



# FY 2021 Operating Budget

Montgomery County Public Schools, Rockville, Maryland

Appropriated by the County Council May 2020

Adopted by the Board of Education June 2020

**Fiscal and School Year Ending June 30, 2021**

**Jack R. Smith, Ph.D.**  
Superintendent of Schools

[www.montgomeryschoolsmd.org/budget](http://www.montgomeryschoolsmd.org/budget)




Office of the Superintendent of Schools  
MONTGOMERY COUNTY PUBLIC SCHOOLS  
Rockville, Maryland

June 11, 2020

MEMORANDUM

To: Members of the Board of Education

From: Jack R. Smith, Superintendent of Schools 

Subject: Final Adoption of the Fiscal Year 2021 Operating Budget

**Executive Summary**

On May 21, 2020, the County Council approved the Montgomery County Public Schools (MCPS) Operating Budget appropriation for Fiscal Year (FY) 2021. The Council approved a total of \$2,755,507,059 for MCPS. This is an increase of \$74,932,286 (2.8 percent) more than the current FY 2020 Operating Budget of \$2,680,574,773. The total tax-supported budget (excluding grants, enterprise, and special revenue funds) approved by the Council for FY 2021 is \$2,562,357,999, an increase of \$61,985,688 (2.5 percent) more than the current FY 2020 tax-supported budget of \$2,500,372,311.

The Council's action on the overall FY 2021 Operating Budget for MCPS decreased the Board of Education's requested budget by \$49,189,439. The following is a summary of these changes. First, the County Council funded County agencies, including MCPS, at a continuity of services level. This amounted to an operating budget for MCPS at the minimum level required under the state's Maintenance of Effort (MOE) law. As a result, the County Council action reduced the MCPS local budget by \$44,102,834. Second, revenue from the state was reduced by \$20,000, the estimated amount for out-of-county living arrangements reimbursement. Third, aid from the federal government was increased by \$1,283,395 mainly for increases expected for grants for the *Individuals with Disabilities Education Act* (IDEA) and for the Infants and Toddlers Program. Fourth, revenue from other sources is reduced by \$550,000 for tuition income for non-resident students and for anticipated interest from financial institutions. Fifth, revenue from bus camera fines collected for the county in our Enterprise Fund has been reduced by \$5,800,000.

The total local contribution of \$1,751,862,120 approved by the Council is an increase of \$25,054,879 compared to FY 2020. As required by state law, the Council approved the appropriation by state categories.

## **Budget Development Process**

The Board engaged in a formal and public process in developing the FY 2021 Operating Budget for MCPS. The driving factors in preparing the FY 2021 budget have been maintaining successful practices that have led to strong student achievement, ensuring operational excellence, and investing in accelerators for key bodies of work to ensure that all students are able to achieve at high levels.

The development of the FY 2021 Operating Budget continued with involvement of parents, guardians, students, MCPS staff, residents, and other stakeholders in our community. Senior MCPS leadership and staff members also played important roles throughout the FY 2021 budget process. As in past years, leadership from each of the employee associations—the Montgomery County Association of Administrators and Principals; the Montgomery County Education Association; the Service Employees International Union, Local 500, leaders of the Montgomery County Council of Parent Teacher Associations, Inc. (MCCPTA), and representatives from the African American Student Achievement Action Group and the Latino Student Achievement Action Group, the Asian Pacific American Student Achievement Action Group, the MCCPTA Gifted Child Committee, and the Special Education Advisory Committee were members of the Budget Advisory Committee (Committee). We continue to have a student representative on the Committee. I am grateful to have the input into the development of the operating budget from a group representing broad interests in Montgomery County.

Following the presentation of my recommended operating budget on December 18, 2019, the Board heard testimony from Parent Teacher Student Association representatives and various stakeholders at two public hearings held on January 13 and 15, 2020. Board members asked a variety of questions of staff during the public hearings and at two budget work sessions held on January 22 and January 28, 2020. The questions and written responses were made available to the public on the MCPS website.

## **Background**

At its meeting on February 10, 2020, the Board tentatively adopted its FY 2021 Operating Budget totaling \$2,804,696,498 (Resolution No. 61-20). The Board's request reflected a local contribution of \$1,795,964,954. At the time, the Board's request was \$44,103,231 more than the minimum amount required by MOE. The Board's budget request included funding for the same level of services for a growing number of students enrolled in MCPS, rising costs, and strategic accelerators for key bodies of work to intensify efforts to close the persistent opportunity gap and improve academic excellence for all students. The Board's budget request included targeted, strategic accelerators for key bodies of work totaling \$23,668,538. The budget request also included \$5,404,221 of efficiencies and other reductions. Attachment A is a summary table that compares the changes by state category from the Board's FY 2021 budget request, to the Council's action, to the Board's action to adopt the FY 2021 budget today. Attachment B is a summary of the changes in the FY 2021 Operating Budget compared to FY 2020.

Attachment C is a schedule of detailed changes in the Council's appropriation and the Board's adoption today by state category compared to the Board's FY 2021 tentatively adopted budget in February 2020.

### County Council Approved Budget

The following is a summary chart of the MCPS FY 2021 Operating Budget and the change between the Council's approved budget with the current FY 2020 budget.

#### Montgomery County Public Schools FY 2021 Operating Budget

	FY 2020 <u>Current Budget</u>	FY 2021 <u>BOE Request</u>	FY 2021 <u>Approved</u>	FY 2021 Changes from <u>FY 2020</u>
Total Expenditures	\$2,680,574,773	\$2,804,696,498	\$2,755,507,059	\$74,932,286
Local Revenue	1,726,807,241	1,795,964,954	1,751,862,120	25,054,879
State Revenue	759,838,149	798,279,622	798,259,622	38,421,473
MCPS Fund Balance	25,000,000	25,000,000	25,000,000	-
Fed/Other Revenue	<u>168,929,383</u>	<u>185,451,922</u>	<u>180,385,317</u>	<u>11,455,934</u>
Total Revenue	\$2,680,574,773	\$2,804,696,498	\$2,755,507,059	\$74,932,286

On March 16, 2020, the county executive had recommended to the Council a total budget of \$2,795,508,595 for MCPS, which was \$9,187,903 less than the amount that the Board tentatively had adopted. The recommended amount was \$40,715,328 more than the minimum level required by MOE. The county executive also recommended continuing to use \$27,200,000 from the county's Consolidated Other Post-employment Benefits (OPEB) Trust Fund to fund a portion of current MCPS retiree health benefits costs in FY 2021. The following is a summary of the revenue and expenditure changes in the FY 2021 Operating Budget.

### Revenues

*Local Contribution:* The FY 2021 Operating Budget appropriated by the Council for MCPS includes a local contribution of \$1,751,862,120, an increase of \$25,054,879 (1.5 percent) more than the FY 2020 local contribution of \$1,726,807,241. This is the minimum local contribution required under MOE for FY 2021. In addition, the Council agreed with the county executive to continue providing \$27,200,000 from the county's Consolidated OPEB Trust Fund to fund a portion of current MCPS retiree health benefits expenditures in FY 2021.

*State Aid:* The total amount of state aid anticipated for FY 2021 is \$798,259,622. This is \$38,421,473 (5.1 percent) more than the amount provided in FY 2020. The majority of this funding is from the Bridge to Excellence legislation and other forms of state aid including aid for students with disabilities and student transportation. The size of the increase in state aid from the Bridge to Excellence legislation is due in large part to the fact that the MCPS enrollment increase totaling 2,437 eligible students represented 21.8 percent of the statewide enrollment increase. Major changes from FY 2021 are an additional \$19,838,396 in the Foundation grant, \$5,509,078 in compensatory education revenue for students who are economically disadvantaged, \$5,113,693 in funding for Limited English Proficient aid, \$1,991,603 in formula aid for students with disabilities, \$1,176,848 for transportation aid, and \$1,074,707 based on the Geographic Cost of Education Index.

In addition, *The Blueprint for Maryland's Future* legislation, passed in 2019, transforms the state's early childhood, primary, and secondary education systems to the levels of high-performing systems around the world. This legislation provides MCPS with a total of \$27,404,996 of state aid in FY 2021, an increase of \$2,980,532 compared to FY 2020. Finally, \$800,853 is included in FY 2021 for other programs financed through state grants.

*Federal Aid:* The estimate for federal aid totals \$83,806,189 for FY 2021. This is an increase of \$1,283,395 from the Board's FY 2021 tentatively adopted budget. The increase is due to revised estimates for IDEA funding, and the Infants and Toddlers grant.

*Aid from Other Sources:* The amount of revenue MCPS is expected to receive in FY 2021 from a variety of other sources totals \$13,881,204. This is an increase of \$3,780,000 compared to FY 2020. The majority of the change is an additional \$3,300,000 for the Provision for Future Supported Projects. We also are projecting a decrease of \$180,000 for revenue from non-resident students attending MCPS and an increase of \$600,000 in interest income received from financial institutions compared to FY 2020 in addition to \$60,000 in other small adjustments.

*Enterprise and Special Revenue Funds:* The MCPS Enterprise Fund totals \$80,928,149, or \$5,800,000 less than the amount in the FY 2021 Board's tentatively adopted budget. This decrease is due to a revised estimate for bus camera fines collected for the county in FY 2021. The Special Revenue Fund is unchanged from the \$1,769,775 included in the Board's budget request.

*MCPS Fund Balance:* In addition to other sources of revenue, the Board's tentatively adopted budget on February 10, 2020, included \$25,000,000 of MCPS Fund Balance at the end of FY 2020 as a source of revenue for the FY 2021 Operating Budget. The county executive recommended the same amount and the Council's appropriation for FY 2021 totaled \$25,000,000 of the budget be funded from the MCPS Fund Balance, or the same amount used to fund the FY 2020 budget.

## Expenditures

The FY 2021 MCPS Operating Budget approved by the Council totals \$2,755,507,059 in expenditures. This is \$49,189,439 less in expenditures than what the Board had tentatively adopted for FY 2021 in February 2020.

Subsequent to the Board's action in February 2020, major events have required significant adjustments to the expenditure plan for the coming fiscal and school years. As a result of the COVID-19 pandemic, schools in MCPS closed beginning March 16, 2020, and will not reopen for the remainder of the 2019–2020 school year. This pandemic not only has impacted how we conduct teaching and learning for our students, it also has impacted our economy and as a result, revenue income projected in the county. On March 24, 2020, the County Council approved a resolution stating that “the Council must move expeditiously to provide continuity of operations in approving an operating budget for FY 2021 that provides additional flexibility to help County residents and businesses recover.”

A “continuity of operations” budget for MCPS translates to the minimum level of local contribution by Montgomery County provided under the state's MOE law. This is a reduction of \$44,102,834 in the local contribution compared to the Board's budget request.

The ongoing public health conditions have created the need to thoroughly plan for continuity of learning for our students this summer and into the 2020–2021 school year. This educational approach requires increased expenditures and in different areas than previously planned. As a result, the state category allocations were not fully resolved for the FY 2021 Operating Budget when the County Council approved the budget on May 21, 2020. This continuity of learning plan includes not only the need for more extensive summer instruction, but may include student instruction and enrichment in non-traditional school hours in the 2020–2021 school year as well as other strategies to sustain student achievement. The continuity of learning plan for the 2020–2021 school year also provides robust professional development and technology initiatives with the latter ensuring both internet access and devices necessary for students, teachers, and staff.

We must use the revenues appropriated by the County Council from multiple sources as well as reallocate savings identified within the tentative expenditures previously proposed to plan for the continuity of learning within the FY 2021 Operating Budget. The additional \$25.1 million from the local government, along with the \$38.4 million from the state of Maryland and the MCPS share of the \$24.8 million from the federal government through the *Coronavirus Aid, Relief, and Economic Security Act* provides us the revenue opportunity to support our revised expenditure and category allocations.

In addition, we have identified two significant opportunities for savings to reduce the Board's February 2020 tentatively adopted FY 2021 budget. First is through the use of savings in FY 2020 to prefund technology and curriculum needed for the 2020–2021 school year. This pre-funding saves approximately \$10 million that would otherwise have been needed in the FY 2021 budget.

In addition, due to a downward revision to the estimated student enrollment growth for the 2020–2021 school year, we can reduce the FY 2021 Operating Budget by approximately \$8.0 million.

The FY 2021 operating budget before the Board for adoption today reflects the expenditures needed to support the continuity of learning plan into the coming school year; it also requires categorical changes to the budget that was approved by the County Council on May 21, 2020. As we move into the new fiscal year and public health conditions continue to change and evolve, we may find the need to consider further adjustments to the continuity of learning plan in response to the COVID-19 pandemic. Therefore, it may be necessary to submit additional category adjustments to the Board during FY 2021 to be forwarded to the county executive and County Council for approval.

*Efficiency Reductions:* Through our internal budget process for FY 2021, we have closely reviewed the MCPS Operating Budget and identified program efficiencies, reductions, and other adjustments totaling \$5,404,221 and 3.0 positions. These reductions included in the Council appropriation are the same reductions that were included in the Board’s budget tentatively adopted in February 2020.

### **Summary of Recommendations**

MCPS sought input from a wide variety of stakeholders both within and outside the school system in developing its FY 2021 Operating Budget. Members of the Board of Education and the County Council, the county executive along with our employee associations, parent/guardian representatives, students, and community members all played important roles in the final FY 2021 Operating Budget being presented today for approval by the Board. When I released my recommended budget on December 18, 2019, I indicated that the FY 2021 Operating Budget continues our focus on students, classrooms, and schools. This budget continues to be centered on our core purpose of preparing all students to thrive in their future. In order to thrive, students must graduate with a deep academic knowledge and preparation for the ideas in the complex world and workplace of tomorrow. At the same time, this budget includes a continuity of learning plan necessitated by the COVID-19 pandemic. This FY 2021 Operating Budget the Board acts on today addresses our increasing enrollment, rising costs, and critical investments to both maintain the level of academic excellence in our schools and to close the gaps in access, opportunity, and achievement for students who have yet to meet their potential.

Attachment C details the changes to the FY 2021 Operating Budget within state categories based on Council action and the adjustments needed for the continuity of learning plan. Any additional changes made by the Board today will be reflected in the final Attachment C that will be published in the final printing of the MCPS Summary FY 2021 Operating Budget document.

**Recommended Resolution**

WHEREAS, The Board of Education tentatively adopted the Fiscal Year 2021 Operating Budget of \$2,804,696,498 on February 10, 2020 (Resolution No. 61-20); and

WHEREAS, The county executive recommended \$2,795,508,595 for Montgomery County Public Schools on March 16, 2020; and

WHEREAS, The County Council approved a total of \$2,755,507,059 for Montgomery County Public Schools on May 21, 2020, a decrease of \$49,189,439 from the Board of Education's request; and

WHEREAS, The County Council appropriated a total tax-supported budget of \$2,562,357,999 (excluding grants, enterprise, and special revenue funds), a decrease of \$44,702,834 compared to the Board of Education's request, including a local contribution of \$1,751,862,120 that is the minimum amount required by the state's Maintenance of Effort law; and

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

WHEREAS, The Special Education Staffing Committee—comprising parents, teachers, principals, special education staff, and special education advocates—held meetings in June 2019 and December 2019 and recommendations were submitted to the Office of Special Education and Student Services; and

WHEREAS, The Fiscal Year 2021 Operating Budget includes all of the staffing plan elements required by the Maryland State Department of Education; and

WHEREAS, The County Council made net decreases of \$49,189,439 in various budget categories to the Board of Education's Fiscal Year 2021 Operating Budget Request of February 28, 2020, as indicated on the following schedule, consisting of a decrease of \$44,102,834 in the local contribution, a decrease of \$20,000 in state aid, an increase of \$1,283,395 in federal grants, a decrease of \$550,000 from other revenue sources, and a decrease of \$5,800,000 in the revenue for the enterprise fund, in approving \$2,755,507,059 for the Board of Education's FY 2021 Operating Budget, and

WHEREAS, Due to the health crisis created by the COVID-19 pandemic and the adjustments needed to implement a continuity of learning plan for the 2020–2021 school year, the Board of Education has made categorical changes to the Fiscal Year 2021 Operating Budget reflected in the following schedule;



**I. Current Fund**

Category	BOE Request February 2020	Council (Reduction) Addition	Council- Approved Budget	BOE (Reduction) Addition	BOE Approved Budget
1 Administration	\$60,785,061	(\$1,166,140)	\$59,618,921	(\$2,471,276)	\$57,147,645
2 Mid-level Administration	161,983,562	(4,426,574)	157,556,988	(1,103,483)	156,453,505
3 Instructional Salaries	1,102,583,256	(30,453,810)	1,072,129,446	37,857,004	1,109,986,450
4 Textbooks and Instructional Supplies	35,269,146	488,675	35,757,821	(3,939,839)	31,817,982
5 Other Instructional Costs	22,219,380	(107,000)	22,112,380	(1,060,161)	21,052,219
6 Special Education	381,137,927	(5,890,742)	375,247,185	24,664	375,271,849
7 Student Personnel Services	15,796,734	362,935	16,159,669	(350,000)	15,809,669
8 Health Services	2,383,056	-	2,383,056	(1,600)	2,381,456
9 Student Transportation	120,711,284	(996,000)	119,715,284	(2,000,000)	117,715,284
10 Operation of Plant and Equipment	149,597,575	(1,200,000)	148,397,575	(2,603,646)	145,793,929
11 Maintenance of Plant	43,089,669	-	43,089,669	(400,000)	42,689,669
12 Fixed Charges	619,646,703	(783)	619,645,920	(23,939,171)	595,706,749
14 Community Services	995,221	-	995,221	(12,492)	982,729
Subtotal, including specific grants	2,716,198,574	(43,389,439)	2,672,809,135	-	2,672,809,135
Less specific grants	109,137,741	1,313,395	110,451,136	-	110,451,136
Subtotal, spending affordability	2,607,060,833	(44,702,834)	2,562,357,999	-	2,562,357,999
<b>II. Enterprise Funds and Special Revenue Funds</b>					
37 Instructional Television Fund	1,769,775	-	1,769,775	-	1,769,775
51 Real Estate Management Fund	4,967,149	-	4,967,149	-	4,967,149
61 Food and Nutrition Services Fund	60,399,980	-	60,399,980	-	60,399,980
71 Field Trip Fund	2,914,182	-	2,914,182	-	2,914,182
81 Entrepreneurial Fund	18,446,838	(5,800,000)	12,646,838	-	12,646,838
Subtotal, Enterprise Funds	88,497,924	(5,800,000)	82,697,924	-	82,697,924
<b>Total Budget for MCPS</b>	<u>\$2,804,696,498</u>	<u>(\$49,189,439)</u>	<u>\$2,755,507,059</u>	<u>-</u>	<u>\$2,755,507,059</u>

now therefore be it

Resolved, That based on an appropriation of \$2,755,507,059 that includes an appropriation of \$80,928,149 for enterprise funds, \$1,769,775 for special revenue fund, and \$109,137,741 for restricted grants, approved by the County Council on May 21, 2020, the Board of Education approve its Fiscal Year 2021 Operating Budget reflecting the changes indicated in Attachment C; and be it further

Resolved, That the Board of Education approve the 2020 Special Education Staffing Plan as included in the Fiscal Year 2021 Recommended Operating Budget; and be it further

Resolved, That the Special Education Staffing Plan be submitted to the Maryland State Department of Education; and be it further

Resolved, That the superintendent of schools be authorized, subject to the approval of the County Council, to effect categorical transfers consistent with the above schedule; and be it further

Resolved, That a copy of this action including the categorical changes included in the Board of Education's adoption of the FY 2021 Operating Budget be transmitted to the county executive and County Council.

JRS:DKM:TPK:jp

Attachments

## FY 2021 APPROVED BUDGET BY STATE CATEGORY

CATEGORY	BOARD'S REQUEST	COUNCIL APPROVED	BOARD ADOPTION	CHANGE FROM COUNCIL APPROVED	PERCENT CHANGE
<b>INSTRUCTION</b>					
2 Mid-level Administration	\$161,983,562	\$157,556,988	\$156,453,505	(\$1,103,483)	-0.70%
3 Instructional Salaries	1,102,583,256	1,072,129,446	1,109,986,450	37,857,004	3.53%
4 Textbooks and Instructional Supplies	35,269,146	35,757,821	31,817,982	(3,939,839)	-11.02%
5 Other Instructional Costs	22,219,380	22,112,380	21,052,219	(1,060,161)	-4.79%
6 Special Education	381,137,927	375,247,185	375,271,849	24,664	0.01%
Subtotal	1,703,193,271	1,662,803,820	1,694,582,005	31,778,185	1.91%
<b>SCHOOL AND STUDENT SERVICES</b>					
7 Student Personnel Services	15,796,734	16,159,669	15,809,669	(\$350,000)	-2.17%
8 Health Services	2,383,056	2,383,056	2,381,456	(\$1,600)	-0.07%
9 Student Transportation	120,711,284	119,715,284	117,715,284	(\$2,000,000)	-1.67%
10 Operation of Plant and Equipment	149,597,575	148,397,575	145,793,929	(\$2,603,646)	-1.75%
11 Maintenance of Plant	43,089,669	43,089,669	42,689,669	(\$400,000)	-0.93%
Subtotal	331,578,318	329,745,253	324,390,007	(\$5,355,246)	-1.62%
<b>OTHER</b>					
1 Administration	60,785,061	59,618,921	57,147,645	(2,471,276)	-4.15%
12 Fixed Charges	619,646,703	619,645,920	595,706,749	(23,939,171)	-3.86%
14 Community Services	995,221	995,221	982,729	(12,492)	-1.26%
Subtotal	681,426,985	680,260,062	653,837,123	(26,422,939)	-3.88%
Total Current Fund	2,716,198,574	2,672,809,135	2,672,809,135	0	0.00%
<b>ENTERPRISE FUNDS</b>					
37 Instructional Television Fund	1,769,775	1,769,775	1,769,775	0	0.00%
51 Real Estate Management Fund	4,967,149	4,967,149	4,967,149	0	0.00%
61 Food Services Fund	60,399,980	60,399,980	60,399,980	0	0.00%
71 Field Trip Fund	2,914,182	2,914,182	2,914,182	0	0.00%
81 Entrepreneurial Activities Fund	18,446,838	12,646,838	12,646,838	0	0.00%
Total Enterprise Funds	88,497,924	82,697,924	82,697,924	0	0.00%
<b>Total</b>	<b>\$2,804,696,498</b>	<b>\$2,755,507,059</b>	<b>\$2,755,507,059</b>	<b>\$0</b>	<b>0.00%</b>

**SUMMARY OF FY 2021 OPERATING BUDGET CHANGES**  
(\$ in millions)

	<b>Total Budget</b>	<b>Spending Affordability/ Tax-Supported Budget</b>
<b>FY 2020 Current Budget</b>	<b>\$2,680,574,773</b>	<b>\$2,500,372,311</b>
FY 2021 Changes:		
<b>Board's FY 2021 Adopted Budget on 2/11/20</b>	<b>\$2,804,696,498</b>	<b>\$2,607,060,833</b>
<b>Council Approved FY 2021 Budget on 5/21/20</b>	<b>\$2,755,507,059</b>	<b>\$2,562,357,999</b>
Change from Board's FY 2021 Adopted Budget	(\$49,189,439)	(\$44,702,834)
Change from FY 2020 Current Budget	\$74,932,286	\$61,985,688
Percent Change from FY 2020 Current Budget	2.80%	2.48%



**SCHEDULE OF COUNTY COUNCIL ADDITIONS / REDUCTIONS TO THE BOARD OF EDUCATION'S FY 2021 OPERATING BUDGET  
REQUEST BY STATE CATEGORY AND FINAL ACTION BY THE BOARD**

