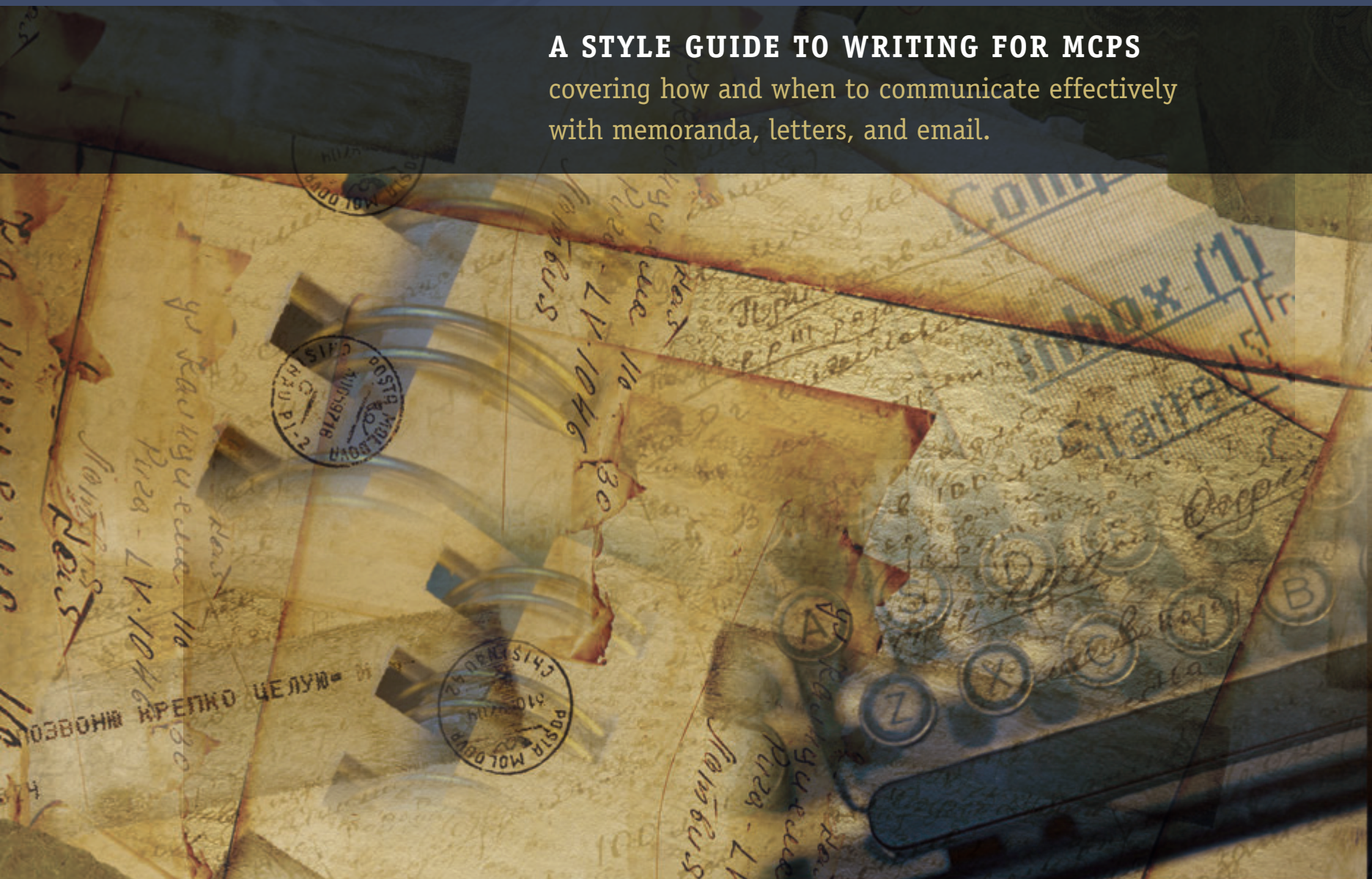# MCPS CORRESPONDENCE MANUAL

A STYLE GUIDE TO WRITING FOR MCPS

covering how and when to communicate effectively
with memoranda, letters, and email.

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

October 2024

Enclosed is the *2024 Montgomery County Public Schools (MCPS) Correspondence Manual*. Please discard all previous copies. All pages have been updated in this edition.

This manual is a *guide* to help you prepare memoranda and letters on behalf of MCPS. It has been reviewed and vetted to ensure consistency in MCPS style for correspondence and other documents.

Highlights of the manual include the following:
- New samples of memoranda
- New samples of letters
- Updated index to help you find the information you need quickly
- Updated information on copy editing and proofreading

This edition is also available online. Search "Editorial Help Desk" on the MCPS website, then scroll down the page and look for the MCPS Correspondence Manual button.

Your questions and suggestions are always welcome. Please contact Ms. Donna Marks Pleasant, communications specialist at Donna_M_MarksPleasant@mcpsmd.org.

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MONTGOMERY COUNTY PUBLIC SCHOOLS

CORRESPONDENCE MANUAL

Maryland's Largest School District
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Preface

This manual is a work in progress and is updated regularly as our correspondence procedures evolve.

The manual was produced with the input of MCPS secretarial and administrative staff, who shared their professional experience and contributed valuable suggestions. Their contributions are incorporated in this manual.

Questions concerning grammar, style, and usage should be referred to Donna M. Marks Pleasant, communications specialist, Editorial, Graphics & Publishing Services. Also, users may consult the *MCPS Editorial Stylebook*, which is available online at **www.montgomeryschoolsmd.org/departments/egps/documents/editorialstylebook.pdf** or by contacting Donna M. Marks Pleasant on Outlook.

The following are authoritative grammar and style guides adopted by MCPS:

- *Merriam-Webster's Collegiate Dictionary, 11th Edition*
- *The Gregg Reference Manual, 11th Edition*
- *The American Psychological Association (APA) Publication Manual, 6th Edition*
- *The Chicago Manual of Style, 18th Edition*

This manual serves as a guide for Montgomery County Public Schools (MCPS) staff who prepare correspondence.

- It presents standard formats to be used when preparing memoranda and letters for MCPS.

- It provides information on hierarchy of offices.

- It provides guidance on copy editing and proofreading.

- It gives directions for obtaining document services such as graphic composition, printing, publishing, and duplicating.

- It offers guidance on email etiquette.

- It outlines basic writing tips.

- It ends with an index of topics addressed in the manual.

Introduction

Should You Write a Memorandum, Letter, or Email?

A Memorandum

A memorandum (plural: memoranda) is intended for interoffice circulation. Business letters allow MCPS staff to communicate with individuals outside the school system, while memoranda usually contain information that affects those within the school system.

Memoranda frequently address a group of people, although some are addressed to one person. Your aim in writing a memorandum is the same as with other professional correspondence: You want to quickly and effectively communicate your purpose to your reader.

Usually, a memorandum is used to address issues that are directed to MCPS employees. It may provide a record or reminder or update of a directive or instruction already proposed, and often it contains advisory or informative content.

Most interoffice communication is done through memoranda. Most memoranda can be sent electronically. Please consult with your reporting office to confirm that office's protocol for electronic distribution of materials.

Other interoffice correspondence materials include meeting agendas, presentation plans, and talking points. You will find tips for writing these in the Memoranda section of this manual.

A Letter

A letter is more direct, personal, and formal. It is used for sending messages to students, parents/guardians, and individual(s) or organization(s) outside of the school system.

Therefore, when sending a message to an individual or organization outside MCPS, you should address the recipient by writing a letter. This also applies to brief messages that have a conversational style.

The letter format itself lets the recipient know that he or she is being approached in a respectful manner, not as a matter of course. Likewise, always write a letter when you are addressing an individual within MCPS concerning a personnel or formal matter.

An Email

Emails are official, formal correspondence. MCPS uses email to communicate with staff for general information purposes (such as informing all staff of changes in the system). Memoranda usually are sent to staff by email, attached as a PDF.

For tips on using email effectively, and on avoiding common problems peculiar to email usage, see Email Communication in this manual.

Tips

1. If you want to convey the details of a project or program that could be used as a future reference, use a memorandum.

2. Use email if you want to convey a brief actionable message to your audience.

Memoranda

This is the accepted medium for written communication within MCPS. A memorandum may be addressed to categories of staff members (e.g., principals, directors, supervisors) or to the members of the Board of Education. A memorandum prepared for the signature of the Board of Education members, superintendent of schools, chief operating officer, or deputy superintendent is submitted for review to the appropriate office prior to final signature. All MCPS offices should take guidance from the following instructions.

Whenever a memorandum is addressed to—	It is from—
Members of the Board of Education	• Superintendent of schools only • Chief financial officer • Chief academic officer • Chief human resources and development • Chief of district operations
Individual Executive Staff Members and/or Other Administrative and Supervisory (A&S) Personnel	• Superintendent of schools • Chief financial officer • All other chiefs
All MCPS Employees	• Superintendent of schools • Chief financial officer • Deputy superintendent
Principals or Selected Principals	• Superintendent of schools • Chief financial officer • Deputy superintendent • Associate superintendents or directors **ACTION REQUIRED Annual, ACTION REQUIRED New, INFORMATION Annual, or INFORMATION New** on page 1 of the memorandum.

General rule of thumb in constructing a memorandum:

1. Keep explanations brief and simple.

2. Use bullets. Most people will read a short, concise piece right away.

3. Discuss only what the reader needs to know; but include information or links for where to obtain additional information, if necessary.

How to Prepare a Memorandum

The following list outlines the general components of an MCPS memorandum.

Most memoranda are distributed electronically. Exceptions: principals, executive staff, and Board members. For standard memoranda, one of the following approval statements must appear at the top of the first page:

- This email message has been approved for distribution by Mr. M. Brian Hull, chief operating officer; Ms. Ruschelle Reuben, chief of school support and Well-being; and Dr. Peggy Pugh, chief academic officer. No hard copy will be provided.
- This email message has been approved for distribution by Dr. Patrick Murphy, deputy superintendent. No hard copy will be provided.

Format—The standard formats for memoranda are shown starting on page 17.)

Action Required—When a memorandum requires the recipient to provide information or take appropriate action by a specific date, the **Action Required** (bold, initial caps) line is typed in the upper right-hand corner of the memorandum.

Heading and Date—All memoranda carry a three-line centered heading. The first line should indicate the name of the sending office, department, division, unit, or school. The second line should read, "MONTGOMERY COUNTY PUBLIC SCHOOLS." The third line should include the city and state. There should be no street address or ZIP Code in the heading. The date is centered two returns from the end of the last typed line. If a memorandum is coming from more than one office, make sure all offices are included in the heading.

Font—Times New Roman, size 12. The size may be adjusted to no less than 11 point to save space and avoid having to use an extra page with only a few words. Arial, 11 point, is considered a good alternative.

Margins—The margin is 1 inch on all sides of the memorandum and block style (i.e., paragraphs not indented) is used in the body. The bottom margin may be adjusted by one or two lines to accommodate the length of the memorandum.

Memorandum Notation—<u>MEMORANDUM</u> is typed in all caps and underlined at the left margin two to four returns below the date. The number of spaces below the date may be increased if the memorandum is short, or decreased if it is long.

To prepare a confidential memorandum, type CONFIDENTIAL in all caps, one line over the word <u>MEMORANDUM</u>. (See sample, page 25.)

Make one copy only of a confidential memorandum and file it in a separate, special place. To mail this type of memorandum, type <u>CONFIDENTIAL</u> in all caps, underlined, in the lower left area of the envelope or use a red stamp. Always seal the white envelope and place it inside a properly addressed Pony envelope.

To prepare a corrected memorandum, type **CORRECTION** in the upper right hand corner (in bold) and CORRECTION in all caps in the subject line.

To **Line**—The full name (including the titles Dr., Mr., Mrs., Miss, or Ms.) and position of the person to whom the memorandum is addressed usually appear on one line. However, if the name, position, and, if included, department, division, unit, or school require two lines, the second line is indented three spaces. Block style is used (i.e., paragraphs not indented).

