	<b>1.000</b>	
	<b>Total Positions</b>		<b>55.500</b>	<b>58.500</b>	<b>58.500</b>	<b>58.000</b>	<b>(.500)</b>

## Editorial, Graphics, and Publishing Services

Supervisor (0)	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 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	36.000	35.500	35.500	<b>35.500</b>	
Position Salaries	\$2,099,629	\$2,159,340	\$2,159,340	<b>\$2,191,801</b>	\$32,461
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends		181,600	181,600	<b>181,600</b>	
Professional Part Time					
Supporting Services Part Time		59,000	59,000	<b>59,000</b>	
Other		60,000	60,000	<b>45,000</b>	(15,000)
Subtotal Other Salaries	329,526	300,600	300,600	<b>285,600</b>	(15,000)
<b>Total Salaries &amp; Wages</b>	2,429,155	2,459,940	2,459,940	<b>2,477,401</b>	17,461
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		441,125	441,125	<b>462,473</b>	21,348
<b>Total Contractual Services</b>	524,110	441,125	441,125	<b>462,473</b>	21,348
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		1,085,885	1,085,885	<b>893,072</b>	(192,813)
Office					
Other Supplies & Materials		596,535	581,535	<b>612,200</b>	30,665
<b>Total Supplies &amp; Materials</b>	1,420,949	1,682,420	1,667,420	<b>1,505,272</b>	(162,148)
<b>04 Other</b>					
Local/Other Travel		2,233	2,233	<b>2,233</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		6,900	6,900	<b>6,900</b>	
<b>Total Other</b>	8,561	9,133	9,133	<b>9,133</b>	
<b>05 Equipment</b>					
Leased Equipment		246,700	246,700	<b>219,500</b>	(27,200)
Other Equipment					
<b>Total Equipment</b>	235,667	246,700	246,700	<b>219,500</b>	(27,200)
<b>Grand Total</b>	<b>\$4,618,442</b>	<b>\$4,839,318</b>	<b>\$4,824,318</b>	<b>\$4,673,779</b>	(\$150,539)

# Editorial, Graphics, and Publishing Services - 417

Kathleen C. Lazor, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
1	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
10	H Printing Supervisor					<b>1.000</b>	1.000
3	H Printing Supervisor		1.000	1.000	1.000		(1.000)
1	23 Publications Manager		1.000	1.000	1.000	<b>1.000</b>	
1	23 Publications Art Director		1.000	1.000	1.000	<b>1.000</b>	
1	23 Printing Services Supervisor		1.000	1.000	1.000		(1.000)
10	23 Printing Services Supervisor					<b>1.000</b>	1.000
1	21 Comm Spec/Web Producer					<b>1.000</b>	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	<b>1.000</b>	
1	18 Graphics Designer I					<b>2.000</b>	2.000
3	18 Graphics Designer I		2.000	2.000	2.000		(2.000)
10	18 Printing Equipment Operator IV					<b>2.000</b>	2.000
3	18 Printing Equipment Operator IV		2.000	2.000	2.000		(2.000)
3	17 Photographer		1.000				
10	17 Equipment Mechanic					<b>1.000</b>	1.000
3	17 Equipment Mechanic		1.000	1.000	1.000		(1.000)
1	16 Customer Service Spec		2.000	2.000	2.000	<b>2.000</b>	
10	16 Printing Equip Operator III					<b>2.000</b>	2.000
3	16 Printing Equip Operator III		2.000	2.000	2.000		(2.000)
1	15 Fiscal Assistant II		1.000	1.000	1.000	<b>1.000</b>	
10	15 Copier Repair Technician					<b>5.000</b>	5.000
3	15 Copier Repair Technician		4.000	5.000	5.000		(5.000)
1	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
10	14 Printing Equip Operator II					<b>5.500</b>	5.500
3	14 Printing Equip Operator II		5.500	5.500	5.500		(5.500)
10	11 Printing Equip Operator I					<b>7.000</b>	7.000
3	11 Printing Equip Operator I		7.500	7.000	7.000		(7.000)
	<b>Total Positions</b>		<b>36.000</b>	<b>35.500</b>	<b>35.500</b>	<b>35.500</b>	

# Division of Procurement

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**

**Legal Framework**

State law requires MCPS to advertise for sealed bids for material, equipment, and supplies that cost more than \$25,000. During Fiscal Year 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. 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.

**Strategic Sourcing**

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.

**Contract Administration**

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.

**ACCOMPLISHMENTS AND INITIATIVES**

- » The division advertised and implemented 300 solicitations upon Board approval for 767 contracts for the previous fiscal year. The procurement contract approvals were valued at \$142,184,160, with 12.9 percent (\$18,259,161) coming from minority, female, or disabled vendors. With these contracts in place, the staff processed 30,357 purchase orders and blanket releases during FY 2013.
- » 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 2013 Achievement of Excellence in Procurement (AEP) Award from the National Purchasing Institute. This is the second year that the division has received the honor, and the award is given to those jurisdictions that demonstrate excellence in the areas of innovation, professionalism, productivity, e-procurement, and leadership.
- » The Purchasing Card Program continues to streamline the process of making low-dollar purchases and reduces the number of hours spent by all staff processing paper purchase orders. In FY 2013, \$6.9 million in purchase card transactions were made, a \$.3 million increase over FY 2012. Based on the number of transactions, the amount of time saved equates to a savings of nearly \$3.3 million per year. (Source: Purchasing Card Benchmark Survey Report, Dr. Palmer and Dr. Gupta, RPMG Research, 2012).
- » Procurement organizations are placing focus on strategic sourcing initiatives and modifying its perspective to align 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 qualified as certified professional public buyers and one member as a certified professional public officer.

**PERFORMANCE MEASURES**

**Performance Measure:** Number of material transactions.

	<b>FY 2013 Actual</b>	<b>FY 2014 Estimate</b>	<b>FY 2015 Recommended</b>
Number of requisition lines	188,788	187,000	186,500
Number of online purchase orders	30,357	30,500	30,250
Number of purchasing card transactions	44,353	45,000	45,500

**Explanation:** This measure continues to evaluate the division on workload distribution, status of projects, forecasting future personnel needs, types of personnel needed, and planning for future district initiatives.

**Performance Measure:** Procurement card savings, based on the number of transactions and the amount of time saved in transactional costs.

<b>FY 2013 Actual</b>	<b>FY 2014 Estimate</b>	<b>FY 2015 Goal</b>
\$3.3 million	\$3.4 million	\$3.6 million

**Explanation:** The mostly widely recognized benefit of using procurement cards is the cost savings derived from the per-transaction cost of issuing a purchase order. This measurement reflects the significant transactional cost savings in the reduction or elimination of paperwork associated with requisitions, sourcing, approvals, purchase orders, invoices, and checks.

**Performance Measure:** Current professional procurement staff with certification.

<b>FY 2013 Actual</b>	<b>FY 2014 Estimate</b>	<b>FY 2015 Goal</b>
75.0%	75.0%	87.5%

**Explanation:** This measurement reflects the establishment of a continuous formal buyer/professional development program for the procurement staff. Training is on procurement-related instruction and greatly aids in the efficiency of purchasing goods and services. The goal has been set at 65 percent, per guidelines of the Achievement of Excellence in Procurement from the National Procurement Institute.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this division is \$849,034, a decrease of \$137,449 from the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$4,490**

*Continuing Salary Costs—\$5,210*

There is an increase of \$5,210 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

*Realignments to Meet Expenditure Requirements and Priorities—(\$720)*

Realignments are budgeted to address priority spending needs in this division. There is a realignment of \$720 for office supplies from this division to the Department of Materials Management to cover costs for office paper.

**Program Efficiencies and Reductions—(\$141,939)**

There is reduction of a 1.0 director position and \$141,939. The responsibilities will be assumed by the Department of Materials Management director.



# Division of Procurement - 353

Kathleen C. Lazor, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	12.000	12.000	12.000	<b>11.000</b>	(1.000)
Position Salaries	\$926,678	\$952,955	\$952,955	<b>\$816,226</b>	(\$136,729)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>	<b>926,678</b>	<b>952,955</b>	<b>952,955</b>	<b>816,226</b>	<b>(136,729)</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		23,183	23,183	<b>22,183</b>	(1,000)
<b>Total Contractual Services</b>	<b>1,878</b>	<b>23,183</b>	<b>23,183</b>	<b>22,183</b>	<b>(1,000)</b>
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		4,151	4,151	<b>4,431</b>	280
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	<b>3,871</b>	<b>4,151</b>	<b>4,151</b>	<b>4,431</b>	<b>280</b>
<b>04 Other</b>					
Local/Other Travel		6,194	6,194	<b>6,194</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>3,853</b>	<b>6,194</b>	<b>6,194</b>	<b>6,194</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$936,280</b>	<b>\$986,483</b>	<b>\$986,483</b>	<b>\$849,034</b>	<b>(\$137,449)</b>

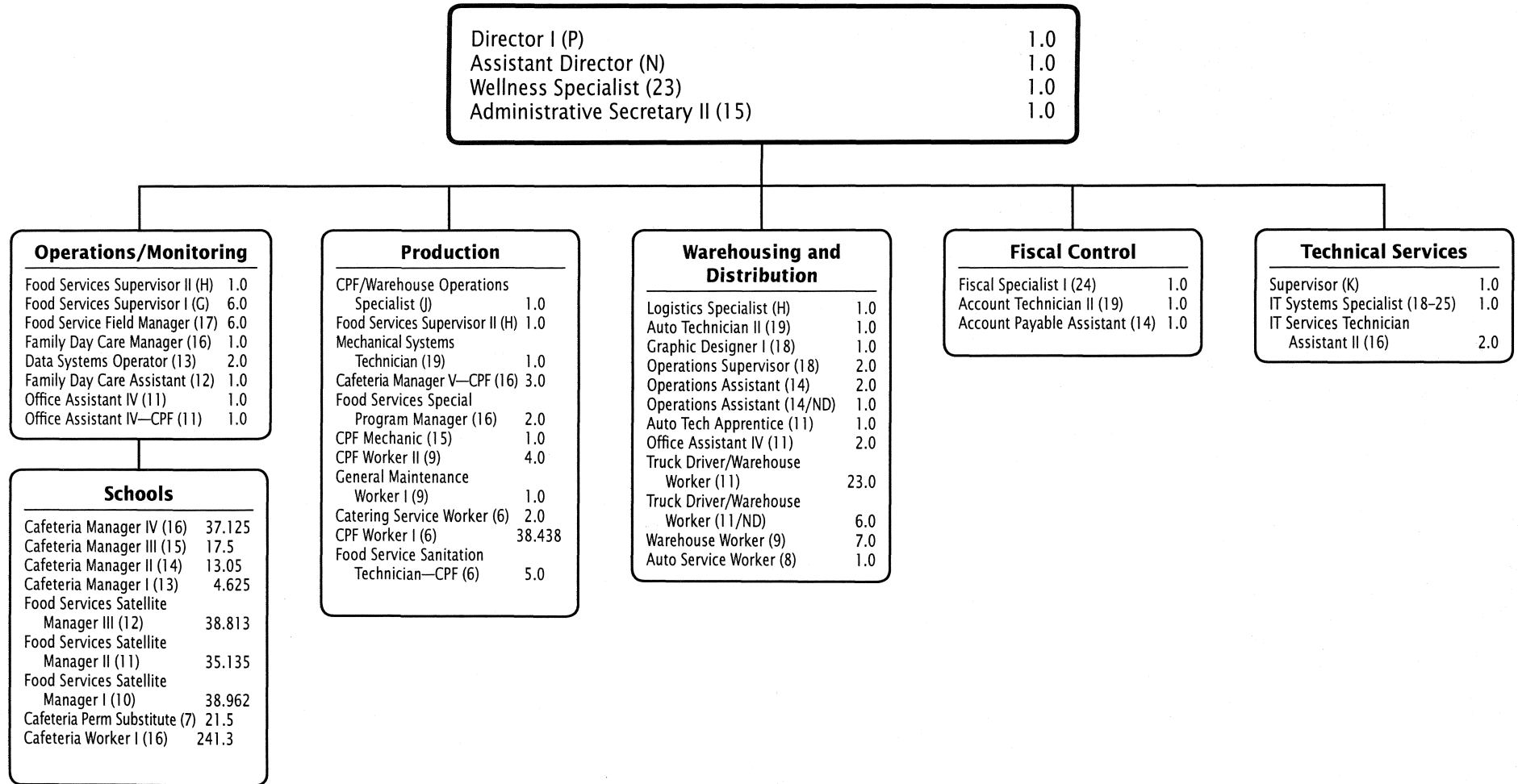
## Division of Procurement - 353

Kathleen C. Lazor, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 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	
	<b>Total Positions</b>		<b>12.000</b>	<b>12.000</b>	<b>12.000</b>	<b>11.000</b>	<b>(1.000)</b>

# Division of Food and Nutrition Services

Chapter 8 – 99



F.T.E. Positions 585.448

(The 448.01 positions in schools also are shown on K-12 charts in Chapter 1)

ND Night Differential = Shift 3

**MISSION** *The mission of the Division of Food and Nutrition Services (DFNS) is to provide a variety of appealing, high-quality, and nutritious meals in a cost-effective and efficient operation. Dedicated employees empowered to promote successful students serve meals in an innovative learning environment, respectful of each student's needs and differences.*

## **MAJOR FUNCTIONS**

### **Child Nutrition Program Administration**

DFNS provides breakfast and lunch in all school cafeterias, alternative sites, and the Lathrop E. Smith Center. Additionally, the division actively supports the Maryland Meals for Achievement (MMFA) program that provides breakfast, at no charge, to all students in the classrooms at 51 schools and the Fresh Fruit and Vegetable Program in four elementary schools. It administers the Free and Reduced-price Meals System (FARMS) program for students, provides meals to low-income children during the summer, and monitors meal service in licensed family child-care homes. The division also participates in the at-risk, after-school snack and after-school supper program to students up to age 18 in eligible school-based programs. It provides nutrition education services and meals to nonprofit child-care centers and after-school programs.

### **Promotion of Nutrition Education and the Wellness Policy**

The division coordinates nutrition education initiatives with school administrators, staff, parents, and communities to fully develop the "Team Nutrition" concept and strengthen the classroom/cafeteria connection. Board of Education Policy JPG, Wellness: Physical and Nutritional Health, is implemented fully and embraced by all schools. The division supervises the systemwide vending contract for all schools and offices.

### **Central Production Facility Management**

The central production facility processes food for nutrition programs. It provides catering to school system and county agency functions that generate revenue and help keep meal costs affordable for students.

### **Central Warehouse Management**

The food service warehouse receives, stores, and distributes food and supplies to schools, nonprofit organizations, and county government agencies. The division determines food and equipment specifications, purchases supplies and materials, maintains its data support systems, and plans kitchen design processes. It approves and pays invoices for goods received and federal and state claim reimbursements.

## **ACCOMPLISHMENTS AND INITIATIVES**

- » The county's changing economics and demographics are creating a change in the number of students eligible for free and reduced-price meals. In Fiscal Year 2006, the FARMS application changed from an individual student application to a household application. Beginning with the 2006–2007 school year, the meal benefit application is preprinted with student information. The form has been revised, with input from stakeholders, for ease of completion. At the end of FY 2013, 34.9 percent of the student population was eligible to participate in FARMS. This was an increase of 1 percent from FY 2012. During FY 2014 DFNS will continue to not charge eligible students the 30-cents reduced price for breakfast. This will continue to encourage more students who are most in need to participate in the breakfast program.
- » MCPS continues to plan menus to provide well-balanced, nutritious, and affordable meals that students enjoy and that help prepare them to learn. Menus are planned to provide a variety of offerings and meet the varied needs of our customers. Students and staff are accepting the lower fat and vegetarian options that are part of the daily offerings in school cafeterias. Fifty-six elementary schools have received the Silver level award for the Healthy U.S. School Challenge, an award given by the United States Department of Agriculture. 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 à la carte program and supports schools' implementation by working directly with the various companies providing vending services. The division, along with the Division of Procurement, has been successful in implementing a systemwide vending contract for snacks and beverages. Staff has been involved in community forums related to childhood obesity.
- » Division staff collaborates with school staff and the community to provide a coordinated approach that empowers students to make healthy food choices and become more physically active. Successful initiatives focus on efforts to improve the health of students by increasing their awareness of the impact of good nutrition and regular physical activity. Division staff members are active participants on the School Health Council and MCPS Action for Healthy Kids, as well as Maryland Action for Healthy Kids.

- » The division has been an active participant in MMFA since 1998. There are 51 schools included in the program for the 2013–2014 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 2013, 83,927 breakfasts and 136,814 lunches were served. Additionally, there were 12 walk-in sites serving students. Beginning in June 2013, summer sites operated with cafeteria staff providing hot meals to the students. During July 2013, lunches increased by 82,582 to a total of 154,707 (a 115 percent increase) and breakfasts increased by 101,486 to a total of 213,631 (a 91 percent increase).
- » A fully integrated software system encompasses all operations. It includes a point-of-sale meals system that manages student accounts and links all schools to the central office. This transmits current student database information, including FARMS eligibility, directly to cafeteria managers and eliminates the overt identification of students. It also allows for quick accounting and resource management. Adults are able to electronically place money on students' accounts using mylunchmoney.com.
- » Centralized and automated food service operations keep food cost well below the industry standard. In FY 2013, food cost was 30 percent of revenue compared with the industry standard of 45 percent.
- » The division operates as an enterprise fund and maintains a fiscally sound program. *The National School Lunch Act* requires the division to operate at a break-even point.

**PERFORMANCE MEASURES**

**Performance Measure:** Elementary lunch participation reaches 55 percent of enrollment by FY 2016.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
50%	51%	52%

**Explanation:** This measures customer satisfaction at the elementary school level, with consideration of the economic downturn.

**Performance Measure:** Secondary school meal participation reaches 34 percent of enrollment by FY 2016.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
28%	30%	32%

**Explanation:** This measures customer satisfaction at the secondary school level, with consideration of the economic downturn.

**Performance Measure:** 100 percent of cafeteria managers rank “satisfaction with job” at three or higher on a five-point scale on the annual Food Services Manager Survey.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
100%	100%	100%

**Explanation:** This is a human resource results measurement that provides information on how employees feel about the quality of their workplace environment and the opportunities for professional development.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this fund is \$51,222,406, an increase of \$32,736 over the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$32,736**

*Continuing Salary Costs—\$82,736*

There is an increase of \$82,736 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

*Realignments to Meet Expenditure Requirements and Priorities—(\$50,000)*

There are a number of realignments budgeted to address priority spending needs within this fund. Specifically, there is \$584,821 realigned among and between accounts budgeted within the fund. The realignments include the addition of a .5 cafeteria worker and a .75 food services satellite manager II position for the new Clarksburg Cluster Elementary School. The realignments are neutral overall and reflect the actual costs and operations of this fund. In addition, there is a realignment of \$50,000 from this fund to the Entrepreneurial Activities Fund to support technology services.

**Selected Expenditure Information**

Supplies and Materials for Division of Food and Nutrition Services

	FY 2014 Current Budget	FY 2015 Budget	Change
Meat, Fish, and Poultry	5,212,933	4,707,761	(505,172)
Fruits and Vegetables	2,127,141	2,127,141	-
Dairy Products	3,837,132	3,837,132	-
Groceries	2,674,279	2,674,279	-
Bakery Goods	1,863,551	1,969,160	105,609
Ice Cream	200,240	200,240	-
Disposables	1,674,325	1,674,325	-
Other	226,200	226,200	-
Total	<u>17,815,801</u>	<u>17,416,238</u>	<u>(399,563)</u>

# Division of Food and Nutrition Services - 810/811/812/813/814/815

**Marla Caplon, Director I**

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	582,948	582,948	582,948	<b>585,448</b>	2,500
Position Salaries	\$17,528,636	\$19,500,363	\$19,500,363	<b>\$19,598,837</b>	\$98,474
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		491,950	491,950	<b>745,367</b>	253,417
Other		64,530	64,530	<b>77,789</b>	13,259
Subtotal Other Salaries	796,665	556,480	556,480	<b>823,156</b>	266,676
<b>Total Salaries &amp; Wages</b>	18,325,301	20,056,843	20,056,843	<b>20,421,993</b>	365,150
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		1,242,028	1,242,028	<b>1,242,028</b>	
<b>Total Contractual Services</b>	1,477,513	1,242,028	1,242,028	<b>1,242,028</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		17,815,801	17,815,801	<b>17,416,238</b>	(399,563)
<b>Total Supplies &amp; Materials</b>	18,503,451	17,815,801	17,815,801	<b>17,416,238</b>	(399,563)
<b>04 Other</b>					
Local/Other Travel		128,385	128,385	<b>81,897</b>	(46,488)
Insur & Employee Benefits		11,564,582	11,564,582	<b>11,653,428</b>	88,846
Utilities					
Miscellaneous		145,000	145,000	<b>185,202</b>	40,202
<b>Total Other</b>	11,280,083	11,837,967	11,837,967	<b>11,920,527</b>	82,560
<b>05 Equipment</b>					
Leased Equipment		237,031	237,031	<b>185,820</b>	(51,211)
Other Equipment				<b>35,800</b>	35,800
<b>Total Equipment</b>	155,695	237,031	237,031	<b>221,620</b>	(15,411)
<b>Grand Total</b>	<u>\$49,742,043</u>	<u>\$51,189,670</u>	<u>\$51,189,670</u>	<u><b>\$51,222,406</b></u>	<u>\$32,736</u>

# Division of Food and Nutrition Services - 810/811/812/813/814/815

Marla Caplon, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
61	P Director I		1.000	1.000	1.000	1.000	
61	N Assistant Director I		1.000	1.000	1.000	1.000	
61	K Supervisor		1.000	1.000	1.000	1.000	
61	J CPF/Warehouse Operations Spec		1.000	1.000	1.000	1.000	
61	H Food Services Supervisor II		2.000	2.000	2.000	2.000	
61	H Logistics Specialist		1.000	1.000	1.000	1.000	
61	G Food Services Supervisor I		6.000	6.000	6.000	6.000	
61	25 IT Systems Specialist		1.000	1.000	1.000	1.000	
61	24 Fiscal Specialist I		1.000	1.000	1.000	1.000	
61	23 Wellness Specialist		1.000	1.000	1.000	1.000	
61	19 Account Technician II		1.000	1.000	1.000	1.000	
61	19 Auto Technican II Shift 1		1.000	1.000	1.000	1.000	
61	19 Mechanical Systems Tech Shft 1					1.000	1.000
61	18 Graphics Designer I			1.000	1.000	1.000	
61	18 Operations Supervisor		2.000	2.000	2.000	2.000	
61	17 Food Service Field Manager	X	6.000	6.000	6.000	6.000	
61	17 Supply Services Supervisor		1.000				
61	16 Communications Assistant		1.000				
61	16 IT Services Tech Asst II		2.000	2.000	2.000	2.000	
61	16 Cafeteria Manager IV	X	41.500	41.500	41.500	37.125	(4.375)
61	16 Food Svcs Spec Prog Mgr		1.000	2.000	2.000	2.000	
61	16 CPF Manager V		1.000	1.000	1.000	1.000	
61	16 CPF Manager V		2.000	2.000	2.000	2.000	
61	16 Family Day Care Manager		1.000	1.000	1.000	1.000	
61	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
61	15 Cafeteria Manager III	X	13.875	14.875	14.875	17.500	2.625
61	15 CPF Mechanic		1.000	1.000	1.000	1.000	
61	14 Accounts Payable Assistant		1.000	1.000	1.000	1.000	
61	14 Cafeteria Manager II	X	7.425	7.425	7.425	9.175	1.750
61	14 Cafeteria Manager II 9 mo		3.875	3.875	3.875	3.875	
61	14 Operations Assistant		2.000	2.000	2.000	2.000	
61	14 Operations Assist Shift 3			1.000	1.000	1.000	
61	13 Data Systems Operator		2.000	2.000	2.000	2.000	
61	13 Cafeteria Manager I	X	4.625	4.625	4.625	4.625	
61	12 Food Svcs Satellite Mgr III	X	30.875	33.375	33.375	38.813	5.438
61	12 Family Day Care Assistant		.750	.750	.750	1.000	.250
61	11 Office Assistant IV		3.000	3.000	3.000	3.000	
61	11 Office Assistant IV CPF	X	1.000	1.000	1.000	1.000	
61	11 Food Svcs Satellite Mgr II	X	40.010	39.010	39.010	35.135	(3.875)
61	11 Auto Tech Apprentice Shift 1			1.000	1.000	1.000	
61	11 Truck Drive/Whr Wkr Shift 1		9.000	9.000	9.000	9.000	
61	11 Truck Drive/Whr Wkr Shift 1		14.000	14.000	14.000	14.000	
61	11 Truck Drive/Wrh Wkr Shift 3		6.000	6.000	6.000	6.000	

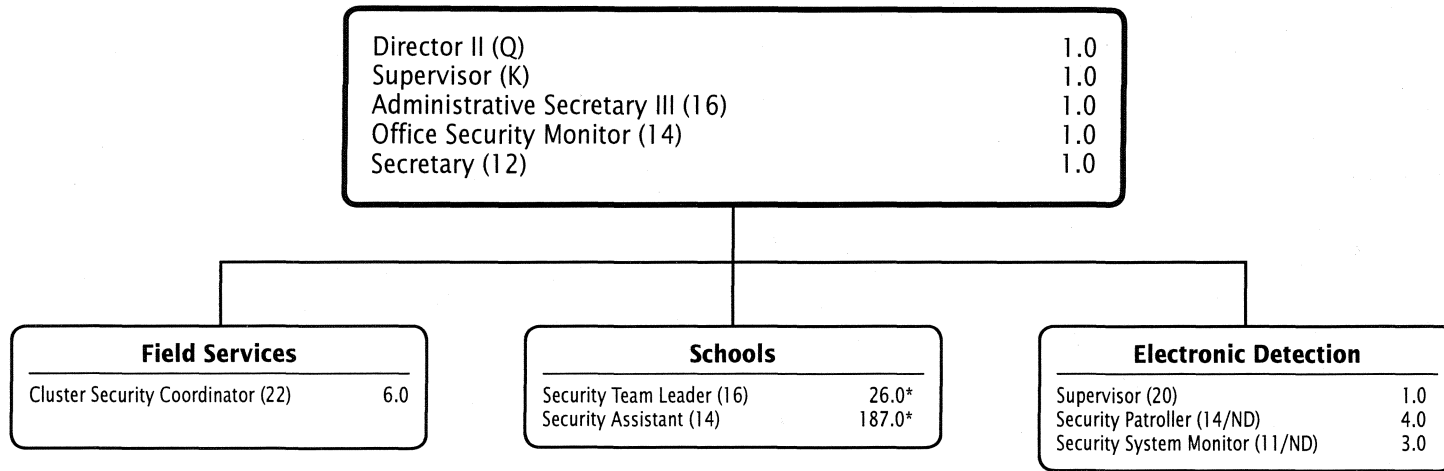


## Division of Food and Nutrition Services - 810/811/812/813/814/815

Marla Caplon, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
61	10 Food Svcs Satellite Mgr I	X	40.025	39.775	39.775	<b>38.962</b>	(.813)
61	9 Warehouse Worker	X	5.000	6.000	6.000	<b>6.000</b>	
61	9 Warehouse Worker		2.000	1.000	1.000	<b>1.000</b>	
61	9 CPF Worker II	X	2.000	2.000	2.000	<b>4.000</b>	2.000
61	9 General Maintenance Worker I		1.000	1.000	1.000	<b>1.000</b>	
61	8 Auto Service Worker Shift 1		1.000	1.000	1.000	<b>1.000</b>	
61	7 Cafeteria Perm Substitute	X	21.500	21.500	21.500	<b>21.500</b>	
61	6 Cafeteria Worker I 9 mo		74.675	74.675	74.675	<b>74.675</b>	
61	6 Cafeteria Worker I	X	168.875	166.125	166.125	<b>166.625</b>	.500
61	6 Cafeteria Worker I		1.500				
61	6 CPF Worker I	X	40.438	40.438	40.438	<b>38.438</b>	(2.000)
61	6 Catering Services Worker	X	2.000	2.000	2.000	<b>2.000</b>	
61	6 Food Svc Sanit Tech CPF	X	4.000	4.000	4.000	<b>4.000</b>	
61	6 Food Svc Sanit Tech CPF		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>582.948</b>	<b>582.948</b>	<b>582.948</b>	<b>585.448</b>	<b>2.500</b>

# Department of School Safety and Security



F.T.E. Positions 19.0

(\*The 213.0 positions in schools also are shown on K-12 charts in Chapter 1 and Office of Special Education and Student Services in Chapter 5)

ND Night Differential = Shifts 2 and 3

**MISSION** *The mission of the Department of School Safety and Security (DSSS) is to promote a safe and secure learning and working environment for students and staff through interactive partnerships with the extended school community and public safety partners.*

**MAJOR FUNCTIONS**

**Comprehensive School System Emergency Preparedness**

DSSS staff members design, develop, and conduct safety and security training programs for all security staff, school-based administrators, and all other school- and facility-based staff. The DSSS is responsible for developing overall school system emergency response protocols and working in partnership with public safety agencies to mitigate emergency scenarios that affect the school system. Staff provides security support and performs security assessments for all existing schools and facilities. Staff investigates and recommends corrective action regarding serious security issues and responds to critical incidents that occur in schools and facilities. DSSS staff reviews and assesses the readiness of school-based staff to react in emergency situations and develop lesson-learned summaries for review with MCPS stakeholders and public safety partners.

**School Security Program Infrastructure Development and Management**

DSSS staff members facilitate the design and installation of all new security systems. These systems include, but are not limited to, access control systems, visitor management systems, and digital surveillance systems. Staff works with selected security contractors and MCPS technology staff to survey and study all new security technology. DSSS staff members perform site evaluations and review construction plans for safety and security concerns in new and modernization construction projects.

**Staffing Management**

The director and his designee are responsible for assisting in the development of security position job descriptions and professional expectations. Staff coordinates with the MCPS Office of Human Resources and Development staffing analyst to review all prospective employee applications and conduct screening interviews. Department cluster security coordinators actively participate in all school-based interviews of security personnel. The department director and supervisor participate in all school-based interviews of security team leader candidates.

**24-Hour Facility and Property Security**

DSSS’s Electronic Detection Section monitors perimeter intrusion, motion detectors, glass breakage, refrigeration, boiler, and power outage alarms at all MCPS schools and facilities after hours, on weekends, and on holidays. Security patrollers respond to schools and facilities for reports of alarms, burglaries, vandalism, suspicious individuals, trespassers, and various other calls for service.

**ACCOMPLISHMENTS AND INITIATIVES**

- » DSSS staff supervised the school security infrastructure upgrades as part of the 2008–2014 \$9 million capital improvement plan, including the completion of access control systems (ACS) in all MCPS elementary schools, new digital camera systems in all secondary schools, and visitor management systems (VMS) in all schools. DSSS will implement additional security system upgrades as part of state- and county-funded initiatives scheduled for 2013–2015 school years. The initiative will include additional digital cameras in schools, new access control systems (ACS) in secondary schools, and the upgrading of communication technology resources.
- » DSSS staff developed and organized the implementation of a new student mentoring program called “Courageous Young Men” during the 2012–2013 school year. The program was promoted and used to enhance the development of positive learning and social skills among MCPS students. This one-week program, which was available to middle school students, was supported with oversight and evaluation by DSSS staff.

**PERFORMANCE MEASURES**

**Performance Measure:** Number of districtwide emergency preparedness training sessions for administrative, professional, and support staff.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
34	32	34

**Explanation:** Number of sessions linked to systemwide emergency preparedness training needs. Revision of emergency preparedness program required an enhanced training program.

**Performance Measure:** Percentage of schools that successfully complete the minimum required number of emergency preparedness drills.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
95%	95%	100%

**Explanation:** Department cluster security coordinators coordinate with administrators and facilitate the completion of four scenario-based emergency preparedness drills at all schools each school year.

**Performance Measure:** Percentage of schools that have submitted their school emergency plans, prior to the beginning of the school year, as required.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
90%	94%	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 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
80%	80%	100%

**Explanation:** Percentage of OSET staff members who completed the training and are knowledgeable about MCPS emergency procedures. Percentages take into account annual turnover of school-based staff.

**Performance Measure:** Percentage of customer satisfaction with emergency preparedness training.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
90%	90%	100%

**Explanation:** Based on post-training customer evaluation surveys.

**Performance Measure:** Percentage of improvement of staff's knowledge of emergency procedures.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
25%	25%	40%

**Explanation:** Percentage shows increase in scores using a pre- and post-class questionnaire.

## OVERVIEW OF BUDGET CHANGES

### FY 2015 Recommended Budget

The FY 2015 recommended budget for this department is \$1,744,856, a decrease of \$37,984 from the current FY 2014 budget. An explanation of this change follows.

### Same Service Level Changes - \$61,551

#### Continuing Salary Costs—\$11,551

There is an increase of \$11,551 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

#### Other—\$50,000

Additional funds are needed for replacement of existing digital cameras in schools. Digital cameras were implemented in schools during FY 2008, and the life expectancy of these cameras is estimated at seven years. The additional funds provide support for a replacement schedule that is expected to take effect in the upcoming fiscal year.

### Program Efficiencies and Reductions—(\$99,535)

There is reduction of a 1.0 safety and staff development manager position and \$99,535. The responsibilities of the position will be assumed by other staff in the department.

# Department of School Safety and Security - 337

**Robert B. Hellmuth, Director II**

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	20,000	20,000	20,000	<b>19,000</b>	(1,000)
Position Salaries	\$1,453,523	\$1,509,449	\$1,509,449	<b>\$1,421,465</b>	(\$87,984)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		127,081	127,081	<b>127,081</b>	
Other		29,605	29,605	<b>29,605</b>	
Subtotal Other Salaries	166,291	156,686	156,686	<b>156,686</b>	
<b>Total Salaries &amp; Wages</b>	1,619,814	1,666,135	1,666,135	<b>1,578,151</b>	(87,984)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		57,000	57,000	<b>57,000</b>	
<b>Total Contractual Services</b>	63,354	57,000	57,000	<b>57,000</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		2,605	2,605	<b>2,605</b>	
Other Supplies & Materials		56,000	56,000	<b>56,000</b>	
<b>Total Supplies &amp; Materials</b>	53,276	58,605	58,605	<b>58,605</b>	
<b>04 Other</b>					
Local/Other Travel		250	250	<b>250</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		850	850	<b>850</b>	
<b>Total Other</b>	585	1,100	1,100	<b>1,100</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment				<b>50,000</b>	50,000
<b>Total Equipment</b>	63,385			<b>50,000</b>	50,000
<b>Grand Total</b>	<b>\$1,800,414</b>	<b>\$1,782,840</b>	<b>\$1,782,840</b>	<b>\$1,744,856</b>	(\$37,984)

# Department of School Safety and Security - 337

Robert B. Hellmuth, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
10	Q Director II		1.000	1.000			
10	Q Director II				1.000	<b>1.000</b>	
10	K Supervisor		1.000	1.000	1.000	<b>1.000</b>	
10	25 Safety & Staff Dev Manager		1.000	1.000	1.000		(1.000)
10	22 Cluster Security Coordinator		6.000	6.000	6.000	<b>6.000</b>	
10	20 Supv Electronic Detection		1.000	1.000	1.000	<b>1.000</b>	
10	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
10	14 Office Security Monitor		1.000	1.000	1.000	<b>1.000</b>	
10	14 Security Patroller Shift 2		2.000	2.000	2.000	<b>2.000</b>	
10	14 Security Patroller Shift 3		2.000	2.000	2.000	<b>2.000</b>	
10	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
10	11 Security Sys Monitor Shft 2		2.000	2.000	2.000	<b>2.000</b>	
10	11 Security Sys Monitor Shift 3		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>20.000</b>	<b>20.000</b>	<b>20.000</b>	<b>19.000</b>	<b>(1.000)</b>

## Office of the Chief Technology Officer

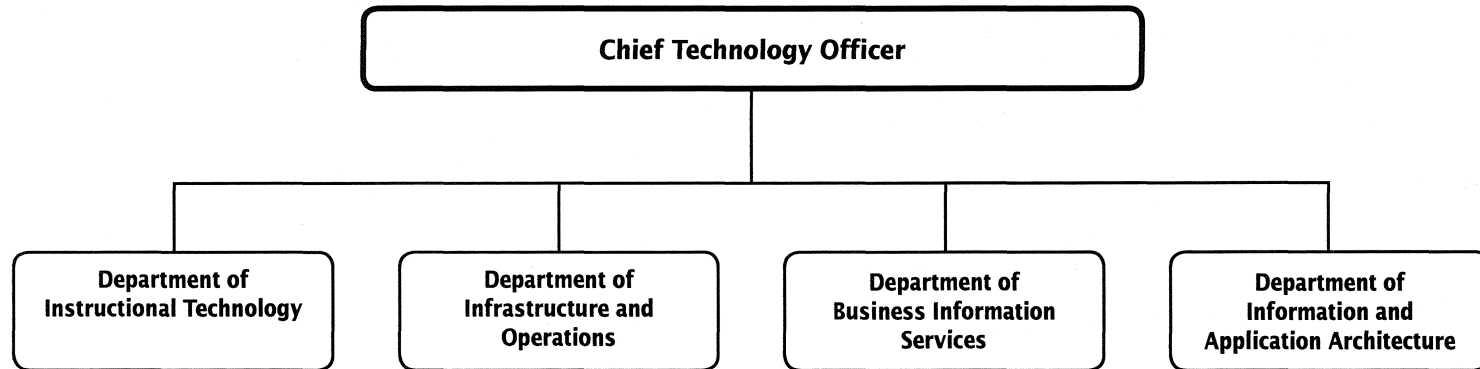
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**Office of the Chief Technology Officer  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	15.000	14.000	14.000	14.000	
Business/Operations Admin.	13.000	13.000	13.000	12.000	(1.000)
Professional	20.200	20.200	20.200	20.200	
Supporting Services	110.800	109.800	109.800	109.800	
<b>TOTAL POSITIONS</b>	<b>159.000</b>	<b>157.000</b>	<b>157.000</b>	<b>156.000</b>	<b>(1.000)</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$1,747,486	\$1,854,977	\$1,854,977	\$1,907,958	\$52,981
Business/Operations Admin.	1,208,956	1,488,889	1,488,889	1,380,769	(108,120)
Professional	2,046,266	2,209,349	2,209,349	2,281,752	72,403
Supporting Services	8,591,305	9,056,771	9,056,771	9,117,483	60,712
<b>TOTAL POSITION DOLLARS</b>	<b>13,594,013</b>	<b>14,609,986</b>	<b>14,609,986</b>	<b>14,687,962</b>	<b>77,976</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	57,333	21,000	21,000	195,724	174,724
Supporting Services	279,847	242,284	242,284	71,870	(170,414)
<b>TOTAL OTHER SALARIES</b>	<b>337,180</b>	<b>263,284</b>	<b>263,284</b>	<b>267,594</b>	<b>4,310</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>13,931,193</b>	<b>14,873,270</b>	<b>14,873,270</b>	<b>14,955,556</b>	<b>82,286</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>8,344,026</b>	<b>6,456,557</b>	<b>6,456,557</b>	<b>6,843,378</b>	<b>386,821</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>417,876</b>	<b>394,881</b>	<b>394,881</b>	<b>376,382</b>	<b>(18,499)</b>
<b>04 OTHER</b>					
Local/Other Travel	67,589	83,971	83,971	67,145	(16,826)
Insur & Employee Benefits					
Utilities	3,034,191	3,036,955	3,036,955	2,886,848	(150,107)
Miscellaneous	653,129	634,405	634,405	634,405	
<b>TOTAL OTHER</b>	<b>3,754,909</b>	<b>3,755,331</b>	<b>3,755,331</b>	<b>3,588,398</b>	<b>(166,933)</b>
<b>05 EQUIPMENT</b>	<b>715,661</b>	<b>568,841</b>	<b>568,841</b>	<b>725,103</b>	<b>156,262</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$27,163,665</b>	<b>\$26,048,880</b>	<b>\$26,048,880</b>	<b>\$26,488,817</b>	<b>\$439,937</b>



# Office of the Chief Technology Officer—Overview



F.T.E. Positions 156.0

(In addition, there are 18.5 positions funded by the Capital Budget, and a 0.5 position funded by the Employee Benefits Trust Fund)

# Office of the Chief Technology Officer

Chief Technology Officer	1.0
Assistant to the Associate Superintendent (N)	1.0
Fiscal Specialist II (25)	1.0
Administrative Services Manager I (17)	1.0
Administrative Secretary III (16)	1.0
Fiscal Assistant III (16)	1.0

**Division of  
Technology Support**

**Division of  
Instructional and  
Information Services**

**MISSION** *The mission of the Office of the Chief Technology Officer (OCTO) is to provide high-quality technology systems and services essential to the success of every student. The office is committed to excellence in providing technology solutions to support teachers, engage students, and assist in the effective business operations of Montgomery County Public Schools (MCPS). These solutions are reflective of the requirements and priorities of our stakeholders. They are developed following best practices for project management and are implemented with continuous collaboration and communication.*

*The office is dedicated to creating an organizational culture of respect, where individuals are aware and understand the impact of their behavior and decisions on others and have an awareness, understanding, and tolerance of other interests, viewpoints, cultures, and backgrounds.*

**MAJOR FUNCTIONS**

**Information and Application Architecture**

OCTO supports schools and offices by provisioning the management and administration of student systems. These systems allow offices to collect essential data; make decisions and plans based on data analysis; disseminate accurate, current, and timely information; and conduct efficient daily management and support operations. OCTO staff collaborates with other offices to develop and implement various system architectures to enhance services we provide to schools and students.

**Instructional Technology**

OCTO leads the design, development, and delivery of high-quality technology professional development on systemwide applications to support teaching and learning; using technology to facilitate and enhance professional learning communities, collaborating with MCPS offices and schools to identify needs for which technology solutions can be applied; and developing, distributing, and supporting interactive distance and blended learning experiences. The office provides leadership and program management for the implementation of new technologies in schools to increase teacher capacity by saving valuable time. The office manages the Center for Technology Innovation (CTI), which is the school system's primary technology training facility for all staff. The office supports the instructional implementation of the Educational Technology Policy in all schools and the Technology Modernization Program. OCTO evaluates

new technologies and plans for the ordering and distribution of these technologies.

**Infrastructure and Operations**

OCTO is responsible for building, fortifying, and managing the enterprise-wide technical systems and learning infrastructure across the school district. This office facilitates the implementation of effective, secure, and reliable hardware and software solutions for the entire school system. OCTO staff provides operational support for the provisioning of administrative data and reports. OCTO staff ensures the safety and security system of the MCPS network.

**Business Information Services**

OCTO supports the development of solutions used to manage the business of education throughout the district. Staff creates automations and efficiencies throughout various business-related systems. The office works collaboratively with MCPS offices to assist in developing solutions that enhance operational efficiencies to support staff and schools.

**Technology Support**

OCTO provides on-site technical support, customer relationship management and Help Desk services to schools and offices. The office is responsible for the installation of new technologies and ensuring readiness for the start of school.