DESCRIPTION	COUNCIL ACTION		BOARD ACTION		TOTAL	
	POS.	AMOUNT	POS.	AMOUNT	POS.	AMOUNT
<b>CATEGORY 1 - ADMINISTRATION</b>						
Technical Changes					-	-
Maintenance of Effort Budget Reductions		(1,051,046)			-	(1,051,046)
Reorganization	1.000	(115,094)			1.000	(115,094)
Grant Shifts					-	-
Category Transfer				28,724	-	28,724
Enrollment Adjustment				-	-	-
Program Efficiencies And Reductions			(1.000)	(2,733,655)	(1.000)	(2,733,655)
Continuity of Learning Program Support				233,655	-	233,655
<b>Total Category 1</b>	<b>1.000</b>	<b>\$ (1,166,140)</b>	<b>(1.000)</b>	<b>\$ (2,471,276)</b>	<b>-</b>	<b>\$ (3,637,416)</b>
<b>CATEGORY 2 - MID-LEVEL ADMINISTRATION</b>						
Technical Changes	(2.500)	(232,503)			(2.500)	(232,503)
Maintenance of Effort Budget Reductions		(4,301,844)			-	(4,301,844)
Reorganization		107,773			-	107,773
Grant Shifts					-	-
Category Transfer				196,517	-	196,517
Enrollment Adjustment				-	-	-
Program Efficiencies And Reductions			(6.000)	(1,585,310)	(6.000)	(1,585,310)
Continuity of Learning Program Support				285,310	-	285,310
<b>Total Category 2</b>	<b>(2.500)</b>	<b>\$ (4,426,574)</b>	<b>(6.000)</b>	<b>\$ (1,103,483)</b>	<b>(8.500)</b>	<b>\$ (5,530,057)</b>
<b>CATEGORY 3 - INSTRUCTIONAL SALARIES</b>						
Technical Changes		(429,162)	0.250	45,532	0.250	(383,630)
Maintenance of Effort Budget Reductions		(29,933,487)			-	(29,933,487)
Reorganization		(87,949)			-	(87,949)
Grant Shifts					-	-
Category Transfer				(5,000,000)	-	(5,000,000)
Enrollment Adjustment			(66.700)	(6,677,675)	(66.700)	(6,677,675)
Program Efficiencies And Reductions			(0.500)	(589,835)	(0.500)	(589,835)
Continuity of Learning Program Support				50,078,982	-	50,078,982
<b>Total Category 3</b>	<b>-</b>	<b>\$ (30,450,598)</b>	<b>(66.950)</b>	<b>\$ 37,857,004</b>	<b>(66.950)</b>	<b>\$ 7,406,406</b>
<b>CATEGORY 4 - TEXTBOOKS &amp; INSTRUCTIONAL SUPPLIES</b>						
Technical Changes		488,675			-	488,675
Maintenance of Effort Budget Reductions					-	-
Reorganization					-	-
Grant Shifts					-	-
Category Transfer				(5,000,000)	-	(5,000,000)
Enrollment Adjustment				(342,842)	-	(342,842)
Program Efficiencies And Reductions				(916,802)	-	(916,802)
Continuity of Learning Program Support				2,319,805	-	2,319,805
<b>Total Category 4</b>	<b>-</b>	<b>\$ 488,675</b>	<b>-</b>	<b>\$ (3,939,839)</b>	<b>-</b>	<b>\$ (3,451,164)</b>
<b>CATEGORY 5 - OTHER INSTRUCTIONAL COSTS</b>						
Technical Changes		(107,000)			-	(107,000)
Maintenance of Effort Budget Reductions					-	-
Reorganization					-	-
Grant Shifts					-	-
Category Transfer					-	-
Enrollment Adjustment					-	-
Program Efficiencies And Reductions				(1,060,161)	-	(1,060,161)
Continuity of Learning Program Support					-	-
<b>Total Category 5</b>	<b>-</b>	<b>\$ (107,000)</b>	<b>-</b>	<b>\$ (1,060,161)</b>	<b>-</b>	<b>\$ (1,167,161)</b>
<b>CATEGORY 6 - SPECIAL EDUCATION</b>						
Technical Changes		4,500			-	4,500
Maintenance of Effort Budget Reductions		(7,216,457)			-	(7,216,457)
Reorganization					-	-
Grant Shifts	0.100	1,321,215			0.100	1,321,215
Category Transfer					-	-
Enrollment Adjustment				(1,243,815)	-	(1,243,815)
Program Efficiencies And Reductions				(447,149)	-	(447,149)
Continuity of Learning Program Support				1,715,628	-	1,715,628
<b>Total Category 6</b>	<b>0.100</b>	<b>\$ (5,890,742)</b>	<b>-</b>	<b>\$ 24,664</b>	<b>0.100</b>	<b>\$ (5,866,078)</b>

**SCHEDULE OF COUNTY COUNCIL ADDITIONS / REDUCTIONS TO THE BOARD OF EDUCATION'S FY 2021 OPERATING BUDGET  
REQUEST BY STATE CATEGORY AND FINAL ACTION BY THE BOARD**

DESCRIPTION	COUNCIL ACTION		BOARD ACTION		TOTAL	
	POS.	AMOUNT	POS.	AMOUNT	POS.	AMOUNT
<b>CATEGORY 7 - STUDENT PERSONNEL SERVICES</b>					-	-
Technical Changes	3.000	267,665			3.000	267,665
Maintenance of Effort Budget Reductions					-	-
Reorganization	1.000	95,270			1.000	95,270
Grant Shifts					-	-
Category Transfer				(396,927)	-	(396,927)
Enrollment Adjustment					-	-
Program Efficiencies And Reductions					-	-
Continuity of Learning Program Support				46,927	-	46,927
<b>Total Category 7</b>	<b>4.000</b>	<b>\$ 362,935</b>		<b>\$ (350,000)</b>	<b>4.000</b>	<b>\$ 12,935</b>
<b>CATEGORY 8 - HEALTH SERVICES</b>					-	-
Technical Changes					-	-
Maintenance of Effort Budget Reductions					-	-
Reorganization					-	-
Grant Shifts					-	-
Category Transfer					-	-
Enrollment Adjustment					-	-
Program Efficiencies And Reductions				(1,600)	-	(1,600)
Continuity of Learning Program Support					-	-
<b>Total Category 8</b>	<b>-</b>	<b>\$ -</b>		<b>\$ (1,600)</b>	<b>-</b>	<b>\$ (1,600)</b>
<b>CATEGORY 9 - STUDENT TRANSPORTATION</b>					-	-
Technical Changes		4,000			-	4,000
Maintenance of Effort Budget Reductions		(1,000,000)			-	(1,000,000)
Reorganization					-	-
Grant Shifts					-	-
Category Transfer					-	-
Enrollment Adjustment				(1,160,702)	-	(1,160,702)
Program Efficiencies And Reductions				(2,429,687)	-	(2,429,687)
Continuity of Learning Program Support				1,590,389	-	1,590,389
<b>Total Category 9</b>	<b>-</b>	<b>\$ (996,000)</b>		<b>\$ (2,000,000)</b>	<b>-</b>	<b>\$ (2,996,000)</b>
<b>CATEGORY 10 - OPERATION OF PLANT AND EQUIPMENT</b>					-	-
Technical Changes	4.000				4.000	
Maintenance of Effort Budget Reductions		(1,200,000)			-	(1,200,000)
Reorganization					-	-
Grant Shifts					-	-
Category Transfer				(820,936)	-	(820,936)
Enrollment Adjustment					-	-
Program Efficiencies And Reductions			(26.000)	(2,359,443)	(26.000)	(2,359,443)
Continuity of Learning Program Support				576,733	-	576,733
<b>Total Category 10</b>	<b>4.000</b>	<b>\$ (1,200,000)</b>	<b>(26.000)</b>	<b>\$ (2,603,646)</b>	<b>(22.000)</b>	<b>\$ (3,803,646)</b>
<b>CATEGORY 11 - MAINTENANCE OF PLANT</b>					-	-
Technical Changes					-	-
Maintenance of Effort Budget Reductions					-	-
Reorganization					-	-
Grant Shifts					-	-
Category Transfer				(682,492)	-	(682,492)
Enrollment Adjustment					-	-
Program Efficiencies And Reductions				(250,000)	-	(250,000)
Continuity of Learning Program Support				532,492	-	532,492
<b>Total Category 11</b>	<b>-</b>	<b>\$ -</b>		<b>\$ (400,000)</b>	<b>-</b>	<b>\$ (400,000)</b>
<b>CATEGORY 12 - FIXED CHARGES</b>					-	-
Technical Changes		3,825			-	3,825
Maintenance of Effort Budget Reductions					-	-
Reorganization					-	-
Grant Shifts		(7,820)			-	(7,820)
Category Transfer				(5,939,171)	-	(5,939,171)
Enrollment Adjustment				(979,483)	-	(979,483)
Program Efficiencies And Reductions				(18,083,947)	-	(18,083,947)
Continuity of Learning Program Support				1,063,430	-	1,063,430
<b>Total Category 12</b>	<b>-</b>	<b>\$ (3,995)</b>		<b>\$ (23,939,171)</b>	<b>-</b>	<b>\$ (23,943,166)</b>

**SCHEDULE OF COUNTY COUNCIL ADDITIONS / REDUCTIONS TO THE BOARD OF EDUCATION'S FY 2021 OPERATING BUDGET  
REQUEST BY STATE CATEGORY AND FINAL ACTION BY THE BOARD**

DESCRIPTION	COUNCIL ACTION		BOARD ACTION		TOTAL	
	POS.	AMOUNT	POS.	AMOUNT	POS.	AMOUNT
<b>CATEGORY 14 - COMMUNITY SERVICES</b>						
Technical Changes	-	-	-	-	-	-
Maintenance of Effort Budget Reductions	-	-	-	-	-	-
Reorganization	-	-	-	-	-	-
Grant Shifts	-	-	-	-	-	-
Category Transfer	-	-	-	(12,492)	-	(12,492)
Enrollment Adjustment	-	-	-	-	-	-
Program Efficiencies And Reductions	-	-	-	-	-	-
Continuity of Learning Program Support	-	-	-	-	-	-
<b>Total Category 14</b>	-	\$ -	-	\$ (12,492)	-	\$ (12,492)
<b>CATEGORY 37 - MCPS TELEVISION SPECIAL REVENUE FUND</b>						
Technical Changes	-	-	-	-	-	-
Maintenance of Effort Budget Reductions	-	-	-	-	-	-
Reorganization	-	-	-	-	-	-
Grant Shifts	-	-	-	-	-	-
Category Transfer	-	-	-	-	-	-
Enrollment Adjustment	-	-	-	-	-	-
Program Efficiencies And Reductions	-	-	-	-	-	-
Continuity of Learning Program Support	-	-	-	-	-	-
<b>Total Category 37</b>	-	\$ -	-	\$ -	-	\$ -
<b>CATEGORY 51 - REAL ESTATE FUND</b>						
Technical Changes	-	-	-	-	-	-
Maintenance of Effort Budget Reductions	-	-	-	-	-	-
Reorganization	-	-	-	-	-	-
Grant Shifts	-	-	-	-	-	-
Category Transfer	-	-	-	-	-	-
Enrollment Adjustment	-	-	-	-	-	-
Program Efficiencies And Reductions	-	-	-	-	-	-
Continuity of Learning Program Support	-	-	-	-	-	-
<b>Total Category 51</b>	-	\$ -	-	\$ -	-	\$ -
<b>CATEGORY 61 - FOOD SERVICE FUND</b>						
Technical Changes	-	-	-	-	-	-
Maintenance of Effort Budget Reductions	-	-	-	-	-	-
Reorganization	-	-	-	-	-	-
Grant Shifts	-	-	-	-	-	-
Category Transfer	-	-	-	-	-	-
Enrollment Adjustment	-	-	-	-	-	-
Program Efficiencies And Reductions	-	-	-	-	-	-
Continuity of Learning Program Support	-	-	-	-	-	-
<b>Total Category 61</b>	-	\$ -	-	\$ -	-	\$ -
<b>CATEGORY 71 - FIELD TRIP FUND</b>						
Technical Changes	-	-	-	-	-	-
Maintenance of Effort Budget Reductions	-	-	-	-	-	-
Reorganization	-	-	-	-	-	-
Grant Shifts	-	-	-	-	-	-
Category Transfer	-	-	-	-	-	-
Enrollment Adjustment	-	-	-	-	-	-
Program Efficiencies And Reductions	-	-	-	-	-	-
Continuity of Learning Program Support	-	-	-	-	-	-
<b>Total Category 71</b>	-	\$ -	-	\$ -	-	\$ -
<b>CATEGORY 81 - ENTREPRENEURIAL ACTIVITIES</b>						
Technical Changes	-	(5,800,000)	-	-	-	(5,800,000)
Maintenance of Effort Budget Reductions	-	-	-	-	-	-
Reorganization	-	-	-	-	-	-
Grant Shifts	-	-	-	-	-	-
Category Transfer	-	-	-	-	-	-
Enrollment Adjustment	-	-	-	-	-	-
Program Efficiencies And Reductions	-	-	-	-	-	-
Continuity of Learning Program Support	-	-	-	-	-	-
<b>Total Category 81</b>	-	\$ (5,800,000)	-	\$ -	-	\$ (5,800,000)
<b>GRAND TOTAL</b>	<b>6.600</b>	<b>\$ (49,189,439)</b>	<b>(99.950)</b>	<b>\$ -</b>	<b>(93.350)</b>	<b>\$ (49,189,439)</b>

Resolution No.: 19-473  
Introduced: May 21, 2020  
Adopted: May 21, 2020

**COUNTY COUNCIL  
FOR MONTGOMERY COUNTY, MARYLAND**

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By: County Council

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**SUBJECT:** Approval of and Appropriation for the FY 2021 Operating Budget of the Montgomery County Public School System

**Background**

1. As required by the Education Article, Sections 5-101 and 5-102 of the Maryland Code, the Board of Education sent to the County Executive and the County Council the FY 2021 Operating Budget for the Montgomery County Public School (MCPS) system as shown below.
2. The Executive sent to the Council his recommendations regarding this budget on March 16, 2020.
3. As required by Section 304 of the County Charter, the Council held public hearings on the Operating Budget and the Executive's recommendations on April 16, 2020.
4. The appropriation in this resolution is based on the following projected revenues for FY 2021:

State:	\$ 798,259,622
Federal:	\$ 83,806,189
Other:	\$ 13,881,204
Enterprise:	\$ 80,928,149
Special Revenue:	\$ 1,769,775
5. This appropriation requires a local contribution of \$1,751,862,120 to Montgomery County Public Schools.
6. Of the funds appropriated in this resolution, \$61,040,626 is appropriated to meet the State's FY 2021 requirement for the County to fund the shift of teacher pension costs from the State to the County. The State requires that this payment be included in the calculation of the Maintenance of Effort requirement, and that the Montgomery County Public Schools must reimburse the State for this amount of teacher pension costs.



7. This resolution re-appropriates the full amount of FY 2020 MCPS Current Fund balance or \$25,000,000 from the MCPS Current Fund balance, whichever amount is less.
8. The Superintendent submitted to the Council proposed changes by State category to meet the approved expenditure level as reflected in this appropriation.

**Action**

The County Council for Montgomery County, Maryland approves the following resolution:

1. The Council approves the FY 2021 Operating Budget for the Montgomery County Public School system and appropriates the funds as shown below.

**FY 2021 OPERATING BUDGET FOR MONTGOMERY COUNTY PUBLIC SCHOOLS**

The Council approves and appropriates the following amounts:

<b>I. Current Funds</b>	<b>BOE Request February 2020</b>	<b>Council (Reduction/ Addition)</b>	<b>Council Approved Budget</b>
<b>Category</b>			
1 Administration	60,785,061	(1,166,140)	59,618,921
2 Mid-level Administration	161,983,562	(4,426,574)	157,556,988
3 Instructional Salaries	1,102,583,256	(30,453,810)	1,072,129,446
4 Textbooks and Instructional Supplies	35,269,146	488,675	35,757,821
5 Other Instructional Costs	22,219,380	(107,000)	22,112,380
6 Special Education	381,137,927	(5,890,742)	375,247,185
7 Student Personnel Services	15,796,734	362,935	16,159,669
8 Health Services	2,383,056	-	2,383,056
9 Student Transportation	120,711,284	(996,000)	119,715,284
10 Operation of Plant and Equipment	149,597,575	(1,200,000)	148,397,575
11 Maintenance of Plant	43,089,669	-	43,089,669
12 Fixed Charges	619,646,703	(783)	619,645,920
14 Community Services	995,221	-	995,221
<b>Subtotal, including specific grants</b>	<b>2,716,198,574</b>	<b>(43,389,439)</b>	<b>2,672,809,135</b>
Less Specific Grants	109,137,741	1,313,395	110,451,136
<b>Subtotal, Spending Affordability</b>	<b>2,607,060,833</b>	<b>(44,702,834)</b>	<b>2,562,357,999</b>
<b>II. Enterprise Funds</b>			
37 Instructional Television Fund	1,769,775	-	1,769,775
51 Real Estate Management Fund	4,967,149	-	4,967,149
61 Food and Nutritional Services Fund	60,399,980	-	60,399,980
71 Field Trip Fund	2,914,182	-	2,914,182
81 Entrepreneurial Fund	18,446,838	(5,800,000)	12,646,838
<b>Subtotal, Enterprise Funds</b>	<b>88,497,924</b>	<b>(5,800,000)</b>	<b>82,697,924</b>
<b>TOTAL BUDGET for MCPS</b>	<b>2,804,696,498</b>	<b>(49,189,439)</b>	<b>2,755,507,059</b>

2. This resolution appropriates \$10,031,204 for the account titled “Provision for Future Supported Projects”, which provides funds for specific programs designated in a grant, contribution, reimbursement, or other non-county funding source received in FY 2021. When MCPS receives funds for a program from one of these sources, MCPS may transfer funds from this appropriation to the program. The following conditions are established on the use of this transfer authority:
  - a) The program must not require any present or future County funds.
  - b) Subject to the balance in the account, any amount can be transferred in FY 2021 for any program which meets at least one of the following four conditions: (1) the amount is \$200,000 or less; (2) the program was funded in FY 2020; (3) the program was included in the FY 2021 budget; (4) the program was funded by the Council in a supplemental or special appropriation in FY 2021. Any program that does not meet one of these four conditions must be funded by a supplemental or special appropriation.
  - c) MCPS must notify the Executive and the Council within 30 days after each transfer.
3. Any appropriation authorized in this resolution for any expenditure funded by non-County funds is contingent on the receipt of the non-County funds.
4. This resolution re-appropriates or appropriates revenue received from non-County sources for programs funded in whole or in part from those non-County funds:
  - a) together with matching County funds, if any; and
  - b) to the extent that the program period approved by the non-County source encompasses more than one fiscal year, in order to complete the grant program under the terms of receipt of the non-County revenues.
5. This resolution re-appropriates the fund balance of the Warehouse account.
6. The Council continues the procedure for transfers adopted in Resolution 12-889. This procedure applies only to the non-County portion of grant programs, and therefore only applies to those grant programs for which MCPS keeps separate accounts for County and non-County funds.
  - a) The Council will not take action on these transfers, so the transfers will be automatically approved after 30 days, as provided by State law.
  - b) MCPS staff must report each transfer to the Executive and the Council within 30 days after the transfer.

7. The following provision applies when MCPS receives more non-County funds than were budgeted for a project that also receives some County funds:
  - a) Council approval is not required to substitute non-County funds for County funds. In this case, there is no change in the appropriation.
  - b) Council approval is required to increase the appropriation. The Council may decide to substitute non-County funds for the County funds instead of increasing the appropriation.
8. This resolution re-appropriates encumbered appropriations, permitting them to be spent in FY 2021. Unencumbered appropriations lapse at the end of FY 2020 except as re-appropriated elsewhere in this resolution.

This is a correct copy of Council action.

  
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Selena Mendy Singleton, Esq.  
Clerk of the Council





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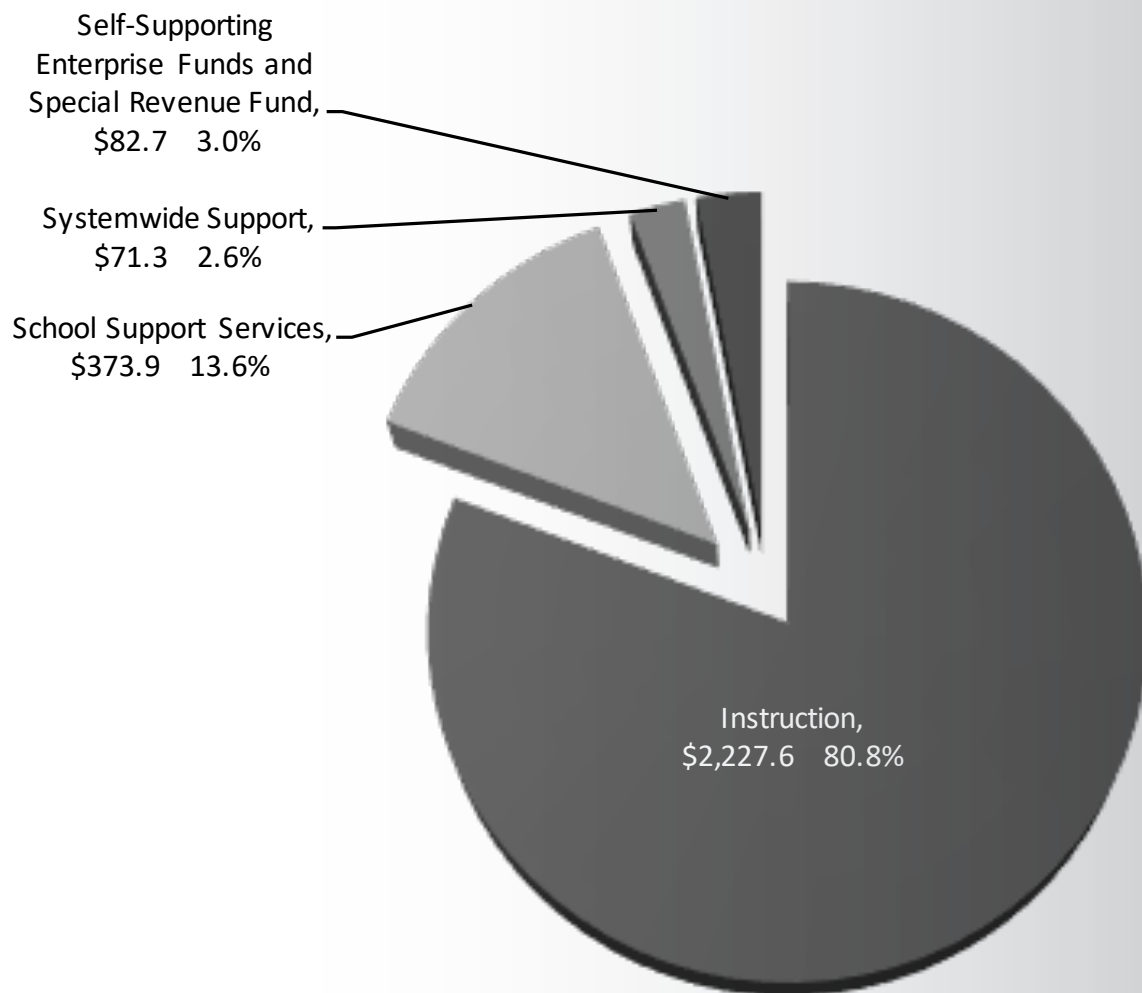
**TABLE 1**  
**SUMMARY OF RESOURCES**  
**BY OBJECT OF EXPENDITURE**

OBJECT OF EXPENDITURE	FY 2019 ACTUAL	FY 2020 BUDGET	FY 2020 CURRENT	FY 2021 BUDGET	FY 2021 CHANGE
<b>POSITIONS</b>					
Administrative	727.750	745.250	745.250	757.550	12.300
Business/Operations Admin.	95.750	96.750	96.750	96.750	
Professional	13,260.711	13,498.086	13,499.086	13,763.586	264.500
Supporting Services	8,425.652	8,565.287	8,566.287	8,778.604	212.317
<b>TOTAL POSITIONS</b>	<b>22,509.863</b>	<b>22,905.373</b>	<b>22,907.373</b>	<b>23,396.490</b>	<b>489.117</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$100,280,262	\$105,861,094	\$105,759,931	\$107,125,279	\$1,365,348
Business/Operations Admin.	9,285,721	10,211,740	10,211,740	10,198,213	(13,527)
Professional	1,119,134,314	1,178,694,567	1,178,795,730	1,189,603,002	10,807,272
Supporting Services	376,199,520	398,828,589	398,742,608	407,469,673	8,727,065
<b>TOTAL POSITION DOLLARS</b>	<b>1,604,899,817</b>	<b>1,693,595,990</b>	<b>1,693,510,009</b>	<b>1,714,396,167</b>	<b>20,886,158</b>
<b>OTHER SALARIES</b>					
Administrative	298,101	262,112	262,112	260,112	(2,000)
Professional	66,164,432	69,003,846	69,089,827	118,914,793	49,824,966
Supporting Services	31,791,587	28,292,943	28,292,943	35,265,467	6,972,524
<b>TOTAL OTHER SALARIES</b>	<b>98,254,120</b>	<b>97,558,901</b>	<b>97,644,882</b>	<b>154,440,372</b>	<b>56,795,490</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>1,703,153,937</b>	<b>1,791,154,891</b>	<b>1,791,154,891</b>	<b>1,868,836,539</b>	<b>77,681,648</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>56,283,308</b>	<b>56,012,488</b>	<b>56,012,488</b>	<b>60,327,789</b>	<b>4,315,301</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>73,861,952</b>	<b>74,088,741</b>	<b>74,088,741</b>	<b>75,443,360</b>	<b>1,354,619</b>
<b>04 OTHER</b>					
Local/Other Travel	2,499,899	2,323,372	2,323,372	2,427,004	103,632
Insur & Employee Benefits	611,054,506	620,918,200	620,918,200	606,134,775	(14,783,425)
Utilities	40,909,626	43,348,553	43,348,553	43,065,463	(283,090)
Miscellaneous	65,778,977	71,321,778	71,321,778	76,963,741	5,641,963
<b>TOTAL OTHER</b>	<b>720,243,008</b>	<b>737,911,903</b>	<b>737,911,903</b>	<b>728,590,983</b>	<b>(9,320,920)</b>
<b>05 EQUIPMENT</b>	<b>22,335,307</b>	<b>21,406,750</b>	<b>21,406,750</b>	<b>22,308,388</b>	<b>901,638</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$2,575,877,512</b>	<b>\$2,680,574,773</b>	<b>\$2,680,574,773</b>	<b>\$2,755,507,059</b>	<b>\$74,932,286</b>

