

**Montgomery County Board of Education
Compensation Commission**



**Recommendations for Adjustments to the
Compensation for Members of the Montgomery
County Public School's Board of Education**

December 20, 2024

Montgomery County
Board of Education Compensation Commission

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Letter to the Montgomery County Delegation to the Maryland General Assembly

December 12, 2024

On behalf of the Montgomery County Board of Education Compensation Commission (the “Commission”), I am pleased to transmit to you the Commission’s Report. The Commission was established pursuant to Title 28, Subtitle 1A of the Local Government Article of the Maryland Code. The Commission is responsible for providing a report to the members of the Montgomery County Delegation to the Maryland General Assembly. This report makes recommendations for adjustments to compensation for members of the Montgomery County Board of Education (the “BOE”).

In order to make appropriate and informed compensation recommendations, the Commission needed input from the BOE (current and past members), data from other school districts in the Washington Metropolitan Region, Montgomery County peer school districts, and other large school districts across the country. The Commission held several public meetings throughout Fall 2024. During these meetings Commission members gathered, shared, discussed and reviewed information regarding budgets of similar school districts, the compensation of board members in other school systems, the compensation of other elected offices in Maryland, the compensation of other elected offices in Montgomery County, and the compensation of senior MCPS personnel. The report submitted to you contains our rationale used to determine the final compensation recommendations adopted by the Commission.

The Commission remains available to answer any questions concerning our compensation recommendations. Our recommendations would enable Montgomery County to maintain a Board of Education that is well-equipped to oversee a school system that performs for the benefit of its students, the County, and the State of Maryland at a level that will enable our students to become successful citizens.

Sincerely yours,

Kayon Graham

Chair, Montgomery County Board of Education Compensation Commission

Commission Acknowledgements

The Commission wishes to thank many people whose efforts were indispensable to our efforts. These include County Executive Marc Elrich, Board President Karla Silvestre, Board members Grace Rivera-Oven, Rebecca Smondrowski, Brenda Wolff, Julie Yang, former student member of the board Sami Saeed, Montgomery County Public Schools Board of Education staff, Tricia Swanson, Lindsay Bolt, Sonia Mora, Beth Gochrach, and Dale Tibbitts for their expertise and guidance, thoughtful advice, and suggestions over the past several months.

Finally, we acknowledge with gratitude the former members of the Montgomery County Board of Education Compensation Commission who provided a framework from which to develop future reports.

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Executive Summary/Compensation Recommendations

House Bill 150 was introduced by Delegate Eric Luedtke in the 2018 session of the Maryland General Assembly.¹ The bill was subsequently passed by the Maryland General Assembly and signed into law by Governor Lawrence Hogan.² The bill established the Montgomery County Board of Education Compensation Commission (the “Commission”) to study the salaries of the members of the Board and submit a report with recommendations regarding the appropriate compensation for the Board of Education (“Board” or “BOE”) every four years. Current members of the Commission were nominated by County Executive Marc Elrich and appointed by the Montgomery County Council on October 1, 2024.

Pursuant to the Annotated Code of Maryland Title 28 Subtitle 1A, of the Local Government Article, the Commission submits its second quadrennial report. This report is presented to the Montgomery County Delegation (the “Delegation”) and the General Assembly of the State of Maryland. This report summarizes the compensation principles and information guiding the Commission’s determinations and compensation recommendations for members of the BOE.

In formulating these recommendations, the Commission considered the six specific factors required by law: (1) the scope of responsibilities of a Board member; (2) the education, skills, and abilities necessary to perform the duties of a Board member; (3) the salaries of similar Board members in other jurisdictions; (4) the time required to perform the duties of a Board member; (5) the salaries of subordinate employees under the direct supervision of the Board; and (6) the volume and workload of the Board.³

The Commission held interviews with both current and past BOE members, evaluated the roles and responsibilities of the Board, gained insight into the volume, workload and time commitment of the Board including broad oversight of the school

¹ <https://mgaleg.maryland.gov/mgaweb/legislation/details/2018/0150/>. Accessed on December 10, 2024.

² See Appendix A

³ Md. Code Ann. Local Government §28-1A-06

system.⁴ The Board also reviews the approval of an approximately \$3 billion annual operating and capital improvements budget, safety and wellbeing of more than 160,000 students and over 25,000 staff, and a variety of other duties and commitments requiring time and attention. The Commission also evaluated compensation data from surrounding Maryland school districts and those outside of Maryland they believed are similarly-situated school systems. In addition, the Commission evaluated compensation for MCPS administrators, school board staff and Montgomery County Councilmembers.

After reviewing all the data and discussions with the commission members, the Commission voted unanimously to recommend compensation increases for BOE members. The Commission believes that they have provided a strong case and justification for this recommendation. The Commission's endorsement was largely guided by the 6 factors defined in the legislation and more fully described in the following chapters. There is a high level of responsibility, commitment of time, and ongoing/growing requirements of Board members from its broad constituents. Due to those responsibilities, time commitment and requirements, being a Board member may come at a cost to both Board member's career and to the school system because of the missed opportunity of interested qualified individuals who cannot afford to run for the office. Consequently, increased compensation commensurate with other senior level positions is appropriate and would reflect the responsibility and importance the general public believes these roles carry.

After this review and discussion, the Commission voted unanimously to recommend that the Board's annual compensation be adjusted and set as follows:

- In the range of \$100,000 to \$130,000 for publicly elected members adjusted bi-annually to reflect cost of living increases.
- The Board chair should receive an additional 10% of the Board member's base compensation.

⁴ <https://www.montgomeryschoolsmd.org/siteassets/district/boe/about/montgomery-county-board-of-education-study-on-roles-and-responsibilities-updated-9.24.24.pdf>. Accessed December 12, 2024.

- For the student member of the Board (SMOB), 30-35% of an elected member's salary as either a scholarship or a stipend during the student member's term of office with the SMOB choosing which option is best for their needs.

In addition, the Commission recommends that the compensation be effective following the approval of the legislative session. As such, all current Board members should receive increased compensation. The Commission recognizes that this may require a constitutional amendment.

Chapter 1: Introduction to the Montgomery County Board of Education

The Board of Education (“BOE”), pursuant to the Annotated Code of Maryland, § 3-901(b) of the Education Article, is composed of 8 members - 5 elected members, each of whom resides in a different BOE district within the county (“District Members”); 2 elected members who may reside anywhere in the county (“At-large Members”), along with District Members, collectively, “publicly elected members”; and 1 student member of the Board (“SMOB”), who is a junior or senior year Montgomery County Public Schools (“MCPS”) high school student. Publicly elected members serve 4-year staggered terms; 3 (members from Board Districts 2 and 4, and one at-large member) are elected in presidential election years, and 4 (members from Board Districts 1, 3, and 5, and the other at-large member) in gubernatorial election years.⁵ Each publicly elected member, whether from a district or at-large, is elected county-wide.⁶ The SMOB serves a one-year term and is elected by the middle school and high school students of MCPS.⁷

Compensation for the BOE is set in the Annotated Code of Maryland, §3-902 of the Education Article. Currently, elected members receive \$25,000 in annual compensation, with the Board president receiving \$29,000.⁸ Currently, the SMOB who completes a full term on the BOE is granted a one-time scholarship of \$25,000 to be applied toward the student’s higher education costs. Under current law, the SMOB may be reimbursed for out-of-pocket expenses incurred in connection with official duties but may not receive compensation.

⁵ Md. Code Ann., Education, §3-901(f).

⁶ *Id.*

⁷ Md. Code Ann., Education, §3-901(e).

⁸

https://www.montgomeryschoolsmd.org/siteassets/district/departments/ersc/employees/benefits/benefits_at_a_glance_employee_current.pdf. Accessed December 12, 2024

Chapter 2: Montgomery County and MCPS

Population

Montgomery County, Maryland (the “County”) comprised 392,629 households and a population of approximately 1.06 million as of 2020.⁹ The County is highly heterogeneous along several parameters. The County is largely unincorporated, but also contains many cities and towns. While the County is, mostly suburban, it contains urban areas with population density exceeding 5,000 per square mile, and more rural areas of fewer than 500 per square mile.¹⁰ The County’s population is diverse and has experienced population growth through natural increase and net international migration.¹¹ The County’s population as of 2022 was approximately 41.4% non-Hispanic white, 20% Hispanic or Latinx, 18.2% non-Hispanic Black, and 15.2% non-Hispanic Asian or Pacific Islander, making the county overall more racially diverse than the state of Maryland;¹² some areas of the county, however, are notably segregated by race.¹³

Children under 19 made up 25.2% of County residents as of 2022, adult residents between 20-35 years old were 18%, 20.6% from 35-49, 20.1% from 50-64, and 16.1% were 65 and older.¹⁴

Educational achievement in the County is high; 27.3% of adults over 25 have completed a bachelor’s degree and 32.8% have completed a graduate or professional degree.¹⁵

Over 40% of County residents over the age of 5 speak a language other than English at home. 36.5% of those residents speak English less than ‘very well.’ 58.1% of County residents

⁹ U.S. Census Bureau. "Age and Sex." *American Community Survey, ACS 5-Year Estimates Subject Tables, Table S0101, 2022*, <https://data.census.gov/table/ACSST5Y2022.S0101?g=050XX00US24031&moe=false>. Accessed on December 10, 2024.

¹⁰ https://planning.maryland.gov/MSDC/Documents/Census/Census2020/Inside%20Census/Tract_Density.pdf. Accessed on December 10, 2024.

¹¹ <https://montgomeryplanning.org/blog-design/2024/06/montgomery-countys-population-rebound-part-1-recovering-from-the-covid-19-years/>. Accessed on December 10, 2024.

¹² U.S. Census Bureau. "ACS Demographic and Housing Estimates." *American Community Survey, ACS 5-Year Estimates Data Profiles, Table DP05, 2022*, <https://data.census.gov/table/ACSDP5Y2022.DP05?g=050XX00US24031&moe=false>. Accessed on December 10, 2024.

¹³ <https://mcplanning.maps.arcgis.com/apps/Cascade/index.html?appid=4181648bae12480da2b87e2bc86709fa>. Accessed on December 10, 2024.

¹⁴ U.S. Census Bureau. "Age and Sex." *American Community Survey, ACS 5-Year Estimates Subject Tables, Table S0101, 2022*, <https://data.census.gov/table/ACSST5Y2022.S0101?g=050XX00US24031&moe=false>. Accessed on December 10, 2024.

¹⁵ U.S. Census Bureau. "Educational Attainment." *American Community Survey, ACS 5-Year Estimates Subject Tables, Table S1501, 2022*, <https://data.census.gov/table/ACSST5Y2022.S1501?q=educational%20attainment&g=050XX00US24031&moe=false>. Accessed on December 10, 2024.

speak only English.¹⁶ Just over one-third of County residents were born outside the US.¹⁷

Household Profiles

The County median household income in 2022 was \$125,583, approximately 27.5% higher than the \$98,461 median income for Maryland, and substantially higher than the \$75,149 median income for the US.¹⁸ Quintile County household income is consistently 30-45% higher than the state overall, and presents a wide range, with the mean of the bottom quintile at \$28,389, while the 80th percentile is \$196,376 and the mean of the top quintile is \$436,628. Household income by tract varies widely, and in some areas, the 20th percentile exceeds the median.¹⁹

Approximately 7.0% of the County households receive food stamps. Households with children comprise 34.3% of all households; of those, 51.1% receive food stamps/SNAP. The median income of households receiving them is \$44,918.²⁰ According to the Center for Women's Welfare at the University of Washington, the self-sustainability standard, or the amount a family would need to meet their basic requirements (depending on the composition of the family), in the County is \$104,595 for one adult and two school aged children.²¹

The County median homeowners monthly costs of \$2,843 in 2022 was up 15.8% from \$2,393 in 2016; median rent was \$1,957 in 2022, up \$252 from 2016, an increase that disappears

¹⁶ U.S. Census Bureau. "Language Spoken at Home." *American Community Survey, ACS 5-Year Estimates Subject Tables, Table S1601*, 2022, <https://data.census.gov/table/ACSST5Y2022.S1601?g=050XX00US24031&moe=false>. Accessed on December 10, 2024.

¹⁷ U.S. Census Bureau. "Nativity in the United States." *American Community Survey, ACS 5-Year Estimates Detailed Tables, Table B05012*, 2022, <https://data.census.gov/table/ACSDT5Y2022.B05012?q=nativity&g=050XX00US24031>. Accessed on December 10, 2024.

¹⁸ U.S. Census Bureau. "Income in the Past 12 Months (in 2022 Inflation-Adjusted Dollars)." *American Community Survey, ACS 5-Year Estimates Subject Tables, Table S1901*, 2022, https://data.census.gov/table/ACSST5Y2022.S1901?q=income&g=010XX00US_040XX00US24_050XX00US24031&moe=false. Accessed on December 10, 2024.

¹⁹ U.S. Census Bureau. "Mean Household Income of Quintiles." *American Community Survey, ACS 5-Year Estimates Detailed Tables, Table B19081*, 2022, https://data.census.gov/table/ACSDT5Y2022.B19081?q=B19081:%20Mean%20Household%20Income%20of%20Quintiles&g=040XX00US24_050XX00US24031&moe=false. Accessed on December 10, 2024.

²⁰ U.S. Census Bureau. "Food Stamps/Supplemental Nutrition Assistance Program (SNAP)." *American Community Survey, ACS 5-Year Estimates Subject Tables, Table S2201*, 2022, <https://data.census.gov/table/ACSST5Y2022.S2201?q=SNAP/Food%20Stamps&g=050XX00US24031&moe=false>. Accessed on December 11, 2024.

²¹The Self-Sufficiency Standard for Montgomery County, Maryland 2023, https://www.montgomerycountymd.gov/HHS-Program/Resources/Files/MDMontCo2023_SSS.pdf. Accessed on December 11, 2024.

Data from the interactive Self-Sufficiency Standard tool: <https://www.montgomerycountymd.gov/HHS-Program/OCA/CommunityAction/interactiveSelfSufficiency.html>. Accessed on December 11, 2024.

while 11 were under 10%,³⁰ 10 middle schools had FARMS rates over 60% while 1 was under 10%,³¹ and 15 high schools had FARMS rates over 35% while 2 were under 10%.³²

Student Background

MCPS students speak 162 languages.³³ In 2022-23, 18.6% of MCPS students were Emergent Multilingual Learners (EML) overall, making up 24.4% of elementary school students, 15.2% of middle school students, and 12.8% of high school students.³⁴ Much of the material MCPS posts for the community on its website is published in English, Spanish, Chinese, French, Vietnamese, Korean, and Amharic; and MCPS's website can be translated into each language.

³⁰ Elementary School Data Excel File, accessed here: <https://www.montgomeryschoolsmd.org/school-profiles/>; FARMS rates reported here are the FARMS column, not Ever FARMS. Accessed on December 12, 2024.

Income Eligibility Guidelines for FARMS are set by the federal government and adopted by the Maryland State Department of Education. For the 2023-24 school year, a child from a family of 4 is eligible for free school meals if the household's annual income is below \$40,550 and eligible for reduced-price meals if it is between \$40,550-\$57,520.

³¹ Middle School Data Excel File, accessed here: <https://www.montgomeryschoolsmd.org/school-profiles/>; FARMS rates reported here are the FARMS column, not Ever FARMS. Accessed on December 12, 2024.

³² High School Data Excel File, accessed here: <https://www.montgomeryschoolsmd.org/school-profiles/>; FARMS rates reported here are the FARMS column, not Ever FARMS. Accessed on December 12, 2024.

³³ MCPS At a Glance 2023-24, <https://www.montgomeryschoolsmd.org/about/>. Accessed December 12, 2024.

³⁴ School data available from Elementary School Summary Dashboard, Middle School Summary Dashboard, and High School Summary Dashboard, accessed here: <https://www.montgomeryschoolsmd.org/school-profiles/>. Accessed December 12, 2024.

Chapter 3: The Commission’s Framework for Decision Making

In keeping with the inaugural report of December 2019, the current Commission used the six factors as outlined in the governing legislation established by the Maryland House Bill 150 in preparing this report and creating its recommendations.^{35 36} This includes the (1) scope of responsibilities of the Board members, (2) the education, skills and knowledge necessary to perform the duties of a Board member (3) the salaries of similar Board members in other jurisdictions, (4) the time required to perform the duties of a Board member (5) the salaries of the subordinate employees under the direct supervision of the Board (6) the volume of the workload of the Board. Each factor is further discussed below.

Factor 1: The Role and Responsibilities of the Board

The Board of Education has the authority and mandatory duties for broad oversight and leadership of the Montgomery County Public School system as defined in the Education Article of the Annotated Code of Maryland and Title 13A of the Code of Maryland Regulations.³⁷ As such, the Board’s primary responsibilities as outlined in the MCPS BOE Handbook include:³⁸

- Selecting, hiring and performance management of the superintendent of schools and appointing other personnel
- Formulating and interpreting policies for managing resources system wide
- Reviewing and approving the annual budget including all capital improvements
- Establishing curriculum guides and courses of study and setting achievement goals and outcomes for MCPS system wide
- Making a continuous appraisal of the educational and administrative management of the school system
- Establishing school boundaries, communicating with staff, students, and residents
- Acting in a quasi-judicial capacity deciding appeals

³⁵ <https://montgomerycountymd.gov/boards/Resources/Files/sites/becc/annual-reports/BECCFinalReportDecember%202019.pdf>. Accessed December 12, 2024

³⁶ <https://mgaleg.maryland.gov/mgawebsite/Legislation/Details/HB0150/?ys=2018rs> . Accessed December 12, 2024

³⁷ Md. Code Ann., Educ.; COMAR 13A

³⁸ https://www.montgomeryschoolsmd.org/siteassets/district/boe/about/0162.22_2021_boe_handbook.pdf. Accessed December 12, 2024

- Advancing a legislative agenda

The Board President presides over BOE meetings and serves as the official spokesperson of the Board. The Board is responsible for the growing diverse student population of Maryland's largest school district. As such, the Board operates through five standing committees to fulfill its role. The committees are:

- **Policy Management:** Is responsible for collaborating with the Superintendent and staff to develop policies, presenting draft policies and making recommendations to the full Board for acceptance and implementation of policies.
- **Fiscal Management:** Is responsible for reviewing issues and matters pertaining to the management and audit of Montgomery County Public Schools' fiscal, capital, and human resources, including the Board's operating budget, the Capital Improvement Program, staffing plans, and resource allocations.
- **Strategic Planning:** Is responsible for providing a forum to consider the long-range direction of the school system, evaluating approaches to long-range planning, and making strategic planning recommendations to the Board.
- **Communication and Stakeholder Engagement:** Is responsible for identifying a broad spectrum of communication and engagement practices for possible piloting and implementation in Montgomery County Public Schools.
- **Special Populations:** Is responsible for providing initial recommendations based upon in-depth review of issues and instructional programs designed to meet the needs of special populations that require special education services, gifted and talented instruction, alternative programs, English for Speakers of Other Languages (ESOL) services, and multilingual supports. The committee's work plan will consist only of tasks assigned by the full Board.

The Board's ceremonial and required duties include officially conferring students' high school diplomas; as such, at least one Board member must attend each of MCPS's 25 commencement ceremonies. Therefore, each Board member attends between 5-6 graduations each year, where they confer more than 12,000 individual diplomas each school year. Also, Board members meet with students, parents, staff, and community members in each of the high schools. In fact, Board member participation has grown significantly. Board members attend

events sponsored by MCPS, such as a county-wide Back-To-School Fair at a local mall or Mental Health Fair at a school, or may be sponsored by an individual school, group of schools, or community. Many of these events take place during the weekends.

In its quasi-judicial role, the Board hears appeals in closed session; these appeals may concern MCPS employee relations matters and allegations, student disciplinary issues, and applications appeals for COSAs (Changes of School Assignment).

The Superintendent is the primary employee hired directly by the Board and the Board is the only body authorized to appoint principals and senior level staff. These appointments are usually made throughout the summer before the start of a new school year. If a superintendent search is necessary, the Board selects a search firm, coordinates public listening sessions, and conducts multiple rounds of interviews with candidates.

Since the 2019 report, the Board's staff increased from 15 to 18 employees.^{39 40} Most notable was the hiring of an Assistant Chief of Staff, Communications Director, and a Budget Analyst. In their interviews with the Commission, Board members report that they receive more than three hundred emails daily from parents, students, staff, and the public, so additional human resources (administrative staff) would be beneficial to effectively and timely support the school community. Also, the Board suggested additional staff in the area of budget analysis would help guide the Board decision making over the \$3.2 billion school budget. While the Board has access to and utilizes MCPS staff resources when staff has availability, having BOE staff directed by the Board provides greater visibility and management oversight. Board members also participate in State committees and boards, attend national conferences, and meet with interest and advocacy groups throughout the County.

³⁹ Board Office and Internal Audit Job Descriptions - Compilation of individual job descriptions that collectively can be accessed here and selecting the appropriate entry under Sorted by Job Title: <https://www.montgomeryschoolsmd.org/departments/personnel/classification/>

⁴⁰ Operating Budget Book Information – Included within the FY 2025 Adopted Operating Budget Summary and Personnel Complement (pgs. 276-277): https://www.montgomeryschoolsmd.org/siteassets/district/departments/budget/fy2025/updated-operatingbudget_runningset.pdf

The SMOB, while having the same responsibilities as the other Board members, is uniquely situated between the Board and the student population and has a front-row seat to what is going on at the school level and within school leadership. This viewpoint is helpful in bridging communication and problem-solving capabilities to the Board in support of student advocacy and support. The former SMOB was interviewed and stated that receiving a salary over a scholarship is attractive to students that must work to support family and therefore the SMOB position is limited to students that do not have financial obligations. This decreases the pool of interested students.

Factor 2: Education, Skills, and Abilities of the Board

There is no minimum or standardized credential necessary to serve as a Board member. According to the Montgomery County Public Schools Board of Education Handbook, an elected member of the Board must be a registered voter of Montgomery County.⁴¹ The SMOB must be a junior or senior of a Montgomery County Public School. New members of the Board are expected to attend new member orientations and are encouraged to attend Maryland Association of Boards of Education orientation as well.

Through a review of the responsibilities of the Board, it is evident that a variety of experiences and skills are desirable such as experience in public communication, the ability to read and interpret documents, availability to attend and represent the Board at public events, and service on a committee. Through interviews with current and former Board members, it was noted that members need to possess the ability to maintain community partnerships, have a working knowledge of hiring/firing, contract negotiations, and the ability to interpret data.

The skills mentioned above varied and are not indicative of any formal education or particular profession to obtain the necessary experience to become an effective member of the Board.

⁴¹ https://www.montgomeryschoolsmd.org/siteassets/district/boe/about/0162.22_2021_boe_handbook.pdf. Accessed December 12, 2024

Factor 3: Compensation Comparison

The Commission reviewed data (including operating budgets, student enrollment, personnel and facilities) from the country’s largest school districts (see Appendix D-1) and MCPS’s peer school districts in Maryland (see Appendix D-2) in order to assess the appropriateness of Board salaries. Based on that context, the first point of comparison was to compare Board salaries with salaries of other Boards of Education. The Commission considered Board of Education salaries in 5 of Maryland’s other school districts, although the responsibilities in other Maryland districts may differ considerably due to disparities in population, geography, budget, and sizes. The Commission also considered Board of Education salaries around the United States in districts of comparable size and districts considered to be peers to Montgomery County Public Schools.

The second point of comparison was to compare Board salaries with the salaries of other elected officials in Montgomery County, as well as MCPS teachers and administrators.^{42 43} The Commission did not consider any one comparison to be dispositive but sought to develop a general framework for its recommendation.

Though similar to those of the Montgomery County Board of Education, the duties, responsibilities, and compensation of board members in other jurisdictions are partially a function of each district’s own institutional characteristics. Appendix D-2 sets out comparative data as to Board member salaries, student enrollment, operating budgets, Board compensation and number of facilities for MCPS peer school districts.

Given the institutional variations and the lack of information documenting the time that Board members across other districts devote to school board business, it is difficult to precisely compare compensation with that of other Boards.

Finally, the Board salary is also well below the Montgomery County median household income of \$128,733, underscoring the notion that if a Board member is not in a position to rely

⁴² See Appendix D-3

⁴³https://www.montgomeryschoolsmd.org/siteassets/district/departments/ersc/employees/pay/schedules/fy25_mcaap_salary_schedules_eff_7.1.24.pdf. Accessed December 12, 2024

on the current salary, they will typically need to be supplemented in some way by the individual member or a household family member.⁴⁴

Factor 4: Time Requirement of the Board

During our review, we utilized several means to accurately depict the Board members' time requirements. First, we reviewed the BOE's website and analyzed the documented meetings by reviewing the uploaded meeting agendas and webcasts.⁴⁵ We found that for FY23 the Board held 64 public meetings totaling 233 hours.⁴⁶ However, we understand that this is only a portion of how they spend their time. Second, through our research and subsequent interviews with Board members we learned that they did a lot of work to prepare for these meetings. The Board of Education Handbook states that Board members should, "Come to the Board meeting well prepared, having read the materials for the meeting ahead of time and prepared to ask pertinent questions and contribute appropriately to the dialogue."⁴⁷ Board members spend several hours in a day reading various materials to be prepared for the several meetings they are required to attend. Third, we conducted five interviews of current Board members and the immediate former SMOB in which we specifically asked about the time requirement.⁴⁸ During our interviews, we tried to get a better understanding in order to quantify the Board's time requirement. We found that the average Board member worked 25 to 60 hours per week and the SMOB worked 20 to 25 hours per week.

The BOE's time requirement is directly impacted by the team that supports them. For example, we learned that there's a need for more budget staff to assist with the work and to provide their expertise while the Board focuses on asking the right questions. Currently there is only one staff member working on communication matters such as media inquiries and responding to constituents. Additional staff in this area, as an example, could lessen the amount of hours Board members spent responding to emails. Due to the lack of adequate support staffing, their time cannot

⁴⁴ <https://www.census.gov/quickfacts/fact/table/montgomerycountymaryland,MD/BZA110222>. Accessed December 12, 2024

⁴⁵ <https://go.boarddocs.com/mabe/mcpsmd/Board.nsf/Public>

⁴⁶ <https://montgomerycountymd.gov/boards/Resources/Files/sites/becc/annual-reports/BECCAnalysis-of-FY23-MCPS-Board-of-Education-Meetings.pdf> . Accessed December 20, 2024

⁴⁷ Page 8 of the MCPS Board of Education Handbook

https://www.montgomeryschoolsmd.org/siteassets/district/boe/about/0162.22_2021_boe_handbook.pdf

⁴⁸ See Appendix B

be as dedicated solely to Board matters as they would like. Also, several Board members work other full-time jobs which limits the amount of time dedicated to working on the Board. Due to the Board’s constant need to read and become familiar with many complex topics, the exact time requirement cannot be determined.

Factor 5: Subordinate Salaries

The Commission reviewed the salaries of key MCPS employees, as set forth below

Salaries of Select Montgomery County Officials

Position	Salary
MCPS Superintendent of Schools (non-elected)	\$360,000 ⁴⁹
Board of Education President	\$29,000
Board of Education Member	\$25,000
County Executive	\$209,621 ⁵⁰
County Council President	\$171,912 ⁵¹
County Councilmember	\$156,284.05 ⁵²
Maryland General Assembly Member	\$52,343 ⁵³

Factor 6: Volume and Workload of the BOE

In addition to the tasks listed above that are laid out in the Board Handbook, we compiled a list below of the workload of the BOE from the Handbook, interviews, and the BOE website. Some of those duties are as follows:^{54 55 56}

- Approve MCPS’s recommended Capital and Operating budgets

⁴⁹ <https://mocoshow.com/2024/07/10/new-mcps-superintendent-dr-thomas-taylor-to-start-with-360k-salary/#:~:text=Thomas%20Taylor%20to%20Start%20With%20%24360K%20Salary,-By%20MCS%20Staff&text=The%20annual%20salary%20on%20the,%24320K%20annually%20in%202022.>

Accessed December 12, 2024

⁵⁰ [https://www3.montgomerycountymd.gov/311/SolutionView.aspx?SolutionId=1-68VCEH#:~:text=The%20County%20Executive's%20\(CE\)%20current,/2024%2008:06:06.](https://www3.montgomerycountymd.gov/311/SolutionView.aspx?SolutionId=1-68VCEH#:~:text=The%20County%20Executive's%20(CE)%20current,/2024%2008:06:06.) Accessed December 12, 2024

⁵¹

<https://www.montgomerycountymd.gov/COUNCIL/about/index.html#:~:text=Vice%20President%3A%20Will%20Jawando&text=5%2C%202022%2C%20the%20Council%20president.receive%20a%20salary%20of%20%24156%2C284.05.> Accessed December 12, 2024

⁵² *Id.*

⁵³ <https://www.ncsl.org/about-state-legislatures/2023-legislator-compensation>, Accessed December 12, 2024

⁵⁴ https://www.montgomeryschoolsmd.org/siteassets/district/boe/about/0162.22_2021_boe_handbook.pdf, Accessed December 12, 2024.

⁵⁵ See Appendix B

⁵⁶ <https://www.montgomeryschoolsmd.org/boe/about/>. Accessed December 12, 2024

- Meets with members of the county council to address community needs that affect the school system
- Exercise oversight over MCPS programs
- Serve on different committees to ensure there at least one active Board member on each MCPS committee
- Prepare for and convene regular public hearings, working sessions, and committee meetings
- Attend to administrative matters (such as Appeals and Union matters) and confer with legal counsel in closed sessions
- Serve in a quasi-judicial role
- Set District-wide academic and student conduct policy
- Consult regularly with the Superintendent, including receiving updates on staffing, areas of needs for schools, and address any pressing issues
- Engage in collective bargaining and enter into collective bargaining agreements with the 3 unions representing MCPS teachers, administrators, and supporting staff
- Convene ad hoc community meetings and discussions
- Meet with advocacy groups
- Conduct site visits to schools to look at facilities and meet with students and staff
- Meet in rotation with students, parents, staff, and community members in each high school cluster
- Participate in local events
- Confirm appointments of senior MCPS staff and all MCPS principals

Other Relevant Information

SMOB Considerations

The student member of the Board has a unique role on the Board as the student member is part of the student body and, therefore, at ground zero with the students and experiences the immediate impact from a student perspective. The SMOB participants in all business and budget meetings of the Board as well as having the same voting rights as all other members of the Board. In addition, the SMOB is an essential interface with the Board for approximately 166,000

students attending MCPS and typically visits each of the 25 high schools and 40 middle schools in the County, as well as convening student town halls.