**Instructional and Information Services**

OCTO staff provisions instructional 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. OCTO staff develops and maintains the myMCPS portal to deliver a personalized user experience, based on users' roles and responsibilities in the school system. myMCPS facilitates team and peer-group communication and collaboration; provides role-specific access to applications, data warehouse dashboards and reports; and offers information services, including the elementary integrated curriculum, teacher and student attendance data, and social networking features, such as wikis, discussion boards, and blogs.

**ACCOMPLISHMENTS AND INITIATIVES**

- » OCTO has expanded and enhanced the usefulness of key operational management solutions. The office had identified, developed, and implemented industry-leading software solutions such that best meet the needs of schools and offices.
- » OCTO has implemented an online system to provide staff and student access to digital resources, research databases, and mobile technologies. A collection and circulation management system was implemented for the evaluation and selection of instructional materials, streamlining the evaluation of library materials so they get to students faster.

- » OCTO has provisioned a system that manages staff retirement benefits. Among the enhanced functions of the upgraded system is the ability for staff members to calculate benefits on demand, including the ability to calculate future retirement benefits based on “what-if” scenarios. Staff members also will be able to print a retirement statement on demand, as opposed to on a yearly basis or by special request from the Employee and Retiree Service Center.
- » OCTO implemented a financial management system for schools to manage Independent Activity Funds (IAF) and to give parents the ability to use credit cards to pay for school events and MCPS district fees. The system improves the efficiency and effectiveness of financial operations at both the school and central services levels, while offering a new level of access and convenience for parents.
- » OCTO implemented business intelligence reporting for selected central service areas to enhance and improve the development and distribution of complex reporting from the Financial Management System (FMS).
- » OCTO streamlined processes such as notification of Staffing Allocations, distribution of Employee Action Notices, school selection of stipend positions, and payroll processing, reduced paper, enhancing reliability and increasing access to information.
- » OCTO provided technology modernization services, replacing 9,236 computers and 644 printers in 42 schools. The computer count includes 217 carts with 10 mobile devices in each cart to make use of wireless mobility within the school, in support of instruction and assessment. Staff continued to refurbish and repair 834 computers in the five schools that had been anticipating the replacement of their four-year-old computers in 2013. These schools included 10 high schools, 9 middle schools, 16 elementary schools, and 3 special schools. The program supported the installation of technology in one modernized high school, one modernized middle school, and two new elementary schools.
- » OCTO enhanced the school support staffing model with primary and backup assignments, based on geography and technology inventory for each school. The model incorporates a “lifeboat” system to rapidly deploy replacement servers to schools, restoring access to technology and minimizing downtime.
- » OCTO staff equipped all elementary schools with interactive whiteboard technologies by the beginning of the 2013–2014 school year. Interactive whiteboard solutions were installed in more than 80 schools, primarily in locations where this technology was not previously installed. A total of 2,015 interactive white boards were installed in instructional spaces across the county.
- » OCTO staff designed and facilitated more than 120 professional development and work sessions representing more than 20 topics, including grading and reporting, integrating technology with instruction, using Measures of Academic Progress data to inform instruction, Professional Development Online, and Edline. More than 1,500 teachers and MCPS staff attended these trainings.
- » The OCTO instructional technology specialists conducted more than 420 professional development sessions across 110 different topics. They provided job-embedded professional development for system initiatives and regularly supported collaborative grade-level planning to all elementary schools.
- » OCTO has configured tablet technologies and integrated them into instructional spaces. Staff have enabled primary teachers to administer the Reading 3D assessments in place of the palm pilot devices. These new tablet technologies also will be used to support the new Kindergarten Entry Assessment.
- » OCTO has updated the Documentation of Intervention (DOI) to enable users to set goals for groups of students, monitor those goals with data, and create multiple records at once, all in a new user-friendly interface. The DOI application is compatible with access from mobile devices.
- » OCTO has upgraded the Online Administrative Student Information System to fulfill Board of Education policy, regulation, and procedural changes, as well as Maryland state and federal government-mandated changes. These upgrades included modifications to the Special Services module to comply with Maryland State Department of Education-mandated changes to the Individual Education Program.
- » OCTO deployed the initial phase of the student course-scheduling system at select secondary schools. The upgrade enables schools to plan and complete their master schedule, using a web-based interface that provided improved accessibility and transparency for all users. The upgrade enabled better management and definition of courses and control of course availability.
- » OCTO has released an upgraded data warehouse, enabling district staff, students, and parents to gain new insights into information to help our students continue to achieve at higher levels. This new system provides users with greater visibility into all student data, including demographics, assessments, marks, attendance, program participation, and instructional interventions. All data and reports are aligned with the school support and improvement framework and support monitoring and analysis of the performance targets set for the strategic planning framework districtwide milestones.
- » OCTO staff worked in partnership with all offices at MCPS as well as with other MCPS partners such as Montgomery College (MC), Montgomery County Government (MCG), and the Universities at Shady Grove, to provision data systems to help our students and community. OCTO worked in partnership with MCG to make data available to the community as part of the data Montgomery initiative. This initiative provides direct access to county datasets in a user-friendly

format, offering the public an opportunity to review and analyze various sets of Montgomery County data.

- » OCTO staff worked closely with staff from the Office of Special Education and Student Services to develop data systems and reports to ensure that MCPS is compliant with state and federal legislation governing the special education process and to monitor whether students are receiving the most appropriate services and accommodations in a timely manner.

## **OVERVIEW OF BUDGET CHANGES**

### **FY 2015 Recommended Budget**

The FY 2015 recommended budget for this office is \$5,049,193, an increase of \$239,490 over the current FY 2014 budget. An explanation of this change follows.

#### ***Same Service Level Changes—\$436,223***

##### ***Continuing Salary Costs—\$18,630***

There is an increase of \$18,630 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

##### ***Realignments to Meet Expenditure Requirements and Priorities—(\$8,752)***

Realignments are budgeted to address priority spending needs in this office. There is a realignment of \$1,208 from office supplies to fund software programs. In addition, \$5,393 from office supplies and \$3,359 from local travel mileage reimbursement are realigned from this office's budget to the budget for the Department of Instructional Technology.

##### ***Other—\$426,345***

MCPS is required to pay the web security appliance fee every three years, and there is an increase of \$426,345 for contractual services.

#### ***Program Efficiencies and Reductions—(\$196,733)***

As a result of contract renegotiations, a reduction of \$150,107 for the telephone utility fee can be made. Also, there is a reduction of \$46,626 budgeted for contractual maintenance. This reduction can be made based on prior year spending trends.

# Office of Chief Technology Officer - 411

## Sherwin Collette, Chief Technology Officer

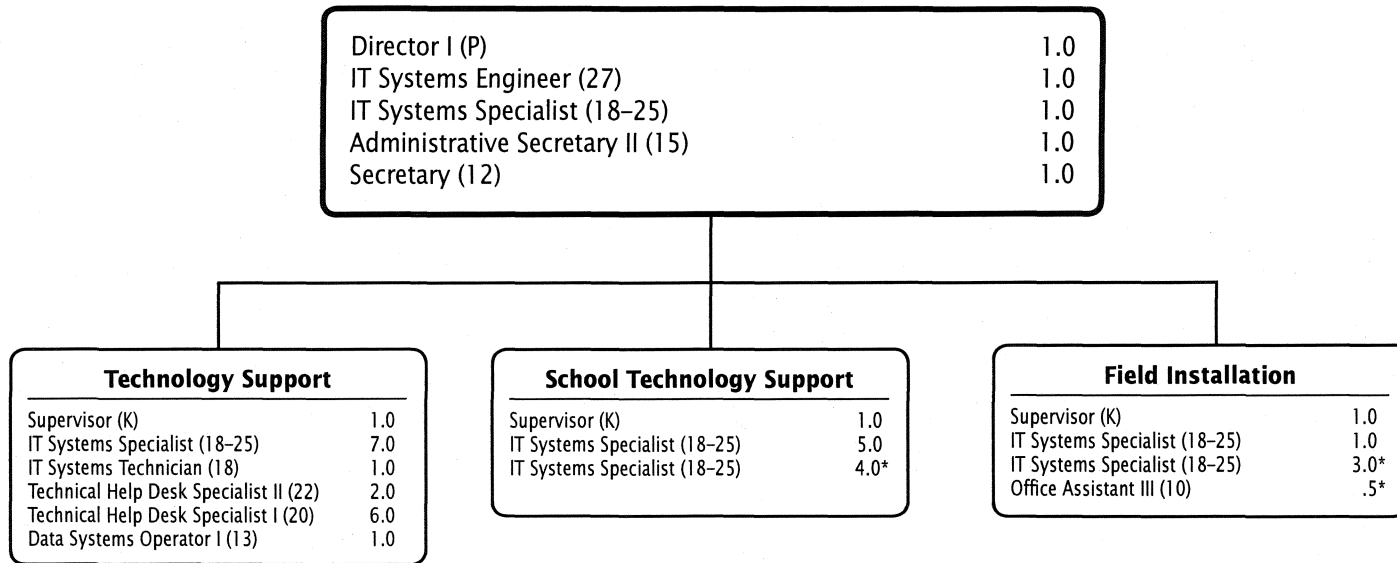
Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	7.000	6.000	6.000	<b>6.000</b>	
Position Salaries	\$579,673	\$549,056	\$549,056	<b>\$567,686</b>	\$18,630
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>	579,673	549,056	549,056	<b>567,686</b>	18,630
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		540,012	540,012	<b>919,731</b>	379,719
<b>Total Contractual Services</b>	555,422	540,012	540,012	<b>919,731</b>	379,719
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		17,399	17,399	<b>10,799</b>	(6,600)
Other Supplies & Materials		2,300	2,300	<b>3,508</b>	1,208
<b>Total Supplies &amp; Materials</b>	18,449	19,699	19,699	<b>14,307</b>	(5,392)
<b>04 Other</b>					
Local/Other Travel		29,576	29,576	<b>26,216</b>	(3,360)
Insur & Employee Benefits					
Utilities		3,036,955	3,036,955	<b>2,886,848</b>	(150,107)
Miscellaneous		634,405	634,405	<b>634,405</b>	
<b>Total Other</b>	3,713,245	3,700,936	3,700,936	<b>3,547,469</b>	(153,467)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>	34,681				
<b>Grand Total</b>	<u>\$4,901,470</u>	<u>\$4,809,703</u>	<u>\$4,809,703</u>	<u>\$5,049,193</u>	<u>\$239,490</u>

# Office of Chief Technology Officer - 411

Sherwin Collette, Chief Technology Officer

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
1	Chief Technology Officer		1.000	1.000	1.000	<b>1.000</b>	
11	O Supervisor		1.000				
1	N Asst. to Assoc Supt		1.000	1.000	1.000	<b>1.000</b>	
1	25 Fiscal Specialist II		1.000	1.000	1.000	<b>1.000</b>	
1	17 Admin Services Manager I		1.000	1.000	1.000	<b>1.000</b>	
1	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
1	16 Fiscal Assistant III		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>7.000</b>	<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	

# Division of Technology Support



F.T.E. Positions 31.0

(\*In addition, there are 7.5 positions funded by the Capital Budget)



**MISSION** *The mission of the Division of Technology Support (DTS) is to provide technical assistance to schools and offices, while maintaining the operational readiness of new and existing hardware and software.*

## **MAJOR FUNCTIONS**

DTS provides technical assistance to staff in all MCPS facilities through the services of the School Technology Support team, Help Desk, Technical Services and Support team, and the Field Installation Unit.

### **School Technology Support**

The School Technology Support (STS) team consists of three groups—first- and second-level information technology support specialists (ITSS), and certified computer repair staff. The ITSS group is responsible for network administration; server, workstation, and printer maintenance and repair; and software installation and upgrades including visitor management and school access control systems. The team's work assignment includes all elementary schools, 16 middle schools, and 5 special schools. This group routinely partners with administrators, teachers, media specialists, and central services staff to prepare for distance learning, online testing, and other events that require technical assistance. They also participate in project management in support of school initiatives. The certified hardware repair group is deployed to kindergarten through Grade 12 locations to troubleshoot, diagnose, and repair hardware that no longer is under warranty. The workload of the STS team is monitored through the Unicenter Service Desk (USD) issue tracking system, which allows the supervisors to adjust resource allocation needs more effectively. Although USD is the major source of requests for service and support, the team also receives communications through e-mail, telephone, routine and emergency site visits, and internal requests for more advanced help to resolve problems. The STS team works proactively to identify industry best practices in order to improve customer service. The Help Desk team provides one central location for MCPS staff to seek information and immediate resolution to technical problems.

### **Help Desk**

The Help Desk supports a wide range of technology infrastructure, hardware, and more than 100 enterprise-wide and school- and office-based applications. Help Desk specialists attend ongoing training to prepare them to resolve basic network issues; support new application inquiries; and respond to software questions, including questions about the Microsoft Office Suite. This team also attends operation and application training to ensure that the most current information available is shared with MCPS staff. The Help Desk team routinely researches and collaborates with other technologists in order to post useful information and timely solutions to frequently asked questions on the Help Desk website as well as to a self-service database, Knowledge Tools. The Help Desk collaborates with appropriate staff and departments to

create services and operation-level agreements that specifically outline a comprehensive support plan for all MCPS enterprise applications.

### **Technical Services and Support**

The Technical Services and Support (TSS) team is responsible for computer software and hardware support in non-school-based offices. The TSS group also works with the school-based technical staff to maintain the closed-circuit security camera systems and access control systems for the Department of School Safety and Security. Support includes integration services, application deployment, network administration, computer image support, and on-site equipment repair and upgrades. TSS maintains a parts database and inventory for both warranty and non-warranty maintenance of supported equipment. The team sets up and provides technical support for computers and multimedia equipment used for MCPS meetings and activities. 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 (CTO), and the Division of Family and Community Partnerships. This team also is responsible for extracting data from the USD issue tracking system to design customized reports for schools and central services when information is requested.

### **Field Installation Unit**

The Field Installation Unit implements 21st century technologies in MCPS classrooms. Staff in this unit works with school staff to update technology in schools through the Technology Modernization Program and ensure readiness at the opening of the school year. Staff maximizes the technology investment by reassigning older technologies and equipment to single-purpose, less demanding, yet important, functions, in the schools. Examples of reassignments include door card readers, achievement series scan stations, visitor management systems, Fluency and Automaticity through Systematic Teaching with Technology (FASTT) Math, and Read 180. Additionally, the unit collects online data for updating and maintaining the asset management system and software license compliance. This unit supports centralized distribution of software updates, service packs, license keys, and enterprise systems management.

**ACCOMPLISHMENTS AND INITIATIVES**

- » Tech Mod replaced 9,236 computers and 644 printers in 42 schools including 3 special education schools and 4 newly revitalized schools. The computer count includes 217 carts with 10 mobile devices in each cart to make use of wireless mobility within their school, in support of instruction and assessment. Staff continued to refurbish and repair 834 computers in the five schools that had been anticipating the replacement of their four-year-old computers in Fiscal Year (FY) 2013. These schools included 10 high schools, 9 middle schools, 16 elementary schools, and 3 special schools. The program supported the installation of technology in one modernized high school, one modernized middle school, and two new elementary schools.
- » In FY 2013, of the 91,832 requests logged by the system, the MCPS Help Desk closed 25,404 requests within two hours of the call. In addition, they processed another 35,443 tickets that were submitted by other MCPS staff via the web or e-mail and handled by the eight-member team. The supervisor and team lead of the Help Desk are proactive in using the issue tracking software to spot trends. They routinely use this information to provide first-level troubleshooting before escalating an issue to second-level support staff, usually resolving the customer's problem within the Help Desk, without escalation. The Help Desk team works continuously to improve customer service by collaborating with other teams in OCTO and by incorporating user feedback into daily operations. They participate in the development of customized support plans and service and operation level agreements that are essential to the seamless delivery of service to our customers. This team meets with various project teams periodically to prepare training documents and assist in training designated staff on new enterprise applications. The Help Desk maintains the Help Desk website and provides users with timely solutions to frequently asked questions.
- » In FY 2013, STS staff resolved 37,700 reported problems. ITSS staffing is a team model with primary and backup assignments, based on geography and technology inventory for each school. The team incorporates a "Lifeboat" system to rapidly deploy replacement servers to schools, restoring access to technology and minimizing downtime.
- » In FY 2013, the TSS team closed 534 emergency requests, handling 74 percent within the 12-hour service-level agreement (SLA) performance measure. The TSS team also handled 4,184 normal priority calls, meeting the 3-day SLA performance measure 56 percent of the time. The total number of requests of all priorities for this time period was 4,037.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of phone requests both opened and closed by the Help Desk staff on first customer contact (as measured by closure in USD issue tracking system within two hours).

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
84%	85%	85%

**Explanation:** This measure is an indication of the timeliness of problem resolution by Help Desk staff within the SLA.

**Performance Measure:** Percentage of customers who are satisfied with the timelines of service received from an MCPS hardware technician.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
100%	100%	100%

**Explanation:** This measure is evaluated through the use of customer satisfaction survey cards to indicate the timeliness of problem resolution by the MCPS hardware staff servicing non-warranty equipment K-12. This percentage reflects the satisfaction rate of those who responded through the survey cards.

**Performance Measure:** Percentage of customers who indicate satisfaction with the level of knowledge demonstrated by their ITSS.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
86.2%	88%	90%

**Explanation:** This measure reflects the level of customer satisfaction, according to customers who reply to the customer satisfaction survey cards, with the services provided by the assigned technologist. This percentage reflects the satisfaction rate of those who responded through the survey cards.

**Performance Measure:** Percentage of emergency tickets closed within 48 hours for non-school-based offices.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
80%	80%	83%

**Explanation:** This measure reflects the number of tickets closed within the 48 hours, as they were opened.

## **OVERVIEW OF BUDGET CHANGES**

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### **FY 2015 Recommended Budget**

The FY 2015 recommended budget for this division is \$2,802,005, a decrease of \$10,112 from the current FY 2014 budget. An explanation of this change follows.

### ***Same Service Level Changes—(\$10,112)***

#### ***Continuing Salary Costs—(\$1,311)***

There is a decrease of \$1,311 for continuing salary costs. The costs associated with the annualization of the step provided to employees on February 8, 2014 are offset by reductions for staff turnover.

#### ***Realignments to Meet Expenditure Requirements and Priorities—(\$8,801)***

Realignments are budgeted to address priority spending needs in this division. There is \$8,801 realigned from local travel mileage reimbursement in this division's budget to the budget for the Department of Instructional Technology.

A review of definitions of state categories of expenditure has resulted in the realignment of some positions from one state category to another. The change is budget neutral and has no impact on employees.

# Division of Technology Support - 422/423/424/434

Charles McGee, Director I

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	31,000	31,000	31,000	<b>31,000</b>	
Position Salaries	\$2,653,830	\$2,620,693	\$2,620,693	<b>\$2,619,382</b>	(\$1,311)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>	2,653,830	2,620,693	2,620,693	<b>2,619,382</b>	(1,311)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		131,720	131,720	<b>131,514</b>	(206)
<b>Total Contractual Services</b>	174,868	131,720	131,720	<b>131,514</b>	(206)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		10,152	10,152	<b>10,152</b>	
Other Supplies & Materials		22,923	22,923	<b>22,923</b>	
<b>Total Supplies &amp; Materials</b>	32,468	33,075	33,075	<b>33,075</b>	
<b>04 Other</b>					
Local/Other Travel		20,853	20,853	<b>12,258</b>	(8,595)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	15,654	20,853	20,853	<b>12,258</b>	(8,595)
<b>05 Equipment</b>					
Leased Equipment		5,776	5,776	<b>5,776</b>	
Other Equipment					
<b>Total Equipment</b>	5,769	5,776	5,776	<b>5,776</b>	
<b>Grand Total</b>	<b>\$2,882,589</b>	<b>\$2,812,117</b>	<b>\$2,812,117</b>	<b>\$2,802,005</b>	(\$10,112)

# Division of Technology Support - 422/423/424/434

Charles McGee, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>422 Division of Technology Support</b>						
1	P Director I		1.000	1.000	1.000	<b>1.000</b>	
1	27 IT Systems Engineer		1.000	1.000	1.000	<b>1.000</b>	
1	25 IT Systems Specialist					<b>1.000</b>	1.000
11	25 IT Systems Specialist		8.000	1.000	1.000		(1.000)
11	18 IT Systems Technician		1.000				
1	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
11	13 Data Systems Operator		1.000				
1	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>14.000</b>	<b>5.000</b>	<b>5.000</b>	<b>5.000</b>	
	<b>423 Technology Support</b>						
10	K Supervisor					<b>1.000</b>	1.000
11	K Supervisor		1.000	1.000	1.000		(1.000)
10	25 IT Systems Specialist					<b>7.000</b>	7.000
11	25 IT Systems Specialist			7.000	7.000		(7.000)
1	22 Technical Help Desk Spec II		1.000	1.000	1.000	<b>2.000</b>	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	<b>6.000</b>	4.000
3	20 Technical Help Desk Spec I		4.000	4.000	4.000		(4.000)
10	18 IT Systems Technician					<b>1.000</b>	1.000
11	18 IT Systems Technician			1.000	1.000		(1.000)
10	13 Data Systems Operator					<b>1.000</b>	1.000
11	13 Data Systems Operator			1.000	1.000		(1.000)
	<b>Subtotal</b>		<b>9.000</b>	<b>18.000</b>	<b>18.000</b>	<b>18.000</b>	
	<b>424 School Technology Support</b>						
10	K Supervisor					<b>1.000</b>	1.000
11	K Supervisor		1.000	1.000	1.000		(1.000)
10	25 IT Systems Specialist					<b>5.000</b>	5.000
11	25 IT Systems Specialist		5.000	5.000	5.000		(5.000)
	<b>Subtotal</b>		<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	<b>6.000</b>	
	<b>434 Field Installation</b>						
10	K Supervisor					<b>1.000</b>	1.000
3	K Supervisor		1.000	1.000	1.000		(1.000)
1	25 IT Systems Specialist		1.000	1.000	1.000		(1.000)
10	25 IT Systems Specialist					<b>1.000</b>	1.000
	<b>Subtotal</b>		<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	
	<b>Total Positions</b>		<b>31.000</b>	<b>31.000</b>	<b>31.000</b>	<b>31.000</b>	

# Division of Instructional and Informational Services

Director I (P)	1.0
Supervisor (O)	3.0
Supervisor (K)	1.0
Instructional Specialist (B-D)	3.0
Application Developer III (27)	1.0
Database Administrator III (27)	1.0
Application Developer II (25)	7.0
Technical Analyst (25)	1.0
Student Systems Specialist (24)	1.0
Applications Specialist I (23)	1.0
Administrative Secretary II (15)	1.0
Data Control Technician II (15)	1.0
Data Control Technician I (13)	1.0
Fiscal Assistant I (13)	.8

**MISSION** *The mission of the Division of Instructional and Informational Services (DIIS) is to provide instructional and information solutions that enhance the education of students through the innovative application of technology; increase the efficiency of the educator; and transform access to information in support of teaching and learning for staff, students, parents, unions, and the community.*

## MAJOR FUNCTIONS

### Application Development

DIIS collaborates with offices, schools, and local government agencies to promote and support MCPS and the initiatives of the Office of the Chief Technology Officer by developing, implementing, and continuously improving MCPS applications and services. Based on goals and priorities, the department develops, purchases, implements, and supports complex solutions for students, parents, schools, and offices. These solutions enable the collection and analysis of essential data; decision making and planning; dissemination of accurate and timely information; and operational effectiveness that streamlines and enhances the management of teaching and learning, as well as MCPS's compliance with state and federal regulations. DIIS focuses on provisioning and managing student systems so that they support greater accountability and sharing of knowledge among staff, students, and parents.

### Instructional Applications

Staff within DIIS support offices and schools by provisioning the management and administration of student systems. The Online Administrative Student Information System (OASIS) is the source system for managing all student administrative information, including enrollment, attendance, report cards and transcripts, scheduling, course management, and assessment information. OASIS 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.

### myMCPS

Information from the student systems and other information services is published in the myMCPS portal, which provides end users with the information they need in a single place. The myMCPS portal is designed to deliver a personalized user experience, based on a user's roles and responsibilities in the school system. The portal facilitates team and peer-group communication and collaboration; provides access to role-specific applications, data warehouse dashboards, and reports; and offers information services, including the elementary integrated curriculum, teacher and student attendance data, and social networking features such as wikis, discussion boards, and blogs.

## ACCOMPLISHMENTS AND INITIATIVES

- » DIIS identifies, develops, and implements industry-leading software solutions that best meet the requirements of schools and offices. The prevalence of social networking structures underpins important technology decisions as MCPS works to provide solutions that meet or exceed the expectations of 21st century learners and educators.
- » The enterprise portal, myMCPS, received a major upgrade that provides users with a dynamic, interactive, and scalable environment that enables school and office staff to contribute to, and participate in, social networking and professional development. The portal features rich cloud-based application delivery, communication, document storage, and collaboration resources with interactive dashboards and reports. The enhanced features empower staff to create and share instructional content with the MCPS 21st century professional learning community. Rich feature sets include video libraries, content personalization, and discussion boards to accelerate the communication of ideas across groups. The department is committed to continuously enhancing applications.
- » The Documentation of Intervention (DOI) has been updated to allow users to set goals for groups of students, monitor those goals with data, and create multiple DOIs at once, all in a new user-friendly interface.
- » OASIS has received continuous upgrades to fulfill Board of Education policy, regulation, and procedural changes, as well as Maryland state and federal government-mandated changes. These upgrades included modifications to the Special Services module to comply with Maryland State Department of Education (MSDE)-mandated changes to the IEP.
- » New student data reports were created in support of new state and federal compliance requirements, which are tied to MCPS funding levels and MSDE compliance regulations.
- » The Extended School Year and the Home and Hospital programs continue to be streamlined and automated, ensuring that students with special needs receive timely access to services.

- » The initial phase of the student course scheduling system upgrade began at selected secondary schools. This upgrade enables those schools to plan and complete their master schedule, using a web-based interface that provides improved accessibility and transparency for all users. During subsequent phases, students will have the ability to enter their course requests, improving the accuracy and efficiency for master schedulers during articulation and master schedule development. Additionally, the upgrade enabled better management and definition of courses and control of their availability.
- » The electronic grade book has been adopted by the remaining 103 elementary schools in Kindergarten through Grade 5, in support of the implementation of standards-based teaching and learning. This allows all 131 elementary schools to take full advantage of Curriculum 2.0.
- » All elementary students will receive a standards-based report card, which will reflect more accurately the students' understanding of the concepts taught in each subject.
- » Use of the electronic gradebook to collect attendance in middle schools was expanded to simplify the recording and reporting of daily attendance for local and state accountability.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of users satisfied with the customer service provided by the department.

<b>FY 2013 Actual</b>	<b>FY 2014 Estimate</b>	<b>FY 2015 Recommended</b>
92%	95%	97%

**Explanation:** This is a measure of customer satisfaction with DIIS staff service, as measured by surveying stakeholders in work group sessions.

**Performance Measure:** The percentage of software implemented without major defects.

<b>FY 2013 Actual</b>	<b>FY 2014 Estimate</b>	<b>FY 2015 Recommended</b>
80%	90%	92%

**Explanation:** This measure indicates the percentage of software implemented that performs without error, based on design specifications, as measured by source control work item management software.

**Performance Measure:** The percentage of stakeholder-requested enhancements implemented for enterprise systems.

<b>FY 2013 Actual</b>	<b>FY 2014 Estimate</b>	<b>FY 2015 Recommended</b>
90%	92%	94%

**Explanation:** This measure indicates the percentage of user-requested enhancements that are implemented once approved by a recognized advisory group. This is measured by using project/work plans that itemize the work of the unit, including user-requested enhancements, and are used to monitor progress and completion of those items.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this division is \$2,936,171, an increase of \$268,388 over the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$433,759**

*Continuing Salary Costs—(\$10,917)*

There is a decrease of \$10,917 for continuing salary costs. The costs associated with the annualization of the step provided to employees on February 8, 2014 are offset by reductions for staff turnover.

*Realignments to Meet Expenditure Requirements and Priorities—\$444,676*

Realignments are budgeted to address priority spending needs in this division. There is a realignment of \$95,724 from supporting services part-time salaries to fund professional part-time salaries. In addition, there are realignments of \$368,230 from contractual maintenance and \$76,446 from consultant services from the Department of Information and Application Architecture's budget to this division's budget.

A review of definitions of state categories of expenditure has resulted in the realignment of some positions from one state category to another. The change is budget neutral and has no impact on employees.

**Program Efficiencies and Reductions—(\$165,371)**

There is a reduction of a 1.0 operations development manager position and \$112,672. The responsibilities of this position will be distributed to other staff members in the division. Also, there is a reduction of \$52,699 budgeted for consultant services. This reduction can be made based on prior year spending trends.



# Div. of Instructional & Informational Services - 442

Joel Smetanka, Director I

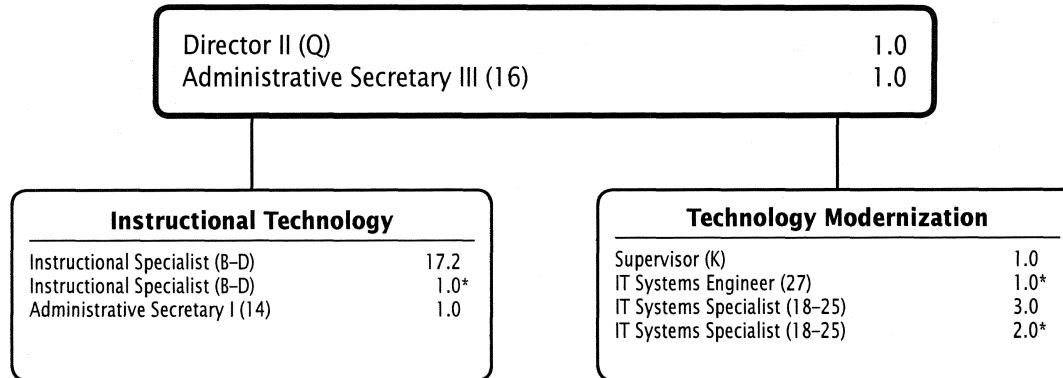
Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	24,800	24,800	24,800	<b>23,800</b>	(1,000)
Position Salaries	\$1,982,721	\$2,438,953	\$2,438,953	<b>\$2,315,364</b>	(\$123,589)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time				<b>95,724</b>	95,724
Supporting Services Part Time		190,724	190,724	<b>16,000</b>	(174,724)
Other					
Subtotal Other Salaries	220,109	190,724	190,724	<b>111,724</b>	(79,000)
<b>Total Salaries &amp; Wages</b>	<b>2,202,830</b>	<b>2,629,677</b>	<b>2,629,677</b>	<b>2,427,088</b>	(202,589)
<b>02 Contractual Services</b>					
Consultants		31,006	31,006	<b>136,753</b>	105,747
Other Contractual				<b>368,230</b>	368,230
<b>Total Contractual Services</b>	<b>179,725</b>	<b>31,006</b>	<b>31,006</b>	<b>504,983</b>	473,977
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		6,600	6,600	<b>3,600</b>	(3,000)
<b>Total Supplies &amp; Materials</b>	<b>6,313</b>	<b>6,600</b>	<b>6,600</b>	<b>3,600</b>	(3,000)
<b>04 Other</b>					
Local/Other Travel		500	500	<b>500</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>524</b>	<b>500</b>	<b>500</b>	<b>500</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$2,389,392</b>	<b>\$2,667,783</b>	<b>\$2,667,783</b>	<b>\$2,936,171</b>	<b>\$268,388</b>

## Div. of Instructional & Informational Services - 442

Joel Smetanka, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
1	P Director I		1.000	1.000	1.000	<b>1.000</b>	
1	O Supervisor		1.000	1.000	1.000	<b>3.000</b>	2.000
2	O Supervisor		2.000	2.000	2.000		(2.000)
1	K Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	J Operations Development Manager		1.000	1.000	1.000		(1.000)
1	BD Instructional Specialist					<b>3.000</b>	3.000
2	BD Instructional Specialist		3.000	3.000	3.000		(3.000)
1	27 Applications Developer III		1.000	1.000	1.000	<b>1.000</b>	
1	27 Database Administrator III					<b>1.000</b>	1.000
2	27 Database Administrator III		1.000	1.000	1.000		(1.000)
1	25 Applications Developer II		6.000	6.000	6.000	<b>7.000</b>	1.000
2	25 Applications Developer II		1.000	1.000	1.000		(1.000)
1	25 Technical Analyst		1.000	1.000	1.000	<b>1.000</b>	
1	24 Student Systems Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	23 Applications Specialist I		1.000	1.000	1.000	<b>1.000</b>	
1	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
1	15 Data Control Technician II		1.000	1.000	1.000	<b>1.000</b>	
1	13 Fiscal Assistant I		.800	.800	.800	<b>.800</b>	
1	13 Data Control Technician I		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>24.800</b>	<b>24.800</b>	<b>24.800</b>	<b>23.800</b>	<b>(1.000)</b>

# Department of Instructional Technology



F.T.E. Positions 24.2

(\*In addition, there are 4.0 positions funded by the Capital Budget)

**MISSION** *The mission of the Department of Instructional Technology (DIT) is to lead the selection of innovative technologies in K-12 environments and lead the development of high-quality professional development that promotes the effective integration of technology in teaching and learning environments and excellence in teaching and learning. This is accomplished by building the capacity of administrative, instructional, and support services staff through high-quality, differentiated, and job-embedded professional development to support the implementation of new and existing technologies in schools and offices.*

## **MAJOR FUNCTIONS**

### **Leadership, Professional Development, and Innovative Technologies**

DIT 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 systemwide applications to support teaching and learning; using technology to facilitate and enhance professional learning communities; collaborating with Montgomery County Public Schools' (MCPS) offices and schools to identify needs for which technology solutions can be applied; and developing, distributing, and supporting interactive blended learning opportunities. The department provides leadership and program management for the implementation of new technologies in schools to increase teacher capacity by saving valuable time. DIT manages the Center for Technology Innovation, which is the school 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. DIT consists of a team that provides professional development and coaching to teachers and MCPS staff on the integration of technology with teaching and learning; and the Technology Innovation Unit that is charged with evaluating new technologies and planning for the ordering and distribution of these technologies.

### **Professional Development on the Integration of Technology**

The team of instructional technology specialists provides on-site, centralized, and web-based professional development using the Analysis, Design, Development, Implementation, and Evaluation instructional system design model for school and office staff on skills and strategies needed for data-driven decision making, and integrating technology into instructional and management practices. Professional development, including myMCPS, assessment technologies, communications applications, curriculum and course management platforms, instructional applications, and

electronic resources, will enhance both instructional and managerial practices. Whenever feasible, this team employs a job-embedded approach to professional development when working with school staff to increase technological pedagogical content knowledge as it relates to each teacher's implementation of the curriculum. The use of webinar and collaboration site technologies facilitates professional learning communities that bring together job-alike professionals from across the county. The team develops online training opportunities using best-practice technology solutions and methodologies, translates application functions into MCPS business practices, and researches and develops the latest instructional resources and software. This group collaborates with school leadership and identifies targeted, exemplary technology integration practices. Staff also helps identify hardware, software, and electronic resources to support school-improvement objectives, and provide support and training to administrators and instructional and support staff. This team also supports the use of 21st century interactive classroom technologies to create and strengthen inclusive, diverse community-centered classrooms that foster a culture of inquiry, respect, and risk-taking so that all students are empowered to participate as full citizens in meaningful learning communities.

### **Selection, Testing, and Provisioning of Innovative Technologies**

The Technology Innovation Unit continuously collaborates with schools and offices to understand interests and needs, gathering requirements from stakeholders. The unit cultivates strategic partnerships with vendors who focus on improving technology products, services, prices, quality, and on-time delivery. The team oversees the testing of products and configurations prior to deployment to schools to ensure product reliability and effective ongoing operations in every school. Staff also keeps abreast of emerging technology trends and products and assesses their applicability in the educational environment. Educationally appropriate products are evaluated to determine if the product meets identified needs, and high-level tests are performed to assess compatibility with the MCPS technology infrastructure. The team also oversees a program to refurbish computers in schools where technology is four years old, in response to the change from a four-year to a five-year replacement cycle that was put in place temporarily as a result of the fiscal crisis. Further, they oversee the planning and implementation of interactive whiteboard technology, in connection with redefining 21st century learning spaces.

## **ACCOMPLISHMENTS AND INITIATIVES**

- » The Technology Modernization initiative replaced approximately 9,300 computers in 42 schools, 4 of which were newly renovated. In support of the wireless project, the majority of computers provided to the schools in this initiative were laptop computers and tablets.
- » Additionally, 2,050 computers were refurbished and supplied to the schools to supplement the new

computers and to ensure that the school had enough computers to meet the needs of their instructional programs.

- » From February through August 2013, installation of Promethean technologies began across elementary schools. These interactive technologies serve as the hub of the classroom, facilitating whole-group instruction, small-group work and the ability for staff and students to interact with digital content through multiple modalities. The integration of student response systems, slates, and tablets with these technologies provision the ability for seamless formative assessment opportunities during classroom instruction. All elementary schools were equipped with these technologies at the beginning of the 2013–2014 school year. To date, interactive whiteboard solutions have been installed in more than 90 schools, representing those locations where this technology was not previously installed. A total of 2,015 interactive whiteboards were installed in instructional spaces at these locations.
- » Throughout the school year, instructional technology specialists provided schools and offices with ongoing services and support for all technology systems, including the Instruction Center, myMCPS, Measures of Academic Progress, mClass, standards-based grading and reporting, the electronic grade book, Financial Management System, Human Resources Information System, MCPS Careers, Professional Development Online, Connect-ED, Fortis, the Transportation Information Management System, and the Facilities Availability and Emergency Status Reporting. The Office of the Chief Technology Officer instructional technology specialists conducted more than 420 professional development sessions across 110 different topics. They provided job-embedded professional development for system initiatives and regularly supported collaborative grade-level planning to all elementary schools.
- » During the summer, DIT designed and facilitated more than 120 professional development and work sessions, representing more than 20 topics, including grading and reporting, integrating technology with instruction, using MAP data to inform instruction, PDO, and Edline. More than 1,500 teachers and MCPS staff attended these trainings this past summer.
- » This past summer, instructional technology specialists worked with more than 900 teachers as they earned credit creating interactive lessons that integrate technology with Curriculum 2.0. These teachers participated in a week-long course designed to help them plan for meaningful instruction using digital content, multimedia formats, interactive applications, and technology resources as they teach Curriculum 2.0.
- » Professional development on myMCPS and its key applications is designed and facilitated by specialists within DIT. The new Documentation of Interventions (DOI) application was completed this summer and is poised for use by all schools since the start of the school year. This enhanced application allows school staff to create records for student interventions, update

and monitor student progress toward meeting goals, and create group DOI records. DIT is collaborating with units in other offices to design and deliver professional development to support teachers and instructional staff.

- » The department provides project management on three assessment technologies: the MCPS Assessment Program—Primary Reading 3D; Measure of Academic Progress—Reading, Math, and Primary; and Achievement Series. Project management also is provided for Discovery Education Streaming, which provides schools with access to a vast on-demand video library to support instruction.
- » Currently, DIT is working to configure tablet technologies and integrate these into instructional spaces. One immediate use of these technologies will be to enable primary teachers to administer the Reading 3D assessments in place of the palm pilot devices. These new tablet technologies also will be used to support the new Kindergarten readiness assessments.
- » DIT is creating blended learning environments through the integration of technology, interactive applications, and virtual community spaces. These blended environments help meet the needs of students in regular instructional programs as well as alternative programs, credit recovery, and home and hospital teaching circumstances.

## PERFORMANCE MEASURES

**Performance Measure:** Mastery of Training Outcomes.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
90%	93%	96%

**Explanation:** Percentage of attendees reporting mastery of all stated training session outcomes, as indicated on post-training survey.

**Performance Measure:** Center of Technology Innovation Satisfaction.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
87%	90%	93%

**Explanation:** Percentage of guest instructors that rate their experience as excellent or very good, as reported via online survey.

## OVERVIEW OF BUDGET CHANGES

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### **FY 2015 Recommended Budget**

The FY 2015 recommended budget for this department is \$2,680,933, an increase of \$187,156 over the current FY 2014 budget. An explanation of this change follows.

### ***Same Service Level Changes—\$187,156***

#### ***Continuing Salary Costs—\$114,496***

There is an increase of \$114,496 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

#### ***Realignments to Meet Expenditure Requirements and Priorities—\$72,660***

Realignments are budgeted to address priority spending needs in this department. There is a realignment of \$5,220 from office supplies to fund local travel mileage reimbursement. In addition, there is a total of \$72,600 realigned from other OCTO units' budget to this department's budget to fund stipends for Promethean ActivStudio training.

A review of definitions of state categories of expenditure has resulted in the realignment of a position from one state category to another. The change is budget neutral and has no impact on employees.

