

Montgomery County Public Schools

Annual Budget

Fiscal Year 2021-2022



JULIE WADE
SUPPORT STAFF
EMPLOYEE OF THE YEAR
CONGRATULATIONS JULIE!



CONGRATULATIONS!

MCPS Teacher of the Year
Katie Marchesi - AES

Engage! Encourage! Empower!

Approved by the Montgomery County School Board on May 4, 2021

750 Imperial Street, SE | Christiansburg, Virginia 24073 | www.mcps.org | 540-382-5100

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750 Imperial Street SE, Christiansburg, VA 24073 (540) 382-5100

Montgomery County Public Schools

(A Component Unit of the County of Montgomery, Virginia)

Annual Budget Fiscal Year 2021-2022



Montgomery County
Public Schools

Engage! Encourage! Empower!

Prepared by the Finance Department

Thomas E. Kranz, CPA, CGMA – Assistant Superintendent of Operations

Katherine C. Miano, CPA, SFO – Director of Finance

Marc A. Evans – Budget Analyst/Finance Manager



Auburn Elementary

@AESstars

...

First grade having fun with their own shadows after learning about shadows in science!



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Students in Mrs. Stanley's afternoon class get ready for their new reading unit by asking questions related to the target question of "Why do people participate in government?" They had so many questions!



ORGANIZATION OF THE BUDGET DOCUMENT

The approved budget format presents the school division's budget and pertinent information in an organized and comprehensive document to facilitate the reader's knowledge of the school division's budget development, management, and processes. It includes financial information for the current budget year and from the previous fiscal years.

The document's format follows the standards set forth by the Association of School Business Officials International Meritorious Budget Award Program. The purpose of this budget document is to provide policy information, serve as an operation guide and financial plan, and is a comprehensive communication tool for the school division's stakeholders to include students, parents, staff, constituents, and elected officials.

The document contains four major sections as listed and defined below.

The **Executive Summary** is the first major section of the school budget document. The Executive Summary highlights essential information contained in the budget. Users may rely on this section for an overview. This section also includes numerous charts and graphs to assist the reader in understanding the information provided in the school budget.

The **Organizational Section** includes the Montgomery County School's organizational and management structure, organizational charts, and the policies and procedures governing the budget development process.

The **Financial Section** presents budget data by summary and detail levels for all financial funds managed by the school division. It begins with a financial representation of revenue and an expense of all funds combined and then represents each fund individually from general funds and other funds. Description of revenue sources and expenditure needs are described.

The **Information Section** includes information of interest to school division employees and the community, including local taxes, student enrollment and demographics, the academic calendar and relative staffing concerns, cost of education, school division accountability, and an overview of each department's contributions. A glossary can be found in this section as well.

BUDGET AWARD

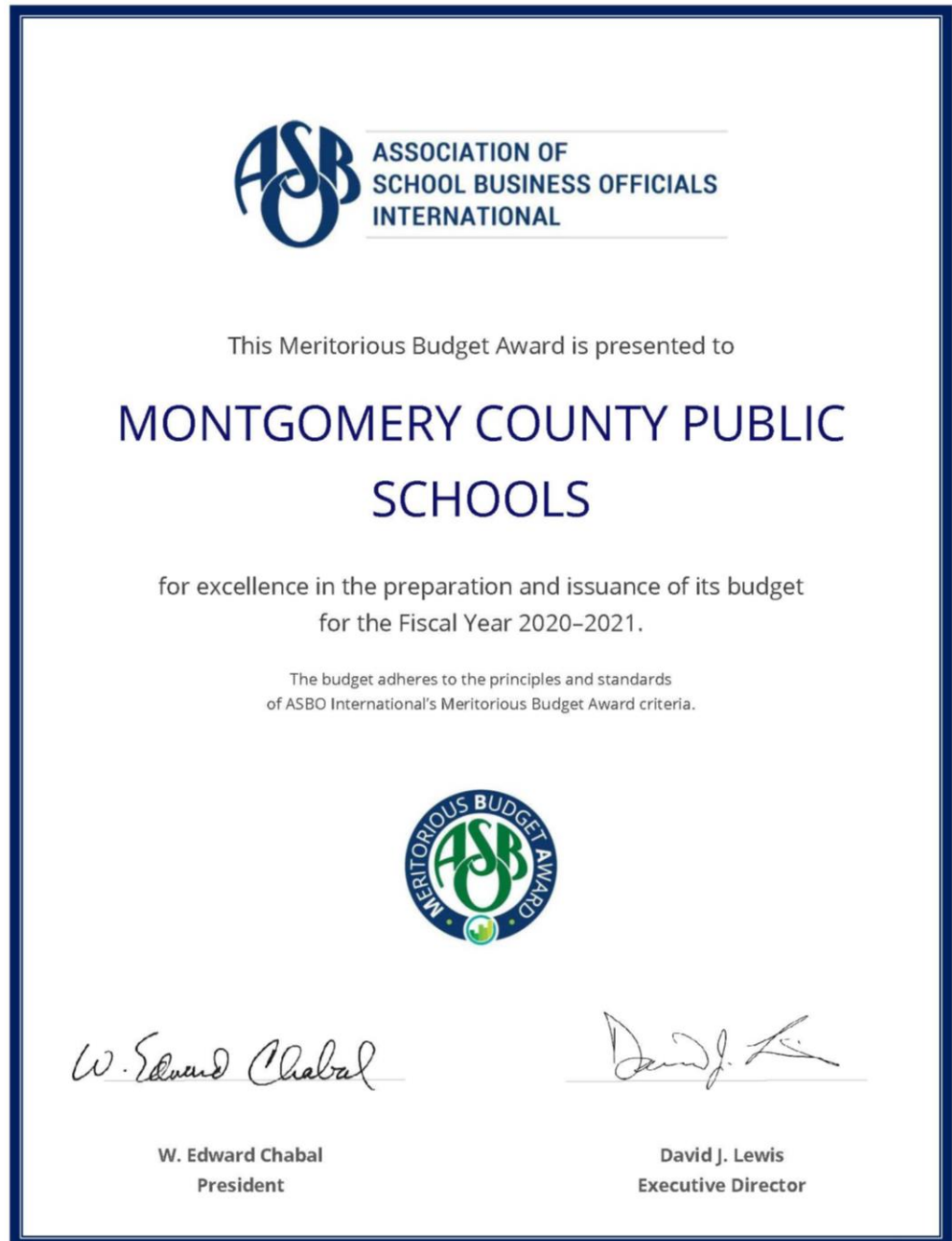
The Meritorious Budget Award through the Association of School Business Officials (ASBO) International recognizes school districts that demonstrate excellence in school budget presentation, setting a high standard for transparent budget development.

ASBO International awarded the Meritorious Budget Award (MBA) to the Montgomery County School Division for its annual budget for the fiscal year beginning July 1, 2020.

ASBO International developed the MBA program to recognize school systems for achieving excellence in their school system budget presentation. The program's foundation is a set of criteria developed by ASBO International and school business officials throughout the United States and Canada. The requirements are designed to: provide clear budget presentation guidelines, define state-of-the-art budget practices, promote short and long-range budget goals, encourage sound fiscal management practices, and promote effective use of school resources.

The award is valid for only one year. We believe our current budget continues to meet the MBA program requirements, and we

are submitting it to ASBO International to determine its eligibility for another award.



EXECUTIVE SUMMARY



Christiansburg Primary School
@CburgPSPups

...

Virtual Art Night was a success! Thank you Mrs. Downs. Comment below with your Polar Bear picture.



MESSAGE FROM THE SCHOOL BOARD

Dear Montgomery County Residents,

This spending plan reflects the expenses necessary to continue the mission of Montgomery County Public Schools –for every student to graduate career and college ready and become a productive, responsible citizen. The plan was created using the Board goals, school improvement process, and from stakeholders throughout the year to identify the areas where we should focus our limited financial resources. The pandemic has created many unique challenges, such as determining the number of students in the district, which will determine average daily membership (ADM)-based revenue for 2021-22 and in the future.

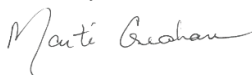
We are leading the way for education in Virginia. We are the first school division in the state to offer a certified drone curriculum in high school. We are also the first school division in the state to allow students to graduate from high school with an associate’s degree in computer science. Our graduation rate is over 95%, and our SOL Scores outperform state averages. These types of achievements do not happen without a continued focus on how our budget can best meet the needs of students. In preparing for this year’s budget, we looked at the following key focus areas:

- Quality Education Programs - Offering a quality education program is the very essence of Montgomery County Public Schools. We always look at our curriculum to determine how we can improve to meet the needs of our students at all levels. This includes adjusting course offerings to meet student needs, providing quality professional development, and working with our teachers to determine where we can provide additional programs.
- Continue to Improve Teacher Pay - If we want to continue to recruit the best teachers in the area, our teacher pay must reflect to our teachers that they are the best. Last year, we made huge strides by moving from seventh to second in starting teacher pay. With this year’s budget, we are working to address the compensation for our veteran teachers while still staying competitive in starting salary.
- Maintain Employee Cost for Healthcare - Maintaining our benefits package helps retain our full-time employees. A focus on improving teacher pay means that we also need to maintain the benefits package employees receive to make the increase visible in their take-home pay.
- Continue to update the transportation fleet with the purchase of eight buses per year, ensuring that the fleet’s average age is not higher than the manufacturer’s recommended life of a bus.
- Provide funds to expand the upgrade of Chromebooks every year to ensure that our students have the technology resources to succeed in their academic pursuits.
- Provide funds for ordinary maintenance and repair of the district’s facilities. This request will allow the real estate tax funds, set aside by the Board of Supervisors, for renovations and other capital improvement needs of the district.

This approved budget reflects a focus on these areas.

Thank you for your dedication to education in Montgomery County.

Sincerely



Marti Graham
Board Chair



Mark Mear, Ed.D.
Division Superintendent

ORGANIZATIONAL SECTION

The following is a high-level summary of the information contained in the Organizational Section of the Annual Budget.

MOTTO

Engage, Encourage, Empower

MISSION

MCPS is an innovative educational community. We value diversity, and we are committed to equity and inclusion. MCPS empowers learners to realize success in an ever-changing global society through collaboration with communities, families, staff, and students. MCPS provides a safe, engaging learning environment and intentional exposure to positive social, emotional, and academic experiences.

BELIEFS

- ✓ All students can learn in order to pursue their dreams.
- ✓ Schools are safe places of joy, wonder, and creativity.
- ✓ Every person deserves to be loved, valued, and respected.
- ✓ Kindness is an essential skill of a responsible, productive community member.
- ✓ The diversity of our community is one of our greatest strengths.
- ✓ All people deserve equitable access to opportunities and resources.
- ✓ Every child deserves an advocate.
- ✓ Honoring the voices of students and other stakeholders strengthens the school community.
- ✓ Open communication and feedback are vital to our growth.
- ✓ Learning and teaching are collective efforts that begin at birth and involve the entire community.
- ✓ Relationship building and high expectations are foundational to student success.

OBJECTIVES

- Instruction – Each student will have access to exemplary and meaningful learning opportunities that engage them in collaboration, communication, critical thinking, developing creativity, and building connections.
- Learning Environments – Each student will have access to safe and vibrant learning environments that facilitate instruction, learning, and collaboration and promote physical, mental, emotional, and social well-being.
- Poverty – Each student will be provided with resources to address their physiological, social, emotional, and cognitive needs.
- Equity – Each student will have equitable access to resources, programs, opportunities, and learning experiences regardless of barriers.
- Mental Health – Each student will learn resilience and life skills in a safe and supportive environment that promotes social, emotional, mental, and physical well-being.

BOARD GOALS

The board approved the strategic plan on December 1, 2020 and the Boards' goal is to begin the implementation of the strategic plan for 2021 through 2026.

STRATEGIC PLAN

The Montgomery County Public Schools comprehensive continuous improvement process includes the following strategic areas:

1. Instruction, 2. Learning Environments, 3. Poverty, 4. Equity, and 5. Mental Health

Strategy Instruction

Provide each student with access to exemplary and meaningful learning opportunities that engage them in collaboration, communication, critical thinking, developing creativity, and building connections.

Actions:

- Provide meaningful professional development which ensures educators are prepared to engage students in collaboration, communication, critical thinking, developing creativity, and building connections
- Be intentional in strategic lesson planning which ensures instruction, feedback, and assessment are in alignment with student needs and division goals
- Engage students in rigorous and meaningful learning during the school day which respects their time and allows them to maintain wellness and balance in their lives outside of school
- Recruit and retain exemplary faculty, staff, and leaders who support the beliefs and mission of the school division

Strategy Learning Environments

Provide each student access to a safe and vibrant learning environment to facilitate instruction, learning, and collaboration, and promote physical, mental, emotional, and social well-being.

Actions:

- Continuously strengthen the safety and security of all MCPS facilities
- Continuously enhance the quality of all MCPS learning environments to facilitate instruction, learning, and collaboration, promoting physical, mental, emotional, and social well being
- Design schools to make sure appropriate areas are easily accessible by the community and outside organizations

Strategy Poverty

Develop and provide each student with resources to address their physiological, social, emotional, and cognitive needs.

Actions:

- Engage and collaborate with community resources to concentrate efforts on supporting students' needs from birth to graduation
- Develop engaging instructional strategies that emphasize relationship building, high expectations, engagement, and cultural proficiency
- Ensure access to high quality before and after school opportunities from birth to graduation
- Provide access to early childhood education classrooms to ensure equity and establish school readiness

Strategy Equity

Provide each student with equitable access to resources, programs, opportunities, and learning experiences.

Actions:

- Establish a system-wide approach that intentionally embeds cultural proficiency to identify and address biases that are intentional, automatic, unintentional, deeply ingrained, universal, and able to influence behavior
- Develop a means to afford all students access to all courses offered by MCPS
- Partner with community organizations to meet the basic needs of families which are necessary for students to be ready to learn
- Partner with local, state, community and governmental organizations to ensure that all children will start school kindergarten ready
- Develop a clear and structured plan to manage behavior that is accessible and easily understood by administrators, teachers, students, and parents
- Use and promote an equity statement and principles

Strategy Mental Health

Provide training and awareness for students and staff to learn resilience and life skills in a safe and supportive environment that promotes social, emotional, mental, and physical well-being.

Actions:

- Develop and train to create an empathetic and nurturing school community that is sensitive and supportive of the needs of all children and families
- Develop, maintain and communicate a network of partnerships and resources that are available to our community
- Educate and raise awareness of issues facing our community

The division is currently in year one of the strategic plan. Costs associated with action steps in the strategic plan are not included in the final plan document (pages 41-70). Additional information about the costs may be found online in the school board meeting minutes from December 1, 2020.



BUDGET PROCESS AND CALENDAR

The budget process exists to meet state code requirements; provide a means to align School Board vision, strategic plans, and allocation of resources; and represents fiduciary responsibility as good stewards of public funds. Virginia State Code 22.1-92 requires school divisions to estimate money needed for public schools as well as public notice of per pupil costs. Virginia State Code 22.1-91 sets limitations on expenditures equal to or less than funds available for school purposes within a fiscal year.

The budget process is a year-round activity beginning with planning, preparing, and adopting, then evolving to reporting, monitoring, and adjusting the financial plan. Virginia code requires the School Board to prepare and submit an estimate of the funds needed during the ensuing fiscal year to the governing body, the Montgomery County Board of Supervisors. By May 1st of each year, the governing body must prepare and approve a budget for informative and fiscal planning purposes.



Superintendent's Statement of Needs

The budget planning process begins in the fall of the preceding year with the development of the budget calendar. The calendar identifies all deadlines for the annual budget process. The calendar includes important activities in the budget process and the dates on which important decisions are scheduled. The School Board includes at least one work session for reviewing the budget and at least one public hearing for comment on the budget. The public hearing time and location are published at least ten days in advance in a newspaper having general circulation with the school division.

The superintendent, with assistance from staff, prepares a preliminary budget. Many factors influence the statement of needs and include, but are not limited to: economic conditions, enrollment growth, staffing needs based on program enrollment, instructional and operational goals outlined in the Division Strategic Plan, technology and school bus replacement schedules, public input, and other initiatives that support MCPS' mission and goals. The Superintendent's Statement of Needs is presented to the School Board in January. It is supported by state revenue estimates as proposed by the Governor of Virginia and by the continuation of prior year funding levels as provided by the Montgomery County Board of Supervisors. All other sources of revenue (federal and other) are based on historical trends and current available information. The expenditure component of the Superintendent's Statement of Needs includes division-wide staffing, contracted services, materials, supplies, replacement equipment, utilities, vehicle fuel, and other operational expenses. Staffing costs are based on current staff actual salaries and benefits

School Board's Funding Request

The School Board hears from employee groups through presentations at school board work sessions in January. Based on these work sessions, the School Board determines if modifications are needed to the Superintendent's Statement of Needs. The School Board's funding request is forwarded to the Montgomery County Board of Supervisors in early February.

Approved Budget

The Montgomery County Board of Supervisors holds budget work sessions and public hearings, then appropriate funds for the school division by the middle of April. In Virginia, the governing body may appropriate funds by fund total or by state determined categories. In Montgomery County, the school division budget is approved by category totals. The School Board then amends its budget based on county funding levels. Funding levels are then allocated to schools and support departments. Teacher employment contracts are produced and distributed based on approved funding levels. An approved School Board budget document for the fiscal year is then prepared, published, and distributed.

Budget Implementation

Once the budget is adopted by the School Board and the Montgomery County Board of Supervisors, it becomes the financial base for programs of each school and department during the fiscal year that begins on July 1. Fiscal accountability is by unique account code. Budget account holders may not expend or encumber more than the approved and appropriated budget amounts. Fiscal monitoring of department and school activities occurs throughout the year to ensure compliance. An amendment to the amount of any category requires approval of a resolution from the Montgomery County Board of Supervisors. Budget adjustments within category totals do not require a resolution.

This budget document is intended as a working

reference document for administrators and other school personnel. The document is organized with introductory (executive summary), organizational, financial, and informational sections to describe the financial framework, division statistics and achievements, and organization detail of the day-to-day operations of Montgomery County Public Schools.



Significant Changes during the FY 2022 Budget Process

There were no significant changes to the budget process for FY 2022.

SCHOOL BOARD

Gunin Kiran, District A



Penny J. Franklin, District B



Dana M. Partin, District C



Jamie M. Bond, District D



Marti Graham, District E



Susan J. Kass, District F



Mark F. Cherbaka, District G



SCHOOL ADMINISTRATION

Superintendent



Mark Mear, Ed.D., began his tenure as the superintendent in MCPS on January 4, 2016.

Dr. Mear previously served as the assistant superintendent for Winchester Public Schools in Winchester, Virginia. He has also served as director of secondary education, a high school principal, a high school associate principal, an assistant director of personnel and a history teacher. Dr. Mear also served in the United States Marine Corps.

Dr. Mear earned a bachelor’s degree in economics from Liberty University, a master’s degree in educational leadership from Lynchburg College and a doctor of education in educational leadership from the University of Virginia.

Instructional Leadership Team

- Deputy Superintendent Annie Whitaker
- Director of Communications and Community Relations.....Brenda Drake
- Director of CTE and Virtual Learning Mark Husband
- Director of Elementary Education Barbara Wickham
- Director of Human Resources Danny Knott
- Director of Secondary Education.....Carl Pauli
- Director of Student Intervention Services and School SafetyJason Garretson
- Director of Equity, Diversity, and Tiered Intervention Guylene Wood-Setzer
- Director of Special Education Anthony Walker, Ed. D.
- Director of Technology Doug Wickham

Operational Leadership Team

- Assistant Superintendent for Operations..... Thomas E. Kranz, CPA, CGMA
- Assistant Director of Human Resources Dominick McKee
- Custodial Manager Robbie Jones
- Director of Finance Katherine C. Miano, CPA, SFO
- Director of Transportation Edward Walters
- Supervisor of Facilities..... John Sutton
- Supervisor of Purchasing Angela Bland
- Supervisor of School Nutrition Programs..... Jennifer Loflin

FINANCIAL SECTION

The following is a high-level summary of information contained in the Financial Section of the Annual Budget.

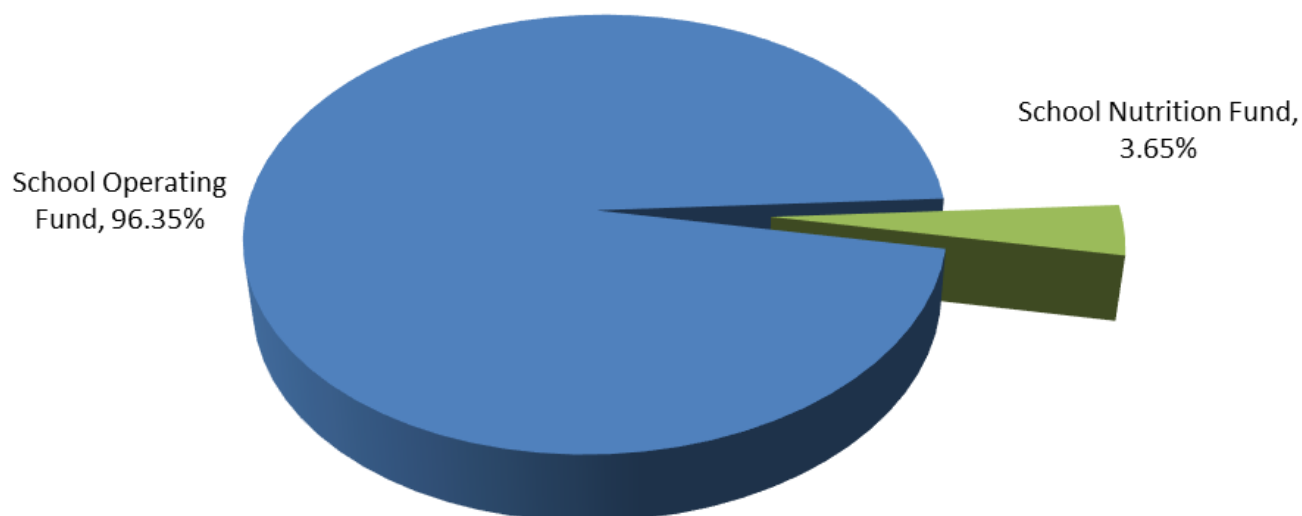
A balanced budget is a budget with total expenditures not exceeding total revenues and all monies available in the fund balance within an individual fund. This definition is applied over the long-term, not just during the current period. As required by law, all fund budgets presented in the budget document are balanced.

Please note: The financial and statistical tables within this budget document use rounding, which may result in what appear to be insignificant mathematical inconsistencies.

BUDGET COMPARISON FOR ALL FUNDS

The following budgets are included in the School Board Annual Budget: School Operating Fund and School Nutrition Fund. The School Operating fund is intended to finance instructional programs and day-to-day operations of the school division and includes the division's primary revenue sources from the Commonwealth of Virginia and the County of Montgomery. The School Nutrition fund accounts for the cafeteria operations and administrative costs, primarily from breakfast and lunch sales and federal revenue. The School Division budgets for two funds, one general fund and one special revenue fund. The general fund consists of the School Operating Fund and the special revenue fund consists of the School Nutrition Program Fund. A summary of the revenues and expenditure budgets for each fund follows.

Funds as a Percentage of Total Budget



The following schedule presents a summary comparison of the funds included in this budget. The FY 2022 approved School Operating budget reflects an increase of \$1,313,988, or 1.09% over the FY 2021 operating budget. The School Nutrition fund reflects a decrease of \$594,530 or 11.37% over the FY 2021 budget.

The FY 2022 Annual Budget reflects an overall increase of 0.57% over the prior year with the School Operating fund representing the only increase. Further discussion of the budget variances by fund follows this section.

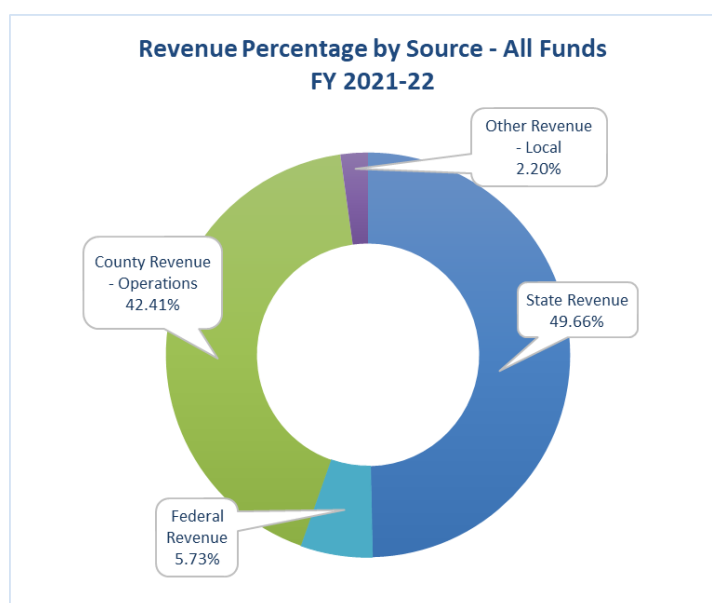
Description	FY 2020-21 Approved Budget	FY 2021-22 Approved Budget	Increase (Decrease)	% Chg	% of Budget
School Operating Fund	\$ 121,079,413	\$ 122,393,401	\$ 1,313,988	1.09%	96.35%
School Nutrition Fund	5,228,004	4,633,474	(594,530)	-11.37%	3.65%
Sub-Total	\$ 126,307,417	\$ 127,026,875	\$ 719,458	0.57%	100.00%

SUMMARY OF REVENUES AND EXPENDITURES FOR ALL FUNDS

Montgomery County Public Schools is not a taxing authority. As a result, the division must depend on both the state and the county government to provide the revenue needed to fulfill our mission and deliver quality educational opportunities to students in Montgomery County.

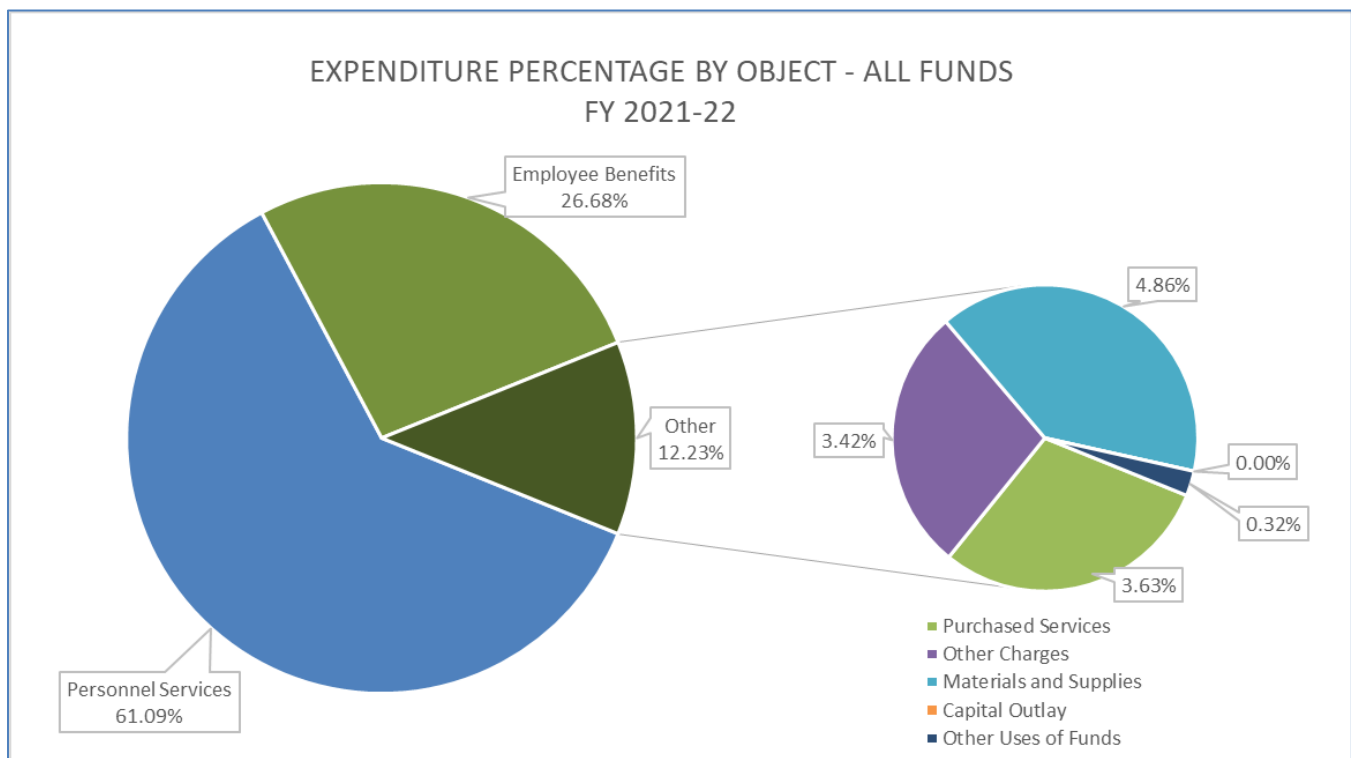
Revenues are classified based on sources. MCPS has four major funding sources - state, federal, county and local. Revenue projections for all funds by source are as follows:

Summary of All Funds Revenue by Source						
Description	FY 2017-18 Actual	FY 2018-19 Actual	FY 2019-20 Actual	FY 2020-21 Approved Budget	FY 2021-22 Approved Budget	Increase / (Decrease)
All Funds						
State Revenue	\$ 56,188,040	\$ 57,473,599	\$ 59,913,637	\$ 62,060,890	\$ 63,083,948	\$ 1,023,058
Federal Revenue	6,627,047	6,876,747	8,264,922	7,551,770	7,276,285	(275,485)
County Revenue - Operations	47,349,785	48,916,075	52,164,720	53,627,273	53,877,273	250,000
Other Revenue - Local	2,950,804	3,357,973	3,568,983	3,067,484	2,789,369	(278,115)
Total Funds Available - All Funds	\$ 113,115,676	\$ 116,624,394	\$ 123,912,262	\$ 126,307,417	\$ 127,026,875	\$ 719,458



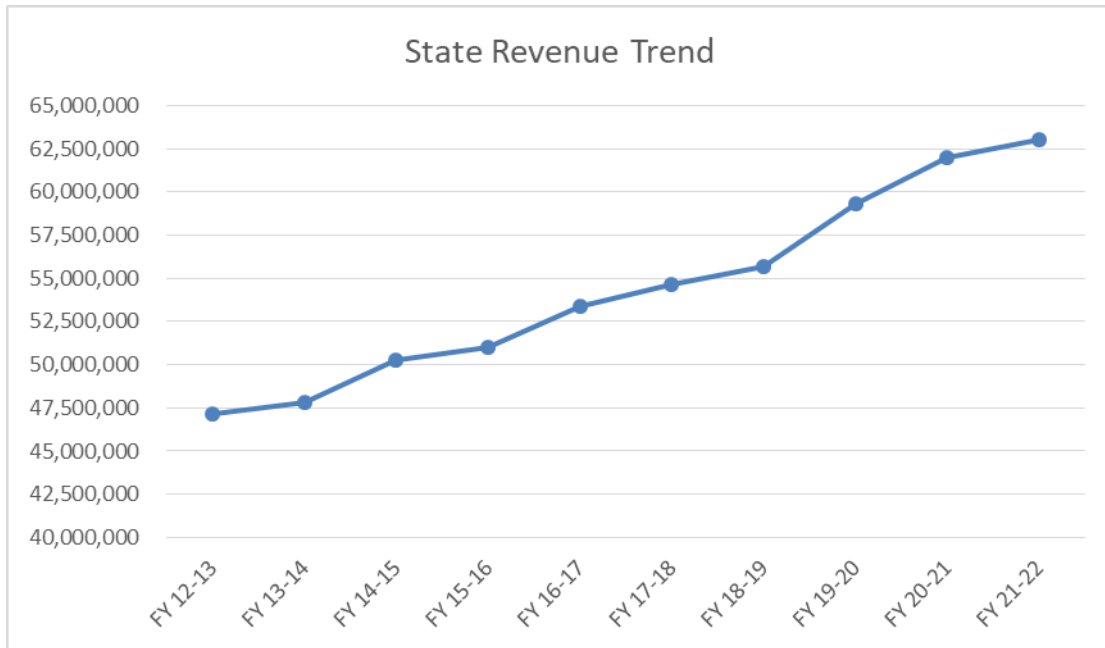
Expenditures are classified by fund, cost center, sub-function, level, and object. MCPS has seven major object code classifications – personnel services, employee benefits, purchased services, other charges, materials and supplies, capital outlay, and other uses of funds. Expenditures for all funds by object are as follows:

Summary of All Funds Expenditures by Major Object						
Description	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22	Increase / (Decrease)
	Actual	Actual	Actual	Approved Budget	Approved Budget	
All Funds						
Personnel Services	\$ 68,200,765	\$ 69,605,784	\$ 73,471,311	\$ 77,435,826	\$ 77,601,484	\$ 165,658
Employee Benefits	26,164,294	26,481,878	28,475,202	33,119,938	33,890,655	770,717
Purchased Services	2,540,879	3,242,938	5,497,677	4,832,145	4,615,228	(216,917)
Other Charges	4,098,653	4,289,280	4,305,683	4,340,511	4,340,511	-
Materials and Supplies	7,700,733	8,714,841	7,650,251	6,170,337	6,170,337	-
Capital Outlay	2,788,468	2,375,064	3,888,888	-	-	-
Other Uses of Funds	858,660	408,660	408,660	408,660	408,660	-
Total Funds Available - All Funds	\$ 112,352,452	\$ 115,118,445	\$ 123,697,672	\$ 126,307,417	\$ 127,026,875	\$ 719,458

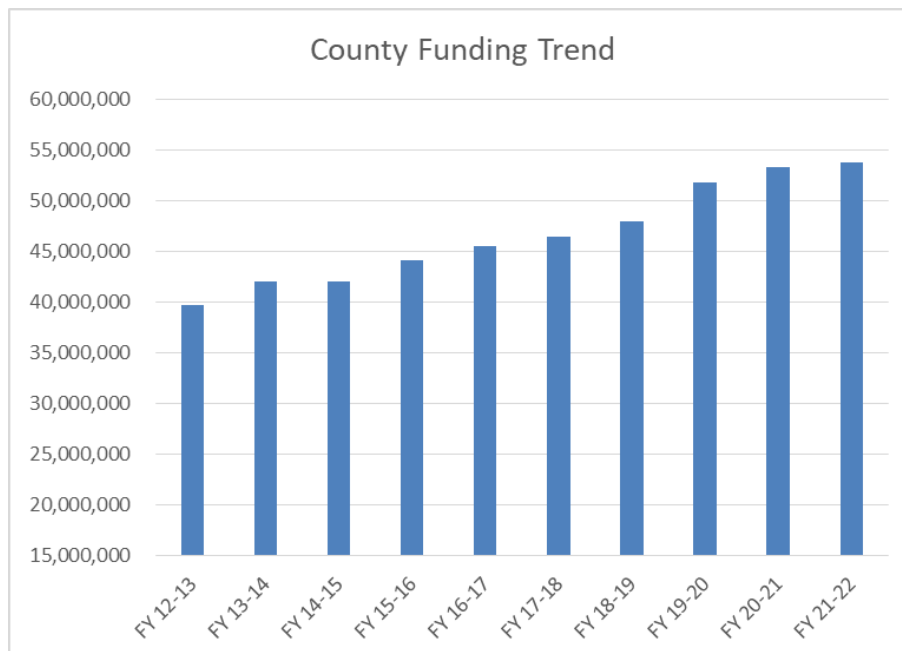


SCHOOL OPERATING REVENUE HIGHLIGHTS

The revenue projection for FY 2022 in the School Operating fund reflects several significant assumptions. State revenue is projected using the second year of the Governor’s introduced state budget for the 2020 – 2022 biennium. The projected increase in state revenue for Montgomery County Public Schools is \$1,063,988 or 1.72%. This is 51.49% of the School Operating Budget for FY 2022. The graph below is a historical trend analysis of budgeted state revenues.



The allocation of county funding for schools for FY 2022 is 44.02% of the School Operating budget and reflects an increase of \$250,000 or 0.47% from the previous year. The graph below illustrates the county funding over the past ten years.



The following provides detail of School Operating fund revenue:

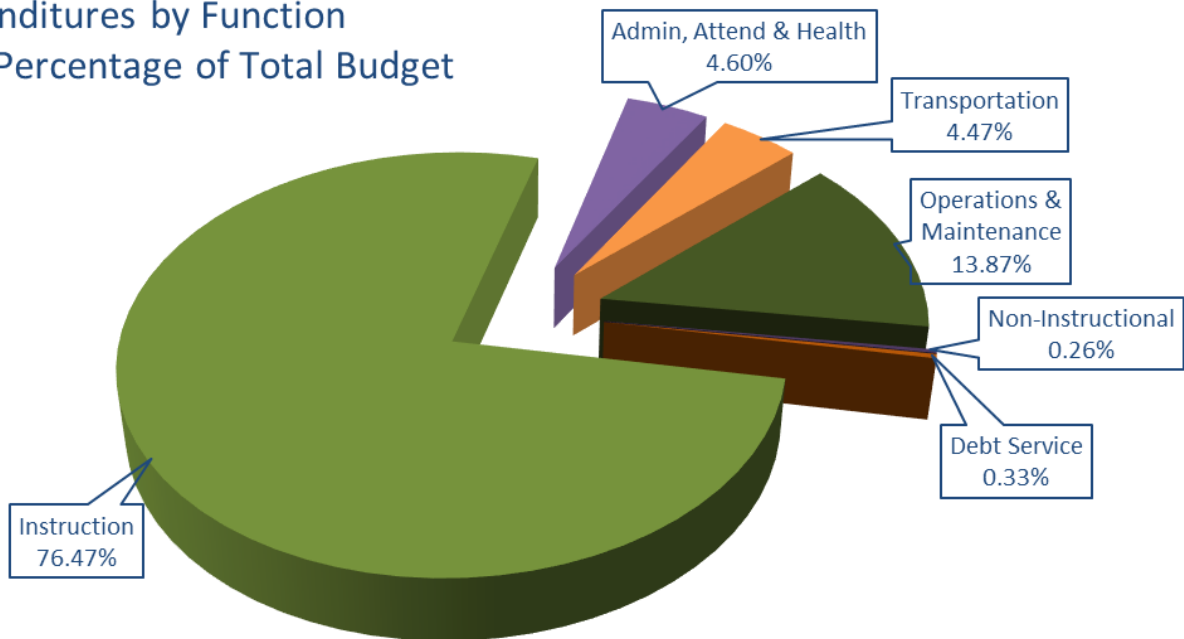
Summary of School Operating Fund - Revenue						
DESCRIPTION	FY 2017-18 Actual	FY 2018-19 Actual	FY 2019-20 Actual	FY 2020-21 Approved Budget	FY 2021-22 Approved Budget	Increase / (Decrease)
STATE REVENUE:						
Standards of Quality						
Sales Tax Receipts	\$ 11,593,804	\$ 11,967,922	\$ 12,320,605	\$ 12,809,786	\$ 12,075,291	\$ (734,495)
Basic Aid	26,547,482	27,329,155	27,316,246	29,612,287	29,109,860	(502,427)
Remedial Summer School	-	-	-	16,990	21,986	4,996
Vocational Education	695,456	737,398	741,838	779,866	760,084	(19,782)
Gifted Education	285,315	289,060	290,800	307,220	299,427	(7,793)
Special Education	3,405,953	3,421,528	3,442,126	3,485,763	3,397,346	(88,417)
Prevention, Intervention, and Remediation	777,528	730,047	730,566	762,141	742,810	(19,331)
Teacher Retirement Instructional	3,810,149	3,716,488	3,744,796	4,165,191	4,065,299	(99,892)
Textbooks (SOQ)	652,540	593,989	597,565	634,941	618,835	(16,106)
Social Security Instructional	1,658,396	1,681,268	1,697,324	1,790,146	1,744,739	(45,407)
Group Life Insurance Instructional	112,937	112,085	112,759	124,070	120,922	(3,148)
ESL	164,111	226,198	261,375	374,265	292,069	(82,196)
Standards of Quality Subtotal	\$ 49,703,671	\$ 50,805,138	\$ 51,256,000	\$ 54,862,666	\$ 53,248,668	\$ (1,613,998)
Incentive Based Funds						
Compensation Supplement	\$ 269,232	\$ -	\$ 1,696,803	\$ -	\$ -	\$ -
At-Risk	292,565	-	-	726,129	639,919	(86,210)
Virginia Preschool Initiative	-	-	-	709,226	792,761	83,535
VPSA Technology Grants	570,000	570,000	570,000	570,000	570,000	-
eBackpack	293,626	-	-	-	-	-
No Loss Funding	-	-	-	-	2,054,001	2,054,001
Community Provider Add-ons Funds	-	-	-	-	62,500	62,500
Bonus Payment	-	-	-	-	650,761	650,761
Games of Skill	-	-	-	422,125	-	(422,125)
Early Childhood ED4	-	-	-	30,000	-	(30,000)
Incentive Based Funds Sub-Total	\$ 1,425,423	\$ 570,000	\$ 2,266,803	\$ 2,457,480	\$ 4,769,942	\$ 2,312,462
Categorical Funds						
State Operated Programs - Detention Home	\$ 434,369	\$ 479,130	\$ 495,444	\$ 563,518	\$ 456,548	\$ (106,970)
Special Education - Homebound	66,343	50,460	42,393	42,396	21,228	(21,168)
Categorical Funds Subtotal	\$ 500,712	\$ 529,590	\$ 537,837	\$ 605,914	\$ 477,776	\$ (128,138)
Lottery Funds						
GED Prep Program - ISAEP	\$ 16,587	\$ 16,710	\$ 16,773	\$ 16,772	\$ 16,772	\$ -
Regular & Special Education Foster Care	88,215	122,377	92,500	97,673	118,178	20,505
Early Reading Intervention	205,425	197,133	223,553	232,303	218,327	(13,976)
Career and Technical Education	-	-	-	-	-	-
Equipment & Occupational Prep Programs	119,325	179,910	154,527	123,393	98,217	(25,176)
At-Risk	225,349	543,147	462,943	286,857	468,100	181,243
Alternative Education	306,120	304,529	327,188	159,632	164,265	4,633
K-3 Primary Class Size	827,222	887,232	872,446	963,742	903,089	(60,653)
Virginia Preschool Initiative	748,024	765,370	922,229	-	-	-
Mentor Teacher Program	7,032	5,984	6,530	6,530	10,356	3,826
Special Education - Regional Tuition	-	-	128,786	164,325	164,325	-
Project Graduation/Senior Year	11,120	11,249	13,171	9,956	9,999	43
Supplemental Lottery Per Pupil Allocation	1,630,875	2,148,189	2,172,160	1,862,938	-	(1,862,938)
SOL Algebra Readiness	89,507	90,664	96,134	103,236	106,000	2,764
National Board Certified Bonus	57,500	45,000	47,500	-	-	-
Other State Funds	161,420	190,953	249,454	-	-	-
Lottery Funds Subtotal	\$ 4,493,721	\$ 5,508,447	\$ 5,785,894	\$ 4,027,357	\$ 4,521,019	\$ 493,662
TOTAL STATE REVENUE	\$ 56,123,527	\$ 57,413,175	\$ 59,846,534	\$ 61,953,417	\$ 63,017,405	\$ 1,063,988

DESCRIPTION	FY 2017-18	FY 2017-18	FY 2019-20	FY 2020-21	FY 2021-22	Increase / (Decrease)
	Actual	Actual	Actual	Approved Budget	Proposed Budget	
FEDERAL REVENUE:						
Federal Revenue						
Title I, Part A - Improving Basic Programs	\$ 1,816,850	\$ 1,581,663	\$ 1,901,467	\$ 1,805,325	\$ 1,805,325	\$ -
Title I, Part D - Neglected and Delinquent Children	2,226	1,204	262	-	-	-
Title II, Part A - Improving Teacher Quality	265,654	317,850	283,792	299,804	299,804	-
Title III, Part A - Language Acquisitions	28,907	29,328	20,217	41,931	41,931	-
Title IV, Part A - Student Support and Academic Enrichment	-	38,189	93,970	111,974	111,974	-
IDEA, Title VI-B - Special Education Grant	1,528,726	1,707,711	2,065,980	2,076,833	2,076,833	-
IDEA, Title VI-B, 619 - Preschool Grants	47,149	59,169	44,120	53,967	53,967	-
Federal Land Use	24,500	22,293	20,812	2,500	2,500	-
Vocational Education Basic Grants to States (Carl D. Perkins - Title I)	99,424	127,289	243,754	169,951	169,951	-
Medicaid Reimbursement	504,688	447,187	490,791	160,000	160,000	-
Homeless Grant	33,945	48,813	52,710	44,000	44,000	-
Project AWARE and YMHFA	219,997	375,551	-	-	-	-
Other Federal Funds	2,487	2,000	-	-	-	-
TOTAL FEDERAL REVENUE	\$ 4,574,553	\$ 4,758,247	\$ 5,217,875	\$ 4,766,285	\$ 4,766,285	\$ -
COUNTY REVENUE:						
Appropriations						
County General Fund Transfer	\$ 47,022,664	\$ 48,624,764	\$ 51,873,409	\$ 53,377,273	\$ 53,877,273	\$ 500,000
Recordation Tax	327,121	291,311	291,311	250,000	-	(250,000)
TOTAL COUNTY REVENUE	\$ 47,349,785	\$ 48,916,075	\$ 52,164,720	\$ 53,627,273	\$ 53,877,273	\$ 250,000
OTHER FUNDS:						
Other Funds						
Rents	\$ 115,301	\$ 115,163	\$ 64,452	\$ 50,000	\$ 50,000	\$ -
Tuition Private Sources	150	-	-	-	-	-
Special Fees	-	37,600	-	-	-	-
Transportation of Students	26,808	26,476	30,289	25,000	25,000	-
Reimbursement - After School Program	373,156	420,462	335,351	300,000	300,000	-
Other Rebates and Refunds	94,717	106,930	78,261	50,000	50,000	-
Donations and Special Grants	18,785	11,305	371,250	-	-	-
Sale of Supplies	8,593	8,526	10,807	5,000	5,000	-
Sale of School Buses	17,105	9,768	15,885	5,000	5,000	-
Sale of Other Equipment	56	-	1,500	-	-	-
Insurance Adjustments	596	281,926	82,011	-	-	-
Other funds	663	875	2,400	-	-	-
Miscellaneous	-	-	-	3,500	3,500	-
E-Rate (Universal Service Fund)	435,763	411,664	416,041	158,938	158,938	-
Recovered Costs	55,155	66,495	71,471	55,000	55,000	-
Restitution	2,382	2,824	4,215	-	-	-
Reimbursement - Human Resources	8,386	10,182	9,957	5,000	5,000	-
Reimbursement - Payroll	74,874	66,006	118,627	75,000	75,000	-
Reimbursement - Other	810	1,036	1,275	-	-	-
Benefits Other State Agencies	4,100	4,800	-	-	-	-
TOTAL OTHER FUNDS	\$ 1,237,400	\$ 1,582,038	\$ 1,613,792	\$ 732,438	\$ 732,438	\$ -
TOTAL SCHOOL OPERATING REVENUE	\$ 109,285,265	\$ 112,669,535	\$ 118,842,921	\$ 121,079,413	\$ 122,393,401	\$ 1,313,988

The following provides budgeted expenditures in the School Operating Fund by function. The functional categories include below include Instruction, Administration, Attendance and Health, Pupil Transportation, Operation and Maintenance, Non-Instructional, and Debt Services. Additional information on these categories is available on page 89.

School Operating Fund by Function							
Description	Instructional	Administration, Attendance, & Health	Pupil Transportation	Operations & Maintenance	Non-Instructional	Debt Service	
FY 2020-2021 Operating Budget	\$ 93,155,968	\$ 5,484,275	\$ 5,325,646	\$ 16,384,830	\$ 320,034	\$ 408,660	\$ 121,079,413
OPERATING INCREASES:							
Salary Enhancements, average increase of 3.0%	717,780	146,248	144,120	589,340	-	-	1,597,488
VRS for Instructional Aides contracted 6.5+ hours pe	416,500	-	-	-	-	-	416,500
Salary Savings from Unfilled Postions	(700,000)	-	-	-	-	-	(700,000)
Total Changes	\$ 434,280	\$ 146,248	\$ 144,120	\$ 589,340	\$ -	\$ -	\$ 1,313,988
TOTAL BUDGET FY 2021-2022	\$ 93,590,248	\$ 5,630,523	\$ 5,469,766	\$ 16,974,170	\$ 320,034	\$ 408,660	\$ 122,393,401

Expenditures by Function as a Percentage of Total Budget



SCHOOL OPERATING EXPENDITURE HIGHLIGHTS

The total changes represent a 1.09% increase from the 2020-21 approved budget. Below is a summary of the additions (increases) and reductions to the School Operating Fund budget. The detail of these follows.

FY 2020-2021 Approved Budget	\$	121,079,413
Add: Total Additions		2,013,988
Less: Total Reductions		<u>(700,000)</u>
Total FY 2021-2022 Approved Budget	\$	<u>122,393,401</u>

The following priority increases were funded in the FY 2021-22 School Operating budget:

Salary Enhancement \$1,597,488

This includes salary and benefits for an average of a 1.5% increase for employees. The General Assembly budget includes a salary increase for SOL positions in the amount of 5.0% given over the 2020-2022 biennium. The General Assembly budget also included an additional \$1,654,293 in State funding for MCPS. This amount is was approved by the Board of Supervisors on June 14, 2021 as a supplemental appropriation to the FY 2021-2022 annual budget. This additional funding from the State allows for an average 3.0% increase for employees. This year's 3.0% combined with the 3.0% mid-year raise in FY 2020-2021, will qualify for the 5% state funding.

VRS for Instructional Aides \$416,500

Add \$416,500 to provide funds for the Division to make employer contributions to the Virginia Retirement System on behalf of the Instructional Aides working 6.5 hours or more per day. The employer contribution percentage is 16.62%.

The following strategic reductions were made in the FY 2021-22 School Operating budget:

Salary Savings from Unfilled Positions (\$700,000)

During the FY 2020-21 budget process, 10 FTEs were added for ten teaching positions in the division. However, due to the pandemic these positions were not filled. The savings from these unfilled positions is being used in the FY 2021-2022 School Board's Funding Request to lower the additional request from the Board of Supervisors.

Budgeted expenditures in the School Operating Fund by major object are:

Summary of School Operating Fund - Expenditures by Object				
Description	FY 2019-20 Approved Budget	FY 2020-21 Approved Budget	FY 2021-22 Approved Budget	Increase / (Decrease)
Personnel Services:				
All salaries, wages, & benefits	\$ 103,402,768	\$ 108,233,908	\$ 108,233,908	\$ -
Salary Enhancements, increase average 3.0%	-	-	1,597,488	1,597,488
VRS for Instructional Aides working 6.5 hours or more per day	-	-	416,500	416,500
Salary Savings from Unfilled Postions	-	-	(700,000)	(700,000)
Total Personnel Services	\$ 103,402,768	\$ 108,233,908	\$ 109,547,896	\$ 1,313,988
Utilities and Fixed Charges:				
Utilities (electric, heating, water, sewage, garbage)	\$ 3,037,418	\$ 3,037,418	\$ 3,037,418	\$ -
Postal Services	55,000	55,000	55,000	-
Telecommunications	640,748	640,748	640,748	-
Insurance (property, liability, & vehicles)	317,308	317,308	317,308	-
Vehicle Fuels	826,208	826,208	826,208	-
Total Utilities and Fixed Charges	\$ 4,876,682	\$ 4,876,682	\$ 4,876,682	\$ -
Services, Supplies, Materials, & Equipment				
Textbooks	\$ 712,827	\$ 712,827	\$ 712,827	\$ -
Instructional Supplies	1,122,250	1,122,250	1,122,250	-
Equipment	504,222	504,222	504,222	-
Purchased Services	1,323,874	1,323,874	1,323,874	-
Maintenance Contracts	587,004	587,004	587,004	-
Tuition	76,194	76,194	76,194	-
Travel	187,659	187,659	187,659	-
Miscellaneous	93,196	93,196	93,196	-
Custodial Supplies	140,857	140,857	140,857	-
Office and Other Supplies	220,681	220,681	220,681	-
Building Maintenance Supplies	394,646	394,646	394,646	-
Vehicle Maintenance Supplies	182,057	182,057	182,057	-
Furniture Replacement	17,469	17,469	17,469	-
Technology Software	290,986	290,986	290,986	-
Technology Equipment	1,706,241	1,706,241	1,706,241	-
Total Services, Supplies, Materials, & Equipment	\$ 7,560,163	\$ 7,560,163	\$ 7,560,163	\$ -
Capital				
Capital Repairs and Maintenance	\$ 204,400	\$ -	\$ -	\$ -
Total Capital	\$ 204,400	\$ -	\$ -	\$ -
Debt				
Principal & Interest Payments	\$ 408,660	\$ 408,660	\$ 408,660	\$ -
Total Debt	\$ 408,660	\$ 408,660	\$ 408,660	\$ -
Grand Total, Expenditures	\$ 116,452,673	\$ 121,079,413	\$ 122,393,401	\$ 1,313,988

SCHOOL NUTRITION FUND HIGHLIGHTS

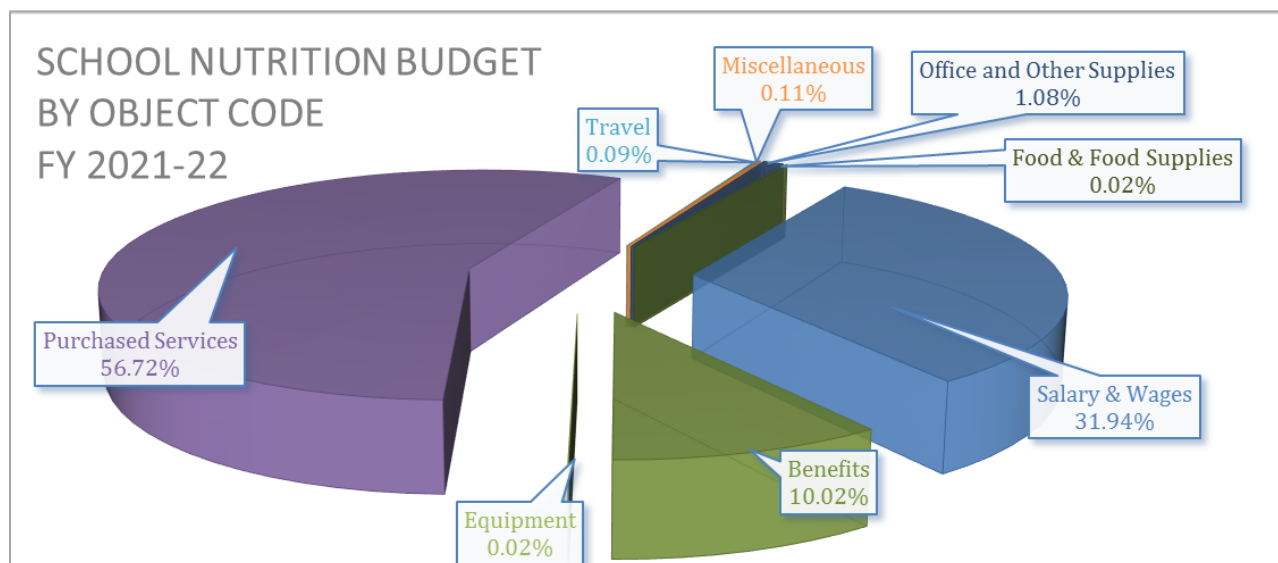
The School Nutrition fund accounts for cafeteria operations within the school division including the procurement, preparation and serving of student breakfast and lunches.

- The revenue projection for FY 2021-22 in the School Nutrition fund is a decrease of 11.37%.
- The expenditure projection for FY 2021-22 will continue to reflect the shift from salary, wages, benefits, food, and food supplies to purchased services. There is a decrease of \$216,917 in the purchased services object code. This is a direct correlation to the privatization of school nutrition services in the FY 2019-20 budget cycle.

Budgeted revenues and expenditures in the School Nutrition Fund are:

Summary of School Nutrition Fund - Revenue by Source			
Description	FY 2019-20 Approved Budget	FY 2020-21 Approved Budget	FY 2021-22 Approved Budget
Revenue			
Local Income	\$ 2,206,710	\$ 2,335,046	\$ 2,056,931
Federal Funding	2,326,518	2,785,485	2,510,000
State Funding	51,478	107,473	66,543
TOTAL	\$ 4,584,706	\$ 5,228,004	\$ 4,633,474

Summary of School Nutrition Fund -Expenditure by Object			
Description	FY 2019-20 Approved Budget	FY 2020-21 Approved Budget	FY 2021-22 Approved Budget
Expenditures			
Salary & Wages	\$ 1,896,396	\$ 1,792,145	\$ 1,479,749
Benefits	568,578	529,711	464,494
Equipment	893	893	893
Purchased Services	86,760	2,845,073	2,628,156
Travel	4,182	4,182	4,182
Miscellaneous	45,000	5,000	5,000
Office and Other Supplies	159,724	50,000	50,000
Food & Food Supplies	1,823,173	1,000	1,000
TOTAL	\$ 4,584,706	\$ 5,228,004	\$ 4,633,474



BUDGET FORECASTS

Forecasts for the following three years have been included throughout this budget. Taking into consideration the current economic situation and the continued uncertainty of the global pandemic, the following was used for calculating the budget forecasts. State revenues are projected to increase over the next three fiscal years by an average of 3.52%. This is based on historical actual increases over a period of four to seven years. In addition, the Governor and State Legislation could approve to continue no loss funding due to ADM in FY 2023. Federal revenues are projected as an average increase over the three years of 1.6%. Other revenue is projected to have a moderate increase on average over the three fiscal years of 4.42%, and finally, County Revenue is projected to increase and average of 3.54%. Forecasts of revenue sources are subject to change each year based on legislative actions at the state and federal levels, local government revenue collections, and current economic conditions.

Personnel expenditures are projected based on a 3.0% increase which would equate to approximately 34 positions in the first forecasted year. This projection would maintain the integrity of the salary scales and allows the school division to remain competitive for quality teachers and other staff. All other expenditures are based on a 5.42% increase.

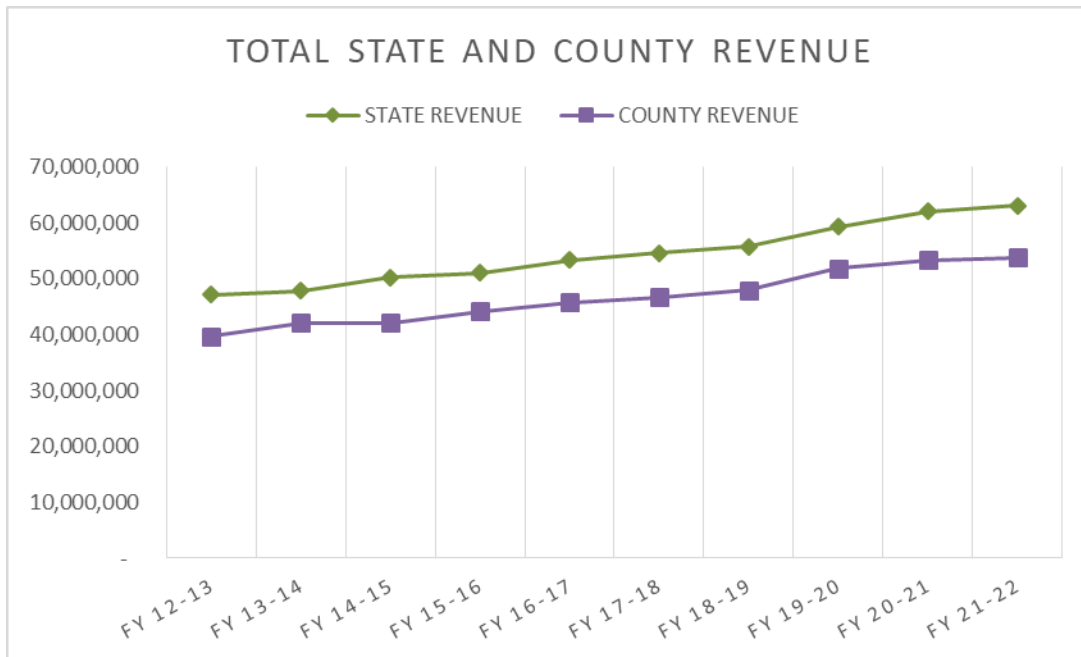
A summary of budget forecasts for fiscal years 2023 through 2025 is outlined below. The forecasted years are for informational purposes only based on trend data and are not used for budget planning purposes. As required by law, all fund budgets presented in this budget document are balanced, including the forecasted budgets.

General Operating and Special Revenue Fund Financial Forecast					
Description	FY 2020-21 Approved Budget	FY 2021-22 Approved Budget	FY 2022-23 Forecast*	FY 2023-24 Forecast*	FY 2024-25 Forecast*
All Funds					
Revenue					
State Revenue	\$ 62,060,890	\$ 63,083,948	\$ 65,356,771	\$ 67,724,284	\$ 70,177,575
Federal Revenue	7,551,770	7,276,285	7,280,292	7,399,341	7,520,483
County Revenue - Operations	53,627,273	53,877,273	55,581,382	57,339,391	59,153,005
Other Revenue - Local	732,438	732,438	744,735	757,238	769,951
Breakfast & Lunch Receipts	2,335,046	2,056,931	2,388,614	2,436,386	2,485,114
Total Funds Available	\$ 126,307,417	\$ 127,026,875	\$ 131,351,794	\$ 135,656,640	\$ 140,106,128
Expenditures					
Instruction	\$ 93,155,968	\$ 93,590,248	\$ 96,733,753	\$ 99,983,764	\$ 103,343,923
Admin, Attend, & Health	5,484,275	5,630,523	5,818,819	6,013,494	6,214,767
Transportation	5,325,646	5,469,766	5,652,686	5,841,803	6,037,330
Operations & Maintenance	16,384,830	16,974,170	17,541,819	18,128,701	18,735,473
Non-Instructional	320,034	320,034	330,737	341,802	353,242
Food Services	5,228,004	4,633,474	4,865,320	4,938,416	5,012,733
Debt Service	408,660	408,660	408,660	408,660	408,660
Total Expenditures	\$ 126,307,417	\$ 127,026,875	\$ 131,351,794	\$ 135,656,640	\$ 140,106,128
Projected Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -

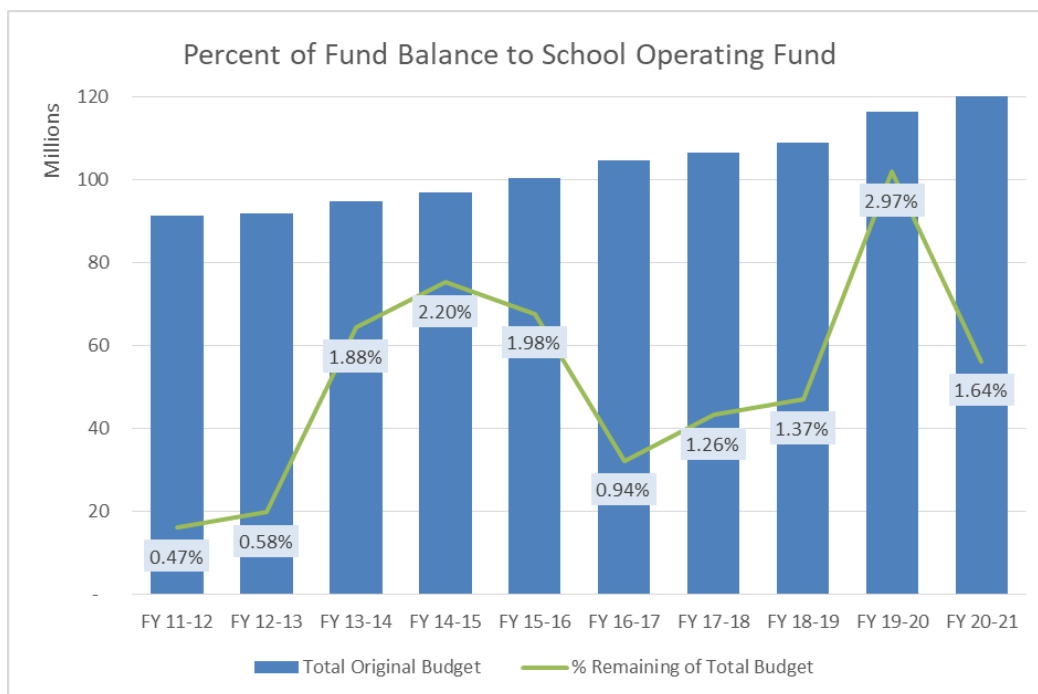
* Economic conditions could cause significant variances from the projections.