Further, previous SMOBs have been involved with and led initiatives that the Board has taken on:

- Co-led a districtwide high school voter registration drive that registered over 3,000 high school students in four weeks and worked in Maryland’s State legislature to pass a law mandating at least one voter registration drive in every Maryland high school annually.⁵⁷
- Spearheaded the initiative to commission a countywide school boundary analysis in an effort to make utilization more efficient and improve diversity.⁵⁸
- Advocated for the creation of a professional day on the Muslim holiday of Eid al-Adha and advocated against Partnership for Assessment of Readiness for College and Careers (PARCC) testing.⁵⁹
- Spearheaded the approval of the SMOB Voting Rights Bill, which expanded the SMOB’s authority to vote on matters relating to collective bargaining, capital and operating budgets, school closings, openings, and boundaries.⁶⁰
- Supported the launch of the Board Technology Plan that encompassed the rollout of 40,000 Chromebooks to grades 3, 5 and 6, as well as those in high school social studies classes.⁶¹

While the SMOB received an increase in scholarship money to \$25,000, the Commission believes the Delegation should further consider a regular salary alternative for the SMOB. With the growing diversity in the student body and those preferring other career options following high school, a potential change from a scholarship to a salary would provide more students with opportunities for leadership in community and civic responsibilities. Because the

⁵⁷ <https://m.imdb.com/name/nm9722068/bio/>. Accessed December 12, 2024

⁵⁸ <https://moco360.media/2019/06/13/colleagues-say-tenacity-diplomacy-were-strengths-of-student-school-board-member/>. Accessed December 12, 2024.

⁵⁹ <https://silverchips.mbhs.edu/content/student-member-on-the-board-of-education-smob-eric-guercei-30596/>. Accessed December 12, 2024

⁶⁰ *Id.*

⁶¹ <https://www.thechurchillobserver.com/features/2014/10/24/the-observer-sits-down-with-smob-dahlia-huh/>. Accessed December 12, 2024

SMOB engages in Board tasks between 20 and 30 hours per week, a salary may increase the number and diversity of students attracted to the SMOB role.

Though the task set before the Commission was specially to recommend any needed revisions to the amount of the scholarship to the SMOB, the Commission also recommends the delegation consider reevaluating provision of compensation for the SMOB. The law currently provides for the SMOB to receive a scholarship to be applied towards their higher education costs, and states that the SMOB may not receive compensation, but may be reimbursed for out-of-pocket expenses.⁶²

The Commission heard concerns from a former SMOB member regarding this practice. Similar to the other members of the Board, the SMOB may actually be precluded from, or limited in, paid employment while working on the Board.

Change in Law/Statute

Delegates Charkoudian and Vogel drafted and plan to introduce legislation for the 2025 Legislative Session that will increase the compensation for the elected members of the Board from \$25,000 to \$62,000 starting 12/1/2025 and to \$124,000 on 12/1/2026; and President of the Montgomery County Board of Education from \$29,000 to \$67,000 starting 12/1/2025 and to \$134,000 on 12/1/2026.⁶³

This legislation does not apply to members of the Board who are serving a term beginning before the effective date of the bill. The SMOB will receive a scholarship under current law, the student member of the Board receives a scholarship for higher education expenses equal to the highest annual resident undergraduate tuition, mandatory fees, and room and Board that is charged at a 4-year public institution of higher education within the University System of Maryland (other than the University of Maryland Global Campus and University of Maryland, Baltimore Campus) for the academic year in which the student member serves on the Board. However, the scholarship may not exceed the amount that an elected Board member receives that year. Under the bill, the student member will receive: (1) through the term that ends in 2026, a scholarship equal to 40% of the annual compensation of an elected member of the

⁶³ <https://montgomerycountydelegation.com/2025/MC%207-25.pdf>. Accessed December 10, 2024

Board to be applied to the student's higher education costs and a one-time stipend equal to 10% of the annual compensation of an elected member of the Board; and (2) beginning with the term that starts in 2026, a scholarship equal to 80% of the annual compensation of an elected member of the Board to be applied to the student's higher education costs and a one-time stipend equal to 20% of the annual compensation of an elected member of the Board. The Montgomery County Office of Intergovernmental Relations has been advised that the Board of Education has not yet taken a position on the bill.

Appendix A: House Bill 150

HOUSE BILL 150

F3

8lr0350

By: **Montgomery County Delegation**

Introduced and read first time: January 17, 2018

Assigned to: Ways and Means

Committee Report: Favorable

House action: Adopted

Read second time: March 6, 2018

CHAPTER _____

1 AN ACT concerning

2 **Montgomery County Board of Education Compensation Commission**

3 **MC 1-18**

4 FOR the purpose of establishing the Montgomery County Board of Education
5 Compensation Commission; providing for the membership, appointment, removal,
6 terms, chair, meeting requirements, and staffing of the Commission; prohibiting
7 members of the Commission from being employed by the Montgomery County Board
8 of Education or having relatives who serve on the county board; requiring the
9 Commission to issue a report and make recommendations to the members of the
10 Montgomery County delegation to the General Assembly regarding the
11 compensation of the members of the Montgomery County Board of Education on or
12 before a certain date and at a certain interval thereafter; requiring the Commission
13 to consider certain information in formulating its report and recommendations;
14 providing that the members of the Montgomery County delegation to the General
15 Assembly may introduce certain legislation based on the Commission's report and
16 recommendations; altering the compensation structure for the members of the
17 Montgomery County Board of Education; defining a certain term; and generally
18 relating to compensation for the Montgomery County Board of Education.

19 BY repealing and reenacting, without amendments,
20 Article – Education
21 Section 3-901(b) and (g)
22 Annotated Code of Maryland
23 (2014 Replacement Volume and 2017 Supplement)

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.

Underlining indicates amendments to bill.

~~Strike out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.



1 BY repealing and reenacting, with amendments,
2 Article – Education
3 Section 3–902
4 Annotated Code of Maryland
5 (2014 Replacement Volume and 2017 Supplement)

6 BY adding to
7 Article – Local Government
8 Section 28–1A–01 through 28–1A–07 to be under the new subtitle “Subtitle 1A.
9 Montgomery County Board of Education Compensation Commission”
10 Annotated Code of Maryland
11 (2013 Volume and 2017 Supplement)

12 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
13 That the Laws of Maryland read as follows:

14 **Article – Education**

15 3–901.

16 (b) The Montgomery County Board consists of:

17 (1) 5 elected members, each of whom resides in a different board of
18 education district;

19 (2) 2 elected members who may reside anywhere in the county; and

20 (3) 1 student member.

21 (g) (1) The Montgomery County Council may remove a member of the county
22 board for:

23 (i) Immorality;

24 (ii) Misconduct in office;

25 (iii) Incompetency; or

26 (iv) Willful neglect of duty.

27 (2) Before removing a member, the County Council shall provide the
28 member a copy of the charges against him and give him an opportunity within 10 days to
29 request a hearing.

30 (3) If the member requests a hearing within the 10–day period:

1 (i) The County Council promptly shall hold a hearing, but a hearing
2 may not be set within 10 days after the County Council sends the member a notice of the
3 hearing; and

4 (ii) The member shall have an opportunity to be heard publicly
5 before the County Council in the member's own defense, in person or by counsel.

6 (4) A member removed under this subsection has the right to a de novo
7 review of the removal by the Circuit Court for Montgomery County.

8 3-902.

9 (a) An elected member of the county board is entitled to reimbursement for travel
10 and other expenses as provided by the Montgomery County Council.

11 (b) (1) An elected member of the county board is entitled to receive:

12 (I) \$25,000 annually as compensation [and the]; OR

13 (II) AN ANNUAL SALARY SET THROUGH LEGISLATION BASED ON
14 THE RECOMMENDATIONS OF THE MONTGOMERY COUNTY BOARD OF EDUCATION
15 COMPENSATION COMMISSION IN ACCORDANCE WITH TITLE 28, SUBTITLE 1A OF
16 THE LOCAL GOVERNMENT ARTICLE.

17 (2) THE president of the county board is entitled to [an additional \$4,000]
18 RECEIVE:

19 (I) \$29,000 annually as compensation; OR

20 (II) AN ANNUAL SALARY SET THROUGH LEGISLATION BASED ON
21 THE RECOMMENDATIONS OF THE MONTGOMERY COUNTY BOARD OF EDUCATION
22 COMPENSATION COMMISSION IN ACCORDANCE WITH TITLE 28, SUBTITLE 1A OF
23 THE LOCAL GOVERNMENT ARTICLE.

24 [(2)] (3) An elected member is entitled to health insurance and to other
25 fringe benefits regularly provided to employees of the board of education under the same
26 terms and conditions extended to other employees of the board of education.

27 (c) (1) The student member may not receive compensation but, after
28 submitting expense vouchers, may be reimbursed for out-of-pocket expenses incurred in
29 connection with official duties.

30 (2) A student member who completes a full term on the COUNTY board
31 shall be granted a scholarship of:

1 **28-1A-04.**

2 (A) THE COMMISSION SHALL ELECT A CHAIR FROM AMONG ITS MEMBERS.

3 (B) THE COMMISSION SHALL DETERMINE THE TIMES AND PLACES OF ITS
4 MEETINGS.

5 (C) (1) A MAJORITY OF THE MEMBERS OF THE COMMISSION IS A
6 QUORUM.

7 (2) ACTION BY THE COMMISSION REQUIRES THE AFFIRMATIVE VOTE
8 OF A MAJORITY OF THE COMMISSION MEMBERS PRESENT.

9 (D) THE MONTGOMERY COUNTY GOVERNMENT SHALL PROVIDE STAFF FOR
10 THE COMMISSION.

11 **28-1A-05.**

12 (A) THE COMMISSION SHALL STUDY THE SALARIES OF THE MEMBERS OF
13 THE MONTGOMERY COUNTY BOARD OF EDUCATION.

14 (B) THE COMMISSION SHALL ISSUE A REPORT TO THE MEMBERS OF THE
15 MONTGOMERY COUNTY DELEGATION TO THE GENERAL ASSEMBLY ON OR BEFORE
16 SEPTEMBER 1, 2019, AND EVERY 4 YEARS THEREAFTER, REGARDING ITS
17 RECOMMENDATIONS FOR THE APPROPRIATE COMPENSATION FOR MEMBERS OF
18 THE MONTGOMERY COUNTY BOARD OF EDUCATION, INCLUDING:

19 (1) ANY ADDITIONAL STIPEND FOR THE PRESIDENT OF THE COUNTY
20 BOARD; AND

21 (2) A SCHOLARSHIP AMOUNT TO BE AWARDED TO A STUDENT
22 MEMBER OF THE COUNTY BOARD WHO COMPLETES A FULL TERM ON THE COUNTY
23 BOARD TO BE APPLIED TOWARD THE STUDENT'S HIGHER EDUCATION COSTS.

24 **28-1A-06.**

25 IN FORMULATING ITS REPORT AND RECOMMENDATIONS, THE COMMISSION
26 SHALL CONSIDER FOR EACH MEMBER OF THE MONTGOMERY COUNTY BOARD OF
27 EDUCATION:

28 (1) THE SCOPE OF RESPONSIBILITIES OF A COUNTY BOARD MEMBER;

1 **(2) THE EDUCATION, SKILLS, AND ABILITIES NECESSARY TO**
2 **PERFORM THE DUTIES OF A COUNTY BOARD MEMBER;**

3 **(3) THE SALARIES OF SIMILAR COUNTY BOARD MEMBERS IN OTHER**
4 **JURISDICTIONS;**

5 **(4) THE TIME REQUIRED TO PERFORM THE DUTIES OF A COUNTY**
6 **BOARD MEMBER;**

7 **(5) THE SALARIES OF SUBORDINATE EMPLOYEES UNDER THE DIRECT**
8 **SUPERVISION OF THE COUNTY BOARD;**

9 **(6) THE VOLUME AND WORKLOAD OF THE COUNTY BOARD; AND**

10 **(7) ANY OTHER RELEVANT INFORMATION.**

11 **28-1A-07.**

12 **AFTER REVIEWING THE COMMISSION’S REPORT AND RECOMMENDATIONS,**
13 **THE MEMBERS OF THE MONTGOMERY COUNTY DELEGATION TO THE GENERAL**
14 **ASSEMBLY MAY INTRODUCE LEGISLATION TO ALTER THE SALARY OF MEMBERS OF**
15 **THE MONTGOMERY COUNTY BOARD OF EDUCATION.**

16 **SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect**
17 **October 1, 2018.**

Approved:

Governor.

Speaker of the House of Delegates.

President of the Senate.

Appendix B: Board of Education Compensation Commission Interview Notes

Montgomery County Board of Education Compensation Commission
Interview Questions for the MCPS Board of Education Members
MCPS Board Member: Grace Rivera-Oven Date: 11/1/2024

MCPS Board of Education Member will have 45 minutes to answer the questions.

1. What prompted you to run for election for a MCPS School Board Member seat?

- My experience prior to Covid
- Being a former ESOL Immigrant Student I wanted my community (Germantown area) to get access to the education resources, wifi etc

2. What is the role of the MCPS School Board?

- We oversee the policy, review and update policies specifically with an equity lens
- Support our teachers, students and parents
- Support our Black and Brown students

3. What characteristics, education, and experience are required to be a board member?

- Someone who is in touch with the School system
- Someone who is in touch with the Community in which they serve
- Someone with good communication skills; who talk to all the folks, Parents, Advocates and including support staff like the Bus Drivers,

4. Describe your role in the review/approval of the annual budget of MCPS.

- I dive into the budget before it is budget time, I am nerdy like that
- I assess the budget by asking the hard questions; getting to the heart of whether we are investing in the right programs and personal
- Know the programs, the personnel, the academics and the wellness of staff and students.
- Making sure the budget supports wellness and the teachers

5. How large is the team that directly supports the Board of Education (and are not MCPS employees), and do you believe it is adequate?

- We have a team of 7 currently, and we are interviewing for an ombudsman
- While I was at the National Board of Education summit, we chatted with other fellow Board of Education members and found that as an example:

- In California, each Board Member has their own Chief of Staff; someone who could handle constituent issues, legislative issues, follow up on the Board Members questions
- Montgomery County Board Members are at a disadvantage currently being a part time role, as an example, I get 350 emails a day and answer calls and follow-up on Board initiatives.

Follow up question: Who recommends or hires the staff, is the Board of Education Chief of Staff

6. What is your role in the day-to-day operations of the School Board; How many hours per week do you spend on Board of Education work?

- I average 30 hrs/wk minimum
- I support the largest district: UpCounty which runs from Montgomery Village to Poolesville, Damascus and everything in between
- I do 2 school visits per week
- Email checked by Noon where on avg I would have 150 emails by noon
- I do interviews by Students on my role
- I work with a Young Women’s Group at Seneca Valley
- I support the Apprenticeship program
- Check on Principals when any large event has occurred
- Look at the Budget daily
 - As an example, there were 3 kids hit by cars in UpCounty; the State has not put up the required signs so I continue to connect with the Head of Transportation

7. Thinking about the work a board member does, how would it relate to other management positions both within the school system and in the marketplace?

- I would equate our work to that of a principal of a large High School like Seneca Valley or Gaithersburg
- The complexity of the issues, traffic, public safety etc
- Nothing I can think of in the general marketplace equates to that of an MCPS Board of Education Board Member role

8. Describe the school board’s role in the safety and well-being of the students, staff and community they serve.

- I started in Public Safety at the State’s Attorney’s office
- versatile in everything
- I know what is going on around my area, what the crime rate is etc.
- I pushed for Daily updates from the School on any Public Safety events that took place; these updates come from the School System and Marcus Jones (head of School Security)
- I review trends – push for more security in the schools where extra security is needed; additional cameras for all Elem. Schools

- My work with the UpCounty Hub, supporting wellness centers, food security, housing instability

9. If you could use your superpowers to change the MCPS School Board, what would that be and why?

- Make Montgomery County Board Member Positions Full Time!
 - This would allow the Board Members to more effectively hold the School System accountable
- Currently the Board is made up of all Women (except the SMOB); if Men were on the Board, compensation would be higher
- Better compensation – equivalent to a school principal.

Montgomery County Board of Education Compensation Commission
 Interview Questions for the MCPS Board of Education Members
 MCPS Board Member: Sami Saeed (Former SMOB – July 11, 2023, 1 year Term)
 Date: 11/4/2024

MCPS Board of Education Member will have 45 minutes to answer the questions.

1. What prompted you to run for election for a MCPS School Board Member seat?

- I looked to represent the average MCPS Student who was not already in a leadership role, I did not start to get engaged until Sophomore/Junior year of HS.

2. What is the role of the MCPS School Board?

- The role of the MCPS School Board is to oversee the work of the Superintendent
- The Superintendent oversees the Capital and Operating Budget, programs, curriculum
- Board members are not education experts but rather an appointed official for the community at large
- The Board has the final say, oversees the system
- The Board does not dig into the details but focuses on topics like “funding” or “mental health” – does not get into the weeds
- Need to support more counselors.

3. What characteristics, education, and experience are required to be a board member?

- Board members should have Team leadership, an ability to be collaborative
- Board members should have Public Speaking skills, Board members are routinely asked to speak at engagements, and being able to communicate clearly to their audience is a must

- Board members need research skills, the ability to understand data and statistics
 - Example: Reviewing Math and Literacy rates
- As Board Members we oversee Appeals – as an example 1 appeal could be a 1,000-page document; the Board member must be able to focus on the document and analyze the information
- Critical thinking skills
- Open-mindedness
- Personal experience in the Montgomery County Public School education system either as a former student, current parent, teacher etc.

4. Describe your role in the review/approval of the annual budget of MCPS.

- Board Members 1st edit the Superintendent’s recommended budget
 - Question whether we are going to cut any programs or add funds to other areas
- Board Members reach out to the Montgomery County Council as they ultimately make the decision on the Budget
 - This is where we work together Board and Council to review any recommendations the Council has for the Board to consider
- As a SMOB I came with a unique perspective to the Budget process, I focused on the programs within the Budget and those programs I or other students had used
 - I focused on making sure specific programs that Board Members may not have as much direct knowledge of, were considered for additional funding

5. How large is the team that directly supports the Board of Education (and are not MCPS employees), and do you believe it is adequate?

- 7-10 people including a Chief of Staff, 3 or so Scheduler type roles, a Budget person
 - The Deputy Chief of Staff, Communications Person, are newer positions which were added towards the end of my time, but I saw a big value in their addition
- While I don’t believe every Board Member needs their own Chief of Staff, I don’t believe 2 Chief of Staff are enough for the entire Board. I would recommend adding a couple general staff roles

6. What is your role in the day-to-day operations of the School Board; How many hours per week do you spend on Board of Education work?

- As a Board Member we were required to attend bi-weekly publicly announced Board Meetings, Subcommittee meetings, twice-weekly unpublicized meetings, look at all appeals, do research, show up for events like Graduations/Conferences, respond to emails, interviews of new superintendent
- As a SMOB specifically I did all that above but also did School visits (approx. 3 visits/week, I visited nearly 55 Middle Schools and High Schools during my term), focus on getting input from students via communication channels I created such as newsletters, Social Media (I had 10K followers on Instagram), created graphic

content and posted board meetings so Students would be aware of what was going on. I would get in the weeds with Central Office Staff and specific System Programs (as an example I focused on Healthy School Lunches, visited the facility, worked with the Dept to create a survey and taste testing events. I submitted a [resolution](#) on Safety and Security. Each SMOB has a Student Advisory Group, mine was over 700 members in which I facilitated the meeting, created the agenda, etc.

- As a SMOB I would say on average I worked 20-25/hrs per week on Board related work. Sometimes as much as 30-40 hrs/week when things were happening. I had an abbreviated School schedule where I only had 4 official classes, but SMOB took up my time
- I believe having 2 SMOB representatives vs just 1 per year would allow for more representation of the Student on the Board, each being from a different part of the County would give students more representation

7. Thinking about the work a board member does, how would it relate to other management positions both within the school system and in the marketplace?

- I relate the position of a Board Member to that of a Board of Directors for a Company, the Board of Directors have the ability to remove the CEO as does the MCPS Board to remove the Superintendent

8. Describe the school board's role in the safety and well-being of the students, staff and community they serve.

- 1 part of the Role is to maintain a public image/public trust via review of appeals
- 1 part of the Role is Legislative, as an example with Safety, the Board could recommend expansion of Social Workers for the Safety and Well-being of Students, while also recommend Professional Development for the Staff and Teachers which is focusing on the Staff and Teacher well-being

9. If you could use your superpowers to change the MCPS School Board, what would that be and why?

- I would make the Board Member positions full time, and pay them a full-time salary
 - There is not enough time, resources as a part time member to actually review the budget just as 1 example

Additional Question Asked by BOECC: As a SMOB, would you prefer a scholarship or a Salary like the rest of the Board Members:

- I would prefer a salary as I believe it would allow more Students to justify running for this position
 - many students have to work to support their family, offering a Scholarship to those students who may not have College as their next step will not give them the incentive they need
 - \$25,000 Scholarship does not cover a full year of in-state tuition

MCPS Board of Education Member will have 45 minutes to answer the questions.

1. What prompted you to run for election for a MCPS School Board Member seat?

- 13 years ago, I was prompted to run after I found the MCPS system to be challenging for families like mine dealing with and navigating the Special Education services
- I was already doing volunteer work for MCPS and when a former Board member was leaving, they suggested I run
- I looked to make a difference

2. What is the role of the MCPS School Board?

- The Boards main role is oversight of MCPS system, technically the budget, hiring, policies, and holding the Superintendent accountable
- The role is way more than that, it is Constituent and Customer Service, when things go wrong in MCPS, it is on the Board
- On Paper, our Board position is seen as Part Time but to the general public, our Board positions are full time, we work 24/7/365 days a year to be responsive to the public
- Whether it is emails, phone calls, people stopping me while I am out with my family- we are always on
- The State view of this role is short sided

3. What characteristics, education, and experience are required to be a board member?

- A board member must have experience in the County, be aware of the diversity and complex make up of the County
- A specific education is not necessary to excel in this role, it is about having a full understanding of the County

4. Describe your role in the review/approval of the annual budget of MCPS.

- As a Board member our role and responsibility regarding the review and approval of the Annual Budget of MCPS depends on the Superintendent
 - If the Superintendent is open and transparent with the Board, we start reviewing and engaging on the Budget a lot sooner in the year, we talk about budget priorities
 - If the Superintendent is less open and just brings us the Budget, where there are no true line items, just staffing and programs, we have a much smaller role in being able to do anything

- The Board has no insight into how the Money is actually spent

5. How large is the team that directly supports the Board of Education (and are not MCPS employees), and do you believe it is adequate?

- While the Board Staff has expanded, I would say over the last 2-3 years, it is not enough for the individual Board members
- Currently I would say there are 7 or so Board Staff members, hired by the Board such as the Chief of Staff, Deputy Chief of Staff, and Legislative person, a Budget Issues person, and several office support staff
 - These staffers are mostly for the Board Officers, President and Vice President of the Board, the general Board Members do not have their own Staff which is desperately needed
- No one helps me (as a Board Member) with the daily emails, personal constituent responses, following up on my questions; I have from time to time had friends who have helped me in a volunteer role but that is not consistent and not what is truly needed
- I have 2 other jobs in addition to this Board Member role, I own a restaurant and consulting company.
- At a minimum I believe each Board Member should have their own Chief of Staff and a person to do Community Outreach, townhalls, newsletters – I can't do that all on my own, I would have loved to have done these things, but I had to balance my time

6. What is your role in the day-to-day operations of the School Board; How many hours per week do you spend on Board of Education work?

- I spend anywhere from 30-60 hrs/week on Board related work, from reading materials ahead of the meeting, actual meetings, calls, emails etc.
- My role varies day to day, we have Board meetings nearly daily (they can range from a couple hours for committee meetings to in some cases 10-12 hours for full Board meetings). As an example, last night, we had a Public Hearing which ran 6-10pm
- Your role also depends on if you are an officer, some Board members get contacted by constituents and others more heavily in certain areas
 - The President and Vice President talk more directly with the Superintendent; there is always something going on

7. Thinking about the work a board member does, how would it relate to other management positions both within the school system and in the marketplace?

- I would liken the position of a Board Member to that of a Montgomery County Councilmember position, we work equally as hard and do not have the Summer or Winter recesses that the Councilmembers get
 - The time we spend, the oversight of the MCPS system and its complexities are similar to that of a Councilmember; we have a role in HHS, Housing, Transportation matters just like the Councilmembers; MCPS offers all these types of services or collaborates with these departments

- In the general Business area, or Marketplace, I would liken our Board Member role to being that of a Good CEO. MCPS is a major company with many employees (Staff/faculty) and customers (students/parents/community members).
 - While the Superintendent could be seen also as a CEO to MCPS, the general public sees Board Members as the ones with the oversight and we take that role very seriously

8. Describe the school board’s role in the safety and well-being of the students, staff and community they serve.

- The expectation from the Public and us as Board Members is to have a role in the Safety and Security, including Mental Health and we take this role very seriously when reviewing the budget, hiring the Superintendent etc.
- The Safety and Well-being of our Students, Staff and Community are a top priority for the Board Members, I would love to get more information about the Daily issues that arise

9. If you could use your superpowers to change the MCPS School Board, what would that be and why?

- I would structure the Board Member position to be Full Time, and Compensated at the level of a County Councilmember Salary
 - Per the County Council Website – “Beginning on Dec. 5, 2022, the Council President receives a Salary of \$171,912.46 per year. The other members receive a salary of \$156,284.05.”
[https://www.montgomerycountymd.gov/COUNCIL/about/index.html#:~:text=Former%20Councilmembers-,About%20the%20Council,first%20Monday%20in%20December%202026.&text=Beginning%20on%20Dec.,receive%20a%20salary%20of%20\\$156%2C284.05.](https://www.montgomerycountymd.gov/COUNCIL/about/index.html#:~:text=Former%20Councilmembers-,About%20the%20Council,first%20Monday%20in%20December%202026.&text=Beginning%20on%20Dec.,receive%20a%20salary%20of%20$156%2C284.05.)
- I would provide Board Members with a Chief of Staff for each individual Board Member similar to the County Councilmembers
- I would recommend the “School Board Member” names on the ballot for consideration during elections be higher on the ballot itself so folks see it and actually vote. (The School Board Member question is typically at the very end of the ballot where folks may not end up casting a vote)

Additional Question Asked by BOECC:

You mentioned that you had previously participated in the 2019 report and noted nothing changed from 2019 to now, can you elaborate:

- The only thing that came out of the Report was that the Student Member of the Board now makes more money than I do as a Board Member

- Board Members do not receive a pension or health benefits after they leave office, when I am done my term, I will have nothing – no continuation of health benefits, no pension. Board Members essentially put their lives on hold to provide this service to the Community and are paid at a part-time level for full-time work
 - The public doesn't see a member of the board of education as having a real job, it's just part-time or volunteer.
 - This compensation does not allow the general public, single parents, to think about applying for this role as you can not live off \$25,000/year if this was your only job. Only folks who are wealthy, retired, or have a partner able to support their family can think about applying
 - The salary should be \$130,000 or at least \$100,000 per year.
- I hope the State takes action!

Montgomery County Board of Education Compensation Commission
 Interview Questions for the MCPS Board of Education Members
 MCPS Board Member: President Karla Silvestri Date: 11/7/2024

MCPS Board of Education Member will have 45 minutes to answer the questions.

1. What prompted you to run for election for a MCPS School Board Member seat?

- Moved to Maryland 17 years ago
- Jerry Weast called for more folks to join advisory committees
- Was on different MCPS Committees for over 10 years before I ran for a Board seat
 - Being a Latina, I was asked to join a lot of committees
 - As a Parent Advocate and Volunteer I did not feel my voice was being heard so I ran and won

2. What is the role of the MCPS School Board?

- Governance and Oversight
- Hire and Supervise the Superintendent
- Approve the Budget, Approve School Boundaries and the Legislative Agenda
- Be the Communities Eyes and Ears

3. What characteristics, education, and experience are required to be a board member?

- It is important to know MCPS
- Be a good communicator and listener
- This MCPS System is a Big System – as an Administrator myself, I brought knowledge with me around hiring/firing, contract negotiations, unions etc.

- Diplomatic
- Thankless Job

4. Describe your role in the review/approval of the annual budget of MCPS.

- Starting today as an example, we just had a meeting where the Board communicated to the Superintendent, our Board Budget Priorities
 - The Superintendent will take that and provide us his budget
 - Over the next several weeks/months, we will have 6 work sessions to review chapter by chapter the budget
 - We will do advocacy work with the County Executive and Council so that the Budget presented meets the needs of our students

5. How large is the team that directly supports the Board of Education (and are not MCPS employees), and do you believe it is adequate?

