

WE LEAD!



2025-2026  
ANNUAL REPORT

# LEAD

## LISTEN EMPOWER ASPIRE DELIVER

St. Mary's County Public Schools' (SMCPS) annual report highlights the school system's progress, priorities, and impact over the school year. Through this report, SMCPS demonstrates accountability in how we use our resources, shares evidence of our growth and challenges, and connects our daily work to our long-term vision and strategic goals. Over the past three years, SMCPS has established a unifying acronym to organize and communicate our key initiatives created by the Student Member of the Board, helping our community see how individual programs fit within a coherent plan for continuous improvement.



# STUDENT BOARD MEMBER



In 2025, St. Mary's County Public Schools (SMCPS) experienced a year defined by transformation and resilience in the face of ever-changing environments. From pioneering new ways of learning to cultivating empathy and collaboration, schools redefined what it meant to be educated, what it meant to rise as leaders, and what it meant to inspire growth within the classrooms and beyond.

At the beginning of my term as Student Member of the Board, Superintendent Smith and I envisioned a platform that would reconnect us with our purpose, our creativity, and our dedication to learning. This vision became SMCPS LEAD, symbolizing how we in St. Mary's County Public Schools **Listen, Empower, Aspire, and Deliver.**

This year, the Superintendent and I made a bold goal to visit every single elementary school to talk with our 5th-grade students. The goal was to Listen to their ideas, Empower their experiences, inspire them to Aspire toward their dreams, and guide them to Deliver the best in everything they do - to see themselves as the leaders of today and tomorrow.

Ms. Vanessa Li  
Student Board Member

On our journey, students told us that Listening didn't mean just hearing words, but being fully engaged and participating with intent; they told us that Empowering means to have a "we got this!" attitude; they told us that Aspiring means to reach for the stars, excitedly shouting out their dream professions like being a police officer, teacher, and even a lego-building master!; they told us that Delivering means to stay strong no matter how hard the challenge, and to always stay curious.

Visiting these schools reminds us that leadership is much more than holding a title, but **Listening** with purpose, **Empowering** others, **Aspiring** towards a goal, and **Delivering** your best in the classroom each and every day.

Throughout this annual report, you will see how our wonderful schools, teachers, and students LEAD!



# LISTEN

*SMCPS hears our community, staff, and students and incorporates their feedback to guide decisions that strengthen our schools.*

## Superintendent's Advisory Group of Employees (SAGE)

The Superintendent's Advisory Group of Employees (SAGE) is comprised of the Educational Support Professional and Teacher of the Year nominees, as well as the Leader of Excellence and Principal of the Year recipients. SAGE meets quarterly to discuss key matters within the school community.

## Superintendent's Student Leadership Advisory Council (SSLAC)

The Superintendent's Student Leadership Advisory Council (SSLAC) includes secondary students from each high school, guided by the Student Member of the Board and other student leaders. SSLAC meets quarterly and focuses on three key areas: Leadership, Communication, and Student Interests. SSLAC provides a platform for students across all schools to give input, collaborate, plan, and develop school programs and policies.

## Principal's Advisory Council (PAC)

The Principal's Advisory Council (PAC) includes students who meet regularly with school administrators to address school-based issues. These advisory groups provide meaningful opportunities for student voice and offer valuable insights that inform school decision-making and collaborative problem-solving.



## Parent & Family Engagement

SMCPS believes that when parents and caregivers have a meaningful voice in their child's education, access to a rigorous and relevant learning environment is strengthened. To ensure parent voice is heard, SMCPS employs a variety of two-way communication strategies throughout the year, including participation on school improvement teams, written and electronic surveys, feedback forms, and in-person conferences.

Many schools have active PTA/PTO organizations that support student needs and help secure the resources required for schools to operate efficiently. Parent booster organizations also play a key role in supporting student-athletes and artists, as do specialized initiatives such as Best Buddies and the Citizens Advisory Committee for Special Education.

District leadership meets quarterly with parent and community representatives through the Educational Equity Citizens Advisory Committee. This group helps ensure that policies, regulations, and practices promote equitable access to inclusive school environments and that instruction reflects the rigor and relevance of a world-class education that prepares all students for college and career.