SIGNIFICANT TRENDS

Revenue - The majority of the School Division funding is received from the State and County Government. Below is the trend analysis for the previous 10 years.



Year End Balance –The school division monitors federal and state revenue trends closely as a result of sound management practices. The chart below is the percent of fund balance remaining in the school operating fund as compared to the total original operating budget.



KEY FACTORS THAT AFFECTED THE CURRENT YEAR BUDGET DEVELOPMENT

REVENUE

Composite Index Change

- The composite index, also referred to as the local composite index, (LCI) is a factor used in the Virginia Basic Aid formula, (derived from true values of property, ADM, population, retail sales, adjusted gross income, etc.) to determine local and state share of basic appropriation. MCPS's composite index for the 2020-2022 biennium budget, as approved by the Virginia General Assembly is 0.3979, which is an increase of 0.0059. Additional information on LCI can be found on pages 147-150 of the informational section of this budget document.

Student Enrollment

- The ADM projection for fiscal year 2021-2022 of 9,564 students is a decrease in ADM of 291 students. This decrease is due to the COVID-19 pandemic that continues and is an estimate provided by the state.

Governor's Proposed Budget / State Revenue

- The Governor's proposed amendments include no loss funding for school divisions who's ADM had decreased due to the global pandemic.

Federal Revenue

- Title grants fall under the Elementary and Secondary Education Act (ESEA). These grants are approved after the start of the fiscal year 2021- 2022 therefore, the projections are based on the approved grant amounts for the federal fiscal year 2020-2021. Federal funding is projected to stay level for FY 2021-2022.

County Allocation

- The School Board's original funding request from the County Board of supervisors was an increase in the County allocation of \$5,119,221 or 9.59%. However the actual County appropriation increase included in the approved annual budget is \$500,000 or 0.94%.

EXPENDITURES

Salary Enhancements

- Compensation and benefits have continued to be a priority for the school division. In order to be competitive with surrounding districts, the annual budget includes an average of a 3.0% raise which will continue the efforts to provide our teachers a fair and competitive salary. The amount reflected in these pages for the raise is 1.5%. The additional 1.5% is from additional state funding received after the County Board of Supervisors approved their budget. These were approved by the Board of Supervisors on June 14, 2021 as a supplemental appropriation to the FY 2021-2022 annual budget.

Sustainment Plan

- This funding request for FY 2021-22 sustains the program enhancement and targeted restoration we were able to implement in previous budgets.

Capital Projects

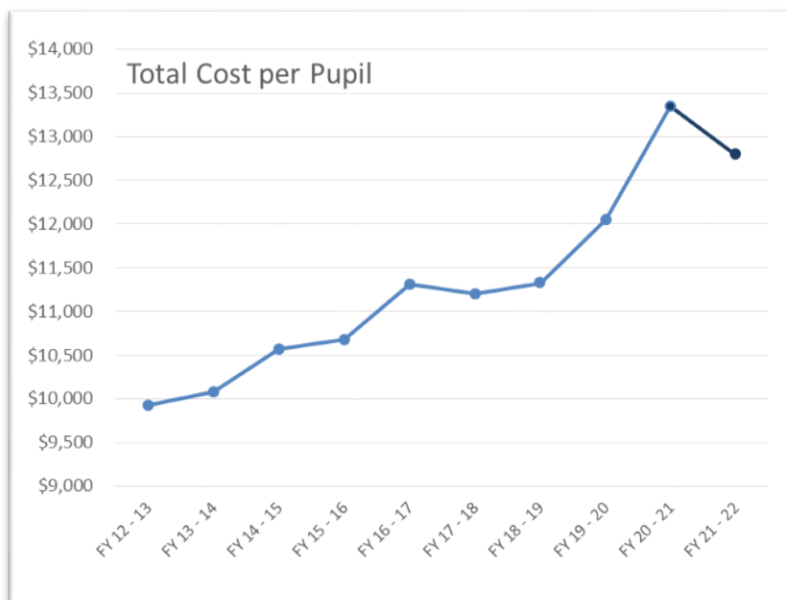
- The School Board maintains a Capital Improvement Program which reflects school capital needs up to ten subsequent years. The plan is included in the informational section of the annual budget book and includes two sections: capital improvement planning and capital maintenance projects.

INFORMATIONAL SECTION

The following is a high-level summary of the information contained in the Informational Section of the Annual Budget.

PER PUPIL EXPENDITURES

The Virginia Department of Education defines “Operations” to include regular day school, summer school, adult education, and other education, but does not include pre-kindergarten, non-regular day school programs, non-local education programs, debt service, or capital outlay additions. Figures to the right for FY 2013 through FY 2020 were taken from Table 15 of the Superintendent’s Annual Report for Virginia for the respective years. FY 2021 cost per pupil is a preliminary estimate based on the FY 2021 Annual School Report submitted to the State of Virginia on September 30th. The FY 2022 cost per pupil is an estimate based on data included in this budget book.



COMPOSITE INDEX

The Composite Index of Local Ability to Pay determines a school division’s ability to pay education costs fundamental to the commonwealth’s Standards of Quality (SOQ). For FY21 and FY22, MCPS’s local composite index (LCI) is 0.3979. This means the state will fund 60.21 percent and Montgomery County is required to pay 39.79 percent of the minimum educational program set by the state Standards of Quality. It is calculated using three indicators of a locality’s ability-to-pay: true value of real property (weighted 50%), adjusted gross income (weighted 40%), and taxable retail sales (weighted 10%). Each locality’s index is adjusted to maintain an overall statewide local share of 45 percent and an overall state share of 55 percent. The index is recalculated every two years. As a locality’s index declines, the state’s share of its funding increases and the amount the locality should be able to pay decreases. The chart below compares the LCI among the surrounding school divisions.

Biennium	MCPS	Craig County	Floyd County	Giles County	Pulaski County	Roanoke County	Roanoke City	Salem City	Radford City
2012-2014	0.4053	0.3163	0.3440	0.2706	0.3052	0.3657	0.3728	0.3628	0.2630
2014-2016	0.3866	0.3157	0.3470	0.2867	0.3113	0.3704	0.3592	0.3695	0.2675
2016-2018	0.3832	0.3026	0.3402	0.2740	0.3105	0.3587	0.3443	0.3704	0.2512
2018-2020	0.3920	0.3235	0.3337	0.2779	0.3192	0.3620	0.3416	0.3715	0.2429
2020-2022	0.3979	0.3336	0.3418	0.2695	0.3235	0.3660	0.3284	0.3641	0.2452

Source: Budget Office, Virginia Department of Education

STUDENT ENROLLMENT

The annual average daily membership (ADM) projections are critical to the budgeting process as overestimating the number of students could result in overestimating revenues causing a budget shortfall. On the other hand, underestimating the ADM will result in underestimated state revenues causing an unexpected fund balance at year-end. Neither outcome is desirable due to the fiscal impact and the planning of expenditures to meet instructional and operational goals. Researching trends in population growth, student attrition, and other pertinent information is useful in developing accurate ADM estimates.

Since about 51% of the school division’s revenue is based on student enrollment projections it is a primary focus when developing the budget. Enrollment is also significant because it drives the number of instructional and support staff needed to provide educational support services to students.

The FY 2020-21 budget was built on an ADM of 9,855. A combination of attrition, third-party enrollment forecasts and County birth rates were used to support this figure.

The following chart reflects the trend analysis from FY 2011-2012 through the forecasted year 2023-2024.



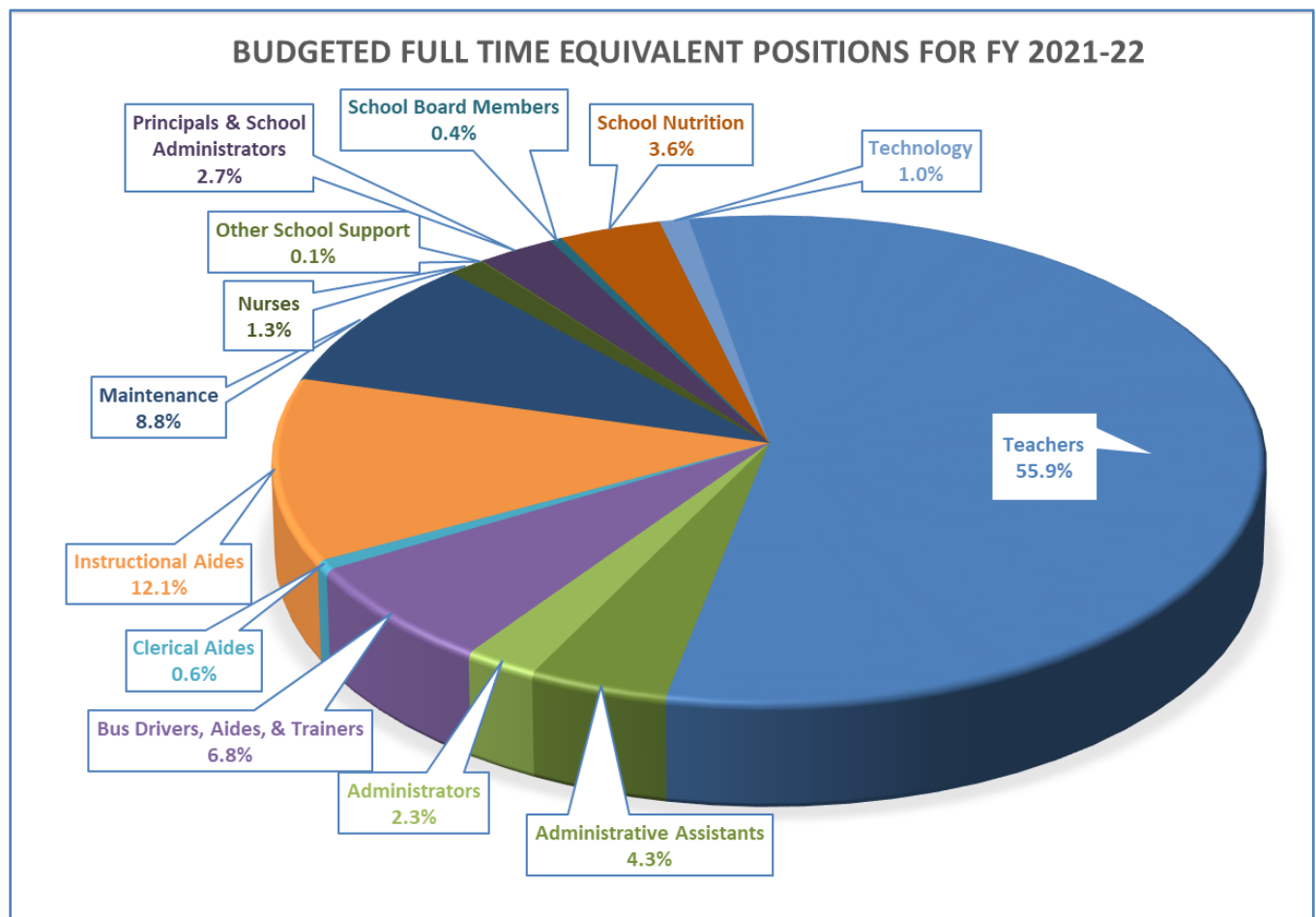
* Budgeted Enrollment
 + Projected Enrollment

ALLOCATION OF PERSONNEL RESOURCES

As part of the annual budget process, requests for additional staffing are evaluated for funding. The information to the right is a summary by position of personnel resource changes included in the FY 2021-2022 budget as compared to the FY 2020-2021 budget. The total number of full time equivalent positions decreased due to the transition of School Nutrition employees to the third party provider and the use of unfilled positions added in FY 2020-2021 to fill the funding gap in FY 2021-2022. The school operating budget decreased by 10.0 teaching position FTEs for FY 2022

	FY 2020-21 Approved	FY 2021-22 Approved	Difference
Teachers	936.31	926.31	(10.00)
Administrative Assistants	71.50	71.50	-
Administrators	38.00	38.00	-
Bus Drivers, Aides, & Trainers	113.00	113.00	-
Clerical Aides	10.64	10.64	-
Instructional Aides	201.05	201.05	-
Maintenance	146.50	146.50	-
Nurses	21.00	21.00	-
Other School Support	1.00	1.00	-
Principals & School Administrators	44.60	44.60	-
School Board Members	7.00	7.00	-
School Nutrition	72.00	59.00	(13.00)
Technology	17.00	17.00	-
Total	1,679.60	1,656.60	(23.00)

Locations and grades for teachers and instructional assistants vary from year to year based on enrollment by school and by grade.



CHANGES IN DEBT

Debt provides the current resources to build new schools and renovate or expand current school buildings. These financial resources must be repaid with interest in the future. This debt commits future county funds to pay the principal and interest on school mortgages. As debt to finance school construction increases, county funds become limited for day-to-day operating costs accounted for in the School Operating Fund. Significant changes in the debt service for any given fiscal year is driven by the sale of new bonds requiring additional interest and principal payments or by the retirement (pay-off) of any existing bonds. To increase debt spending, MCPS submits requests to the Montgomery County Board of Supervisors who approves the amount of funds available for the construction of new schools. The school division did seek funding from the Board of Supervisors for school renovations. Additional details on this can be found in the informational section of this budget book. On October 8, 2019, the County issued bonds with a par amount of \$27,315,000 and a net premium of \$2,977,889 through the Virginia Public School Authority at a total interest cost of 2.3%. The proceeds will be used to renovate the primary and elementary schools in the Christiansburg strand.

LOCAL TAXES

School divisions in Virginia do not have taxing authority and are fiscally dependent on the local government. Montgomery County government collects taxes on real estate, personal property, and other sources and transfers a percentage of those revenues to MCPS for operations. These revenues make up the County's undesignated revenue, which may be used in the budget at the Board of Supervisor's discretion. There is no formal agreement on the percentage of collected revenues that are transferred to MCPS. Historically, the County has allocated between 43.36% and 44.53%. The transfer for FY 2021-22 is 44.38% of the County's undesignated revenue. Tax rates presented in the chart are per \$100 of assessed value.

Property Tax Rates					
Calendar Year	Real Estate	Personal Property	Machinery and Tools	Merchants Capital	Total Direct Rate
2021	0.89	2.55	1.82	3.05	8.31
2020	0.89	2.55	1.82	3.05	8.31
2019	0.89	2.55	1.82	3.05	8.31
2018	0.89	2.55	1.82	3.05	8.31
2017	0.89	2.55	1.82	3.05	8.31
2016	0.89	2.55	1.82	3.05	8.31
2015	0.89	2.55	1.82	3.05	8.31
2014	0.89	2.55	1.82	3.05	8.31
2013	0.89	2.55	1.82	3.05	8.31
2012	0.87	2.45	1.82	3.05	8.19

SCHOOL & FACILITY INFORMATION

School Information						
School	Grade Levels	Enrollment	PTR	Disadvantaged	Students with Disabilities	Accreditation
Primary Schools						
Christiansburg Primary	PK-2	437	18:1	39.4%	11%	Accreditation Waived
Elementary Schools						
Auburn Elementary	PK-5	550	18:1	47.7%	9%	Accreditation Waived
Belview Elementary	PK-5	273	17:1	49.3%	14%	Accreditation Waived
Christiansburg Elementary	3-5	390	19:1	36.3%	8%	Accreditation Waived
Eastern Montgomery Elementary	PK-5	401	16:1	67.2%	16%	Accreditation Waived
Falling Branch Elementary	PK-5	562	18:1	44.3%	12%	Accreditation Waived
Gilbert Linkous Elementary	PK-5	319	18:1	19.7%	10%	Accreditation Waived
Harding Avenue Elementary	K-5	272	16:1	14.7%	10%	Accreditation Waived
Kipps Elementary	K-5	376	18:1	22.1%	11%	Accreditation Waived
Margaret Beeks Elementary	PK-5	362	16:1	32.5%	10%	Accreditation Waived
Price's Fork Elementary	PK-5	443	19:1	51.5%	14%	Accreditation Waived
Middle Schools						
Auburn Middle	6-8	288	13:1	47.9%	16%	Accreditation Waived
Blacksburg Middle	6-8	932	16:1	28.1%	12%	Accreditation Waived
Christiansburg Middle	6-8	793	15:1	40.3%	14%	Accreditation Waived
Shawsville Middle School	6-8	215	11:1	62.6%	15%	Accreditation Waived
High Schools						
Auburn High School	9-12	371	14:1	38.1%	15%	Accreditation Waived
Blacksburg High School	9-12	1322	18:1	20.5%	8%	Accreditation Waived
Christiansburg High School	9-12	1077	16:1	36.9%	11%	Accreditation Waived
Eastern Montgomery High School	9-12	291	15:1	56.0%	15%	Accreditation Waived

Facility Information						
School	YR opened	Capacity	Square Feet	Mobile units	acreage	
Primary Schools						
Christiansburg Primary	1973	342*	52,475	5	22.30	
Elementary Schools						
Auburn Elementary	1998	560	81,104	1	14.70	
Belview Elementary	1953	222*	37,981	0	10.00	
Christiansburg Elementary	1963	266*	40,363	4	15.40	
Eastern Montgomery Elementary	2010	650	111,000	0	20.00	
Falling Branch Elementary	1992	740*	89,363	0	21.60	
Gilbert Linkous Elementary	1964	354	41,071	0	12.96	
Harding Avenue Elementary	1973	242	43,436	4	7.90	
Kipps Elementary	1994	450	64,954	0	28.30	
Margaret Beeks Elementary	1963	390	50,209	0	14.00	
Price's Fork Elementary	2011	650	111,000	0	20.00	
Middle Schools						
Auburn Middle	2015	480	126,338	0	13.50	
Blacksburg Middle	2002	1,200	190,478	0	55.20	
Christiansburg Middle	2003	1,200	190,478	0	32.00	
Shawsville Middle School	1935	240	68,645	0	16.50	
High Schools						
Auburn High School	2013	600	182,944	0	37.10	
Blacksburg High School	2013	1,400	295,302	0	76.50	
Christiansburg High School	1974	866*	222,902	4	43.60	
Eastern Montgomery High School	2000	561	109,350	0	35.39	

* Program Capacity

FAST FACTS

SCHOOL BUILDINGS

Primary School	1
Elementary Schools	10
Middle Schools	4
High Schools	4
Alternative Education	1
Total	20

TEACHING STAFF

Salaries	
Minimum	\$ 44,500
Maximum	\$ 70,394
MCPS Average	\$ 52,231
Number of classroom teachers with Master's degrees or above	471
Average years experience (overall)	14.4
Turnover rate	11.98%

STUDENT INFORMATION

Average Daily Membership (3/31/21)	
Elementary	4,221
Middle	2,274
High	2,977
Total	9,472
Cost per Student (preliminary FY 2021)	
State	\$ 5,326
State Sales Tax	\$ 1,263
Federal	\$ 498
Local	\$ 5,710
Total	\$ 12,797
% of Free & Reduced Lunch	36.76%
Scholastic Assessment Test Scores	
Math	
MCPS	624
Critical Reading	
MCPS	614
Combined	
MCPS	1,238
State	1,151
Nation	1,061
Number of Seniors taking SAT	231
Number of AP Examinations	893

DEMOGRAPHICS

Total Fall Membership (K-12)	9,507
Subgroup:	
Asian	4.17%
Black	4.52%
Hawaiian (Pacific Islander)	0.14%
Hispanic	3.86%
Multi-Race	5.22%
Native American	0.38%
White	81.64%
Economically Disadvantaged	36.76%
Limited English Proficient	5.06%
Special Education	15.41%

Note: The demographic information presented above is an appropriate "snapshot" of our student demographic data taken in November. This snapshot includes all students (full and part-time, preschools, GED, special programs, etc.) and may differ from other reports, depending on which day the data was recorded.

STATEMENT OF INCLUSIVITY

The Montgomery County School Board, in accordance with its Core Values, strives to support our students and staff in their pursuit of excellence. The School Board governs budgets and policies used daily in our school in support of the school system's core values of cultural diversity, physical safety and emotional well-being, mutual trust and respect, open communication, accountability, engagement and lifelong learning for each member of our school community.

On behalf of the students and families in MCPS and all the citizens of Montgomery County, the Montgomery County School Board affirms (Code of Ethics):

- Its policies on non-discrimination and anti-harassment to nurture an environment of inclusiveness and prohibit discrimination on the basis of race, color, religion, national origin, sexual orientation, political affiliation, gender, pregnancy, childbirth or related medical condition, age, marital status, disability or status as a special disabled veteran. (5-1.2)
- A commitment to ensure that all students and school system personnel, including all immigrants, are treated with dignity and respect. (6-1.8)
- Support of MCPS efforts to build bridges of understanding and mutual respect among all the diverse members of our community. (6-1.8)
- Our vow to oppose any intolerance or fear that might threaten the diversity, safety, or academic excellence of our schools; and (5-1.2)
- Our pledge to ensure that all students and school personnel within Montgomery County are accorded equal protection under the law. (5-1.1 and 7-1.1)

Universal public education available to all is a civil right as well as the defining promise of American democracy. The members of the School Board took an oath to uphold the United States Constitution in our work for the Commonwealth of Virginia. As an extension of our oath, we encourage our students, staff, and members of the community to celebrate the inclusiveness and diversity that contributes to the growth, success, safety, and quality of life for everyone at MCPS. (1-1.1 through 1-1.7)



OVERVIEW AND OTHER INFORMATION

OVERVIEW

Montgomery County is located in the New River Valley in the Appalachian region of Southwest Virginia. The county covers an area of 389 square miles and is home to a population of approximately 100,000. Of these residents, 86% are white, 7% Asian, 5% African American, and 3% other races. Montgomery County's largest population centers are the towns of Christiansburg (the county seat and retail center) and Blacksburg (home to Virginia Tech, the state's second largest public university). In addition, Montgomery County includes numerous unincorporated rural communities. The largest of these are Riner to the south and Shawsville and Elliston to the east. The county's largest employers include Virginia Tech, Montgomery County Public Schools, several manufacturing plants and calling centers, and two hospitals. The Montgomery County Public School division (MCPS) serves almost 10,000 students in grades PK-12. There are 20 schools in the county's four attendance areas, including one primary, ten elementary, four middle, four high, and one secondary alternative program.

COMMUNITY INVOLVEMENT

MCPS continues to be an integral part of the Montgomery County community. The division works to achieve its goals with collaboration from many community organizations including Virginia Tech, Radford University, New River Community College, New River Valley Community Services, local law enforcement and government agencies, the medical community, and many other organizations. Many local businesses partner with MCPS to help us achieve division goals for student success. Parents and other community volunteers donate thousands of hours per year to support schools by mentoring, tutoring, helping with special projects, fundraising, and reading to students.

In addition to MCPS students, many local groups, use the interior facilities and athletic fields of our public schools. These include PTAs and PTOs, youth and adult sports leagues, the YMCA, 4-H, after-school programs and clubs, civic organizations, and the Boy Scouts and Girl Scouts. During the 2020-2021 school year, MCPS school facilities were unavailable for use, due to the ongoing COVID-19 pandemic. Typically, facilities are used for recreational sports practices and games, club meetings, worship services, and numerous other events.

REQUESTS FOR INFORMATION

This budget document is designed to provide our citizens, taxpayers, and other stakeholders with a general overview of the school system's budget and to demonstrate the School Division's accountability for the money it receives. Questions concerning this report or requests for additional financial information should be directed to: Katherine C. Miano, CPA, SFO Director of Finance, Montgomery County Public Schools, 750 Imperial Street, SE, Christiansburg, VA 24073, telephone (540) 382-5100 or visit the school division's website at www.mcps.org.



Christiansburg Elementary School
@CburgESCoyotes



Mrs. Stanley's class used their google classroom maps to create a salt dough map that included 5 geographic land and water features in North America.

#messylearning



ORGANIZATIONAL SECTION



Belview Elementary
@BelviewBees



Fourth graders in Ms. Conner's class learning about the watershed!



ABOUT OUR SCHOOL DIVISION

FISCAL DEPENDENCE

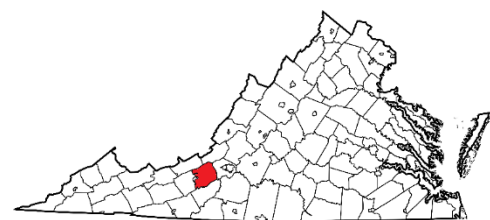
Montgomery County Public Schools (MCPS) was established in 1776 to provide educational opportunities to the residents of the County of Montgomery, Virginia (County). MCPS is a fiscally dependent school division pursuant to State law. As a fiscally dependent school division without taxing authority, assessed and market value of taxable property and tax rates do not apply nor does the school system maintain a debt service or capital projects fund. State law prohibits the school system from entering into debt that extends beyond the fiscal year without the approval of the local governing body, the County Board of Supervisors. Because of this fiscal dependency, the school division is a component unit of the County. Approximately 44% of the school division's general fund support derives from the local appropriation of the County. In addition, the County prepares and administers a budget for school related debt service and major capital projects.

LEVEL OF EDUCATION

The School Division provides a broad spectrum of general, special, gifted, career and technical education opportunities for approximately 10,000 students (including pre-kindergarten through grade 12) between the ages of 3 and 21. In addition to the standard Diploma, the school division also offers an advanced studies diploma, an applied studies diploma for students with disabilities who complete the requirements of their individualized education program, and a general educational development certificate.

GEOGRAPHIC AREA SERVED

Montgomery County Public Schools is the 28th largest of 132 school divisions in the Commonwealth of Virginia. The school division supports the student residents of Montgomery County, located in southwestern Virginia approximately 30 miles southwest of the City of Roanoke, along the Interstate 81 corridor. Montgomery County is approximately 389 square miles and has a population of approximately 100,000 and includes two of the state's four largest incorporated towns, Blacksburg and Christiansburg.



DEMOGRAPHIC STATISTICS

Fiscal Year Ended	Population	Total Personal Income	Per Capita Personal Income	Public School Enrollment	Unemployment Rate
2020	100,073	\$ 4,407,184,860	\$ 44,040	9,761	7.70%
2019	99,433	4,140,756,000	41,644	9,703	3.30%
2018	98,559	3,883,843,000	39,406	9,637	3.50%
2017	98,602	3,795,651,000	38,495	9,487	4.20%
2016	97,653	3,626,967,000	37,141	9,488	4.30%
2015	97,405	3,534,206,000	36,284	9,427	5.50%
2014	96,207	2,909,743,645	30,245	9,484	5.50%
2013	95,626	2,723,370,463	28,479	9,474	6.50%
2012	94,996	2,645,068,624	27,844	9,406	6.40%
2011	94,392	2,499,233,000	26,477	9,345	7.40%

Note: Population, school enrollment, and unemployment figures are based on fiscal years ending June 30. Per Capital Income is as of December 31.

Source: Montgomery County Comprehensive Annual Financial Report for FY 2020.

STUDENTS AND CAMPUSES

The School System provides a broad spectrum of general, special, gifted, career and technical education opportunities for approximately 10,000 students (including pre-kindergarten) between the ages of 3 and 21 at one primary school, ten elementary schools, four middle schools, four high schools, and one alternative school.

FACILITIES AND ADMINISTRATORS

Montgomery County Schools is comprised of one primary school, ten elementary schools, four middle schools, four high schools, and one alternative school. Other operations are supported by the administration building, and the operations building, which includes pupil transportation, facilities, and technology departments.

Christiansburg Primary

240 Betty Drive
Christiansburg, VA 24073
Principal – Oliver Lewis

Auburn Elementary

1760 Auburn School Drive
Riner, VA 24149
Principal – Kim Rygas

Belview Elementary

3187 Pepper's Ferry Road
Radford, VA 24141
Principal – Lori Comer

Christiansburg Elementary

160 Wade's Lane
Christiansburg, VA 24073
Principal – Malinda Morgan

Eastern Montgomery Elementary

4580 Eastern Montgomery Lane
Elliston, VA 24078
Principal – Denise Boyle

Falling Branch Elementary

735 Falling Branch Road
Christiansburg, VA 24073
Principal – Julie Vanidestine

Gilbert Linkous Elementary

813 Tom's Creek Road
Blacksburg, VA 24060
Principal – Carol Slonka

Harding Avenue Elementary

429 Harding Avenue
Blacksburg, VA 24060
Principal – Steven Sizemore

Kipps Elementary

2801 Price's Fork Road
Blacksburg, VA 24060
Principal – Carey Stewart

Margaret Beeks Elementary

709 Airport Road
Blacksburg, VA 24060
Principal – Marcia Settle

Price's Fork Elementary

4021 Prices Fork Rd
Blacksburg, VA 24060
Principal – Kelly Roark

Auburn Middle

4163 Riner Road
Riner, VA 24149
Principal – Meggan Marshall

Blacksburg Middle

3109 Price's Fork Road
Blacksburg, VA 24060
Principal – Amanda Weidner

Christiansburg Middle

1205 Buffalo Drive, NW
Christiansburg, VA 24073
Principal – Micah Mefford

Shawsville Middle

4179 Old Town Road
Shawsville, VA 24162
Principal – Andy Hipple

Auburn High

1650 Auburn School Drive
Riner, VA 24149
Principal – Chris Stewart

Blacksburg High

3401 Bruin Lane
Blacksburg, VA 24060
Principal – Guylene Wood-Setzer

Christiansburg High

100 Independence Boulevard
Christiansburg, VA 24073
Principal – Tony Deibler

Eastern Montgomery High

4695 Crozier Road
Elliston, VA 24087
Principal – Todd Lewis

Montgomery Central

208 College Street
Christiansburg, VA 24073
Principal – Mike Stanley

Administration Building

750 Imperial Street, SE
Christiansburg, VA 24073
Superintendent – Dr. Mark Mear

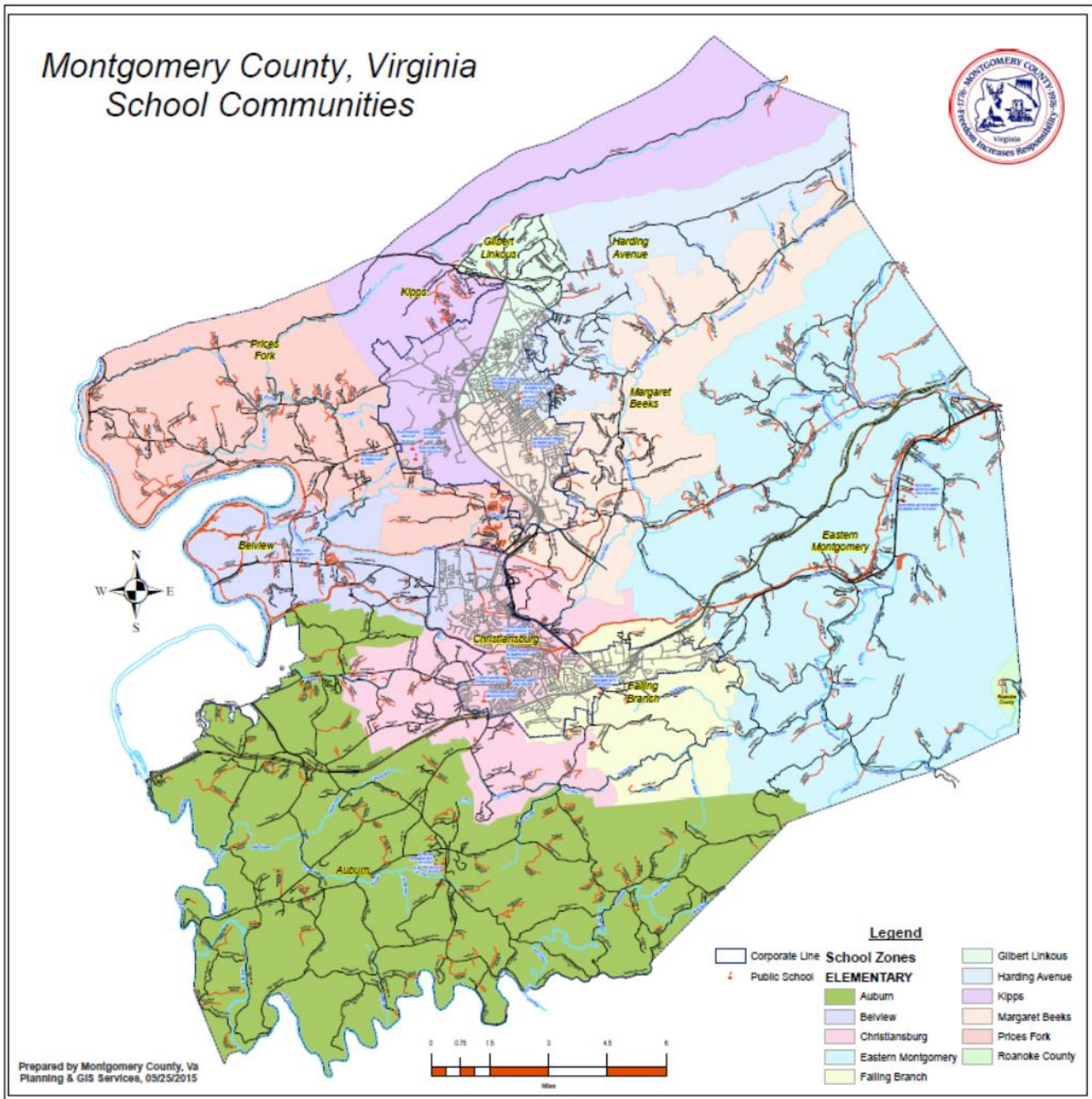
Operations Building

280 College Street
Christiansburg, VA 24073

MCPS Website

www.mcps.org

MONTGOMERY COUNTY SCHOOL LOCATION MAP



Feeder Patterns

	Northern	Southern	Western	Eastern
High Schools	Blacksburg	Auburn	Christiansburg	Eastern Montgomery
Middle Schools	Blacksburg	Auburn	Christiansburg	Shawsville
Elementary Schools	Gilbert Linkous Harding Avenue Kipps Margaret Beeks Prices Fork	Auburn	Belview Christiansburg Falling Branch	Eastern Montgomery
Primary Schools	-	-	Christiansburg	-

GOVERNANCE

A seven member county Board of Supervisors is charged by state law to approve and appropriate funds for the school division’s budget, which may be approved in total or by state-determined expenditure categories. The Montgomery County Board of Supervisors approves the school division’s budget by category. The categories include Instruction, Administration, Attendance and Health, Pupil Transportation, Operations and Maintenance, School Food Service, Non-Instructional, and Debt Service.

Montgomery County Public Schools is governed by an elected seven member School Board. Serving staggered four-year terms, School Board members set policies to ensure proper administration of the school division and are responsible for the division’s financial matters as an agency of the appropriating body for the County, the Montgomery County Board of Supervisors. Board members select a Chair and Vice-Chair during the first meeting in January. The School Board generally meets on the first and third Tuesday of each month. More information on School Board meetings is available on the division website at <http://www.mcps.org>.

The School Board appoints the superintendent of schools. The superintendent of schools works closely with the deputy superintendent, assistant superintendent for operations, and leadership staff to oversee the daily operations of the schools and departments.

The School Board is comprised of the following individuals:

- Gunin Kiran, Chair..... District A
- Penny Franklin District B
- Dana Partin District C
- Jamie M. Bond District D
- Marti Graham, Vice-Chair..... District E
- Susan J. Kass District F
- Mark F. Cherbaka District G

Gunin Kiran, District A



Penny J. Franklin, District B



Dana M. Partin, District C



Jamie M. Bond, District D



Marti Graham, District E



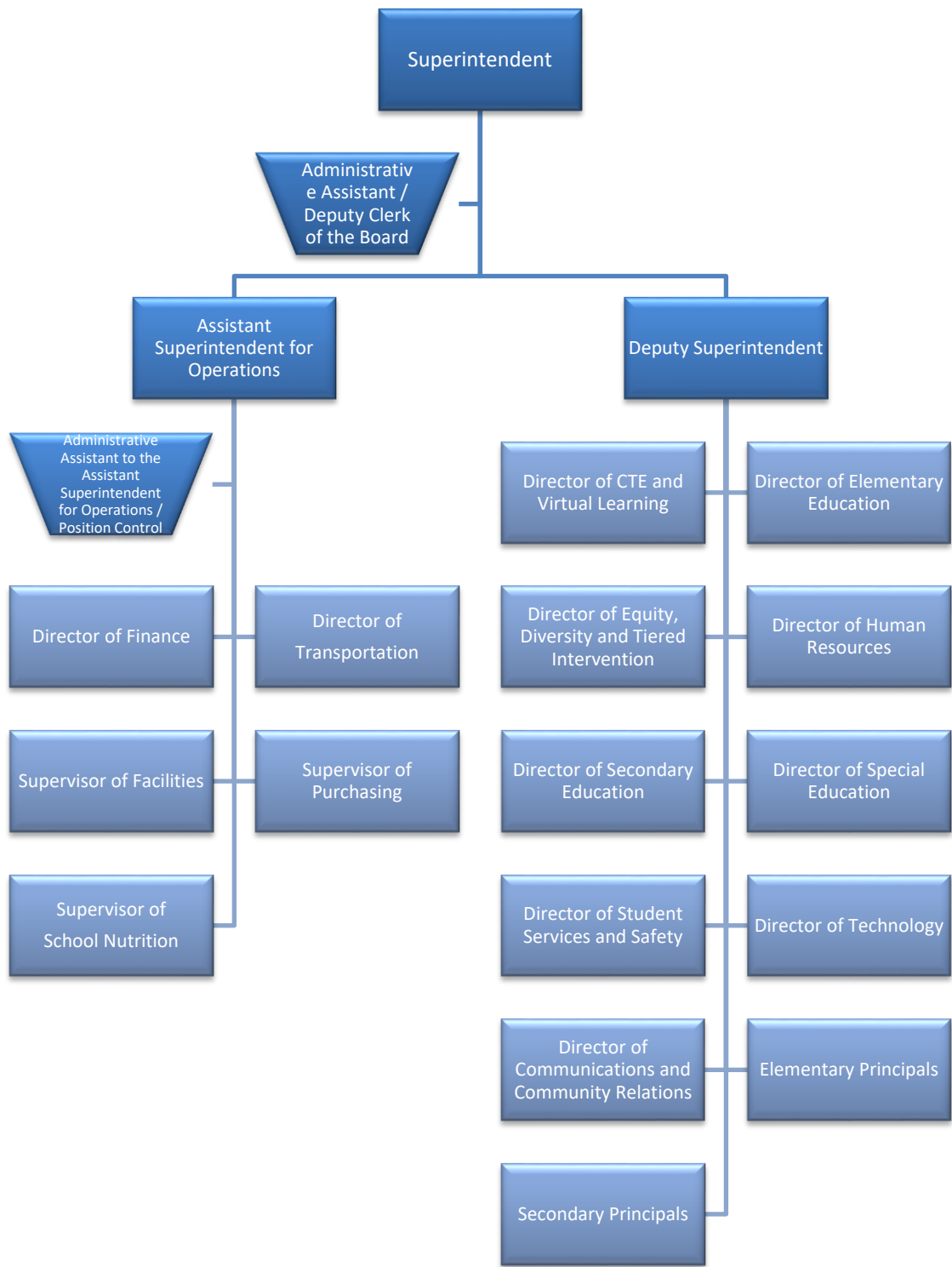
Susan J. Kass, District F



Mark F. Cherbaka, District G



ORGANIZATIONAL CHART



STRATEGIC PLAN

Strategic Plan

2021-2026



Montgomery County
Public Schools

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Mission

Highest aspiration and purpose of the school; a declaration of the unique identity to which the school aspires, its specific purpose, and the means by which it will achieve its purpose

MCPS is an innovative educational community. We value diversity, and we are committed to equity and inclusion. MCPS empowers learners to realize success in an ever-changing global society through collaboration with communities, families, staff, and students. MCPS provides a safe, engaging learning environment and intentional exposure to positive social, emotional, and academic experiences.

Beliefs

An expression of fundamental values, ethical code, overriding convictions, inviolable principles

1. All students can learn in order to pursue their dreams.
2. Schools are safe places of joy, wonder, and creativity.
3. Every person deserves to be loved, valued, and respected.
4. Kindness is an essential skill of a responsible, productive community member.
5. The diversity of our community is one of our greatest strengths.
6. All people deserve equitable access to opportunities and resources.
7. Every child deserves an advocate.
8. Honoring the voices of students and other stakeholders strengthens the school community.
9. Open communication and feedback are vital to our growth.
10. Learning and teaching are collective efforts that begin at birth and involve the entire community.
11. Relationship building and high expectations are foundational to student success.



Mission

Highest aspiration and purpose of the school; a declaration of the unique identity to which the school aspires, its specific purpose, and the means by which it will achieve its purpose


MCPS is an innovative educational community. We value diversity, and we are committed to equity and inclusion. MCPS empowers learners to realize success in an ever-changing global society through collaboration with communities, families, staff, and students. MCPS provides a safe, engaging learning environment and intentional exposure to positive social, emotional, and academic experiences.

Objectives


An uncompromising commitment to achieve specific, measurable, observable, or demonstrable results that exceed current capability

- 1. Instruction**


Each student will have access to exemplary and meaningful learning opportunities that engage them in collaboration, communication, critical thinking, developing creativity, and building connections.


- 2. Learning Environments**


Each student will have access to safe and vibrant learning environments that facilitate instruction, learning, and collaboration and promote physical, mental, emotional, and social well-being.


- 3. Poverty**


Each student will be provided with resources to address their physiological, social, emotional, and cognitive needs.


- 4. Equity**

Each student will have equitable access to resources, programs, opportunities, and learning experiences regardless of barriers.


- 5. Mental Health**

Each student will learn resilience and life skills in a safe and supportive environment that promotes social, emotional, mental, and physical well-being.



Parameters

Boundaries within which the school will accomplish its mission; self-imposed limitations

1. We will base all decisions on what is best for students.
2. We are committed to equity as a priority in all decisions.
3. We will not tolerate discrimination based on race, culture, gender, age, gender identity and expression, sexual orientation, socioeconomic background, national origin, disability or religion.
4. We will model and foster a culture of integrity and respect.
5. We will ensure our allocations of money, time, and talents are aligned with our beliefs.
6. We will practice and promote open, honest, and transparent communication with all stakeholders.
7. We will practice a growth mindset in our continuous improvement efforts.
8. We will ensure that students and staff members are provided with a safe environment that promotes wellness.
9. We will be responsible stewards to sustain our physical and natural resources.
10. We are committed to excellence.



Equity Statement

MCPS will intentionally address the needs of all individuals so that each person can achieve their maximum potential.

Principles of Equity

Impartiality

Ensure equal treatment of all, regardless of race, ethnicity, socioeconomic status, culture, gender, gender identity, and other protected group status.

Opportunity

Eliminate barriers and obstacles by providing needed resources through planned, systemic strategies that focus on the core of teaching and learning.

Access

Ensure that all individuals have the same rigorous educational standards, quality programs, and tiered supports.

Sense of Belonging

Promote social and emotional well-being and ensure individuals have the ability to self-advocate and influence decisions affecting them.



Instruction

Provide each student with access to exemplary and meaningful learning opportunities that engage them in collaboration, communication, critical thinking, developing creativity, and building connections.

Action Plans:

- **Professional Development**
 - Provide meaningful professional development which ensures educators are prepared to engage students in collaboration, communication, critical thinking, developing creativity, and building connections.
- **Lesson Planning**
 - Be intentional in strategic lesson planning which ensures instruction, feedback, and assessment are in alignment with student needs and division goals.
- **Engagement**
 - Engage students in rigorous and meaningful learning during the school day which respects their time and allows them to maintain wellness and balance in their lives outside of school.
- **Recruit and Retain**
 - Recruit and maintain exemplary faculty, staff, and leaders who support the beliefs and mission of the school division.



Instruction Professional Development

Provide meaningful professional development which ensures educators are prepared to engage students in collaboration, communication, critical thinking, developing creativity, and building connections.

Specific Result Statement:

Action Steps:

A professional development committee will be established to evaluate current professional development practices and alignment with division goals and strategies, which facilitate the development of skills necessary to build connections, collaborate, communicate, think critically, and be creative.

- Hire an administrator of professional development/learning.
- Determine the membership of the professional development committee.
- Form common definitions of “building connections, collaboration, communication, critical thinking, and creativity.”
- Create a process for evaluating current professional development practices.
- Implement the process for evaluating current professional development practices.

Develop a division-wide plan to advance the learning of our educators and ensure instructional staff have the knowledge, skills, and resources needed to provide our students with a high-quality education which includes opportunities to build connections, collaborate, communicate, think critically, and be creative.

- Use findings from the evaluation to develop an evidence-based division-wide professional development plan aligned with the needs of both the individual and division.
- Provide equitable time for all educators to engage in professional growth activities.
- Offer flexible ways to access professional development.
- Accommodate for the diverse levels of knowledge, interests, and competencies among our educators.
- Align human and capital resources to maximize professional learning.
- Ensure educators are provided appropriate professional development points for job-embedded learning.

Implement, monitor, and revise the division-wide professional development plan to advance the learning of our educators and ensure instructional staff have the knowledge, skills, and resources needed to provide our students with a high-quality education which includes opportunities to build connections, collaborate, communicate, think critically, and be creative.

- Implement the division-wide professional development plan.
- Monitor the implementation of the division-wide plan.
- Revise the professional development plan as needed.

Instruction Lesson Planning

Be intentional in strategic lesson planning which ensures instruction, feedback, and assessment are in alignment with student needs and division goals.

Specific Result Statement:

Action Steps:

Support strategic lesson planning which ensures instruction, feedback, and assessment are in alignment with student needs and division goals by creating and communicating a division expectation for the inclusion, implementation, and monitoring of 4 established tools for student success.

- Establish and communicate a division expectation that all lesson plans contain the 4 tools for successful learning: Mastery Objective, Relevance, Itinerary, and Criteria for Success while providing culturally sensitive inclusiveness.
- Establish access to an open-source bank of resources to support teachers in the creation and implementation of multiple options for mastery demonstration and assessment.
- Provide equitable and collaborative planning time for all teachers.
- Assist administrators in the development of schedules that provide collaborative planning time for instructional teams.
- School administration will monitor and discuss throughout the evaluation process the 4 components (learning tools) that are included in lesson plans and utilize the VDOE lesson plan review document.

Empower teachers and instructional teams with physical resources and professional knowledge to deliver best practice instruction and students to access curriculum through multiple means.

- Ensure teachers have access to existing physical resources or know how to request additional resources to support the development of equitable and culturally responsive lessons including critical thinking, creativity, collaboration, communication, and building connections.
- Provide professional development in the analysis of data in order to match learning tools to student needs.
- Establish a division initiative that the four components of a lesson are made visible to students and communicated and referenced throughout the lesson.
- Equip instructional teams with tools for analysis and sharing of data for student achievement, efficacy of intervention, and application of teacher practice.

Formative and summative assessments will be aligned to the cognitive level of the standards of learning, designed to support movement toward mastery, and analyzed in order to refine practice to best support all learners.

- Establish a district expectation that timely, criteria referenced, and task-specific feedback will be provided to students.
- Equip teachers and instructional teams with guidance tools for the creation, implementation, and evaluation of research-based formative and summative assessments oriented toward performance tasks.
- Teachers and instructional teams will develop formative and summative assessments aligned with the content and cognitive level of the standards.
- School administration will monitor the assessment process, collect evidence through work samples, and provide feedback to teachers and instructional teams.

Instruction Engagement

Engage students in rigorous and meaningful learning during the school day which respects their time and allows them to maintain wellness and balance in their lives outside of school.

Specific Result Statement:

Action Steps:

<p>We will provide relevant activities for students by implementing rigorous and engaging learning opportunities.</p>	<ul style="list-style-type: none"> • Provide learning experiences using age-appropriate movement cycles. • Integrate technology resources to enhance learning. • Provide emotionally safe learning experiences that encourage learning from mistakes. • Incorporate creativity, collaboration, critical thinking, building connections, and communication. • Implement a division initiative to assess mastery of learning objectives using multiple response options. • Ensure that learning is relevant to students' lives by gathering student feedback during walk-throughs. • Create and implement learning experiences that include engaging qualities (personal response; clear modeled expectations; emotional/intellectual safety; learning with others; choice; sense of audience; authenticity; novelty; and variety).
<p>We will revise and communicate a homework policy that provides guidance for the appropriateness of assignments for each individual student and ensures that punitive grading measures or grading practices based on student behaviors are not used.</p>	<ul style="list-style-type: none"> • Analyze current homework policies and practices, including guidance for the length of assignments and grading practices, with stakeholders and revise appropriate policies. • Ensure that student grades accurately measure a student's understanding of the material and reflect only evidence of a student's demonstration of improvement or mastery of the material. • Implement social, emotional, culturally responsive, and trauma-informed practices that address the issues that impact incomplete and late work, and provide an environment of fairness and equity. • Explore the impact of assigning zeros for incomplete and late work. • Explore alternatives to assigning grade penalties for students who fail to complete work and turn it in on time. • Determine ways to address incomplete and late work that addresses what prevented a student from turning in work on time rather than applying punitive measures. • Develop a system that encourages students to complete assignments and turn them in on time rather than "opting out" of assignments by choosing to accept a zero.
<p>We will create and implement learning experiences that promote wellness and balance.</p>	<ul style="list-style-type: none"> • Gather ongoing feedback from students and parents regarding the meaningfulness of assignments and individual needs for student success. • Ensure that assignments are meaningful, purposeful, and follow revised homework policy guidelines. • Provide parents with strategies and tools to support extended learning at home. • Implement social, emotional, culturally responsive, and trauma-informed practices. • Implement growth mindset strategies. • Provide opportunities for all students to be involved with extracurricular activities. • Create and implement opportunities for brain breaks. • Provide structured time during the school day for students to complete extended learning activities. • Implement strategies to help students develop executive function skills.

Instruction Recruit and Retain

Recruit and maintain exemplary faculty, staff, and leaders who support the beliefs and mission of the school division.

Specific Result Statement:

Action Steps:

Implement a high-quality, comprehensive, multi-year induction and employee support program to provide employees new to our division with support, guidance, encouragement, and opportunities for professional growth, ensuring a successful learning environment for all students.

- Collect data on the strengths and areas needing improvement for our current induction and employee support programs from all stakeholders.
- Research the characteristics of effective induction and employee support programs, and determine the alignment with our current programs.
- A committee of stakeholders will develop guidelines and a process for a comprehensive induction and employee support program based on research and evidence that supports employees new to MCPS during their first years of employment.
- Provide training for mentors.
- Implement the induction and employee support program.

Recruit highly qualified personnel by providing MCPS educators with competitive compensation, by offering early letters of intent to hire, and through creative pathways to licensure and endorsements.

- Attend multiple regional job fairs to recruit highly qualified staff to MCPS.
- Hold multiple MCPS Interview Days to recruit highly qualified certified and classified staff to MCPS.
- Develop and implement a system for recommendation of exceptional MCPS students for potential classified MCPS positions.
- Develop and implement a system for recommendation of exceptional student teachers for potential employment in MCPS.
- Develop and implement a program to target minority candidates for employment in MCPS that will provide a diverse employee population.
- Develop and implement strong communication plans to attract highly qualified candidates to MCPS Interview Days.
- Implement expectations and training of Clinical Faculty.
- Create a recruitment program and materials to attract local students who want to pursue careers in education.
- Collaborate with universities to develop a recruitment pipeline that connects Teachers for Tomorrow, ACCE, and higher education with MCPS.
- Offer early letters of intent to exceptional candidates, including student teachers completing coursework within MCPS.

Increase the retention of highly qualified certified and classified personnel.

- Develop and implement a system to accurately compare our compensation plan to other divisions' plans.
- Survey employees and gather research to determine what makes employees continue to work in MCPS.
- Utilize survey results and research to create and implement an Employee Retention Plan.
- Develop a comprehensive Onboarding Program for new employees that has new employees ready for their first day of work.
- Develop and implement a program to target minority candidates for employment and retention in MCPS that will provide a diverse employee population.

Learning Environments

Provide each student access to a safe and vibrant learning environment to facilitate instruction, learning, and collaboration, and promote physical, mental, emotional, and social well-being.

Action Plans:

- **Safety**
 - Continuously strengthen the safety and security of all MCPS facilities.
- **Quality**
 - Continuously enhance the quality of all MCPS learning environments to facilitate instruction, learning, and collaboration, promoting physical, mental, emotional, and social well-being.
- **Accessibility**
 - Design schools to make sure appropriate areas are easily accessible by the community and outside organizations.



Learning Environments Safety

Continuously strengthen the safety and security of all MCPS facilities.

Specific Result Statement:

Action Steps:

A master facilities plan will incorporate community feedback and previously approved renovations and additions at CES, CPS, and BES.

- Implement the renovations and additions at CES / CPS / BES previously approved by the school board and board of supervisors.
- Seek multiple forms of suggestions/priorities in the development and update of the master facilities plan.
- Development of a master facilities plan, which is updated annually with consideration for county-wide enrollment possibilities.
- Assessment of each school's traffic flow (staff and students) in the development of pickup and dropoff safety procedures.
- Incorporate modern educational spaces, technology, and furnishings to ensure vibrant and functional learning environment.
- Explicitly support the development and expansion of Pre-K programs to meet the overall population.

Learning Environments Quality

Continuously enhance the quality of all MCPS learning environments to facilitate instruction, learning, and collaboration, promoting physical, mental, emotional, and social well-being.

Specific Result Statement:

Action Steps:

The master facilities plan will incorporate best practices for safety and security by engaging experts in the annual process of creating and reviewing the plan.

- Update the best practices for safety and security protocol via meetings with the county and town police departments and other applicable stakeholders and attendance at applicable conferences.
- Appropriate community experts will be engaged in evaluation and planning of all future and existing buildings including law enforcement, health, safety, nutrition, and mental health experts via the development of the facilities master plan.
- Develop and update annually as part of the facilities master plan the basic educational facility requirements.
- As part of the facilities master plan; create a measurement tool to assess schools, prioritize needs and recommend actions, and implement, assess progress, and update the plan.

Learning Environments Accessibility

Design schools to make sure appropriate areas are easily accessible by the community and outside organizations.

Specific Result Statement

The community will be aware of multiple ways that school facilities can be used.

Action Steps:

- Assess community and outside organizational needs of existing buildings.
- Develop a design of communal spaces that can be used for multiple purposes.
- Effectively communicate to all stakeholders ways that the school facilities can be used to meet the needs of the local communities. Publicize availability on the district websites as well as social media outlets and applicable stakeholder meetings.

Poverty

Develop and provide each student with resources to address their physiological, social, emotional, and cognitive needs.

Action Plans:

- **Resources**
 - Engage and collaborate with community resources to concentrate efforts on supporting students' needs from birth to graduation.
- **Relationship Building**
 - Develop engaging instructional strategies that emphasize relationship building, high expectations, engagement, and cultural proficiency.
- **Before and After School Care**
 - Ensure access to high-quality before and after school opportunities from birth to graduation.
- **Early Childhood**
 - Provide access to early childhood education classrooms to ensure equity and establish school readiness.



Poverty Resources

We will engage and collaborate with community resources to concentrate efforts on supporting students' needs from birth to graduation.

Specific Result Statement

Action Steps:

The district will systematize the intake and distribution of information, services, and resources donated by community partners (food, clothing, hygiene) by creating a main-hub or hubs such as family resource centers.

- A family resource center will be created and organized to house food, clothing, and hygiene products.
- Request forms will be created for schools to receive necessary materials.
- Advertising for a FRC will be generated and shared through social media and school outlets.
- Community partners will be made aware of a FRC as a drop off location through email and contacts through the FRC.
- Provide translator and liaison for EL families.
- Make computers available for families during open hours.
- Establish location.
- Funding sources such as grants.
- Partner with community organization and establish communication loops.
- Participate in annual community/school resource meeting.
- Establish communication loops with schools including school culture and climate team (Tier 1/PBIS teams).
- Coordinate with schools and community partners to assist with registration.

Schools will systemize the collection and distribution of information and services to students through a school counselor or designee who coordinates the articulation of a process that gathers information to ensure families are receiving the necessary resources (scholarships, fee waivers, reduced lunch paperwork/information, school supplies, etc.) in a confidential and dignified manner.

- School counselors will be named in each building to serve as liaisons.
- Schools will create and maintain a resource document for all school-based and community resources available to students and families and share with central point of contact (Family Resource Center).
- Schools will examine current practices involving the collection of information (including registration) to ensure the process is confidential, dignified, equitable, and accessible.
- Schools will make resources available in digital and paper formats.
- Registration Hotline available for schools and families.

A collaborating group of stakeholders will be established. The community partners and Montgomery County Public Schools will work together to create, review, update, and implement programs and services to meet the growing needs of students.

- A family resource center will be created and organized to house food, clothing, and hygiene products.
- Create a community resource list per strand.
- Make the community list available, accessible, and equitable to all stakeholders.
- Attend network meetings with area community daycares and local preschool programs to share information thus improving kindergarten readiness skills.
- create a meeting schedule for community resources and community partners annually.
- Make resources available with community partners such as The First Steps Network about school readiness.
- MCPS will partner with community organizations who provide resources to support child development and school readiness.
- Have a single point of contact to help disseminate information and how to connect families with available information.

Poverty

Relationship Building

Develop engaging instructional strategies that emphasize relationship building, high expectations, engagement, and cultural proficiency.

Specific Result Statement	Action Steps:
<p>Schools will provide accessible, equitable, and inclusive student and family engagement events with intentionality around building relationships.</p>	<ul style="list-style-type: none"> • Schools will determine what kinds and how many family engagement activities need to take place by surveying their families and faculty. • Tier 1/PBIS teams will discuss, plan, and implement community events with intentionality based on data of attendance and needs. • Collaboration will take place with transportation to ensure families can attend outreach events and students can access after-school activities. • Existing school events such as back-to-school night, curriculum night, open houses, etc. will be intentional for meeting the needs of the student community. • Division will create an evaluation procedure that includes what community events have been held within schools, and the level of attendance.
<p>MCPS will use research and evidence based Professional Development to build early childhood to 12th grade capacity and effectiveness with cultural proficiency.</p>	<ul style="list-style-type: none"> • Professional development will address the complexity surrounding the experience of poverty. • Professional development points will be maintained on a yearly basis related to equity and/or poverty. • Identify community and school professionals who will provide the PD. • Establish an outline for PD based on but not limited to the demographic needs, cultural diversity, family engagement with education, the early exposure of children to education programs, and community/school partnerships. • Monitor the effective use of learned strategies by staff. • Provide additional support to staff who fail to implement strategies effectively.
<p>MCPS will communicate with families in a confidential and dignified manner.</p>	<ul style="list-style-type: none"> • The division will review current practices to expose barriers and biases (i.e. attendance, registration, etc.). • Schools will conduct in-home or community meetings when appropriate. • Schools will work with community and school transportation systems to make school events accessible to all. • Schools will offer alternative ways for families to attend meetings. • Align SAP process to include family check-in to follow up how needs can be met.

Poverty Before and After School Care

Ensure access to high-quality before and after school opportunities from birth to graduation.

Specific Result Statement

Action Steps:

A review of before and after school programming will be conducted and results will be shared as a resource to the Directors of Elementary and Secondary Education.

- Generate a needs assessment per strand based on before and after school programs.
- gather information about current after-school programs (community or school run, profit, other operating information).
- Analysis of information to determine the equitability of the offerings (cost to attend and scholarships available).
- Adjust programming to meet the needs of students and families.
- Utilize community partners.

Transportation options will be offered for after school activities including, but not limited to sports, clubs, and tutoring.

- The county will conduct a feasibility study to provide cost, options, and a plan for before and after school transportation of elementary and secondary students.
- The study will determine where after-school busses are needed, and the cost.
- A study of public/community transportation will take place to list out the offerings per strand.
- Families will be made aware of various transportation through postings on the school websites, flyers at school events, and public announcements by schools.
- The transportation feasibility for before and after-school busses will be annually reviewed.

Poverty

Early Childhood

Provide access to early childhood education classrooms to ensure equity and establish school readiness.

Specific Result Statement

Expand Virginia Preschool Initiative (VPI) and local PreK program to increase the numbers of students being served.

Action Steps:

- Gather information from existing networks.
- Collaborate with VPI, Special Education, and community providers to determine the most appropriate location for a three-year-old preschool program.
- Collaborate with or create a new consortium of early childhood agencies (e.g. school division, local department of social services, program accepting childcare subsidy payments, providers for Head Start, private day, early childhood special education, and early intervention programs) to expand VPI providers and increase PreK access for at-risk four-year-olds.
- Utilize consortium to distribute a parent resource guide and VPI application information year-round.
- Expand recruitment procedures to include social media contact.
- Align with state guidance to increase the number of four-year-old classrooms available and the number of VPI providers.
- Conduct a division-wide four-year-old PreK program needs and cost assessment that includes: 1) identifying the number of students who qualify but are not served by existing VPI four-year-old programs 2) resources needed (classrooms, teachers, curriculum materials, etc.) to serve all four-year-olds who qualify.
- Gather existing research and data from early childhood networks about area needs for early preschool.
- Gather information about laws and requirements related to transportation for three year students.

Equity

Provide each student with equitable access to resources, programs, opportunities, and learning experiences.

Action Plans:

- **Cultural Proficiency**
 - Establish a system-wide approach that intentionally embeds cultural proficiency to identify and address biases that are intentional, automatic, unintentional, deeply ingrained, universal, and able to influence behavior.
- **Access to Courses**
 - Develop a means to afford all students access to all courses offered by MCPS.
- **Behavior Management**
 - Partner with community organizations to meet the basic needs of families which are necessary for students to be ready to learn.
 - Partner with local, state, community, and governmental organizations to ensure that all children will start kindergarten ready.
 - Develop a clear and structured plan to manage behavior that is accessible and easily understood by administrators, teachers, students, and parents.
- **Equity Statement**
 - Use and promote an equity statement and principles.



Equity Cultural Proficiency

Establish a system-wide approach that intentionally embeds cultural proficiency to identify and address biases that are intentional, automatic, unintentional, deeply ingrained, universal, and able to influence behavior.

Specific Result Statement	Action Steps:
<p>Establish a division Equity Team that focuses on advancing diversity and equity in MCPS programs, practices, and policies.</p>	<ul style="list-style-type: none"> • The division Equity Team will use data such as student performance profiles and school climate surveys to identify and address inequities. The team will also use feedback from the Equity Councils, parents, and other stakeholders to examine out programs, practices, and policies. • Assign Equity Leads at each building who will facilitate professional development at their site with support of central office staff. • Establish school-based Equity Councils for students and teachers. Provide the council members with specific guidelines and meeting times established by the division Equity Team. One member from each council will represent their school on the larger division Equity Team. • Establish a Parent and Community Stakeholder Focus Group that will provide feedback to the division Equity Team regarding issues impacting diversity and equity within programs, policies, and practices. • Interview or survey all stakeholder groups to assess the culture and climate of each school.
<p>Provide professional learning opportunities to all school staff on cultural awareness, proficiency, and sensitivity.</p>	<ul style="list-style-type: none"> • Teachers and administrators will demonstrate professional standards and ethics by engaging in continuous professional development around cultural awareness and competence as part of their Standard 6 indicator. • Provide professional development to all county employees on implicit bias and cultural competence in an ongoing process. The PDs will include the following: <ul style="list-style-type: none"> ◦ Implicit biases ◦ Deficit-thinking ◦ Poverty disciplining • Provide professional learning opportunities to all county employees that impact school culture to include: <ul style="list-style-type: none"> ◦ Effective classroom systems ◦ Social-emotional learning ◦ Trauma responsiveness
<p>Diversify the staff and equip educators to help all students succeed.</p>	<ul style="list-style-type: none"> • Continue a vigorous recruitment plan to attract and retain staff that reflects and embraces our students' diversity. • Provide "culture cafes" or socials where people come together to learn about different cultures in a non-threatening way. • Identify and utilize practices of inclusion where all county employees feel welcomed, appreciated, and supported.

Equity

Access to Courses

Develop a means to afford all students access to all courses offered by MCPS.

Specific Result Statement

Action Steps:

Analyze DE and Advanced Placement enrollment and develop strategies for addressing any gaps or disproportionality that exist.

- The administrators of curriculum will review the course of study pathway with all middle school administrators and counseling departments in an effort to increase student diversity in AP/DE courses.
- Evaluate current practices and support implementation of new practices to increase student enrollment and success in AP/DE courses, particularly addressing underserved student populations.
- Expand AP/DE courses to be offered at all high schools in the division.
- The division will develop strategies in the elementary, middle, and high school levels to address any gaps of disproportionality in iLead, AP, and DE courses.

Monitor the implementation of the curriculum to ensure all students have access to learning environments and opportunities designed to meet each student's unique needs and aspirations.

- Review current policies and procedures related to curriculum to ensure that they are equitable and inclusive for all students.
- Implement a curriculum that addresses the learning needs of all students through differentiation and tiered instructional resources and supports.
- The division will allocate resources to each school based on student needs and to enhance the learning experiences for all students.
- The division will share instructional strategies that are implemented in the honors and gifted programs with all teachers to enhance the learning experiences for all students.