- I do not believe the number of Staff for the Board is adequate
 - We currently have 6 or so Administrative Assistant type staff as well as 6 or so what I would call Senior Level Staff (Our Chief of Staff, Deputy Chief of Staff, an Ombudsman, Budget Analyst, Communications Specialist, and Legislative Specialist so 12 in total approximately
 - I work full time, so I rely on the Senior Staff to help me understand the topics and move the agendas forward
 - I believe the Board could benefit from more analysts similar to that of the County Council who are specifically looking at things outside the budget like Curriculum
 - They would be able to ask the deeper questions, give proper packets to the Board Members with meaningful questions or responses to the topic
 - Emails are never ending, and the emails always need follow up, I don't have all the answers so have an Ombudsman and Asst Ombudsman would be valuable

6. What is your role in the day-to-day operations of the School Board; How many hours per week do you spend on Board of Education work?

- I have been president of the Board for the last 2 years, but a Board Member for a total of 6 years.
 - As a Board Member I would say I worked approx. 8-10 hrs a week on Board work; As a President I am working 30 hrs/week 8-10 of which is time I take from my full-time work leave
 - Working on Board work evenings, early mornings (I do Board email from 5am-6am 6 days a week)

7. Thinking about the work a board member does, how would it relate to other management positions both within the school system and in the marketplace?

- As a Board president you must have Public Speaking, Planning, the ability to Build Consensus, Supervision of the Superintendent and Chief of Staff for the Board, make tough decisions
- Board Members can build their skills as they go on the Board

8. Describe the school board’s role in the safety and well-being of the students, staff and community they serve.

- We direct the Superintendent to prioritize safety
- Allocate and invest in resources for Safety
- Establish policies related to Safety
- But we are not running the system

9. If you could use your superpowers to change the MCPS School Board, what would that be and why?

- I want Competent full-time Staff that would allow Board Members to do more and be more active in the Community
- As far as Compensation, \$25,000 is not a competitive salary if you make the Board Member position a full-time Position
- If this was a full-time position, you should compensate the members at a Livable wage for Montgomery County which would open the pool of potential School Board Members
- I do not believe the Student Member of the Board should receive a Salary, their job is to go to School, the Scholarship supports that
- It is my honor to serve as the President of the School Board, in the Nation’s 15th largest School System. I became a US Citizen 16 years ago

Montgomery County Board of Education Compensation Commission
Interview Questions for the MCPS Board of Education Members

MCPS Board Member: _____Brenda Wolff_____ Date: 11/14/24

MCPS Board of Education Member will have 45 minutes to answer the questions.

1. What prompted you to run for election for a MCPS School Board Member seat?

She was a civil rights attorney for the U.S. Dept. of Education for 34 years. Her focus was always on education. She retired in 2012 and began working in a mentoring program. She was interested in a report on student discipline and how it affected black students in disparate ways. Saw that black students were sent to special education because of discipline problems. The problem wasn’t fixed even after the report was published. Thought she could help solve these problems so ran for school board.

2. What is the role of the MCPS School Board?

There are three major functions: hiring the superintendent, policy, budget. Also oversight, and governance. Attend appeal meetings.

They also communicate with constituents. They are continuously evaluating the curriculum, policies, and programs, and determining which things are worth continued investment/

3. What characteristics, education, and experience are required to be a board member?

- Passion for education and educating all students. Striving for equity and excellence.
- Not everyone needs to be a teacher. There's an inherent conflict because teachers must ask the Board to provide what they want.
- But it is good to have a teacher on the Board. They bring "boots on ground" experience.
- Ms. Wolff is a lawyer, which she believes is important to have on the Board.
- Board members need to have passion and time for this kind of work.
- There should be equity on the Board.

4. Describe your role in the review/approval of the annual budget of MCPS.

The Board reaches out to the community, which has a role in the budget. What constituents think is important is considered along with the Board's responsibilities.

The Board goes over the budget line by line. They consider what they'd like the budget to include and then come up with priorities for the superintendent. They also meet with the public to discuss budget priorities.

It's a very lengthy project because it's a capital and operational budget. It involves public hearings, work sessions, 13-14 for every budget cycle.

The Board asks a lot of questions to understand what's in the budget. Is it necessary, does it work, is it effective, should they continue with it? Money needs to go to schools itself, not the Board.

5. How large is the team that directly supports the Board of Education (and are not MCPS employees), and do you believe it is adequate?

There is a team of about 10 people that support the Board. She feels that's adequate. Other board members don't. The only staff she would add is a budget person. They have one and could use two or three. She would like the Board to have budget numbers and not have to get them from MCPS.

The don't need more social media people. They do need more communications staff. They have one person doing communications. It's extremely important to reach out to the

community. People want to be heard. Not social media, but to get their message out. They have been looking at California for structure.

6. What is your role in the day-to-day operations of the School Board; How many hours per week do you spend on Board of Education work?

Role: Depends on what day it is. Committee meetings – each Board member is a chair and then on another committee. The Board provides oversight and governance. Members are ambassadors for the Board. They hear constituents concerns and then follow up with MCPS. They facilitate interactions with the school system.

Hours per week: 25 – 40 hours per week. They were there all day today, last night and Monday night. There is a lot of night work because people want to meet the board. They also go PTA meeting and school meetings.

7. Thinking about the work a board member does, how would it relate to other management positions both within the school system and in the marketplace?

Not a lot of relation to other positions directly. They report to the superintendent. They don't have direct oversight. They have influence in choosing principals.

MCPS is like a corporation because they have a Board and a fiduciary responsibility.

The Board does have a lot of interaction with the County Council who fund them. It's mostly through the president directly but they also attend Council sessions.

They interact regularly with the superintendent, sharing community problems and finding solutions. They get daily updates on every school with any kind of issue.

The Board has one employee – the superintendent, though they have 10 staff.

The Board is like the CEO. The Council is not like a CEO, but the Board has sessions like the Council.

8. Describe the school board's role in the safety and well-being of the students, staff and community they serve.

Safety is the highest priority. If students don't feel safe, then MCPS can't deliver education. Their role is educating students, but students must be mentally and physically safe. Their primary function is to educate but the Board needs to protect the students and deliver on promise of safety. They have a strategic plan and policies on wellness (3 components – one is wellbeing). They have 50 social workers and psychologists.

9. If you could use your superpowers to change the MCPS School Board, what would that be and why?

Compensation. Look at the budget and see what's important. How much do you pay people to oversee it?

Do Board members work for compensation? No, but it would expand on who is able to work on the Board. People can't raise a family on what they're paid, so it excludes a lot of people.

The Board should get paid like the County Council, approximately \$120,000.

The school system budget is 50% of the County budget, so Board members should be paid comparably. The same thing with teachers. They're not paid for the professionalism required of them.

Brenda Wolff additional comments/questions:

Q from Ms. Wolff. How do these questions relate to compensation?

A from Commission member. It's getting at the overall big picture of the role of the Board. Fleshing out the bones of what is going on. It helps to actually talk to Board members. The Commission is trying to get fresh perspectives.

Comment from Ms. Wolff: She thinks that questions should ask how many hours are spent on various activities. Even if the salaries increased, they wouldn't apply to sitting members. The increase would apply to new or re-elected Board members.

It's a labor of love. The school system needs to catch up. Students learn differently these days.

Commission members' comments/questions:

Q from Commission member. Who negotiates with the union?

A from Ms. Wolff. The Superintendent not the Board.

Q from Commission member. What changes have you seen?

A from Ms. Wolff. The CREA Program for Latino students. Students go to career technology training. She believes there are a number of students who don't read or perform well, and that their home life keeps them from succeeding.

Chinese, Muslim, Latino centers should wrap their arms around the family, and train the child (who won't graduate) through the career and technical education program. That would make a big difference.

Also, the Board is working with Montgomery College to get students their GED and career training opportunities.

It's a complicated project. All health initiative providers must agree to participate: doctors, Dept. of Health and Human Services, housing providers, have all agreed to help.

The next big thing Ms. Wolff is pushing is to deliver programming all over the County with virtual options. East County doesn't have the same opportunities as Bethesda or Poolesville for example. Classes could meet virtually and kids in every single high school could take them. Students could take classes at night. It would help with attendance and allow students getting credits to graduate. There should be optional hours for schooling. MCPS needs a virtual night school.

(Commissioners mentioned University of Maryland Global Campus as an example and resource, and District of Columbia's night school.

Appendix C-1: Board of Education Office and Internal Audit Job Descriptions

OFFICE OF HUMAN RESOURCES AND DEVELOPMENT → CLASSIFICATION → CHIEF OF STAFF, BOARD OF EDUCATION

Sorted by job title: A-Z | D-H | L-Q | R-Z

CHIEF OF STAFF, BOARD OF EDUCATION

MONTGOMERY COUNTY PUBLIC SCHOOLS CLASS DESCRIPTION

OFFICIAL TITLE: Chief of Staff,

CODE: 0457

SQ/OQ: Not Applicable

WORKING TITLE: Chief of Staff, Board of Education

GRADE: BOE

MONTHS: 12

SUMMARY DESCRIPTION OF CLASSIFICATION: Directs all assistance and support to the Board of Education, Board officers, and Board members in fulfillment of the Board's responsibilities, including but not limited to administrative and logistical support, supporting the Board's fulfillment of its statutory duties and facilitating coordination with the superintendent of schools. Responsible for the overall management of the Board of Education Office and the Internal Audit Unit, including the hiring and supervision of the Board of Education's professional and support staff. Promotes the interests of the schools within Montgomery County. Serves as primary staff liaison to the superintendent of schools and executive staff. Acts as principal advisor to the Board of Education on education laws, bylaws, rules, regulations, and policies. Coordinates retention of counsel in legal matters that affect the Board and its members. Directs the Board's intergovernmental and public relations. Represents the Board of Education at meetings and functions, as directed. Oversees the work of the Board's ombudsman. Monitors public information and communications related to the Board of Education. Responds to inquiries on Board meetings and official Board actions. Provides research and analytical support on all program and constituent issues. Acts as the Board's parliamentarian.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, SKILLS, AND ABILITIES: Thorough knowledge of the principles and practices of conflict resolution. Knowledge of the responsibilities and practices of local boards of education, and respective authority and roles of the Board and superintendent. Knowledge of the functions and activities of county and state agencies. Knowledge of policy making process in local or state government, or with local and/or state boards of education. Understanding of the legal, regulatory, and other constraints on public policy makers. Ability to perform research, administrative, and analytical assignments of a difficult and complex nature and to exercise good judgment and discretion in the performance of such duties. Excellent oral and written communications and human relations and interpersonal skills. Demonstrated ability to make effective use of information technology/computers. Demonstrated ability to work independently. Excellent conceptual, analytical, organizational and management skills.

EDUCATION, TRAINING, AND EXPERIENCE: Graduation from an accredited college or university with a bachelor's degree in human resource management, public relations and communications, public or business administration, or other acceptable field. Master's degree desirable. Experience with formal boards including but not limited to boards of education. Experience in managing professional and support staff. Strong experience in the field of customer satisfaction/relations, mediation, conflict resolution and complaint management. Experience with employee assistance referral programs. Experience in managing effective human resources and public relations and communications programs. Experience in working effectively with community organizations, interest groups, and community outreach programs. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: None

PHYSICAL DEMANDS: (Special requirements such as lifting heavy objects and frequent climbing.) None

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) Frequent night and weekend work required. Ability to attend all meetings of the Board of Education, work well beyond a normal work week and respond to work requirements at any time.

OVERTIME ELIGIBLE: No

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Directs all assistance and support to the Board of Education in fulfillment of its statutory duties. Performs research, including management, program, financial and other analytical studies. Recruits, selects, manages, trains, and evaluates Board Office staff and internal audit staff. Acts as chief coordinator for Board ceremonies, meetings, hearings, and retreats. Prepares official Board of Education testimony. Directs fulfillment of the Board of Education's quasi-judicial functions, as well as its legislative program. Directs development of the Board Office budget and approves payroll and expenses. Supports Board of Education officers and each member in the performance of their duties. Provides assistance in superintendent search, selection, contracting, and evaluation...Works with community organizations, interest groups, and community outreach programs to further understanding of the Board of Education and its responsibilities. Directs overall communication functions of Board Office and on behalf of Board members, including but not limited to correspondence, outreach and engagement, and web and social media presence. Provides professional support at all meetings of the Board of Education, including its committees. Supervises the work of the Internal Audit Unit including development of work plan, reviewing draft audit reports, working with administration regarding any issues or trends that may arise. Oversees the work of the Board's committees. Performs related duties consistent with the scope and intent of the position.

Class Established: 6/01

Date(s) Revised: 4/2016; 9/2020; 7/2021

Last Reviewed: 2/2016

This description may be changed at any time.

Sorted by job title: A-C | D-H | I-Q | R-Z

DEPUTY CHIEF OF STAFF

MONTGOMERY COUNTY PUBLIC SCHOOLS CLASS DESCRIPTION

OFFICIAL TITLE: Director II

CODE: 0251

SQ/OQ: Not Applicable

WORKING TITLE: Deputy Chief of Staff

GRADE: Q

MONTHS: 12

SUMMARY DESCRIPTION OF CLASSIFICATION: Under direction of the Board of Education's Chief of Staff, the deputy chief of staff provides support for the governance, policy, and community relations operations of the Board of Education. These functions include, but are not limited to, strategic, research and advisory support to the Board Policy Management Committee, serves as the ethics officer for the Board of Education Ethics Panel, management of the appeals process and support to the Board in its quasi-judicial functions. Oversees daily operations and management of the office and supervises BOE staff members. Additionally, the director coordinates Board business meetings, hearings, oral arguments, retreats, trainings, work sessions, orientations for new Board members, agenda-setting, special/emergency meetings, and other duties related to the fulfillment of the Board's statutory duties. Provides research and analytical support and advises the Board on governance, management, operational, and procedural issues.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, SKILLS, AND ABILITIES: Knowledge of the responsibilities and practices of local boards of education, and respective authority and roles of the Board of Education and the Superintendent of Schools. Thorough understanding of pre-kindergarten through Grade 12 public education. Thorough knowledge of governance functions and operations, as well as process management. Understands the function of governing an organization. Ability to manage and respond effectively to challenges and juggle multiple priorities. Ability to supervise staff and lead a team effectively. Excellent project management skills and attention to detail. Ability to perform research, administrative and analytical assignments of a difficult and complex nature and to exercise good judgment and discretion in the performance of such duties. Thorough knowledge of the principles and practices of conflict resolution. Excellent oral and written communications and human relations and interpersonal skills.

EDUCATION, TRAINING, AND EXPERIENCE: Graduation from an accredited college or university with a Juris Doctor or a Master's degree in public relations, public or business administration, public policy, education, mediation or other related field, or equivalent training and experience. (J.D. preferred). Minimum of five years' experience working in one or more of the following areas: mediation, dispute resolution, public administration, public policy, law, labor relations, complaint management. At least three years of management experience. Documented experience in research/professional writing and editing, including position papers, policies, and regulations. Familiarity with legal processes of school systems desirable. Strong experience in the field of customer satisfaction/relations, mediation, conflict resolution, and complaint management. Strong organizational and planning abilities. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: None

PHYSICAL DEMANDS: (Special requirements such as lifting heavy objects and frequent climbing.) None

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) Frequent night and weekend work. Must be available to attend all meetings of the Board of Education, including evenings and weekends..

OVERTIME ELIGIBLE: No

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Note: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or ability associated with this classification, but is intended to accurately reflect the core job elements.)

Manages all quasi-judicial functions/appeals matters before the Board, including case management, interaction with parties, ensuring adherence to procedures, directing drafting of Board's decisions, and serving as Board's liaison to outside legal counsel.

Supports Board community engagement efforts through the implementation of innovative engagement forums, creating opportunities for the Board to meaningfully engage with the community on a variety of issues, including policy, budget, legislation, and curriculum.

Manages projects related to Board functions, such as developing annual Board meeting calendar, updating the Board's Operations Handbook, collaborating with outside counsel regarding the Open Meetings Act and Maryland State Board of Education complaints, and reviewing contracts to ensure they are supported by Board action.

Oversees daily operations of the office; supervises and directs the work of Board office staff. Meets regularly with office staff, both as a team and individually, to receive updates, provide pertinent information, feedback and team building activities. Models and promotes a culture of respect and an inclusive, welcoming environment .

Supports the governance and operations of the Board, including coordinating Board business meetings, hearings, retreats, work sessions, orientations for new Board members, Board member swearing in ceremony, special/emergency meetings, and other activities related to the Board's fulfillment of its statutory duties.

Provides professional support at Board business meetings, including but not limited to coordinating agenda development, serving as liaison with superintendent's office and administration, providing support to Board president in facilitating meeting, monitoring issues addressed at these meetings, etc.

Provides professional support for Board committees, including the Policy Management Committee and other standing committees.

Serves as ethics officer and provides principal staff support for the Ethics Panel, including answering questions from staff and the community regarding the ethics policy, processing requests for advisory opinions, and processing complaints.

Coordinates the annual financial disclosure process. Organizes and administers special projects for the Board, such as the superintendent search process, including the process for selecting a superintendent search firm.

Assists the Board's chief of staff in the performance review of superintendent of schools, including goal setting, evaluations, contract amendments, and with other personnel-related matters.

Develops, organizes, and prepares materials for processes related to appointment of Board members and appointments to the Board's advisory committees.

As directed by the Board's chief of staff, provides oversight of the operations of the Board Office, Board staff recruitment/interview processes, and other processes as necessary.

Writes and edits resolutions, letters, testimony, reports, talking points, and other Board documents/correspondence.

Answers community and staff questions regarding the Board's governance functions.

Identifies, researches, analyzes, and troubleshoots issues in order to provide advice and assistance to the Board's chief of staff, Board officers, and Board members.

Collaborates with Board members, the Board's chief of staff, and the superintendent's executive staff to facilitate fulfillment of the Board's governance functions, community concerns, and other matters related to the work of the Board.

Understands and applies principles of performance evaluation and professional growth standards for employees.

Performs related duties consistent with the scope and intent of the position.

Class Established: 6/2019

Date(s) Revised: 12/2023

Last Reviewed:

This description may be changed at any time.

Sorted by job title: A-C | D-H | I-Q | R-Z

OMBUDSPERSON

MONTGOMERY COUNTY PUBLIC SCHOOLS CLASS DESCRIPTION

OFFICIAL TITLE: Ombudsperson

CODE: 0452

SQ/OQ: Not Applicable

WORKING TITLE: Ombudsperson

GRADE: P

MONTHS: 12

SUMMARY DESCRIPTION OF CLASSIFICATION: Under general direction of the chief of staff, serves as the ombudsperson for the Board of Education by acting as a neutral and impartial dispute resolution intermediary for families, community members and other constituents; provides leadership, strategic planning, vision and direction to ensure timely, thoughtful communications to internal and external partners and constituents; lead and manage daily communications operations including drafting a wide variety of communications, including responses to constituent inquiries, newsletters, webpages and scripts; manages the office's presence on social media and the web; represents the Board in the regional ombudsman meetings; assists and advises on the development and maintenance of effective internal data collection and analysis; serves as a liaison to the administration, communications offices; and interacts with governmental officials as it relates to constituent services.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, SKILLS, AND ABILITIES: Knowledge of and experience with alternative dispute resolution processes. Ability to communicate effectively with diverse audiences; conceptualize and implement new processes. Experience with outreach to underserved communities. Outstanding oral and written communication skills. Considerable and demonstrated knowledge of innovative communication practices. Ability to present to a variety of audiences, including other elected officials and community organizations, Board policies and priorities and to address queries with confidence. (Bilingual preferred).

EDUCATION, TRAINING, AND EXPERIENCE: J.D. or Master's degree from an accredited college or university in law, communications, alternative dispute resolution, social work or psychology. Experience in alternative dispute resolution processes and communicating complex information for a large public institution; experience in constituent services; or other combinations of applicable education, training, and experience which provide the knowledge, abilities and skills necessary to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: None

PHYSICAL DEMANDS: (Special requirements such as lifting heavy objects and frequent climbing.) None

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) Ability to attend evening meetings and work overtime, as needed.

OVERTIME ELIGIBLE: No

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

1. Leads the day-to-day operations for dispute resolutions.
2. Acts as an informal mediator when appropriate to resolve complaints.
3. Addresses proactively issues that may result in misunderstanding or conflict.
4. Gathers and analyzes information relating to complaints and inquiries.
5. Conducts informal fact-finding during issues resolution.
6. Maintains confidential records and databases.
7. Creates/develops and maintains a website pertaining to the duties and responsibilities of the ombudsman, to assist the school community and staff.
8. Receives regular professional development training from a recognized ombudsman organization, such as the United States Ombudsman Association or the International Ombudsman Association, and participates actively in the same, preferably within the Educational Institution component of such association.
9. Reviews periodically the profiles of cases and compiles data to provide information for suggested changes to policy and/or administrative procedures in collaboration with the Senior leadership Team.
10. Reports quarterly to the School Board regarding the type and number of complaints processed by the ombudsman, and reports annually to the School Board regarding trends and problematic issues, with recommendations for systemic or organizational solutions.
11. Leads and manages daily communications for the office.
12. Manages office's social media and web presence.
13. Provides strategic leadership for a comprehensive office communication plan.

Class Established: 7/2021

Date(s) Revised:

Last Reviewed:

This description may be changed at any time.

Sorted by job title: [A-C](#) | [D-H](#) | [I-Q](#) | [R-Z](#)

DIRECTOR, BOARD SENIOR ANALYST

MONTGOMERY COUNTY PUBLIC SCHOOLS CLASS DESCRIPTION

OFFICIAL TITLE: Director I

CODE: 0330

SQ/OQ: Not Applicable

WORKING TITLE: Director, Board Senior Analyst

GRADE: P

MONTHS: 12

SUMMARY DESCRIPTION OF CLASSIFICATION: Under direction of the chief of staff in the Office of the Board of Education (BOE), the director, senior analyst (Analyst), is responsible for serving as an analyst and advisor to the chief of staff concerning issues under the purview of the BOE, including: matters related to public education, policy and budgetary oversight. Serves as liaison between the BOE and MCPS leaders, Montgomery County Government, Office of the Inspector General, the Office of Legislative Oversight, and other public offices, organizations or officials as needed. Ensures that the BOE has access to and is apprised of pertinent matters and up-to-date information. Proactively researches, reports and makes recommendations concerning budgetary, fiscal, programming and other matters as appropriate and as assigned.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, SKILLS, AND ABILITIES: Thorough knowledge of federal, state, local, and Board of Education laws, policies, regulations, and procedures relating to public education, financial management, public administration, and programming within a public school system. Considerable knowledge of budget and financial management principles and practices and the MCPS collective bargaining agreements. Demonstrated ability to research, analyze, present, and provide comprehensive reports and recommendations in matters related to public administration or a related field. Ability to prepare, interpret and present complex reports on various issues germane to public education. Demonstrated excellent management and organizational skills and ability to manage several projects simultaneously. Demonstrate excellent oral and written communications and human relations skills. Ability to perform well and produce quality work under strict timelines. Ability to maintain strict confidentiality.

EDUCATION, TRAINING, AND EXPERIENCE: Bachelor's degree from an accredited college or university in finance, policy, education policy, public administration, legislative analysis or a related field. At least five years recent professional experience in a related field, preferably in a public school system. Any combination of applicable education, training, and experience which provides the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: None

PHYSICAL DEMANDS: (Special requirements such as lifting heavy objects and frequent climbing.) None

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) Frequent overtime and night work required.

OVERTIME ELIGIBLE: No

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Supports the BOE through proactive research, analysis, and presentation of findings and recommendations in all matters relevant to functions of the BOE, including: budgetary, fiscal, public administration, and other related matters.

Interfaces with and serves as liaison between the BOE and MCPS leaders and offices, Montgomery County Government, Office of the Inspector General, the Office of Legislative Oversight and other public offices and organizations as needed.

Creates and presents timely reports to maintain the BOE's knowledge of current related issues and trends. Researches, reviews, analyzes, and advises the BOE on the MCPS operating budget and active or proposed MCPS programming, including curriculum, boundaries, and continuous appraisal of the education and administrative management of the school system.

Develops and maintains working relationship with agencies, such as the Montgomery County Government, the Maryland State Department of Education, other school districts, and local, state, and federal governments.

Benchmarks practices of other government agencies and school systems with Montgomery County Public Schools and recommends improvements.

Performs related duties consistent with the scope and intent of the position.

Class Established: 6/2023

Date(s) Revised:

Last Reviewed:

This description may be changed at any time.

Sorted by job title: [A-C](#) | [D-H](#) | [I-Q](#) | [R-Z](#)

COORDINATOR, BOE COMMUNICATIONS

MONTGOMERY COUNTY PUBLIC SCHOOLS CLASS DESCRIPTION

OFFICIAL TITLE: Coordinator

CODE: 0660

SQ/OQ: Not Applicable

WORKING TITLE: Coordinator, BOE Communications

GRADE: N

MONTHS: 12

SUMMARY DESCRIPTION OF CLASSIFICATION: Under direction of the Board of Education (BOE) chief of staff, the coordinator of BOE communications (coordinator) leads and coordinates all communications activities and initiatives and serves as the Board's spokesperson to stakeholders and media concerning matters of public interest. Under direction of the chief of staff, the coordinator creates and implements communications strategies that align with the Board's vision and values; confers with the Department of Communications to ensure that the Board's and school district's messaging and strategies are consistent as appropriate. Creates and implements focused communication plans, materials and messaging to represent the Board's activities, events and initiatives to ensure transparent, accurate and timely communications. The coordinator proactively maintains knowledge of district and community events, incidents, activities and news and is responsible for: informing the chief of staff/Board members, recommending, drafting and disseminating timely and accurate messages on behalf of the Board. Responsible for managing Board office social media accounts and messaging. The coordinator collaborates with the chief of staff to identify, strategize and address, through clear messaging, topics of community/stakeholder interest and areas of the Board's work that require sensitive or enhanced communication and transparency. Provides strategic communications support to the office and Board members, including crisis communications support. Evaluates effectiveness of communications products and strategies for purposes of continuous improvement.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, SKILLS, AND ABILITIES: Thorough knowledge of effective communication methods and strategies and ability to communicate with a broad range of stakeholders and diverse audiences. Extensive, proven knowledge of various social media platforms and other communication mediums, including print and video. Extensive knowledge of comprehensive communication plan development and implementation processes, ability to effectively collaborate and work with public/elected officials, executive level staff, various offices, local, state and national colleagues. Excellent planning, organization, management, communications (oral and written) and human relations skills. Ability to prepare papers and presentations for the Board as requested.

EDUCATION, TRAINING, AND EXPERIENCE: Bachelor's degree in communications, public relations, marketing or related discipline required. Master's degree preferred; course work or experience in political science, public education or a related field preferred. Minimum of three years of professional experience creating, managing and successfully implementing communication strategies for a mid- to large-sized organization or public office. Experience serving as a spokesperson and presenting information accurately and professionally to media and stakeholders, while maintaining composure in stressful situations. Successful experience in assessing communication needs, outreach plan development, project implementation required. Other combinations of education, training, and experience which provide the knowledge, abilities and skills necessary to perform effectively in this position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: None

PHYSICAL DEMANDS: (Special requirements such as lifting heavy objects and frequent climbing.) None

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) Ability to work extended hours, including nights and weekends, as required by Board activities and office needs. May be required to use personal vehicle to travel to county or state events. Mileage reimbursement processes apply.

OVERTIME ELIGIBLE: No

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Note: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or ability associated with this classification, but is intended to accurately reflect the core job elements.)

Coordinates and leads all Board communications and related activities, ensuring that messaging is current, accurate, timely and represents the Board's and MCPS' core values.

Serves as the Board's spokesperson to the media and stakeholders.

Under supervision, develops strategies and creates, coordinates and implements short-, mid-, and long-term communication plans that reflect the Board's values and voice.

Maintains current knowledge of all Board activities and community events, incidents and news; recommends communication strategies and disseminates effective, accurate and timely messages and materials to stakeholders.

Creates and dispenses approved messages, including crisis-related messaging, through correspondence, statements, press releases, social media, news media/reporters and other means as needed.

Researches and maintains current knowledge of all relevant news and items of public, district and Board interest and provides timely reports and relevant information to the chief of staff and Board members as directed. Recommends communication plans and responses as appropriate.

Adheres to all MCPS policies and best practices for engaging the public, media and stakeholders.

Develops and maintains collaborative relationships with key offices and MCPS leaders, including the Communications Department, to ensure cohesive and accurate messaging.

Creates and maintains an organized records management and tracking systems for all correspondence, messaging, press releases, and other materials.

Maintains the Board office social media accounts and responds to stakeholder inquiries and comments as appropriate and according to best practices and MCPS policies. Elevates stakeholder comments to appropriate BOE office staff and/or BOE members for action or response as needed.

Maintains awareness and knowledge of social media applications and trends; establishes BOE presence on new social media outlets as appropriate.

Researches media coverage of MCPS and the Board and develops strategies based on the research to improve the messaging

Evaluates the effectiveness of communication strategies and improves methods, processes and practices as needed.

Attends county events as a representative of the office to obtain, share and relay information to the chief of staff as needed.

Assists in creating presentations for events, meetings or targeted audiences as requested.

Develops metrics and implements specific instruments to measure customer satisfaction. Analyzes results and makes recommendations to improve communication and public relations based on analysis.

Reviews correspondence to the Board members and office and drafts, revises, and edits written responses at the request of the chief of staff.

Performs related duties consistent with the scope and intent of the position.

Class Established: 11/2023

Date(s) Revised:

Last Reviewed:

This description may be changed at any time.