When several individuals are to receive the same memorandum, the name and position of each person are listed according to executive position, that is, members of the Board of Education, superintendent of schools, deputy superintendent, chief operating officer, chief academic officer, chief of staff, associate superintendents, and chief of school support and well-being. Below this level, alphabetize all names, including names of supervisors and directors of school support and well-being. When a memorandum is sent to all individuals with the same position or to a committee, the **To** line may show only the one position or the name of the committee.

From **Line**—The full name and position of the person sending the memorandum is used. **Note:** Dr., Mr., Mrs., Miss, and Ms. do not precede the name of the sender.

When a memorandum is from two or more individuals, the ***From*** line shows the name and position of each sender. See "Writing Tips, Copy to Hierarchy" (page 49).

Use the title of each responsible office.

List the information about each sender according to his or her position—that is, superintendent of schools, deputy superintendent, associate superintendent (alphabetize by last name, if more than one), and so on.

Subject **Line**—The subject of the memorandum is typed in initial caps and lowercase letters. If the ***Subject*** line extends to a second line, the second line should be flush with the first line. A student's name and identification number should not be included in the subject line.

Body of Memorandum—The body of the memorandum begins three returns below the **Subject** line. Typically, the material is typed single spaced, in block style, with two returns between paragraphs.

Identifying Initials—The initials of the signer (in caps) and the typist (in lowercase) are separated by a colon and placed at the left margin, two returns below the signer's position.

The initials are typed at the left margin two returns below the last sentence of the memorandum.

When the memorandum is from more than one sender, the initials of the senders should be separated by a colon.

Initials of senders should appear in the same order as shown on the **From** line.

Attachment—If appropriate, an attachment is indicated two returns below the identifying initials at the left margin. If possible, include the title of the attachment in the body of the memorandum. If more than one document is attached, the word "Attachments" is used. (*Note:* "attachment" is used with memoranda and email; "enclosure" is used with letters.)

Note: It is preferable to use links whenever possible.

***Copy to* Notation**—Names of individuals who are to receive copies of the memorandum are indicated after the notation *Copy to*, which is at the left margin two returns below the identifying initials or the Attachment line, if used.
- The name is indented three spaces under the *Copy to* notation.
- Whenever an individual is mentioned in the body of the memorandum, a copy is sent to that person.
- Include the titles (Dr., Mr., Mrs., Miss, or Ms.) with the surname.
- For two or more staff members with the same last name, include the person's first initial.

When copies are sent to all individuals with the same position, the *Copy to* line should show only the position (for example, Associate Superintendents).

It is acceptable to group people as follows:
- Executive Staff
- Principals
- School Administrative Secretaries

When copies are sent to more than one person, list them according to—
1. Executive position (superintendent, chief operating officer, deputy superintendent, chiefs (in alphabetical order), and associate superintendent)
2. Alphabetical order for all other staff and non-staff recipients (see page 49, Writing Tips)
3. Long lists of staff may be listed in two columns, if necessary.

When the individual receiving a copy is outside MCPS, including representatives from employee associations such as SEIU Local 500, MCEA, MCAAP, and MCAAP/MCBOA, that person's name is indented three spaces under the *Copy to* line—last on the list in alphabetical order.

"Copy to" order
- Board
- Superintendent
- Chiefs (now they are all the same level, so in alpha)
- Deputy Chief/Associate Superintendents (same level, in alpha)

- Everyone else is alpha after this hierarchy, nothing special for directors, principals.
- Outside folks such as parents are last but union presidents should be ahead of parents.

***Approval* Line**—When preparing a memorandum that would require approval from the deputy superintendent, and other chiefs. (See sample, page 17.)

Second and Subsequent Pages—The full name of the addressee is typed at the left margin 1 inch from the top of the paper, the page number is centered, and the date of the memorandum is typed at the right margin. Note: If the memorandum is addressed to more than one person, state the first three recipients' names, one on each line; page #, and date on the last line, and add the words, "et al."

The body of the memorandum is continued three returns below the heading. When a memorandum prepared for reproduction requires more than one page, copies are printed back-to-back. (See page 26.)

Stapling—If a memorandum of more than one page is printed, it should be stapled in the upper left corner. An attachment is stapled or clipped to the memorandum.

Guidelines for Preparing Board Materials

A Board document is a resolution, action item, discussion item or information item in memorandum form. The Board document should be concise and to the point.

Format for Board Document

The first paragraphs should contain the information that needs to be updated, discussed, or acted on. When appropriate, the previously adopted Board resolution also should be in the first section of the document.

In the remaining paragraphs, describe three to five major points you want the Board to learn from the document. Also, identify issues and concerns you want to bring to the Board's attention with the superintendent of schools' recommendation, if appropriate.

The first paragraph of the memorandum should begin with an appropriate title in bold (for example, **Background**).

In the case of a combined Discussion/Action item, the resolution for the action discussed should be the last paragraphs of the memorandum rather than a separate memorandum. When a memorandum contains a resolution, the first page of the memorandum is reproduced on green paper with the following pages on white paper.

Presentation Plan (See sample, page 32.)

All major Board presentations must have a presentation plan and talking points for the superintendent of schools. The presentation plan should set the stage for the discussion to follow. As stated in the Board of Education Handbook, "Presentations by staff should not be repetitive of the document; rather, the highlights of the paper and recommendations shall be made in a manner that allows sufficient time for the Board to discuss the agenda item."

It may be necessary to rehearse some presentations, especially those featuring PowerPoint or overhead transparencies, to ensure that the presentation flows smoothly and the information can be read by everyone.

The following is the basic format required for presentation papers for discussion and action items. (This does not apply to consent items and simple resolutions, unless otherwise requested.)

• The presentation plan begins with the title of the item, in 14-point boldface Times New Roman font, followed by the scheduled date and time.

• Use 12-point Times New Roman font for the text.

• The plan must include topic or contribution and number of minutes.

• Those participants listed as present at the Board table should be listed in the order in which they speak.

• Those participants listed as present in the audience should be listed in alphabetical order.

Superintendent's Talking Points
(See sample, page 33.)

The superintendent of schools prefers talking points that include problems and successes, data, and humor, when appropriate. The talking points should include introduction and summation of the item. Text should be full justified. The use of contractions is acceptable.

Note: This format also applies to talking points for the deputy superintendent, chief of school support and well-being, chief academic officer, chief operating officer, and chief of staff.

• Begin with the title of the item on the first line, "Talking Points for [name of superintendent]" on the second line, followed by "Board of Education Presentation:" on the third line with the date. On the next line, indicate the agenda item category and number. All of the above is to be presented in 16-point boldface Arial font.

• Talking points must be listed in order, using bullet format and concise sentences. Use regular 14-point Arial font uniformly, and double space between bullets.

• No talking points are needed for the Human Resources monthly report and Board of Education policies.

General Meeting Agendas

Using a structured agenda will facilitate a smooth flow of discussion in any meeting. Also, it will assist in keeping participants on task in the prescribed time frame. Assigning tasks to meeting participants— or requesting volunteers—such as a note taker or timekeeper, will ensure a more productive, efficient meeting. See page 15 for the recommended format for general meeting agendas.

Process for Preparing MCPS Memoranda for the Board of Education			
This chart represents the process, depending on the required level of approval.			
Originating department/unit	To the approving office (submitting) i.e., the other chiefs	To the Office of the Chief Operating Officer, Office of the Deputy Superintendent, for processing and approval	To the Office of the Superintendent of Schools

Why Prepare a Meeting Agenda?

A meeting agenda is considered an informational document. It is intended to outline the details of a meeting, so participants can schedule their time efficiently. Details include—

- date, time, and location of the meeting;
- desired outcomes;
- list of presenters, their purpose for addressing the meeting, and time allotted;
- review and action items for participants attending the meeting; and
- date for follow-up meeting, if necessary.

Main Ingredients of an Agenda

Agenda

Title of Meeting

Location   Time

Desired Outcomes

    1.

    2.

    3.

Presenters

    Name: Saul Goode
    Topic: Why we are doing this
    Time: 10 minutes

    Name: Page Turner
    Topic: Marketing campaign outline
    Time: 20 minutes

    Name: Joe King
    Topic: Results of staff survey
    Time: 15 minutes

    Name: Gem Stone
    Topic: Discussion facilitator
    Time: 15 minutes

    Name: Faye Tally
    Topic: Action items for next meeting
    Time: 12 minutes

Proposed date(s) and time(s) for next meeting(s)

September 10, October 10, November 12

## Principals' Memoranda and Memoranda Process

Frequently Asked Questions

Why is the new principal memoranda template only one page?

- A one-page memorandum format helps writers communicate their main points clearly and succinctly, and helps readers grasp and act on information more quickly. We heard from principals that, with the increasing and competing demands on their time and attention, they wanted help in reducing the overall volume and complexity around memoranda. The aim of the one-page memorandum, and enhanced memoranda library, is to help principals free up more time to focus on actively serving students and their school communities.

The font size, font type, and margins look different on the memorandum. Why were they changed?

- We adopted a sans serif font (Arial) for a cleaner, contemporary look, and to improve readability. The smallest font size that can be used for body text is 10.5 pt. The subheader section titles are set at 12 pt., to set them apart from the body text, and make them easier to scan. (The smaller font size was a necessary tradeoff to achieve improved usability overall.)
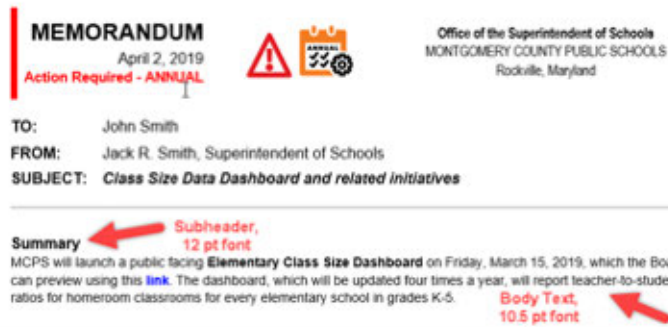
If I have to create an "Action Required" memorandum on an annual process, where there has been only one small change, is that considered to be an "Action Required—NEW" memorandum?

- Yes. Even a small change flips a memorandum to **NEW** status. The "**Action Required - ANNUAL**" template should be used only to send out annual memoranda of existing processes or procedures that remain unchanged from the previous year.

What about other memorandum at MCPS—such as those issued by the Board of Education and those aimed at non-principals—will they follow the new memoranda format?

- Not at this time.

I need to create a memorandum to principals on a complex issue that cannot be reduced to a single page. How do I use the new template?

- Summarize the key points of your memorandum on a single page (summary, background, important dates, action required, links to additional information) and then attach that to an expanded version of your message, which can take the form of a traditional memorandum, policy/procedural document, or other document. Imagine that your intended audience has time to read only the first page of your memorandum. What is your key message?

I need to send out a staffing allocation memoranda that contains links to sensitive and confidential data. Will I be able to use the new template?

- Yes. Any links referenced in memoranda that lead to sensitive and confidential data will continue to require the necessary passwords and credentials to gain access.

Why does the new memorandum feature different colors and icons?

- The different colors (red for action required, and green for information) help administrators to triage quickly, prioritize, and act on information against the demands of their busy schedules. The icons are visual cues to help provide instant context to administrators.

Why is there no cc: (copy to) line on the new memorandum template? How do we make sure other parties get copied on the memorandum?

- The memoranda library is being expanded to all. There is no longer a need for MCPS staff to cc: or forward memos to colleagues, because everyone has the same level of access to the memoranda library as the original memoranda recipient listed in the "To" header line. Similar to the ePaystub that gets emailed to all staff to alert them that their biweekly paystub is available to access online, an automated email will go out to all staff once the memoranda library has been updated. It will be up to individual MCPS staff to check the memoranda library once they receive this alert, familiarize themselves with newly posted items, and determine which, if any, are relevant to their work or operations.

Can central office services continue to send emails with memos, targeting individual or smaller groups of principals or schools, outside of this new memoranda process?

- Any memoranda sent to smaller groups (e.g., curriculum, new schools) still can be emailed, but please include Ms. Kristen Wong Callisto and Ms. Melissa Sander on the email distribution so that they can monitor and track the counts of those not sent through the formal weekly principal memoranda.