## WHERE THE MONEY GOES

**Total Expenditures = \$2,755,507,059**

(Dollars in Millions on Chart)

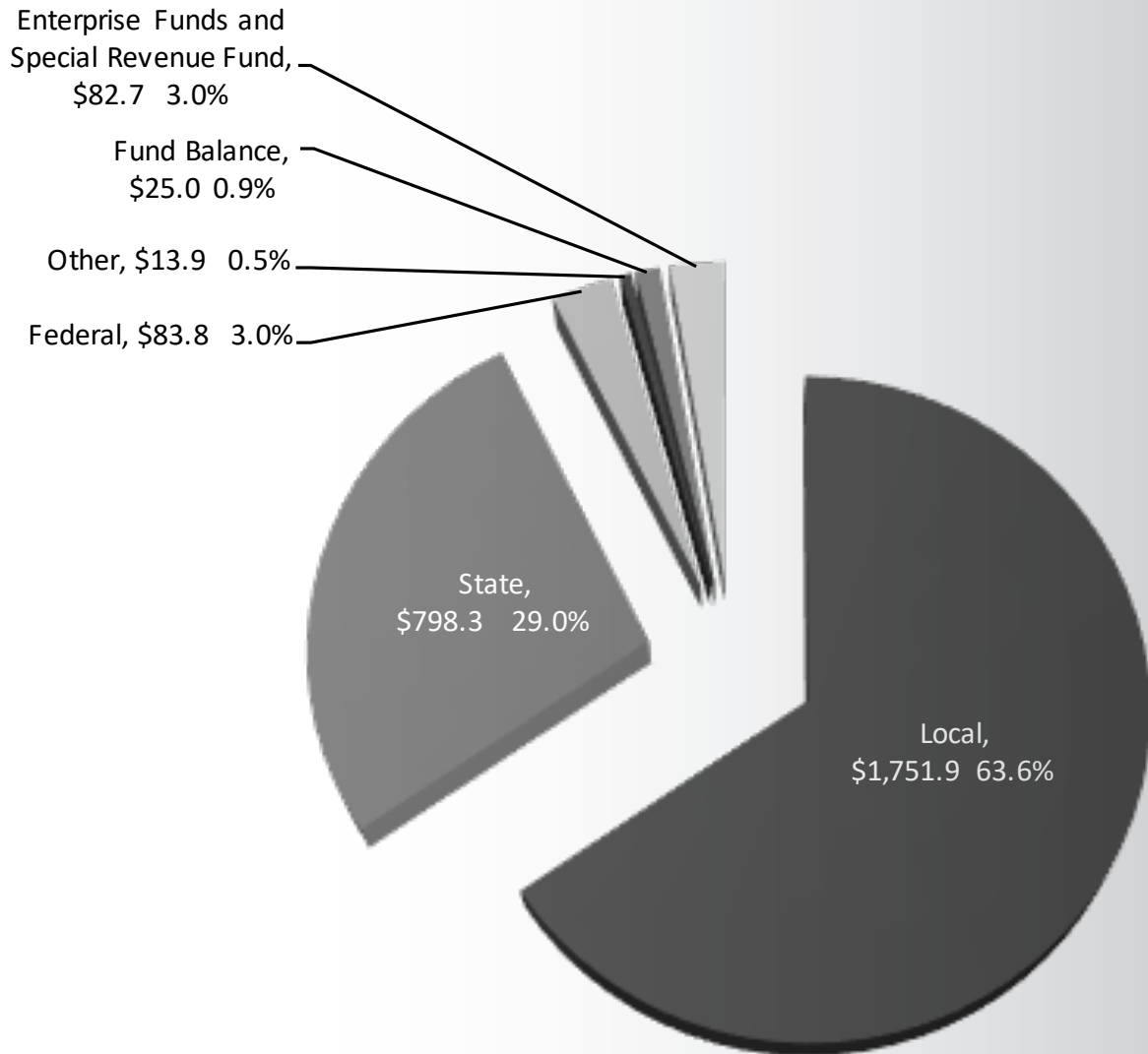




## WHERE THE MONEY COMES FROM

**Total Revenue = \$2,755,507,059**

(Dollars in Millions on Chart)



**TABLE 2  
BUDGET REVENUE BY SOURCE**

<b>SOURCE</b>	<b>FY 2019 ACTUAL*</b>	<b>FY 2020 BUDGET</b>	<b>FY 2020 CURRENT</b>	<b>FY 2021 ESTIMATED</b>
<b>CURRENT FUND</b>				
<b>From the County:</b>	\$1,708,627,645	\$1,726,807,241	\$1,726,807,241	1,751,862,120
Programs financed through local Grants	18,000			
Total from the County	1,708,645,645	1,726,807,241	1,726,807,241	1,751,862,120
<b>From the State:</b>				
Bridge to Excellence				
Foundation Grant	351,744,825	368,197,235	368,197,235	388,035,631
Geographic Cost of Education Index	37,711,769	38,902,207	38,902,207	39,976,914
Limited English Proficient	73,546,106	76,846,546	76,846,546	81,960,239
Compensatory Education	141,592,674	143,060,602	143,060,602	148,569,680
Students with Disabilities - Formula	40,397,516	42,511,232	42,511,232	44,502,835
Students with Disabilities - Reimbursement	18,178,358	18,445,511	18,445,511	19,202,127
Transportation	43,241,528	46,449,499	46,449,499	47,626,347
Miscellaneous	195,830	200,000	200,000	180,000
Blueprint for Maryland's Future State Aid		24,424,464	10,482,238	11,472,106
Blueprint for Maryland's Future Grant			13,942,226	15,932,890
Programs financed through State Grants	4,513,753	800,853	800,853	800,853
Total from the State	711,122,359	759,838,149	759,838,149	<b>798,259,622</b>
<b>From the Federal Government:</b>				
Impact Aid	185,340	100,000	100,000	120,000
Programs financed through Federal Grants	80,069,774	81,966,414	81,966,414	83,686,189
Total from the Federal Government	80,255,114	82,066,414	82,066,414	<b>83,806,189</b>
<b>From Other Sources:</b>				
Tuition and Fees				
D.C. Welfare	291,683	240,000	240,000	250,000
Nonresident Pupils	502,802	530,000	530,000	350,000
Summer School	1,703,433	1,600,000	1,600,000	1,650,000
Outdoor Education	693,661	700,000	700,000	700,000
Miscellaneous	2,165,909	300,000	300,000	900,000
Programs financed through Private Grants	576,965	6,731,204	6,731,204	10,031,204
Total from Other Sources	5,934,453	10,101,204	10,101,204	<b>13,881,204</b>
Fund Balance	25,000,000	25,000,000	25,000,000	25,000,000
Total Current Fund	2,530,957,571	2,603,813,008	2,603,813,008	<b>2,672,809,135</b>
<b>ENTERPRISE &amp; SPECIAL FUNDS</b>				
<b>School Food Service Fund:</b>				
State	1,998,337	2,243,044	2,243,044	1,961,392
National School Lunch, Special Milk and Free Lunch Programs	41,622,040	38,276,538	38,276,538	40,852,540
Sale of Meals and other	17,917,300	17,588,383	17,588,383	17,586,048
Total School Food Service Fund	61,537,677	58,107,965	58,107,965	<b>60,399,980</b>

**TABLE 2  
BUDGET REVENUE BY SOURCE**

<b>SOURCE</b>	<b>FY 2019 ACTUAL*</b>	<b>FY 2020 BUDGET</b>	<b>FY 2020 CURRENT</b>	<b>FY 2021 ESTIMATED</b>
<b>Real Estate Management Fund:</b>				
Rental fees	3,327,588	3,966,407	3,966,407	4,967,149
Total Real Estate Management Fund	3,327,588	3,966,407	3,966,407	<b>4,967,149</b>
<b>Field Trip Fund:</b>				
Fees	2,175,575	2,736,949	2,736,949	2,914,182
Total Field Trip Fund	2,175,575	2,736,949	2,736,949	<b>2,914,182</b>
<b>Entrepreneurial Activities Fund:</b>				
Fees	12,856,424	10,150,669	10,150,669	12,646,838
Total Entrepreneurial Activities Fund	12,856,424	10,150,669	10,150,669	<b>12,646,838</b>
Total Enterprise Funds	79,897,264	74,961,990	74,961,990	<b>80,928,149</b>
<b>Instructional Television Special Revenue Fund:</b>				
Cable Television Plan	1,789,941	1,799,775	1,799,775	1,769,775
Total Instructional Special Revenue Fund	1,789,941	1,799,775	1,799,775	<b>1,769,775</b>
<b>GRAND TOTAL</b>	<b>\$2,612,644,776</b>	<b>\$2,680,574,773</b>	<b>\$2,680,574,773</b>	<b>2,755,507,059</b>
<b>Tax - Supported Budget</b>	<b>FY 2019 ACTUAL</b>	<b>FY 2020 BUDGET</b>	<b>FY 2020 CURRENT</b>	
Grand Total	\$2,612,644,776	\$2,680,574,773	\$2,680,574,773	\$2,755,507,059
<b>Less:</b>				
Grants	(85,160,492)	(89,498,471)	(103,440,697)	(110,451,136)
Enterprise Funds	(79,897,264)	(74,961,990)	(74,961,990)	(80,928,149)
Special Revenue Fund	(1,789,941)	(1,799,775)	(1,799,775)	(1,769,775)
<b>Grand Total - Tax-Supported Budget</b>	<b>\$2,445,797,079</b>	<b>\$2,514,314,537</b>	<b>\$2,500,372,311</b>	<b>2,562,357,999</b>

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. \*The actual column refers to revenue received during the fiscal year. In some cases, this may not include total amount of revenue awarded if the revenue spans over a multiyear funding period, which is the case for many MCPS budgeted grants.

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

<b>Program Name and Source of Funding (Budgeted)</b>	<b>FY 2019 ACTUAL*</b>	<b>FY 2020 BUDGET</b>	<b>FY 2020 CURRENT**</b>	<b>FY 2021 ESTIMATED</b>
<b>FEDERAL AID: EVERY STUDENT SUCCEEDS ACT (ESSA)</b>				
<b>Title I - A (941/942)</b>	\$ 29,102,789	\$ 28,577,342	\$ 28,577,342	\$ 28,577,342
<b>Title I - D</b>				
Neglected and Delinquent Youth (937)	69,952	92,050	92,050	92,050
Total Title I	29,172,741	28,669,392	28,669,392	28,669,392
<b>Title II - A</b>				
Skillful Teaching and Leading Program (915)	559,354	631,080	631,080	3,955,757
Teacher Mentoring (917)	460,706	388,980	388,980	
Consulting Teachers (961)	2,692,347	2,525,017	2,525,017	
Total Title II	3,712,407	3,545,077	3,545,077	3,955,757
<b>Title III</b>				
English Language Acquisition (927)	3,080,270	3,080,270	3,080,270	3,080,270
<b>Title IV - A</b>				
Student Support and Academic Enrichment (925)		2,068,305	2,068,305	2,068,305
<b>Title VII</b>				
American Indian Education (903)	22,722	25,669	25,669	21,369
<b>SUBTOTAL</b>	<b>35,988,140</b>	<b>37,388,713</b>	<b>37,388,713</b>	<b>37,795,093</b>
<b>OTHER FEDERAL, STATE, AND LOCAL AID</b>				
Blueprint for Maryland's Future - State Concentration of Poverty (924)		-	1,990,664	3,981,328
Special Education (922)			9,132,868	9,132,868
Transitional Supplemental Instruction (920)			2,735,361	2,735,361
Mental Health Coordinator (928)			83,333	83,333
Head Start Child Development (931/932) Federal	3,970,577	3,870,476	3,870,476	3,870,476
Individuals with Disabilities Education (902/907/913) Federal	32,729,015	33,187,643	33,187,643	34,461,038
Infants and Toddlers - Passthrough from Montgomery County Department of Health and Human Services (930)				
Federal	638,105	622,884	622,884	662,884
State	385,632	400,853	400,853	400,853
Judith P. Hoyer Child Care Centers State (904/905)	660,000	400,000	400,000	400,000
Medical Assistance Program (939) Federal	5,117,501	5,117,501	5,117,501	5,117,501
National Institutes of Health (NIH) (908) Federal	292,691	298,512	298,512	298,512
Provision for Future Supported Projects (999) Other	6,096,803	6,731,204	6,731,204	10,031,204
Carl D. Perkins Career & Technical Ed. Improvement (951) Federal	1,299,018	1,480,685	1,480,685	1,480,685
<b>SUBTOTAL</b>	<b>51,189,342</b>	<b>52,109,758</b>	<b>66,051,984</b>	<b>72,656,043</b>
<b>TOTAL</b>	<b>\$ 87,177,482</b>	<b>\$ 89,498,471</b>	<b>\$ 103,440,697</b>	<b>\$ 110,451,136</b>
<b>Summary of Funding Sources</b>				
Federal	\$ 80,035,047	\$ 81,966,414	\$ 81,966,414	\$ 83,686,189
State	1,045,632	800,853	14,743,079	16,733,743
County				
Other	6,096,803	6,731,204	6,731,204	10,031,204
<b>GRAND TOTAL</b>	<b>\$ 87,177,482</b>	<b>\$ 89,498,471</b>	<b>\$ 103,440,697</b>	<b>\$ 110,451,136</b>

\*The actual column refers to total revenue awarded in the fiscal year. In some cases, this includes revenue that spans over multiyear funding periods, which is the case for many MCPS budgeted grants.

\*\*The current column reflects an increase of \$13,942,226 resulting from a portion of the Blueprint for Maryland's Future funded as grants

**TABLE 4  
SUMMARY OF STUDENT ENROLLMENT - FY 2018 THROUGH FY 2021**

DESCRIPTION	(1) FY 2018 ACTUAL 9/30/2017	(2) FY 2019 ACTUAL 9/30/2018	(3) FY 2020 ACTUAL 9/30/2019	(4) FY 2020 BUDGET 9/30/2019	(5) FY 2021 PROJECTED* 9/30/2020	CHANGE COLUMN (5) LESS COLUMN (4)	
						#	%
PRE-KINDERGARTEN	2,244	2,338	2,326	2,395	2,395		
HEAD START	628	640	644	648	648		
KINDERGARTEN	11,240	11,316	11,495	11,180	11,564	384	3.4%
GRADES 1-5	60,831	60,421	60,437	59,929	60,605	676	1.1%
<b>SUBTOTAL ELEMENTARY</b>	<b>74,943</b>	<b>74,715</b>	<b>74,902</b>	<b>74,152</b>	<b>75,212</b>	<b>1,060</b>	<b>1.4%</b>
GRADES 6-8	36,006	36,489	37,637	37,391	38,030	639	1.7%
<b>SUBTOTAL MIDDLE</b>	<b>36,006</b>	<b>36,489</b>	<b>37,637</b>	<b>37,391</b>	<b>38,030</b>	<b>639</b>	<b>1.7%</b>
GRADES 9-12	48,498	49,315	50,432	50,303	51,402	1,099	2.2%
<b>SUBTOTAL HIGH</b>	<b>48,498</b>	<b>49,315</b>	<b>50,432</b>	<b>50,303</b>	<b>51,402</b>	<b>1,099</b>	<b>2.2%</b>
ALTERNATIVE PROGRAMS	115	116	126	180	140	(40)	-22.2%
<b>SUBTOTAL ALTERNATIVE PROGRAMS</b>	<b>115</b>	<b>116</b>	<b>126</b>	<b>180</b>	<b>140</b>	<b>(40)</b>	<b>-22.2%</b>
<b>SUBTOTAL PRE-K – GRADE 12</b>	<b>159,562</b>	<b>160,635</b>	<b>163,097</b>	<b>162,026</b>	<b>164,784</b>	<b>2,758</b>	<b>1.7%</b>
<b>SPECIAL EDUCATION</b>							
PEP ITINERANT	75	80	100	116	124	8	6.9%
PRE-KINDERGARTEN (PEP)	1,431	1,521	1,610	1,593	1,673	80	5.0%
SPECIAL CENTERS**	477	444	460	510	460	(50)	-9.8%
<b>SUBTOTAL SPECIAL EDUCATION</b>	<b>1,983</b>	<b>2,045</b>	<b>2,170</b>	<b>2,219</b>	<b>2,257</b>	<b>38</b>	<b>1.7%</b>
<b>GRAND TOTAL</b>	<b>161,545</b>	<b>162,680</b>	<b>165,267</b>	<b>164,245</b>	<b>167,041</b>	<b>2,796</b>	<b>1.7%</b>

NOTE: Grade enrollments include special education students.

\*Based on final enrollment projections

\*\*Special centers enrollment numbers include Kindergarten through Grade 12.

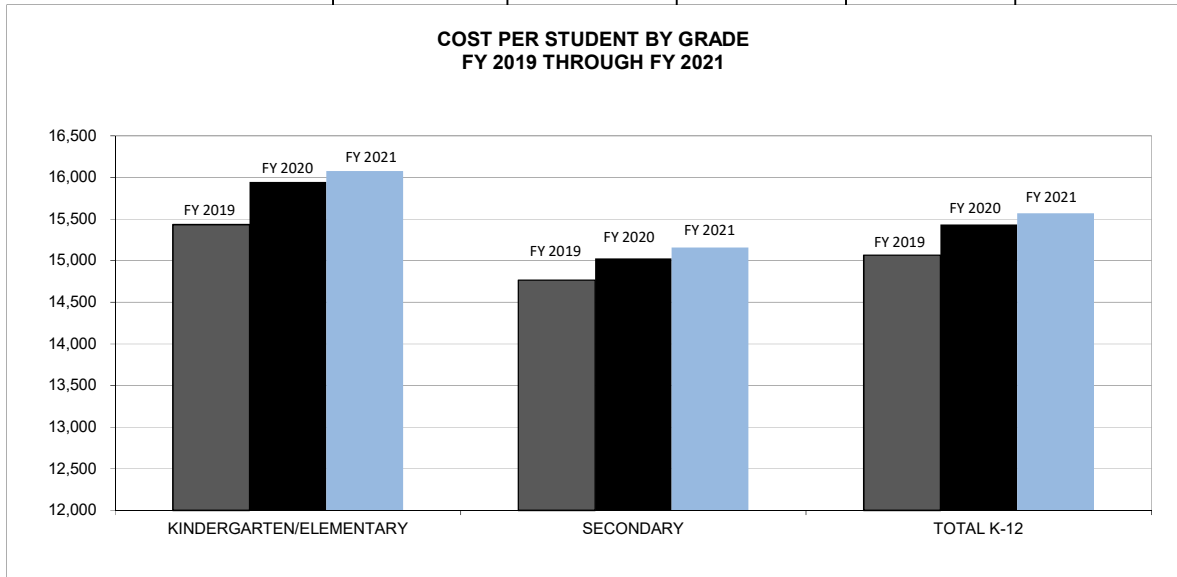


**TABLE 5  
ALLOCATION OF STAFFING**

	<b>POSITIONS</b>	<b>BUDGET FY 2016</b>	<b>BUDGET FY 2017</b>	<b>BUDGET FY 2018</b>	<b>BUDGET FY 2019</b>	<b>CURRENT FY 2020</b>	<b>SUMMARY FY 2021</b>	<b>FY 20 - FY 21 CHANGE</b>
1	<b>Executive</b>	16.000	17.000	17.000	17.000	19.000	18.000	(1.000)
2	<b>Administrative</b> - (directors, supervisors, program coordinators, executive assistants)	199.700	197.600	198.750	182.250	184.250	192.550	8.300
3	<b>Business/Operations Administrator</b> - (leadership positions supervised by directors and supervisors)	88.650	86.650	90.750	95.750	96.750	96.750	-
4	<b>Other Professional</b> - (12-month instructional/ evaluation specialists)	187.400	185.400	169.500	163.100	164.500	201.400	36.900
5	<b>Principal/Assistant Principal</b>	491.500	503.500	514.500	528.500	542.000	547.000	5.000
6	<b>Teacher</b>	10,940.304	11,481.264	11,572.529	11,686.139	11,884.964	12,079.414	194.450
7	<b>Special Education Specialist</b> - (speech pathologists, physical/occupational therapists)	506.708	503.008	509.148	511.608	521.758	529.908	8.150
8	<b>Media Specialist</b>	195.500	196.500	198.200	198.200	199.200	198.700	(0.500)
9	<b>Counselor</b>	467.000	486.000	496.500	504.500	519.500	531.500	12.000
10	<b>Psychologist</b>	106.034	115.034	115.409	120.534	124.534	132.034	7.500
11	<b>Social Worker</b>	14.830	15.830	20.030	24.230	30.230	35.230	5.000
12	<b>Pupil Personnel Worker</b>	51.000	53.000	53.000	52.400	54.400	55.400	1.000
13	<b>Instructional Aide and Assistant</b> - (paraeducators, media assistants, lunch-hour aides, parent assistants, instructional data assistants)	2,652.222	2,764.814	2,704.947	2,762.101	2,852.111	2,954.265	102.154
14	<b>Secretarial/Clerical/Data Support</b> - (secretarial, clerical, personnel/transportation/fiscal/other lower grade program/data assistants)	963.225	967.850	977.500	973.750	982.550	992.300	9.750
15	<b>IT Systems Specialist</b>	109.000	108.000	108.000	121.500	119.500	125.000	5.500
16	<b>Security</b> - (includes all positions except those in lines 2,3,14 above)	232.000	232.000	240.000	242.000	244.000	249.000	5.000
17	<b>Cafeteria</b> - (Includes all positions except those in lines 2,3,14,15 above)	561.448	564.323	568.323	571.323	576.823	580.073	3.250
18	<b>Building Services</b> - (includes all positions except those in lines 2,3,14 above)	1,363.200	1,379.700	1,403.700	1,403.700	1,419.000	1,435.500	16.500
19	<b>Facilities Management/Maintenance</b> - (includes all positions except those in lines 2,3,14,15 above)	352.000	352.000	367.000	368.000	367.500	356.500	(11.000)
20	<b>Supply/Property Management</b> - (includes all positions except those in lines 2, 3,14,15 above)	51.500	51.500	53.500	53.500	53.500	55.500	2.000
21	<b>Transportation</b> - (includes all positions except those in lines 2,3 14,15 above)	1,673.153	1,693.153	1,690.153	1,700.153	1,713.278	1,787.341	74.063
22	<b>Other Support Personnel</b> - (business, technology human resources,communications, printing, and other support staff)	224.875	226.375	231.125	230.625	238.025	243.125	5.100
	<b>TOTAL</b>	<b>21,447.249</b>	<b>22,180.501</b>	<b>22,299.564</b>	<b>22,510.863</b>	<b>22,907.373</b>	<b>23,396.490</b>	<b>489.117</b>

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

	KINDERGARTEN/ ELEMENTARY	SECONDARY	TOTAL K-12*	AMOUNT EXCLUDED*	TOTAL BUDGET**
<b>FY 2019 BUDGET</b>					
EXPENDITURES	1,105,344,129	1,287,032,214	2,392,376,343	204,065,376	2,596,441,719
STUDENTS 9/30/18	71,618	87,160	158,778		
COST PER STUDENT	15,434	14,766	15,067		
<b>FY 2020 BUDGET</b>					
EXPENDITURES	1,133,846,178	1,328,005,560	2,461,851,738	218,723,035	2,680,574,773
STUDENTS 9/30/19	71,109	88,384	159,493		
COST PER STUDENT	15,945	15,025	15,435		
<b>FY 2021 BUDGET</b>					
EXPENDITURES	1,160,305,044	1,364,674,517	2,524,979,561	230,527,498	2,755,507,059
STUDENTS 9/30/20	72,169	90,032	162,201		
COST PER STUDENT	16,078	15,158	15,567		



**Notes:**

Enrollment figures used to calculate cost per student excludes students in Prekindergarten/Head Start.

