

**Board Member Questions
FY20 Operating Budget
January 16, 2019**

Please note: When using page numbers in the questions, the Board members are referring to the Fiscal Year 2020 BOE Work Session Report available on FCPS.org/about/fy2020-budget.

Board of Education

- What prompted changing BOE members from stipend to regular salary in FY19? (67121 to 61121)
 - ***This is an accounting change due to the nature of the positions.***
- Why the reversal of start-up costs for the ombuds? What types of things were purchased in FY19? (73020)
 - ***I don't believe any purchases have been made for the ombuds at this time. The funds will be spent after the ombuds is hired. Typically, the funds cover the computer and office set-up.***
- The ombuds salary was listed as a range. What if it is more than \$87,851? (61049)
 - ***After the ombuds position is filled, budget will review the salary and adjust the budget, using salary savings from another department.***
- What does the term Materials/Supplies in Service Progress (73012) mean?
 - ***This account is for the meals purchased on behalf of the BOE for meeting.***
- Why the big bump up for 73024 in FY19?
 - ***The budget did not change; there were no expenditures in FY18.***
- What costs go into Board Tele-communications? (74050)
 - ***The account is for the reimbursement of board member telecommunication expenses.***

Office of the Superintendent

- 61030 Exec Assistants are the same salary as prior FY. My ignorance - which group are they part of? Do they have bargaining rights? Or are they part of the group we discussed at the meeting the other night to be looked at for reclassification?
 - ***At this stage of the budget process, the salaries remain the same because no increase has been approved. Currently, the increase as part of the salary resource pool is in account 61998 in Fiscal Services Non-Departmental (page 64). Depending upon the position, they may be an AMT employee or a member of FASSE. The salary resource pool includes all employees for FCPS.***
- I'm impressed with how the Superintendent has trimmed the costs from that office. Why are no contracted services needed? (72007, 72013)
 - ***Typically, the office of the superintendent does not have any contracted services for her office. School system contracted services sit within each of the departments.***

Office of the Deputy Superintendent

- Didn't want to make assumptions, did the Dep. Superintendent reduce secretarial staff in FY19?
 - ***Yes, there was a staff reduction by 1.0 FTE. During the FY19 budget, the board voted to eliminate \$300,000 in central office FTE; this was one of the positions that was eliminated.***
- What type of Office/CR Furnishings are being purchased that the budget bumped up in FY19 and is now status?
 - ***The budget did not change from FY19 to FY20; the department did not have any expenditures in FY18.***

Communication Services

- Page 5 - Where can I find a breakdown of the number of positions we're funding?

1.	Director	Michael Doerrer
2.	Executive Secretary	Chastidy Thomas
3.	Communications Coordinator	Dian Nelson
4.	Webmaster	Lisa Newcomer
5.	Community Engagement Coordinator	Tiana Haile
6.	Web Experience Coordinator	Tonya Street
7.	Lead Video Specialist	Jeremy Eccard
8.	Vide Specialist	Kelly Gordon
9.	Graphic Arts Coordinator	Kyle Raines
10.	Graphic Artist	Steve Blickenstaff
11.	Document Production Specialist	Brett Smith
12.	TV Manager	Vacant (Vice Time Dean)
13.	Partnership Coordinator	Vacant (Vice Mindy Bankey)

- 74004 - What are the types of things in this line item in Communication Services?
 - **Account 74004 supports systemic awards and community engagement programs. Communication Services purchases supplies (including certificates, trophies, and other materials) to support employee award and recognition programs including the FCPS Teacher of the Year program, the FCPS Substitute of the Year program, the FCPS Central Office and School-based Support Employees of the Year program, the annual FCPS Veteran in Education Award, the annual FCPS retiree recognition program, the annual FCPS partnership recognition event, the Charles E. Tressler Award recognition program, and others. Communication Services also uses this account to purchase FCPS promotional items (such as pencils, pads, signs and banners, etc.) to support FCPS's participation in community events like the Great Frederick Fair, In the Streets, the annual Community Resource Fair, Classmates4Life, and others.**

Accelerated Achievement & Equity

- 61043 on p. 7 - 3 new FTE EL teachers - amount seems to be for starting teacher salary. What if positions are given to teachers further up the salary scale?
 - **When we estimate the cost of adding a position, budget makes some assumptions. For teaching positions, we do assume a newer teacher at a step 3. If the person is hired at a salary above what we anticipated, there is usually a person hired at a lower salary than expected to offset the cost.**
- 72013 on p. 8 says it's a reversal, but I'm seeing +25,300. Is it connected to 66047?
 - **There is additional information in the note; the reversal is netted against a \$35,000 increase for interpreting services.**
- EL expansion - I don't want to assume I know what this is. My recollection is that there were more specialized programs at schools like West Frederick MS where students with less English language skills were recommended to attend (I had a 5th grade student at TuES who came from an African country and she went to WFMS in middle school). Is this to now get more EL services to more schools so that students are more likely to be able to stay in their home school?
 - **Historically, at the secondary level, EL services were provided at Frederick High and West Frederick Middle Schools. Eventually, services were also provided at Monocacy Middle School. Over the past few years, and given the significant increased number of EL students, the EL Department has worked to decentralize EL services such that schools with large populations of identified EL students can receive services at their home schools instead of attending Frederick High and West Frederick Middle Schools.**