**Dept. of Instructional Technology - 435/427/428**

**Dr. Kara B. Trenkamp, Director II**

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	25.200	24.200	24.200	<b>24.200</b>	
Position Salaries	\$2,187,703	\$2,434,757	\$2,434,757	<b>\$2,549,253</b>	\$114,496
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends		21,000	21,000	<b>100,000</b>	79,000
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries	61,023				79,000
<b>Total Salaries &amp; Wages</b>	2,248,726	2,455,757	2,455,757	<b>2,649,253</b>	193,496
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		3,407	3,407	<b>3,900</b>	493
<b>Total Contractual Services</b>	268,974	3,407	3,407	<b>3,900</b>	493
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		12,000	12,000	<b>6,780</b>	(5,220)
Other Supplies & Materials		6,080	6,080	<b>2,000</b>	(4,080)
<b>Total Supplies &amp; Materials</b>	13,477	18,080	18,080	<b>8,780</b>	(9,300)
<b>04 Other</b>					
Local/Other Travel		16,533	16,533	<b>19,000</b>	2,467
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	18,677	16,533	16,533	<b>19,000</b>	2,467
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$2,549,854</b>	<b>\$2,493,777</b>	<b>\$2,493,777</b>	<b>\$2,680,933</b>	<b>\$187,156</b>

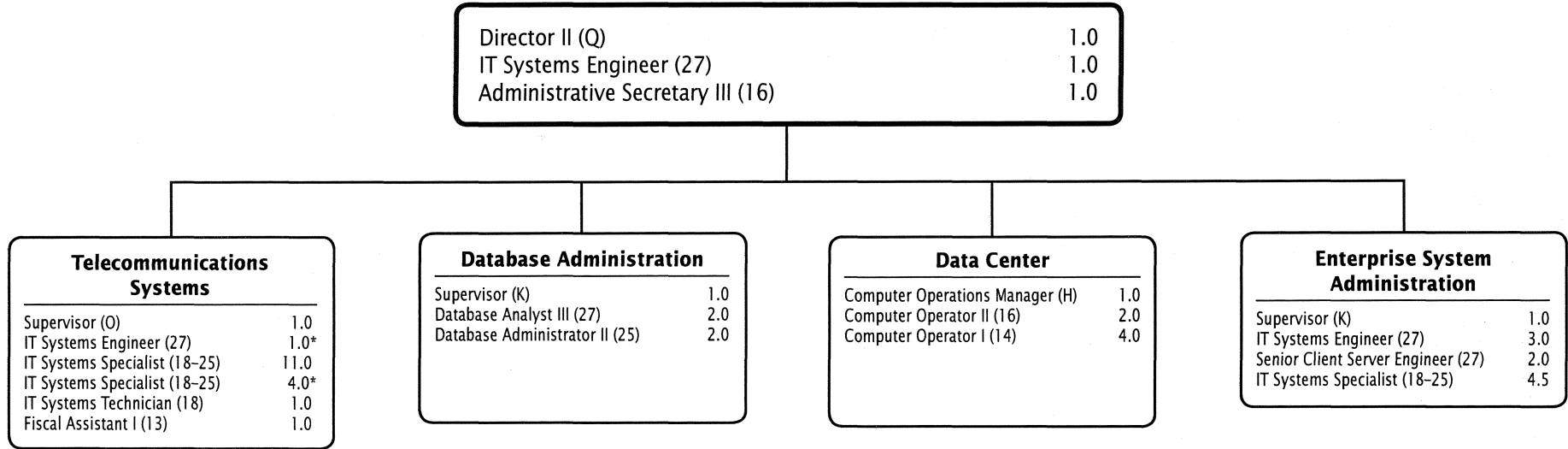
# Dept. of Instructional Technology - 435/427/428

Dr. Kara B. Trenkamp, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>435 Dept. of Instructional Technology</b>						
2	Q Director II					<b>1.000</b>	1.000
3	Q Director II		1.000	1.000	1.000		(1.000)
3	BD Instructional Specialist		17.200	17.200	17.200	<b>17.200</b>	
2	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
2	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>20.200</b>	<b>20.200</b>	<b>20.200</b>	<b>20.200</b>	
	<b>428 Technology Modernization</b>						
1	K Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	25 IT Systems Specialist		3.000	3.000	3.000	<b>3.000</b>	
1	15 Fiscal Assistant II		1.000				
	<b>Subtotal</b>		<b>5.000</b>	<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	
	<b>Total Positions</b>		<b>25.200</b>	<b>24.200</b>	<b>24.200</b>	<b>24.200</b>	



# Department of Infrastructure and Operations



Chapter 9 – 27

F.T.E. Positions 39.5

(\*In addition, there are 5.0 positions funded by the Capital Budget)

**MISSION** *The mission of the Department of Infrastructure and Operations (DIO) is to manage the enterprisewide technical systems, including the data center, network connections, e-mail, and telephones and to facilitate the implementation of effective, secure, and reliable hardware and software solutions. This department also is responsible for providing the operational support for administrative data and reports aligned with the Foundation: Organizational Effectiveness, Building our Future Together, the MCPS Strategic Planning Framework.*

## MAJOR FUNCTIONS

### Department Management

DIO accomplishes its mission through four units—Database Administration, Data Center, Telecommunication and Network Security, and Enterprise Systems Administration. All four units work collaboratively to ensure that Montgomery County Public Schools' (MCPS) technology systems are designed and operated in the most efficient and secure manner possible. The director's office manages major projects within DIO and provides collaborative support to the other departments' project teams. To ensure that these services are provided in an effective, efficient, and systemic manner, the director's office coordinates the work efforts of the technical resources and subject-matter experts for department projects, following the shared project and process-management methods that are common to all Office of the Chief Technology Officer (OCTO) project teams. The director's office ensures that project documentation is kept in an accessible place and that quality assurance processes are created, documented, and communicated for maximum efficiency.

### Database Administration

The Database Administration Unit is responsible for creating, maintaining, backing up, recovering, and monitoring enterprise databases (Online Administrative Student Information System, online student look-up, period-by-period attendance, grading and reporting, financial management system, payroll, and retirement) for effective use in an operational environment. This includes all student and business systems.

### Data Center

The Data Center operates, monitors, and provides technical support for the MCPS central servers and related equipment (high-speed printers and scanners) to allow 24-hour access to essential student and administrative databases and to run applications, including payroll, student attendance and enrollment, retirement, asset management, financial management, report cards, and online materials ordering application systems. The unit is responsible for maintaining the data center facility with round-the-clock sensors to monitor

power, temperature, humidity, fire, and other mechanical functions.

### Telecommunication and Network Security

The Telecommunication and Network Security Unit designs, installs, and supports local- and wide-area networks (LAN/WAN), which include wired and wireless networks in schools, central services, and field offices. The unit maintains all telephone systems—wired, wireless, and cellular, including school and office voice mail systems, data transmission lines, and voice circuits. The Telecommunication Services Unit supports converged telephony, which combines voice, data, cellular, and video on data circuits. Telephony specialists evaluate current system needs while reviewing telecommunications trends. To improve MCPS telecommunications capabilities, staff is responsible for researching, planning, expanding, and modernizing existing systems as both technology and location needs evolve. The unit monitors and maintains the MCPS WAN, which is implemented by connections through several carriers, including the county's fiber-optic network (FiberNet). The connection to the Internet and county government, the security firewall, and the intrusion detection/prevention equipment—along with the data wiring at new and modernized construction projects, including the telephone and cable television distribution systems—also are the responsibility of this unit. This unit is also responsible for the Internet protection systems required by the *Children's Internet Protection Act*, and *Protecting Children in the 21st Century Act*. In addition, this unit monitors and investigates all violations of MCPS Regulation IGT-RA, and processes all legal eDiscovery requests. Also, this unit is responsible for the business continuity of the data center functions, and maintains an off-site recovery location. This unit applies for rebates for eligible telecommunications, internal connection, and Internet-related costs under the Schools and Libraries Universal Service E-Rate Program, funded under the *Telecommunications Act of 1996*. Staff carefully reviews telecommunication invoices, including wireless and data connection lines, to ensure accuracy of payment.

### Enterprise Systems Administration

The Enterprise Systems Administration Unit designs systems architecture for new or upgraded applications and installs, manages, and supports enterprise servers that house the technology systems used by staff and students as well as parents. The unit is responsible for the efficient operation of the systems as well as preventive security measures. The Enterprise Systems Administration Unit also is responsible for systemwide user account management for the network and all application systems, 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. The unit is also responsible for the operation and maintenance of Storage Area Networks, which provide a central repository for the storage of electronic data and databases. Enterprise Systems

Administration staff is responsible for researching emerging industry trends and standards and recommending enhancements that will improve the effectiveness and efficiency of enterprise technology systems. Enterprisewide data backup solutions are implemented and managed by this unit, including backing up central data as well as remotely backing up school data. The unit ensures that systems can be recovered quickly in the event of mechanical failure or disaster.

## ACCOMPLISHMENTS AND INITIATIVES

The continuing rapid advancement of technology requires staff to research new and emerging technologies, to work continuously with technology users in reassessing which technologies best meet instructional and administrative needs, and to plan how to modernize or replace aging and obsolete equipment and software. The MCPS Strategic Technology Plan calls for a robust and resilient cyber infrastructure that ensures anytime, anywhere access to learning resources, and the virtual community is a fundamental requirement for effective digital learning.

- » The department installed and implemented 121 school wide wireless systems in the schools, which did not yet have that capability, aligning with the MCPS Strategic Technology Plan.
- » The department provided large-scale printing services for both student and business systems, including approximately 146,000 report cards, 19,000 related administrative reports, and 30,000 interim reports per reporting period, as well as 1,500 employee paychecks (employee paystubs are available electronically via ePaystub, eliminating the need for paystub printing for employees using direct deposit) and 22,000 timesheets per pay period. The Data Center staff collaborated with the Office of Shared Accountability's Testing Unit to print, fold, and seal 90,000 MSA and 60,000 HSA reports. The staff also collaborated with the Applied Research Unit to print, fold, and seal 210,000 school-based staff and parent surveys.
- » The department has been actively researching and investigating emerging options for "cloud-based" computing. Staff is working toward a shift of some major components of the e-mail system to a cloud-based model, which will provide improved capabilities for secure staff and student collaboration through the myMCPS portal. Similarly, research is being conducted into the options of "elastic" computing models, which introduce efficiencies into the technology environment by expanding and shrinking the server (capacity) footprint to exactly match user demand.
- » The expansion of the virtual server environment continued with the addition of four expansion nodes. These expansions have increased the capacity for server virtualization, resulting in less need for independent physical servers, which are more expensive and consume greater amounts of energy.
- » The department has worked closely with other departments throughout OCTO to expand the myMCPS system in support of improved functionality and the addition of parent/student/teacher collaboration features.
- » A new identity management system has been developed and is in the early deployment stages. The new identity management system will support many features of the new myMCPS portal, and will improve the management of user accounts and access to disparate systems throughout the enterprise.
- » The department completed an upgrade of the MCPS e-mail system to Microsoft's Office 365, which uses Exchange 2010, to take advantage of increased protection of data for security and to optimize our investment for future growth. This upgrade also provides better integration with 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 Fiscal Year (FY) 2015, databases for the Financial Management System, student systems applications, and the myMCPS portal will be upgraded to the latest and most efficient versions that allow for faster access to data for students and staff.
- » During FY 2014, almost all MCPS elementary schools were connected to the county's FiberNet system for faster and more reliable WAN and Internet connectivity. Internet availability continued to be over 99 percent overall.
- » New telephone systems were installed in five elementary schools and administrative offices, using Voice-over-IP (VoIP)-capable phone systems. These VoIP systems provide additional services to the users, such as caller ID and call forwarding, and significantly reduce the expenses of inside wiring by using either existing data lines or running one data line throughout a school, as opposed to a large number of voice lines per handset. We anticipate that 4,900 work requests for moves, additions, and changes for schools and administrative offices will be completed in FY 2014. The Telecommunications Team continued its management of the cell phone and data device programs, refreshing phone equipment for emergency phones in portable classrooms and school emergency kits.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of uptime for the WAN.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
99.91%	99.95%	99.97%

**Explanation:** This is a measure of availability of switches, routers, and vendor-supplied lines that provide access to schools, offices, and the ISP connection.

**Performance Measure:** Percentage of uptime for e-mail system.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
99.9%	99.9%	99.9%

**Explanation:** This measure indicates the amount of time e-mail is available to end users, other than regularly scheduled maintenance hours.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this department is \$6,105,641, an increase of \$45,684 over the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$108,958**

*Continuing Salary Costs—(\$37,697)*

There is a decrease of \$37,697 for continuing salary costs. The costs associated with the annualization of the step provided to employees on February 8, 2014 are offset by reductions for staff turnover.

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

Realignments are budgeted to address priority spending needs in this department. There is a realignment of \$4,500 from dues, registration and fees to fund consultant services. In addition, there is a realignment of \$1,266 from supporting services part-time salaries to fund lease/purchase equipment.

A review of definitions of state categories of expenditure has resulted in the realignment of some positions from one state category to another. The change is budget neutral and has no impact on employees.

*Other—\$146,655*

There is an increase of \$146,655 for lease/purchase equipment to purchase two copier machines to print student report cards.

**Program Efficiencies and Reductions—(\$63,274)**

There is a reduction of \$63,274 for contractual maintenance. This reduction can be made as a result of renegotiation of maintenance contracts in the Data Center resulting in lower costs.

# Dept of Infrastructure & Ops - 446/431/433/447/448/451/452/453

Cary Kuhar, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	39,500	39,500	39,500	<b>39,500</b>	
Position Salaries	\$3,215,757	\$3,492,389	\$3,492,389	<b>\$3,454,692</b>	(\$37,697)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		29,729	29,729	<b>35,305</b>	5,576
Other		11,831	11,831	<b>10,565</b>	(1,266)
Subtotal Other Salaries	43,378	41,560	41,560	<b>45,870</b>	4,310
<b>Total Salaries &amp; Wages</b>	3,259,135	3,533,949	3,533,949	<b>3,500,562</b>	(33,387)
<b>02 Contractual Services</b>					
Consultants		61,500	61,500	<b>66,000</b>	4,500
Other Contractual		1,637,279	1,637,279	<b>1,569,810</b>	(67,469)
<b>Total Contractual Services</b>	1,918,816	1,698,779	1,698,779	<b>1,635,810</b>	(62,969)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		3,400	3,400	<b>3,400</b>	
Other Supplies & Materials		250,829	250,829	<b>251,137</b>	308
<b>Total Supplies &amp; Materials</b>	220,154	254,229	254,229	<b>254,537</b>	308
<b>04 Other</b>					
Local/Other Travel		9,935	9,935	<b>4,488</b>	(5,447)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	2,781	9,935	9,935	<b>4,488</b>	(5,447)
<b>05 Equipment</b>					
Leased Equipment		563,065	563,065	<b>710,244</b>	147,179
Other Equipment					
<b>Total Equipment</b>	656,493	563,065	563,065	<b>710,244</b>	147,179
<b>Grand Total</b>	<u>\$6,057,379</u>	<u>\$6,059,957</u>	<u>\$6,059,957</u>	<u><b>\$6,105,641</b></u>	<u>\$45,684</u>

# Dept of Infrastructure & Ops - 446/431/433/447/448/451/452/453

Cary Kuhar, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>446 Dept of Infrastructure &amp; Operations</b>						
1	Q Director II		1.000	1.000	1.000	1.000	
1	27 IT Systems Engineer		1.000	1.000	1.000	1.000	
1	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>3.000</b>	<b>3.000</b>	<b>3.000</b>	<b>3.000</b>	
	<b>433 Telecommunications Systems</b>						
1	O Supervisor		1.000	1.000	1.000		(1.000)
10	O Supervisor					1.000	1.000
1	25 IT Systems Specialist		6.000	6.000	6.000		(6.000)
10	25 IT Systems Specialist					11.000	11.000
11	25 IT Systems Specialist		4.000	4.000	4.000		(4.000)
10	18 IT Systems Technician					1.000	1.000
11	18 IT Systems Technician		1.000	1.000	1.000		(1.000)
11	14 IT Services Technical Asst		1.000	1.000	1.000		(1.000)
10	13 Fiscal Assistant I					1.000	1.000
11	13 Fiscal Assistant I		1.000	1.000	1.000		(1.000)
	<b>Subtotal</b>		<b>14.000</b>	<b>14.000</b>	<b>14.000</b>	<b>14.000</b>	
	<b>447 Database Administration</b>						
1	K Supervisor		1.000	1.000	1.000	1.000	
1	27 Database Analyst III		2.000	2.000	2.000	2.000	
1	25 Database Administrator II		2.000	2.000	2.000	2.000	
	<b>Subtotal</b>		<b>5.000</b>	<b>5.000</b>	<b>5.000</b>	<b>5.000</b>	
	<b>448 Data Center</b>						
1	H Computer Operations Mgr		1.000	1.000	1.000	1.000	
1	16 Computer Operator II Shift 2		1.000	1.000	1.000	1.000	
1	16 Computer Operator II Shift 3		1.000	1.000	1.000	1.000	
1	14 Computer Operator I Shift 1		2.000	2.000	2.000	2.000	
1	14 Computer Operator I Shift 2		1.000	1.000	1.000	1.000	
1	14 Computer Operator I Shift 3		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	
	<b>451 Enterprise System Administration</b>						
1	K Supervisor		1.000	1.000	1.000	1.000	
1	27 Sr Client Server Engineer		2.000	2.000	2.000	2.000	
1	27 IT Systems Engineer		3.000	3.000	3.000	3.000	
1	25 IT Systems Specialist		2.000	2.000	2.000	4.500	2.500
11	25 IT Systems Specialist		2.000	2.000	2.000		(2.000)

# 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 is a 0.5 position funded by the Employee Benefits Trust Fund)

**MISSION** *The mission of the Department of Business Information Services (DBIS) is to plan, develop, implement, and support high-quality business solutions contributing to the transformation of learning environments through the innovative integration of technology across all aspects of the school system.*

## **MAJOR FUNCTIONS**

### **Business Operational Technologies**

DBIS collaborates with offices, schools, and government agencies to promote and support Montgomery County Public Schools (MCPS) and the initiatives of the Office of the Chief Technology Officer by developing, implementing, and continuously improving business solutions. Based on goals and priorities, the department develops, purchases, implements, and supports complex solutions for the business of education. These solutions enable operational effectiveness that streamlines and enhances management for all stakeholders. Connect-ED is a website used by schools and central services to effectively and efficiently communicate important information to students, staff, parents, and the community, such as student absences and school activities. The Transportation Information Management System supports the management of human and automotive resources used by MCPS. Fortis software provides MCPS with an electronic document management system that dramatically increases access to information previously available only on paper, such as personnel and student records. The Destiny library management system provides schools with a centralized K–12 resource management tool. This system assists schools in working more efficiently, while creating an engaging and collaborative learning environment that promotes and supports student achievement.

### **Human Capital Management Solutions**

DBIS implements and supports human capital management solutions, providing applications and systems to facilitate operational excellence in the delivery of services for human resource management, professional development, and career management. The Human Resources Information System (HRIS) integrates personnel, time and attendance, leave management, payroll, and employee benefit functions that allow for effective management of information and resources. Lifeworks is the system used to manage and administer employee pension benefits. Lifeworks also provides employees with retirement analysis features to assist in retirement planning. The Professional Development Online system is used for managing and monitoring MCPS employee training. MCPS Careers provides a web-based solution that automates the application and hiring process for MCPS-based position vacancies, and Career Pathways guides supporting services employees in career planning.

### **Financial Management Solutions**

In collaboration with schools and offices across the system, DBIS staff develops new functionalities for financial management solutions and is committed to delivering the highest level of operational performance and support. The Financial Management System (FMS) integrates supply chain, finance, and budgeting functions, providing access to essential information and streamlining financial processes for schools and offices, service providers, and external agencies. Financial management software is used in schools to manage Independent Activity Funds (IAFs) providing real-time reporting and transactional information. In addition, a secure online system allows parents to view their students' financial account history and make electronic payments for school activity items, extracurricular activity fees, and summer school payments. Integration with systems, including HRIS and the Destiny Library Manager, illustrates the focus on streamlining and enhancing financial management for all stakeholders.

## **ACCOMPLISHMENTS AND INITIATIVES**

- » To ensure that MCPS maintains its status as a world-class school system, DBIS continues to expand and enhance the usefulness of key operational management solutions. This includes identifying, developing, and implementing industry-leading software solutions that best meet the needs of schools and offices. The prevalence of web-based solutions underpins important technology decisions as MCPS works to provide solutions that meet or exceed the expectations of 21st century institutions.
- » The Destiny Library Manager was upgraded to enhance access to digital resources, research databases, and mobile technologies. A collection and circulation management system was implemented for the evaluation and selection of instructional materials streamlining the evaluation of library materials so they get to students faster. The Destiny system will be expanded to provide for the management of current inventories of textbooks and instructional materials and prepare for the management of the rapidly expanding availability of digital resources.
- » A school financial management software system was implemented for schools to manage IAFs and to provide the ability to use credit cards to pay for school events and identified school system fees. Enhancements are planned to expand the capabilities for online payment and tracking. Overall, the newly implemented system improves the efficiency and effectiveness of financial operations at both the school and central services level, while offering a new level of access and convenience for parents.
- » Business intelligence reporting was implemented for selected central services areas to enhance and improve the development and distribution of complex reporting in FMS. Plans to expand the capability are scheduled for development and implementation.



- » The Fortis document management system was upgraded with necessary technologies to allow MCPS to expand the use of the system, enabling authorized users in schools and offices to access documents via a web-based portal.
- » The system that manages staff retirement benefits, Lifeworks, received a major upgrade. Among the enhanced functions of the upgraded system is the ability for staff members to calculate benefits on demand, including the ability to calculate future retirement benefits based on “what-if” scenarios. Staff members also will be able to print a retirement statement on demand, as opposed to on a yearly basis or by special request by the Employee and Retiree Service Center.
- » Career Pathways for support services employees was implemented in collaboration with the Office of Human Resources and Development and Service Employees International Union Local 500. This web-based system guides staff in preparing, planning, determining areas of interest, and discovering potential job opportunities.
- » Improvements to reduce paper, streamline processes, and increase online access were implemented in several areas. Examples include the use of e-mail distribution for application information, including school staffing allocations and Summer Employment Action Notices; providing online screens for identifying elementary team leaders and faculty representatives; collecting accident/incident information for transportation; implementing job automation to enhance operations which reduces processing time for complex systems, such as payroll processing; and expanding the Fortis document management system, significantly reducing paper record keeping while increasing access to information.

**PERFORMANCE MEASURES**

**Performance Measure:** The percentage of software implemented without major defects.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
100%	100%	100%

**Explanation:** This measure indicates the percentage of software implemented that performs without error, based on design specifications.

**Performance Measure:** The percentage of stakeholder-requested enhancements implemented for enterprise systems.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
89%	92%	94%

**Explanation:** This measure indicates the percentage of user-requested enhancements that are implemented, once approved by a recognized advisory group.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this department is \$3,576,510, an increase of \$198,650 over the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$198,650**

*Continuing Salary Costs—\$125,797*

There is an increase of \$125,797 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

*Realignments to Meet Expenditure Requirements and Priorities—\$1,862*

Realignments are budgeted to address priority spending needs in this department. There is a decrease of \$3,150 for office supplies and a corresponding increase for program supplies. In addition, there is an increase of \$1,862 for consultant services in this department from the Department of Information and Application Architecture’s budget.

*Other—\$70,991*

A projected contractual maintenance fee increase for the Human Resource Information System and Human Resource Application Tracking System requires a budgetary increase of \$70,991.

**Dept. of Business Information Services - 421/425/443**

**Doreen M. Heath, Director II**

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	18.500	18.500	18.500	<b>18.500</b>	
Position Salaries	\$1,666,202	\$1,702,312	\$1,702,312	<b>\$1,828,109</b>	\$125,797
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>	1,666,202	1,702,312	1,702,312	<b>1,828,109</b>	125,797
<b>02 Contractual Services</b>					
Consultants		240,869	240,869	<b>289,352</b>	48,483
Other Contractual		1,418,357	1,418,357	<b>1,430,008</b>	11,651
<b>Total Contractual Services</b>	2,420,838	1,659,226	1,659,226	<b>1,719,360</b>	60,134
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		3,150	3,150	<b>1,862</b>	(1,288)
Other Supplies & Materials		7,940	7,940	<b>14,113</b>	6,173
<b>Total Supplies &amp; Materials</b>	12,020	11,090	11,090	<b>15,975</b>	4,885
<b>04 Other</b>					
Local/Other Travel		5,232	5,232	<b>3,983</b>	(1,249)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	3,852	5,232	5,232	<b>3,983</b>	(1,249)
<b>05 Equipment</b>					
Leased Equipment				<b>9,083</b>	9,083
Other Equipment					
<b>Total Equipment</b>				<b>9,083</b>	9,083
<b>Grand Total</b>	<u>\$4,102,912</u>	<u>\$3,377,860</u>	<u>\$3,377,860</u>	<u><b>\$3,576,510</b></u>	<u>\$198,650</u>

# Dept. of Business Information Services - 421/443/425

Doreen M. Heath, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>421 Dept of Business Info Services</b>						
1	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
1	K Supervisor		2.000	2.000	2.000	<b>2.000</b>	
1	27 Applications Developer III		2.000	2.000	2.000	<b>2.000</b>	
1	27 Development Proj Manager		3.500	3.500	3.500	<b>3.500</b>	
1	25 Applications Developer II		5.000	5.000	5.000	<b>5.000</b>	
1	25 IT Systems Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	25 Technical Analyst		1.000	1.000	1.000	<b>1.000</b>	
1	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
1	15 Fiscal Assistant II		1.000	1.000	1.000	<b>1.000</b>	
1	15 Data Control Technician II		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>18.500</b>	<b>18.500</b>	<b>18.500</b>	<b>18.500</b>	
	<b>Total Positions</b>		<b>18.500</b>	<b>18.500</b>	<b>18.500</b>	<b>18.500</b>	

# Department of Information and Application Architecture

Director II (Q)	1.0
Supervisor (O)	2.0
Supervisor (K)	2.0
Database Administrator III (27)	2.0
ETL Analyst/Programmer (25)	2.0
Technical Analyst (25)	1.0
Application Developer I (23)	1.0
IT Systems Specialist (18-25)	1.0
Administrative Secretary III (16)	1.0

**MISSION** *The mission of the Department of Information and Application Architecture (DIAA) is to strengthen the ability of staff and students to effectively use technology through the design of connected systems, processes, and information services.*

## MAJOR FUNCTIONS

### Knowledge Management Solutions

DIAA collaborates with offices, schools, and local government agencies to promote and support Montgomery County Public Schools (MCPS) and the initiatives of the Office of the Chief Technology Officer (OCTO) by developing, implementing, and continuously improving MCPS knowledge management solutions. Based on goals and priorities, the department develops, purchases, implements, and supports complex solutions for students, parents, schools, and offices. These solutions enable the collection and analysis of essential data; decision making and planning; dissemination of accurate and timely information; and operational effectiveness that streamlines and enhances the management of teaching and learning, as well as MCPS compliance with state and federal regulations.

### Data Management and Reporting

DIAA oversees and manages the database architecture and reporting solutions for the district, as well as the implementation of quality assurance practices across the office. This department provides comprehensive data solutions to district staff, students, and parents, as well as to the Maryland State Department of Education (MSDE). These data management and reporting solutions provide a breadth of current and historical reports to support both detail and summary-level data analysis for strategic decision making.

### Quality Management

This department adds value to the overall operations within OCTO through the implementation of quality assurance processes across all departments. This department provides leadership in the use of quality assurance best practices focused on meeting commitments for high-quality products and services that satisfy customer needs and perform reliably when delivered. Quality assurance practices encompass the entire software development process, including requirements, change management, configuration management, testing, and release. Quality assurance tools and techniques provide for tracking the effective use of development processes with measurement and verification throughout the development life cycle to final readiness review. Through the disciplines of technology testing and quality assurance, staff guides the planning and implementation of test protocols for products and services to verify their accuracy, performance, and usability in support of high-quality solutions. Additionally, staff creates materials, including user guides, quick reference cards, and frequently asked questions to

provide school staff with guidance that supports a successful experience with the use of technology products and services.

## ACCOMPLISHMENTS AND INITIATIVES

- » To ensure that MCPS maintains its status as a world-class school system, DIAA continues to expand and enhance the usefulness of key data management solutions. This includes identifying, developing, and implementing industry-leading database solutions that best meet the needs of schools and offices. The prevalence of data-driven applications and reporting underpins the importance of technology as MCPS works to provide solutions that meet or exceed the expectations of 21st century learners and educators.
- » As the learning systems, instructional practices, and data change and evolve throughout the district, the data management, reporting, and analysis engines evolve to help teachers and staff best use the enormous amount of information generated each day. An upgraded data warehouse enables district staff, students, and parents to gain new insights into this information to help our students continue to achieve at higher levels. This new system will provide users with greater visibility into all student data, including demographics, assessments, marks, attendance, program participation, and instructional interventions. Additionally, more data about school processes will be captured and made available, such as school programs and improvement plans. All data and reports are aligned with the School Support and Improvement Framework and support monitoring and analysis of the performance targets set for the strategic planning framework districtwide milestones.
- » Schools with students applying for any University System of Maryland (USM) school will now have a far more efficient way to transmit official transcripts. A new electronic transcript management system will allow schools to generate, verify, and transmit transcripts directly to any school that is part of the USM consortium. This process significantly reduces the amount of time it has traditionally taken for students' official transcripts to be generated, transmitted by MCPS central services, received, and processed by USM consortia schools by allowing MCPS school administrators to transmit transcripts directly to the USM system in real time. Once submitted, school officials receive an electronic receipt that the transcript was transmitted and received within moments of the transmission. Other institutions not using the new system will continue to receive transcripts via electronic transmission using the eDocs feature of the Naviance system in use by all high schools, or by U.S. mail where applicable.
- » Department staff continued to work in partnership with all offices at MCPS as well as with other MCPS partners such as Montgomery College (MC), Montgomery County Government (MCG), and the Universities at Shady Grove (USG) to provision data and systems

to help our students and community. DIAA worked in partnership with MCG to begin provisioning data to the community as part of the data Montgomery initiative, which provides direct access to county data sets in a consumable format, offering the public an opportunity to review and analyze raw data, and the opportunity to use it for a variety of purposes. DIAA also worked in partnership with MC and USG on the development and provisioning of data systems for the Achieving Collegiate Excellence and Success (ACES) program, which is a collaborative program that seeks to create a seamless pathway from high school to college completion. ACES focuses on identifying and supporting students who are underrepresented in higher education and those who are the first in their family to attend college.

- » DIAA continued to provide close support for district and state reporting of special education data. As MSDE guides and mandates change, DIAA staff works closely with staff from the Office of Special Education and Student Services and the Department of Instructional Information Services to make changes. These changes to data systems and reports ensure that MCPS is compliant with state and federal legislation governing the special education process and help monitor to ensure that students are receiving the most appropriate services and accommodations in a timely manner.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of users satisfied with the customer service provided by the department.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
95%	97%	100%

**Explanation:** This is a measure of customer satisfaction with DIAA staff service as obtained via customer service surveys provided during or after a customer engagement.

**Performance Measure:** The percentage of software implemented without major defects.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
90%	92%	100%

**Explanation:** This measure indicates the percentage of software implemented that performs without error, based on design specifications.

**Performance Measure:** The percentage of stakeholder-requested enhancements implemented for enterprise systems.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
92%	94%	100%

**Explanation:** This measure indicates the percentage of user-requested enhancements that are implemented once approved by a recognized advisory group.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this department is \$3,338,364 a decrease of \$489,319 from the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—(\$489,319)**

*Continuing Salary Costs—(\$18,350)*

There is a decrease of \$18,350 for continuing salary costs. The costs associated with the annualization of the step provided to employees on February 8, 2014 are offset by reductions for staff turnover.

*Realignments to Meet Expenditure Requirements and Priorities—(\$470,969)*

There is a realignment of \$446,676 for contractual services and consultant services from this department’s budget to the budget of Department of Instructional and Informational Services. This change will align the budgeted expenditures where they are managed and utilized. In addition, there is \$24,293 for contractual services realigned from this department’s budget to the Department of Instructional Technology’s budget to fund stipends for Promethean ActivStudio training.

A review of definitions of state categories of expenditure has resulted in the realignment of some positions from one state category to another. The change is budget neutral and has no impact on employees.

# Dept of Information & Application Architecture - 445/426

Elton Stokes, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	13,000	13,000	13,000	<b>13,000</b>	
Position Salaries	\$1,308,127	\$1,371,826	\$1,371,826	<b>\$1,353,476</b>	(\$18,350)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		10,000	10,000	<b>10,000</b>	
Other					
Subtotal Other Salaries	12,670	10,000	10,000	<b>10,000</b>	
<b>Total Salaries &amp; Wages</b>	1,320,797	1,381,826	1,381,826	<b>1,363,476</b>	(18,350)
<b>02 Contractual Services</b>					
Consultants		300,147	300,147	<b>170,697</b>	(129,450)
Other Contractual		2,092,260	2,092,260	<b>1,757,383</b>	(334,877)
<b>Total Contractual Services</b>	2,825,383	2,392,407	2,392,407	<b>1,928,080</b>	(464,327)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		7,146	7,146	<b>4,146</b>	(3,000)
Other Supplies & Materials		44,962	44,962	<b>41,962</b>	(3,000)
<b>Total Supplies &amp; Materials</b>	114,995	52,108	52,108	<b>46,108</b>	(6,000)
<b>04 Other</b>					
Local/Other Travel		1,342	1,342	<b>700</b>	(642)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	176	1,342	1,342	<b>700</b>	(642)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>	18,718				
<b>Grand Total</b>	<b>\$4,280,069</b>	<b>\$3,827,683</b>	<b>\$3,827,683</b>	<b>\$3,338,364</b>	(\$489,319)

# Dept of Information & Application Architecture - 445/426

Elton Stokes, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>445 Dept of Information &amp; Application Architecture</b>						
1	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
1	O Supervisor		2.000	2.000	2.000	<b>2.000</b>	
1	K Supervisor		2.000	2.000	2.000	<b>2.000</b>	
1	27 Database Administrator III			1.000	1.000	<b>2.000</b>	1.000
2	27 Database Administrator III		2.000	1.000	1.000		(1.000)
1	25 IT Systems Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	25 ETL Analyst/Programmer					<b>2.000</b>	2.000
2	25 ETL Analyst/Programmer		2.000	2.000	2.000		(2.000)
1	25 Technical Analyst		1.000	1.000	1.000	<b>1.000</b>	
1	23 Applications Developer I		1.000	1.000	1.000	<b>1.000</b>	
1	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>13.000</b>	<b>13.000</b>	<b>13.000</b>	<b>13.000</b>	
	<b>Total Positions</b>		<b>13.000</b>	<b>13.000</b>	<b>13.000</b>	<b>13.000</b>	



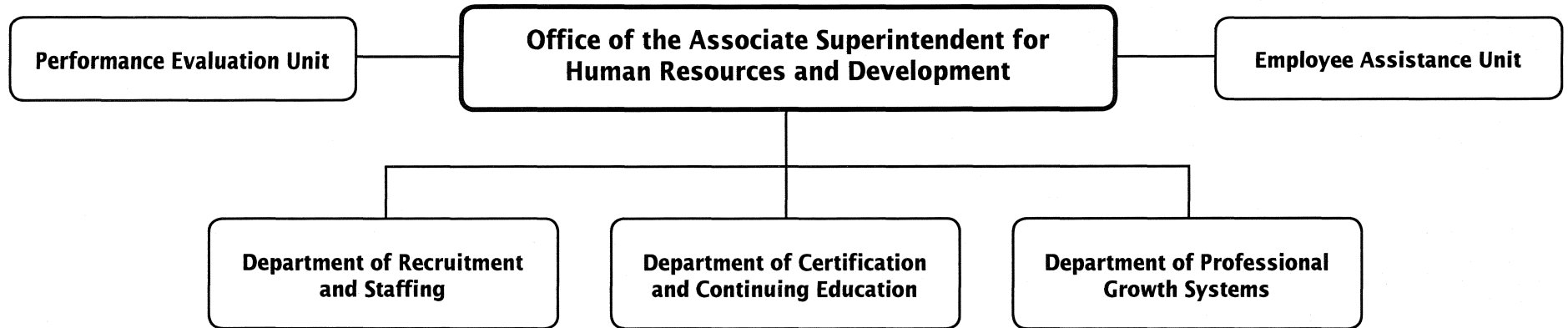
## Office of Human Resources and Development

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**Office of Human Resources and Development**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	21.000	21.000	21.000	21.000	
Business/Operations Admin.					
Professional	40.100	44.100	44.100	44.100	
Supporting Services	53.375	52.375	52.375	52.375	
<b>TOTAL POSITIONS</b>	<b>114.475</b>	<b>117.475</b>	<b>117.475</b>	<b>117.475</b>	
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$2,626,021	\$2,841,739	\$2,841,739	\$2,881,520	\$39,781
Business/Operations Admin.					
Professional	4,013,472	4,379,978	4,379,978	4,550,771	170,793
Supporting Services	3,513,630	3,759,874	3,759,874	3,755,405	(4,469)
<b>TOTAL POSITION DOLLARS</b>	<b>10,153,123</b>	<b>10,981,591</b>	<b>10,981,591</b>	<b>11,187,696</b>	<b>206,105</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	982,976	1,203,868	1,203,868	1,045,815	(158,053)
Supporting Services	173,450	257,319	257,319	266,260	8,941
<b>TOTAL OTHER SALARIES</b>	<b>1,156,426</b>	<b>1,461,187</b>	<b>1,461,187</b>	<b>1,312,075</b>	<b>(149,112)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>11,309,549</b>	<b>12,442,778</b>	<b>12,442,778</b>	<b>12,499,771</b>	<b>56,993</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>319,898</b>	<b>336,957</b>	<b>336,957</b>	<b>262,395</b>	<b>(74,562)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>133,936</b>	<b>320,102</b>	<b>320,102</b>	<b>222,250</b>	<b>(97,852)</b>
<b>04 OTHER</b>					
Local/Other Travel	85,654	94,677	94,677	71,500	(23,177)
Insur & Employee Benefits	5,718,705	4,266,963	4,266,963	4,827,963	561,000
Utilities					
Miscellaneous	30,691	110,735	110,735	98,235	(12,500)
<b>TOTAL OTHER</b>	<b>5,835,050</b>	<b>4,472,375</b>	<b>4,472,375</b>	<b>4,997,698</b>	<b>525,323</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$17,598,433</b>	<b>\$17,572,212</b>	<b>\$17,572,212</b>	<b>\$17,982,114</b>	<b>\$409,902</b>

# Office of Human Resources and Development—Overview



Chapter 10 – 3

# Office of the Associate Superintendent for Human Resources and Development

Performance Evaluation Unit	
Director II (Q)	1.0
Coordinator (N)	1.0
Investigation Specialist (25)	1.0
Data Management Specialist (19)	1.0
Administrative Secretary III (16)	1.0
Personnel Assistant III (12)	2.0
Personnel Assistant I (10)	0.875

Associate Superintendent	1.0
Assistant to Associate Superintendent (N)	1.0
Personnel Specialist (25)	1.0
Fiscal Specialist II (25)	1.0
A&S Personnel Assistant (23)	1.0
Administrative Services Manager I (17)	1.0
Communications Assistant (16)	1.0

Employee Assistance Unit	
Employee Assistance Specialist (B-D)	2.1
Secretary (12)	1.0

**MISSION** *The Office of Human Resources and Development (OHRD) is committed to excellence, equity, and lifelong learning. 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 and academic disparities.*

## MAJOR FUNCTIONS

### Overview

OHRD oversees the Department of Recruitment and Staffing, the Department of Certification and Continuing Education, and the Department of Professional Growth Systems. The Performance Evaluation and Compliance Unit and the Employee Assistance Program Unit also are included in this office.

The OHRD Leadership Team is a professional learning community comprising representatives from all three employee associations and every OHRD department and unit. The OHRD Leadership Team's charge is to align and implement a vision for OHRD that is focused on support to schools and the Montgomery County Public Schools (MCPS) workforce. Through a shared ownership of problems of practice, the OHRD Leadership Team has committed to seek the expertise of team members, encourage risk taking, and hold each other accountable for decisions and actions designed for continuous improvement. The OHRD Leadership Team meets monthly to continuously question the current state, gather data and feedback from our customers, problem solve, seek more efficient and effective methods, test those new methods, and reflect and act on the results.

### Recruitment and Staffing

OHRD, through the Department of Recruitment and Staffing, recruits, hires, and conducts selection and assessment processes for all MCPS staff and monitors employment laws. The department recruits nationwide to ensure that teacher and supporting services positions are filled from a broad, diverse, and high-quality applicant pool. Applicants are recruited through visits to college campuses, job fairs, and association and community events. University partnerships, career awareness programs, and employee referrals provide additional recruitment opportunities for the department. Furthermore, MCPS recruitment efforts are evident in various publications, recruiting sources, and the recruitment website. To ensure that employees' knowledge, skills, and abilities are matched appropriately with assigned positions, the department administers processes for voluntary and involuntary transfers, promotions, and reassignments. The department also interviews and staffs substitute teacher positions.

### Performance Evaluation and Compliance

OHRD, through the Performance Evaluation and Compliance Unit, conducts pre-employment background checks, including processing 2,690 fingerprints during the 2012–2013 school year and monitoring more than 1,400 drug tests. This unit also monitors litigation, equal employment opportunity alignment, human relations, and *Americans with Disabilities Act* issues that are raised by employees; assists in adjudicating grievances; represents administrators in matters of discipline, hearings, arbitrations, and grievances; participates in the collective bargaining process; handles all employee investigations; oversees the employee evaluation systems; and processes all employee dismissals and nonrenewals.

### Employee Assistance Program

The Employee Assistance Program Unit provides counseling and consultation services to intervene in and prevent work performance issues.

### Certification and Continuing Education

The Department of Certification and Continuing Education manages and monitors the certification needs of more than 13,000 certificated employees and also manages and monitors both pre- and post-employment higher education partnerships. The department advises all MCPS staff on matters related to certification and classification and takes leadership in ensuring that all policies and regulations related to human resources are implemented and updated, as appropriate. In addition, the Department of Certification and Continuing Education provides oversight of Continuing Professional Development (CPD) courses that are available primarily to teaching staff seeking academic credit for salary advancement and certification renewal. The Department of Certification and Continuing Education also is responsible for the oversight and processing of tuition reimbursement requests for administrators, support staff, and teachers. This department serves as the MCPS liaison to the Maryland State Department of Education (MSDE) for matters related to certification, CPD courses, and selected higher education partnerships, and works collaboratively with the Montgomery County Association of Administrators and Principals (MCAAP), the Service Employees International Union (SEIU) Local 500, and the Montgomery County Education Association (MCEA) to promote the ongoing professional growth and development of the MCPS workforce.

### Professional Growth Systems

The Department of Professional Growth Systems provides support for the three professional growth systems: administrators; teachers; and supporting services. The Consulting Teacher team, the Skillful Teaching and Leading team, the Staff Development Programs team, and the Onboarding, Induction, and Growth team establish and clarify standards of performance for all employees, provide support to employees who need additional assistance, and support a collaborative process used to measure each employee's job performance. The onboarding process, mentoring system, professional development opportunities, support systems,

and evaluation processes have resulted in a systematic approach to the development of all staff. As a result, the training and development programs provided are research-based, job-embedded, and results-oriented. Also, there is a deliberate emphasis on building systemic capacity to eliminate the institutional barriers that perpetuate inequities in student achievement by race, ethnicity, socioeconomic status, language, and disability. The major functions of the office support and implement numerous projects and programs. The focus of each team and the projects implemented is to build a high-quality workforce. The teams lead and facilitate staff development efforts for individual staff members to support continuous improvement initiatives. Projects within the Department of Professional Growth Systems focus on specific client groups or specific project goals.

OHRD celebrates the accomplishments of great teachers and administrators through the coordination of many awards. OHRD serves as the MCPS liaison to MSDE for matters related to National Board for Professional Teaching Standards (NBPTS) certification and works collaboratively with MCEA to promote, recruit, and select MCPS teachers to pursue NBPTS certification. Additionally, the office arranges selected systemwide recognition events and oversees MCPS employee award and recognition programs, including MCPS Years of Service, the MCPS Retiree Celebration, the Mark Mann Excellence and Harmony Award, Montgomery County Teacher of the Year, Maryland State Teacher of the Year, The Washington Post Agnes Meyer Outstanding Teacher Award, The Washington Post Distinguished Educational Leadership Award, and the Shirley J. Lowrie “Thank You for Teaching” Award.

**ACCOMPLISHMENTS AND INITIATIVES**

OHRD fills each administrative position with the most qualified and productive applicant or employee. OHRD also continues to aggressively recruit a strong and diverse applicant pool for administrative vacancies. The office is impacted by an increasingly veteran workforce that is eligible for retirement; a student population with diverse educational and social needs; increased requests for services and information; and increased legislation and mandates at the federal, state, and local level. Community demands for higher standards of accountability for all personnel and the need for student achievement and safety require more frequent investigations and a greater commitment of time to employee evaluations.

- » For the 2012–2013 school year, 60 qualified assistant principal (AP) candidates were processed for acceptance into the AP eligibility pool; 53 assistant principal vacancies were filled with the following diversity—42 percent African American, 6 percent Asian American, 6 percent Hispanic, 0 percent Native American Indian and 46 percent White; and 21 assistant school administrator vacancies were filled with the following diversity—66 percent African American, 0 percent Asian American, 10 percent Hispanic, and 24 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. Seventy-five investigations were conducted during the 2012–2013 school year. All legal actions related to employment and disciplinary actions are coordinated through this office. The quality of investigations and collaboration with employee associations has led to a decrease in the number of overall grievances.
- » In FY 2013, 619 individual cases were handled through the Employee Assistance Program Unit, and the unit conducted 73 auxiliary services—e.g., workshops, crisis responses, and orientation presentations—resulting in a well-supported and more productive workforce.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of employees who indicate satisfaction after using employee assistance services.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
97%	97%	97%

**Explanation:** This measure reports the percentage of employees who report satisfaction on the Employee Assistance Client Survey.