Sorted by job title: A - C | D - H | I - Q | R - Z

COORDINATOR, BOE CONSTITUENT SERVICES

MONTGOMERY COUNTY PUBLIC SCHOOLS CLASS DESCRIPTION

OFFICIAL TITLE: Coordinator	CODE: 0660	SQ/OQ: Not Applicable
WORKING TITLE: Coordinator, BOE Constituent Services	GRADE: N	MONTHS: 12

SUMMARY DESCRIPTION OF CLASSIFICATION: Under direction of the Ombudsman, the Coordinator of Board of Education (BOE) Constituent Services (Coordinator) monitors and coordinates the management system for inquiries, comments or concerns sent to the Board and serves as the Board's contact for stakeholders requesting information about policies, programs or practices. Under direction of the Ombudsman, the Coordinator provides accurate and timely information, addresses concerns, resolves complaints, and connects constituents with the appropriate resources or offices. The Coordinator monitors all incoming BOE email, drafts responses and manages the data log. Under the direction of the Ombudsman, creates and implements focused community engagement strategies and elevates community-wide awareness of mediation and facilitation services available through the Board office. The Coordinator is responsible for designing and implementing community outreach efforts both internally and externally to increase the visibility of the dispute resolution services housed in the Office of the Board of Education. The Coordinator evaluates effectiveness of constituent communications processes and strategies for purposes of continuous improvement. The Coordinator develops and manages relationships between MCPS offices and departments as well as community-based organizations to help resolve constituent cases.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, SKILLS, AND ABILITIES: Thorough knowledge of effective communication methods and strategies and ability to communicate with a broad range of stakeholders and diverse audiences. Exceptional customer service skills. Knowledge and understanding of the K-12 landscape. Multilingual skills preferred. Knowledge of case management, intake and research and decision-making skills, with ability to proactively find solutions and work independently, as well as to collaborate across a small team. Ability to utilize tact and discretion when interacting with other offices, constituents, community groups, and the public. Ability to maintain effective working relationships. Ability to work calmly in the presence of constituents who may express frustration or hostility. Excellent planning, organization, management, communications (oral and written) and human relations skills. Ability to treat confidential information with appropriate discretion. Ability to cultivate relationships with both internal and external stakeholders. Creates and maintains records including documenting communications, findings, requests, and research process. Ability to explain complex issues to a broad spectrum of stakeholders.

EDUCATION, TRAINING, AND EXPERIENCE: Bachelor's degree in communications, public relations, social work, education or related discipline required. Master's degree preferred; course work or experience in mediation, alternative dispute resolution (ADR), public education or a related field preferred. Minimum of three years of professional experience. Professional experience with constituent services, case management, social service delivery and/or client intake preferred. Successful experience in community engagement, case management or ADR, outreach plan development, and project implementation required. Ability to provide excellent customer service and employ problem-solving skills. Other combinations of education, training, and experience which provide the knowledge, abilities and skills necessary to perform effectively in this position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: None

PHYSICAL DEMANDS: (Special requirements such as lifting heavy objects and frequent climbing.) None

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) Ability to work extended hours, including nights and weekends, as required by Board activities and office needs. May be required to use personal vehicle to travel to county or state events. Mileage reimbursement processes apply.

OVERTIME ELIGIBLE: No

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Note: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or ability associated with this classification, but is intended to accurately reflect the core job elements.)

Coordinates and monitors all Board inbox communications and related activities, ensuring that messaging is current, accurate, timely and represents the Board's and MCPS' core values.

Provides case management for cases identified by the Ombudsman. Drafts responses to family, community or staff concerns and/or questions relating to the school system; forwards inquiries to the appropriate office or department when necessary and ensures follow-up.

Explains policies and procedures to parents, community members and representatives of various interest groups.

Facilitates meetings and special events for the Board office such as the Distinguished Service Awards and Back to School Fair.

Attends meetings with and for the BOE as required. These meetings and events may include some evening and weekend work.

Monitors case trends and data analytics to identify and propose recommendations for process improvement.

May conduct research on assigned topics.

Assists in creating presentations for events, meetings or targeted audiences as requested.

In coordination with the BOE Communications Coordinator, collaborates in the creation of informational content for the Board website or other Board communications channels.

Develops metrics and implements specific instruments to measure customer satisfaction.

Analyzes results and makes recommendations to improve communication and constituent services based on analysis.

Reviews correspondence to the Board members and office and drafts, revises, and edits written responses at the request of the Ombudsman.

Performs related duties consistent with the scope and intent of the position.

Class Established: 10/2024

Date(s) Revised:

Last Reviewed:

This description may be changed at any time.

Sorted by job title: A-C | D-H | I-Q | R-Z

COORDINATOR, LEGISLATIVE AFFAIRS

MONTGOMERY COUNTY PUBLIC SCHOOLS CLASS DESCRIPTION

OFFICIAL TITLE: Coordinator

CODE: 0660

SQ/OQ: Not Applicable

WORKING TITLE: Coordinator, Legislative Affairs

GRADE: N

MONTHS: 12

SUMMARY DESCRIPTION OF CLASSIFICATION: Under direction of the Board of Education (BOE) and BOE Chief of Staff, supports the representation of the BOE's and Montgomery County Public School (MCPS) system's interests in legislative matters before the state legislature and individual legislators; works closely with the director of governance to strengthen relationships and collaborate with the public bodies and elected officials, attends legislative sessions and committee meetings as needed, and meets with other formal and informal groups in support of the school system's positions on legislative proposals. In collaboration with MCPS staff, represents interests of MCPS on fiscal and legislative issues before the County Council. This position supports the research and tracking of legislation and related developments and serves as a liaison to school system executive staff, BOE and Superintendent keeping them apprised of legislative developments. The legislative coordinator also tracks and responds to constituent concerns shared with the BOE by state and local legislators and serves as a resource for informational requests from elected officials.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, SKILLS, AND ABILITIES: Knowledge of the legislative process; to include knowledge of state and local government, and Local Education Agency (LEA) responsibilities for public education; considerable knowledge of legislative and policy issues regarding public education; working knowledge of the organization, functions, and key personnel of the school system. Ability to effectively represent the positions and interests of Montgomery County Public Schools (MCPS) before the state legislature; ability to monitor legislative affairs closely to keep abreast of developments affecting MCPS. Ability to express views and arguments persuasively before legislative committees. Ability to develop legislative priorities, prepare testimony and comments on state, county, and federal legislation; conduct research; monitor; and represent the legislative interests of the school system through lobbying and comprehensive position issues papers on legislative matters. Must have effective written and communication skills as well as demonstrated organizational skills and experience in assessing, interpreting, and resolving complex problems/situations. Excellent interpersonal skills and strong experience in the field of customer satisfaction/relations, mediation, conflict resolution and complaint management. Experience in a public or private institution or educational setting is desired. Ability to handle sensitive information and maintain a high level of confidentiality is required.

EDUCATION, TRAINING, AND EXPERIENCE: Bachelor's degree required from an accredited college or university in political science or public administration or other related field. Progressive experience in education policy and administration. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: None

PHYSICAL DEMANDS: (Special requirements such as lifting heavy objects and frequent climbing.) None.

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) Required to spend considerable time away from BOE office during legislative session. Frequent extended day work required; Ability to attend all meetings of the Board of Education, work well beyond a normal work week and respond to work requirements at any time.

OVERTIME ELIGIBLE: No

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Supports the Board's interests before the Maryland General Assembly, and serves as a liaison to Montgomery County Delegation to Annapolis. Attends Maryland General Assembly legislative sessions, hearings, and meetings. Prepares and presents, as appropriate, proposed and updated legislative positions, amendments, testimony, and an annual legislative platform in consultation with Superintendent, MCPS Executive staff, Board Chief of Staff, and the Board of Education. Prepares reports for the Board on current legislation and legislative issues and actions, conducts research on legislative issues of interest to Board members, and helps prepare management, fiscal and policy studies as appropriate, as well as maintaining official Board records on legislative matters. Supports the coordination of annual meetings between the Board and the Montgomery County Delegation and County Council. Attends County Council committee meetings related to potential fiscal, policy, and legislative issues and provides reports on the meetings to the Board and Chief of Staff. Works with the Maryland Association of Boards of Education and represents the Board's legislative and policy interests before State commissions and related associations. Monitors the actions of and serves as liaison to the State Board of Education on regulatory, legislative, and policy matters. Monitors state commissions and task forces that deal with educational issues. Under direction of the Board's Chief of Staff, will focus on developing message, positions, and brand of Board/MCPS to governmental entities, organizations, community, and elected officials. Works closely with congressional offices and National School Boards Association (NSBA), related to federal educational issues. Handles routine inquiries and correspondence from the offices of elected officials. Oversees all incoming and outgoing correspondence regarding legislative affairs. Assists the director of governance in coordinating and preparing periodic and annual reports to the Board. Writes and edits talking points, resolutions, letters, testimony, and other Board documents. Provides staff support to Board committees. Performs related duties consistent with the scope and intent of the position.

Class Established: 7/2015

Date(s) Revised: 7/2017, 5/2018, 11/2019, 7/2021, 5/2023

Last Reviewed:

This description may be changed at any time.

Sorted by job title: [A - C](#) | [D - H](#) | [I - Q](#) | [R - Z](#)

ADMINISTRATIVE SERVICES MANAGER IV, OFFICE OF THE BOARD OF EDUCATION

MONTGOMERY COUNTY PUBLIC SCHOOLS CLASS DESCRIPTION

OFFICIAL TITLE: Admin Services Mgr IV	CODE: 4195	SQ/OQ: Optimal Qualified
WORKING TITLE: Administrative Services Manager IV, Office of the Board of Education	GRADE: 21	MONTHS: 12

SUMMARY DESCRIPTION OF CLASSIFICATION: Under the direction of the chief of staff, coordinates the day-to-day administrative work performed in the Office of the Board of Education (Board), providing a high level of support to chief of staff and Board members. The nature of the work performed in this office requires a thorough knowledge of MCPS organization, functions, personnel, and programs, and involves the use of exceptionally sound judgment, discretion, and tact when interacting with the Board, public, government officials, and MCPS staff.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, SKILLS, AND ABILITIES: Thorough knowledge of scheduling, correspondence management, and business practices, knowledge of business English, spelling, and general vocabulary, and computational skills necessary to effectively proofread. Extensive knowledge of the general organization and functions of the major units of Montgomery County Public Schools. Ability to perform, without direct supervision, continuing assignments requiring the organization of materials and preparation of reports. Ability to make decisions recognizing established precedents and practices and to use resourcefulness and tact in meeting new situations. Ability to use computers and related technologies to schedule and track office assignments, to produce correspondence and reports, and to complete other complex word processing and data management tasks. Excellent oral, written, and interpersonal communications skills. Knowledge of and the ability to meet the seven core competencies of the Supporting Services Professional Growth System.

EDUCATION, TRAINING, AND EXPERIENCE: Associates degree required. Five plus years' experience with considerable progressively responsible office management experience providing high-level administrative support using modern office technologies (preferably with Montgomery County Public Schools or other school systems), proven ability to coordinate and manage confidential matters with discretion and good judgement. Demonstrated editing experience and thorough familiarity with MCPS correspondence standards and business English, including strong spelling and grammar skills. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: None

PHYSICAL DEMANDS: (Special requirements such as lifting heavy objects and frequent climbing.) None

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) Ability to work flexible hours including frequent evening and some weekend work.

OVERTIME ELIGIBLE: No

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Works closely with chief of staff to provide procedural assistance and oversight to other office administrative staff to ensure that the office runs effectively and efficiently, ensuring an optimal level of support for the members of the Board of Education.

Coordinates and monitors the daily work of the office and projects for the office, maintains office work schedules, and ensures proper coverage of the office at all times.

Displays a high degree of professionalism at all times and models tact and sensitivity to assure that telephone callers and office visitors are handled in accordance with best customer service practices.

Exercises sound judgment and decision-making skills to resolve many sensitive matters, referring persons to the appropriate staff/office that can best address their needs and concerns most effectively.

Maintains calendars for the chief of staff and Board members; supports the chief of staff's work with Board committees.

Oversees necessary arrangements for conferences, including space, time, attendees, etc.; assembles background materials for the chief of staff and Board members.

Receives, reads, and screens incoming correspondence, reports, and other written materials.

Monitors the preparation of or personally prepares correspondence for the chief of staff and Board members' signatures.

Reads outgoing reports and other correspondence for procedural and grammatical accuracy, conformance with policies and regulations, factual correctness, and adequacy.

Ensures that necessary arrangements for all Board meetings are made, including space, time, people, etc.

Prepares or arranges for preparation of background and presentation materials, as needed.

Supervises/oversees the Board office staff and Board members' business expenses/records by fiscal year.

Demonstrates working knowledge of office technology.

Performs related work as required.

Class Established: 1/1970

Date(s) Revised: 7/82, 12/86, 11/89, 7/92, 8/97, 8/00, 11/2001, 6/2011, 4/2015, 9/2022

Last Reviewed: 10/2007, 6/2009

This description may be changed at any time.

Sorted by job title: A-C | D-H | I-Q | R-Z

ADMINISTRATIVE LEGAL SECRETARY TO THE BOARD

MONTGOMERY COUNTY PUBLIC SCHOOLS CLASS DESCRIPTION

OFFICIAL TITLE: Admin Secretary BOE

CODE: 4180

SQ/OQ: Optimal Qualified

WORKING TITLE: Administrative Legal Secretary to the Board

GRADE: 20

MONTHS: 12

SUMMARY DESCRIPTION OF CLASSIFICATION: Under direction, performs confidential and highly responsible administrative, secretarial, and paralegal support work for the Board of Education and Board staff. Provides primary administrative support for the meetings, retreats, and hearings of the Board of Education. Work consists of preparing materials for all Board meetings and hearings, preparing and indexing official minutes of meetings, maintaining official records of the Board, providing administrative support to Board committees, drafting routine business correspondence, drafting decisions and orders for appeals, responding to public inquiries and various administrative and office support services. Work requires a high level of confidentiality, initiative, discretion, good judgment, and tact in dealing with all matters.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, SKILLS, AND ABILITIES: Considerable knowledge of the general organization and functions of the major units of MCPS. Some knowledge of or interest in legal issues affecting education. Ability to keep complex records and assemble and organize data to prepare reports from such records. Ability to carry out assignments on own initiative using good judgment and exercising discretion with minimal supervision. Skilled in Windows operating system, MS/Office suite, using the internet for research, and aptitude to quickly learn new software applications. Ability to synthesize information into well-written analytical documents, including preparing official minutes, decisions and orders for appeals, and legal correspondence. Ability to multi-task, prioritize, and organize busy work load, meet deadlines, and work well under pressure, while exercising excellent attention to detail. Demonstrated ability to use standard office equipment and software efficiently and effectively. Ability to interact with diverse constituencies and convey complicated information with tact and diplomacy. Ability to meet the seven core competencies of the Supporting Services Professional Growth System (SSPGS).

EDUCATION, TRAINING, AND EXPERIENCE: Associates degree required. Course work in Paralegal Studies or Pre-law from an accredited college or university preferred. Training, coursework, and/or experience in legal issues related to education and/or administrative law. Four plus years experience, of progressively responsible experience in office management while providing high-level secretarial/data management functions, proven ability to coordinate and manage the work of others desirable. Demonstrated proficiency in business English, grammar, spelling, punctuation, and editing experience required. Thorough familiarity with MCPS correspondence standards required. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: Paralegal certificate preferred.

PHYSICAL DEMANDS: (Special requirements such as lifting heavy objects and frequent climbing.) Requires the sustained operation of keyboard devices.

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) Must be able to work unusual hours, night, weekend, and overtime as required.

OVERTIME ELIGIBLE: Yes

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Provides primary administrative and secretarial support work for the meetings, hearings, retreats, and committees of the Board of Education.

Responsible for all facets of preparing for Board meetings and hearings. Prepares and distributes meeting notices, agendas, meeting materials, and minutes. Drafts and types Board resolutions, as directed. Arranges for sound and video taping of Board meetings and hearings. Prepares and indexes official Board meeting minutes.

Researches questions and problems and makes recommendations for resolution.

Develops the list of meeting follow-up actions and new business items.

Prepares the official Board meeting schedule and ensures that proper notice is given of said meetings.

Maintains all official records of the Board.

Responds to inquiries from the public regarding Board meetings, procedures, actions, and appeals.

Provides primary administrative support work for all appeal matters before the Board, including drafting correspondence, tracking the progression of cases, and creating the initial drafts of the decisions and orders.

Creates and maintains computer- and paper-based filing and organization systems for records, reports, documents, chronological file, etc.

Provides secretarial support for Board committees, including preparing meeting materials, drafting minutes, and tracking follow ups from meetings.

Proactively assists other employees to ensure proper office coverage and service to Board members and executive level staff.

Performs related work as required.

Class Established: 7/82

Date(s) Revised: 3/87, 11/89, 7/92, 5/93, 7/93, 5/95, 1/97, 4/2008, 3/2014, 8/2017

Last Reviewed: 9/2017

This description may be changed at any time.

Sorted by job title: A - C | D - H | | - Q | R - Z

COMMUNICATIONS SUPPORT SPECIALIST, BOARD OF EDUCATION

MONTGOMERY COUNTY PUBLIC SCHOOLS CLASS DESCRIPTION

OFFICIAL TITLE: Communication Support Spec	CODE: 5507	SQ/OQ: Optimal Qualified
WORKING TITLE: Communications Support Specialist, Board of Education	GRADE: 18	MONTHS: 12

SUMMARY DESCRIPTION OF CLASSIFICATION: Under the general direction of Board of Education leadership staff, supports the work of the office toward community support and engagement; including work with the Ombudsperson to manage daily interactions with internal and external constituents, partners and the public; responds to constituent inquiries; coordinates initial contact and responses to parties regarding Board appeals; coordinates and provides support of public testimony for Board meetings and hearings; assists with outreach, planning and support of community meetings; supports the implementation of communication and engagement strategies by writing, editing, reviewing, modifying materials, correspondence and publications, and by maintaining content including web pages, newsletters, social media messaging. Applies artistic judgment and skill in preparing communication materials. The work of this class involves considerable contact with staff and stakeholders by answering questions and assisting with problems, and providing timely, accurate, professional telephone and e-mail responses. Provides innovative and effective approaches to improve service to customers, constituents, stakeholders and the community.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, SKILLS, AND ABILITIES: Ability to handle multiple projects, react quickly to communication needs and provide innovative and effective approaches to improve service to customers. Working knowledge and understanding of English grammar and composition. Working knowledge of school organizational communications. Excellent interpersonal, human relations, oral and written communication skills required. Ability to develop simple, user-friendly forms; training materials; and communication tools that enable the dissemination of messages across a large organization. Ability to perform, without direct supervision, continuing assignments to meet the office's communication needs and provide innovative and effective approaches to improve service to customers. Ability to use resourcefulness and tact, recognizing established precedents and practices, when making decision and solving problems. Knowledge of managing multiple electronic databases and webpages. Thorough knowledge of the Microsoft Office Suite, FileMaker Pro, and Visio. Excellent interpersonal and communications skills. Must be able to assist in training BOE staff and others in the use of communication materials that are computer-based. Must have a thorough knowledge of MCPS procedures, organization, functions, and programs and use sound judgment and professionalism when interacting with MCPS staff, Board members stakeholders, and the public Knowledge of the seven core competencies of the Supporting Services Professional Growth System (SSPGS).

EDUCATION, TRAINING, AND EXPERIENCE: Minimum Associates degree required. Completion of college coursework in education, family studies, counseling, social work, or communications desirable. Minimum of five years of progressively more responsible experience in a professional office or education-related setting, three of which shall have been in communications, publishing, social media platforms or administrative and web support. Experience in the creation and development of a variety of visual materials preferred. Training and experience in software applications, or other web-site creation and editing software. Experience developing/updating web pages. Other combinations of applicable education, training, and experience equivalent to a Associates degree, which provide the knowledge, skills, and abilities necessary to perform effectively in the position, may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: None

PHYSICAL DEMANDS: (Special requirements such as lifting heavy objects and frequent climbing.) None

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) Ability to work evenings and weekends.

OVERTIME ELIGIBLE: Yes

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

(The job duties listed are typical examples of the work performed by this job classification. Not all duties assigned are included, nor are all duties listed performed in every office every day.)

1. Independently creates and evaluates communication strategies to improve services to the Board office, Board members, stakeholders, and constituents.
2. Functional leader of the Board website. Updates the webpages, electronic materials, correspondence and social media platforms with new content and updated information on a regular basis. Writes and edits content using applicable and current web publishing software.
3. Provides communications support to the BOE ombudsperson and other office staff as needed.
4. Manages logistics and coordinates speakers providing public testimony for BOE meetings and confidential hearings.
5. Proactively supports and provides innovative strategies and materials for community and stakeholder engagement and communication.
6. Edits articles, publications, and standard communications to be used in Board office and stakeholder notifications.
7. Receives communications from customers and staff, determines nature of business; exercises sound judgment and decision-making skills to resolve matters referring persons to the area that can best address their needs and concerns.
8. Operates computer desktop and other office equipment in the completion of complex and varied information management tasks.
9. Maintains various databases and tracking systems in conjunction with other Board Office staff.
10. Monitors BOE dropboxes and distributes the messages to the appropriate office, staff members or supervisors for research and response as required.
11. Provides support and service to all customer inquiries and requests with professionalism, sensitivity, and confidentiality.
12. Assists in the development and presentation of information, using standard office software (MS Word, PowerPoint, etc. and/or related printed materials).
13. Arranges staff development conferences/trainings and department meetings, including scheduling space and time, notifying participants, and coordinating with outside MCPS sites when necessary.
14. Generates reports, memos, surveys, edits standard communications, including memos, letters, and other informational materials and correspondence.
15. Regularly updates existing databases to maintain accurate information. Performs routine comparisons of data and analyses of information.
16. Performs related work as required.

Class Established: 1/2023

Date(s) Revised:

Last Reviewed:

This description may be changed at any time.

Sorted by job title: [A - C](#) | [D - H](#) | [I - Q](#) | [R - Z](#)

ADMINISTRATIVE SECRETARY BOARD FINANCE

MONTGOMERY COUNTY PUBLIC SCHOOLS CLASS DESCRIPTION

OFFICIAL TITLE: Admin Secretary Board Off	CODE: 4290	SQ/OQ: Optimal Qualified
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WORKING TITLE: Administrative Secretary Board Finance	GRADE: 17	MONTHS: 12
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SUMMARY DESCRIPTION OF CLASSIFICATION: Under direction, performs responsible financial bookkeeping, clerical and secretarial work in the Office of the Board of Education. Is responsible for distributing and collecting employee time sheets and posting hours worked using the online payroll. Receives and tracks bills and invoices requesting checks by memorandum from accounting, accounts for Board Office VISA expenditures reconciling bills and receipts and assigning appropriate account numbers and processes Board member mileage reimbursement requests. Is responsible for conference registration for Board members and office staff and associated travel arrangements. Provides secretarial support for Board Office Staff including telephone answering, typing and recordkeeping. Work requires independent decision-making, judgment and tact.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, SKILLS, AND ABILITIES: Working knowledge of bookkeeping, business English, arithmetic and modern office practices, procedures and equipment. Ability to maintain financial records in accordance with accepted MCPS practices and to prepare associated reports. Thorough knowledge of Board Office functions and school system policies and an understanding of the general organization and functions of the major units of MCPS. Ability to keep complex records, assemble and organize data and prepare reports from such records. Ability to compose routine memoranda and letters from general instructions. Ability to carry out continuing assignments on own initiative. Ability to use computer-based word processing programs and equipment. Excellent oral and written communications and human relations skills. Knowledge of and the ability to meet the seven core competencies of the Supporting Services Professional Growth System (SSPGS).

EDUCATION, TRAINING, AND EXPERIENCE: High School or GED diploma required. Associates degree preferred. Minimum two years experience with considerable progressively responsible secretarial work experience in a school or central office, preferably with Montgomery County Public Schools or other school systems desirable. Demonstrated editing experience and thorough familiarity with MCPS correspondence standards and business English, including strong spelling and grammar skills. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: None

PHYSICAL DEMANDS: (Special requirements such as lifting heavy objects and frequent climbing.) Requires sustained operation of keyboard devices.

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) Must be available to work unusual hours, night, weekend, and overtime if required to do so.

OVERTIME ELIGIBLE: Yes

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

1. Provides secretarial support as appropriated, including to designated Board committees.
2. Provides staff support to the Board's executive staff as appropriated.
3. Coordinates the completion of time sheets and payroll procedures.
4. Processes bills and invoices received in the Board Office preparing memos to request checks and keeping complete and accurate records of office expenditures.
5. Reconciles VISA bills and processes mileage reimbursement and other routine financial records including pager and telephone bills.6. Handles the ordering of all office supplies and equipment and ensures the maintenance of all office equipment.
7. Makes travel and conference registration arrangements for Board members and office staff. Provides secretarial support to office staff who works with audit and advisory committees. Maintains a database to track ombudsman cases.
8. Assists in maintaining the Board's Outlook calendars, invitation logs and RSVPs and coordinate all Board member schedules and events for example, school inspections and local school visits.
9. Answers telephones in the Board office directing calls to appropriate staff and responding to general questions related to the Board Office.
10. Responds to visitors and callers to the office.
11. Assists in proof reading the Bulletin and minutes of Board meetings.
12. Performs related work as required.

Class Established: 7/2008

Date(s) Revised:

Last Reviewed: 9/2017

This description may be changed at any time.

Sorted by job title: A-C | D-H | I-Q | R-Z

SUPERVISOR, INTERNAL AUDIT

MONTGOMERY COUNTY PUBLIC SCHOOLS CLASS DESCRIPTION

OFFICIAL TITLE: Supervisor

CODE: 0665

SQ/OQ: Not Applicable

WORKING TITLE: Supervisor, Internal Audit

GRADE: O

MONTHS: 12

SUMMARY DESCRIPTION OF CLASSIFICATION: Under the direction of the Board of Education (Board) is responsible for planning and conducting all internal audits of financial activities and operations of the school system; assisting and advising in the development and maintenance of effective internal controls; performing tests of transactions and internal controls; evaluating compliance with MCPS financial management policies and procedures; and assisting in developing and implementing financial management procedures and systems to improve cost efficiencies and process management; and for supervising internal audit staff.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, SKILLS, AND ABILITIES: Thorough knowledge of accounting and auditing principles and practices and their application to a wide variety of fiscal and operations auditing problems, along with an understanding of the technical aspects of computer applications as related to the auditing function in the various stages of development, testing, installation, and modification. Considerable knowledge of office procedures, practices, and equipment. Knowledge of school accounting procedures and systems highly desirable. Considerable ability to effectively develop and complete fiscal and operations audits. Considerable ability to plan, organize, and coordinate the efforts of a staff of internal auditors. Ability to manage contracts involving management consultant and accounting firms. Considerable ability in oral and written communication, including the ability to develop clear, concise, and comprehensive reports. Considerable skill in analyzing accounting/auditing problems and recommending or implementing actions to overcome them.

EDUCATION, TRAINING, AND EXPERIENCE: Masters degree from an accredited college or university in accounting, business administration or related field and/or a CPA certificate. Considerable varied and increasingly responsible experience in fiscal and operations auditing, including supervisory experience. Experience in public accounting, government auditing, and management consulting highly desirable. Other combinations of education and experience that include considerable advanced coursework in accounting, information systems, finance, and auditing and which provide the knowledge, abilities and skills necessary to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: None

PHYSICAL DEMANDS: (Special requirements such as lifting heavy objects and frequent climbing.) None

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) None

OVERTIME ELIGIBLE: No

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Supervises and participates as required in planning and conducting fiscal and operations audits of departments and schools to determine the adequacy of internal controls, and compliance with policies and procedures; the degree of accomplishment of program objectives, and compliance of financial transactions with laws, contracts, Board policies and acceptable accounting and auditing principles.

Serves as liaison for daily work with external financial auditors and with other MCPS and county government offices, which provide data for annual financial reports.

Supervises the day-to-day work of the auditing staff; oversees audit activities; trains subordinates, and participates in the evaluation of internal auditors.

Advises the Board Chief of Staff on fiscal and business matters.

Supervises and participates as required in the following duties:

Performs central office audits on an annual basis, such as, MCPS Employee's Benefit Plan; inventories of textbooks, school supplies, gas and oil, automotive parts, furniture and equipment, etc.; and also audits of non-annual projects such as, review of computer program applications, adequacy of insurance program controls, and special task petitions.

Audits financial records of schools' independent activity funds; analyzes the procedure followed in controlling receipts and expenditures for all school activities; reviews the procedures for controlling cafeteria collections, inventories of food, and general operating practices; reviews payroll procedures to determine if Board policies are being followed.

Supervises the preparation of reports of findings and, where necessary, recommends remedial action.

Ensures that advisory audit services and assistance are provided to central offices and schools and that necessary control are maintained to accomplish administrative and financial policies, plans, programs, and procedures established by the Board.

Performs related duties consistent with the scope and intent of the position.

Class Established: 6/78

Date(s) Revised: 4/81, 7/92, 10/93, 8/97, 11/00, 1/2017, 11/2019, 7/2020

Last Reviewed:

This description may be changed at any time.

Sorted by job title: [A-C](#) | [D-H](#) | [I-Q](#) | [R-Z](#)

INTERNAL AUDIT ANALYST II

MONTGOMERY COUNTY PUBLIC SCHOOLS CLASS DESCRIPTION

OFFICIAL TITLE: Internal Audit Analyst

CODE: 5410

SQ/OQ: Optimal Qualified

WORKING TITLE: Internal Audit Analyst II

GRADE: 25

MONTHS: 12

SUMMARY DESCRIPTION OF CLASSIFICATION: Under direction, performs professional auditing work for various types of audits including financial, compliance, operational or performance, and forensic, as well as investigations. Coordinates or assists with planning, field work, exit conference, and follow-up phases of internal audits. Studies selected programs and analyzes flowchart processes to determine recommendations for continuous improvement. Work of the class involves conducting audits of activities of central offices and schools. Responsibilities include assisting in the determination that the assets, liabilities, revenues, and expenditures of the Board of Education (BOE) are properly accounted for, that inefficient and uneconomical operations are identified, and that the BOE is advised of any material weaknesses in internal controls as well as any identified instances of waste, fraud, or abuse in school system operations. Work assignments originate with the unit supervisor, either as written directions or discussions of the proposed work; nature of work requires a maximum of diplomacy, tact, and confidentiality.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, SKILLS, AND ABILITIES: Considerable knowledge of accounting principles and auditing standards and procedures with their application to a wide variety of auditing problems, combined with a basic understanding of the technical aspects of computer applications related to the auditing function; considerable knowledge of office procedures, practices and equipment; working knowledge of school accounting procedures. Ability to analyze and evaluate accounting and auditing problems to develop clear, concise, and comprehensive reports of the related data. Excellent oral and written communications and human relations skills are essential to the accomplishment of the audit objectives. Knowledge of and the ability to meet the seven core competencies of the Supporting Services Professional Growth System (SSPGS).