\*\*Operating budget funds used in the calculation excludes amounts for Summer School, Community Services, Tuition for Students with Disabilities in Private Placement, Prekindergarten, Infants and Toddlers, and Enterprise Funds.

**TABLE 7  
STATE CATEGORY SUMMARY**

STATE CATEGORY	FY 2019 ACTUAL*	FY 2020 BUDGET	FY 2020 CURRENT	FY 2021 APPROVED	FY 2021 CHANGE
<b>FTE</b>					
Category 1, Administration	354.625	362.875	364.875	370.375	5.500
Category 2, Mid-level Administration	1,680.250	1,700.200	1,700.200	1,716.450	16.250
Category 3, Instructional Salaries	11,789.514	12,005.889	12,005.889	12,215.596	209.707
Category 4, Textbooks & Instructional Supplies	-	-	-	-	-
Category 5, Other Instructional Costs	-	-	-	-	-
Category 6, Special Education	4,165.808	4,284.418	4,284.418	4,414.290	129.872
Category 7, Student Personnel Services	122.740	118.140	118.140	151.115	32.975
Category 8, Health Services	-	-	-	-	-
Category 9, Student Transportation	1,746.653	1,759.778	1,759.778	1,833.841	74.063
Category 10, Operation of Plant & Equipment	1,635.700	1,653.000	1,653.000	1,681.500	28.500
Category 11, Maintenance of Plant	369.000	369.000	369.000	359.000	(10.000)
Category 12, Fixed Charges	-	-	-	-	-
Category 14, Community Service	5.250	5.750	5.750	5.750	-
Category 37, MCPS TV Special Revenue Fund	13.500	13.500	13.500	13.500	-
Category 51, Real Estate Fund	12.000	12.000	12.000	11.000	(1.000)
Category 61, Food Service Fund	598.323	604.323	604.323	607.573	3.250
Category 71, Field Trip Fund	4.500	4.500	4.500	4.500	-
Category 81, Entrepreneurial Activities	12.000	12.000	12.000	12.000	-
<b>GRAND TOTAL, FTE</b>	<b>22,509.863</b>	<b>22,905.373</b>	<b>22,907.373</b>	<b>23,396.490</b>	<b>489.117</b>
<b>AMOUNT</b>					
Category 1, Administration	\$51,249,103	\$56,084,530	\$56,084,530	\$57,147,645	\$1,063,115
Category 2, Mid-level Administration	148,125,900	155,129,371	155,129,371	156,453,505	1,324,134
Category 3, Instructional Salaries	1,003,426,237	1,056,492,456	1,056,492,456	1,109,986,450	53,493,994
Category 4, Textbooks & Instructional Supplies	27,218,820	30,635,413	30,635,413	31,817,982	1,182,569
Category 5, Other Instructional Costs	16,263,487	19,632,889	19,632,889	21,052,219	1,419,330
Category 6, Special Education	342,604,008	362,094,167	362,094,167	375,271,849	13,177,682
Category 7, Student Personnel Services	12,374,569	12,286,317	12,286,317	15,809,669	3,523,352
Category 8, Health Services	1,590	1,198,504	1,198,504	2,381,456	1,182,952
Category 9, Student Transportation	111,025,650	113,256,108	113,256,108	117,715,284	4,459,176
Category 10, Operation of Plant & Equipment	141,515,410	143,934,553	143,934,553	145,793,929	1,859,376
Category 11, Maintenance of Plant	40,419,956	42,192,177	42,192,177	42,689,669	497,492
Category 12, Fixed Charges	600,417,906	609,963,794	609,963,794	595,706,749	(14,257,045)
Category 14, Community Service	704,306	912,729	912,729	982,729	70,000
Category 37, MCPS TV Special Revenue Fund	1,723,205	1,799,775	1,799,775	1,769,775	(30,000)
Category 51, Real Estate Fund	3,640,705	3,966,407	3,966,407	4,967,149	1,000,742
Category 61, Food Service Fund	59,572,246	58,107,965	58,107,965	60,399,980	2,292,015
Category 71, Field Trip Fund	2,303,800	2,736,949	2,736,949	2,914,182	177,233
Category 81, Entrepreneurial Activities	13,290,614	10,150,669	10,150,669	12,646,838	2,496,169
<b>GRAND TOTAL, AMOUNT</b>	<b>\$2,575,877,512</b>	<b>\$2,680,574,773</b>	<b>\$2,680,574,773</b>	<b>\$2,755,507,059</b>	<b>\$74,932,286</b>

\*The actual column refers to total revenue awarded in the fiscal year. In some cases, this includes revenue that spans over multiyear funding periods, which is the case for many MCPS budgeted grants.

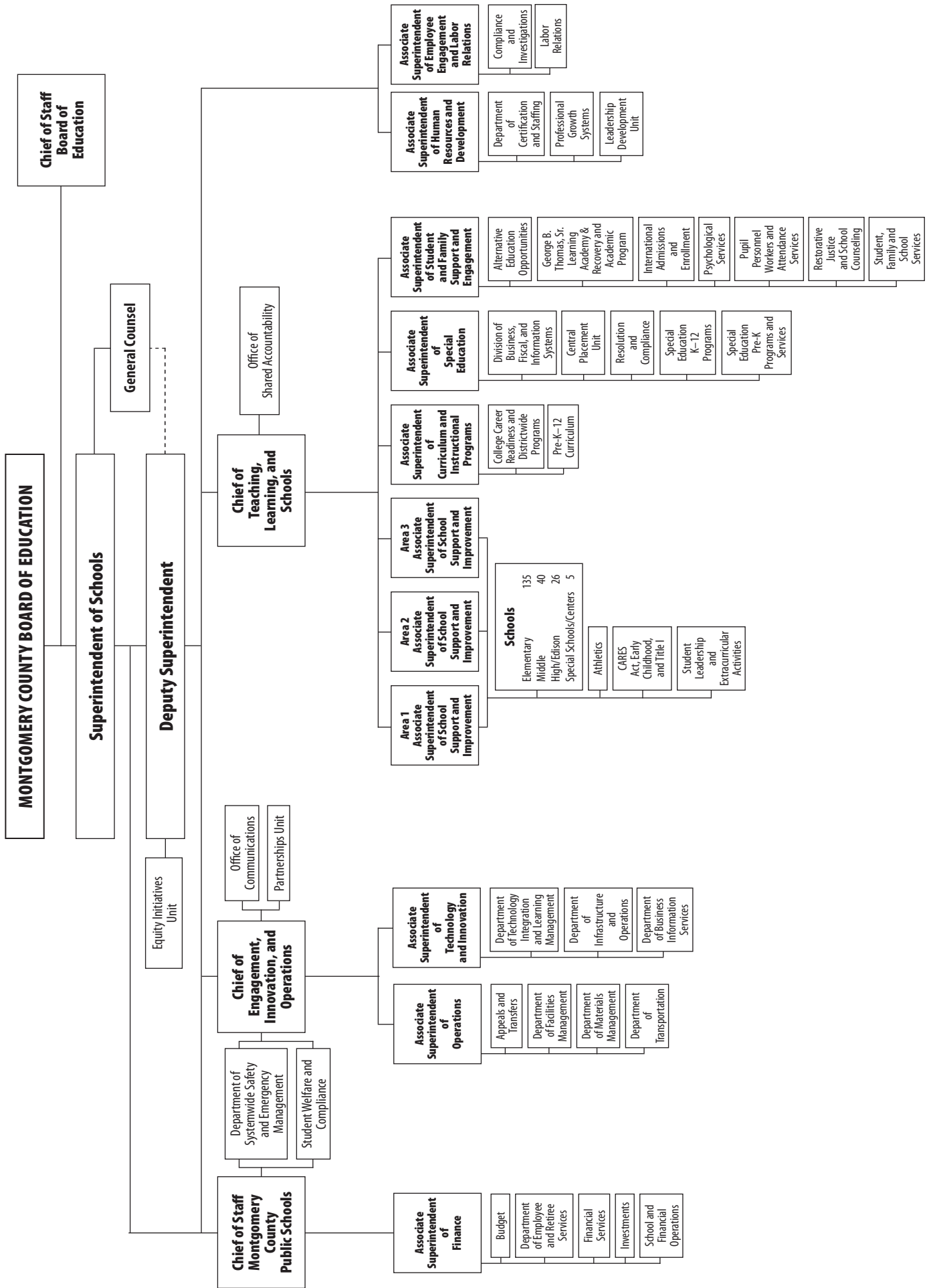
# **Montgomery County Public Schools FY 2021 Operating Budget**

## **Summary of Negotiations**

The bargaining units for MCPS are the Montgomery County Education Association (MCEA), representing certificated non-administrative employees; Service Employees International Union (SEIU) Local 500, representing supporting services employees; and the Montgomery County Association of Administrators and Principals/Montgomery County Business and Operations Administrators (MCAAP/MCBOA), representing certificated and non-certificated administrators and non-certificated supervisory employees in separate units. The two MCAAP units are covered in a single contract for both units. In addition, the three year contract agreements that the Board of Education approved will expire at the end of FY 2020. Negotiations began in October 2019 with our three employee associations on new contracts to be effective July 1, 2020, and are continuing as of this publication.

Note: Contracts scheduled to end on June 30, 2020 have been extended 30 days. Negotiations between MCPS and Associations continue to take place.

# MONTGOMERY COUNTY PUBLIC SCHOOLS ORGANIZATION—FY 2021





**APPENDIX A****FY 2021 Work Schedule for  
10-Month Supporting Services Personnel**

Permanent and Conditional Employees

<b>Position</b>	<b>Reporting Date</b>	<b>Ending Date</b>	<b>Duty/In-Service Days</b>	<b>Paid Holidays</b>	<b>Total Paid Days</b>
Lunch Hour Aides (permanent)	8/31/20	6/16/21	182	12	195
School Secretaries	8/19/20	6/22/21	193	12	207
Office Assistant II	8/19/20	6/22/21	193	12	207
Field Trip Assistant	8/19/20	6/22/21	193	12	207
Special Projects Coordinator	8/19/20	6/22/21	193	12	207
Media Assistants/Service Technician	8/19/20	6/22/21	193	12	207
Security Team Leaders	8/26/20	6/17/21	185	12	199
Security Assistants	8/26/20	6/16/21	184	12	198
Teacher Assistants & Paraeducators	8/26/20	6/16/21	184	12	198
Parent Community Coordinators	8/26/20	6/16/21	184	12	198
Dual Enrollment Assistant	8/26/20	6/16/21	184	12	198
Special Education Paraeducators/ Therapy Assistants	8/26/20	6/16/21	184	12	198
Student Monitors	8/26/20	6/16/21	184	12	198
English Composition Assistants	8/26/20	6/16/21	184	12	198
Interpreters for Hearing Impaired	8/26/20	6/16/21	184	12	198
Head Start Paraeducators	8/25/20	6/17/21	186	12	200
Social Services Assistants	8/25/20	6/17/21	186	12	200
Bus Operators and Attendants	8/27/20	6/16/21	182	12	197
Food Services Field Managers	8/24/20	6/16/21	185	12	200
Cafeteria Managers	8/25/20	6/16/21	185	12	199
Cafeteria Workers I	8/27/20	6/16/21	184	12	197
Catering Services Worker	8/24/20	6/11/21	184	12	197
Cafeteria Manager II (9-month)	8/25/20	6/16/21	185	12	199
Cafeteria Workers I (9-month)	8/27/20	6/16/21	184	12	197
Permanent Cafeteria Substitutes	8/26/20	6/16/21	184	12	198
Food Service Satellite Managers	8/26/20	6/16/21	184	12	198
CPF Cafeteria Workers I	8/24/20	6/11/21	184	12	197
CPF Cafeteria Workers II	8/21/20	6/11/21	185	12	198
CPF Food Sanitation Technicians	8/24/20	6/11/21	184	12	197
Warehouse Worker, Truck Driver/ Warehouse Worker	8/27/20	6/16/21	184	12	197

\*All positions are 10-month unless designated otherwise.





APPENDIX B

**Administrative and Supervisory  
Salary Schedule** Effective July 1, 2020—June 30, 2021 (Fiscal Year Basis)

Salary Steps	N-11*	M	N	O	P	Q
1	\$96,859	\$98,658	\$104,520	\$110,735	\$117,321	\$124,305
2	\$99,738	\$101,589	\$107,627	\$114,029	\$120,814	\$128,005
3	\$102,705	\$104,607	\$110,829	\$117,420	\$124,410	\$131,817
4	\$105,761	\$107,718	\$114,126	\$120,916	\$128,113	\$135,742
5	\$108,906	\$110,921	\$117,520	\$124,515	\$131,929	\$139,787
6	\$112,148	\$114,221	\$121,019	\$128,221	\$135,858	\$143,951
7	\$115,486	\$117,617	\$124,621	\$132,040	\$139,905	\$148,244
8	\$118,923	\$121,118	\$128,330	\$135,973	\$144,075	\$152,660
9	\$122,464	\$124,725	\$132,151	\$140,023	\$148,368	\$157,211
10	\$126,114	\$128,436	\$136,089	\$141,414	\$149,842	\$158,774

\*The salary of employees assigned to 11-month positions. All other salaries are for 12-month positions.

APPENDIX B

**Business and Operations Administrators**  
**Salary Schedule** Effective July 1, 2020—June 30, 2021 (Fiscal Year Basis)

Salary Steps	G	H	I	J	K
1	\$71,097	\$75,305	\$79,764	\$84,495	\$89,507
2	\$73,200	\$77,535	\$82,129	\$87,002	\$92,164
3	\$75,368	\$79,832	\$84,566	\$89,584	\$94,900
4	\$77,600	\$82,198	\$87,074	\$92,242	\$97,720
5	\$79,901	\$84,636	\$89,657	\$94,982	\$100,622
6	\$82,269	\$87,146	\$92,318	\$97,802	\$103,613
7	\$84,708	\$89,734	\$95,060	\$100,709	\$106,693
8	\$87,221	\$92,396	\$97,884	\$103,702	\$109,866
9	\$89,810	\$95,141	\$100,792	\$106,784	\$113,134
10	\$92,476	\$97,966	\$103,788	\$109,958	\$116,499
11	\$95,221	\$100,876	\$106,872	\$113,229	\$119,965
12	\$98,048	\$103,873	\$110,050	\$116,596	\$123,535

APPENDIX B

**Teacher and Other Professional  
Salary Schedule** Effective July 1, 2020—June 30, 2021 (Fiscal Year Basis)

Grade Step	BA	MA/MEQ	MA/MEQ+30	MA/MEQ+60
1	\$50,503	\$55,537	\$57,139	\$58,590
2	\$51,268	\$56,452	\$58,813	\$60,266
3	\$52,775	\$58,587	\$61,039	\$62,547
4	\$54,329	\$60,803	\$63,350	\$64,917
5	\$55,927	\$63,107	\$65,751	\$67,378
6	\$57,544	\$64,997	\$67,744	\$69,434
7	\$59,740	\$67,481	\$70,334	\$72,089
8	\$62,019	\$70,060	\$73,023	\$74,844
9	\$64,388	\$72,738	\$75,814	\$77,706
10	\$66,848	\$75,519	\$78,713	\$80,678
11		\$78,407	\$81,724	\$83,765
12		\$81,407	\$84,851	\$86,971
13		\$84,523	\$88,099	\$90,300
14		\$87,756	\$91,472	\$93,756
15		\$90,373	\$94,201	\$96,555
16		\$93,071	\$97,013	\$99,437
17		\$95,847	\$99,907	\$102,404
18		\$98,707	\$102,890	\$105,463
19–24		\$101,656	\$105,962	\$108,611
25		\$103,931	\$108,336	\$111,043

The salary of employees assigned to 12-month positions will be 117.5 percent of the salary of the step/grade (B/D) for which employee would qualify if employed in a 10-month position.

**APPENDIX B**

**Supporting Services  
Hourly Rate Schedule Effective July 1, 2020—June 30, 2021 (Fiscal Year Basis)**

<b>Grade Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10-12</b>	<b>13-16</b>	<b>17</b>
6	\$15.32	\$15.72	\$16.13	\$16.53	\$16.91	\$17.62	\$18.32	\$18.71	\$19.08	\$19.46	\$19.83	\$20.23
7	\$15.72	\$16.13	\$16.53	\$16.91	\$17.62	\$18.32	\$19.15	\$19.46	\$19.88	\$20.25	\$20.66	\$21.06
8	\$16.13	\$16.53	\$16.91	\$17.62	\$18.32	\$19.15	\$19.88	\$20.25	\$20.65	\$21.06	\$21.49	\$21.91
9	\$16.53	\$16.91	\$17.62	\$18.32	\$19.15	\$19.88	\$20.71	\$21.12	\$21.55	\$21.97	\$22.41	\$22.85
10	\$16.91	\$17.62	\$18.32	\$19.15	\$19.88	\$20.71	\$21.66	\$22.15	\$22.58	\$23.01	\$23.47	\$23.93
11	\$17.62	\$18.32	\$19.15	\$19.88	\$20.71	\$21.66	\$22.71	\$23.22	\$23.65	\$24.11	\$24.59	\$25.08
12	\$18.32	\$19.15	\$19.88	\$20.71	\$21.66	\$22.71	\$23.96	\$24.43	\$24.88	\$25.35	\$25.85	\$26.37
13	\$19.15	\$19.88	\$20.71	\$21.66	\$22.71	\$23.96	\$25.07	\$25.53	\$26.00	\$26.55	\$27.07	\$27.61
14	\$19.88	\$20.71	\$21.66	\$22.71	\$23.96	\$25.07	\$26.30	\$26.81	\$27.34	\$27.86	\$28.42	\$28.99
15	\$20.71	\$21.66	\$22.71	\$23.96	\$25.07	\$26.30	\$27.60	\$28.19	\$28.77	\$29.35	\$29.93	\$30.53
16	\$21.66	\$22.71	\$23.96	\$25.07	\$26.30	\$27.60	\$28.97	\$29.55	\$30.10	\$30.69	\$31.30	\$31.91
17	\$22.71	\$23.96	\$25.07	\$26.30	\$27.60	\$28.97	\$30.41	\$31.04	\$31.67	\$32.25	\$32.89	\$33.55
18	\$23.96	\$25.07	\$26.30	\$27.60	\$28.97	\$30.41	\$31.87	\$32.48	\$33.16	\$33.83	\$34.50	\$35.19
19	\$25.07	\$26.30	\$27.60	\$28.97	\$30.41	\$31.87	\$33.47	\$34.11	\$34.82	\$35.50	\$36.21	\$36.93
20	\$26.30	\$27.60	\$28.97	\$30.41	\$31.87	\$33.47	\$35.12	\$35.87	\$36.55	\$37.28	\$38.02	\$38.77
21	\$27.60	\$28.97	\$30.41	\$31.87	\$33.47	\$35.12	\$36.81	\$37.55	\$38.32	\$39.08	\$39.86	\$40.64
22	\$28.97	\$30.41	\$31.87	\$33.47	\$35.12	\$36.81	\$38.50	\$39.27	\$40.08	\$40.87	\$41.67	\$42.52
23	\$30.41	\$31.87	\$33.47	\$35.12	\$36.81	\$38.50	\$40.30	\$41.13	\$41.96	\$42.78	\$43.64	\$44.50
24	\$31.87	\$33.47	\$35.12	\$36.81	\$38.50	\$40.30	\$42.21	\$43.04	\$43.87	\$44.81	\$45.71	\$46.61
25	\$33.47	\$35.12	\$36.81	\$38.50	\$40.30	\$42.21	\$44.16	\$45.06	\$45.92	\$46.86	\$47.80	\$48.74
26	\$35.12	\$36.81	\$38.50	\$40.30	\$42.21	\$44.16	\$46.23	\$47.14	\$48.08	\$49.01	\$49.99	\$50.98
27	\$36.81	\$38.50	\$40.30	\$42.21	\$44.16	\$46.23	\$48.35	\$49.39	\$50.35	\$51.32	\$52.34	\$53.39
28	\$38.50	\$40.30	\$42.21	\$44.16	\$46.23	\$48.35	\$50.62	\$51.60	\$52.64	\$53.70	\$54.78	\$55.86
29	\$40.30	\$42.21	\$44.16	\$46.23	\$48.35	\$50.62	\$53.05	\$54.12	\$55.17	\$56.27	\$57.39	\$58.53
30	\$42.21	\$44.16	\$46.23	\$48.35	\$50.62	\$53.05	\$55.57	\$56.68	\$57.84	\$59.03	\$60.19	\$61.41

## State Budget Categories

State law requires all counties and Baltimore City to appropriate and record expenditures for education in accordance with standardized state budget categories. This is so the Maryland State Department of Education may collect and compare data on local education spending from across the state. These state budget categories are based generally on broad functional classifications such as administration, instructional costs, special education, and student transportation.

Below are summaries of the types of expenditures in each of the state categories of expenditure and the percent of each category to the total operating budget.

### Category 1—Administration (2.1 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 (5.7 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 (40.1 percent)

Instructional Salaries includes expenditures for teaching students in general education settings. It includes most activities that occur on a regular basis at the school level or for the benefit of the instructional program. Instructional Salaries includes all salary expenditures for providing these activities, including salaries for teachers, paraeducators, school aides, teaching specialists, resource teachers, psychologists, school counselors, media staff, part-time salaries, substitutes, and stipends but does not include employee benefits. Salaries for staff involved in professional development activities also are included in this category.

### Category 4—Textbooks and Instructional Supplies (1.2 percent)

Textbooks and Instructional Supplies includes all supplies and materials used in support of Instruction. This category includes

books, media materials, computer materials, art and music supplies, science and laboratory supplies, and physical education supplies. This category also includes supplies used for extracurricular activities.

### Category 5—Other Instructional Costs (0.8 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 (13.6 percent)

Special Education includes instructional activities for students with disabilities. Special education includes expenditures for students in public schools and for tuition and other expenditures for students in nonpublic institutions. This category includes instructional salaries, textbooks and instructional supplies, and other instructional costs for special education students. This category also includes school administrative expenditures for schools dedicated to special education and professional development activities related to special education instruction.

### Category 7—Student Personnel Services (0.6 percent)

Student Personnel Services includes activities designed to improve student attendance at school and to prevent or solve student problems in the home, school, and community. This category includes pupil personnel workers and school social workers. This category also includes international student services, student affairs, and court liaison.

### Category 8—Student Health Services (0.1 percent)

Student Health Services includes physical and mental health activities that are not instructional and that provide students with appropriate medical, dental, and nursing services. In Montgomery County, nearly all student health services are provided by the Department of Health and Human Services, Division of School Health Services.

### Category 9—Student Transportation (4.2 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 (5.3 percent)**

Operation of Plant and Equipment includes activities concerned with keeping the physical plant open, comfortable, and safe for use. These activities include cleaning and regular upkeep of plant and equipment in schools, grounds, and other facilities; utilities expenditures, including telecommunications, materials management, and security services.

### **Category 11—Maintenance of Plant (1.5 percent)**

Maintenance of Plant includes activities concerned with keeping the grounds, buildings, 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 (21.6 percent)**

Fixed Charges, primarily used for employee benefits expenditures, are charges of a generally recurrent nature that are not readily allocable to other expenditure categories. The following are included:

- Board contributions to employee retirement and social security
- Employee insurance benefits (health, life, accident, disability, etc.)
- Fidelity insurance, personal liability insurance, and judgments
- Interest on current loans
- Tuition reimbursement

### **Category 13—Food Service (0 percent)**

Food Service includes activities concerned with providing food to students and staff in schools. For budgetary purposes, MCPS chooses to allocate food service expenditures to the Food Service Fund (Category 61).