What about our unions (SEIU, MCAAP, MCEA); will they have access automatically to the memos as part of this process?

- Yes.

Is there always an approval line at the bottom of the memo?

- Yes. Memos now include an approval line (and data) at the bottom.

MEMORANDA LIBRARY PROCESS

What is the latest date/time we should upload to the library to ensure that it is approved before 11 a.m. on Thursday?

- Memos must be uploaded from Friday to Wednesday before Thursday when all memos go out.

How do I handle attachments or links that need to go out with my memorandum?

- We have been asked to add links instead of attachments.

Will I be able to send "Action Required By" dates directly to my personal Outlook calendar from the memoranda library interface?

- Yes. When you are in the memoranda list view of the Memoranda Library, look for a calendar icon next to the memoranda title. Click on the icon to add that memorandum "Action Required By" date to your personal Outlook calendar.

What is the criteria for uploading documents to the memoranda library?

- Please see page 11, which lays out the specific criteria under which memoranda for memoranda to be approved, held, or rejected.

Why do we have to undergo a double-approval process by the Office of the Chief of Staff for each memo?

- The first approval is for **memoranda content only**. When it is time to upload the memorandum to the Memoranda Library, a second approval is required to check against principal memoranda criteria (page 10). All memoranda need to be initiated by the director or the chief and approved by the deputy superintendent/chief of staff.

MEMORANDA APPROVAL STATUS CRITERIA
for Uploading to Memoranda Library

CRITERIA	APPROVED	HOLD	
Criterion 1: Authorization of Memoranda—All memoranda must have the appropriate approval line and signature			
• Deputy/Chief's signature is required for all office memoranda.	• Signature present.	• Signature missing. Resubmit by required due date or transmittal is delayed.	• Approval denied by deputy/chief.
• Superintendent's signature is required for requests or exceptions that are outside of the regular transmittal process or due dates.	• Signature present.	• Signature missing. Resubmit.	• Approval denied by superintendent.
Criterion 2: Submission Date—Principal Memoranda transmittal will occur weekly on Thursdays.			
Memoranda are due by 3:00 p.m., one week in advance of the transmittal.	• Submitted on time.	• Submitted late. Originator will delete the uploaded memo. Resubmit with new date.	• Other criteria were not met, which impacted the approval of the memorandum.
Criteria 3: Memorandum Format & Content—MCPS has created and approved a template for all memoranda. The page limit is one page			

• Required components of the memorandum:
» Heading.
» Summary.
» Background.
» Important Dates:
  ▪ Due dates–minimum of two weeks.
  ▪ Dates must not conflict with other MCPS due dates or priority work and calendar events.
» Action Required with due date identified (only on action required memos).
» Links with Additional Information.
» Initials.
» Approval Signature Line, as required.
	• All components included.	• Resubmit missing components identified.
		• Due date is missing.
		• Due dates do not meet the minimum two-week requirement. Resubmit with revised due dates.
		• Due dates conflict with other MCPS due dates or priority work or calendar events. Change and resubmit.
			• Memorandum format was not followed. Resubmit.
			• Information is duplicative—requested by another MCPS office or accessible through other means.

• One-page limit.	• Met page requirement.	• Exceeded page limit. Revise and resubmit.	• Exceeded page limit and could not reduce it to the required minimum. Explore other ways of communicating information.

Attachment B: Principal Transmittal Dates 2024–2025

TRANSMITTAL DATE	UPLOADING DEADLINE
July 4, 2024	No Transmittal—Fourth of July
July 11, 2024	July 5-10, 2024
July 18, 2024	July 12-17, 2024
July 25, 2024	July 19-24, 2024
August 1, 2024	Blackout
August 8, 2024	Blackout
August 15, 2024	August 9-14, 2024
August 22, 2024	August 16-21, 2024
August 29, 2024	Blackout—First Week of School
September 5, 2024	August 30, 2024 – September 4, 2024
September 12, 2024	September 6-11, 2024
September 19, 2024	September 13-18, 2024
September 26, 2024	September 20-25, 2024
October 3, 2024	September 27, 2024 – October 2, 2024
October 10, 2024	October 4-9, 2024
October 17, 2024	October 11-16, 2024
October 24, 2024	October 18-23, 2024
October 31, 2024	October 25-30, 2024
November 7, 2024	November 1-6, 2024
November 14, 2024	November 8-13, 2024
November 21, 2024	November 15-20, 2024
November 28, 2024	No Transmittal— Thanksgiving
December 5, 2024	November 29, 2024—December 4, 2024
December 12, 2024	December 6-11, 2024
December 19, 2024	December 13-18, 2024
December 26, 2024	No Transmittal—Winter Break
January 2, 2025	No Transmittal
January 9, 2025	January 3-8, 2025
January 16, 2025	January 10-15, 2025

TRANSMITTAL DATE	UPLOADING DEADLINE
January 23, 2025	January 17-22, 2025
January 30, 2025	January 24-29, 2025
February 6, 2025	January 31, 2025 -February 5, 2025
February 13, 2025	February 7-12, 2025
February 20, 2025	February 14-19, 2025
February 27, 2025	February 21-26, 2025
March 6, 2025	February 28, 2025 -March 5, 2025
March 13, 2025	March 7-12, 2025
March 20, 2025	March 14-19, 2025
March 27, 2025	March 21-26, 2025
April 3, 2025	March 28, 2025— April 2, 2025
April 10, 2025	April 4-9, 2025
April 17, 2025	No Transmittal—Spring Break
April 24, 2025	No Transmittal
May 1, 2025	April 25-30, 2025
May 8, 2025	May 2-7, 2025
May 15, 2025	May 9-14, 2025
May 22, 2025	May 16-21, 2025
May 29, 2025	May 23-28, 2025
June 5, 2025	May 30, 2025— June 4, 2025
June 12, 2025	June 6-11, 2025
June 19, 2025	No Transmittal— Systemwide Closure
June 26, 2025	June 20-25, 2025

Meeting Subject

Date

Time

Location

<u>AGENDA</u>

Desired Outcomes:

By the end of this meeting, we will have:

- xxxx
- xxxx
- xxxx

- xxxx

Time	Content	Facilitator
Xx–Xx	Welcome and Purpose	
Xx–Xx		
Xx–Xx		
Xx–Xx		

Action Items

WHO	WHAT	WHEN

NEXT Meeting: Date/time/location

This sample is presented as an example of correct formatting only. This is not a template. Content may not reflect current information. The number of returns is based on the length of the document to allow for a balanced page.

OneOTLS Support Staff Meeting
Thursday, August 26, 2021
1:00-2:00pm
Zoom Link:

Slides

OTLS Focus Goals

All offices within Teaching, Learning, and Schools will anchor and operationalize their work through the lens of the MCPS strategic priorities (2.5 Year Plan). These priorities are reflected in the OneOTLS focus goals, which will serve to streamline our collective efforts as we align our work collaboratively across Special Education, SFSE, CIP, and SSI.

OTLS Focus Goal 1	Foster a Culture of Well-Being and support for all staff and students
OTLS Focus Goal 2	Ensure the highest quality front-end curricula and instruction, based on student learning needs, in order to effectively Mitigate Learning Disruption (MLD)
OTLS Focus Goal 3	Develop and implement a systemic Response to Intervention approach to support high impact schools and students

Outcomes

By the end of the meeting, we will have…

- Introduce new team members and welcome everyone with an icebreaker.
- Received an overview of the OneOTLS framework.
- Discussed the projects from April 2021 and possible topics for 2021-2022:
  - Support staff onboarding
  - Support staff professional learning
- Evaluated the meeting.
- Identified next steps and action items.

Time	Topic	Process	Facilitator	Notes/Action Items
1:00 - 1:20 20'	Welcome Icebreaker	Reflect	Stacy	
1:20-1:40 20'	OneOTLS: Vision Service model Focus Goals	Share	Ruschelle	Take possible questions.
1:40-1:50 10'	Meeting Topics for 2021-2022	Share	Lisa	Onboarding Professional Learning
1:50-1:55 5'	Meeting Evaluation	Reflect	Stacy	Feedback & Evaluation Provide time for team to complete within the meeting
1:55-2:00 5'		Summarize	Erica	Take notes during the meeting and summarize actions

Agenda

This email message has been approved for distribution by Ivon Alfonso-Windsor, acting chief financial officer. No hard copy will be provided.

<div align="right">**ACTION REQUIRED**</div>

Office of Finance
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

September 12, 2024

<u>MEMORANDUM</u>

To: Montgomery County Association of Administrators and Princi[pals]
     Montgomery County Business and Operations Administrato[rs]
    Montgomery County Education Association Unit Members
    Service Employees International Union Local 500 Unit Membe[rs]

From: Robert Reilly, Deputy Chief of Finance *RR*

Subject: ACTION—Mileage Reimbursement

The purpose of this memorandum is to provide Montgomery County Publi[c] guidelines for local mileage reimbursements for the Montgomery Coun[ty] Administrators and Principals and Montgomery County Business and Operati[ons] (MCAAP/MCBOA), the Montgomery County Education Association (MCEA[) and] Employees Union (SEIU) Local 500 Unit members. All MCPS employees w[ho] must do so within the parameters of the negotiated agreements and MCP[S] guidelines. **Please read this memorandum carefully to understand clarif[ications] with respect to the process of requesting and approving mileage reimburs[ements].**

Mileage Reimbursement Definitions
- **Home** may be an employee's residence or any location where an employee is traveling from or to for non-work purposes.
- **MCPS work locations** include all MCPS facilities, as well as any location used for an MCPS or school activity, meeting, or function. In no case will an employee's home be designated as an MCPS work location, even when <u>teleworking</u>.
- **Commuting** is defined as driving from home or a non-work location to a MCPS work location, and traveling from the last MCPS work location to home or a non-work location. **Commuting is not eligible for mileage reimbursement**.

Mileage Reimbursement Guidelines
Supervisors who review and approve mileage should be aware of all guidelines and approve only requests that meet the guidelines. Reimbursement requests are monitored each month, and staff will be reimbursed only for mileage that meets these guidelines. Staff must adhere to these

<div style="border:1px solid black; padding:8px;">

MEMORANDUM:
General

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Heading: 2 returns from top
Line 1—Department/School Name;
Line 2— MONTGOMERY COUNTY PUBLIC SCHOOLS;
Line 3—City, State

Date: 2 to 4 returns after *Heading,* center

MEMORANDUM: 2 to 4 returns after *Date;* all caps, underline, align left

To: 2 returns after *MEMORANDUM*

From: 2 returns after *To*

Subject: 2 returns after *From*

Body: 3 returns after *Subject*

Identifying Initials: 2 returns after *Body*

Attachment: 2 returns after *Identifying Initials*

Copy to **Notation:** 2 returns after *Attachment,* indent 3 spaces on a new line for each entry.

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This sample is presented as an example of correct formatting only. This is not a template. Content may not reflect current information. The number of returns is based on the length of the document to allow for a balanced page.

MEMORANDUM

Date

Action Required - ANNUAL

TO: xxx

FROM: Peter O. Moran, Acting Chief
Damon A. Monteleone, Associate Superintendent of Well-being, Learning and Achievement

SUBJECT: *xxx*

**MEMORANDUM:
Action Required**

Margins: Top–1"; Sides–1";
Bottom–1"

Approval Line: 2 or 3 returns after body

Summary
xxxxxxx

xxxxxxx
- Xxxxx
- Xxxxxxx

Background
Xxxxxxx

Important Dates
- Xxxxx
- Xxxxx

Action Required
Xxxx

Links/Additional Information
Xxxxxx

Questions
If you have any questions, please contact (director's contact including email)

Approved by: _____   _____
              Mrs. Lance Dempsey, Special Assistant   Date
              Office of the Deputy Superintendent

This sample is presented as an example of correct formatting only. This is not a template. Content may not reflect current information. The number of returns is based on the length of the document to allow for a balanced page.