EDUCATION, TRAINING, AND EXPERIENCE: Bachelors degree required. College major in accounting or business administration with emphasis in accounting or auditing. A minimum of 3 years experience in public accounting or internal auditing work. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: Certified Public Accountant (CPA) license or Certified Internal Auditor (CIA), Certified Government Auditing Professional (CGAP), Certified Government Financial Manager (CGFM), Certified Fraud Examiner (CFE), Certified Information Systems Auditor (CISA) certification or other similar certification, or obtain one of the above within six months of assumption of the duties of this position. Possession of a valid driver's license is required.

PHYSICAL DEMANDS: (Special requirements such as lifting heavy objects and frequent climbing.) None

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) Occasional overtime, night, or weekend work may be necessary.

OVERTIME ELIGIBLE: No

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Note: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or ability associated with this classification, but is intended to accurately reflect the core job elements.)

Conducts audits, either independently or as a member of an audit team, of Montgomery County Public Schools (MCPS) central office units and schools to determine the adequacy of internal controls; compliance with MCPS policies, regulations, and procedures; the degree of accomplishment of program objectives; and compliance of financial transactions with existing federal and state laws, contracts, and generally acceptable accounting principles and auditing standards.

Prepares reports on findings with appropriate recommendations for corrective action as necessary.

Performs central office audits as assigned in such areas as MCPS Employees Retirement System, grant management; inventories of textbooks, school supplies, gas and oil, automotive parts, furniture and equipment, computer program applications, insurance program controls, and special task petitions.

Audits financial records of schools Independent Activity Funds; analyzes the procedures for controlling cafeteria collections, inventories of food, and general operating practices; reviews payroll procedures to determine if BOE policies are being followed; trains inexperienced personnel to properly fulfill their responsibility as a financial record keeper.

Provides advisory audit services and assistance to central office and school staff for the maintenance of necessary controls to ensure accomplishment of administrative and financial policies, plans, programs, and procedures established by the BOE. 6.

Recommends updating training, based on audit findings, for MCPS personnel with fiduciary responsibilities to improve their performance.

Performs related duties consistent with the scope and intent of the position.

Class Established: 7/65

Date(s) Revised: 1/70, 6/73, 3/74, 9/83, 7/92, 7/93, 6/02, 11/05, 7/12, 11/2017

Last Reviewed: 4/2008

This description may be changed at any time.

Appendix C-2: FY2025 Operating Budget Book (Chapter 11-2 and 11-3)

Board of Education

Chief of Staff	1.0
Deputy Chief of Staff (Q)	1.0
Ombudsperson (P)	1.0
Senior Analyst (P)	1.0
Communications Coordinator (N)	1.0
Coordinator (N)	1.0
Coordinator, Legislative Affairs (N)	1.0
Administrative Services Manager IV (21)	1.0
Administrative Secretary, Board of Education (20)	1.0
Communication Support Specialist (18)	1.0
Administrative Secretary, Board of Education (17)	1.0

Internal Audit Unit	
Supervisor (O)	1.0
Internal Audit Analyst (25)	6.0

FY 2025 OPERATING BUDGET

F.T.E. Positions 18.0

Board of Education

OBJECT OF EXPENDITURE	FY 2023	FY 2024	FY 2024	FY 2025	FY 2025	FY 2025
	ACTUAL	BUDGET	CURRENT	REQUEST	APPROVED	CHANGE
POSITIONS (FTE)						
Administrative	5.0000	5.0000	5.0000	7.0000	8.0000	3.0000
Business / Operations Admin	-	-	-	-	-	-
Professional	-	-	-	-	-	-
Supporting Services	11.0000	10.0000	10.0000	10.0000	10.0000	-
TOTAL POSITIONS (FTE)	16.0000	15.0000	15.0000	17.0000	18.0000	3.0000
POSITIONS DOLLARS						
Administrative	738,437	834,003	834,003	1,110,352	1,233,573	399,570
Business / Operations Admin	-	-	-	-	-	-
Professional	-	-	-	-	-	-
Supporting Services	833,915	1,007,608	1,007,608	1,008,197	1,008,197	589
TOTAL POSITIONS DOLLARS	\$1,572,353	\$1,841,611	\$1,841,611	\$2,118,549	\$2,241,770	\$400,159
OTHER SALARIES						
Extracurricular Salary	-	-	-	-	-	-
Other Non Position Salaries	-	-	-	-	-	-
Professional Part time	178,579	207,379	207,379	197,502	197,502	(9,877)
Supporting Services Part-time	49,902	68,885	68,885	70,952	70,952	2,067
Stipends	-	-	-	-	-	-
Substitutes	-	-	-	-	-	-
Summer Employment	-	-	-	-	-	-
TOTAL OTHER SALARIES	\$228,481	\$276,264	\$276,264	\$268,454	\$268,454	(\$7,810)
TOTAL SALARIES & WAGES	\$1,800,834	\$2,117,875	\$2,117,875	\$2,387,003	\$2,510,224	\$392,349
CONTRACTUAL SERVICES						
Consultants	36,972	41,336	41,336	41,336	41,336	-
Other Contractual	160,190	183,699	183,699	183,699	183,699	-
TOTAL CONTRACTUAL SERVICES	\$197,162	\$225,035	\$225,035	\$225,035	\$225,035	-
SUPPLIES & MATERIALS						
Instructional Materials	-	-	-	-	-	-
Media	-	-	-	-	-	-
Other Supplies and Materials	7,254	9,478	9,478	7,999	7,999	(1,479)
Textbooks	-	-	-	-	-	-
TOTAL SUPPLIES & MATERIALS	\$7,254	\$9,478	\$9,478	\$7,999	\$7,999	(\$1,479)
OTHER COSTS						
Insurance and Employee Benefits	-	-	-	-	-	-
Extracurricular Purchases	-	-	-	-	-	-
Other Systemwide Activity	72,735	178,452	178,452	178,152	178,152	(300)
Travel	63,056	44,008	44,008	42,940	42,940	(1,068)
Utilities	-	-	-	-	-	-
TOTAL OTHER COSTS	\$135,791	\$222,460	\$222,460	\$221,092	\$221,092	(\$1,368)
FURNITURE & EQUIPMENT						
Equipment	-	15,000	15,000	5,500	5,500	(9,500)
Leased Equipment	-	-	-	-	-	-
TOTAL FURNITURE & EQUIPMENT	-	\$15,000	\$15,000	\$5,500	\$5,500	(\$9,500)
GRAND TOTAL AMOUNTS	\$2,141,040	\$2,589,848	\$2,589,848	\$2,846,629	\$2,969,850	\$380,002

Appendix C-3: Board of Education Roles and Responsibilities Report

Montgomery County Board of Education Study on Roles and Responsibilities

Channen Paddyfote, Patricia Ursprung

Office of the Montgomery County Board of Education

Introduction to Montgomery County Public Schools

During the 2023-2024 academic school year, there were 211 schools within Montgomery County Public Schools (MCPS) (136 elementary schools, 40 middle schools, 25 high schools, 5 special schools, 2 early childhood centers, 1 program, 1 special service program and 1 technology high school). As of the statewide official date for counting student enrollment which is September 30, 2023, there were 160,554 students enrolled at MCPS, making it the largest school district in Maryland and the 14th largest school district in the country. Additionally, MCPS employed 24,907 employees during 2023. MCPS continues to enroll a diverse population of students with MCPS students speaking over 160 different languages.¹

Introduction to the Montgomery County Board of Education

The Montgomery County Board of Education (Board), pursuant to the Annotated Code of Maryland, § 3-901(b) of the Education Article, is composed of eight total members. Five are elected members who are *District members*, each of whom resides in a different board of education district within the county and two elected members who are *At Large Members* who may reside anywhere in the county, collectively these are the *publicly elected members*; and one student member of the board (SMOB), who is a junior or senior year MCPS high school student (hereinafter referred to as Board Member or, collectively, Board Members). Publicly elected Board Members serve four-year staggered terms; three (Board Members from Board Districts 2 and 4, and one at-large Board Member) are elected in presidential election years, and four (Board Members from Board Districts 1, 3, and 5, and the other at

¹ [Montgomery County Public Schools](#)

large Board Member) in gubernatorial election years.² Each publicly elected Member, whether from a district or at-large, is elected county-wide. The SMOB serves a one-year term and is elected by middle school and high school students of MCPS.

Montgomery County Board of Education Study on Roles and Responsibilities

On June 11, 2024, Board Member Shebra Evans introduced a resolution directing Board Office staff to conduct a comprehensive study of Board Members' current and projected scope of responsibilities. The resolution acknowledged the changes MCPS has experienced in the past decade, including changing demographics, increasing numbers of special education students and students eligible for free-and-reduced-price-meal service, and the provision of social-emotional and therapeutic services in schools in addition to the traditional academic program. Further, the MCPS operating budget has increased significantly in the past ten years (FY15 budget - \$2.276M; FY25 budget - \$3.322B). These substantial changes necessitated a review of the Board's role regarding oversight of an evolving system. On June 25, 2024, the Board adopted the resolution, which required Board staff to present the results of the study at the Board's July 18, 2024, business meeting, with a written report to follow.

In order to complete the task at hand, Board staff reviewed each Board Member's calendar from the 2023-2024 school year (July 1, 2023 - June 30, 2024); reviewed quantifiable data from that same timeframe (i.e. number of appeals decided by the Board in their quasi-judicial role; number of administrative appointments approved;

² See Md. Code Ann., Education, § 3-901(f)

number of meetings, public hearings, and work sessions held by the Board, etc.); asked Board Members to keep track of time spent on Board-related work; and interviewed Board Members to learn more about the amount of time spent on the work they do. This information was combined to develop a general view of the role of a Member of the Board of Education, as well as the amount of time devoted to the position.

Much of the information provided by Board Members regarding their duties was anecdotal, but informative. The Board's official email address receives thousands of emails each school year, and Board Members also have an individual email address where they receive communications. Board Members reported that they often spend an hour or two each day reading and responding to emails. In addition, last school year Board Members' calendars contained between 352 and 560 appointments (including Board meetings, meetings with community members, community events, etc.), with an average of 455 calendar items. This only represents the number of events/invites that are managed through their Outlook calendar, which is maintained by Board Office staff, and does not include any meetings that were arranged by the Board Member individually and maintained on a personal calendar. Last year's Student Board Member, who had to balance his studies and Board duties, had 673 calendar invites and appointments during his term from July 1, 2023 through June 03, 2024.

When asked to quantify the amount of time spent on Board-related activities, Board Members gave varying responses, but on average, reported that they spend approximately 40 hours/week on Board duties, with it not being uncommon for Board Members to spend in excess of 60 hours/week on Board work. Board Members also noted that it is common to receive phone calls and answer emails in the early morning or evening hours, as well as on weekends, and many community functions take place in the evening or on weekends. In addition to after-hours work, many Board meetings occur during the school day, and of

course school visits happen in the morning and early afternoon. To be effective in their role, Board Members must be available day and night, on weekdays and weekends. It is a demanding role that requires a significant time commitment.

Board Business Meetings, Committee Meetings, Work Sessions and Hearings

During the 2023-2024 school year, the Board held 20 business meetings, 39 closed session meetings, 20 committee meetings, eight work sessions, and seven hearings. This number is a fair representation of the Board of Education's regular meetings during the course of the year. In addition to these standard meetings, the Board also holds an annual meeting with each of MCPS's union partners (MCAAP, MCEA, and SEIU), as well as the MCCPTA, local PTA chapters (by region), and student leaders. These meetings represent approximately an additional ten annual meetings. All told, Board Members attend approximately 100 regular/recurring meetings every year.

Business Meetings

The Board typically holds 18 business meetings every year. Business meetings begin with the Board entering closed session to discuss specific, legally permitted items outside of public view. After the conclusion of the closed session, the Board convenes in open session, which is a public meeting that is open to, and can be viewed by, the general public. The Board holds one, all day, meeting per month during the months of July and August (due to the Board's summer hiatus); November, December, and January (due to winter holidays); and either March or April (depending on when spring break occurs). The remaining months, the Board holds two meetings, typically two weeks apart. The all-day meetings generally convene at 9:00 AM and often adjourn after 8:00 PM. For the months where there are two meetings, one is scheduled to begin at 9:00 AM and will adjourn around approximately 5:00 PM and the other meeting typically begins around 11:00 AM and often

ends after 8:00 PM. So, while some meetings are classified as “all day” meetings and the others are generally accepted as being “half-day” meetings, all business meetings (including the closed session portion) typically run for at least eight hours.

While the time commitment associated with simply attending the business meetings is significant, it represents only a portion of the total time Board Members spend on meetings and associated tasks. In order to meaningfully participate in meetings, Board Members must spend time reviewing materials. Board Members typically receive meeting materials one week in advance of the meeting, giving them time to review and prepare for the discussion that will occur after the presentation. The amount of time spent preparing for meetings varies based upon the number and complexity of items being discussed, but all Board Members spend at least a few hours preparing for meetings so that they can ask relevant questions that help inform their decision-making and actions as the body that provides oversight for the school system.

Closed Sessions

Last school year, the Board held 39 closed session meetings. These meetings always occur prior to a business meeting, and others are scheduled when there is a need. Generally, public bodies must meet in open session, viewable by the general public. However, there are certain, specified topics and items that a public body can discuss behind closed doors when a public discussion is disfavored or can be harmful in

some way. The full list of items that can be discussed in closed session can be found in the General Provisions article of the Annotated Code of Maryland. As it relates to the Board of Education, the permissible closed session topics the Board most often discuss include appeals (a quasi-judicial function of the Board that is outside the purview of the Open Meetings Act), personnel matters, negotiation strategy and updates, receipt of legal advice or updates on possible or current litigation matters, and other administrative functions of the board (also outside the purview of the Open Meetings Act). All of these items are discussed in closed session for confidentiality purposes.

The Board's regularly-scheduled closed sessions typically last anywhere from two to four hours. To prepare for these meetings, Board Members must review appeal files, proposed administrative appointments, and information regarding negotiations or budget matters, among other items. While it is difficult to quantify all of the work the Board does in closed session, one datapoint that is illustrative is the number of appeals the Board adjudicated last school year. In total, the Board considered and decided 128 appeals (this year the Board is on track to exceed this number). These appeals concern a number of topics including student transfers, residency concerns, employment matters, student and employee discipline, and grade inquiries, among others. While the cases vary in complexity, they all require time and attention from Board Members, who must review the record material in advance of the meeting so they are ready to discuss and decide the appeals during closed session.

Another datapoint that provides context for the Board's closed session work is that the Board approved 66 administrative appointments last school year. Each of the proposed candidates are brought forward to the Board in closed session so that the Board Members can review the candidate's qualifications and make any inquiries they

may have. Prior to the meeting, the Board reviews the proposed candidate's resume and background information, and receives details about the candidate's interview process. The Board also spent considerable time last school year amending and improving the process whereby recommended candidates are presented for Board review and approval.

Committee Meetings

In addition to business meetings, all Board Members, with the exception of the Board President, attend committee meetings for the committees to which the Member is assigned. The Board of Education has five standing committees: Communication and Stakeholder Engagement, Fiscal Management, Policy Management, Committee on Special Populations, and Strategic Planning. Each committee has three adult Members and the Student Member can choose the committee(s) on which they would like to serve.

Committees generally meet four times per year and the meetings are usually scheduled for two- to three-hour blocks. Committee meetings provide an opportunity for the Committee to either take a deeper dive into a topic that will be presented in a more general manner to the entire Board, or, narrow the focus of the ultimate Board presentation on the topic. Some committees also facilitate compliance with annual reporting requirements for the Board.

The amount of preparation time required by Board Members in advance of a committee meeting depends on the committee assignment. The Policy Management Committee, for example, is one of the more document-heavy committees as it is charged with reviewing and updating Board of Education policies, a process that involves receiving input from administration regarding the changes that are necessary or being proposed, facilitating the policy update in conformity with those recommended changes,

receiving public feedback on proposed changes, and, where appropriate, incorporating that feedback into the final updated draft that is presented to the full Board for review and approval. While other committees may not require as much document review time, all committees require Board Members to review materials to be prepared to engage in important discussions during committee meetings.

Each committee also has a chairperson. The committee chair is responsible for setting the committee's agenda for the school year, determining what presentations will be given during each meeting, ensuring that the materials provided by the administration adequately cover the topic being discussed, and any post-meeting follow-up that is required. Committee chairs receive assistance from Board Office staff in completing these tasks, but these responsibilities still require an additional time commitment on the part of the Board Member who is the chair of a board committee.

Public Hearings and Work Sessions

Each year the Board of Education schedules eight work sessions and seven public hearings to receive input, both from the administration and the public, on the operating budget and the capital improvement plan (CIP). Work sessions and hearings can be added or canceled as the need dictates. Work sessions and hearings are generally scheduled for four hours each, but sometimes run longer.

Hearings provide an opportunity for Board Members to receive public feedback on the proposed operating budget and CIP. Therefore, much of the Board's work around hearings comes *after* the hearing when the public's input is considered and used to adjust or amend the proposed plan. While there isn't much Board Member preparation needed for hearings, the same is not true for work sessions. Work sessions are used to take a closer look at the proposed operating budget and CIP. As a result, while the administration is responsible for the presentation, Board Members must spend considerable time prior to

each work session reviewing the proposed budget and information that will be presented at the work session in order to engage in meaningful discussions about these proposals. The Board's work around the preparation and adoption of the operating budget and the CIP require a considerable time commitment, whether it be attending public meetings, work sessions, and hearings; advocacy efforts; or time spent reviewing the budget documents and analysis provided by Board staff and members of the administration.

Stakeholder Engagement

Another important part of the Board's role is stakeholder engagement. While the Board's oversight role is undeniably important, stakeholder engagement is the avenue through which Board Members directly impact individuals in the community they serve. Throughout the school year, Board Members conduct school visits to observe students and teachers in classrooms, meet with students, teaching staff, crucial operations staff members as well as administration. Specifically, one Board Member engaged in 30 school visits during the 2023-2024 school year where she spent a full day with a student at various schools shadowing a student until the school day concluded. Other Board Members engage differently during school visits by meeting with multiple students and staff members. These school visits occur at the elementary, middle and high school level allowing Board Members to engage directly and indirectly with students and school based staff. At any given time throughout the year (including summers), Board Members are engaged with parents and students to address their individual concerns - these touch points can occur via email, telephone or in-person meetings throughout the community. Board Members are also engaging administration

and central office-based staff via email exchanges, phone calls, and meetings. The nature of these interactions (school visits, meeting with parents and students, meetings with staff and administration) range from following up regarding various issues or concerns; receiving information regarding a parent or student's concerns and then researching said concern(s) and following up to ensure that a solution has been reached.

Advocacy Efforts

A large component of the Board's role is to advocate on behalf of the school system. These efforts largely center around the MCPS budget and legislative proposals. The Board President has monthly meetings with the County Council Education and Culture Committee Chair to discuss issues affecting the system and thus affecting the community at large. Recently, the Board President has also added monthly meetings with the County Executive and the County Council President to continue to foster the relationship between these entities, which all share a common goal of ensuring that Montgomery County has a top-tier public education system. Although only the Board President has standing monthly meetings, all Board Members are actively engaged in regular meetings with elected county officials in order to advocate on behalf of the system. Board Members also make an effort to attend County Council meetings and have a presence at meetings held by the County Council's Education and Culture Committee, particularly the meetings where MCPS's proposed budget may be discussed and input may be required.

Board Members' advocacy efforts with local elected officials are not limited to the adoption of MCPS's proposed budget. Every year, the Board adopts a legislative platform and takes positions on a number of proposed bills that would impact MCPS - either positively or negatively - if passed. Some of these bills are covered by the Board's

platform, in which case the Board's position (support, oppose, etc.) is assumed. For bills that fall outside of the platform, the board is asked to adopt a position on the bill after receiving information regarding the possible impact, cost of implementation, etc. This occurs at a business meeting. Outside of the adoption of the Board's position on proposed legislation, Board Members may engage in advocacy around the bills by either discussing the impact with individual members of the delegation or offering public testimony at a bill hearing. The legislative session in Maryland is only 90 days long, but takes a considerable amount of work on the part of Board Members, both publicly and behind-the-scenes, to ensure that MCPS's interests are being represented in Annapolis.

Additionally, individual Board Members serve as both members and officers of other boards. One example of this is the Maryland Association of Boards of Education (MABE) where Board Member Shebra Evans is a member and currently serves as an officer (Treasurer). Among other things, MABE membership and participation affords MCPS Board Members an opportunity to create and encourage collaborative relationships with other school boards to continue facilitating student achievement. In addition, participation, whether as a member or in a leadership role, in other community organizations allow Board Members to remain present in the community and afford an opportunity for the school system's interests to remain front-and-center in the community and with our community partners.

Community Presence

Finally, Board Members are very active in the community. It is through these efforts that the Board connects with the community it serves and highlights both the successes of the school system, and the areas where MCPS continues to need support from community partners. In addition to being members of various community organizations such as Big Learning, Inc., all Board Members regularly participate at various Montgomery County

events such as National Night Out with some Board Members attending upwards of 100 community events during the course of the year. Community presence is not simply showing up, it often entails having informal conversations with community members that may result in a Board Member following up with administration to help get an issue resolved and scheduling follow-up calls/meetings with community members that approach them during community events/meetings.

Final Thoughts

Every Board Member shared that there were additional items they wanted to be able to address or work on in their capacity as a Board Member but simply do not have time to complete. Those items mainly included being more involved in advocacy at the state level, follow-up with administrative staff regarding ongoing issues and inquiries, and more time in the community. With MCPS being the largest school district in Maryland, Board Members would like to dedicate more time to ensuring education related legislation positively impacts MCPS students, MCPS, and other school districts as a whole. Board Members also recognize that they provide oversight for the school system. As a result, they would like to be able to spend additional time on progress monitoring and determining how far along we are in achieving stated goals. Finally, Board members want to spend even more time out in the community through more informal scheduled meetings for the sole purpose of meeting community members in their neighborhoods to get feedback on newly proposed ideas and to be able to hear directly from parents and students on what they believe is working well and getting their suggestions on items within MCPS that may need improvement. Board Members also want to spend more time with teachers to hear from them as individual school community members on what they think will help improve their experience at MCPS as well as various ideas teachers may have that can improve the overall student experience at MCPS and involve them in implementing solutions. Board Members

expressed concern about the Board not having enough of a voice or presence in the community so that its position on various issues is clearly stated and known.

Given the time and effort required of Board Members, coupled with the monetary stipend, those who can actually run for election as a Board Member are narrowly limited which in term can limit how accurately the Board of Education reflects the diversity of the school district it serves.

Your Benefits at a Glance

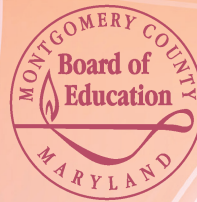
The chart below is a brief overview of your benefit options for 2024. For more information, refer to the appropriate section in this benefits summary.

Benefit	Your Options
Protecting Your Health	
Medical	
Point-of-Service (POS) Health Plans	<ul style="list-style-type: none"> • Cigna Open Access Plus (OAP)
Health Maintenance Organizations (HMO) Health Plans	<ul style="list-style-type: none"> • Cigna Open Access Plus In-Network (OAPIN) • Kaiser Permanente HMO
Prescription Drug	<ul style="list-style-type: none"> • CVS Caremark Prescription Drug <i>(only available to Cigna plan participants)</i> • Kaiser Permanente Prescription Drug <i>(only available to Kaiser Permanente plan participants)</i>
Dental	<ul style="list-style-type: none"> • CareFirst Preferred Dental Plan (PPO) • Aetna Dental Maintenance Organization (DMO) • Kaiser Permanente Preventive Dental Coverage <i>(included in medical plan; available only to Kaiser Permanente medical plan participants)</i>
Vision	<ul style="list-style-type: none"> • Davis Vision (provided through CareFirst) • Kaiser Permanente Vision Plan <i>(included in medical plan; available only to Kaiser Permanente medical plan participants)</i>
Wellness Initiatives	<ul style="list-style-type: none"> • Health Risk Assessments • Biometric Health Screenings
Protecting Your Income	
Flexible Spending Accounts	<ul style="list-style-type: none"> • Medical spending account (up to \$3,050/year) • Dependent care account (up to \$5,000/year or \$2,500/year if filing separately)
Basic Term Life Insurance	MetLife— <ul style="list-style-type: none"> • Employee (83 percent paid by MCPS)—2 times annual salary • Dependent (paid by MCPS)—\$2,000/spouse, \$1,000/each eligible dependent child up to age 23
Optional Life Insurance	MetLife— <ul style="list-style-type: none"> • Employee—1 times annual salary (paid by employee) • Dependent—\$10,000/spouse or each eligible dependent child (paid by employee)
Protecting Your Future	
Defined Contribution Plans	
403(b) Tax Sheltered Savings Plan	Fidelity—You can elect a percentage of your gross bi-weekly pay or a flat dollar amount to contribute to one or both plans up to annual IRS limits (available at www.netbenefits.com/mcps)
457(b) Deferred Compensation Plan	
Defined Benefit Pension Plans	By completing the appropriate forms, you are enrolled in state and/or county-sponsored pension plans.

Appendix C-5: Board of Education Handbook

Montgomery County Public Schools, Rockville, Maryland

Board of Education HANDBOOK



GUIDELINES

Introduction

The purpose of this Handbook is to provide a useful tool for members of the Board, staff, residents, and students regarding the manner in which the Board typically operates and carries out the authority delegated to it by law. The contents of this Handbook are not intended to confer any right, benefit, or privilege on any individual. This Handbook is not intended to mandate any process that is binding upon the Board, unless that process is otherwise required by law. To that end, the particular laws that are applicable to the Board shall govern over the terms of this Handbook.

Revised February 2021

Note: Please check the Board's website for any updates to the Handbook:
www.montgomeryschoolsmd.org/boe.

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Authority and Responsibilities of the Board of Education

The powers and mandatory duties of the Board of Education are defined in the *Education Article of the Annotated Code of Maryland* and Title 13A of the *Code of Maryland Regulations*. The Board's primary responsibilities, aligned to support the school system's Strategic Plan, include, but are not limited to, the following:

1. Selecting and appointing the superintendent of schools.
2. Formulating and interpreting policies.
3. Adopting operating and capital budgets.
4. Making decisions on educational, budgetary, facility, and financial matters (including authorization of legal settlements).
5. Establishing curriculum guides and courses of study.
6. Making a continuous appraisal of the educational and administrative management of the school system.
7. Establishing school boundaries.
8. Communicating with residents, staff, and students.
9. Acting in a quasi-judicial capacity, in particular, deciding appeals.
10. Advancing a legislative agenda.
11. Appointing personnel.

In addition to those mandatory duties that are defined in law, the Board is committed to the *Key Work of School Boards*, developed by the National School Boards Association. The *Key Work of School Boards* encompasses the following five areas of action:

1. **Vision**—Effective school boards establish a clear vision with high expectations for quality teaching and learning that supports strong student outcomes.
2. **Accountability**—High academic standards, transparency, and accountability undergird a world-class education.
3. **Policy**—Policy is how a board sustainably exercises power to serve students. Through policy, school boards establish a set of cohesive guidelines to transform vision into reality.
4. **Community Leadership**—Through public advocacy and community engagement, school boards share their concerns and actions with the public.

5. **Board and Superintendent Relationships**—Both the school board and the superintendent have essential leadership roles that are interconnected but different

Legal Reference: Sections 4-101, 4-103, 4-108, 4-109, 4-111, 4-114, 4-117, 4-201, and 6-201 Education Article, Annotated Code of Maryland (Note: Information about Board members' immunity from liability may be found in Section 4-106, Education Article, and Section 5-518, Courts and Judicial Proceedings Article, Annotated Code of Maryland)

Authority of Individual Board Members

State law sets forth that power belongs not to individual members of a Board of Education but to the Board of Education itself. Board members have authority only when acting as a Board of Education in a legally constituted session, with a quorum being present. The statement or action of an individual member or group of members of the Board of Education does not bind the Board of Education itself, except when that statement or action is authorized by an official act of the Board.

Legal Reference: Sections 3-103, 3-901, 3-903, and 4-108, Education Article, Annotated Code of Maryland

Composition of the Board and Board Member Qualifications and Oath of Office

The Board is composed of eight members: five elected members, each of whom resides in a different board of education district; two elected at-large members, and one student member. With the exception of the student member, all Board members must be registered voters of Montgomery County and may not be subject to the authority of the Board.

The seven full-voting members are elected to a four-year term at the general election every two years. Four members (three by district and one at large) are elected in gubernatorial election years, and three members (two by district and one at large) are elected in presidential election years. All voters in the county vote for all elected members of the Board of Education, regardless of the candidate's district. Notwithstanding when the ceremonial oath of office is administered, the Board member's term begins on December 1 after the election and continues until a successor is elected and qualifies.

The student member of the Board must be a bona fide resident of Montgomery County and a regularly enrolled junior or senior year student from a Montgomery County public high school. The student member of the Board is

elected for a one-year term each year by students enrolled in middle and high schools in Montgomery County Public Schools. The student's term of office begins on July 1 after the election.