**Performance Measure:** The diversity of the Board of Education-appointed administrators new to the position will remain above 30 percent and will increase by 1 percent each year.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
42%	43%	44%

**Explanation:** This measure highlights the percentage of the Board of Education-appointed administrative new hires, which includes principals and central services administrators.

## OVERVIEW OF BUDGET CHANGES

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### **FY 2015 Recommended Budget**

The FY 2015 recommended budget for this office is \$1,798,286, a decrease of \$56,561 from the current FY 2014 budget. An explanation of this change follows.

#### ***Same Service Level Changes—(\$9,411)***

##### ***Continuing Salary Costs—\$209***

There is an increase of \$209 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

##### ***Realignments to Meet Expenditure Requirements and Priorities—(\$9,620)***

Realignments are budgeted to address priority spending needs in this department. There is a realignment of \$10,000 from program supplies to fund consultant service and contractual services. In addition, there is a realignment of \$9,620 from this office to the Department of Materials Management to cover costs for office paper.

#### ***Program Efficiencies and Reductions—(\$47,150)***

There is a reduction of \$24,650 for supporting services part-time salaries, a reduction of \$10,000 for awards for the employee recognition ceremony, a reduction of \$6,500 for office supplies, a reduction of \$2,500 for books and subscription, a reduction of \$1,500 for local travel mileage reimbursement, a reduction of \$1,000 for training stipends, and a reduction of \$1,000 for dues, registration and fees. 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 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	18.975	17.975	17.975	<b>17.975</b>	
Position Salaries	\$1,588,553	\$1,653,075	\$1,653,075	<b>\$1,653,284</b>	\$209
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends		1,000	1,000		(1,000)
Professional Part Time		1,400	1,400	<b>1,400</b>	
Supporting Services Part Time		65,947	65,947	<b>41,297</b>	(24,650)
Other					
Subtotal Other Salaries	91,951	68,347	68,347	<b>42,697</b>	(25,650)
<b>Total Salaries &amp; Wages</b>	1,680,504	1,721,422	1,721,422	<b>1,695,981</b>	(25,441)
<b>02 Contractual Services</b>					
Consultants		17,000	17,000	<b>25,000</b>	8,000
Other Contractual		27,060	27,060	<b>29,060</b>	2,000
<b>Total Contractual Services</b>	89,576	44,060	44,060	<b>54,060</b>	10,000
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		23,853	23,853	<b>9,233</b>	(14,620)
Other Supplies & Materials		36,791	36,791	<b>25,291</b>	(11,500)
<b>Total Supplies &amp; Materials</b>	23,481	60,644	60,644	<b>34,524</b>	(26,120)
<b>04 Other</b>					
Local/Other Travel		8,721	8,721	<b>6,221</b>	(2,500)
Insur & Employee Benefits					
Utilities					
Miscellaneous		20,000	20,000	<b>7,500</b>	(12,500)
<b>Total Other</b>	7,064	28,721	28,721	<b>13,721</b>	(15,000)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$1,800,625</u>	<u>\$1,854,847</u>	<u>\$1,854,847</u>	<u>\$1,798,286</u>	<u>(\$56,561)</u>

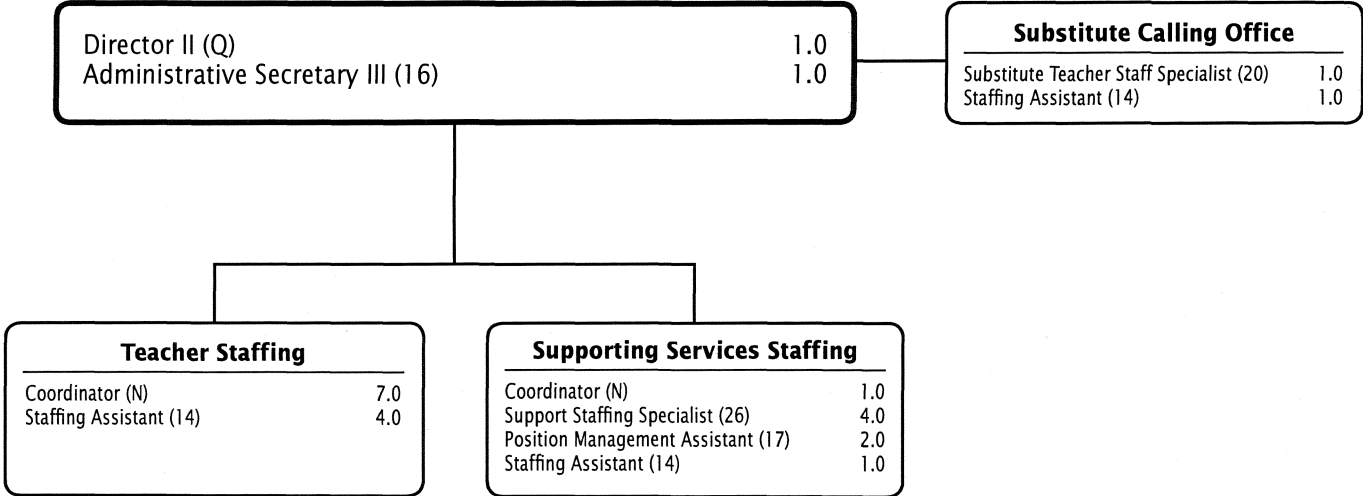


# Office of the Assoc Supt for HR & Dev - 381/314/614

Carole Goodman, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>381 Office of the Assoc Supt for HR &amp; Dev</b>						
1	Associate Superintendent		1.000	1.000	1.000	<b>1.000</b>	
1	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
1	N Asst. to Assoc Supt		1.000	1.000	1.000	<b>1.000</b>	
1	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
1	25 Personnel Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	25 Fiscal Specialist II		1.000	1.000	1.000	<b>1.000</b>	
1	25 Investigation Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	23 A&S Personnel Assistant		1.000	1.000	1.000	<b>1.000</b>	
1	19 Data Management Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	17 Admin Services Manager I		1.000	1.000	1.000	<b>1.000</b>	
1	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
1	16 Communications Assistant		1.000	1.000	1.000	<b>1.000</b>	
1	14 Personnel Assistant			1.000	1.000		(1.000)
1	14 Staffing Assistant		1.000				
1	12 Personnel Assistant III		2.000	1.000	1.000	<b>2.000</b>	1.000
1	10 Personnel Assistant I		.875	.875	.875	<b>.875</b>	
	<b>Subtotal</b>		<b>15.875</b>	<b>14.875</b>	<b>14.875</b>	<b>14.875</b>	
	<b>314 Employee Assistance Unit</b>						
1	BD Employee Assistance Spec		2.100	2.100	2.100	<b>2.100</b>	
1	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>3.100</b>	<b>3.100</b>	<b>3.100</b>	<b>3.100</b>	
	<b>Total Positions</b>		<b>18.975</b>	<b>17.975</b>	<b>17.975</b>	<b>17.975</b>	

# Department of Recruitment and Staffing



**MISSION** *The mission of the Department of Recruitment and Staffing is to promote workforce excellence by recruiting, hiring, and retaining highly qualified, diverse individuals for teaching, supporting services, and substitute positions to support student achievement through effective communication, management of resources, and systematic accountability to all stakeholders.*

## MAJOR FUNCTIONS

### Recruitment

The department recruits nationwide to ensure that teacher and supporting services positions are filled from a broad, diverse, and high-quality applicant pool. Applicants are recruited through visits to college campuses, job fairs, and association and community events. University partnerships, career-awareness programs, and employee referrals provide additional recruitment opportunities for the department. Furthermore, Montgomery County Public Schools (MCPS) recruitment efforts are evident in various newsprint, publications, e-recruiting sources, and the recruitment website.

### Certification and Continuing Education

The department, in collaboration with the Department of Certification and Continuing Education, manages MCPS pre-employment and recruitment partnerships with local universities that increase the number of applicants from diverse ethnic backgrounds and in critical shortage areas.

The department interviews and evaluates the credentials of all candidates and works closely with school-based administrators and program managers to hire the most qualified applicants to work with students. The department ensures that vacancies are filled only in allocated positions. The department also works to ensure that there is a significant number of highly qualified candidates for all vacant positions, and is committed to balanced staffing and a diverse workforce.

To ensure that employees' knowledge, skills, and abilities are matched appropriately with assigned positions, the department administers processes for voluntary and involuntary transfers, promotions, and reassignments. The department conducts interviews and staffs substitute teacher positions.

### Accomplishments and Initiatives

- » Increased competition for highly qualified teacher candidates—especially with the current nationwide teacher shortage in special education, speech/language pathologists, occupational therapists/physical therapists, mathematics, physics, chemistry, and world languages—continues to require innovative recruiting and hiring practices that focus on the pursuit of equity and excellence.

- » Staffs in the Department of Recruiting and Staffing have trained over 60 principals, assistant principals, and central services staff members in the practices of screening teacher candidate résumés for the interview selection process. This collaborative effort is part of our system's Hiring for Equity and Excellence initiative, which seeks to ensure that, collectively, we are actively seeking to recruit an exceptional workforce that is dynamic and diverse.
- » The department began the 2013–2014 school year with all teacher-level positions filled by contracted teachers or qualified substitute teachers, and 3,139 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 715 new employees hired for teacher-level positions were as follows—70.2 percent White, 10.6 percent African American, 6.6 percent Asian American, 6.7 percent Hispanic, and 5.9 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 staffing analysts is 40 percent Hispanic, 20 percent African American, 20 percent Asian American, and 20 percent White. For supporting services positions, 239 new permanent employees and 113 temporary and substitutes were hired, and 728 employees received transfers or promotions for the start of FY 2014.
- » 1,265 employee transactions were completed.
- » A total of 577 candidates were hired for supporting services positions from 3,955 applicants. The representation of diversity, hiring is well served with the following demographics: 30.5 percent African Americans; 27 percent Hispanic; 36 percent White; 5 percent Asian; and 1.5 percent undisclosed.
- » 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 500 contract, giving supporting services employees opportunities for career advancement. Universities in the partnership include the following:
  - » Creative Initiatives in Teacher Education (University of Maryland)—17 interns (14 current participants and 3 graduates)
  - » Special Education Teacher Immersion Training/Professional Immersion Special Education Master of Science (Johns Hopkins University)—13 interns (8 current participants and 5 graduates for FY 2013)

- » Master of Arts in Teaching Program (Towson University)—31 interns (21 current participants and 10 graduates)
- » Washington Adventist University—18 interns (10 current participants and 8 graduates for FY 2013)

The pool of available, qualified substitute teachers is strong for FY 2014. Our Substitute Employee Management System allows classroom teachers, special education paraeducators, substitutes, and administrators to prearrange substitute assignments; match teachers to the most highly qualified substitutes available; integrate with the Human Resources Information System to more efficiently track employee leave and time; use text-to-speech and attach lesson plans to prepare substitutes for assignments; improve the monitoring of staff absences; and more easily identify substitutes in their schools through enhanced reporting capabilities. Strategies to keep the unfilled substitute job rate at 3 percent or lower include daily and monthly monitoring of leave and monthly substitute orientation sessions.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of filled vacancies for teaching positions at the opening of school will increase by 1 percent annually.

FY 2013 Actual	FY 2014 Estimate	FY 2015 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 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
99.6%	100%	100%

**Explanation:** This measure reports the percentage of teachers in Title I schools designated “highly qualified,” as required by *No Child Left Behind* legislation.

**Performance Measure:** The percentage of unfilled rate for teacher absences will decrease to 1 percent or lower.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
1%	0.75%	0.50%

**Explanation:** This measure reports the percentage of unfilled rate for teacher absences.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this department is \$2,238,544, an increase of \$76,025 from the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$76,525**

*Continuing Salary Costs—\$76,525*

There is an increase of \$76,525 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

**Program Efficiencies and Reductions—(\$500)**

There is a reduction of \$500 for local travel mileage reimbursement. This reduction can be made based on prior year spending trends.

# Department of Recruitment and Staffing - 382

Jeffrey M. Martinez, Director II

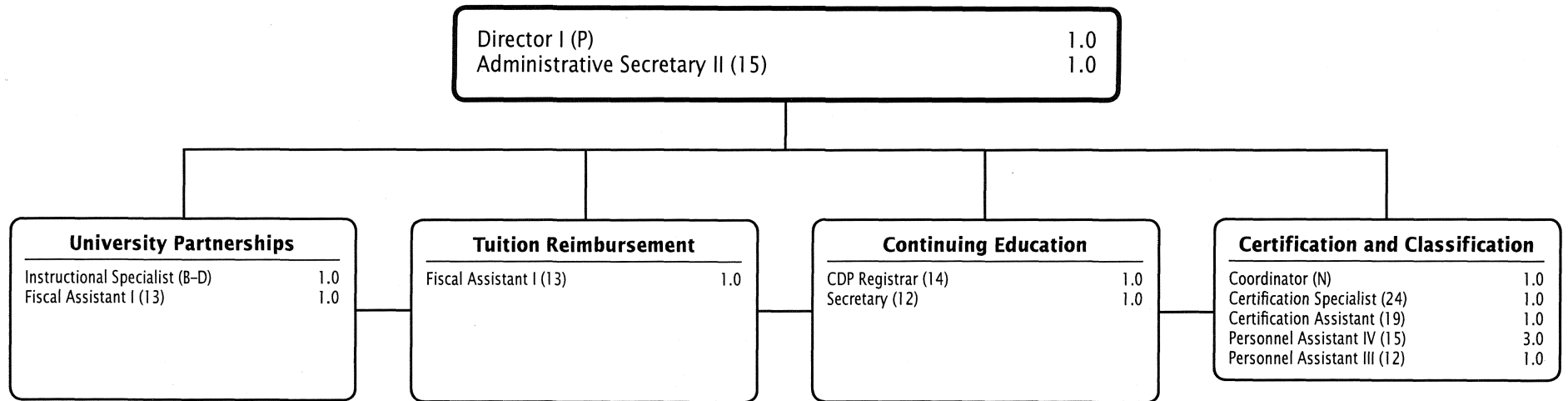
Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	23,000	23,000	23,000	23,000	
Position Salaries	\$2,036,226	\$2,104,297	\$2,104,297	\$2,180,822	\$76,525
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		25,199	25,199	25,199	
Other					
Subtotal Other Salaries	-8,214	25,199	25,199	25,199	
<b>Total Salaries &amp; Wages</b>	2,028,012	2,129,496	2,129,496	2,206,021	76,525
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		11,098	11,098	11,098	
<b>Total Contractual Services</b>	10,288	11,098	11,098	11,098	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		5,000	5,000	2,000	(3,000)
<b>Total Supplies &amp; Materials</b>	2,077	5,000	5,000	2,000	(3,000)
<b>04 Other</b>					
Local/Other Travel		16,925	16,925	19,425	2,500
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	25,101	16,925	16,925	19,425	2,500
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$2,065,478</u>	<u>\$2,162,519</u>	<u>\$2,162,519</u>	<u>\$2,238,544</u>	<u>\$76,025</u>

## Department of Recruitment and Staffing - 382

Jeffrey M. Martinez, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
1	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
1	N Coordinator		8.000	8.000	8.000	<b>8.000</b>	
1	26 Support Staffing Specialist		4.000	4.000	4.000	<b>4.000</b>	
1	20 Substitute Teacher Staff Spec			1.000	1.000	<b>1.000</b>	
1	19 Employment Process Coordinator		1.000				
1	17 Position Management Assistant			2.000	2.000	<b>2.000</b>	
1	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
1	15 Personnel Assistant IV		3.000				
1	14 Staffing Assistant		4.000	6.000	6.000	<b>6.000</b>	
1	12 Personnel Assistant III		1.000				
	<b>Total Positions</b>		<b>23.000</b>	<b>23.000</b>	<b>23.000</b>	<b>23.000</b>	

# Department of Certification and Continuing Education



Chapter 10 - 15

**MISSION** *The Department of Certification and Continuing Education (DCCE) is committed to providing certification and professional development services to all Montgomery County Public Schools (MCPS) staff.*

## MAJOR FUNCTIONS

### Overview

DCCE works collaboratively with administrators, supervisors, teachers, specialists, support professionals, state agencies, and college and university partners to promote the ongoing professional growth and development of a high-quality workforce in MCPS. The major functions of DCCE are divided into four units/programs:

- » Certification Unit
- » Continuing Professional Development Program
- » Higher Education Partnership Program, including the Student Teaching/Internship Program
- » Tuition Reimbursement Program

### Certification Unit

The Certification Unit ensures that only qualified instructional professionals work directly with students. This unit 1) evaluates the credentials of prospective teachers, administrators, and specialists; 2) evaluates educator records for endorsement requests; 3) processes all certificate-related requests through the Maryland State Department of Education (MSDE) Educator Information System; 4) maintains certification records and highly qualified designations for all educators; 5) monitors and informs educators of requirements to renew certificates; and 6) implements the Maryland Quality Teacher Incentive Act. Additionally, the unit monitors local contingencies and state requirements for compliance; complies with state audits for Title I and related MSDE requests; processes salary lane changes and national license supplements for educators on the A–D professional salary schedule; and reviews professional leave requests and clearance for professional and support staff.

Part of ensuring high-quality service 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.

### Higher Education Partnerships

The Higher Education Partnership Program is a learning community that fosters collaboration between institutions of higher education and MCPS to provide opportunities for the

academic development of all staff and mutually beneficial partnerships that build the capacity of MCPS and college/university staff. The mission of the program is to provide current MCPS staff and candidates seeking employment with MCPS with opportunities to further their education, extend their professional skills, conduct action research on problems of practice, engage in academic discussions, apply theoretical concepts, and increase their learning to better meet systemwide priorities. There are three main higher education partnership program categories: teacher preparation, career enhancement, and leadership development.

### Tuition Reimbursement

MCPS has a vested interest in making sure all employees have the knowledge and skills that will help them succeed at work. To that end, MCPS offers tuition reimbursement to all staff to encourage them to take courses that will benefit them and MCPS. The tuition reimbursement program helps foster employee job satisfaction, improve productivity, and contribute to the overall success of the school system. It is an effective way to recruit and retain a highly competent workforce as the long-term value of a more highly educated workforce cannot be overstated. Tuition reimbursement programs increase the quality of a career life for employees and, at the same time, add investment value to the system's human resources.

## ACCOMPLISHMENTS AND INITIATIVES

### Certification Unit

- » For Fiscal Year (FY) 2013, 99.6 percent of Title I teachers were designated “highly qualified.” Additionally in FY 2013, 97.2 percent of classes were taught by teachers designated “highly qualified.”
- » Teachers are required to renew their certificates based on their renewal cycles. In FY 2013, 2,567 certificate renewals were reviewed and processed for January and July 2013 cycles.

### Tuition Reimbursement

- » Tuition reimbursement is available for supporting services staff, teachers, and administrators who choose to further their education. In FY 2013, MCPS offered \$3 million in reimbursement to 4,971 employees.
- » 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. These critical-need areas include secondary mathematics, science, special education, and world languages.
- » MCPS has one of the few higher education partnership programs in the state that provide matriculation through a doctorate degree. This year, 270 teachers and 58 supporting services staff graduated from various partnership programs, including three staff members who earned doctoral degrees.



- » Approximately 320 teachers, 20 administrators, and 85 supporting services staff currently are participating in higher education partnerships.
- » There are 17 participants in the Alternative Certification for Effective Teaching program that focuses on resident teacher certification in mathematics, chemistry, French, and Spanish.
- » Development of additional partnerships is ongoing to continuously meet the academic needs of the MCPS workforce. A partnership was developed 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 and 23 staff members graduated in December 2012.
- » New partnerships that focus on creating teacher leaders in middle school mathematics and elementary and middle school science began in fall 2012.

**Student Teacher Placement Program**

- » A new professional development school (PDS) partnership was established with American University and Walt Whitman High School and Bethesda Elementary School. This brings the total number of PDSs to 32.

In FY 2013, 350 student teacher interns completed their student teaching experience in the MCPS Continuing Professional Development program.

- » Opportunities for professional development for new and veteran educators also are available through the CPD program. Through this program, teachers are able to complete courses and receive credit from MSDE for certification renewal and salary advancement.
- » For FY 2013, 46 CPD courses (147 sections) were offered, with 3,194 participants completing coursework.
- » Three full online courses with 17 sections as well as seven hybrid (online and traditional) courses with 53 sections were offered, based on input from participants.
- » Two new mathematics courses—MA-79, Developing Student Understanding of the Number System and Fractions and MA-80, Developing Student Understanding of Geometry Grades 4 through 8—were offered during FY 2013.

**PERFORMANCE MEASURES**

**Performance Measure:** The percentage of teachers in Title I schools designated as “highly qualified” will increase to 100 percent.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
99.6%	100%	100%

**Explanation:** This measure reports the percentage of teachers in Title I schools designated “highly qualified,” as required by *No Child Left Behind* legislation.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this department is \$5,151,375, an increase of \$531,038 from the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$739,598**

**Continuing Salary Costs—\$39,598**

There is an increase of \$39,598 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

**Other—\$700,000**

There is an increase of \$700,000 for the employee tuition reimbursement program based on prior year spending trends.

**Program Efficiencies and Reductions—(\$208,560)**

There is a reduction of \$139,000 for university partnership tuition due to a decrease in candidate enrollment and program operation efficiencies. There is a reduction of \$40,000 for professional development stipends due to a fewer number of instructors that are needed to teach continuing professional development classes. In addition, there are reductions of \$15,212 for supporting services part-time salaries, \$5,963 for substitute teacher salaries, \$4,000 for contractual services, \$2,000 for consultant services, \$1,250 for local travel mileage reimbursement, and \$1,135 for program supplies. These reductions can be made based on prior year spending trends.

# Department of Certification & Continuing Ed - 383/657/658/659

Dr. Inger H. Swimpson, Director I

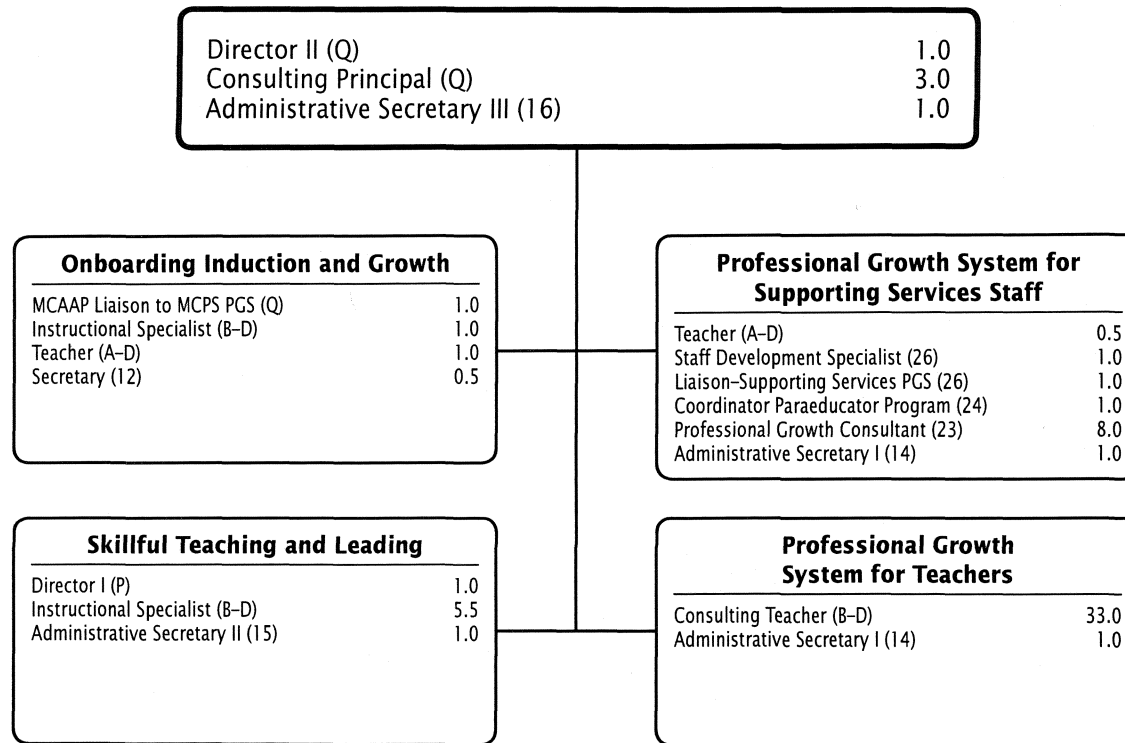
Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	14,000	14,000	14,000	<b>14,000</b>	
Position Salaries	\$984,635	\$1,012,339	\$1,012,339	<b>\$1,051,937</b>	\$39,598
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		9,975	9,975	<b>4,012</b>	(5,963)
Stipends		132,000	132,000	<b>122,000</b>	(10,000)
Professional Part Time		4,800	4,800	<b>4,800</b>	
Supporting Services Part Time		31,712	31,712	<b>16,500</b>	(15,212)
Other		107,630	107,630	<b>77,630</b>	(30,000)
Subtotal Other Salaries	204,230	286,117	286,117	<b>224,942</b>	(61,175)
<b>Total Salaries &amp; Wages</b>	1,188,865	1,298,456	1,298,456	<b>1,276,879</b>	(21,577)
<b>02 Contractual Services</b>					
Consultants		2,000	2,000		(2,000)
Other Contractual		24,000	24,000	<b>20,000</b>	(4,000)
<b>Total Contractual Services</b>	15,249	26,000	26,000	<b>20,000</b>	(6,000)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		4,135	4,135	<b>3,000</b>	(1,135)
<b>Total Supplies &amp; Materials</b>	8,389	4,135	4,135	<b>3,000</b>	(1,135)
<b>04 Other</b>					
Local/Other Travel		3,000	3,000	<b>1,750</b>	(1,250)
Insur & Employee Benefits		3,288,746	3,288,746	<b>3,849,746</b>	561,000
Utilities					
Miscellaneous					
<b>Total Other</b>	4,815,525	3,291,746	3,291,746	<b>3,851,496</b>	559,750
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$6,028,028</u>	<u>\$4,620,337</u>	<u>\$4,620,337</u>	<u><b>\$5,151,375</b></u>	<u>\$531,038</u>

# Department of Certification & Continuing Ed - 383/657/658/659

Dr. Inger H. Swimpson, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>383 Department of Certification &amp; Continuing Ed</b>						
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
1	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
1	24 Certification Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	19 Certification Assistant		1.000	1.000	1.000	<b>1.000</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
1	15 Personnel Assistant IV		1.500	2.500	2.500	<b>3.000</b>	.500
1	14 Staffing Assistant		1.500	.500			
1	12 Personnel Assistant III		1.000	1.000	1.500	<b>1.000</b>	(.500)
	<b>Subtotal</b>		<b>9.000</b>	<b>9.000</b>	<b>9.000</b>	<b>9.000</b>	
	<b>657 Continuing Education</b>						
2	14 CPD Registrar		1.000	1.000	1.000	<b>1.000</b>	
2	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	
	<b>658 University Partnerships</b>						
2	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
2	13 Fiscal Assistant I		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	
	<b>659 Tuition Reimbursement</b>						
2	13 Fiscal Assistant I		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>1.000</b>	<b>1.000</b>	<b>1.000</b>	<b>1.000</b>	
	<b>Total Positions</b>		<b>14.000</b>	<b>14.000</b>	<b>14.000</b>	<b>14.000</b>	

# Department of Professional Growth Systems



**MISSION** *The mission of the Department of Professional Growth Systems (PGS) is threefold: 1) to establish and clarify standards of performance for all employees, including administrators, teachers, and support professionals; 2) to provide support to employees who need additional assistance; and 3) to support a collaborative process used to measure each employee's job performance. The Teacher PGS includes the development of teaching staff through a comprehensive induction program for teachers new to Montgomery County Public Schools (MCPS) and through direct instructional support of novice and experienced staff performing below standard. The Administrative and Supervisory PGS (A&S PGS) supports development of high-performing staff and instructional leaders who have the knowledge, skills, strategies, beliefs, and practices that result in student achievement. The Supporting Services PGS (SSPGS) ensures the development of supporting services staff through professional development courses, coaching, modeling, mentoring support, direct support to staff performing below competency, and promotion of the continued professional development of the MCPS workforce. All three professional growth systems reflect the MCPS focus on career-long learning through the professional and academic growth and development of all members of the workforce.*

## MAJOR FUNCTIONS

### Consulting Teachers

The major functions of this department are supported by five teams: the Consulting Teacher team (supports the Teacher PGS); the Consulting Principal team (supports the A&S PGS); the Supporting Services Professional Growth System team (supports the SSPGS); the Skillful Teaching and Leading team; and the Onboarding, Induction, and Growth team. The Skillful Teaching and Leading and Onboarding, Induction, and Growth teams support employees in all three professional growth systems.

The function of the Consulting Teacher team is to support novice and underperforming teachers through ongoing coaching, modeling, observation, and review. Consulting teachers provide intensive, individualized, instructional support and resources to teachers. Their caseloads comprise both novice and underperforming teachers and are

dependent on the number of novice teachers hired in a year and the number of teachers identified as underperforming. An implementation team ensures that the work of the Teacher PGS is put into practice at a high-quality level.

The vision of the A&S PGS System is to create a comprehensive system for attracting, recruiting, mentoring, developing, evaluating, and recognizing administrators in a dynamic structure for critical reflection, continuous improvement, and lifelong learning. An implementation team ensures that the work of the A&S PGS is put into practice at a high-quality level.

### Consulting Principals

The function of the Consulting Principals team is to provide individualized support to novice principals, principals who have moved to a new level (elementary, middle, or high school), principal interns, and principals and other administrators who have been identified as underperforming.

### Skillful Teaching

The functions of the Skillful Teaching and Leading team are the training and the support of staff to implement the knowledge, skills, strategies, beliefs, and practices of six courses taught by the team: Studying Skillful Teaching 1 and 2; Observing and Analyzing Teaching 1 and 2; Studying Skillful Teaching for Paraeducators: Supporting Teaching and Learning; and Supervising and Evaluating Performance (SEP) for central services and business and operations administrators. All of these courses are built on the premise that effective effort and belief in continuous improvement creates a cycle of motivation and success. Finally, the core knowledge presented in these courses focuses on student achievement and learning through expert instruction and leadership. The Skillful Teaching and Leading team also coordinates the Traditions course, which is the first professional development experience for all new employees participating in the Onboarding process (see below). The team also coordinates Facilitative Leadership, which trains MCPS staff to facilitate teams, work groups, and committees effectively. Another project by the team is the Student Learning Objectives (SLO) initiative. The team developed and conducted training sessions to help leadership teams implement the rollout of the SLO initiative in all MCPS schools.

### Professional Growth Systems

The Supporting Services Professional Growth System (SSPGS) includes an evaluation process, training and development opportunities, career 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 at a high-quality level.

A Joint PGS Implementation team, comprising all members of each implementation team, is charged with increasing consistency among the PGSs while valuing and recognizing differences through: 1) learning from each PGS to share and implement best practices; 2) clarifying 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.

### New Teacher Induction

The Onboarding, Induction, and Growth team's function is to welcome and orient all new employees into the organization and prepare them to succeed at their jobs by becoming fully engaged, productive members of the school system. By adding the Onboarding experience, the team provides a seamless, consistent, and positive experience for all new hires. The New Teacher Induction Program provides a comprehensive induction program to teachers new to MCPS. It includes orientation, peer support, courses, mentoring, and workshops to enhance instructional practices and ensure professional growth.

## ACCOMPLISHMENTS AND INITIATIVES

### Teacher Professional Growth

The consulting teachers work to provide intensive individualized instructional support and resources to every novice and underperforming teacher within the Peer Assistance and Review (PAR) program. Their work is guided by the MCPS Teacher Performance Standards.

- » In Fiscal Year (FY) 2013, 29 consulting teachers worked with 572 novice and underperforming teachers.

The Studying Skillful Teaching and Observing and Analyzing Teaching coursework not only focuses on teacher quality, but it also provides opportunities for administrators and support professionals to build their instructional and supervisory skills.

- » During FY 2013 there was continued countywide implementation of Skillful Teaching through the following graduate college courses: Studying Skillful Teaching (SST) 1, 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.

- » A total of 453 teachers participated in SST 1 classes, 291 teachers participated in SST 2 classes, 192 school leaders and aspiring administrators participated in OAT 1 classes, 152 school leaders participated in OAT 2 classes, and 86 paraeducators participated in SST for Paraeducators: Supporting Teaching and Learning. In addition, 30 central services and business and operations administrators participated in Supervisory and Evaluating Performance (SEP) classes.
- » Data from end-of-course surveys indicate that an overwhelming majority of the participants were satisfied with their course and are implementing strategies learned. Data from end-of-course surveys also indicate that participants are implementing strategies from each strand of the course. Instructional specialists are supporting teachers, paraeducators, leadership teams, instructional councils, and administrators at their sites as they implement Skillful Teacher/Leader strategies.

The New Teacher Induction (NTI) Program provides a comprehensive induction experience to teachers new to MCPS.

- » The program provided six sessions of the course Mentoring for All: Strategies, Assessments, and Activities (116 participants) in FY 2013.
- » The program also provided four modules of the course Landing on Your Feet (85 participants), which covered classroom management, parent and home involvement, beliefs and high expectations, and managing time.
- » The induction program included 200 mentors, 714 new teachers, and 552 Traditions participants.
- » Data from end-of-course/workshop surveys indicate that an overwhelming majority of participants were satisfied with the courses and modules. Data from the New Educator Orientation (NEO) indicated that 95 percent of the new educators who attended NEO recommended the event highly to other new teachers.
- » The NTI team works collaboratively with other PGS units to deliver Traditions: An Onboarding Experience to all new MCPS employees, including management of logistics, site coordination, and observation of trainers for 60 sessions and 1,195 participants.

### A&S Professional Growth

The A&S PGS was implemented fully in FY 2005. Since that time, all principals scheduled for evaluation have been evaluated using the new leadership standards and performance criteria. A handbook with the standards is on the A&S PGS website and is available to all school-based and central services administrators.

- » The six leadership standards for principals have been modified to create standards and performance criteria for assistant principals, assistant school administrators, and coordinators of school-based programs. This

set of standards and performance criteria is aligned with the principals' standards in order to facilitate a consistent approach to school leadership.

- » A third set of standards has been developed for central services administrators and a fourth set for business and operations administrators. While these sets of standards and performance criteria were derived from the principals' standards, the resultant performance criteria were adjusted to fit the different roles within central services and business and operations.
- » In FY 2013, three consulting principals provided one-on-one mentoring for new principals, principals who changed levels, principals new to MCPS, principal interns, and principals and other administrators who were identified as having performance issues.
- » A PAR Panel of associate superintendents, directors of school support and improvement, and principals supports the work of the consulting principals with novice principals, principals who changed levels, principals new to MCPS, and underperforming principals and administrators. This panel provides additional support in assisting principals to be highly effective. Ultimately, the PAR panel makes recommendations to the superintendent of schools regarding the employment status of principals and administrators.
- » PAR Panels for assistant principals, central services administrators and supervisors, and business and operations administrators also have been established.

### Supporting Services Professional Growth

The SSPGS was developed in collaboration with Service Employees International Union Local 500. This system is based on core competencies and performance criteria that reflect the high level of skills and commitment to excellence expected of all supporting services personnel. The SSPGS recognizes the roles of supporting services employees as multifaceted, ever-changing, and integral to supporting high-quality teaching and learning. It establishes an infrastructure that describes the skills and knowledge required for support professionals to assist in building learning communities for students and staff. Similar to the professional growth systems for teachers and administrative and supervisory personnel, the purpose of the SSPGS is to institute a comprehensive system for recruiting, staffing, evaluating, developing, recognizing, and retaining high-quality supporting services staff in all our schools and offices.

- » One component of the SSPGS is the Performance Improvement Process (PIP), which includes eight professional growth consultants (PGCs) who are the supporting services equivalent of the consulting teachers and consulting principals. The PGCs are the direct liaison among supporting services employees, administrators/supervisors, and the PAR Panel.
- » The SSPGS PIP offers supporting services professionals several options to address issues of underperformance, including a six-month PAR program, a 90-day special evaluation, or an opportunity for reassignment to a

previously held position in which the employee was successful. PAR provides underperforming supporting services employees with an opportunity to receive the intensive, individualized assistance and professional development necessary to improve job performance and meet the core competency criteria of the SSPGS. PGCs fulfill their roles of providing intensive, individualized support to underperforming support professionals as generalists. As such, the intricate and complex nature of their work requires dedicated time to coordinate resources, provide support, monitor progress, and document professional growth and development for each client.

- » Over the eight-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. Approximately 85 percent of those clients were able to successfully return to their professional growth cycle.
- » In addition to providing support to clients, PGCs coordinate and facilitate the Supporting Services New Employee Orientation, facilitate Traditions (the first step of Onboarding), and teach a variety of in-house trainings through the SSTD that 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 supporting services professionals in all schools and offices. To assist employees and supervisors in the completion of PDPs, electronic interactive tutorials were created and posted on the SSPGS website.
- » The Department of Transportation, Division of School Plant Operations, and the Supporting Services Training Corps (SSTC) have each been assigned one PGC to assist in implementing the SSPGS and building the capacity of supporting services professionals. These PGCs will support these focus areas in addition to their regular duties.

The Supporting Services Training and Development (SSTD) team provides professional development opportunities that support the seven core competencies of the Supporting Services Professional Growth System (SSPGS). The team mission is to assist supporting services professionals in acquiring the skills to achieve excellence in their present positions and to work toward obtaining positions of increasing responsibility within the system.

- » Offerings include more than 60 training titles covering communication skills, diversity awareness, organizational skills, computer literacy, office skills, career development, and supervisory skills.
- » In addition to general competency training, open to all supporting services staff, training is delivered for specific audiences, including school financial agents, instructional data analysts, English Language Learners, and paraeducators.

- » New training implemented this year included blended online and face-to-face training for 125 first-year paraeducators, using PD Now paraeducator training modules by Master Teacher.
- » The attendance total for SSTD-sponsored training this past year was 3,368.
- » Implementation of the Supporting Services Training Corps (SSTC) will provide 38 in-house trainers by selecting and training support professionals who, in addition to their primary duties, will be released to deliver supporting services training four times per year. The SSTC will deliver training in the areas of school finance, written communication, behavior management, bullying awareness and prevention, and computer literacy. The SSTC will benefit the system by creating capacity to meet critical, immediate training needs and yielding both budget savings and improved opportunities to develop high-quality, MCPS-specific learning opportunities.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of teachers successfully returned to the Professional Growth System.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
88%	100%	100%

**Explanation:** This measure demonstrates the effectiveness of the program by providing the percentage of consulting teacher clients who successfully completed the PAR process and were returned to the professional growth cycle. The remaining clients resigned, retired, received a second year of PAR support, were on extended leave, or were nonrenewed.

**Performance Measure:** Percentage of participants who indicated satisfaction with the Skillful Teacher coursework.

	FY 2013 Actual	FY 2014 Estimate	FY 2015 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 2013 Actual	FY 2014 Estimate	FY 2015 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 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
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. These courses include Landing on Your Feet (novice teachers) and Mentoring for All: Strategies, Assessments and Activities (mentors).

**Performance Measure:**

	FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
Introduction to Promethean Board	100%	100%	99%
Mentor Forum	100%	98%	99%
Managing Stress	100%	100%	99%
How to Work with Your Paraeducator	100%	98%	99%
Time Management	100%	98%	99%
Activinspire	100%	98%	99%
Interesting Websites	85%	90%	90%
Professionalism and Ethics	100%	98%	99%
Digital Portfolio	100%	100%	99%
Discovery Streaming	100%	100%	100%

**Explanation:** Data indicates that participants feel the courses offered through the New Teacher Induction program are relevant. The New Teacher Induction program will continue to offer courses that enhance the comprehensive induction model and provide support to improve instructional practices. These workshops will include new ideas such as Professionalism and Ethics.



**Performance Measure:** Percentage of novice principals who indicated that they are satisfied with the supports they receive from their consulting principals.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
98%	98%	100%

**Explanation:** This measure provides information on the actual impact of the differentiated and job-embedded training and development support provided by the consulting principals to novice principals through analysis of the novice principals' experiences as the clients who received the services. The training and support is aligned directly with the consulting principals' job description and performance standards in the A&S PGS.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this department is \$3,893,444, a decrease of \$344,312 from the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—(\$169,499)**

*Continuing Salary Costs—(\$113,939)*

There is a decrease of \$113,939 for continuing salary costs. The costs associated with the annualization of the step provided to employees on February 8, 2014 are offset by reductions for staff turnover.

*Realignments to Meet Expenditure Requirements and Priorities—(\$55,560)*

There are a number of realignments budgeted to address priority spending needs within this department. There is a decrease of \$10,000 for supporting services part-time salaries and a corresponding increase for professional part-time salaries. There is a decrease of \$27,546 for contractual services and the funds are realigned to provide additional training stipends. In addition, there is a realignment of \$55,560 from this department to the Division of School Plant Operations to support costs associated with the Montgomery College Mechanical Skills courses.

**Program Efficiencies and Reductions—(\$174,813)**

There are reductions of \$63,000 for stipends to pay for teacher mentor training, \$35,616 for program supplies, \$43,000 for training stipends, \$17,070 for contractual services, \$8,727 for office supplies, \$5,000 for substitute teachers, and \$2,400 for building rental. These reductions can be made based on prior year spending trends.

**Title II A—Improving Teacher Quality, Skillful Teaching and Leading Program**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this program is \$355,443. There is no change from the current FY 2014 budget.

**Program's Recent Funding History**

	FY 2014 Projected 7/1/13	FY 2014 Received 11/30/13	FY 2015 Projected 7/1/14
Federal	\$355,433	\$355,433	\$355,433
State			
Other			
County			
<b>Total</b>	<b>\$355,433</b>	<b>\$355,433</b>	<b>\$355,433</b>

**Title II A—Improving Teacher Quality, Teacher Mentoring Program**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this program is \$249,480. There is no change from the current FY 2014 budget.