- *EL Services at the secondary level are now provided at Frederick High, Tuscarora High, Governor Thomas Johnson High, Governor Thomas Johnson Middle, Monocacy Middle, West Frederick Middle, Ballenger Creek Middle, and Crestwood Middle Schools.*
- *Students at schools other than these attend Frederick High and West Frederick Middle Schools, however next year we will allow students from other schools to attend the school closest to the location of their home school so we can reduce travel times for students.*
- What are the next steps with Cultural Proficiency?
 - *Over the past three years, work has been done with staff, students, and community groups across FCPS. However, addressing issues of equity/inequity and the cultural proficiency model “is a developmental process that evolves over an extended period” (Nuri-Robins, Lindsey, Lindsey, and Terrell, 2012).*
 - *The next steps are recommend as this work “evolves”:*
 - *Continue building the capacity of district and school based leaders to facilitate issues of equity/inequity in our practices, procedures, and structures.*
 - *Continue building support and certificated staffs ability to support and meet the needs of our diverse student, staff, and community.*
 - *Evaluate our instructional practices and resources to ensure we our adapting our instruction to engage all learners.*
 - *Grow the work currently taking place with students in some of our high and middle schools by building school-based staff capacity to facilitate opportunities for students to inform their schools culture and academic & extracurricular opportunities.*
 - *Continue to forge and develop collaborative opportunities with groups that represent the diversity within our community.*
 - *These recommendations will require time for staff to individually and collectively reflect on current practices that prohibit and inform inclusive practices. Such reflection leads to dialogue and action that addresses the culture of our schools and district to ensure we are inclusive of all students, staff, and community groups served by FCPS.*

Special Education & Psychological Services

- Please define “Non-Public Placements.”
 - *When the needs of students with disabilities cannot be met in a comprehensive public FCPS school setting or a specialized program, the least restrictive environment placement decision may be a nonpublic special education school. This determination is made through the County IEP Team process.*
 - *Non-public placements are approved settings by MSDE.*
- Please provide costs for non-public placements including:
 - How many students are served?
 - *We currently serve 128 students through nonpublic placements. As of June 2018, we served 134 students in nonpublic settings.*
 - Breakdown of service types & costs
 - *Total Program Cost - \$9.6 million. These costs are shared between FCPS and MSDE.*
 - *Total program cost include nonpublic school tuition and related services outlined in individual student IEP such as speech language, extended school year, 1 to 1 assistant, music therapy, occupational and/or physical therapy.*
 - Any services that FCPS is able to offer that have decreased the need for non-public services.
 - *With the board’s approval last school year, this year we began a public-private partnership with Sheppard Pratt Health Systems to serve students with autism spectrum disorders, emotional disabilities, and other appropriate disabilities such as executive functioning. These are diploma-bound students.*

- *We will be planning this year to potentially look at a middle school public-private partnership to serve a similar population of students.*
 - *We have the ability to serve 10 students at any one time through this program. The goal is to meet the needs of students, striving to move them back into the comprehensive school setting as soon as possible.*
 - *The approximate cost per student in this program is \$66,605 per student. (Revised 1/23/19)*
- 74090 – Private School Tuition – Is this just tuition or is the Shepard Pratt Pilot included?
 - *This cost includes all costs for private school tuition, including those for the Public-Private Partnership with Sheppard Pratt Health Systems, Inc.*
- What are the alternatives to two full-time Psychologists?
 - *The budget line item indicates psychologists, however it may be the case that other mental health or behavioral support position is needed to respond to student needs at this time. To determine this, staff are currently reviewing our current practices and existing staffing, and we are working to align these with our current systemic needs and the mandates as outlined in the Maryland Safe to Learn Act of 2018. Specifically, our review of mental health practices and services are to:*
 - *Adhere to the mandates and expectations in the Maryland Safe to Learn Act of 2018;*
 - *Create greater synergy and efficiencies in implementing mental health, behavioral, social, and emotional supports to students;*
 - *Better define service delivery of mental health, behavioral, social, and emotional supports;*
 - *Better delineate roles and responsibilities of staff providing mental health, behavioral, social, and emotional services to students;*
 - *Consider a tiered approach to proactively and preventatively supporting students with mental health, behavioral, social, and emotional needs;**The result of this review may be that another type of mental health or behavioral support position is required other than a psychologist.*
- Could we get a breakdown of additional staff costs due to enrollment v. enhancement or increased services?
 - *22.0 FTE Positions are being requested. These positions include:*
 - *9.0 FTE – Sign Language Interpreters – Enrollment Growth*
 - *5.5 FTE – Special Education Teachers – Enrollment Growth*
 - *3.0 FTE – Speech/Language Pathologists – Enrollment Growth*
 - *2.0 FTE – Mental Health Positions – Enhancement*
 - *0.5 FTE – Itinerant Teacher (Incarcerated Youth & Home Hospital) – Enrollment Growth*
 - *1.0 FTE – Special Education Intervention Specialist – Enhancement*
 - *1.0 FTE – Special Education Transition Specialist – Enhancement (MSDE Mandate)*
- Are the Dyslexia etc. Interventionist and the Transition Specialist school-based or itinerant?
 - *These positions are centrally-based positions, however they provide direct support to students in schools.*
- What specifically does a Transition Specialist do?
 - *Transition services are highlighted as an integral part of the Maryland State Department of Education (MSDE) three-pronged focus on Early Childhood, Secondary Transition, and Access, Equity, and Progress. MSDE has communicated an expectation that each LSS designate a Transition Specialist to support the development and implementation of transition activities and services that are person-centered and drive the Individual Education Program (IEP). Previously several staff members provided these services, however with increased mandates and expectations for these services, a dedicated position is warranted.*