### **Category 14—Community Services (0.1 percent)**

Community Services are activities that are provided for the community or some segment of the community and do not include public school activities and adult education programs. These services generally are provided to adults rather than to school-aged children. These services do not include parent support or engagement activities for the benefit of school instruction.

### **Category 37—MCPS Television Special Revenue Fund (0.1 percent)**

Through the MCPS Television Special Revenue Fund, MCPS is receiving revenue from the Montgomery County Cable TV Fund as part of the county Cable Television Plan. The majority of the Cable TV Fund revenue comes from license fees. This revenue is used to support MCPS television services.

### **Category 51—Real Estate Fund (0.2 percent)**

The Real Estate Fund is used to manage real estate lease revenues and expenditures as an enterprise activity. Revenue for the fund comes from real estate lease rentals, mainly from former schools.

### **Category 61—Food Service Fund (2.2 percent)**

The Food Service Fund provides all food service and nutrition programs for schools and other customers as an enterprise activity. Revenue for the fund comes from federal and state food aid programs and from the sale of meals to students and other customers.

### **Category 71—Field Trip Fund (0.1 percent)**

The Field Trip Fund provides transportation services for school field trips and external customers on a cost-recovery basis as an enterprise activity. Revenue for the fund comes from reimbursements by students and other customers.

### **Category 81—Entrepreneurial Activities Fund (0.5 percent)**

The Entrepreneurial Activities Fund provides entrepreneurial activities that earn outside revenue to help defray system costs. Revenue for the fund comes from sales of goods and services to external customers, including other government agencies and non-profit organizations. Entrepreneurial activities do not compete with commercial firms or engage in any activities unrelated to the instructional program. Entrepreneurial activities include warehouse services, printing, sales of curriculum materials, sales of science kits, and other entrepreneurial development activities.

The following tables display actual, budgeted, and recommended funding by state budget category.

**APPENDIX D**

**K-12 Budget Staffing Guidelines for Professional Staff—FY 2021**

<b>Position</b>	<b>Elementary Guidelines</b>	<b>Middle School Guidelines</b>	<b>High School Guidelines</b>
Principal	1.0 FTE per school 1.0 FTE per focus and Title I schools or 1.0 FTE per school with sustained enrollment > 350 and future growth or 1.0 FTE for a school with enrollment > 330 and significant program impact. Every effort is made not to remove an assistant principal one year and have to restore it the next year and maintain administrative stability.	1.0 FTE per school 1.0 FTE per school. Schools projected to have 650 or more students receive a second 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. If school has a coordinator, subtract 1.0 FTE from this allocation.	1.0 FTE per school 2.0 FTE per school ≥ 3000 receive an additional 4.0 FTE 2550-2999 receive an additional 3.0 FTE 2130-2599 receive an additional 2.0 FTE 1600-2129 receive an additional 1.0 FTE If school has a coordinator, subtract 1.0 FTE from this allocation. If a school has more than 5 assistant principal positions (including coordinators), convert one of the positions to an assistant school administrator.
Assistant Principal	1.0 FTE per school, if school has large enrollment.	1.0 FTE per school, if (a) school has projected enrollment greater than 600 without a second assistant principal or coordinator (magnet programs), and (b) school maintains enrollment greater than 950 students for more than one year. Schools with FARMS > 30% will have this position converted to an assistant principal.	1.0 FTE per school. Schools with FARMS > 20% will have this position converted to an assistant principal.
Coordinator (Magnet/Special Program)		1.0 FTE for each for cluster magnet and middle school consortium school.	1.0 FTE each for countywide magnet programs at Montgomery Blair and Poolesville high schools and the International Baccalaureate (IB) Programme at Richard Montgomery High School.
School Business Administrator			1.0 FTE per school
Athletics Specialist			1.0 FTE per school (fully released)
Classroom Teacher	Classroom teacher positions for Grades K-5 are allocated based on enrollment projections to Kindergarten using a class size guideline of 24, to Grades 1-2 using a class size guideline of 25, to Grade 3 using a class size guideline of 26, and to Grades 4-5 using a class size guideline of 28. Additional classroom teacher positions are provided to focus and Title I schools to Grades K-2 using a class size guideline of 18, to Grade 3 using a class size guideline of 24, and to Grades 4-5 using a class size guideline of 26. When numbers support it, positions are allocated for combination classes.	Classroom teacher positions are provided by formula [Enrollment x 7/(class size x 5)]. For schools with higher FARMS rates, a 0.8 FTE is subtracted from the class size divisor. For each resource teacher, content specialist, and team leader, 0.8 FTE of this calculation is moved to the resource teacher (RT) allocation. In additional, 0.8 FTE is added for reading and a 1.0 FTE is added for mathematics support.	Classroom teacher positions are provided by formula [Enrollment x 7/(class size x 5)]. For schools with higher FARMS rates, a 1.0 FTE is subtracted from the class size divisor. An additional 0.4 FTE is allocated to each school for release time for RTs. A 0.8 FTE of this calculation is moved to the resource teacher (RT) allocation.
Academic Intervention Teacher	Academic intervention teacher positions are allocated based on percent of FARMS.	Academic intervention teacher positions are allocated based on percent of FARMS.	Academic intervention teacher positions are allocated based on percent of FARMS.



**APPENDIX D (continued)**

**K-12 Budget Staffing Guidelines for Professional Staff—FY 2021**

Position	Elementary Guidelines	Middle School Guidelines	High School Guidelines
Special Program Teacher	Special program teacher positions are allocated to support special programs in schools including dual language, immersion, magnet, Primary Years Programme (PYP), and world languages programs.	Special program teacher positions are allocated to support home school and special program classes at schools with magnet programs and the Middle Years Programmes.	Special program teacher positions are allocated to support home school and special program classes at schools with regional programs, magnet programs, Middle Years Programmes, and International Baccalaureate Diploma Programmes.
Staff Development Teacher	Staff development teachers, reading specialists, and media specialists are allocated to schools based on enrollment and Free and Reduced-price Meals System (FARMS). Schools determine which positions are staffed at 1.0 FTE and which are staffed at .5 FTE based on school priorities and needs.	0.8 FTE per school	0.6 FTE per school
English for Speakers of Other Languages (ESOL) Non-METS and METS Teacher	<p>Allocated to schools based on non-METS enrollment as follows:</p> <p>ELP 1: FTE = Students/7*0.2</p> <p>ELP 2: FTE = Students/7*0.2 (non-focus); Students/7*0.18 (focus, Title I)</p> <p>ELP 3: FTE = Students/8*0.16 (non-focus); Students/7*0.16 (focus, Title I)</p> <p>ELP 4: FTE = Students/10*0.2 (non-focus); Students/9*0.14 (focus); Students/8*0.14 (Title I)</p> <p>Minimally Compliant (≤ 20 students overall = 0.4 FTE)</p> <p>Allocated to schools based on METS enrollment as follows:</p> <p>&gt; 24 = 1.2 FTE</p> <p>5-24 = 1.0 FTE</p> <p>&lt; 5 = 0.4 FTE</p>	<p>Allocated to schools based on non-METS enrollment as follows:</p> <p>ELP 1: FTE = Students/15*0.7</p> <p>ELP 2: FTE = Students/15*0.5</p> <p>ELP 3: FTE = Students/19*0.3</p> <p>ELP 4: FTE = Students/19*0.3</p> <p>Minimally Compliant (≤ 35 students overall = 0.4 FTE)</p> <p>Allocated to schools based on METS enrollment as follows:</p> <p>&gt; 24 = 1.2 FTE</p> <p>5-24 = 1.0 FTE</p> <p>&lt; 5 = 0.4 FTE</p>	<p>Allocated to schools based on non-METS enrollment as follows:</p> <p>ELP 1: FTE = Students/14*0.7</p> <p>ELP 2: FTE = Students/14*0.5</p> <p>ELP 3: FTE = Students/19*0.3</p> <p>ELP 4: FTE = Students/19*0.3</p> <p>Minimally Compliant (≤ 40 students overall = 0.8 FTE)</p> <p>Allocated to schools based on METS enrollment as follows:</p> <p>≥ 52 = 2.4 FTE</p> <p>45-51 = 2.0 FTE</p> <p>38-44 = 1.6 FTE</p> <p>32-37 = 1.2 FTE</p> <p>25-31 = 1.0 FTE</p> <p>18-24 = 0.8 FTE</p> <p>11-17 = 0.6 FTE</p> <p>4-10 = 0.4 FTE</p>
Media Specialist	Staff development teacher, reading specialist, and media specialist positions are allocated to schools based on enrollment and FARMS. Schools determine which positions are staffed at 1.0 FTE and which at 0.5 FTE based on school priorities and needs.	1.0 FTE per school	1.0 FTE per school



**APPENDIX D (continued)**

**K-12 Budget Staffing Guidelines for Professional Staff—FY 2021**

Position	Elementary Guidelines	Middle School Guidelines	High School Guidelines
Counselor	1.0 FTE per school. An additional .5 counselor is allocated to non-focus schools with projected Grades K-5 enrollment > 700, to focus schools with projected Grades K-5 enrollment > 600, and to Title I schools with projected Grades K-5 enrollment > 510 and ≤ 650. An additional 1.0 counselor is allocated to Title I schools with projected Grade K-5 enrollment > 650.	Counselor positions are allocated to schools based on projected enrollment and student to staff ratios using guideline of 250:1 ratio.	Counselor positions are allocated to schools based on projected enrollment and student to staff ratios using guideline of 250:1 ratio.
Focus Teacher	Focus teachers are locally funded and Title I federally funded. Locally funded focus teacher positions are allocated to schools based on enrollment and percent FARMS. Title I schools use supplemental school-based allocations to fund additional focus teachers.	Focus teacher positions are allocated to schools based on enrollment and percent FARMS to lower class size in English and mathematics.	Focus teacher positions are allocated to schools based on enrollment and percent FARMS to lower class size in English and mathematics.
Reading Initiative Teacher	Reading initiative teacher positions are allocated at a 21:1 ratio. For schools receiving additional staffing for class-size reduction in Grades 1 and 2, no additional allocations are authorized for the program.		
Prekindergarten Teacher	Prekindergarten teacher positions are allocated with a 0.5 FTE teacher per 2.5 hour class.		
Instrumental Music Teacher	Instrumental music teacher positions are allocated to schools based on the participation in instrumental music programs in Grades 4-5.		
Reading Support Teachers	Reading support teacher positions provide support to schools that are identified to implement reading intervention programs.		
Reading Specialist	Staff development teacher, reading specialist, and media specialist positions are allocated to schools based on enrollment and FARMS. Schools determine which positions are staffed at 1.0 FTE and which at 0.5 FTE based on school priorities and needs.		
Content Specialist		6.0 FTE per middle school using the leadership model (1 release period); all content specialists must teach 4 classes, in a 7 period schedule. Position must be assigned as a 1.0 FTE for each employee (no partial FTE assignments).	

**APPENDIX D (continued)**

**K-12 Budget Staffing Guidelines for Professional Staff—FY 2021**

Position	Elementary Guidelines	Middle School Guidelines	High School Guidelines
Team Leader		0, 3.0 or 6.0 FTE per middle school using the leadership model depending on school size and need (1 release period); all team leaders must teach 4 classes in a 7 period schedule. Position must be assigned as a 1.0 FTE for each employee (no partial FTE assignments).	
Resource Teacher		Based on enrollment and individual school needs (1 release period); must teach 4 classes in a 7 period schedule. Position must be assigned as a 1.0 FTE for each employee (no partial FTE assignments).	Based on enrollment and individual school needs (1 release period); must teach 4 classes in a 7 period schedule. Position must be assigned as a 1.0 FTE for each employee (no partial FTE assignments).
Resource Counselor		Schools with four or more counselors are provided a resource counselor to coordinate programs.	Schools with four or more counselors are provided a resource counselor to coordinate programs.
Alternative Programs Teacher		Alternative programs teacher positions are allocated based on projected enrollment in the school, academic ineligibility, suspension rate, and poverty.	Alternative programs teacher positions are allocated based on projected enrollment in the school, ninth grade retention rate, academic ineligibility, suspension rate, and poverty.
Career Support Teacher			Career support teacher positions are allocated based on size of school programs.
Career Preparation Teacher			Career preparation teacher positions are allocated based on size of the internship program.

**APPENDIX D**

**K-12 Budget Staffing Guidelines for Supporting Services Staff—FY 2021**

<b>Position</b>	<b>Elementary Guidelines</b>	<b>Middle School Guidelines</b>	<b>High School Guidelines</b>
Administrative Secretary	1.0 FTE per school	1.0 FTE per school	1.0 FTE per school
Secretary I (10-month)	1.0 FTE per school for schools with enrollment > 250 students 0.5 FTE per school for schools with enrollment ≤ 250 students Schools with an ASA allocation receive an additional 1.0 FTE for a maximum of 2.0 FTE	1.0 FTE per school ≥ 1400 receive an additional 0.5 FTE 700-1399 receive an additional 0.25 FTE	Secretary positions (I and II 10-mon) are allocated according to the following projected enrollments: ≥ 3,000 = 8.0 FTE 2,700-2,999 = 7.0 FTE 2,400-2,699 = 6.0 FTE 2,050-2,399 = 5.0 FTE 1,650-2,049 = 4.0 FTE 1,450-1,649 = 3.0 FTE < 1,450 = 2.5 FTE
Secretary II (10-month)		Allocated to the schools based on projected enrollment as follows: ≥ 1,000 = 1.0 FTE 725-999 = 0.5 FTE 600-724 = 0.25 FTE If a 12-month Secretary II position is allocated, subtract 0.5 FTE from the 10-month Secretary II allocation.	These guidelines provide the total number of positions to be divided between Secretary I and Secretary II 10-month positions.
Secretary II (12-month)		1.0 FTE each for programs at Roberto W. Clemente, Eastern, Dr. Martin Luther King, Jr, and Takoma Park middle schools	1.0 FTE for programs at Montgomery Blair, Poolesville, and Richard Montgomery high schools
Counseling Secretary (Secretary II 12-month)		1.0 FTE per school	1.0 FTE per school
Registrar			1.0 FTE per school
College and Career Information Coordinator			1.0 FTE per school
Financial Specialist		1.0 FTE per school	1.0 FTE per school
Media Assistant	Allocated to schools based on projected K-5 enrollment as follows: ≥ 670 = 0.75 FTE < 670 = 0.5 FTE	Allocated to schools based on projected enrollment as follows: ≥ 1,200 = 0.875 FTE 650-1,199 = 0.625 FTE 300-649 = 0.5 FTE	Allocated to schools based on projected student enrollment as follows: ≥ 2,000 = 1.5 FTE 1,750-1,999 = 1.0 FTE 1,350-1,749 = 0.75 FTE 1,200-1,349 = 0.625 FTE < 1,200 = 0.5 FTE

**APPENDIX D (continued)**

**K-12 Budget Staffing Guidelines for Supporting Services Staff—FY 2021**

Position	Elementary Guidelines	Middle School Guidelines	High School Guidelines
Paraeducator, Regular	Allocated to schools based on projected K-5 enrollment as follows: ≥ 850 = 2.0 FTE 800-849 = 1.875 FTE 750-799 = 1.75 FTE 700-749 = 1.625 FTE 650-699 = 1.5 FTE 600-649 = 1.375 FTE 550-599 = 1.25 FTE 500-549 = 1.125 FTE 450-499 = 1.0 FTE 400-449 = 0.875 FTE 350-399 = 0.75 FTE < 350 = 0.625 FTE	Allocated to schools based on projected enrollment as follows: ≥ 1,200 = 0.75 FTE 990-1,199 = 0.625 FTE 690-989 = 0.5 FTE < 690 = 0.375 FTE	Schools are allocated positions based on percent of projected school enrollment compared to total comprehensive high school enrollment.
ESOL Paraeducator	Allocated to schools based on METS enrollment as follows: > 24 = 1.0 FTE 15-24 = 0.75 FTE	Allocated to schools based on METS enrollment as follows: > 24 = 1.0 FTE 15-24 = 0.75 FTE	Allocated to schools based on METS enrollment as follows: ≥ 52 = 1.5 FTE 32-51 = 1.0 FTE 0-31 = 0.5 FTE
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	Allocated to schools based on the following calculation: FTE = 1 hour and 10 minutes (.146) per 50 projected students	Allocated to schools based on projected enrollment as follows: ≥ 400 = 0.375 FTE < 400 = 0.25 FTE Schools with extraordinary needs are allocated an additional 0.125 FTE.	
Security Team Leader			1.0 FTE per school
Security Assistant		1.0 FTE per school. Schools with specific program or enrollment needs are allocated a second position.	Allocated to schools based on enrollment, educational load, and campus size.
Media Services Technician			1.0 FTE per school
IT System Specialist (ITSS)			1.0 FTE per school

**APPENDIX D (continued)**

**K-12 Budget Staffing Guidelines for Supporting Services Staff—FY 2021**

Position	Elementary Guidelines	Middle School Guidelines	High School Guidelines
English Composition Assistant			Allocated to schools based on the following formula: $\frac{[(\text{Projected Enrollment} \div 60) \times .375]}{\text{Total FTE}} =$



## APPENDIX E

### FISCAL YEAR 2021 SPECIAL EDUCATION STAFFING PLAN

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Fiscal Year 2021 Professional Development Plan—Paraeducator Sessions	Attachment G

## 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 meetings in June of 2019 and January of 2020 with recommendations submitted to the Department of Special Education; and

WHEREAS, The FY 2021 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 2021 Special Education Staffing Plan as included in the FY 2021 Recommended Operating Budget; and be it further

Resolved, That upon final approval of the FY 2021 Operating Budget in June 2020, the Special Education Staffing Plan will be submitted to MSDE.



FISCAL YEAR 2021 SPECIAL EDUCATION STAFFING PLAN  
Montgomery County Public Schools  
June 2020

**Overview**

The responsibility of the Office of Special Education (OSE) 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 Learning Outcomes (ALOs) aligned with the curriculum;
- based on articulated curriculum targets aligned with the Maryland College and Career-Ready Standards (MCCRS) or ALO, as determined by the Individualized Education Program (IEP) team; and
- in the student’s home school or home school cluster, to the maximum extent appropriate, in accordance with national, state, and local mandates.

Local school systems are required by the Code of Maryland Regulations (COMAR) 13A.05.02.13 D to develop a yearly Special Education Staffing Plan to ensure that sufficient staff members are available to meet the programming needs of students. The plan must be completed on or before July 1, with evidence of Montgomery County Board of Education (Board) approval. In addition, the plan is required to include the following:

- evidence of public input;
- evidence of maintenance of effort within the meaning of 34 CFR §300.231, Maintenance of Effort, and COMAR 13A.02.05, Maintenance of Effort;
- staffing patterns of service providers for special education and related services;
- consideration of time requirements beyond direct services;
- the number and type of service providers needed to provide FAPE to each student with a disability in the least restrictive environment (LRE);
- local accountability and monitoring;
- strategies to resolve concerns regarding staffing plans;
- evaluation of the local staffing plan for effectiveness;
- steps to secure public input in the development of the staffing plan; and
- information on how the public agency will use the staffing plan to monitor the assignment of staff members to ensure that personnel and other resources are available to provide FAPE to each student with a disability in the LRE.

**Introduction**

As required by the Maryland State Department of Education (MSDE), the MCPS *Fiscal Year (FY) 2021 Special Education Staffing Plan* provides evidence of public input, professional development, special education service descriptions (Attachment A), special education enrollment, the number and types of direct service providers (Attachment B), and the process for reviewing and making adjustments to staffing and maintenance of effort. In addition, the plan recommends staffing priorities and recommendations for maintenance of initiatives for FY 2021 (Attachment C).

OSE recognizes and appreciates the Board’s support of special education through previous budget initiatives and the funding of required improvements. Because of ongoing fiscal limitations, the Special Education Staffing Plan Committee focused on critical areas of special education programming. Those items that were not included in the *FY 2020 MCPS Program Budget* were considered by the committee, special education program staff members, the Department of Facilities Management (DFM), and Budget and Planning staff members during the FY 2021 budget process that began June 2019. (Attachment D)

As stated in the *MCPS Strategic Plan*, our core purpose is to prepare ALL students to thrive in their future. MCPS is committed to narrowing the achievement gap for all service groups. This commitment was reinforced by two major pieces of federal legislation that drive the delivery of special education services: the *Individuals with Disabilities Education Improvement Act* (IDEA 2004) and the *Every Student Succeeds Act* (ESSA). Board Policy IOB, *Education of Students with Disabilities*, further affirms the commitment of the school system to ensure the provision of FAPE.

MCPS collaborates and coordinates within the system and with agencies outside MCPS to ensure services are provided to special education students in accordance with the student’s IEP. This includes, but is not limited to, behavioral, mental health, and counselor support. It also includes transition goals with work-related goals being met within the community.

IDEA mandates that “to the maximum extent appropriate” students with disabilities shall be “educated with children who are not disabled.” Moreover, assignment to “special classes, separate schooling, or other removal of students with disabilities from the general education environment” should occur “only when the nature or severity of the disability of a child is such that education in general 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 student with disabilities is “educated in the school he or she would attend if nondisabled” unless the IEP requires some other arrangement.

MCPS uses OSE Leadership meetings to evaluate our system’s performance in alignment with the federal and state Results Driven Accountability measures. The outcome of this process drives our general supervision responsibilities for internal monitoring, targeted professional learning opportunities (PLOs) for schools, and ultimately our strategic plan, which drives student success.

ESSA holds schools accountable for improved educational outcomes for all students. ESSA specifically mandates testing and disaggregation of test results to show progress for students with disabilities and other identified student subgroups.

Principal Advisory Committee meetings and professional learning community (PLC) meetings are conducted throughout the school year as a forum for open dialogue and communication. Topics covered during these meetings include initial feedback on new initiatives, sharing of best practices, concerns, and staffing considerations. Any staffing concerns raised during these meetings are explored for potential solutions. A project team may be formed with key stakeholders. The project team’s mission is to research, investigate, and develop recommendations for review by executive leadership. These recommendations are used to drive budget discussions, which allow for staffing changes and enhancements.

During the 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 Maryland Online Individualized Education Program (MOIEP) and classroom observations. MSDE mandates, due process hearing decisions, and input from staff and community members are used to determine the effectiveness of the current MCPS *Special Education Staffing Plan* and to make recommendations for the next fiscal year's staffing plan.

MCPS holds all staff members accountable for student outcomes. MCPS is committed to increasing collaboration among all offices, staff members, schools, and the community to ensure coordinated services meet the needs of all students in the most effective and efficient ways. The MCPS *Special Education Staffing Plan* ensures that appropriate personnel are available to deliver the services required to implement student IEPs and provides balance between student needs, teacher responsibilities, and the educational settings in which services will be provided.

### **MCPS Budget Review and Adoption Process**

On December 18, 2019, the superintendent of schools presented his *FY 2021 Recommended Operating Budget* to the members of the Board and the community. The budget reflects input from a variety of public and private stakeholders, including input provided by the Special Education Staffing Plan Committee. Two public FY 2021 budget hearings were held on January 13 and January 15, 2020. The Board operating budget work sessions were held on January 22 and January 28, 2020. The Board tentatively adopted the *FY 2021 Superintendent's Recommended Operating Budget* on February 10, 2020. The Board's recommended budget was sent to each principal, Parent Teacher Association president, and public library after March 1, 2020, which is when the law requires that it be submitted to the Montgomery County executive and the County Council.

The Montgomery County executive made his recommendations for the MCPS budget on March 16, 2020, and the County Council held public hearings on all local government budgets in April 2020. The County Council's Education Committee held work sessions on the Board's recommended budget in April–May 2020, and the full County Council reviewed the school system budget in May 2020. The Montgomery County Charter, as amended by voters in November 1992, requires that the County Council act on all budgets by May 31 of each year. This year, the County Council approved the county budget on May 21, 2020. After the County Council completed its appropriation action, the Board adopted the final approved budget for FY 2021 on June 11, 2020. 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 staff members, the Special Education Advisory Committee, and other stakeholders to participate on the Special Education Staffing Plan Committee (Attachment E). The committee met on June 12, 2019, to review the *FY 2020 Special Education Staffing Plan*, receive information regarding the FY 2020 MCPS budget and public input, and to make recommendations for priorities to be considered for inclusion in the FY 2021 budget.