# Facility Utilization and School Boundary Study

SMCPS launched a comprehensive Facility Utilization and School Boundary Study initiative to guide how our schools serve students and families in the years ahead. SMCPS is committed to student success, equity, and responsible stewardship of our public resources.

As our county continues to grow and change, from rural neighborhoods to town centers, this process is an opportunity to address key challenges like overcrowding, aging buildings, and enrollment shifts. Most importantly, it's a chance to ensure that every student learns in a safe, well-resourced, and inspiring environment. This work will affect all of us—students, families, educators, and community members.

The school system created a dedicated website (<https://www.smcps.org/redistricting>) with information on data, analysis, events, surveys, and other materials related to the ongoing study. The site also includes a comprehensive FAQ section and a way to submit comments and questions. All questions and comments can be submitted through the dedicated email at **[redistricting@smcps.org](mailto:redistricting@smcps.org)**.

To support student success and ensure responsible use of school system resources, SMCPS partnered with CannonDesign, a national leader in educational planning and design, to lead a comprehensive review of all school facilities, analyze local enrollment and demographic trends, and guide a transparent, community-centered planning process.

The logo for Cannon Design, featuring the words "CANNON" and "DESIGN" in white, uppercase, sans-serif font, stacked vertically on a red rectangular background.

This work continues throughout the school year with possible implementation in the 2026-2027 school year.



***SMCPS believes in planning with the community, not just for it.***

# EMPOWER

*SMCPS equips educators, students, and families with the supports and opportunities needed to succeed.*

## Attendance Matters

When students come to school **every day and on time**, it strengthens their confidence and sense of belonging. Regular attendance not only supports academic success but also instills responsibility, trust, and consideration for others. Encouraging students to be accountable for their attendance helps create a positive and effective learning environment.

Attendance initiatives in schools foster a positive school culture in which attending class is valued and encouraged. School attendance teams regularly monitor student attendance and collaborate with students and families to remove barriers and promote strong attendance.

While we strive to meet an attendance standard of 94%, we recognize that students' presence is essential to their success. Increasing student attendance requires a shared commitment and joint effort between schools and families.

## Mental Health and Wellness for Students and Staff

SMCPS promotes mental health and wellness so students and staff can successfully navigate life's challenges.

Students build resilience by caring for their mental health and accessing school-based supports, including social-emotional learning, curriculum-based counseling, group and individual counseling, and evening counseling. School-based mental health staff partner with students to improve overall well-being and support positive outcomes.

Staff well-being is equally important. The staff mental health resources site provides tools and strategies for self-care, stress management, and emotional wellness to help employees maintain a positive mindset and feel renewed.

Mental health is an essential part of overall health. Our school counselors and staff help students understand that emotional, psychological, and social well-being influence how they manage stress, build relationships, and make everyday decisions.



## Community Schools

At the core of our community schools are the integrated support services that address our students' and families' health, mental well-being, and personalized academic needs. Wraparound services include before/after-school programs, healthy food, academic interventions, enrichment opportunities, behavior and mental health services, and vision and dental services.

By fostering a sense of connectedness and belonging, community schools offer essential resources to students and families where they are most needed.



## Pre-Kindergarten Expansion

With expanded Pre-Kindergarten (Pre-K) options for eligible four-year-old children, SMCPS had the capacity to offer full-day Pre-Kindergarten to 520 4-year-olds, with priority to economically disadvantaged students. Children from families with incomes at or below 600% of the Federal Poverty Level (FPL) who have an active Individualized Education Plan (IEP) or are a Multilingual Learner (ML) were also eligible. All applications were screened for age, residency, and income eligibility.

Pre-Kindergarten is available at most elementary schools or at a neighboring school with transportation provided.



## Farm To School

Maryland Homegrown School Lunch Week is an element of the Maryland Farm to School Program, which is administered in partnership by the Maryland Department of Agriculture (MDA) and the Maryland State Department of Education (MSDE).

The program aims to bring locally-produced foods into schools, provide hands-on experiential learning to students, and integrate food-related education while promoting the benefits of local, nutritious foods.



# EMPOWER

## Student Support and Enrichment

### Multilingual Learner Supports

SMCPS has implemented a co-teaching model to serve our Multilingual Learners (ML) across all grade levels. Co-teaching also provides more opportunities for MLs to interact with and participate in regular classroom instruction alongside their English-dominant peers.