The oath of office for Board members is as follows:

I, (Full Name), do solemnly swear that I will support the Constitution of the United States; and that I will be faithful and bear true allegiance to the State of Maryland, and support the Constitution and Laws thereof, and that I will, to the best of my skill and judgment, diligently and faithfully, without partiality or prejudice, execute the office of (Board member/ Student Member of the Board) according to the Constitution and Laws of this State.

Legal Reference: Section 3-901, Education Article, Annotated Code of Maryland

Student Member of the Board

The qualifications, election, and provisions relating to the student member of the Board are set forth in state law. The student member has the same rights and privileges of an elected member, except that the student member may not vote on personnel matters governed by Section 6-202 of the *Education Article*. If invited to do so by a majority vote of the seven full-voting members of the Board, the student member may attend personnel hearings pursuant to Section 6-202 and closed sessions related to personnel matters, but may not participate in such discussions. The student member also may make motions or second motions made by others. However, his or her right to vote on such motions is predicated upon whether it concerns a matter on which the student member's vote counts.

During his/her term as a Board member, the expectation is that the student member should devote sufficient time and attention to fulfilling his/her academic duties as a matter of priority.

A student member who completes a full term on the Board shall be granted a scholarship of \$5,000. Upon completion of the tenure on the Board, the student member is awarded 1 full credit in social studies. In addition, the student member is awarded 250 student service learning hours or, when properly documented, one student service learning hour for each hour devoted to performing the duties of the student member of the Board, whichever is greater.

The student member may distribute diplomas and/or certificates at high school commencements but may not confer his or her own diploma.

Legal Reference: Sections 3-901, 3-902, 3-903, and 6-202, Education Article, Annotated Code of Maryland

Elected Board Candidates and Members-elect

Election procedures are found in the Election Law Article of the Annotated Code of Maryland.

Board candidates for election by the general public are required to file public financial disclosure statements for the preceding calendar year with the Montgomery County Board of Elections at the time they submit their certificate of candidacy. After the candidate's election to the Board of Education, the Board of Elections sends the financial disclosure form to the Board of Education's Ethics Panel.

The Board's practice is to use the following processes for Board member candidates and members-elect:

1. Materials, except items of a confidential nature, for Board business meetings are available to candidates and the general public on the school system's website.
2. Members-elect, including the student member-elect, receive all Board materials (excluding items of a confidential nature) that are provided to Board members and are invited to attend all meetings of the Board (except for closed sessions), but are not permitted to vote at those meetings.
3. Newly elected Board members usually are seated at the outside ends of the Board table.

Legal Reference: Section 8-801 et seq., Election Law Article, Annotated Code of Maryland

Board Member Professional Development

The Board of Education guides the school system to produce students who graduate globally competitive. To that end, the Board itself is devoted to continuous improvement and growth by acquiring knowledge to make Board members better able to govern the school system.

New-member Orientation

Following the election of new members, the Board of Education office, in collaboration with the Board Officers, provides for an orientation to the Board's operation and processes. Information is provided about the functions of the office of the Board of Education and the working relationships with the superintendent of schools and the staff of Montgomery County Public Schools. In addition, information is provided about the roles and responsibilities of Board members, as well as the roles and responsibilities of the superintendent of schools. New Board members are encouraged to attend the orientation

sessions organized by the Maryland Association of Boards of Education. New Board members, who are elected by the general public, are informed that they must file financial disclosure statements annually with the Board's Ethics Panel.

Maryland Association of Boards of Education Training Opportunities

Founded in 1957, the Maryland Association of Boards of Education (MABE) is a private, nonprofit organization, dedicated to serving and supporting boards of education in Maryland. MABE is a leading advocate for public education in the state. All 24 Maryland boards of education are members of MABE. MABE's goal is to provide the skills and knowledge required for local board members to become effective leaders, engaged in governance that promotes excellent public schools for all of Maryland's children. Board members will endeavor to attend MABE sessions on boardsmanship and current educational trends offered through MABE's leadership academy or through its Legal Services Association.

National School Boards Association Conference

Founded in 1940, the National School Boards Association (NSBA) represents its State Association members and their more than 90,000 local school board members. These local officials govern 13,809 local school districts serving the nation's 50 million public school students (Source: nsba.org). NSBA sponsors an annual conference that provides local board members with the opportunity to learn about boardsmanship, educational reform, technological initiatives, and alternative forms of governance. It is the goal of the Board of Education to foster continuous improvement among its members, and to have members attend the conference for their own professional growth and development. The Board of Education also is an active member of NSBA's Council of Urban Boards of Education (CUBE), which was established in 1967 to address the unique needs of the nation's local school board members serving in urban areas.

Filling Vacancy of Board Member's Unexpired Term

In the event of the resignation, death, or removal from office of an elected Board member (any member other than the student Board member), the remaining members of the Board will select a qualified individual to fill the vacancy. In the event the vacancy is caused by a member who is required to reside in a particular education district, the person appointed to fill the vacancy also must reside in the same district at the time of appointment and

while serving out the unexpired term. This individual will serve for the remainder of the term and until a successor is elected.

State law also requires that the individual must be a registered voter of Montgomery County and that an individual subject to the authority of the county Board may not serve as a member of the Board. For example, although an employee of the school system would be eligible for appointment, he/she would have to resign as an employee in order to serve as a member of the Board.

When filling Board vacancies, the Board typically discusses the establishment of the process in closed session. The incumbent Board member who is resigning does not take part in the appointment process.

Traditionally, the process commences with the Board soliciting interest among individuals within the appropriate district, or countywide if the vacancy is for an at-large member, and inviting application to be made to the Board Office by a set date. The public notice sets out the qualifications established by law. Interested persons are asked to submit a résumé or brief record of his/her personal history and relevant civic, professional, employment, and other experience, along with a cover letter indicating his/her home address and certifying to being a registered voter and a resident of the affected district. Notice is typically disseminated widely through a variety of methods.

Selected candidates are interviewed by the Board in a public session. During the interview, the candidates provide responses to questions that address their experience, priorities, and expectations for the job. The Board appoints the individual who garners a majority vote of the remaining Board members.

In the event of a vacancy in the student Board member position, the individual receiving the second highest vote in the most recent election shall be seated as the student Board member for the remainder of the term.

Legal Reference: Sections 3-901 and 3-114(b), Education Article, Annotated Code of Maryland

Removal of Board Member

Pursuant to statute, the Montgomery County Council may remove a Board member for immorality, misconduct in office, incompetence, or willful neglect of duty. The member may request a hearing and have an opportunity to be heard publicly before the Montgomery County Council. The member also has the right to a de novo review of the removal by the Circuit Court of Montgomery County.

Legal Reference: Section 3-901, Education Article, Annotated Code of Maryland

Duties of Board Officers

The officers of the Board of Education are the president and vice president. (By law, the superintendent of schools is the executive officer, secretary, and treasurer of the Board.)

Generally, the president presides at all meetings, signs authorized or approved contracts and other documents on behalf of the Board, represents the views of the Board in all communications and correspondence, and performs other duties prescribed by law or by the Board. The president may appoint ad hoc committees of the Board and/or staff members to assist the Board with its work, study specific issues, or undertake Board projects. In the absence of the president, the vice president performs these duties. The following is a more illustrative list of the duties of the president:

1. Board meetings
 - a. Works with the superintendent of schools to develop agendas, with input from Board members.
 - b. Presides over meetings using Robert's Rules of Order, Revised as a guide.
 - c. Ensures that the meetings are conducted in an orderly and succinct manner.
2. Communication
 - a. Serves as the official spokesperson for the Board.
 - b. Works with the Board and individual members to obtain consensus.
 - c. Focuses on ensuring effective, open, honest discussion among Board members.
 - d. Allows each Board member to express his/her ideas and opinions within the stated topic.
 - e. Works with the superintendent of schools and the vice president to ensure all Board members are informed in a timely manner.
3. Committee Assignments
 - a. Appoints ad hoc committees as necessary.
 - b. Discusses with individual Board members their interests and strengths to try and arrive at consensus over committee assignments.
 - c. Is on alert to the balance of workload for each Board member.
4. Evaluation/Retreat
 - a. Plans any Board retreats with input from the vice president and the superintendent of schools.

- b. Ensures that the superintendent of schools is evaluated annually.
 - c. Reviews the Board’s norms annually.
5. School and Public Events
- a. Ensures that the Board is represented at school and public events.
 - b. Represents the Board’s stated positions on inquiries from the media, elected officials, and community groups.
 - c. Speaks at systemwide school/Board-sponsored events or other formal occasions acknowledging the presence of fellow Board members and other dignitaries.
6. Documents
- a. Signs contracts approved by the Board, official letters, and other written communication on behalf of the Board.

If both the president and the vice president are absent from a Board meeting, the superintendent of schools presides until a president pro tem is elected from among the Board members. The president and the vice president are elected at the Board’s annual organization meeting.

Legal Reference: Sections 4-102, 4-107, and 4-204 Education Article, Annotated Code of Maryland

Board of Education Shared Commitments

We are one team, partners in this work, with one another and with the administration.

The Board adheres to the following principles, which reflect Board members’ shared commitments to work together as a Board in the best interest of the school district, to establish effective Board policies, to delegate authority for school administration to the superintendent of schools, and to promote academic success for all students:

- Respect confidentiality. Keep confidential issues within the Board.
- Talk to each other respectfully and value and appreciate everything we each bring to the table, even if we do not agree.
- Be open to new or different ways of doing things.
- Have conversations and/or give one another and/or the superintendent of schools a heads up when issues or inquiries arise.
- Come to the Board meeting well prepared, having read the materials for the meeting ahead of time and prepared to ask pertinent questions and contribute appropriately to the dialogue.

- Strive to avoid surprises. Actively seek out other Board members and/or staff to discuss issues, grow ideas, and enhance our function as a Board and as committees.
- Keep the superintendent of schools and staff informed about meetings with constituents, elected officials, council members, and any other conversations of importance to the team.
- Adhere to the Board’s handbook, and local, state, and federal laws.
- Once a Board decision is made, that is the officially adopted position of the Board that is to be communicated to the public.
- Disagree with ideas, not people.
- Listen to learn, not just respond.
- Respect the processes that all staff are required to follow and acknowledge the sensitivities around staff’s positions.
- Know and respect Board processes when requesting information, route through the Board chief of staff.

Ethics and Code of Conduct

The Board of Education, the superintendent of schools, and Montgomery County Public Schools employee organizations have adopted a compact of an organizational culture of respect. With this compact, all parties commit to an organization that recognizes and values the role of all employees as contributors to a learning community that sets high standards of performance for staff and students. Furthermore, the Board of Education and the superintendent of schools are committed to the principles of equity in Policy ACA, *Nondiscrimination, Equity and Cultural Proficiency*.

Board members shall adhere to Board Policy BBB, *Ethics*, which governs actions of its members, school officials, and employees. In alignment with this policy, Board members will avoid being placed in a position of conflict of interest and refrain from using their position for personal or partisan gain. Furthermore, Board members will take no private action that will compromise the Board or administration. Members will respect the confidentiality of information that is privileged under applicable law. Moreover, Board members shall maintain the confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal positions of the Board or the school system, especially those matters discussed in closed session. If, for any reason, a Board member prefers not to participate in a confidential discussion that is authorized or has a conflict of interest with the subject under discussion, he or she should leave the meeting before it begins

or that particular subject is discussed. (See Closed Sessions section of this Handbook, page 17, for additional information.)

Given that the Board is committed to faithful compliance with the provisions of these documents and the Board's policies, the Board may take appropriate action in the event of a member's willful and continuing violation.

Financial Disclosure

Policy BBB, *Ethics*, requires that each Board member complete an annual financial disclosure statement for the preceding calendar year. These statements will be made available during normal office hours for examination and copying by the public, subject to whatever reasonable fees and administrative procedures are established. Financial disclosure statements must be completed by candidates seeking election by the general public to the Board of Education. Candidates will file the statement with the Board of Elections at the time candidates submit their certificate of candidacy. Upon a candidate's election by the general public to the Board of Education, the Board of Elections should transmit that disclosure statement to the Board of Education's Ethics Panel. The Board of Education's Ethics Panel is responsible for reviewing all financial disclosure statements for completeness of form and for determination of any existing or potential conflicts of interest.

Legal Reference: Section 8-801 et seq., Election Law Article, Annotated Code of Maryland

Appointment of the Superintendent of Schools

Maryland state law governs the appointment, term, qualifications, vacancy, and removal of the superintendent of schools. The term of the superintendent of schools is four years, beginning on July 1. The superintendent of schools serves until a successor is appointed and qualifies. By February 1 of the year in which a term ends, the superintendent of schools must notify the Board whether he/she is a candidate for reappointment.

In the year in which a term begins, the Board of Education appoints the superintendent of schools between February 1 and June 30. Should the Board decide to reappoint the incumbent superintendent of schools, the Board must take final action at a public meeting no later than March 1 of that year.

The appointment of the superintendent of schools is subject to written approval of the state superintendent of schools. If there is a vacancy in the office, the Board shall appoint an interim superintendent of schools, who serves until July 1 after his/her appointment.

Legal Reference: Section 4-201, Education Article, Annotated Code of Maryland

Responsibilities and Duties of the Superintendent of Schools

The superintendent of schools is responsible for the administration of his/her office and carries out the laws, bylaws, and policies of the Maryland State Board of Education, as well as the rules, regulations, and policies of the Montgomery County Board of Education.

The superintendent of schools advises the Board of Education on educational policies of the school system, school attendance areas, curriculum guides and courses of study, and any question under consideration by the Board. The superintendent of schools recommends contracts, to the extent required by law, and other documents for Board approval. The superintendent of schools also informs the Board in advance of administrative reorganizations, including transfers of functions, establishment of positions and offices, and consolidations of positions and offices.

The superintendent of schools proposes annual operating and capital budgets to the Board of Education. The superintendent of schools attends all meetings of the Board, as well as committee meetings as requested, except when the Board is considering appeals in its quasi-judicial role in closed session, or when the superintendent of schools' tenure, salary, or the administration of his/her office is under consideration. The superintendent of schools may advise the Board on any question under consideration at the meetings that he/she is permitted to attend but may not vote. In the absence of the superintendent of schools, his or her designee fulfills these duties. By contract, the Board of Education regularly evaluates the superintendent of schools on the achievement of mutually agreed-upon priorities and objectives.

By law, the superintendent of schools, as executive officer, secretary, and treasurer of the Board, keeps a record of the proceedings of each meeting of the Board and of all actions taken by the Board.

The superintendent of schools recommends the appointment of administrative and supervisory personnel to the Board of Education for its approval, whether by discrete personnel actions or by way of a monthly personnel report approved by the Board. The superintendent of schools also informs the Board in advance of transfers of administrative and supervisory personnel. In the monthly personnel report, the superintendent of schools provides appropriate notification of personnel appointments, terminations, and disciplinary actions of Montgomery County Public Schools personnel, and recommends approval of those personnel actions that require Board approval under applicable laws.

Legal Reference: Sections 4-103, 4-201, 4-204, 4-205 and 6-201, Education Article, Annotated Code of Maryland

Meetings of the Board of Education

All meetings of the Board of Education are public meetings, except for closed sessions and as otherwise permitted under state law.

Under special circumstances, as determined by the Board, any meeting of the Board may be conducted virtually to allow for remote participation of all Board members and participants. The public will be provided with notice and the ability to attend these virtual meetings remotely.

Agenda Setting for Business Meetings

The Board of Education promotes the interests of schools under its jurisdiction and has control over educational matters that affect the county. The Board of Education adopts a strategic plan to guide the school system in developing, implementing, and improving educational programs for its students. With the advice of the superintendent of schools, the Board of Education establishes priorities together with specific objectives for the attainment of these priorities. The superintendent of schools and Board members recommend agenda items for Board meetings based on these priorities and by adhering to the following process:

1. Prior to July of each year, the Board of Education receives a master calendar of Board meetings and hearings for the ensuing year.
2. The Board Office schedules regular agenda-setting meetings with the Board Officers, the superintendent of schools, and designated staff. The following items are discussed at these meetings:
 - a. The agenda for future business meetings. The superintendent of schools or his/her designee advises the Board Officers of time requirements for agenda items, the status of major items to be discussed at Board meetings, and the availability of staff to be present for Board discussions.
 - b. A list of items to be scheduled for future business meetings. The superintendent of schools or his/her designee works with Board Officers to identify the status of items to be scheduled and suggests dates for their presentation. The Board Office maintains a continuous listing of future agenda items.
 - c. Review of future Board meetings. The superintendent of schools, or designee, and the Board Officers review a calendar of future Board meetings (regular and special), closed sessions, public hearings, and work sessions.

After the agenda-setting meeting, copies of draft agendas are sent to Board members and executive staff, and are posted to the Board's website. Board members are encouraged to share their interests regarding scheduled items to inform staff presentations.

3. As noted in the Regular Business Meetings section (page 14), there is a process for adopting New Business Items. Unless stated in the adopted motion, the scheduling of any adopted New Business item may be determined during the agenda-setting process by the Board Officers and the superintendent of schools, with every effort being made to schedule major action items when all Board members can be present.
4. Prior to a Board meeting, with as much advance notice as possible, Board members who need information or desire staff members to be available to answer questions at the table about an issue, should alert Board staff to request that the superintendent of schools answer those questions and/or provide the information needed.
5. After business meetings and public hearings, the Board Office staff and superintendent of schools' staff discuss items raised during the Board meeting, assign responsibilities for follow-up items, and review draft agendas and calendars for future Board meetings.

Preparation of Meeting Materials

Before every business meeting, materials are prepared for Board members and key staff. Board materials are not released to the public until after Board members have received them. Board meeting materials normally are available online to the public on the Friday prior to regular Board business meetings. Items that require extensive study should be distributed to Board members in advance of the regular distribution of Board materials, to allow sufficient time for review and consideration by Board members.

Open Public Meetings and Notice

Meetings of the Board of Education, including its standing committees, are open to the public, except when meetings may be held in closed session under the *Maryland Open Meetings Act* and as otherwise permitted under state law. The public must be provided with adequate notice of the time and location of meetings.

When a meeting is held in open session, the general public is entitled to attend. Under state law, the Board of Education has the authority to adopt and enforce reasonable rules regarding the conduct of persons attending its meetings, as well as the videotaping, televising, photographing, broadcasting, or recording of its meetings. Given that the meetings are videotaped and the video equipment must be permitted to operate properly, members of the public may be asked to adjust their signs so as not to block videotaping equipment or block the view of other participants. It is generally preferred that signs be no larger than an 8.5" x 11" sheet of paper. To ensure the safety of all meeting attendees and participants, signs on sticks are not permitted. In addition, if the presiding officer

determines that the behavior of an individual is disrupting an open session, the public body may have an individual removed. Unless it is determined that the Board of Education, its members, or its agents acted maliciously, they are not liable for having an individual removed from the meeting.

Legal Reference: Sections 3-903 and 4-101, Educational Article, and Section 3-101 et seq., General Provisions Article, Annotated Code of Maryland

Annual Organizational Meeting

According to state law, the Board of Education must conduct an annual meeting on or before January 10, for the election of a president and vice president. However, the Board traditionally conducts its election of officers as the first order of business at its first business meeting in December, but, in any event, no earlier than December 1 or the date on which new members are sworn in, whichever is later.

The annual organizational meeting is traditionally combined with a regular business meeting.

The meeting is called to order by the secretary-treasurer (by law, the superintendent of schools). The names of all members are automatically placed in nomination. Through an individually recorded written vote, the members elect a president and vice president from among the currently sitting members by majority vote. The election for president shall precede the election for vice president. Immediately upon their election, the president and vice president shall assume the duties of their office.

In addition to selecting the president and vice president, the Board also must fill vacancies on the Board's standing committees, including designating the chair for each of the committees.

Legal Reference: Section 4-107, Education Article, Annotated Code of Maryland

Regular Business Meetings

1. The Board usually conducts two business meetings per month, except for the months of August and December during which the Board is in recess, as well as the months in which the Board holds hearings on its capital and operating budgets. These meetings are held at the offices of the Board of Education at the Carver Educational Services Center in Rockville, Maryland, unless otherwise designated. The all-day business meeting usually is held during the second week of the month and the evening business meeting usually is held during the fourth week of each month. Under special circumstances, as determined by the Board, any meeting of the Board may be conducted virtually to allow for remote participation of all Board members and participants. The public will be provided with notice and the ability to attend these virtual meetings remotely.

2. Every effort is made to schedule items of significant public interest at times convenient to the general public, and a special effort is made to group similar and major educational issues together during business meetings.
3. At every business meeting, time is set aside for public comments from residents, to encourage public participation. The first 15 speakers who sign up for public comments during the designated sign-up process are granted 2 minutes each to speak as follows:

Generally, the first 10 individuals who sign up to provide public comments on an agenda item and the first 5 individuals who sign up to provide public comments on a non-agenda item during the designated sign-up process are granted two minutes each to speak.

The Board is interested in hearing a broad range of perspectives from the community. Therefore, the Board reserves the right to limit the number of speakers and/or similar perspectives on a particular agenda topic. When the Board receives more requests than the allotted number of testimony slots available, registrations from individuals who have testified at a regular Board business meeting within the last 30 calendar days may be declined, so that others may have an opportunity to testify.

The Board will reserve five optional testimony slots, per business meeting for associations and organizations that may wish to testify regarding an agenda item. The following three associations will have an optional standing testimony slot at each business meeting: 1) Montgomery County Association of Administrators and Principals/Montgomery County Business and Operations Administrators (MCAAP/MCBOA); 2) Montgomery County Education Association (MCEA); and 3) Service Employees International Union (SEIU), Local 500. The other two slots reserved for organizations or associations will be filled on a first-come, first-served basis. Organizations also will receive two minutes each to speak. In the event that associations/organizations choose not to speak at a given Board business meeting, then any additional speaking slots will be offered to those who have signed up to speak on an agenda topic on a first-come, first-served basis.

For in-person Board business meetings when the Board is accepting live public comments, unallocated slots may be filled—first come, first served—on the day of the meeting by signing the appropriate sheet at the Board meeting no later than 15 minutes prior to the scheduled time for public comments. Public input on policy, program, and practices is encouraged, but public comments is not the proper avenue to address specific student or employee matters. Everyone is encouraged to utilize existing avenues of redress for complaints. Comments about the actions or statements of individual staff members should be referred to the superintendent of schools or processed through available channels.

Speakers are requested to provide their testimony in advance to the Board Office or to bring 20 copies of their testimony on the day of the meeting.

4. The advance meeting agenda shall indicate if an item is intended for discussion, action, and/or information. Notwithstanding the designation, any Board member can make a motion germane to an agenda item before the Board.
5. In addition to taking action on scheduled items, the agenda of each business meeting contains an opportunity for Board members and the superintendent of schools to make comments on activities, request information, and ask questions of a general nature. Requests for information that the majority of the Board agrees would entail the commitment of a considerable amount of time of staff to respond shall require approval by the Board. During the meeting, presentations by staff to the Board emphasize key highlights of the paper and recommendations, ensuring that the Board has sufficient time to discuss the agenda item.
6. An item may be placed on the Board agenda through a motion and a second under New Business at a business meeting, provided a majority of the Board approves that motion at a subsequent meeting (i.e., a new business item shall lie on the table until the next business meeting before being voted on by the Board). This provision may be waived without notice if all members are present and there is unanimous agreement.
7. Except for policy matters, items that are time sensitive may be voted upon during the same meeting as introduced if the Board members, by majority vote, so concur. Board-member proposals to establish special programs, where a substantial amount of staff time is needed to develop the programs, must be approved in accordance with Board procedure for establishing and evaluating special programs. Prior to voting on an item of new business that requires substantial research or a report from the superintendent of schools, the superintendent of schools shall be asked how much time it would take staff to prepare a response.
8. At every business meeting, time shall be set aside for Consent Items, consisting of matters that the Board president or the superintendent of schools believes will be adopted by unanimous vote. Approval of the consent agenda shall include the approval of all items included as consent items, provided that any member may defer to the end any item on which discussion is desired, after which a separate vote shall be taken.
9. Meetings are to begin promptly at the starting time on the agenda, a quorum being present. Closed sessions normally are scheduled at the start, lunch hour, and/or end of the meeting.
10. Although general meetings times are contained in this Handbook, the Board may adjust meeting dates and times as necessary to accomplish Board business.

Special Meetings

Other than regularly scheduled business and committee meetings, publicized in advance, the Board may meet for work sessions, retreats, trainings, and policy-development sessions. As part of its master calendar, the Board may schedule annual meetings with the officers of the Montgomery County Region of Student Councils, Montgomery County Junior Councils, Student Government Association presidents, Montgomery County Council of Parent Teacher Associations, Montgomery County Association of Administrators and Principals (MCAAP), Montgomery County Education Association, Service Employees International Union (SEIU) Local 500, and PTA clusters (the latter on a rotating basis). The Board also may meet, from time to time, in informal meetings with other elected and appointed officials and education, civic, and community organizations. These meetings may be held at the offices of the Board of Education or in communities throughout the county.

Special meetings also may be called by the president of the Board, by the superintendent of schools, or at the written request of a majority of the Board. Whenever possible, at least 24 hours' notice of special meetings and their purpose will be given to each Board member and, whenever feasible, meeting dates will be determined in consultation with Board members.

Business that does not come within the purposes set forth in the call for the meeting may not be transacted at a special meeting, unless all Board members are present and agree unanimously to the consideration of the additional item(s).

Retreats

The Board usually schedules at least two annual retreats a year for team building, training, discussion of Board operations, and other matters as appropriate. Following an election, one of the annual retreats should be scheduled in December or January with the new Board. The retreats will be held in compliance with the *Maryland Open Meetings Act*, as required by law.

Closed Sessions

Under the *Maryland Open Meetings Act*, the Board of Education is authorized to meet in closed session to discuss, among other things, personnel matters, acquisition of real estate, pending litigation, collective bargaining issues, matters protected from public disclosure by law, and to obtain legal advice. The *Maryland Open Meetings Act* also requires that, before meeting in closed session, the Board must give reasonable advance notice of the closed session. Further, after a closed session is held, the Board also must provide a report concerning the closed session's topic(s) of discussion. In order to accomplish these objectives, the Board adheres to the following guidelines at every business meeting:

1. For the closed session that occurred at the previous Board meeting, a statement will be made at the next Board meeting that includes the time, place, and purpose of the closed session; a record of the vote of each member as to closing the session; a citation of the authority for closing the session; and a listing of topics of discussion, persons present, and each action taken during the session.
2. Immediately prior to convening a closed session for the current Board meeting, the president shall conduct a recorded vote on closing the session. Further, the Board shall adopt a resolution in open session that includes the reasons for closing the meeting, including citations of legal authority and a listing of the topics to be discussed.
3. For the closed session that is to occur at the next Board meeting, the Board shall adopt a resolution that provides the date, time, and place of the session and, if appropriate, a statement that all or part of the meeting will be conducted in closed session.
4. Closed sessions may be called by the president at any time, or the superintendent of schools. However, the Board must take a public vote to go into closed session and must give public notice of the meeting by providing notice of the date, time, and place of the meeting, as required by the *Maryland Open Meetings Act*. If an emergency session is required, the Board must give notice of the session and take a public vote to go into closed session. The presiding officer shall conduct a recorded vote on the closing of the meeting and shall make a written statement setting out the reason for closing the meeting, the specific provision of the *Maryland Open Meetings Act* that allows the meeting to be closed, and the topics to be discussed during the closed session.
5. It is the responsibility of all Board members to monitor the topics discussed in closed session to ensure that the topics discussed are appropriate for closed session. All Board members will receive training on the requirements of the *Maryland Open Meetings Act*.
6. Board members and staff are expected to maintain the confidentiality of closed session. The attorney general has ruled that, although the Montgomery County Board of Education is without power to discipline its members, it is free to adopt a resolution that expresses its disapproval of a member's action in disclosing the contents of a closed session discussion.

Legal Reference: Sections 3-903 and 4-107, Education Article, and Section 3-101 et seq., General Provisions Article, Annotated Code of Maryland

Protocols for Absentee Participation

Members of the Board may participate in a regular or special in-person meeting of the Board of Education, including any closed session thereof, by means of an audio or video conference, pursuant to the following protocols:

1. The absent Board member may participate in the meeting by audio or video conference call only when a family, work, or other bona fide emergency prevents the Board member from attending the meeting in person. Board members are expected to attend meetings in person; this provision is not to be used as a mechanism for Board members to cease attending meetings in person.
2. The absent Board member who wishes to participate in the meeting, or a portion of the meeting, by audio or video, must make his or her request known to the Board president and the Board Office at least 24 hours prior to the scheduled commencement of the meeting.
3. To comply with the *Maryland Open Meetings Act*, the absent Board member may participate in the open session of a regular or special meeting only if the audio or video can and will be broadcast over a speaker phone or other technology capable of allowing the absent Board member to hear and be heard by the attending Board members and members of the staff, public, and press present at such meeting, or a portion thereof.
4. Any member of the Board who participates in a Board meeting by audio or video conference call will not count toward the number of members necessary to constitute a quorum at the meeting.
5. However, any Board member who participates in a meeting by audio or video conference call will be permitted to consider, discuss, and vote upon any matter properly before the Board in the same fashion and with the same effect as if such member were physically present at the meeting. The minutes of any meeting at which such absent Board member participates in this manner will reflect that such member participated by audio or video conference call and was not physically present during such meeting.
6. For the Board meeting, the absent Board member will call in at an appointed time on the meeting agenda, after which the Board member will be advised to wait until the Board president invites the absent member to join in the dialogue. Concurrently, the Board president will be notified by staff as to the name(s) of the Board member(s) who is (are) waiting to join in the dialogue. The absentee Board member should not speak until called upon to do so by the Board president.
7. To avoid either electronic interference or multi-second time delay, the absent Board member should undertake all efforts to mitigate any noise in his/her proximity.

8. Due to the limitation on the number of outside telephone lines running to the control booth and Board Room, and to ensure the presence of a quorum, no more than three absentee Board members may participate by telephone conference call concurrently.