**Program's Recent Funding History**

	FY 2014 Projected 7/1/13	FY 2014 Received 11/30/13	FY 2015 Projected 7/1/14
Federal	\$249,480	\$249,480	\$249,480
State			
Other			
County			
<b>Total</b>	<b>\$249,480</b>	<b>\$249,480</b>	<b>\$249,480</b>

**Title II A—Improving Teacher Quality, Consulting Teacher Program**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this program is \$4,295,542, an increase of \$203,712 from the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$203,712**

*Continuing Salary Costs—\$203,712*

There is an increase of \$203,712 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

**Program's Recent Funding History**

	FY 2014 Projected 7/1/13	FY 2014 Received 11/30/13	FY 2015 Projected 7/1/14
Federal	\$3,205,176	\$2,910,100	\$2,910,100
State			
Other			
County	\$879,354	\$886,654	\$1,385,442
<b>Total</b>	<b>\$4,084,530</b>	<b>\$3,796,754</b>	<b>\$4,295,542</b>

**Dept. of Prof. Growth Systems - 384/653/654/655/656/665**

**David Steinberg, Director II**

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	28.500	28.500	28.500	<b>28.500</b>	
Position Salaries	\$2,706,225	\$3,101,731	\$3,101,731	<b>\$2,987,792</b>	(\$113,939)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		40,688	40,688	<b>45,688</b>	5,000
Stipends		300,956	300,956	<b>300,956</b>	
Professional Part Time		70,052	70,052	<b>21,632</b>	(48,420)
Supporting Services Part Time		34,970	34,970	<b>76,227</b>	41,257
Other		334,413	334,413	<b>274,289</b>	(60,124)
Subtotal Other Salaries	500,262	781,079	781,079	<b>718,792</b>	(62,287)
<b>Total Salaries &amp; Wages</b>	3,206,487	3,882,810	3,882,810	<b>3,706,584</b>	(176,226)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		175,292	175,292	<b>96,730</b>	(78,562)
<b>Total Contractual Services</b>	120,639	175,292	175,292	<b>96,730</b>	(78,562)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		13,000	13,000	<b>8,000</b>	(5,000)
Other Supplies & Materials		125,623	125,623	<b>63,026</b>	(62,597)
<b>Total Supplies &amp; Materials</b>	54,675	138,623	138,623	<b>71,026</b>	(67,597)
<b>04 Other</b>					
Local/Other Travel		41,031	41,031	<b>19,104</b>	(21,927)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	13,375	41,031	41,031	<b>19,104</b>	(21,927)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$3,395,176</b>	<b>\$4,237,756</b>	<b>\$4,237,756</b>	<b>\$3,893,444</b>	(\$344,312)

# Dept. of Prof. Growth Systems - 384/654/653/656/665

David Steinberg, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>384 Dept. of Prof. Growth Systems</b>						
2	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
2	Q Consulting Principal		3.000	3.000	3.000	<b>3.000</b>	
2	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>5.000</b>	<b>5.000</b>	<b>5.000</b>	<b>5.000</b>	
	<b>654 Onboarding, Induction &amp; Professional Growth</b>						
2	Q MCAAP Liaison to MCPS PGS		1.000	1.000	1.000	<b>1.000</b>	
3	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
3	AD Teacher		1.000	1.000	1.000	<b>1.000</b>	
2	12 Secretary		.500	.500	.500	<b>.500</b>	
	<b>Subtotal</b>		<b>3.500</b>	<b>3.500</b>	<b>3.500</b>	<b>3.500</b>	
	<b>656 Supporting Services PGS</b>						
3	AD Central Off Teacher	X	.500	.500	.500	<b>.500</b>	
2	26 Staff Development Specialist		1.000	1.000	1.000	<b>1.000</b>	
2	26 Liaison - Supporting Svcs PGS		1.000	1.000	1.000	<b>1.000</b>	
3	24 Coordinator Paraeducator Prog		1.000	1.000	1.000	<b>1.000</b>	
3	23 Professional Growth Consultant		8.000	8.000	8.000	<b>8.000</b>	
2	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>12.500</b>	<b>12.500</b>	<b>12.500</b>	<b>12.500</b>	
	<b>665 Skillful Teaching and Leading</b>						
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
3	BD Instructional Specialist		5.500	5.500	5.500	<b>5.500</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>7.500</b>	<b>7.500</b>	<b>7.500</b>	<b>7.500</b>	
	<b>Total Positions</b>		<b>28.500</b>	<b>28.500</b>	<b>28.500</b>	<b>28.500</b>	

# Title II A - Skillful Teaching and Leading Project - 915

## David Steinberg, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)					
Position Salaries					
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		51,655	51,655	<b>51,655</b>	
Stipends					
Professional Part Time					
Supporting Services Part Time		17,790	17,790	<b>17,790</b>	
Other					
Subtotal Other Salaries	246,359	69,445	69,445	<b>69,445</b>	
<b>Total Salaries &amp; Wages</b>	246,359	69,445	69,445	<b>69,445</b>	
<b>02 Contractual Services</b>					
Consultants		80,507	80,507	<b>80,507</b>	
Other Contractual					
<b>Total Contractual Services</b>	83,536	80,507	80,507	<b>80,507</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		109,200	109,200	<b>109,200</b>	
<b>Total Supplies &amp; Materials</b>	44,094	109,200	109,200	<b>109,200</b>	
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits		5,556	5,556	<b>5,556</b>	
Utilities					
Miscellaneous		90,735	90,735	<b>90,735</b>	
<b>Total Other</b>	25,257	96,291	96,291	<b>96,291</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$399,246</b>	<b>\$355,443</b>	<b>\$355,443</b>	<b>\$355,443</b>	

## Title II A - Teacher Mentoring Project - 917

David Steinberg, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)					
Position Salaries					
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends		56,000	56,000	<b>56,000</b>	
Professional Part Time					
Supporting Services Part Time					
Other		175,000	175,000	<b>175,000</b>	
Subtotal Other Salaries	121,838	231,000	231,000	<b>231,000</b>	
<b>Total Salaries &amp; Wages</b>	121,838	231,000	231,000	<b>231,000</b>	
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>					
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits		18,480	18,480	<b>18,480</b>	
Utilities					
Miscellaneous					
<b>Total Other</b>	17,835	18,480	18,480	<b>18,480</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$139,673</b>	<b>\$249,480</b>	<b>\$249,480</b>	<b>\$249,480</b>	

# Prof. Growth System for Teachers - 660/961

David Steinberg, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	30.000	34.000	34.000	<b>34.000</b>	
Position Salaries	\$2,837,484	\$3,110,149	\$3,110,149	<b>\$3,313,861</b>	\$203,712
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>	2,837,484	3,110,149	3,110,149	<b>3,313,861</b>	203,712
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		2,500	2,500	<b>2,500</b>	
<b>Total Supplies &amp; Materials</b>	1,576	2,500	2,500	<b>2,500</b>	
<b>04 Other</b>					
Local/Other Travel		25,000	25,000	<b>25,000</b>	
Insur & Employee Benefits		954,181	954,181	<b>954,181</b>	
Utilities					
Miscellaneous					
<b>Total Other</b>	930,893	979,181	979,181	<b>979,181</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$3,769,953</u>	<u>\$4,091,830</u>	<u>\$4,091,830</u>	<u><b>\$4,295,542</b></u>	<u>\$203,712</u>

# Prof. Growth System for Teachers - 660/961

David Steinberg, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>660 Prof. Growth System for Teachers</b>						
3	AD Teacher, Consulting	X	6.750	10.250	10.250	<b>11.000</b>	.750
2	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>7.750</b>	<b>11.250</b>	<b>11.250</b>	<b>12.000</b>	<b>.750</b>
	<b>961 Title II A - PGS for Teachers</b>						
3	AD Teacher, Consulting	X	22.250	22.750	22.750	<b>22.000</b>	(.750)
	<b>Subtotal</b>		<b>22.250</b>	<b>22.750</b>	<b>22.750</b>	<b>22.000</b>	<b>(.750)</b>
	<b>Total Positions</b>		<b>30.000</b>	<b>34.000</b>	<b>34.000</b>	<b>34.000</b>	





**CHAPTER 11**

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**Board of Education and  
Office of the Superintendent of Schools**

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**Board of Education and Office of the Superintendent**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	8.000	10.000	10.000	10.000	
Business/Operations Admin.	1.000	1.000	1.000	1.000	
Professional					
Supporting Services	32.000	35.000	35.000	36.000	1.000
<b>TOTAL POSITIONS</b>	<b>41.000</b>	<b>46.000</b>	<b>46.000</b>	<b>47.000</b>	<b>1.000</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$1,251,887	\$1,593,937	\$1,593,937	\$1,626,228	\$32,291
Business/Operations Admin.	86,621	101,451	101,451	101,694	243
Professional					
Supporting Services	2,276,260	2,558,093	2,558,093	2,675,192	117,099
<b>TOTAL POSITION DOLLARS</b>	<b>3,614,768</b>	<b>4,253,481</b>	<b>4,253,481</b>	<b>4,403,114</b>	<b>149,633</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	158,556	157,800	157,800	157,800	
Supporting Services	20,140	21,066	21,066	21,066	
<b>TOTAL OTHER SALARIES</b>	<b>178,696</b>	<b>178,866</b>	<b>178,866</b>	<b>178,866</b>	
<b>TOTAL SALARIES AND WAGES</b>	<b>3,793,464</b>	<b>4,432,347</b>	<b>4,432,347</b>	<b>4,581,980</b>	<b>149,633</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>59,642</b>	<b>146,625</b>	<b>146,625</b>	<b>146,625</b>	
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>110,748</b>	<b>135,282</b>	<b>135,282</b>	<b>140,282</b>	<b>5,000</b>
<b>04 OTHER</b>					
Local/Other Travel	93,122	108,055	108,055	108,055	
Insur & Employee Benefits	322,075	323,522	323,522	353,504	29,982
Utilities					
Miscellaneous	69,805	66,972	66,972	66,972	
<b>TOTAL OTHER</b>	<b>485,002</b>	<b>498,549</b>	<b>498,549</b>	<b>528,531</b>	<b>29,982</b>
<b>05 EQUIPMENT</b>	<b>24,880</b>	<b>880</b>	<b>880</b>	<b>880</b>	
<b>GRAND TOTAL AMOUNTS</b>	<b>\$4,473,736</b>	<b>\$5,213,683</b>	<b>\$5,213,683</b>	<b>\$5,398,298</b>	<b>\$184,615</b>

# Board of Education

Chief of Staff-Ombudsman	1.0
Staff Assistant, Policy and Communications	1.0
Staff Assistant, Legislative and Intergovernmental Relations	1.0
Administrative Services Manager IV (21)	1.0
Administrative Secretary, Board of Education (20)	1.0
Administrative Secretary, Board of Education (17)	1.0
Administrative Secretary II (15)	1.0

**MISSION** *The mission of the Board of Education is to provide leadership and oversight for a high-quality educational system with community-supported goals, policies, and resources committed to benefit our diverse student population. The Office of the Board of Education enables the elected Board members to function as a cohesive and effective body in performing its responsibilities to adopt educational policy, ensure accountability, promote intergovernmental relations, and respond to community and student concerns.*

## MAJOR FUNCTIONS

As required by Maryland law, the Board maintains a “reasonably uniform” system of public schools designed to provide high-quality education and equal educational opportunity for all children.

### Development and Adoption of Educational Policy and Rules and Regulation for Managing the School System

Specifically, the Board determines, with the advice of the superintendent, 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 framework, *Building Our Future Together: Students, Staff, and Community*, include, but are not limited to, the following:

- » Selecting and appointing the superintendent of schools
- » Adopting operating and capital budgets
- » Making decisions on educational, budgetary, facility, and financial matters
- » Establishing curriculum guides and courses of study
- » Making continuous appraisal of the educational and administrative management of the school system
- » Establishing school boundaries
- » Acting in a quasi-judicial capacity, in particular, deciding appeals
- » Advancing a legislative agenda
- » Appointing personnel

To carry out its duties, the Board usually meets twice each month, convening for one all-day meeting and one evening meeting. Other meetings may be held to hear appeals; review and act on budgets and facilities; preside over public hearings; meet with other elected officials and public bodies; host community forums; hold parent, student, and

employee meetings; and hold local, state, and national association meetings.

### Community Stakeholder Engagement

The Board performs its functions as a committee of the whole and through the work of the following standing committees: Fiscal Management, Policy, Special Populations, and Strategic Planning. These committees all work in alignment with their individual charters and the strategic planning framework to further the mission of the Board of Education by providing leadership and oversight of the school system.

The Board office works with the community and appropriate MCPS offices to address concerns related to school system decisions or actions. The office also researches and analyzes educational policies, practices, and budgets; coordinates all appeals before the Board; and provides legislative and intergovernmental information as well as represents the Board’s positions on these matters. The office maintains all records of the Board and handles its correspondence, calendars, and meeting materials.

## ACCOMPLISHMENTS AND INITIATIVES

- » The Office of the Board of Education supports the Board’s work; improves on customer service to Board members and the community; ensures robust collaboration with key stakeholders; and allows for increased reporting, analysis, and communications capabilities. The Board is committed to constantly improving the school system’s educational practices, in response to the community’s willingness to examine alternative models of delivering educational services. Board protocols and processes, 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 planning framework, *Building Our Future Together*, enables the Board to ensure coherence and proactivity in its overall work plan. Over the past few years, the Board’s committees have evolved to become more mature as they have assumed more responsibility in tackling key aspects of the Board’s work.
- » The Board also continuously reviews and adapts to changes in education laws, bylaws, rules, regulations, and policies. What follows is a summary of some of the Board’s actions in the past fiscal year: Policy CND, *School-related Fundraising*, provides a framework for school-related fund-raising activities in or on behalf of MCPS that safeguards instructional time, maximizes the safety of students, supports a common school experience for all students, and includes appropriate accountability provisions. Policy BBB, *Ethics*, seeks to promote the highest level of ethical conduct on the part of all persons associated with MCPS, to ensure

promote the highest level of ethical conduct on the part of all persons associated with MCPS, to ensure the highest public confidence in the impartiality and independent judgment of Board of Education members and school employees, and seeks to provide guidance for MCPS personnel concerning ethics-related matters. Policy JPD, *Emergency Care for Students Experiencing Anaphylaxis*, promotes and protects children's health, well-being and ability to learn. Policy DJA, *MCPS Procurement Practices*, recognizes the procurement procedures published in the MCPS Procurement Manual and Maryland law, establishes limits for advertising bids and obtaining bid approval by the Board, and puts in place a process for the Board Fiscal Management Committee to review the Procurement Manual. Policy ABA, *Community Involvement*, affirms the Board's commitment to fostering and supporting community interest and involvement in MCPS, because citizen support of the schools is essential to student success. Policy IGN, *Combating Alcohol and Other Drug Use*, provides a framework for creating and maintaining a safe environment for teaching, learning, and working within MCPS that is free of alcohol, tobacco, and other drugs.

- » The Board also rescinded two policies: Policy DJB, *Bid Awards*, given that relevant language was added to Policy DJA, *MCPS Procurement Practices, 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. During the 2013 session, of the 14 bills that the Board supported as introduced, one passed while five passed with amendment. Of the five bills that the Board supported with amendment, none passed as introduced and three passed with amendment.
- » During FY 2013, the Board adjudicated 113 appeals. Thirty-two were related to student suspension, expulsions, teacher dismissals, early entrance to kindergarten, admission to highly gifted centers, and complaints from the public; and 81 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 and discipline), school environment (staff, climate, safety and security), enrollment (mainly

related to determinations of residency), transportation (bus routes), and human resources (termination).

- » 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 revisions to the guiding tenets of the strategic plan (core values, mission, vision, and core purpose) as well as to 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 revisions of the strategic planning framework's guiding tenets and alignment of the budget with strategic plan initiatives.

## OVERVIEW OF BUDGET CHANGES

### FY 2015 Recommended Budget

The FY 2015 recommended budget for this office is \$1,124,792, an increase of \$19,596 over the current FY 2014 budget. An explanation of this change follows.

### Same Service Level Changes—\$19,596

#### Continuing Salary Costs—\$19,596

There is an increase of \$19,596 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

**Board of Education - 711**  
**Roland Ikheloa, Chief of Staff - Ombudsman**

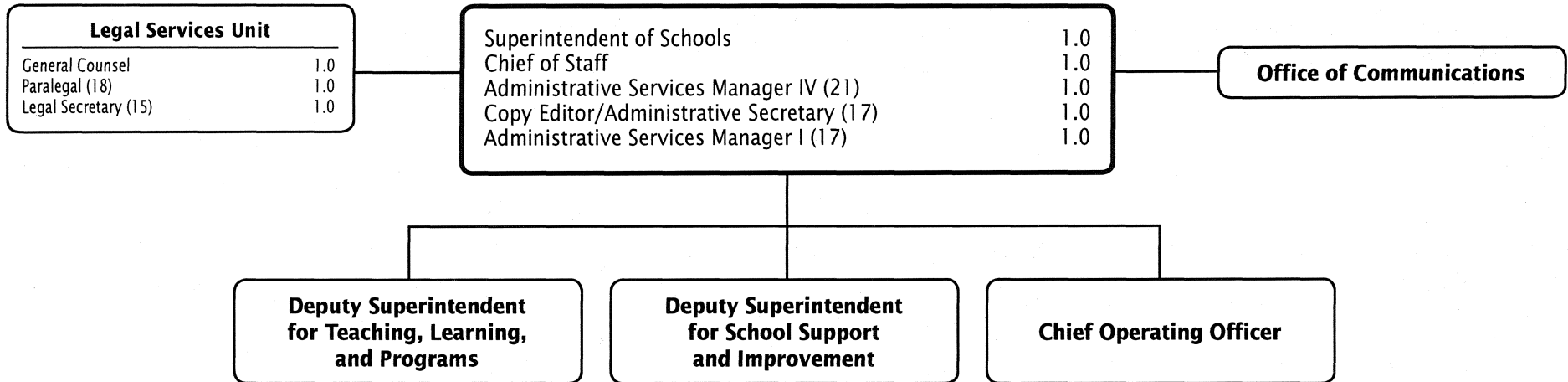
Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	7.000	7.000	7.000	<b>7.000</b>	
Position Salaries	\$754,899	\$768,451	\$768,451	<b>\$788,047</b>	\$19,596
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		133,500	133,500	<b>133,500</b>	
Supporting Services Part Time					
Other		2,540	2,540	<b>2,540</b>	
Subtotal Other Salaries	134,952	136,040	136,040	<b>136,040</b>	
<b>Total Salaries &amp; Wages</b>	889,851	904,491	904,491	<b>924,087</b>	19,596
<b>02 Contractual Services</b>					
Consultants		35,000	35,000	<b>35,000</b>	
Other Contractual					
<b>Total Contractual Services</b>	9,515	35,000	35,000	<b>35,000</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		7,228	7,228	<b>7,228</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	7,174	7,228	7,228	<b>7,228</b>	
<b>04 Other</b>					
Local/Other Travel		96,877	96,877	<b>96,877</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		61,600	61,600	<b>61,600</b>	
<b>Total Other</b>	155,066	158,477	158,477	<b>158,477</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$1,061,606</b>	<b>\$1,105,196</b>	<b>\$1,105,196</b>	<b>\$1,124,792</b>	<b>\$19,596</b>

## Board of Education - 711

Roland Ikheloa, Chief of Staff - Ombudsman

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
1	Chief of Staff - Ombudsman		1.000	1.000	1.000	<b>1.000</b>	
1	P Staff Assistant		2.000	2.000	2.000	<b>2.000</b>	
1	21 Admin Services Manager IV		1.000	1.000	1.000	<b>1.000</b>	
1	20 Admin Secretary to the Board		1.000	1.000	1.000	<b>1.000</b>	
1	17 Admin Secretary to the Board		1.000	1.000	1.000	<b>1.000</b>	
1	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	

# Office of the Superintendent of Schools





**MISSION** *The mission of the Office of the Superintendent of Schools is to provide high-quality educational leadership in attaining excellence in teaching and learning in Montgomery County Public Schools (MCPS).*

## MAJOR FUNCTIONS

### Leadership

The superintendent supports the policies and academic priorities of the Board of Education and has the overall responsibility of attaining rigorous standards of performance for students and employees. The superintendent leads educational initiatives designed to improve achievement for all students from prekindergarten through Grade 12, ensures high-quality teaching and accountability, provides the resources necessary to engage students and their parents in the learning community of their schools, and provides students with the academic credentials necessary in a global society.

### Strategic Planning

The superintendent directs the academic and administrative functions of the school system and provides leadership in the implementation of the MCPS strategic planning framework, *Building Our Future Together: Students, Staff, and Community*; 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.

### Shared Governance

The superintendent supports the responsibilities and functions of the Board as both superintendent and secretary-treasurer. The superintendent works closely with the president and vice president of the Board and provides them with guidance and counsel on matters of educational and public policy, academic standards and accountability, public funding, personnel, land use, and legal matters. His leadership team and office personnel work collaboratively with the Board's staff to develop thorough responses to inquiries and requests, prepare meeting documents, and successfully complete the business of the Board.

### Partnerships

The superintendent also works closely with the leaders of parent and employee organizations; federal, state, and local officials; business leaders; civic and community representatives; and leaders of professional associations, universities, and organizations focused on school reform and

improvement. These efforts reflect the public partnerships that the superintendent maintains in the implementation of effective strategies to improve teaching and learning.

## ACCOMPLISHMENTS AND INITIATIVES

- » Last year the Board adopted the new MCPS strategic planning framework, *Building Our Future Together*, which emphasizes MCPS's commitment to ensuring that students graduate ready for college and/or entry into the workforce. The process of designing the new strategic planning framework included a joint effort with the Board to establish five new core values that guide the district's work: learning, relationships, respect, excellence, equity. This was a significant accomplishment that established a solid foundation on which to build the framework.
- » In the strategic planning framework, MCPS remains committed to educating each and every student so that academic success is not predictable by race, ethnicity, or socioeconomic status. *Building Our Future Together* focuses on three core competency areas for students: academic excellence, creative problem solving, and social emotional learning. The framework outlines the expectations in these three areas for students; staff; and community; laying out a clear path to meet MCPS goals, while maintaining a sharp focus on the area of organizational effectiveness. It also provides five districtwide milestones to measure student progress and indicators for organizational effectiveness.
- » MCPS has long been recognized as one of the most successful school districts in the nation for academic and organizational excellence. In recent years, MCPS was named a recipient of the 2010 Malcolm Baldrige National Quality Award, the highest presidential honor an American organization can receive for performance excellence through innovation, improvement, and visionary leadership. MCPS also is the first Maryland-based organization to be a Baldrige recipient. There is ample evidence that our collective efforts have produced outstanding results for students.
- » The upgraded elementary curriculum—Curriculum 2.0—was implemented in all kindergarten, Grade 1, Grade 2, and Grade 3 classrooms during the 2012–2013 school year and expanded to Grades 4 and 5 for the 2013–2014 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).
- » Improvements in early childhood and elementary education have resulted in substantial progress in student achievement on county measures of academic performance; more than 90 percent of kindergartners have met or exceeded reading targets from 2008–2012.
- » Ongoing improvements in middle school, including more rigorous and inclusive academic programs, are

under way; in 2013, 59.4 percent of MCPS students successfully completed Algebra 1 with a grade of “C” or higher by the end of Grade 8.

- » Four MCPS high schools ranked in the top 100 in the Washington Post’s 2013 High School Challenge rankings. All 25 MCPS high schools appear in the rankings, which represent the top 9 percent of the nation’s high schools. Additionally, 17 MCPS high schools placed on the list of America’s Best High Schools, published annually by Newsweek/The Daily Beast; 2 MCPS high schools made the top 100 nationally, and the district had the top 6 schools in the state of Maryland. Also in 2013, eight MCPS high schools made the U.S. News & World Report 2013 list of Best High Schools.
- » Strategic improvements in the high school program have resulted in unprecedented levels of student achievement on national measures of academic rigor, including the Advanced Placement (AP) and International Baccalaureate programs. A historic high of 33,642 AP exams were taken by MCPS students in 2013; students earned a 3 or higher on 73 percent of the exams, compared with 60.4 percent in the state of Maryland and 57 percent in the nation.
- » In 2013, the percentage of AP exams taken by MCPS African American students who earned college-ready scores of 3 or higher was 47 percent, which is significantly higher than the 31.1 percent in Maryland and 28.2 percent in the nation.
- » In 2013, the percentage of AP exams taken by MCPS Hispanic students who earned college-ready scores of 3 or higher was 56 percent, which was higher than the 51.2 percent in Maryland and 41 percent for the nation.
- » The performance of MCPS high school students on the SAT continues to significantly outpace that of the nation and the state. Students in the Class of 2013 posted an average combined SAT score of 1648, and the SAT participation rate also remained high, at 69.2 percent.
- » Though MCPS outperforms the state and nation with respect to student achievement, the priority of closing the achievement gap by race and ethnicity, while simultaneously raising standards for all students, remains a challenge for the system and a central component for all initiatives. Of special focus is the underachievement of African American and Hispanic students, who represent more than 48 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 2,498 students, with 34.3% percent of all students eligible to receive free and reduced-price meals. A total of 11.7 percent of students receive special education services and 13.3 percent, or 20,121 students, receive assistance through the English for Speakers of Other Languages program, more than the total enrollment of

13 Maryland school districts. More than 151,000 children attend schools in the system, the highest enrollment in Maryland and the 17th largest enrollment in the nation.

- » Increases in the costs of education, particularly in recruiting and maintaining a high-quality workforce of more than 22,000 employees, are challenges affecting the school system’s ability to sustain ongoing programs and services. 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. The system’s financial practices consistently receive recognition for excellence in financial reporting from the Government Finance Officers Association. As part of the school system’s commitment to continuous improvement, the Board has adopted the new strategic planning framework, *Building Our Future Together: Students, Staff, and Community*, that focuses MCPS around not only academic excellence, but also creative problem solving and social emotional learning. Through the launch of new improvement efforts, such as the Innovation and Intervention Schools, as well as a continued emphasis on professional learning and community engagement, MCPS will continue to be a leader in public education.

## OVERVIEW OF BUDGET CHANGES

### FY 2015 Recommended Budget

The FY 2015 recommended budget for this office is \$924,667, an increase of \$17,836 over the current FY 2014 budget. An explanation of this change follows.

### Same Service Level Changes—\$17,836

#### Continuing Salary Costs—\$17,836

There is an increase of \$17,836 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

# Office of the Superintendent of Schools - 611

Dr. Joshua P. Starr, Superintendent of Schools

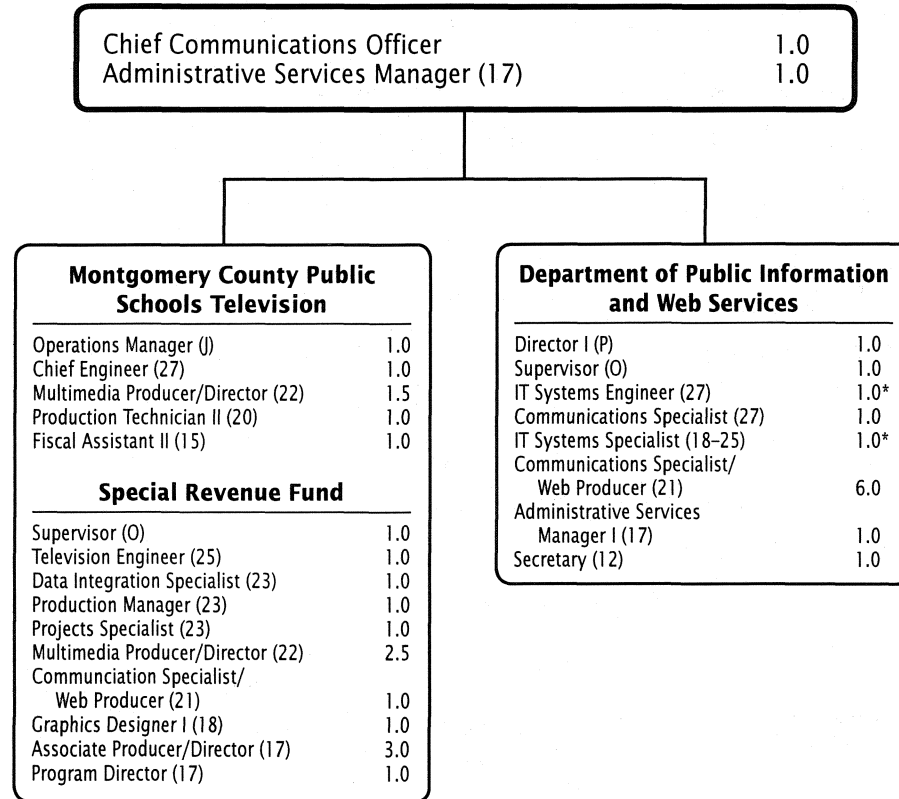
Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	5.000	8.000	8.000	8.000	
Position Salaries	\$615,977	\$888,736	\$888,736	\$906,572	\$17,836
<b>Other Salaries</b>					
Summer Employment					
Professional 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	
<b>Total Salaries &amp; Wages</b>	615,977	890,115	890,115	907,951	17,836
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		420	420	420	
<b>Total Contractual Services</b>		420	420	420	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		10,500	10,500	10,500	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	18,578	10,500	10,500	10,500	
<b>04 Other</b>					
Local/Other Travel		5,796	5,796	5,796	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	1,204	5,796	5,796	5,796	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$635,759</u>	<u>\$906,831</u>	<u>\$906,831</u>	<u>\$924,667</u>	<u>\$17,836</u>

# Office of the Superintendent of Schools - 611

Dr. Joshua P. Starr, Superintendent of Schools

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
1	Superintendent of Schools		1.000	1.000	1.000	<b>1.000</b>	
1	Chief of Staff - Ombudsman		1.000	1.000	1.000	<b>1.000</b>	
1	General Counsel			1.000	1.000	<b>1.000</b>	
1	21 Admin Services Manager IV		1.000	1.000	1.000	<b>1.000</b>	
1	18 Paralegal			1.000	1.000	<b>1.000</b>	
1	17 Copy Editor/Admin Sec		1.000	1.000	1.000	<b>1.000</b>	
1	17 Admin Services Manager I		1.000	1.000	1.000	<b>1.000</b>	
1	15 Legal Secretary			1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>5.000</b>	<b>8.000</b>	<b>8.000</b>	<b>8.000</b>	

# Office of Communications



F.T.E. Positions 32.0

(\*In addition, 2.0 positions are funded by the Capital Budget.)

**MISSION** *The purpose of the Office of Communications (OC) is to communicate effectively and provide useful information that supports student success and connects Montgomery County Public Schools (MCPS) to its diverse community.*

**MAJOR FUNCTIONS**

**Supporting Schools, Students, and Staff**

OC provides direct support to schools, students, and staff in a variety of ways, including the maintenance and improvement of school-based websites and training of school-based webmasters; working with school-based leaders during emergencies and crises by facilitating and crafting communications; producing a variety of student-focused programming and videos, including *Homework Hotline Live!*, which provides students with real time support with homework assignments; maintaining television production equipment and studios in schools; and producing multimedia resources that support staff development and engagement, such as training videos and surveys.

**Informing the MCPS Community**

OC is central to the district’s efforts to inform parents, staff, students, and community members, using a variety of communications tools, including, but not limited to, the MCPS website, the bi-weekly *MCPS QuickNotes* newsletter, MCPS TV programming and YouTube site, the @MCPS Twitter feed, and the Alert MCPS text-messaging service. The office also works with media to share important information and news, including the production of video and audio products that are broadcast by media outlets, such as *Univision*. The OC also provides broad internal communication through *The Bulletin*, a bi-weekly staff newsletter, and regular HTML emails to staff. In addition, OC produces a *Communications Update* throughout the school year to facilitate communication between principals and their school communities.

OC regularly collaborates with the Language Assistance Services Unit (LASU) to provide important communications to families in six languages—Amharic, Chinese, French, Korean, Spanish, and Vietnamese. *MCPS QuickNotes* is translated into all six languages, as are numerous other communications, including information about the superintendent’s community engagement events and materials about Curriculum 2.0.

**Supporting School System Central Services and Business Operations**

OC plays a crucial role in the organizational excellence of MCPS. The office provides communication assistance to central services offices and departments, including curriculum, special education, the Office of School Support and Improvement, and many others. The office manages the central MCPS website to provide access to important information and maintains the servers and systems that schools and offices use to publish their web content. OC also works with

other departments to provide web designs for off-the-shelf web-based systems, such as myMCPS and the applicant tracking system. The office also produces numerous training and informational videos for districtwide initiatives, such as Curriculum 2.0, standards-based report cards, and the strategic planning framework.

**ACCOMPLISHMENTS AND INITIATIVES**

- » Continued update and redesign of the MCPS website to make it easier for all users to find important information. Completed migration of all school websites into a new content management system and provided training and ongoing support to school-based webmasters. Moved more than 100 web pages into “responsive” design, meaning the pages can be viewed on smart phones, tablets, and desktop computers. Upgraded all foreign language websites and added an Amharic web page. Streamlined and expedited the process for posting video of Board of Education meetings.
- » Redesigned *MCPS QuickNotes* and *The Bulletin* to make the newsletters easier to read and readable on mobile devices. Expanded use of social media, including YouTube and Flickr, to share videos and pictures, while growing Twitter followers to more than 13,000. Significantly increased outreach to the Spanish-speaking community through improved website, social media outreach, and partnerships with local media.
- » MCPS TV continued to create innovative, timely programming that supports students and staff and informs the community. *Homework Hotline Live!*, in its 28th year, fielded 4,200 inquiries in FY 2013, an increase of 382 percent over the past three years. That growth should continue in FY 2014, with an additional day in which homework assistance will be offered.

**PERFORMANCE MEASURES**

Subscribers to external communication tools.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
255,707	281,250	309,400

**Explanation:** This measures the total usage of the three main external communications tools the Office of Communications employs to deliver timely news, information, and emergency notifications to staff, students, parents, and community members. This includes the total subscribers to the three communication tools—*MCPS QuickNotes*, Twitter, and Alert MCPS.

**Performance Measure:** Amount of content viewed from the MCPS web.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
75.9 million	83.4 million	91.7 million

**Explanation:** This measure indicates the use of the MCPS web by the public and staff to find information and access online important school-system operations, such as ePaystub, financial management systems, myMCPS, and others. Page views measure each time a web page is opened.

**Performance Measure:** Support to schools and students.

<b>FY 2013 Actual</b>	<b>FY 2014 Estimate</b>	<b>FY 2015 Recommended</b>
5,556	5,800	6,000

**Explanation:** This measure indicates direct support that OC provides to schools and students, including the number of incidences of direct support to school-based webmasters; service calls for school TV studios; requests from schools for information, assistance, and copies of TV programs and printed materials; and assistance to schools with emergency communications. This measure also includes the number of inquiries to *Homework Hotline Live!*, which provides students with real-time homework assistance.

## **OVERVIEW OF BUDGET CHANGES**

### **Office of Communications**

#### **FY 2015 Recommended Budget**

The FY 2015 recommended budget for this office is \$1,753,215, an increase of \$28,820 over the current FY 2014 budget. An explanation of this change follows.

#### **Same Service Level Changes—\$28,820**

##### *Continuing Salary Costs—\$28,820*

There is an increase of \$28,820 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

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

A review of definitions of state categories of expenditure has resulted in the realignment of some positions from one state category to another. The change is budget neutral and has no impact on employees.

### **Montgomery County Public School Television Special Revenue Fund**

#### **FY 2015 Recommended Budget**

The FY 2015 recommended budget for this fund is \$1,595,624, an increase of \$118,363 over the current FY 2014 budget. An explanation of this change follows.

#### **Same Service Level Changes—\$118,363**

##### *Continuing Salary Costs—\$15,240*

There is an increase of \$15,240 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

##### *Other—\$103,123*

Additional foreign language productions are required for MCPS television programs. To accomplish this work, a 1.0 multimedia producer/director position and \$98,123 is added for FY 2015. Also, there is an increase of \$5,000 for program supplies.

**Office of Communications - 642/412**  
**Brian K. Edwards, Chief Communications Officer**

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	16.500	18.500	18.500	<b>18.500</b>	
Position Salaries	\$1,289,180	\$1,548,347	\$1,548,347	<b>\$1,577,167</b>	\$28,820
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		24,300	24,300	<b>24,300</b>	
Supporting Services Part Time		8,500	8,500	<b>8,500</b>	
Other		3,605	3,605	<b>3,605</b>	
Subtotal Other Salaries	30,427	36,405	36,405	<b>36,405</b>	
<b>Total Salaries &amp; Wages</b>	1,319,607	1,584,752	1,584,752	<b>1,613,572</b>	28,820
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		93,605	93,605	<b>93,605</b>	
<b>Total Contractual Services</b>	37,355	93,605	93,605	<b>93,605</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		8,615	8,615	<b>8,615</b>	
Other Supplies & Materials		30,269	30,269	<b>30,269</b>	
<b>Total Supplies &amp; Materials</b>	11,610	38,884	38,884	<b>38,884</b>	
<b>04 Other</b>					
Local/Other Travel		3,382	3,382	<b>3,382</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		3,772	3,772	<b>3,772</b>	
<b>Total Other</b>	4,068	7,154	7,154	<b>7,154</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>	24,000				
<b>Grand Total</b>	<b>\$1,396,640</b>	<b>\$1,724,395</b>	<b>\$1,724,395</b>	<b>\$1,753,215</b>	<b>\$28,820</b>



# Office of Communications - 642/412

Brian K. Edwards, Chief Communications Officer

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>642 Office of Communications</b>						
1	Chief Communications Officer			1.000	1.000	<b>1.000</b>	
1	P Director I		1.000	1.000	1.000	<b>1.000</b>	
1	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	27 Communications Specialist		2.000	1.000	1.000	<b>1.000</b>	
1	21 Comm Spec/Web Producer		4.000	6.000	6.000	<b>6.000</b>	
1	17 Admin Services Manager I		1.000	2.000	2.000	<b>2.000</b>	
1	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>10.000</b>	<b>13.000</b>	<b>13.000</b>	<b>13.000</b>	
	<b>412 MCPS Television</b>						
1	J Operations Manager					<b>1.000</b>	1.000
3	J Operations Manager		1.000	1.000	1.000		(1.000)
1	27 Chief Engineer					<b>1.000</b>	1.000
3	27 Chief Engineer		1.000	1.000	1.000		(1.000)
1	22 Multimedia Producer/Director					<b>1.500</b>	1.500
3	22 Multimedia Producer/Director		1.500	1.500	1.500		(1.500)
3	21 Comm Spec/Web Producer		1.000				
1	20 Production Technician II					<b>1.000</b>	1.000
3	17 Assoc Producer/Director		1.000	1.000	1.000		(1.000)
1	15 Fiscal Assistant II					<b>1.000</b>	1.000
3	15 Fiscal Assistant II		1.000	1.000	1.000		(1.000)
	<b>Subtotal</b>		<b>6.500</b>	<b>5.500</b>	<b>5.500</b>	<b>5.500</b>	
	<b>Total Positions</b>		<b>16.500</b>	<b>18.500</b>	<b>18.500</b>	<b>18.500</b>	

# Instructional Television Special Revenue Fund - 860

Dr. Dick Lipsky, Supervisor

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	12.500	12.500	12.500	<b>13.500</b>	1.000
Position Salaries	\$954,712	\$1,047,947	\$1,047,947	<b>\$1,131,328</b>	\$83,381
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		3,500	3,500	<b>3,500</b>	
Other		1,542	1,542	<b>1,542</b>	
Subtotal Other Salaries	13,317	5,042	5,042	<b>5,042</b>	
<b>Total Salaries &amp; Wages</b>	968,029	1,052,989	1,052,989	<b>1,136,370</b>	83,381
<b>02 Contractual Services</b>					
Consultants		11,100	11,100	<b>11,100</b>	
Other Contractual		6,500	6,500	<b>6,500</b>	
<b>Total Contractual Services</b>	12,772	17,600	17,600	<b>17,600</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		15,000	15,000	<b>15,000</b>	
Other Supplies & Materials		63,670	63,670	<b>68,670</b>	5,000
<b>Total Supplies &amp; Materials</b>	73,386	78,670	78,670	<b>83,670</b>	5,000
<b>04 Other</b>					
Local/Other Travel		2,000	2,000	<b>2,000</b>	
Insur & Employee Benefits		323,522	323,522	<b>353,504</b>	29,982
Utilities					
Miscellaneous		1,600	1,600	<b>1,600</b>	
<b>Total Other</b>	324,664	327,122	327,122	<b>357,104</b>	29,982
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		880	880	<b>880</b>	
<b>Total Equipment</b>	880	880	880	<b>880</b>	
<b>Grand Total</b>	<b>\$1,379,731</b>	<b>\$1,477,261</b>	<b>\$1,477,261</b>	<b>\$1,595,624</b>	<b>\$118,363</b>

## Instructional Television Special Revenue Fund - 860

Dr. Dick Lipsky, Supervisor

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
37	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
37	25 Television Engineer		1.000	1.000	1.000	<b>1.000</b>	
37	23 Data Integration Specialist		1.000	1.000	1.000	<b>1.000</b>	
37	23 Production Manager		1.000	1.000	1.000	<b>1.000</b>	
37	23 Projects Specialist		1.000	1.000	1.000	<b>1.000</b>	
37	22 Multimedia Producer/Director		1.500	1.500	1.500	<b>2.500</b>	1.000
37	21 Comm Spec/Web Producer		1.000				
37	20 Electronics Graph Artist		1.000	1.000	1.000	<b>1.000</b>	
37	20 Production Technician II			1.000	1.000		(1.000)
37	18 Graphics Designer I		1.000	1.000	1.000	<b>1.000</b>	
37	17 Assoc Producer/Director		2.000	2.000	2.000	<b>3.000</b>	1.000
37	17 Program Director		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>12.500</b>	<b>12.500</b>	<b>12.500</b>	<b>13.500</b>	<b>1.000</b>



## APPENDIX A

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### 2014–2015 Operational Calendar

#### 2014

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July 4.....	Holiday*, Independence Day
August 18–22.....	Professional days for teachers
August 25 .....	First day of school for students
September 1 .....	Holiday*, Labor Day
September 24.....	<b>Tentative</b> early release for all students—planning/grading/interims
September 25.....	Rosh Hashanah, no school for students and teachers (Note: Yom Kippur is Saturday, October 4, 2014)
October 17.....	MSEA Conference, no school for students and teachers
October 31 .....	Professional day for teachers, (no school for students)— planning/report card preparation and duty day for designated 10-month employees for professional development activities
November 4 .....	Holiday*, Maryland State Gubernatorial Election Day
November 10–11 .....	Early Release—K–8 (parent conferences)
November 26 .....	Early Release K–12, prior to Thanksgiving Holiday
November 27–28 .....	Holidays*, Thanksgiving
December 24–25 .....	Holidays*, Christmas
December 26, 29, 30, 31 ....	Winter Break, no school for students and teachers

#### 2015

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January 1 .....	Holiday*, New Year's Day
January 2.....	Winter Break, no school for students and teachers
January 19.....	Holiday*, Dr. Martin Luther King, Jr. Birthday
January 20.....	Professional day for teachers, (specified 10-month employees work)— no school for students
February 16.....	Holiday*, Presidents' Day
February 27.....	<b>Tentative</b> early release for all students—planning/grading
March 27 .....	Professional day for teachers, no school for students
April 3 and April 6.....	Holidays*, Good Friday and Easter Monday
April 7–10 .....	Spring Break, no school for students and teachers
May 25 .....	Holiday*, Memorial Day
June 12.....	Last day of school for students, early release, K–12
June 15.....	Professional day for teachers

\*All administrative offices and schools are closed.



Appendix B

**Administrative & Supervisory  
Salary Schedule**

Effective July 1, 2014 - June 30, 2015

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, 2014 - June 30, 2015

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, 2014 - June 30, 2015

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, 2014 - June 30, 2015

Pay Grades	Pay Steps									
	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 (1.9 percent)

Administration includes activities associated with the general direction and control of the school district and includes such activities as establishing and administering policy, providing fiscal and business services, and central information systems and supporting each of the other instructional and supporting services programs. Administration includes expenditures for the Board of Education, executive staff units, evaluation and supporting services, administrators, supervisors and human resources. These expenditures affect the district as a whole and are not confined to a single school building.