Provide opportunities for all students, across all schools, to take higher-level classes in middle school to ensure access to Advanced Placement, Dual Enrollment, and other advanced classes at the secondary level.

- Collaborate with all high schools to align expectations for AP and Dual Enrollment courses.
- Provide professional development for teachers in middle school honors.

Implement culturally responsive opportunities in all classrooms to build the learning capacity of all students.

- Classrooms will provide learning opportunities that support cultural sensitivity and respect for diversity, including language, culture, race, gender, and special needs as stated in the teacher evaluation standard 5 (indicator 5.5 and 5.6).

Equity

Behavior Management

Partner with community organizations to meet the basic needs of families which are necessary for students to be ready to learn.

Specific Result Statement

Develop and implement programs and practices to meet the needs of all students and their families and help them feel connected and supported.

Action Steps:

- Conduct a needs assessment by school communities in order to identify specific family support needs.
- Integrate community partners into the school environment that builds community-wide support for students.
- Develop parent and student mentoring programs and provide opportunities to participate during and after the school day.
- Identify and make available multiple communication methods for families to voice their issues and concerns to schools and the division.
- Provide a list of parental involvement activities throughout the year to build a stronger school/home relationship.
- Provide PTA/PTO boards with clear examples of how to support students and teachers through PBIS efforts and student achievement.
- Create a school culture that fosters open communication with families about school procedures and processes.
- Conduct an internal review of existing programs to examine and address barriers that may prevent student participation in existing programs.
- Recognize school or division community organizations/member partners at the end-of-year celebrations.
- Offer the use of school facilities to create outpost or satellite facilities for social services/programs within local school communities (such as medical, dental, vision, counseling, immunizations, DMV services, etc.).

Equity

Behavior Management

Partner with local, state, community, and governmental organizations to ensure that all children will start kindergarten ready.

Specific Result Statement

Expand the Virginia Preschool Initiative (VPI) and local PreK program to increase the number of students being served.

Action Steps:

- Collaborate with the Early Childhood Network of Childhood Agencies to expand VPI providers and increase PreK access for all four-year-olds.
- Coordinate through the Early Childhood Network of Childhood Agencies (ECNCA), a parent School Readiness resource using VDOE guidance (e.g., Virginia's Definition of School Readiness and Virginia's Foundation Blocks for Early Learning).
- Use the ECNCA, mental and physical health organizations and providers, and local social services department to distribute year-round to parents a kindergarten readiness resources, an outline of the VPI program available in MCPS, and the application process for the VPI program.
- Expand VPI recruitment procedures to include social media contact.
- Align with state guidance to increase the number of students served in each four-year-old classroom and the number of VPI providers.
- Assess the feasibility of participating in the VPI three-year-old pilot program.
- Conduct a division-wide, four-year-old, PreK program needs and cost assessment that includes:
 - Identifying the number of students who qualify but are not served by existing VPI four-year-old program
 - Resources needed (e.g., classrooms, teachers, curriculum materials, etc.) to serve all four-year-olds who qualify.
 - Identifying the number of students who would be served if all four-year-olds were included in a Pre-K program.
 - Resourced needed to serve all MCPS four-year-olds

Equity

Behavior Management

Develop a clear and structured plan to manage behavior that is accessible and easily understood by administrators, teachers, students, and parents.

Specific Result Statement	Action Steps:
Analyze discipline data and identify specific interventions to address disproportionality.	<ul style="list-style-type: none"> • The division and all schools will utilize a uniform framework to analyze discipline data for disproportionality. • The division and all schools will access, review, and use discipline data for decision-making regarding behavior. • Provide targeted professional development to identify and implement research-based interventions for addressing disproportionality (i.e., Functional Behavior Assessments, restorative practices).
Revise the existing discipline policies and practices to align with the current VDOE Model Guidance for Positive and Preventative Code of Student Conduct Policy and Alternatives to Suspension.	<ul style="list-style-type: none"> • Create an Advisory Committee comprised of all stakeholders to provide input on the revision of MCPS Student Code of Conduct discipline policies and practices. • Develop and implement a leveled system of disciplinary responses and instructional interventions, using the VDOE model as a guidance document. • Develop and implement a data-informed, decision-making process that identifies student behaviors that are teacher-managed versus those that are administrator-managed. • Provide professional development to administrators and teachers on the MCPS Student Code of Conduct model for positive and preventative alternatives to suspension. • Develop a division process to guide reflective and equitable discipline practices in each school's application of the revised MCPS Student Code of Conduct. • Provide leadership and training to administrators and teachers on data-informed, decision-making that identifies student behaviors that are teacher-managed versus those that are administrator-managed. • Provide teachers with training on evidence-based approaches to respond to student behaviors.
Utilize the PBIS (Positive Behavior Intervention and Supports) framework in each school to continuously develop and implement tiered behavior expectations.	<ul style="list-style-type: none"> • Provide professional development to all employees including new administrators, teachers, and substitutes on the PBIS framework. The framework will include clear policies and procedures that describe and emphasize the following approaches: <ul style="list-style-type: none"> ◦ Use of school data to identify the behavioral needs of all students ◦ Team composition ◦ Team operating procedures ◦ Clear behavioral expectations ◦ Teaching the expectations ◦ Clear behavior definitions ◦ Proactive, restorative, and instructive approaches to student behavior that are implemented consistently • Provide professional development to teachers and administrators on restorative practices. • Each school's PBIS team will review its level of PBIS implementation every nine weeks to determine the effectiveness of the interventions. • Each school will use its end-of-year inventory results to plan school growth goals for PBIS.

Equity

Equity Statement

Use and promote an equity statement and principles.

Specific Result Statement

The equity statement and principles will promote our mission and beliefs.

Action Steps:

- The principles of equity and the equity statement will be posted in classrooms, school offices, and other areas of the school so they are visible and reinforced.
- The equity statement and principles will be posted on the webpage along with the division's mission statement and core beliefs.
- The equity statement and principles will be included in parent registration packets.

Mental Health

Provide training and awareness for students and staff to learn resilience and life skills in a safe and supportive environment that promotes social, emotional, mental, and physical well-being.

Action Plans:

- **Training**
 - Develop and train to create an empathetic and nurturing school community that is sensitive and supportive of the needs of all children and families.
- **Networking**
 - Develop, maintain, and communicate a network of partnerships and resources that are available to our community.
- **Education**
 - Educate and raise awareness of issues facing our community.



Mental Health Training

Develop and train to create an empathetic and nurturing school community that is sensitive and supportive of the needs of all children and families.

Specific Result Statement

MCPS will provide the training and programs necessary to enable staff to educate our students about positive mental health.

Action Steps:

- Include mental health components in the initial training for newly-hired teachers.
- Teachers will complete a required number of points in mental health within their 10-year licensure period as instructed by the professional Development Committee.
- Include a mental health section to the employee annual required training (topics: self-care, wellness practices, and overall awareness).
- Train teams at each school in a research-based crisis prevention intervention training.
- Regularly offer self-selected mental health-focused PD opportunities such as: Diffusing Behavior, Mindfulness, Trauma-informed Practices, Kognito, YMHA, and Teaching Tolerance.
- Maintain a Mental Health Advisory Committee to focus division efforts.
- Assign a multidisciplinary team to review School Climate Surveys and Youth Risk Behavior Surveys when results are available, and make recommendations to division leadership, including the School Board.
- Allocate a line item in the budget specifically to cover the cost of attending conferences and workshops related to mental health (participant and/or train-the-trainer opportunities).
- Provide annual training to Threat Assessment Teams in each school.
- Provide monitoring and oversight of completed Threat Assessments.
- Utilize technology to identify students in need and then have personnel connect them to supports.
- Add staff to support mental health needs (school counselors at a 250:1 ratio, school social workers, or mental health specialists).
- Incorporate interview question(s) pertaining to mental health in the hiring process.
- Implement a research-based Social Emotional Learning Curriculum for all schools, including Montgomery Central.

Mental Health Networking

Develop, maintain, and communicate a network of partnerships and resources that are available to our community.

Specific Result Statement

MCPS will collaborate with other community agencies to support the mental health needs of our students and employees.

Action Steps:

- Develop formalized partnerships with local agencies and services that support the mental health needs of all students (regardless of insurance type) through Memorandums of Understanding or Articulation Agreements.
- Review annually the effectiveness of our partnerships and provide recommendations to division leadership.
- Make available a directory of community mental health resources (not an "approved" list, but a list of options).
- Coordinate division efforts to provide meaningful community mentorships to identified at-risk students. Find a coordinator for the program, identify at-risk students (staff referral, student referral, universal screener, etc.), recruit mentors, background check, train mentors, and fund program.
- Provide mental health supports for school division employees. Have staff promote EAP .

Mental Health Education

Educate and raise awareness of issues facing our community.

Specific Result Statement

MCPS will provide mental health information and resources to students and families.

Action Steps:

- Increase mental health education efforts within the school day. For example: Teen Mental Health First Aid, Iris the Dragon, Say it Out Loud.
- Provide an overview presentation of mental health supports available to secondary students at least once per year.
- Include students in the development/implementation of age-appropriate programs around themed events such as Mental Health Awareness Month and Suicide Prevention Month.
- Maintain a Mental Health Resources and Information section on the division's website. Include resources for all stakeholders.
- Provide information on mental health topics for use in school communications (through the use of social media, division website, school messenger, Peachjar, principal's update).

KEY FACTORS THAT AFFECTED THE CURRENT YEAR BUDGET DEVELOPMENT

REVENUE

Composite Index Change

- The composite index is a factor used in the Virginia Basic Aid formula, (derived from true values of property, ADM, population, retail sales, adjusted gross income, etc.) to determine local and state share of basic appropriation. MCPS's composite index for the 2020-2022 biennium budget, as approved by the Virginia General Assembly is 0.3979, which is an increase of 0.0059.

Student Enrollment

- The ADM projection for fiscal year 2021-2022 of 9,564 students is a decrease in ADM of 291 students. This decrease is due to the COVID-19 pandemic that continues and is an estimate provided by the state.

Governor's Proposed Budget / State Revenue

- The Governor's proposed amendments include no loss funding for school divisions who's ADM had decreased due to the global pandemic.

Federal Revenue

- Title grants fall under the Elementary and Secondary Education Act (ESEA). These grants are approved after the start of the fiscal year 2021- 2022 therefore, the projections are based on the approved grant amounts for the federal fiscal year 2020-2021. Federal funding is projected to stay level for FY 2021-2022.

County Allocation

- The School Board's original funding request from the County Board of supervisors was an increase in the County allocation of \$5,119,221 or 9.59%. However the actual County appropriation increase included in the approved annual budget is \$500,000 or 0.94%.

EXPENDITURES

Salary Enhancements

- Compensation and benefits have continued to be a priority for the school division. In order to be competitive with surrounding districts, the annual budget includes an average of a 3.0% raise which will continue the efforts to provide our teachers a fair and competitive salary. The amount reflected in these pages for the raise is 1.5%. The additional 1.5% is from additional state funding received after the County Board of Supervisors approved their budget. These were approved by the Board of Supervisors on June 14, 2021 as a supplemental appropriation to the FY 2021-2022 annual budget.

Sustainment Plan

- This funding request for FY 2021-22 sustains the program enhancement and targeted restoration we were able to implement in previous budgets.

Capital Projects

- The School Board maintains a Capital Improvement Program which reflects school capital needs up to ten subsequent years. The plan is included in the informational section of the annual budget book and includes two sections: capital improvement planning and capital maintenance projects.

SIGNIFICANT BUDGET AND FINANCIAL ITEMS

FINANCIAL POLICIES

The division's financial policies as of July 1, 2016 are included in this section. All MCPS policies can be found online at: <http://goo.gl/KiWo7B>

3-1.1 Management of Funds

The Montgomery County School Board shall manage and control the funds made available to the School Board for the public schools and may incur costs and expenses. The division superintendent or his/her designee shall be responsible for administering the School Board budget consistent with School Board policies and applicable state and federal law.

3-1.2 Cafeteria Funds

The Montgomery County Public Schools' School Nutrition Program shall be maintained on a self-sustaining basis. In the event that funds for the operation of the program appear to be insufficient during the fiscal year, the Montgomery County School Board may appropriate such funds as are necessary to sustain the current program. All School Nutrition Program funds shall be maintained in a separate fund for all receipts and expenditures.

School Food Services/Cafeteria Budget

The division superintendent or his/her designee has the responsibility of presenting to the School Board a School Nutrition Program budget in which estimated receipts of cash and commodities are balanced with the estimate of disbursements required to run the food services program in a manner that satisfies state and federal requirements. For further information about School Nutrition Program operation, please see Policies 4-5.1 and 4-5.2.

3-1.3 Record Keeping

The division superintendent and/or the designated records manager for the Montgomery County Public Schools shall assume the responsibility for seeing that all records, including financial records, are retained in a safe, economical and efficient manner in compliance with Virginia law, Virginia Board of Education regulations, and state and local retention schedules and regulations. No records shall be destroyed without the authorization of the division superintendent or designated records manager on forms of the Virginia State Library and Archives.

3-2.1 Annual Operating Budget

The Montgomery County School Board annual budget is the financial outline of the Montgomery County Public Schools' education and support programs. It presents a proposed plan of expenditures and the expected means of financing those expenditures. After adoption, it provides the primary means of managing expenditures.

The fiscal year is defined as beginning on the first day of July and ending on the thirtieth day of the following June.

The division superintendent is responsible for seeing that the annual school budget is prepared and presented to the School Board for adoption.

The division superintendent or his/her designee shall prepare a budget calendar identifying all deadlines for the annual budget making process. The calendar shall include a work session for reviewing the budget and at least one public hearing on the budget. Notice of the time and place for the public hearing must be published, at least ten days in advance, in a newspaper having general circulation within the school division.

Upon approval, Montgomery County Public Schools shall publish the approved annual budget on the school division's website in line item form.

3-3.1 Custody and Disbursement of School Funds

All public money, except money generated by school activities and classified "school activity fund (internal) accounts" (see School Board Policy 3-3.9), must be deposited with the Montgomery County Treasurer, who shall be in charge of the receipts, custody and disbursement of Montgomery County School Board funds. Warrants must be presented to the County Treasurer of Montgomery County who will release the warrants as checks to be drawn from the appropriate funds.

Disbursement of Funds

The School Board shall receive bi-monthly reports regarding the expenditure of school funds.

State Funds

State funds, both categorical and general, are based upon objective formulae. The division superintendent or his/her designee shall file the reports and forms necessary to secure the amount of state funds to which the School Board is entitled.

Federal Funds

The School Board must approve the receipt and use of federal funds. The School Board may request of the Montgomery County Board of Supervisors an appropriation in anticipation of the receipt of federal funds for any specific project or program. The funds for such federally funded program or project shall be maintained and accounted for in accordance with state and federal requirements.

Authorized Signatures

Authorized signatures for all checks for the payment of claims against the School Board shall be those of the Chair of the School Board, Clerk of the School Board, Superintendent, County Administrator, and the County Treasurer of Montgomery County.

Personal Loans

No personal loans of any kind shall be made from school funds.

3-3.2 Financial Accounting and Reporting

The division superintendent or his/her designee shall establish and be responsible for implementing an accounting system that satisfies the Virginia Department of Education's Regulations regarding accounting practices and that is consistent with applicable federal, state, and local laws. The Montgomery County School Board shall receive bi-monthly statements of expenditures. The County Treasurer will hold School Nutrition Program funds in separate, interest bearing accounts.

Inventories

The division superintendent or his/her designee shall be responsible for the inventory of all fixed assets of the school division. The School Board finance office shall keep a complete inventory of all fixed assets listing the make, source, date of purchase, model, serial number, and other identifying data.

School Level Accounting System – School Activity Accounts

Each school is required to maintain an accurate, up-to-date accounting system of all money collected and disbursed by the school. These funds will be deposited in accounts in the name of the school.

A record of all receipts and disbursements will be maintained in accordance with regulations issued by the Virginia Board of Education.

Each principal shall prepare and forward to the division superintendent or his/her designee monthly financial statements, including a statement of revenues and expenditures, showing the financial condition of the school as of the last day of the preceding month.

Audits

In accordance with state and federal law, all financial records of the school division will be audited following the close of each fiscal year.

3-3.4 Purchasing

Purchasing Authority

The division superintendent may designate a qualified employee to serve as the purchasing agent for the Montgomery County Public Schools. In this capacity, the agent for the school division may purchase or contract for all supplies, materials, equipment, and contractual services required by the school division subject to federal and state codes and School Board and administrative policies and regulations.

The purchasing agent, or division superintendent designee, shall be responsible for maintaining a written Procurement Manual in accordance with School Board policies, administrative regulations, the Virginia Public Procurement Act, and shall use the Commonwealth of Virginia Agency Procurement Manual as a model.

All personnel in the school division who desire to purchase equipment and supplies shall follow the established procurement procedures for the issuance of a requisition or purchase order. All purchase orders must be forwarded to the division superintendent or his/her designee for approval and processing as required by administrative policies and regulations.

Internal Controls

The division superintendent or his/her designee shall establish appropriate procedures for internal accounting controls.

Purchasing and Contracting

It is the policy of the Montgomery County School Board to encourage full and open competition whenever practicable among potential contractors and suppliers by competitive sealed bidding practices; to centralize purchasing and contracting to realize the economies resulting therefrom; and to seek maximum educational value for every dollar expended.

Purchasing Procedures

All procurements made by the Montgomery County School Board will be in accordance with the Virginia Public Procurement Act.

Small Purchasing

The competitive bidding (or competitive negotiations) requirements do not apply to single or term contracts for the purchase of goods, services, insurance or construction, the costs of which, in the aggregate or the sum of all phases, is not expected to exceed \$100,000 and that are not otherwise exempt from competitive sealed bidding or competitive negotiations.

The Montgomery County School Board may purchase single or term contracts for professional services if the aggregate or sum of all phases is not expected to exceed \$60,000 without undertaking competitive bidding by adopting written procedures for such purchases. However, such small purchase procedures shall provide for competition wherever practicable.

The acquisition of property or services, the estimated cost of which is less than \$30,000, may, at the discretion of the division superintendent or his/her designee, be on the basis of "Open Market" or informal bid procedures under which the requirement for an advertised invitation to bid need not be observed. Such purchases shall be in accordance with written procedures of the school division and shall provide for competition whenever practicable. Specific procedures for purchases under this section shall be published as an administrative procedure.

DEBT POLICIES

The following excerpt is from the Montgomery County Comprehensive Annual Report for Fiscal Year 2020 and is provided for reference:

The Montgomery County Board of Supervisors adopted the following debt policy on September 28, 2015:

1. The County will confine long-term borrowing to capital improvements or projects that cannot be financed from current revenues except where approved justification is provided.
2. When the County finances capital improvements or other projects by issuing bonds or entering into capital leases, it will repay the debt within a period not to exceed the expected useful life of the project.
3. Net debt as a percentage of estimated market value of taxable property should strive to be below 3% but should not exceed 4%.
4. The ratio of debt service expenditures as a percent of governmental fund expenditures (General fund plus School Operating fund expenditures less the General Fund transfer to the School Operating Fund) should strive to be below 10% but not exceed 12%.
5. The County will review the ten year tax supported debt and lease payout ratio annually, and intends to maintain the ratio at 60% over a five year period, with the ratio being no less than 55% in any one year during the period.
6. The County recognizes the importance of underlying and overlapping debt in analyzing financial condition. The County will regularly analyze total indebtedness including underlying and overlapping debt.
7. Where feasible, the County will explore the usage of special assessment, revenue, or other self-supporting bonds instead of general obligation bonds.
8. The County will retire tax anticipation debt, if any, annually and will retire bond anticipation debt within six months after completion of the project.
9. On all general fund supported, debt-financed projects, the County will attempt to make a down payment of at least 5% of total project costs in the aggregate from current resources. The long term goal is to annually designate a portion of General fund cash for one time capital projects.

As of June 30, 2020, the County was in compliance with all debt policies.

FUND STRUCTURE AND BASIS OF ACCOUNTING

The Finance Department has the responsibility for the fiscal operations of the school division including budget development and management, maintenance of the accounting system, payment of bills, payroll, and purchasing. The assistant superintendent of operations with direction from the superintendent of schools is responsible for the financial functions required for the school division.

Fund Types

The financial structure for school system budgeting and accounting is known as fund accounting. This financial structure is composed of various funds and accounts within each fund. MCPS accounts are organized and presented in two different funds. Each fund is considered a separate accounting entity with its own general ledger or self-balancing accounts including assets, liabilities, fund equity, revenues, and expenditures. MCPS' two funds are categorized as governmental funds (general and special revenue). Financial resources are allocated and accounted for in funds based on the purposes for which the funds are to be spent and controlled.

Governmental Funds

The General Fund is a budgetary fund and is the most important fund of the school division's financial structure. The General Fund is the School Operating Fund and is the largest fund in the school division and accounts for the day to day operations of the Montgomery County Public Schools. It is the funding for all of the schools and the departments that support the schools. The primary sources of revenue for this fund are state and county funding. Other revenue comes from federal and local sources.

Special Revenue Funds are budgetary funds and are useful for a special kind of educational program that is beyond the scope or financial resources of the general fund. The School Nutrition fund is a Special Revenue Fund. The primary source of funding comes from cafeteria sales and federal reimbursements for students on free and reduced lunches. This fund is self-supporting.

Basis of Accounting

Montgomery County Public Schools uses the modified accrual basis of accounting in accordance with the U.S. generally accepted accounting principles (GAAP) applicable to governmental units. Under the modified accrual basis, revenues are recognized when they become susceptible to accrual; that is, when they become both measurable and available to finance expenditures of the current period. General Fund revenues are considered measurable and available if collected within 60 days of year-end. Grant revenues are considered measurable when the legal and contractual requirements have been met and available if collected within 90 days of year end. All other revenue items are considered measurable and available when cash is received by the government. Expenditures are recorded when the liability is incurred, as under accrual accounting. However, compensated absences, other postemployment benefits expenditures, as well as expenditures related to claims and judgements are recorded only when payment is due. Encumbrances outstanding at year end are reported as reserved fund balances since they do not constitute expenditures or liabilities are re-appropriated in the subsequent year's budget. For purposes of this budget book, MCPS uses the budgetary basis for financial reporting.

Budgetary Basis

Annual fund budgets are prepared and adopted. MCPS uses a budgetary basis of accounting other than GAAP for budgeting for governmental funds. The budget period is the same as the accounting period. Basis of budgeting is presented here to assist readers of the budget document. Budgetary basis refers to the basis of accounting used to estimate financial sources and uses in the budget. In GAAP accounting revenues are recognized in governmental funds when the funds are both measurable and available, however, revenue recognition under the budgetary basis of accounting is recognized when amounts are actually received.

Revenues

The School Division receives funding for the General Fund budget from state, federal, county, and other local sources. Revenues from the state are provided by state taxes collected including income and retail sales and use taxes. The school division also receives revenue from the state's lottery program. Federal revenues are received for specific programs such as students academically at risk, special needs students, English language learners, and career and technical programs. County revenues are primarily from property taxes. Other sources of revenue include property rental, school meal sales, donations, and recovered costs.

Expenditures

Expenditures made by the school division are classified and shown in multiple ways. The first classification is by fund, which separates the general fund and the special revenue fund. Another classification is by state category: instruction, administration, attendance and health, pupil transportation, operations and maintenance, food services, debt service, facilities, and technology. Another classification of expenditures is by object: salaries, benefits, purchased services, other charges, materials and supplies, and capital outlay.

Encumbrances

MCPS uses encumbrance accounting to reserve funding for outstanding expenditure commitments (purchase orders, contracts, etc.). At fiscal year-end, encumbrances represent the estimated amount of obligations made in the current year that will be paid for in the next year when deliveries are received and services are rendered.

Budget Transfers

The budget is a spending plan based on a series of assumptions and estimates. Typically, during the course of the year, adjustments are made between various budget accounts to cover higher than expected costs or provide for unanticipated expenses. Transfers from one line item to another within a given major classification or category of the budget shall be made only with the approval of the superintendent.

Fund Balance

Fund balance measures the net financial resources available to finance expenditures of future periods. The Governmental Accounting Standards Board (GASB) divides fund balance into five components for governmental funds. The inventory value of fund balance is categorized as nonspendable. The outstanding encumbrances or contractual agreements portion of fund balance is categorized as committed. Fund balance that is intended for a specific purpose is categorized as restricted. Fund balance is categorized as assigned when surplus funds are not considered local funds and are to be used within their fund. Unassigned fund balance, such as the school operating fund balance, belongs to the Montgomery County government. The unassigned school operating fund balance should not be used to support recurring operating expenditures outside of the current budget year and can only be appropriated into the future budget period by resolution of the county Board of Supervisors.

Legal Authority

The Montgomery County School Board is charged by the Commonwealth of Virginia and regulated by the Virginia Board of Education to provide and operate the public schools of Montgomery County. The Montgomery County School Board establishes general school policies, guidelines, and rules that will ensure proper administration of the school division within the regulations of the Virginia Board of Education.

The Montgomery County School Board does not have taxing authority. Approximately 44.0 percent of FY 2022 operating revenue was derived from local tax dollars transferred by the county general fund. Remaining revenues are received from state, federal and other local sources.

Adjusting the Approved Budget

Per Virginia state code §22.1-91, no school board shall expend or contract to expend any sum of money in excess of the funds available for school purposes for that fiscal year without the consent of the governing body appropriating funds to the school board. Often, modifications are needed to the approved budget for circumstances such as contracting a service that cannot be gained through payroll. In this example, a budget transfer by line item is completed to move budget funds from payroll accounts to contracted services. This type of budget transfer requires the approval of the superintendent. Further, modifications may be needed to the fund total such as when student enrollment is greater than planned resulting in additional state funds to expend. Increasing the total fund amount requires approval from the county Board of Supervisors. Adjustments to fund totals are also completed by budget transfers.

OTHER SUSTAINING LOCAL REVENUE SOURCES

The following is a summary of the other sustaining local revenue sources. Additional information on Local Revenue may be found in the financial section on page 81.

E-rate – E-rate program funding provides rebates to school divisions based on line and long distance telecommunications expenses. The rebates are used to assist schools in obtaining affordable telecommunications and internet services.

Recovered costs – Local funds are received from the energy management program through our local power company, Appalachian Power.

Rent – Rental revenue is the rental income for the use of building space by various community groups.

BUDGET ADMINISTRATION AND MANAGEMENT PROCESS

The budget serves as a planning tool for managing the financial resources of the School System. Budget administration is the process of monitoring revenues and expenditures during the fiscal year for compliance with the approved budget. Revenues are monitored to identify any fluctuations in budget to actual amounts. Expenditures are monitored to ensure that they do not exceed authorized amounts and that they are used for intended, proper and legal purposes.

Revenue Monitoring

The School System receives funding for the General Fund Budget from the federal government, State government, county government, and other revenue sources. The assistant superintendent of operations is responsible for monitoring budgeted to actual revenues during the year and advising the superintendent of changes in appropriations or fluctuations in enrollment that may reduce the actual revenue collections for the fiscal year. If significant changes to revenue projections are required, the superintendent, with the assistance of staff, develops a corresponding adjustment on the expenditure side of the budget.

Expenditure and Encumbrance Controls

The School division budget is segregated into organizational codes. Each code is assigned to a department. The director of the department or principal of the school is responsible for managing the budget accounts within the organization code(s) to which he/she has been assigned to ensure the funds are properly spent or encumbered within the approved budget amount.

All appropriations are legally controlled at the category level. Overall increases in fund budgets are adopted by the School Board and then by the County Board of Supervisors. Budget transfers within a category are approved

by the Superintendent. Budget transfers between categories are approved by the School Board and the Board of Supervisors. Unexpended appropriations on annual budgets lapse at the end of each fiscal year.

The School division has assigned fund balance to liquidate outstanding encumbrances at year-end. As part of the annual budget appropriation, the School Board authorizes the assignment of yearend balance to outstanding encumbrances. The School Board has not authorized any officer to make assignments of fund balance.

Budget Transfers

Department directors are permitted to transfer budget funds within their organization codes. However, they are not permitted to expend or encumber funds exceeding the organization code appropriation without obtaining approval from the deputy superintendent or assistant superintendent for operations. Any transfer between categories or an increase in the Budget total is required to be appropriated by the School Board and subsequently by the Montgomery County Board of Supervisors.

BUDGET DEVELOPMENT PROCESS

Virginia school law requires that the budget fiscal year begin on July 1 and end on June 30. MCPS develops a School Operating Budget and School Nutrition Budget on an annual basis.

The budget process is comprised of planning, preparation, adoption, implementation and monitoring.

Budget planning is a year-round activity beginning with preparing, deliberating, and adopting then evolving to reporting, monitoring, and adjusting the financial plan. Virginia code requires the School Board to prepare and submit to the governing body, Montgomery County Board of Supervisors, an estimate of the amount of money needed during the ensuing fiscal year. By May 1st of each year, the governing body must prepare and approve a budget for informative and fiscal planning purposes.

Superintendent's Statement of Needs

The budget planning process begins in the fall of the preceding year with the development of the budget calendar. The calendar identifies all deadlines for the annual budget process. The calendar includes important activities in the budget process and the dates on which important decisions are scheduled. The School Board includes at least one work session for reviewing the budget and at least one public hearing for comment on the budget. The public hearing time and location is published at least ten days in advance, in a newspaper having general circulation with the school division.

The superintendent, with assistance from staff, prepares a preliminary budget. Many factors influence the Superintendent's statement of needs and include, but are not limited to: economic conditions, enrollment growth, staffing needs based on program enrollment, instructional and operational goals outlined in the Division Comprehensive Plan, technology and school bus replacement schedules, public input, and other initiatives that support MCPS' mission and goals. The Superintendent's statement of needs is presented to the School Board in January. It is supported by state revenue estimates as proposed by the Governor of Virginia and by the continuation of prior year funding levels as provided by the Montgomery County Board of Supervisors. All other sources of revenue (federal and other) are based on historical trends and current available information. The expenditure component of the Superintendent's statement of needs includes division-wide staffing, contracted services, materials, supplies, replacement equipment, utilities, vehicle fuel, and other operational expenses. Staffing costs are based on current staff actual salaries and benefits.

School Board's Funding Request

The School Board hears from employee groups through presentations at school board work sessions in January. Based on these work sessions, the School Board determines if modifications are needed to the Superintendent's

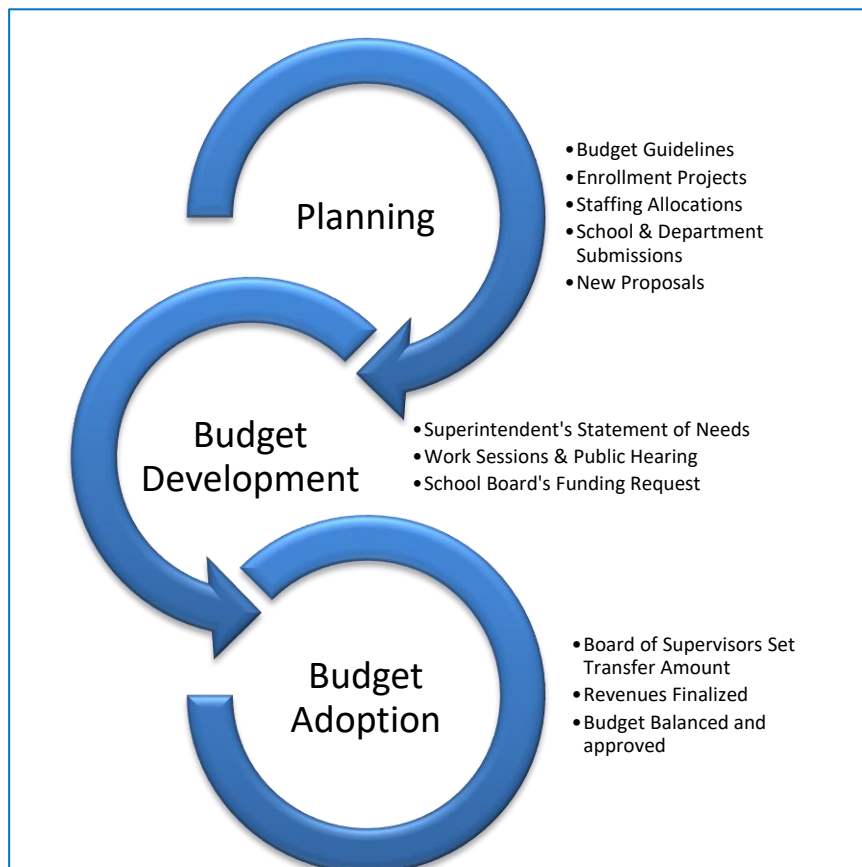
statement of needs. The School Board's funding request is forwarded to the Montgomery County Board of Supervisors in February.

Approved Budget

Per the Code of Virginia §15.2-2503, school boards shall prepare and submit to the governing body on or before April 1 an estimate of the amount of money needed during the ensuing fiscal year for the school division. Per the Code of Virginia §22.1-93, the governing body of a county shall prepare and approve an annual budget for educational purposes by May 1. The governing body may approve money by fund total or by state determined categories (instructional, administration, attendance and health, pupil transportation, operations and maintenance, etc.). Montgomery County approves the schools' budget by category totals. As county funding levels are learned, the School Board, superintendent, and staff adjust the proposed budget and move forward with the School Board approved budget.

Budget Implementation

Once the budget is adopted by the School Board and the Montgomery County Board of Supervisors, it becomes the financial base for programs of each school and department during the fiscal year that begins on July 1. Fiscal accountability is by individual account code. Budget account holders may not expend or encumber more than the approved and appropriated budget amounts. Fiscal monitoring of department and school activities occurs throughout the year to ensure compliance. An amendment to the amount of any category requires approval of a resolution from the Montgomery County Board of Supervisors. Budget adjustments within category totals do not require a resolution.



BUDGET CALENDAR

2021-22 Budget Calendar

December '20						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

March '21						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January '21						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

April '21						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

February '21						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

May '21						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

Calendar Key: School Board Meeting Other Important Dates

Dec 17	Governor's Budget Announced
Jan 19	Superintendent Presents Statement of Needs for FY 2022 Budget to the School Board
Feb 2	Employee Presentation/Community Meeting
Feb 9	Tentative - School Board Budget Workshop
Feb 16	School Board Approves FY 2022 Funding Request to the Board of Supervisors
Feb 22	Superintendent Presents FY 2022 Funding Request to the Board of Supervisors
Mar 1	County Administrator Presents FY 2022 Budget to the Board of Supervisors
Mar 16	Joint Meeting with the Board of Supervisors
Apr 19	Tentative - The County Board of Supervisors approves FY 2022 Budget
May 4	School Board Approves Final FY 2022 Annual Budget

FINANCIAL SECTION



Christiansburg Elementary School
@CburgESCoyotes

...

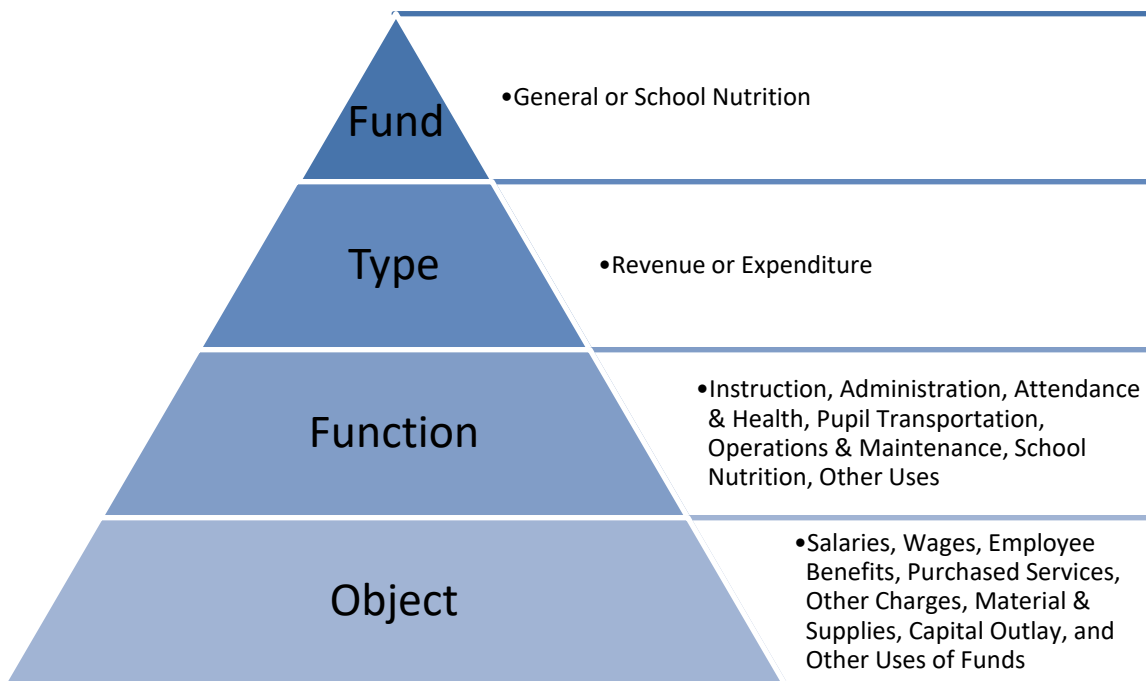
Finding the main idea with buddies in third grade! We can do it! #CESRocks



DESCRIPTION OF FINANCIAL STRUCTURE

The primary elements used to classify revenues and expenditures are fund, type, function, and object. Fund represents the highest level for the classification structures. Type is either revenue or expenditure. Function represents categories of expenditures such as instruction, administration, attendance and health, pupil transportation, operations and maintenance, or food service. The function element represents Virginia Board of Education categories for reporting expenditures by school divisions. The object element serves as a method of classifying types of revenues and expenditures. This classification structure is shaped like a pyramid with the fund being the highest level of detail and object being the lowest level of detail. This pyramid approach is reflected in all financial summaries that follow.

The Financial Reporting Pyramid



Fund Types

Government funds are those through which most functions of the school division are financed. The acquisition, use and balances of the school division expendable financial resources and the related liabilities are accounted for through governmental funds. The measurement focus of governmental fund types is based upon determination of changes in financial position, rather than upon net income determination. The following governmental fund types are included in the school division's budget:

School Operating Fund

This governmental, general fund provides for the day to day operations of Montgomery County Public Schools. It includes funding for all of the schools and the departments that support the schools. The fund is funded by state, county, federal, and other funds.

School Nutrition Program Fund

This governmental, special revenue fund provides for all school nutrition services operating and administrative costs. The fund is supported primarily by food sales and federal and state subsidies for the school lunch and breakfast programs. This fund is self-supporting.

Other Post-Employment Benefits (OPEB)

In addition to salary, many employees earn benefits over their years of service that will not be received until they retire. The cost of these postemployment benefits are part of the compensation employees earn each year, rather than costs of future years when the benefits are paid and should be recognized during their years of service.

An actuarial valuation was performed as of July 1, 2019. The specific limitations, on which the actuarial valuation was based on, are outlined under the plan description.

Plan Description and Benefits Provided

The School Board provides postemployment medical and dental benefits to its retirees and their eligible dependents who elect to stay in the plans. At retirement, retirees may stay in one of three health plans with an additional choice of staying in one of two dental plans and can continue coverage under all the benefits until becoming eligible for Medicare or death, whichever comes first, under a single-employer plan. The retiree pays the premium for these benefits. The School Board may change, add, or delete benefits (including contributions required of retired employees) as deemed appropriate.

Participants are eligible for the plan at age 50 if they have completed ten years of service, or at age 55 if they have completed five years of service. Retiring employees must have been permanent active employees and have coverage in effect when they retire.

Retirees who participate in the Retiree Incentive Health Insurance Plan receive a subsidy from the Schools equal to 100% of the retiree-only premium cost for the HMO medical plan offering. If the retiree elects another medical plan offering (or tier of coverage), they are responsible for 100% of their premium cost in excess of the Schools-provided subsidy. Plan benefits are provided for 4 years or until the retiree attains age 65, whichever occurs first.

Plan participants are required to fulfill 25 days of work before June 1 in each year they participate. Retirees who do not participate in the Retiree Incentive Health Insurance Plan are responsible for 100% of their premium cost.

Employees Covered by Benefit Terms

As of the July 1, 2019 actuarial valuation, the following employees were covered by the benefit terms of the plan:

	<u>Number</u>
Inactive Employees or Beneficiaries:	
Currently Receiving Benefits	57
Total Inactive Employees	<u>57</u>
Active Plan Members	<u>1,231</u>
	<u><u>1,288</u></u>

Total OPEB Liability

The School Board's total OPEB liability of \$9,180,028 was measured as of June 30, 2020 and was determined based on an actuarial valuation performed as of June 30, 2019.

Actuarial Assumptions and other inputs

The total OPEB liability was determined using the following assumptions, applied to all periods included in the measurement, unless otherwise specified:

Inflation	2.50%
Salary increases, including inflation	3.5% - 5.35%
Healthcare cost trend rates	4.0% - 5.3%
Retirees' share of benefit-related costs	0% - 100%
Mortality rates:	.016% - 11.9%

The actuarial assumptions used in the June 30, 2019 valuation were based on the results of an actuarial experience study for the period from July 1, 2012 through June 30, 2016.

There were no changes in benefit terms in the current year.

Changes in assumptions and other inputs since the July 1, 2017 valuation include:

- The age-related claims costs used to estimate the true underlying cost of coverage for pre-65 retirees was updated to reflect medical changes since the prior valuation.
- The pre-Medicare healthcare trend assumption was changed from 6.00% for fiscal 2018, 5.80% for fiscal 2019, 6.40% for fiscal 2020, then grading to an ultimate rate of 4.30% for fiscal 2075 to 5.30% for fiscal 2020, 4.80% for fiscal 2021, 5.20% for fiscal 2022, then grading to an ultimate rate of 4.00% for fiscal 2074.
- The assumed percentage of future retirees electing to participate in the RIHIP upon retirement was increased from 25% to 30%. (As a result, the assumed percentage of future retirees not electing to participate in the RIHIP was decreased from 75% to 70%.) This change was based on retiree election experience between July 1, 2015 and June 30, 2019.
- The assumed percentage of future retirees not electing to participate in the RIHIP, but still electing health coverage upon retirement, was increased from 20% to 25%. The assumed percentage of future and current RIHIP retirees electing to continue health coverage if their RIHIP benefit period expires before age 65 was also increased from 20% to 25%. This change was based on retiree election experience between July 1, 2015 and June 30, 2019.
- The assumed percentage of future retirees electing health coverage who also elect to cover their spouse was decreased from 30% to 20%. This change was based on spousal election experience between July 1, 2015 and June 30, 2019.

Changes in the Total OPEB Liability

Balance at June 30, 2019	<u>\$ 6,912,768</u>
Changes for the Year:	
Service cost	\$ 313,834
Interest	241,773
Economic/demographic gains	624,399
Assumptions or other input changes	1,730,386
Benefit payments	<u>(643,132)</u>
Net Changes	<u>\$ 2,267,260</u>
Balance at June 30, 2012	<u><u>\$ 9,180,028</u></u>

Sensitivity of the Total OPEB Liability to Changes in the Discount Rate

The following presents the total OPEB liability of the School Board , as well as what the School Board’s total OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (1.21%) or one percentage point higher (3.21%) than the current discount rate:

	1.00% Decrease 1.21%	Current Discount Rate 2.21%	1.00% Increase 3.21%
Total OPEB Liability	\$ 9,805,896	\$ 9,180,028	\$ 8,570,480

Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the total OPEB liability of the School Board, as well as what the School Board’s total OPEB liability would be if it were calculated using healthcare cost trend rates that are one percentage point lower, or one percentage point higher than the current healthcare cost trend rates:

	1.00% Decrease	Current Healthcare Cost Trend Rate	1.00% Increase
Total OPEB Liability	\$ 8,125,322	\$ 9,180,028	\$ 10,418,654

OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2020, the School Board recognized OPEB expense of \$912,629. At June 30, 2020, the political subdivision reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Change in assumptions	\$ 1,598,507	\$ 106,924
Economic/demographic gains	531,205	-
Total	<u>\$ 2,129,712</u>	<u>\$ 106,924</u>

Amounts reported as deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year Ending June 30,	Increase (Reduction) to OPEB Expense
2021	\$ 357,022
2022	357,022
2023	357,022
2024	354,242
2025	351,461
Thereafter	246,019

Fund Balance Classifications

The Governmental Accounting Standards Board (GASB) instituted a new standard, GASB No. 54, Fund Balance Reporting and Governmental Fund Type Definitions, effective for fiscal years beginning after June 15, 2010.

Fund balance is defined as the excess of assets of fund over its liabilities and reserves. State law prohibits school divisions from carrying over surplus funds from one fiscal year to the next in the general fund. Therefore, the school division does not maintain a fund balance. All funds not encumbered or spent by the end of the fiscal year (June 30th) are returned to the County Board of Supervisors. These funds, upon approval by the School Board and consent of the Board of Supervisors, are re-appropriated to the School Division for non-recurring expenditures. Fund balance of governmental funds are reported in various categories based on the nature of any limitations requiring the use of resources for specific purposes.

- Nonspendable Fund Balance – This category cannot be spent because it is either not in spendable form or it is legally or contractually required to be maintained intact. The School Division has inventory balances at year-end that are nonspendable.
- Restricted Fund Balance – This classification is subject to externally imposed regulations on the spending for specific purpose including grant balances restricted by the grant agencies for specified purposes.
- Committed Fund Balance – This amount can only be used for specific purposes as imposed or rescinded by formal appropriation by the highest level of decision making authority.
- Assigned Fund Balance – The amount is constrained by the government’s intent to be used for specific purposes but is neither restricted nor committed. The School Division has assigned fund balance to liquidate outstanding encumbrances at year-end. In addition to the annual budget appropriation, the County Board of Supervisors authorizes the assignment of year-end balance to outstanding encumbrances.
- Unassigned Fund Balance – This classification represents fund balance that has not been assigned to other funds and that has not been restricted, committed, or assigned to specific purposes.

SCHOOL BOARD FUNDS OVERVIEW

The accounts of Montgomery County Public Schools are organized in two funds under the control of the School Board. Fund is the highest level of the financial classification structures. School division resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled. The various funds are as follows:

Governmental Funds

- General Fund
 - School Operating Fund
- Special Revenue Fund
 - School Nutrition Program Fund

FY 2021-22 Approved Budget by Fund Total	
School Operating Fund	\$ 122,393,401
School Nutrition Program Fund	4,633,474
Total All Funds	\$ 127,026,875

ALL FUNDS – BUDGET REVENUE SUMMARY

Montgomery County Public Schools receives funds from state, federal, county, and local sources. Estimates for revenues are made in the fall for the next fiscal year based upon the latest available information and are adjusted in the spring based on General Assembly actions and county appropriation levels.

Total revenues in all funds for FY 2021-22 are projected to be \$127,026,875 for MCPS. Total revenues represent an increase of \$719,458 or 0.57% percent compared to the FY 2020-21 approved budget of \$126,307,417.

State Revenues

The total state revenue estimate is \$63,083,948, which comprises about 50% of the total revenue for all funds. This is an increase of \$1,023,058 or 1.65% compared to the FY 2020-21 approved budget. General fund state revenue, which is based on the estimated ADM of 9,564 and the Governor's introduced 2020-2022 biennium budget is increased by \$1,063,988 in fiscal year 2021-2022 and is attributable primarily to rebenchmarking and standards of quality. School Nutrition fund state revenue is estimated to decrease by \$40,930 in fiscal year 2021-2022.

Federal Revenue

The total federal revenue estimate is \$7,276,285, which comprises about 6% of the total revenue for all funds. This amount is a decrease of \$275,485 when compared to the FY 2020-21 approved budget. General fund federal revenue consists primarily of grant reimbursement, including Title grants, which fall under the Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act for instructional programs, Medicaid, Carl Perkins career and technical funding, and the Healthy, Hunger-Free act of 2010 for the school nutrition program. Federal grants are approved at the federal level after the start of the school division's fiscal year; therefore, the projections are based on the approved grant amounts for the previous federal fiscal year. Federal funds account for about 4% of revenue in the general fund and about 54% of the school nutrition program fund.

County Allocation

Montgomery County provides support for Montgomery County Public Schools funding approximately 42% of the school division's total budget. County revenue is derived from real estate and personal property taxes assessed by the County for all services provided to the citizens of Montgomery County. For FY 2021-22, the County Board of Supervisor's appropriated \$53,877,273 to the school operating budget. This is an increase of 1% or \$500,000 from the prior fiscal year.

Other Revenue

Other revenue has remained fairly constant at around 2% of the total budget and includes rental of school property, rebates and refunds, Universal Services Discount (E-Rate), and lunch and breakfast sales to students. The School Nutrition Program funds other revenue is estimated to decrease by \$278,115. Other revenue helps finance the School Operating Fund and the School Nutrition Program Fund.

Summary of All Funds Revenue by Source							
Description	FY 2017-18 Actual	FY 2018-19 Actual	FY 2019-20 Actual	FY 2020-21 Approved Budget	FY 2021-22 Approved Budget	Increase / (Decrease)	% Chg
All Funds							
State Revenue	\$ 56,188,040	\$ 57,473,599	\$ 59,913,637	\$ 62,060,890	\$ 63,083,948	\$ 1,023,058	1.65%
Federal Revenue	6,627,047	6,876,747	8,264,922	7,551,770	7,276,285	(275,485)	-3.65%
County Revenue - Operations	47,349,785	48,916,075	52,164,720	53,627,273	53,877,273	250,000	0.47%
Other Revenue - Local	2,950,804	3,357,973	3,568,983	3,067,484	2,789,369	(278,115)	-9.07%
Total Funds Available - All Funds	\$ 113,115,676	\$ 116,624,394	\$ 123,912,262	\$ 126,307,417	\$ 127,026,875	\$ 719,458	0.57%

ALL FUNDS – EXPENDITURES BY STATE CATEGORIES

The General Fund is presented in two ways for budget management purposes and for state reporting purposes. The budget by department reflects the areas of budget oversight and the budget by function reflects the state approved categories for annual reporting purposes. State law requires that the school division report expenditures by categories (function) determined by the Virginia Board of Education. These categories allow the state a common basis for comparisons of expenditures among all school divisions within Virginia. The current nine expenditure state categories are as follows:

Instruction (61000) – Instruction includes the activities that deal directly with the interaction between teachers, aides, or classroom assistants and students. Instruction may be provided for students in a school classroom, in another location such as a home, or in other learning situations such as those involving co-curricular activities. Instruction may also be provided through another approved medium such as internet or television.

Administration, Attendance and Health (62000) – Activities concerned with establishing and administering policy for operating the local education agency and activities whose primary purpose is the promotion and improvement of children’s attendance at school. This consists of various activities in the field of physical and mental health, such as medicine, dentistry, psychology, psychiatry, and nursing services, as well as activities in student attendance services.

Pupil Transportation (63000) – Activities concerned with transporting students to and from school as provided by state and federal law. This includes trips between home and school, and trips to and from school activities.

Operation and Maintenance (64000) – Activities concerned with keeping the physical plant open, comfortable, and safe for use, and keeping the grounds, buildings and equipment in effective working condition. This includes the activities of maintaining safety in buildings, on the grounds, and in the vicinity of schools.

School Food Service and Other Non-Instructional Programs (65000) – Activities concerned with providing non-instructional services to students, staff, or the community. Activities concerned with providing nutritious meals to students and staff in a school or LEA. Including preparing and serving regular and incidental meals, lunches, or snacks in connection with school activities and food delivery.

Facilities (66000) – Activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, installing or extending service systems and other built-in equipment and improving sites.

Debt Service and Fund Transfer (67000) – A number of outlays of governmental funds are not properly classified as expenditures but still require budgetary or accounting control. These include debt service payments (principal and interest) and certain transfers of monies from one fund to another.

Technology (68000) – This function captures technology-related expenditures as required by the General Assembly. Activities concerned with providing and maintaining the infrastructure and related materials and equipment to support the use of technology for instructional and operational/managerial purposes. For fiscal year 2019-2020, the County Board of Supervisors did not allocate funds to this category. The Board of Supervisors appropriation for technology is allocated to Instruction and Operations and Maintenance.

Contingency Reserves (69000) – All contingency reserve expenditures should be reported under this function and categorized by the functions defined above.

State law permits the county's appropriating body, the Montgomery County Board of Supervisors, to approve the school division's budget either by state category or in lump-sum total. For FY 2019-20, the Board of Supervisors approved the school division's budget by state category.

FY 2021-22 Approved Budget by State Category	
Instruction	\$ 93,590,248
Admin, Attend, & Health	5,630,523
Transportation	5,469,766
Operations & Maintenance	16,974,170
Food Service and Other Non-Instructional Funds	4,953,508
Debt Service	408,660
Total of All State Categories	\$ 127,026,875

The following financial table combines general operating (the School Operating Fund) and special revenue funds (the School Nutrition Fund). This table reports revenues by source and expenditures by state categories (function).

Summary of General Operating and Special Revenue Funds by Revenue Source and Expenditures by Function									
Description	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22	Increase / (Decrease)	FY 2022-23	FY 2023-24	FY 2024-25
	Actual	Actual	Actual	Approved Budget	Approved Budget		Forecast*	Forecast*	Forecast*
Revenue									
State Revenue	\$ 56,188,040	\$ 57,473,599	\$ 59,913,637	\$ 62,060,890	\$ 63,083,948	\$ 1,023,058	\$ 65,356,771	\$ 67,724,284	\$ 70,177,575
Federal Revenue	6,627,047	6,876,747	8,264,922	7,551,770	7,276,285	(275,485)	7,280,292	7,399,341	7,520,483
County Revenue - Operations	47,349,785	48,916,075	52,164,720	53,627,273	53,877,273	250,000	55,581,382	57,339,391	59,153,005
Other Revenue - Local	2,950,804	3,357,973	3,568,983	3,067,484	2,789,369	(278,115)	3,133,349	3,193,624	3,255,065
Total Revenue	\$ 113,115,676	\$ 116,624,394	\$ 123,912,262	\$ 126,307,417	\$ 127,026,875	\$ 719,458	\$ 131,351,794	\$ 135,656,640	\$ 140,106,128
Expenditures									
Instruction	\$ 82,421,823	\$ 84,724,744	\$ 90,089,192	\$ 93,155,968	\$ 93,590,248	\$ 434,280	\$ 96,733,753	\$ 99,983,764	\$ 103,343,923
Admin, Attend, & Health	4,452,885	4,476,401	5,155,773	5,484,275	5,630,523	146,248	5,818,819	6,013,494	6,214,767
Transportation	5,238,038	4,833,020	4,671,254	5,325,646	5,469,766	144,120	5,652,686	5,841,803	6,037,330
Operations & Maintenance	14,927,015	16,087,480	17,967,123	16,384,830	16,974,170	589,340	17,541,819	18,128,701	18,735,473
School Nutrition & Other Non-Instructional	4,454,031	4,588,140	5,405,670	5,548,038	4,953,508	(594,530)	5,196,057	5,280,218	5,365,975
Other Uses of Funds	858,660	408,660	408,660	408,660	408,660	-	408,660	408,660	408,660
Total Expenditures	\$ 112,352,452	\$ 115,118,445	\$ 123,697,672	\$ 126,307,417	\$ 127,026,875	\$ 719,458	\$ 131,351,794	\$ 135,656,640	\$ 140,106,128
Excess (deficiency) of Revenues over (under) Expenditures	\$ 763,224	\$ 1,505,949	\$ 214,590	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Beginning Fund Balance	3,603,258	4,366,482	5,872,431	-	-	-	-	-	-
Ending Fund Balance	\$ 4,366,482	\$ 5,872,431	\$ 6,087,021	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

ALL FUNDS – EXPENDITURES BY OBJECT

Expenditures are classified by fund, cost center, sub-function, level, and object or another way to report expenditures is by object (i.e., employee salaries, benefits, purchased services, other charges, materials and supplies, transfers, debt, and capital outlay). Objects are the lowest level of budgetary detail and are summarized into the following areas:

Personnel Services (1000) – Personnel services includes all compensation paid for the direct labor of persons in the employment of local government. Salaries and wages paid to employees for full- and part-time work, including overtime and similar compensation.

Employee Benefits (2000) – Employee benefits includes job-related benefits provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, and insurance (life, health, & disability).

Purchased Services (3000) – Purchased services includes payments for services acquired from outside sources (e.g., training and lease/rentals, etc.) on a fee basis or fixed-time contract basis.

Internal Services (4000) – Internal services includes charges from an internal service fund to other activities/elements of the local government.

Other Charges (5000) – Other charges includes expenditures that support the use of technology applications and programs (e.g., utilities, travel, insurance, phone charges, etc.).

Materials and Supplies (6000) – Materials and supplies includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized.

Payment to Joint Operations (7000) – Payment to joint operations includes tuition payments to fiscal agent for operations that are jointly operated by two or more local governments.

Capital Outlay (8000) – Capital outlay includes expenditures for outlays that result in the acquisition of or addition to fixed assets in excess of a unit cost of \$5,000. Capital outlay includes the purchase of fixed assets, both new and replacements.

Other Uses of Funds (9000) – Other uses of funds is used to classify transactions that are not properly recorded as expenditures to the school division but require budgetary or accounting control (e.g., redemption of principal and interest on long-term debt, and fund transfers).

The following financial table combines general operating (the School Operating Fund) and special revenue funds (the School Nutrition Fund). This table reports expenditures by object.

Summary of All Funds - Expenditures by Object						
Description	FY 2017-18 Actual	FY 2018-19 Actual	FY 2019-20 Actual	FY 2020-21 Approved Budget	FY 2021-22 Approved Budget	Increase / (Decrease)
All Funds						
Personnel Services						
All salaries and wages	\$ 68,200,765	\$ 69,605,784	\$ 73,471,311	\$ 77,435,826	\$ 77,601,484	\$ 165,658
Employee Benefits						
FICA	5,000,159	5,093,223	5,394,100	6,029,816	6,139,293	109,477
VRS	9,514,067	9,409,164	10,234,486	12,789,341	13,454,600	665,259
Insurance	10,264,200	10,729,389	11,445,001	11,805,157	11,768,957	(36,200)
Other Benefits	1,385,868	1,250,102	1,401,615	2,495,624	2,527,805	32,181
Total Personnel & Benefits	\$ 94,365,059	\$ 96,087,662	\$ 101,946,513	\$ 110,555,764	\$ 111,492,139	\$ 936,375
Operating						
Utilities	\$ 2,764,995	\$ 2,779,137	\$ 2,638,566	\$ 3,037,418	\$ 3,037,418	\$ -
Postal Services	41,780	37,581	73,451	55,000	55,000	-
Telecommunications	667,579	712,693	857,582	640,748	640,748	-
Insurance	302,723	309,419	275,150	317,308	317,308	-
Vehicle Fuels	584,600	627,216	519,246	826,208	826,208	-
Textbooks	845,793	795,809	611,533	712,827	712,827	-
Instructional Supplies	1,157,288	1,051,596	1,844,231	1,122,250	1,122,250	-
Equipment	560,333	801,873	1,054,609	505,115	505,115	-
Purchased Services	1,367,586	1,887,111	5,406,952	4,168,947	3,952,030	(216,917)
Maintenance Contracts	1,162,630	1,281,144	10,437	587,004	587,004	-
Tuition	10,663	74,683	80,288	76,194	76,194	-
Travel	236,795	267,200	266,174	191,841	191,841	-
Miscellaneous	84,781	183,250	194,760	98,196	98,196	-
Custodial Supplies	171,192	183,933	185,372	140,857	140,857	-
Office and Other Supplies	509,121	518,982	342,561	270,681	270,681	-
Building Maintenance Supplies	435,609	529,000	465,544	394,646	394,646	-
Vehicle Maintenance Supplies	248,047	265,099	229,559	182,057	182,057	-
Furniture Replacement	104,552	186,588	-	17,469	17,469	-
Technology Software	52,931	308,251	694,399	290,986	290,986	-
Technology Equipment	1,603,403	1,588,101	1,617,298	1,706,241	1,706,241	-
Vehicle Replacement	52,117	323,781	85,207	-	-	-
Food & Food Supplies	1,375,747	1,534,612	692	1,000	1,000	-
Total Operating	\$ 14,340,265	\$ 16,247,059	\$ 17,453,611	\$ 15,342,993	\$ 15,126,076	\$ (216,917)
Capital						
Technology Equipment	\$ 746,258	\$ 658,058	\$ 684,346	\$ -	\$ -	\$ -
School Bus Replacement	1,024,415	397,207	393,352	-	-	-
Capital Repairs and Replacements	1,017,795	1,319,799	2,811,190	-	-	-
Total Capital	\$ 2,788,468	\$ 2,375,064	\$ 3,888,888	\$ -	\$ -	\$ -
Other Uses of Funds						
Principal & Interest Payments	\$ 408,660	\$ 408,660	\$ 408,660	\$ 408,660	\$ 408,660	\$ -
Transfer Out	450,000	-	-	-	-	-
Total Other Uses of Funds	\$ 858,660	\$ 408,660	\$ 408,660	\$ 408,660	\$ 408,660	\$ -
Grand Total	\$ 112,352,452	\$ 115,118,445	\$ 123,697,672	\$ 126,307,417	\$ 127,026,875	\$ 719,458

FINANCIAL FORECAST – GENERAL OPERATING & SPECIAL REVENUE FUNDS

Projections for FY 2022-23 through FY 2024-25 for general operating and special revenue funds follow. The projections are based on projected costs of instructional plans, operational needs, and sustainment of programs and services. State law prohibits school divisions from entering into debt that extends beyond the current fiscal year without approval by the local governing body, the Montgomery County Board of Supervisors. The debt service amount below does not reflected an increase for any possible future capital projects, as these debt amounts would be incurred by the local governing body, the Montgomery County Board of Supervisors. The following forecasted statement combines the School Operating, and School Nutrition Program funds. Specific information on the assumptions used to build the forecast can be found under the specific fund. As required by law, all fund budgets presented in this budget document are balanced, including the forecasted budgets.

General Operating and Special Revenue Fund Financial Forecast

Description	FY 2020-21 Approved Budget	FY 2021-22 Approved Budget	FY 2022-23 Forecast*	FY 2023-24 Forecast*	FY 2024-25 Forecast*
All Funds					
Revenue					
State Revenue	\$ 62,060,890	\$ 63,083,948	\$ 65,356,771	\$ 67,724,284	\$ 70,177,575
Federal Revenue	7,551,770	7,276,285	7,280,292	7,399,341	7,520,483
County Revenue - Operations	53,627,273	53,877,273	55,581,382	57,339,391	59,153,005
Other Revenue - Local	732,438	732,438	744,735	757,238	769,951
Breakfast & Lunch Receipts	2,335,046	2,056,931	2,388,614	2,436,386	2,485,114
Total Funds Available	\$ 126,307,417	\$ 127,026,875	\$ 131,351,794	\$ 135,656,640	\$ 140,106,128
Expenditures					
Instruction	\$ 93,155,968	\$ 93,590,248	\$ 96,733,753	\$ 99,983,764	\$ 103,343,923
Admin, Attend, & Health	5,484,275	5,630,523	5,818,819	6,013,494	6,214,767
Transportation	5,325,646	5,469,766	5,652,686	5,841,803	6,037,330
Operations & Maintenance	16,384,830	16,974,170	17,541,819	18,128,701	18,735,473
Non-Instructional	320,034	320,034	330,737	341,802	353,242
Food Services	5,228,004	4,633,474	4,865,320	4,938,416	5,012,733
Debt Service	408,660	408,660	408,660	408,660	408,660
Total Expenditures	\$ 126,307,417	\$ 127,026,875	\$ 131,351,794	\$ 135,656,640	\$ 140,106,128
Projected Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -

* Economic conditions could cause significant variances from the projections.

SCHOOL OPERATING FUND (GENERAL OPERATING FUND)

The School Operating Fund is utilized by the school division to account for revenues and expenditures necessary for the day-to-day operations of the school division. Revenues are received from state, federal, local, and county sources. Expenditures are tracked by state category, program, and object code.

The fund statement for the School Operating Fund details the funding sources, expenditures, and balances for prior years 2018, 2019, and 2020. The FY 2020-21 and FY 2021-22 approved budget amounts are shown since the school division budgets from approved budget year to the next.