ESOL teachers pull out when there is a targeted need for additional intervention. For students who pull out, arrangements are made with the classroom teacher(s) at each school regarding the best time to meet with the student(s). Daily ESOL classes, focusing on explicit English language instruction, are offered at all three of our high schools.

### Special Education

SMCPS provides support through a continuum of services and programs designed to meet the needs of all our learners with disabilities in their least restrictive environment. All students have available to them a free, appropriate public education designed to meet their unique needs and prepare them for employment, post-secondary education, and independent living.

### STEM 4 ALL

The Science, Technology, Engineering, and Mathematics (STEM) 4 All initiative provides a high-quality STEM lesson in each 3rd, 4th, and 5th-grade classroom once per quarter. The lessons are designed to be highly engaging, hands-on, rigorous, and provide an opportunity for all students to see their potential in future STEM courses and STEM careers.



### Multi-Tiered Systems of Support

Multi-Tiered Systems of Support (MTSS) is a data-driven, decision-making framework integrating schoolwide interventions and supports. SMCPS is launching the first phase of its districtwide MTSS across all content areas, grounded in strong, consistent Tier 1 instruction. A cross-departmental work group is guiding this initiative, beginning with a Foundations Pilot in four elementary schools, addressing the following goals:

- Ensuring that Tier 1 instruction adequately addresses the needs of at least 80% of our students.
- Designing additional skill development through targeted Tier 2 instruction.
- Aligning Tier 1 instruction to where students are on the phonics scope and sequence instead of requiring instruction based on the “level” of Foundations.



# Staff Development and Teacher Pipeline

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## Registered Apprenticeship

SMCPS continues its partnership with the Maryland Department of Labor through the Registered Teacher Apprenticeship (RAP) program. Teacher Apprentices receive ongoing coaching from veteran educators while gaining hands-on experience supporting and leading classroom instruction.

In addition, SMCPS was awarded the Apprenticeship Innovation Grant and has partnered with Towson University to review and refine degree pathways, with a focus on removing programmatic and financial barriers for these future teachers.

## New Educator Induction

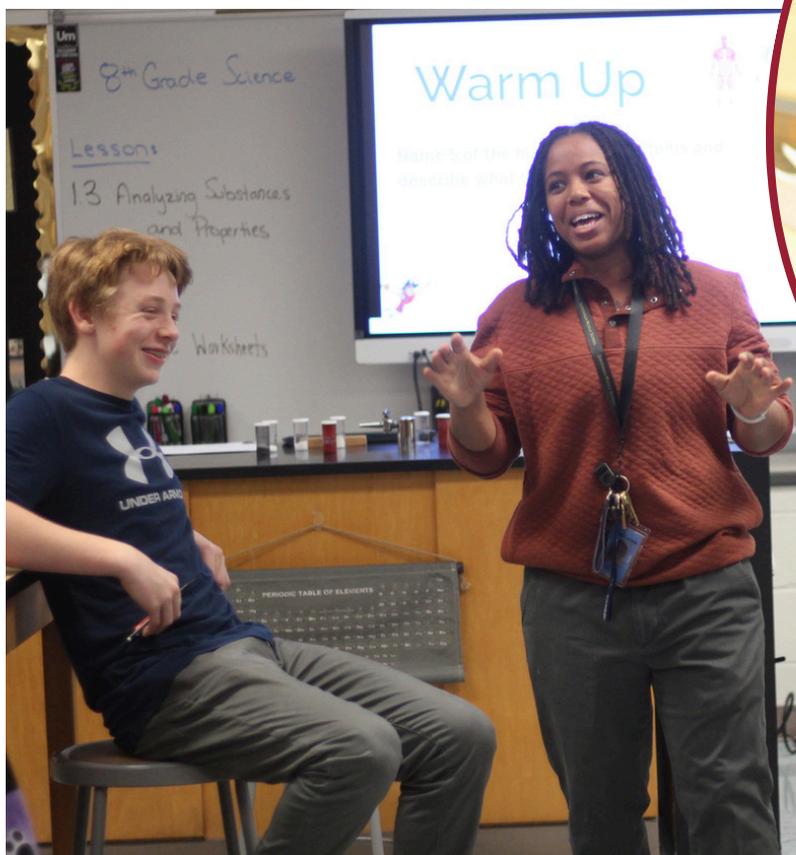
The SMCPS Comprehensive Induction Program provides professional learning, mentoring, and ongoing support for educators new to our school system.