- *Transition planning focuses on the movement of individuals with disabilities from school to post-secondary outcomes. Planning occurs beginning at the age of 14 and transition plans and services should focus on what happens with a student one year beyond high school. These services are especially important for students in specialized programs.*
- *The responsibilities of the Transition Specialist is as follows:*
 - *Coordinating the activities and collecting data related to transition grants (Secondary Transition Implementation for Results, Secondary Transition Implementation Plan, Way2Work)*
 - *Providing professional learning for secondary staff focusing on current research and best practices in transition planning*
 - *Planning and implementing the annual Transition Fair in conjunction with community partners*
 - *Developing partnerships with institutes of higher learning (i.e. – FCC) to foster programs for students with disabilities*
 - *Updating and monitoring the implementation of the Career Readiness Framework to provide equitable supports for all students with disabilities to develop transition skills*
 - *Fostering relationships with local area businesses to provide opportunities for internships, apprenticeships, and paying jobs for students with disabilities in areas of interest*
 - *Assisting students and parents with applications for programs such as Division of Rehabilitation Services, Developmental Disabilities Administration, Behavioral Health Administration, and Department of Labor, Licensing and Regulation (DLLR) Office of Workforce Development and Adult Learning*
 - *Overseeing the implementation of Work Force Funding*
 - *Leading the Local Transition Council*
 - *Serving as the FCPS Representative to MSDE Secondary Transition Professional Learning Opportunities*
 - *Coordinating efforts with MSDE/MCIE representatives for Secondary Transition*
 - *Maintaining and continuing the development of the FCPS Transition model and updating the FCPS Quick Reference Transition Guide regularly*
 - *Developing, maintaining, and implementing current best practices in transition curriculum*
 - *Providing information to teachers, parents, and students regarding transition planning and available programs*
 - *Providing formal orientations at middle and high schools regarding agency services*
 - *Assisting in providing transition assessments to secondary special education students*
 - *Training secondary special educators in the use of transition assessments to support transition planning*
 - *Training and assisting special education staff in the design and implementation of a transition plan and writing measurable post-school goals and objectives as part of the IEP for students with disabilities*
 - *Acting as a contact and resource person for supplemental programs that extend student learning*
 - *Supporting schools, parents, and community efforts to improve the graduation rate of students with disabilities*
 - *Overseeing implementation of community work experiences for high school students with disabilities*

- *Collaborating with a range of state and community organizations to ensure appropriate supports and opportunities are available to students as they prepare for college, workforce, or other postsecondary experiences*

System Accountability & School Improvement

- Is the universal screener for all age groups? What age is the universal screener for?
 - *FCPS currently has a comprehensive local assessment program to screen students for reading difficulties.*
 - *Acadience (Dibels Next) is a new universal screening tool that is being field tested in kindergarten, first, and second grades. It is a foundational reading screener that aligns to the proposed language in the universal screening legislation and meets best practice standards for screening students for reading difficulties, including Dyslexia. The legislation specifically calls out those early grades along with specific areas of foundational reading to be assessed.*
 - *The 2019-20 FCPS Local Assessment Framework will be adjusted based on feedback from the Field Test. A comprehensive approach will be employed.*
- Do we have a tool that is appropriate for middle and high school as well? Do we have enough materials/teachers trained for it to be universally deployed?
 - *Acadience assessments can be used with older students and more specifically with any student for whom you are diagnosing deficits in foundational reading skills (i.e., phonological awareness, phonemic awareness, letter knowledge, etc.)*
 - *In addition, this new screener provides additional diagnostic and progress monitoring assessments for students who reflect areas of need. These could be used to monitor progress for students receiving interventions or progress on IEP goals and objectives that target foundational reading skills.*
 - *Currently, FCPS uses the Basic Reading Inventory (BRI) at the secondary level and we have successfully identified students at the secondary level using this tool in combination with others. That said, the FCPS workgroup on reading screening, in consultation with a Dyslexia Specialist from our Frederick Decoding Dyslexia group, is reviewing additional options that may improve upon the BRI. The workgroup will provide a systemic flowchart that will provide updated guidance to schools. Screening at the secondary level requires a multiple measures approach. This work is occurring within a larger framework of our Multi-tiered System of Supports (MTSS) and Response to Intervention (RtI) models in FCPS.*
 - *Teacher materials and training are currently covered by the \$500,000.00 that the Board dedicated to this work beginning in FY19 and reoccurring in subsequent years.*