School Operating Fund - Financial Statement						
Description	FY 2017-18 Actual	FY 2018-19 Actual	FY 2019-20 Actual	FY 2020-21 Approved Budget	FY 2021-22 Approved Budget	Increase / (Decrease)
Operating Fund						
Revenue						
State Revenue	\$ 56,123,527	\$ 57,413,175	\$ 59,846,534	\$ 61,953,417	\$ 63,017,405	\$ 1,063,988
Federal Revenue	4,574,553	4,758,247	5,217,875	4,766,285	4,766,285	-
County Revenue - Operations	47,349,785	48,916,075	52,164,720	53,627,273	53,877,273	250,000
Other Revenue - Local	1,237,400	1,582,038	1,613,792	732,438	732,438	-
Sub-Total	\$ 109,285,265	\$ 112,669,535	\$ 118,842,921	\$ 121,079,413	\$ 122,393,401	\$ 1,313,988
Expenditures						
Instruction	\$ 82,421,823	\$ 84,724,744	\$ 90,089,192	\$ 93,155,968	\$ 93,590,248	\$ 434,280
Admin, Attend, & Health	4,452,885	4,476,401	5,155,773	5,484,275	5,630,523	146,248
Transportation	5,238,038	4,833,020	4,671,254	5,325,646	5,469,766	144,120
Operations & Maintenance	14,927,015	16,087,480	17,967,123	16,384,830	16,974,170	589,340
Non-Instructional	395,647	428,595	338,876	320,034	320,034	-
Other Uses of Funds	858,660	408,660	408,660	408,660	408,660	-
Sub-Total	\$ 108,294,068	\$ 110,958,900	\$ 118,630,878	\$ 121,079,413	\$ 122,393,401	\$ 1,313,988
Excess (deficiency) of Revenues over (under) Expenditures	\$ 991,197	\$ 1,710,635	\$ 212,043	\$ -	\$ -	
Beginning Fund Balance	3,048,638	4,039,835	5,750,470	-	-	
Ending Fund Balance	\$ 4,039,835	\$ 5,750,470	\$ 5,962,513	\$ -	\$ -	

SCHOOL OPERATING FUND REVENUES

Montgomery County Public Schools receives funds from state, federal, county, and local sources. In FY 2020-21, all sources of the School Operating Fund revenue are expected to increase by \$4,626,740 or 3.97% compared to the FY 2019-20 approved budget.

State revenue (including sales tax) estimates total \$63,017,019, an increase of \$1,063,988 or 1.72%. The increase is primarily due to re-benchmarking. State revenue accounts for 51.5 percent of total operating fund revenues. State revenue is based on the Governor's Introduced 2020-2022 biennium budget released on December 17, 2019. The budget is typically updated for amendments to the budget by both the Governor and the Virginia General Assembly. Additional state funding was received after the County Board of Supervisors approved their budget.

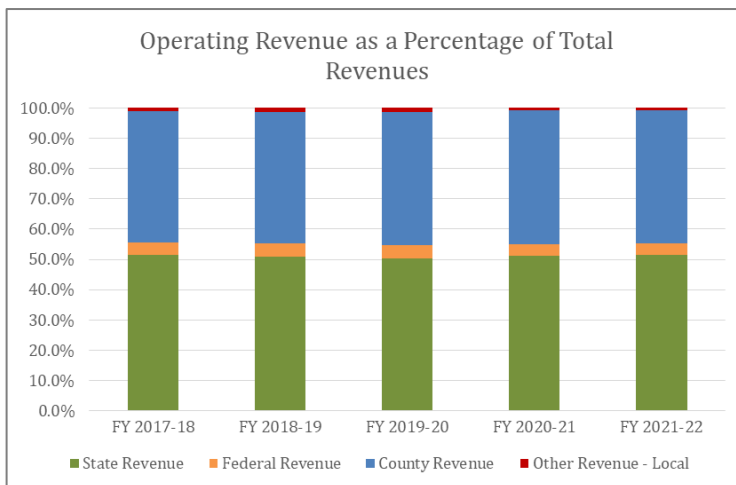
These funds, in the amount of \$1,654,293, were approved by the Board of Supervisors on June 14, 2021 as a supplemental appropriation to the FY 2021-2022 annual budget.

Federal revenue estimates for FY 2021-22 total \$4,766,285, the same amount when compared to the FY 2020-2021 approved budget. This is due primarily from Elementary & Secondary Education Act grants and Individuals with Disabilities Education Act. Federal revenues account for 3.89% of total operating fund revenues.

Local revenue estimates total \$732,438 and is a constant when compared to the FY 2020-21 approved budget. Local revenue, includes rental of school property, rebates and refunds, Universal Services Discount (E-Rate), accounts for 0.6% of total School Operating Fund revenues.

The FY 2021-22 County General Fund transfer appropriation for operating fund is an increase of \$500,000 or 0.94% compared to the FY 2020-21 approved budget. The county transfer amount is 44.0% of total School Operating Fund revenues.

School Operating Fund - Revenue by Source							
	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22		
Description	Actual	Actual	Actual	Approved Budget	Approved Budget	Increase (Decrease)	% Chg
Operating Fund Revenue							
State Revenue	\$ 56,123,527	\$ 57,413,175	\$ 59,846,534	\$ 61,953,417	\$ 63,017,405	\$ 1,063,988	1.72%
Federal Revenue	4,574,553	4,758,247	5,217,875	4,766,285	4,766,285	-	0.00%
County Revenue - Operations	47,349,785	48,916,075	52,164,720	53,627,273	53,877,273	250,000	0.47%
Other Revenue - Local	1,237,400	1,582,038	1,613,792	732,438	732,438	-	0.00%
Total Revenue	\$ 109,285,265	\$ 112,669,535	\$ 118,842,921	\$ 121,079,413	\$ 122,393,401	\$ 1,313,988	1.09%



School Operating Fund - Trends as Percent of Revenue Sources					
	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22
Description	Actual	Actual	Actual	Approved Budget	Approved Budget
State Revenue	51.4%	51.0%	50.4%	51.2%	51.5%
Federal Revenue	4.2%	4.2%	4.4%	3.9%	3.9%
County Revenue	43.3%	43.4%	43.9%	44.3%	44.0%
Other Revenue - Local	1.1%	1.4%	1.4%	0.6%	0.6%

SCHOOL OPERATING FUND – STATE REVENUE

School Operating Fund - State Revenues						
Description	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22	Increase / (Decrease)
	Actual	Actual	Actual	Approved Budget	Approved Budget	
Standards of Quality						
Sales Tax Receipts	\$ 11,593,804	\$ 11,967,922	\$ 12,320,605	\$ 12,809,786	\$ 12,075,291	\$ (734,495)
Basic Aid	26,547,482	27,329,155	27,316,246	29,612,287	29,109,860	(502,427)
Remedial Summer School	-	-	-	16,990	21,986	4,996
Vocational Education	695,456	737,398	741,838	779,866	760,084	(19,782)
Gifted Education	285,315	289,060	290,800	307,220	299,427	(7,793)
Special Education	3,405,953	3,421,528	3,442,126	3,485,763	3,397,346	(88,417)
Prevention, Intervention, and Remediation	777,528	730,047	730,566	762,141	742,810	(19,331)
Teacher Retirement Instructional	3,810,149	3,716,488	3,744,796	4,165,191	4,065,299	(99,892)
Textbooks (SOQ)	652,540	593,989	597,565	634,941	618,835	(16,106)
Social Security Instructional	1,658,396	1,681,268	1,697,324	1,790,146	1,744,739	(45,407)
Group Life Insurance Instructional	112,937	112,085	112,759	124,070	120,922	(3,148)
ESL	164,111	226,198	261,375	374,265	292,069	(82,196)
Standard of Quality Sub-Total	\$ 49,703,671	\$ 50,805,138	\$ 51,256,000	\$ 54,862,666	\$ 53,248,668	\$ (1,613,998)
Incentive Based Funds						
Compensation Supplement	\$ 269,232	\$ -	\$ 1,696,803	\$ -	\$ -	\$ -
At-Risk	292,565	-	-	726,129	639,919	(86,210)
Virginia Preschool Initiative	-	-	-	709,226	792,761	83,535
VPSA Technology Grants	570,000	570,000	570,000	570,000	570,000	-
eBackpack	293,626	-	-	-	-	-
No Loss Funding	-	-	-	-	2,054,001	2,054,001
Community Provider Add-ons Funds	-	-	-	-	62,500	62,500
Bonus Payment	-	-	-	-	650,761	650,761
Games of Skill	-	-	-	422,125	-	(422,125)
Early Childhood ED4	-	-	-	30,000	-	(30,000)
Incentive Based Funds Sub-Total	\$ 1,425,423	\$ 570,000	\$ 2,266,803	\$ 2,457,480	\$ 4,769,942	\$ 2,312,462
Categorical Funds						
State Operated Programs - Detention Home	\$ 434,369	\$ 479,130	\$ 495,444	\$ 563,518	\$ 456,548	\$ (106,970)
Special Education - Homebound	66,343	50,460	42,393	42,396	21,228	(21,168)
Categorical Funds Subtotal	\$ 500,712	\$ 529,590	\$ 537,837	\$ 605,914	\$ 477,776	\$ (128,138)
Lottery Funds						
GED Prep Program - ISAEF	\$ 16,587	\$ 16,710	\$ 16,773	\$ 16,772	\$ 16,772	\$ -
Regular & Special Education Foster Care	88,215	122,377	92,500	97,673	118,178	20,505
Early Reading Intervention	205,425	197,133	223,553	232,303	218,327	(13,976)
Career and Technical Education	-	-	-	-	-	-
Equipment & Occupational Prep Programs	119,325	179,910	154,527	123,393	98,217	(25,176)
At-Risk	225,349	543,147	462,943	286,857	468,100	181,243
Alternative Education	306,120	304,529	327,188	159,632	164,265	4,633
K-3 Primary Class Size	827,222	887,232	872,446	963,742	903,089	(60,653)
Virginia Preschool Initiative	748,024	765,370	922,229	-	-	-
Mentor Teacher Program	7,032	5,984	6,530	6,530	10,356	3,826
Special Education - Regional Tuition	-	-	128,786	164,325	164,325	-
Project Graduation/Senior Year	11,120	11,249	13,171	9,956	9,999	43
Supplemental Lottery Per Pupil Allocation	1,630,875	2,148,189	2,172,160	1,862,938	-	(1,862,938)
SOL Algebra Readiness	89,507	90,664	96,134	103,236	106,000	2,764
Infrastructure and Operations Per Pupil	-	-	-	-	2,243,391	2,243,391
National Board Certified Bonus	57,500	45,000	47,500	-	-	-
Other State Funds	161,420	190,953	249,454	-	-	-
Lottery Funds Subtotal	\$ 4,493,721	\$ 5,508,447	\$ 5,785,894	\$ 4,027,357	\$ 4,521,019	\$ 493,662
TOTAL STATE REVENUE	\$ 56,123,527	\$ 57,413,175	\$ 59,846,534	\$ 61,953,417	\$ 63,017,405	\$ 1,063,988

SCHOOL OPERATING FUND – STATE REVENUE NARRATIVES

State aid is estimated to increase by \$1,063,988. This is a 1.72 percent increase in state aid funding compared to FY 2021. This is primarily due to the No Loss Funding provided by the Governor’s budget. This funding is provided to ensure that school divisions do not lose state funding for Direct Aid programs. State aid is categorized by five types: SOQ, Incentive, Categorical, Lottery Funded, and other state programs.

STANDARDS OF QUALITY PROGRAMS FUNDING

The Standards of Quality (SOQ) are explained in Section 2 of the Code of Virginia. This section placed responsibility for the establishment of minimum standards to maintain a quality education program with the Board of Education. The standards are subject to revision by the General Assembly. As provided for in the Virginia Constitution, the General Assembly has the responsibility in determining how state funds are distributed to school divisions to support the cost of maintaining an education program that meets the SOQ.

The General Assembly apportions the cost of funding the SOQ between the state and local governments on a per-pupil cost. The Local Composite Index (LCI) is a formula used to equalize the financial support between the state and local governments. The LCI mathematically combines three separate measures (true values of real estate and public service corporations, adjusted gross income, and taxable retail sales) of local fiscal capacity into an index to measure a locality’s ability to pay for education. These three measures are then divided by the average daily membership of the school division and the locality’s population. This index weighs a locality’s ability to pay relative to other localities in the state. The LCI is recalculated every two years for the state’s biennium budget. For FY 2022, the LCI for Montgomery County Public Schools is 0.3979. The LCI is adjusted each biennium, and FY 2022 is the second year of the 2020-2022 state biennial budget. The state will fund 60.21 percent, while Montgomery County is required to support 39.79 percent of the cost of the minimum educational program set by the SOQ.

State aid for SOQ accounts equals \$53,248,668 or 84.50 percent of the \$63,017,405 state aid funding budget for Montgomery County Public Schools’ operating fund.

Basic Aid – State basic aid payments to local school divisions are intended to fund a basic educational program. It is distributed on the basis of each locality’s ability to provide the minimum required educational program based on the local composite index (LCI) and average daily membership (ADM). Basic Aid includes funding for the basic instructional positions derived from minimum student to teacher ratios required by the Standards of Quality (SOQ) [see §22.1-253.13:2, Code of Virginia] for each school division with a minimum ratio of 51 instructional personnel for each 1,000 pupils; plus all other personal and non-personal support costs funded through the SOQ. MCPS’ basic aid estimate for FY 202 is \$29,109,860. The funded Basic Aid per pupil amount (PPA) for FY 2022 is \$6,318.

Basic Aid Calculation		
1. Adjusted ADM		9,564
2. SOQ Required Per Pupil Cost	x \$	6,318
3. Total Required Expenditure		\$ 60,422,509
4. Less Sales Tax	-	\$ 12,075,291
5. Balance for Local and State		\$ 48,347,218
6. Composite Index	x	0.3979
7. Required Local Expenditure		\$ 19,237,358
8. State SOQ Share (Line 5 - Line 7)		\$ 29,109,860

Sales Tax – Of the total Virginia sales tax revenue received, one and one-eighth percent is dedicated and sent to Virginia school districts to assist with funding SOQ for K-12 education. The amount of sales tax revenue sent to school districts is equalized by a formula that takes the school division’s school age population (based on estimates provided by the Weldon Cooper Center for Public Service at the University of Virginia) divided by the total state school age population multiplied by total state sales tax estimate. The Department of Taxation’s latest

statewide estimate for Virginia of the one and one-eighth percent sales tax is \$1.46 billion. The revenue estimate for Montgomery County Public Schools for FY 2022 is \$12,075,291.

Fringe Benefits – The Standards of Quality (SOQ) costs for instructional and professional support positions for retirement (VRS), Social Security, and group life insurance are allocated to school divisions based on a per pupil amount and enrollment and is then distributed in accordance with the locality’s composite index. The revenue estimated for Montgomery County Public Schools is \$5,930,960 for FY 2022.

Special Education – The state established SOQ to ensure the quality of special education classroom programs. The special education SOQ per pupil amount is \$590. Funding for special education provides for the state share of salary costs of instructional positions generated based on the staffing standards for special education. Each special education student is counted in their respective school and up to three disabilities per student may be recognized for calculating instructional positions for funding. The revenue estimate for FY 2022 for MCPS is \$3,397,346.

Career and Technical Education – SOQ career and technical education state funds are based on a \$132 per pupil amount. Career and technical education programs serve students in grades six through twelve. The funding supports the salary costs of instructional positions based on the class size maximums established by the Board of Education. The revenue estimate for MCPS for FY 2022 is \$760,084.

Remedial Education – SOQ remediation funding provides remedial services to children who need additional instruction. Funding is disbursed to local school divisions to support the state share of additional professional instructional positions to assist those academically at risk. Funding is disbursed to local school divisions to support the state share of additional professional instructional positions ranging from a pupil teacher ratio of 10:1 to 18:1 based on the division-level failure rate on the SOL English and math tests for all students at risk of educational failure (the three-year average free lunch eligibility data is used as a proxy for at-risk students). The SOQ per pupil amount is \$129, and the state share to MCPS is \$77.67 per pupil. The revenue estimate for MCPS for FY 2022 is \$742,810.

Gifted Education – SOQ gifted education funding provides for one instructional position per 1,000 students. Gifted education funding supports the state share of one full-time equivalent instructional position per 1,000 students in adjusted ADM. The gifted education per pupil amount is \$52.00, and the state share to MCPS is \$31.31 per pupil. The FY 2022 estimated revenue for MCPS is \$299,427.

English as a Second Language (ESL) – SOQ ESL education funding provides necessary educational services to children not having English as their primary language. The funding supports the salary and benefits costs of instructional positions at a standard of 20 positions per 1,000 ESL students. The FY 2022 revenue estimate for MCPS is \$292,069.

Remedial Summer School – Remedial summer school programs provide additional education opportunities for academically at-risk students. These funds are available for the operation of programs designed to remediate students who are required to attend such programs during a summer school session. The remedial summer school per pupil amount is \$545.00, and the state share to MCPS is \$328.14 per pupil. The FY 2022 estimated revenue for MCPS is \$21,986.

Textbook Funds – State law requires that students attending public schools receive free textbooks. These funds are provided on a per pupil basis based on the funded per pupil amount for textbooks. The textbook per pupil amount is \$107.47, and the state share to MCPS is \$79.48. The FY 2022 estimated revenue for MCPS is \$618,835.

INCENTIVE PROGRAMS FUNDING

Incentive-based payments from the state are intended to target resources for specific students or for school division needs. Each school division must certify that it meets the requirements to receive this type of funding from the state. In order to receive applicable funds, each division must agree to provide a local match based on the Local Composite Index (LCI). State aid for incentive programs for MCPS is estimated to be \$4,769,942 for FY 2022.

At-Risk (Split Funded in Lottery) – State payments for at-risk students are disbursed to school divisions based on the estimated number of federal free lunch participants in each division to support programs for students who are educationally at risk. Funding is provided as a percentage add-on to Basic Aid to support the additional costs of educating at-risk students. Funding for school divisions is equalized and requires a local share based on the local composite index. For FY 2022, state estimated revenue for MCPS is \$639,919.

Virginia Preschool Initiative – The Virginia Preschool Initiative provides funding for programs for unserved, at-risk four-year-old children, which include quality preschool education, health services, social services, parental involvement, and pupil transportation. Programs must provide full-day or half-day and, at least, school-year services. The FY 2022 allocation to MCPS is \$792,761.

Educational Technology – The Virginia Public School Authority (VPSA) technology program provides grant funding for school divisions to purchase additional technology to support the SOL Technology Initiative. Schools reporting September 30 membership are eligible for \$26,000 per school site plus \$50,000 per school division in technology funding. For FY 2022, MCPS' estimated revenue is \$570,000.

No Loss Funding – State funding is provided to ensure that school divisions do not lose state funding for Direct Aid programs, when comparing Chapter 56, 2020 Special Session I Acts of Assembly, to the Governor's amended 2020-2022 biennial budget (prior to the introduction of new policy initiatives). For FY 2022, MCPS' estimated revenue is \$2,054,001.

Community Provider Add-ons Funds – Early Childhood program includes: Community Provider Add-on grants; Increase Staffing Ratios and Class Sizes; Reallocate Slots-Eliminate Wait List; VPI Pilot for At Risk 3 Year Olds; Expand mixed delivery to include At Risk 3 Year Olds. Community Provider Add-on funds are shown as a distribution in the calculation template. For FY 2022 allocation to MCPS is \$62,500.

Bonus Payment – Bonus payments are calculated based on SOQ-funded instructional and support positions for school divisions, Academic Year Governor's Schools, and Regional Alternative Education programs. Payments are based on the state share of the total calculated entitlement. For FY 2022, MCPS' estimated revenue is \$650,761.

CATEGORICAL PROGRAMS FUNDING

Categorical programs focus on particular needs of special student populations or fulfill particular state obligations. State or federal law or regulation typically requires these programs. For FY 2022, MCPS is projected to receive \$477,776 from the state for categorical programs.

Special Education – State Operated Programs – Education services are continued for students placed in state operated facilities. State statute requires the state to provide appropriate education to all children in state hospitals, clinics, and detention homes. Education services are provided through contracted services with local

school divisions. Funded positions are based on caseloads. A funding amount per position (to cover both personal and non-personal costs) is applied to each position to determine the total amount of funding for each state operated program. Funding is available to reimburse school divisions for the cost of servicing the program. For FY 2022, MCPS' estimated revenue is \$456,548.

Special Education – Homebound – Homebound funding provides for the continuation of educational services for students who are temporarily confined to their homes for medical reasons. State funds reimburse school divisions for a portion of the hourly rate paid to teachers employed to provide homebound instruction to eligible children. For FY 2022 MCPS' estimated revenue is \$21,228.

LOTTERY-FUNDED PROGRAMS

Lottery-funded programs are incentive-based and categorical programs intended to target resources for specific students or school division needs. In recent years, the state's Lottery Proceeds Fund provides resources for programs that were once paid from the state general fund and categorized under incentive, categorical, and SOQ program funds for school divisions. Prior to this change, lottery funds were used to assist with debt service. Statewide, \$690.9 million in lottery proceeds go to education. For FY 2022 MCPS is projected to receive approximately \$4,521,019 for lottery-funded programs.

K-3 Primary Class Size Reduction – State funding is disbursed to school divisions as an incentive payment for reducing class sizes in kindergarten through third grade below the required SOQ standard of a 24:1 pupil-teacher ratio. Payments are based on the incremental cost of providing the lower class sizes based on the lower of either the statewide average per pupil cost of all divisions or the actual division per pupil cost. Schools eligible for funding are those with a three-year average free lunch eligibility percentages of 30 percent and greater. The required ratios range from 19:1 and may go as low as 14:1 based on the free lunch eligibility rate of the qualifying school. Eligible school list and funding based on Fall Membership enrollment. MCPS qualifies for \$903,089 in funding for FY 2022 for its primary school and six elementary schools.

Early Reading Intervention – The Early Reading Intervention program is designed to reduce the number of students needing remedial reading services. Program funds are used by local school divisions for special reading teachers, trained aides, full-time early literacy tutors; volunteer tutors under the supervision of a certified teacher, computer-based reading tutorial programs, aides to instruct in class groups while the teacher provides direct instruction to the students who need extra assistance, or extended instructional time in the school day or year for these students. Funding is based on a ratio of one teacher per five students in kindergarten through third grade at 100% of the eligible student population for kindergarten and grades 1, 2, and 3. For FY 2022 state estimated revenue for MCPS is \$218,327.

Foster Care – Foster care funding provides reimbursement to localities for educating students in foster care who are not residents of their school district. State funds are provided for prior year local operations costs for each pupil not a resident of the school division providing his education if the student has been placed in foster care or other custodial care within the geographical boundaries of such school division by a Virginia agency, whether state or local, which is authorized under the laws of the Commonwealth to place children. Funds are also provided to support handicapped children attending public school who have been placed in foster care or other such custodial care across jurisdictional lines. For FY 2022 state estimated revenue for MCPS is \$118,178.

SOL Algebra Readiness – Funding is based on the estimated number of seventh and eighth grade students who are at risk of failing the Algebra I end-of-course test. This number is approximated based on the free lunch eligibility percentage for the school division. Funding for school divisions is equalized and requires a local share based on the local composite index. For FY 2022 state estimated revenue for MCPS is \$106,000.

Mentor Teacher Program – State funds are allocated to provide grants to school divisions providing mentors for new teachers with zero years of teaching experience. Funding is provided as a per teacher amount, based on the proportional share of new teacher requests submitted by each school division to the total state funding. For FY 2022 estimated revenue for MCPS is \$10,356.

Alternative Education – State funds for Alternative Education programs are provided for the purpose of educating certain expelled students and, as appropriate, students who received long-term suspensions from public schools. The revenue estimate for MCPS for FY 2022 is \$164,265.

ISAEP – An Individual Student Alternative Education Plan (ISAEP) may be developed when a student demonstrates substantial need for an alternative program, meets enrollment criteria, and demonstrates an ability to benefit from the program. The need is determined by a student’s risk of dropping out of school. Programs must comply with the provisions of Code of Virginia §22.1-254D. Funding is based on submitted reimbursement requests, up to the approved allocation for the year. MCPS’ estimated revenue for FY 2022 is \$16,772.

Career and Technical Education – Career and technical –equipment lottery funds include allocations for equipment used in the following areas: agricultural education; business and information technology; career connections; family and consumer sciences; health and medical science education; marketing; technology education; and trade and industrial education. Career and technical – occupation prep funds a portion of the cost of extended contracts for vocational teachers. For FY 2022 MCPS’ estimated revenue is \$98,217.

Infrastructure and Operations Per Pupil – School divisions are permitted to spend such funds on both recurring (no more than 60% in FY 2022) and nonrecurring (at least 40% in FY 2022) expenses in a manner that best supports the needs of the school divisions. There is a required local match in FY 2022. The FY 2022 allocation is \$2,243,391.

Project Graduation – The purpose of project graduation is to provide funding for school divisions to assist eleventh and twelfth grade students to pass end-of-course Standards of Learning (SOL) assessments in English/reading, English/writing, algebra I, in order to complete their diploma requirements. The FY 2022 allocation to MCPS is \$9,999.

At-Risk (Split Funded in Incentive) – State payments for at-risk students are disbursed to school divisions based on the estimated number of federal free lunch participants in each division to support programs for students who are educationally at-risk. Funding is provided as a percentage add-on to Basic Aid to support the additional costs of educating at-risk students. For FY 2022, state estimated revenue for lottery-funded At Risk for MCPS is \$468,100.

Special Education-Regional Tuition – Regional tuition reimbursement funding provides for students with low-incidence disabilities who can be served more appropriately and less expensively in a regional program than in more restrictive settings. A joint or a single school division operates regional special education programs. These programs accept eligible children with disabilities from other local school divisions. All reimbursement is in lieu of the per pupil basic operation cost and other state aid otherwise available. For FY 2022 MCPS’ estimated revenue is \$164,325.

SCHOOL OPERATING FUND – FEDERAL REVENUE

School Operating Fund - Federal Revenues						
Description	FY 2017-18 Actual	FY 2018-19 Actual	FY 2019-20 Actual	FY 2020-21 Approved Budget	FY 2021-22 Approved Budget	Increase / (Decrease)
Elementary & Secondary Education Act (ESEA)						
Title I, Part A - Improving Basic Programs	\$ 1,816,850	\$ 1,581,663	\$ 1,901,467	\$ 1,805,325	\$ 1,805,325	\$ -
Title I, Part D - Neglected and Delinquent Children	2,226	1,204	262	-	-	-
Title II, Part A - Improving Teacher Quality	265,654	317,850	283,792	299,804	299,804	-
Title III, Part A - Language Acquisitions	28,907	29,328	20,217	41,931	41,931	-
Title IV, Part A - Student Support and Academic Enrichment	-	38,189	93,970	111,974	111,974	-
ESEA Sub-Total	\$ 2,113,637	\$ 1,968,234	\$ 2,299,708	\$ 2,259,034	\$ 2,259,034	\$ -
Individuals with Disabilities Education Act (IDEA)						
IDEA, Title VI-B - Special Education Grant	\$ 1,528,726	\$ 1,707,711	\$ 2,065,980	\$ 2,076,833	\$ 2,076,833	\$ -
IDEA, Title VI-B, 619 - Preschool Grants	47,149	59,169	44,120	53,967	53,967	-
IDEA, Special Education Sub-Total	\$ 1,575,875	\$ 1,766,880	\$ 2,110,100	\$ 2,130,800	\$ 2,130,800	\$ -
Other Federal Funds						
Federal Land Use	\$ 24,500	\$ 22,293	\$ 20,812	\$ 2,500	\$ 2,500	\$ -
Vocational Education Basic Grants to States (Carl D. Perkins - Title I)	99,424	127,289	243,754	169,951	169,951	-
Medicaid Reimbursement	504,688	447,187	490,791	160,000	160,000	-
Homeless Grant	33,945	48,813	52,710	44,000	44,000	-
Project AWARE and YMHFA	219,997	375,551	-	-	-	-
CARES Act Funding	-	-	-	-	-	-
Other Federal Funds	2,487	2,000	-	-	-	-
Other Federal Funds Sub-Total	\$ 885,041	\$ 1,023,133	\$ 808,067	\$ 376,451	\$ 376,451	\$ -
TOTAL FEDERAL REVENUE	\$ 4,574,553	\$ 4,758,247	\$ 5,217,875	\$ 4,766,285	\$ 4,766,285	\$ -

SCHOOL OPERATING FUND – FEDERAL REVENUE NARRATIVES

Federal aid for the School Operating Fund is projected to be \$4,776,285 for MCPS in FY 2022. This is the same amount budgeted for federal aid in FY 2021. MCPS receives federal aid for requirements as identified in the Every Student Succeeds Act (ESSA), special education school programs under the Individuals with Disabilities Education Act (IDEA), and other federal programs.

EVERY STUDENT SUCCEEDS ACT (ESSA) FUNDING

Federal aid is received for special programs identified under the Every Student Succeeds Act (ESSA). These titled grants include funding for basic programs, remedial reading and math services for identified students, educational technology resources, and retaining highly-qualified teachers. Federal funding under ESSA is estimated to be \$2,259,034.

Title I, Part A – Improving Basic Programs – The purpose of this federal grant program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach proficiency on challenging state academic achievement standards and assessments. Funds are used to provide intervention and remedial services to educationally disadvantaged children in selected elementary grades. Services are provided at schools with high concentrations of children from low-income families as determined by free and/or reduced price lunch populations. Reimbursement requests are submitted on a monthly basis. The revenue estimate for MCPS in FY 2022 is \$1,805,325.

Title II, Part A – Improving Teacher Quality – This grant provides funds to increase student academic achievement through strategies that improve teacher quality and to increase the number of highly qualified teachers. Funds are used for continuous teacher training and licensing. For FY 2022 the revenue estimate for MCPS is \$299,804.

Title III, Part A – Language Instruction for English Learners and Immigrant Students – These federal funds are to assist identified children attain English proficiency, develop high levels of academic achievement in English, and meet the same challenging state student academic achievement standards that English proficient students are expected to meet. The revenue estimate for MCPS in FY 2022 is \$41,931.

Title IV, Part A – Student Support and Academic Enrichment – program provides funds for programs and activities to improve students' academic achievement by increasing the capacity of local school divisions to: Provide all students with a well-rounded education; Improve school conditions for learning; and Improve the use of technology in order to improve the academic achievement and digital literacy of all students. The revenue estimate for MCPS in FY 2022 is \$111,974.

INDIVIDUALS WITH DISABILITIES EDUCATION (IDEA) ACT FUNDING

The Individuals with Disabilities Education Act provides federal aid to ensure that all school-age children with disabilities are provided a free, appropriate public education. IDEA funding is typically the largest grant amount of federal funds received by MCPS. Federal funds are used only for the excess cost of educating students with disabilities. No locality may spend less on a student with disability's education than it does for a regular education student. Funding is also included for preschool-aged children with disabilities under part 619 of the Act. IDEA funding for the Title VI-B is projected to be \$2,076,833. IDEA funding for part 619 (preschool) is projected to be \$53,967 for MCPS in FY 2022.

OTHER FEDERAL REVENUES

Other federal grants are received for specific purposes including innovative education programs, Carl D. Perkins Career and Technical Education Act, Medicaid, Homeless, and schools and roads grants. For FY 2021, these revenue estimates total \$376,451.

Carl D. Perkins Career and Technical Education Act – Federal entitlement funds are provided for local projects to extend and improve academic and occupational skills and competencies required to work in a technologically advanced society. The FY 2022 revenue estimate for MCPS is \$169,951.

Medicaid – Medicaid reimbursement for eligible special education students receiving services. Funds are received from the Department of Medical Assistance Services (DMAS). The FY 2022 revenue estimate for MCPS is \$160,000.

Other Federal Support Programs – Federal funds are received for specific initiatives including innovative schools, schools and roads, and other grants that may be available one time. For FY 2022, revenue estimates for other federally-supported programs total \$46,500.

SCHOOL OPERATING FUND – COUNTY REVENUE

School Operating Fund - County Revenues						
Description	FY 2017-18 Actual	FY 2018-19 Actual	FY 2019-20 Actual	FY 2020-21 Approved Budget	FY 2021-22 Approved Budget	Increase / (Decrease)
County General Fund Transfer	\$ 47,022,664	\$ 48,624,764	\$ 51,873,409	\$ 53,377,273	\$ 53,877,273	\$ 500,000
Recordation Tax	327,121	291,311	291,311	250,000	-	(250,000)
Outstanding Encumbrances	2,067,061	2,695,550	4,253,349	-	-	-
Beginning Balance	981,577	1,344,285	1,497,121	-	-	-
TOTAL COUNTY REVENUE	\$ 50,398,423	\$ 52,955,910	\$ 57,915,190	\$ 53,627,273	\$ 53,877,273	\$ 250,000

SCHOOL OPERATING FUND – COUNTY REVENUE NARRATIVE

The primary revenue sources for Montgomery County, Virginia, are real property, personal property, and local sales tax dollars. The Montgomery County Board of Supervisors appropriates a transfer of revenues to Montgomery County Public Schools (MCPS) to finance the School Operating Fund.

COUNTY TRANSFER

The School Board's funding request from the county general fund for the MCPS operating fund was an increase of \$500,000 compared to the FY 2021 approved budget. For FY 2022 the Board of Supervisors approved an appropriation from the county general fund in the amount of \$53,877,273, which is an increase of 0.94 percent or \$500,000 compared to the FY 2021 budget. Revenues from the county transfer account for 44.1 percent of all revenues received to finance the School Operating Fund. In addition, the county transfers the amount collected for recordation tax to the School Operating Fund. This amount was eliminated for the FY 2022 budget based on legislation that was enacted by the General Assembly during their 2020 session. This legislation changed the distribution of recordation tax, which will eliminate funds received by Montgomery County.

Beginning Balance and Outstanding Encumbrances

Undesignated and/or unrestricted surplus funds available at the end of the previous year are subject to Montgomery County Board of Supervisors approval to be carried forward to the next fiscal year. Beginning balance funds in fiscal years 2018, 2019, and 2020 are funds for unspent appropriation allocation remaining at the end of the prior fiscal year.

SCHOOL OPERATING FUND – LOCAL REVENUE

School Operating Fund - Local Revenues						
Description	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22	Increase / (Decrease)
	Actual	Actual	Actual	Approved Budget	Approved Budget	
Rents	\$ 115,301	\$ 115,163	\$ 64,452	\$ 50,000	\$ 50,000	\$ -
Tuition Private Sources	150	-	-	-	-	-
Special Fees	-	37,600	-	-	-	-
Transportation of Students	26,808	26,476	30,289	25,000	25,000	-
Reimbursement - After School Program	373,156	420,462	335,351	300,000	300,000	-
Other Rebates and Refunds	94,717	106,930	78,261	50,000	50,000	-
Donations and Special Grants	18,785	11,305	371,250	-	-	-
Sale of Supplies	8,593	8,526	10,807	5,000	5,000	-
Sale of School Buses	17,105	9,768	15,885	5,000	5,000	-
Sale of Other Equipment	56	-	1,500	-	-	-
Insurance Adjustments	596	281,926	82,011	-	-	-
Other funds	663	875	2,400	-	-	-
Miscellaneous	-	-	-	3,500	3,500	-
E-Rate (Universal Service Fund)	435,763	411,664	416,041	158,938	158,938	-
Recovered Costs	55,155	66,495	71,471	55,000	55,000	-
Restitution	2,382	2,824	4,215	-	-	-
Reimbursement - Human Resources	8,386	10,182	9,957	5,000	5,000	-
Reimbursement - Payroll	74,874	66,006	118,627	75,000	75,000	-
Reimbursement - Other	810	1,036	1,275	-	-	-
Benefits Other State Agencies	4,100	4,800	-	-	-	-
TOTAL OTHER FUNDS, LOCAL	\$ 1,237,400	\$ 1,582,038	\$ 1,613,792	\$ 732,438	\$ 732,438	\$ -

SCHOOL OPERATING FUND – LOCAL REVENUE NARRATIVE

Local revenue estimates for FY 2022 for the school division are \$732,438, there is no increase budgeted when compared to the FY 2021 approved budget. Local revenues account for 0.60 percent of School Operating Fund revenues.

Rents – Rental revenue is the rental revenue for the use of building space by various community groups. Rental revenue is estimated to be \$50,000 in FY 2022.

E-rate – E-rate program funding of \$158,938 provides rebates to school divisions based on line and long distance telecommunications expenses. The rebates are used to assist schools in obtaining affordable telecommunications and internet access.

Reimbursement – After School Programs – Four elementary schools operate a before and after school enrichment program for their students. The schools reimburse the division the payroll costs associated with the program. The revenue estimate for FY 2022 is \$300,000.

Sale of Supplies and School Buses – Periodically the division has surplus property, surplus property is deemed to have no additional value to the school division, which is sold to the general public. These sales account for an estimated \$10,000 in FY 2022.

Other Local Funds – All other miscellaneous local funds are estimated to be \$213,500 and include revenue from insurance proceeds, sales, of supplies & equipment, and rebates and refunds through the usage of purchasing cards for business transactions.

SCHOOL OPERATING FUND EXPENDITURES

The FY 2021 Approved expenditure budget for the School Operating Fund totals \$122,393,401 – an increase of \$1,313,988 or 1.09 percent over the approved FY 2021 budget. The School Operating Fund provides for the daily operations of the school division and supports 1,597.60 full-time equivalent (FTE) positions.

School Operating Fund Expenditures and Positions by Function												
Description	FY 2017-18 Actual		FY 2018-19 Actual		FY 2019-20 Actual		FY 2020-21 Budget		FY 2021-22 Budget		% of Budget	
	\$	FTE	\$	FTE	\$	FTE	\$	FTE	\$	FTE		
Instructional												
Classroom	\$ 63,102,819	1,008.80	\$ 65,708,074	1,013.97	\$ 70,243,850	1,048.47	\$ 73,692,766	1,067.00	\$ 73,374,491	1,058.00	59.9%	
Guidance	2,867,655	39.00	2,729,426	39.00	3,054,411	41.50	3,190,687	41.50	3,259,779	41.50	2.7%	
Social Work	197,488	3.00	183,734	3.00	14,664	3.00	37,405	3.00	4,764	3.00	0.0%	
Homebound	68,459	-	54,375	-	40,182	-	71,891	-	18,202	-	0.0%	
Improvement of Instruction	4,758,820	30.00	4,015,664	30.00	4,371,914	30.00	4,480,321	30.00	4,832,217	30.00	3.9%	
Media Services - Library	1,534,299	19.00	1,595,662	19.00	1,666,914	19.00	1,738,959	19.00	1,701,320	19.00	1.4%	
Office of the Principal	6,284,964	75.00	6,667,036	78.60	6,984,834	79.60	7,374,635	80.60	7,763,256	80.60	6.3%	
Technology - Instructional Support	3,604,684	11.00	3,770,773	11.00	3,712,423	11.00	2,569,304	11.00	2,636,219	11.00	2.2%	
Other Instructional	2,635	-	-	-	-	-	-	-	-	-	0.0%	
Instruction Sub-Total	\$ 82,421,823	1,185.80	\$ 84,724,744	1,194.57	\$ 90,089,192	1,232.57	\$ 93,155,968	1,252.10	\$ 93,590,248	1,243.10	76.5%	
Administration												
Board Services	\$ 335,282	9.00	\$ 385,035	9.00	\$ 437,603	9.00	\$ 369,780	9.00	\$ 427,904	9.00	0.3%	
Executive Administration	330,093	1.00	287,595	1.00	319,216	1.00	313,391	1.00	327,221	1.00	0.3%	
Human Resources	921,893	11.50	955,083	11.50	863,722	8.00	929,136	8.00	883,131	8.00	0.7%	
Planning Services	16,510	-	31,674	-	474	-	72,562	-	72,562	-	0.1%	
Fiscal Services	580,680	5.00	602,232	5.00	895,366	9.50	1,028,060	9.50	1,110,016	9.50	0.9%	
Purchasing Services	184,803	2.00	184,843	2.00	193,723	2.00	199,040	2.00	203,998	2.00	0.2%	
Administration Sub-Total	\$ 2,369,261	28.50	\$ 2,446,462	28.50	\$ 2,710,104	29.50	\$ 2,911,969	29.50	\$ 3,024,832	29.50	2.5%	
Attendance and Health Services												
Attendance Services	\$ 77,585	1.00	\$ 78,759	1.00	\$ 12,544	1.00	\$ 25,564	1.00	\$ 529	1.00	0.0%	
Health Services	1,025,038	20.00	1,089,746	20.00	1,207,291	20.00	1,249,264	20.00	1,331,721	20.00	1.1%	
Psychological Services	335,607	4.00	327,955	4.00	424,405	4.00	426,704	4.00	462,919	4.00	0.4%	
Speech/Audiological Services	645,394	8.50	533,479	8.50	801,429	8.50	870,774	8.50	810,522	8.50	0.7%	
Attendance and Health Services Sub-Total	\$ 2,083,624	33.50	\$ 2,029,939	33.50	\$ 2,445,669	33.50	\$ 2,572,306	33.50	\$ 2,605,691	33.50	2.1%	
Pupil Transportation												
Management and Direction	\$ 452,410	5.00	\$ 450,591	5.00	\$ 420,226	5.00	\$ 537,455	5.00	\$ 447,101	4.00	0.4%	
Vehicle Operation	2,802,505	97.00	2,827,034	97.00	2,944,187	97.00	3,768,527	97.00	3,993,827	97.00	3.3%	
Monitoring Service	273,304	16.00	306,463	16.00	304,238	16.00	376,224	16.00	412,902	16.00	0.3%	
Vehicle Maintenance Services	685,404	6.00	851,725	6.00	609,251	6.00	643,440	6.00	615,936	6.00	0.5%	
School Bus Purchase	1,024,415	-	397,207	-	393,352	-	-	-	-	-	0.0%	
Pupil Transportation Sub-Total	\$ 5,238,038	124.00	\$ 4,833,020	124.00	\$ 4,671,254	124.00	\$ 5,325,646	124.00	\$ 5,469,766	123.00	4.5%	
Operations and Maintenance												
Management and Direction	\$ 642,384	6.00	\$ 497,980	6.00	\$ 350,077	6.00	\$ 479,527	6.00	\$ 393,642	6.00	0.3%	
Building Services	8,375,879	102.50	8,577,984	103.50	8,638,410	103.50	10,205,639	103.50	10,964,408	103.50	9.0%	
Grounds Services	239,478	7.00	305,531	7.00	256,985	7.00	297,399	7.00	283,075	7.00	0.2%	
Equipment Services	1,294,290	25.00	1,539,984	25.00	1,465,998	25.00	1,355,124	25.00	1,268,592	25.00	1.0%	
Vehicle Services	254,133	2.00	482,666	2.00	369,882	2.00	351,420	2.00	307,742	2.00	0.3%	
Warehouse	341,452	5.00	321,978	5.00	619,029	5.00	374,245	5.00	372,131	5.00	0.3%	
Technology - Operational Support	2,761,604	19.00	2,817,419	19.00	2,903,590	19.00	3,321,476	19.00	3,384,580	19.00	2.8%	
Capital Outlay Replacement/Additions	1,017,795	-	1,543,938	-	3,363,152	-	-	-	-	-	0.0%	
Operations and Maintenance Sub-Total	\$ 14,927,015	166.50	\$ 16,087,480	167.50	\$ 17,967,123	167.50	\$ 16,384,830	167.50	\$ 16,974,170	167.50	13.9%	
Non-Instructional Operations												
Community Services	\$ 18,113	1.00	\$ 19,299	1.00	\$ 20,739	1.00	\$ 24,610	1.00	\$ 24,610	1.00	0.0%	
Before and After School Program	377,534	-	409,296	-	318,137	-	295,424	-	295,424	-	0.2%	
Non-Instructional Operations Sub-Total	\$ 395,647	1.00	\$ 428,595	1.00	\$ 338,876	1.00	\$ 320,034	1.00	\$ 320,034	1.00	0.3%	
Other Uses of Funds												
Principal and Interest	\$ 408,660	n/a	\$ 408,660	n/a	\$ 408,660	n/a	\$ 408,660	n/a	\$ 408,660	n/a	0.3%	
Transfer Out	450,000	n/a	-	n/a	-	n/a	-	n/a	-	n/a	0.0%	
Other Uses of Funds Sub-Total	\$ 858,660		\$ 408,660		\$ 408,660		\$ 408,660		\$ 408,660		0.3%	
TOTAL OPERATING EXPENDITURES	\$ 108,294,068	1,539.30	\$ 110,958,900	1,549.07	\$ 118,630,878	1,588.07	\$ 121,079,413	1,607.60	\$ 122,393,401	1,597.60	100.0%	

OPERATING EXPENDITURES BY OBJECT

Another way of looking at all operating expenditures is to categorize expenditures by objects.

School Operating Fund - Expenditures by Object						
Description	FY 2017-18 Actual	FY 2018-19 Actual	FY 2019-20 Actual	FY 2020-21 Approved Budget	FY 2021-22 Proposed Budget	Increase / (Decrease)
Personnel Services						
All salaries and wages	\$ 66,429,855	\$ 67,856,658	\$ 71,836,553	\$ 75,643,681	\$ 76,121,735	\$ 478,054
Employee Benefits						
FICA	4,870,494	4,965,036	5,273,600	5,907,252	6,026,092	118,840
VRS	9,397,219	9,278,856	10,097,218	12,673,687	13,354,275	680,588
Insurance	9,971,415	10,441,792	11,173,829	11,521,181	11,521,181	-
Other Benefits	1,376,317	1,246,517	1,397,952	2,488,107	2,524,613	36,506
Total Personnel & Benefits	\$ 92,045,300	\$ 93,788,859	\$ 99,779,152	\$ 108,233,908	\$ 109,547,896	\$ 1,313,988
Operating						
Utilities	\$ 2,764,995	\$ 2,779,137	\$ 2,638,566	\$ 3,037,418	\$ 3,037,418	\$ -
Postal Services	41,780	37,581	73,451	55,000	55,000	-
Telecommunications	667,579	712,693	857,582	640,748	640,748	-
Insurance	302,723	309,419	275,150	317,308	317,308	-
Vehicle Fuels	584,600	627,216	519,246	826,208	826,208	-
Textbooks	845,793	795,809	611,533	712,827	712,827	-
Instructional Supplies	1,157,288	1,051,596	1,844,231	1,122,250	1,122,250	-
Equipment	555,320	798,029	1,054,609	504,222	504,222	-
Purchased Services	1,272,201	1,795,647	2,557,775	1,323,874	1,323,874	-
Maintenance Contracts	1,162,630	1,281,144	10,437	587,004	587,004	-
Tuition	10,663	74,683	80,288	76,194	76,194	-
Travel	230,166	263,822	263,273	187,659	187,659	-
Miscellaneous	77,622	174,413	189,458	93,196	93,196	-
Custodial Supplies	171,192	183,933	185,372	140,857	140,857	-
Office and Other Supplies	260,429	300,375	301,200	220,681	220,681	-
Building Maintenance Supplies	435,609	529,000	465,544	394,646	394,646	-
Vehicle Maintenance Supplies	248,047	265,099	229,559	182,057	182,057	-
Furniture Replacement	104,552	186,588	-	17,469	17,469	-
Technology Software	52,931	308,251	694,399	290,986	290,986	-
Technology Equipment	1,603,403	1,588,101	1,617,298	1,706,241	1,706,241	-
Vehicle Replacement	52,117	323,781	85,207	-	-	-
Total Operating	\$ 12,601,640	\$ 14,386,317	\$ 14,554,178	\$ 12,436,845	\$ 12,436,845	\$ -
Capital						
Technology Equipment	\$ 746,258	\$ 658,058	\$ 684,346	\$ -	\$ -	\$ -
School Bus Replacement	1,024,415	397,207	393,352	-	-	-
Capital Repairs and Replacements	1,017,795	1,319,799	2,811,190	-	-	-
Total Capital	\$ 2,788,468	\$ 2,375,064	\$ 3,888,888	\$ -	\$ -	\$ -
Other Uses of Funds						
Principal & Interest Payments	\$ 408,660	\$ 408,660	\$ 408,660	\$ 408,660	\$ 408,660	\$ -
Total Other Uses of Funds	\$ 408,660	\$ 408,660	\$ 408,660	\$ 408,660	\$ 408,660	\$ -
Grand Total	\$ 108,294,068	\$ 110,958,900	\$ 118,630,878	\$ 121,079,413	\$ 122,393,401	\$ 1,313,988

SCHOOL OPERATING FUND FINANCIAL FORECAST

Projections for fiscal year 2023 through 2025 for the School Operating Fund are based on the following assumptions.

Revenue Forecast Assumptions

Forecasts of revenue sources are subject to change each year based on legislative actions at the state and federal levels, local government revenue collections, and current economic conditions.

- State revenues are projected to increase over the next three fiscal years by an average of 3.52%. Next fiscal year is a projected increase of 3.62%, FY 2024 and FY 2025 are projected to increase by 3.37% and 3.56%, respectively.
- Federal revenues are projected to increase an average of 1.59% each of the forecasted years from FY 2023 through FY 2025.
- Other revenue is projected to increase an average of 4.42% over the three projected fiscal years.
- County Revenue is projected to increase in the first forecasted year by 3.16% with additional increases of 3.85% and 3.60% in each of the following years.

Expenditure Forecast Assumptions

- Personnel expenditures are projected based on a 3.00% increase which would equate to approximately 34 additional positions in the first forecasted year.
- This projection would maintain the integrity of the salary scales and allows the school division to remain competitive for quality teachers and other staff.
- All other expenditures are based on a 2.60% increase in the first year.
- The second and third forecasted years include a 3.67% and 3.52%, respectively, increase for all object codes.

A summary of budget forecasts for fiscal years 2023 through 2025 is outlined below. The forecasted years are for informational purposes only based on trend data and are not used for budget planning purposes. As required by law, all fund budgets presented in this budget document are balanced, including the forecasted budgets.

School Operating Fund Revenue and Expenditure Forecast					
Description	FY 2020-21 Approved Budget	FY 2021-22 Approved Budget	FY 2022-23 Forecast*	FY 2023-24 Forecast*	FY 2024-25 Forecast*
Revenue					
State Revenue	\$ 61,953,417	\$ 63,017,405	\$ 65,301,049	\$ 67,667,448	\$ 70,119,602
Federal Revenue	4,766,285	4,766,285	4,859,308	4,954,147	5,050,837
County Revenue - Operations	53,627,273	53,877,273	55,581,382	57,339,391	59,153,005
Other Revenue - Local	732,438	732,438	744,735	757,238	769,951
Total Funds Available	\$ 121,079,413	\$ 122,393,401	\$ 126,486,474	\$ 130,718,224	\$ 135,093,395
Expenditures					
Instruction	\$ 93,155,968	\$ 93,590,248	\$ 96,733,753	\$ 99,983,764	\$ 103,343,923
Admin, Attend, & Health	5,484,275	5,630,523	5,818,819	6,013,494	6,214,767
Transportation	5,325,646	5,469,766	5,652,686	5,841,803	6,037,330
Operations & Maintenance	16,384,830	16,974,170	17,541,819	18,128,701	18,735,473
Non-Instructional	320,034	320,034	330,737	341,802	353,242
Debt Service	408,660	408,660	408,660	408,660	408,660
Total Expenditures	\$ 121,079,413	\$ 122,393,401	\$ 126,486,474	\$ 130,718,224	\$ 135,093,395
Projected Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -

*Economic conditions could cause significant variances from the projections.

School Operating Fund Expenditures - Forecast by Object

Description	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
	Approved Budget	Approved Budget	Forecast*	Forecast*	Forecast*
Personnel Services					
All salaries and wages	\$ 77,220,422	\$ 78,534,410	\$ 80,888,085	\$ 83,460,530	\$ 86,184,677
Employee Benefits					
FICA	5,658,475	5,658,475	5,671,497	5,879,747	6,086,957
VRS	11,509,744	11,509,744	11,803,268	12,236,668	12,667,905
Insurance	11,433,582	11,433,582	11,720,201	12,150,551	12,578,753
Other Benefits	2,411,685	2,411,685	2,430,339	2,519,578	2,608,371
Total Personnel & Benefits	\$ 108,233,908	\$ 109,547,896	\$ 112,513,390	\$ 116,247,074	\$ 120,126,663
Operating					
Utilities	\$ 3,037,418	\$ 3,037,418	\$ 3,312,804	\$ 3,434,446	\$ 3,555,480
Postal Services	55,000	55,000	59,987	62,190	64,382
Telecommunications	640,748	640,748	698,841	724,501	750,033
Insurance	317,308	317,308	346,077	358,784	371,428
Vehicle Fuels	826,208	826,208	901,115	934,203	967,126
Textbooks	712,827	712,827	777,455	806,002	834,407
Instructional Supplies	1,122,250	1,122,250	1,223,998	1,268,942	1,313,661
Equipment	504,222	504,222	549,938	570,131	590,223
Purchased Services	1,323,874	1,323,874	1,443,903	1,496,921	1,549,675
Maintenance Contracts	587,004	587,004	640,224	663,732	687,123
Tuition	76,194	76,194	83,102	86,153	89,189
Travel	187,659	187,659	204,673	212,188	219,666
Miscellaneous	93,196	93,196	101,645	105,377	109,091
Custodial Supplies	140,857	140,857	153,627	159,268	164,881
Office and Other Supplies	220,681	220,681	240,688	249,526	258,320
Building Maintenance Supplies	394,646	394,646	430,426	446,231	461,957
Vehicle Maintenance Supplies	182,057	182,057	198,563	205,854	213,109
Furniture Replacement	17,469	17,469	19,053	19,753	20,449
Technology Software	290,986	290,986	317,368	329,021	340,616
Technology Equipment	1,706,241	1,706,241	1,860,937	1,929,268	1,997,258
Total Operating	\$ 12,436,845	\$ 12,436,845	\$ 13,564,424	\$ 14,062,491	\$ 14,558,074
Other Uses of Funds					
Principal & Interest Payments	\$ 408,660	\$ 408,660	\$ 408,660	\$ 408,660	\$ 408,660
Total Other Uses of Funds	\$ 408,660	\$ 408,660	\$ 408,660	\$ 408,660	\$ 408,660
Grand Total	\$ 121,079,413	\$ 122,393,401	\$ 126,486,474	\$ 130,718,225	\$ 135,093,397

* Economic conditions could cause significant variances from the projections.

SCHOOL NUTRITION FUND (SPECIAL REVENUE FUND)

The School Nutrition Services Fund is a governmental special revenue fund. The School Nutrition Services Program serves about 1.6 million meals annually including breakfasts, lunches, and à la carte items. Montgomery County Public Schools is a participant in the National School Lunch Program which provides federal subsidy funding for eligible students with certain financial needs. The School Nutrition Services Fund follows the modified accrual basis of accounting.

Menus for all programs are planned and implemented according to U.S. Department of Agriculture (USDA) requirements and Dietary Guidelines for Americans. This results in the preparation and serving of meals that contain reduced fat, sodium, and sugar. Nutrient analysis of menus and ingredient lists for all foods purchased are available to assist parents and students with special needs and cultural restrictions.

The School Nutrition Services Program realizes efficiencies through online ordering and warehousing USDA commodities. The federal Healthy, Hunger Free Act (Child Nutrition Act) was reauthorized in 2010. Under this new act more fresh fruits and vegetables and whole grain foods are served.

SCHOOL NUTRITION FUND REVENUE

The two major sources of revenue for the School Nutrition Services Fund are food sales to students and staff, and federal aid. Food sales are projected to be \$2,056,931 or about 44.39 percent of the revenue for FY 2022. Federal aid is based on cash reimbursements and USDA commodities. Cash reimbursements are based on the number of meals served to students. Federal revenues are projected to be \$2,510,000 (or 54.17 percent) for free, reduced and full-priced meal reimbursements. Lunch sales to students and federal reimbursements estimates are based on the assumption that 48 percent of student enrollment will participate in the food service program and almost half will be eligible for free and/or reduced-price lunch. In May of 2021, the USDA issued twelve waivers for school year 2021-2022. The state accepted these waivers, of these, the most impactful is the universal feeding of students regardless of their free/reduced meal eligibility. State revenue for the food service program is provided by categorical and lottery-funded programs. State revenues are received to meet maintenance of effort and match requirements for federal funds received for lunch and breakfast programs. Projected state revenues for FY 2022 are \$66,543 or 1.44 percent of food service revenues.

Meal Rates				
Description	FY 2020-21 Approved	FY 2021-22 Approved	Increase	
Breakfast:				
Full Price Student	\$ 1.85	\$ 1.95	\$	0.10
Reduced Price	\$ 0.30	\$ 0.30	\$	-
Full Price Adult	Alacarte	Alacarte		
Lunch:				
Full Price Student- Elementary	\$ 2.85	\$ 2.95	\$	0.10
Full Price Student- Secondary	\$ 2.95	\$ 3.05	\$	0.10
Reduced Price	\$ 0.40	\$ 0.40	\$	-
Full Price Adult	\$ 3.85	\$ 3.95	\$	0.10
Milk:				
1/2 pint	\$ 0.50	\$ 0.50	\$	-

SCHOOL NUTRITION SERVICES EXPENDITURES BY OBJECT

Salaries and Wages – \$1.5 Million – For FY 2022, regular, part-time, overtime, and substitute salaries and wages accounts total \$1,479,749 or 31.94 percent. 59 full-time equivalent (FTE) employees are expensed to the School Nutrition Services Fund.

Employee Benefits – \$0.5 Million – Benefits for school nutrition employees total \$464,494 or 10.02 percent of the School Nutrition Services Fund expenditure budget.

Purchased Services – \$2.6 Million – The contract with The Nutrition Group renews annually and was renewed for the 2022 fiscal year. The estimated cost for this contract year is \$2,628,156 or 56.72 percent of the FY 2022 food service expenditure budget.

All Other Expenditures – \$0.06 Million – All other expenditures including food & food supplies, travel, and capital equipment equate to \$61,075 or 1.32 percent of the FY 2022 food service expenditure budget.

Analysis of the Fund

In FY 2019-20 the School Nutrition program services were contracted with a third party. The contract with The Nutrition Group (TNG) is an annual contract and must be renewed every year. These services were contracted to help mitigate the downward trend in fund balance for the School Nutrition Services Fund. This contract started on July 1, 2019. As part of the contract with TNG, MCPS will no longer higher School Nutrition employees, through attrition, employees will transition to TNG. So, there will continue to be a shift from the personnel & benefits object codes to the purchased services object code.

School Nutrition Fund - Revenue and Expenditures						
Description	FY 2017-18 Actual	FY 2018-19 Actual	FY 2019-20 Actual	FY 2020-21 Approved Budget	FY 2021-22 Approved Budget	Increase / (Decrease)
School Nutrition Fund						
Revenue						
Interest	\$ 2,565	\$ 16	\$ 16	\$ -	\$ -	\$ -
Breakfast & Lunch Receipts	1,710,839	1,775,919	1,955,175	2,335,046	2,056,931	(278,115)
State Revenue	64,513	60,424	67,103	107,473	66,543	(40,930)
Federal Revenue	2,052,494	2,118,500	3,047,047	2,785,485	2,510,000	(275,485)
Total Revenue	\$ 3,830,411	\$ 3,954,859	\$ 5,069,341	\$ 5,228,004	\$ 4,633,474	\$ (594,530)
Personnel Services						
All salaries and wages	\$ 1,770,910	\$ 1,749,126	\$ 1,634,758	\$ 1,792,145	\$ 1,479,749	\$ (312,396)
Employee Benefits						
FICA	129,665	128,187	120,500	122,564	113,201	(9,363)
VRS	116,848	130,308	137,268	115,654	100,325	(15,329)
Insurance	292,785	287,597	271,172	283,976	247,776	(36,200)
Other Benefits	9,551	3,585	3,663	7,517	3,192	(4,325)
Total Personnel & Benefits	\$ 2,319,759	\$ 2,298,803	\$ 2,167,361	\$ 2,321,856	\$ 1,944,243	\$ (377,613)
Non-Personnel Expenditures						
Equipment	\$ 5,013	\$ 3,844	\$ -	\$ 893	\$ 893	\$ -
Purchased Services	95,385	91,464	2,849,177	2,845,073	2,628,156	(216,917)
Travel	6,629	3,378	2,901	4,182	4,182	-
Miscellaneous	7,159	8,837	5,302	5,000	5,000	-
Office and Other Supplies	248,692	218,607	41,361	50,000	50,000	-
Food & Food Supplies	1,375,747	1,534,612	692	1,000	1,000	-
Total Non-Personnel Expenditures	\$ 1,738,625	\$ 1,860,742	\$ 2,899,433	\$ 2,906,148	\$ 2,689,231	\$ (216,917)
Total Expenditures	\$ 4,058,384	\$ 4,159,545	\$ 5,066,794	\$ 5,228,004	\$ 4,633,474	\$ (594,530)
Excess (deficiency) of Revenues						
over (under) Expenditures	\$ (227,973)	\$ (204,686)	\$ 2,547	\$ -	\$ -	\$ -
Beginning Fund Balance	554,620	326,647	121,961	-	-	-
Ending Fund Balance	\$ 326,647	\$ 121,961	\$ 124,508	\$ -	\$ -	\$ -

SCHOOL NUTRITION FUND FINANCIAL FORECAST

Revenue and expense projections for the School Nutrition Services Fund for FY 2023 through FY 2025 are provided based on the following assumptions.

Revenue and Expenditure Forecast Assumptions

- Breakfast and lunch sales will continue to support the program with a \$0.10 increase each year to full-priced lunches.
- Federal revenue and food commodities will decrease in FY 2023, with a slow recovery to continue to support the program. Fifty percent of school nutrition participants are projected to be eligible for free or reduced priced meals.
- Management will continue to improve efficiency and productivity; therefore, labor and food costs will be controlled to prevent a financial loss in the fund.

Fund Balance Assumptions

- The contract with a third party is reflected in the forecasted expenditures, as the purchased services increase and salaries, benefits, and food purchases decrease.
- A balanced budget is a budget with total expenditures not exceeding total revenues and all monies available in the fund balance within an individual fund. This definition is applied over the long-term, not just during the current period. As required by law, the forecasted budget below is presented as balanced.

School Nutrition Fund Revenue and Expenditure Financial Forecast

Description	FY 2020-21 Approved Budget	FY 2021-22 Approved Budget	FY 2022-23 Forecast*	FY 2023-24 Forecast*	FY 2024-25 Forecast*
Revenue					
Local Revenue	\$ 2,335,046	\$ 2,056,931	\$ 2,388,614	\$ 2,436,386	\$ 2,485,114
State Revenue	107,473	66,543	55,722	56,836	57,973
Federal Revenue	2,785,485	2,510,000	2,420,984	2,445,194	2,469,646
Total Funds Available	\$ 5,228,004	\$ 4,633,474	\$ 4,865,320	\$ 4,938,416	\$ 5,012,733
Expenditures					
Salaries and Wages	\$ 1,792,145	\$ 1,479,749	\$ 1,064,589	\$ 902,199	\$ 764,579
Employee Benefits	529,711	464,494	319,356	266,480	222,358
Purchased Services	2,845,073	2,628,156	3,425,574	3,713,098	3,968,304
Other Charges	9,182	9,182	13,469	13,671	13,877
Food and Supplies	51,000	51,000	41,412	42,034	42,667
Capital Outlay	893	893	920	934	948
Total Expenditures	\$ 5,228,004	\$ 4,633,474	\$ 4,865,320	\$ 4,938,416	\$ 5,012,733
Projected Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -

* Economic conditions could cause significant variances from the projections.

DEBT SERVICE

State law prohibits school divisions from entering into debt that extends beyond the current fiscal year without approval by the local governing body. The governing body in Montgomery County is the Board of Supervisors. If the Board of Supervisors approves a debt issue it is listed in the name of the County of Montgomery, not the school division. The Board of Supervisors also maintains the budget and administers all payments related to the debt service fund. The school division is currently transferring funds for the purposes of debt payments, principal and interest, to the Montgomery County Board of Supervisors. This payment is budgeted and paid from the School Operating Fund and not accounted for in a separate debt service fund, but as a line for debt service in the operating budget. The amortization schedule for the school transfer portion of this general obligation bond is shown below. For additional information on debt services, see the debt capacity section of the informational tab.

Fiscal Year	Payment Due Date	Amount Due
2022	6/15/2022	408,660
2023	6/15/2023	408,660
2024	6/15/2024	408,660
2025	6/15/2025	408,660
2026	6/15/2026	408,660
2027	6/15/2027	408,660



CAPITAL PROJECTS

Capital Improvement Program

In addition to the operating budget for the school division, the School Board maintains a Capital Improvement Program which reflects school capital. The plan is included in the Informational Section and includes two sections: Capital Improvement Plan and Capital Maintenance Projects. The School Board receives updates on capital related items, improvements & maintenance projects, at regularly scheduled school board meetings.

Historically, the Facilities Department prepares a list of capital projects based on their experience with the school buildings. This list is then reviewed by the School District Administration, the School Board, and the County Board of Supervisors for approval and determination of the applicable funding source, capital improvement plan and/or the capital maintenance projects.

In order to ensure a greater input from all stakeholders, the School District as part of its Strategic Plan is developing a Master Facilities Plan. The intent of this plan is to develop a plan identifying the facility needs over a ten year period of time and then to prioritize the projects to ensure that the limited capital funds are spent in a manner that maximizes the needs of the School District. A major focus of the plan is to ensure that the limited financial resources of the School District are spent on the greatest facility needs of the School District. Annually, the Master Facilities Plan will be updated and presented to the School Board and County Board of Supervisors for approval each year during the budget development and review process.