## National Boards

SMCPS provides a variety of resources and supports for approximately 145 National Board candidates, including training on the use of staff iPads and Swivls, as well as access to Professional Learning Facilitators who offer targeted professional development and guidance throughout the National Board process.

New this year, SMCPS launched a National Board support course, with 97 candidates (66% of the total) participating in monthly sessions led by National Board Certified Teachers (NBCT) from September through May.

SMCPS also celebrated 12 newly certified teachers and 2 NBCTs who successfully maintained their certification.



# ASPIRE

*SMCPS expands rigorous pathways and pursues continuous improvement to prepare every learner for the future.*

## Academies

Opportunities are available to students in SMCPS based on both their interests and their needs. Our Academy programs include Science, Technology, Engineering, and Mathematics (STEM); Global International Studies (GIS); Academy of Finance (AoF); Academy of Visual and Performing Arts (AVPA); and the Virtual Academy (VA).



## Dual Enrollment

In partnering with the College of Southern Maryland (CSM) and other institutions, we help our students to be College and Career Ready. This focus has resulted in the expansion of dual enrollment courses both on and off campus for our students. Dual enrollment courses available to our high school students include: English Literature I, Introduction to Human Anatomy and Physiology, and Calculus I. In addition, several courses at the Dr. James A. Forrest Career and Technology Center have articulated credit agreements with colleges and institutes of higher education.

## Advanced Placement Courses (AP)

Advanced Placement (AP) courses are college-level courses offered at each of our high schools. SMCPS offers AP courses across the following disciplines: Art, Computer Science, English, Mathematics, Music, Science, Seminar and Research, Social Studies, and World Languages. We encourage all students to take at least one AP course in their high school course of study to experience early engagement in the college experience. In late spring, students in AP courses are able to take AP Exams given by the College Board. If students score a 3 or higher, they have the opportunity to earn college credit.

## Associates of Arts in Teaching (AAT) Pathway

SMCPS is partnering with CSM to provide its first Early College program through the AAT. Students enrolled in the AAT program complete their entire senior year at CSM, with four courses in the fall and four in the spring, focused on education-based coursework in preparation for a career in teaching. They can choose to remain at CSM to earn their AAT or transfer to a partnering college or university to complete their bachelor's degree.



## Arts

SMCPS continues to be a leader in access to performing and visual arts in Maryland. With strong support from the Board of Education and the Superintendent, students interested in art, music, and theatre have many opportunities to engage in the creative process and grow as artists. Examples include, but are not limited to: our award-winning marching bands, high-quality theatrical productions, honor music ensembles, and rigorous AP visual arts course offerings.

SMCPS was designated as a 2025 Best Community for Music Education and as a Premier Community for Theatre Education.



## Athletics

Athletics benefit students, schools, and communities by promoting physical fitness, teamwork, leadership, and community spirit. They instill valuable life skills and contribute to a well-rounded educational experience. SMCPS continues to provide opportunities for students to participate at the Varsity and Junior Varsity levels in 20 different sports.

## Career and Technology Education (CTE)

The Dr. James A. Forrest Career and Technology Center CTE high school serves 1,000 students from the three comprehensive high schools in SMCPS. Nearly all of our programs include one or more Industry-Recognized Credentials (IRCs) that students can earn through assessments embedded in the courses. The Forrest Center partners with businesses to identify what skills, content, and IRCs will best prepare students for the real world. In collaboration with these businesses, the Forrest Center also offers apprenticeships and internships, some of which are paid.



# George Washington Carver Elementary School Named National ESEA Distinguished School

The National Association of ESEA State Program Administration (NAESPA) publicly recognizes up to two Title I schools from each state that receive federal funding for their outstanding achievement in education in one of three categories.