### Category 2—Mid-level Administration (6.1 percent)

Mid-level Administration includes supervision of district-wide and school-level instructional programs and activities. It includes all school-based administration, including the office of the principal. Mid-level Administration includes school business and clerical activities, graduation expenses, curriculum development, supervision of guidance and psychological services, supervision of career and technology programs, and educational media services. Mid-level Administration also includes central district school support and improvement activities.

### Category 3—Instructional Salaries (38.5 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 (1.3 percent)

Textbooks and Instructional Supplies includes all supplies and materials used in support of instruction. This category includes books, media materials, computer materials, art and music supplies, science and laboratory supplies, and physical education supplies. This category also includes supplies used for extracurricular activities.

### Category 5—Other Instructional Costs (.5 percent)

Other Instructional Costs includes all other expenditures for instruction, including contractual services, contractual copier maintenance, reimbursement for out-of-county tuition, consultants, equipment, school furniture, local travel, facilities rental, and miscellaneous expenditures related to instruction.

### Category 6—Special Education (13.3 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 (5.6 percent)**

Operation of Plant and Equipment includes activities concerned with keeping the physical plant open, comfortable, and safe for use. These activities include cleaning and regular upkeep of plant and equipment in schools, grounds, and other facilities; utilities expenditures, including telecommunications, materials management, and security services.

**Category 11—Maintenance of Plant (1.4 percent)**

Maintenance of Plant includes activities concerned with keeping the grounds, buildings, and fixed equipment (other than student transportation assets, and furniture and movable equipment) in their original condition of completeness or efficiency through repair, scheduled and preventive maintenance, or replacement of property.

**Category 12—Fixed Charges (24 percent)**

Fixed Charges, primarily used for employee benefits expenditures, are charges of a generally recurrent nature which are not readily allocable to other expenditure categories. The following are included:

- Board contributions to employee retirement and social security
- Employee insurance benefits (health, life, accident, disability, etc.)
- Fidelity insurance, personal liability insurance, and judgments
- Interest on current loans
- Tuition reimbursement

**Category 13—Food Service (0 percent)**

Food Service includes activities concerned with providing food to students and staff in school or a Senior Feeding Program. For budgetary purposes, MCPS chooses to allocate food service expenditures to the Food Service Fund (Category 61).

**Category 14—Community Services (0 percent)**

Community Services are activities that are provided for the community or some segment of the community other than for public school activities and adult education programs. These services generally are provided to adults rather than to school-aged children. These services do not include parent support or engagement activities for the benefit of school instruction.

**Category 37—MCPS Television Special Revenue Fund (.1 percent)**

The MCPS Television Special Revenue Fund was created in FY 2001 to segregate revenue received by MCPS from the Montgomery County Cable TV Fund as part of the county Cable Television Plan. The majority of the Cable Fund revenue comes from license fees.

**Category 51—Real Estate Fund (.1 percent)**

The Real Estate Fund was created in FY 1993 to manage real estate lease revenues and expenditures as an enterprise activity. Revenue for the fund comes from real estate lease rentals, mainly from former schools.

**Category 61—Food Service Fund (2.2 percent)**

The Food Service Fund provides all food service and nutrition programs for schools and other customers as an enterprise activity. Revenue for the fund comes from federal and state food aid programs and from the sale of meals to students and other customers.

**Category 71—Field Trip Fund (.1 percent)**

The Field Trip Fund was created in FY 1994 to provide transportation services for school field trips and external customers on a cost recovery basis as an enterprise activity. Revenue for the fund comes from reimbursements by students and other customers.

**Category 81—Entrepreneurial Activities Fund (.1 percent)**

The Entrepreneurial Activities Fund was created in FY 1999 to provide entrepreneurial activities to earn outside revenue to help defray system costs. Revenue for the fund comes from sales of goods and services to external customers, including other government agencies and non-profit organizations. Entrepreneurial activities do not compete with commercial firms or engage in any activities unrelated to the instructional program. Entrepreneurial activities include warehouse services, printing, sales of curriculum materials, sales of science kits, and other entrepreneurial development activities.

The following tables display actual, budgeted, and recommended funding by state budget category.

**Category 1  
Administration  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	69.000	71.701	72.700	72.700	
Business/Operations Admin.	20.000	19.629	19.650	19.650	
Professional	9.600	9.600	8.600	12.100	3.500
Supporting Services	229.950	232.450	232.550	244.050	11.500
<b>TOTAL POSITIONS</b>	<b>328.550</b>	<b>333.380</b>	<b>333.500</b>	<b>348.500</b>	<b>15.000</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$9,492,409	\$10,074,188	\$10,152,165	\$10,422,909	\$270,744
Business/Operations Admin.	1,806,428	2,075,980	2,075,980	2,112,310	36,330
Professional	1,005,323	1,040,843	956,114	1,375,921	419,807
Supporting Services	16,472,105	17,486,427	17,493,179	18,822,579	1,329,400
<b>TOTAL POSITION DOLLARS</b>	<b>28,776,265</b>	<b>30,677,438</b>	<b>30,677,438</b>	<b>32,733,719</b>	<b>2,056,281</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	241,971	653,607	653,607	685,358	31,751
Supporting Services	697,499	775,111	775,111	514,820	(260,291)
<b>TOTAL OTHER SALARIES</b>	<b>939,470</b>	<b>1,428,718</b>	<b>1,428,718</b>	<b>1,200,178</b>	<b>(228,540)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>29,715,735</b>	<b>32,106,156</b>	<b>32,106,156</b>	<b>33,933,897</b>	<b>1,827,741</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>6,799,998</b>	<b>4,762,311</b>	<b>4,762,311</b>	<b>7,475,345</b>	<b>2,713,034</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>578,506</b>	<b>637,326</b>	<b>637,326</b>	<b>601,034</b>	<b>(36,292)</b>
<b>04 OTHER</b>					
Local/Other Travel	191,833	235,985	235,985	222,735	(13,250)
Insur & Employee Benefits					
Utilities					
Miscellaneous	157,270	145,141	145,141	156,493	11,352
<b>TOTAL OTHER</b>	<b>349,103</b>	<b>381,126</b>	<b>381,126</b>	<b>379,228</b>	<b>(1,898)</b>
<b>05 EQUIPMENT</b>	<b>727,596</b>	<b>546,304</b>	<b>546,304</b>	<b>691,365</b>	<b>145,061</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$38,170,938</b>	<b>\$38,433,223</b>	<b>\$38,433,223</b>	<b>\$43,080,869</b>	<b>\$4,647,646</b>

**Category 2**  
**Mid-Level Administration**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	563.000	569.500	569.500	576.000	6.500
Business/Operations Admin.	26.000	26.000	26.000	25.000	(1.000)
Professional	89.500	86.500	86.500	86.800	.300
Supporting Services	995.175	993.000	993.000	990.625	(2.375)
<b>TOTAL POSITIONS</b>	<b>1,673.675</b>	<b>1,675.000</b>	<b>1,675.000</b>	<b>1,678.425</b>	<b>3.425</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$69,857,008	\$71,479,737	\$71,401,737	\$73,072,912	\$1,671,175
Business/Operations Admin.	2,255,870	2,373,647	2,373,647	2,219,251	(154,396)
Professional	9,076,976	9,314,175	9,314,175	9,133,076	(181,099)
Supporting Services	48,752,314	50,058,855	50,058,855	49,538,564	(520,291)
<b>TOTAL POSITION DOLLARS</b>	<b>129,942,168</b>	<b>133,226,414</b>	<b>133,148,414</b>	<b>133,963,803</b>	<b>815,389</b>
<b>OTHER SALARIES</b>					
Administrative	406,417	382,576	382,576	397,576	15,000
Professional	590,938	758,200	756,700	691,451	(65,249)
Supporting Services	1,998,062	1,290,101	1,287,779	1,250,357	(37,422)
<b>TOTAL OTHER SALARIES</b>	<b>2,995,417</b>	<b>2,430,877</b>	<b>2,427,055</b>	<b>2,339,384</b>	<b>(87,671)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>132,937,585</b>	<b>135,657,291</b>	<b>135,575,469</b>	<b>136,303,187</b>	<b>727,718</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>1,885,414</b>	<b>1,315,380</b>	<b>1,460,702</b>	<b>990,957</b>	<b>(469,745)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>397,763</b>	<b>374,597</b>	<b>309,597</b>	<b>307,523</b>	<b>(2,074)</b>
<b>04 OTHER</b>					
Local/Other Travel	135,326	420,831	422,331	376,684	(45,647)
Insur & Employee Benefits					
Utilities					
Miscellaneous	181,180	184,321	184,321	196,321	12,000
<b>TOTAL OTHER</b>	<b>316,506</b>	<b>605,152</b>	<b>606,652</b>	<b>573,005</b>	<b>(33,647)</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$135,537,268</b>	<b>\$137,952,420</b>	<b>\$137,952,420</b>	<b>\$138,174,672</b>	<b>\$222,252</b>

**Category 3**  
**Instructional Salaries**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	7.000	7.000	7.000	4.000	(3.000)
Business/Operations Admin.	3.000	3.000	3.000		(3.000)
Professional	9,645.375	9,886.670	9,893.670	10,120.270	226.600
Supporting Services	1,197.900	1,205.400	1,198.400	1,086.018	(112.382)
<b>TOTAL POSITIONS</b>	<b>10,853.275</b>	<b>11,102.070</b>	<b>11,102.070</b>	<b>11,210.288</b>	<b>108.218</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$787,070	\$856,210	\$856,210	\$522,364	(\$333,846)
Business/Operations Admin.	296,813	318,095	318,095		(318,095)
Professional	731,762,833	768,579,390	768,854,835	778,139,424	9,284,589
Supporting Services	50,374,839	50,212,149	49,936,704	41,697,963	(8,238,741)
<b>TOTAL POSITION DOLLARS</b>	<b>783,221,555</b>	<b>819,965,844</b>	<b>819,965,844</b>	<b>820,359,751</b>	<b>393,907</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	42,353,740	49,781,484	49,747,074	50,072,604	325,530
Supporting Services	4,897,629	7,190,398	7,224,808	6,910,061	(314,747)
<b>TOTAL OTHER SALARIES</b>	<b>47,251,369</b>	<b>56,971,882</b>	<b>56,971,882</b>	<b>56,982,665</b>	<b>10,783</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>830,472,924</b>	<b>876,937,726</b>	<b>876,937,726</b>	<b>877,342,416</b>	<b>404,690</b>
<b>02 CONTRACTUAL SERVICES</b>					
<b>03 SUPPLIES &amp; MATERIALS</b>					
<b>04 OTHER</b>					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>TOTAL OTHER</b>					
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$830,472,924</b>	<b>\$876,937,726</b>	<b>\$876,937,726</b>	<b>\$877,342,416</b>	<b>\$404,690</b>

**Category 4**  
**Textbooks And Instructional Supplies**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
<b>TOTAL POSITIONS</b>					
<b>01 SALARIES &amp; WAGES</b>					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
<b>TOTAL POSITION DOLLARS</b>					
<b>OTHER SALARIES</b>					
Administrative					
Professional					
Supporting Services					
<b>TOTAL OTHER SALARIES</b>					
<b>TOTAL SALARIES AND WAGES</b>					
<b>02 CONTRACTUAL SERVICES</b>					
<b>03 SUPPLIES &amp; MATERIALS</b>	24,850,483	24,513,760	24,513,760	28,940,634	4,426,874
<b>04 OTHER</b>					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>TOTAL OTHER</b>					
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<u>\$24,850,483</u>	<u>\$24,513,760</u>	<u>\$24,513,760</u>	<u>\$28,940,634</u>	<u>\$4,426,874</u>



**Category 5**  
**Other Instructional Costs**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
<b>TOTAL POSITIONS</b>					
<b>01 SALARIES &amp; WAGES</b>					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
<b>TOTAL POSITION DOLLARS</b>					
<b>OTHER SALARIES</b>					
Administrative					
Professional					
Supporting Services					
<b>TOTAL OTHER SALARIES</b>					
<b>TOTAL SALARIES AND WAGES</b>					
<b>02 CONTRACTUAL SERVICES</b>	6,374,952	6,513,724	6,513,724	4,912,135	(1,601,589)
<b>03 SUPPLIES &amp; MATERIALS</b>					
<b>04 OTHER</b>					
Local/Other Travel	983,809	1,220,128	1,220,128	1,226,884	6,756
Insur & Employee Benefits					
Utilities					
Miscellaneous	3,429,700	3,631,634	3,631,634	3,728,937	97,303
<b>TOTAL OTHER</b>	4,413,509	4,851,762	4,851,762	4,955,821	104,059
<b>05 EQUIPMENT</b>	2,222,005	1,488,766	1,488,766	1,839,035	350,269
<b>GRAND TOTAL AMOUNTS</b>	<u>\$13,010,466</u>	<u>\$12,854,252</u>	<u>\$12,854,252</u>	<u>\$11,706,991</u>	<u>(\$1,147,261)</u>

**Category 6**  
**Special Education**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	36.000	36.000	36.000	36.200	.200
Business/Operations Admin.	1.000	1.000	1.000	1.000	
Professional	2,140,500	2,201,400	2,201,400	2,240,101	38,701
Supporting Services	1,556,203	1,590,655	1,590,655	1,626,466	35,811
<b>TOTAL POSITIONS</b>	<b>3,733,703</b>	<b>3,829,055</b>	<b>3,829,055</b>	<b>3,903,767</b>	<b>74,712</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$4,632,932	\$4,611,699	\$4,611,699	\$4,667,584	\$55,885
Business/Operations Admin.	85,282	94,141	94,141	91,148	(2,993)
Professional	164,840,222	171,825,718	171,825,718	176,722,383	4,896,665
Supporting Services	56,993,079	59,381,260	59,381,260	61,810,828	2,429,568
<b>TOTAL POSITION DOLLARS</b>	<b>226,551,515</b>	<b>235,912,818</b>	<b>235,912,818</b>	<b>243,291,943</b>	<b>7,379,125</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	4,906,624	5,275,285	5,275,285	5,338,697	63,412
Supporting Services	4,205,164	6,254,978	6,254,978	7,235,705	980,727
<b>TOTAL OTHER SALARIES</b>	<b>9,111,788</b>	<b>11,530,263</b>	<b>11,530,263</b>	<b>12,574,402</b>	<b>1,044,139</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>235,663,303</b>	<b>247,443,081</b>	<b>247,443,081</b>	<b>255,866,345</b>	<b>8,423,264</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>2,469,824</b>	<b>2,500,667</b>	<b>2,500,667</b>	<b>2,550,356</b>	<b>49,689</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>2,219,396</b>	<b>2,367,211</b>	<b>2,365,571</b>	<b>2,716,664</b>	<b>351,093</b>
<b>04 OTHER</b>					
Local/Other Travel	537,498	693,684	695,324	687,992	(7,332)
Insur & Employee Benefits					
Utilities	9,276	12,000	12,000	12,000	
Miscellaneous	34,404,564	38,301,827	38,301,827	40,321,225	2,019,398
<b>TOTAL OTHER</b>	<b>34,951,338</b>	<b>39,007,511</b>	<b>39,009,151</b>	<b>41,021,217</b>	<b>2,012,066</b>
<b>05 EQUIPMENT</b>	<b>319,870</b>	<b>331,171</b>	<b>331,171</b>	<b>331,171</b>	
<b>GRAND TOTAL AMOUNTS</b>	<b>\$275,623,731</b>	<b>\$291,649,641</b>	<b>\$291,649,641</b>	<b>\$302,485,753</b>	<b>\$10,836,112</b>

**Category 7**  
**Student Personnel Services**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	8.000	9.000	8.000	8.000	
Business/Operations Admin.					
Professional	64.405	63.800	64.800	67.800	3.000
Supporting Services	34.100	35.100	35.100	35.100	
<b>TOTAL POSITIONS</b>	<b>106.505</b>	<b>107.900</b>	<b>107.900</b>	<b>110.900</b>	<b>3.000</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$1,019,964	\$1,227,381	\$1,087,886	\$1,116,452	\$28,566
Business/Operations Admin.					
Professional	7,405,177	7,491,136	7,630,631	7,760,939	130,308
Supporting Services	1,749,581	1,808,621	1,808,621	1,850,184	41,563
<b>TOTAL POSITION DOLLARS</b>	<b>10,174,722</b>	<b>10,527,138</b>	<b>10,527,138</b>	<b>10,727,575</b>	<b>200,437</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	90,580	18,565	18,565	48,565	30,000
Supporting Services	144,292	229,171	229,171	234,007	4,836
<b>TOTAL OTHER SALARIES</b>	<b>234,872</b>	<b>247,736</b>	<b>247,736</b>	<b>282,572</b>	<b>34,836</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>10,409,594</b>	<b>10,774,874</b>	<b>10,774,874</b>	<b>11,010,147</b>	<b>235,273</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>37,669</b>	<b>52,005</b>	<b>52,005</b>	<b>52,005</b>	
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>18,557</b>	<b>14,403</b>	<b>14,403</b>	<b>14,403</b>	
<b>04 OTHER</b>					
Local/Other Travel	106,449	120,578	120,578	120,578	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>TOTAL OTHER</b>	<b>106,449</b>	<b>120,578</b>	<b>120,578</b>	<b>120,578</b>	
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$10,572,269</b>	<b>\$10,961,860</b>	<b>\$10,961,860</b>	<b>\$11,197,133</b>	<b>\$235,273</b>

**Category 8**  
**Health Services**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
<b>TOTAL POSITIONS</b>					
<b>01 SALARIES &amp; WAGES</b>					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
<b>TOTAL POSITION DOLLARS</b>					
<b>OTHER SALARIES</b>					
Administrative					
Professional	2,064	2,000	2,000	2,000	
Supporting Services					
<b>TOTAL OTHER SALARIES</b>	<b>2,064</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	
<b>TOTAL SALARIES AND WAGES</b>	<b>2,064</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	
<b>02 CONTRACTUAL SERVICES</b>	<b>15,404</b>	<b>33,812</b>	<b>33,812</b>	<b>16,000</b>	<b>(17,812)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>1,526</b>	<b>1,590</b>	<b>1,590</b>	<b>1,590</b>	
<b>04 OTHER</b>					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>TOTAL OTHER</b>					
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$18,994</b>	<b>\$37,402</b>	<b>\$37,402</b>	<b>\$19,590</b>	<b>(\$17,812)</b>

**Category 9**  
**Student Transportation**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	2.000	2.000	2.000	2.000	
Business/Operations Admin.	13.750	13.750	13.750	13.750	
Professional					
Supporting Services	1,717.400	1,717.340	1,717.340	1,717.340	
<b>TOTAL POSITIONS</b>	<b>1,733.150</b>	<b>1,733.090</b>	<b>1,733.090</b>	<b>1,733.090</b>	
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$252,409	\$257,121	\$257,121	\$262,690	\$5,569
Business/Operations Admin.	1,339,488	1,379,908	1,379,908	1,353,327	(26,581)
Professional					
Supporting Services	60,027,801	63,149,292	63,149,292	63,636,635	487,343
<b>TOTAL POSITION DOLLARS</b>	<b>61,619,698</b>	<b>64,786,321</b>	<b>64,786,321</b>	<b>65,252,652</b>	<b>466,331</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	223,884	105,000	105,000	105,000	
Supporting Services	6,051,736	4,324,534	4,324,534	4,335,923	11,389
<b>TOTAL OTHER SALARIES</b>	<b>6,275,620</b>	<b>4,429,534</b>	<b>4,429,534</b>	<b>4,440,923</b>	<b>11,389</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>67,895,318</b>	<b>69,215,855</b>	<b>69,215,855</b>	<b>69,693,575</b>	<b>477,720</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>1,557,239</b>	<b>1,724,711</b>	<b>1,724,711</b>	<b>1,669,757</b>	<b>(54,954)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>14,990,247</b>	<b>15,660,298</b>	<b>15,660,298</b>	<b>15,726,081</b>	<b>65,783</b>
<b>04 OTHER</b>					
Local/Other Travel	44,504	80,002	78,002	58,002	(20,000)
Insur & Employee Benefits					
Utilities					
Miscellaneous	1,222,755	1,435,375	1,437,375	1,417,057	(20,318)
<b>TOTAL OTHER</b>	<b>1,267,259</b>	<b>1,515,377</b>	<b>1,515,377</b>	<b>1,475,059</b>	<b>(40,318)</b>
<b>05 EQUIPMENT</b>	<b>9,395,684</b>	<b>9,576,384</b>	<b>9,576,384</b>	<b>10,989,231</b>	<b>1,412,847</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$95,105,747</b>	<b>\$97,692,625</b>	<b>\$97,692,625</b>	<b>\$99,553,703</b>	<b>\$1,861,078</b>

**Category 10**  
**Operation Of Plant And Equipment**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	5.000	5.000	5.000	6.000	1.000
Business/Operations Admin.	11.000	11.000	11.000	15.000	4.000
Professional					
Supporting Services	1,416.200	1,441.575	1,441.575	1,594.075	152.500
<b>TOTAL POSITIONS</b>	<b>1,432.200</b>	<b>1,457.575</b>	<b>1,457.575</b>	<b>1,615.075</b>	<b>157.500</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$642,704	\$681,807	\$681,807	\$783,915	\$102,108
Business/Operations Admin.	997,473	1,039,983	1,039,983	1,496,583	456,600
Professional					
Supporting Services	60,075,690	61,886,064	61,886,064	73,832,248	11,946,184
<b>TOTAL POSITION DOLLARS</b>	<b>61,715,867</b>	<b>63,607,854</b>	<b>63,607,854</b>	<b>76,112,746</b>	<b>12,504,892</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	731,514	541,500	541,500	541,500	
Supporting Services	2,043,710	1,609,276	1,609,276	1,633,397	24,121
<b>TOTAL OTHER SALARIES</b>	<b>2,775,224</b>	<b>2,150,776</b>	<b>2,150,776</b>	<b>2,174,897</b>	<b>24,121</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>64,491,091</b>	<b>65,758,630</b>	<b>65,758,630</b>	<b>78,287,643</b>	<b>12,529,013</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>1,215,405</b>	<b>1,980,546</b>	<b>1,980,546</b>	<b>2,066,810</b>	<b>86,264</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>3,558,798</b>	<b>2,710,830</b>	<b>2,710,830</b>	<b>3,063,381</b>	<b>352,551</b>
<b>04 OTHER</b>					
Local/Other Travel	54,722	64,073	64,073	71,441	7,368
Insur & Employee Benefits					
Utilities	38,857,074	39,787,058	39,787,058	38,621,435	(1,165,623)
Miscellaneous	4,001,449	4,212,187	4,212,187	4,238,411	26,224
<b>TOTAL OTHER</b>	<b>42,913,245</b>	<b>44,063,318</b>	<b>44,063,318</b>	<b>42,931,287</b>	<b>(1,132,031)</b>
<b>05 EQUIPMENT</b>	<b>250,548</b>	<b>215,702</b>	<b>215,702</b>	<b>474,640</b>	<b>258,938</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$112,429,087</b>	<b>\$114,729,026</b>	<b>\$114,729,026</b>	<b>\$126,823,761</b>	<b>\$12,094,735</b>

**Category 11**  
**Maintenance Of Plant**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	6,000	5,000	5,000	5,000	
Business/Operations Admin.	6,000	6,000	6,000	4,000	(2,000)
Professional					
Supporting Services	367,000	375,000	375,000	351,000	(24,000)
<b>TOTAL POSITIONS</b>	<b>379,000</b>	<b>386,000</b>	<b>386,000</b>	<b>360,000</b>	<b>(26,000)</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$619,499	\$602,803	\$602,803	\$587,009	(\$15,794)
Business/Operations Admin.	656,822	673,059	673,059	439,669	(233,390)
Professional					
Supporting Services	21,844,729	23,156,733	23,156,733	21,366,157	(1,790,576)
<b>TOTAL POSITION DOLLARS</b>	<b>23,121,050</b>	<b>24,432,595</b>	<b>24,432,595</b>	<b>22,392,835</b>	<b>(2,039,760)</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	228,932	155,000	155,000	155,000	
Supporting Services	619,067	744,404	744,404	727,660	(16,744)
<b>TOTAL OTHER SALARIES</b>	<b>847,999</b>	<b>899,404</b>	<b>899,404</b>	<b>882,660</b>	<b>(16,744)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>23,969,049</b>	<b>25,331,999</b>	<b>25,331,999</b>	<b>23,275,495</b>	<b>(2,056,504)</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>2,572,519</b>	<b>2,505,011</b>	<b>2,505,011</b>	<b>2,348,414</b>	<b>(156,597)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>3,580,266</b>	<b>3,296,951</b>	<b>3,296,951</b>	<b>3,230,480</b>	<b>(66,471)</b>
<b>04 OTHER</b>					
Local/Other Travel	7,197	8,974	8,974	2,889	(6,085)
Insur & Employee Benefits					
Utilities					
Miscellaneous	2,096,796	1,823,425	1,823,425	2,646,425	823,000
<b>TOTAL OTHER</b>	<b>2,103,993</b>	<b>1,832,399</b>	<b>1,832,399</b>	<b>2,649,314</b>	<b>816,915</b>
<b>05 EQUIPMENT</b>	<b>1,215,000</b>	<b>1,094,558</b>	<b>1,094,558</b>	<b>1,222,021</b>	<b>127,463</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$33,440,827</b>	<b>\$34,060,918</b>	<b>\$34,060,918</b>	<b>\$32,725,724</b>	<b>(\$1,335,194)</b>

**Category 12**  
**Fixed Charges**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
<b>TOTAL POSITIONS</b>					
<b>01 SALARIES &amp; WAGES</b>					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
<b>TOTAL POSITION DOLLARS</b>					
<b>OTHER SALARIES</b>					
Administrative					
Professional					
Supporting Services					
<b>TOTAL OTHER SALARIES</b>					
<b>TOTAL SALARIES AND WAGES</b>					
<b>02 CONTRACTUAL SERVICES</b>					
<b>03 SUPPLIES &amp; MATERIALS</b>					
<b>04 OTHER</b>					
Local/Other Travel					
Insur & Employee Benefits	514,751,934	524,227,863	524,227,863	547,455,432	23,227,569
Utilities					
Miscellaneous	692,504	558,299	558,299	988,299	430,000
<b>TOTAL OTHER</b>	<b>515,444,438</b>	<b>524,786,162</b>	<b>524,786,162</b>	<b>548,443,731</b>	<b>23,657,569</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$515,444,438</b>	<b>\$524,786,162</b>	<b>\$524,786,162</b>	<b>\$548,443,731</b>	<b>\$23,657,569</b>



**Category 14  
Community Services  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
<b>TOTAL POSITIONS</b>					
<b>01 SALARIES &amp; WAGES</b>					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
<b>TOTAL POSITION DOLLARS</b>					
<b>OTHER SALARIES</b>					
Administrative					
Professional					
Supporting Services					
<b>TOTAL OTHER SALARIES</b>					
<b>TOTAL SALARIES AND WAGES</b>					
<b>02 CONTRACTUAL SERVICES</b>	458,512	408,495	408,495	473,495	65,000
<b>03 SUPPLIES &amp; MATERIALS</b>					
<b>04 OTHER</b>					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous	50,000	50,000	50,000	50,000	
<b>TOTAL OTHER</b>	50,000	50,000	50,000	50,000	
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<u>\$508,512</u>	<u>\$458,495</u>	<u>\$458,495</u>	<u>\$523,495</u>	<u>\$65,000</u>

**Category 37**  
**MCPS Television Special Revenue Fund**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	1.000	1.000	1.000	1.000	
Business/Operations Admin.					
Professional					
Supporting Services	11.500	11.500	11.500	12.500	1.000
<b>TOTAL POSITIONS</b>	<b>12.500</b>	<b>12.500</b>	<b>12.500</b>	<b>13.500</b>	<b>1.000</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$132,588	\$136,400	\$136,400	\$138,320	\$1,920
Business/Operations Admin.					
Professional					
Supporting Services	822,124	911,547	911,547	993,008	81,461
<b>TOTAL POSITION DOLLARS</b>	<b>954,712</b>	<b>1,047,947</b>	<b>1,047,947</b>	<b>1,131,328</b>	<b>83,381</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional					
Supporting Services	13,317	5,042	5,042	5,042	
<b>TOTAL OTHER SALARIES</b>	<b>13,317</b>	<b>5,042</b>	<b>5,042</b>	<b>5,042</b>	
<b>TOTAL SALARIES AND WAGES</b>	<b>968,029</b>	<b>1,052,989</b>	<b>1,052,989</b>	<b>1,136,370</b>	<b>83,381</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>12,772</b>	<b>17,600</b>	<b>17,600</b>	<b>17,600</b>	
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>73,386</b>	<b>78,670</b>	<b>78,670</b>	<b>83,670</b>	<b>5,000</b>
<b>04 OTHER</b>					
Local/Other Travel	1,590	2,000	2,000	2,000	
Insur & Employee Benefits	322,075	323,522	323,522	353,504	29,982
Utilities					
Miscellaneous	999	1,600	1,600	1,600	
<b>TOTAL OTHER</b>	<b>324,664</b>	<b>327,122</b>	<b>327,122</b>	<b>357,104</b>	<b>29,982</b>
<b>05 EQUIPMENT</b>	<b>880</b>	<b>880</b>	<b>880</b>	<b>880</b>	
<b>GRAND TOTAL AMOUNTS</b>	<b>\$1,379,731</b>	<b>\$1,477,261</b>	<b>\$1,477,261</b>	<b>\$1,595,624</b>	<b>\$118,363</b>

**Category 51**  
**Real Estate Fund**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	1.000	1.000	1.000	1.000	
Business/Operations Admin.					
Professional					
Supporting Services	6.000	6.000	6.000	6.000	
<b>TOTAL POSITIONS</b>	<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	<b>7.000</b>	
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$90,766	\$123,158	\$123,158	\$117,177	(\$5,981)
Business/Operations Admin.					
Professional					
Supporting Services	270,561	293,899	293,899	295,928	2,029
<b>TOTAL POSITION DOLLARS</b>	<b>361,327</b>	<b>417,057</b>	<b>417,057</b>	<b>413,105</b>	<b>(3,952)</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional					
Supporting Services	32,057	153,688	153,688	153,288	(400)
<b>TOTAL OTHER SALARIES</b>	<b>32,057</b>	<b>153,688</b>	<b>153,688</b>	<b>153,288</b>	<b>(400)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>393,384</b>	<b>570,745</b>	<b>570,745</b>	<b>566,393</b>	<b>(4,352)</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>1,986,275</b>	<b>1,625,722</b>	<b>1,625,722</b>	<b>1,875,722</b>	<b>250,000</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>16,247</b>	<b>48,304</b>	<b>48,304</b>	<b>48,304</b>	
<b>04 OTHER</b>					
Local/Other Travel	508	3,693	3,693	3,693	
Insur & Employee Benefits	142,784	160,851	160,851	160,851	
Utilities					
Miscellaneous	489,653	482,225	482,225	482,225	
<b>TOTAL OTHER</b>	<b>632,945</b>	<b>646,769</b>	<b>646,769</b>	<b>646,769</b>	
<b>05 EQUIPMENT</b>	<b>25,715</b>	<b>28,859</b>	<b>28,859</b>	<b>28,859</b>	
<b>GRAND TOTAL AMOUNTS</b>	<b>\$3,054,566</b>	<b>\$2,920,399</b>	<b>\$2,920,399</b>	<b>\$3,166,047</b>	<b>\$245,648</b>

**Category 61**  
**Food Service Fund**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	2,000	2,000	2,000	2,000	
Business/Operations Admin.	11,000	11,000	11,000	11,000	
Professional					
Supporting Services	569,948	569,948	569,948	572,448	2,500
<b>TOTAL POSITIONS</b>	<b>582,948</b>	<b>582,948</b>	<b>582,948</b>	<b>585,448</b>	<b>2,500</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$224,545	\$232,889	\$232,889	\$236,958	\$4,069
Business/Operations Admin.	881,318	979,664	979,664	966,573	(13,091)
Professional					
Supporting Services	16,422,773	18,287,810	18,287,810	18,395,306	107,496
<b>TOTAL POSITION DOLLARS</b>	<b>17,528,636</b>	<b>19,500,363</b>	<b>19,500,363</b>	<b>19,598,837</b>	<b>98,474</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional					
Supporting Services	796,665	556,480	556,480	823,156	266,676
<b>TOTAL OTHER SALARIES</b>	<b>796,665</b>	<b>556,480</b>	<b>556,480</b>	<b>823,156</b>	<b>266,676</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>18,325,301</b>	<b>20,056,843</b>	<b>20,056,843</b>	<b>20,421,993</b>	<b>365,150</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>1,477,513</b>	<b>1,242,028</b>	<b>1,242,028</b>	<b>1,242,028</b>	
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>18,503,451</b>	<b>17,815,801</b>	<b>17,815,801</b>	<b>17,416,238</b>	<b>(399,563)</b>
<b>04 OTHER</b>					
Local/Other Travel	83,153	128,385	128,385	81,897	(46,488)
Insur & Employee Benefits	11,033,728	11,564,582	11,564,582	11,653,428	88,846
Utilities					
Miscellaneous	163,202	145,000	145,000	185,202	40,202
<b>TOTAL OTHER</b>	<b>11,280,083</b>	<b>11,837,967</b>	<b>11,837,967</b>	<b>11,920,527</b>	<b>82,560</b>
<b>05 EQUIPMENT</b>	<b>155,695</b>	<b>237,031</b>	<b>237,031</b>	<b>221,620</b>	<b>(15,411)</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$49,742,043</b>	<b>\$51,189,670</b>	<b>\$51,189,670</b>	<b>\$51,222,406</b>	<b>\$32,736</b>

**Category 71**  
**Field Trip Fund**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative					
Business/Operations Admin.	.250	.250	.250	.250	
Professional					
Supporting Services	4,250	4,250	4,250	4,250	
<b>TOTAL POSITIONS</b>	<b>4,500</b>	<b>4,500</b>	<b>4,500</b>	<b>4,500</b>	
<b>01 SALARIES &amp; WAGES</b>					
Administrative					
Business/Operations Admin.	25,977	27,884	27,884	22,923	(4,961)
Professional					
Supporting Services	265,174	281,054	281,054	264,903	(16,151)
<b>TOTAL POSITION DOLLARS</b>	<b>291,151</b>	<b>308,938</b>	<b>308,938</b>	<b>287,826</b>	<b>(21,112)</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional					
Supporting Services	769,967	861,463	861,463	860,863	(600)
<b>TOTAL OTHER SALARIES</b>	<b>769,967</b>	<b>861,463</b>	<b>861,463</b>	<b>860,863</b>	<b>(600)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>1,061,118</b>	<b>1,170,401</b>	<b>1,170,401</b>	<b>1,148,689</b>	<b>(21,712)</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>38,136</b>	<b>49,638</b>	<b>49,638</b>	<b>49,638</b>	
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>406,243</b>	<b>521,666</b>	<b>521,666</b>	<b>521,666</b>	
<b>04 OTHER</b>					
Local/Other Travel	45	138	138	138	
Insur & Employee Benefits	152,560	174,224	174,224	174,224	
Utilities					
Miscellaneous					
<b>TOTAL OTHER</b>	<b>152,605</b>	<b>174,362</b>	<b>174,362</b>	<b>174,362</b>	
<b>05 EQUIPMENT</b>		<b>1,605</b>	<b>1,605</b>	<b>1,605</b>	
<b>GRAND TOTAL AMOUNTS</b>	<b>\$1,658,102</b>	<b>\$1,917,672</b>	<b>\$1,917,672</b>	<b>\$1,895,960</b>	<b>(\$21,712)</b>

**Category 81**  
**Entrepreneurial Activities**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative					
Business/Operations Admin.					
Professional	1.000	3.000	3.000	3.000	
Supporting Services	13.600	9.600	9.600	9.600	
<b>TOTAL POSITIONS</b>	<b>14.600</b>	<b>12.600</b>	<b>12.600</b>	<b>12.600</b>	
<b>01 SALARIES &amp; WAGES</b>					
Administrative					
Business/Operations Admin.					
Professional	121,163	341,852	341,852	354,561	12,709
Supporting Services	545,575	545,612	545,612	545,175	(437)
<b>TOTAL POSITION DOLLARS</b>	<b>666,738</b>	<b>887,464</b>	<b>887,464</b>	<b>899,736</b>	<b>12,272</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	329,244	342,455	342,455	357,347	14,892
Supporting Services	50,679	44,373	44,373	44,173	(200)
<b>TOTAL OTHER SALARIES</b>	<b>379,923</b>	<b>386,828</b>	<b>386,828</b>	<b>401,520</b>	<b>14,692</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>1,046,661</b>	<b>1,274,292</b>	<b>1,274,292</b>	<b>1,301,256</b>	<b>26,964</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>808,661</b>	<b>567,432</b>	<b>567,432</b>	<b>667,432</b>	<b>100,000</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>370,561</b>	<b>613,515</b>	<b>613,515</b>	<b>568,941</b>	<b>(44,574)</b>
<b>04 OTHER</b>					
Local/Other Travel	9,648	21,149	21,149	21,149	
Insur & Employee Benefits	311,543	347,172	347,172	326,854	(20,318)
Utilities					
Miscellaneous					
<b>TOTAL OTHER</b>	<b>321,191</b>	<b>368,321</b>	<b>368,321</b>	<b>348,003</b>	<b>(20,318)</b>
<b>05 EQUIPMENT</b>	<b>46,367</b>	<b>24,980</b>	<b>24,980</b>	<b>24,980</b>	
<b>GRAND TOTAL AMOUNTS</b>	<b>\$2,593,441</b>	<b>\$2,848,540</b>	<b>\$2,848,540</b>	<b>\$2,910,612</b>	<b>\$62,072</b>

## MCPS K-12 Budget Staffing Guidelines for Professional Staff—FY 2015

Position	Elementary Guidelines	Middle School Guidelines	High School Guidelines
Principal	1.0 per school	1.0 per school	1.0 per school
Assistant Principal	Staffing is based on enrollment and number of professional staff. Schools with the largest student enrollment and/or professional staff are allocated an assistant principal.	1.0 per school. Schools projected to have 650 or more students receive a second assistant principal or coordinator (magnet programs). Every effort is made not to remove the second assistant principal one year and have to restore it the next year and maintain administrative stability.	2.0 per school. Schools projected to have more than 1,800 students receive a third assistant principal. Schools with projected enrollment greater than 2,500 receive a fourth assistant principal. Every effort is made not to remove the second assistant principal one year and have to restore it the next year and maintain administrative stability.
Assistant School Administrator (ASA)	Allocated to the three largest elementary schools	These positions are allocated (a) to schools with projected enrollment greater than 400 without a second assistant principal or coordinator (magnet programs), (b) to schools with projected enrollment greater than 1,000 students, and (c) largest schools without an ASA.	These positions are allocated (a) to schools with projected enrollment greater than 1,250 without a third assistant principal or a coordinator, and (b) to schools with projected enrollment greater than 2,000 without a fourth assistant principal or a coordinator.
Magnet/Special Program Coordinator		One each for cluster magnet and middle school consortium school.	One each for countywide magnet programs at Montgomery Blair and Poolesville high schools and the International Baccalaureate (IB) Program at Richard Montgomery High School.
School Business Administrator			1.0 per school
Classroom Teacher	These positions for Grades 1-5 are allocated based on enrollment projections for principals to organize the school with class sizes of 27 or less in Grades 1-3, 29 or less in Grades 4-5. Additional classroom teacher positions are provided to the highest educational load schools in order to fulfill the Grade 1-2 class-size initiative at an average of 18 students per class. When numbers support it, positions are allocated for combination classes.	These positions are provided by formula $[\text{Enrollment} \times \text{number of periods} / (\text{class size} \times 5)]$ . For each resource teacher, content specialist, and team leader, 0.8 of this calculation is moved to the resource teacher (RT) allocation.	These positions are provided by formula $[\text{Enrollment} \times 7 / (\text{class size} \times 5)] + 0.2$ released time for Student Service Learning. A 0.4 of this calculation is removed for the athletic director allocation and a 0.8 is removed for each of the RTs.
Academic Intervention Teacher	OSSI will allocate these positions based on school needs.	OSSI will allocate these positions based on school needs.	OSSI will allocate these positions based on school needs.

## MCPS K-12 Budget Staffing Guidelines for Professional Staff—FY 2015

Position	Elementary Guidelines	Middle School Guidelines	High School Guidelines
Special Program Teacher	These positions are allocated to support special programs in schools including immersion, Primary Years International Baccalaureate (PYIB), and magnet programs.	These teacher positions are provided to support magnet programs and the Middle Years Programmes.	These positions are allocated to schools with magnet, special, or signature programs (specific formulas for each program are provided in attachment).
Staff Development Teacher	Staff development teachers, reading specialists, media specialists, and counselors are allocated to schools based on enrollment and Free and Reduced-price Meals System (FARMS) services. Schools determine which positions are staffed at 1.0 and which at .5 based on school priorities and focus areas. Formula is based on smallest focus school and smallest non-focus schools, with smallest focus schools having only 1 position with a .5 and non-focus having 2 positions with a .5 allocation.	1.0 per school	.4 per school
ESOL Teacher	ESOL teacher allocations are based on a ratio of one teacher for every 44.5 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.	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.	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).
Media Specialist	Staff development teachers, reading specialists, media specialists, and counselors are allocated to schools based on enrollment and FARMS. Schools determine which positions are staffed at 1.0 and which at .5 based on school priorities and focus areas.	1.0 per school	1.0 per school
Counselor	Staff development teachers, reading specialists, media specialists, and counselors are allocated to schools based on enrollment and FARMS. Schools determine which positions are staffed at 1.0 and which at .5 based on school priorities and focus areas.	These positions are allocated to schools based on projected enrollment and student to staff ratios using guideline of 250:1 ratio.	These positions are allocated to schools based on projected enrollment and student to staff ratios using guideline of 250:1 ratio.



## MCPS K-12 Budget Staffing Guidelines for Professional Staff—FY 2015

Position	Elementary Guidelines	Middle School Guidelines	High School Guidelines
Focus Teacher	These positions are allocated to the high educational load schools with formulas based on educational load and enrollment. Focus teachers are locally funded and Title I funded.	These positions are allocated to the high educational load schools with formulas based on educational load and enrollment.	
Reading Initiative Teacher	Staffing is allocated at a 20:1 ratio. For schools receiving additional staffing for class-size reduction in Grades 1 and 2, no additional allocations are authorized for the program.		
Prekindergarten Teacher	Positions are allocated with a 0.5 teacher per 2.5 hour class.		
Kindergarten Teacher	These positions are allocated on a ratio of one teacher for every 26 students and one for every 18 students at the focus schools.		
Instrumental Music Teacher	These positions are allocated to schools based on the participation in instrumental music programs, Grades 4-5.		
Reading Support Teachers	These positions provide support to schools that are identified to implement reading intervention programs.		
Reading Specialist	Staff development teachers, reading specialists, media specialists, and counselors are allocated to schools based on enrollment and FARMS. Schools determine which positions are staffed at 1.0 and which at .5 based on school priorities and focus areas ration that 1.5 will be allocated.	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.	