During the June meeting, the committee received an overview of the elements of a staffing plan, considered how the process of developing a staffing plan aligned with the new MCPS budget process, reviewed the FY 2020 Special Education Staffing Plan Committee recommendations, and

the final FY 2020 special education budget allocations. Additionally, the Special Education Staffing Plan Committee was asked to participate as a focus group. The committee was asked to consider current resources and the use of those resources to support students with disabilities by providing them with the skills needed to be successful in college and career when responding to the following questions:

1. *All students should be effectively served in the LRE. Current state indicator data demonstrates we are not meeting MSDE targets. We need to increase the number of students being served in the LRE.*
  - *What is currently in place that provides for effective allocation and use of the resources?*
  - *What upgrades and/or changes can be developed to improve the allocation and use of these resources to meet strategic priorities?*
2. *An achievement gap exists for students with disabilities. We need to increase proficiency rates for children with IEPs against grade level, modified, and alternative achievement standards.*
  - *What is currently in place that provides for effective allocation and use of the resources?*
  - *What upgrades and/or changes can be developed to improve the allocation and use of these resources to meet strategic priorities?*
3. *We are charged as a system to ensure all students have the academic, creative problem solving, and the social emotional competencies that they will need to be successful in the 21st century. State Indicator data, specifically discipline data, shows there is more work to be done to reduce suspensions for students with disabilities.*
  - *What is currently in place that provides for effective allocation and use of the resources?*
  - *What upgrades and/or changes can be developed to improve the allocation and use of these resources to meet strategic priorities?*
4. *Are there any resources currently in place that could be realigned to support the upgrades or changes generated by the committee today?*

The committee selected the following top priorities from the input of the group—

- PLOs to promote collaboration between special education teachers, general education teachers, and paraeducators in order to support all students with their behavior and academic achievement.
- PLOs focused on consistency in writing, comprehending, interpreting, and implementing IEPs and behavioral plans.
- PLOs for all staff members so that they may build skills to assist students with emotional supports, techniques, and de-escalation strategies.

During the process of budget development, the committee's recommendations were considered as strategic program enhancements and incorporated into professional learning plans, as priorities emerged based on student outcomes. How the recommendations were implemented was dependent on the types of priorities generated by the committee. Several initiatives were considered for the development of the FY 2021 budget. Funding to address professional learning goals is provided through MSDE grant funds.

On December 18, 2019, the committee received an update on the FY 2021 budget process and a review of the special education budget that is included in the *Superintendent's FY 2021 Recommended Operating Budget*. The *FY 2021 Special Education Staffing Plan* is available on the MCPS website.

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. Input received from the Special Education Staffing Plan Committee was considered during the ongoing budget planning process and the development of the *FY 2021 Special Education Staffing Plan*. In addition, oral and written testimonies received through the Board's budget hearings were considered as final changes were made to the *FY 2021 Superintendent's Recommended Operating Budget*.

### **Professional Learning**

The delivery of special education instruction is an integral part of the MCPS systemic school improvement planning process. Teams that make decisions about special education services are aware of their responsibility to consider each student's needs and the supports and services necessary to provide the student with access to, and participation in, the MCPS curriculum in the LRE.

A key element in the provision of FAPE for students with disabilities is the availability of skilled personnel to implement each student's IEP. Through the collaborative efforts of DSES and the Office of Curriculum and Instructional Programs (OCIP), special education staff members who deliver the general education curriculum to students with disabilities participate in mandatory, voluntary, and school-specific professional learning activities, including webinars, that ensure the delivery of effective instructional best practices. Voluntary training modules provide PLOs for all school personnel responsible for IEP implementation including general educators, school counselors, psychologists, pupil personnel workers, administrators, and paraeducators.

Professional learning activities are aligned with the other system initiatives that focus on the provision of special education services within home or consortia schools. OSE, OCIP, and the Office of School Support and Improvement (OSSI) continue to collaborate to ensure that students with disabilities gain access to the general education curriculum at all school levels. General and special education teachers participate in PLOs based on best practices associated with *Universal Design for Learning* (UDL), collaborative planning, differentiated instruction, and the use of technology. Furthermore, professional learning is provided to support the instruction of students with Autism Spectrum Disorders (ASD) in the LRE and the understanding of language acquisition for students who are second language speakers of English. As technology supports have evolved for our students with vision, hearing, and communication challenges, training is provided to enhance the support for this group of students. Staff members will have multiple opportunities during the 2020–2021 school year to build their capacity. The PLOs focus on building the skills staff members need to support students with unique learning styles in accessing the curriculum. To support further skill development, professional learning also will be provided in the areas needed to support prekindergarten (pre-K) services and transition services. First-year teacher training is offered annually, and there are monthly secondary resource teacher in special education (RTSE) meetings with ongoing opportunities for professional support, communication, and

learning. A comprehensive list of the professional development plan is available (Attachments F and G).

Curriculum is routinely reviewed and is considered an important policy lever for change. Since Curriculum 2.0 was developed, the curriculum landscape has changed. A decision was made to transition away from Curriculum 2.0 and towards externally developed evidence-based researched and reviewed instructional materials. Professional development for teachers on the new curriculum materials is critical for a successful implementation. During the 2019–2020 school year, training was provided to all staff members in the cohort schools participating in the new MCPS curriculum rollout. PLOs also have been developed on best teaching practices, technology, differentiation, and academic interventions. This role out of the new curriculum and professional development will continue in FY 2021.

Central services staff members work collaboratively with various offices to develop and present PLOs and to provide ongoing support, technical assistance, and consultation to special education and general education service providers for students from pre-K through school age as follows:

- MCPS will implement this interdepartmental collaboration to provide all educators with the knowledge and skills needed to deliver a highly effective instructional program and to provide all students with an equitable and supportive learning environment.
- Central office staff members will work closely with the Division of Title I and Early Childhood Programs and Services (DTECPS) and OCIP to provide professional learning on Maryland’s Early Childhood Comprehensive Assessment System, including the kindergarten (K) *Readiness Assessment*, *Early Learning Assessment*, MCPS pre-K curriculum, collaboration, coteaching strategies, and social emotional foundations of early learning. Additionally, pre-K teachers will have opportunities to build their capacity to develop standards-based high quality IEPs, differentiate their instruction, and build their skills as coteachers in the inclusive setting.
- Central office staff members will provide professional learning:
  - sessions and support for recognizing the characteristics and differentiating instruction for twice-exceptional secondary students; on recognizing and serving twice exceptional elementary students
  - on reading and mathematics interventions, as well as ongoing, job-embedded coaching and support of evidenced-based reading and mathematics methodologies elementary/secondary on instructional practices and strategies to ensure student access to the curriculum and increase the performance of students with disabilities on assessments to narrow the achievement gap with their nondisabled peers
  - ongoing positive behavioral management training through the Crisis Prevention Institute
  - on Functional Behavioral Assessments and Behavioral Intervention Plan development to support students in the development of positive and appropriate learning behaviors
  - in UDL through the *Everyday UDL Webinar Series*, providing a guide to selecting and documenting accommodations and leveling the playing field through the use of accessible curriculum materials and tools
  - on multi-sensory foundational reading strategies and Orton-Gillingham Methodologies to support acquisition of reading, spelling and writing skills
  - on social emotional special education for secondary students to foster the emotional growth of our students

- o on transition services awareness through an online module for middle and high school staff, in supporting students to be college and career ready

The majority of students with IEPs are served with their peers in the general education classroom. Students are served not only by general educators but by school counselors and administrators, as well. To ensure the provision of FAPE for all students in FY 2021, 10,110 full-time equivalent (FTE) positions were budgeted for general education teachers, 522.5 FTE positions were budgeted for counselors, and 548.000 FTE positions were budgeted for building administrators to ensure the support of all students. The provision of staffing will be maintained in FY 2021 and adjusted in accordance with changes in the student population.

**Evaluation of Staffing Plan for Effectiveness**

MSDE has 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 40 percent of the day—i.e., self-contained classrooms*). It is assumed that as the number of students in LRE C decreases, students will transition into more inclusive environments. The LRE targets, which are closely monitored by MSDE, will ensure that established standards are met, and hold schools and local school systems accountable for student performance.

According to the October 1, 2018, census data report from MSDE, 67.45 percent of students with disabilities were served in the general education environment, LRE A, and 14.02 percent of students with disabilities were served in LRE C. MCPS did not meet the increased MSDE target of 70.90 percent of students with disabilities served in LRE A, nor the decreased MSDE target of 10.76 percent for students with disabilities served in LRE C.

The MSDE monitoring priority area is to provide FAPE in the LRE. Measurable and rigorous targets are established. The MCPS LRE performance data and MSDE targets from October 2015 through October 2018 are indicated in the chart below.

Percentage of MCPS Students with Disabilities by LRE

Inclusion Indicator	October 2015	October 2016	October 2017	October 2018
MCPS LRE A	66.31%	67.10%	67.16%	67.45%
MSDE Target for LRE A	69.40%	69.90%	70.40%	70.90%
MCPS LRE C	13.38%	13.78%	13.85%	14.02%
MSDE Target for LRE C	12.26%	11.76%	11.26%	10.76%

We continue to focus on inclusive practices for all students with IEPs through PLOs, the use of technology, and continuing to add or change elementary schools to home school model.

With the monitoring and data collection on LRE targets and student performance, critical staffing data and staffing program changes are used to evaluate the effectiveness of our staffing plan. Critical staffing is allocated as additional staffing over the program-staffing ratio. Critical staffing paraeducators support individual students in the inclusive setting or individualized LRE setting and are allocated based on student need as indicated by the IEP. The role of this staffing is to provide the high level of support needed for some students in the LRE. In FY 2020, there were an additional 792 critical staffing paraeducator positions added to meet the individual needs of students. There has been steady annual growth of critical staffing allocations. This ongoing increase in critical staffing allocations responds to the essential needs of students as they move from more restrictive settings into the LRE.

In FY 2020, we continued to maintain a high level of accuracy in staffing projections. Greater accuracy in the projection of staffing is the result of process improvements used to develop the special education budget. This includes accurate enrollment projections and increased transparency through the active participation of the central office special education staff members in the budget development process. The data collected on staffing changes after the initial allocation has been steadily improving. In FY 2021, these successful staffing processes will continue to be implemented and monitored.

OSE oversees the process of staffing allocations, changes, and budget. The staffing plan is reevaluated annually in June or July after receiving input from the Special Education Staffing Plan Committee and other key stakeholders; however, staffing is monitored throughout the school year. In the event that student enrollment does not justify the allocated staffing, the staff member is reassigned to an area of need. Whenever possible, reassignment of the staff member is to a similar classroom. It is not the practice of MCPS to move students to accommodate for staffing concerns.

We are consistently making upgrades to monitoring methods to provide for the most accurate and timely data. MCPS has moved to a single-data system platform using *Performance Matters*. We have flagged key identifiers as special education program codes. Supervisors and schools are able to analyze special education programs as they relate to our system's accountability system—Evidence of Learning Outcomes. Student data is another measure that is considered in the ongoing review of our staffing models and understanding the patterns of staffing needs in supporting students. Data obtained from critical staffing patterns also provides valuable insight into the staffing needs of supporting students in the LRE. It is through these review processes that OSE ensures the staffing models are aligned with the MCPS strategic priorities and the needs of our students receiving special education services.

MCPS uses multiple tools to refine and upgrade how staffing is implemented to improve student outcomes. Evaluation of staffing is an ongoing focus as there is a direct correlation between appropriate student support for access to LRE, rigorous and high quality instruction, and student performance. Staffing is dispersed throughout the school year to meet changes in enrollment and to provide additional support as needed through the allocation of building staffing and critical staffing support. Staffing changes also are made after careful consideration has been given by the staffing team as a result of building administrator requests. These staffing requests and changes are usually the result of changes in student enrollment or to meet specific needs of students and programs.



## **Special Education Facilities and Staffing Patterns**

According to the October 2019 Maryland Special Education Census Data, 20,511 MCPS students, ages 3 to 21, received special education services. This number included students receiving the Extended Individualized Family Services Plan Option. Of those students, 451 received services in a public separate special education day school and 601 students received services in a nonpublic special education school.

Participation in the LRE requires access to general education classrooms. DSES, DBFIS, the Department of Transportation, DFM, and OSSI are engaged in long-range planning to provide increased options for students with disabilities to access the general education environment throughout the system. The distribution of cluster and countywide services is based on the assumption that all students will be educated in their home school or home school cluster, if possible. For example, programs for high incidence disabilities, such as learning disabilities, are available in all elementary schools and at all secondary levels. In contrast, highly specialized programs for students who are Deaf/Hard of Hearing (D/HOH) are provided on a countywide basis in centralized locations. However, many students who need D/HOH support can be served in their home school. A benefit of being such a large school system is the ability to serve students with special needs in multiple environments and in diverse discrete programs designed to focus on the students' strengths while meeting individual needs.

Special education students may be served by the general education teacher or a coteaching team (a general education teacher and a special education teacher) in the inclusive-school environment. The general education teacher, special education teacher, and related service providers are responsible for supporting all of their assigned students. The general education teacher, in collaboration with the special educator and related service providers, is responsible for implementing the IEP and ensuring that students with special needs receive designated accommodations and are provided with the supports required to access instruction. In collaboration with the special educator, the general educator reports on progress, implements and discusses strategies, supports IEP development, and is a member of the IEP team. Teachers and service providers are provided with adequate planning time and time for parent/guardian meetings and communication as specified by the teacher contact. Information also has been disseminated across the county to support administration in designing schedules that provide for common planning time for coteaching teams whenever possible.

The Hours-based Staffing (HBS) model considers each school's total number of students with IEPs, the total number of instructional IEP hours needed within the school, the number of grade levels being taught, the number of IEP hours a special educator is responsible for in a given week, and a minimum-base teacher allocation. This staffing model is implemented in HSM and HBS but does not incorporate staffing for discrete program services such as School Community-based (SCB), Learning for Independence (LFI), Autism, and Social Emotional Special Education Services (SESES). Since the implementation of the elementary HSM, the number of elementary schools providing this staffing model has increased. Prior to FY 2017, there were 68 elementary schools offering HSM services. In FY 2021, there are only 12 elementary schools remaining that have not transitioned to HSM. The purpose of this transition to HSM is to provide increased access for students to special education services and inclusive opportunities within their neighborhood school. Data indicates that continuing our efforts to increase the number of elementary schools with the HBS model benefits students.

The HBS model implemented in all MCPS middle schools 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.

Trends related to the identification, evaluation, and placement of students with disabilities have contributed significantly to decisions regarding the location of a variety of programs and services. The goal of OSE is to increase the percentage of students receiving special education services in their home school or cluster. The following special education services are available in MCPS:

- Special education services are offered in all comprehensive schools, K–12. Starting in FY 2021, 123 elementary schools will provide HSM services through the HBS model. A continuing goal is to provide equitable staffing in the schools implementing this approach. The HBS model is used in middle schools and provides sufficient staffing to support all students. LAD services are offered in each high school. The elementary model of Learning and Academic Disabilities (LAD) services and resources services are still provided in schools that have not yet been designated as HSM.
- Autism Resource Services are based in selected comprehensive middle and high school buildings. Students served by this model have a diagnosis of an ASD. These students are accessing the general education curriculum with modifications and accommodations; specifically, these students are approximately two-to-three years below grade level. Students have documented social and emotional needs that significantly interfere with their ability to participate in other educational environments despite a variety of special and individualized supports. Students are included for academic classes in the general education environment with accommodations and modifications.
- Instruction to students with Autism at Darnestown Elementary Learning Center (LC) continues to be provided in alignment with evidence-based practices that have proven to be highly effective for students with Autism.
- Special education services are cluster-based for students in need of an elementary LC, LFI, or SCB class.
- Special education services are available regionally for students with disabilities through the Preschool Education Program, pre-K language classes, classes for students with ASD, the Extensions Program, cluster-based SESES for students in K–12, Gifted and Talented/Learning Disabled Services, and Longview and Stephen Knolls schools.
- Countywide special education service models are available for students in the following areas: D/HOH Program, pre-K Vision Services, Physical Disabilities classes, Augmentative and Alternative Communication classes, Carl Sandburg Learning Center, John L. Gildner Regional Institute for Children and Adolescents, and Rock Terrace School.
- At Magruder High School, a specially designed SESES cluster model continues to address the instructional and mental health needs of students with emotional disabilities. All SESES services for elementary and middle schools are staffed based on a teacher station model. In FY 2020, a social worker was assigned to each SESES school site to promote additional social emotional supports for students.
- Extensions services are provided at the elementary, middle, and high school levels. The number of schools offering these services has expanded over time. These services are provided for students with Autism and complex emotional and behavioral needs.

Special education classes and program locations are identified in the MCPS *Superintendent's Recommended FY 2021 Capital Budget* and *The FY 2021–2026 Capital Improvement Program* 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 (DPSPRS) and DTECPS continue to collaborate to provide services for students with disabilities in regular early childhood settings. The Division of Long-range Planning and OSSI also are involved in this process, as it has an impact on elementary facilities and requires careful coordination of long-range facilities and program planning. For many years, the goal has been to collocate general and special education pre-K classes where general and special educators use coteaching and collaborative planning strategies to provide instruction to pre-K students with and without disabilities. The collaborative teaching model is located in some MCPS elementary schools, and more work is being done to seek additional inclusive opportunities for pre-K students. The focus is on developing new models and expanding existing models of pre-K special education services while growing community partnerships to capitalize on inclusive opportunities. In FY 2019, MCPS opened the MacDonald Knolls Early Childhood Center, introducing a new pre-K inclusive model that provides special education pre-K services to students with disabilities in full-day general education classes. A pre-K inclusive model also was introduced at one elementary school. An early childhood special education teacher is the primary provider for services, coteaching in the general education classroom and providing services outside of the regular early childhood setting only as deemed necessary by an IEP team. General educators and paraeducators also may provide specialized instruction. Due to the success of the new models, a second early childhood center opened in FY 2020, the Up County Early Childhood Center at Emory Grove. The pre-K inclusive model also was expanded to an additional five elementary schools; three additional locations will be added in FY 2021. In addition, to serve increased numbers of students with disabilities in classes with nondisabled peers, 4-year-old students without disabilities who do not meet the income eligibility for MCPS pre-K and Head Start programs are invited to attend special education classes in elementary schools and learn the pre-K curriculum with students with IEPs. Additionally, 3-year-old nondisabled income-eligible students unable to secure a space in limited 3-year-old Head Start classes are invited to attend special education classes as nondisabled peers. Increasing access to high quality, rigorous instruction in the general education curriculum with nondisabled peers is proving to enhance early childhood outcomes.

### **Ongoing Review and Adjustments to Staffing**

The process of allocating staff members for the following school year begins with reviews of student enrollment as reported in the MOIEP 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 central office special education staff members 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 of

staffing, and student articulation information, preliminary staffing allocations are made in conjunction with the OSSI area associate superintendents in early spring.

Reports from MOIEP are used to confirm services recommended for the coming year. Central office special education staff members review the MOIEP data system, visit schools, and consult with service providers, program staff members, and OSSI associate superintendents and directors of learning, achievement, and administration (DLAAs) 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 central office special education staff members consult with school staff members and OSSI DLAAs to ensure that current staff members are being utilized effectively to address students' services on IEPs. As appropriate, requests for additional staffing are sent to central services special education leadership. When necessary, recommendations for staffing changes may be submitted and are reviewed by the OSSI DLAAs and DSES/DBFIS with the OSE associate superintendent.

Every effort is made to allocate staffing to meet anticipated needs for the upcoming school year. In addition, staffing issues arise throughout the year due to many factors, including student mobility, changing needs, student change of program placement, and individual class makeup. Another factor that could affect staffing is the result of a due-process decision that requires additional support. There were no permanent building staffing changes resulting from due-process hearing decisions in FY 2020. If concerns arise, staff members or parents/guardians may make requests for additional staffing or for a staffing review. Principals submit requests for additional staffing through the defined process. The central office staff member assigned to the program or cluster completes a staffing request form in collaboration with the school administrator. In FY 2020, 59 schools requested additional permanent staffing. The special education staffing review team, composed of the OSSI DLAAs, DSES/DBFIS directors, central office special education staff members, and the associate superintendent of OSE, reviews all requests to determine the appropriate recommendations.

The Office of Human Resources and Development uses vacancy reports to monitor staffing needs and continuously works to hire qualified staff members. Despite efforts to ensure that all positions are filled, vacancies do occur due to an emergency, medical leave, child-care leave, or a lack of available qualified personnel. In most cases, staff members have enough advanced time to plan for coverage using substitute personnel, temporary part-time staff members, contract providers, or redistribution of existing staff members. Parents/guardians 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 that have been impacted by the vacancy of a teacher or service provider.

**Maintenance of Effort**

Each year, to receive IDEA funding, MCPS must submit forms to demonstrate Maintenance of Effort (MOE) eligibility. MOE eligibility is achieved when budgeted expenditures for the upcoming fiscal year (column E) equal or exceed the actual expenditures of the preceding fiscal year for which actual expenditures are available (column C). The MOE compliance is achieved when the actual total expenditures for the grant year (column C) equal or exceed the actual expenditures of the preceding year (column B).

The following table shows the MOE for special education from FY 2018 to FY 2021, including transportation and fixed charges.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Funding Source</b>	<b>FY 2018 Actual</b>	<b>FY 2019 Actual</b>	<b>FY 2020 Approved Budget</b>	<b>FY 2021 Approved Budget</b>
<b>State</b>	\$56,249,716	\$58,949,605	\$60,956,743	\$72,837,830
<b>*Local</b>	\$225,745,101	\$232,712,308	\$247,390,059	\$249,469,041
<b>Transportation</b>	\$69,238,740	\$72,817,797	\$72,686,347	\$73,802,875
<b>Fixed Charges/ Benefits</b>	\$82,088,155	\$83,397,501	\$83,158,835	\$78,228,126
<b>TOTAL</b>	<b>\$433,321,712</b>	<b>\$447,877,211</b>	<b>\$464,191,984</b>	<b>\$474,337,872</b>

**\*Local excludes expenditures for Infants and Toddlers**

**FY 2021 MCPS Special Education and Related Services Budget Guidelines**

The number and type of staff members incorporated into the Montgomery County Public Schools (MCPS) special education budget meets the diverse needs of students with disabilities. The allocation of special education staffing begins with a projection of the number of students and services for the coming fiscal year. Each year, staff members from the Department of Facilities Management, the Department of Special Education Services, and the Division of Business, Fiscal and Information Systems prepare an estimate of the number of students needing services. The enrollment projections serve as a base to determine the number and type of staff members required to provide adequate staffing.

The location and distribution of the various special education services throughout the county affect the number and type of staff members needed to provide a Free Appropriate Public Education. Sometimes it is necessary to open a new special education classroom, or site, in a particular location to limit the time students spend being transported, thereby allowing them to attend school in their home cluster. Consequently, the location of special education classrooms and services and models may require additional staffing.

Enrollment; class size guidelines; distribution of classes; nature of the disability; specific disability service models; time requirements for staff members to fulfill indirect service responsibilities such as planning, case management, participation in meetings, completing assessments; and legal considerations are reviewed and balanced to determine the number and type of staff members required. The *FY 2021 Special Education Staffing Plan* incorporates the Special Education Staffing Plan Committee's input regarding special education staffing improvements and priorities. Below is information about the various special education instructional service models and the guidelines used for determining the number and type of specific staffing required.