George Washington Carver Elementary School (GWCES) was awarded this distinction for closing the achievement gap between student groups, as determined by the state. GWCES demonstrated exceptional progress in raising achievement among Multilingual Learners (MLs), students identified as two or more races, and Hispanic students, resulting in measurable gains in narrowing achievement gaps on the Maryland Comprehensive Assessment Program (MCAP) and other data sources for three consecutive years.

As a Comprehensive Support and Improvement (CSI) school, GWCES serves as a model for school improvement across the state. The progress made in closing gaps for MLs, two or more races, and Hispanic students sometimes outperforms the state average. Dr. J. Scott Smith stated, "What fantastic news and validation of the hard work done on behalf of our students."



## ASPIRE TO EXCELLENCE

### Maryland Purple Star Schools

Maryland Purple Star Schools are recognized by the Maryland State Department of Education for their strong commitment to supporting students from military-connected families. This designation honors schools that create welcoming environments through dedicated points of contact, targeted resources, and meaningful practices that ease transitions and promote student success.



Leonardtown  
High School



Leonardtown  
Elementary School



Hollywood  
Elementary School

# ASPIRE TO GREATNESS

Each year, we extend our gratitude to our teachers, principals, and support staff. Every employee plays an important role in the success of our students. The employees of SMCPS are dedicated to making a difference in the lives of children, and we proudly celebrate their impact. Recognitions include our Educational Support Professionals of the Year, Outstanding Educators, and Leaders of Excellence.

SMCPS 2025 Educational  
Support Professional of the Year

**Ms.  
Mallory  
Evans**

*Front Office Secretary,  
Spring Ridge Middle School*



SMCPS 2025 Maryland  
Teacher of the Year

**Ms.  
Tylita  
Butler**

*Science, Grade 8,  
Esperanza Middle School*



SMCPS 2025 Educational  
Support Professional of the Year

**Ms.  
Vivian  
Johnston**

*Contract/Fiscal Specialist,  
Division of Supporting  
Services*



SMCPS 2025 Leader of Excellence

**Ms.  
Kelly  
Bridges**

*Assistant Principal,  
Leonardtwn High School*



SMCPS 2025 Washington Post  
Teacher of the Year

**Mr.  
Hunter  
Martin**

*Band, Grades 9-12,  
Leonardtwn High School*



SMCPS 2025 Washington Post  
Principal of the Year

**Dr.  
Deborah  
Dennie**

*Principal, Leonardtown  
Middle School*



# DELIVER

*SMCPS implements programs, services, and infrastructure upgrades that produce measurable, equitable outcomes*

## Safety & Security

All schools are equipped with secure entry vestibules that serve as the first point of contact for all visitors. These vestibules are actively monitored by trained Safety Assistants, who verify identification, manage access protocols, and ensure all individuals entering the buildings follow established safety procedures. Their presence provides an essential layer of security, helping maintain a safe, controlled environment for students, staff, and visitors.

## Limited Renovation

Lettie Marshall Dent Elementary School (LMDES) had a systemic renovation of all major systems throughout the building, including the roof, HVAC, data infrastructure, and electrical systems. The renovation also included updating interior architectural finishes, such as new flooring, ceilings, and painting throughout the building. This renovation also included updating all restrooms to meet current ADA accessibility standards.

The gymnasium also received new finishes (painting, lighting, and flooring). The gym flooring was replaced with a high-performing vinyl sports flooring that provides superior shock absorption, reduces impact force, and offers excellent grip and slide for dynamic sports.

## Security Vestibules

Security vestibule upgrades were completed to enhance controlled entry and visitor management. Each redesigned space now includes a dedicated area for a Safety Assistant and an integrated visitor sign-in station. Improvements were implemented at Benjamin Banneker ES, Captain Walter Francis Duke ES, Evergreen ES, and Ridge ES.



## Playground Replacements

With the partnership of the Donnie Williams Foundation, both intermediate-age original playgrounds (5-12-year-olds) have been completely replaced, along with sensory elements at GWCES.

Additionally, LMDES had the existing primary-age (2-5-year-olds) playground equipment replaced, and now includes sensory and play elements.



## Chiller Replacements

Chillers were replaced along with new piping and electrical feeds at Benjamin Banneker ES, Lexington Park ES, Mechanicsville ES, and White Marsh ES.