## MCPS K-12 Budget Staffing Guidelines for Professional Staff—FY 2015

Position	Elementary Guidelines	Middle School Guidelines	High School Guidelines
Math Content Specialist		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 (IRT)		Based on enrollment and individual school needs (1 release period); all RTs/IRTs must teach 4 classes.	Based on enrollment and individual school needs (1 release period); all RTs/IRTs must teach 4 classes.
Resource Counselor		Schools with four or more counselors are provided a resource counselor to coordinate programs.	Schools with four or more counselor FTEs are provided a resource counselor to coordinate programs.
Alternative Teacher		These positions are allocated based on projected enrollment in the school, ineligibility, suspension, and poverty.	These positions are allocated based on projected enrollment in the school, ninth grade retention, ineligibility, suspension, drop-out rates, and poverty.
Literacy Coach		For middle school 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 is allocated (3 release periods).
Administrative Secretary	1.0 per school.	1.0 per school.	1.0 per school.

## MCPS K-12 Budget Staffing Guidelines for Professional Staff—FY 2015

Position	Elementary Guidelines	Middle School Guidelines	High School Guidelines
Secretary I	1.0 per school.	1.0 per school. Schools with projected enrollment greater than 625 receive an additional .25	Secretary positions (I and II) are allocated according to the following projected enrollments: > 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 (10-month)		These positions are allocated to the schools based on projected enrollment as follows: > 950 = 1.0 700-949 = 6.5 600-699 = 5.25	
Secretary II (12-month)		1.0 each for programs at Clemente, Takoma Park, and Eastern.	
Guidance Secretary		1.0 per school.	1.0 per school.
Registrar			1.0 per school.
Career and Career Information Coordinator			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
Paraeducator, Regular	Schools are allocated positions based on the following projected enrollments: > 850 = 2.125 FTE 800-849 = 2.0 FTE 750-799 = 1.875 FTE 700-749 = 1.75 FTE 650-699 = 1.625 FTE 600-649 = 1.5 FTE 550-599 = 1.375 FTE 500-549 = 1.25 FTE 450-499 = 1.125 FTE 400-449 = 1.0 FTE 350-399 = 0.875 FTE < 350 = 0.75 FTE	Schools are allocated positions based on the following guidelines: > 1200-1,499 = .75 FTE 900-1,199 = .625 FTE 600-899 = .5 FTE 300-599 = .375 FTE	Schools are allocated positions based on percent of projected school enrollment compared to total high school enrollment.
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.

## MCPS K-12 Budget Staffing Guidelines for Professional Staff—FY 2015

Position	Elementary Guidelines	Middle School Guidelines	High School Guidelines
Pre-K Paraeducator	0.375 FTE per 2.5 hour class.		
Head Start, Paraeducator	0.6 FTE per 3 hour 15 minute class.		
Focus Paraeducator	Title I schools are provided resources for paraeducator allocations. Locally funded focus paraeducators are allocated to schools with high educational loads.		
Lunch Hour Aide	Allocations are based on the following calculation: FTE = 1 hour (.125) per 50 projected students.	Schools are allocated .375 FTE. Schools with specific needs are allocated an additional .125 FTE.	
Instructional Data Assistant	These positions are allocated to schools based on the following projected enrollments: >800 = .875 FTE 550-799 = .75 FTE 350-549 = .625 FTE 150-350 = .5 FTE	Schools with projected enrollment greater than 1,000 receive a .875 FTE; schools with less than 1,000 students receive a .75 FTE position.	
Security Team Leader			1.0 per school.
Security Assistant		All schools receive 1.0 FTE. Schools with specific program or enrollment needs are allocated a second position.	Allocations are based on enrollment, educational load, and campus size.
Media Services Technician			1.0 per school.
IT System Specialist (ITSS)		Schools with projected enrollment greater than 850 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) x 0.5] x 0.125 = Total FTE

## FY 2015 SPECIAL EDUCATION STAFFING PLAN

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## 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 2013 and recommendations were submitted to the Department of Special Education; and

WHEREAS, The FY 2015 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 2015 Special Education Staffing Plan as included in the FY 2015 Recommended Operating Budget, and be it further

Resolved, That upon final approval of the FY 2015 Operating Budget in June 2014, the Special Education Staffing Plan will be submitted to MSDE.

# FY 2015 SPECIAL EDUCATION STAFFING PLAN

## Montgomery County Public Schools

### December 2013

#### Overview

The responsibility of the Office of Special Education and Student Services (OSESS) is to provide a free appropriate public education (FAPE) to all students with disabilities in need of special education and related services—

- within a comprehensive, collaborative, and individualized support system that enables access to the Montgomery County Public Schools (MCPS) curriculum;
- within the general education framework or the Alternate Academic Learning Outcomes (AALO) aligned with Curriculum 2.0;
- based on articulated curriculum targets aligned with the Maryland State Department of Education (MSDE) Learner Outcomes, Core Learner Goals, Skills for Success, or AALO as determined by the Individualized Education Program (IEP) team; and
- in the student's home school or home school cluster, to the maximum extent appropriate, in accordance with national, state, and local mandates.

Local school systems are required by the Code of Maryland Regulations (COMAR) 13A.05.02.13 D to develop a yearly Special Education Staffing Plan to ensure that sufficient staff members are available to meet the programming needs of students. The plan must be submitted on or before July 1, with evidence of MCPS Board of Education (BOE) approval. In addition, the plan is required to include the following:

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

#### Introduction

As required by MSDE, the MCPS *Fiscal Year (FY) 2015 Special Education Staffing Plan* provides evidence of public input, professional development, special education service descriptions (Attachment A), special education enrollment, the number and types of direct service providers (Attachment B), the process for reviewing and making adjustments to staffing,

and maintenance of effort. In addition, the plan recommends staffing priorities and recommendations for maintenance of initiatives for FY 2015 (Attachment C).

OSESS recognizes and appreciates the BOE's support of special education through previous budget initiatives and the funding of required improvements. Because of ongoing fiscal limitations, the FY 2015 Staffing Plan Committee focused on critical areas of special education programming. Those items that were not included in the *FY 2014 MCPS Program Budget* were considered by the committee; special education program staff members; and Department of Management, Budget and Planning staff members during the FY 2015 budget process that started in June 2013. See Attachment D for the FY 2015 Budget Timeline.

As stated in the MCPS Strategic Planning Framework, *Building Our Future Together*, MCPS is committed to eliminating the achievement gap for all groups. This commitment was reinforced by two major pieces of federal legislation that drive the delivery of special education services: the *Individuals with Disabilities Education Improvement Act* (IDEA) and the *Elementary and Secondary Education Act* (ESEA). BOE Policy IOB, *Education of Students with Disabilities*, further affirms the commitment of the school system to ensure the provision of a FAPE.

IDEA mandates that "to the maximum extent appropriate" children with disabilities shall be "educated with children who are not disabled." Moreover, assignment to "special classes, separate schooling, or other removal of children with disabilities from the regular education environment" should occur "only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." In addition to this LRE mandate, IDEA regulations require school districts to ensure that a child with disabilities is "educated in the school he or she would attend if nondisabled" unless his or her IEP requires some other arrangement.

ESEA holds schools accountable for improved educational outcomes for all students. ESEA specifically mandates testing and disaggregation of test results to show progress for students with disabilities and other identified student subgroups.

Although MCPS has made steady progress in improving access to general education classes for school-aged students with disabilities and closing the achievement gap, the school system continues to explore avenues that will support inclusive opportunities and improve student outcomes. For example, the elementary Home School Model (HSM) was adopted in the late 1990's to provide special education services to students in general education classrooms in their home schools.

In 2009, an elementary principal work group collaborated with central services staff members to develop an elementary staffing model which addressed student needs, concerns voiced by principals, as well as ongoing priorities identified by the Special Education Staffing Plan Committee. This work group analyzed the teacher-to-student ratio and special education teacher responsibilities as a strategy to better equalize staffing for all elementary schools. The outcome of this principal work group was an hours-based staffing (HBS) model to be used with HSM schools and schools that did not have HSM or Learning and Academic Disabilities (LAD) classes, but were allocated a resource room teacher based on total school enrollment.



The hours-based staffing model considers each school's total number of students with IEPs, the total number of instructional IEP hours needed within the school, the number of grade levels being taught, the number of IEP hours a special educator is responsible for in a given week, and a minimum-base teacher allocation. This staffing model does not incorporate staffing for services such as LAD, School Community Based (SCB), Learning for Independence (LFI), Autism, Emotional Disabilities (ED), etc.

At the elementary level, from 2012 through 2013, professional development continued to focus on Curriculum 2.0, which is aligned with the Common Core State Standards and embeds Universal Design for Learning (UDL) practices. It is a digital curriculum that ensures all students, including students with disabilities, can access general education instruction. During the 2012–2013 school year, The High Incidence Accessible Technology team supported the development of Professional Learning Communities as a venue to provide professional development in the use of UDL principles.

Middle school HBS is a service delivery model that allocates special education teachers and paraeducators based on the total number of direct instructional service hours on student IEPs. HBS allows for more flexible programming options, including coteaching. In addition, this staffing model ensures that students with disabilities have access to a continuum of services, including consultation, resource support, cotaught classes, and self-contained classes in their home or consortia schools without having to be placed into more restrictive, centralized services. MCPS has expanded the HBS service delivery model to all middle schools.

During the 2012–2013 school year, staff members from the Department of Special Education Services (DSES) and the Division of Business, Fiscal and Information Systems (DBFIS) reviewed information from student IEPs using the Online Administrative Student Information System/Special Services (O/SS) data system, classroom observations, MSDE mandates, due process hearing decisions, and input from staff and community members to determine the effectiveness of the *MCPS FY 2014 Special Education Staffing Plan* and to make recommendations for FY 2015 staffing.

Professional development activities also were aligned with other system initiatives that focused on the provision of special education services within home or consortia schools. During the 2012–2013 school year, OSESS, the Office of Curriculum and Instructional Programs (OCIP), and the Office of School Support and Improvement (OSSI) combined efforts to ensure that students with disabilities gained access to the general education curriculum at all school levels. General and special education teachers continued to participate in professional development based on best practices for coteaching, collaborative planning, differentiated instruction, the use of technology, and UDL strategies.

MCPS holds all staff members accountable for working with all students. MCPS is committed to increasing collaboration among all offices, staff members, schools, and the community to ensure coordinated services that meet the needs of all students in the most effective and efficient ways. The MCPS Special Education Staffing Plan is a vehicle to ensure that appropriate personnel are available to deliver the services required to implement student IEPs. It provides balance among

student needs, teacher responsibilities, and the educational settings in which services will be provided.

### **MCPS Budget Review and Adoption Process**

On December 10, 2013, the superintendent of schools presented his *Recommended FY 2015 Operating Budget* to the members of the BOE and the community. Those recommendations reflected input from a variety of public and private stakeholders, including input provided from the FY 2015 Special Education Staffing Plan Committee. Two public hearings will be held on January 9 and January 16, 2014. The BOE operating budget work sessions will be held on January 21 and January 23, 2014, and the BOE is scheduled to approve the recommended budget on February 11, 2014. The BOE's recommended budget will be sent to each principal, Parent/Teacher Association president, and public library after March 3, 2014, when the law requires that it be submitted to the Montgomery County Executive and the County Council.

The county executive will make public his recommendations for the MCPS budget on March 17, 2014, and the County Council held public hearings on all local government budgets in April. The County Council's Education Committee will hold work sessions on the BOE's recommended budget in April 2014, and the full County Council will review the school system budget in May 2014. The Montgomery County Charter, as amended by voters in November 1992, requires the County Council to act on all budgets by May 31 of each year. This year, the County Council will approve the county budget on May 15, 2014. After the County Council completes its appropriation action, the BOE adopted the final approved budget for FY 2015 on June 17, 2014. A timeline of budget actions can be found in Attachment D.

### **Public Input**

Mrs. Julie S. Hall, director, DBFIS, invited members of the community, DSES/DBFIS, and other stakeholders to participate on the FY 2015 Special Education Staffing Plan Committee. The committee met on June 4, 2013, to review the *FY 2014 Special Education Staffing Plan*, receive information regarding the FY 2015 MCPS budget, receive public input, and make recommendations for priorities to be considered for inclusion in the FY 2015 budget (see Attachment E for a list of committee members).

During the June 4, 2013, meeting the committee received an overview of the elements of a staffing plan, considered how the process of developing a staffing plan is aligned with the new FY 2015 budget process, and reviewed the FY 2014 Special Education Staffing Plan Committee recommendations and final FY 2014 special education budget allocations.

As MCPS works to invest in all our students achieving at high levels and maintaining our focus on narrowing the achievement gap, the system conducted focus groups with a variety of stakeholders to gather input to implement a new budget process around the structures, resources, and processes that already are or should be in place to improve student outcomes. Stakeholder feedback was sought on how to best align the system's resources with its competencies in the strategic plan—Academic Excellence, Creative Problem Solving, and Social Emotional Learning. This input from the focus groups was synthesized and themes were identified. The

data was used by elementary, middle, and high school teams to inform their recommendations. The recommendations were made to a budget steering committee who advised the superintendent as the final recommended FY 2015 budget was developed.

During the June 4, 2013 meeting, the committee was asked to participate as a focus group that would inform the elementary, middle, and high school teams regarding special education services in MCPS. The committee was asked to consider how resources currently are provided to schools and how schools organize around the work when responding to the following four focus group questions.

**1. *Currently, we see an achievement gap for students with disabilities. For these students, what is working with how resources are allocated and used?***

- The coteaching expertise of special education staff and the general education staff has been an effective model. The integration of prekindergarten (pre-K) language classes with general education classes also has seen success. Academic interventions in reading and mathematics have helped to bridge the academic gap, due in large part to focused support and job-embedded professional development. Success has been noted in the HBS/HSM and collaborative and transition classes, as well as with academic intervention programs.
- The staffing process is working well. Staffing formulas are used to accurately meet staffing needs, especially in programs for students with the most intensive needs, including Extensions, SCB and Autism. Additionally, temporarily reassigning paraeducators from classes with initial low enrollment to effectively support other students has contributed to budget savings.

**2. *For these students with disabilities, how should we be organized differently or allocate resources differently?***

- The Special Education Staffing Committee recommended that Speech/Language staffing ratios be reviewed, along with the option of adding and Extensions Program at the elementary level to meet the needs of younger students. Formulas based staffing for paraeducators in HBS/HSM models are additional considerations, along with the inclusion of elementary schools and high schools. The committee also supported an emphasis on inclusive pre-K with an increase in a variety of coteaching community partnerships.
- Increased availability of support to provide accommodations during exams and the availability of focused intervention programs is recommended. Staffing of paraprofessionals at schools with large special education enrollments should be reviewed. Hiring of substitute teachers for classes serving our most impacted students should be analyzed. Additionally parent education related to the IEP process is needed, along with clarity in defining special education for all stakeholders.

**3. *Considering the system focus on ensuring students have the academic, creative problem solving, and social emotional learning competencies they need, how should we be organized differently or allocate resources differently to meet the needs of our students?***

- A wider variety of training for general education, special education, and transportation staff, particularly at the elementary school level, should be provided. An expansion of the availability of psychological services, both in schools and in homes, is needed, along with clinical social workers. Allow for principal-to-principal collaboration to fill staffing positions, and revision of staffing process for 0.1 and 0.2 full-time equivalent teachers. Review the roles of school counselor and paraeducator to ensure that the roles are flexible and blended in order to maximize the efficiency to fill staffing needs. A reduction in the amount of paperwork required should be made by working with the Office of the Chief Technology Officer to find a more efficient option to complete required documents. Finally, additional central services staffing should be allocated for the Autism Spectrum Services Unit to provide increased supervision, monitoring, and crisis support.

**4. *As system priorities, job responsibilities, and student needs have adjusted in response to changed expectations for graduates in the 21<sup>st</sup> century, what resources should be considered for realignment or should be adjusted to reflect these changing demands?***

- Staffing roles should be revisited. The roles of psychologists, counselors, and pupil personnel workers need to be reviewed and staffing formulas reevaluated. The roles of teachers who provide specific training for behavioral support also should be evaluated. Additionally, permanent itinerant paraeducator hours should be allocated and professional development provided. Finally, accuracy in communication to parents regarding accommodations and services should be ensured.
- Review of HBS and HSM staffing formulas including:
  - Expanding to high school
  - Expansion to remaining elementary schools
- Professional development at all levels; emphasis on elementary schools
- Coteaching and providing more opportunities for coplanning
- Review the speech/language pathologists staffing ratio

On December 16, 2013, the committee received an update on the FY 2015 budget process and a review of the special education budget that is included in the *Superintendent's FY 2015 Recommended Operating Budget*.

The *FY 2015 Special Education Staffing Plan* will be available on the MCPS website. In December 2013, a written copy will be distributed with the *Superintendent's FY 2015 Recommended Operating Budget*. The special education staffing plan process is aligned closely with the MCPS operating budget process, with public input and community involvement ongoing throughout the process. All of the input received from the FY 2015 Special Education Staffing Plan Committee was considered during the ongoing budget planning process and the development of the *FY 2015 Special Education Staffing Plan*. In addition, oral and written

testimony received through the BOE's budget hearings will be considered as final changes are made to the *Superintendent's FY 2015 Recommended Operating Budget*.

## **Professional Development**

The delivery of special education instruction is an integral part of the MCPS systemic school improvement planning process. Teams that make decisions about special education services are aware of their responsibility to consider each student's needs and the supports and services necessary to provide the student with access to and participation in the MCPS curriculum in the LRE.

A key element in the provision of FAPE for students with disabilities is the availability of skilled personnel to implement each student's IEP. Through the collaborative efforts of DSES and OCIP, special education staff members who deliver the general education curriculum to students with disabilities participate in mandatory, voluntary, and school-specific professional development; including webinars, that ensure the delivery of effective instructional best practices. Voluntary training modules provide professional development opportunities for all school personnel responsible for IEP implementation, including general educators, school counselors, psychologists, pupil personnel workers, administrators, and paraeducators.

Central services special education staff members work with OCIP to provide ongoing support, technical assistance, and consultation to special education service providers and programs for pre-K and school-age students as follows:

- DSES staff members work closely with the Division of Early Childhood Programs and Services to provide professional development on the Work Sampling System© and the Maryland Model for School Readiness, pre-K curriculum, collaboration and coteaching strategies, the Social and Emotional Foundations for Early Learning, and behavioral interventions.
- DSES staff members provide extensive professional development and job-embedded coaching for staff members supporting students with autism spectrum disorders.
- DSES staff members provide professional development on reading and mathematics interventions, as well as ongoing, job-embedded coaching and support of evidence-based reading methodologies in elementary/secondary LAD, Learning Center, ED cluster, and LFI classrooms.
- DSES staff members provide professional development to targeted schools on mathematics instructional practices and strategies to ensure student access to curriculum 2.0 and increase the performance of students with disabilities on assessments in order to close the achievement gap with their nondisabled peers.

The role of the itinerant resource teachers (IRT) is to facilitate implementation of services for students with disabilities in the LRE. IRTs have a wide range of expertise in autism spectrum disorders, behavioral and emotional support strategies, elementary and secondary instruction,

and mathematics and reading instruction. The team provides professional development and job-embedded coaching to school staff members to improve students' success in the LRE, increase attendance, decrease suspension rates, and improve overall student outcomes. IRT support is available for administrators, general educators, school-based special education staff members, and the community.

MSDE established LRE targets for local school systems that require students with disabilities to receive special education and related services in a general education setting or a combined general education and special education setting. The current MSDE targets are to increase LRE A (in general education greater than 80 percent of the day) and decrease LRE C (removed from general education greater than 60 percent of the day—i.e., self-contained classrooms). It is assumed that as LRE C decreases, students will naturally transition into LREs. The LRE targets, which are closely monitored by MSDE, will ensure that established standards are met and hold schools and local school systems accountable for student performance. MCPS made significant progress in including students with disabilities in general education environments (LRE A) while reducing the percentage of students with disabilities educated in self-contained classrooms (LRE C).

In FY 2013, with 67.49 percent of students with disabilities being served in the general education environment, MCPS exceeded the increased MSDE target of 63.11 percent. In FY 2013, only 13.13 percent of students with disabilities were served in LRE C which exceeded the decreased MSDE target of 15.11 percent.

The MSDE monitoring priority area is to provide FAPE in the LRE and sets measurable and rigorous targets for implementation. The targets for LRE increase/decrease yearly. The MCPS LRE performance data and MSDE targets from FY 2008 through FY 2013 are indicated in the chart data below.

**Percentage of MCPS Students with Disabilities by LRE**

Inclusion Indicator	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
MCPS LRE A	61.05%	66.67%	66.62%	68.18%	67.58%	67.49%
MSDE Target for LRE A	60.61%	61.11%	61.61%	62.11%	62.11%	63.11%
MCPS LRE C	17.04%	14.14%	12.70%	11.91%	12.15%	13.13%
MSDE Target for LRE C	16.36%	16.11%	15.86%	15.61%	15.36%	15.11%

**Special Education Facilities and Staffing Patterns**

According to the October 26, 2012, Maryland Special Education Census Data, 17,250 MCPS students ages 3 to 21 received special education services. Of those students, 386 received services in a public, separate, special education day school and 478 students received services in a nonpublic special education day school.

Participation in the LRE requires access to general education classrooms. DSES/DBFIS, the Department of Facilities Management (DFM), and OSSI are engaged in long-range planning to provide increased options for students with disabilities to access the general education environment throughout the system. The distribution of cluster and countywide programs is based on the assumption that all students will be educated in their home school or home school cluster, if possible. For example, programs for high incidence disabilities, such as learning disabilities, are available in every cluster at the elementary and secondary levels. In contrast, highly specialized programs for students who are deaf or hard-of-hearing are provided on a countywide basis in a centralized location.

Trends related to the identification, evaluation, and placement of students with disabilities has contributed significantly to decisions regarding the location of a variety of programs and services. The percentage of students receiving special education services in their home school, cluster, or quadcluster has increased annually. The following special education services are available in MCPS:

- Special education resource services are offered in all schools, kindergarten–Grade 12. Sixty-seven elementary schools provide HSM services. A continuing goal is to provide equitable staffing in the schools implementing this approach. HBS is offered in each middle school, while LAD services are offered in each high school and in selected elementary schools.
- Autism Resource Services are based in comprehensive middle and high school buildings. Students served by this model have a diagnosis of an Autism Spectrum Disorder. These students are accessing the general education curriculum with modifications and accommodations; specifically, these students are approximately two to three years below grade level. Students have documented social and behavioral needs that have significantly interfered with their ability to participate in other educational environments, despite a variety of special and individualized supports. Students are included for all academic classes in the general education environment with accommodations for reduced work load and altered pacing of instruction as appropriate.
- In accordance with the plan approved by the BOE, all Secondary Learning Centers at the high school level were phased as of June 2013.
- Special education services are quadcluster-based for students in need of an Elementary Learning Center, LFI, or SCB class.
- Autism Services at Jones Lane Elementary School are supported through a partnership with MSDE and the Kennedy Krieger Institute. Instruction is provided to students in highly structured, language enriched, self-contained kindergarten–Grade 1 and Grades 2–3 settings, with modified pace and structured teaching strategies.
- Special education services are available regionally for students with disabilities through the Preschool Education Program, Prekindergarten Language classes, the Augmentative and Alternative Communication classes, classes for students with Autism Spectrum

Disorders, cluster-based services for students with emotional disabilities in kindergarten–Grade 12, Gifted and Talented/Learning Disabled Services, Elementary Physical Disabilities classes, and the Longview and Stephen Knolls special education schools.

- Special education services are available countywide for students in need of the Deaf and Hard-of-Hearing Program, prekindergarten Vision Services, Physical Disabilities classes, the Elementary/Secondary Extensions Program, Carl Sandburg Learning Center, John L. Gildner Regional Institute for Children and Adolescents, and the Rock Terrace School.

Special education classes and program locations are identified in the MCPS *Superintendent's Recommended FY 2015 Capital Budget and Amendments to the FY 2011–1016 Capital Improvements Program* that is published annually in October. However, as enrollment projections and program needs are refined during the year, the location of some classes and programs may change.

Providing pre-K special education services in the LRE is challenging due to the limited number of general education pre-K programs and services available in MCPS. The Division of Prekindergarten, Special Programs, and Related Services and the Division of Early Childhood Programs and Services continue to collaborate to colocate general and special education pre-K classes to facilitate LRE options for students. The DFM and OSSI also are involved in this process, as it has an impact on elementary facilities and requires careful coordination of long-range facilities and program planning. General and special educators use coteaching and collaborative planning strategies to provide instruction to pre-K students with and without disabilities. In FY 2014, this collaborative teaching model was implemented at 18 MCPS elementary schools.

In an effort to improve kindergarten readiness and increase opportunities for young students with disabilities to be served with their nondisabled peers, MCPS is expanding invitations for community peers to participate in pre-K classrooms. DSES is focused on increasing partnerships with community preschools and child care centers. Pre-K staff members will provide services to young children with disabilities in their early childhood setting. As a result, students with disabilities are provided greater access to the pre-K curriculum and are better prepared for general education kindergarten settings.

### **Ongoing Review and Adjustments to Staffing**

The process of allocating staff for the following year begins with reviews of student enrollment as reported in the O/SS data system from September through December of the preceding year. These reviews identify any unanticipated special education enrollment trends in schools that may require adjustments to current or future staffing. The January enrollment report is used to generate lists of pre-K, Grade 5, and Grade 8 students who will articulate to elementary, middle, and high schools the following year. This process enables special education supervisors to identify the school the student will most likely attend and add the student to that school's projected enrollment. All of this information is used to develop initial staffing allocations for individual schools beginning in mid-January. Based on historical trends, the current state, and



student articulation information, preliminary staffing allocations are made in conjunction with the OSSI associate superintendents in early spring.

Reports from O/SS are used to confirm what services are recommended for the coming year. Special education supervisors review the O/SS data system, visit schools, and consult with service providers, program supervisors, and OSSI associate superintendents to ensure that the information is accurate before any adjustments to preliminary staffing allocations are made.

When a school makes a request for additional staffing, the special education cluster supervisor consults with school staff members to ensure that current staff is being utilized effectively to address the students' services on IEPs. Requests for additional staffing are sent to central services special education leadership, as appropriate. When necessary, recommendations for staffing changes may be submitted and are reviewed by the directors of DSES/DBFIS, the associate superintendent for OSESS, and OSSI associate superintendents to make adjustments as needed.

Every effort is made to allocate staffing to meet anticipated needs for the upcoming school year; invariably, some programs are overenrolled and others are under enrolled when the school year begins. In addition, staffing issues arise throughout the year due to many factors, including student mobility, changing needs, and individual class makeup. If concerns arise, staff and/or parents may make requests for additional staffing or for a staffing review. All initial staffing requests/concerns are submitted first to the school principal, who will refer requests for additional staffing to the special education supervisor and the OSSI associate superintendent for further action, if appropriate.

Despite efforts to ensure that all positions are filled, a vacancy may occur due to emergency or medical leave, childcare leave, or a lack of available, qualified personnel. In most cases, staff member have enough advance time to plan for coverage with substitute personnel, a contract provider, or redistribution of existing staff members. Parents are notified by letter if such a vacancy causes a temporary lapse in the delivery of special education services. If missed services cannot be made up, an IEP team considers whether compensatory services are required for individual students.

**Maintenance of Effort**

The following table shows the Maintenance of Effort (MOE) for Category 6 special education staffing from FY 2012 to FY 2015. Transportation and fixed charges are not included.

<b>Category</b>	<b>FY 2012 Actual</b>	<b>FY 2013 Actual</b>	<b>FY 2014 Budget</b>	<b>FY 2015 Budget</b>
<b>Salaries</b>	\$227,683,208	\$235,390,359	\$247,443,081	\$255,866,345
<b>Contracted Services</b>	\$3,038,722	\$2,834,317	\$2,500,667	\$2,550,356
<b>Supplies</b>	\$2,790,019	\$2,235,125	\$2,367,211	\$2,716,664
<b>Other Charges</b>	\$36,833,299	\$37,042,549	\$39,007,511	\$41,021,217
<b>Equipment</b>	\$812,518	\$319,871	\$331,171	\$331,171
<b>TOTAL</b>	<b>\$271,157,766</b>	<b>\$277,822,221</b>	<b>\$291,649,641</b>	<b>\$302,485,753</b>

This table identifies Category 6 funding sources for special education, showing the MOE from FY 2012 to FY 2015.

<b>Funding Source</b>	<b>FY 2012 Actual</b>	<b>FY 2013 Actual</b>	<b>FY 2014 Budget</b>	<b>FY 2015 Budget</b>
<b>Federal</b>	\$27,688,158	\$26,341,878	\$27,202,525	\$26,434,280
<b>State</b>	\$45,501,533	\$49,873,129	\$48,568,815	\$50,562,187
<b>Local</b>	\$197,968,075	\$201,607,214	\$215,878,301	\$225,489,286
<b>TOTAL</b>	<b>\$271,157,766</b>	<b>\$277,822,221</b>	<b>\$291,649,641</b>	<b>\$302,485,753</b>

The FY 2012 budget for special education (Category 6) included an increase of 43.955 positions consisting of 0.8 administrative, 25.85 professional, and 17.305 supporting services positions. For enrollment changes there was an increase of \$870,098 (excluding employee benefits) and 23.305 positions. This included 6.95 teachers, 1.8 speech/language pathologist, and 15.455 paraeducator positions. Also, there was a decrease of a 0.9 occupational/physical therapist position. In addition, there were increases of \$1.69 million for tuition for special education students requiring nonpublic placements due to additional students and a tuition change. While several budget neutral realignments were made to align the budget with actual spending needs, the budget included an additional \$1.8 million to support the following: 1.7 resource teachers, a 0.5 transition teacher, 5.5 teachers for elementary learning centers, a 1.0 coordinator and a 1.0 secretary for the Infants and Toddlers Program, 3.5 interpreter positions, and funds to support contractual nursing services. In FY 2011, \$14.1 million in

*American Recovery and Reinvestment Act of 2009* funds were budgeted for special education programs. The loss of this funding required that local support of \$5.2 million be used to provide the same level of educational services to students with disabilities. This included \$1 million for nonpublic tuition, \$3.9 million for 24.8 HBS paraeducators, 20.5 HSM teachers, 29,749 HBS paraeducators and one-on-one paraeducator support, and 3.0 speech/language pathologists. Despite the severe fiscal climate, budget reductions were made in areas that had the least impact on students. Category 6 reductions totaled \$130,786 in central services resources.

For FY 2013, the \$278.7 million Category 6 budget included a net increase of 21.75 professional and 41.605 supporting services positions based on projected changes in enrollment. Budget neutral realignments among and between programs were approved to better serve students in the least restrictive environment. There was an increase of \$1.5 million for tuition for special education students requiring nonpublic placement based on numbers of students and rate changes. Due to persisting fiscal issues, Category 6 reductions totaled \$353,699 and 3.0 positions in central services resources

For FY 2014, the budget included \$291.6 million for Category 6, an increase of \$10.3 million over the FY 2013 budget. This included funds for 52.1 teachers, 7.55 speech/language pathologists, 4.0 occupational/physical therapists, 36.064 paraeducators, a .2 1.0 program specialist, and a 0.75 parent educator. Funds for enrollment were added for teacher and paraeducator substitutes (\$113,500), extended school year services (\$269,317), critical staffing (\$660,000), interpreters (\$23,251), and local travel for teachers (\$18,267). An additional \$1,612,104 was budgeted for additional students and rates for nonpublic tuition, and \$148,840 for various other needs. Also, there was a reduction of 10.312 positions and \$424,438 due to the final phase-out of the secondary learning centers and a reduction of \$82,331 in central services resources.

The FY 2015 budget includes \$302.4 million for Category 6, a net increase of \$10.8 million over the FY 2014 budget. This includes growth of an additional 74.911 positions, including 36.0 classroom teacher positions, a 0.9 speech pathologist, 1.2 occupational and physical therapist positions, 35.811 paraeducator positions, and a 1.0 brailist, at a total cost of \$3.1 million, not including employee benefits. In addition, resources for substitutes, paraeducator substitutes, extended school year services, materials and critical staffing were added at a cost of \$1.3 million. Also, there is an increase of 23 students (from 530 to 553) expected to require nonpublic placements, increasing the budget for tuition payments and rates by \$1 million. Additionally, other resources for rate change/other, such as rising rates for nonpublic tuition were added at a cost of 1.1 million. Category 6 reductions totaled \$199,574 and 1.0 position in central services resources.

## FY 2015 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/quintcluster. Consequently, the location of special education classrooms and services and models may require additional staffing.

Enrollment, class size guidelines, distribution of classes, nature of the disability, specific disability service models, time requirements for staff to fulfill indirect service responsibilities such as planning, case management, participation in meetings, completing assessments, and legal considerations are reviewed and balanced in order to determine the number and type of staff required. The Fiscal Year (FY) *FY 2015 Special Education Staffing Plan* incorporates the Special Education Staffing Plan Committee's input regarding special education staffing improvements and priorities. Below is information about the various special education instructional service models and the guidelines used for determining the number and type of specific staffing required.

\* Teacher=Tchr

Speech Pathologist=SP

Occupational Therapist/Physical Therapist=OT

Teaching Station=TS

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<b>Resource Services</b>	<p>Resource Room services are available in all MCPS schools and provide students with disabilities with the support they need to be academically successful in the general education environment. Resource teachers provide an array of services to students with disabilities including strategy-based instruction, direct instruction aligned with the Common Core State Standards in reading/language arts, writing, mathematics, and organizational skills, in preparation for the Maryland School Assessments.</p> <p>Elementary and middle schools staffed with an hours-based staffing model include the resource teacher in the special education staffing allocation.</p>	Available in all schools	<p><b>Elementary Schools</b> Based on school enrollment, schools with Learning and Academic Disabilities classes projected to have an enrollment of fewer than 600 students receive 1.0 resource room teachers. Schools projected to have an enrollment 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>	N/A

**FY 2015 MCPS Special Education and Related Services Budget Guidelines**

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
Resource Services (continued)			<p><b>Middle Schools</b> Schools not staffed with hours-based staffing projected to have an enrollment of fewer than 800 students receive a 1.0 resource room teacher. Schools projected to have 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>	N/A
			<p><b>High Schools</b> Schools projected to have an enrollment of fewer than 1,000 students receive 1.0 resource room teacher. Schools projected to have an enrollment of 1,000 or more students but fewer than 1,500 students receive 1.5 resource room teachers. Schools projected to have an enrollment of 1,500 students or more receive 2.0 resource room teachers.</p>	

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**FY 2015 MCPS Special Education and Related Services Budget Guidelines**

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<b>Learning and Academic Disabilities (LAD)</b>	<p>Elementary Learning and Academic Disabilities (LAD) classes provide services to students as a result of a disability that impacts academic achievement. Students served by this model previously received considerable amounts of special education support in the general education environment, but require additional services in order to demonstrate progress toward Individualized Education Program (IEP) goals and objectives. Selected elementary schools provide this service within each quad cluster.</p> <p>Secondary Learning and Academic Disabilities services, available in all secondary schools in MCPS, provide services to students as a result of a disability that impacts academic achievement. Students served by this model previously received a considerable amount of special education support, but need additional services in order to demonstrate progress toward the IEP goals and objectives. These services are provided in a continuum of settings that may include components of self-contained classes, cotaught general education classes, and other opportunities for participation with non-disabled peers.</p>	Elementary—Designated sites within each cluster	1 Tchr:TS	0.875
		Available in all high schools	1 Tchr:TS	0.875
<b>Learning for Independence (LFI)</b>	<p>Learning for Independence (LFI) services are designed for students with complex learning and cognitive needs, including mild to moderate intellectual disabilities. Services support the implementation of Alternate Academic Learning Outcomes aligned with Curriculum 2.0. Students are provided with many opportunities for interaction with general education peers, including inclusion in general education classes as appropriate, peer tutoring, and extracurricular activities. They learn functional life skills in the context of the general school environment and in community settings. Community-based instruction and vocational training are emphasized at the secondary level so that students are prepared for the transition to post-secondary opportunities upon graduating with a certificate from the school system.</p>	Designated elementary, middle, and high schools in quad or quint clusters	1 Tchr:TS	0.875
<b>Gifted and Talented Learning Disabled Services (GT/LD)</b>	<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. GT/LD services provide students with specialized instruction, adaptations, and accommodations that facilitate appropriate access to rigorous instruction in the least restrictive environment, which may include placement in Honors or Advanced Placement classes, and access to the acceleration and enrichment components in the MCPS instructional guidelines. Some students may receive services in specialized classrooms.</p>	Regional designated elementary and middle schools	1 Tchr:TS	0.875
<b>Elementary School-based Learning Center</b>	<p>The Elementary Learning Centers provide comprehensive special education and related services. The program offers a continuum of services for Grades K–5 in self-contained classes with opportunities to be included with nondisabled peers in the general education environment. These services address the goals and objectives in the student’s IEP while ensuring access</p>	Designated elementary schools within each quad cluster	1 Tchr:TS	0.875

**FY 2015 MCPS Special Education and Related Services Budget Guidelines**

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
	to the general curriculum through strategies such as assistive technology, reduced class size, and differentiated instruction.			
<b>Home School Model</b>	Elementary Home School Model supports students in Grades K-5 as a result of a disability that impacts academic achievement in one or more content areas, organization, and/or behavior. Students served by this model are assigned to age appropriate heterogeneous classes in their neighborhood schools. Student access to the general education curriculum during the course of the day is based on individual student needs and encompasses a variety of instructional models that may include instruction in a general education environment and/or a self-contained setting.	Designated elementary schools	Hours-based Staffing	

**FY 2015 MCPS Special Education and Related Services Budget Guidelines**

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<b>Carl Sandburg Learning Center</b>	Carl Sandburg Learning Center is a special education school that serves students with multiple disabilities in Kindergarten through Grade 5, including intellectual disabilities, autism spectrum disorders, language disabilities, emotional and other learning disabilities. Services are designed for elementary student who need a highly-structured setting, small student-to-teacher ratio, and access to the MCPS general education curriculum or Alternate Academic Learning Outcomes aligned with Curriculum 2.0. Modification of curriculum materials and instructional strategies, based on students' needs, is the basis of all instruction. Emphasis is placed on the development of language, academic, and social skills provided through an in-class transdisciplinary model of service delivery in which all staff members implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in their classroom setting. To address behavioral goals, services may include a behavior management system, psychological consultation, and crisis intervention.	Separate special education day school	1 Tchr:TS	1.250
<b>School/Community-based (SCB) Program</b>	School Community-based (SCB) program services are designed for students with severe or profound intellectual disabilities and/or multiple disabilities. Students typically have significant needs in the areas of communication, personal management, behavior management, and socialization. The program emphasizes individualized instruction, utilizing Alternate Academic Learning Outcomes aligned with Curriculum 2.0 in comprehensive schools and related community and work environments. The SCB model includes the following components: age-appropriate classes, heterogeneous groupings, peer interactions, individualized instruction, community instruction, and transition, and is available in all quad-clusters. The goal of the program is to prepare students to transition to post-secondary opportunities upon graduation with a certificate from the school system.	Designated elementary, middle, and high schools in quad or quint clusters	1 Tchr:TS	1.500
<b>Rock Terrace School</b>	Rock Terrace School is comprised of a middle school, a high school, and an upper school which implements school-to-work programs. The instructional focus of the middle school is the implementation of Alternate Academic Learning Outcomes aligned with Curriculum 2.0 to prepare the students for transition to the high school program. The high school program emphasizes Alternate Academic Learning Outcomes aligned with Curriculum 2.0 and community-based instruction activities that enable students to demonstrate skills that lead to full participation in the school-to-work plan and vocational/community experiences. Authentic jobs help in reinforcing classroom learning. The upper school prepares students for post-secondary experiences and career readiness.	Separate special education day school	1 Tchr:TS	1.000
<b>Stephen Knolls School</b>	Stephen Knolls School services students ages 5–21 with severe to profound intellectual disabilities and multiple disabilities. Alternate Academic Learning Outcomes aligned with Curriculum 2.0 are utilized to provide	Separate special education day school	1 Tchr:TS	1.750



**FY 2015 MCPS Special Education and Related Services Budget Guidelines**

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
	students with skills in the areas of communication, mobility, self-help, functional academics, and transition services.			
<b>Longview School</b>	Longview School provides services to students, ages 5– 21, with severe to profound intellectual disabilities and multiple disabilities. Alternate Academic Learning Outcomes aligned with Curriculum 2.0 are utilized to provide students with skills in the areas of communication, mobility, self-help, functional academics, and transition services.	Separate special education day school colocated with Spark M. Matsunaga Elementary School	1 Tchr:TS	1.750
<b>Extensions Program</b>	The Extensions Program serves students of middle and high school age with the most significant cognitive disabilities, multiple disabilities, and/or autism. These are students with a prolonged history of requiring systematic behavioral supports and services to reduce self-injurious and/or disruptive behaviors. The goal of the Extensions Program is to provide intensive educational programming to enable these students to acquire appropriate social and communicative skills in order to facilitate their access to Alternate Academic Learning Outcomes aligned with Curriculum 2.0, and post-secondary opportunities including adult day services and employment.	Designated middle and high schools	1 Tchr:TS	2.625
<b>Emotional Disabilities Services</b>	Emotional Disabilities (ED) services are provided to students who demonstrate significant social, emotional, learning, and/or behavioral difficulties that adversely impact their success in school. Students access the MCPS general education curriculum, and have difficulty achieving academic success due to emotional and behavioral difficulties that interfere with their ability to participate successfully in an educational environment. Students are served in a continuum of settings that may include self-contained classes and opportunities for participation in general education classes with nondisabled peers as appropriate.	Designated elementary, middle, and high schools in each quad or quint clusters	1 Tchr:TS	1.500

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**FY 2015 MCPS Special Education and Related Services Budget Guidelines**

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<b>Bridge Program</b>	The Bridge Program serves students who demonstrate significant social, emotional, learning, and/or behavioral challenges that make it difficult to succeed in a large school environment. Many students require social and emotional supports in order to access their academic program. Comprehensive behavior management is utilized in the model that includes proactive teaching and rehearsal of social skills, as well as the use of structured and consistent reinforcement systems.. Services are provided in a continuum of settings that may include separate classes and opportunities for participation in general education classes with nondisabled peers as appropriate.	Two middle and two high schools serve students countywide	1 Tchr:TS	1.250
<b>John L. Gildner Regional Institute for Children and Adolescents (RICA) - Rockville</b>	<p>The John L. Gildner Regional Institute for Children and Adolescents (RICA), in collaboration with the Maryland State Department of Health and Mental Hygiene, provides appropriate educational and treatment services to all students and their families through highly-structured, intensive special education services with therapy integrated in a day and residential treatment facility. An interdisciplinary treatment team, consisting of school, clinical, residential and related service providers, develops the student's total educational plan and monitors progress. Consulting psychiatrists, a full time pediatrician, and a school community health nurse are also on staff.</p> <p>RICA offers fully-accredited special education services which emphasize rigorous academic and vocational/occupational opportunities, day and residential treatment, and individual, group, and family therapy. The RICA program promotes acquisition of grade and age appropriate social and emotional skills and allows students to access the general education curriculum.</p>	Separate special education day school	1 Tchr:TS	1.250