The Master Facility Plan is projected to include the following sections:

- I. Letter covering the following:
 - a. Thanking the committee for their efforts in putting this plan together.
 - b. Overview of the process followed in the development of the Plan.
 - c. Overview of the results.
- II. Projected Enrollment
 - a. By school and strand. The reports in this section will include actual enrollment and projected enrollment. The projected enrollment will cover a ten year period of time.
 - b. The report from a third party forecaster will be included.
- III. Report on the results of conversations with the planning and development department for the Town of Christiansburg, Town of Blacksburg, and the Montgomery County Government.
 - a. Detail memo and applicable supporting documentation of the development plans over the next five, ten, and twenty years for each governmental entity.
 - b. Computation of projected enrollment by school broken down between elementary and secondary from each proposed development.
 - c. Summary report reflecting the projected enrollment from the new developments, along with the third party projected enrollment.
- IV. Capacity computation of each individual school today and what the future reflects on the projected enrollment today, including the growth from new developments.
- V. Report on the current state of the existing school buildings from a maintenance and repair standpoint. This section will identify the needs of each school, projected costs, and timeline when the work would ideally be done.

- VI. Plan of action scenarios identified and reviewed by the master facility plan committee. This committee shall consist of the School District Central Office and school personnel, outside professional personnel other stakeholders.
- VII. Recommended plan of action and/or multiple plan of action scenarios.

The Capital Improvement Plan (CIP) generally includes projects expected to individually cost in excess of \$250,000 each and have a useful life of twenty years or more, unless funded by a bond issue, in which case the useful life must equal or exceed the length of the bond. In order to fund the CIP, the County Board of Supervisors has earmarked 2½ cents of the real estate tax rate for future school capital needs. These funds are held in a school capital fund, separate from the School Operating Fund, by the Board of Supervisors for future school capital needs.

The following provides detail of the school capital funds held by the Board of Supervisors for major school capital projects.

Capital Projects Fund - Revenue and Expenditures						
Description	FY 2017-18 Actual	FY 2018-19 Actual	FY 2019-20 Actual	FY 2020-21 Approved Budget	FY 2021-22 Approved Budget	Increase / (Decrease)
Revenue						
Interest	\$ 21,187	\$ 26,471	\$ 308,619	\$ -	\$ -	\$ -
Recovered Costs	3,750	-	-	-	-	-
Bond Issuance	-	-	30,268,680	-	-	-
Total Revenue	\$ 24,937	\$ 26,471	\$ 30,577,299	\$ -	\$ -	\$ -
Expenditures - Capital Outlay						
Auburn Middle School	\$ 7,500	\$ -	\$ -	\$ -	\$ -	\$ -
Belview Elementary School	-	-	172,639	-	-	-
Christiansburg Elementary School	-	-	407,636	-	-	-
Christiansburg High School (Athletics)	745,690	3,399,521	1,895,856	-	-	-
Christiansburg Primary School	-	-	652,299	-	-	-
Falling Branch Elementary School	7,792,487	1,879,117	162,999	-	-	-
Other Capital Projects	-	-	261,475	2,146,173	2,195,645	49,472
Total Expenditures	\$ 8,545,677	\$ 5,278,638	\$ 3,552,904	\$ 2,146,173	\$ 2,195,645	\$ 49,472
Other Uses of Funds						
Transfer In / (Out)	\$ 2,720,927	\$ 2,286,955	\$ 7,111,523	\$ 2,146,173	\$ 2,195,645	\$ 49,472
Total Other Uses of Funds	\$ 2,720,927	\$ 2,286,955	\$ 7,111,523	\$ 2,146,173	\$ 2,195,645	\$ 49,472
Excess (deficiency) of Revenues over (under) Expenditures	\$ (5,799,813)	\$ (2,965,212)	\$ 34,135,918	\$ -	\$ -	
Beginning Fund Balance	13,621,476	7,821,663	4,856,451	-	-	
Ending Fund Balance	\$ 7,821,663	\$ 4,856,451	\$ 38,992,369	\$ -	\$ -	

The Capital Maintenance Projects list is an ongoing list of improvements needed at all of our facilities. Items on the maintenance list cost more than \$5,000 and have a life expectancy of more than one year. The current projects depicted on this list are detailed starting on page 152. This does not include any building system upgrades at this time. These systems are continuously monitored for routine maintenance and repairs.

Current major capital projects include school renovations, additions, upgrades, and improvements.

Christiansburg High School is in the final stages of design and finalization of projected costs. The goal is to begin construction in the Summer of 2022 and to have the project completed in 2024. Attendance zones were

redrawn to increase the number of students at FBE after the previous renovation. Belview Elementary, Christiansburg Elementary, and Christiansburg Primary Schools are in the midst of their addition and renovation projects. This project will upgrade the facilities to meet today's standards and to meet the projected growth in student enrollment. All phases of this work are projected to be completed in 2022.

In order to meet the needs of the School District, Technology Transportation, School Nutrition, and the Facility department facility needs, the School District is converting a former middle school into an operations center. The Technology, Facility, and School Nutrition Department areas have been renovated and staff have been moved. The conversion of the former school's gym into a bus garage and conversion of the former football field into a bus parking facility are projected to be completed in the latter part of 2022.



INFORMATIONAL SECTION



Falling Branch Elem
@FBEFrogs

...

Bus evacuation drills on Freaky Friday? No problem at The Branch! 🐸🎃🐸🎃🐸🎃



INFORMATIONAL SECTION

This part of the school division's annual budget presents detailed information on past and future budgets, as well as factors that influence the annual budget. The schedules contained herein put the annual budget into context and explain past budget decisions. It also helps reveal the impact of past and current decisions on future budgets and budget results should current trends continue beyond the budget year. All information included in this section is for the General Fund (School Operating Fund) only, unless noted otherwise.

Financial Trends

These schedules contain trend information to help the reader understand how the school division's financial performance and well-being have changed over time.

Enrollment Trends

The single greatest determinant of resource needs for any school is the size of its student enrollment. Spending on personnel services, materials and supplies, and capital infrastructure is often derived directly or indirectly from populations.

Personnel Resources

A significant portion of the school budget is allocated to personnel costs. A good indicator of these costs is personnel resource allocations or staffing levels. Staffing levels can also be an indicator of the school division's commitment to specific programs.

Debt Capacity

These schedules present information to help the reader assess the affordability of the County's current levels of outstanding debt and the County's ability to issue additional debt in the future for school division's capital improvements.

Property Tax Information

This section includes a variety of information and schedules that are included to help provide the reader with additional information on tax assessments and levies, which is how the School Division receives approximately 45% of their revenue

Performance Measures

Performance measurement is a process for determining how well the school division has accomplished its mission through the delivery of programs, services, or processes. Performance measurement systems provide accountability to the citizenry by identifying results and evaluating past resource allocation decisions. Furthermore, performance measurement facilitates future decision-making regarding resource allocation and service delivery options.

Other Useful Information

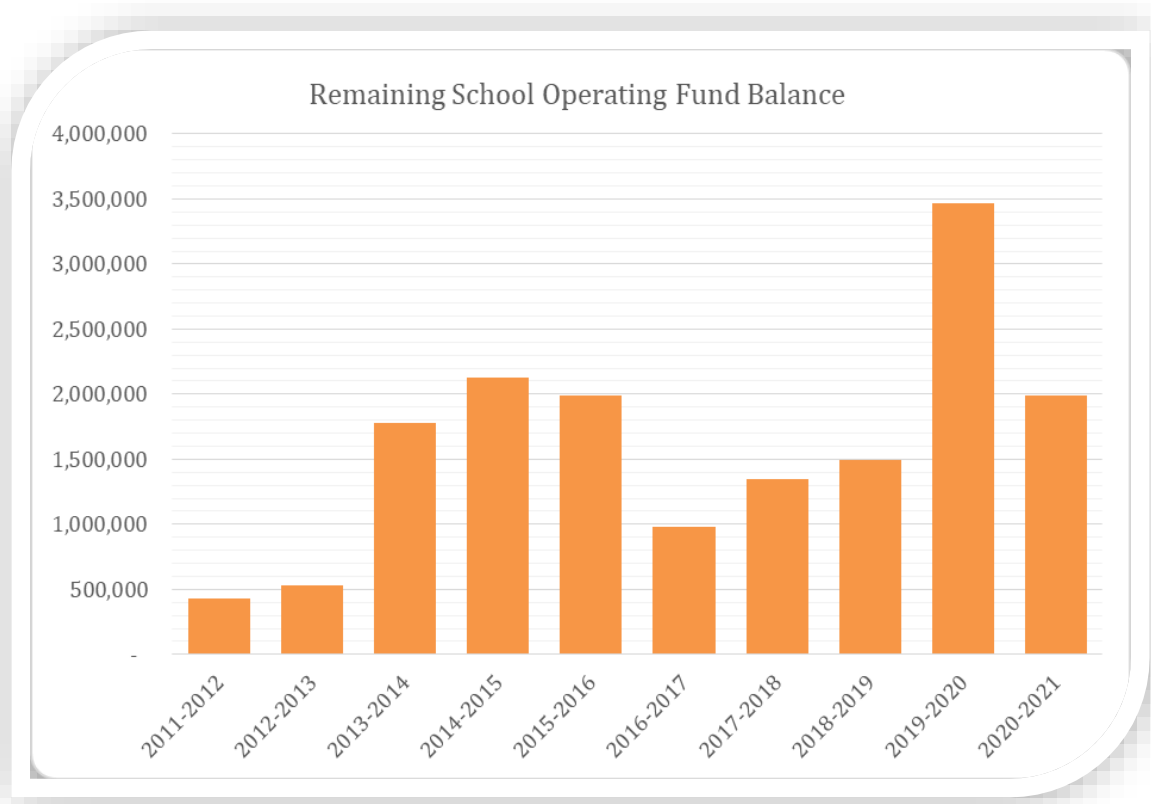
This section includes a variety of information and schedules that are not included in one of the other sections but prove useful to a stakeholder when reviewing the annual budget.

FINANCIAL TRENDS

FUND BALANCE

Fiscal Year	School Operating Fund Original Budget	Remaining School Operating Fund Balance	Remaining School Operating Fund Balance as a % of the Original Budget
2020-2021	\$ 121,079,413	\$ 1,985,885	1.64%
2019-2020	116,452,673	3,463,960	2.97%
2018-2019	108,971,681	1,497,121	1.37%
2017-2018	106,597,717	1,344,285	1.26%
2016-2017	104,535,805	981,577	0.94%
2015-2016	100,505,755	1,985,423	1.98%
2014-2015	97,048,320	2,130,677	2.20%
2013-2014	94,688,186	1,779,337	1.88%
2012-2013	91,969,180	531,779	0.58%
2011-2012	91,280,803	431,056	0.47%

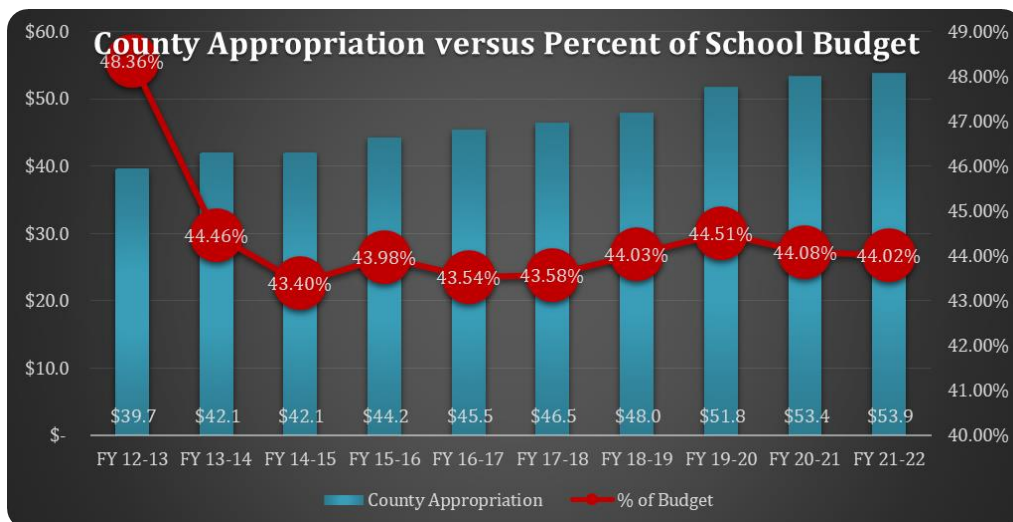
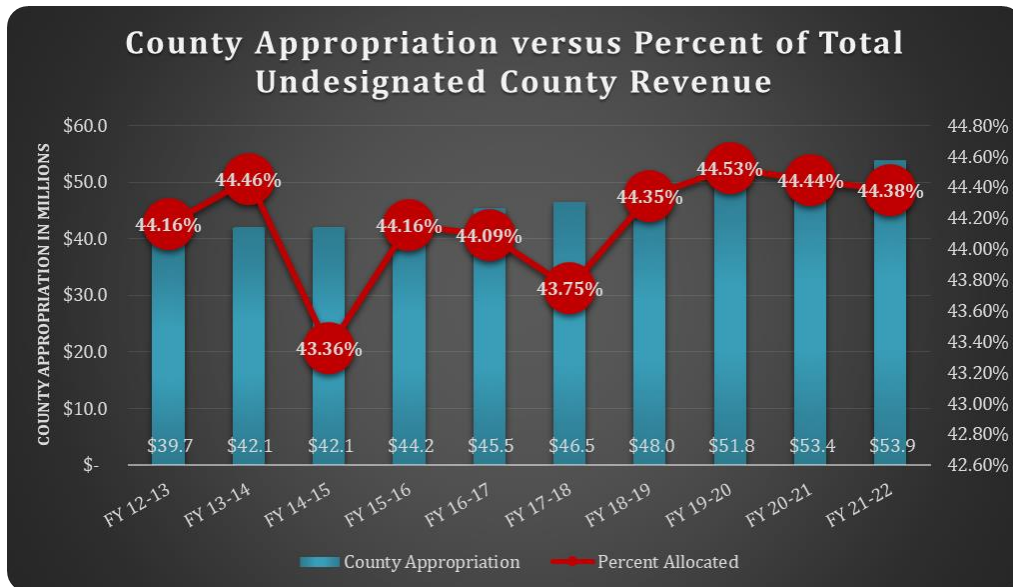
Source: Department of Finance



LOCAL APPROPRIATION

Fiscal Year	County Appropriation	Dollar Change	% Change	Total School Operating Budget	% of Budget	Undesignated County Revenue (in millions)	County Appropriation as a % of Undesignated Revenue
FY 21-22	\$ 53,877,273	\$ 500,000	0.94%	\$ 122,393,401	44.02%	\$ 121.4	44.38%
FY 20-21	53,377,273	1,550,000	2.99%	121,079,413	44.08%	120.1	44.44%
FY 19-20	51,827,273	3,844,609	8.01%	116,452,673	44.51%	116.4	44.53%
FY 18-19	47,982,664	1,500,000	3.23%	108,971,681	44.03%	108.2	44.35%
FY 17-18	46,482,664	960,000	2.11%	106,597,717	43.61%	106.2	43.75%
FY 16-17	45,522,664	1,310,831	2.96%	104,535,805	43.55%	103.2	44.09%
FY 15-16	44,211,833	2,131,454	5.07%	100,505,755	43.99%	100.1	44.16%
FY 14-15	42,080,379	-	0.00%	97,048,320	43.36%	97.1	43.36%
FY 13-14	42,080,379	2,337,990	5.88%	94,688,186	44.44%	94.7	44.46%
FY 12-13	39,742,389	3,328,198	9.14%	91,969,180	43.21%	89.9	44.16%
FY 11-12	36,414,191	700,000	1.96%	91,280,803	39.89%	79.5	45.79%

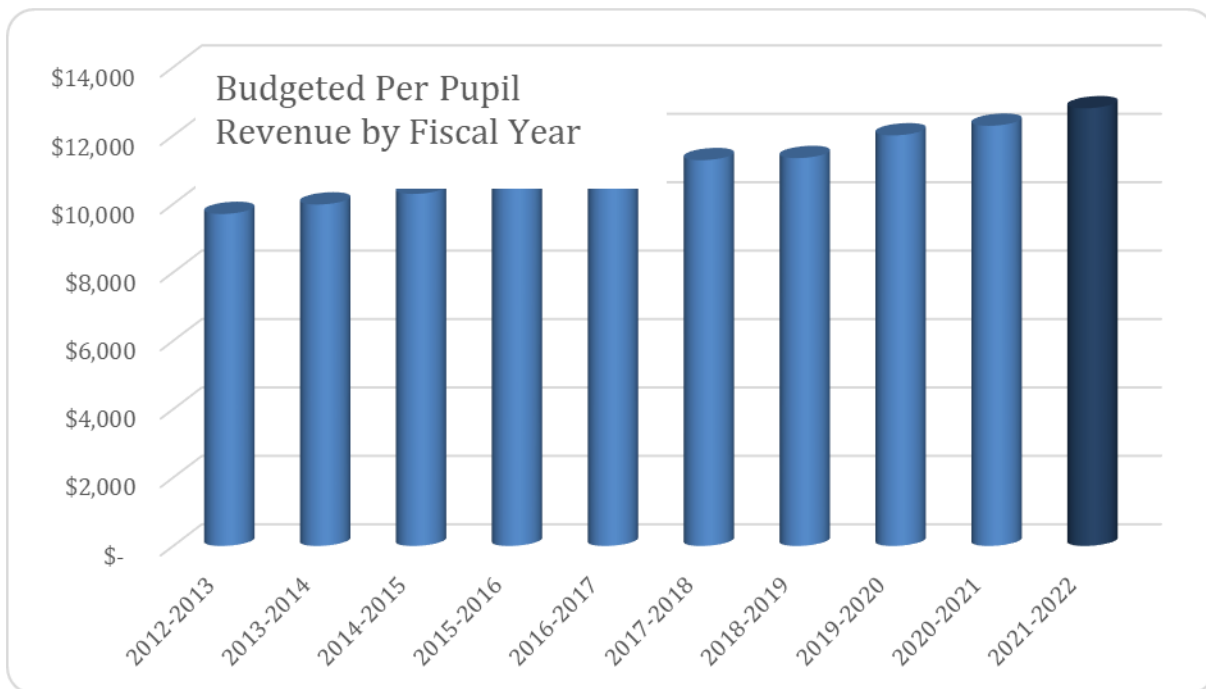
Source: Undesignated County Revenue from Montgomery County Budget Book.



BUDGETED REVENUES PER PUPIL

Fiscal Year	ADM	County					Total
		Appropriation	State Aid	Sales Tax	Federal Aid	Other	
2021-2022	9,564	\$ 5,633	\$ 5,326	\$ 1,263	\$ 498	\$ 77	\$ 12,797
2020-2021	9,855	5,416	4,987	1,300	484	100	12,286
2019-2020	9,700	5,343	4,857	1,255	448	101	12,005
2018-2019	9,608	4,994	4,567	1,231	453	97	11,342
2017-2018	9,450	4,919	4,558	1,222	483	99	11,280
2016-2017	9,487	4,798	4,411	1,213	489	108	11,019
2015-2016	9,488	4,660	4,248	1,125	445	115	10,593
2014-2015	9,427	4,464	4,244	1,087	448	52	10,295
2013-2014	9,484	4,437	4,024	1,021	429	73	9,984
2012-2013	9,474	4,195	3,906	1,071	463	73	9,708

Source: Department of Finance

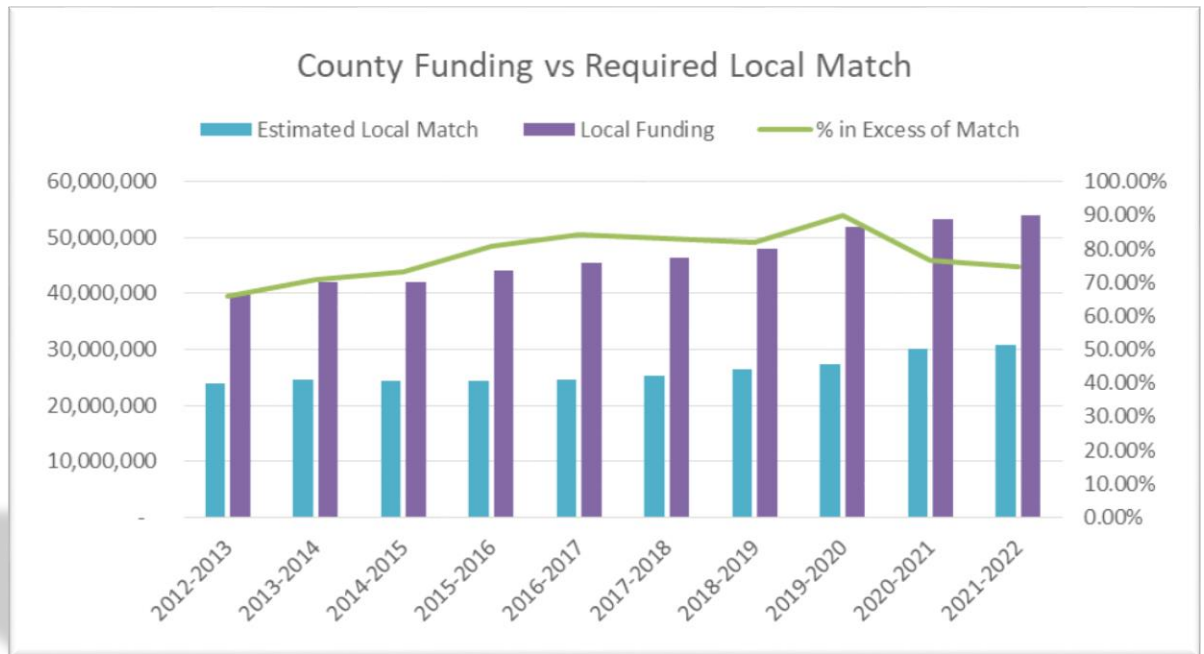


REQUIRED LOCAL MATCH

Fiscal Year	School Operating Budget	Estimated Local Match	Local Funding	% in Excess of Match
2021-2022	\$ 122,393,401	\$ 30,853,682	\$ 53,877,273	74.62%
2020-2021	121,079,413	30,209,685	53,377,273	76.69%
2019-2020	116,452,673	27,266,465	51,827,273	90.08%
2018-2019	108,971,681	26,392,007	47,982,664	81.81%
2017-2018	106,597,717	25,363,404	46,482,664	83.27%
2016-2017	104,535,805	24,706,791	45,522,664	84.25%
2015-2016	100,505,755	24,454,572	44,211,833	80.79%
2014-2015	97,048,320	24,311,472	42,080,379	73.09%
2013-2014	94,688,186	24,634,176	42,080,379	70.82%
2012-2013	91,969,180	23,975,168	39,742,389	65.76%
2011-2012	91,280,803	19,945,475	36,414,191	82.57%

The School Division is required to satisfy required local effort to receive state funding for education. The above amounts represent the estimated required local match included in the General Assembly adopted budgets for the past ten years. This table is compiled using available data.

Source: Department of Finance



ENROLLMENT TRENDS

STUDENT ENROLLMENT PROJECTION METHODOLOGY

Average Daily Membership (ADM)

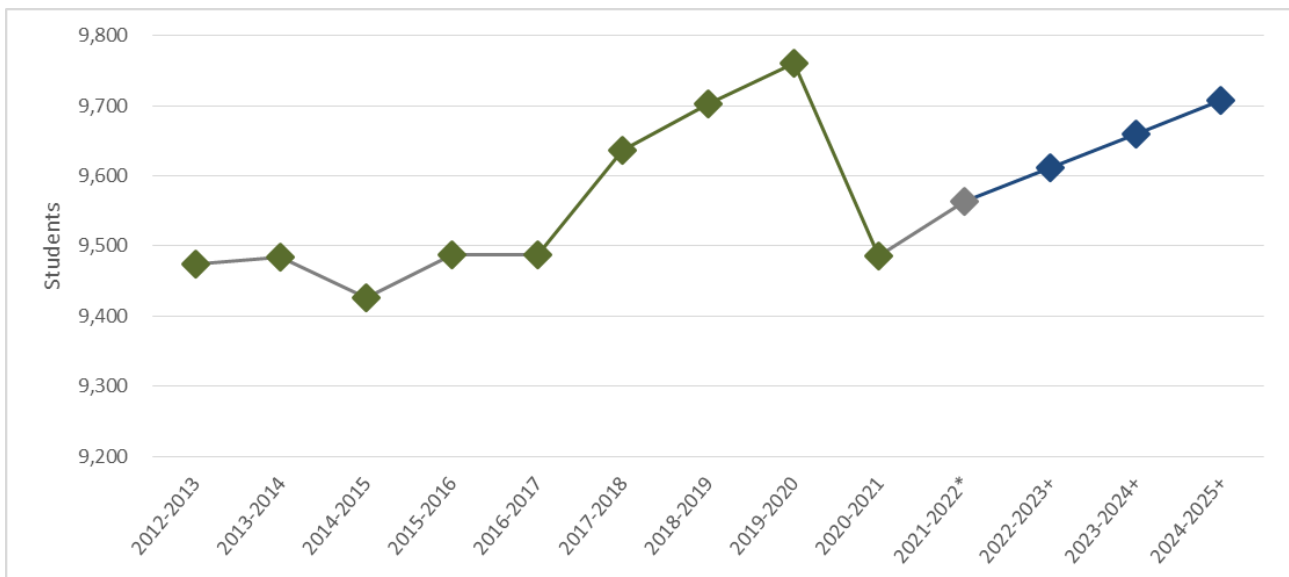
Average daily membership is determined by dividing the total aggregate daily membership by the number of days school was in session from the first day of the school year through the last school day in March (i.e. March 31st). In essence, ADM is more than just how many students are enrolled on March 31st; it is a function of how many students are enrolled and how long they've been enrolled.

The adjusted March 31st ADM is reported to the Virginia Department of Education (VDOE) who determines the amount of state funding distributed to school divisions through the application of the Composite Index.

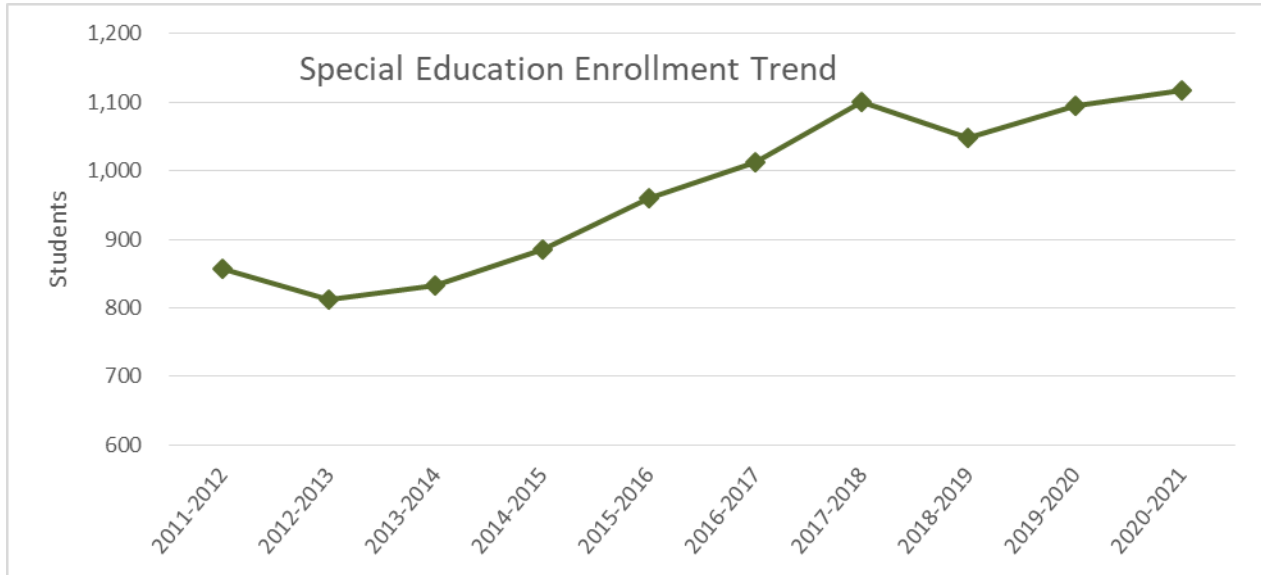
The annual ADM projections are critical to the budgeting process as overestimating the number of students could result in overestimating revenues causing a budget shortfall. On the other hand, underestimating the ADM will result in underestimated state revenues causing an unexpected fund balance at year-end. Neither outcome is desirable due to the fiscal impact and the planning of expenditures to meet instructional and operational goals. Researching trends in population growth, student attrition and other pertinent information is useful in developing accurate ADM estimates.

The school division obtained a third-party enrollment forecast in the previous year which projected a moderate increase in enrollment over the next three years. However, as the global pandemic hit in the middle of the budget process, and the September 2020 enrollment was down significantly, enrollment is projected to decrease for the next year with a slow recovery starting in FY 2022-2023 over the next two forecasted budgets. The return of students to public education in person instruction is unknown and actual ADM can vary significantly from the forecast trend show below.

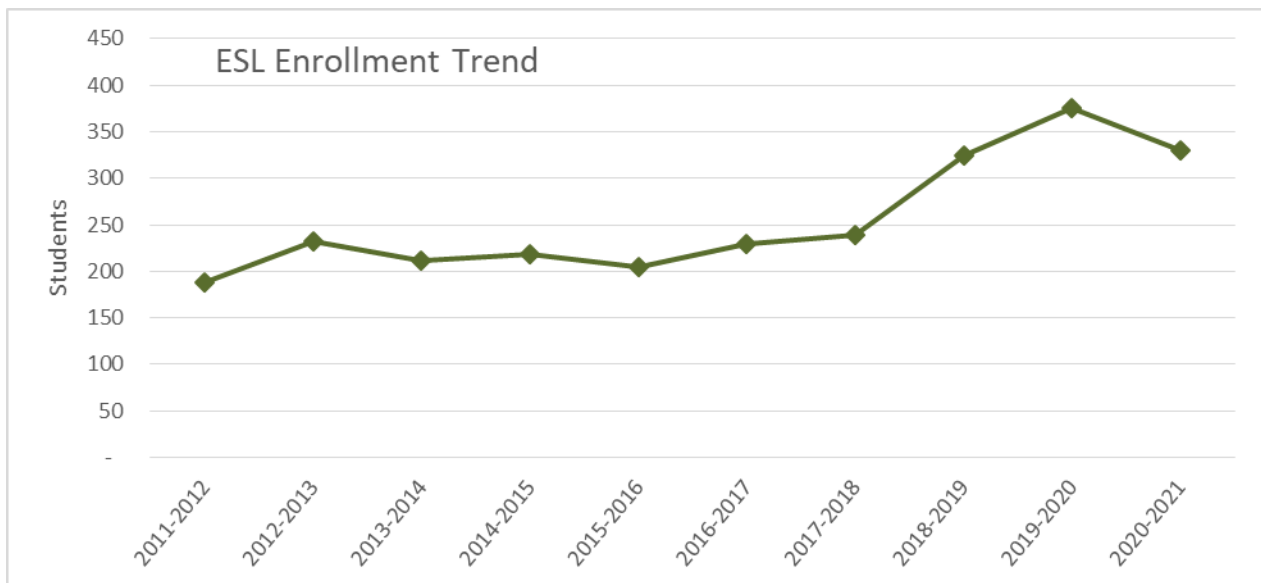
STUDENT ENROLLMENT TRENDS



Note: 2021-2022 reflects budgeted ADM, 2022-2023 through 2024-2025 are forecasted.



Note: Special Education enrollment is as of December 1st of each year.



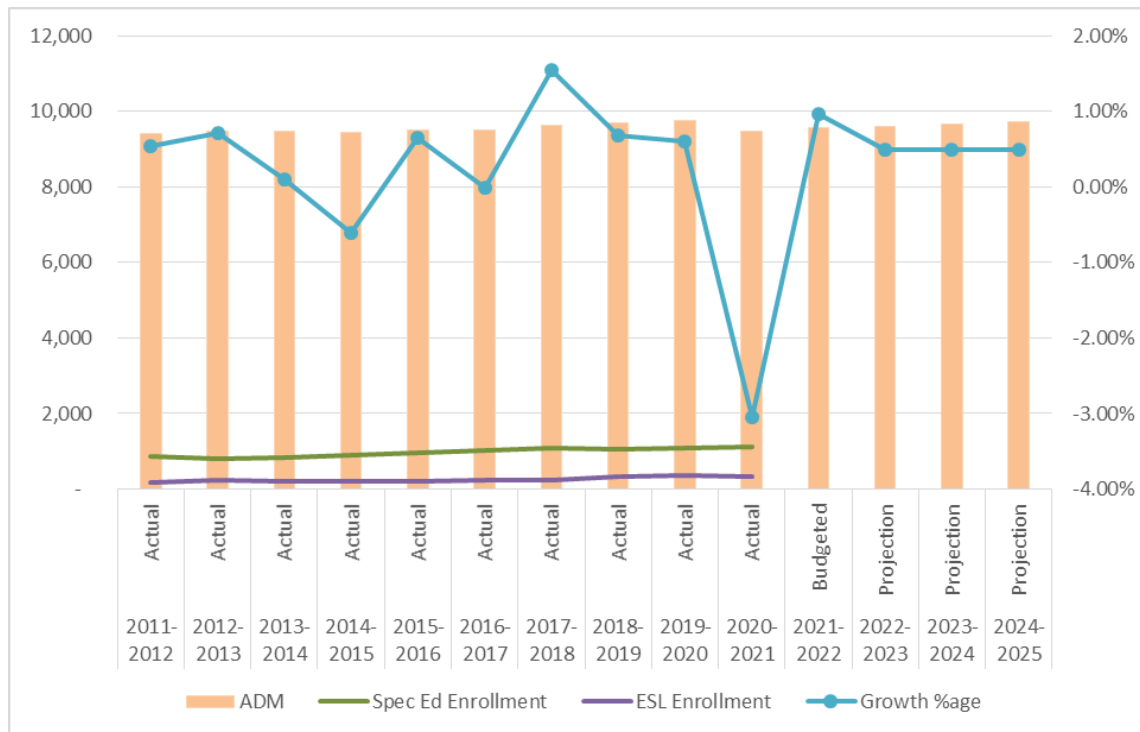
Note: Fall Verification Report.

STUDENT ENROLLMENT

Fiscal Year	Method	September Enrollment ¹	Average Daily Membership ²	Annual Growth	Special	
					Education Enrollment ³	ESL Enrollment ⁴
2010-2011	Actual	9,416	9,355	-1.49%	880	148
2011-2012	Actual	9,444	9,406	0.55%	858	188
2012-2013	Actual	9,551	9,474	0.71%	812	232
2013-2014	Actual	9,518	9,484	0.11%	832	211
2014-2015	Actual	9,473	9,427	-0.60%	885	219
2015-2016	Actual	9,539	9,488	0.64%	960	205
2016-2017	Actual	9,518	9,487	-0.01%	1,013	229
2017-2018	Actual	9,679	9,637	1.55%	1,100	239
2018-2019	Actual	9,733	9,703	0.68%	1,049	325
2019-2020	Actual	9,844	9,761	0.59%	1,094	376
2020-2021	Actual	9,563	9,472	-3.05%	1,117	330
2021-2022	Budgeted		9,564	0.96%		
2022-2023	Projection		9,612	0.50%		
2023-2024	Projection		9,660	0.50%		
2024-2025	Projection		9,708	0.50%		

Sources:

- 1 Instruction, K-12
- 2 Spring Verification Report (ADM based on average through March 31)
- 3 December 1 Special Education Child Count
- 4 Fall Verification Report



STUDENT ENROLLMENT BY SCHOOL

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-2022
Primary School										
Christiansburg	433	448	479	443	400	427	472	417	412	419
Elementary Schools										
Auburn	519	530	507	542	527	546	556	535	553	532
Belview	267	270	268	250	240	248	244	263	234	255
Christiansburg	413	418	391	375	410	435	463	391	361	390
Eastern Montgomery	478	465	474	477	464	428	412	400	386	365
Falling Branch	522	517	480	477	482	503	488	588	564	526
Gilbert Linkous	357	346	345	343	343	351	328	361	319	319
Harding Avenue	259	272	289	320	324	350	348	337	304	272
Kipps	369	372	361	409	401	402	393	398	380	376
Margaret Beeks	406	420	431	415	422	427	401	425	367	353
Price's Fork	346	380	374	401	418	445	431	423	373	407
Middle Schools										
Auburn	307	295	280	282	292	270	278	308	287	288
Blacksburg	812	828	835	814	889	903	965	961	922	932
Christiansburg	849	794	787	762	773	723	788	830	829	793
Shawsville	245	239	229	215	222	223	226	218	251	215
High Schools										
Auburn	379	378	388	409	406	424	410	392	385	371
Blacksburg	1,163	1,123	1,133	1,186	1,163	1,206	1,205	1,283	1,269	1,322
Christiansburg	1,122	1,061	1,052	1,055	996	1,047	1,034	1,011	1,008	1,077
Eastern Montgomery	305	287	293	297	287	284	264	273	338	291
Alternative School										
Montgomery Central	-	75	77	67	59	37	27	30	21	35
Total	9,551	9,518	9,473	9,539	9,518	9,679	9,733	9,844	9,563	9,538

Source: Instruction. Information provided on actual student enrollment on September 30.

Student enrollment in September differs from average daily membership (ADM) which is calculated on average enrollment from the first day of school through March 31st of each year.

STUDENT ENROLLMENT BY GRADE

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-2022
Grade										
Kindergarten	811	753	750	782	724	784	727	724	674	673
First	707	809	737	731	761	737	791	761	671	701
Second	750	713	815	745	713	777	743	796	715	670
Third	707	749	695	791	743	702	787	752	750	705
Fourth	736	691	730	692	802	761	718	773	717	745
Fifth	658	723	672	711	688	801	770	732	726	720
Sixth	758	642	746	690	744	698	796	779	710	753
Seventh	762	766	648	741	683	745	727	819	763	727
Eighth	693	754	744	646	751	682	737	726	820	753
Ninth	852	800	820	800	707	796	733	807	746	881
Tenth	761	778	724	787	758	690	795	719	789	745
Eleventh	686	716	736	704	775	754	673	783	713	782
Twelfth	670	624	656	719	669	752	736	673	769	683
Total	9,551	9,518	9,473	9,539	9,518	9,679	9,733	9,844	9,563	9,538

Source: Instruction. Information provided on actual student enrollment on September 30.

Student enrollment in September differs from average daily membership (ADM) which is calculated on average enrollment from the first day of school through March 31st of each year.

PERSONNEL RESOURCES

FULL-TIME EQUIVALENT (FTE) POSITIONS

The chart below provides five years of staffing history. Data presented is for approved positions based on a full-time equivalent (FTE) for each position. This includes adjustments that have been approved by the school board for staffing during the school year. The approved budget is reduced by 10 teaching positions and a decrease in School Nutrition positions through attrition.

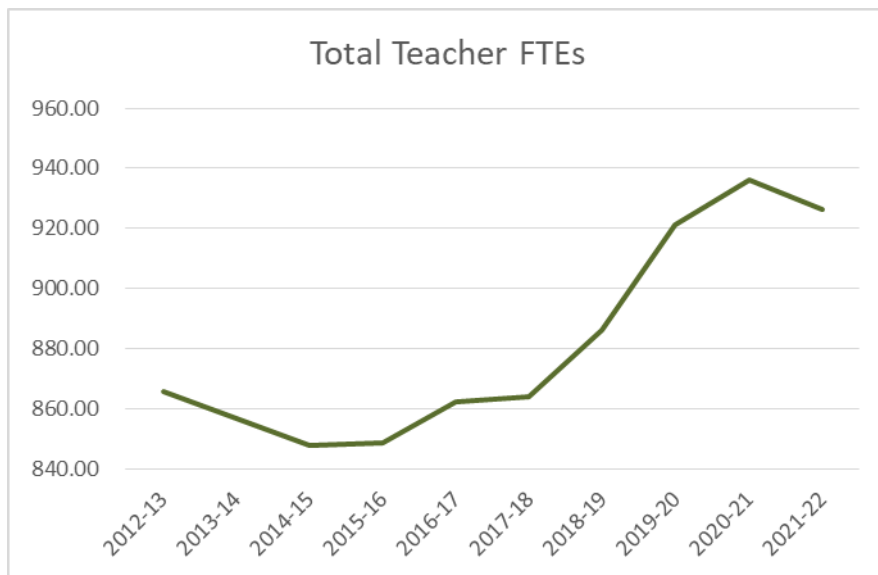
	FY 2017-18 Approved	FY 2018-19 Approved	FY 2019-20 Approved	FY 2020-21 Approved	FY 2021-22 Approved
Teachers:					
Regular Education Teachers	594.87	605.87	636.87	651.87	641.87
Special Education Teachers	111.10	118.10	118.10	118.10	118.10
Career & Technical Teachers	53.17	57.34	58.84	58.84	58.84
Gifted & Talented Teachers	10.00	10.00	10.00	10.00	10.00
Limited English Proficiency Teachers	6.50	6.50	6.50	6.50	6.50
Technology Resource Teachers	11.00	11.00	11.00	11.00	11.00
Guidance Counselors	30.00	30.00	32.50	32.50	32.50
Speech/Audiology	8.50	8.50	8.50	8.50	8.50
Adult Education Teachers	2.00	2.00	2.00	2.00	2.00
Social Workers	3.00	3.00	3.00	3.00	3.00
Psychologists	4.00	4.00	4.00	4.00	4.00
Librarians	19.00	19.00	19.00	19.00	19.00
Pre-school Teachers	11.00	11.00	11.00	11.00	11.00
Sub-Total Teachers	864.14	886.31	921.31	936.31	926.31
Other Positions:					
Instructional Aides	218.05	200.05	201.05	201.05	201.05
Nurses	17.47	17.47	20.00	21.00	21.00
Principals	19.00	20.00	20.00	20.00	20.00
Assistant Principals	16.00	19.60	21.60	21.60	21.60
Athletic Director	3.00	3.00	3.00	3.00	3.00
Administrative Assistants	71.50	71.50	71.50	71.50	71.50
Clerical Aides	10.64	10.64	10.64	10.64	10.64
Bus Drivers, Aides, & Trainers	113.00	113.00	113.00	113.00	113.00
Custodians	101.50	102.50	102.50	102.50	102.50
Building & Equipment Trades	24.00	24.00	24.00	24.00	24.00
Laborers Grounds	7.00	7.00	7.00	7.00	7.00
Warehouse	5.00	5.00	5.00	5.00	5.00
Mechanics & Parts Technicians	8.00	8.00	8.00	8.00	8.00
Technology Technicians	17.00	17.00	17.00	17.00	17.00
Superintendent, Deputy, & Assistant Superintendents	3.00	3.00	3.00	3.00	3.00
Directors	9.00	9.00	9.00	10.00	10.00
Instructional Coordinators/Supervisors	18.00	18.00	19.00	20.00	20.00
Other Administrative Professionals	6.00	6.00	6.00	5.00	5.00
Other School Support	1.00	1.00	1.00	1.00	1.00
School Nutrition	100.50	100.50	100.00	72.00	59.00
School Board Members	7.00	7.00	7.00	7.00	7.00
Sub-Total Other Positions	775.66	763.26	769.29	743.29	730.29
Total Full Time Equivalent Positions	1,639.80	1,649.57	1,690.60	1,679.60	1,656.60

TEACHER SALARY INFORMATION

Fiscal Year	Bachelor Degree		Masters Degree		Doctorate Degree	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
2012-13	34,916	55,978	36,936	57,998	37,946	59,008
2013-14	37,011	59,337	39,111	61,437	40,161	62,487
2014-15	37,011	59,337	39,111	61,437	40,161	62,487
2015-16	37,011	59,337	39,111	61,437	40,161	62,487
2016-17	36,394	59,404	38,498	62,424	40,318	64,665
2017-18	36,503	59,583	38,613	62,611	40,439	64,859
2018-19	37,051	60,477	39,192	63,551	41,046	65,832
2019-20	42,000	62,594	44,428	65,775	46,528	68,136
2020-21	42,000	62,594	44,428	65,775	46,528	68,136
2021-22	44,500	64,669	47,072	67,955	49,298	70,394

TEACHERS

The chart below shows the change in total teachers by fiscal year.



CURRENT INSTRUCTIONAL STAFFING

PRIMARY AND ELEMENTARY SCHOOLS

Faculty	AES	BES	CES	CPS	EME	FBE	GLE	HAE	KES	MBE	PFE	Totals
Art	1.20	0.80	1.00	1.00	1.00	1.20	1.00	0.80	1.00	1.00	1.00	11.00
Classroom Teachers K-5	29.00	15.00	21.00	23.00	23.00	29.00	18.00	17.00	21.00	22.00	22.00	240.00
ESL	0.15	0.25	0.40	0.40	0.25	0.20	0.50	0.50	1.00	0.50	0.75	4.90
Gifted	0.50	0.40	0.50	0.40	0.50	0.60	0.60	0.40	0.60	0.60	1.00	6.10
HPE Teachers	1.20	0.80	1.00	1.00	1.00	1.20	1.00	0.80	1.00	1.00	1.00	11.00
Librarian	1.20	0.80	1.00	1.00	1.00	1.20	1.00	0.80	1.00	1.00	1.00	11.00
Music	1.20	0.80	1.00	1.00	1.00	1.20	1.00	0.80	1.00	1.00	1.00	11.00
PK Teachers	1.00	1.00	-	1.00	3.00	2.00	-	-	-	1.00	3.00	12.00
PK Aide	-	1.00	-	1.00	2.00	2.00	-	-	-	-	3.50	9.50
Reading/Title I Teachers	4.00	3.00	3.50	4.00	6.00	5.00	1.00	1.00	1.00	2.00	5.00	35.50
STEM	1.20	0.80	1.00	1.00	1.00	1.20	1.00	0.80	1.00	1.00	1.00	11.00
Support Staff	AES	BES	CES	CPS	EME	FBE	GLE	HAE	KES	MBE	PFE	Totals
Administrative Aide	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	11.00
Administrative Assistant	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	11.00
Assistant Principal	1.00	0.50	1.00	1.00	1.00	1.00	0.50	0.50	0.50	1.00	1.00	9.00
Guidance	1.50	1.00	1.00	1.00	1.50	1.50	1.00	1.00	1.00	1.00	1.50	13.00
Instructional Coaches	1.00	0.80	1.00	1.00	1.00	-	0.30	0.40	0.20	0.30	1.00	7.00
Literacy Aides	2.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	13.00
Lunch/Recess Aides	5.00	2.00	3.55	4.50	4.00	3.00	5.00	4.00	4.00	4.00	4.00	43.05
Nurse	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	11.00
Principal	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	11.00
Special Education, Teachers	3.00	2.00	5.00	3.00	5.00	5.00	2.00	3.00	3.00	3.00	4.00	38.00
Special Education, Aides	6.00	6.00	6.00	11.00	11.00	8.00	2.00	4.00	6.00	5.00	9.00	74.00

MIDDLE SCHOOLS

Department	AMS	BMS	CMS	SMS	Totals
Art	1.00	3.00	2.00	1.00	7.00
English	3.00	9.00	9.00	3.00	24.00
World Languages	0.60	1.40	2.00	0.33	4.33
Math	3.80	9.00	9.00	3.00	24.80
Science	3.00	9.33	8.00	3.00	23.33
Social Studies	3.00	9.93	7.00	3.00	22.93
Music	2.00	2.33	2.50	0.33	7.16
Health/PE	2.00	6.00	5.40	2.00	15.40
CTE	3.57	8.00	6.00	3.00	20.57
Reading	0.60	1.00	3.00	1.00	5.60
Support Staff	AMS	BMS	CMS	SMS	Totals
AA Guidance	1.00	1.00	2.00	1.00	5.00
AA Office/Bookkeeper	2.00	2.00	3.00	1.00	8.00
Assistant Principal	1.00	2.00	4.00	1.00	8.00
Athletic Director	-	1.00	1.00	1.00	3.00
Classroom Aides	5.00	10.00	10.00	3.00	28.00
ESL	0.25	0.50	0.50	0.15	1.40
Gifted	1.40	0.40	1.00	0.50	3.30
Guidance Counselor	1.00	3.00	2.00	1.00	7.00
Instructional Coaches	0.20	0.40	1.80	-	2.40
ISS Aides	1.00	1.00	1.00	1.00	4.00
Media	1.00	1.00	1.00	1.00	4.00
Nurses	1.00	1.00	1.00	1.00	4.00
Principal	1.00	1.00	1.00	1.00	4.00
Special Education, Teachers/Aides	5.00	12.00	11.00	3.00	31.00

HIGH SCHOOLS

Department	AHS	BHS	CHS	EMH	MC	Totals
Art	1.00	2.50	2.00	0.50	1.00	7.00
English	4.00	11.00	10.00	3.00	1.00	29.00
World Languages	1.50	6.00	4.33	0.67	-	12.50
Math	4.00	11.00	11.00	4.00	1.00	31.00
Science	3.70	12.50	8.33	2.00	1.00	27.53
Social Studies	3.00	9.00	8.50	2.50	1.00	24.00
Music	1.00	1.67	2.00	1.00	-	5.67
Health/PE	2.67	4.50	4.17	1.67	-	13.01
CTE	5.33	15.67	16.67	3.33	-	41.00
Reading	0.40	1.00	1.00	1.00	1.00	4.40
Support Staff	AHS	BHS	CHS	EMH	MC	Totals
AA Guidance	1.00	1.00	2.00	1.00	-	5.00
AA Office/Bookkeeper	2.00	3.00	3.00	2.00	1.00	11.00
Assistant Principal	1.00	4.00	4.00	1.00	-	10.00
Athletic Director	0.50	1.00	1.00	1.00	-	3.50
Classroom Aides	-	12.00	12.00	4.00	-	28.00
Clerical Aides	-	1.00	1.00	-	-	2.00
ESL	0.20	0.50	0.50	0.05	-	1.25
Gifted	0.10	0.20	0.10	0.10	-	0.50
Guidance Counselor	2.00	4.00	4.00	1.00	-	11.00
Instructional Coaches	0.60	0.20	1.00	0.05	-	1.85
ISS Aides	1.00	1.00	1.00	1.00	1.00	5.00
Media	1.00	1.00	1.00	1.00	-	4.00
Nurses	1.00	1.00	1.00	1.00	1.00	5.00
Principal	1.00	1.00	1.00	1.00	1.00	5.00
Project AIM	1.00	1.00	1.00	1.00	-	4.00
Special Education, Teachers/Aides	7.00	10.00	11.00	4.00	4.00	36.00
Testing Coordinator	0.50	1.00	1.00	1.00	-	3.50

DEBT CAPACITY

AMORTIZATION OF OUTSTANDING DEBT ISSUED FOR SCHOOL CAPITAL

Montgomery County utilizes a Debt Service Fund as a separate fund to account for all payments of long-term debt from the sale of bonds or other borrowings to finance major construction projects. The debt service fund is funded by a transfer of revenue from the County's general fund. State law prohibits school divisions from entering into debt that extends beyond the current fiscal year without the approval of the local governing body, the Montgomery County Board of Supervisors. Unless otherwise noted, all information in this section represent portions related to major school construction projects only.

Fiscal Year	General Obligation Bonds		Other Long-Term Debt		Refunding Bonds	
	Principal	Interest	Principal	Interest	Principal	Interest
2022	\$ 5,147,614	\$ 2,335,821	\$ 250,000	\$ 7,500	\$ 9,073,117	\$ 3,629,066
2023	3,250,294	2,271,141	-	-	9,168,935	3,187,161
2024	3,295,294	2,223,141	-	-	8,967,511	2,751,589
2025	3,345,294	2,172,891	-	-	8,798,025	2,303,213
2026	3,300,294	2,120,141	-	-	7,796,601	1,863,312
2027	3,380,294	2,064,641	-	-	6,499,055	1,473,482
2028	1,700,000	1,296,444	-	-	8,404,570	1,148,529
2029	2,185,000	1,235,194	-	-	7,698,660	878,946
2030	2,250,000	1,170,944	-	-	5,930,000	571,000
2031	2,315,000	784,694	-	-	4,285,000	333,800
2032	1,490,000	395,194	-	-	4,060,000	162,400
2033	1,545,000	335,594	-	-	-	-
2034	1,580,000	300,831	-	-	-	-
2035	1,620,000	263,306	-	-	-	-
2036	1,660,000	224,831	-	-	-	-
2037	1,700,000	183,331	-	-	-	-
2038	1,740,000	140,831	-	-	-	-
2039	1,790,000	95,156	-	-	-	-
2040	1,835,000	48,169	-	-	-	-
Total	\$ 45,129,084	\$ 19,662,293	\$ 250,000	\$ 7,500	\$ 80,681,474	\$ 18,302,499

Source: Montgomery County Finance Department

All of these debt issues are borrowed by the County of Montgomery (governing body) are shown here as additional information only. The school division is not obligated for repayment of these debt issuances.

CHANGES IN OUTSTANDING DEBT ISSUED FOR SCHOOL CAPITAL

	Beginning Balance 07/01/20	Additions	Reductions	Ending Balance 06/30/21	Due within One Year
General Obligation Bonds	\$ 53,013,884	\$ -	\$ 7,884,800	\$ 45,129,084	\$ 5,147,614
Literary Fund Loans	500,000	-	250,000	250,000	250,000
Refunding Bonds	85,731,713	-	5,050,238	80,681,475	9,073,117
Total	\$ 139,245,597	\$ -	\$ 13,185,038	\$ 126,060,559	\$ 14,470,731

Source: Montgomery County Finance Department

DETAILS OF LONG-TERM INDEBTEDNESS

	Interest Rates	Date Issued	Final Maturity Date	Amount of Original Issue	Principal Amount Outstanding
General Obligation Bonds:					
Virginia Public School Authority Bonds	3.1 - 5.1	11/01/01	2022	13,025,026	\$ 742,320
Virginia Public School Authority Bonds	2.25 - 5.0	10/24/19	2040	27,315,000	26,445,000
Qualified School Construction Bonds	-	11/13/09	2027	8,249,998	2,911,764
Qualified School Construction Bonds	-	07/08/11	2027	13,370,000	5,430,000
Qualified School Construction Bonds	-	12/15/11	2031	15,000,000	9,600,000
Other Long-Term Debt:					
Literary Fund Loans	3.00%	01/20/01	2021	5,000,000	250,000
Refunding Bonds:					
Refunding Bond	3.0 - 5.0	07/09/09	2021	12,705,000	2,395,000
Refunding Bond	4.70%	02/03/16	2029	20,099,281	14,406,474
Refunding Bond	4.30%	11/10/16	2032	64,605,000	63,880,000
					\$ 126,060,558

Source: Montgomery County Finance Department

All of these debt issues are borrowed by the County of Montgomery (governing body) and are shown here as additional information only. The School Division is not obligated for repayment of these debt issues. VPSA bonds are continuously evaluated by the Department of the Treasury for refunding when the market rates indicate savings potential. Refinancing credits are refunded to localities based on the present value savings in lieu of exchanging the original bonds resulting in overall lower cost refunding.

RATIOS OF OUTSTANDING DEBT BY TYPE

The following schedules related to debt ratios include all debt issued by the County, including the School related portion.

Fiscal Year	General Bonded Debt				Other Governmental Activities Debt		
	General Obligation Bonds*	Total General Bonded Debt	Percentage of Actual Value of Taxable Property	Per Capita	Lease Revenue Bonds*	Literary Fund Loans	Refunding Bonds*
2020	\$ 56,273,309	\$ 56,273,309	0.56%	\$ 562.32	\$ 4,952,684	\$ 500,000	\$ 108,712,404
2019	33,560,079	33,560,079	0.34%	337.51	6,240,933	750,000	116,604,868
2018	39,633,154	39,633,154	0.43%	402.13	7,476,976	1,000,000	125,600,733
2017	45,386,023	45,386,023	0.51%	460.30	12,449,589	1,250,000	130,542,488
2016	115,914,753	115,914,753	1.32%	1,187.01	17,406,657	1,500,000	59,707,545
2015	129,541,482	129,541,482	1.50%	1,329.93	63,447,580	1,750,000	19,330,973
2014	134,869,888	134,869,888	1.61%	1,401.87	68,819,486	2,000,000	23,337,107
2013	150,161,991	150,161,991	1.82%	1,570.31	73,629,273	2,250,000	26,993,072
2012	155,269,999	155,269,999	1.90%	1,634.49	78,398,328	2,500,000	31,075,193
2011	35,242,208	35,242,208	0.44%	373.36	83,128,304	2,750,000	33,662,593

Fiscal Year	Total Primary Government	Percentage of Personal Income	Per Capita
2020	\$ 170,438,397	3.87%	\$ 1,703
2019	157,155,880	3.80%	1,581
2018	173,710,863	4.47%	1,763
2017	189,628,100	5.00%	1,923
2016	194,528,955	5.36%	1,992
2015	214,070,035	6.06%	2,198
2014	229,026,481	7.87%	2,381
2013	253,034,336	9.29%	2,646
2012	267,243,520	10.10%	2,813
2011	154,783,105	6.19%	1,640

Source: Montgomery County Comprehensive Annual Financial Report for FY 2020.

*includes issuance premiums and debt service reserves.

DEBT SERVICE BUDGET SUMMARY

The summary below is from the Montgomery County FY 2022 budget book (page 274) and includes detail of the debt services fund held by the Board of Supervisors for all debt incurred by the County, which includes the Schools.

GENERAL GOVERNMENT DEBT SERVICES

Budget Summary

	FY 20 Revised	FY 20 Actual	FY 21 Approved	FY 22 Base	+	FY 22 Addenda	=	FY 22 Approved	Change App. 22/ App. 21
EXPENDITURES BY DEPARTMENT									
County Debt Service	\$5,056,573	\$4,134,962	\$5,056,573	\$4,256,082		\$-		\$4,256,082	\$(800,491)
School Debt Service	\$18,575,873	\$18,558,850	\$19,666,152	\$20,466,643		\$-		\$20,466,643	\$800,491
Transfers to Other Funds	\$578,049	\$578,049	\$-	\$-		\$-		\$-	
TOTAL EXPENDITURES	\$24,210,495	\$23,271,861	\$24,722,725	\$24,722,725		\$-		\$24,722,725	\$-
EXPENDITURES BY CLASSIFICATION									
Principal	\$15,692,625	\$15,692,625	\$16,540,461	\$17,056,984		\$-		\$17,056,984	\$516,523
Interest	\$6,987,283	\$6,986,765	\$7,158,027	\$6,543,424		\$-		\$6,543,424	\$(614,603)
Administrative Costs	\$35,000	\$14,423	\$35,000	\$35,000		\$-		\$35,000	\$-
Transfer to County Capital	\$223,049	\$223,049	\$-	\$-		\$-		\$-	\$-
Transfer to School Capital	\$355,000	\$355,000	\$-	\$-		\$-		\$-	\$-
Reserve Funds	\$917,538	\$-	\$989,237	\$1,087,317		\$-		\$1,087,317	\$98,080
TOTAL EXPENDITURES	\$24,210,495	\$23,271,861	\$24,722,725	\$24,722,725		\$-		\$24,722,725	\$-
REVENUE BY CLASSIFICATION									
General Fund Transfer	\$21,609,886	\$22,341,104	\$22,700,165	\$22,700,165		\$-		\$22,700,165	\$-
School Capital Fund Transfer	\$-	\$-	\$-	\$-		\$-		\$-	\$-
School Energy Bond Savings	\$408,660	\$408,660	\$408,660	\$408,660		\$-		\$408,660	\$-
Courthouse Maintenance	\$79,982	\$41,135	\$79,982	\$79,982		\$-		\$79,982	\$-
School Operating Transfer	\$-	\$-	\$-	\$-		\$-		\$-	\$-
County Capital Transfer	\$-	\$-	\$-	\$-		\$-		\$-	\$-
Lease Revenue	\$186,471	\$186,480	\$186,471	\$186,471		\$-		\$186,471	\$-
Debt Service Fund Balance	\$-	\$-	\$-	\$-		\$-		\$-	\$-
QSCB Interest Subsidy	\$1,347,447	\$633,974	\$1,347,447	\$1,347,447		\$-		\$1,347,447	\$-
Fund Balance	\$578,049	\$-	\$-	\$-		\$-		\$-	\$-
Interest/Freed Up Debt Service Reserve	\$-	\$-	\$-	\$-		\$-		\$-	\$-
TOTAL DESIGNATED REVENUE	\$24,210,495	\$23,611,353	\$24,722,725	\$24,722,725		\$-		\$24,722,725	\$-
TOTAL UNDESIGNATED REVENUE	\$-	\$(339,492)	\$-	\$-		\$-		\$-	\$-
TOTAL REVENUES	\$24,210,495	\$23,271,861	\$24,722,725	\$24,722,725		\$-		\$24,722,725	\$-

LOCAL TAXES

School divisions in Virginia do not have taxing authority. Montgomery County Public Schools is financially dependent on funds from the local, state, and federal governments. Montgomery County government collects taxes on real estate, personal property, and other sources and then transfers a portion to Montgomery County Public Schools. The Board of Supervisors, the School Board, and administrative personnel collaborate to determine funding levels for the community’s public schools.

County general revenues primarily include real estate taxes, personal property taxes, some other local taxes, and investment income tax, minus the recordation tax, which is directly transferred to the school division as part of the local appropriation. Real estate taxes are collected on taxable residential and commercial property. Personal property taxes are collected on vehicles and business equipment. Other taxable property includes automobiles, mobile homes, commercial machinery and tools, and aircraft. Other local revenue sources include a portion of the sales tax, license and utility taxes, and vehicle registrations.

ASSESSED VALUE AND ACTUAL VALUE OF TAXABLE PROPERTY

Fiscal Year	Real Estate	Personal Property and Mobile Homes	Machinery and Tools	Merchant's Capital	Public Service	Total Assessed Value	Total Direct Tax Rate*
2020	\$ 8,775,035,200	\$ 833,858,782	\$ 170,149,272	\$ 47,984,352	\$ 288,419,400	\$ 10,115,447,006	\$ 8.31
2019	8,658,132,300	783,624,291	157,427,985	46,298,438	271,118,996	9,916,602,010	\$ 8.31
2018	7,918,750,500	760,903,050	148,340,969	43,636,444	264,526,997	9,136,157,960	\$ 8.31
2017	7,802,249,900	737,004,452	151,956,796	42,866,162	248,496,706	8,982,574,016	\$ 8.31
2016	7,677,904,800	664,821,240	129,605,659	41,233,623	251,993,438	8,765,558,760	\$ 8.31
2015	7,541,394,700	664,804,040	129,605,659	41,233,623	273,923,820	8,650,961,842	\$ 8.31
2014	7,297,499,100	648,612,838	128,710,287	40,709,267	252,755,710	8,368,287,202	\$ 8.31
2013	7,236,381,500	615,927,418	122,801,871	36,729,664	217,589,620	8,229,430,073	\$ 8.31
2012	7,187,287,200	597,697,604	121,643,809	31,231,378	229,863,391	8,167,723,382	\$ 8.19
2011	7,159,568,600	564,429,352	113,349,970	30,263,200	207,151,562	8,074,762,684	\$ 8.07

Source: Montgomery County Comprehensive Annual Financial Report for FY 2019.

Notes: Property is assessed at full market value.

Properties are reassessed once every four years.

* Per \$100 of assessed value

PROPERTY TAX RATES

For FY 2022, the Montgomery County Board of Supervisors approved a budget based on a real estate tax rate of 0.89 cents per \$100 of assessed value and a personal property tax rate of \$2.55 per \$100 of assessed value.