## Restroom Renovation

Town Creek Elementary School had a second set of group restrooms that were completely gutted and reorganized slightly, with all original fixtures replaced to improve the layout and circulation for ADA compliance.

# BLUEPRINT FOR MARYLAND'S FUTURE



St. Mary's County Public Schools has developed its approved plan to implement the requirements of the Blueprint by working with stakeholders across the system, including students, staff, parents, and community partners. The Blueprint's requirements are delineated under five (5) pillars:

## PILLAR 1 - Early Childhood Education

Investing in high-quality early childhood education so that all children have the opportunity to begin kindergarten ready to learn.

- Implementation of full-day Pre-K 4 programs for eligible students
- Ongoing assessments and supports for students

## PILLAR 2 - High-Quality & Diverse Teachers & Leaders

Elevating the teaching profession with efforts to attract and retain the highest-performing teachers.

- Implementation of career ladders for teachers and starting salary to \$60K
- Increased number of NBCTs
- Enhanced partnerships with higher education partners

## PILLAR 3 - College & Career Readiness

Creating a world-class instructional system aligned with college and career readiness and career development pathways.

- College and career readiness pathways in place, including programs leading to industry certifications
- Increased number of AP courses, dual enrollment courses, and paid apprenticeships for students
- Career counseling programs are in place for students in grades 6-12

## PILLAR 4 - Resources to Ensure All Students are Successful

Ensuring the availability and access to resources so that all students are supported and successful.

- Community Schools programs in place at George Washington Carver ES, Lexington Park ES & Park Hall ES
- Implementation of supports for students, including mental health, tutoring, and supports for multilingual learners
- Allocation of funding to schools based on student demographics and programs

## PILLAR 5 - Governance & Accountability

Establishing processes, procedures, and oversight to ensure the implementation of the Blueprint for Maryland's Future as intended and achieving the desired outcomes.

- Full approval of Implementation Plans
- Accountability and transparency of system initiatives, including public reporting
- Funding allocations with 75% proportionally distributed to schools

# FAST FACTS

## 28 Schools

Elementary	18
Public Charter	1
Middle	4
High	3
Career & Technology Center	1
Virtual Academy	1

## Enrollment 16,581

White	58.3%
African American	19.1%
Hispanic	10.2%
Asian	<5%
American Indian/Alaska Native	<5%
Native Hawaiian/Pacific Islander	<5%
Two or More Races	9.5%

## Students Receiving Special Services

Title I (Elementary only)	11.13%
Multilingual Learners	<5%
Free/Reduced Meals (includes Pre-K through 12)	38.77%
Special Education	13.1%

## Attendance

Attendance—Elementary	92.4%
Attendance—Middle	92.4%
Attendance—High	91.3%

## Student Mobility (2024 Data)

Elementary	12.2%
Middle	11.3%
High	9.9%

## Our Staff

Professional Staff	1,489
Classified Staff	794
Teachers' average years of service	13.2

## Early Childhood

There are 520 full day Pre-Kindergarten seats for 4-year olds. Each elementary school houses a Pre-K program or there is access at a neighboring school for eligible children. There are 50 full day Pre-School Special Education seats for 4-year olds and half day programs for Pre-School Special Education 3-year olds.

## Average Class Size

Grade Pre-K	18.3
Grade K	18.9
Grades 1-2	20.4
Grades 3-5	20.9
Grades 6-8	22.1
Grades 9-12	20.2

## Educational Pathways Enrollment

Chesapeake Public Charter (Grades K-8)	539
J.A. Forrest Center (Grades 10-12)	1,138
Academy of Finance (Grades 9-12)	143
Academy of Visual & Performing Arts (Grades 9-12)	60
Global & International Studies (Grades 9-12)	75
STEM Academies (Grades 6-12)	276
Virtual Academy (Grades 9-12)	104

## Class of 2025

Graduation Rate (four-year cohort) (Class of 2024)	90.83%
Graduation Rate (five-year cohort) (2023)	92.42%
Attend a 4-year College	37%
Attend a 2-year College and Transfer to a 4-year College	24%
Attend a 2-year College	3%
Attend a Trade/Technical School	3%
Enter the Workforce	15%
Enter Military	8%
Scholarships Offered	42.5M

## Multilingual Learners Program

Approximately 475 students participate in the program for Multilanguage Learners (MLs).