MEMORANDUM

Date

Information - NEW

Office of School Support and Well-being
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

TO: xxx

FROM: Peter O. Moran, Acting Chief
Damon A. Monteleone, Associate Superintendent of Well-being, Learning, and Achievement

SUBJECT: *xxx*

Summary
xxxxx

xxxxx
- xxxxx
- xxxxx

Background
xxxxx

Important Dates
- xxxxx
- xxxxx

Links/Additional Information

Questions
If you have any questions, please contact (director's contact including email)

Approved by: _____   _____
                    Mrs. Lance Dempsey, Special Assistant   Date
                    Office of the Deputy Superintendent

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MEMORANDUM

Date

Action Required - NEW

TO: xxx

FROM: Peter O. Moran, Acting Chief
             Damon A. Monteleone, Associate Superintendent of Well-being, Learning, and Achievement

SUBJECT: *xxx*

Summary
Xxxxxxxxxxxxxxxxx
- xxxxxxxxxxxxxxx
- xxxxxxxxxxxxxxx

Background
Xxxxxxxxxxxxxxxxxx

Important Dates
- xxxxxxxxxxxxxx
- xxxxxxxxxxxxxx

Action Required
Xxxxxxxx

Links/Additional Information
Xxxxxx

Questions
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Approved by: _____   _____
                 Mrs. Lance Dempsey, Special Assistant   Date
                 Office of the Deputy Superintendent

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Office of Strategic Initiatives
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

December 12, 2022

CONFIDENTIAL
MEMORANDUM

To: Mr. John Doe, Associate Superintendent,
                Office of School Support and Well-Being

From: Ms. Jane Doe, Medical Officer

Subject: XXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX.
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SSS:alr

Attachment

Copy to:
  Dr. Marks
  Ms. Simmons
  Ms. Webb

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This email message has been approved for distribution by Ivon Alfonso-Windsor, acting chief financial officer. No hard copy will be provided.

ACTION REQUIRED

Office of Finance
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

September 12, 2024

<u>MEMORANDUM</u>

To: Montgomery County Association of Administrators and Princi[...]
   Montgomery County Business and Operations Administrat[...]
   Montgomery County Education Association Unit Members
   Service Employees International Union Local 500 Unit Memb[...]

From: Robert Reilly, Deputy Chief of Finance

Subject: ACTION—Mileage Reimbursement

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MEMORANDUM:
To Multiple Groups

Margins: Top–1″; Sides–1″; Bottom–1″

E-Mail Approval Statement: Justified

Heading: Line 1—Department/ School Name; Line 2— MONTGOMERY COUNTY PUBLIC SCHOOLS; Line 3—City, State

Date: 2 to 4 returns after *Heading,* center

MEMORANDUM: 2 to 4 returns after *Date;* all caps, underline, align left

To: 2 returns after <u>*MEMORANDUM*</u>

Through: 2 returns after *To*

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Subject: 2 returns after *From*

Body: 3 returns after *Subject;* 2 returns after each paragraph

Note: It is acceptable to adjust spacing to make memorandum fit on one page

Identifying Initials: 2 returns after *Body*

Attachments: 2 returns after *Identifying Initials*

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

September 5, 2024

<u>MEMORANDUM</u>

To: Members of the Board of Education

From: Thomas W. Taylor, Superintendent of Schools

Subject: Girls with Impact

The purpose of this memorandum is to provide an update on Girls with [Impact] about the Professional Services Agreement and implementation plan for a[n] Business and Leadership Academy. This free, virtual, after-school pro[gram] and gender-expansive youth in Grades 9–12 an opportunity to learn about entrepreneurship and build their business skills.

Girls with Impact

The Department of Partnerships in Montgomery County Public Schools (MCPS) initially partnered with Girls with Impact, a national 501c3, for the Summer RISE 2023 program, where they piloted their 'mini-MBA' program developed by Harvard leaders with MCPS students. Their pilot influenced how they will offer a virtual after-school program nationwide to provide high school students with the skills, knowledge, and confidence to become tomorrow's entrepreneurs, innovators, and leaders.

To date, more than 150 girls have participated in the Business and Leadership Academy, either through a seasonal section or through Summer RISE. During the spring, students from 24 high schools participated in a pilot to learn how to develop a business plan, pitch presentations, and develop prototypes. Students produced a wide array of venture ideas and plans, including a cancer awareness basketball marathon, sensory products for children with attention-deficit/hyperactivity disorder, eczema cream for teen girls, homemade cookies, a study buddy app, handbags, and sports gear that have better protection for women. At the conclusion of the program, students were invited to a virtual graduation, where the senior manager of talent acquisitions at Nestlé gave a keynote address, and five selected MCPS students showcased their projects. Students participating in the Girls with Impact program found themselves "having the ability not just to dream but also to create" and "turning an idea into an actual business." Through the nationwide Girls with Impact Spring Venture Competition, two MCPS students won first and third-place prizes of $1,000 and $500, respectively, for their business venture submissions.

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District	Substitute Minimum Qualification
Anne Arundel County	48 Credits
Baltimore County	48 Credits
Carroll County	30 Credits or Passing Score on ParaPro
Charles County	Non Degreed (At Least 18)
Fairfax County, Virginia	60 Credits
Frederick County	AA—60 Credits
Howard County	AA—60 Credits
Montgomery County	Bachelor's Degree
Prince George's County	60 Credits

Regulation Change

Through the examination of current MCPS practice, which we undertook as a part of our review of substitute teacher qualifications, we are planning revisions to Regulation GEF-RA. As a result of this analysis, MCPS will, in the future, require an Associate of Arts degree or 60 credits for all teacher substitutes beginning in the 2019–2020 school year. In thoughtfully considering this revision, feedback from key stakeholders was solicited. Feedback was collected from the following stakeholders: Montgomery College; the Montgomery County Council of Parent Teacher Associations, Inc.; the Service Employees International Union Local 500 leadership, the Montgomery County Education Association leadership, the Montgomery County Association of Administrators and Principals leadership; secondary students; Grades K–12 teachers; principals; school administrative secretaries; and substitute teachers. Stakeholder feedback demonstrated overwhelming support to revise the regulation. Stakeholders identified the following benefits to the regulation revision:

- Increase the number of available substitutes;
- More diverse range of candidates;
- Encourage more individuals to become teachers;
- Opportunity to develop skills for future teachers;
- Opportunity for college students to work while going to school and/or during college breaks;
- Improve quality of first-year teachers; and
- Limit the need for in-school class coverage.

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Next Steps

Regulation GEF-RA is being revised to reflect this change in qualifications. In addition, MCPS will take the following actions in the future to align to this revision:

- Collaborate with the MCPS Public Information Office to develop a communication plan to raise awareness of the regulation revision. Strategies will include MCPS website updates, information transmitted in *The Bulletin*, direct e-mail outreach to the MCPS community, and a media press release.
- Outreach to local community colleges and universities to enhance awareness of this employment opportunity.
- Develop communication that will be shared by MCPS staffing coordinators with candidates during recruiting trips.
- E-mail outreach to current approved paraeducator substitutes to alert them to this employment opportunity.

Conclusion

Through the March 25 2019, adopted resolution, the Board recognized the importance of maintaining a sufficient pool of substitute teachers. The subsequent review of required substitute qualifications in MCPS and comparable districts, as well as feedback from key stakeholders, supports a revision to Regulation GEF-RA. The revision—requiring that a candidate have earned an Associate of Arts degree or 60 college credits—will expand the pool of available substitutes, thus decreasing the number of unfilled teacher vacancies without diminishing the capability of MCPS substitutes to meet the needs of the students, teachers, and schools.

JRS:AMZ:cbc

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

October 10, 2024

MEMORANDUM

To: Members of the Board of Education

From: Thomas W. Taylor, Superintendent of Schools

Subject: Contract Approval for Request for Proposal No. 9145.2, Fresh Prod[...]

[ ]   **Information**   [X]   **Action**

Superintendent Recommendation:
The superintendent recommends that the Board of Education approve Req[...]
No. 9145.2, Fresh Produce—Extension.

This is a request to approve funding for the second year of the initial two-year te[...]
for Proposal No. 9145.2, Fresh Produce, for the purchase of fresh produce used i[...]
program, purchased through P.J.K. Food Services, also known as Keany Produce [...]
are three remaining one-year options to extend the contract. This contract increase[...]
and the variety of fresh fruits and vegetables that are sourced locally. It is the intention
of the Division of Food and Nutrition Services to highlight the locally grown items on the menus,
preferably including the name of the farm. It is recommended that the Board of Education approve
funding for this contract for one year through October 31, 2025.

WHEREAS, Funds have been budgeted in the amount of $2,808,295 for the purchase of fresh produce
through Request for Proposal No. 9145.2; now therefore be it

Resolved, That the following contract be approved for year two funding under the awarded contract
as follows:

    9145.2   Fresh Produce
            Responsible Office: Office of District Operations—Department of
            Materials Management—Division of Food and Nutrition Services

            Awardee:
            Keany Produce & Gourmet, Landover, Maryland

            Total $2,808,295

TWT:IAW:RR:amd

MEMORANDUM:
Resolution

Margins: Top–1"; Sides–1";
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Heading: Line 1—Department/
School Name;
Line 2—MONTGOMERY COUNTY
PUBLIC SCHOOLS;
Line 3—City, State

Date: 2 to 4 returns after *Heading,*
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MEMORANDUM: 2 to 4 returns
after *Date;* all caps, underline,
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To: 2 returns after *MEMORANDUM*

From: 2 returns after *To*

Subject: 2 returns after *From*

Body: 3 returns after *Subject;* 2
returns after each paragraph

Identifying Initials: 2 returns
after *Body*

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

February 22, 2024

AMENDED

<u>MEMORANDUM</u>

To: Members of the Board of Education

From:

Subject: Tentative Adoption of the Fiscal Year 2025 Operating Budget

Executive Summary

On January 18 and January 25, 2024, the Board of Education (Board) held two public hearings on the Superintendent's Recommended Fiscal Year (FY) 2025 Operating Budget. In addition, on February 20, 2024, the Board held a public hearing on three programs being considered for modification or elimination: Montgomery Virtual Academy, Innovative Schools Initiative, and the Leader in Me program. On January 16, 23, and 30, 2024, the Board held three work sessions on the recommended Operating Budget for Montgomery County Public Schools (MCPS). Today, I am submitting to the Board an amended Recommended FY 2025 Operating Budget totaling $3,352,945,678 for MCPS. This is an increase of $187,938,167 or 5.9 percent, compared to the current FY 2024 budget. The FY 2025 tax-supported budget (excluding grants and enterprise funds) is $3,132,129,337, an increase of $178,129,045 or 6.0 percent compared to the current FY 2024 tax-supported budget. The amended FY 2025 Operating Budget of $3,352,945,678 is an increase of $30,641,947 compared to the $3,322,303,731 funding level for FY 2025 that was recommended to the Board on December 20, 2023.

When the Recommended FY 2025 Operating Budget for MCPS was presented to the community on December 14, 2023, we were uncertain of the funding that would be included in the governor's FY 2025 state budget for MCPS. This Recommended FY 2025 Operating Budget, as amended, includes a revenue adjustment of an additional $30,641,947 compared to what was included in the initial recommended budget. Most of this revenue increase is the result of Governor Wes Moore's inclusion of a 5.3 percent increase statewide for Grades K–12 education in his state budget.

On the expenditure side of the budget, my amended Recommended FY 2025 Operating Budget reflects an increase of $30,641,947 in funding (the same as the revenue increase) and 32.3 full-time equivalent (FTE) positions compared to the original recommended budget.

Following is a summary chart that reflects the revisions to the Recommended FY 2025 Operating Budget as amended.