Legal Reference: Section 3-101et seq., General Provisions Article, Annotated Code of Maryland

Rules of Order

The Board of Education observes *Robert's Rules of Order, Newly Revised* as a guide in conducting its meetings, except as provided otherwise, either in this handbook or Board policy. Moreover, the Board is guided by its own rules, state statutes, and Maryland State Department of Education bylaws, which establish the following:

1. A motion is not adopted without the approval of five members, with the exception of personnel matters (arising under Section 6-202 of the Education Article of the Annotated Code of Maryland) on which the student member's vote does not count, in which instance the motion requires the approval of only four members.
2. The Board adopts its agenda at the beginning of a business meeting. Times listed on the agenda are intended for guidance only. Unless changed by the Board or the Board president, the order in which items appear on an agenda will be followed. Any changes in the adopted agenda are made by majority vote or by consensus.
3. A quorum consisting of a majority of the full Board shall be present to convene a meeting.
4. An item may be placed on the Board agenda through a motion and a second under New Business at a business meeting, provided a majority of the Board approves that motion at a subsequent meeting (i.e., a new business item shall lie on the table until the next business meeting before being voted on by the Board). This provision may be waived without notice if all members are present and there is unanimous agreement.
5. The rules and regulations governing the operations of the Board (except those required by statute and governing special meetings and policy issues) may be amended by a majority vote of the Board at any meeting, provided that each member shall have been furnished a copy of the proposed amendment at least one week in advance. *Robert's Rules state, "Rules protecting absentees or a basic right of the individual member cannot be suspended, even by general consent or a unanimous vote."*
6. The Board chief of staff serves as parliamentarian to the Board.

Legal Reference: Section 3-903, Education Article and Section 3-101et seq., General Provisions Article, Annotated Code of Maryland

Record of Board Meetings

The Board of Education maintains records of meetings as follows:

1. Records of the Board's business meetings and hearings are retained in the Board Office and online. All Board business meetings are televised and are available online via webcast.
2. The Board designates the live, recorded, archived video/audio streaming of its meetings to be the Board's official minutes, in accordance with applicable law, for meetings with such streamings/recordings. The Board also shall prepare a written summary of the motions made and votes taken at the meeting, which is for informational purposes only. If there is any discrepancy between the video/audio and this summary, the video/audio, which constitutes the minutes of the meeting, shall control. If there is no video/audio streaming/recording of the meeting, the written summary shall be designated as the official minutes.
3. Minutes of closed sessions include a list of each item considered, the action taken, and each recorded vote.
4. Recordings and minutes of meetings open to the public are available as a matter of public record on the Board's website, as well as in the Board Office.

Legal Reference: Section 3-101et seq., General Provisions Article, Annotated Code of Maryland

Public Participation

The members of the Board of Education desire to hear the views and have the advice of interested residents. To help ensure effective public participation in the decision-making process, the Board does the following:

1. Endeavors to advertise the agenda and supporting documents on the school system's website no later than the Friday before the business meeting. Furthermore, copies of agenda materials are available to the public on the day of the business and special meetings.
2. Involves residents and students on advisory committees.
3. Holds public hearings on the operating and capital budgets and issues of wide public interest, as determined by the Board.
4. Provides time at its business meetings for the public to comment on educational issues and other matters before the Board.
5. Encourages residents to communicate with Board members by publishing contact information, including email addresses.
6. Widely circulates proposed policies for comment.

Policy Development and Adoption

The Board of Education has adopted Policy BFA, *Policysetting*, which includes a definition of “policy” and a uniform format for policy development and implementation, including publication, monitoring of implementation, and review. Discussion of a new policy usually takes place over four meetings—one for the Board’s Policy Management Committee to discuss the superintendent of schools’ policy analysis, the second for the Board to take tentative action on the Policy Management Committee’s recommendations, the third for the Policy Management Committee to review public comments on the policy and any additional staff recommendations, and the fourth for the Board to take final action on the policy.

Board Committee Meetings

As the Board deems appropriate, standing and ad hoc committees shall be established by resolution, reflecting their mission and composition. Any committees adopted by Board resolution are governed by the *Maryland Open Meetings Act*. As a result, a quorum of the Board should not be present at any Board committee meeting. After initial appointments for standing committees are made, future vacancies shall be filled at the all-day meeting each December. The Board president may appoint ad hoc committees as necessary to accomplish Board business. Such ad hoc committees convened by the Board president are not subject to the *Maryland Open Meetings Act*.

Committees shall decide on their own meeting schedules and make recommendations and updates to the full Board, as appropriate. The Board shall consider any recommendations from a committee, after having provided the superintendent of schools with the opportunity to make a recommendation or otherwise advise the Board as to its committee recommendation.

Board Advisory Committees

The Board of Education is empowered by state law to create citizen advisory committees to advise the Board, facilitate activities and programs in the school system, and recommend possible changes in Board policy. This input guides and informs decisions made by the Board. Given that input from the advisory committees guides and informs decisions by the Board, members of the Board should not routinely attend or participate in those meetings.

Advisory committees may be ongoing or created for special purposes on a short-term basis. A listing of current Board advisory committees is available

online. Advisory committees appointed by the Board are subject to the *Maryland Open Meetings Act*.

Moreover, pursuant to law and policy, the Board of Education has appointed an Ethics Panel, which interprets the Board’s ethics policy, reviews financial disclosure statements, and advises persons subject to the policy as to its application.

In addition, there are advisory committees that report to the superintendent of schools. As provided by their charges, the Board and the superintendent of schools advisory committees present their annual reports to the Board of Education.

Legal Reference: Section 4-112, Education Article, Annotated Code of Maryland

Public Hearings

The Board of Education schedules public hearings on issues it determines to be of widespread interest and concern. A quorum of the Board is not required to be present for a hearing to be conducted. In addition to special public hearings, the Board holds hearings on its annual operating budget, proposed Capital Improvement Program (CIP) as necessary, and school boundaries. Hearings for the proposed capital budget and CIP and/or boundaries are governed by Board Policy FAA, *Educational Facilities Planning*.

General guidelines for public hearings are as follows:

1. The subject, date, and opportunities for sign-up for a public hearing are typically publicized through the Board’s customary communications channels, including being posted on the Board’s website and through a release to the news media.
2. The agenda for the hearing is closed when the maximum number of speakers is registered or at the close of business the day before the hearing, unless otherwise specified by the Board in the hearing notice.
3. The following time limits for testimony apply to public hearings, unless otherwise specified by the Board in the hearing notice:

Organizations*/Municipalities/Elected Officials	5 minutes
Individuals	3 minutes

For operating budget and CIP hearings, students, elected officials, municipalities, and the Montgomery County Council of Parent Teacher Associations (MCCPTA) shall be accorded the opportunity to testify first, followed by PTAs and then, on a first-come, first-served basis, individuals and civic and countywide organizations. Usually, MCCPTA cluster coordinators, in consultation with the local PTA presidents, will coordinate testimony on behalf of local PTAs and notify the Board Office of speakers within their allotted cluster time. Alternatively, such

testimony may be coordinated by MCCPTA area vice presidents, in which case, testimony may be grouped by areas and time allotted differently than stated above. Cluster coordinators and area vice presidents are strongly encouraged to ensure that diversity of opinions is accommodated when scheduling testimony.

A person calling to speak may reserve only one space. Only one speaker will be registered for any organization, unless the Board provides otherwise. Individuals and organizations may not cede time to others who have signed up. Elected officials are given the courtesy of being placed on the agenda at the time of their choice.

4. For all other hearings and forums not governed by a specific Board policy, all speakers are accorded 3 minutes to present their testimony. A person calling to speak may reserve only one space. Only one speaker will be registered for any organization. Individuals and organizations may not cede time to others who have signed up.
5. Speakers are requested to submit their testimony electronically to the Board of Education Office at least 24 hours in advance of the hearing. If the testimony is not provided in advance, speakers are requested to provide 20 copies of their statement at the hearing, for distribution to the Board, staff, and press.
6. Generally, public hearings are recorded, televised, and transmitted via webcast.
7. If the speakers are not present at their designated time, every effort will be made to accommodate their testimony prior to adjournment of the meeting.
8. To expedite the hearing, Board members and the superintendent of schools will limit their participation solely to asking questions of the speakers or requesting follow-ups by staff. Copies of follow-up responses to questions raised will typically be posted on the Board's website.
9. Written statements submitted in lieu of testimony will be given equal consideration, but, in order to be considered, they must reach the Board no later than 48 hours before the time scheduled for action by the Board.

*Organizations include: Montgomery County Regional Student Government Association/ Montgomery County Junior Councils, National Association for the Advancement of Colored People Parents Council, community organizations, MCCPTA, clusters, and the employee associations.

Strategic Plan Development and Approval Process

The strategic plan for Montgomery County Public Schools is designed to guide the work of schools and offices for achieving the visionary goals approved by the Board of Education. The Board's goals included greater public involvement in the development phase of the strategic plan and operating budget.

Annually, the Board of Education's Strategic Planning Committee works with staff to review and recommend changes to the strategic plan. In addition, community forums may be held in which participants are asked to address principal questions to assist the Board in developing/modifying the strategic plan. When substantial feedback on a wide range of issues involving the strategic plan has been received at the forums, summaries of the comments made at the forums are posted on the Montgomery County Public Schools (MCPS) website.

Operating Budget Approval Process and Educational Facilities/Capital Budget Process

Two major issues that come before the Board of Education each year are the operating budget and the educational facilities plan, which includes action on the capital budget.

The operating budget includes salaries, contractual services, supplies and materials, furniture and equipment, and other funds necessary for the daily operation of the school system. The operating budget is developed under the direction of the superintendent of schools, who receives a wide range of input. The superintendent of schools recommends the budget's adoption to the members of the Board. The Board holds work sessions and public hearings in January prior to adoption of the budget to secure additional information on the recommendations of the superintendent of schools.

The date for submission of the operating budget to the County Council is established by county law. The budget must be submitted to the county by March 1 of each year and adopted by the County Council by June 1. In June, the Board makes adjustments to the budget to conform to Council action and to reflect the final judgment of the Board on expenditure priorities prior to the July 1 deadline for submitting the school system's final operating budget to the County Council.

Each spring, the superintendent of schools reviews all Board of Education facilities decisions and capital budget requests. The capital budget includes construction and planning funds for new facilities, modernizations and renovations, furniture and equipment associated with these projects, and countywide maintenance efforts. Facilities issues include building utilization,

educational program capacity, enrollment projections, boundary changes, and school closings/consolidation. During the spring, cluster, school, and community representatives meet to discuss feasible school program and facility alternatives and, by June 1, cluster representatives send the superintendent of schools proposed solutions, priorities, or concerns the cluster has identified for its schools.

Early in October, the superintendent of schools holds a public work session with the Board to discuss new school enrollments and projections. On or prior to November 1, the superintendent of schools publishes a proposed six-year Capital Improvements Program or amendments thereto, subsequent to which the Board holds a work session at which members may propose alternative solutions to boundary changes. During November, the Board holds public hearings on facilities and boundary proposals, with decisions scheduled prior to the end of November. The Board may opt to defer until a later time (usually March) selected boundaries and facilities decisions. (See Policy FAA and Regulation FAA-RA, *Educational Facilities Planning, Long-range Educational Facilities Planning*, respectively, for more details.)

Appeals to the Board of Education

In addition to state law requirements, the major documents governing appeals to the Board of Education are Policy BLB, *Rules of Procedure in Appeals and Hearings*; Policy JEE, *Student Transfers*; Regulation JEE-RA, *Student Transfers and Administrative Placements*; Policy KLA, *Responding to Inquiries and Complaints from the Public*; and Regulation KLA-RA, *Responding to Inquiries and Complaints from the Public*. There are generally three categories of appeals under various sections of the Education Article of the Annotated Code of Maryland: disputes involving the final action of the superintendent of schools; suspensions or dismissals of professional and/or certificated personnel; and student suspensions of more than 10 days or expulsions.

Once an appeal is started through the process, it is not appropriate for Board members to discuss the issue with the appellant, the public, or staff. The Board may dismiss appeals that are not received in the Board Office by the appropriate deadline. Once the appeal is properly filed, the appeal may be withdrawn by the appellant, or the superintendent of schools may grant the requested relief before the Board adjudicates the appeal. It is expected that Board members will maintain the confidentiality of documents related to the appeal and not discuss these materials with those who should not be privy to such information.

Generally, matters related to special education and Section 504 of the *Rehabilitation Act of 1973* are not subject to review by the Board of Education, pursuant to Policy BLC, *Procedure for Review and Resolution of Special Education Disputes*, and by mandates of other state and federal laws. Furthermore, complaints concerning the conduct of Montgomery County Public Schools personnel should be directed to the superintendent of schools.

Legal Reference: Sections 4-205 (c), 7-305, and 6-202, Education Article, Annotated Code of Maryland

Negotiations

The Board of Education designates the superintendent of schools as its representative in contract negotiations with the Montgomery County Association of Administrators and Principals (MCAAP/MCBOA), the Montgomery County Education Association (MCEA), and the Service Employees International Union Local 500 (SEIU Local 500). By law, the Board of Education is permitted to meet in closed session to discuss issues related to contract negotiations with the employee organizations. It is expected that Board members will maintain the confidentiality of issues discussed during closed sessions.

Legal Reference: Sections 6-408 and 6-510, Education Article, Annotated Code of Maryland

Personnel Appointment Procedures

1. Under state law, it is the responsibility of the superintendent of schools to recommend the appointment of personnel to administrative and supervisory positions. These appointments are discussed by the Board of Education in closed session and confirmed by majority vote in public session when the Board adopts the monthly report, or by a majority vote for senior leadership, principals, and other specified positions.
2. The superintendent of schools notifies the Board in advance of the transfers of personnel to administrative and supervisory positions.
3. The Board of Education also receives and reviews a monthly personnel report in closed session and takes a public vote on the report. The report contains appointments of administrative and supervisory personnel, teachers and supporting services personnel, terminations for all personnel, and notice of suspension and dismissal actions. In addition, the Board adopts resolutions expressing sympathy on the death of an employee.

Legal Reference: Sections 4-103 and 6-201, Education Article, Annotated Code of Maryland

Staff to the Board of Education

Maryland Courts have held that the Board has the authority to engage staff as necessary to enable the Board to carry out its functions. The Board adopted Policy BNB, *Board Staff Management and Operations*, which establishes guidelines for outlining the duties of the staff to the Board of Education and delineating the management and operations, including, but not limited to, hiring, evaluation, and professional development of Board staff.

Acting under the supervision of the chief of staff, the Board of Education staff shall provide general support to the Board of Education and its members to facilitate the discharge of their statutory responsibilities and coordinate with the superintendent of schools. Specifically, the Board Office—

- responds to requests from members of the Board of Education, the superintendent of schools, staff, public, and other governmental agencies for information on past or pending Board business;
- provides legislative and intergovernmental information and support, including representation of the Board of Education's interests before appropriate legislative bodies and the Maryland State Board of Education;
- provides research assistance and analysis to members of the Board of Education;
- provides assistance and support to the Board of Education in the selection of a superintendent of schools;
- keeps official records of Board of Education business and attends all Board of Education meetings when permitted;
- provides staff support, minutes, and follow-ups to Board of Education committees;
- coordinates the process of recruitment of nominations for appointment to Board of Education advisory committees;
- directs all appeal matters before the Board of Education, in consultation with legal counsel to the Board;
- carries out the responsibility of the administration of the office of the members of the Board of Education, which includes various logistical and administrative functions such as those related to correspondence, scheduling, general staff support, Ethics Panel matters, financial disclosure process, travel expenses, use of technology, and new Board member orientation;
- provides timely reports on meetings attended by Board staff and reports and analysis on Board functions such as ombudsman activities, ethics work, legislative work and development of a legislative platform, and appeals;
- serves as an ombudsman; and

- attends meetings of public committees and other school-community organizations at the direction of the Board, in the capacity of an observer.

Legal Reference: Section 6-201, Education Article, Annotated Code of Maryland; Fiscella, et al. vs. the Board of Education for Montgomery County, Maryland, (Equity No. 40,161), Circuit Court for Montgomery County, Maryland, held

Guidelines for the Function of the Ombudsman

There are formal appeal procedures that protect the due process rights of parents, students, and residents and grievance procedures to protect the right of employees. However, there are times when it is appropriate to initiate less-formal inquiries into people's concerns and problems. As described in Policy BNB, *Board Staff Management and Operations*, the function of the ombudsman shall be retained by the Board of Education and performed by staff in the Board of Education Office, with the principal functions as follows:

1. To assist employees, parents, residents, and students who have issues, complaints, information, or suggestions and to bring them to the attention of school system officials at the most appropriate administrative level.
2. To periodically review, with the Board and the superintendent of schools, all cases for inferences and suggestions with respect to opportunities for policy and administration improvements.

In carrying out these duties, the ombudsman shall do the following:

1. Have access to all pertinent files, records, data, reference and research materials, and other such informational resources from the public schools, subject to the provision that material in the personnel file shall be made available only with the consent of the employee about whom the information is sought; confidential material in a student file shall be made available only with the consent of the parent or guardian concerned.
2. Receive the cooperation of all employees of MCPS in the performance of these duties. It is essential to the function of the ombudsman that information be furnished to the ombudsman on a confidential basis and that such confidences be preserved.
3. Refrain from undertaking any duties or assignments that contravene the authority of the superintendent of schools, as specified in the Education Article of the Annotated Code of Maryland or any other laws, bylaws, rules, or policies of the Maryland State Board of Education. He/she shall not interfere with contractual grievance procedures but shall provide services in accordance with the rights of staff members, as specified in the Negotiated Agreements; and he/she shall not, while acting in the capacity of ombudsman, violate any of the constitutional rights of complainants or of the persons against whom complaints have been brought.

Board of Education Correspondence Procedure

The Board Office maintains logs of incoming and outgoing correspondence to and from the Board.

1. Generally, incoming correspondence is distributed to all members of the Board and the superintendent of schools. Board Office staff determine whether correspondence requires a response and, if a response is required, assigns a due date for the preparation of the reply and directs the correspondence to the appropriate staff member. Staff prepare responses for the signature of the Board president or, in special cases, the Board president responds personally. Copies are provided to members of the Board.
2. Petitions and form letters are not duplicated for Board members. Staff count the signatures and provide a sample page of the petition. One copy of the form letter is provided to the Board with a count of the number of form letters received.
3. Individual Board members have the option of responding directly to correspondence addressed to the Board or the individual member; however, that correspondence must clearly reflect that the views expressed therein are those of the individual member and not necessarily those of the entire Board of Education.
4. Generally, incoming and outgoing memoranda to the Board are distributed to all Board members, the superintendent of schools, and appropriate staff. The superintendent of schools assigns the responsibility of preparing replies to Board memoranda and follows up to make sure a timely response is prepared. Exceptions are confidential memoranda, which may have expressly limited distribution. Board members and staff are expected to maintain the confidentiality of confidential memoranda.

Public Access to Correspondence and Memoranda

1. It is the practice of the Board of Education to facilitate and allow access to its public records related to written communications. Except as otherwise provided by law or herein, written communications between the superintendent of schools or any other employee of Montgomery County Public Schools and the Board of Education are available for inspection by members of the public. However, all written communications between the superintendent of schools or any other employee of Montgomery County Public Schools and the Board of Education that contain

confidential opinions, legal advice, or deliberations that may assist the Board of Education in exercising its decision-making function, shall not be made available to the public so as to preserve the integrity of and promote candor in the decision-making process. Such documents shall be marked CONFIDENTIAL and maintained by the Board of Education in a manner to preserve such confidentiality.

Examples of documents that generally will not be made available by the Board of Education to any member of the public pursuant to this section include, but are not limited to, documents containing confidential commercial information; confidential financial information; the home address or home telephone number of an employee of Montgomery County Public Schools; personnel records of any employee of Montgomery County Public Schools; or the home address, home telephone number, biography, family, physiology, religion, academic achievement, or physical or mental ability of a student of Montgomery County Public Schools.

2. All correspondence addressed to the Board of Education, the Board president, or Board members that are received in connection with the transaction of public business are available for public inspection at reasonable times, unless they meet one of the criteria for denial in *Maryland's Public Information Act*.
3. The superintendent of schools is the official custodian of the records, with the authority to delegate this responsibility.
4. The requestor of records may be charged fees to cover the cost of searching, preparing, or photocopying a public record.
5. If the request for records is denied, the reasons must be consistent with *Maryland's Public Information Act*, subject to review by the Circuit Court of Montgomery County.

Legal Reference: Section 4-101 et seq., General Provisions Article, Annotated Code of Maryland

Email/Electronic Communications

Board members shall utilize their Board-issued email accounts for all official Board business communications. It is the expectation that Board members sign on to the official email regularly. All electronic communications are subject to the *Maryland Public Information Act*, and must be disclosed when requested by members of the public, except as otherwise provided by law. Board members shall not use electronic communications in any way that would violate the *Maryland Open Meetings Act* or conflict with rulings of the Maryland Open Meetings Compliance Board, which generally prohibit any form of simultaneous or concurrent communication among a quorum of the Board on email or by other forms of electronic communication. All email sent to the Board of Education

group email address will be processed by Board Office staff for response and/or follow up, as appropriate. All electronic communication correspondence is expected to be respectful, cordial, and civil and adhere to the culture of respect compact. Furthermore, email/electronic communications should not disclose identifiable student information (even without a name) without the written permission of a parent (or of a student, if 18 or older) and should not disclose personnel records information without consent of the employee.

Legal Reference: Section 3-101 et seq., and Section 4-101 et seq., General Provisions Article, Annotated Code of Maryland

Association Memberships

The Board of Education maintains membership in state and national school board associations, as well as educational associations. The Board determines which, if any, state and/or national affiliations it wishes to add or maintain. Current organizational memberships include the Maryland Association of Boards of Education, the Legal Services Association, and the National School Boards Association.

School Board Attorney

By state law, the Board of Education is empowered to retain counsel to represent it in legal matters. The Board's procedures for retaining, appointing, and reviewing the performance of counsel are contained in Policy BOA, *Legal Services*.

Legal Reference: Section 4-104, Education Article, Annotated Code of Maryland

Board Member Compensation and Expense Standards

The compensation that members of the Board of Education receive is set in the Annotated Code of Maryland, Education Article, Section 3-902. Elected adult members receive an annual compensation of \$25,000 and the president receives an additional \$4,000. The student member receives a scholarship in lieu of a salary. In addition to their annual compensation, Board members may be reimbursed for expenses directly related to official Board business. Board members conducting official business must exercise due care and prudence in incurring expenses, which shall not be lavish or extravagant.

Section A. Reimbursement of Expenses

A Board member may be reimbursed for expenses directly related to official Board business as follows:

1. **Preapproval process.** In all circumstances where these guidelines require preapproval, the following procedures shall apply. The Board member shall submit a written request sufficiently in advance that it may be reviewed and approved in writing by both the Board chief of staff and the Board vice president, who will consider the cost of the expenditure, budgetary constraints, as well as whether the expenditure is necessary to promote the Board's priorities and is in alignment with the work of the Board. The Board president, along with the Board chief of staff, shall provide preapproval of expenditures by the Board vice president. In the event that preapproval for the same event or meeting is sought by both Board Officers, the chair of the Board Fiscal Management Committee and the Board chief of staff will make the preapproval determination. In the event that an expenditure is denied through the preapproval process, the Board member may follow the dispute resolution process, as outlined in Section D below.
2. **Nonlocal travel to meetings and conferences.**
 - a. Nonlocal travel is defined as official Board business outside of Montgomery County.
 - b. Each year, the Board shall establish a list of nonlocal meetings and conferences that Board members shall be encouraged to attend for professional development purposes, using the same process specified in Section 4 on the following page for ticketed events. This list of preapproved, nonlocal travel shall include the annual conferences sponsored by the Maryland Association of Boards of Education (MABE) and the National School Boards Association (NSBA), as well as education-related statewide or national task forces or committees on which individual members serve. Recognizing that it may not be feasible to identify all the nonlocal meetings and conferences that would be appropriate for Board members to attend, Board members who wish to attend other nonlocal conferences or meetings not previously identified must obtain preapproval for any reimbursable expenditures, including mileage.
 - c. Whenever possible, travel plans shall be made in advance to take advantage of favorable rates.
 - d. All expenditures for lodging require preapproval. Lodging that is within a 50-mile radius from the Carver Educational Services Center (CESC) (e.g., in Baltimore, Annapolis, or Washington, DC) shall not be approved, absent exigent circumstances (e.g., inclement weather or other safety-related conditions).

- e. Car rentals also require preapproval and shall be authorized only where such rentals will be cheaper or more efficient than other modes of transportation.
 - f. For preapproved, nonlocal travel, Board members may be reimbursed for reasonable and proper costs of (i) transportation, such as parking, tolls, taxis, bus or subway fare, and air or train fare at a reasonable coach rate; (ii) preapproved car rentals; (iii) preapproved hotel stays; (iv) meals, subject to the requirements set forth in Section A.2.g below; (v) preapproved registration fees; and (vi) incidental expenses, such as hotel Internet and airline baggage charges. The following items shall not be considered reimbursable expenses: room service; in-flight Internet; in-room movies; hotel mini-bars; laundry and valet services; membership fees for airline, frequent flier, hotel, or health clubs; snacks and refreshments not associated with a business meal; incremental costs of double over single occupancy rates; pet care; hotel charges associated with cancellation where reasonably prudent actions were not taken to avoid such charges; flight or travel insurance; loss of personal funds and property; parking tickets or traffic violations; clothing/personal items; first-class airline, train, or other travel tickets or upgrades; child-care expenses; or spouse or guest expenses.
 - g. Board members on approved overnight travel shall receive the published federal General Services Administration daily per diem rate for the continental United States (CONUS) for meals and incidentals for the dates of travel for the city where the conference, convention, or other Board business is conducted. See <http://www.gsa.gov/portal/category/100120>.
 - h. Cash advances not to exceed the per diem allowance may be authorized by the Board of Education president on a case-by-case basis, for good cause shown, 30 days in advance of travel.
3. **Local travel.** Eligible expenses incurred while conducting Board business locally shall be paid by the Board member and then reimbursed, as long as proper documentation is provided. With the exception of the two regular business meetings each month, Board members may be reimbursed for automobile mileage for local travel within Montgomery County to hearings, meetings, preapproved ticketed events, and other nonpartisan events related to official Board business (such as education-related events sponsored by community organizations or events relating to constituent services, intergovernmental relations, or MCPS), using the mileage reimbursement rates published by MCPS. (It should be noted that the exception for the mileage reimbursement for attending the two regular business meetings each month does not apply to the student

member of the Board, who may receive such reimbursement.) Board members also may be reimbursed for necessary parking, tolls, taxis, and bus or subway fare for events and meetings within Montgomery County. Toll costs associated with travel on the Intercounty Connector are not reimbursable.

4. **Attendance at local ticketed events.**

- a. At the beginning of each school year, the Board Officers shall be responsible for developing a list of local ticketed community and nonpartisan events, for review and approval by the full Board, that all Board members would be encouraged to attend, in keeping with their roles and responsibilities. These would be identified as preapproved for any Board member who is able to participate. (Annual List).
- b. There also may be instances where the Board wishes to designate a limited number of representatives to attend an event on behalf of the full Board rather than approving all members to attend. In those instances, approval for reimbursement will be granted on a case-by-case basis, consistent with the pre-approval process outlined in Section A, to individual Board members who express interest, after careful consideration of cost and budgetary constraints and with consideration being given to ensure equitable and rotating representation.
- c. In all other instances, should an individual Board member wish to attend any other local community or nonpartisan event, he/she must seek advance approval on a case-by-case basis consistent with the preapproval process outlined in Section A.
- d. Ticket costs for Board members to attend retirement celebrations for MCPS staff are not eligible for payment or reimbursement.
- e. Whenever feasible, the costs of tickets to preapproved ticketed events must be processed by the Board of Education Office. Costs for parking and travel-related expenses associated with preapproved ticketed events are reimbursable.

5. **Local meals.**

- a. Unless preapproved, Board members shall not be reimbursed for meal expenses for other individuals with whom they meet, such as elected leaders, MCPS staff, or constituents.
- b. Board members may be reimbursed for actual expenses for their own meals at meetings or events directly related to official Board business, subject to the rate caps set forth by CONUS. (See <http://www.gsa.gov/portal/content/101518>.)
- c. To be reimbursed for meals, Board members must complete and submit a request for reimbursement form, accompanied by an

original or verified copy of the itemized receipt. The request for reimbursement form shall include the following information: names of meeting participants, the purpose of the meeting, and, for local meals, a justification for why the meeting could not occur at the Carver Educational Services Center (CESC). Failure to submit an itemized receipt may be cause for denying reimbursement.

- d. Board members may seek reimbursement for their own meals between Board meetings and other events related to official Board business, if it is not feasible, prudent, nor cost-effective to return home in the interim. Meals before or after a Board meeting or event, or en route to or from a meeting or event, are not reimbursable.
6. **Home office.**
 - a. Board members will be provided with a cellular phone, computer equipment, a telephone line, and other equipment appropriate for a home office. If equipment is purchased by MCPS for the use by a Board member, that equipment is the property of MCPS and reverts to MCPS at the conclusion of the member's term of office. Once equipment funds budgeted for the Board of Education are expended, only the Board Officers may authorize additional purchases.
 - b. Subscriptions to professional publications, supplies, postage, and other materials necessary to support Board members in discharging their responsibilities are reimbursable.
 - c. Supplies and equipment should be handled through the Board Office.
7. **Documentation.** All requests for reimbursements or other expense forms must be clearly documented with original itemized receipts. Board members may not be reimbursed for the purchase of alcohol or cigarettes. In the event that the Board pays expenses for spouses and/or family members who accompany Board members on travel or to events, the Board shall be reimbursed promptly.
8. **Board staff and Board of Education operating expenses.** Expenses related to the operation of the Board of Education as an entity shall be expended at the discretion of the Board chief of staff, in consultation with the Board Officers. Board staff may be issued purchase cards for expenses related to the regular operation of the Board of Education, including, but not limited to, facilitating efficiencies in making airline or hotel reservations for their own or Board members' travel related to their official duties. Board staff shall be subject to the expense standards that apply to Board members.
9. **Judgment and reasonableness.** The objective of these guidelines is to set appropriate standards for Board member and staff expenditures.