\* Teacher=Tchr      Speech Pathologist=SP      Occupational Therapist/Physical Therapist=OT/PT      Teaching Station=TS

	Service Description	Services	Instructional Models	
			Professional Staff	Paraeducators
<p><b>Resource Services</b></p> <p>Resource room services are available in all MCPS schools. Secondary resource services provide students with disabilities, general education students, and students with 504 Plans with the support they need to be academically successful in the general education environment. Resource teachers provide an array of services to students with disabilities including strategy-based instruction; direct instruction aligned with the Maryland College and Career-Ready Standards in reading/language arts, writing, mathematics, and organizational skills in preparation for the Partnership for Assessment of Readiness for College and Careers.</p> <p>Most elementary and all middle schools are staffed with an hours-based staffing model and include the resource teacher in the special education staffing allocation.</p>	<p>Available in all schools</p>	<p><b>Elementary Schools</b> Based on school enrollment, schools with Learning and Academic Disabilities (LAD) classes projected to have an enrollment of fewer than 591 students receive 1.0 resource room teachers. Schools projected to have an enrollment greater than 591 students but fewer than 740 students receive 1.5 resource room teachers. Schools projected to have an enrollment greater than 740 students receive 2.0 resource room teachers.</p>	<p>N/A</p>	

FY 2021 MCPS Special Education and Related Services Budget Guidelines

	Service Description	Services	Instructional Models	
			Professional Staff	Paraeducators
Resource Services (cont.)			<p><b>Middle Schools</b> Schools are staffed using a formula based on the total number of special education classroom service hours.</p> <p><b>High Schools</b> Schools projected to have an enrollment of fewer than 991 students receive 1.0 resource room teacher. Schools projected to have an enrollment of 991 or more students, but fewer than 1,190 students, receive 1.6 resource room teachers. Schools projected to have an enrollment of 1,491 students or more receive 2.0 resource room teachers.</p>	N/A
Learning and Academic Disabilities (LAD)	<p>Elementary LAD classes provide services to students with a disability that impacts their academic achievement. Students served by this model receive considerable amounts of special education support in the general education environment, but require additional services to demonstrate progress toward Individualized Education Program (IEP) goals and objectives. Selected elementary schools provide this service.</p> <p>Secondary LAD services, available in all secondary schools in MCPS, provide services to students with a disability that impacts their academic achievement. Students served by this model receive a considerable amount of special education support, but need additional services to demonstrate progress toward their IEP goals and objectives. These services are provided in a continuum of settings that may include components of self-contained classes, cotaught general education classes, and other opportunities for participation with nondisabled peers.</p>	<p>Elementary— Designated sites</p> <p>Available in all middle and high schools</p>	<p>1 Tch:r:TS</p> <p>1 Tch:r:TS</p>	<p>0.875</p> <p>0.875</p>

**FY 2021 MCPS Special Education and Related Services Budget Guidelines**

	<b>Service Description</b>	<b>Services</b>	<b>Instructional Models</b>	
			<b>Professional Staff</b>	<b>Paraeducators</b>
<b>Learning for Independence (LFI)</b>	LFI services are designed for students with complex learning and cognitive needs, including mild to moderate intellectual disabilities. Services support the implementation of Alternate Learning Outcomes (ALO) aligned with the curriculum. 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 to apply academic concepts 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 MCPS.	Designated elementary, middle, and high schools in clusters	1 Tchr:TS	0.875
<b>Gifted and Talented/Learning Disabled Services (GT/LD)</b>	Twice-exceptional students receiving GT/LD services demonstrate superior cognitive ability in at least one area and typically have production problems, particularly in the area of written expression. GT/LD services provide students with specialized instruction, adaptations, and accommodations that facilitate appropriate access to rigorous instruction in the least restrictive environment, which may include placement in Honors or Advanced Placement classes, and access to the acceleration and enrichment components in the MCPS instructional guidelines. Some students may receive services in specialized classrooms.	Regional designated elementary  Regional designated middle and high schools	1 Tchr:TS  1 Tchr:TS	0.875  0.875
<b>Elementary School-based Learning Center (LC)</b>	Elementary school-based LCs provide comprehensive special education and related services for students in Grades kindergarten (K)–5. The program offers a continuum of services in self-contained classes, with opportunities to be included with nondisabled peers in the general education environment. These services address the goals and objectives in the student's IEP while ensuring access to the general curriculum through strategies such as assistive technology, reduced class size, and differentiated instruction.	Designated elementary schools within each cluster	1 Tchr:TS	0.875
<b>Home School Model (HSM)</b>	Elementary HSM supports students in Grades K–5 with 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 2021 MCPS Special Education and Related Services Budget Guidelines**

	Service Description	Services	Instructional Models	
			Professional Staff	Paraeducators
<b>Carl Sandburg Learning Center</b>	Carl Sandburg LC is a Grades K-5 special education school that serves students with multiple disabilities, including intellectual disabilities, Autism Spectrum Disorders (ASD), language disabilities, emotional, and other learning disabilities. Services are designed for elementary students who need a highly structured setting, small student-to-teacher ratio, and access to the MCPS general education curriculum or ALOs aligned with the curriculum. Modification of curriculum materials and instructional strategies, based on student needs, is the basis of all instruction. Emphasis is placed on the development of language, academic, and social skills provided through a trans-disciplinary model of service delivery in which all staff members implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in their classroom setting. To address behavioral goals, services may include a behavioral management system, psychological consultation, and crisis intervention.	Separate special education day school	1 Tchr:TS	1.750
<b>School Community-based (SCB) Program</b>	SCB program services are designed for students with severe or profound intellectual disabilities and/or multiple disabilities. Students typically have significant needs in the areas of communication, personal management, behavioral management, and socialization. The program emphasizes individualized instruction, utilizing ALOs aligned with the curriculum in comprehensive schools and related community and work environments. The SCB model includes the following components: age-appropriate classes, heterogeneous groupings, peer interactions, individualized instruction, community instruction, and transition. The program is available in all clusters. The goal of the program is to prepare students to transition to post-secondary opportunities upon graduation with a certificate from MCPS.	Designated elementary, middle, and high schools in or 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 ALOs aligned with the curriculum to prepare the students for transition to the high school program. The high school program emphasizes Alternate ALOs aligned with the curriculum 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 and community readiness.	Separate special education day school	1 Tchr:TS	1.000
<b>Stephen Knolls School</b>	Stephen Knolls School provides services for students ages 5-21 with severe to profound intellectual disabilities and multiple disabilities. ALOs aligned with the curriculum are utilized to provide students with skills in the areas of communication, mobility, self-help, modified academics, and transition services.	Separate special education day school	1 Tchr:TS	1.750

**FY 2021 MCPS Special Education and Related Services Budget Guidelines**

	<b>Service Description</b>	<b>Services</b>	<b>Instructional Models</b>	
			<b>Professional Staff</b>	<b>Para-educators</b>
<b>Longview School</b>	Longview School provides services to students ages 5–21 who have severe to profound intellectual disabilities and multiple disabilities. ALOs aligned with the curriculum are utilized to provide students with skills in the areas of communication, mobility, self-help, modified 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 elementary, middle, and high school age with the most significant cognitive disabilities, multiple disabilities, and/or Autism. These are students with a history of receiving systematic behavioral supports and services to reduce self-injurious and/or disruptive behaviors. The goal of the Extensions Program is to provide intensive educational programming to enable these students to acquire appropriate social and communication skills to facilitate their access to Alternate ALOs aligned with the curriculum, and post-secondary opportunities including readiness for career and community.	Designated elementary, middle, and high schools	1 Tchr:TS	2.625
<b>Social Emotional Special Education Services (SESES)</b>	SESES are provided to students who demonstrate significant social-emotional learning and/or behavioral difficulties that adversely impacts their success in school. These students access the MCPS general education curriculum, but emotional and behavioral challenges often interfere with their ability to achieve academic success and participate appropriately in an educational environment. These students are served in a continuum of settings including general education environments with opportunities for participation with nondisabled peers or separate classes, as appropriate.	Designated elementary, middle, and high schools in each area or countywide	1 Tchr:TS	1.500
<b>Bridge Services</b>	Bridge Services serve 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 to access their academic program. Comprehensive behavioral management strategies include proactive teaching and rehearsal of social skills, as well as the use of structured and consistent reinforcement systems. Services are provided in a continuum of settings, which may include separate classes with opportunities for participation in general education environments with nondisabled peers, as appropriate.	Designated middle and high schools serve students countywide	1 Tchr:TS	1.250

**FY 2021 MCPS Special Education and Related Services Budget Guidelines**

	<b>Service Description</b>	<b>Services</b>	<b>Instructional Models</b>	
			<b>Professional Staff</b>	<b>Para-educators</b>
<b>John L. Gildner Regional Institute for Children and Adolescents (RICA)–Rockville</b>	<p>RICA, in collaboration with the Maryland State Department of Health, provides appropriate educational and treatment services to all students and their families through highly structured, intensive special education services with therapy integrated in a day and residential treatment facility. An interdisciplinary treatment team, consisting of school, clinical, residential, and related service providers develops the student's total educational plan and monitors progress. Consulting psychiatrists, a full-time pediatrician, and a school community health nurse also are on staff.</p> <p>RICA offers fully accredited special education services which emphasize rigorous academic and vocational/occupational opportunities; day and residential treatment; and individual, group, and family therapy. The RICA program promotes acquisition of grade- and age-appropriate social and emotional skills and allows students to be college and career ready.</p>	Separate special education day school	1 Tchr:TS	1.250
<b>Services for Students with ASD</b>	<p>The Comprehensive Autism Preschool Program provides highly intensive and individualized services for students ages 3 to K. Students receive instruction in the general education curriculum to prepare them for K. Evidence-based practices are utilized to increase academic, language, social, and adaptive skills to provide access to a variety of school-age services and to maximize independence in all domains.</p> <p>Autism services for students, elementary through age 21, provide access to ALOs aligned with the curriculum. To improve learning and communication, students receive intensive instruction based on the principles of applied behavior analysis in a highly structured setting, which provides opportunities for participation with nondisabled peers. At the secondary level, students also receive vocational and community support.</p> <p>Secondary Autism Resource Services, located in three middle and three high schools, are designed for students with ASD who are diploma-bound and have difficulty mastering grade-level curriculum. These students require a modified pace and individual accommodations representative of the needs and characteristics of students with ASD. Students receive instruction in the general education curriculum with the supports indicated on their IEPs. Access to the general education curriculum with enrichment is reinforced.</p>	<p>Prekindergarten (pre-K)—designated elementary schools serve pre-K students throughout the county</p> <p>School-aged—designated elementary, middle, and high schools located regionally throughout the county</p> <p>Secondary School Autism Resource Services—three middle and three high schools located regionally</p>	<p>1 Tchr:TS</p> <p>1 Tchr:TS</p> <p>1 Tchr:TS</p>	<p>3.440</p> <p>1.750</p> <p>1.750</p>

**FY 2021 MCPS Special Education and Related Services Budget Guidelines**

	<b>Service Description</b>	<b>Services</b>	<b>Instructional Models</b>	
			<b>Professional Staff</b>	<b>Para-educators</b>
<b>Transition Services</b>	Transition services are provided to students receiving special education, ages 14 or older, to facilitate a smooth transition from school to college, career, and/or community. These activities include, but are not limited to, postsecondary education, workforce experiences, continuing and adult education, adult services, independent living, and/or community participation. Services are based on the individual student's needs, considering the student's strengths, preferences, and interests. Transition services are delivered through direct and/or indirect support coordinated by a transition support teacher.	Services available in secondary schools throughout the county	1.0 Tchr	
<b>Services for Deaf/Hard of Hearing (D/HOH)</b>	D/HOH services provide comprehensive educational supports and audiological services to students who are deaf or have a significant hearing loss. These services, provided by itinerant teachers, enable students to develop effective language, communication, and self-advocacy skills necessary to access the general education curriculum. Students with more significant needs may 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  Special classes: one pre-K, three elementary, one middle, and one high school serve students throughout the county	1 Tchr:17	N/A
<b>Physical Disabilities Program</b>	Related services of OT and PT are provided to students with disabilities throughout MCPS in their home school or assigned location. The type and frequency of services are based on individual needs and include direct therapy and consultation to team members. Pre-K and elementary students with significant physical needs receive services in one of two countywide inclusive locations.	Resource services available throughout the county  Special classes: two elementary schools  One pre-K class	36:1  1 Tchr:TS  1 Tchr: TS	N/A  1.5  0.875
<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 pre-K class prepares students who are blind or have low vision for entry into K.  Itinerant vision services are provided to school-age students in their assigned school. Skills taught include visual utilization, vision efficiency, reading and writing using Braille, and the use of assistive technology. Students may receive orientation and mobility instruction to help them navigate their environment. Students over the age of 14 receive specialized transition support, as appropriate.	Resource services available throughout the county  Special class: one elementary school serves preschoolers throughout the county	Orientation and Mobility 20:1 Resource 20:1  1 Tchr:TS	0.875

**FY 2021 MCPS Special Education and Related Services Budget Guidelines**

		<b>Service Description</b>	<b>Services</b>	<b>Instructional Models</b>	
				<b>Professional Staff</b>	<b>Para-educators</b>
<b>Speech and Language Services</b>		Speech and Language Services provide comprehensive services for the assessment, diagnosis, and intervention of communication disabilities related to educational success. The goal of SPs is to support the development of students' language, vocabulary, and expressive communication skills and their access to the general education curriculum. Services focus on oral, gestural, and/or augmentative communication skills. The type and frequency of services provided are determined by individual student needs.	Resource services available throughout the county's preschool school-age private/religious schools  Special classes: designated elementary schools serve pre-K students throughout the county, two or five days per week	40:1.0 57.6:1.0 57.6:1.0	N/A N/A N/A  0.875
<b>Augmentative and Alternative Communication (AAC) Classes</b>		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 to access the general education curriculum. Emphasis is on the use of alternative communication systems to enhance language and vocabulary development, and expressive communication skills. Services and supports are provided primarily within the general education environment.	Special classes located in two elementary schools serve students throughout the county	1 Tchr:TS	1.750
<b>Interdisciplinary Augmentative Communication and Technology Team (InterACT)</b>		Assistive technology services provide support for students from birth–21 years old. InterACT services support students who are severely limited in verbal expression or written communication skills, often due to physical disabilities. InterACT focuses on the use of augmentative communication and assistive technology devices to increase and expand students' communication skills. InterACT also addresses the provision of adapted technology for students with physical disabilities to access curricular materials. Services are provided in the natural environment for children birth through 3 years old, or in the elementary, middle, or high school classroom setting for students pre-K through age 21.	Services available throughout the county	SLP–1/68 Services Tchr–1/135 Services OT–1/338 Services PT–1/680 Services	0.875/472 Services

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	<b>Service Description</b>	<b>Services</b>	<b>Instructional Models</b>	
			<b>Professional Staff</b>	<b>Paraeducators</b>
<b>Preschool Education Program (PEP)</b>	PEP provides a continuum of pre-K services and classes for children with disabilities ages three to K. PEP serves children with delays in multiple developmental domains that affect the child's ability to learn and access the pre-K curriculum. Services range from itinerant services for children in community-based childcare settings and preschools to home-based services for medically fragile children. Two early childhood centers and selected pre-K general education classrooms include students with disabilities in the regular education setting. PEP PILOT provides an early childhood setting for students with mild delays; PEP collaboration classes offer inclusive opportunities for pre-K students utilizing a coteaching model. Special education classes are provided for children who need a specialized comprehensive approach to learning. PEP Classic and PEP Intensive Needs classes serve children with developmental delays in a special education setting. PEP five-hour classes serve students with moderate-to-severe delays and/or multiple disabilities. Classes are offered at selected elementary schools in one or more quad-cluster administrative area(s).	<p>PEP 2.5-Hour: Classic, PILOT, and Collaboration classes (half-day)</p> <p>Intensive Needs Speech/Language OT and PT</p> <p>PEP Itinerant/ Medically Fragile</p> <p>PEP 5-Hour</p> <p>Early Childhood Center</p> <p>Inclusive pre-K sites</p>	<p>1.0 Tchr/TS 0.3 SP</p> <p>1.0 Tchr/TS 0.3SP 0.2 OT</p> <p>8.0Tchr 3.2 SP 2.4 OT 0.8 PT</p> <p>1.0 Tchr 0.2 SP 0.2 OT 0.3 PT</p> <p>1.0 Tchr 0.2 SP 0.2 OT 0.3PT</p> <p>0.5 Tchr 0.1 SP</p>	<p>0.875/TS</p> <p></p> <p>0.75/TS</p> <p>0.875/TS</p> <p>0.5625/TS</p>
<b>Montgomery County Infants and Toddlers Program (MCITP)</b>	MCITP provides early intervention services to families of children with developmental delays from birth–3 years old, or until the start of the school year after the child's fourth birthday under the Extended Individualized Family Service Plan option. Services are provided in the natural environment and may include specialized instruction, auditory and vision instruction, and PT, OT, and speech-language services. Services are provided using an adult/caregiver coaching model. Families and providers work as a team to define priorities, learn about available resources, and discuss the child's strengths and needs.	<p>Home-based for individual students</p> <p>MCITP teacher</p> <p>Speech/Language</p> <p>OT</p> <p>PT</p> <p>Vision</p> <p>D/HOH</p>	<p>1.0 Tchr/68 services</p> <p>1.0 SP/68 services</p> <p>1.0 OT/68 services</p> <p>1.0 PT/68 services</p> <p>1.0 Tchr/68.0 services</p> <p>1.0 Tchr/68.0 services</p>	<p>N/A</p>

FISCAL YEAR 2021 PROJECTED SPECIAL EDUCATION ENROLLMENT, SERVICES and POSITIONS  
June 2020

Department of Special Education Services	FY 2020 Budget						FY 2021 Budget					
	Students	Admin	Teachers	Other Prof	PARAs	Other Support	Students	Admin	Teachers	Other Prof	PARAs	Other Support
<b>Learning Disabilities:</b>												
Resource Only	1,137											
Learning Centers, Elementary	759		80.5	6.5	68,250							
Learning and Academic Disabilities	2,745		258.0	5.0	148,549							
Hours Based Staffing	3,175		259.0	8.0	185,062							
Home School Model	3,552		377.3		185,126							
GT/LD	155		11.8		10,325							
Secondary Intensive Reading												
<b>Intellectual Disabilities (ID):</b>												
School/Community Based Programs	364		65.0		97,500							
Extensions	74	1.0	19.5	5.5	42,000		1.0	18.5	5.5	39,375		
Learning for Independence	826		79.0		71,750			84.3		73,500		
LD/ID Program Support		3.0	4.0	5.0		2,000	3.0	4.0	5.0		2,000	
<b>Social Emotional Support Services:</b>												
Special Classes	638		99.1	16.7	139,250							
Program Support		1.0	8.0	25.5		3,000	1.0	8.0	25.5		4,000	
<b>Autism:</b>												
Special Classes	815		126.0	8.8	252,030							
Program Support		1.0	4.2			1,900	1.0	3.7			1,000	
<b>Transition Services:</b>												
School-Based Resource Services	6,298		28.0		8,750							
Nonschool-Based Programs	62		11.5		7,500							
Program Support		1.0	6.0	1.5		1,000						
<b>Special Schools:</b>												
Longview	56	1.0	10.9	0.3	15,750		1.0	11.9	0.5	16,250		2,875
Stephen Knolls	45	1.0	10.3	1.0	14,000		1.0	9.80	0.50	14,000		2,380
Carl Sandburg	90	1.0	18.2	4.0	26,250		1.0	17.2	4.0	24,500		2,875
Rock Terrace	93	2.0	18.2	2.4	16,875		2.0	18.2	2.4	16,875		3,500
RICA	100	2.0	21.1	5.0	17,500		2.0	22.1	4.0	17,500		5,500
Model Learning Center			1.5					1.5				
<b>Itinerant Paraeducators</b>												
		1.0	16.6	1.0	152,325		1.0	16.6	3.0	200,325		1,000
<b>School-Based Services Administrative Support</b>												

Continued on next page

FISCAL YEAR 2021 PROJECTED SPECIAL EDUCATION ENROLLMENT, SERVICES and POSITIONS

June 2020

Continued from previous page

	FY 2020 Budget						FY 2021 Budget					
	Students	Admin	Teachers	Other Prof	PARAs	Other Support	Students	Admin	Teachers	Other Prof	PARAs	Other Support
<b>Prekindergarten, Programs and Services</b>												
<b>Deaf And Hard of Hearing:</b>												
Resource Program Services	235		13.0	0.2		36,500	312		13.5	0.2		36,500
Special Classes	155		22.6	7.0	19,076		159		23.0	7.0	19,425	
Program Support		1.0		3.5		1,000		1.0		4.0		1,000
<b>Visual Impairments:</b>												
Resource Program Services	316		12.5	0.2	0.500	2,000	316		12.5	0.2	0.500	2,000
Special Classes	22		3.0	1.0	3,500		22		3.0	1.0	3,500	
Program Support						1,000						1,000
<b>Physical Disabilities:</b>												
Resource Program Services	3,175			92.2			3,100			92.2		
Special Classes	37		5.9	2.0	7,625		36		5.9	2.0	7,625	
Program Support		1.0	2.0			2,750		1.0	2.0			2,750
<b>Speech and Language Disabilities:</b>												
Resource Program Services	9,558		191.5	1.7	4,813		10,826		193.9	1.7	4,813	
Special Classes	144		5.5	6.0			102		5.5	6.0		
Program Support		1.0	6.0			2,000		1.0	6.0			2,000
<b>InterACT:</b>												
InterACT Services (PreK-12)	540		4.0	8.6	0.875		540		4.0	8.6	0.875	
Augmentative Communication	12		2.0	0.4	3,500		12		2.0	0.4	3,500	
Program Support				1.0		1,000						1,000
<b>Child Find/DESC:</b>												
Program Support		1.0		13.2				1.0		13.2		
Administrative Support						2,000						2,000
<b>Preschool Education Programs:</b>												
Special Classes	1,657		146.8	63.4	134,688		1,673		149.6	67.95	143,750	
Program Support		1.0	3.2	6.0		1,000		1.0	3.2	6.00		1,000
Arc of Montgomery County			1.7	0.9	2,250				2.2	0.85	2,250	
<b>Infants and Toddlers Services:</b>												
Deaf and Hard of Hearing	180		3.0				180		3.0			
Physical Therapy	2,450			33.8			2,450			34.0		
Occupational Therapy	1,998			26.4			1,900			26.4		
Special Instruction	5,400		71.1		37,200		5,450		73.6		37,200	
Speech & Language	5,400			72.6			5,225			72.6		
Vision	190		3.0				135		2.5			
Program Support		5.0		3.0		5,000		5.0		3.1		5,000
<b>Preschool/Related Services Administrative Support</b>												
Special Education Administrative Support		1.0		3.0		1,000		1.0		3.0		1,000
Summary:		6.0	3.0	15.0		18,600		7.0	21.5			18,600
Total Special Classroom Services	15,576	8.0	1,654.4	128.0	1,473.2	18.1	16,009	8.0	1,704.8	151.9	1,511.2	17.1
Total Resource Services	21,259	-	249.0	101.0	10.1	38.5	22,851	-	251.9	101.0	10.1	38.5
Total Infants and Toddlers Services	15,618	-	77.1	132.8	37.2	-	15,340	-	79.1	133.0	37.2	-
Total Program Support		15.0	33.4	70.5	154.7	25.7		14.0	32.9	49.0	202.7	22.8
Total Administrative Support		9.0	19.6	19.0	-	22.6		10.0	17.6	27.5	-	23.6
<b>Total by Position Type</b>		32.0	2,033.5	451.3	1,675.193	104,875		32.0	2,086.3	462.4	1,761.264	101,975
<b>Grand Total</b>												
				4,296,768					4,443.94			



## Fiscal Year (FY) 2019–2021 Special Education Improvement and Priorities Based on Staff and Community Member Input

FY 2019 Recommendations for Maintenance *	FY 2020 Recommendations for Maintenance *	FY 2021 Recommendations for Maintenance *
Description in Priority Order	Description in Priority Order	Description in Priority Order
Increased professional learning opportunities (PLOs) in positive behavioral and de-escalation strategies through schoolwide implementation of crisis prevention and intervention.	Continue with social emotional supports and add to current supports. Leverage community partnerships to support students in the Social Emotional Special Education Services with transition activities.	PLOs to promote collaboration among special education teachers, general education teachers, and paraeducators to support all students with their behavioral and academic achievement.
Collaborative training for general and special education staff members, ongoing teacher coaching, and professional learning communities in providing high quality differentiated instruction for all students with disabilities to narrow the performance gap.	Transition the remaining Learning and Academically Disabled and Resource schools to Home School Model.	PLOs focused on consistency in writing, comprehending, interpreting, and implementing Individualized Education Programs and behavioral plans.
PLOs for general and special educators on inclusive practices, including the use of paraeducators and other resources.	Provide PLOs for all staff members (including front office) helping students with emotional regulation supports, techniques, and de-escalation strategies.	PLOs for all staff members so that they may build skills to assist students with emotional supports, techniques, and de-escalation strategies.
Increased PLOs for developing Functional Behavioral Assessments and Behavioral Intervention Plans.		

\* Due to the challenging economic situation, the discussions of the staffing plan committee focused on critical areas of special education programming. The committee expressed a desire that the level of service in identified areas be maintained. This budget reflects the preservation and maintenance of those items.