Montgomery County Public Schools
FY 2025 Operating Budget

	FY 2024 Current Budget	FY 2025 Recmd. Budget	FY 2025 Amended Budget	FY 2025 Amended Changes from FY 2025 Recmd.	FY 2025 Amended Changes from FY 2024
Total Expenditures	$3,165,007,511	$3,322,303,731	$3,352,945,678	$30,641,947	$187,938,167
Local Revenue	1,995,489,035	2,161,176,133	2,158,115,252	(3,060,881)	162,626,217
State Revenue	933,263,161	943,263,161	971,380,300	28,117,139	38,117,139
MCPS Fund Balance	25,000,000	0	0	0	(25,000,000)
Federal	111,831,057	112,833,603	112,833,603	0	1,002,546
Other	12,791,137	13,991,137	15,176,826	1,185,689	2,385,689
Enterprise/Spec. Rev.	86,633,121	91,039,697	95,439,697	4,400,000	8,806,576
Total Revenue	3,165,007,511	3,322,303,731	3,352,945,678	30,641,947	$187,938,167

The details of the revisions to the Recommended FY 2025 Operating Budget submitted to the Board on December 20, 2023, follow:

Revenue

State Revenue

On January 17, 2024, Governor Wes Moore submitted his FY 2025 state budget to the Maryland General Assembly, and we received preliminary state aid amounts by category from the Maryland State Department of Education. A total of $971,380,300 in state revenue is anticipated for MCPS in FY 2025. This is an increase of $38,117,139 (4.1 percent) compared to the current FY 2024 budget. The recommended FY 2025 budget had included an estimate of $943,263,161 in state revenue, an increase of $10,000,000.

It is always difficult to predict in advance with much accuracy in the recommended budget the amount of state aid MCPS will receive because the formulas are not only based on governor initiatives but also on our student enrollment compared to other local education agencies (LEAs) in the state and our county's wealth relative to the rest of the counties in the state along with the City of Baltimore.

The MCPS eligible student enrollment used to calculate state aid for public schools reflected a decrease of 0.7 percent as of September 30, 2023. This placed MCPS 19th of 24 districts in terms of the change in student enrollment.

The following is a summary of the major state revenue amounts by category of aid in FY 2025 for MCPS.

Foundation Grant: The FY 2025 state aid allocations provide $426,200,692 for the Foundation Grant, an increase of $10,428,339 compared to the amount in the current FY 2024 budget. This grant is distributed on the basis of enrollment and wealth relative to the rest of the state and a per-pupil amount established in law. The Foundation Grant is the largest source of state aid for LEAs. The amount for

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the Foundation Grant for MCPS increased by 2.5 percent from FY 2024 to FY 2025. Comparable Wage Index (CWI): The FY 2025 state aid allocations provide $34,667,164 for the CWI, the replacement for the Geographic Cost of Education Index. This is an increase of $848,241 compared to the amount in the current FY 2024 budget. The CWI is designed to provide additional funding to school districts for dealing with the high cost of educating students in certain counties like Montgomery County. This is an increase of 2.5 percent for MCPS compared to FY 2025.

English Learners: The FY 2025 state aid allocations provide $113,697,716, an increase of $9,129,516 compared to the current FY 2024 budget based on the number of students receiving English learner services. This is an 8.7 percent increase for MCPS compared to FY 2024.

Compensatory Education: The FY 2025 state aid allocations provide $202,027,881, an increase of $1,408,931 compared to the current FY 2024 budget for compensatory education revenue related to the number of students who are economically disadvantaged in the district. This is a 0.7 percent increase for MCPS compared to FY 2024.

Students with Disabilities-Formula: The FY 2025 state aid allocations provide $79,043,364, an increase of $10,658,403 compared to the amount in the current FY 2024 budget to support students with disabilities. This is an increase of 15.6 percent for MCPS compared to FY 2024.

Students with Disabilities-Reimbursement: Working with the MCPS Office of Special Education, the recommended FY 2025 operating budget included estimated revenue totaling $19,050,700 for funding that MCPS receives from the state for supporting students placed in nonpublic special education schools. This is the same amount as FY 2024.

Transportation: The FY 2025 state aid allocations provide $56,359,656, an increase of $791,343 compared to the amount in the current FY 2024 budget, for the transportation of students to and from school as well as aid for transporting students with disabilities. This is an increase of 1.4 percent for MCPS compared to FY 2024.

The Blueprint for Maryland's Future: The FY 2025 state aid allocations include $39,041,290 in both restricted and unrestricted state aid in support of programs funded from the *Blueprint for Maryland's Future* (Blueprint) legislation. This is an increase of $4,852,366 compared to the $34,188,924 that MCPS has been allocated in the current FY 2024 budget for these Blueprint programs. In the governor's FY 2025 state budget, MCPS is slated to receive $253 per student in Blueprint funding placing MCPS 20th of the 24 LEAs in terms of Blueprint funding per student. Last year, MCPS was ranked 19th in Blueprint funding per student.

This $39,041,290 in Blueprint funding for FY 2025 includes the following: Concentration of Poverty, $17,894,482 (increase of $7,203,980); National Board-Certified teacher salaries, $1,797,504 (decrease of $138,804); prekindergarten, $7,340,157 (increase of $1,744,453); transitional supplemental instruction, $3,253,462 (decrease of $1,763,619); college and career readiness, $2,199,852 (decrease of $1,036,732); and transition grant, $6,555,833 (decrease of $1,156,912).

Local Revenue

Based on revenue and expenditure adjustments, a decrease of $3,060,881 in the local contribution is reflected in this amended budget compared to the December 2023 budget recommendation. The total amount in the amended budget for FY 2025 from local revenue is $2,158,115,252, an increase of $162,626,217 compared to the current FY 2024 budget. The amount of local funding for FY 2025 over the minimum amount required by the state's Maintenance of Effort law is $184,213,863.

MCPS Fund Balance

The Recommended FY 2025 Operating Budget in December 2023 reflected no use of fund balance from FY 2024 to fund the FY 2025 Operating Budget. This approach is being used for the first time in more than two decades and is consistent with County Council policy that agencies, such as MCPS, should not budget for carryover funding in their operating budgets.

Revenue from Other Sources

The budgeted revenue from other sources is being increased by $1,185,689 for FY 2025 due to the legal settlement with Juul Labs, the e-cigarette manufacturer. Education and prevention measures and enhanced security in schools related to this additional revenue are reflected in the following expenditure adjustments section.

Entrepreneurial Activities Fund

The anticipated revenue for this fund is $4,400,000 more than the December 2023 budget. This is because the county has increased its estimate for bus camera revenue during FY 2025 by this amount. It is important to note that this funding is a pass through to the county and does not impact MCPS operations.

Expenditure Adjustments

This Recommended FY 2025 Operating Budget as amended includes an expenditure increase of $30,641,947, the same amount as the revenue increase described earlier. This increase in expenditures is the result of the following changes.

Additional Funding Added to the Employee Benefits Trust Fund

The Recommended FY 2025 Operating Budget had included an increase of $20,000,000 for the Employee Benefits Trust Fund as the cost of and number of health care claims submitted continues to increase. This funding is needed to bolster the financial condition of the plan, i.e., the bottom line of revenue and expenditures. We knew at the time that this was an initial down payment on supporting the financial condition of the trust fund. Since the recommended budget was submitted in December 2023, and following discussion with our health care consultant, Aon, as well as our analysis, an additional $20,000,000 needs to be added to the trust fund for FY 2025, bringing the total increase to $40,000,000 for the next fiscal year. This funding increase will improve the financial condition of the trust fund.

Blueprint for Maryland's Future/Concentration of Poverty Grant for Community Schools

Since FY 2020, MCPS has received a Concentration of Poverty grant from the state to support personnel and wrap around services at Community Schools. A net increase of $4,897,664 is being added in expenditures for FY 2025, mostly attributed to the restricted Concentration of Poverty grant in response to the Blueprint legislation. This restricted grant provides funding to support our Community Schools. A total of 32.5 FTEs will be added in FY 2025 from this additional grant funding. This increase in positions includes 19 community school liaison specialists, 6 (10-month) parent community coordinators, 3.5 wellness trainers, 3 instructional specialists, and 1 administrative support position.

Education and Prevention Efforts Against Vaping

A total of $1,185,689 is being added to the amended FY 2025 Operating Budget to support education and prevention on the use of e-cigarettes and increased security in middle and high schools. This includes $100,000 for educational efforts towards prevention, $250,000 for recurring and maintenance costs of vape detectors, $445,652 for the hiring of seven security assistants including four at high schools, three at middle schools, and $390,037 for temporary part-time security costs.

Restoration of Position that Was Eliminated in the Recommended FY 2025 Operating Budget

One instructional specialist position and $158,594 is being added in this FY 2025 amended budget for Emerging Multilingual Learners. Following public testimony on the Recommended FY 2025 Operating Budget, it was determined that this position should be restored.

Bus Camera Revenue Passed Through to Montgomery County

Revenue is received for violations related to drivers illegally passing MCPS school buses when stopped to pick up or discharge students. The county recently has increased this estimate for FY 2025 by an additional $4,400,000. Because these cameras are on MCPS school buses, the revenue is reflected in the MCPS Operating Budget. Passing this revenue onto the county results in a corresponding expenditure for the MCPS Operating Budget. It should be noted that MCPS receives no direct benefit from this revenue/expenditure pass through with the county.

Conclusion

The amended FY 2025 Operating Budget that I am recommending to the Board of Education for its tentative adoption is the result of extensive internal and external feedback on the operating budget, both before and after the budget was submitted on December 20, 2023. This budget continues to be centered on our core purpose of preparing all students to thrive in their future and graduate with deep academic knowledge and preparation for the complex world and workplace of tomorrow. This overall increase in funding is needed to provide a high-quality education for our diverse student population, continuing our recovery from the impact of the COVID-19 health pandemic, preparing for the end of the COVID-19 health pandemic funding from the federal government, providing competitive salaries and benefits for our employees, augmenting our health benefits trust fund, and adding funding for inflationary cost increases. I look forward to working with the Board members on this FY 2025 Operating Budget for MCPS to improve equitable teaching and learning for each and every one of our students.

Recommended Resolution

WHEREAS, The superintendent of schools submitted the Recommended Fiscal Year 2025 Operating Budget of $3,322,303,731 to the Board of Education on December 20, 2023; and

WHEREAS, The Recommended Fiscal Year 2025 Operating Budget includes the Fiscal Year 2025 Special Education Staffing Plan; and

WHEREAS, The Recommended Fiscal Year 2025 Operating Budget as amended by the interim superintendent of schools includes a local contribution request of $2,158,115,252, a decrease of $3,060,881 to the amount requested in the initial Recommended Fiscal Year 2025 Operating Budget; and

WHEREAS, The Governor's Fiscal Year 2025 operating budget presented to the Maryland General Assembly on January 17, 2024, reflects an increase of $28,117,139 in state aid to the $10,000,000 increase estimated in the Recommended Fiscal Year 2025 Operating Budget from December 2023; and

WHEREAS, The Governor's Fiscal Year 2025 state budget earmarks a net increase of $4,897,664 leaving $23,219,475 of the increase in state aid for general purposes of the school district;

WHEREAS, A legal settlement resulted in additional $1,185,689 of revenue for Fiscal Year 2025;

WHEREAS, Additional bus camera revenue of $4,400,000 is added for Fiscal Year 2025 to be passed through to Montgomery County;

WHEREAS, Adjustments to the recommended operating budget result in an increase of 32.3 full-time equivalent positions and $30,641,947 in expenditures; now therefore be it

Resolved, That the Montgomery County Board of Education approve the Fiscal Year 2025 Special Education Staffing Plan as outlined in the Fiscal Year 2025 Operating Budget; and be it further

Resolved, That upon final approval of the Fiscal Year 2025 Operating Budget in June 2024, the Special Education Staffing Plan will be submitted to the Maryland State Department of Education; and be it further

WHEREAS, On February 22, 2024, the interim superintendent of schools presented the Recommended Fiscal Year 2025 Operating Budget as amended of $3,352,945,678; and

WHEREAS, The Board of Education reviewed the budget and supports the interim superintendent of schools' Recommended Fiscal Year 2025 Operating Budget as amended which includes funding for continued enrollment growth, increases in the cost of goods and services, and funding to include an instructional specialist position for emergent multilingual learners; and

WHEREAS, The Board of Education fully supports the recommended budget as amended by the superintendent of schools presented on December 14, 2023, but believes additional resources are needed for 504 plans, career pathways, counseling, and a classification coordinator in the Office of Human Resources and Development; now therefore be it

This sample is presented as an example of correct formatting only. This is not a template. Content may not reflect current information. The number of returns is based on the length of the document to allow for a balanced page.