Technology Infrastructure

- 72013 I'm sure this is connected to the report we received on Wed. and is connected to 73024 below, but can you elaborate on the specifics?
 - *The 72013 account is used by the Department of Technology Infrastructure (DTI) to pay for the annual Software Licensing for the core enterprise software products and infrastructure hardware maintenance contracts used to deliver network services to FCPS information systems. For example, the annual Microsoft Enterprise Agreement, the Mobile Device Management (MDM) for iPads, VM Ware Licenses & Maintenance, VoIP Phone System Maintenance, Server Maintenance, and others.*
 - *The 72013 increase to Contracted Prof/Tech Services of \$161,894 is primarily driven by three key factors:*
 - *The volume and inflationary increase to these expenditures.*
 - *The new structure of the Microsoft Agreement as a result of the MEEC contract renegotiations.*

- ***The Data Privacy Officer will work in direct support of the Written Information Security Program (WISP), as described in Policy 208 and Regulation 200-32, to mature FCPS's information security governance and practices. This position will support a proactive approach to the protection of FCPS staff and student data privacy. The Data Privacy Officer will coordinate with organizational system owners, data owners, and cybersecurity specialists to develop practices, procedures, and training elements in support of FCPS's ability to protect the information with which we have been entrusted. The Data Privacy Officer will also coordinate with the student information owner to ensure FCPS's operational and technical compliance with Maryland HB568.***

School Administration & Leadership

- There are elementary schools with no band or instrumental instructor listed on their website. Do all the elementary schools share teachers or do some not have band or orchestra? Can we add some positions?
 - ***Instrumental music instruction is offered to 4th and 5th grade students at all 37 of our elementary schools. Working in teams of two, itinerant teachers provide this instruction at each school building one day per week (due to enrollment, the teachers who instruction at Centerville Elementary are there twice a week). Adding positions for elementary instrumental music is at the Board's discretion. Susan Thomas, PreK-5 Visual & Performing Arts curriculum specialist, can provide pertinent information for the Board's consideration.***
- Elementary Schools - p. 19. Can you explain the changes in school based allocations in lines 72013, 72021, and so on?
 - ***This is a placeholder in the budget for changes in the school-based foundation funding. Schools will reallocate this funding beginning in February.***
- Middle Schools - p. 21. If there's growth, why are we losing an IA?
 - ***One of our middle schools had a projected FY19 enrollment of 910 students. This school's FY20 projection is 894. This decrease in projected enrollment means the loss of one instructional assistant according to the middle school staffing model.***
- High Schools - p. 24. What constitutes the contingency for the 2 AP positions in line 61025?
 - ***The two contingency assistant principal positions requested for FY20 will allow us to support schools that see a significant enrollment increase once staffing is fully allocated. The two positions are budgeted at the higher high school assistant principal rate of pay. However, these positions will be available to address administrative staffing at all three levels.***
- Behavioral Specialists - what degree/background is necessary?
 - ***Master's degree in Social Work, School Counseling, Psychology, Special Education or related field.***
 - ***Minimum of 3 successful years as a social worker, psychologist, counselor, or special educator.***
 - ***Successful experience in working with children and/or adolescents with significant behavioral and emotional difficulties.***
 - ***Experience in writing and implementing Behavior Intervention Plans.***
 - ***Certification by the Crisis Prevention Institute (CPI) or other appropriate professional organization.***
 - ***Eligibility for a Maryland professional certificate.***
- What's the reason for decrease to line 74004 in FY19?
 - ***The budget has remained the same; the difference in FY18 reflects actual expenditures.***

Charter Schools

- Pg. 30 – 74099 Other – jumped from \$180K to \$2,040,971. Does that include transportation settlement? And what else?
 - ***This line item is the majority of the Charter School funding and is placed in this account for simplicity of budgeting. The exact Charter School funding cannot be calculated until after the final operating budget is approved. Therefore, at the beginning of each fiscal year when the Charter Schools are given their annual per pupil allocation, they then decide where they wish to budget the funds. Once they notify FCPS of their desired allocations, a budget amendment is processed to align their operating budgets. So this line item during the budget process is a placeholder for the majority of their budgets.***
- Is FCPS now including transportation costs for the charter schools?
 - ***Yes.***