## Dual Enrollment

At this time, 66 Dual Enrollment courses are approved. All approved courses are publicly posted on the SMCPS website and updated as new courses are added, course names or numbers change, or courses are no longer offered. In addition, several courses at the JAFTC have articulated credit agreements with colleges and institutes of higher education.

# SUPPORTING SCHOOLS

Staff of the Division of Supporting Services has worked collaboratively through the local capital improvements program to develop annual funding for replacement of building components that extend the life-cycle of major systems and improve the learning environment. This collaboration has reduced the deferred maintenance of these systems from five years to two years, resulting in improved facilities for our students and staff.



Information Technology Services	
ITS Staff	28
Help Desk Tickets Processed (annually)	25,866
Physical Data Capacity	1110 Terabytes
Physical Data Used	281 Terabytes
Desktops and Laptops	21,456
Apple iPads	3,968
Internet Bandwidth	6.1 Gbps
Average Wireless Clients (daily)	15,300
Unique Wireless Devices	27,200 (monthly) 326,400 (annually)
Physical and Virtual Servers	208
MDM Managed Applications	833
Azure Servers	91

## Maintenance

Staff	39.85
Work Orders Processed	12,647
Maintenance Dollars Per sq. ft.	\$2.40
Sq. ft. of Building Maintained	2,565,644
FY 25 Projects Completed	\$2.8M
Projects in Progress	\$2.8M

## Operations

Staff	137
Sq. ft. to building service worker ratio	20,817

## Design and Construction

Staff	4
Projects in Design	7
Projects Under Construction	5
Completed Projects	20
FY 25 Projects Completed	\$29.6 M

## Transportation

Staff	9
Buses, Including Field Trip	262
Bus Contractors	41
Certificated School Bus Drivers	334
Certificated School Bus Attendants	65
Miles Traveled Per Year	3,856,468

## Food and Nutrition Services

Staff	134
Breakfasts Served	796,400
Lunches Served	1,326,011

## Capital Planning

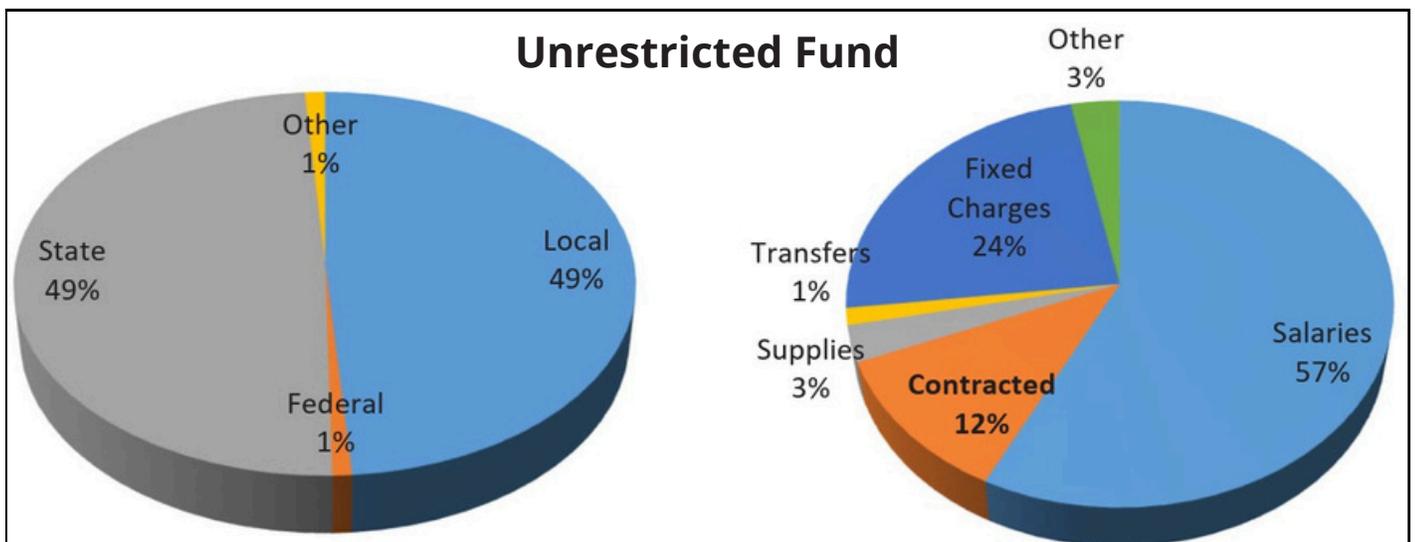
Staff	4
State Capital Funds (FY 2025)	\$16,134,974
Local Capital Funds (FY 2025)	\$18,222,529
Utility Cost Per sq. ft.	\$2.59