<b>FISCAL YEAR (FY) 2021 MCPS Special Education Staffing Plan and Operating Budget Timeline</b>	
Associate Superintendent for Special Education Requests Public Participation on FY 2021 Special Education Staffing Plan Committee	April 25, 2019
FY 2021 Special Education Staffing Plan Committee Meets to Develop Recommendations for Special Education Staffing Improvements and Priorities	June 12, 2019
FY 2021 Recommended Special Education Staffing Improvements and Priorities Considered During the Development of the FY 2021 Operating Budget	Fall 2019
Superintendent's FY 2021 Budget Presentation	December 18, 2019
Registration begins for Montgomery County Board of Education (Board) Operating Budget Hearings (Check the Board web page for information about the registration period for public hearings.)	December 2019 through January 2020
Board Operating Budget Hearings	January 13, 2020 and January 15, 2020
Board Operating Budget Work Sessions	January 22, 2020 and January 28, 2020
Tentative Adoption of the FY 2021 Operating Budget	February 10, 2020
Board Budget Request Transmitted to County Executive and County Council	February 28, 2020
County Executive Releases the FY 2021 Operating Budget	March 16, 2020
County Council Budget Public Hearings	April 2020
County Council Work Sessions	April–May, 2020
County Council Budget Action	May 21, 2020
Final Adoption of the FY 2021 Operating Budget	June 11, 2020

**Fiscal Year 2021 Special Education Staffing Plan Committee**

<b>Name</b>	<b>Title</b>
Alfonso Windsor, Ivon	Management/Budget Specialist, Budget Unit
Blaeuer, Maria	Chair, MCCPTA Special Education Committee
Breen, Ali	Board President, GTLD Network
Brown, Jamie	President, The Learning Disabilities Association of Montgomery County
Brown, Wanda	Representative, Montgomery County Maryland Branch of NAACP
Byrd, Robbie M.	Fiscal Specialist, Office of Special Education (OSE)
Catena, Mary Rose	Instructional Specialist, Division of Prekindergarten, Special Programs, and Related Services (DPSPRS)
Collins, William J.	Assistant Principal, Poolesville Elementary School
Cropp, Amy S.	Director, DPSPRS
DeFosse, Pamela A.	Supervisor, Speech and Language Services
Dimmick, Cary D.	Principal, Gaithersburg High School
Dinga, Stephanie R.	Principal, Goshen Elementary School
Dorner, Martha F.	Fiscal Specialist, Division of Business, Fiscal and Information Systems (DBFIS)
Geness, Simone A.	Supervisor, Transition Services Unit
Hall, Julie S.	Director, DBFIS
Heatwole, Kyle J.	Principal, Flora M. Singer Elementary School
Heck, Lisa M.	Instructional Specialist, DBFIS
Hoffman, Joanne C.	Supervisor, Central Placement Unit
Kannan, Amuthan	Parent, Wootton High School
Keisler, Susan	Executive Director, Partnership for Extraordinary Minds
LaBatt, Arronza M.	Executive Director, Chief of School Support and Improvement
Leety-Weinstein, Jessica K.	Teacher, Special Education Program Specialist, Little Bennett Elementary School
Lertora, Katherine W.	Assistant Principal, Roberto W. Clemente Middle School
Levey, Brooke	Executive Director, Down Syndrome Network of Montgomery County
Levy, Janet E.	Teacher Special Education, Brooke Grove Elementary School
Lowndes, Kevin E.	Associate Superintendent, OSE
Lynch, Philip A.	Director, Department of Special Education Services (DSES)
Marella, Daniel K.	Acting Chief Financial Officer
Munsey, Joshua H.	Principal, RICA–John L. Gildner Regional Institute for Children and Adolescents
Murek, Sally R.	Coordinator, Paraeducator Program, Office of the Chief Academic Officer
Nardi, Christopher B.	Principal, Thomas W. Pyle Middle School
Parrott, Margaret A.	Instructional Specialist, Transition Services Unit
Piper, Dawn	Education Chair, Down Syndrome Network of Montgomery County
Redgrave, Kim M.	Principal, Stephen Knolls School
Shawver, Chrissy	Chief Executive Officer, The ARC of Montgomery County
Smith, Claudette R.	Supervisor, DSES
Staton, Craig W.	Principal, Julius West Middle School
Strouble, Jennifer R.	Instructional Specialist, DSES
Taylor, Jeanne M.	Special Education Paraeducator, Farquhar Middle School
Thomas, Beth F.	Assistant Principal, Hallie Wells Middle School
Valera, Javier	President, Down Syndrome Network of Montgomery County
Wantanabe-Tate, Rachel	Vice Chair, MCCPTA, Special Education Committee
Whitfield, Donald	Parent, John T. Baker Middle School

Committee Support: Ruth M. Campbell, administrative secretary, DBFIS, 240-740-3850; Ruth\_M\_Campbell@mcpsmd.org

**Department of Special Education Services  
Division of Business, Fiscal and Information Systems  
Professional Development Plan  
Fiscal Year 2021**

**Teacher Sessions**

Academic Interventions: <i>Math 180</i>
Academic Interventions: <i>Really Great Reading</i>
Academic Interventions: <i>Systems 44</i>
Academic Interventions: <i>iReady Math</i>
Academic Interventions: <i>iReady Reading</i>
Augmentative and Alternative Communication: Functional Communication: Using Picture Exchange Strategies
Augmentative and Alternative Communication: Supporting Written Communication for Students with Physical Disabilities
Augmentative and Alternative Communication: Strategies and Operation of Specific Devices
Augmentative Communication and Assistive Technology: Strategies to Support Early Language Learners
Augmentative Communication and Assistive Technology: <i>Boardmaker Studio-Basics</i>
Autism: Serving Students with Autism Spectrum Disorders in the Least Restrictive Environment
Autism: Supporting Students with Autism Spectrum Disorders in Comprehensive Elementary Schools
Autism: Best Practices for Teaching Elementary Students with Autism
Autism: Best Practices for Teaching Secondary Students with Autism
Deaf and Hard of Hearing (D/HOH): Addressing the needs of D/HOH students with behavioral or mental health concerns ( <i>Be Well 365</i> )
D/HOH: Instructional and Behavioral Strategies to Address the Needs of Students who are D/HOH with Little/No Prior Schooling or Formal Language
D/HOH: Math Talk: Using Classroom Discussions in Teaching Math with D/HOH Students
Alternate Learning Curriculum Resource—Unique Learning Systems
Crisis Prevention Institute Nonviolent Crisis Intervention Training—without physical interventions
Evidence-based Practices for Maximizing Literacy for Students with Significant Cognitive Disabilities
Unique Learning Systems and alignment to MCPS curriculum
Functional Behavioral Assessment and Behavioral Intervention Plan Development and Implementation
Professional Development: Multi-State Alternate Assessment (MSAA)
Lead Elementary Special Education Teachers—Specially Designed Instruction
First Year Teacher Training
High Incidence Accessible Technology (HIAT): Assistive Technology Consideration
HIAT: Assistive Technology Implementation and Documentation
HIAT: Assistive Technology in School and on the Individualized Education Program (IEP)
HIAT: Introduction to <i>Bookshare</i>
HIAT: Introduction to <i>Read &amp; Write</i> for Google
HIAT: Leveling the Playing Field—Accessible Curriculum Materials and Tools
HIAT: Using Universal Protocol for Accommodations in Reading to Determine Reading Accommodations
HIAT: Guide to Selecting and Documenting Accommodations
HIAT: Making Everyday Curriculum Materials Accessible for All Learners

**Department of Special Education Services  
Division of Business, Fiscal and Information Systems  
Professional Development Plan  
Fiscal Year 2021**

**Teacher Sessions**

HIAT: Speech-to-text–Decision Making and Overview
HIAT: Speech-to-text–Using Speech-to-Text in the Classroom
HIAT: Technology–Supporting Writers with Clicker Software
HIAT: Universal Design for Learning (UDL)–Everyday UDL Webinar Series
HIAT: UDL–Introduction to UDL
Physical Disabilities: Occupational Therapists/Physical Therapists Professional Learning Community Sessions
Physical Disabilities: Perspectives on Practice for Occupational and Physical Therapists
Physical Disabilities: Documenting Safe Meal Time Support
Physical Disabilities: Data Collection Methods for Occupational and Physical Therapists
Physical Disabilities: Handwriting: The Role of the Occupational Therapist
Physical Disabilities: Use of Physical Therapy Equipment: Bootcamp and Refresher for School-Age Physical Therapists
Home School Model: Behavior Management Strategies
Hours-based Staffing
Medical Assistance: Certification Training
Multi-Sensory Foundational Reading Strategies
New Teacher Orientation
Nonviolent Crisis Intervention: Initial and Refresher Courses
Orton-Gillingham Methodologies
Prekindergarten (pre-K): Maryland’s Child Outcomes Summary Process
Pre-K: Maryland’s Early Learning Assessment
Pre-K: Maryland Social Emotional Foundations for Early Learning Pyramid Model
Pre-K: Developing Standards-based, High-quality IEPs
Pre-K: Performance Matters/Data Collection in the pre-K Classroom
Pre-K: Co-teaching Practices for pre-K Inclusive Settings
Pre-K: Eureka Math Curriculum Training
Resource Teacher in Special Education secondary meetings
Section 504 Basics: Determination of Eligibility and Development of Appropriate Accommodations
Speech and Language Services: Best Practices for Working with Students with Augmentative and Alternative Communication Needs
Speech and Language Services: The Impact of Poverty on the Development of Oral Communication Skills
Speech and Language Services: The Use of Authentic Assessment Measures in Determining Special Education Eligibility for Culturally and Linguistically Diverse Students
Social Emotional Special Education: Secondary programwide training
Standards-based Mathematics Instruction for Students with Significant Cognitive Disabilities
Transition Services: Transition Services Updates for Nonpublic Schools (September 2020, January 2021, and April 2021)
Transition Services: Transition Services Awareness for Middle and High School (Online Module)
Transition Services: Transition Support Teachers Summit and Professional Learning Communities (August 2020 - May 2021)
Twice Exceptional Students: Recognizing and Serving Elementary Students

**Department of Special Education Services  
 Division of Business, Fiscal and Information Systems  
 Professional Development Plan  
 Fiscal Year 2021**

**Teacher Sessions**

Twice Exceptional Students: Differentiating Elementary Instruction
Twice Exceptional Students: Recognizing Characteristics and Differentiating Instruction for Secondary Students
Vision Services: Teaching Strategies and Resources for Sensorimotor Stage Learners (as part of the ongoing Cortical Visual Impairments (CVI) training)
Vision Services: Building the Capacity of Vision Staff in Assessing and Selecting Appropriate Technology for Accessing Curriculum Materials
Vision Services: Strategies for Phase III CVI Learners <i>What's the Complexity? Weighing the Task vs. the Environment</i>
Eureka Math training for elementary teachers
Benchmark training for elementary teachers
Study Sync training for secondary teachers
Learn Zillion training for secondary teachers
Utilizing Specially Designed Instruction in Mathematics
Curriculum training for Learning Center teachers
Curriculum training for teachers of students on the Alternate Learning Outcomes

**Department of Special Education Services  
Division of Business, Fiscal and Information Systems  
Professional Development Plan  
Fiscal Year 2021**

**Paraeducator Sessions**

Adapting and Differentiating Materials
Elementary Paraeducators: Fading Supports and Building Independence
Autism: Best Practices for Teaching Elementary Students with Autism
Autism: Best Practices for Teaching Secondary Students with Autism
Augmentative Communication and Assistive Technology: <i>Boardmaker Studio-Basics</i>
Collaboration with Clinicians for Paraeducators at the Regional Institute for Children and Adolescents
Collaboration with teachers
Data Collection and Analysis
Resources and Materials to Support the Instruction of Elementary Non-diploma-bound Students
Resources and Materials to Support the Instruction of Secondary Non-diploma-bound Students
Accommodations and Modification: Hands-on Applications: Elementary Paraeducators
Accommodations and Modification: Hands-on Applications Secondary Paraeducators
Reading and Writing Technology Tools to Support Struggling Students
<i>Activinspire Beginner</i>
<i>Activinspire Intermediate</i>
<i>Activinspire Advanced</i>
Deaf and Hard of Hearing (D/HOH): Basic Sign Language for Paraeducators
DHOH: Intermediate Sign Language for Paraeducators
D/HOH: Math Talk: Using Classroom Discussions in Teaching Math with D/HOH Students
DHOH: Tech Training for Managing Zoom Sessions and Breakout Rooms
D/HOH/Vision: Behavioral De-escalation Strategies for D/HOH and Vision Students K-12
D/HOH/Vision: Supporting the Special Educator in the Maryland Online Individualized Education Program Process
Vision: Strategies and Materials for Phase III Cortical Visual Impairments Learners.
Strategies for Paraeducators Working Effectively with Students with Special Needs in Physical Education
Language Development Strategies
Nonviolent Crisis Intervention: Initial and Refresher Courses
Prekindergarten (pre-K): Maryland Social Emotional Foundations for Early Learning Pyramid Model
Pre-K: Data Collection in the Prekindergarten Classroom
Pre-K: Eureka Math Curriculum Training
<i>Really Great Reading</i>
<i>iReady Math</i>
<i>iReady Reading</i>
Secondary Research Tools

**Department of Special Education Services  
 Division of Business, Fiscal and Information Systems  
 Professional Development Plan  
 Fiscal Year 2021**

**Paraeducator Sessions**

Rational Detachment Training
Developing Positive Behavioral Interventions for Students with Intellectual Disabilities
Emotional Disabilities: Elementary Programwide Training
Transition Services: Transition Services in a Virtual Platform (Para Professional Day)
Transition Services: Job Coaching and Travel Training (Para Professional Day and HS Discrete ALO programs)
Twice-exceptional Students: Support in the General Education Classroom
<i>Zones of Regulation</i>
Eureka training for elementary paraeducators
Benchmark training elementary paraeducators



## NON-OPERATING BUDGET POSITIONS

FUNDING SOURCE	OFFICE/DEPARTMENT/DIVISION AND POSITION TITLES	FY 2019 Actual	FY 2020 Current	FY 2021 Requested	FY 2021 Approved	FY 2021 Change
Trust Funds	<b>Office of Finance:</b>					
	<b>Department of Employee and Retiree Services</b>					
	Chief Financial Officer (Q)					
	Director of Employee and Retiree Services (Q)	0.3	0.3	0.3	0.3	
	Director, Benefits Strategy/Vendor Rel.(P)	1.0	1.0	1.0	1.0	
	Senior Specialist, Insurance and Retirement (J)	1.0	1.0	1.0	1.0	
	Supervisor (H)	0.3	0.3	0.3	0.3	
	Wellness Coordinator (26)	1.0	1.0	1.0	1.0	
	Data Integration Specialist II (25)					
	Risk Management Specialist (24)	1.0	1.0	1.0	1.0	
	Data Integration Specialist (23)	1.0	1.0	1.0	1.0	
	Data Support Specialist (21)			1.0	1.0	1.0
	Communications Specialist (21)	0.8	0.8	0.8	0.8	
	Specialist, Insurance and Retirement II (21)	1.0				
	Specialist, Leave Admin/Wkrs Comp (19)	1.0	2.0	2.0	2.0	
	Specialist, Insurance and Retirement (19)	2.0	2.0	2.0	2.0	
	Administrative Secretary III (16)	0.3	0.3	0.3	0.3	
Administrative Secretary II (15)	1.0	1.0			(1.0)	
Transactions Assistant I (15)	4.8	5.0	5.0	5.0		
Total	16.3	16.5	16.5	16.5		
Pension Fund	<b>Division of Investments</b>					
	Chief Investment Officer (P)	1.0	1.0	1.0	1.0	
	Senior Investment Officer (M)	0.8	0.8	0.8	0.8	
	Investment Officer (K)			1.0	1.0	1.0
	Investment Analyst (26)	1.0	1.0	1.0	1.0	
Administrative Secretary III (16)	1.0	1.0	1.0	1.0		
Subtotal	3.8	3.8	4.8	4.8	1.0	
Trust Funds	Specialist, Insurance and Retirement (19)	1.0	1.0	1.0	1.0	
	Total	4.8	4.8	5.8	5.8	1.0
Trust Funds	<b>Division of Financial Services</b>					
	Staff Accountant (22)	1.0	1.0	1.0	1.0	
	Benefits Collection Specialist (15)	1.0	1.0	1.0	1.0	
Total	2.0	2.0	2.0	2.0		
Capital Budget	<b>Office of Operations:</b>					
Capital Budget	<b>Real Estate Management Fund</b>					
	Real Estate Management Specialist (25)	1.0	1.0	1.0	1.0	
Capital Budget	<b>Division of Construction</b>					
	Team Leader (M)	2.0	2.0	2.0	2.0	
	Assistant to the Director (K)					
	Special Projects Facilities Manager (K)	3.0	3.0	3.0	3.0	
	LEED Program Manager (26)	1.0	1.0	1.0	1.0	
	Construction Management Specialist (25)					
	Project Manager (25)	9.0	9.0	9.0	9.0	
	Construction Services Specialist (24)	1.0	1.0	1.0	1.0	
	Construction Supervisor (23)	2.0	2.0	2.0	2.0	
	Commissioning Coordinator (23)					
	Assistant Project Manager (23)	3.0	3.0	3.0	3.0	
	Construction Inspector Supervisor (23)					
	Site Development Coordinator (23)	1.0	1.0	1.0	1.0	
	Fiscal Assistant V (22)	2.0	2.0	2.0	2.0	
	Project Engineer II (22)	4.0	4.0	4.0	4.0	
	Project Engineer (21)	7.0	7.0	7.0	7.0	
	Mechanical Construction Specialist (21)					
	Energy Management Specialist (20)					
	Project Designer (20)	2.0	2.0	2.0	2.0	
	Capital Improvements Project Coordinator (20)					
Fiscal Assistant IV (18)	1.0	1.0	1.0	1.0		
Administrative Secretary III (16)				1.0	1.0	
Administrative Secretary II (15)	1.0	1.0	1.0		(1.0)	
Fiscal Assistant I (13)	1.0	1.0	1.0	1.0		
Secretary (12)	1.0	1.0	1.0	1.0		
Office Assistant III (10)	1.0	1.0	1.0	1.0		
Total	42.0	42.0	42.0	42.0		

## NON-OPERATING BUDGET POSITIONS

FUNDING SOURCE	OFFICE/DEPARTMENT/DIVISION AND POSITION TITLES	FY 2019 Actual	FY 2020 Current	FY 2021 Requested	FY 2021 Approved	FY 2021 Change
Capital Budget	<b>Department of Facilities Management</b> Fiscal Assistant V (22)					
Capital Budget	<b>Division of Capital Planning</b> Planner II (24) Fiscal Assistant V (22) Planner I (21) Total	2.0 1.0  3.0	2.0  1.0 3.0	2.0  1.0 3.0	2.0  1.0 3.0	
Capital Budget	<b>Division of Maintenance</b> Environmental Safety Specialist (23) Environmental Health Specialist (23) Roof Program Manager (24) PLAR Contracting Asst Supervisor (22) Energy Management Specialist (20) Environmental Design Assistant (20) Capital Improvements Project Coordinator (20) Environmental Abatement Supervisor (19) Roof Inspector (18) Environmental Abatement Technician (16) Fiscal Assistant II (15) Facility Asset Technician (16) Data Systems Operator (13) Roof Maintenance Worker (11) Subtotal	3.0 1.0  1.0 1.5 1.0 4.0 1.0  5.0 2.0 1.0 1.0  21.5	3.0 1.0  1.0 1.5 1.0 4.0 1.0  5.0 2.0 1.0 1.0  21.5	3.0 1.0  1.0 1.5 1.0 4.0 1.0  5.0 2.0 1.0 1.0  21.5	3.0 1.0  1.0 1.5 1.0 4.0 1.0  5.0 2.0 1.0 1.0  21.5	
ICB	Resource Conservation Assistant (22) Energy Management Assistant (19) Total	1.0  22.5	1.0  22.5	1.0  22.5	1.0  22.5	
ICB	<b>Division of School Plant Operations</b> Building Service Area Supervisor (G) Customer Services Specialist (16) Building Service Worker (6) Total	2.0 1.0 18.0 21.0	2.0 1.0 18.0 21.0	2.0 1.0 18.0 21.0	2.0 1.0 18.0 21.0	
	<b>Department of Communications:</b>					
Capital Budget	<b>Department of Public Information and Web Services</b> IT Systems Engineer (27) IT Systems Specialist (18-25) Total	1.0 1.0 2.0	1.0 1.0 2.0	1.0 1.0 2.0	1.0 1.0 2.0	
	<b>Office of Technology and Innovations:</b>					
Capital Budget	<b>Department of Technology Integration and Support</b> IT Systems Engineer (27) IT Systems Specialist (18-25) Technology Implementation Specialist (23) Office Assistant III (10) Total	1.0 9.0 1.0 0.5 11.5	1.0 9.0 1.0 0.5 11.5	1.0 9.0 1.0 0.5 11.5	1.0 9.0 1.0 0.5 11.5	
Capital Budget	<b>Department of Infrastructure and Operations</b> IT Systems Engineer (27) IT Systems Specialist (18-25) Total	1.0 4.0 5.0	1.0 4.0 5.0	1.0 4.0 5.0	1.0 4.0 5.0	
Trust Funds	<b>Department of Business Information Services</b> Application Developer III (27)	0.5	0.5	0.5	0.5	
Capital Budget	<b>Department of Information and Application Services</b> IT Systems Engineer (27) IT Systems Specialist (18-25) Total	1.0 1.0 2.0	1.0 1.0 2.0	1.0 1.0 2.0	1.0 1.0 2.0	
	<b>GRAND TOTAL</b>	130.5	131.8	132.8	132.8	1.0

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.

# APPENDIX G

## RECONCILIATION AND EXPLANATION OF THE FY 2019 ACTUAL EXPENSES BETWEEN THE CAFR AND THE FY 2021 OPERATING BUDGET

Financial Report Categories	(1). FY 2019 CAFR for Local and Grant Supported Funds by State Category	(2). Less Encumbrances Carried Forward	(3). Total FY 2019 Enterprise Fund Expenses	(4). Total FY 2019 Expenses	(5). Budgetary Adjustments	(6). Operating Budget Category Conversions	(7). Total FY 2019 Expenses by Operating Budget Categories
1. Administration	\$57,797,021	(\$6,676,905)	\$1,986	\$51,122,102	\$128,987	(1,986)	\$51,249,103
2. Mid-Level Administration	150,381,652	(2,126,765)	0	148,254,887	(128,987)		\$148,125,900
3. Instructional Salaries and Wages	1,003,202,356	(19,467)	499,060	1,003,681,949	243,348	(499,060)	\$1,003,426,237
4. Instructional Textbooks and Supplies	34,687,174	(7,468,354)	7,903	27,226,723		(7,903)	\$27,218,820
5. Other Instructional Supplies	19,185,327	(2,921,840)	28,185	16,291,672		(28,185)	\$16,263,487
6. Special Education	347,089,843	(4,485,835)	0	342,604,008			\$342,604,008
7. Student Personnel Services	12,379,391	(4,822)	0	12,374,569			\$12,374,569
8. Health Services	1,590		0	1,590			\$1,590
9. Student Transportation	111,025,975	(325)	13,451,699	124,477,349		(13,451,699)	\$111,025,650
10. Operation of Plant	143,778,842	(2,020,084)	4,622,751	146,381,509	(243,348)	(4,622,751)	\$141,515,410
11. Maintenance of Plant	41,476,354	(1,056,398)	16,720	40,436,676		(16,720)	\$40,419,956
12. Fixed Charges	600,417,906		12,056,275	612,474,181		(12,056,275)	\$600,417,906
13. Food Services	0		55,014,238	55,014,238	(6,472,828)	(48,541,410)	\$0
14. Community Services	704,306		1,343,308	2,047,614		(1,343,308)	\$704,306
37. Instructional TV						1,723,205	\$1,723,205
51. Real Estate Management						3,640,705	\$3,640,705
61. Food Services						59,572,246	\$59,572,246
71. Field Trip Services						2,303,800	\$2,303,800
81. Entrepreneurial Funds						13,329,341	\$13,290,614
Totals	\$2,522,127,737	(\$26,780,795)	\$87,042,125	\$2,582,389,067	(38,727)	\$0	\$2,575,877,512

- (1). Data as reported in the FY 2019 Comprehensive Annual Financial Report (CAFR).
- (2). In order to compare actual expenditures in the CAFR to the operating budget, encumbrances must be removed to make a meaningful comparison to budgeted amounts.
- (3). Total amount of Enterprise Funds for inclusion in the FY 2019 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 of fixed assets, escrow purchases, inventory adjustments, and compensated absences. This column also adjusts for rounding expenditures to the nearest dollar.
- (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 2019 operating expenses by budget category as appears in the Superintendent's Recommended FY 2021 Operating Budget