Calendar Year	Real Estate	Personal Property	Machinery and Tools	Merchants Capital	Total Direct Rate
2020	0.89	2.55	1.82	3.05	8.31
2019	0.89	2.55	1.82	3.05	8.31
2018	0.89	2.55	1.82	3.05	8.31
2017	0.89	2.55	1.82	3.05	8.31
2016	0.89	2.55	1.82	3.05	8.31
2015	0.89	2.55	1.82	3.05	8.31
2014	0.89	2.55	1.82	3.05	8.31
2013	0.89	2.55	1.82	3.05	8.31
2012	0.87	2.45	1.82	3.05	8.19
2011	0.75	2.45	1.82	3.05	8.07

Rates are per \$100 of assessed value

PRINCIPAL PROPERTY TAX PAYERS

Taxpayer	Fiscal Year 2020			Fiscal Year 2011		
	Real Estate Assessed Value	Rank	Percentage of Total County Taxable Assessed Value	Real Estate Assessed Value	Rank	Percentage of Total County Taxable Assessed Value
Jeannie Stosser	\$ 181,475,100	1	1.79%			
Appalachian Power	142,479,100	3	1.41%	71,122,946	3	0.88%
Foxridge/Harry Hunt III	141,472,400	2	1.40%	71,227,100	2	0.88%
Roger Woody	85,595,700	5	0.85%	58,530,600	4	0.72%
CAP IX BLACKSBURG LLC	81,696,100	4	0.81%			
Maple Ridge/NW Development	76,832,000	9	0.76%	32,577,600	9	0.40%
Shelor Properties	63,435,600	6	0.79%	58,486,000	5	0.72%
Village at Bburg LLC (was SHP-The Village at Blacksburg LLC)	59,000,000	7	0.73%	31,268,500	10	0.39%
Retreat At Blacksburg LLC	58,000,000	8	0.72%			
Highlands at Huckleberry/Fieldstone/Bluestone Land	56,210,100	10	0.70%			
Norfolk and Western				37,133,500	7	0.46%
NVR Investments LLC (was PR New River LLC)				78,799,300	1	0.98%
Verizon				40,012,178	6	0.50%
Blacksburg Green				36,913,800	8	0.46%
	<u>\$ 946,196,100</u>		<u>9.96%</u>	<u>\$ 516,071,524</u>		<u>6.39%</u>

Source: Montgomery County Comprehensive Annual Financial Report for FY 2020

PROPERTY TAX LEVIES AND COLLECTIONS

Fiscal Year Ended June 30	Taxes Levied for the Fiscal Year	Collected within the Fiscal Year of the Levy		Collections in Subsequent Years	Total Collections to Date	
		Amount	Percentage of Levy		Amount	Percentage of Levy*
2020	\$ 101,236,828	\$ 98,326,734	97.13%	\$ -	\$ 98,326,734	97.13%
2019	95,892,716	94,291,075	98.33%	1,734,670	96,025,745	100.14%
2018	91,294,308	89,655,298	98.20%	1,853,127	91,508,425	100.23%
2017	89,666,096	87,107,903	97.15%	2,781,453	89,889,356	100.25%
2016	86,189,045	84,989,258	98.61%	2,076,860	87,066,118	101.02%
2015	84,688,412	82,375,988	97.27%	1,991,967	84,367,955	99.62%
2014	82,261,271	80,650,339	98.04%	1,885,487	82,535,826	100.33%
2013	79,883,115	78,623,115	98.42%	2,070,492	80,693,607	101.01%
2012	73,613,538	72,812,497	98.91%	1,735,722	74,548,219	101.27%
2011	70,260,817	66,804,327	95.08%	1,718,197	68,522,524	97.53%

Source: Montgomery County Comprehensive Annual Financial Report for FY 20

Note: *For years over 100% more collected than levied due to subsequent adjustments to the tax owed.

COMPARISON OF TAX RATES FOR MONTGOMERY COUNTY AND SURROUNDING LOCALITIES

Locality	CY 2019		CY 2018		CY 2017	
	Real Estate Tax Rate	Personal Property Tax Rate	Real Estate Tax Rate	Personal Property Tax Rate	Real Estate Tax Rate	Personal Property Tax Rate
Montgomery County	\$ 0.89	\$ 2.55	\$ 0.89	\$ 2.55	\$ 0.89	\$ 2.55
Craig County	\$ 0.59	\$ 3.50	\$ 0.59	\$ 3.00	\$ 0.56	\$ 3.00
Roanoke County	\$ 1.09	\$ 3.50	\$ 1.09	\$ 3.50	\$ 1.09	\$ 3.50
Floyd County	\$ 0.60	\$ 2.95	\$ 0.60	\$ 2.95	\$ 0.55	\$ 2.95
Pulaski County	\$ 0.77	\$ 2.35	\$ 0.77	\$ 2.35	\$ 0.64	\$ 2.35
Giles County	\$ 0.67	\$ 2.02	\$ 0.63	\$ 1.98	\$ 0.63	\$ 1.98
City of Radford	\$ 0.82	\$ 2.44	\$ 0.76	\$ 2.44	\$ 0.76	\$ 2.44
City of Salem	\$ 1.18	\$ 3.25	\$ 1.18	\$ 3.25	\$ 1.18	\$ 3.25
City of Roanoke	\$ 1.22	\$ 3.45	\$ 1.22	\$ 3.45	\$ 1.22	\$ 3.45

Note: All rates listed are per \$100 of assessed value.

Source: Montgomery County Comprehensive Annual Financial Report for FY 2020

ANALYSIS OF AVERAGE TAX BILL

Tax Year	Fiscal Year	Average Tax Bill	Real Estate Tax Rate	Average Assessed Value of a Residence	Percentage Increase or Decrease for		
					Tax Bill	Tax Rate	Assessed Value
2020	2021	\$ 1,825	\$ 0.890	\$ 205,100	-3.93%	0.00%	-3.93%
2019	2020	1,900	0.890	213,500	8.71%	0.00%	8.71%
2018	2019	1,748	0.890	196,400	0.67%	0.00%	0.67%
2017	2018	1,736	0.890	195,100	0.67%	0.00%	0.67%
2016	2017	1,725	0.890	193,800	0.57%	0.00%	0.57%
2015	2016	1,715	0.890	192,700	-0.26%	0.00%	-0.26%
2014	2015	1,719	0.890	193,200	0.47%	0.00%	0.47%
2013	2014	1,711	0.890	192,300	2.62%	2.30%	0.31%

Source: Montgomery County assessor's office.

Note: Residence includes single family homes.

The average tax bill is calculated by dividing the average assessed value of a residence by 100 dollars and multiplying by the tax rate.

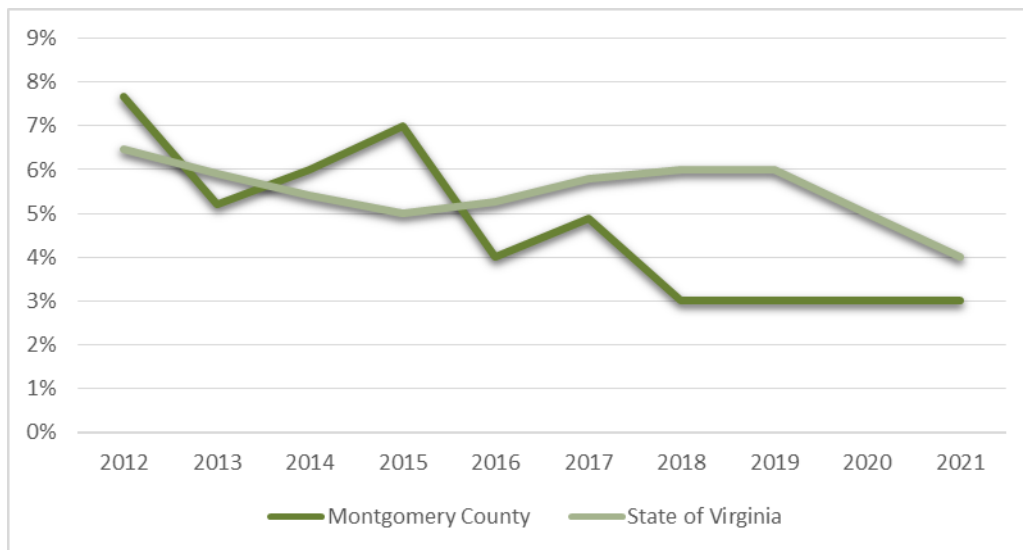
Only eight years are available, additional years will be added each year up to ten years.

PERFORMANCE MEASURES

DROPOUT STATISTICS

Longitudinal Drop Out Rate
Compared to
the State of Virginia Drop Out Rate

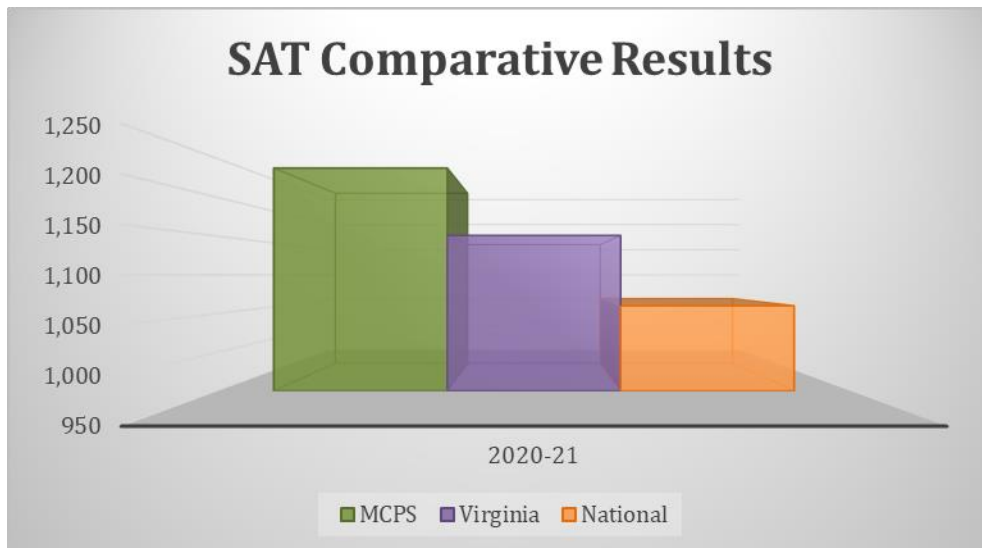
	Montgomery County	State of Virginia
2021	3%	4%
2020	3%	5%
2019	3%	6%
2018	3%	6%
2017	5%	6%
2016	4%	5%
2015	7%	5%
2014	6%	5%
2013	5%	6%
2012	8%	6%



SAT TEST SCORES

Year	Student Participation	Montgomery County				Virginia	National
		Critical Reading	Math	Writing	Combined		
2020-21	231	624	614		1238	1151	1060
2019-20	356	599	580		1179	1116	1051
2018-19	289	609	594		1203	1113	1039
2017-18	657	534	515		1049	1110	1049
2016-17	412	585	566		1151	1101	1071
2015-16	419	551	542	522	1093	1037	1002
2014-15	390	543	531	517	1074	1034	1006
2013-14	365	544	540	518	1084	1033	1010
2012-13	371	544	544	523	1088	1030	1010
2011-12	368	537	539	520	1076	1022	1010

Notes: The seniors who graduated in 2018 participated in a division-wide online pilot. 97 percent of all seniors participated in the pilot, even if they had not had the typical prerequisite classes.
Beginning in 2017 separate writing scores are no longer provided by the College Board, therefore writing scores are not included in the Combined, Virginia, or National columns.



STANDARDS OF LEARNING TEST SCORES (SOL'S)

School Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21^
Grade 3 Reading	90	73	74	81	84	78	74	72	SOL tests results for 2019-2020 are not available due to the closure of schools and cancellation of state assessments.	64
Grade 3 Math	67	68	73	79	83	77	74	86		61
Grade 3 Science	89	84	83							
Grade 3 History	84	85	85							
Grade 4 Reading	94	75	73	81	82	83	79	78		68
Grade 4 Math	78	76	78	86	88	84	83	82		60
Grade 4 VA Studies	88	87	85	87	87	87	84	78		ND
Grade 5 Reading	92	78	78	83	84	83	84	80		70
Grade 5 Writing	83	79	70							
Grade 5 Math	72	79	77	81	82	84	83	86		60
Grade 5 Science	88	77	79	86	86	82	84	81		57
Grade 6 Reading	92	73	79	81	81	80	81	83		65
Grade 6 Math	75	78	78	85	83	78	77	78		28
Grade 7 US History I	79	83	90							
Grade 7 Reading	89	74	80	87	87	86	82	83		67
Grade 7 Math	56	56	62	69	67	75	67	83		36
Grade 8 US History II	81	83	82							
Grade 8 Reading	89	73	72	79	80	79	79	80		72
Grade 8 Writing	86	68	65	74	76	76	69	71		ND
Grade 8 Math	38	33	42	59	66	70	75	79		39
Grade 8 Civics & Economics	80	83	80	87	88	87	85	84		ND
Grade 8 Science	94	80	75	82	85	78	84	71		45
EOC Reading	93	88	90	90	90	90	87	89		83
EOC Writing	90	87	83	83	84	86	84	84		ND
Algebra I	63	69	81	90	95	92	91	96	77	
Algebra II	58	69	90	96	95	96	91	95	90	
Geometry	65	74	78	81	82	84	82	91	87	
Earth Science	90	81	87	87	88	89	87	85	69	
Biology	90	83	86	88	87	86	85	89	70	
Chemistry	94	90	94	91	95	94	90	90	20	
World History I	77	77	82	81	83	83	79	79	ND	
World History II	85	87	91	88	91	91	85	75	ND	
VA & US History	78	84	86	84	84	86	80	62	ND	

^ - SOL test results for 2020-2021 reflect reduced student participation in state assessments due to COVID-19 and other pandemic-related factors. Variations in participation rates and learning conditions should be considered when reviewing 2020-2021 assessment data.

ND - indicates there is no data available.

Note: The 2014 ACTS of the General Assembly eliminated SOL assessments in Grade 3 Science, Grade 3 History, Grade 5 Writing, US History I, and US History II.

STANDARDS OF LEARNING COMPARISON BY SCHOOL DIVISION

Course	MCPS	VA	Alleghany	Botetourt	Covington City	Craig	Danville City	Floyd	Franklin County	Henry	Martinsville	Patrick	Pittsylvania	Roanoke City	Roanoke County	Salem City
Grade 3 Reading	64	61	58	77	75	46	39	59	68	48	30	76	76	47	72	64
Grade 3 Math	61	54	62	69	50	35	24	64	69	35	21	65	73	37	69	60
Grade 4 Reading	68	68	69	80	73	63	34	68	76	60	47	76	80	56	79	75
Grade 4 Math	60	56	66	77	48	53	18	48	72	39	28	72	70	46	68	68
Grade 4 VA Studies	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
Grade 5 Reading	70	66	67	80	54	58	34	65	65	73	41	71	74	53	75	70
Grade 5 Math	60	51	66	74	30	44	21	51	69	38	24	63	63	40	65	63
Grade 5 Science	57	50	62	69		41	20	51	56	30	16	56	54	36	56	57
Grade 6 Reading	65	69	60	76	62	71	43	72	69	77	56	78	81	57	75	71
Grade 6 Math	28	45	36	68	38	51	23	48	62	42	24	69	62	27	57	57
Grade 7 Reading	67	71	69	85	67	79	45	76	72	81	54	84	74	59	78	68
Grade 7 Math	36	45	42	75	46	36	12	63	63	35	10	80	31	19	69	42
Grade 8 Reading	72	69	55	84	49	57	49	67	74	74	64	68	80	60	76	77
Grade 8 Writing	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
Grade 8 Math	39	43	26	64	13	54	16	39	56	53	11	10	59	19	60	25
Grade 8 Civics & Economics	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
Grade 8 Science	45	58	45	72	34	45	38	49	65	41	42	65	65	36	72	62
EOC Reading	83	81	74	90	77	73	63	80	82	79	71	83	80	73	89	91
EOC Writing	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
Algebra I	77	63	64	86	32	<	48	63	82	56	43	76	71	61	84	61
Geometry	87	73	72	95	74	46	68	79	79	73	59	64	77	59	91	82
Algebra II	90	78	<	92	<	<	74	<	88	<	49		85	79	94	95
Earth Science	69	67	71	71	80		25	<	55	57	21	82	71	66	75	72
Biology	70	66	61	79	62	55	42	61	68	55	28	61	68	53	76	90
Chemistry	20	52	<	<			30	<	71	<	<	<	<	<	80	90
World History I	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
World History II	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
VA & US History	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND

< - Indicates fewer than 10 students participated in the SOL, therefore the state does not publish the scores.

ND - indicates there is no data available.

STANDARDS OF LEARNING SUBGROUP COMPARISON BY SCHOOL DIVISION

Course Type Subgroup	MCPS	State	Alleghany	Botetourt	Covington	Craig	Danville	Floyd	Franklin	Henry	Martinsville	Patrick	Pittsylvania	Roanoke City	Roanoke County	Salem City
Reading SOL's																
All Students	70	69	64	82	65	64	43	70	72	69	53	77	78	58	78	74
Black	56	54	40	65	50	<	36	<	56	61	47	69	65	47	62	60
Hispanic	59	54	87	68	39	<	54	69	65	65	48	76	77	50	67	64
White	70	78	66	83	70	64	60	72	75	74	71	77	82	75	80	78
English Language Learners	32	24		26	<		32	18	55	29	24	40	54	22	40	35
Economically Disadvantaged Students	52	54	55	66	53	57	37	59	64	62	50	71	72	51	65	60
Students with Disabilities	27	40	35	46	45	37	28	39	42	39	34	53	51	35	45	40
Math SOL's																
All Students	57	54	52	76	39	45	30	56	68	45	30	69	65	40	71	60
Black	40	34	24	60	22	<	22	<	49	33	22	52	47	29	50	38
Hispanic	49	38	77	65	20	<	34	44	62	40	34	69	71	35	61	51
White	57	64	53	78	45	45	48	58	72	51	45	70	69	56	74	66
English Language Learners	40	21	<	38	<		25	21	60	19	21	42	58	24	45	32
Economically Disadvantaged Students	37	37	42	58	27	38	22	43	58	36	26	59	56	33	58	43
Students with Disabilities	25	31	30	40	17	23	24	30	39	28	25	46	44	26	40	31

< - Indicates fewer than 10 students participated in the SOL, therefore the state does not publish the scores.

OTHER USEFUL INFORMATION

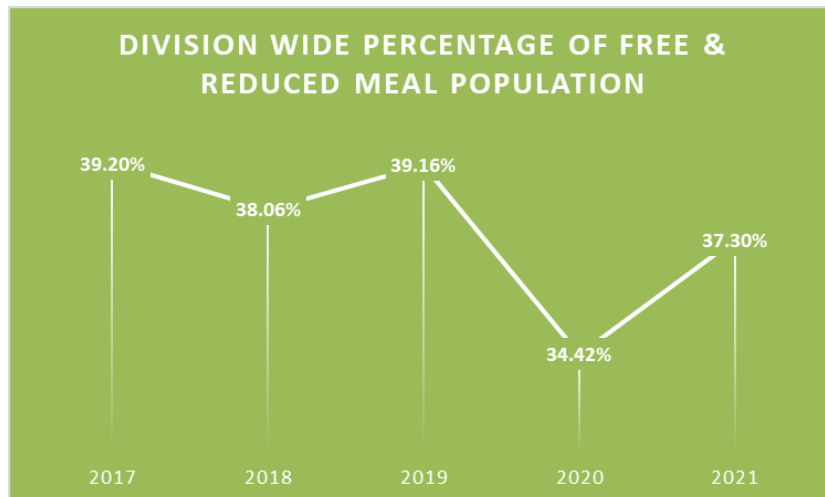
NUMBER OF STUDENTS RECEIVING FREE OR REDUCED LUNCH

	September 2017 Percent	September 2018 Percent	September 2019 Percent	September 2020 Percent	Free	Reduced	Total	October 2021 Enrollment	October 2021 Percent
Primary School									
Christiansburg	44.75%	40.47%	39.74%	40.86%	163	15	178	452	39.38%
Elementary Schools									
Auburn	49.03%	48.36%	47.22%	46.60%	236	29	265	555	47.75%
Belview	54.67%	53.23%	51.06%	49.81%	132	6	138	280	49.29%
Christiansburg	46.44%	47.52%	48.85%	37.50%	128	14	142	391	36.32%
Eastern Montgomery	73.26%	72.53%	71.27%	65.28%	257	14	271	403	67.25%
Falling Branch	47.35%	44.32%	45.57%	43.61%	223	31	254	573	44.33%
Gilbert Linkous	22.52%	21.65%	30.71%	18.27%	58	6	64	325	19.69%
Harding Avenue	21.19%	18.08%	20.52%	15.24%	39	3	42	286	14.69%
Kipps	19.57%	19.71%	19.80%	19.11%	84	1	85	384	22.14%
Margaret Beeks	33.18%	31.83%	32.74%	31.70%	113	8	121	372	32.53%
Price's Fork	52.50%	56.96%	57.35%	49.76%	225	14	239	464	51.51%
Middle Schools									
Auburn	44.81%	44.96%	49.19%	43.90%	117	20	137	286	47.90%
Blacksburg	21.15%	21.58%	26.85%	22.13%	243	19	262	933	28.08%
Christiansburg	48.69%	46.70%	45.48%	37.92%	297	21	318	790	40.25%
Shawsville	64.57%	64.60%	64.68%	54.22%	121	13	134	214	62.62%
High Schools									
Auburn	35.61%	33.66%	35.46%	29.09%	131	10	141	370	38.11%
Blacksburg	18.57%	17.26%	19.33%	17.27%	242	29	271	1,322	20.50%
Christiansburg	40.11%	37.91%	37.35%	31.51%	347	49	396	1,074	36.87%
Eastern Montgomery	63.73%	62.88%	62.64%	48.22%	148	15	163	291	56.01%
Alternative School									
Montgomery Central*	81.08%	58.54%	93.10%	66.67%	36	1	37	42	88.10%
September/October Totals	39.20%	38.06%	39.16%	34.42%	3,340	318	3,658	9,807^	37.30%

* - Montgomery Central students are also included in the students' home school enrollment.

^ - School Nutrition Enrollment is different than ADM

Note: Due to the global pandemic caused by the novel coronavirus, the USDA determined that all students shall receive free meals through at least the end of the school year 2022.



SCHOOL CALENDAR

2021-2022 SCHOOL CALENDAR



Montgomery County
Public Schools

Legend:

- Closed (No school for students)
- Teacher Workday (No school for students)
- Parent-Teacher Conferences
- First Day/Last Day of School
- Early Dismissal, PK-12

JULY						
S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER						
S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY						
S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH						
S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL						
S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE						
S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JUL 5 **Closed** Holiday

JUL 28-AUG 2 ... Unassigned Workdays

JUL 29-AUG 4 ... New Teacher Academy

AUG 3-4 Flex Days for Returning Teachers†

AUG 5-11 Teacher Workdays

AUG 12 **First Day of School**

AUG 31 Early Dismissal*

SEP 3 Early Dismissal*

SEP 6 **Closed** Holiday

SEP 30 Early Dismissal*

OCT 25-29 Parent-Teacher Conferences

OCT 29 Early Dismissal*

NOV 1 Fall Break-Students & Staff

NOV 2 Teacher Workday

NOV 23 Early Dismissal*

NOV 24-26 **Closed** Thanksgiving Break

DEC 21 Early Dismissal*

DEC 22-31 **Closed** Winter Break

DEC 22, 28-30 ... Unassigned Workdays

JAN 3 **Closed** Winter Break

JAN 4-5 Teacher Workdays

JAN 17 **Closed** Holiday

JAN 31 Early Dismissal*

FEB 21 **Closed** Holiday

FEB 28 Early Dismissal*

MAR 28-APR 1 ... Parent-Teacher Conferences

MAR 31 Early Dismissal*

APR 14 Unassigned Workday

APR 14-18 **Closed** Spring Break

APR 29 Early Dismissal*

MAY 20 Last Day of School
(if we have no inclement weather days)

MAY 21-22 **Graduation Weekend**

MAY 23-24 Teacher Flex Days†

MAY 30 **Closed** Holiday

MAY 31 Unassigned Workday

JUN 20 **Closed** Holiday

* Early Dismissals are 2.5 hours early.

† Teachers work a total of two Flex Days.

School Hours

Elementary Schools
9:15 a.m. - 3:45 p.m.

Middle & High Schools
8:05 a.m. - 2:50 p.m.



MCPS.ORG

Important Numbers

School Board Office	(540) 382-5100
Elementary Education	(540) 382-5100 x1041
Human Resources	(540) 382-5100 x1067
Montgomery Central	(540) 381-6100
Public Relations	(540) 382-5100 x1003
School Nutrition	(540) 382-5109
Secondary Education	(540) 382-5100 x1043
Special Education	(540) 382-5100 x1087
Transportation	(540) 382-5151

12 Month Holidays

Date	Holiday/Break
JULY 5	Independence Day
SEPT 6	Labor Day
NOV 24-26	Thanksgiving Break
DEC 23, 24, 27, 31	Winter Break
JAN 3	New Year's Day
JAN 17	Martin Luther King, Jr. Day
FEB 21	President's Day
APRIL 14-18	Spring Break
MAY 30	Memorial Day
JUN 20	Juneteenth

Locations

School Board Office	(540) 382-5100	750 Imperial Street, Christiansburg, VA 24073
Auburn Elementary	(540) 381-6521	1760 Auburn School Drive, Riner, VA 24149
Belview Elementary	(540) 633-3200	3817 Pepper's Ferry Road, Radford, VA 24141
Christiansburg Primary (K-2)	(540) 382-5175	240 Betty Drive, Christiansburg, VA 24073
Christiansburg Elementary (3-5)	(540) 382-5172	160 Wades Lane, Christiansburg, VA 24073
Eastern Montgomery Elementary	(540) 268-1147	4580 Eastern Montgomery Lane, Elliston, VA 24087
Falling Branch Elementary	(540) 381-6145	735 Falling Branch Road, Christiansburg, VA 24073
Gilbert Linkous Elementary	(540) 951-5726	813 Tom's Creek Road, Blacksburg, VA 24060
Harding Avenue Elementary	(540) 951-5732	429 Harding Avenue, Blacksburg, VA 24060
Kipps Elementary	(540) 951-5760	2801 Price's Fork Road, Blacksburg, VA 24060
Margaret Beeks Elementary	(540) 951-5700	709 Airport Road, Blacksburg, VA 24060
Price's Fork Elementary	(540) 951-5834	4021 Price's Fork Road, Blacksburg, VA 24060
Auburn Middle	(540) 382-5165	4163 Riner Road, Riner, VA 24149
Blacksburg Middle	(540) 951-5800	3109 Price's Fork Road, Blacksburg, VA 24060
Christiansburg Middle	(540) 394-2180	1205 Buffalo Drive NW, Christiansburg, VA 24073
Shawsville Middle	(540) 268-2262	4179 Old Town Road, Shawsville, VA 24162
Auburn High	(540) 382-5160	1650 Auburn School Drive, Riner, VA 24149
Blacksburg High	(540) 951-5706	3401 Bruin Lane, Blacksburg, VA 24060
Christiansburg High	(540) 382-5178	100 Independence Boulevard, Christiansburg, VA 24073
Eastern Montgomery High	(540) 268-3010	4695 Crozier Road, Elliston, VA 24087
Montgomery Central	(540) 381-6100	208 College Street, Christiansburg, VA 24073

School Board

District A	Gunin Kiran	(540) 392-2582	guninkiran@mcps.org
District B	Penny Franklin	(540) 230-3701	pfranklin@mcps.org
District C	Dana Partin	(540) 558-8568	danapartin@mcps.org
District D	Jamie Bond	(540) 392-9446	jbond@mcps.org
District E	Marti Graham	(540) 320-6231	martigraham@mcps.org
District F	Susan Kass	(540) 558-8525	skass@mcps.org
District G	Mark Cherbaka	(540) 250-1970	markcherbaka@mcps.org

School Board meetings are normally held on the 1st and 3rd Tuesdays of each month at 7:00 p.m.

More information is available online at www.mcps.org/schoolboard.

PUBLISHED 05/2021

This calendar can be found on the MCPS website at www.mcps.org.

COMPOSITE INDEX

State Funding Formula – Funding for 136 public school divisions is provided by Virginia through the commonwealth’s direct aid to public education budget. The three types of education programs funded in Virginia are Standards of Quality (SOQ), Incentive-Based Programs, and Categorical Programs. SOQ funding is prescribed by the statute and includes basic aid, special education, vocational education, remedial education, gifted education, and related fringe benefits for each of these programs. It also includes the one-cent state sales tax dedicated to public education. Incentive-based programs provide additional education funding that goes beyond the levels required to meet the Standards of Quality. The programs are voluntary, but in order to receive state funds school divisions must certify that they will offer the program and provide a local match of funds for the program. Incentive-based programs include the following: at-risk, primary class size reduction, at-risk four year olds, early reading intervention, maintenance supplements, and distribution of lottery profits. Categorical funding also provides for additional education programs that go beyond the Standards of Quality. These programs focus on particular needs of special populations or fulfill particular state obligations. State and federal statutes and regulations mandate much of this funding. Examples of categorical funding include alternative education, funding for homebound, school nutrition, adult education, and various regional programs.

Composite Index – Is a factor used in the Virginia Basic Aid formula, (derived from true values of property, ADM, population, retail sales, adjusted gross income, etc.) to determine local and state share of basic appropriation.

Calculation of the Composite Index of Local Ability-To-Pay

Average Daily Membership (ADM) Component =

$$.5 \left[\frac{\text{Local True Values}}{\text{Division ADM}} \right] + .4 \left[\frac{\text{Local Adjusted Gross Income}}{\text{Division ADM}} \right] + .1 \left[\frac{\text{Local Taxable Retail Sales}}{\text{Division ADM}} \right] = \frac{\text{Statewide Total of Local True Values}}{\text{Total State ADM}} + \frac{\text{Total State Adjusted Gross Income}}{\text{Total State ADM}} + \frac{\text{Total State Taxable Retail Sales}}{\text{Total State ADM}}$$

Population Component =

$$.5 \left[\frac{\text{Local True Values}}{\text{Local Population}} \right] + .4 \left[\frac{\text{Local Adjusted Gross Income}}{\text{Local Population}} \right] + .1 \left[\frac{\text{Local Taxable Retail Sales}}{\text{Local Population}} \right] = \frac{\text{Statewide Total of Local True Values}}{\text{State Population}} + \frac{\text{Total State Adjusted Gross Income}}{\text{State Population}} + \frac{\text{Total State Taxable Retail Sales}}{\text{State Population}}$$

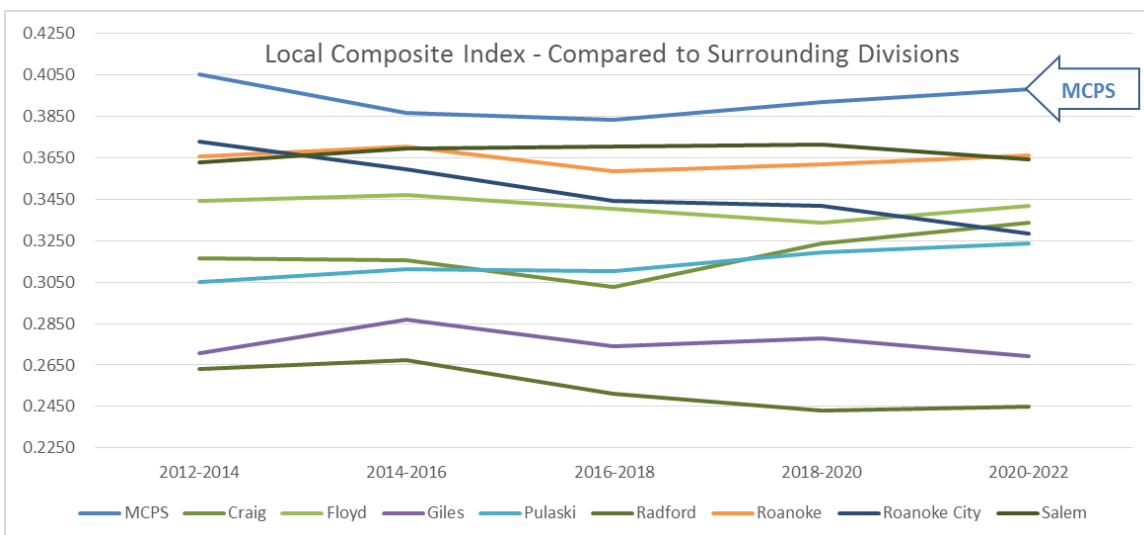
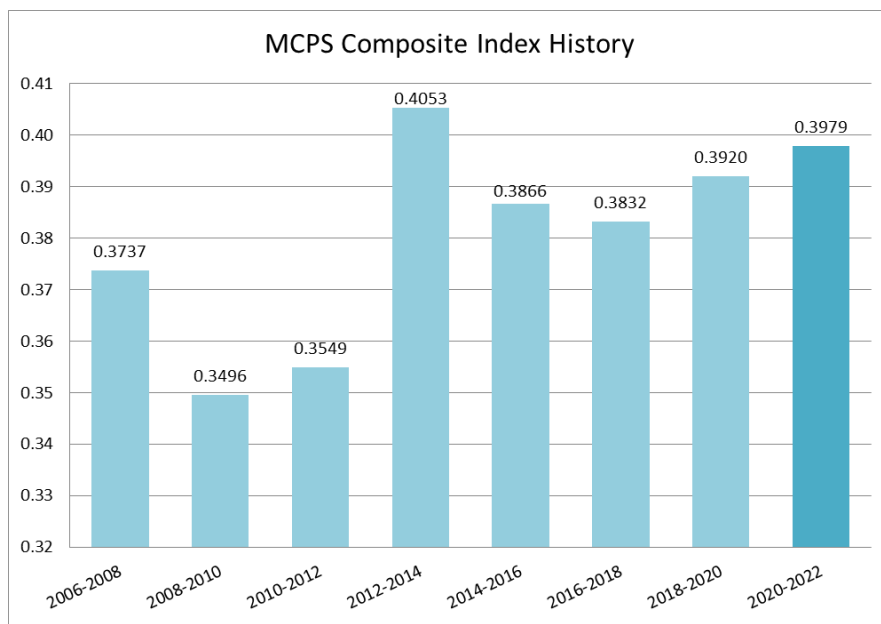
Final Composite Index =

((.6667 x ADM Component) + (.3333 x Per Capita Composite Index)) x 0.45 (average local share)

COMPOSITE INDEX HISTORY

The Local Ability-to-Pay Index (composite index) is used by the state to help determine the level of funding for the school division.

In the Governor’s 2012-2014 Biennial Budget, Montgomery County saw a 5% increase in the composite index. This equates to less state funding that the locality would have to pick up to keep education funding level. In the 2014-2016 Biennial Budget the numbers are balancing out a little more with a 1.8% decrease in the Composite Index. An additional 0.34% decrease occurs in the Composite Index for the 2016-18 Biennium followed by an increase of 0.88% in the 2018-2020 biennium. The Governor’s introduced budget for the 2020–2022 Biennium includes an increase in the composite index of 0.59%. This again equates to less state funding that the locality would have to pick up to keep education funding level. As depicted in the charts below, MCPS composite index is on the rise and remains the highest index when compared to surrounding school divisions.



COMPOSITE INDEX CALCULATION

Pick your school division from the drop down		060 - MONTGOMERY	Division Number:						
Calculation of the 2020-2022 Composite Index for MONTGOMERY			060						
Step 1 -- Calculation of the 2020-2022 Average Daily Membership Composite Index:									
.5	$\frac{\text{Local True Values}}{\text{Division ADM}}$ <hr/> $\frac{\text{Statewide Total of Local True Values}}{\text{Total State ADM}}$	+	.4	$\frac{\text{Local Adjusted Gross Income}}{\text{Division ADM}}$ <hr/> $\frac{\text{Total State Adjusted Gross Income}}{\text{Total State ADM}}$	+	.1	$\frac{\text{Local Taxable Retail Sales}}{\text{Division ADM}}$ <hr/> $\frac{\text{Total State Taxable Retail Sales}}{\text{Total State ADM}}$	=	ADM Composite Index
.5	$\frac{\$8,882,239,354}{9,637}$ <hr/> $\frac{\$1,255,554,381,716}{1,246,931}$	+	.4	$\frac{\$2,153,801,352}{9,637}$ <hr/> $\frac{\$276,897,521,668}{1,246,931}$	+	.1	$\frac{\$1,089,716,203}{9,637}$ <hr/> $\frac{\$103,736,609,468}{1,246,931}$	=	ADM Composite Index
.5	$\frac{\$921,686}{\$1,006,916}$	+	.4	$\frac{\$223,494}{\$222,063}$	+	.1	$\frac{\$113,077}{\$83,194}$	=	ADM Composite Index
.5	.9154	+	.4	1.0064	+	.1	1.3592	=	ADM Composite Index
	.4577	+		.4026	+		.1359	=	.9962
Step 2 -- Calculation of the 2020-2022 Per Capita Composite Index:									
.5	$\frac{\text{Local True Values}}{\text{Local Population}}$ <hr/> $\frac{\text{Statewide Total of Local True Values}}{\text{State Population}}$	+	.4	$\frac{\text{Local Adjusted Gross Income}}{\text{Local Population}}$ <hr/> $\frac{\text{Total State Adjusted Gross Income}}{\text{State Population}}$	+	.1	$\frac{\text{Local Taxable Retail Sales}}{\text{Local Population}}$ <hr/> $\frac{\text{Total State Taxable Retail Sales}}{\text{State Population}}$	=	Per Capita Composite Index
.5	$\frac{\$8,882,239,354}{98,776}$ <hr/> $\frac{\$1,255,554,381,716}{8,470,020}$	+	.4	$\frac{\$2,153,801,352}{98,776}$ <hr/> $\frac{\$276,897,521,668}{8,470,020}$	+	.1	$\frac{\$1,089,716,203}{98,776}$ <hr/> $\frac{\$103,736,609,468}{8,470,020}$	=	Per Capita Composite Index
.5	$\frac{\$89,923}{\$148,235}$	+	.4	$\frac{\$21,805}{\$32,691}$	+	.1	$\frac{\$11,032}{\$12,248}$	=	Per Capita Composite Index
.5	.6066	+	.4	.6670	+	.1	.9008	=	Per Capita Composite Index
	.3033	+		.2668	+		.0901	=	.6602

Step 3 – Combining of the Two 2020-2022 Indices of Ability-to-Pay:

$$(.6667 \text{ X ADM Composite Index}) + (.3333 \text{ X Per Capita Composite Index}) = \text{Local Composite Index}$$

$$(.6667 \text{ X } .9962) + (.3333 \text{ X } .6602) = \text{Local Composite Index}$$

$$.6642 + .2200 = \text{Local Composite Index}$$

Step 4 – Final Composite Index (adjusted for nominal state/local shares)

$$(.8842) \text{ X } 0.45 = .3979$$

Input Data:

Source Data Used in the Calculation:

School Division:	MONTGOMERY
Local True Value of Property	\$8,882,239,354
Local AGI	\$2,153,801,352
Local Taxable Retail Sales	\$1,089,716,203
Division ADM	9,637
Local Population	98,776
State True Value of Property	\$1,255,554,381,716
State AGI	\$276,897,521,668
State Taxable Retail Sales	\$103,736,609,468
State ADM	1,246,931
State Population	8,470,020

EXCEPTIONS:

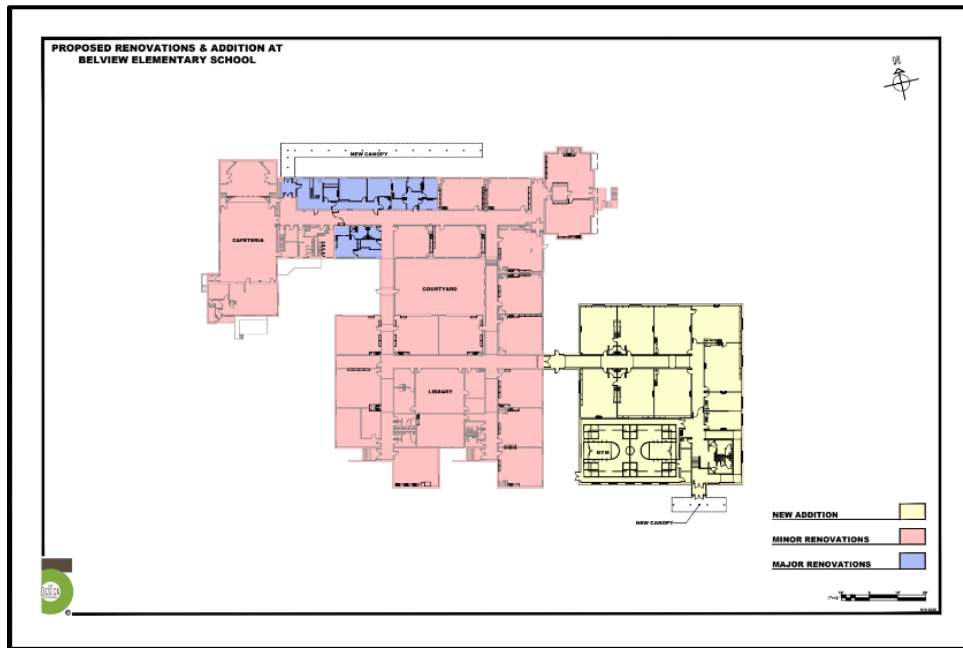
*Please note the following exceptions to the standard composite index calculation as specified in the appropriation act (see actual appropriation act language under the tab labeled "Appropriation Act Language"):

- 1) For those divisions in which three percent or more of the adjusted gross income is derived from individuals who are not residents of Virginia, the Department of Education shall compute the composite index for such localities by using adjusted gross income data which exclude nonresident income. School divisions are no longer required to submit a certification form requesting the exclusion of nonresident AGI.
- 2) Any division with a calculated composite index that exceeds .8000 is considered as having an index of .8000;
- 3) Under hold harmless provisions addressing the consolidation of school divisions contained in the appropriation act and Section 15.2-1302, *Code of Virginia*, the composite indices to be used for funding in the 2020-2022 biennium for the following divisions are:
Bedford County: .3132 (the index approved effective July 1, 2013); the 2020-2022 composite index for Bedford County calculated based on the data elements from base-year 2017 is shown above as .4359. This lower composite index of .3132 will be used for Bedford County.

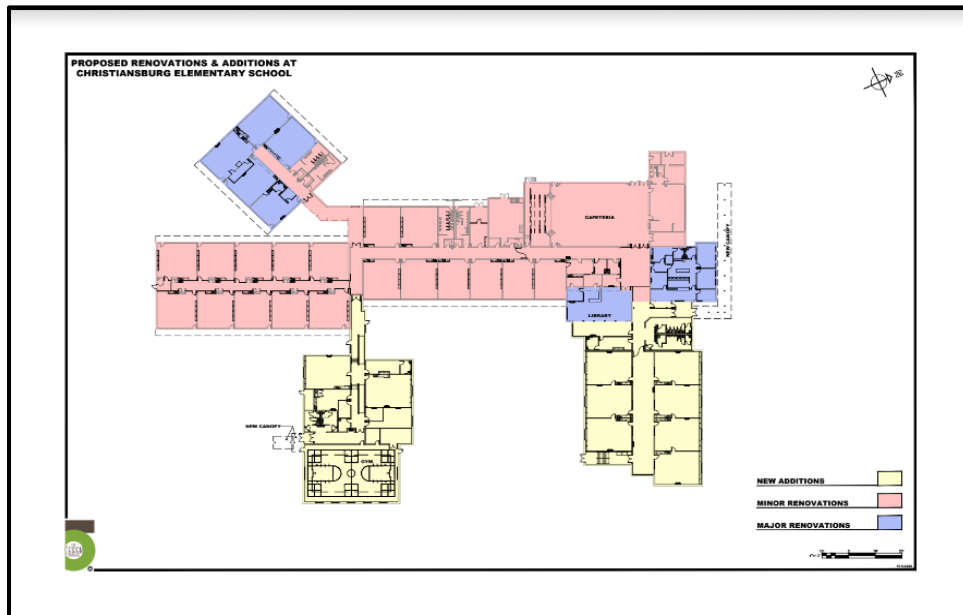
CAPITAL IMPROVEMENT PROGRAM

The following Capital Facilities Plan contains major capital improvement projects, including additions and/or renovations to two elementary and one primary school. Items on this list have a total project cost of greater than \$250,000 and an estimated useful life of 20 or more years.

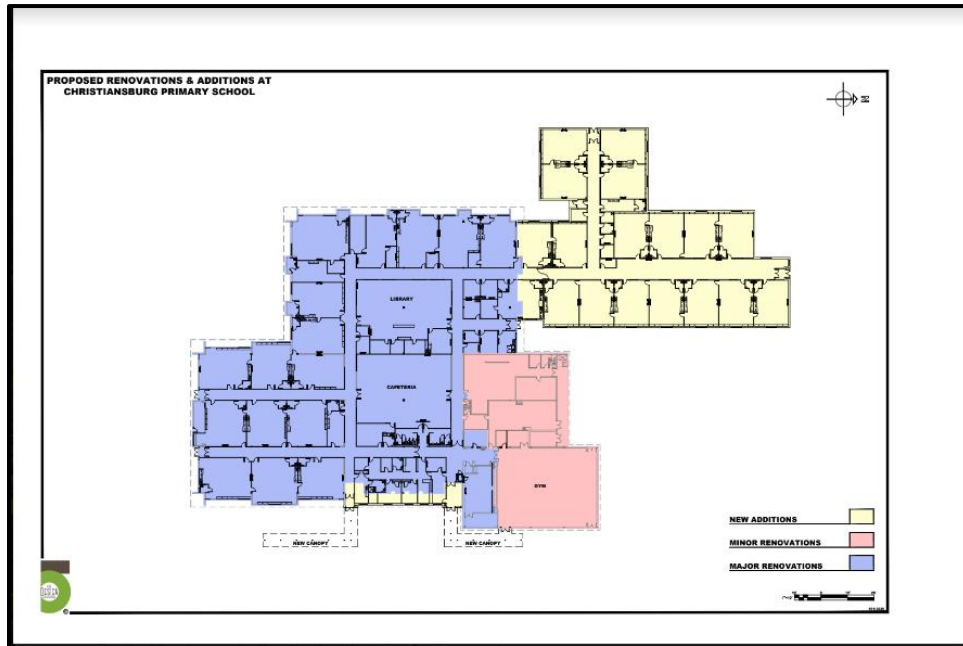
Proposed renovations and additions at Belview Elementary School. Construction began in 2020 and is projected to be completed in the summer of 2022.



Proposed renovations and additions at Christiansburg Elementary School. Construction began in 2020 and projected to be completed in the summer of 2022.



Proposed renovations and additions at Christiansburg Primary School. Construction began in 2020 and is projected to be completed in December of 2022.



The Operations Center is the site of all operational departments, including Facilities and Maintenance, Purchasing and Warehouse, School Nutrition, Informational Technology, and Transportation offices. This is an ongoing project, of which some items have been completed, such as replacement of the windows on the front side of the building, as seen below. The next major project to complete is moving the Transportation’s bus garage to the old gym in this location and the conversion of the former football field into a bus parking facility.



The Division is still in the infancy stages of renovations and/or additions to the Christiansburg High School building. The athletic facilities for Christiansburg High School were update and improved over the last two fiscal years. The Division is working with its stakeholders and third party architectural firm in the finalization of the project design. The Division is working on completing the Construction Manager at Risk process, in order to keep the project moving and within budget; in order to meet a projected completion date of 2024.



Below are the cost estimates for the major capital improvements. Not all projects listed below are pictured above. Projects with “TBD” listed are in some phase of planning and the list will be updated once estimated costs are known.

School	Project Description	Projected Budget Amount	Status
Belview Elementary School	Replacement of roof	750,000.00	Ongoing
Belview Elementary School	Renovation and addition	8,023,823.00	New
Christiansburg Elementary School	Playground improvements.	TBD	This is not a part of the current renovations/additions.
Christiansburg Elementary School	Renovation and addition	10,022,300.00	Ongoing
Christiansburg High School	Design for renovation and additions.	95,000,000.00	Ongoing
Christiansburg Primary School	Playground improvements.	TBD	This is not a part of the current renovations/additions.
Christiansburg Primary School	Renovation and addition	16,953,877.00	Ongoing
Gilbert Linkous Elementary	Roof replacement - Area #2,3,4	500,000.00	New
Kipps Elementary School	Replacement of roof	1,500,000.00	Part of the roof has been done, evaluating whether the rest of the roof needs to be done at this time
Kipps Elementary School	Upgrade of Mechanical System	1,500,000.00	New
Kipps Elementary School	New Gym Floor	100,000.00	New
Operations Center	Move of bus garage from Cambria St.	1,400,000.00	Ongoing
Operations Center	Construction of Bus Parking Area	TBD	Bids are being evaluated
Operations Center	Construction of Maintenance Storage Area	TBD	
Operations Center	Replacement of windows at Montgomery Central and remainder of the warehouse building.	TBD	
		<u>135,750,000.0</u>	

CAPITAL MAINTENANCE PLAN

The Capital Maintenance Projects list is an ongoing list of improvements needed at all of our facilities. Items on the maintenance list cost more than \$5,000 and have a life expectancy of more than one year. The pictures depicted below are for illustrative purposes only and do not represent the actual projected as noted to the side.

Auburn Elementary – replace bathroom floors



Blacksburg High –develop a plan for locker rooms, concession stand, seating, and restrooms for baseball and softball.

Eastern Montgomery High School – replace office flooring, replace main entrance door, repave student lots, basketball courts and tennis courts, install water line to girls softball field.





Gilbert Linkous Elementary – replace front fence, replace concrete sidewalks, construct canopy, and conversion of classrooms.

Kipps Elementary – replace gym floor, install fence, and repaving of outdoor basketball court.



Margaret Beeks Elementary – replace fence, construct canopy, cut out door jams and weld new pieces, conversion of rooms.

Shawsville Middle – replace handicap ramp, replace ceiling tiles, and install thru-wall heaters in annex.



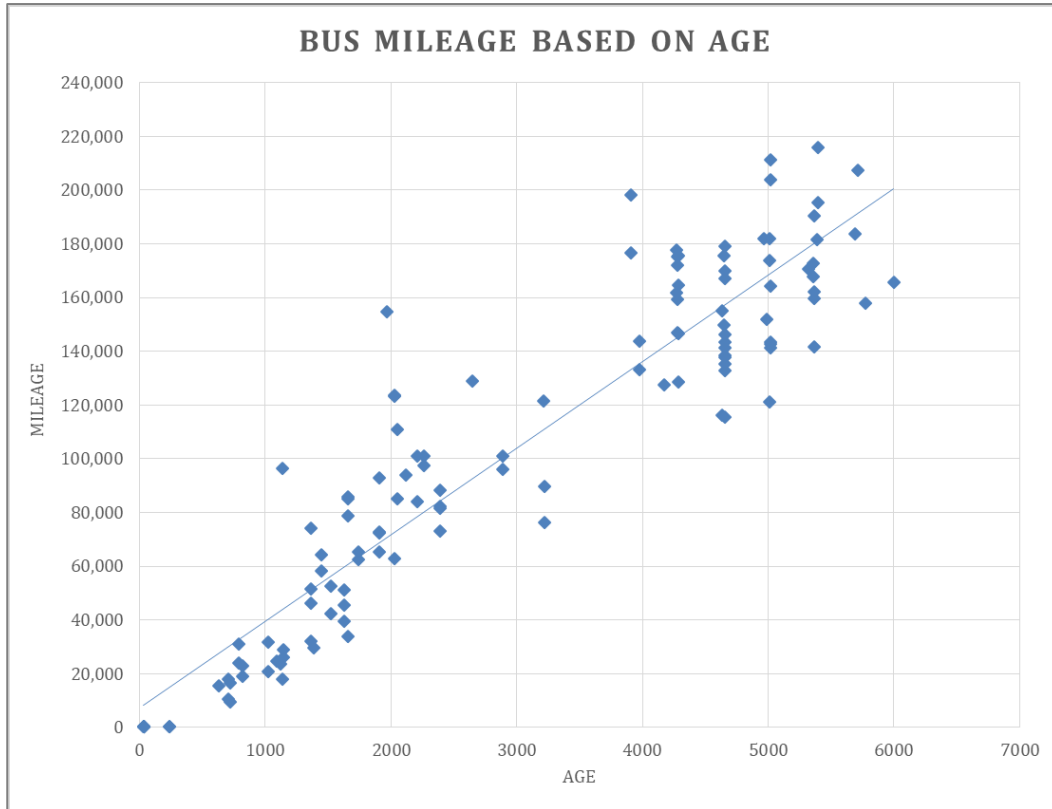
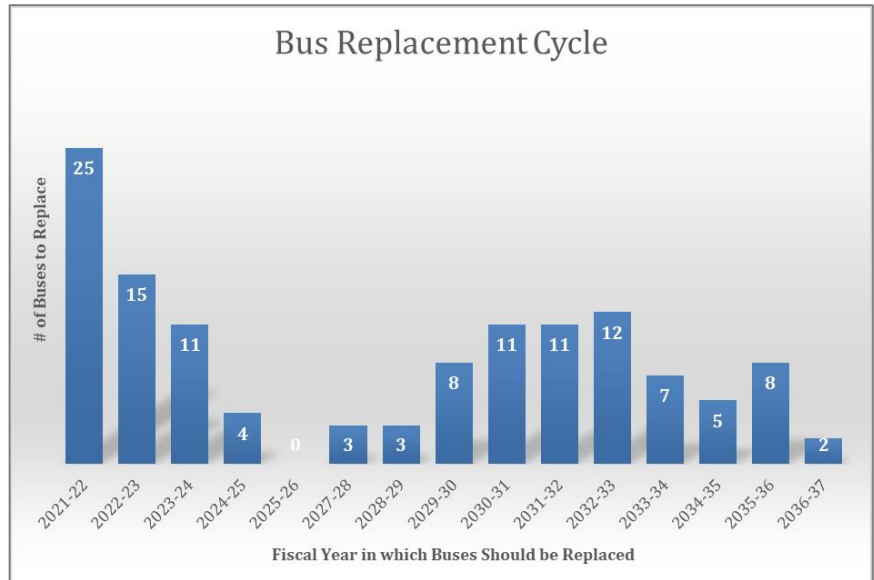
Below are the cost estimates for the capital maintenance projects. Projects with “TBD” listed are in some phase of planning and the list will be updated once estimated costs are known.

<u>School</u>	<u>Project Description</u>	<u>Projected Budget Amount</u>	<u>Status</u>
Auburn Elementary School	Replace epoxy bathroom floors.	150,000.00	
Blacksburg High School	Construction of permanent spectator seating, lockerrooms, concession stand, spectator restroom, scorer area for baseball and softball teams.	TBD	Under Review
Eastern Montgomery High School	Replace main office flooring.	15,000.00	
Eastern Montgomery High School	Main entrance door, ADA handicap entrance.	15,000.00	
Eastern Montgomery High School	Repaving of student parking lot, basketball court and tennis courts	125,000.00	New
Eastern Montgomery High School	Installation of a water line to the girls softball field.	25,000.00	New
Gilbert Linkous Elementary	Replace concrete sidewalks.	40,000.00	
Gilbert Linkous Elementary	Construct canopy over walkway between school and Kindergarten building.	20,000.00	
Gilbert Linkous Elementary School	Replace fence at front of school.	10,000.00	
Gilbert Linkous Elementary School	Conversion of open space classrooms to traditional walled classrooms in the kindergarten building.	100,000.00	New
Kipps Elementary School	New gym floor	100,000.00	
Kipps Elementary School	Fence on neighborhood side to prevent student runners.	25,000.00	New
Margaret Beeks Elementary	Construct canopy from school to kindergarten building.	20,000.00	
Margaret Beeks Elementary	Cut out door jams and weld new pieces.	TBD	
Margaret Beeks Elementary School	Replace fence at front of school.	10,000.00	
Margaret Beeks Elementary School	Conversion of open space classrooms to traditional walled classrooms in the kindergarten building.	100,000.00	New
Shawsville Middle School	Replace handicap ramp at front of school.	TBD	This work will be done in-house. Should be minimal cost due to materials already being in inventory.
Shawsville Middle School	Ceiling Tile Replacement.	200,000.00	Will require asbestos abatement, as well as clean up existing wiring.
Shawsville Middle School	Thru wall heater units in annex.	TBD	Pulling together pricing
		<u>955,000.00</u>	

BUS FLEET

The transportation fleet includes the bus fleet to transport students and other division owned cars and trucks.

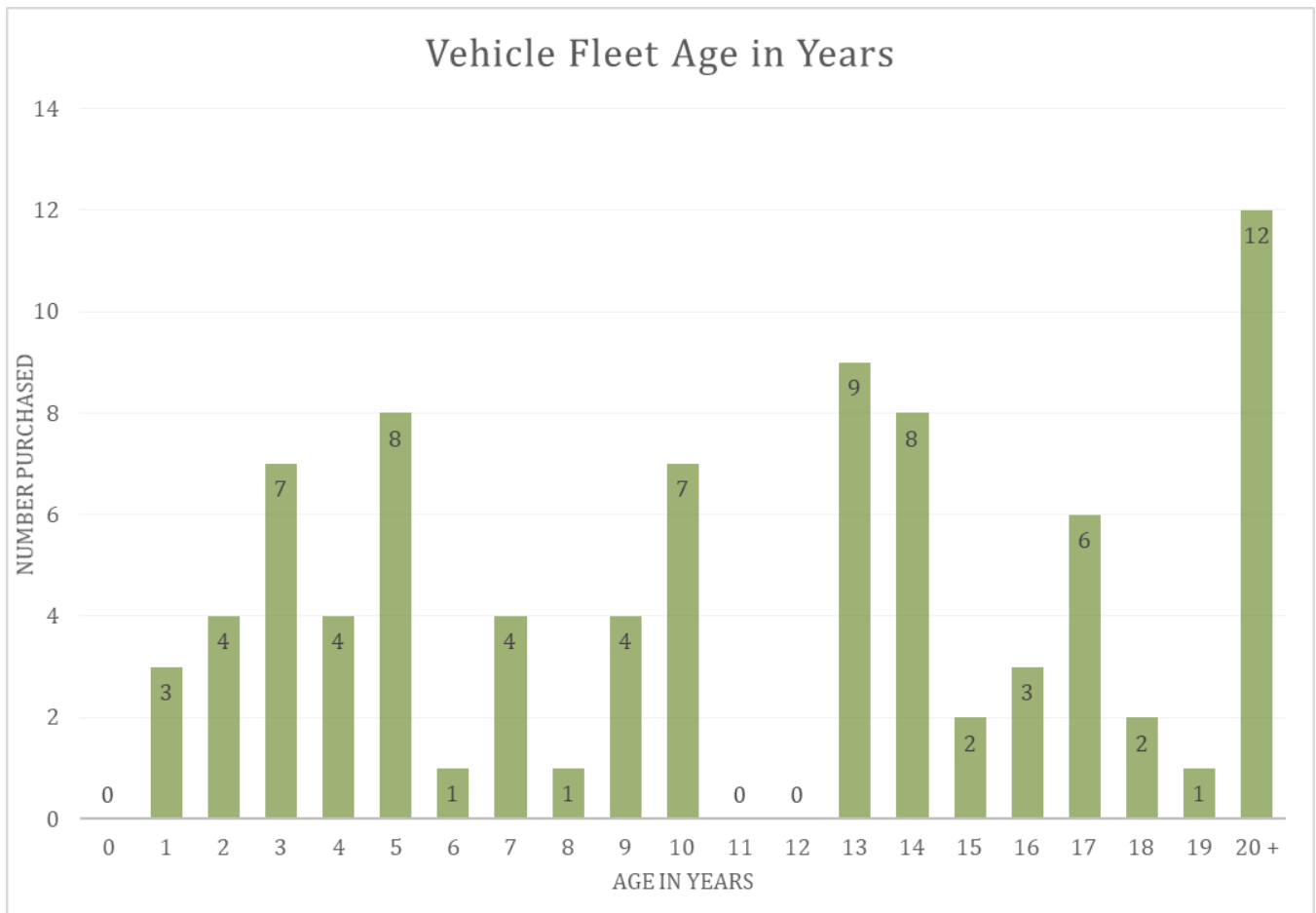
The chart to the right represents the current bus replacement cycle of 15 years. MCPS has worked toward addressing this influx in FY 2021-22 by purchasing above the current bus replacement cycle when possible using one-time funds and carryover funds.



The chart to the left shows the current mileage for buses sorted by year in service. The transportation department routinely checks the annual mileage on a bus and determines if it needs to be put on a different route to accommodate its age and/or mileage.

VEHICLE FLEET

The chart below shows the age of our vehicle fleet. The number of vehicles over 12 years of age is an issue that we are trying to address from other revenue sources, including one-time funds, salary savings and carryover funds.



SCHOOL PROFILES

PRIMARY AND ELEMENTARY PROFILES

CHRISTIANSBURG PRIMARY

Home of the Coyote Pups

We Love Learning!

General School Information

- Grades Served: PK-2
- Address: 240 Betty Drive, Christiansburg, Virginia 24073
- Phone: 540-382-5175
- Website: cps.mcps.org
- Principal: Jason Wimbush
- Accreditation Status: Accredited



Facility Information

- Opened in 1973
- Functional Capacity of 342 students
- 52,475 permanent square feet, 5 mobile units
- 22.3 acre site

Student Enrollment: Fall Membership

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	427	472	417	412	419
Students with Disabilities	9%	10%	10%	12%	12%
Economically Disadvantaged	45%	41%	41%	44%	39%
English Learners	3%	4%	4%	4%	6%

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ -	\$ 1,504,248	\$ 1,847,007	\$ 1,909,616	\$ 1,721,670
Benefits	-	627,462	722,738	745,046	809,278
Purchased Services	-	-	-	456	456
Travel	585	57	597	480	480
Miscellaneous	-	-	-	480	480
Office Supplies	7,681	5,403	5,309	7,807	7,807
Instructional Supplies	33,512	28,323	53,413	26,149	26,149
Equipment	-	4,517	5,897	6,004	6,004
TOTAL	\$ 41,778	\$ 2,170,010	\$ 2,634,961	\$ 2,696,038	\$ 2,572,324

AUBURN ELEMENTARY

Home of the Stars

Where Every Child is a Star!