<u>Resolved</u>, That the Board of Education amends the interim superintendent's Recommended Fiscal Year 2025 Operating Budget as amended by eliminating the Innovative School Year Calendar program at Roscoe R. Nix Elementary School, which amounts to a reduction of $997,077.00; adding a 1.0 full-time equivalent classification coordinator, a 1.0 full-time equivalent consulting teacher in the Office of Human Resources and Development, a 1.0 full-time equivalent instructional specialist for 504 plans, a 1.0 full-time equivalent counseling coordinator in the Office of School Support and Well-Being, a 1.0 full-time equivalent career pathways manager, a 1.0 full-time equivalent career pathways specialist in the Office of Strategic Initiatives, and a 1.0 full-time equivalent media services technician at A. Mario Loiederman Middle School, for a total of $950,420.

<u>Resolved</u>, That the Montgomery County Board of Education tentatively adopts the interim superintendent of schools' Fiscal Year 2025 Operating Budget, as amended by the Board of Education, totaling $3,352,898,821, as follows:

<div align="center">

Montgomery County Public Schools
FY 2025 Recommended Budget as Amended
February 22, 2024

</div>

Category		Recommended FY 2025 Operating Budget	Amended FY 2025 Operating Budget	Board Amendment to the FY 2025 Operating Budget as Amended	Board's Tentatively Adopted FY 2025 Operating Budget
1	Administration	$74,744,355	$74,822,769	$100,830	$74,923,599
2	Mid-level Administration	194,822,669	195,661,770	334,020	195,995,790
3	Instructional Salaries	1,285,272,240	1,286,550,174	(503,624)	1,286,046,550
4	Textbooks and Instructional Supplies	38,133,943	38,383,270	(20,000)	38,363,270
5	Other Instructional Costs	38,691,024	39,428,507	0	39,428,507
6	Special Education	453,883,133	453,926,434	(74,553)	453,851,881
7	Student Personnel Services	24,444,434	24,051,161	0	24,051,161
8	Health Services	$5,741,715	$6,654,104	0	6,654,104
9	Student Transportation	146,270,133	146,316,567	0	146,316,567
10	Operation of Plant and Equipment	184,488,308	185,098,448	0	185,098,448
11	Maintenance of Plant	51,868,527	51,880,255	(15,000)	51,865,255
12	Fixed Charges	731,692,661	753,521,630	131,470	753,653,100
14	Community Services	1,210,892	1,210,892	0	1,210,892
Fund 5	Instructional Television Special Revenue Fund	1,580,426	1,580,426	0	1,580,426
Fund 11	Food Services Fund	72,333,059	72,333,059	0	72,333,059
Fund 12	Real Estate Fund	5,039,226	5,039,226	0	5,039,226
Fund 13	Field Trip Fund	2,979,154	2,979,154	0	2,979,154
Fund 14	Entrepreneurial Activities Fund	9,107,832	13,507,832	0	13,507,832
Total		$3,322,303,731	$3,352,945,678	($46,857)	$3,352,898,821

MTF:MBH:RR:tk

The font in the title section is Times New Roman 14, bold, single-spaced, return between each line. The title must exactly match the Board agenda

Title from Board Agenda

Presentation Plan—Action

Board of Education Presentation: Date of Board Me

The font for the rest of the document is Times New Roman 12, single-spa returns between the title section and the presenters.

Prefix and last name only in order of presenter, tabs set at 2.3 (left) and 6.5 (righ

Dr./Mr./Ms. Last Name	Introduction
Dr./Mr./Ms. Last Name	Presentation title
Members of the Board of Education	Discussion

Make sure the total number of minutes adds up to the time allotted for the agen

Full name with middle initial, if available, in order of presenter (regardless of position), set tab at .3

Present at the Board Table:

Dr./Mr./Ms. First Name, Middle Initial, Last Name, title, Department or Division, Office
Dr./Mr./Ms. First Name, Middle Initial, Last Name, title, Department or Division, Office
Dr./Mr./Ms. First Name, Middle Initial, Last Name, title, Department or Division, Office
    Office continued

Full name with middle initial, if available, in alphabetical order by last name (regardless of position), set tab at .3

Present in the Audience:

✓ Dr./Mr./Ms. First Name, Middle Initial, Last Name, title, Department or Division, Office
Dr./Mr./Ms. First Name, Middle Initial, Last Name, title, Department or Division, Office
Dr./Mr./Ms. First Name, Middle Initial, Last Name, title, Department or Division, Office
    Office continued

Please check one:

☐ Board members' questions are welcome during this presentation.
☒ Board members should hold questions until the discussion period.

Titles need to be in small letters and should read "director of," "supervisor of," etc. Only include to the office of the chief (i.e., Office of Strategic Initiatives), Margins should be 1" top, bottom, and sides. Headers/Footers at 0.5" and the Footer is page numbers, centered, and use Times New Roman 9

1

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Title from Board Agenda

Talking Points for Dr. Taylor

Board of Education Presentation: Date of Board Meeting

	Talking Points
	Margins: Top–1"; Sides–1"; Bottom–1"
	Heading: Arial, 16 pt. bold:
	Body: Arial, 14 pt. normal; bulleted list; 2 returns after each bullet
	Note: Use of contractions is allowed (e.g., "I'll turn it over to Dr. Lacey...")

- As we gather for the first Board meeting of the new fiscal year, I am pleased to present a snapshot of our students' remarkable accomplishments this past school year.

- Today, we will highlight the incredible achievements of our high school students. They have excelled in academics, advanced coursework, work-based learning, student service learning hours, extracurricular activities, athletics, and more.

- As we view the presentation today, we should take pride in what was achieved. Behind every statistic is a student with hopes and dreams, and their success stories are our shared successes.

- The accomplishments we celebrate today are made possible by the support of our dedicated teachers and staff, the valuable contributions of our community partners, and the continuous encouragement from families.

- People often ask how we measure the return on our investment in education. I believe the achievements we are about to discuss are the true measure of that return, a return which we all can celebrate.

- I now invite Dr. Moran and Dr. Pugh to provide more details on these accomplishments.

- As an educator, you will communicate high standards academically and socially, which will live within our students.

1

- On behalf of the MCPS community, I welcome you, new educators, to our ranks as we build our future together!

Letters

Letters are used as formal correspondence to MCPS employees and individuals outside of MCPS.

Time limits for replying to incoming correspondence

Replies to incoming correspondence from members of the Board of Education, the County Council, other county officials, the Maryland State Department of Education, and the U.S. Department of Education are made within *seven working days* of receipt, unless another due date is specified in the incoming correspondence.

Other correspondence requiring a reply is answered within *10 working days* of receipt.

If a substantive reply cannot be made within the above time limits, a letter acknowledging receipt and indicating when a reply can be expected should be sent immediately.

Incoming from elected officials:	Reply within seven working days
Incoming from all others:	Reply within 10 working days

Preparing MCPS letters for signature

Administrative and supervisory personnel are authorized to sign correspondence within their areas of responsibility, except as stated below:

- Correspondence to Members of the Board of Education, the County Council (or other elected local, state, or national officials) and the state superintendent of schools is signed by the superintendent of schools or (in his/her absence) his/her representative.
- Correspondence initiated by staff members to the above officials is reviewed by the appropriate associate superintendent(s) and approved by the deputy superintendent, the chief of district operations, chief operating officer, or the chief academic officer before submission to the Office of the Superintendent of Schools.

Remember to submit the original correspondence prepared for the signature of another individual with envelopes for distribution of the correspondence.

Board of Education's/superintendent's correspondence

A Board staff member assigns responsibility for preparation of replies to correspondence.

The Office of the Superintendent of Schools is responsible for reviewing all correspondence prepared for the signature of the president of the Board of Education or a member of the Board.

The correspondence is prepared in final form by the appropriate associate superintendent or department director, for review by the Office of the Superintendent of Schools after review by the Office of the Deputy Superintendent, the Office of the Chief of District Operations, Office of the Chief Operating Officer, or the Office of the Chief Academic Officer, Office of the Chief of School Support and Well-being.

Letter preparation for Board president's signature

To prepare a letter for the Board president's signature, print an original on Board stationery. Also prepare envelope(s) to addressee(s). After preparing the body of the letter and the closing, type—

Copy to:

Members of the Board of Education

Superintendent of schools (use name)

Deputy superintendent/chief operating officer/ chief of district operations/chief academic officer/ chief of staff/ chief of school support and well-being/associate superintendents (use names)

Name of appropriate associate superintendent preparing the letter (not always copied)

Name of anyone mentioned in the letter

Letter preparation for superintendent's signature

Prepare envelope(s) to addressee(s). After preparing the body of the letter and the closing, type the following so that these items will appear on the original:

Copy to:

Members of the Board of Education (if appropriate)

Executive Staff (if appropriate)

How to Prepare a Letter

(See samples, pages 39–43.)

Typeface—Times New Roman, 11.5 or 12 pt.

Letterhead—Use appropriate letterhead for your office.

Date—Position the date six tab stops from the left margin.

Do not abbreviate the month. Use figures for the date and year. Do not use suffixes such as st, rd, and th with dates.

Margins—The margin is 1½ inches on the top (first page only) and 1 inch on sides and bottom, depending on the design of the letterhead. Use modified block style in the body (i.e., paragraphs not indented).

Note: The bottom margin may be adjusted by one or two lines to accommodate the length of the letter—if it will fit with stationery.

Inside Address—Place the inside address at the left margin two to four returns below the date. It should occupy a minimum of three lines.

- The inside address should be in block form.
- The first line includes the addressee's title (Dr., Mr., Mrs., Miss, Ms.) and full name.
- The person's position, when appropriate, may follow the name on the same line or may be placed on the second line. If the name of the person's position requires two lines, indent the second line three spaces.
- Street, Avenue, Boulevard, Road, and the name of the state are spelled out.
- Type the ZIP Code two spaces after the name of the state (spelled out). There is no comma between the state and the ZIP Code.
- When there is no street address, type the name of the city on the second line and the name of the state (spelled out) and ZIP Code on the third line.
- When the abbreviations NW, NE, SW, and SE are used, add a comma and a space before NW, etc.; there are no spaces nor periods between the letters of the abbreviation.

Attention Line—Letters addressed to business firms or other types of organizations may be directed to the attention of a certain individual or department.

- Place the attention line at the left margin between the inside address and the salutation, with two returns above and below it.
- The name of the person or the department is considered sufficient here.

Salutation—Place the salutation at the left margin, two returns below the inside address.

- The salutation is followed by a colon.

- Dr., Mr., Mrs., Miss, and Ms., are abbreviated but such titles as Senator or President are not.

Reference Line (RE:)—The reference line should be aligned with the date, above the salutation.

Body of the Letter—The body of the letter is in block format and begins two returns below the salutation.

Complimentary Close—Align the complimentary close with the date of the letter (six tab stops) and place it two returns below the last sentence in the body of the letter.

- For Dear Madam, Ladies, and Ladies and Gentlemen, use the complimentary close that best suits how formal or personal you need to be.
- Capitalize only the first word of the complimentary close. Follow the closing with a comma.

  Sincerely,

  Respectfully,

  Cordially,

  Sincerely yours,

  Best regards,

Signature—Position the signature block six tab stops from the left margin so that it will align with the date.

- Align the full name and position of the sender four returns below the complimentary close. No signature line should extend beyond the right margin.
- When the name of the person's position occupies two lines, indent the second line three spaces under the complimentary close.
- **When signing a letter or routine document for another person**, sign the person's name and your initials slightly below and to the right of the signature.
- *Note:* The superintendent of schools, deputy superintendent, chief operating officer, chief academic officer, chief of school support and well-being, and chief of district operations do not delegate their signatures and, generally, it is not considered good office practice to do so. Signing a document for another person could cause legal problems if there is a court challenge, unless a power of attorney has been granted. But when it is done on routine documents, make sure that the absentee signer is aware of what has been signed for in the person's absence. If material is dictated over the phone, type at the bottom of the document, "dictated by [the name of person] and forwarded without signature, in the person's absence."

Letters with outside signatures—When preparing a letter that includes an outside signature, use a joint letterhead. For example, if you are preparing a letter that has the signatures of the superintendent of schools and the president of Montgomery College, make sure

both the MCPS and Montgomery College logos are present on the letterhead.