Human Resources

- Pg. 42 – 72013 Contracted Services increase of \$110,317. Please identify the needs covered by this.
 - ***The license fee for Skillsoft. The agreement ends on May 3, 2019 and our account rep said to budget for a 5% increase. The license fee for 18-19 was \$10,335.00. A 5% increase would make that cost \$10,851.75 resulting in the need for an increase in budget of \$516.75.***
 - ***Our 6 year agreement with Smartfind ends on June 30, 2019. The cost last year was \$47,381.90. The Analytics tool was a contract add-on and the vendor provided a discount to FCPS over several years, which will end with the agreement in June. Because of that, and because of upgrades to the tool, we were told to expect a significant price increase. We expect to have a firm estimate soon, but have budgeted for as much as a \$12,600 increase. This is our worse-case scenario and are also exploring other options.***
 - ***This current year is the last year of the 7 year maintenance agreement with Crossmatch. When the agreement expires in August, 2019, it cannot be renewed because Crossmatch considers that the scanners have reached the end of their useful life. Which means will need to replace our scanners in FY 20.***
 - ***The cost to replace the two scanners we now have with the bundled software and the linked laptops is \$11,075. That cost includes a technician coming on site to install, configure, and run test records to the state of Maryland. It also includes a 1 year maintenance agreement. With the new equipment purchase, we will again be able to renew 1-yr maintenance contracts for another 7 years.***
 - ***We will also need to do the bundling and get the linked laptops since Maryland law requires the laptop used for data entry be linked to the same scanner that does the printing.***
- What is the plan for hiring African-American and other minority teachers?
 - ***I am proud to report that this past hiring season for the 18-19 school year we hired 41 teachers of color. That number is up from 30 last year and 22 the year before that. Of the 41:***
 - ***21 were Black/African American***
 - ***12 were Hispanic***
 - ***7 Asian***
 - ***1 American Indian***
 - ***You will be getting a copy of our annual hiring report after this work session.***
 - ***You also receive every year a copy of our recruitment plan so you'll be receiving an updated copy of that along with the hiring report.***
 - ***We are working to also get that information published to our website in the near future.***

- 72013 Why is there a cost in this line for NBC? If it is related to teachers pursuing, how many teachers does this cover?
 - ***The cost covers 1/3 of the program fees for 20 initial NBCT candidates and 10 renewals. Per COMAR, MSDE pays 2/3 of the cost. Increasing and maintaining NBCT's helps to support Goal 2, Priorities 3 and 4.***
- p. 42. Do we have data to show the efficacy of teachers obtaining National Board Certification?
 - ***I provided an Impact Brief from the National Board for Professional Teaching Standards so hopefully you have it available; it's an attachment to this document. We do not have data specific to FCPS NBCTs, however, as you'll see in the Impact Brief, more than a decade of research from across the country confirms that students taught by Board-certified teachers have an increase in learning estimated to be an additional one to two months of instruction. The positive impact of having a Board-certified teacher is estimated to be even greater for minority and low-income students. Also, according to a poll provided by the National Board for Professional Teaching Standards, 81% of Americans across the political spectrum believe teachers should achieve Board certification, beyond licensure.***

Office of the Chief Operating Officer

- What are the sources of revenue from the athletic fields? Are we looking to increase that revenue? Where does the field revenue get invested?
 - ***Athletic field rental revenue is collected centrally and managed by Fiscal Services. Artificial turf rental revenue is collected and placed into a separate fund to assist with future turf replacement requirements. Staff monitors field use and is working with schools to ensure that maximum availability is provided to community user groups when fields are not being used by students. The Artificial Turf Fund receives interest earnings from calculating the average rates of return for the MLGIP (Maryland Local Government Investment Pool) and PNC Money Market accounts, over the course of the fiscal year.***

Facilities Services

- 72045 Is this cost related to the updated requirements for the new type of SWM systems? Is it related then to additional costs related to a specific facility or facilities?
 - ***This request is to accommodate both an increase in the quantity, and complexity, of storm water features. New schools (e.g., Butterfly Ridge ES) and replacement schools (e.g., Lincoln ES) must adhere to the most recent regulations that include more features than in the past. Traditional ponds present a minor maintenance burden, as long as vegetation is routinely maintained. Schools built around 2006 include more complex water quality features that use mechanical, or vegetative, means to filter storm water runoff. Around 2009, underground features to control quantity were included in several schools including West Frederick MS, and the Earth and Space Science Laboratory. Around 2011, surface features adjacent to paved sections have become standard for water quality – these features rely on sand filters and landscaping features that require programmed maintenance. All storm water management features require inspection and maintenance to remain functional, and avoid fines from local jurisdictions. All structures also require aperiodic repair.***