General School Information

- Grades Served: K-5
- Address: 1760 Auburn School Driver, Riner, Virginia 24149
- Phone: 540-381-6521
- Website: aes.mcps.org
- Principal: Kim Rygas
- Accreditation Status: Accredited



Facility Information

- Opened in 1998
- Capacity of 560 students
- 81,104 permanent square feet, 1 mobile unit
- 14.7 acre site

Student Enrollment: Fall Membership

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	546	556	535	553	532
Students with Disabilities	9%	12%	12%	9%	9%
Economically Disadvantaged	49%	48%	48%	48%	48%
English Learners	1%	1%	1%	1%	1%

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ -	\$ 1,608,083	\$ 1,930,037	\$ 1,981,417	\$ 1,896,842
Benefits	-	692,262	790,821	813,757	892,257
Purchased Services	105	554	281	602	602
Travel	-	-	625	634	634
Miscellaneous	-	-	-	634	634
Office Supplies	14,432	11,491	8,136	10,295	10,295
Instructional Supplies	34,688	41,545	49,742	34,024	34,024
Equipment	4,241	1,866	4,966	7,920	7,920
TOTAL	\$ 53,464	\$ 2,355,800	\$ 2,784,607	\$ 2,849,283	\$ 2,843,208

BELVIEW ELEMENTARY

*Home of the Bees**Expect to Learn and Learn to Expect the Best from Ourselves and Others.***General School Information**

- Grades Served: K-5
- Address: 3187 Pepper's Ferry Road, Radford, Virginia 24141
- Phone: 540-633-3200
- Website: bes.mcps.org
- Principal: Lori Comer
- Accreditation Status: Accredited

**Facility Information**

- Opened in 1953
- Capacity of 222 students
- 37,981 permanent square feet
- 10 acre site

Student Enrollment: Fall Membership

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	248	244	263	234	255
Students with Disabilities	3%	15%	15%	17%	17%
Economically Disadvantaged	56%	53%	53%	55%	49%
English Learners	1%	3%	6%	3%	4%

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ -	\$ 900,107	\$ 1,123,295	\$ 1,160,919	\$ 1,242,004
Benefits	-	389,592	466,114	471,692	548,016
Purchased Services	339	289	285	281	281
Travel	550	-	-	296	296
Miscellaneous	-	308	-	296	296
Office Supplies	4,528	3,935	2,874	4,814	4,814
Instructional Supplies	19,276	16,540	19,491	16,829	16,829
Equipment	1,460	2,974	3,126	3,703	3,703
Technology Equipment	516	-	-	-	-
TOTAL	\$ 26,668	\$ 1,313,745	\$ 1,615,185	\$ 1,658,830	\$ 1,816,239

CHRISTIANSBURG ELEMENTARY

*Home of the Coyotes**Every Student. Every Day.***General School Information**

- Grades Served: 3-5
- Address: 160 Wades Lane, Christiansburg, Virginia 24073
- Phone: 540-382-5172
- Website: ces.mcps.org
- Principal: Malinda Morgan
- Accreditation Status: Accredited

**Facility Information**

- Opened in 1963
- Functional Capacity of 266 students
- 40,363 permanent square feet, 5 mobile units
- 15.4 acre site

Student Enrollment: Fall Membership

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	435	463	391	361	390
Students with Disabilities	7%	10%	10%	9%	9%
Economically Disadvantaged	47%	48%	48%	37%	36%
English Learners	2%	3%	4%	4%	3%

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ -	\$ 1,359,687	\$ 1,625,819	\$ 1,670,816	\$ 1,535,042
Benefits	-	550,662	615,347	637,334	727,139
Purchased Services	425	425	920	434	434
Travel	-	463	562	457	457
Miscellaneous	185	528	-	457	457
Office Supplies	7,506	7,246	6,724	7,420	7,420
Instructional Supplies	26,281	25,557	37,833	24,893	24,893
Equipment	6,069	8,265	-	5,708	5,708
TOTAL	\$ 40,466	\$ 1,952,834	\$ 2,287,204	\$ 2,347,519	\$ 2,301,550

EASTERN MONTGOMERY ELEMENTARY

*Home of the Mustangs**Engaging Minds, Empowering Students***General School Information**

- Grades Served: K-5
- Address: 4580 Eastern Montgomery Lane, Elliston, Virginia 24087
- Phone: 540-268-1147
- Website: emes.mcps.org
- Principal: Marcie Murphy
- Accreditation Status: Accredited

**Facility Information**

- Opened in 2010
- Capacity of 650 students
- 111,000 permanent square feet
- 20 acre site

Student Enrollment: Fall Membership

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	428	412	400	386	365
Students with Disabilities	13%	11%	11%	16%	16%
Economically Disadvantaged	70%	73%	73%	73%	67%
English Learners	5%	5%	5%	4%	4%

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ -	\$ 1,594,255	\$ 1,893,393	\$ 1,954,415	\$ 1,777,371
Benefits	-	690,576	777,394	799,672	855,381
Purchased Services	-	628	216	532	532
Travel	186	795	948	560	560
Miscellaneous	434	752	-	560	560
Office Supplies	10,513	8,959	6,883	9,105	9,105
Instructional Supplies	38,790	34,646	37,207	30,364	30,364
Equipment	587	6,450	3,425	7,003	7,003
TOTAL	\$ 50,510	\$ 2,337,062	\$ 2,719,467	\$ 2,802,211	\$ 2,680,876

FALLING BRANCH ELEMENTARY

Home of the Frogs

Where the Future Becomes Empowered for Success

General School Information

- Grades Served: K-5
- Address: 735 Falling Branch Road, Christiansburg, Virginia 24073
- Phone: 540-381-6145
- Website: fbes.mcps.org
- Principal: Julie Vanidestine
- Accreditation Status: Accredited



Facility Information

- Opened in 1992
- Capacity of 740 students
- 89,363 permanent square feet
- 21.6 acre site

Student Enrollment: Fall Membership

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	503	488	588	564	526
Students with Disabilities	10%	11%	11%	10%	10%
Economically Disadvantaged	46%	44%	44%	47%	44%
English Learners	2%	2%	2%	2%	4%

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ -	\$ 1,714,400	\$ 2,362,628	\$ 2,425,924	\$ 2,519,980
Benefits	-	693,569	900,998	921,691	1,044,724
Purchased Services	-	566	336	692	692
Travel	309	963	-	729	729
Miscellaneous	-	-	134	729	729
Office Supplies	8,008	8,567	6,281	11,838	11,838
Instructional Supplies	36,579	29,741	52,789	38,631	38,631
Equipment	-	4,440	4,099	9,105	9,105
TOTAL	\$ 44,895	\$ 2,452,246	\$ 3,327,264	\$ 3,409,339	\$ 3,626,428

GILBERT LINKOUS ELEMENTARY

*Home of the Lizards**Building a Learning Community That Inspires Individual Growth***General School Information**

- Grades Served: K-5
- Address: 813 Tom's Creed Road, Blacksburg, Virginia 24060
- Phone: 540-951-5726
- Website: gles.mcps.org
- Principal: Michelle Flynn
- Accreditation Status: Accredited

**Facility Information**

- Opened in 1964
- Capacity of 354 students
- 41,077 permanent square feet
- 12.96 acre site

Student Enrollment: Fall Membership

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	351	328	361	319	319
Students with Disabilities	11%	12%	12%	11%	11%
Economically Disadvantaged	21%	22%	22%	18%	20%
English Learners	4%	9%	7%	8%	7%

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ -	\$ 1,226,773	\$ 1,562,144	\$ 1,614,363	\$ 1,583,154
Benefits	-	502,060	610,665	625,465	674,143
Purchased Services	-	640	-	341	341
Travel	-	-	-	359	359
Miscellaneous	-	-	-	359	359
Office Supplies	9,262	9,695	9,085	5,837	5,837
Instructional Supplies	20,462	17,562	28,056	19,914	19,914
Equipment	231	1,216	1,335	4,490	4,490
TOTAL	\$ 29,955	\$ 1,757,947	\$ 2,211,284	\$ 2,271,128	\$ 2,288,597

HARDING AVENUE ELEMENTARY

Home of the Purple Panthers

Where Each Child Matters

General School Information

- Grades Served: K-5
- Address: 429 Harding Avenue, Blacksburg, Virginia 24060
- Phone: 540-951-5732
- Website: haes.mcps.org
- Principal: Steven Sizemore
- Accreditation Status: Accredited



Facility Information

- Opened in 1973
- Capacity of 242 students
- 41,077 permanent square feet, 1 mobile unit
- 7.9 acre site

Student Enrollment: Fall Membership

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	350	348	337	304	272
Students with Disabilities	5%	8%	8%	12%	12%
Economically Disadvantaged	21%	18%	18%	16%	15%
English Learners	6%	7%	8%	8%	6%

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ -	\$ 1,144,405	\$ 1,399,436	\$ 1,461,193	\$ 1,425,655
Benefits	-	475,079	570,326	585,621	656,466
Purchased Services	-	-	-	314	314
Travel	106	-	-	330	330
Miscellaneous	-	-	-	330	330
Office Supplies	10,310	9,940	3,259	5,358	5,358
Instructional Supplies	14,441	16,566	25,855	18,274	18,274
Equipment	1,969	2,136	333	4,122	4,122
TOTAL	\$ 26,827	\$ 1,648,126	\$ 1,999,209	\$ 2,075,542	\$ 2,110,849

KIPPS ELEMENTARY

Home of the Kangaroos

Inspire Students to Become Passionate Learners Who Contribute As Members of a Global Community

General School Information

- Grades Served: K-5
- Address: 2801 Price’s Fork Road, Blacksburg, Virginia 24060
- Phone: 540-951-5760
- Website: kes.mcps.org
- Principal: Mark Crummey
- Accreditation Status: Accredited



Facility Information

- Opened in 1994
- Capacity of 450 students
- 64,954 permanent square feet
- 28.3 acre site

Student Enrollment: Fall Membership

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	402	393	398	380	376
Students with Disabilities	12%	11%	11%	11%	11%
Economically Disadvantaged	19%	20%	20%	19%	22%
English Learners	7%	9%	12%	12%	13%

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ -	\$ 1,296,341	\$ 1,577,130	\$ 1,659,423	\$ 1,673,680
Benefits	-	566,831	648,399	671,646	733,168
Purchased Services	-	-	-	367	367
Travel	-	34	200	386	386
Miscellaneous	56	-	-	386	386
Office Supplies	12,862	9,729	10,062	6,270	6,270
Instructional Supplies	19,608	22,418	40,240	21,319	21,319
Equipment	481	-	-	4,823	4,823
TOTAL	\$ 33,007	\$ 1,895,353	\$ 2,276,031	\$ 2,364,620	\$ 2,440,399

MARGARET BEEKS ELEMENTARY

*Home of the Bears***General School Information**

- Grades Served: K-5
- Address: 709 Airport Road, Blacksburg, Virginia 24060
- Phone: 540-951-5700
- Website: mbes.mcps.org
- Principal: Marietta Poff
- Accreditation Status: Accredited

**Facility Information**

- Opened in 1963
- Capacity of 390 students
- 50,209 permanent square feet
- 14 acre site

Student Enrollment: Fall Membership

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	427	401	425	367	353
Students with Disabilities	10%	10%	10%	12%	12%
Economically Disadvantaged	33%	32%	32%	34%	33%
English Learners	4%	8%	11%	8%	7%

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ -	\$ 1,389,687	\$ 1,706,920	\$ 1,776,016	\$ 1,797,418
Benefits	-	599,571	663,605	683,040	764,951
Purchased Services	-	-	-	410	410
Travel	-	-	-	432	432
Miscellaneous	-	-	-	432	432
Office Supplies	10,795	12,044	10,180	7,012	7,012
Instructional Supplies	28,276	27,282	34,266	23,601	23,601
Equipment	-	-	-	5,395	5,395
TOTAL	\$ 39,071	\$ 2,028,585	\$ 2,414,971	\$ 2,496,338	\$ 2,599,651

PRICE'S FORK ELEMENTARY

Home of the Pumas

General School Information

- Grades Served: K-5
- Address: 4021 Price's Fork Road, Blacksburg, Virginia 24060
- Phone: 540-951-5834
- Website: pfes.mcps.org
- Principal: Melanie Harrell
- Accreditation Status: Accredited



Facility Information

- Opened in 2011
- Capacity of 650 students
- 111,000 permanent square feet
- 20 acre site

Student Enrollment: Fall Membership

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	445	431	423	373	407
Students with Disabilities	13%	14%	14%	15%	15%
Economically Disadvantaged	52%	57%	57%	57%	52%
English Learners	3%	8%	8%	10%	9%

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ -	\$ 1,488,785	\$ 1,746,656	\$ 1,846,173	\$ 1,826,112
Benefits	-	629,221	694,742	718,921	802,954
Purchased Services	35	-	104	512	512
Travel	-	482	-	540	540
Miscellaneous	-	-	280	540	540
Office Supplies	4,102	8,074	8,445	8,773	8,773
Instructional Supplies	40,125	32,866	48,797	29,225	29,225
Equipment	2,803	3,485	6,378	6,747	6,747
TOTAL	\$ 47,066	\$ 2,162,914	\$ 2,505,401	\$ 2,611,431	\$ 2,675,403

SECONDARY PROFILES

AUBURN MIDDLE

*Home of the Eagles***General School Information**

- Grades Served: 6-8
- Address: 4163 Riner Road, Riner, Virginia 24149
- Phone: 540-382-5165
- Website: ams.mcps.org
- Principal: Meggan Marshall
- Accreditation Status: Accredited

**Facility Information**

- Opened in 2015
- Capacity of 480 students
- 126,338 permanent square feet
- 13.5 acre site

Student Enrollment: Fall Membership

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	270	278	308	287	288
Students with Disabilities	11%	11%	11%	17%	17%
Economically Disadvantaged	40%	45%	46%	44%	48%
English Learners	1%	0%	0%	0%	0%

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ -	\$ 1,235,462	\$ 1,471,902	\$ 1,506,213	\$ 1,791,241
Benefits	-	516,842	584,784	606,316	748,377
Purchased Services	260	3,522	3,102	363	363
Travel	304	1,379	480	498	498
Miscellaneous	329	255	742	317	317
Office Supplies	5,924	6,755	8,619	5,663	5,663
Instructional Supplies	19,945	20,209	25,142	21,327	21,327
Equipment	34,288	6,209	9,058	11,354	11,354
TOTAL	\$ 61,049	\$ 1,790,633	\$ 2,103,830	\$ 2,152,051	\$ 2,579,140

BLACKSBURG MIDDLE

Home of the Bruins

Revealing Potential and Realizing Dreams

General School Information

- Grades Served: 6-8
- Address: 3109 Price’s Fork Road, Blacksburg, Virginia 24060
- Phone: 540-951-5800
- Website: bms.mcps.org
- Principal: Amanda Weidner
- Accreditation Status: Accredited



Facility Information

- Opened in 2015
- Capacity of 480 students
- 126,338 permanent square feet
- 13.5 acre site

Student Enrollment: Fall Membership

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	903	965	961	922	932
Students with Disabilities	9%	10%	10%	11%	11%
Economically Disadvantaged	21%	22%	21%	22%	28%
English Learners	3%	3%	4%	3%	3%

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ -	\$ 2,991,285	\$ 3,613,128	\$ 3,727,049	\$ 3,827,071
Benefits	-	1,264,533	1,444,204	1,484,867	1,712,180
Purchased Services	200	16,381	12,393	937	937
Travel	3,101	997	873	1,289	1,289
Miscellaneous	-	536	1,529	820	820
Office Supplies	13,729	15,896	12,628	14,646	14,646
Maintenance Supplies	-	2,652	-	-	-
Instructional Supplies	56,056	49,874	68,913	52,221	52,221
Equipment	27,393	46,603	25,260	19,509	19,509
Technology Equipment	398	649	-	-	-
TOTAL	\$ 100,877	\$ 4,389,406	\$ 5,178,928	\$ 5,301,338	\$ 5,628,673

CHRISTIANSBURG MIDDLE

Home of the Blue Demons

*Challenge * Motivate * Succeed*

General School Information

- Grades Served: 6-8
- Address: 1205 Buffalo Drive NW, Christiansburg, Virginia 24073
- Phone: 540-394-2180
- Website: cms.mcps.org
- Principal: Andrew Hipple
- Accreditation Status: Accredited



Facility Information

- Opened in 2003
- Capacity of 1,200 students
- 190,478 permanent square feet
- 32 acre site

Student Enrollment: Fall Membership

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	723	788	830	829	793
Students with Disabilities	9%	10%	9%	11%	11%
Economically Disadvantaged	45%	47%	44%	38%	40%
English Learners	1%	1%	2%	3%	3%

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ -	\$ 2,557,303	\$ 3,144,212	\$ 3,255,437	\$ 3,446,145
Benefits	-	1,104,428	1,276,612	1,321,699	1,559,919
Purchased Services	739	859	13,219	942	942
Travel	638	854	341	1,295	1,295
Miscellaneous	477	809	541	824	824
Office Supplies	14,734	11,942	11,035	14,720	14,720
Instructional Supplies	45,299	49,459	49,427	52,093	52,093
Technology Software	-	-	3,495	-	-
Equipment	14,983	21,672	18,405	19,578	19,578
TOTAL	\$ 76,869	\$ 3,747,326	\$ 4,517,287	\$ 4,666,588	\$ 5,095,516

SHAWSVILLE MIDDLE SCHOOL

Home of the Mustangs

General School Information

- Grades Served: 6-8
- Address: 4179 Old Town Road, Shawsville, Virginia 24162
- Phone: 540-268-2262
- Website: sms.mcps.org
- Principal: Micah Mefford
- Accreditation Status: Accredited, with Conditions



Facility Information

- Opened in 1935
- Capacity of 240 students
- 68,645 permanent square feet
- 16.5 acre site

Student Enrollment: Fall Membership

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	223	226	218	251	215
Students with Disabilities	9%	13%	14%	13%	13%
Economically Disadvantaged	64%	65%	59%	54%	63%
English Learners	2%	2%	1%	2%	3%

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ -	\$ 1,254,724	\$ 1,370,986	\$ 1,456,036	\$ 1,503,247
Benefits	-	515,091	535,221	565,416	644,970
Purchased Services	217	5,343	19,719	275	275
Travel	461	-	125	378	378
Miscellaneous	199	190	655	241	241
Office Supplies	4,732	5,291	2,467	4,298	4,298
Instructional Supplies	22,978	18,093	27,992	16,613	16,613
Equipment	6,941	7,515	9,143	10,113	10,113
TOTAL	\$ 35,529	\$ 1,806,246	\$ 1,966,308	\$ 2,053,370	\$ 2,180,135

AUBURN HIGH

Home of the Eagles

Potential, Perseverance, Success

General School Information

- Grades Served: 9-12
- Address: 1650 Auburn School Drive, Riner, Virginia 24149
- Phone: 540-382-5160
- Website: ahs.mcps.org
- Principal: Christopher Stewart
- Accreditation Status: Accredited



Facility Information

- Opened in 2013
- Capacity of 600 students
- 182,944 permanent square feet
- 37.1 acre site

Student Enrollment: Fall Membership

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	424	410	392	385	371
Students with Disabilities	7%	8%	9%	12%	12%
Economically Disadvantaged	38%	34%	30%	29%	38%
English Learners	0%	0%	1%	0%	0%

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ -	\$ 1,748,859	\$ 2,153,562	\$ 2,266,372	\$ 2,046,136
Benefits	-	691,879	819,634	855,194	922,710
Purchased Services	244	26,591	19,137	719	719
Travel	755	689	395	689	689
Miscellaneous	292	268	243	248	248
Office Supplies	8,988	8,683	7,697	7,812	7,812
Maintenance Supplies	-	6,719	8,362	-	-
Textbooks	-	2,575	-	-	-
Instructional Supplies	34,542	23,768	32,470	24,838	24,838
Equipment	14,142	29,901	45,991	18,739	18,739
TOTAL	\$ 58,963	\$ 2,539,932	\$ 3,087,491	\$ 3,174,611	\$ 3,021,891

BLACKSBURG HIGH

Home of the Bruins

General School Information

- Grades Served: 9-12
- Address: 3401 Bruin Lane, Blacksburg, Virginia 24060
- Phone: 540-951-5706
- Website: bhs.mcps.org
- Principal: Adam Simpson
- Accreditation Status: Accredited



Facility Information

- Opened in 2013
- Functional Capacity of 1,400 students
- 295,302 permanent square feet
- 76.5 acre site

Student Enrollment: Fall Membership

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	1206	1205	1283	1269	1322
Students with Disabilities	8%	7%	7%	8%	8%
Economically Disadvantaged	19%	17%	18%	17%	21%
English Learners	1%	2%	2%	2%	2%

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ -	\$ 4,510,645	\$ 5,311,995	\$ 5,377,808	\$ 5,306,235
Benefits	-	1,796,265	1,986,062	2,038,266	2,249,561
Purchased Services	1,596	42,369	42,172	2,057	2,057
Travel	689	5,010	1,751	689	689
Miscellaneous	336	553	459	709	709
Office Supplies	18,135	21,595	20,311	22,340	22,340
Maintenance Supplies	-	6,497	6,062	-	-
Textbooks	-	827	-	-	-
Instructional Supplies	81,929	77,865	102,109	71,368	71,368
Technology Software	-	-	525	-	-
Equipment	66,895	27,002	45,152	34,461	34,461
TOTAL	\$ 169,580	\$ 6,488,628	\$ 7,516,597	\$ 7,547,698	\$ 7,687,420

CHRISTIANSBURG HIGH

*Home of the Blue Demons***General School Information**

- Grades Served: 9-12
- Address: 100 Independence Blvd, Christiansburg, Virginia 24073
- Phone: 540-382-5178
- Website: chs.mcps.org
- Principal: Tony Diebler
- Accreditation Status: Accredited

**Facility Information**

- Opened in 1974
- Functional Capacity of 866 students
- 222,902 permanent square feet, 4 mobile units
- 43.6 acre site

Student Enrollment: Fall Membership

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	1047	1034	1011	1008	1077
Students with Disabilities	8%	9%	10%	11%	11%
Economically Disadvantaged	37%	38%	33%	31%	37%
English Learners	2%	2%	2%	2%	2%

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ -	\$ 4,066,341	\$ 4,773,427	\$ 4,974,158	\$ 4,766,274
Benefits	-	1,661,186	1,866,681	1,957,852	2,058,163
Purchased Services	1,613	44,634	28,915	1,943	1,943
Travel	212	229	412	689	689
Miscellaneous	-	665	-	670	670
Office Supplies	19,465	21,643	15,585	21,106	21,106
Maintenance Supplies	-	3,241	6,062	-	-
Textbooks	-	1,224	-	-	-
Instructional Supplies	77,912	74,826	80,614	70,363	70,363
Equipment	64,875	26,006	44,770	32,041	32,041
TOTAL	\$ 164,077	\$ 5,899,994	\$ 6,816,466	\$ 7,058,822	\$ 6,951,249

EASTERN MONTGOMERY HIGH

Home of the Mustangs

A Community Learning Center Where Knowledge Is Power

General School Information

- Grades Served: 9-12
- Address: 4695 Crozier Road, Elliston, Virginia 24087
- Phone: 540-268-3010
- Website: emhs.mcps.org
- Principal: Todd Lewis
- Accreditation Status: Accredited



Facility Information

- Opened in 2000
- Capacity of 561 students
- 109,350 permanent square feet
- 35.39 acre site

Student Enrollment: Fall Membership

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	284	264	273	338	291
Students with Disabilities	11%	12%	12%	10%	10%
Economically Disadvantaged	64%	63%	62%	48%	56%
English Learners	2%	2%	1%	0%	1%

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ -	\$ 1,591,083	\$ 1,779,936	\$ 1,826,486	\$ 1,877,872
Benefits	-	628,421	696,375	724,415	790,648
Purchased Services	-	23,056	19,162	627	627
Travel	684	688	271	689	689
Miscellaneous	-	-	-	217	217
Office Supplies	3,189	7,897	8,348	6,821	6,821
Maintenance Supplies	-	4,318	7,210	-	-
Textbooks	-	1,625	-	-	-
Instructional Supplies	36,726	18,313	17,402	20,748	20,748
Equipment	12,112	21,284	52,097	16,432	16,432
Technology Equipment	298	-	-	-	-
TOTAL	\$ 53,008	\$ 2,296,685	\$ 2,580,801	\$ 2,596,435	\$ 2,714,054

CURRICULUM & INSTRUCTION

ALTERNATIVE EDUCATION – MONTGOMERY CENTRAL

Description

Montgomery Central's mission is to help at-risk students become successful at home, at school, and in the community. The student community is comprised of 50 students in grades 8-12. Students enjoy a more flexible environment because they pledge to accept additional responsibilities and meet high expectations. The students who attend Montgomery Central commit to learning problem-solving, goal setting, and cooperative work skills. Students also commit to improving academic performance and participating in school activities to improve self-confidence. Montgomery Central's low teacher/student ratio, emphasis on personal responsibility, participation in academic and high-adventure field trips, and family-like atmosphere make such growth possible.

Montgomery Central also provides an alternative to out-of-school suspension for all county middle and high school students. The program allows students to experience a consequence for infractions while still maintaining school attendance and instructional support.

Student Enrollment: Fall Membership

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	37	27	30	21	35
Economically Disadvantaged	93%	59%	93%	67%	88%
English Learners	0%	0%	0%	0%	0%

STAFFING DETAIL

	Approved FY 2017-18	Approved FY 2018-19	Approved FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Faculty:					
Art	1.00	1.00	1.00	1.00	1.00
English	1.00	1.00	1.00	1.00	1.00
Math	1.00	1.00	1.00	0.67	1.00
Science	1.00	1.00	1.00	1.00	1.00
Social Studies	1.00	1.00	1.00	1.00	1.00
CTE	1.50	0.00	0.00	0.00	0.00
Reading	1.00	1.00	1.00	1.00	1.00
Staff:					
AA Office/Bookkeeper	0.63	0.63	0.63	0.63	0.63
Guidance Counselor	1.00	1.00	1.00	0.00	0.00
Instructional Coaches	0.00	0.00	0.00	0.10	0.10
ISS Aides	1.00	1.00	1.00	1.00	1.00
Nurses	0.50	0.50	0.50	1.00	1.00
Principal	1.00	1.00	1.00	1.00	1.00
Special Education, Teachers	3.00	3.00	3.00	4.00	4.00

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ -	\$ 364,607	\$ 417,254	\$ 438,630	\$ 449,692
Benefits	-	159,078	170,917	176,457	198,697
Purchased Services	-	-	-	61	61
Travel	-	-	-	84	84
Office Supplies	498	19	136	2,138	2,138
Instructional Supplies	7,231	5,292	3,842	3,013	3,013
Equipment	19	-	-	654	654
Technology Equipment	464	-	-	-	-
TOTAL	\$ 8,213	\$ 528,996	\$ 592,149	\$ 621,037	\$ 654,339

CAREER/TECHNICAL EDUCATION

Description

The Career and Technical Education (CTE) curriculum consists of state approved program areas that encompass all of the 16 recognized career clusters. Students have the opportunity to complete a sequence of CTE courses that match their career interests. Completers will test for a nationally recognized certification of license in the program area and will receive a local Certificate of Completion in addition to their high school diploma.

Many CTE courses provide an opportunity to receive college credit through New River Community College, the Virginia Community College System or Project Lead the Way's affiliated colleges and universities.

All CTE courses include instruction that prepares students for the workplace.

STAFFING DETAIL

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Instruction					
Director	-	1.00	1.00	1.00	1.00
Supervisor	1.00	-	-	-	-
Admin. Assistant	0.34	0.34	0.34	0.34	0.34
Vocational	53.17	57.34	58.84	58.84	58.84

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ 2,626,983	\$ 2,960,430	\$ 3,274,504	\$ 3,413,340	\$ 4,109,152
Benefits	1,121,811	1,165,709	1,320,090	1,378,194	1,732,539
Purchased Services	34,544	32,180	23,454	11,016	11,016
Travel	13,555	7,141	6,019	3,662	3,662
Miscellaneous	130	1,694	1,719	1,583	1,583
Instructional Supplie	22,021	32,457	65,648	24,023	24,023
Equipment	91,882	113,608	153,209	68,854	68,854
TOTAL	\$ 3,910,926	\$ 4,313,219	\$ 4,844,643	\$ 4,900,672	\$ 5,950,829

ENGLISH AS A SECOND LANGUAGE

Description

MCPS has selected both inclusion and pull-out approaches for English as a Second Language instruction, focusing on the four language skills of reading, writing, listening and speaking. Our mission is to help limited English proficient students to:

- learn conversational and academic English
- succeed academically and socially
- become familiar with the culture of the United States

STAFFING DETAIL

	Approved FY 2017-18	Approved FY 2018-19	Approved FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Instruction					
Teacher	6.50	6.50	6.50	6.50	6.50

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ 328,803	\$ 325,731	\$ 334,694	\$ 354,934	\$ 359,046
Benefits	135,094	134,149	131,849	137,809	165,218
Purchased Services	-	1,721	1,342	-	-
Travel	-	-	762	-	-
Instructional Supplies	1,144	1,499	403	1,370	1,370
Technology Software	-	5,044	5,026	-	-
Equipment	-	-	-	333	333
TOTAL	\$ 465,042	\$ 468,144	\$ 474,075	\$ 494,446	\$ 525,967

FOUR YEAR OLD PRE-SCHOOL

Description

The Virginia Preschool Initiative began in 1994 as a part of a program to improve educational achievement. This initiative serves at-risk four year olds who are not being served by Head Start. Students must be four years old by September 30 in order to be eligible for the program.

Preschool programs are located in seven elementary schools in Montgomery County:

- Auburn Elementary
- Belview Elementary
- Christiansburg Primary
- Eastern Montgomery Elementary (two classrooms)
- Falling Branch Elementary
- Margaret Beeks Elementary
- Price's Fork Elementary (two classrooms)

Each preschool classroom serves no more than 18 four year olds with one teacher and one highly qualified aide providing a staff/child ratio of 9:1. Classes meet on all school days and students ride the school bus with other elementary students. Students must attend the preschool in the elementary school where they will attend kindergarten.

The Virginia Preschool Initiative emphasizes collaboration among the home, school, and community to provide a quality program which fosters the development of the whole child. A safe, nurturing environment is provided at each location which promotes active exploration, curiosity, and an excitement for learning.

STAFFING DETAIL

	Approved FY 2017-18	Approved FY 2018-19	Approved FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Instruction					
Preschool Teachers	11.00	11.00	11.00	8.00	8.00
Preschool Aides	-	-	-	7.00	7.00

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ 661,782	\$ 707,989	\$ 708,756	\$ 745,385	\$ 677,531
Benefits	260,037	292,855	296,588	302,908	292,315
Purchased Services	-	16,247	6,597	2,152	2,152
Travel	1,099	1,208	775	676	676
Telecommunications	-	503	455	-	-
Instructional Supplies	32,772	19,258	25,930	29,893	29,893
Equipment	-	3,651	-	8,784	8,784
TOTAL	\$ 955,691	\$ 1,041,709	\$ 1,039,102	\$ 1,089,798	\$ 1,011,351

GIFTED PROGRAM

Description

MCPS believes gifted students are those whose aptitudes and potential for higher levels of academic accomplishment are so outstanding that they require differentiated curriculum, courses, services, and opportunities to meet their educational needs. Using multiple criteria, MCPS identifies K-12 gifted learners in the specific academic areas of English and mathematics. The identification of academically gifted students spans all populations, including those students who are economically disadvantaged, have a disability, have limited English proficiency, and/or are culturally diverse.

The gifted staff of MCPS is committed to a cross-curricular instructional program that is rigorous and innovative for gifted learners. This program is provided along a continuum that incorporates meaningful learning opportunities. These opportunities engage students in the development of building connections, collaboration, communication, critical thinking, and creativity. We recognize the right of each student to receive the intellectual challenge appropriate to the student's capabilities.

Utilizing a cluster/resource model in grades K-8, the gifted staff collaborates with teachers and administrators to employ appropriate differentiation in curriculum and instruction and encourage high-ability students to strive for success in an ever-changing global society. To meet the academic needs of secondary students in grades 6-12, MCPS offers students the opportunity to take advanced level, honors, Advanced Placement, and Dual Enrollment courses.

STAFFING DETAIL

	Approved FY 2017-18	Approved FY 2018-19	Approved FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Instruction					
Supervisor of Gifted	0.50	0.50	0.50	0.50	0.50
Admin. Assistant	0.33	0.33	0.33	0.33	0.33
Gifted Specialist	10.00	10.00	10.00	10.00	10.00

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ 612,570	\$ 611,073	\$ 631,453	\$ 661,966	\$ 683,220
Benefits	238,791	239,530	250,082	268,391	274,356
Purchased Services	8,680	8,767	5,126	9,972	9,972
Tuition	7,800	72,583	77,000	76,194	76,194
Travel	9,855	11,593	7,900	3,044	3,044
Instructional Supplies	26,615	29,043	34,671	37,880	37,880
Technology Software	-	532	-	-	-
Equipment	-	1,196	-	2,166	2,166
TOTAL	\$ 904,312	\$ 974,317	\$ 1,006,232	\$ 1,059,613	\$ 1,086,832

LIBRARY/MEDIA

Description

The purpose of the school library program is to provide an enriched learning experience for students in the school. School library media specialists collaborate with teachers and integrate literature and information skills into the curriculum to impact student achievement. The program is crucial to the teaching and learning process. Librarians teach skills and strategies that make an impact on student achievement and create lifelong learners. It is important to have a place in the school where students can strive for and achieve success, develop a love of reading and explore the world around them through print, electronic, and other media sources. The library program provides a positive atmosphere for students.

Budgets for school libraries are for library development and library media supplies.

STAFFING DETAIL

	Approved FY 2017-18	Approved FY 2018-19	Approved FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Instruction					
Supervisor of Library/Media	0.50	0.50	0.50	0.50	0.50
Admin. Assistant	0.25	0.25	0.25	0.25	0.25
Librarian	19.00	19.00	19.00	19.00	19.00
Library Aides	4.00	4.00	4.00	-	-

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ 966,382	\$ 1,002,928	\$ 1,065,951	\$ 1,103,533	\$ 1,044,266
Benefits	379,179	385,328	406,838	415,633	418,076
Purchased Services	-	257	-	-	-
Travel	1,331	5,496	3,320	235	235
Office Supplies	19	-	-	-	-
Instructional Supplies	15,195	164,094	169,179	152,423	152,423
Equipment	-	37,559	21,625	67,135	67,135
TOTAL	\$ 1,362,105	\$ 1,595,662	\$ 1,666,914	\$ 1,738,959	\$ 1,682,135

READING INTERVENTION PROGRAM

Description

The purpose of the reading intervention program is to supplement core instruction and to provide support for students who are struggling with literacy.

Elementary - The elementary has seven school-wide Title I schools. The division reading budget funds reading teachers at the Non-Title I schools and supplements the teachers within the Title I schools. Reading teachers push-in the classroom to support struggling readers. Seventeen reading teachers are Reading Recovery trained and implement the Reading Recovery program to serve first graders. Additionally, two Reading Coaches support the implementation of division professional development and reading intervention initiatives such as Leveled Literacy Intervention. SPIRE is another program implemented for reading intervention as a Tier 3 intervention.

Secondary - The division staffs reading teachers in the nine secondary schools. READ 180 Next Generation by Scholastic, Fusion and SPIRE are the comprehensive curriculum and assessment pull out programs in middle and high schools. The system provides individualized instruction through adaptive instructional software, high interest literature, and whole and small group direct instruction in reading and writing skills. Additionally in high schools, intervention is provided through either co-taught extended English classes or as a skills and strategy reading workshop elective class. Secondary reading intervention is staffed by a variety of teachers: reading specialists, English teachers, and special education teachers.

STAFFING DETAIL

	Approved FY 2017-18	Approved FY 2018-19	Approved FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Instruction					
Supervisor of Reading	0.50	0.50	0.50	0.50	0.50
Admin. Assistant	0.75	0.75	0.75	0.75	0.75
Reading Teachers	23.50	23.50	23.50	23.50	23.50
Title I Teachers	22.25	22.25	22.25	22.25	22.25
Literacy Aides	-	-	-	11.00	11.00
Literacy Coaches	2.00	2.00	2.00	2.00	2.00

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ 1,124,184	\$ 1,319,222	\$ 1,589,656	\$ 1,640,418	\$ 1,785,664
Benefits	459,259	516,672	620,274	632,442	709,217
Instructional Supplies	3,750	-	133	40,315	40,315
TOTAL	\$ 1,587,192	\$ 1,835,894	\$ 2,210,063	\$ 2,313,175	\$ 2,535,196

SCHOOL COUNSELING

Description

The MCPS School Counseling Program will foster continuous growth and inspire learning by providing a nurturing environment, building positive relationships, and holding high expectations for all students.

The mission of Montgomery County Public Schools' school counseling program is to provide a comprehensive, developmental, counseling program addressing the academic, career, and personal/social development of all students.

School Counselors provide a wide variety of services within each school. These services can include:

- Provide Student Assistance Program support
- Assist in the implementation of tiered systems of support
- Help to remove barriers to learning
- Counsel individuals and groups
- Assist students with educational and career goal setting
- Provide information on financial aid and colleges
- Coordinate plans for 504 accommodations for students
- Provide crisis intervention and prevention services
- Assist with coordination and interpretation of test results and scores
- Link school faculty, staff, and community resources
- Work collaboratively with community agencies and other youth service providers
- Promote positive attitudes toward school and learning
- Connect families and students with available community resources
- Implement Character Education programming
- Track progress toward graduation
- Lead the development of Academic and Career Plans

STAFFING DETAIL

	Approved FY 2017-18	Approved FY 2018-19	Approved FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Instruction					
Guidance Counselors	30.00	30.00	32.50	32.50	32.50

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ 2,005,355	\$ 1,908,089	\$ 2,130,773	\$ 2,228,500	\$ 2,252,718
Benefits	854,610	807,726	915,252	948,641	993,515
Purchased Services	195	1,287	-	-	-
Travel	380	696	-	567	567
Instructional Supplies	7,114	11,628	8,386	12,979	12,979
TOTAL	\$ 2,867,655	\$ 2,729,426	\$ 3,054,411	\$ 3,190,687	\$ 3,259,779

SPECIAL EDUCATION

Description

Special education programs and services are provided to children with disabilities whose second birthday falls on or before September 30 through age 21. There are 1,117 students identified with a disability in this division. Currently, these services are provided by 303 staff members to ensure compliance with each student's Individualized Education Program (IEP).

The Special Education department oversees the special education programs at all Montgomery County Public Schools. Its responsibility extends to public day schools, on campus transition programs, Project Search, the detention home, extended school year services, home-based services, private day schools and residential programs through the Comprehensive Services Act (CSA). The department is responsible for fully complying with all Federal and State regulations, reporting specific data regarding utilization and services to the Virginia Department of Education. This department continually reviews, revises and provides ongoing professional development surrounding special education processes, procedures and policy. The department is also responsible for Child Find, Early Intervention referrals and staff evaluations.

STAFFING DETAIL

	Approved FY 2017-18	Approved FY 2018-19	Approved FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Admin, Attend, & Health					
Psychologists	4.00	4.00	4.00	4.00	4.00
Speech/Audiology	8.50	8.50	8.50	8.50	8.50
Instruction					
Director	1.00	1.00	1.00	1.00	1.00
Supervisor	2.00	2.00	2.00	2.00	2.00
Admin. Assistants	3.00	3.00	3.00	3.00	3.00
Coordinators	2.00	2.00	2.00	2.00	2.00
Teacher	111.10	118.10	118.10	118.10	118.10
Instructional Aides	174.00	154.50	154.50	154.50	154.50
Pre-School Teachers	3.00	3.00	3.00	3.00	3.00
Pre-School Aides	5.00	5.50	5.50	5.50	5.50
Social Workers	1.00	1.00	1.00	1.00	1.00
Non-Instruction					
Parent Resource Coordinator	0.50	0.50	0.50	0.50	0.50

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ 9,616,599	\$ 9,523,541	\$ 9,908,861	\$ 10,521,076	\$ 10,336,781
Benefits	3,628,107	3,630,154	3,905,597	4,024,236	4,676,063
Purchased Services	293,667	387,033	115,168	297,443	297,443
Travel	11,246	18,810	22,278	31,216	31,216
Miscellaneous	-	266	1,117	-	-
Office Supplies	119	6,912	5,409	-	-
Instructional Supplies	70,752	66,368	388,429	82,929	82,929
Technology Software	2,484	-	-	-	-
Equipment	6,135	1,003	-	8,382	8,382
Furniture	80	-	-	80	80
TOTAL	\$ 13,629,190	\$ 13,634,087	\$ 14,346,859	\$ 14,965,362	\$ 15,432,894

STUDENT SERVICES

Description

The purpose of the Student Intervention Services office is to provide meaningful prevention and intervention services so that all children can learn and succeed. Our work is focused on providing support to our schools through a collaborative approach directed at one student at a time. We embrace the overall mission of MCPS to *engage, encourage and empower* our students by being committed to the academic, social, physical and emotional well-being and progress of each and every student. The major programs and services provided by this department include

- School Counselors
- Tiered Intervention Specialists
- Homeless and Foster Care Services
- Student Assistance Programming
- Safety
- Summary Academy
- Student Records
- Student Discipline
- Section 504
- School Health Services
- Homebound
- Home School
- Distributions
- Foreign Exchange Students
- Positive Behavior Intervention Supports

All 20 of our schools have active Student Assistance Program (SAP) and Positive Behavior Interventions and Supports (PBIS) teams that are supported by six Tiered Intervention Specialists and a lead coordinator, whose primary responsibilities are to assist schools in creating interventions and services for all students. The AWARE grant has funded two of the positions, and all positions are now completely funded by MCPS. Each position has contributed to the establishment of the school-based teams and continues to offer assistance to each team as they promote the social and emotional well-being of all students.

STAFFING DETAIL

	Approved FY 2017-18	Approved FY 2018-19	Approved FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Admin, Attend, & Health					
Nurse Coordinator	1.00	1.00	1.00	1.00	1.00
Nurse	19.00	19.00	19.00	19.00	19.00
Instruction					
Director of Equity, Diversity, and Tiered Interventions	-	-	1.00	1.00	1.00
Director of Student Services and Safety	-	-	1.00	1.00	1.00
Administrator of Equity Compliance	-	-	-	1.00	1.00
Division Dean of Students	-	-	1.00	1.00	1.00
Supervisor of Student Services	1.00	1.00	-	-	-
Student Intervention Coordinators	3.00	3.00	3.00	3.00	3.00
Truancy Officer	1.00	1.00	-	-	-
504 Coordinator	1.00	1.00	1.00	1.00	1.00
Social Workers	2.00	2.00	2.00	2.00	2.00
Homeless Liaison/Foster Care Contact	1.00	1.00	1.00	1.00	1.00
Coordinator of School Counseling	1.00	1.00	-	-	-
Administrative Assistant	1.00	1.00	1.00	1.00	1.00

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ 1,258,908	\$ 1,272,239	\$ 1,438,496	\$ 1,488,794	\$ 1,780,987
Benefits	353,335	346,390	568,698	607,314	704,108
Purchased Services	3,331	21,990	5,396	7,577	7,577
Travel	22,878	13,841	15,478	7,435	7,435
Miscellaneous	-	-	21,269	50,000	50,000
Office Supplies	7,726	12,591	6,951	-	-
Office Supplies	2,680	4,325	2,550	-	-
Instructional Supplies	65,448	39,205	18,114	19,445	19,445
Equipment	13,437	5,135	1,228	1,295	1,295
Furniture	-	-	-	791	791
Technology Equipment	230	-	-	-	-
TOTAL	\$ 1,727,972	\$ 1,715,716	\$ 2,078,178	\$ 2,182,651	\$ 2,571,638

OPERATIONS

FACILITIES & PLANNING

Description

The Facilities & Planning Department is responsible for the planning, design, construction, maintenance, inspection, and operation of all MCPS controlled school buildings and grounds which includes approximately 2.25 million square feet of buildings and 519 acres of land. The department manages day to day grounds maintenance, mechanical repair, and preventive maintenance of all building systems. In addition, the team coordinates and executes the division's Capital Maintenance Project List (replacing deteriorated building systems) and the Capital Improvement Program (new construction). These efforts keep the MCPS facilities portfolio functional, reliable, secure, and adapted to the evolving needs of modern educational programs.

STAFFING DETAIL

	Approved FY 2017-18	Approved FY 2018-19	Approved FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Operations & Maintenance					
Director of Facilities	1.00	1.00	1.00	-	-
Assistant to the Director	1.00	-	-	-	-
Supervisor of Facilities	-	1.00	1.00	1.00	1.00
Assistant Engineer for Environmental Program & Service Contracts Manager	1.00	1.00	1.00	1.00	1.00
Energy Manager	1.00	-	-	-	-
Construction Program and MEP Systems Assistant	1.00	1.00	1.00	1.00	1.00
Coordinator of Controls, Parts and Inventory	-	-	1.00	1.00	1.00
Project Manager	-	-	1.00	1.00	1.00
Parts and Inventory	-	-	1.00	1.00	1.00
Administrative Assistants	3.00	2.00	2.00	2.00	2.00
Custodial Manager	1.00	1.00	1.00	1.00	1.00
Custodians	101.50	102.50	102.50	102.50	102.50
Building & Equipment Trades	24.00	24.00	24.00	24.00	24.00
Laborers Grounds	7.00	7.00	7.00	7.00	7.00

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ 4,580,254	\$ 4,659,810	\$ 4,667,383	\$ 6,018,358	\$ 7,012,190
Benefits	1,901,683	1,913,955	1,924,037	2,071,485	2,347,904
Purchased Services	1,376,596	1,764,584	3,675,392	379,917	379,917
Utilities	2,764,995	2,779,137	2,638,565	3,037,418	3,037,418
Telecommunications	7,953	9,116	8,067	-	-
Insurance	235,014	244,230	210,276	234,495	234,495
Travel	4,991	2,815	1,637	2,745	2,745
Custodial Supplies	171,192	183,933	185,372	140,857	140,857
Maintenance Supplies	452,233	429,271	381,073	298,639	298,639
Other Supplies	17,198	10,825	13,748	7,000	7,000
Technology Software	27,851	34,217	26,664	15,800	15,800
Equipment	28,425	299,208	123,109	127,975	127,975
Capital Additions	-	122,623	216,050	-	-
Technology Software	1,440	11,694	3,248	3,000	3,000
TOTAL	\$ 11,569,826	\$ 12,465,417	\$ 14,074,623	\$ 12,337,689	\$ 13,607,940

FINANCE

Description

The Finance Department includes the offices of accounting, purchasing, accounts payable, payroll, and benefits. This department is responsible for the fiscal responsibility of the school division, including development of the division's operations budget, ensuring proper procurement procedures for all purchases, and supervising the financial operations of all schools and departments. This department creates, manages and implements the School Board Operating Budget. This office also ensures all bills for the division are paid in a timely manner and in compliance with all federal, state, and local laws. This office provides guidance on proper procedures as they relate to school finance and the financial management of school activity funds and departments throughout the division. Additionally, the Director of Finance schedules outside independent audits at the central office and school levels and coordinates with the Montgomery County Finance Department to ensure efficiency of business operations. Purchasing provides efficient and responsive procurement services to obtain high quality goods and services at reasonable costs. Purchasing processes and practices conform to all local, state and national laws, regulations, and purchasing standards. The purchasing supervisor also oversees the warehouse and distribution operations of products in support of instructional functions for the entire school division. The warehouse stores and delivers inventory of basic supplies for instructional, administrative, and custodial services; management of the internal mail services and the central oversight of outgoing U.S. Mail; redistribution of surplus equipment and furniture; removal and disposal of obsolete equipment and furnishings; and support of special projects throughout the school system. Payroll and benefits manages eligibility, enrollment, payroll deductions, reporting and reconciliation of deductions. This office facilitates new hire orientation for all employees. Payroll and benefits is responsible for reporting all federal and state withholdings, as well as retirement data, health insurance information, and quarterly federal reports.

STAFFING DETAIL

	Approved FY 2017-18	Approved FY 2018-19	Approved FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Admin, Attend, & Health					
Assistant Superintendent for Operations	1.00	1.00	1.00	1.00	1.00
Administrative Assistant to Assistant Superintendent for Operations	1.00	1.00	1.00	1.00	1.00
Director of Finance	1.00	1.00	1.00	1.00	1.00
Budget Analyst/Finance Manager	1.00	1.00	1.00	1.00	1.00
Accounts Payable Specialist	1.00	1.00	1.00	1.00	1.00
Supervisor of Payroll	1.00	1.00	1.00	1.00	1.00
Payroll/Benefits Specialist	3.50	3.50	3.50	3.50	3.50
Purchasing Supervisor	1.00	1.00	1.00	1.00	1.00
Purchasing Specialist	1.00	1.00	1.00	1.00	1.00
Operations & Maintenance					
Warehouse Supervisor	1.00	1.00	1.00	1.00	1.00
Warehouse Staff	4.00	4.00	4.00	4.00	4.00

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ 713,931	\$ 708,276	\$ 941,281	\$ 1,106,751	\$ 1,195,597
Benefits	266,579	260,299	344,595	419,657	415,611
Purchased Services	14,627	37,127	60,021	12,534	12,534
Postage	41,780	37,581	73,451	55,000	55,000
Travel	208	71	160	1,233	1,233
Miscellaneous	28,158	38,400	31,230	202	202
Office Supplies	10,129	9,933	48,195	634	634
Instructional Supplies	31,522	13,289	209,184	3,248	3,248
Equipment	-	-	-	2,086	2,086
Furniture	-	4,077	-	-	-
TOTAL	\$ 1,106,934	\$ 1,109,053	\$ 1,708,117	\$ 1,601,345	\$ 1,686,145

TECHNOLOGY

Description

The MCPS Technology Department is responsible for the following functions of the division:

- 1-to-1 Chromebook Initiative
- Virginia's SOL Technology Initiative
- Wide-Area Network and Internet Access;
- Local Area Networks and Wi-Fi;
- Computer maintenance and replacement;
- Power School Student Information System and Parent/Student Portal
- Instructional Software
- Operational Software
- Virtual Education
- Telecommunications
- Building Security Systems
- 21st Century Classroom Initiative
- State Reporting
- Technology Professional Development

The Technology Department has played an important role in achieving many of the goals of the MCPS Comprehensive Plan. Through specific collaboration and planning with the Curriculum Department and the schools, professional development and technical support has been provided on an ongoing basis to support the implementation of the Model for Effective Instruction and initiatives such as the 1-to-1 Chromebook program.

STAFFING DETAIL

	Approved FY 2017-18	Approved FY 2018-19	Approved FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Instruction					
Supervisors	-	1.00	1.00	2.00	2.00
Technology Resource Teachers	11.00	10.00	10.00	10.00	10.00
Operations & Maintenance					
Director of Technology	1.00	1.00	1.00	1.00	1.00
Administrative Assistant	1.00	1.00	1.00	1.00	1.00
Technicians	17.00	17.00	17.00	17.00	17.00

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ 1,725,692	\$ 1,765,976	\$ 1,838,465	\$ 1,952,951	\$ 2,036,414
Benefits	725,086	706,236	750,686	797,741	844,297
Purchased Services	843,739	851,589	273,697	431,416	431,416
Telecommunications	658,174	701,871	846,696	640,748	640,748
Travel	1,934	830	821	1,645	1,645
Miscellaneous	-	-	5,841	106	106
Maintenance Supplies	44,301	76,302	56,775	96,007	96,007
Instructional Supplies	700	11,121	1,146	8,733	8,733
Technology Software	17,000	240,451	557,816	272,740	272,740
Equipment	1,603,403	1,588,101	1,617,298	1,393,972	1,393,972
Technology Equipment	746,258	645,715	666,771	294,721	294,721
TOTAL	\$ 6,366,288	\$ 6,588,193	\$ 6,616,013	\$ 5,890,780	\$ 6,020,799

TRANSPORTATION

Description

The mission of the Department of Transportation is to provide safe, efficient, and customer-friendly transportation services for all Montgomery County students. County school buses traveling approximately 12,000 miles each day, providing transportation for approximately 7,000 students across the county. Each trainee receives a minimum of 50 hours of state-mandated training. All drivers receive an additional 8 hours minimum training annually. The “Peaceful Bus” program has been implemented in elementary schools to encourage good bus behavior and all pupils in grades pre-K through Grade 1 receive additional bus safety training at the beginning of the school year with many schools opting for all students to receive safety training.

STAFFING DETAIL

	Approved FY 2017-18	Approved FY 2018-19	Approved FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Transportation					
Director	1.00	1.00	1.00	1.00	1.00
Supervisor of Transportation	-	-	1.00	1.00	1.00
Route Coordinator	1.00	1.00	-	-	-
Administrative Assistant	3.00	3.00	3.00	2.00	2.00
Bus Drivers	97.00	97.00	97.00	97.00	97.00
Bus Aides	16.00	16.00	16.00	16.00	16.00
Vehicle Fleet Shop Foreman	1.00	1.00	1.00	1.00	1.00
Mechanics	8.00	8.00	8.00	8.00	8.00

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ 2,870,181	\$ 2,989,112	\$ 3,086,747	\$ 3,908,812	\$ 4,688,520
Benefits	572,496	527,221	553,855	618,805	763,559
Purchased Services	52,977	84,665	52,050	50,831	50,831
Telecommunications	-	-	2,364	-	-
Insurance	67,709	65,189	64,874	82,813	82,813
Travel	3,123	4,146	4,815	1,664	1,664
Miscellaneous	-	-	1,107	-	-
Fuel	581,920	622,891	516,696	826,208	826,208
Vehicles Supplies	248,047	265,099	229,559	182,057	182,057
Other Supplies	8,664	34,438	11,737	4,989	4,989
Software	382	975	36,037	-	-
Vehicles	52,117	323,781	85,207	-	-
School Buses	1,024,415	397,207	393,352	-	-
Equipment	9,611	963	2,736	-	-
Technology Equipment	530	-	-	887	887
TOTAL	\$ 5,492,171	\$ 5,315,685	\$ 5,041,135	\$ 5,677,066	\$ 6,601,528

HUMAN RESOURCES

Description

Major programs and services provided by the Human Resources Department include:

- Recruitment, Selection and Retention
- Compensation
- Licensure and Certification
- Safety and Wellness
- Employee Engagement
- Employee Evaluation
- Training and Development
- Legal Compliance

The Montgomery County Public Schools Human Resources department supports the school division in the eight key functional areas listed above while striving to meet the current and emerging needs of our employees. Each of the eight members of the Human Resources team works collaboratively to provide the highest level of service to all employees and potential recruits while independently working on projects geared at ensuring that the needs of our employees are met. In addition, team members specialize in specific areas which allows us to ensure consistent, fair practices that meet the requirements of the law. The value gained for the division through the diligence and commitment of the Human Resources team is essential in ensuring that our students are provided the best possible education.

STAFFING DETAIL

	Approved FY 2017-18	Approved FY 2018-19	Approved FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Admin, Attend, & Health					
Director	1.00	1.00	1.00	1.00	1.00
Assistant Director	-	-	1.00	1.00	1.00
Supervisor of Personnel	1.00	1.00	1.00	1.00	1.00
Admin. Assist. to Director	1.00	1.00	1.00	1.00	1.00
Human Resources Specialists	3.00	3.00	4.00	4.00	4.00
Receptionist	1.00	1.00	-	-	-

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ 618,584	\$ 641,970	\$ 587,408	\$ 621,046	\$ 587,105
Benefits	243,623	244,752	208,482	237,039	224,975
Purchased Services	27,332	49,557	52,988	61,828	61,828
Travel	4,037	9,789	14,844	3,138	3,138
Miscellaneous	17,853	9,014	-	1,134	1,134
Office Supplies	10,464	-	-	-	-
Instructional Supplies	-	-	-	2,431	2,431
Equipment	-	-	-	2,520	2,520
TOTAL	\$ 921,893	\$ 955,083	\$ 863,722	\$ 929,136	\$ 883,131

EXECUTIVE ADMINISTRATION

Executive Administration Budget Information

Description

The Executive Administration function of the school division consists of the Chief Executive functions of the district. This includes the development of the strategic plans, operational oversight of the preparation of legal documents and required reports, inclement weather decisions, and crisis communication. This also includes the oversight of administrative staff, teacher evaluations, policy approval, and personnel related considerations by the School Board including contracts and hearings. The Executive Administration assists with Freedom of Information Act requests and the articulation of School Board legal needs with the School Board lawyer.

STAFFING DETAIL

	Approved FY 2017-18	Approved FY 2018-19	Approved FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Admin, Attend, & Health					
Board Members	7.00	7.00	7.00	7.00	7.00
Superintendent	1.00	1.00	1.00	1.00	1.00
Deputy Superintendent	1.00	1.00	1.00	1.00	1.00
Office Manager / Deputy Board Clerk	1.00	1.00	1.00	-	-
Communications Specialist and Deputy Board Clerk	-	-	-	1.00	1.00
Director of Communications and Community Relations	-	-	-	1.00	1.00
PIO / Clerk of the Board	1.00	1.00	1.00	-	-

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ 340,215	\$ 344,784	\$ 367,707	\$ 394,752	\$ 460,975
Benefits	124,555	125,128	168,559	188,913	194,644
Purchased Services	152,285	158,386	176,898	53,105	53,105
Travel	27,764	30,053	23,085	7,478	7,478
Miscellaneous	9,383	-	1,500	29,465	29,465
Supplies	-	699	10,147	5,292	5,292
Instructional Supplies	9,589	10,167	2,962	2,030	2,030
Equipment	285	3,413	-	2,136	2,136
Furniture	472	-	-	-	-
Technology Equipment	828	-	5,962	-	-
TOTAL	\$ 665,375	\$ 672,630	\$ 756,819	\$ 683,171	\$ 755,125

FEDERAL GRANTS

TITLE I FEDERAL FUNDS

Description

The following Montgomery County Public Schools are school wide Title I schools: Auburn Elementary, Belview Elementary, Christiansburg Primary, Christiansburg Elementary, Eastern Montgomery Elementary, Falling Branch Elementary and Price's Fork Elementary. A school wide Title I program is a comprehensive reform strategy designed to upgrade the entire educational program in a school. Its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards. In general, a Title I school may operate as a school wide program only if a minimum of 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families.

The school wide reform strategy requires that a school:

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan; and
- Conduct an annual review of the effectiveness of the school wide program and revise the plan as necessary

A school must use its Title I, Part A, funds to address the specific educational needs identified in the needs assessment and articulated in the comprehensive school wide plan. All students within a Title I school may participate in these programs.

Title I funds support:

- Staffing for early literacy programs to include reading specialists, leveled literacy intervention coach, reading assistants, one instructional specialist, etc.
- Literacy Programs
- Professional Development
- Instructional Materials and Supplies for schools

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Revenue					
Federal Funding	\$ 1,816,850	\$ 1,581,662	\$ 1,901,467	\$ 1,805,325	\$ 1,805,325
TOTAL	\$1,816,850	\$1,581,662	\$1,901,467	\$1,805,325	\$1,805,325

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ 1,278,997	\$ 1,228,402	\$ 1,253,967	\$ 1,234,779	\$ 1,341,161
Benefits	498,800	488,684	503,400	480,934	537,855
Purchased Services	4,340	36,237	21,168	28,941	227,714
Travel	6,944	14,876	19,690	-	-
Miscellaneous	16,951	19,286	17,526	29,628	-
Supplies	48	695	-	-	-
Instructional Supplies	32,398	49,275	69,320	31,043	-
Technology Software	-	114	-	-	-
Equipment	-	266	-	-	-
TOTAL	\$1,838,477	\$1,837,835	\$1,885,072	\$1,805,325	\$2,106,730

TITLE II FEDERAL FUNDS

Description

Title II provides federal funding to states and school divisions for activities that strengthen instructional leadership and teacher quality in all schools, especially those with a high proportion of children in poverty. Funding must be used to support specific activities, including professional development for teacher and administrators, so long as the activities are grounded in scientifically based research.

Federal funds awarded under Title II, Part A support programs to increase academic achievement by increasing the number of qualified teachers in classrooms and increasing the skills of qualified teachers, principals and assistant principals in schools; and by providing a continuing source of funding to focus on teacher improvement .

Programs and activities must be based on a needs assessment, and, among other things, be aligned with state academic content standards, student academic achievement standards, and teacher quality data.

Allowable LEA-level activities include, but are not limited to:

- Developing and implementing strategies and activities to recruit, hire, and retain qualified and effective teachers and principals, particularly in schools with a high percentage of low-achieving students
- Providing evidence-based professional development activities that improve the knowledge of teachers and principals in content knowledge and instructional practices
- Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths
- Carrying out programs and activities that are designed to improve the quality of the teaching force
- Leadership development for teacher leaders, principals, and other school leaders, to include professional development to improve leadership capacity, leadership residency initiatives, leadership preparation academies, and leadership mentoring

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Revenue					
Federal Funding	\$ 265,654	\$ 317,850	\$ 283,792	\$ 299,804	\$ 299,804
TOTAL	\$ 265,654	\$ 317,850	\$ 283,792	\$ 299,804	\$ 299,804
Expenditures					
Salary & Wages	\$ 6,383	\$ 99,873	\$ 97,327	\$ 143,636	\$ 131,752
Benefits	482	48,253	32,733	87,799	60,543
Purchased Services	66,109	58,143	85,799	33,844	79,547
Travel	29,352	46,776	54,530	12,790	45,125
Instructional Supplies	14,196	5,875	4,714	21,735	59,955
TOTAL	\$ 116,523	\$ 258,920	\$ 275,104	\$ 299,804	\$ 376,922

TITLE III FEDERAL FUNDS

Description

Title III provides funding to states and divisions to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Divisions use these funds to supplement the language instruction educational program (ESL program) and core content programs designed to help English Learners achieve these standards. Divisions and schools are accountable for increasing the English proficiency and core academic content knowledge of EL students; therefore, Title III funds may only be used to supplement core language programs and services for English Language Learners. They cannot be used to deliver the core academic program or the division's English language learning core program.

There are two types of Title III sub-grants:

1. sub-grants based on the number of EL students enrolled in schools
2. sub-grants to divisions that have experienced a significant increase in the percentage or number of immigrant children and youth enrolled.

Program and activities supported by Title III funds must be based on a needs assessment and aligned with the federal guidance for expenditure of funds. Title III funds are used in three main ways:

1. to provide high quality professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel that is designed to
 - improve the instruction and assessment of EL students and
 - enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for English Learners;
2. to inform the parents of ELs about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging state academic content and student academic achievement; and
3. to supplement the division core ESL program through the purchase of materials and tutors as needed

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Revenue					
Federal Funding	\$ 28,907	\$ 29,328	\$ 20,217	\$ 41,931	\$ 41,931
TOTAL	\$ 28,907	\$ 29,328	\$ 20,217	\$ 41,931	\$ 41,931

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Expenditures					
Salary & Wages	\$ 11,609	\$ 242	\$ -	\$ 5,698	\$ 15,939
Benefits	888	19	-	500	132
Purchased Services	124	21,733	7,011	24,000	4,364
Travel	4,983	2,965	1,084	2,500	902
Instructional Supplies	6,189	1,827	9,677	9,233	20,594
TOTAL	\$ 23,793	\$ 26,786	\$ 17,772	\$ 41,931	\$ 41,931

CARL PERKINS GRANT

Description

Career and Technical Education (CTE), provides instructional programs that offers career exploration, career planning and skills development for current and emerging careers. CTE prepares students for postsecondary study and/or employment opportunities following high school graduation.

The Carl D. Perkins Career and Technical Education Act provides federal funds to increase focus on the academic achievement of career and technical education students, strengthen connections between secondary and postsecondary education, and improve state and local accountability. An annual grant application is required for the receipt of Perkins funds.

Major programs supported with Perkins funds include:

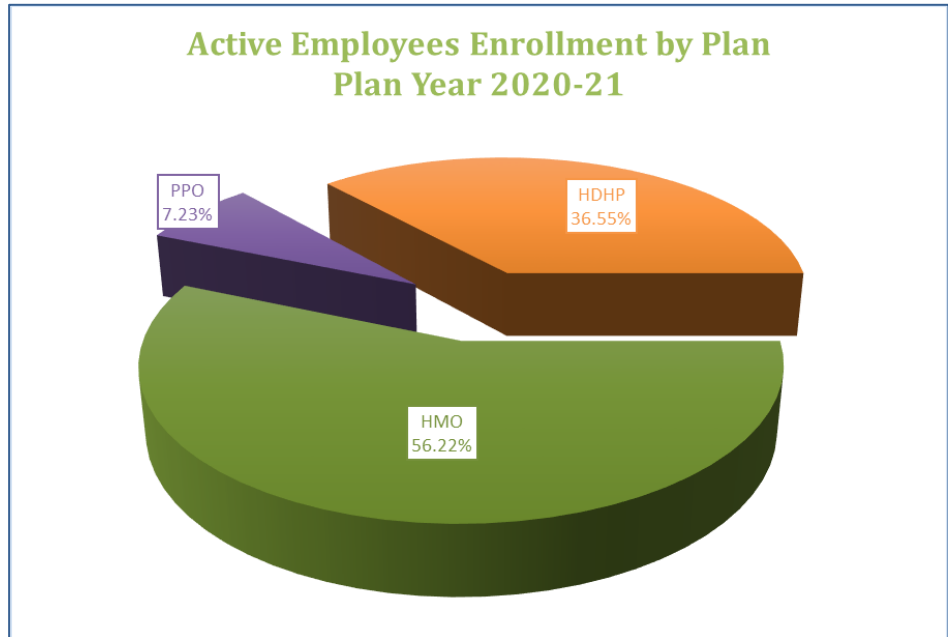
- Business and Information Technology
- Marketing Education
- Technology Education
- Health and Medical Sciences
- Governor’s STEM Academy
- Family and Consumer Science
- Trade and Industrial Education
- Career Connections
- Individual Career Path Development

FINANCIAL INFORMATION

	Actual FY 2017-18	Actual FY 2018-19	Actual FY 2019-20	Approved FY 2020-21	Approved FY 2021-22
Revenue					
Federal Funding	\$ 99,424	\$ 127,289	\$ 243,754	\$ 169,951	\$ 169,951
TOTAL	\$ 99,424	\$ 127,289	\$ 243,754	\$ 169,951	\$ 169,951
Expenditures					
Purchased Services	\$ 27,598	\$ 17,378	\$ -	\$ 25,000	\$ -
Travel	33,924	28,199	22,791	-	18,605
Miscellaneous	-	-	-	32,000	-
Equipment	112,681	93,623	194,166	112,951	151,346
TOTAL	\$ 174,203	\$ 139,199	\$ 216,956	\$ 169,951	\$ 169,951

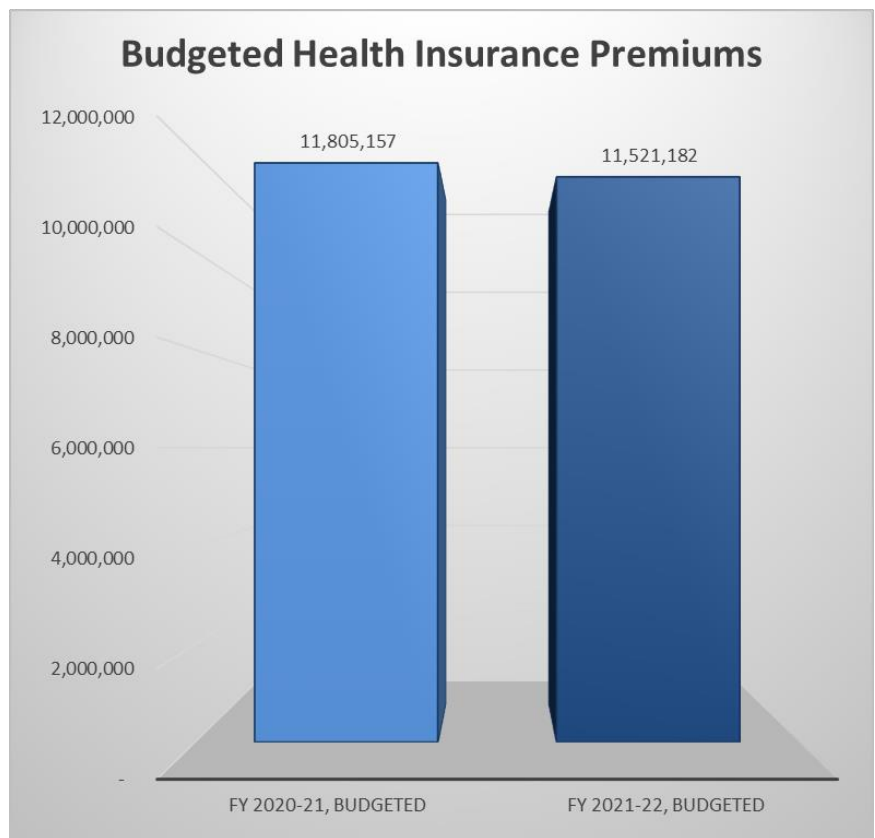
HEALTH INSURANCE PLAN AND RATES

Montgomery County Public Schools has a long-standing tradition of providing individual health care coverage to employees at no cost. The High Deductible Health Plan, where the division funds the deductible, is offered at no cost to the employee. Current and new employees may buy up to the HMO plan. The chart below shows the percentage of employees enrolled in each plan for the 2020-2021 plan year, which began October 1, 2020.