More than one sender—At times, two people may be sending the letter, in which case, place the full name and position of the second sender four returns below the position information of the first sender. List two or more letter senders according to rank, that is, Board president, superintendent of schools, deputy superintendent, chief operating officer, etc.

Identifying Initials—The initials of the signer (in caps) and the typist (in lowercase) are separated by a colon and are placed at the left margin two returns below the signer's position.

Enclosure—If appropriate, the word "Enclosure" is indicated two returns below the identifying initials at the left margin. If more than one document is enclosed, use "Enclosures."

Note: "Attachment" is used with memoranda and email. If you have two attachments, label them Attachment A and Attachment B.

"Enclosure" is used with letters. If you have two enclosures, label them Enclosure 1 and Enclosure 2. It is preferable to use links whenever possible.

***Copy to* Notation**—When sending a copy of a letter to another individual, place the *Copy to* notation at the left margin two lines below the Enclosure line, if used, or the identifying initials. The name is indented three spaces under the *Copy to* line. After listing the Board of Education, superintendent of schools, deputy superintendent, and chief operating officer, alphabetize individuals' names. Include Dr., Mr., Mrs., Miss, or Ms. with the surname. When sending copies to all individuals holding the same type of position, show only the name of the position.

For example:

Copy to:

Members of the Board of Education

Chief academic officer (use name)

Chief financial officer (use name)

Chief of district operations (use name)

Chief of school support and well-being (use name)

Chief of staff (use name)

Associate superintendent(s) (use names)

Second and Subsequent Pages:
- Plain bond paper is used for the second and subsequent pages of a letter.
- The name of the addressee is placed at the left margin, 1 inch from the top of the paper.
- The page number is centered.

- The date of the letter is typed at the right margin.
- If the letter is addressed to more than three people, on the second page, type each addressee's name.
- Type the page number and date on the same line as the last person listed.
  - Continue the body of the letter three returns below the heading of the second and succeeding pages.
  - Stapling—Do not staple pages of letters together; do not staple enclosure to the letter. However, staple pages of the copy together.

Special Mailing Instructions
Type AIRMAIL (with foreign mail only), CERTIFIED, etc., at the left margin of the letter in capitals, a double space below the dateline.

Salutations

Abbreviate only the titles Mr., Ms., Mrs., and Dr. Spell out all other titles, such as Professor and Father.

Capitalize the first word as well as any nouns and titles in the salutation (e.g., Dear Mrs. Brand, Dear Sir).

To one person (name, gender, and courtesy title preference known) 　　Dear Mr. Smith:　　　　　　Dear Ms. Simpson: 　　Dear Mrs. Gray:　　　　　　Dear Miss Wells:
To one person (name known, gender unknown) 　　Dear Robin Smith:　　　　　Dear A. J. Moore:
To one person (name unknown, gender known) 　　Dear Madam:　　　　　　　Dear Sir:
To one person (name and gender unknown) 　　Dear Sir or Madam:　　　　Dear Madam or Sir:
To one woman (courtesy title preference unknown) 　　Dear Ms. McCoy:　　　　　Dear Shelly McCoy:
To two or more men 　　Dear Mr. Nguyen and Mr. Walters:
To two or more women 　　Dear Mrs. Chao, Miss Perez, and Ms. Smith: 　　Dear Mrs. Jordan and Mrs. Ortiz:
When writing to an attorney, use either 　Mr. Jorge Cruz/Ms. Matilda Wright or 　Jorge Cruz, Esquire/Matilda Wright, Esquire. 　(You may use the abbreviation *Esq.*)
It is correct to use both the social title (Mr./Ms.) and the professional title (Esquire) in the address of your correspondence. 　　Salutation: Dear Mr. Cruz/Dear Ms. Wright
(See *Gregg Reference Manual*, 11th edition, page 378, sections 1320 to 1325, for more examples.)

Guidelines on Addressing Mail to Parents in a Same-Sex Marriage, Civil Union, and Domestic Partnership

- If unmarried or married with **different last names**, each person's name should be on separate lines:
  - Mr. Frank Doe and
    Mr. John Smith
    Dear Mr. Doe and Mr. Smith
  - Ms. Anne Black and
    Ms. Hannah Davis
    Dear Ms. Black and Ms. Davis
- If married with the same last name:
  - Mr. Frank and Mr. John Doe
  - Dear Mr. and Mr. Doe or
      Dear Mr. Frank and Mr. John Doe
  - Ms. Anne and Ms. Mary Black
  - Dear Ms. and Ms. Black or
      Ms. Ann and Ms. Mary Black

If possible, it is good practice to ask the couple how they would like to be addressed.

Also, **please arrange the names in alphabetical order**. The only exceptions to this rule are—

- if one has an academic title, or
- if you are addressing an invitation in which you are specifically inviting one, and the other is his/her guest.
  - Dr. Mary and Mrs. Jane Doe
  - Ms. Alice and Ms. Jane Doe
  - Dr. John and Mr. Frank Doe
  - Mr. John and Mr. Frank Doe (when you are inviting Mr. John Doe)

Forms of address and salutations to federal and state officials:

- All elected officials should be addressed as The Honorable _____, except the President of the United States, who is addressed as The President. Proper salutation is Dear Mr. President.
- For members of the U.S. Congress, the salutation for senators (also Maryland state senators) is Dear Senator _____; for members of the U.S. House of Representatives and Maryland House of Delegates the salutation is Dear Representative (or Delegate) _____, or Dear Mr., Mrs., Ms. _____.
- For members of the County Council or the county executive, the salutation should be Dear Mr., Mrs., Ms. _____, or Dear Councilmember.

Here are some examples:

Place:	*Montgomery County Executive*
Addressee:	The Honorable Marc Elrich
	Montgomery County Executive
	Executive Office Building
	101 Monroe Street
	Rockville, Maryland 20850
Salutation:	Dear Mr. Elrich:

Place:	*Montgomery County Council*
Addressee:	The Honorable Evan Glass
	President, Montgomery County Council
	Stella B. Werner Council Office Building
	100 Maryland Avenue
	Rockville, Maryland 20850
Salutation:	Dear Mr. Glass:

Place:	*Maryland State Government*
Addressee:	The Honorable Wes Moore
	Governor, The State of Maryland
	The State House
	Annapolis, Maryland 21404
Salutation:	Dear Governor Moore:

Place:	*Maryland General Assembly, State Senate*
Addressee:	The Honorable William C. Ferguson
	Maryland State Senate
	223 James Senate Office Building
	Annapolis, Maryland 21401-1991
Salutation:	Dear Senator Ferguson:

Place:	*Maryland General Assembly, House of Delegates*
Addressee:	The Honorable Craig J. Zucker
	Maryland House of Delegates
	House Office Building, Room 361
	6 Bladen Street
	Annapolis, Maryland 21401-1991
Salutation:	Dear Delegate Zucker:

Place:	*District Office, U.S. House of Representatives*
Addressee:	The Honorable Jamie Raskin
	51 Monroe Street, Suite 507
	Rockville, Maryland 20850
Salutation:	Dear Representative Raskin:

Place:	*District Office, United States Senate*
Addressee:	The Honorable Benjamin L. Cardin
	60 West Street, Suite 202
	Annapolis, Maryland 21401
Salutation:	Dear Senator Cardin:

Place:	*Maryland State Department of Education*
Addressee:	Mohammed Choudhury
	State Superintendent of Schools
	Nancy S. Grasmick State Education Building
	200 West Baltimore Street
	Baltimore, Maryland 21201
Salutation:	Dear Mr. Choudhury

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS
Expanding Opportunity and Unleashing Potential

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

August 13, 2024

Dear New Colleague:

Congratulations! Welcome to the Montgomery County Public Schools (MCPS) te[...] selected from among thousands of applicants to teach in one of the nation's prem[...] You are joining a team that is committed to excellence and equity for all student[...] for every student we teach.

Throughout many years, MCPS has earned the reputation of being one of the [...] in the nation. We have committed ourselves to leading for equity and providing our ed[...] they need to help each student thrive. We are so dedicated to this work that [...] in an antiracist audit to ensure we have structures, policies, and procedures in place th[...] who historically have been marginalized. Our focus on increasing the capacity of te[...] our dedication to creating culturally responsive antiracist learning spaces for our st[...] leads the nation in developing college- and career-ready students prepared to succee[...] Few districts can match our success in providing access to rigorous courses at all grad[...]

As a district, we will support your work through our implementation of Pr[...] Communities (PLCs). Through innovative collaboration, the PLC at your school will [...] and using student data to inform and improve your instructional strategies to mee[...] of each of your students. In addition, this year we are receiving districtwide profession[...] we have and are sending coherent messages to those we are entrusted to serve. U[...] best practices will help you develop a growth mindset that will be nurtured thro[...] and dedication.

MCPS is committed to continuous improvement. Ongoing learning is critical to our success and essential for our employees as we work as a team to improve teaching and learning every day. Your enthusiasm and drive as an educator new to our school system will ensure that we continue our legacy of excellence. By communicating to our students that you believe all students can succeed, you will guide each of your students to pursue the pathway to become college and career ready. Additionally, as a district focused on the social emotional learning of our students, we encourage our educators to teach and model resilience, perseverance, reflection, and self-awareness.

On behalf of the Board of Education, all MCPS staff, and our community, I wish you a successful and fulfilling career with Montgomery County Public Schools. We stand ready to support you as we work together to ensure that our students receive an excellent education.

Sincerely,

Thomas W. Taylor, Ed.D., M.B.A.
Superintendent of Schools

850 Hungerford Drive   Room 122   Rockville, Maryland 20850   240-740-3020   montgomeryschoolsmd.org

---

LETTER: General

Letterhead: Official MCPS letterhead

Margins: Top–1.5"; Sides–1"; Bottom–1" (depending on design of letterhead)

Date: 6 tab stops from left margin

Address: 2 to 4 returns after *Date*

Salutation: 2 returns after *Address*

Body: 2 returns after *Salutation*; 2 returns after each paragraph

Complimentary Closing: 2 returns after *Body*

Writer's Name: 4 returns after *Complimentary Closing*; 6 tab stops from left margin

Writer's Position: 1 return after *Writer's Name*; 6 tab stops from left margin

Identifying Initials: 2 returns after *Writer's position*

Copy to Notation: 2 returns after *Identifying Initials*, indent 3 spaces on a new line for each entry

---

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CLARKSBURG HIGH SCHOOL

22500 Wims Road • Clarksburg, Maryland 20871
Telephone 301.444.3000 • Fax 301.444.3595

Edward Owusu
Principal

October 14, 2019

Dear Clarksburg High School Families:

I want to share with you information about an event that has affected our scho
you this letter to give you the facts and to assure you that we are addressing this i

On Monday, October 14, 2019, a gas line was ruptured during construction on
Shawnee Lane is approximately one mile from Clarksburg High School but the
rupture were detected throughout our building. An Outside Hazardous Materia
was announced immediately and all ventilation systems at Clarksburg High S
down. We ended the Shelter Alert once the fire department let us know that
been capped and it was safe.

There was no interruption to our school day as a result of this event. If you hav
questions or concerns, you may reach me by phone at 240-740-6000
edward_k_owusu@mcpsmd.org.

Sincerely,

Edward Owusu
Principal

EO/lrr

This sample is presented as an example of correct formatting only. This is not a template. Content may not reflect current information. The number of returns is based on the length of the document to allow for a balanced page.

MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

January 23, 2024

The Honorable Wes Moore
Governor, State of Maryland
State House
100 State Circle
Annapolis, Maryland 21401

The Honorable William C. Fe[...]
President of Senate, Maryland
State House, H-107
100 State Circle
Annapolis, Maryland 21401

The Honorable Adrienne A. Jones
Speaker, Maryland House of Delegates
State House, H-101
100 State Circle
Annapolis, Maryland 21401

The Honorable Isiah Leggett
Chair, Maryland State Accou[...]
and Implementation Board
45 Calvert Street
Annapolis, Maryland 21401

Re: Report required by House Bill 13[...]