Energy & Recycling

- Pg. 52 – Please identify those funds used for recycling.
 - ***The \$90,000 funding allocation for recycling is programmed in 10-076-72035 (i.e., Budget Category: 10 - Operation of Plant; Department: 076 - Energy and Recycling; Account: 72035 – Contracted Services/Refuse).***
- P. 52 - where do we rent parking space?
 - ***FCPS leases four parking lots in the following locations:***
 - ***Commerce St. lot (central office)***
 - ***Parking Deck (central office)***
 - ***All Saints St. lot (central office)***
 - ***Fraternal Order of the Eagles lot (Brunswick ES)***

Transportation

- 72031 Is this due to an increase in need or does this reflect a reduction in the use/number of FCPS bus drivers in this capacity?
 - ***When FCPS Transportation cannot provide a field trip bus for athletics, the school contacts an approved vendor to complete the trip. This occurs when all special field trip buses have been assigned for that day (school trips also) i.e., rescheduling due to weather, competitions, playoffs. The field trip bus fleet has remained the same for many years – this is not due to an increase/reduction in staff. I have requested an increase for this specific line item annually for the past 7 years.***
- Pg. 59 – 73998 Expense Recovery - Supls / Mat – Please explain this category and dollar amount.
 - ***Frederick County Public Schools has been claiming a refund of motor fuel tax paid on motor fuel purchased for the use of transporting students with FCPS owned school buses from the State. The refund amount is determined by the number of gallons purchased times the tax rate. This process is completed once a month by the Budget Office.***
- Pg. 60 – 74071 – Uniforms? For whom?
 - ***The Transportation Department furnishes uniforms to our shop personnel (shop support, mechanics, parts personnel, admin., etc.).***

Fiscal Services

- 72013 – What is “Administrative Cost Recovery?”
 - ***This is the cost of the student activity fund software and associated costs which are currently being paid via a 4% administrative fee passed to our parents. We are proposing to cover this cost via the operating fund and discontinue the administrative fee to our parents on their student activity fund transactions.***
- 72024 – What services will be covered in this item?
 - ***This increase is the estimated increase to the PeopleSoft Human Resource and Financial Systems maintenance contracts.***

Fiscal Services Non-Departmental

- Pg. 64 – 61999 One-Time Salary Class Adjustments – Please explain the negative number and where it comes from.
 - ***This line item includes the projected salary savings of \$3.3 Million less the reclassification funds of 132,448. The \$3.3 Million in savings (which show as negatives in the budget) are estimated salary savings from retirements and resignations. This estimate is fine tuned in the spring once our retirement early notification period has passed and we know more information on the employees planning to retire July 1.***
- Pg. 66 – 74199 Other Budget Mgmt – What is in this category?
 - ***This is the fringes associated with the new positions in the recommended budget.***
- Are the increases in insurance costs known or are you just being fiscally safe?
 - ***Health and Dental insurance increases are estimated by the Insurance Council, in consultation with their benefit consultant in November each year. They review both plan trends and market factors in the establishment of the budget mark. Final increases in rates are normally established in the March/April timeframe by the Insurance Council for the upcoming fiscal year. Historically the budget mark has been conservative and there has been positive budget adjustments in this line item.***

Restricted

- Pg. 69 – 66199 Other Salary Budget Mgmt – Why is this listed twice and what does it entail?
 - ***The listing of this account twice was an error on an earlier version of the report. The posted report only shows account 66199 in the restricted fund once.***
 - ***This line is a place holder until budgets are determined by the grants which in most cases is not until after the operating budget is approved.***

New Requests

- The last slide of the PowerPoint includes New Requests, or items that aren't included in the budget but are still of importance to the Superintendent. Are these listed in order of importance?
 - ***The new requests are listed in order of expense, not importance. All of the new requests were rated as a priority 2 by the cabinet during our cabinet vetting process in preparation for the Superintendent's Recommended Budget.***

General Questions

- In the Superintendent's Budget video online, she mentions creating incentives for teachers in FCPS to continue working in FCPS (at 4:58). Could you provide a few concrete examples of what this has looked like in the past year?
 - ***If you review our teacher salary scales on pages 163 – 165 for the FY19 budget book, you will see the different lanes for teachers. Teachers are in charge of their ability to change lanes by continuing to pursue education. FCPS has tuition reimbursement programs for staff to incentivize continuing education. We also pay stipends to teachers who receive the National Board Certification.***
- What resources are we providing to the schools that received a 3 star rating? What is the plan to get these schools to at least a 4 rating?
 - ***While the State creates the star ratings for schools each year, FCPS monitors school progress even more closely and more often. There are several ways we provide support for schools:***
 - ***Annually, the SASI department uses a matrix of complexity factors to determine Tier I and Tier II schools. Before a school is identified as a Tier II school, its data is monitored for two years to ensure a true trend and not a one-year anomaly. Once a school is identified as a Tier II school, it remains in Tier II for a minimum of two years and is monitored at both the school and central office levels. Tier II schools are supported with a modified staffing model that provides additional staffing. The Frederick County Public Schools Fiscal Year 2019 Adopted Operating Budget book contains full details of the staffing models.***