# BUDGET

Summary of Revenues by Object	FY 2026 Unrestricted Revenues	FY 2026 Restricted Revenues	FY 2026 Total Revenues
Local	\$145,329,339	\$33,000	\$145,362,339
State	\$146,576,785	\$6,971,364	\$153,548,149
Federal	\$2,706,000	\$20,735,224	\$23,441,224
Other	\$3,459,092	\$5,565,338	\$9,024,430
<b>Total Unrestricted and Restricted Funds</b>	<b>\$298,071,216</b>	<b>\$33,304,926</b>	<b>\$331,376,142</b>

Summary of Expenditures by Object	FY 2026 Unrestricted Expenditures	FY 2026 Restricted Expenditures	FY 2026 Total Expenditures
Salaries & Wages	\$171,206,591	\$14,107,671	\$185,314,262
Contracted Services	\$34,118,407	\$3,768,908	\$37,887,315
Supplies & Materials	\$8,618,273	\$5,125,967	\$13,744,240
Other Charges	\$9,400,243	\$1,987,488	\$11,387,731
Land, Buildings, and Equipment	\$80,900	\$1,671,489	\$1,752,389
Transfers	\$4,010,864	\$589,745	\$4,600,609
Fixed Charges	\$70,635,938	\$6,053,658	\$76,689,596
<b>Total Unrestricted and Restricted Funds</b>	<b>\$298,071,216</b>	<b>\$33,304,926</b>	<b>\$331,376,142</b>

Note: Includes Chesapeake Public Charter School





## Looking Ahead

**In preparation for the next school year, St. Mary's County Public Schools looks to advance the following key initiatives:**

- Present a recommendation based on the Facility Utilization and School Boundary Study
- Establish a student cohort for participation in the Early College Associate of Arts in Teaching (AAT) program in partnership with the College of Southern Maryland (CSM)
- Expand Tier 1 instructional strategies within the Multi-Tiered System of Supports (MTSS) framework across all content areas
- Continue implementing priorities outlined in the Blueprint for Maryland's Future



# OUR BOARD OF EDUCATION



Mrs. Karin M Bailey  
Chairman  
District 03  
Term Expires 2026



Mrs. Cathy Allen  
Vice Chairman  
At Large  
Term Expires 2028



Mrs. Dorothy Andrews  
Member  
District 01 Term  
Expires 2026



Mr. Josh Guy  
Member  
District 02  
Term Expires 2028



Mrs. Mary Washington  
Member  
District 04  
Term Expires 2028



Ms. Vanessa Li  
Student Board  
Member  
Term Expires 2026



Dr. J. Scott Smith  
Secretary/ Treasurer

A significant chapter in local history began in December 1996, when the county-elected Board of Education assumed leadership, ending a long-standing tradition of an appointed board. St. Mary's County Public Schools is governed by a five-member Board of Education, along with a non-voting student representative.

The Board of Education of St. Mary's County's power and duties include the authority to adopt, enforce, and monitor all policies for the management and governance of the school system. Board of Education members are guardians of the public trust. Through the policies they make, Board members are ultimately responsible for the success or failure of local public education. The Board serves as the advocate for educational excellence for the community's youth and puts those interests first. The policies Boards of Education make dictate the standards and philosophies by which schools are run and the criteria used to judge whether they are being run well.

## CONNECT WITH US



**OFFICIAL WEBSITE**  
[www.smcps.org](http://www.smcps.org)



**INSTAGRAM**  
[www.instagram.com/smcps\\_md](http://www.instagram.com/smcps_md)



**YOUTUBE**  
[www.youtube.com/c/smcps](http://www.youtube.com/c/smcps)



**FACEBOOK**  
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