BUDGETED PREMIUMS

In the current year, there is no increase in premiums for plan year 2021-2022 which this will continue to maintain quality health insurance coverage for employees. The only decrease is associated with the shift of school nutrition personnel costs to purchased services.



INSURANCE RATES



**ANTHEM HEALTH INSURANCE
12-MONTH RATES
2021-2022**

The School Board approved the fiscal year 2021-2022 budget, which included the renewal rates for insurance beginning October 1, 2021. The 2021-2022 monthly renewal premiums are listed below. Insurance is available to all employees regularly scheduled to work 30 or more hours a week.

AVAILABLE TO ALL ELIGIBLE EMPLOYEES

1. (HSA - PPO) LUMENOS HIGH DEDUCTIBLE HEALTH PLAN

The total amount deposited into an employee's HSA account will be \$1,400 for employee only and \$2,800 for the employee + dependent(s). MCPS will make two deposits into an employee's HSA account. The first deposit will be made in October 2021 for half of the annual allotment and the remaining HSA allotment will be deposited in April 2022.

	Total Monthly Premium	Employee Monthly Premium	Monthly Health Savings Account
Employee	\$ 617.49	\$ 0.00	\$ 116.67
Employee and One Child	\$ 733.81	\$ 116.32	\$ 233.33
Employee and Children	\$ 733.81	\$ 116.32	\$ 233.33
Employee and Spouse ¹	\$ 787.00	\$ 169.51	\$ 233.33
Employee and Family ¹	\$ 1,181.40	\$ 563.91	\$ 233.33
Double Share Family (2 employees + family) ¹	\$ 0.00	\$ 0.00	\$ 233.33

2. (HMO) HEALTH MAINT ORG.- HEALTHKEEPERS 15

	Total Monthly Premium	Employee Monthly Premium
Employee	\$ 754.99	\$ 25.00
Employee and One Child	\$ 1,104.65	\$ 374.66
Employee and Children	\$ 1,104.65	\$ 374.66
Employee and Spouse ¹	\$ 1,221.03	\$ 491.04
Employee and Family ¹	\$ 1,824.49	\$ 1,094.50
Double Share Family (2 employees + family) ¹	\$ 394.85	\$ 394.85

¹ See Important Notes

AVAILABLE TO CURRENT PPO ENROLLEES (NO NEW ENROLLEES)

3. (PPO) PREFERRED PROVIDER ORG. – KEYCARE 15

	Total Monthly Premium	Employee Monthly Premium
Employee	\$ 837.93	\$ 107.94
Employee and One Child	\$ 1,246.93	\$ 516.94
Employee and Children	\$ 1,246.93	\$ 516.94
Employee and Spouse ¹	\$ 1,407.11	\$ 677.12
Employee and Family ¹	\$ 2,112.97	\$ 1,382.98
Double Share Family (2 employees + family) ¹		\$ 673.33

Current PPO members can add or remove dependents or move to a different plan.

IMPORTANT NOTES

- Employee premiums are deducted 12 times from paychecks occurring September 2021 through August 2022 for insurance coverage beginning 10/01/21 through 09/30/22. The employee is responsible for reviewing health care plan options prior to making their insurance selection.
- Spousal coverage on any plan:
 - a. If your spouse is eligible for health insurance through his/her employer but you elect to have your spouse covered on your MCPS health insurance plan you will be charged a \$50 monthly surcharge in addition to the employee monthly premium listed above.
 - b. If electing spousal coverage, employees will be required to certify whether or not their spouse is eligible for health insurance through his/her employer.
- Explanation of Double Share/Family:
If both spouses are employed by MCPS and scheduled to regularly work 30+ hours a week and choose the same family coverage plan, the double share family rates apply.

¹ See Important Notes

PAY PLAN

Due to the global pandemic, the salary increase was eliminated as part of the deferral. The pay plan reflected on the following pages does not include any increases. Revenue and expenditures will continue to be monitored to determine if a salary increase can be provided to employee's mid-year. Adjustments, if any, would be reflected on the MCPS website and a new pay plan would be approved by the School Board.



Pay Plan and Pay Scales 2021 - 2022

Approved 05.04.21

MONTGOMERY COUNTY PUBLIC SCHOOLS

PAY PLAN

FISCAL YEAR 2022

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Approved 05.04.21

MONTGOMERY COUNTY PUBLIC SCHOOLS

PAY PLAN

FISCAL YEAR 2022

Board Policy

Book Section 5: Personnel Section

Article 7: Employee Pay and Fringe Benefits

Title Employee Compensation Number 5-7.1

Status: Active

Legal: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-296, 22.1-289.1, 22.1-302; Virginia Board of Education Regulations Governing the Employment of Professional Personnel, 8 VAC 20-440-10

Adopted April 1, 2004

The Montgomery County School Board shall annually establish and approve salaries for all school employees.

The School Board may authorize extra pay for the supervision of activities that require at least some special training or experience by one or more certificated employees and that are of such a nature that, although the school program includes these activities, they cannot feasibly be included in the regular school day. The School Board annually shall establish categories and shall determine compensation.

The School Board shall execute a separate contract in the form prescribed by the Virginia Board of Education with an employee who is receiving a monetary supplement for any athletic coaching assignment or extracurricular activity sponsorship assignment, as further discussed in Policy 5-4.2.

Adopted: April 2004

Additional Information

The pay scales may be increased up to \$0.11 to allow the monthly salary to be equally divisible by twelve. Employees above the maximum years of service indicated on their respective pay scale may be paid an amount other than the amount reflected for their pay grade.

Approved 05.04.21

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MONTGOMERY COUNTY PUBLIC SCHOOLS

PAY PLAN

FISCAL YEAR 2022

Teacher – 10 Month Pay Scale

Years of creditable experience are based on completed, full-time, full year, contracted teaching experience at an accredited K-12 public school institution.

Years of Experience	T0 Bachelor's	T1 Bachelors's/20	T2 Master's	T3 Master's/20	T4 Doctorate
0	\$ 44,500.00	\$ 45,762.47	\$ 47,072.18	\$ 47,704.03	\$ 49,297.98
1	\$ 44,500.00	\$ 45,762.47	\$ 47,072.18	\$ 47,704.03	\$ 49,297.98
2	\$ 44,500.00	\$ 45,762.47	\$ 47,072.18	\$ 47,704.03	\$ 49,297.98
3	\$ 44,527.60	\$ 45,790.84	\$ 47,130.56	\$ 47,763.19	\$ 49,359.12
4	\$ 44,857.76	\$ 46,130.38	\$ 47,403.97	\$ 48,040.29	\$ 49,645.47
5	\$ 45,190.49	\$ 46,472.53	\$ 47,761.86	\$ 48,389.84	\$ 49,996.49
6	\$ 45,525.81	\$ 46,817.39	\$ 48,118.83	\$ 48,738.51	\$ 50,346.69
7	\$ 45,863.75	\$ 47,164.89	\$ 48,482.99	\$ 49,094.46	\$ 50,704.32
8	\$ 46,208.70	\$ 47,519.64	\$ 48,852.90	\$ 49,456.25	\$ 51,068.03
9	\$ 46,356.37	\$ 47,671.51	\$ 49,014.72	\$ 49,607.42	\$ 51,214.32
10	\$ 46,706.78	\$ 48,031.85	\$ 49,393.42	\$ 49,978.16	\$ 51,587.27
11	\$ 47,059.96	\$ 48,395.06	\$ 49,775.14	\$ 50,351.91	\$ 51,963.36
12	\$ 47,443.08	\$ 48,789.03	\$ 50,189.43	\$ 50,758.65	\$ 52,373.49
13	\$ 47,804.27	\$ 49,160.47	\$ 50,582.44	\$ 51,143.81	\$ 52,761.33
14	\$ 48,426.74	\$ 49,800.60	\$ 51,250.24	\$ 51,806.78	\$ 53,435.76
15	\$ 49,109.45	\$ 50,502.68	\$ 51,985.56	\$ 52,537.84	\$ 54,180.23
16	\$ 49,799.34	\$ 51,212.15	\$ 52,727.62	\$ 53,275.54	\$ 54,931.48
17	\$ 50,502.56	\$ 51,935.32	\$ 53,486.02	\$ 54,029.60	\$ 55,699.44
18	\$ 51,216.03	\$ 52,669.03	\$ 54,256.18	\$ 54,795.36	\$ 56,479.35
19	\$ 51,950.62	\$ 53,424.44	\$ 55,048.27	\$ 55,583.15	\$ 57,281.85
20	\$ 52,605.30	\$ 54,044.52	\$ 55,702.43	\$ 56,231.52	\$ 57,940.57
21	\$ 53,349.52	\$ 54,755.19	\$ 56,450.17	\$ 56,974.26	\$ 58,696.43
22	\$ 54,233.51	\$ 55,607.74	\$ 57,347.45	\$ 57,867.74	\$ 59,607.45
23	\$ 55,132.53	\$ 56,473.97	\$ 58,258.65	\$ 58,775.06	\$ 60,532.60
24	\$ 56,046.82	\$ 57,354.05	\$ 59,184.82	\$ 59,697.33	\$ 61,472.98
25	\$ 56,976.67	\$ 58,248.26	\$ 60,128.20	\$ 60,636.71	\$ 62,430.83
26	\$ 57,922.33	\$ 59,156.79	\$ 61,087.63	\$ 61,592.12	\$ 63,405.02
27	\$ 58,859.06	\$ 60,054.40	\$ 62,035.69	\$ 62,535.88	\$ 64,367.09
28	\$ 59,662.13	\$ 60,813.92	\$ 62,842.95	\$ 63,337.54	\$ 65,182.77
29	\$ 60,656.85	\$ 61,767.03	\$ 63,851.78	\$ 64,342.22	\$ 66,207.26
30	\$ 61,793.47	\$ 62,924.45	\$ 65,008.19	\$ 65,495.38	\$ 67,384.37
31	\$ 62,822.28	\$ 63,972.08	\$ 66,053.40	\$ 66,536.29	\$ 68,445.80
32	\$ 64,668.58	\$ 65,787.44	\$ 67,955.33	\$ 68,439.82	\$ 70,394.33

Approved 05.04.21

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MONTGOMERY COUNTY PUBLIC SCHOOLS

PAY PLAN

FISCAL YEAR 2022

Teacher – 10½ Month Pay Scale

Years of creditable experience are based on completed, full-time, full year, contracted teaching experience at an accredited K-12 public school institution.

Years of Experience	T5 Bachelor's	T6 Bachelor's/20	T7 Master's	T8 Master's/20	T9 Doctorate
0	\$ 46,725.00	\$ 47,987.47	\$ 49,297.18	\$ 49,929.03	\$ 51,522.98
1	\$ 46,725.00	\$ 47,987.47	\$ 49,297.18	\$ 49,929.03	\$ 51,522.98
2	\$ 46,725.00	\$ 47,987.47	\$ 49,297.18	\$ 49,929.03	\$ 51,522.98
3	\$ 46,753.98	\$ 48,017.22	\$ 49,356.94	\$ 49,989.57	\$ 51,585.50
4	\$ 47,100.65	\$ 48,373.27	\$ 49,646.86	\$ 50,283.17	\$ 51,888.36
5	\$ 47,450.01	\$ 48,732.06	\$ 50,021.39	\$ 50,649.36	\$ 52,256.01
6	\$ 47,802.10	\$ 49,093.68	\$ 50,395.12	\$ 51,014.80	\$ 52,622.98
7	\$ 48,156.94	\$ 49,458.08	\$ 50,776.18	\$ 51,387.65	\$ 52,997.51
8	\$ 48,519.14	\$ 49,830.08	\$ 51,163.34	\$ 51,766.68	\$ 53,378.47
9	\$ 48,674.19	\$ 49,989.33	\$ 51,332.53	\$ 51,925.24	\$ 53,532.13
10	\$ 49,042.12	\$ 50,367.19	\$ 51,728.76	\$ 52,313.50	\$ 53,922.61
11	\$ 49,412.96	\$ 50,748.06	\$ 52,128.13	\$ 52,704.91	\$ 54,316.36
12	\$ 49,815.23	\$ 51,161.18	\$ 52,561.58	\$ 53,130.80	\$ 54,745.65
13	\$ 50,194.48	\$ 51,550.68	\$ 52,972.66	\$ 53,534.02	\$ 55,151.54
14	\$ 50,848.08	\$ 52,221.93	\$ 53,671.58	\$ 54,228.11	\$ 55,857.09
15	\$ 51,564.92	\$ 52,958.15	\$ 54,441.03	\$ 54,993.31	\$ 56,635.71
16	\$ 52,289.31	\$ 53,702.11	\$ 55,217.59	\$ 55,765.51	\$ 57,421.44
17	\$ 53,027.69	\$ 54,460.44	\$ 56,011.15	\$ 56,554.73	\$ 58,224.57
18	\$ 53,776.83	\$ 55,229.83	\$ 56,816.98	\$ 57,356.16	\$ 59,040.16
19	\$ 54,548.15	\$ 56,021.97	\$ 57,645.80	\$ 58,180.68	\$ 59,879.38
20	\$ 55,235.57	\$ 56,674.78	\$ 58,332.70	\$ 58,861.78	\$ 60,570.84
21	\$ 56,017.00	\$ 57,422.66	\$ 59,117.65	\$ 59,641.73	\$ 61,363.91
22	\$ 56,945.19	\$ 58,319.42	\$ 60,059.13	\$ 60,579.41	\$ 62,319.13
23	\$ 57,889.16	\$ 59,230.60	\$ 61,015.28	\$ 61,531.69	\$ 63,289.22
24	\$ 58,849.16	\$ 60,156.40	\$ 61,987.16	\$ 62,499.67	\$ 64,275.32
25	\$ 59,825.50	\$ 61,097.09	\$ 62,977.03	\$ 63,485.55	\$ 65,279.66
26	\$ 60,818.45	\$ 62,052.90	\$ 63,983.74	\$ 64,488.24	\$ 66,301.14
27	\$ 61,802.01	\$ 62,997.36	\$ 64,978.64	\$ 65,478.83	\$ 67,310.05
28	\$ 62,645.24	\$ 63,797.03	\$ 65,826.05	\$ 66,320.65	\$ 68,165.88
29	\$ 63,689.69	\$ 64,799.87	\$ 66,884.62	\$ 67,375.07	\$ 69,240.10
30	\$ 64,883.14	\$ 66,014.12	\$ 68,097.86	\$ 68,585.06	\$ 70,474.04
31	\$ 65,963.39	\$ 67,113.20	\$ 69,194.52	\$ 69,677.40	\$ 71,586.91
32	\$ 67,902.01	\$ 69,020.87	\$ 71,188.76	\$ 71,673.25	\$ 73,627.76

Approved 05.04.21

MONTGOMERY COUNTY PUBLIC SCHOOLS

PAY PLAN

FISCAL YEAR 2022

Teacher – 11 Month Pay Scale

Years of creditable experience are based on completed, full-time, full year, contracted teaching experience at an accredited K-12 public school institution.

Years of Experience	T11 Bachelor's	T12 Bachelor's/20	T13 Master's	T14 Master's/20	T15 Doctorate
0	\$ 48,950.00	\$ 50,212.47	\$ 51,522.18	\$ 52,154.03	\$ 53,747.98
1	\$ 48,950.00	\$ 50,212.47	\$ 51,522.18	\$ 52,154.03	\$ 53,747.98
2	\$ 48,950.00	\$ 50,212.47	\$ 51,522.18	\$ 52,154.03	\$ 53,747.98
3	\$ 48,980.36	\$ 50,243.60	\$ 51,583.32	\$ 52,215.95	\$ 53,811.88
4	\$ 49,343.54	\$ 50,616.16	\$ 51,889.75	\$ 52,526.06	\$ 54,131.24
5	\$ 49,709.54	\$ 50,991.58	\$ 52,280.91	\$ 52,908.89	\$ 54,515.54
6	\$ 50,078.39	\$ 51,369.98	\$ 52,671.41	\$ 53,291.09	\$ 54,899.27
7	\$ 50,450.13	\$ 51,751.27	\$ 53,069.37	\$ 53,680.83	\$ 55,290.70
8	\$ 50,829.57	\$ 52,140.51	\$ 53,473.77	\$ 54,077.12	\$ 55,688.90
9	\$ 50,992.01	\$ 52,307.15	\$ 53,650.35	\$ 54,243.06	\$ 55,849.95
10	\$ 51,377.46	\$ 52,702.53	\$ 54,064.10	\$ 54,648.84	\$ 56,257.95
11	\$ 51,765.96	\$ 53,101.06	\$ 54,481.13	\$ 55,057.91	\$ 56,669.36
12	\$ 52,187.39	\$ 53,533.34	\$ 54,933.74	\$ 55,502.95	\$ 57,117.80
13	\$ 52,584.70	\$ 53,940.89	\$ 55,362.87	\$ 55,924.23	\$ 57,541.75
14	\$ 53,269.41	\$ 54,643.27	\$ 56,092.92	\$ 56,649.45	\$ 58,278.43
15	\$ 54,020.40	\$ 55,413.62	\$ 56,896.51	\$ 57,448.78	\$ 59,091.18
16	\$ 54,779.27	\$ 56,192.08	\$ 57,707.56	\$ 58,255.48	\$ 59,911.41
17	\$ 55,552.82	\$ 56,985.57	\$ 58,536.28	\$ 59,079.86	\$ 60,749.70
18	\$ 56,337.63	\$ 57,790.63	\$ 59,377.78	\$ 59,916.96	\$ 61,600.96
19	\$ 57,145.68	\$ 58,619.50	\$ 60,243.33	\$ 60,778.21	\$ 62,476.91
20	\$ 57,865.83	\$ 59,305.05	\$ 60,962.96	\$ 61,492.05	\$ 63,201.10
21	\$ 58,684.47	\$ 60,090.14	\$ 61,785.12	\$ 62,309.21	\$ 64,031.39
22	\$ 59,656.86	\$ 61,031.09	\$ 62,770.80	\$ 63,291.09	\$ 65,030.80
23	\$ 60,645.78	\$ 61,987.22	\$ 63,771.90	\$ 64,288.31	\$ 66,045.85
24	\$ 61,651.50	\$ 62,958.74	\$ 64,789.51	\$ 65,302.01	\$ 67,077.66
25	\$ 62,674.34	\$ 63,945.93	\$ 65,825.86	\$ 66,334.38	\$ 68,128.49
26	\$ 63,714.56	\$ 64,949.02	\$ 66,879.86	\$ 67,384.36	\$ 69,197.26
27	\$ 64,744.97	\$ 65,940.31	\$ 67,921.59	\$ 68,421.78	\$ 70,253.00
28	\$ 65,628.34	\$ 66,780.14	\$ 68,809.16	\$ 69,303.75	\$ 71,148.99
29	\$ 66,722.54	\$ 67,832.72	\$ 69,917.46	\$ 70,407.91	\$ 72,272.95
30	\$ 67,972.82	\$ 69,103.80	\$ 71,187.54	\$ 71,674.73	\$ 73,563.72
31	\$ 69,104.51	\$ 70,254.31	\$ 72,335.63	\$ 72,818.52	\$ 74,728.02
32	\$ 71,135.44	\$ 72,254.30	\$ 74,422.19	\$ 74,906.68	\$ 76,861.19

Approved 05.04.21

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MONTGOMERY COUNTY PUBLIC SCHOOLS

PAY PLAN

FISCAL YEAR 2022

Teacher – 12 Month Pay Scale

Years of creditable experience are based on completed, full-time, full year, contracted teaching experience at an accredited K-12 public school institution.

Years of Experience	T16 Bachelor's	T17 Bachelor's/20	T18 Master's	T19 Master's/20	T20 Doctorate
0	\$ 53,400.00	\$ 54,662.47	\$ 55,972.18	\$ 56,604.03	\$ 58,197.98
1	\$ 53,400.00	\$ 54,662.47	\$ 55,972.18	\$ 56,604.03	\$ 58,197.98
2	\$ 53,400.00	\$ 54,662.47	\$ 55,972.18	\$ 56,604.03	\$ 58,197.98
3	\$ 53,433.12	\$ 54,696.36	\$ 56,036.08	\$ 56,668.71	\$ 58,264.64
4	\$ 53,829.31	\$ 55,101.94	\$ 56,375.53	\$ 57,011.84	\$ 58,617.02
5	\$ 54,228.59	\$ 55,510.63	\$ 56,799.96	\$ 57,427.93	\$ 59,034.59
6	\$ 54,630.97	\$ 55,922.56	\$ 57,223.99	\$ 57,843.67	\$ 59,451.85
7	\$ 55,036.50	\$ 56,337.64	\$ 57,655.74	\$ 58,267.21	\$ 59,877.07
8	\$ 55,450.44	\$ 56,761.38	\$ 58,094.64	\$ 58,697.99	\$ 60,309.77
9	\$ 55,627.64	\$ 56,942.78	\$ 58,285.99	\$ 58,878.70	\$ 60,485.59
10	\$ 56,048.14	\$ 57,373.21	\$ 58,734.78	\$ 59,319.52	\$ 60,928.63
11	\$ 56,471.95	\$ 57,807.05	\$ 59,187.13	\$ 59,763.90	\$ 61,375.37
12	\$ 56,931.70	\$ 58,277.65	\$ 59,678.04	\$ 60,247.26	\$ 61,862.11
13	\$ 57,365.12	\$ 58,721.32	\$ 60,143.30	\$ 60,704.66	\$ 62,322.18
14	\$ 58,112.09	\$ 59,485.94	\$ 60,935.59	\$ 61,492.13	\$ 63,121.11
15	\$ 58,931.34	\$ 60,324.57	\$ 61,807.45	\$ 62,359.73	\$ 64,002.12
16	\$ 59,759.21	\$ 61,172.01	\$ 62,687.49	\$ 63,235.41	\$ 64,891.34
17	\$ 60,603.07	\$ 62,035.83	\$ 63,586.53	\$ 64,130.11	\$ 65,799.95
18	\$ 61,459.24	\$ 62,912.23	\$ 64,499.38	\$ 65,038.57	\$ 66,722.56
19	\$ 62,340.74	\$ 63,814.56	\$ 65,438.40	\$ 65,973.27	\$ 67,671.97
20	\$ 63,126.36	\$ 64,565.58	\$ 66,223.49	\$ 66,752.58	\$ 68,461.63
21	\$ 64,019.42	\$ 65,425.09	\$ 67,120.08	\$ 67,644.16	\$ 69,366.34
22	\$ 65,080.21	\$ 66,454.45	\$ 68,194.15	\$ 68,714.44	\$ 70,454.16
23	\$ 66,159.04	\$ 67,500.47	\$ 69,285.16	\$ 69,801.57	\$ 71,559.10
24	\$ 67,256.18	\$ 68,563.42	\$ 70,394.19	\$ 70,906.69	\$ 72,682.34
25	\$ 68,372.00	\$ 69,643.59	\$ 71,523.53	\$ 72,032.05	\$ 73,826.16
26	\$ 69,506.80	\$ 70,741.25	\$ 72,672.09	\$ 73,176.59	\$ 74,989.49
27	\$ 70,630.87	\$ 71,826.22	\$ 73,807.50	\$ 74,307.69	\$ 76,138.90
28	\$ 71,594.56	\$ 72,746.35	\$ 74,775.37	\$ 75,269.97	\$ 77,115.20
29	\$ 72,788.22	\$ 73,898.40	\$ 75,983.15	\$ 76,473.59	\$ 78,338.63
30	\$ 74,152.16	\$ 75,283.15	\$ 77,366.88	\$ 77,854.08	\$ 79,743.06
31	\$ 75,386.74	\$ 76,536.54	\$ 78,617.86	\$ 79,100.74	\$ 81,010.25
32	\$ 77,602.30	\$ 78,721.16	\$ 80,889.05	\$ 81,373.54	\$ 83,328.04

Approved 05.04.21

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MONTGOMERY COUNTY PUBLIC SCHOOLS
PAY PLAN **FISCAL YEAR 2022**
Classified 12 month Pay Bands

Official Title	Annual Rates		Hourly Rates	
	MIN	MAX	MIN	MAX
Accounts Payable Specialist	\$ 29,724.88	\$ 53,942.31	\$ 14.29	\$ 25.93
Administrative Assistant Central Office	\$ 28,175.26	\$ 51,130.16	\$ 13.55	\$ 24.58
Administrative Assistant School or Department	\$ 26,706.40	\$ 48,464.61	\$ 12.84	\$ 23.30
Administrative Assistant SNP	\$ 29,724.88	\$ 53,942.31	\$ 14.29	\$ 25.93
Administrative Assistant to Assistant Superintendent	\$ 31,359.76	\$ 56,909.13	\$ 15.08	\$ 27.36
Administrative Assistant to Director	\$ 29,724.88	\$ 53,942.31	\$ 14.29	\$ 25.93
Bookkeeper I - <1000 students	\$ 28,175.26	\$ 51,130.16	\$ 13.55	\$ 24.58
Bookkeeper II - >1000 students	\$ 29,724.88	\$ 53,942.31	\$ 14.29	\$ 25.93
Builder/Carpenter	\$ 28,175.26	\$ 51,130.16	\$ 13.55	\$ 24.58
Buildings and Grounds	\$ 26,706.40	\$ 48,464.61	\$ 12.84	\$ 23.30
Buildings and Grounds Shop Leader	\$ 36,823.92	\$ 66,825.05	\$ 17.70	\$ 32.13
Custodial Manager	\$ 45,618.38	\$ 82,784.54	\$ 21.93	\$ 39.80
Custodian - Day	\$ 27,445.60	\$ 39,121.44	\$ 13.20	\$ 18.81
Custodian - Head Strand	\$ 33,123.46	\$ 60,043.54	\$ 15.92	\$ 28.87
Custodian - Night	\$ 28,501.20	\$ 41,273.11	\$ 13.70	\$ 19.84
Custodian - Night 4 hr	\$ 14,250.60	\$ 20,636.55	\$ 13.70	\$ 19.84
Custodian - Night 6 hr	\$ 21,375.90	\$ 30,954.84	\$ 13.70	\$ 19.84
Custodian - Senior Day	\$ 27,973.40	\$ 48,458.51	\$ 13.45	\$ 23.30
Custodian - Senior Night	\$ 29,029.00	\$ 51,128.59	\$ 13.96	\$ 24.58
Electrician	\$ 33,084.54	\$ 60,039.14	\$ 15.91	\$ 28.86
Electrician - Lead Man	\$ 43,240.18	\$ 78,468.75	\$ 20.79	\$ 37.73
Human Resources Specialist	\$ 29,724.88	\$ 53,942.31	\$ 14.29	\$ 25.93
HVAC - Controls and Parts Inventory Manager	\$ 45,618.38	\$ 82,784.54	\$ 21.93	\$ 39.80
HVAC - Lead Man	\$ 43,240.18	\$ 78,468.75	\$ 20.79	\$ 37.73
HVAC - Technician	\$ 33,084.54	\$ 60,039.14	\$ 15.91	\$ 28.86
HVAC - Technician, Building Systems Operator	\$ 33,084.54	\$ 60,039.14	\$ 15.91	\$ 28.86
Painter	\$ 25,314.11	\$ 45,938.00	\$ 12.17	\$ 22.09
Payroll and Benefits Specialist	\$ 29,724.88	\$ 53,942.31	\$ 14.29	\$ 25.93
Plumber	\$ 33,084.54	\$ 60,039.14	\$ 15.91	\$ 28.86
Program Manager - Construction	\$ 50,774.41	\$ 92,141.27	\$ 24.41	\$ 44.30
Program Manager - Environmental & Maintenance	\$ 53,567.00	\$ 97,209.02	\$ 25.75	\$ 46.74
Project Manager	\$ 40,380.25	\$ 74,377.96	\$ 19.41	\$ 35.76
Purchasing Specialist	\$ 29,724.88	\$ 53,942.31	\$ 14.29	\$ 25.93
Supervisor of Facilities	\$ 50,774.41	\$ 92,141.27	\$ 24.41	\$ 44.30
Technology - Senior Specialist	\$ 50,774.41	\$ 92,141.27	\$ 24.41	\$ 44.30
Technology - Systems Analyst	\$ 45,618.38	\$ 82,784.54	\$ 21.93	\$ 39.80
Technology - Systems Integrator	\$ 45,618.38	\$ 82,784.54	\$ 21.93	\$ 39.80
Technology - Technician	\$ 33,084.54	\$ 60,039.14	\$ 15.91	\$ 28.86
Vehicle Fleet Shop Foreman	\$ 38,849.25	\$ 70,500.44	\$ 18.68	\$ 33.89
Vehicle Fleet Technician	\$ 33,084.54	\$ 60,039.14	\$ 15.91	\$ 28.86
Warehouse Staff	\$ 25,314.11	\$ 45,938.00	\$ 12.17	\$ 22.09
Warehouse Supervisor	\$ 45,618.38	\$ 82,784.54	\$ 21.93	\$ 39.80

Approved 05.04.21

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MONTGOMERY COUNTY PUBLIC SCHOOLS

PAY PLAN

FISCAL YEAR 2022

Classified Non 12 month Pay Bands

Official Title	Contracted Days	Hours per Day	Annual Rates		Hourly Rates	
			MIN	MAX	MIN	MAX
Administrative Assistant	220	8.00	\$ 22,597.72	\$ 41,008.51	\$ 12.84	\$ 23.30
Administrative Assistant	210	6.00	\$ 16,177.88	\$ 29,358.42	\$ 12.84	\$ 23.30
Administrative Assistant	200	8.00	\$ 20,543.38	\$ 37,280.46	\$ 12.84	\$ 23.30
Administrative Aide	181	5.90	\$ 13,711.43	\$ 24,882.38	\$ 12.84	\$ 23.30
Administrative Aide	181	5.75	\$ 13,362.83	\$ 24,249.77	\$ 12.84	\$ 23.30
Bus Aide	180	4.25	\$ 9,822.30	\$ 17,824.73	\$ 12.84	\$ 23.30
Bus Driver	215	6.25	\$ 22,549.23	\$ 40,920.55	\$ 16.78	\$ 30.45
Bus Driver	180	6.00	\$ 18,123.28	\$ 32,888.69	\$ 16.78	\$ 30.45
Bus Driver	180	4.25	\$ 12,837.36	\$ 23,296.20	\$ 16.78	\$ 30.45
Car/Van Driver Transportation	180	4.25	\$ 10,362.54	\$ 18,805.09	\$ 13.55	\$ 24.58
Instructional Aides						
Early Literacy	181	6.50	\$ 15,105.81	\$ 27,412.80	\$ 12.84	\$ 23.30
Instructional	181	6.50	\$ 15,105.81	\$ 27,412.80	\$ 12.84	\$ 23.30
ISS	180	7.50	\$ 17,333.45	\$ 31,455.45	\$ 12.84	\$ 23.30
Preschool Initiative	181	7.00	\$ 16,267.80	\$ 29,521.46	\$ 12.84	\$ 23.30
Special Education	181	7.00	\$ 16,267.80	\$ 29,521.46	\$ 12.84	\$ 23.30
Special Education	181	6.50	\$ 15,105.81	\$ 27,412.80	\$ 12.84	\$ 23.30
Special Education	181	6.00	\$ 13,943.83	\$ 25,304.11	\$ 12.84	\$ 23.30
Special Education Preschool	181	7.00	\$ 16,267.80	\$ 29,521.46	\$ 12.84	\$ 23.30
Special Education Preschool	181	6.50	\$ 15,105.81	\$ 27,412.80	\$ 12.84	\$ 23.30
Virtual Lab	181	7.00	\$ 16,267.80	\$ 29,521.46	\$ 12.84	\$ 23.30
Virtual Lab	181	6.50	\$ 15,105.81	\$ 27,412.80	\$ 12.84	\$ 23.30
Lunch/Recess Aides	180	5.50	\$ 12,711.19	\$ 23,067.33	\$ 12.84	\$ 23.30
Registrar Aide	200	6.50	\$ 16,691.47	\$ 30,290.44	\$ 12.84	\$ 23.30
Registrar Aide	181	7.00	\$ 16,267.80	\$ 29,521.46	\$ 12.84	\$ 23.30
SNP Cafeteria Assistant Manager	183	5.50	\$ 11,610.76	\$ 21,070.27	\$ 11.54	\$ 20.93
SNP Cafeteria Manager	187	8.00	\$ 21,379.06	\$ 38,796.98	\$ 14.29	\$ 25.93
SNP Cafeteria Worker	183	6.00	\$ 12,005.96	\$ 21,787.44	\$ 10.93	\$ 19.84
SNP Cafeteria Worker	183	5.50	\$ 11,005.46	\$ 19,971.82	\$ 10.93	\$ 19.84
SNP Cafeteria Worker	183	5.00	\$ 10,004.97	\$ 18,156.20	\$ 10.93	\$ 19.84
SNP Cafeteria Worker	183	4.00	\$ 8,003.99	\$ 14,524.97	\$ 10.93	\$ 19.84
Testing Coordinator Assistant	220	8.00	\$ 22,597.72	\$ 41,008.51	\$ 12.84	\$ 23.30
Testing Coordinator Assistant	200	6.50	\$ 16,691.47	\$ 30,290.44	\$ 12.84	\$ 23.30
Testing Coordinator Assistant	200	4.00	\$ 10,271.67	\$ 18,640.27	\$ 12.84	\$ 23.30

Approved 05.04.21

MONTGOMERY COUNTY PUBLIC SCHOOLS

PAY PLAN

FISCAL YEAR 2022

Other Classified Hourly Positions

Official Title	Hourly Rates	
	MIN	MAX
Aide - OCTP	\$ 10.36	\$ 18.81
Aide - Before/After School	\$ 10.36	\$ 18.81
Parent Resource Coordinator	\$ 16.78	\$ 30.45
Special Education Aide	\$ 12.84	\$ 23.30
Lunch Aide	\$ 12.84	\$ 23.30
Recess Aide	\$ 12.84	\$ 23.30
Lunch/Recess Aide	\$ 12.84	\$ 23.30
Copy Aide	\$ 12.84	\$ 23.30
Reception Assistant	\$ 10.36	\$ 18.81
Support Staff Technology Department	\$ 10.94	\$ 19.84
Support Staff Facilities Department	\$ 10.94	\$ 19.84
Support Staff Summer Help	\$ 10.94	\$ 19.84
Support Staff Aide	\$ 12.84	\$ 23.30

Approved 05.04.21

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MONTGOMERY COUNTY PUBLIC SCHOOLS
 PAY PLAN FISCAL YEAR 2022
 Professional 12 Month Pay Bands

Official Title	Annual Rates	
	MIN	MAX
Administrator of Curriculum Programs	\$ 70,320.46	\$ 117,842.34
Assessment Coordinator	\$ 60,745.46	\$ 101,796.64
Assistant Director	\$85,474.96	\$ 143,238.10
Assistant Principal - Elementary	\$ 63,782.73	\$ 106,886.47
Assistant Principal - High	\$70,320.46	\$ 117,842.34
Assistant Principal - Middle	\$ 66,971.87	\$ 112,230.81
Assistant Superintendent for Operations	\$94,236.14	\$ 157,920.00
Budget Analyst/Finance Manager	\$73,836.48	\$ 123,734.46
Coordinator	\$ 60,745.46	\$ 101,796.64
Communications Specialist and Deputy Clerk	\$ 49,975.44	\$ 83,748.36
Deputy Superintendent	\$94,236.14	\$ 157,920.00
Director	\$89,748.71	\$ 150,400.01
Division Dean of Students	\$89,748.71	\$ 150,400.01
Lead Instructional Technology Resource Teacher	\$ 60,745.46	\$ 101,796.64
Lead Nurse	\$ 60,745.46	\$ 101,796.64
Principal - Alternative Program	\$ 73,836.48	\$ 123,734.46
Principal - Elementary - Enrollment <500 (Inc. Pre-K)	\$70,320.46	\$ 117,842.34
Principal - Elementary - Enrollment >500 (Inc. Pre-K)	\$ 73,836.48	\$ 123,734.46
Principal - High - Enrollment <1000	\$81,404.72	\$ 136,417.25
Principal - High - Enrollment >1000	\$ 85,474.96	\$ 143,238.10
Principal - Middle School - Enrollment <500	\$73,836.48	\$ 123,734.46
Principal - Middle School - Enrollment >500	\$ 77,528.30	\$ 129,921.18
Supervisor	\$70,320.46	\$ 117,842.34

For doctorate degree add an additional 4.5% of the individuals' base salary

Approved 05.04.21

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MONTGOMERY COUNTY PUBLIC SCHOOLS

PAY PLAN

FISCAL YEAR 2022

Professional 10 Month (200 Days) Pay Bands

Official Title	Hours per Day	Annual Rates	
		MIN	MAX
Board Certified Behavior Analyst	7.50	\$ 48,297.02	\$ 80,935.67
Coordinator of Special Education	8.00	\$ 46,727.28	\$ 78,305.11
Interpreter I	7.50	\$ 26,893.59	\$ 45,068.01
Interpreter II	7.50	\$ 28,238.27	\$ 47,321.41
Interpreter III	7.50	\$ 29,650.18	\$ 49,687.49
Interpreter IV	7.50	\$ 31,132.69	\$ 52,171.86
Occupational Therapist	7.50	\$ 43,806.82	\$ 73,411.04
Occupational Therapist Assistant	7.50	\$ 34,323.79	\$ 57,519.47
Physical Therapist	7.50	\$ 50,711.88	\$ 84,982.45
Physical Therapist Assistant	7.50	\$ 32,689.32	\$ 54,780.45
Psychologist	7.50	\$ 43,806.82	\$ 73,411.04
School Nurse LPN	6.50	\$ 31,234.66	\$ 52,342.73
School Nurse RN	6.50	\$ 32,796.38	\$ 54,960.65
Speech Language Pathologist	7.50	\$ 43,806.82	\$ 73,411.04
Speech Language Pathologist Assistant	7.50	\$ 28,238.27	\$ 47,321.41

For doctorate degree add an additional 4.5% of the individuals' base salary

Approved 05.04.21

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MONTGOMERY COUNTY PUBLIC SCHOOLS

PAY PLAN

FISCAL YEAR 2022

High School Athletic and Competitive Team Supplements

Sport or Competitive Team	Percentage of 10-Month (T0) Teacher Scale	Sport or Competitive Team	Percentage of 10-Month (T0) Teacher Scale
Baseball - Head Varsity	8%	Track Outdoor - Head Girls	6%
Baseball - Asst Varsity	5%	Track Outdoor - Asst Girls ***	4%
Baseball - Head JV	5%	Soccer - Head Varsity Boys	6%
Baseball - Asst JV	4%	Soccer - Asst Varsity Boys	4%
Basketball - Head Varsity Boys	8%	Soccer - Head JV Boys	4%
Basketball - Asst Varsity Boys	5%	Soccer - Head Varsity Girls	6%
Basketball - Head JV Boys	5%	Soccer - Asst Varsity Girls	4%
Basketball - Head Varsity Girls	8%	Soccer - Head JV Girls	4%
Basketball - Asst Varsity Girls	5%	Softball - Head Varsity	8%
Basketball - Head JV Girls	5%	Softball - Asst Varsity	5%
Cheerleading - Head Varsity (Fall)	6%	Softball - Head JV	5%
Cheerleading - Head JV (Fall)	4%	Softball - Asst JV	4%
Cheerleading - Head Competition HS	6%	Strength / Weightroom (4 Seasons)	4%
Cheerleading - Head Varsity (Winter)	6%	Swimming - Head Varsity Boys ***	6%
Cheerleading - Head JV (Winter)	4%	Swimming - Head Varsity Girls ***	6%
Corps of Cadets, Drill Team	8%	Tennis - Head Varsity Boys	5%
Corps of Cadets, Rifle Marksmanship	6%	Tennis - Head Varsity Girls	5%
Cross-Country - Head Boys ***	6%	Volleyball - Head Varsity	6%
Cross-Country - Head Girls ***	6%	Volleyball - Asst Varsity	4%
Football, Head Varsity	12%	Volleyball - Head JV	4%
Football, Asst Varsity	8%	Wrestling - Head Varsity ***	6%
Football, Head JV	8%	Wrestling - Head JV ***	4%
Football, Asst JV	5%	MACC Coach, Head	5%
Golf *	6%	MACC Coach, English	5%
Track Indoor - Head Boys ***	6%	MACC Coach, Math	5%
Track Indoor - Head Girls ***	6%	MACC Coach, Science	5%
Lacrosse - Head Varsity Boys	6%	MACC Coach, Social Studies	5%
Lacrosse - Asst Varsity Boys	4%	MACC Coach, All-Around	5%
Lacrosse - Head JV Boys	4%	Scholastic Bowl / ACE Competition Coach	5%
Lacrosse - Head Varsity Girls	6%	Debate Director, HS	5%
Lacrosse - Asst Varsity Girls	4%	Drama Director, HS	5%
Lacrosse - Head JV Girls	4%	Forensics Director, HS	5%
Track Outdoor - Head Boys	6%	Band Director, HS	8%
Track Outdoor - Asst Boys ***	4%	Choral Director, HS	6%
		Marching Band Assistants, HS ***	4%

*** Division will pay for an assistant for programs with 50 – 100 students; a second assistant will be provided for over 100 students

Schools may choose to add other assistant coaches and other positions at their own expense (Must pay according to the division pay scale)

Supplements may NOT be reassigned to pay for other coaching positions

Supplements may NOT be split

Approved 05.04.21

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MONTGOMERY COUNTY PUBLIC SCHOOLS

PAY PLAN

FISCAL YEAR 2022

Middle School Athletic and Competitive Team Supplements

Sport or Competitive Team	Percentage of 10-Month (T0) Teacher Scale
Activities Director	12%
Baseball, MS Head	4%
Basketball, MS Head Boys	4%
Basketball, MS Head Girls	4%
Cheerleading, MS Head (Fall)	4%
Cheerleading, MS Head (Winter)	4%
Cross Country, MS Head	4%
Cross Country, MS Asst ***	3%
Football, MS Head	5%
Football, MS Asst	3%
Golf, MS Head	4%
Outdoor Track, MS Head Boys	4%
Outdoor Track, MS Head Girls	4%
Outdoor Track, MS Asst ***	3%
Soccer, MS Head Boys	4%
Soccer, MS Head Girls	4%
Softball, MS Head	4%
Swimming, MS Head Boys & Girls	4%
Volleyball, MS Head	4%
Wrestling, MS Head	4%

*** Division will pay for an assistant for programs with 50 – 100 students; a second assistant will be provided for over 100 students

Schools may choose to add other assistant coaches and other positions at their own expense (Must pay according to the division pay scale)

Supplements may NOT be reassigned to pay for other coaching positions

Supplements may NOT be split

Approved 05.04.21

13

PAY PLAN

MONTGOMERY COUNTY PUBLIC SCHOOLS

FISCAL YEAR 2022

High School Activity Sponsor Supplements

Activity	Percentage of 10-Month (T0) Teacher Scale
Student Govt Sponsor, HS	4%
Yearbook Sponsor, HS	6%
Magazine Sponsor, HS	3%
Junior Class Sponsor, HS	4%
Senior Class Sponsor, HS	4%

Middle School Activity Sponsor Supplements

Activity	Percentage of 10-Month (T0) Teacher Scale
Intramural Sponsor, MS	2%
Band Director, MS	4%
Choral Director, MS	4%
Drama Director, MS	4%
Yearbook Sponsor, MS	4%

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MONTGOMERY COUNTY PUBLIC SCHOOLS

PAY PLAN

FISCAL YEAR 2022

Athletic, Competitive Team and Activity Sponsor Supplemental Pay Amounts

Experience	2.00%	2.50%	3.00%	3.50%	4.00%	5.00%	6.00%	8.00%	12.00%
0	\$890.00	\$1,112.50	\$1,335.00	\$1,557.50	\$1,780.00	\$2,225.00	\$2,670.00	\$3,560.00	\$5,340.00
1	\$890.00	\$1,112.50	\$1,335.00	\$1,557.50	\$1,780.00	\$2,225.00	\$2,670.00	\$3,560.00	\$5,340.00
2	\$890.00	\$1,112.50	\$1,335.00	\$1,557.50	\$1,780.00	\$2,225.00	\$2,670.00	\$3,560.00	\$5,340.00
3	\$890.55	\$1,113.19	\$1,335.83	\$1,558.47	\$1,781.10	\$2,226.38	\$2,671.66	\$3,562.21	\$5,343.31
4	\$897.16	\$1,121.44	\$1,345.73	\$1,570.02	\$1,794.31	\$2,242.89	\$2,691.47	\$3,588.62	\$5,382.93
5	\$903.81	\$1,129.76	\$1,355.71	\$1,581.67	\$1,807.62	\$2,259.52	\$2,711.43	\$3,615.24	\$5,422.86
6	\$910.52	\$1,138.15	\$1,365.77	\$1,593.40	\$1,821.03	\$2,276.29	\$2,731.55	\$3,642.06	\$5,463.10
7	\$917.28	\$1,146.59	\$1,375.91	\$1,605.23	\$1,834.55	\$2,293.19	\$2,751.83	\$3,669.10	\$5,503.65
8	\$924.17	\$1,155.22	\$1,386.26	\$1,617.30	\$1,848.35	\$2,310.44	\$2,772.52	\$3,696.70	\$5,545.04
9	\$927.13	\$1,158.91	\$1,390.69	\$1,622.47	\$1,854.25	\$2,317.82	\$2,781.38	\$3,708.51	\$5,562.76
10	\$934.14	\$1,167.67	\$1,401.20	\$1,634.74	\$1,868.27	\$2,335.34	\$2,802.41	\$3,736.54	\$5,604.81
11	\$941.20	\$1,176.50	\$1,411.80	\$1,647.10	\$1,882.40	\$2,353.00	\$2,823.60	\$3,764.80	\$5,647.20
12	\$948.86	\$1,186.08	\$1,423.29	\$1,660.51	\$1,897.72	\$2,372.15	\$2,846.58	\$3,795.45	\$5,693.17
13	\$956.09	\$1,195.11	\$1,434.13	\$1,673.15	\$1,912.17	\$2,390.21	\$2,868.26	\$3,824.34	\$5,736.51
14	\$968.53	\$1,210.67	\$1,452.80	\$1,694.94	\$1,937.07	\$2,421.34	\$2,905.60	\$3,874.14	\$5,811.21
15	\$982.19	\$1,227.74	\$1,473.28	\$1,718.83	\$1,964.38	\$2,455.47	\$2,946.57	\$3,928.76	\$5,893.13
16	\$995.99	\$1,244.98	\$1,493.98	\$1,742.98	\$1,991.97	\$2,489.97	\$2,987.96	\$3,983.95	\$5,975.92
17	\$1,010.05	\$1,262.56	\$1,515.08	\$1,767.59	\$2,020.10	\$2,525.13	\$3,030.15	\$4,040.20	\$6,060.31
18	\$1,024.32	\$1,280.40	\$1,536.48	\$1,792.56	\$2,048.64	\$2,560.80	\$3,072.96	\$4,097.28	\$6,145.92
19	\$1,039.01	\$1,298.77	\$1,558.52	\$1,818.27	\$2,078.02	\$2,597.53	\$3,117.04	\$4,156.05	\$6,234.07
20	\$1,052.11	\$1,315.13	\$1,578.16	\$1,841.19	\$2,104.21	\$2,630.27	\$3,156.32	\$4,208.42	\$6,312.64
21	\$1,066.99	\$1,333.74	\$1,600.49	\$1,867.23	\$2,133.98	\$2,667.48	\$3,200.97	\$4,267.96	\$6,401.94
22	\$1,084.67	\$1,355.84	\$1,627.01	\$1,898.17	\$2,169.34	\$2,711.68	\$3,254.01	\$4,338.68	\$6,508.02
23	\$1,102.65	\$1,378.31	\$1,653.98	\$1,929.64	\$2,205.30	\$2,756.63	\$3,307.95	\$4,410.60	\$6,615.90
24	\$1,120.94	\$1,401.17	\$1,681.40	\$1,961.64	\$2,241.87	\$2,802.34	\$3,362.81	\$4,483.75	\$6,725.62
25	\$1,139.53	\$1,424.42	\$1,709.30	\$1,994.18	\$2,279.07	\$2,848.83	\$3,418.60	\$4,558.13	\$6,837.20
26	\$1,158.45	\$1,448.06	\$1,737.67	\$2,027.28	\$2,316.89	\$2,896.12	\$3,475.34	\$4,633.79	\$6,950.68
27	\$1,177.18	\$1,471.48	\$1,765.77	\$2,060.07	\$2,354.36	\$2,942.95	\$3,531.54	\$4,708.72	\$7,063.09
28	\$1,193.24	\$1,491.55	\$1,789.86	\$2,088.17	\$2,386.49	\$2,983.11	\$3,579.73	\$4,772.97	\$7,159.46
29	\$1,213.14	\$1,516.42	\$1,819.71	\$2,122.99	\$2,426.27	\$3,032.84	\$3,639.41	\$4,852.55	\$7,278.82
30	\$1,235.87	\$1,544.84	\$1,853.80	\$2,162.77	\$2,471.74	\$3,089.67	\$3,707.61	\$4,943.48	\$7,415.22
31	\$1,256.45	\$1,570.56	\$1,884.67	\$2,198.78	\$2,512.89	\$3,141.11	\$3,769.34	\$5,025.78	\$7,538.67
32	\$1,293.37	\$1,564.84	\$1,877.81	\$2,190.78	\$2,503.74	\$3,129.68	\$3,755.61	\$5,007.49	\$7,511.23

Approved 05.04.21

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MONTGOMERY COUNTY PUBLIC SCHOOLS

PAY PLAN

FISCAL YEAR 2022

Other Pay Rates

Recognition Awards:

Division Teacher of the Year	\$100 one-time payment
Regional Teacher of the Year	\$250 one-time payment
State Teacher of the Year	\$500 one-time payment
Support Staff Employee of the Year	\$100 one-time payment

	Hourly Rate	Daily Rate
ISAAP:		
Teacher/School Counselor	\$ 25.25	
Aide	\$ 13.74	
Program Coordinator- Before/After School	\$ 25.13	
Homebound Instruction Teacher (includes travel)	\$ 23.93	
SOL Remediation - Certified Teacher	\$ 25.60	
SOL Remediation Tutors - Non-Licensed	\$ 12.84 - \$23.30/hr.	
Staff Development/In-Service (prior approval required)		
Attendee		\$ 111.65
Presenter		\$ 223.30
Substitutes:		
Administrator		\$ 194.50
Instructional Aide	\$ 11.40	
Instructional Aide (6.5hrs/day)		\$ 74.10
Teacher w/o Degree (7.5hrs/day)		\$ 85.50
Teacher w/ Degree (7.5hrs/day)		\$ 113.32
Teacher (long-term) (7.5hrs/day)		\$ 141.15

All other substitutes will be paid at the minimum amount of the appropriate classified or professional pay band.

Approved 05.04.21

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MONTGOMERY COUNTY PUBLIC SCHOOLS

PAY PLAN

FISCAL YEAR 2022

2022 Summer Academy Pay Rates

Position	Rate
<u>Certified Principals</u>	<u>\$194.50/day</u>
<u>Certified Teachers</u>	<u>\$ 30.00/hr.</u>
<u>Program Coordinators - Before and After School Program</u>	<u>\$ 25.13/hr.</u>
<u>Administrative Assistants</u>	<u>\$ 12.84 - \$23.30 /hr.</u>
<u>Aides</u>	<u>\$ 12.84 - \$23.30 /hr.</u>
<u>School Nurse LPN</u>	<u>\$ 24.03 - \$40.26 /hr.</u>
<u>School Nurse RN</u>	<u>\$ 25.23 - \$42.28 /hr.</u>
<u>School Nutrition Managers</u>	<u>\$ 14.29 - \$25.93/hr.</u>
<u>School Nutrition Workers</u>	<u>\$ 10.93 - \$19.84/hr.</u>
<u>School Bus Driver</u>	<u>\$ 16.78 - \$30.45/hr.</u>

Approved 05.04.21

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GLOSSARY OF ACRONYMS

A

AA – Administrative Assistant
ACCE – Access to Community College Education
ADM – Average Daily Membership
AES – Auburn Elementary School
AHS – Auburn High School
AMS – Auburn Middle School
AP – Advanced Placement
ASBO – Association of School Business Officials.

B

BEL/BES – Belview Elementary School
BHS – Blacksburg High School
BMS – Blacksburg Middle School
BOS – Board of Supervisors

C

CES – Christiansburg Elementary School
CHS – Christiansburg High School
CIP – Capital Improvement Plan
CMS – Christiansburg Middle School
CMP – Capital Maintenance Plan
COLA – Cost of Living Adjustment
CPS – Christiansburg Primary School
CTE – Career and Technical Education

D

DE – Dual Enrollment
DMAS – Department of Medical Assistance Services
DMV – Department of Motor Vehicles

E

ECNCA – Early Childhood Network of Childhood Agencies
EL – English Learners
EME – Eastern Montgomery Elementary School
EMH – Eastern Montgomery High School
ESEA – Elementary Secondary Educational Act
ESL – English as a Second Language
ESSA – Every Student Succeeds Act

F

FBE – Falling Branch Elementary School
FICA – Federal Insurance Contribution Act
FRC – Family Resource Center
FTE – Full Time Equivalent
FY – Fiscal Year

G

GAAP – General Accepted Accounting Principals
GASB – Government Accounting Standards Board
GB – Gigabyte
GED – General Education Development
GLE – Glibert Linkous Elementary School
GRT – Gifted Resource Teacher

H

HAE – Harding Avenue Elementary School

I

IDEA – Individuals with Disabilities Act
IEP – Individual Education Plan
ISAEP – Individual Student Alternative Education Plan
ISS – In School Suspension
ITRT – Information Technology Resource

K

KES – Kipps Elementary School

L

LCI – Local Composite Index
LEA – Local Education Agency
LEP – Limited English Proficient

M

MBA – Meritorious Budget Award
MBE – Margaret Beeks Elementary School
MC – Montgomery Central
MCEF – Montgomery County Education Foundation
MCPS – Montgomery County Public Schools
MPBS – Megabits per Second

N

NSLP – National School Lunch Program

O

OPEB – Other Postemployment Benefits

P

PALS – Phonological Awareness Literacy Screening

PBIS – Positive Behavior Interventions & Supports

PD – Professional Development

PE – Physical Education

PFE – Price’s Fork Elementary School

PIO – Public Information Officer

PLE – Paid Lunch Equity

PPA – Per Pupil Amount

PTA – Parent Teacher Association

PTO – Parent Teacher Organization

PTR – Pupil Teacher Ratio

R

RU – Radford University

S

SAP – Student Assistance Program

SAT – Scholastic Aptitude Test

SBP – School Breakfast Program

SMS – Shawsville Middle School

SNP – School Nutrition Program

SOLO – Structure of Observed Learning Outcomes

SOL – Standards of Learning

SOQ – Standards of Quality

STEM – Science, Technology, Engineering, &
Mathematics

T

TNG – The Nutrition Group

U

UAAL – Unfunded Accrued Actuarial Liability

USDA – United States Department of Agriculture

V

VDOE – Virginia Department of Education

VIP – Virginia Index of Performance

VPI – Virginia Preschool Initiative

VPI&SU – Virginia Polytechnic Institute and State
University

VPSA – Virginia Public School Authority

VRS – Virginia Retirement System

Y

YMHFA – Youth Mental Health First Aid

GLOSSARY OF TERMS

This glossary includes definitions of terms used in this budget document and other terms as seem necessary for an understanding of financial accounting procedures for Montgomery County Public Schools.

A

Accrual Basis of Accounting – The basis of accounting which indicates revenues are recorded when they are earned (whether or not cash is received at the time) and expenditures are recorded when goods and services are received (whether cash disbursements are made at the time or not).

Advanced Placement (AP) Exams – A requirement of all students enrolled in AP courses and offered through the Educational Testing Service at a fee to the student.

Allocation – The amount of funding appropriated to an agency. Types of allocations include per-pupil allocations, fixed allocations, and replacement equipment allocations.

Appropriation – An authorization granted by a legislative body to make expenditures and to incur obligations for specific purposes.

Audit – The examination of documents and procedure to ascertain that school operations have been handled accurately, legally, and responsibly.

Average Daily Membership (ADM) – The average daily membership for grades K-12 is the enrollment figure used to distribute state per pupil funding. It includes students with disabilities ages five to 21 and students whom English is a second language who entered school for the first time after reaching their 12th birthday and who have not reached their 22nd birthday. Preschool and post-graduate students are not included in the ADM.

B

Bonds – A written promise to pay a specific amount of money (face value) and interest over a specific period of time. Bonds for school purposes are either General Obligation Bonds or Virginia Public School Authority Bonds (VPSA).

Budget – A financial plan for a given period, usually a fiscal year, containing an estimate of proposed expenditures and a proposed means of financing them.

Budget Calendar – A schedule of activities, responsibilities, and deadlines related to budget development and adoption.

Budgetary Control – The internal control procedures designed to control or manage expenditures in accordance with the authorized budget.

C

Capital Expenditures – Expenditures for land, improvements to land, easements, buildings, building improvements, vehicles, machinery, equipment, infrastructure, and all other tangible and intangible assets that are used in operations and have initial useful lives greater than one year and have a cost of \$5,000 or more.

Capital Improvement Plan – The five-year plan for school division construction projects.

Capital Projects Budget – A plan of proposed capital outlays and the means of financing them for the current fiscal period.

Cash Basis – The basis of accounting, which indicates transactions are recognized only when cash is increased or decreased.

Category, Administration, Attendance, and Health – The activities concerned with establishing and administering policy for the school division. These include Board Services, Executive Services, Human Resources, Fiscal Services, and Health Services.

Category, Instruction – The programs and services dealing directly with the interaction between teachers and students. Also, included in this category are the activities associated with curriculum development and instructional staff training.

Category, Operations and Maintenance – The activities concerned with keeping buildings open, comfortable, and safe for use. This includes heating, lighting, ventilating systems, repair of facilities, and replacement of facility equipment.

Category, Pupil Transportation – The activities associated with transporting students to and from school and on other trips related to school activities.

Category, Technology – This program provides classroom technology support to include hardware, software, and personal services for elementary, middle, and high schools.

Chart of Accounts – A list of all accounts in an accounting system.

Composite Index – Is a factor used in the Virginia Basic Aid formula, (derived from true values of property, ADM, population, retail sales, adjusted gross income, etc.) to determine local and state share of basic appropriation. Sometimes referred to as Local Composite Index.

D

Direct Aid – Funding appropriated for the operation of the Commonwealth’s public schools that is generally divided among categorical payments, funding for school employee benefits, funding of the Standards of Quality, incentive-based programs, allotment of sales tax and lottery revenues, and specific appropriations for programs such as Governor’s Schools and adult literacy initiatives. Both state and federal funds are appropriated in direct aid. All lottery proceeds are earmarked for public education.

E

Employee Benefits – Job-related benefits provided employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, worker’s compensation, etc.), Virginia unemployment taxes, and employee allowances.

Encumbrances – Obligations in the form of purchase orders, contracts, salaries, or other commitments which are chargeable to an appropriation and for which a part of the appropriation is reserved.

F

Fiscal Year – Any twelve-month period concluded by determination of financial conditions and closing of financial records. Montgomery County Public Schools has a fiscal year of July 1 to June 30.

Fiscally Dependent School Division – A fiscally dependent school division is one that is dependent on a unit of general government for financial support. Typically, fiscally dependent school divisions do not have taxing or bonding authority.

Food Service Budget – This fund accounts for all of the cafeteria operations within the school division, including the preparation and serving of school breakfast and lunch. The primary funding source for this independent financial operation is the fees charged for meals.

Full Time Equivalent (FTE) – A measurement equal to one staff person working a full-time work schedule for the specific position for one fiscal year.

Function – Expenditure classification or category as defined by the Virginia Department of Education.

Fund – A fiscal and accounting entity with a self-balancing set of accounts recording assets and liabilities for specific activities of the school division.

Fund Balance – The excess of assets of a fund over its liabilities and reserves.

Fund Statement – A financial accounting statement that shows all the financial sources available and uses with beginning and ending balances within a fund for a given fiscal year.

L

Literary Fund – A permanent and perpetual fund established in the Constitution of Virginia (Article VIII, Section 8). The Literary Fund provides low-interest loans to school divisions for capital expenditures, such as construction of new buildings or remodeling of existing buildings.

Local Composite Index – Is a factor used in the Virginia Basic Aid formula, (derived from true values of property, ADM, population, retail sales, adjusted gross income, etc.) to determine local and state share of basic appropriation. Also referred to as Local Composite Index.

M

Materials and Supplies – Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This category includes bus and vehicle fuels, textbooks, vehicle and powered equipment supplies, instructional materials, and technology software.

Modified Accrual Basis – Basis of accounting that is followed by Governmental Funds and Agency Funds. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual, i.e., both measurable and available. Available means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. Expenditures, other than interest and principal on long-term debt which is recorded when due, are recorded when the fund liability is incurred, if measurable.

O

Object Code – The line item description that denotes the purpose of expenditure. The seven major object categories are Personal Services; Employee Benefits; Purchased Services; Other Charges; Material/Supplies; Capital Expenditures; and Transfers.

Operating Fund – The operating fund provides for the day-to-day operations and maintenance of the schools and is funded primarily through county, state, and federal funds.

Other Charges – Included are travel and staff development costs, dues, subscriptions and miscellaneous purchases. This category includes telecommunications, utilities (including electric, water, heat, etc.), postage, division insurance costs, and travel.

P

Personal Services – All compensation for the direct labor of persons in the employment of the division. Salaries and wages paid to employees for full and part-time work, including overtime. Also includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the period.

Purchase Order – A document submitted to a vendor which requests materials or services at a price indicated on the purchase order. The issuance of a purchase order establishes an encumbrance in the accounting system.

Purchased Services – Services acquired from outside sources (i.e., private vendors, public authorities, or other governmental entities, including payments to state mental health/mental retardation institutions for the education of students with disabilities and/or tuition payments to the School for the Deaf and the Blind at Staunton that are made by the Virginia Department of Education on behalf of the school division). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

S

Standards of Learning (SOL) – The minimum grade level and subject matter educational objectives that students are expected to meet in Virginia public schools as specified by the SOQ (Sections 22.1-253.13:1 of the Code of Virginia). The educational objectives describe the knowledge and skills “necessary for success in school and for preparation for life.”

Standards of Quality (SOQ) – Article VIII, § 2 of the Constitution of Virginia requires the Board of Education to determine and prescribe from time to time, subject to revision by the General Assembly, Standards of Quality for the public schools in Virginia. The General Assembly shall determine the manner in which funds are to be provided for the cost of maintaining an educational program meeting the prescribed standards of quality, and shall provide for the apportionment of the cost of such program between the Commonwealth and the local units of government comprising such school divisions. The Code of Virginia (Section 22.1-18.01) requires the Board of Education to review the Standards of Quality every two years.

State Category – The broad expenditure categories for school divisions determined by the State Board of Education. Current state categories are as follows: Administration, Health, and Attendance; Instruction; Debt Service; Maintenance and Operations; Pupil Transportation; Technology, Food Services and Other Non-Instructional Operations; and Facilities.

State Standards of Accreditation – The standards for the accreditation of public schools in Virginia are designated to ensure that an effective educational program is established and maintained in Virginia’s public schools. The Code of Virginia requires the Virginia Board of Education to promulgate regulations establishing standards for accreditation of public elementary and secondary schools. A school can be assigned one of the following ratings: (1) Fully Accredited (2) Accredited with Warning (3) Conditionally Accredited.

V

Virginia Retirement System (VRS) – The Virginia Retirement System, an independent state agency based in Richmond, delivers retirement and other benefits to covered Virginia public sector employees through sound financial stewardship and superior customer service. VRS ranks as the 17th largest public or private pension fund in the U.S. and the 46th largest in the world, serving more than 750,000 active and inactive members, retirees and beneficiaries. Members include public school teachers, political subdivision employees (cities, towns, special authorities and commissions), state agency employees, public college and university personnel, state police, Virginia law officers and the judiciary. Approximately 835 employers have elected to participate in VRS.