- *Schools identified as having the greatest need and complexity are part of the systemic Collaborative Improvement Process (“CIP”). Central office staff meet regularly with the identified schools to discuss progress and needs. These schools benefit from close monitoring of their School Improvement Plans and networking with their peers. Three tenets undergird the support for CIP schools include:*
 - 1) *a study of high-yield leadership in high poverty schools,*
 - 2) *support for high quality instruction, and*
 - 3) *building a Culture of Belief that is noted in the Turnaround school research. Central office staff are an extension of the school teams, working to remove barriers and seeking additional financial or training supports as necessary. For example, the team was able to provide resident substitutes for these schools, provide funds to support teacher collaboration (Title II), support schools with a special teacher recruitment process, and provide more intensive training in the school improvement process.*
- *All schools use the Accelerated Learning Process (“ALP”) for regular, ongoing data review at the school level. This process is supported by all departments in the ACTS division, and support is tailored to the individual needs of each school. For example, a school may notice a trend in language arts that initiates support from curriculum. SASI and SAL staff often attend School Improvement Team and grade level or department team meetings to provide support.*
- *The ACTS team performs a central data review by level (elementary, middle and high) to look at local assessment data for all schools and to determine what supports are needed.*
- *Related to ESSA Reporting, AAE leaders are discussing an additional unique layer of support that will assist Targeted Support and Improvement (TSI) Schools with a goal of targeting specific student groups.*

NATIONAL BOARD

for Professional Teaching Standards®

Impact Brief

The Proven Impact of Board-Certified Teachers on Student Achievement

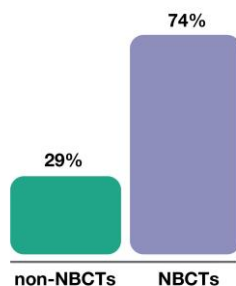
Through **National Board Certification**, teachers demonstrate that their teaching meets the profession's standards for accomplished practice through a rigorous, peer-reviewed and performance-based process, similar to professional certification in fields such as medicine. In achieving Board certification, teachers prove their ability to **advance student learning and achievement**.

More than a decade of research from across the country confirms:

Students taught by Board-certified teachers learn more than students taught by other teachers.

Estimates of the increase in learning are on the order of an **additional one to two months of instruction**. The positive impact of having a Board-certified teacher (NBCT) is even greater for minority and low-income students.¹ This improvement in student outcomes is mirrored by NBCTs achieving stronger results on leading measures of **teacher effectiveness**, including robust classroom observations and value-added scores. The compelling research on the effectiveness of Board-certified teachers is particularly noteworthy when compared to the lack of consistent research on the effectiveness of teachers with master's degrees.²

Students of NBCTs demonstrate evidence of deeper learning nearly three times more frequently than their peers



Students of NBCTs gain one to two months of additional learning compared to their peers in other classrooms



Student work samples that reflect deeper learning, in the classrooms of NBCTs compared to the classrooms of non-NBCTs

National Board Certification is a voluntary advanced professional certification for PreK-12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment.

81% of Americans across the political spectrum believe teachers should achieve Board certification, beyond licensure, as it is in other professions ([2014 PDK/Gallup poll](#)).³