Recognizing that these guidelines cannot capture all possible appropriate expenditures, the Board reserves the right to authorize reasonable expenditures and reimbursements that involve extenuating circumstances beyond those contemplated in these guidelines. If such a situation arises, Board members should use good business judgment. When possible, the Board member should advise the Board president of such circumstances in advance of the expenditure.

Section B. Procedures

Procedures for processing monthly requests for reimbursement and other expense forms are as follows:

1. Expense forms should be submitted to the Board Office no later than twenty (20) business days after the end of the month for which reimbursement is requested (e.g., forms must be submitted by the 20th business day in August, for expenses incurred in July).
2. The Board staff shall process and review expense forms for technical completeness.
3. Expense forms shall be approved and signed by the Board chief of staff and the Board vice president. The Board president is responsible for reviewing and approving expense forms submitted by the Board vice president.
4. Should a question arise as to whether an expense is covered under these provisions, the matter shall follow the process outlined under Dispute Resolution Process, in Section D below.
5. After reviewing approved expense forms for completeness, the superintendent of schools (or the superintendent of schools's designee) shall sign the expense forms and submit them for payment.
6. Concerns about Board member expenses may be referred to the Board's Ethics Panel (Panel), pursuant to Policy BBB, *Ethics*, provided such concerns fall within the jurisdiction of the Panel.

Section C. Oversight and Training

1. The Board's Fiscal Management Committee shall review, on a semiannual basis, summary reports on the status of expenditures by Board members and the Board Office.
2. The Board's Fiscal Management Committee shall present information about its review of the summary reports to the full Board, as an item of information, during a regularly scheduled Board business meeting.
3. An external audit of expenditures by Board members shall be conducted annually.

- Newly elected Board members shall receive training on these expense standards, and additional training for all Board members and Board staff should occur as necessary and appropriate.

Section D. Dispute Resolution Process

- Should a question arise as to whether an expense is permitted under these guidelines, the matter shall be referred to the Board president for a ruling. In the case of the Board president, the matter shall be referred to the chair of the Board's Fiscal Management Committee for a ruling.
- In the event of an unfavorable ruling, the Board member may refer the matter to the full Board for a final ruling.
- Five votes shall be required to proceed with any course of action.

Legal Reference: Sections 3-902 and 4-107, *Education Article*, Annotated Code of Maryland

Commencements

Board members typically attend and officiate at a number of high school graduations, which are proportionate for each member of the Board. The Board Office staff works with the superintendent of schools to develop the protocols that principals are to follow during the commencement ceremony. These protocols should be reviewed and distributed annually with the commencement schedule. By tradition, Board members certify the graduation of students from high school by the following statement:

By virtue of the authority vested in the Board of Education of Montgomery County under the laws of the state of Maryland, I do now award diplomas or certificates evidencing the satisfactory completion of prescribed courses of study to the students of _____ High School who are recommended for graduation by the faculty of this school. In receiving this diploma or certificate, each of you is entitled to all of the privileges and honors accorded graduates of a high school accredited by the Maryland State Department of Education.

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MCPS NONDISCRIMINATION STATEMENT

Montgomery County Public Schools (MCPS) prohibits illegal discrimination based on race, ethnicity, color, ancestry, national origin, nationality, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family structure/parental status, marital status, age, ability (cognitive, social/emotional, and physical), poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community's long-standing efforts to create, foster, and promote equity, inclusion, and acceptance for all. Some examples of discrimination include acts of hate, violence, insensitivity, harassment, bullying, disrespect, or retaliation. The Board prohibits the use of language and/or the display of images and symbols that promote hate and can be reasonably expected to cause substantial disruption to school or district operations or activities. For more information, please review Montgomery County Board of Education Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*. This Policy affirms the Board's belief that each and every student matters, and in particular, that educational outcomes should never be predictable by any individual's actual or perceived personal characteristics. The Policy also recognizes that equity requires proactive steps to identify and redress implicit biases, practices that have an unjustified disparate impact, and structural and institutional barriers that impede equality of educational or employment opportunities.

For inquiries or complaints about discrimination against MCPS staff *	For inquiries or complaints about discrimination against MCPS students *
Office of Human Resources and Development Department of Compliance and Investigations 45 West Gude Drive, Suite 2100, Rockville, MD 20850 240-740-2888 DCI@mcpsmd.org	Office of the Chief of Districtwide Services and Supports Student Welfare and Compliance 850 Hungerford Drive, Room 162, Rockville, MD 20850 240-740-3215 SWC@mcpsmd.org
For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff*	
Title IX Coordinator Office of the Chief of Districtwide Services and Supports Student Welfare and Compliance 850 Hungerford Drive, Room 162, Rockville, MD 20850 240-740-3215 TitleIX@mcpsmd.org	

**Inquiries, complaints, or requests for accommodations for students with disabilities also may be directed to the supervisor of the Office of Special Education, Resolution and Compliance Unit, at 240-740-3230. Inquiries regarding accommodations or modifications for staff may be directed to the Office of Human Resources and Development, Department of Compliance and Investigations, at 240-740-2888. In addition, discrimination complaints may be filed with other agencies, such as: the U.S. Equal Employment Opportunity Commission, Baltimore Field Office, GH Fallon Federal Building, 31 Hopkins Plaza, Suite 1432, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); or U.S. Department of Education, Office for Civil Rights, Lyndon Baines Johnson Dept. of Education Bldg., 400 Maryland Avenue, SW, Washington, DC 20202-1100, 1-800-421-3481, 1-800-877-8339 (TDD), OCR@ed.gov, or www2.ed.gov/about/offices/list/ocr/complaintintro.html.*

This document is available, upon request, in languages other than English and in an alternate format under the *Americans with Disabilities Act*, by contacting the MCPS Office of Communications at 240-740-2837, 1-800-735-2258 (Maryland Relay), or PIO@mcpsmd.org. Individuals who need sign language interpretation or cued speech transliteration may contact the MCPS Office of Interpreting Services at 240-740-1800, 301-637-2958 (VP) or MCPSInterpretingServices@mcpsmd.org. MCPS also provides equal access to the Boy/Girl Scouts and other designated youth groups.

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Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

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Appendix D-1: United States' Largest School Districts

School Districts in US	State	Enrollment	Salary	Board Members	Operating Budget	Personnel	Schools
Los Angeles Unified School District	CA	435,958	\$125,000 ⁶⁴	7 + 1 Student ⁶⁵	\$18.4B ⁶⁶	66,523	778
Chicago Public Schools	IL	325,305 ⁶⁷	0 ⁶⁸	21 members ⁶⁹	\$8.49B ⁷⁰	44,393 ⁷¹	634 ⁷²
Miami-Dade County Public Schools	FL	~350,000 ⁷³	\$44,749 ⁷⁴	9 + 1 student advisor	\$5.1B ⁷⁵	~37,800 ⁷⁶	476 ⁷⁷
Clark County School District	NV	289,350 ⁷⁸	\$9,000 ⁷⁹	10 ⁸⁰	\$3.48B ⁸¹	40,954 ⁸²	373

⁶⁴ <https://www.latimes.com/local/lanow/la-me-school-board-raises-20170710-story.html>. Accessed December 12, 2024.

⁶⁵ <https://www.lausd.org/boe#calendar73805/20241024/month>. Accessed December 12, 2024.

⁶⁶

https://www.google.com/search?q=los+angeles+school+budget&oq=los+angeles+school+budget&gs_lcrp=EgZjaHJvbwUyBggAEEUYOTIICAQABgWGB4yCAgCEAAyFhgeMgoIAxAGA8YFhgeMgoIBBAAGA8YFhgeMgoIBRAAGIAEGKIEMgoIBhAAGIAEGKIEMgoIBxAGIAEGKIE0gEJMjQ4NTZqMGo0qAIAAsAIB&sourceid=chrome&ie=UTF-8. Accessed December 12, 2024.

⁶⁷ <https://www.cps.edu/about/stats-facts/>. Accessed December 12, 2024.

⁶⁸ <https://www.cpsboe.org/elected-school-board>. Accessed December 12, 2024.

⁶⁹ *Id.*

⁷⁰ <https://www.cps.edu/about/stats-facts/>. Accessed December 12, 2024.

⁷¹ *Id.*

⁷² *Id.*

⁷³ https://pdfs.dadeschools.net/dadeschools/District_At-A-Glance_infographic.pdf. Accessed December 12, 2024.

⁷⁴ <https://edr.state.fl.us/Content/local-government/reports/finsal18.pdf>. Accessed December 12, 2024

⁷⁵ https://pdfs.dadeschools.net/dadeschools/District_At-A-Glance_infographic.pdf. Accessed December 12, 2024.

⁷⁶ *Id.*

⁷⁷ *Id.*

⁷⁸ <https://openbook.ccsd.net/pdf/24-25-final-budget-presentation.pdf>. Accessed December 12, 2024.

⁷⁹ <https://ccsd.net/trustees/pdf/governance/appendix/Trustee-Salary.pdf>. Accessed December 12, 2024.

⁸⁰ <https://ccsd.net/trustees/governance/>. Accessed December 12, 2024.

⁸¹ <https://openbook.ccsd.net/pdf/24-25-final-budget-presentation.pdf>. Accessed December 12, 2024.

⁸² https://drive.google.com/file/d/1tZxyCi6JSiUrT66X_AQV_eBlvRsuKcXW/view. Accessed December 12, 2024.

Fairfax County Public Schools	VA	~183,000 ⁸³	\$50,000 President \$48,000 Other \$50 per meeting Student ⁸⁴	12 + 1 Student ⁸⁵	\$3.7B ⁸⁶	40,040 ⁸⁷	199 ⁸⁸
Montgomery County Public Schools	MD	160,554 ⁸⁹	\$29,000 President \$25,000 Other \$25,000 Scholarship Student	7 + 1 Student ⁹⁰	\$3.2B ⁹¹	25,835 ⁹²	211 ⁹³

⁸³ <https://www.fcps.edu/about-fcps>. Accessed December 12, 2024.

⁸⁴ https://www.google.com/search?q=fairfax+county+va+school+board+salaries&oq=fairfax+county+va+school+board+salaries&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIHCAEQIRigATIHCAIQIRigATIHCAQIRigATIHCAUQIRifBTIHCAQIRifBTIHCAcQIRifBTIHCAgQIRifBTIHCAkQIRifBdIBCTI0OTQzajBqNKgCALACA&sourceid=chrome&ie=UTF-8. Accessed December 12, 2024.

⁸⁵ <https://www.fcps.edu/about-fcps/leadership/school-board/school-board-members>. Accessed December 12, 2024.

⁸⁶ <https://www.fcps.edu/about-fcps>. Accessed December 12, 2024.

⁸⁷ *Id.*

⁸⁸ *Id.*

⁸⁹ <https://www.montgomeryschoolsmd.org/about/>. Accessed December 12, 2024.

⁹⁰ <https://www.montgomeryschoolsmd.org/boe/members/>. Accessed December 12, 2024.

⁹¹

<https://www.montgomeryschoolsmd.org/siteassets/district/departments/budget/fy2024/boebudgetcombinedpaginated.pdf>. Accessed on December 12, 2024.

⁹² <https://www.montgomeryschoolsmd.org/about/>. Accessed December 12, 2024.

⁹³ *Id.*

Appendix D-2: MCPS Maryland Peer School Districts

Maryland School Districts	State	Enrollment	Salary	Board Members	Operating Budget	Personnel	Schools
Montgomery County Public Schools	MD	160,554 ⁹⁴	\$29,000 President \$25,000 Other \$25,000 Scholarship Student	7 + 1 Student ⁹⁵	\$3.2B ⁹⁶	25,835 ⁹⁷	211 ⁹⁸
Anne Arundel County Public Schools	MD	84,452 ⁹⁹	\$17,000 President \$16,000 Vice-President \$15,000 Other \$8,000 Scholarship Student ¹⁰⁰	7 + 1 Student ¹⁰¹	~\$1.7B ¹⁰²	8,481	126 ¹⁰³

⁹⁴ <https://www.montgomeryschoolsmd.org/about/>. Accessed on December 12, 2024.

⁹⁵ <https://www.montgomeryschoolsmd.org/boe/members/>. Accessed on December 12, 2024.

⁹⁶

<https://www.montgomeryschoolsmd.org/siteassets/district/departments/budget/fy2024/boebudgetcombinedpaginated.pdf>. Accessed on December 12, 2024.

⁹⁷ <https://www.montgomeryschoolsmd.org/about/>. Accessed on December 12, 2024.

⁹⁸ *Id.*

⁹⁹

https://www.google.com/search?q=anne+arundel+schools+enrollment&oq=anne+arundel+schools+enrollment&gs_lcrp=EgZjaHJybWUyBggAEEUYOTIICAFAQBgWGB4yCAgCEAAyFhgeMgolAxAAAGIAEGKIEMgolBBAA GIAEGKIEMgolIBRAAGIAEGKIEMgolBhAAGIAEGKIE0gEJMTA5NDJqMG00qAIAAsAIB&sourceid=chrome&ie=UTF-8. Accessed on December 12, 2024.

¹⁰⁰ https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/4458/AACPS/4309218/Board_Handbook.pdf.

Accessed on December 12, 2024.

¹⁰¹ https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/4458/AACPS/4309218/Board_Handbook.pdf.

Accessed on December 12, 2024.

¹⁰² <https://www.aacps.org/page/aacps-fast-facts>. Accessed on December 12, 2024.

¹⁰³ <https://www.usnews.com/education/k12/maryland/districts/anne-arundel-county-public-schools-110146>. Accessed on December 12, 2024.

Howard County Public Schools	MD	57,633 ¹⁰⁴	\$15,000 Adult Member	7 +1 Student ¹⁰⁵	\$1.1B ¹⁰⁶	9,177 ¹⁰⁷	78 ¹⁰⁸
Baltimore County School District	MD	111,120 ¹⁰⁹	\$7,500 Adult Member \$7,500 Scholarship Student ^{110 111}	11 + 1 Student ¹¹²	\$1.74B ¹¹³	~21,000 ¹¹⁴	176 ¹¹⁵
Prince George's County Public Schools	MD	132,854 ¹¹⁶	\$19,000 Chair \$18,000 Member \$5,000 Scholarship Student ¹¹⁷	13 + 1 Student member ¹¹⁸	\$2.3B ¹¹⁹	22,000 ¹²⁰	201 ¹²¹

¹⁰⁴ <https://www.hcps.org/about-us/facts/>. Accessed on December 12, 2024.

¹⁰⁵ <https://www.hcps.org/board/>. Accessed on December 12, 2024.

¹⁰⁶ <https://www.hcps.org/about-us/facts/>. Accessed on December 12, 2024.

¹⁰⁷ *Id.*

¹⁰⁸ *Id.*

¹⁰⁹ <https://www.bcps.org/system>. Accessed on December 12, 2024.

¹¹⁰ https://www.google.com/search?client=firefox-b-1-d&sca_esv=5eca71e8f8c3c6ea&q=How+much+does+the+Baltimore+County+School+Board+make%3F&s_a=X&ved=2ahUKewiFk-. Accessed on December 12, 2024.

¹¹¹ <https://law.justia.com/codes/maryland/education/division-ii/title-3/subtitle-2b/section-3-2b-06/>. Accessed on December 12, 2024.

¹¹² https://www.bcps.org//board_of_education/board_members. Accessed on December 12, 2024.

¹¹³ <https://www.bcps.org/cms/One.aspx?portalId=2828&pageId=70861621>. Accessed on December 12, 2024.

¹¹⁴ https://www.google.com/search?q=baltimore+county+schools+total+personnel&oq=baltimore+county+schools+total+personnel&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIHCAEQIRigATIHCAIQIRigATIHCAQIRigATIHCAUQIRigATIHCAQIRigBTIHCAcQIRifBdlIBCTE1NDU0ajBqNKgCALACAQ&sourceid=chrome&ie=UTF-8. Accessed on December 12, 2024.

¹¹⁵ <https://www.bcps.org/system>. Accessed on December 12, 2024.

¹¹⁶ <https://www.pgcps.org/facts-and-figures/>. Accessed on December 12, 2024.

¹¹⁷ <https://www.pgcps.org/globalassets/offices/board-of-education/docs---board-of-education/board-of-education-handbook.pdf>. Accessed on December 12, 2024.

¹¹⁸ *Id.*

¹¹⁹ <https://www.pgcps.org/facts-and-figures/>. Accessed on December 12, 2024.

¹²⁰ *Id.*

¹²¹ *Id.*

Appendix D-3

Salaries of Select Montgomery County Officials

Position	Salary
MCPS Superintendent of Schools (non-elected)	\$360,000 ¹²²
Board of Education President	\$29,000
Board of Education Member	\$25,000
County Executive	\$209,621 ¹²³
County Council President	\$171,912 ¹²⁴
County Councilmember	\$156,284 ¹²⁵
Maryland General Assembly Member	\$52,343 ¹²⁶

¹²² <https://mocoshow.com/2024/07/10/new-mcps-superintendent-dr-thomas-taylor-to-start-with-360k-salary/#:~:text=Thomas%20Taylor%20to%20Start%20With%20%24360K%20Salary,-By%20MCS%20Staff&text=The%20annual%20salary%20on%20the,%24320K%20annually%20in%202022.> Accessed December 12, 2024

¹²³ [https://www3.montgomerycountymd.gov/311/SolutionView.aspx?SolutionId=1-68VCEH#:~:text=The%20County%20Executive's%20\(CE\)%20current,/2024%2008:06:06.](https://www3.montgomerycountymd.gov/311/SolutionView.aspx?SolutionId=1-68VCEH#:~:text=The%20County%20Executive's%20(CE)%20current,/2024%2008:06:06.) Accessed December 12, 2024

¹²⁴

<https://www.montgomerycountymd.gov/COUNCIL/about/index.html#:~:text=Vice%20DPresident%3A%20Will%20Jawando&text=5%2C%202022%2C%20the%20Council%20president,receive%20a%20salary%20of%20%24156%2C284.05.> Accessed December 12, 2024

¹²⁵ *Id.*

¹²⁶ <https://www.ncsl.org/about-state-legislatures/2023-legislator-compensation.> Accessed December 12, 2024

Appendix E: Commission Analysis of the FY23 MCPS Board of Education Meetings (# of Hours)



[Board of Education](#) → [Meetings](#) → 2022-2023 Calendar

Board Of Education Meetings

MEETING CALENDAR 2022-2023

Special closed sessions are held to discuss issues before business meetings.

← SEE YEAR 2021-2022 MEETING CALENDAR

SEE YEAR 2023-2024 MEETING CALENDAR →

***Note: Dates are subject to change**

Fri, July 08	04:00 PM	SMOB Swearing-In Ceremony	• Webcast	1 hour
Tue, July 12	10:00 AM	Special Closed Session		3 hours
	01:00 PM	Special Board Business Meeting	• Agenda • Webcast	30 minutes
Tue, July 26	09:00 AM	Closed Session		
	01:00 PM	Board Business Meeting (Note Time Change)	• Agenda • Webcast	8:15 hours
Tue, August 23	09:00 AM	Closed Session		
	12:00 PM	Board Business Meeting	• Agenda • Webcast	6 hours 30 minutes
Thu, September 08	09:00 AM	Closed Session		
	11:00 AM	Board Business Meeting	• Agenda • Webcast	4 hours 40 minutes
Thu, September 15	10:00 AM	Committee on Special Populations	• Agenda • Webcast	2 hours
Mon, September 19	04:00 PM	Strategic Planning Committee (Note Time Change)	• Agenda • Webcast	2 hours

Tue, September 20	10:00 AM	Fiscal Management Committee	<ul style="list-style-type: none"> • Agenda • Webcast 	2 hours
	03:00 PM	Policy Management Committee (Postponed)		
Thu, September 22	01:00 PM	Closed Session		
	03:30 PM	Board Business Meeting	<ul style="list-style-type: none"> • Agenda • Webcast 	6:15 hours
Wed, September 28	10:00 AM	Communication and Stakeholder Engagement Committee	<ul style="list-style-type: none"> • Agenda • Webcast 	2 hours
Tue, October 11	09:00 AM	Closed Session		
	11:00 AM	Board Business Meeting	<ul style="list-style-type: none"> • Agenda • Webcast 	6 hours 20 minutes
Wed, October 12	06:00 PM	Meeting with SEIU Local 500*	<ul style="list-style-type: none"> • Agenda <p>*Meeting not televised</p>	1:30 hour
Tue, October 18	06:00 PM	Meeting with MCEA (Note Time Change)	<ul style="list-style-type: none"> • Agenda <p>*Meeting not televised</p>	1:30 hour
Wed, October 19	06:00 PM	Meeting with MCAAP	<ul style="list-style-type: none"> • Agenda <p>*Meeting not televised</p>	2:15 hours
Thu, October 20	03:00 PM	Policy Management Committee (Note Date Change)	<ul style="list-style-type: none"> • Agenda • Webcast 	2 hours
Tue, October 25	01:00 PM	Closed Session		
	03:30 PM	Board Business Meeting	<ul style="list-style-type: none"> • Agenda • Webcast 	7:55 hours
Thu, October 27	06:00 PM	Meeting with MCCPTA (Note Time Change)	<ul style="list-style-type: none"> • Agenda <p>*Meeting not televised</p>	2 hours
Mon, October 31	10:00 AM	Facilities and Boundaries Presentation and Preliminary Work Session	<ul style="list-style-type: none"> • Agenda • Webcast 	2:35 hours

Tue, November 01	10:00 AM	Facilities and Boundaries Work Session	<ul style="list-style-type: none"> • Agenda • Webcast 	2 hours
Thu, November 03	06:00 PM	Facilities and Boundaries Hearing	<ul style="list-style-type: none"> • Agenda • Webcast 	1 hour
Wed, November 09	06:00 PM	Facilities and Boundaries Hearing	<ul style="list-style-type: none"> • Agenda • Webcast 	2:30 hours
Thu, November 10	09:00 AM	Closed Session		
	11:00 AM	Board Business Meeting (Note time change)	<ul style="list-style-type: none"> • Agenda • Webcast 	7 hours
Mon, November 14	10:00 AM	Fiscal Management Committee	<ul style="list-style-type: none"> • Agenda • Webcast 	2:35 hours
	06:00 PM	Facilities and Boundaries Hearing	<ul style="list-style-type: none"> • Agenda • Webcast 	2 hours
Tue, November 15	10:00 AM	Committee on Special Populations	<ul style="list-style-type: none"> • Agenda • Webcast 	2 hours
Thu, November 17	05:30 PM	Facilities and Boundaries Decisions	<ul style="list-style-type: none"> • Agenda • Webcast 	2:05 hours
Mon, November 21	01:00 PM	Special Policy Management Committee Meeting	<ul style="list-style-type: none"> • Agenda • Webcast 	1 hour
Thu, December 01	04:00 PM	Swearing-In Ceremony for new/incoming Board members	<ul style="list-style-type: none"> • Webcast 	1:30 hours
Tue, December 06	09:00 AM	Election of Officers		
	09:10 AM	Closed Session		
	12:30 PM	Board Business Meeting (Note Time Change)	<ul style="list-style-type: none"> • Agenda • Webcast 	6 hours 45 minutes
Mon, December 12	10:00 AM	Communication and Stakeholder Engagement Committee	<ul style="list-style-type: none"> • Agenda • Webcast 	2 hours

Wed, December 14	03:30 PM	Strategic Planning Committee (Note Date and Time Change)	<ul style="list-style-type: none"> • Agenda • Webcast 	2 hours
Thu, December 15	06:00 PM	Meeting with Student Leaders	<ul style="list-style-type: none"> • Agenda • Webcast 	2 hours 40 minutes
Mon, December 19	01:00 PM	Policy Management Committee (Postponed)		
Mon, January 09	09:00 AM	Board of Education Retreat (CESC, Rm. 120)	Agenda *Meeting not telev	5 hours
Tue, January 10	09:30 AM	Joint Meeting: Montgomery County Board of Education, Montgomery College Board of Trustees & Universities at Shady Grove Board of Advisors-Executive Committee (Universities at Shady Grove, Rockville)	Agenda * *Meeting not telev	3 hours
	03:30 PM	Operating Budget Work Session (Note Time Change)	<ul style="list-style-type: none"> • Agenda • Webcast 	2:30 hours
Wed, January 11	06:00 PM	Operating Budget Hearing	<ul style="list-style-type: none"> • Agenda • Webcast 	1:45 hours
Thu, January 12	09:00 AM	Closed Session		
	12:00 PM	Board Business Meeting	<ul style="list-style-type: none"> • Agenda • Webcast 	6 hours 45 minutes
Tue, January 17	06:00 PM	Operating Budget Hearing	<ul style="list-style-type: none"> • Agenda • Webcast 	3:50 hours
Wed, January 18	10:00 AM	Operating Budget Work Session	<ul style="list-style-type: none"> • Agenda • Webcast 	4 hours
Thu, January 19	03:00 PM	Policy Management Committee (rescheduled to January 26)		
Tue, January 24	10:00 AM	Operating Budget Work Session	<ul style="list-style-type: none"> • Agenda • Webcast 	4 hours

Thu, January 26	10:00 AM	Committee on Special Populations	<ul style="list-style-type: none"> • Agenda • Webcast 	2 hours
	03:00 PM	Policy Management Committee	<ul style="list-style-type: none"> • Agenda • Webcast 	2:30 hours
Mon, January 30	10:00 AM	Fiscal Management Committee Meeting	<ul style="list-style-type: none"> • Agenda • Webcast 	2 hours
Tue, February 07	09:00 AM	Closed Session		
	11:00 AM	Board Business Meeting	<ul style="list-style-type: none"> • Agenda • Webcast 	8 hours
Thu, February 09	10:00 AM	Operating Budget Work Session	<ul style="list-style-type: none"> • Agenda • Webcast 	4 hours
Mon, February 13	10:00 AM	Communication and Stakeholder Engagement Committee	<ul style="list-style-type: none"> • Agenda • Webcast 	2 hours
Thu, February 16	04:00 PM	Strategic Planning Committee (Rescheduled)		
Tue, February 21	03:00 PM	Strategic Planning Committee	<ul style="list-style-type: none"> • Agenda • Webcast 	2 hours
Thu, February 23	01:00 PM	Closed Session		
	05:00 PM	Board Business Meeting (Note Time Change)	<ul style="list-style-type: none"> • Agenda • Webcast 	8:25 hours
Mon, February 27	03:00 PM	Policy Management Committee (Rescheduled)		
Tue, March 07	09:00 AM	Closed Session		
	11:00 AM	Board Business Meeting	<ul style="list-style-type: none"> • Agenda • Webcast 	5 hours 45 minutes
Thu, March 09	06:00 PM	Spring Facilities and Boundaries Hearing	<ul style="list-style-type: none"> • Agenda • Webcast 	2 hours

Tue, March 14	10:00 AM	Spring Facilities and Boundaries Work Session	<ul style="list-style-type: none"> • Agenda • Webcast 	1 hour
Thu, March 16	03:00 PM	Policy Management Committee	<ul style="list-style-type: none"> • Agenda • Webcast 	2:30 hours
Wed, March 22	06:00 PM	Spring Meeting with Student Leaders (Canceled)		
Thu, March 23	10:00 AM	Fiscal Management Committee Meeting	<ul style="list-style-type: none"> • Agenda • Webcast 	2 hours
Tue, March 28	01:00 PM	Closed Session		
	03:30 PM	Board Business Meeting	<ul style="list-style-type: none"> • Agenda • Webcast 	6:45 hours
Thu, March 30	10:00 AM	Committee on Special Populations (Rescheduled)		
Thu, April 13	04:00 PM	Strategic Planning Committee (Rescheduled)		
Thu, April 20	09:00 AM	Closed Session		
	01:00 PM	Board Business Meeting (Note Time Change)	<ul style="list-style-type: none"> • Agenda • Webcast 	9 hours 45 minutes
Mon, April 24	03:00 PM	Policy Management Committee (Rescheduled)		
Tue, April 25	10:00 AM	Communication and Stakeholder Engagement Committee	<ul style="list-style-type: none"> • Agenda • Webcast 	2 hours
Thu, May 11	09:00 AM	Closed Session		
	11:00 AM	Board Business Meeting	<ul style="list-style-type: none"> • Agenda • Webcast 	5 hours 10 minutes
Mon, May 15	01:00 PM	Committee on Special Populations	<ul style="list-style-type: none"> • Agenda • Webcast 	2 hours
Tue, May 16	03:00 PM	Policy Management Committee	<ul style="list-style-type: none"> • Agenda • Webcast 	2:30 hours

Thu, May 18	01:30 PM	Strategic Planning Committee	<ul style="list-style-type: none">• Agenda• Webcast
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2 hours

Thu, May 25	01:00 PM	Closed Session	
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	03:30 PM	Board Business Meeting	<ul style="list-style-type: none">• Agenda• Webcast
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7:10 hours

Tue, June 06	09:00 AM	Closed Session	
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	11:00 AM	Board Business Meeting	<ul style="list-style-type: none">• Agenda• Webcast
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6 hours 40 minutes

Thu, June 22	08:30 AM	Board of Education Retreat	<ul style="list-style-type: none">• Agenda
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9 hours 30 minutes

Tue, June 27	01:00 PM	Closed Session	
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	03:30 PM	Board Business Meeting	<ul style="list-style-type: none">• Agenda• Webcast
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8:10 hours