**FY 2015 MCPS Special Education and Related Services Budget Guidelines**

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<b>Services for Students with Autism Spectrum Disorders</b>	The Comprehensive Autism Preschool Program (CAPP) provides highly intensive and individualized services for students ages 3–5. Evidence-based instructional practices are utilized to increase academic, language, social, and adaptive skills to ultimately provide access to a variety of school-aged services and to maximize independence in all domains..	Prekindergarten—Designated elementary schools serve prekindergarten children throughout the county	1 Tchr:TS	3.440
	Autism services for students, elementary through age 21, provide access to Alternate Academic Learning Outcomes aligned with Curriculum 2.0. Students receive Applied Behavior Analysis intensive instruction in a highly-structured setting to improve learning and communication and provide inclusive opportunities with nondisabled peers. At the secondary level, students also receive vocational and community support.	School Aged—Designated elementary, middle, and high schools located regionally throughout the county	1 Tchr:TS	1.750
	Secondary Autism Resource Services, located in three middle and three high schools, are designed for students with autism spectrum disorders who are diploma bound and have difficulty mastering grade-level curriculum. The students require a modified pace and individual accommodations representative of the needs and characteristics of students with autism spectrum disorders. Students receive instruction in the general education curriculum with the supports indicated on their IEPs. Access to the general education curriculum with enrichment is reinforced.	Secondary School Autism Resource Services- three middle and three high schools located regionally	1 Tchr:TS	1.750
<b>Transition Services</b>	Transition services are provided to students receiving special education, age 14 or older, to facilitate a smooth transition from school to postsecondary activities. These activities include, but are not limited to, postsecondary education, 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, considering the student’s strengths, preferences, and interests. Transition services are delivered through direct and/or indirect support coordinated by a transition support teacher.	Services available in secondary schools throughout the county	1.0 Tchr	0.875/TS

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**FY 2015 MCPS Special Education and Related Services Budget Guidelines**

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<b>Services for Deaf and Hard of Hearing</b>	Deaf and Hard of Hearing services provide comprehensive educational supports to students who are deaf or have a significant hearing loss. These services, provided by itinerant teachers, enable students to develop effective language and communication skills necessary access to the general education environment in neighborhood schools. Students with more significant needs receive services in special centrally-located classes. Services are provided in three communication options—oral/aural, total communication, and cued speech. Assistive technology and consultation also are provided to students and school staff members.	Resource services available throughout the county  Auditory and speech training available throughout the county  Special classes: three elementary, one middle, and one high school serve students throughout the county	1 Tchr:17  1 Tchr:17  1 Tchr:TS	N/A  N/A  0.875
<b>Services for Students with Physical Disabilities</b>	Related services of occupational and physical therapy provide supports for students with physical and/or health-related disabilities to facilitate access to their school program. Services are provided as direct therapy to students and/or consultation to classroom staff members. Services are provided at elementary, middle, and high schools throughout MCPS.	Resource services available throughout the county  Special classes: two elementary schools.	34.6:1  1 Tchr:TS	N/A  1.250
<b>Services for the Visually Impaired</b>	Vision services are provided to students with significant visual impairments or blindness. Services enable students to develop effective compensatory skills and provide them with access to the general education environment.  A prekindergarten class prepares children who are blind or have low vision for entry into Kindergarten..  Itinerant vision services are provided 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. Students may receive orientation and mobility instruction to help them navigate their environment. Students over the age of 14 receive specialized transition support as appropriate..	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 2015 MCPS Special Education and Related Services Budget Guidelines**

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<b>Speech and Language Services</b>	Speech and language services diagnose communication disorders and improve spoken language skills, facilitate compensatory skills, and enhance the development of language, vocabulary, and expressive communication skills to support student access to the general education curriculum. The type and frequency of services provided are determined by individual student needs. For students with less intensive needs, educational strategies are provided to the student's general education teachers and parents for implementation within the classroom and home environments. Students may receive services in their classroom program, in small groups, or individually. Prekindergarten students requiring extensive services attend a class program, two or five days per week.	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  1 Tchr:TS	N/A N/A N/A  0.875
<b>Augmentative and Alternative (AAC) Communication Classes</b>	The Augmentative and Alternative Communication (AAC) classrooms provide intensive support for students who are not verbal or have limited speech with severe intelligibility issues. Students learn to use and expand their knowledge of augmentative communication devices and other forms of aided communication in order to access the general education curriculum. Emphasis is on the use of the alternative communication systems to enhance language development, vocabulary development, and expressive communication skills. Services and supports are often provided within the general education environment to the greatest extent possible.	Special classes located in two elementary schools serve children throughout the county	1 Tchr:TS	1.750
<b>Assistive Technology (InterACT) Services</b>	Assistive technology services provide support for students from Birth–21. Augmentative communication and technology services support students who are severely limited in verbal expression or written communication skills, often due to physical disabilities. Services are provided in the natural environment for children birth to age three, or in the elementary, middle or high school classroom setting for students prekindergarten through age 21.	Services available throughout the county	SLP – 1/75 Services Tchr – 1/190 Services OT – 1/223 Services	0.875/380 Services

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**FY 2015 MCPS Special Education and Related Services Budget Guidelines**

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<b>Preschool Education Program (PEP)</b>	PEP offers prekindergarten classes and services for children with disabilities ages 3 through 5. PEP serves children with delays in multiple developmental domains that impact the child's ability to learn. Services range from consultative and itinerant services for children in community-based child care settings and preschools to itinerant instruction at home for medically fragile children. Classes are provided for children who need a comprehensive approach to their learning. PEP PILOT provides a two-day per week early childhood setting; PEP collaboration classes offer inclusive opportunities for prekindergarten students using a coteaching model. PEP Classic and Intensive Needs Classes serve children with developmental delays in a structured special education setting. PEP Comprehensive and Beginnings serve students with moderate to severe delays and/or multiple disabilities. Programs are offered at selected elementary schools in one or more quad-cluster administrative area(s).	PEP Classic (half-day)	1.0 Tchr/TS	0.875/TS
		Intensive Needs Speech/Language OT and PT	1.0 Tchr/TS 0.3 SP/TS 0.3 OT/PT/TS	1.000
		Medically Fragile Speech/Language OT and PT	Tchr/TS 0.5 SP/TS 0.3 OT/PT/TS	
		Beginning Classes Speech/Language OT and PT	1.0 Tchr/TS 0.3 SP/TS 0.6 OT/PT/TS	1.50
		PEP Comprehensive Speech/Language OT and PT	Tchr/TS 0.2 SP/TS 0.2 OT/PT/TS	1.50
<b>Infants and Toddlers</b>	Infants and Toddlers early intervention services are provided to families of children with developmental delays from birth to age three, or until the start of the school year after turning four under the Extended Individual Family Service Plan option. Services are provided in the natural environment and may include specialized instruction, auditory and vision instruction, physical and occupational therapy, and speech-language services. Parental involvement is a major service component based on the philosophy that a parent can be a child's most effective teacher in the natural setting.	Home-based for individual children		
		Infants and Toddlers Teacher	1.0 Tchr/64.0 services	
		Speech/Language	1.0 SP/64.0 services	.724
		Occupational or Physical Therapy	1.0 OT/PT/64.0 services	Paraed/ each 6
		Vision	1.0 Tcher/64.0 services	Prof. Staff
		Deaf and Hard of Hearing	1.0 Tchr/64.0 services	

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**PROJECTED SPECIAL EDUCATION ENROLLMENT, SERVICES and POSITIONS**

December 2013

Department of Special Education Services	FY 2014 Budget						FY 2015 Budget					
	Students	Admin	Teachers	Other Prof	PARAs	Other Support	Students	Admin	Teachers	Other Prof	PARAs	Other Support
<b>Learning Disabilities:</b>												
Resource Room	1,629		254.2				1,950		255.2			
Learning Centers, Elementary	468		59.5	6.5	48.125		456		59.0	6.0	48.125	
Learning Center Transition			13.0						13.0			
LRE Support					21.563						21.563	
Learning and Academic Disabilities	3,379		247.9	5.2	217.963		3,005		230.8	5.2	199.825	
Hours Based Staffing	2,647		173.4	7.6	164.375		2,682		178.6	7.6	164.190	
Home School Model	1,367		92.8		93.500		2,019		116.8		125.250	
GT/LD	156		11.8		10.325		145		12.6		11.025	
Secondary Intensive Reading			12.0						12.0			
<b>Intellectual Disabilities (ID):</b>												
School/Community Based Programs	366		63.0		100.500		347		61.4		94.625	
Extensions	48		10.0	4.0	21.000		51		10.0	4.0	21.000	
Learning for Independence	618		67.0		58.625		640		70.0		62.125	
LD/ID Program Support		7.0	6.0	6.0		1.000		7.0	6.0	6.0		1.000
<b>Emotional Disabilities:</b>												
Special Classes	460		71.2	18.8	96.500	2.000	514		74.0	18.8	99.250	2.000
Program Support		1.0	8.0	15.5		1.000		1.0	8.0	15.5		1.000
<b>Autism:</b>												
Special Classes	530		93.2		188.915		561		100.0		200.350	
Program Support			3.3	9.0		1.000			3.0	9.3		1.000
<b>Transition Services:</b>												
School-Based Resource Services	6,510		31.6		15.250		6,550		31.6		15.000	
Nonschool-Based Programs	52		12.0		7.500		47		12.0		7.500	
Program Support		1.0	4.0	2.0		1.000		1.0	4.0	2.0		1.000
<b>Special Schools:</b>												
Longview	49	1.0	9.0	1.7	15.750	2.875	49	1.0	9.0	1.7	15.750	2.875
Stephen Knolls	46	1.0	8.0	3.0	13.750	3.125	48	1.0	8.0	3.0	13.750	3.125
Carl Sandburg	101	1.0	16.0	6.2	28.000	3.125	108	1.0	16.0	6.2	28.000	3.125
Rock Terrace	84	2.0	16.1	4.6	16.100	4.250	90	2.0	16.1	4.6	16.100	4.250
RICA	95	2.0	18.0	6.5	16.750	3.750	97	2.0	20.0	7.1	19.750	3.750
Model Learning Center			1.5						1.5			
<b>Itinerant Paraeducators</b>					150.000						150.000	
<b>School-Based Services Administrative Support</b>		1.0		1.0		4.000		1.0		1.0		3.000

Continued on next page

**PROJECTED SPECIAL EDUCATION ENROLLMENT, SERVICES and POSITIONS**

December 2013

Continued from previous page

Pre-K, Special Programs & Related Svcs	FY 2014 Budget						FY 2015 Budget					
	Students	Admin	Teachers	Other Prof	PARAs	Other Support	Students	Admin	Teachers	Other Prof	PARAs	Other Support
<b>Deaf And Hard of Hearing:</b>												
Resource Program Services	225		13.0			37.000	225		13.0			37.000
Special Classes	171		30.0		21.001		153		30.0		21.001	
Program Support		1.0		3.5		1.000		1.0		3.5		1.000
<b>Visual Impairments:</b>												
Resource Program Services	295		12.0		0.875	1.000	297		12.0		0.875	2.000
Special Classes	19		3.0		3.938		22		3.0		3.500	
Program Support				1.0		1.000				1.0		1.000
<b>Physical Disabilities:</b>												
Resource Program Services	3,400			92.6		1.125	3,204			92.6		1.125
Special Classes	41		7.4		9.375		35		6.9		9.125	
Program Support		1.0	2.0	2.0		2.000		1.0	2.0	2.0		2.000
<b>Speech and Language Disabilities:</b>												
Resource Program Services	9,906			190.7		0.800	9,906			191.3		0.800
Special Classes	167		7.5	2.3	7.000		171		7.5	2.3	6.562	
Program Support		1.0		6.0		2.000		1.0		6.0		2.000
<b>InterACT:</b>												
InterACT Services (PreK-12)	550		4.0	8.6			550		4.0	8.6		
Augmentative Communication	18		3.0	0.6	5.250		17		3.0	0.6	5.250	
Program Support				1.0	0.875	1.000				1.0	0.875	1.000
<b>Child Find/DESC:</b>												
Program Support				14.0		3.000				14.0		3.000
Administrative Support		1.0				1.000		1.0				1.000
<b>Preschool Education Programs:</b>												
Special Classes	1,169		104.0	57.9	104.250		1,242		112.1	58.7	112.500	
Program Support		2.0	0.2	6.0		2.000		2.0	0.2	6.0		2.000
Arc of Montgomery County			2.5	2.3		3.750			2.5	3.3		3.750
<b>Infants and Toddlers Services:</b>												
Deaf and Hard of Hearing	204		3.0				204		3.5			
Physical Therapy	2,432			36.8			2,532			37.2		
Occupational Therapy	2,156			31.7			2,157			31.6		
Special Instruction	5,250		76.0		42.100		5,268		76.0		42.100	
Speech & Language	5,225			77.6			5,325			78.0		
Vision	200		3.0				238		3.5			
InterACT	20						17					
Program Support		5.0	0.2	5.0		5.000		5.0	0.2	5.0		5.000
<b>Preschool/Related Services Administrative Support</b>		1.0		2.0		2.000		1.0		2.0		2.000
<b>Special Education Administrative Support</b>		9.0		18.5		23.700		9.2		18.5		23.700
<b>Summary:</b>												
Total Special Classroom Services	12,051	7.0	1,152.8	127.1	1,270.1	22.9	12,499	7.0	1,185.8	129.0	1,309.9	19.1
Total Resource Services	22,515	-	314.8	291.9	16.1	39.9	22,682	-	315.8	292.5	15.9	40.9
Total Infants and Toddlers Services	15,487	-	82.0	146.1	42.1	-	15,741	-	83.0	146.8	42.1	-
Total Program Support		19.0	23.7	71.0	150.9	21.0		19.0	23.4	71.3	150.9	21.0
Total Administrative Support		12.0	-	21.5	-	30.7		12.2	-	21.5	-	29.7
<b>Total by Position Type</b>		38.0	1,573.3	657.6	1,479.155	114.500		38.2	1,608.0	661.1	1,518.716	110.750
<b>Grand Total</b>				3,862.555					3,936.766			





**FY 2015 MCPS Special Education Staffing Plan and  
Operating Budget Timeline**

Associate Superintendent for Special Education and Student Services requests public participation on FY 2015 Special Education Staffing Plan Committee	May 2013
FY 2015 Special Education Staffing Plan Committee meets to develop recommendations for special education staffing improvements and priorities	June 4, 2013
FY 2015 recommended special education staffing improvements and priorities considered during the development of the FY 2015 Operating Budget	Fall 2013
Superintendent's FY 2015 Budget Presentation	December 10, 2013
Signup begins for Board of Education Operating Budget Hearings	December 20, 2013 December 27, 2013
Board of Education Operating Budget Hearings	January 9, 2014 January 16, 2014
Board of Education Operating Budget Work sessions	January 21, 2014 January 23, 2014
Board of Education Operating Budget Action	February 11, 2014
Board of Education budget request transmitted to County Executive and County Council	March 3, 2014
County Executive recommendations presented to County Council	March 17, 2014 (est)
County Council Budget Hearings	April 2014
County Council Budget Action	May 15, 2014
Final Board of Education Action on FY 2015 Operating Budget, including FY 2015 Special Education Staffing Plan	June 17, 2014

**FY 2015 SPECIAL EDUCATION STAFFING PLAN COMMITTEE**

<b>Name</b>	<b>Title</b>
Austin, Ms. Sabrina	Staff Attorney, Maryland Coalition for Inclusive Education
Benz, Dr. Joan	Principal, Winston Churchill High School
Brodsky, Ms. Ruth	President, The Learning Disabilities Association of Montgomery County
Brown, Dr. Beth L.	Principal, Beverly Farms Elementary School
Brown, Ms. Wanda	Parents' Council, Montgomery County Maryland Branch of National Association for the Advancement of Colored People
Casey, Mrs. Victoria A.	Principal, Whetstone Elementary School
Catena, Ms. Mary Rose	Instructional Specialist, Division of Prekindergarten, Special Programs, and Related Services
Daddona, Ms. Staci	President, Partnership for Extraordinary Minds
Davison, Ms. Dana E.	Principal, Martin Luther King Middle School
Davisson, Ms. Lisa J.	Instructional Specialist, Department of Special Education Services
DeFosse, Ms. Pamela A.	Supervisor, Speech and Language Services
Diamond, Mrs. Nicky	Executive Director, Chief Operating Officer
Doody, Mrs. Suzanne M.	Fiscal Supervisor, Office of Special Education and Student Services
Dorner, Mrs. Martha F.	Fiscal Specialist, Division of Business, Fiscal and Information Systems
Hall, Mrs. Julie S.	Director, Division of Business, Fiscal and Information Systems
Heck, Mrs. Lisa M.	Instructional Specialist, Division of Business, Fiscal and Information Systems
Hoffman, Mrs. Joanne C.	Supervisor, Placement and Assessment Services Unit
Kannan, Mr. Amuthan	Co-Chairperson, Special Education Advisory Committee
Klausing, Mr. Thomas P.	Director, Department of Management, Budget and Planning
Kolan, Dr. Kathy L.	Supervisor, Transition Services Unit
Liburd, Mr. Trevor A.	Assistant Principal, South Lake Elementary School
Masline, Mr. Donald D.	Principal, Forest Knolls Elementary School

**FY 2015 SPECIAL EDUCATION STAFFING PLAN COMMITTEE**

<b>Name</b>	<b>Title</b>
Mason, Ms. Gwendolyn J.	Director, Department of Special Education Services
Middleton-Murphy, Ms. Kia	Assistant to the Associate Superintendent, Office of Special Education and Student Services
Mitchell, Ms. Gena	President, Down Syndrome Network of Montgomery County
Murek, Ms. Sally R.	Coordinator Paraeducator Program, Supporting Services of Professional Growth System
Nardi, Mr. Christopher B.	Principal, Thomas W. Pyle Middle School
Parrott, Mrs. Margaret A.	Instructional Specialist, Transition Services Unit
Piacente, Mrs. Felicia	Director, Division of Prekindergarten, Special Programs, and Related Services
Pichard, Dr. Dominique	Parent, Bethesda Elementary School
Richardson, Mrs. Chrisandra A.	Associate Superintendent, Office of Special Education and Student Services
Reilly, Ms. Julie	Co-Chairperson, Special Education Advisory Committee
Sherburne, Mrs. Mary R.	Principal, Wood Acres Elementary School
Taylor, Mrs. Joyce	Executive Director, the ARC Montgomery County
Todd, Mrs. Christine M.	Management/Budget Specialist, Department of Management, Budget and Planning
Turner, Ms. Anne	Co-Chairperson, Special Education Advisory Committee
Turner-Little, Ms. Karalee C.	Executive Director, Office of School Support and Improvement
Webb, Ms. Cynthia M.	Supervisor, Department of Special Education Services

### Teacher Sessions

New Teacher Orientation (NEO)
Nonviolent Crisis Intervention: Initial and Refresher Courses
DHOH: Building the Capacity of D/HOH Teachers to Serve Students with Bilateral Cochlear Implants
DHOH: Instructional and Behavioral Strategies to Address Executive Functioning Deficits in Students who are Deaf or Hard of Hearing
Vision Services: Strategies for Working with Students with Cortical Visual Impairment
Vision Services: Building the Capacity of Vision Teachers to use JAWS (Navigational Text to Speech Software)
Universal Design for Learning for Instructional Leaders
Universal Design for Learning: Everyday UDL Webinar Series
Universal Design for Learning: Introduction to UDL
Technology: Supporting Writers with Clicker Software
Augmentative and Alternative Communication (AAC): Strategies and Operation of Specific devices
Augmentative Communication and Assistive Technology: Strategies to Support Early Language Learners
Autism Services: Kennedy Krieger Partnership at Jones Lane Elementary School
Alt-MSA: Administration of Assessments
Student Achievement Grant: Professional Learning Communities (PLCs) in Mathematics in Four Elementary Schools focused on Mathematics Curriculum, Scaffolding Instruction, Instructional Rounds, Structured Conversations
Learning and Academic Disabilities and Learning Center Teachers: Mathematics Curriculum, Manipulatives, and Scaffolding Instruction
Middle School Special Education Institute: Building the Capacity of Middle School Teachers to Serve Students in the Least Restrictive Environment
Autism Spectrum Disorders: Learning Adaptive Behaviors and Social Skills
Autism: Jones Lane Elementary School Learning Center, Kennedy Krieger Partnership
Transition Support Teachers: Transition Services for Students with Autism Spectrum Disorders
Transition Support Teachers: Mental Health Transition Services
Speech and Language Services: Evidence-based Practices for Speech Language Pathologists in the Schools
Preschool Education Program (PEP): Instructional Strategies to Promote Kindergarten Readiness – Curriculum 2.0., Instructional Technology, Bridging the IEP from Pre-K to Kindergarten
Medical Assistance: Certification Training
Autism 101: Serving Students with Autism Spectrum Disorders in the LRE
Autism Resource Services: Building School Capacity to Support Students with Autism Spectrum Disorders in their Home High Schools
Academic Interventions: Fast Track Reading

**Department of Special Education Services  
 Division of Business, Fiscal and Information Systems  
 Professional Development Plan  
 Fiscal Year 2015**

Attachment F

Academic Interventions: Early Interventions in Reading
Academic Interventions: Phonics for Reading
Academic Interventions: Edmark Reading
Academic Interventions: Reading Assistant
Academic Interventions: REWARDS Intermediate Reading and Writing Intervention
Academic Interventions: FASTT Math Elementary
Academic Interventions: FASTT Math Middle School
Academic Interventions: Above and Beyond with Digi-Blocks
Academic Interventions: Understanding Math
Lead Elementary Teachers: Three Meetings per Year to Address Best Practices
Elementary Learning Center Teachers: Four Meetings per Year: Improving Mathematics Instructional Practices
December Professional Development: Various Topics for Resource Teachers Special Education (RTSEs)
December Professional Development: Various Topics for Lead Elementary Special Education Teachers
December Professional Development: Alt-MSA
Prekindergarten: The Social and Emotional Foundations of Early Learning (SEFEL)
Maryland Model for School Readiness Grant: Understanding the Work Sampling System (WSS) to Complete Status-at-Entry and Progress-at-Exit Data for Students with Disabilities Ages 3–5
Expanding Bridges Grant: Professional Learning Communities focus on Collaborative Planning, Peer Coaching, Differentiated Instruction, Universal Design for Learning, and Job-Embedded Coaching
Expanding Bridges Grant: Effective Coaching for Instructional Technology Integration
Expanding Bridges Grant: Professional Development for UDL Team Site Leaders
Expanding Bridges Grant: Introduction to Your UDL Team

**Department of Special Education Services  
Division of Business, Fiscal and Information Systems  
Professional Development Plan  
Fiscal Year 2015**

Attachment G

**Paraeducator Sessions**

<b>November, 2014</b>	<b>January, 2015</b>
Fading Supports and Building Independence: elementary paraeducators	Fading Supports and Building Independence: elementary paraeducators
Autism: Supporting ASD in the general education classroom: secondary paraeducators	Autism: Supporting ASD in the general education classroom: secondary paraeducators
Autism: Supporting ASD in the general education classroom: elementary paraeducators	Autism: Supporting ASD in the general education classroom: elementary paraeducators
Role of the paraeducator in the Asperger's Program: paraeducators working in the Asperger's Program	Role of the paraeducator in the Asperger's Program: paraeducators working in the Asperger's Program
Working with Students with intellectual disabilities	Working with Students with intellectual disabilities
Accommodations and Modification Hands-on applications: middle and high School paraeducators	Accommodations and Modification Hands-on applications: middle and high School paraeducators
Accommodations and Modification: Hands-on applications: elementary paraeducators	Accommodations and Modification: Hands-on applications: elementary paraeducators
Accommodations and Modification: Hands-on applications secondary paraeducators	Accommodations and Modification: Hands-on applications secondary paraeducators
Reading and Writing Technology Tools to Support Struggling Students	Reading and Writing Technology Tools to Support Struggling Students
Activinspire Beginner	Activinspire Beginner
Activinspire Intermediate	Activinspire Intermediate
Activinspire Advanced	Activinspire Advanced
Strategies for paraeducators working effectively with students with special needs in physical education	Strategies for paraeducators working effectively with students with special needs in physical education
Sign Language Software	Sign Language Software
Sign Language Software	Sign Language Software
Using Math to Teach Literacy Skills: prekindergarten special education paraeducators and collaboration class paraeducators	Using Math to Teach Literacy Skills: prekindergarten special education paraeducators and collaboration class paraeducators
Creating Adaptations for Routines and Activities: CARA's Kit for prekindergarten paraeducators and collaboration class paraeducators	Creating Adaptations for Routines and Activities: CARA's Kit for prekindergarten paraeducators and collaboration class paraeducators
Paraeducator Module Training for Alt. MSA	Paraeducator Module Training for Alt. MSA
Nonviolent Crisis Intervention	Nonviolent Crisis Intervention





## NON-OPERATING BUDGET POSITIONS

FUNDING SOURCE	OFFICE/DEPARTMENT/DIVISION AND POSITION TITLES	FY 2013 Actual	FY 2014 Current	FY 2015 Requested	FY 2015 Change
	<b>Office of the Chief Operating Officer:</b>				
Trust Funds	<b>Department of Financial Services</b>				
	Chief Financial Officer (Q)		0.3	0.3	
	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	
	Investment Analyst (26)		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	1.0	
	Specialist, Leave Admin/Wkrs Comp (19)	1.0	1.0	1.0	
	Specialist, Insurance and Retirement (19)	4.0	5.0	5.0	
	Administrative Secretary III (16)	0.5	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 (15)	8.5	8.5	8.5	
	Total	26.0	28.7	28.7	
Trust Funds	<b>Division of Controller</b>				
	Staff Accountant (22)	1.0	1.0	1.0	
Capital Budget	<b>Real Estate Management Fund</b>				
	Site Administration Specialist (25)	1.0	1.0	1.0	
Capital Budget	<b>Division of Construction</b>				
	Assistant to the Director (K)	1.0	1.0	1.0	
	Facilities Team Leader (K)	3.0	3.0	3.0	
	Senior Facilities Designer (27)	1.0	1.0	1.0	
	LEED Program Manager (26)	1.0	1.0	1.0	
	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 2013 Actual	FY 2014 Current	FY 2015 Requested	FY 2015 Change
Capital Budget	<b>Department of Facilities Management</b>				
	Manager (26)				
	Fiscal Assistant V (22)	1.0	1.0	1.0	
	Total	1.0	1.0	1.0	
Capital Budget	<b>Division of Long-range Planning</b>				
	Planner II (24)	2.0	2.0	2.0	
	Total	2.0	2.0	2.0	
Capital Budget	<b>Division of Maintenance</b>				
	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	1.0	
	Account Assistant III (14)				
	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	<b>Division of School Plant Operations</b>				
	Building Service Area Supervisor (G)	1.0	1.0	1.0	
	Administrative Secretary II (15)	1.0	1.0	1.0	
	Building Service Worker (6)	18.0	18.0	18.0	
	Total	20.0	20.0	20.0	
ICB	<b>Department of School Safety and Security</b>				
	Security Patroller Shift 2				
	Total				
	<i>Office of Communications:</i>				
Capital Budget	<b>Department of Public Information</b>				
	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	
	<i>Office of the Chief Technology Officer:</i>				
Capital Budget	<b>Division of Technology Innovation</b>				
	IT Systems Engineer (27)	1.0	1.0	1.0	
	IT Systems Specialist (18-25)	5.0	5.0	5.0	
	Instructional Specialist	1.0	1.0	1.0	
	Office Assistant III (10)	0.5	0.5	0.5	
	Total	7.5	7.5	7.5	

## NON-OPERATING BUDGET POSITIONS

FUNDING SOURCE	OFFICE/DEPARTMENT/DIVISION AND POSITION TITLES	FY 2013 Actual	FY 2014 Current	FY 2015 Requested	FY 2015 Change
Capital Budget	<b>Department of Infrastructure and Operations Operations</b>				
	IT Systems Engineer (27)	1.0	1.0	1.0	
	IT Systems Specialist (18-25)	4.0	4.0	4.0	
	Total	5.0	5.0	5.0	
Trust Funds	<b>Business Information Systems</b>				
	Development Project Manager (27)	0.5	0.5	0.5	
Capital Budget	<b>Department of Information and Application Services</b>				
	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	<b>Division of Technology Support</b>				
	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		
<b>GRAND TOTAL</b>		136.5	139.2	139.2	

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 2013 ACTUAL EXPENSES  
BETWEEN THE CAFR AND THE FY 2015 OPERATING BUDGET**

Financial Report Categories	(1). FY 2013 CAFR for Local and Grant Supported Funds by State Category	(2). Less Encumbrances Carried Forward	(3). Total FY2013 Enterprise Fund Expenses	(4). Total FY 2013 Expenses	(5). Budgetary Adjustments	(6). Operating Budget Category Conversions	(7). Total FY 2013 Expenses by Operating Budget Categories
1. Administration	38,443,829	(272,891)	5,715	\$38,176,653		(\$5,715)	38,170,938
2. Mid-Level Administration	135,797,230	(259,962)	24,504	\$135,561,772		(24,504)	135,537,268
3. Instructional Salaries and Wages	830,472,924		396,725	\$830,869,649		(396,725)	830,472,924
4. Instructional Textbooks and Supplies	25,561,442	(710,959)	9,919	\$24,860,402		(9,919)	24,850,483
5. Other Instructional Supplies	13,869,106	(858,640)	757,339	\$13,767,805		(757,339)	13,010,466
6. Special Education	277,822,221	(2,198,490)	0	\$275,623,731			275,623,731
7. Student Personnel Services	10,572,550	(281)	0	\$10,572,269			10,572,269
8. Health Services	18,994		0	\$18,994			18,994
9. Student Transportation	95,442,991	(337,244)	1,505,542	\$96,611,289		(1,505,542)	95,105,747
10. Operation of Plant	112,656,278	(227,191)	4,000,961	\$116,430,048	(1,483)	(3,999,478)	112,429,087
11. Maintenance of Plant	34,018,766	(577,939)	0	\$33,440,827			33,440,827
12. Fixed Charges	515,479,006	(34,568)	11,650,086	\$527,094,524		(11,650,086)	515,444,438
13. Food Services			44,203,493	\$44,203,493	(5,182,574)	(39,020,919)	-
14. Community Services	508,512		1,057,656	\$1,566,168		(1,057,656)	508,512
37. Instructional TV						1,379,731	1,379,731
51. Real Estate Management						3,054,566	3,054,566
61. Food Services						49,742,043	49,742,043
71. Field Trip Services						1,658,102	1,658,102
81. Entrepreneurial Funds						2,593,441	2,593,441
<b>Totals</b>	<b>\$2,090,663,849</b>	<b>(\$5,478,165)</b>	<b>\$63,611,940</b>	<b>\$2,148,797,624</b>	<b>(\$5,184,057)</b>	<b>\$0</b>	<b>\$2,143,613,567</b>

(1). Data as reported in the FY 2013 Comprehensive Annual Financial Report (CAFR).

(2). In order to compare actual expenditures in the CAFR to the operating budget, prior year encumbrances must be removed to make a meaningful comparison to budgeted amounts.

(3). Total amount of Enterprise Funds for inclusion in the FY 2013 expenses in the operating budget document.

(4). Grand total of expenses to be included in the operating budget statements before adjustments.

(5). Expenses are reduced for items not budgeted for in the operating budget such as depreciation, loss on disposal on fixed assets, escrow purchases, inventory adjustments, and compensated absences.

(6). This column represents the mapping of the fund and category numbers used in the financial control system to the categories used by the operating budget system.

Unlike the financial control system that uses fund number to capture enterprise expenditure data, the operating budget utilizes unique category numbers to budget and capture financial data for the five enterprise funds.

(7). FY 2013 operating expenses by budget category as appears in the Superintendent's Recommend FY 2015 Operating Budget



## GLOSSARY OF MCPS OPERATING BUDGET TERMS

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**Agency**—One of the major organizational components of government in Montgomery County, such as Montgomery County Public Schools (MCPS); Montgomery County Government (executive departments, legislative offices and boards, the Circuit Court and judicial offices); Montgomery College (MC); Maryland National Capital Park and Planning Commission (MNCPPC); Washington Suburban Sanitary Commission (WSSC); Housing Opportunities Commission (HOC); and Montgomery County Revenue Authority.

**Allocation**—The process by which staffing and other resources are given to schools on the basis of factors such as enrollment, the types of programs to be implemented, and other school-specific needs.

**Annual Yearly Progress (AYP)**—*No Child Left Behind* (NCLB) requires schools to demonstrate specific quantified progress each year in achieving state standards for each school as a whole and for designated categories of students, including students who are economically disadvantaged, from major racial and ethnic groups, with disabilities, and with limited English proficiency.

**Appropriation**—Authority to spend money within a specified dollar limit for an approved work program during a fiscal year (FY). The County Council devotes 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 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; for example, counselors are allocated to middle schools on the basis of projected enrollment.

**Capital Improvements Program (CIP)**—The comprehensive presentation of capital project expenditure estimates; funding requirements; capital budget requests; and program data for the construction and modernization of all schools and for other capital projects that address facility issues. The CIP covers a six-year period. The CIP constitutes both a fiscal plan for proposed project expenditures and funding as well as an annual capital budget for appropriations to fund project activity during the first fiscal year of the plan. The six-year program is updated every two years.

**Category**—(Also known as State Category)—State law requires all county school districts to appropriate and record expenditures for education in accordance with standardized state budget categories. These categories are generally based on broad functional classifications, such as administration, instructional costs, special education, and student transportation. Current categories have been in use since FY 1998.

**Code of Maryland Regulations (COMAR)**—The official compilation of all administrative regulations issued by agencies of the state of Maryland.

**Common Core State Standards (CCSS)**—The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare 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 that have a stated value.

**Consumer Price Index—Urban (CPI-U)**—A commonly accepted indicator of inflation as it applies to consumer goods, including the supplies, materials, and services required by MCPS. That rate of inflation is computed using the average of the indexes in one fiscal year compared to the average of the indexes in the prior fiscal year. For budget purposes, inflation is measured on a fiscal year (FY) basis using the CPI-U for the Washington-Baltimore Metropolitan area. For purposes of Charter limitation of property tax, the November to November CPI-U of the preceding year is used.

**Continuing Salary Costs**—The incremental salary cost associated with the movement of current MCPS employees along the applicable salary schedule, including changes for longevity (years of service).

**Continuous Improvement**—An ongoing MCPS effort aimed at improving the organizational culture by improving teaching and management processes and creating ownership and shared responsibility among all employees and stakeholders.

**Cost Per Student**—A figure that is calculated using the total operating budget amount (excluding summer school, community services, tuition for students with disabilities in private placement, and revolving management accounts) divided by the number of students in Grades K–12.

## GLOSSARY OF MCPS OPERATING BUDGET TERMS

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**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 allow more time for the arts, information literacy, science, social studies, physical education, and other subjects.

**Depreciation**—The expiration of the useful life of a fixed asset over a determined period of time attributable to wear and tear, deterioration, action of the physical elements, inadequacy, and obsolescence. Also, the portion of the cost of a fixed asset charged as an expense during a particular period.

**Employee Benefits**—For budgeting purposes, payments made by MCPS for the employer portion of social security taxes, retirement contributions, group health, and life insurance.

**Enrollment**—The number of students in Grades K–12 attending MCPS. The official enrollment count is based upon the number of students recorded on September 30 of each year.

**Enterprise Fund**—A fund used to record the fiscal transactions of MCPS activities financed and operated in a manner similar to private enterprise, with the intent that the costs of providing goods and services, including financing, are wholly recovered through charges to consumers, users, or other non-tax revenue.

**Expenditure**—A decrease in the net financial resources of MCPS generally due to the purchase of goods and services or the payment of salaries and benefits.

**Expenditure Restrictions**—A limitation placed on spending budgeted funds that may occur in any given year as a result of a difficult fiscal climate. The specific restrictions and a process for implementation are specified in a memorandum from the chief operating officer. The restrictions may include a freeze on filling vacant positions and other expenditures.

**Financial Management System (FMS)**—An integrated web-enabled solution for tracking and managing MCPS financial business functions within one centralized system. FMS automates many previously paper-based processes and supports efficient operation of schools and offices through improved access to information consistent with the MCPS strategic plan.

**Fiscal Year (FY)**—The 12-month period to which the annual operating and capital budgets and their appropriations apply. The fiscal year for MCPS starts on July 1 and ends on June 30. The number of the fiscal year refers to the year in which the fiscal year ends; for example, Fiscal Year 2015 begins on July 1, 2014 and ends on June 30, 2015.

**Fixed Charges**—Charges of a generally recurrent nature that are not allocable to individual expenditure categories. Included are contributions to employee retirement and insurance, social security, interest on current loans, fidelity and personal liability insurance, and personnel tuition reimbursements.

**Free and Reduced Meals (FARMs)**—Students may qualify for free or reduced-price meal services on the basis of their family's income or receipt of Food Supplement Program or Temporary Cash Assistance (TCA) benefits.

**Full-Time Equivalent (FTE)**—A way of describing a position according to the percentage of time the employee is authorized to work. In this system, a full-time permanent employee is a 1.0 FTE. The positions of employees who are authorized to work less than full-time are expressed as fractions of 1.0 FTE, for example, a .5 FTE is authorized to work for 20 hours per week in a job that full-time employees work 40 hours.

**Fund**—A sum of money or other resources that are used for a specific objective. MCPS uses the following funds—general, capital projects, supported projects, food services, instructional TV, real estate management, field trip, entrepreneurial, and warehouse.

**Grade**—An assigned level on a salary schedule that denotes the level of skills, education, and responsibility of a position.

**Grant**—Funding or resources given by an outside entity to achieve a specific objective or public purpose. MCPS receives grants from government programs, corporate charities, and private philanthropic organizations. Grants are awarded for well-defined purposes and must be spent only for those purposes. MCPS accounts for grant expenditures through supported projects.

**High School Assessments (HSA)**—Tests used to determine a Maryland public school student's mastery of Maryland Content Standards in algebra, English, government, and biology.

**IDEA—Individuals with Disabilities 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 with disabilities in the Least Restrictive Environment (LRE) that meets the student's needs.

**Interagency Coordinating Board for Community Use of Public Facilities (ICB/CUPF)**—The office within Montgomery County Government whose mission is to maximize the community's use of schools and other public facilities and to identify and facilitate activities and programs that respond to the community's needs without disrupting the instructional program of MCPS.



## GLOSSARY OF MCPS OPERATING BUDGET TERMS

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**Lapse**—The amount of unused budgeted salary that remains when an employee terminates service and is not immediately replaced.

**Lease-Purchase Agreement**—A contractual agreement that is a financing mechanism with payments made over time. The mechanism is typically used to acquire equipment.

**Least Restrictive Environment (LRE)**—An educational setting that complies with the mandate of the *Individuals with Disabilities Education Act* (IDEA) to the maximum extent appropriate. Students with disabilities are educated with students who do not have disabilities and only removed from general education classrooms when the nature of their disability prevents their learning with the use of supplementary aids and services.

**Level of Service**—The existing or current services, programs, and facilities provided by MCPS to students. The level of service may increase, decrease, or remain the same depending upon needs, alternatives, and available resources.

**Maintenance of Effort (MOE)**—A Maryland state law that requires local governments to provide a definite level of local effort to fund public education from year to year. Local funding is to remain at least the same on a per-student basis. The law ensures that additional state aid will not supplant local revenues.

**Malcolm Baldrige Criteria for Performance Excellence (Baldrige)**—A systematic process for understanding and improving school performance. The Criteria, comprising 11 Core Values/Best Practices and seven 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 to which MCPS strives in placing the number of children in one classroom.

**MCAAP**—The Montgomery County Association of Administrators and Principals (MCAAP) is the bargaining unit that represents principal trainees, administrative interns, and all administrative and supervisory positions on the M to Q salary schedule, including 11-month assistant school administrators.

**MCBOA**—The Montgomery County Business and Operations Administrators (MCBOA), represented by MCAAP, includes all noncertified supervisory employees who provide direction to other employees, exercise independent judgment, are responsible for the evaluation of at least two other employees, and do not report to members of the SEIU bargaining unit, except those excluded by the Board of Education as confidential employees and those who are represented by MCAAP.

**MCEA**—Montgomery County Education Association (MCEA), the employee organization 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 MCPS strategic plan.

**Negotiated Agreement**—A legal contract between the BOE and a certified representative of a recognized bargaining unit for specific terms and conditions of employment, e.g., hours, working conditions, salaries, or employee benefits.

**Non-budgeted grants**—Grants 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 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 such as salaries (01), contractual (02), supplies and materials (03), other (04), and equipment (05).

**Operating Budget**—A comprehensive plan by which the MCPS operating programs are funded for a single fiscal year. The operating budget includes descriptions of programs, appropriation authority, details of estimated expenditures and revenue sources, and personnel, as well as related program data information on the fiscal management of the school system.

## GLOSSARY OF MCPS OPERATING BUDGET TERMS

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**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.

**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.

**Partnership for Assessment of Readiness for College and Careers (PARCC)**—A consortium of 24 states, including Maryland, that developed a common set of K–12 assessments in English and mathematics, as well as literacy in other content areas that will determine whether a student is college- and career-ready. Full implementation of the PARCC assessments will begin by fall 2014.

**Per Student Allocations**—Per-student dollar amounts used to budget for textbooks, instructional supplies, media center materials, and other funds for schools.

**Performance Measurement**—The description/s of how key objectives will be measured to attain the goals of the MCPS strategic plan.

**Personnel Complement**—A chart published in the budget that displays budgeted positions by unit. The chart provides position titles, total number of FTEs, grade, and whether the position works year round or is school-calendar based.

**Personnel Costs**—Expenditures for salaries, wages, and benefits payable to MCPS employees.

**Positions**—Identified permanent jobs into which persons may be hired on either a full-time or part-time basis.

**Program**—A primary service, function, or set of activities that addresses a specific responsibility or goal within a mission. A program encompasses all associated activities directed toward the attainment of established objectives. A program will have 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 on the basis of expected revenues and other factors. Under the County Charter (Section 305), the County Council is required to establish spending affordability guidelines for both the capital and operating budgets.

**Staffing Ratios**—Per-student standards used to budget for teachers, administrators, and other instructional and support staff at schools.

**State Categories**—State law requires all county school districts to appropriate and record expenditures for education in accordance with standardized state budget categories. These categories are generally based on broad functional classifications such as administration, instructional costs, special education, and student transportation. Current categories have been in use since July 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.

## GLOSSARY OF MCPS OPERATING BUDGET TERMS

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**Strategic Plan**—A plan adopted by the Board of Education that focuses on the major academic priorities of the school system. It includes major goals, objectives, performance measures, and instructional strategies. The Operating Budget is aligned with the strategic plan.

**Strategy**—The principal ways in which MCPS staff direct their efforts in pursuit of the school system's and unit's mission and goals. Strategies are clear and uncomplicated methods for attaining goals and key results.

**Supplemental Appropriation**—An appropriation of funds above amounts originally designated, to authorize expenditures not anticipated in the adopted budget. A supplemental appropriation is required to enable expenditure of reserves or additional revenues received by MCPS through grants or other sources.

**Tax Supported**—A program supported in whole or part by tax revenues and included in spending affordability guidelines.

**Turnover**—The accumulation of unused budgeted funds that results from replacing former employees by lower-paid staff.

**Zero-based Budgeting**—A method of budgeting in which all line items are presumed to have \$0 funds and any amount budgeted for them is based on justified need. This method is in contrast to incremental budgeting which either adds or subtracts amounts or increments from the amount budgeted in the current year.



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