Learn more at nbpts.org/policy

Leading Research From States and Districts Across the Country

- **Washington State (2015)**: “[Board-] certified teachers are more effective than non-certified teachers with similar experience.” Their findings suggest NBCTs produce gains of up to “nearly 1.5 months of additional learning.”⁴
- **Chicago, IL and Kentucky (2014)**: “We found evidence that Board certification is an **effective signal of teacher quality** [based on student test scores]...across locales, test types, and subject areas.”⁵
- **Los Angeles, CA (2012)**: “National Board Certified teachers **outperform other teachers** with the same levels of experience by 0.07 and 0.03 standard deviations in elementary math and English/language arts (ELA) respectively... roughly equivalent to **two months of additional math instruction and one month of additional ELA instruction.**”⁶
- **Gwinnett County, GA (2012)**: “National Board Certified teachers outperform other teachers with the same levels of experience.”⁷
- **Hillsborough County, FL (2012)**: “The district found that **NBCTs rank higher** than non-NBCTs on written evaluations and value-added measures. Fifty-eight percent of NBCTs received the Merit Award Program (MAP) bonus, indicating they were among the **top 25 percent of teachers** in their subject area.”⁸
- **Florida (2011)**: “Certification by the National Board is **correlated with achievement** in math and reading in both elementary and middle school.”⁹
- **Charlotte, NC (2010)**: “We found that NBCTs were **significantly more effective**...than their non-NBCT counterparts in several EOC tested courses: Algebra II, Biology, Civics and Economics, Chemistry, and Geometry.”¹⁰
- **Los Angeles, CA (2008)**: “The difference in impacts [on student achievement] between [Board-certified teachers] and unsuccessful applicants was statistically significant.”¹¹
- **North Carolina, Ohio, and the Washington, D.C. area (2008)**: “Seventy-four percent of student work samples in the classes of NBCTs were judged to reflect a level of **deeper understanding**... [compared] with 29% of the work samples of [students] of non-NBCTs.”¹²
- **North Carolina (2007)**: “We find consistent evidence that [Board certification] is **identifying the more effective teacher applicants** and that National Board Certified Teachers are generally **more effective than teachers** who never applied to the program.”¹³
- **North Carolina (2007)**: “The positive and statistically significant coefficients...indicate that the Board does indeed confer certification on the more effective teachers, as would be appropriate to the extent that the policy goal is to **reward effective teachers.**”¹⁴
- **Arizona (2004)**: “Effect size...informs us that the **gains made by students** of Board-certified teachers were **over one month greater** than the gains made by the students of non-Board certified peer teachers.”¹⁵
- **Miami-Dade, FL (2004)**: “We find robust evidence that [National Board Certification] is an **effective indicator of teacher quality.**”¹⁶

¹ Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? *The Review of Economics and Statistics* 89(1), 134-150; Cavalluzzo, L.C. (2004). Is National Board Certification an effective signal of teacher quality? The CNA Corporation.

² Clotfelter, C., Ladd, H., & Vigdor, J. (2007). How and why do teacher credentials matter for student achievement? (NBER Working Paper 12828). Cambridge, MA: National Bureau of Economic Research; Betts, J.R., Zau, A.C., & Rice, L.A. (2003). *Determinants of Student Achievement: New evidence from San Diego*. San Francisco: Public Policy Institute of California.

³ 46th Annual PDK/Gallup Poll, October 2014, p. 50, http://pdkintl.org/noindex/PDKGallupPoll_Oct2014.pdf.

⁴ Cowan, J., & Goldhaber, D. (2015). *National Board Certification and Teacher Effectiveness: Evidence from Washington*. The Center for Data & Research, University of Washington Bothell.

⁵ Cavalluzzo, L., Barrow, L., Henderson, S. et al. (2014). *From Large Urban to Small Rural Schools: An Empirical Study of National Board Certification and Teaching Effectiveness*. CNA Analysis and Solutions.

⁶ Strategic Data Project (2012). *SDP Human Capital Diagnostic: Los Angeles Unified School District*. Center for Education Policy Research, Harvard University.

⁷ Strategic Data Project (2012a). *Learning about Teacher Effectiveness: SDP Human Capital Diagnostic: Gwinnett County Public Schools, Ga.* Center for Education Policy Research, Harvard University.

⁸ National Board for Professional Teaching Standards. (2012). *Hillsborough County Public Schools: New data prove the value of National Board Certification*. Retrieved from http://www.nbpts.org/about_us/success_stories/hillsborough_success_sto.

⁹ Chingos, M. M., & Peterson, P. E. (2011). It's Easier to Pick a Good Teacher than to Train One: Familiar and New Results on the Correlates of Teacher Effectiveness. *Economics Of Education Review*, 30(3), 449-465.

¹⁰ Salvador, Samantha K., & Baxter, Andy (2010). *National Board Certification. Impact on Teacher Effectiveness*. Charlotte-Mecklenburg Schools, Center for Research and Evaluation, Office of Accountability.

¹¹ Cantrell, S., Fullerton, J., Kane, T., & Staiger, D. (2008). *National Board Certification and Teacher Effectiveness: Evidence From a Random Research Assignment Experiment*. Working Paper 14608. National Bureau of Economic Research.

¹² Smith, T., Baker, W., Hattie, J., & Bond, L. (2008). “A Validity Study of the Certification System of the National Board for Professional Teaching Standards” *in* *Assessing Teachers for Professional Certification: The First Decade of the National Board for Professional Teaching Standards*. *Advances in Program Evaluation*, Volume 11, 345-378.

¹³ Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? *The Review of Economics and Statistics* 89(1), 134-150.

¹⁴ Clotfelter, C., Ladd, H.F., & Vigdor, J.L. (2007). How and why do teacher credentials matter for student achievement? Working paper 2. National Center for Analysis of Longitudinal Data in Education Research.

¹⁵ Vandervoort, L.G., Amrein-Beardsley, A., and Berliner, D.C. (2004). *National Board Certified Teachers and their students' achievement*. *Education Policy Analysis Archives*, 12 (46).

¹⁶ Cavalluzzo, L.C. (2004). Is National Board Certification an effective signal of teacher quality? The CNA Corporation.