Dear Governor Moore, Senator Ferguson, Delegate Jones, and Mr. Leggett:

As required by House Bill 1372 Section 3(c), enclosed is the report from Montgomery County Public
Schools (MSAR # 13768) on the county board's use of federal funding received to address the effects
of the COVID-19 pandemic on education and the state's funding received to implement the *Blueprint
for Maryland's Future* legislation, including a description of the amount spent on student instruction.

Sincerely,

Monifa B. McKnight, Ed.D.
Superintendent of Schools

MBM:BJC:JGB:ib

Enclosure

Copy to:
  Dr. Collins
  Mr. Hull
  Mr. Reilly
  Ms. Bacquie
  Ms. Albert

LETTER:
Letter to two people

Letterhead: Official MCPS letterhead

Margins: Top–1.5"; Sides–1"; Bottom–1"
(depending on design of letterhead)

Date: 6 tab stops from left margin

Salutation: 2 returns after date

Body: 2 returns after *Salutation;*
2 returns after each paragraph

Complimentary Closing:
2 returns after *Body*

Writer's Name: 4 returns after
Complimentary Closing;
6 tab stops from left margin

Writer's Position: 1 return after *Writer's
Name;* 6 tab stops from left margin

Identifying Initials: 2 returns after
Writer's Position

Copy to Notation: 2 returns after
Identifying Initials; Recipient(s), indent
3 spaces on a new line for each entry

This sample is presented as an example of correct formatting only. This is not a template. Content may not reflect current information. The number of returns is based on the length of the document to allow for a balanced page.

Digital Communications

Microsoft Outlook® is MCPS's electronic mail (email), conference, calendar, address book, task organizer, and online communications system. Users can exchange email with other users; exchange email with users on other systems; transfer several files quickly, using file attachments; engage in electronic conferences with other users; and communicate with other users online.

Best Practices for Business Email

Email is as integral to the workplace as is regular paper mail. All MCPS memoranda are sent by email. How you use email reflects not only on your level of professionalism, but also on the reputation of MCPS. Do not assume you have privacy when you use MCPS computers. Here are some practical tips to make your email experience more effective.

Include a meaningful subject line. Use the subject line to announce what the message is about. Readers who receive many emails will often check the subject line first to decide whether to read your message promptly, later, next week, or never.

- A message with a blank subject line or a very general subject (e.g., "Question") will have a low priority to recipients.
- Use an accurate and descriptive subject line. However, do not include MCPS students' personal information, including names and identification numbers, in the subject line.

Keep it short. Email helps us to communicate quickly and concisely. However, be cautious with your use of abbreviations, such as LOL.

- For business communications, it is important to be as clear as possible; if readers do not understand something, there's a possibility of miscommunication.
- Take the time to write complete sentences, using proper grammar and punctuation.
- Remember, you need only one space after a period at the end of a sentence.
- If you are delivering personal news, bad news, or any news you would rather not receive in a group setting, consider using another vehicle other than email. More and more people are checking email on their phones, so try to stick to one topic and include a link for further reference, if possible.

Do not shout. Avoid using all caps when composing your email. It's like SHOUTING at your reader(s). It also makes your message difficult to read and may well overwhelm your reader(s).

Creating and using an address book in Microsoft Outlook® is a convenient way of sending email to groups of people with Microsoft Outlook® accounts. The address book contains personal mailing lists, but you can create a list with a single identifying name.

- For example, you could create a personal mailing list with the names of science teachers. Use a simple title, such as "Science Teachers."
- When you want to send a message to those people in that group, simply address it to "Science Teachers."

Use your address book. When sending an email to a long list of recipients, consider using the address book function in Microsoft Outlook®. It does not list all recipients in the "To" header. Listing recipients in the BCC section is another option.

- Having to scroll past a long list of addresses to get to the message itself can be disconcerting to recipients.
- Also, many people may not like having their email address displayed to others.

Use common courtesy. Always begin with a salutation—Dear Mr. Smith—and end with a closing— sincerely, best regards.

- In between, use full sentences and standard grammar.
- It's business correspondence. Courtesy is always best practice.

Reply to the appropriate people. Regarding Reply All: Only the most relevant work-related messages should be sent to all recipients. Private messages, or messages that only apply to a few people, should never be sent this way.

- Be careful when sending. People often press the Reply All icon inadvertently.
- You may select Reply All (to the sender and all other names in the original message), or Reply Sender (to the sender whose name is on the To line of the original message).

Keep the following in mind to avoid misinterpretation in your email correspondence:

- Always reread your emails, especially if you prefer to use a conversational tone. The recipient may not be familiar with your style.
- If you are sending a message with specific instructions, due dates, or other crucial information, test it by sending it to yourself first. This will give you a chance to see how it looks before you actually send it.
- Avoid trying to resolve or discuss a sensitive or complex topic that would be best dealt with by speaking with someone over the phone or in person. A good rule to follow is if you can't write a letter about it, then don't write an email either.

Email attachments in MCPS memoranda.

- If there is a specific website that readers are required to refer to, include this web address as a link in the body of the memorandum. The web address or URL should be in italics.
- If there is a form that readers are required to download, complete, and remit, include as a Microsoft Word file or PDF and attached to the memorandum.
- If there is a document that is required for reference or general information for readers, include this as a PDF file and attach to the memorandum.

The signature block. The signature block in an email does the work of the letterhead of a business letter—it contains the sender's contact information. It is found at the end of the email right under the sender's name.

It is not appropriate to include stationery, quotations, or sayings as part of your email signature. MCPS email messages should be considered a business letter and be presented in a professional manner. The more formatting or embedded images, the higher the chance that your message may be blocked as spam.

Include only your name, your title, your office name and address, and your telephone number. No need to include your email address, since it is already at the top of your email. But, you may include a link to your office website.

An appropriate email signature would be as follows:
> John Smith
> Teacher
> Montgomery County Middle School

An appropriate expanded email signature would be as follows:
> John Smith
> Teacher
> Montgomery County Middle School
> 2000 Main Street
> Silver Spring, MD 20910
> Phone: 301-555-1212
> Fax: 301-555-2121
> *www.montgomeryschoolsmd.org/schools/mcms/*

Check before you send. Always reread your messages before sending to make sure there are no grammatical or spelling errors.

- Use the spell check feature.
- Be smart about what you put in writing. An email is a permanent record.
- Whenever you can, park important emails in the Outbox for a while, and review before sending.

Always reply. Be polite; always respond to your messages.

- Try to stick to a 24-hour response time, depending on your availability.

- But, keep in mind that some situations are urgent and require a shorter response time.
- If someone sends you a long email, acknowledge the effort, even if you do not have time to return the favor word for word right away.

Use automatic replies (Out of Office). This is a great way to communicate a vacation or other away-from-the-office event. You can inform everyone of the dates you will be gone and provide alternate contact information for those issues that cannot wait.

Monitor your email. Check your in-box three to four times a day instead of every 10 minutes, depending on the nature of your work. Going through your email in bunches gives you a chance to concentrate on specific tasks with minimum distraction throughout your day.

If you receive a suspicious email, do not open any attachments. Simply forward the email to abuse@mcpsmd.org. The email may contain viruses, Trojans, malware, or other destructive contents.

See more on *Best Practices for Email* and read the *Maryland Public Information Act* at *montgomeryschoolsmd. org/employee-digital-communications/index.aspx*.

Keep it Professional

Email is official, professional correspondence.

The content of your email can be used as evidence in a legal court case. Make sure you are as accurate as possible in your message.

Show courtesy and acknowledge receipt of someone's email, even if you can't respond immediately.

Check periodically that your contact/mailing lists are current.

Report phishing emails and spam to *abuse@ mcpsmd.org*.

BEST PRACTICES FOR
Employee Email and Other Digital Communications

Digital communication such as email and text messages are convenient and effective ways of sharing information with colleagues. However, it is important to remember that digital communication—including email and text messages—may be public records and subject to disclosure under state and federal laws. For instance, the *Maryland Public Information Act* (MPIA), which is similar to the federal *Freedom of Information Act*, grants a broad right of access to public records, while protecting legitimate governmental interests and the privacy rights of individual citizens. Therefore, it is particularly important that our digital communications reflect the same high standards of professionalism that we expect in our in-person communication.

These best practices have been developed to help you engage effectively and responsibly when using email, text messages, and other digital communication tools. They build on the foundation set in the MCPS *Employee Code of Conduct*; MCPS Regulation IGT-RA, *User Responsibility for Computer Systems, Electronic Information, and Network Security*; as well as other Board of Education policies, MCPS regulations, and all applicable federal and state laws. These requirements are referenced collectively as MCPS rules. Please see the Social Media Best Practices for Employees for other digital communication strategies. For guidance regarding general written correspondence, please see the MCPS Correspondence Manual.

CHOOSE THE MOST APPROPRIATE COMMUNICATION METHOD. For instance, confidential or sensitive information warrants a phone call or in-person discussion. Email is for memorializing information, defining action steps, providing confirmation, summarizing meeting outcomes, or making an inquiry, among other things. Text messaging is for quick, more immediate communication.

USE YOUR MCPS EMAIL ADDRESS FOR OFFICIAL MCPS EDUCATIONAL PURPOSES. MCPS provides all employees with two dedicated email addresses (ending in mcpsmd.org and mcpsmd.net) to conduct business on behalf of the district. Employees should use only these addresses for educational purposes. These include actions directly promoting the educational, instructional, administrative, business, and support services missions of MCPS, and they are related to any instruction, project, job, work assignment, task, or function for which the user is responsible. Do not use a personal email address when communicating on behalf of MCPS. If employees receive a message in their personal email account that is related to MCPS business, that email should be forwarded to their MCPS email address and deleted from their personal email. Remember that email exchanges with parents/guardians should be copied into the contact log.

PLEASE BE AWARE that if an email, text message, or other communication is made or received in connection with the transaction of business involving MCPS, it may be considered a public record, regardless of whether it was sent from a personal or MCPS account. Additionally, there are federal and state laws that may require MCPS to review and disclose digital communications or other data from phones or other mobile devices used to conduct business on behalf of the district.

Examples of appropriate use of MCPS email:

- Responding to a parent about their child's grade
- Sending an email to a colleague about a project
- Summarizing action items after a meeting

TAKE CARE to keep your MCPS network password confidential. Do not let someone else use your MCPS email address, account, or password. Be sure to change your password as required. You may be held accountable for any action taken by or with your account.

REMEMBER that email, text messages, and other communications sent from MCPS accounts are not private. These communications are considered property of the district and, therefore, may be subject to public disclosure. All actions are subject to review and may be logged and archived and monitored to ensure they are used solely for educational purposes. MCPS employees are prohibited from using MCPS accounts for personal gain or any illegal activities. Keep in mind that messages also can be forwarded or distributed to other individuals in whole or in part.

REMEMBER MCPS staff email is retained for 365 days. This applies to MCPS-provisioned email accounts in both Microsoft Office 365 (.org) and Google Suite (.net).

Be aware that, in some instances, the MCPS Office of the General Counsel may instruct employees not to delete electronically stored information or discard paper documents that must be preserved because they are relevant to a new or imminent legal case. In some cases, the MCPS Office of the General Counsel may ask you to provide records of communications that are related to a legal case, or a court may issue a subpoena for records of communications related to a case.

LIMIT EMAIL, TEXT MESSAGES, AND OTHER DIGITAL COMMUNICATION with students to appropriate educational issues directly related to instruction or your MCPS work responsibilities. Adhere to the requirements in the MCPS *Employee Code of Conduct*. For example, do not have one-on-one interactions with MCPS students through social media, email, text messages, messaging apps, or other electronic communication methods about subjects not directly related to instruction or your MCPS work responsibilities. Communication with students via temporary or anonymous messaging apps is prohibited. Do not use personal email accounts, social media networking sites, text messages, messaging apps, or other electronic communications to socialize or to "friend" students.

BE MINDFUL OF CONFIDENTIALITY. Think about the content that you are sharing, and with whom you are sharing it. Remember that some matters are complex and sensitive and may warrant a phone call or in-person discussion instead. MCPS employees are prohibited from knowingly participating in the unauthorized disclosure, use, or dissemination of any confidential information obtained in their work duties, including any personally identifiable information about students or their families as well as personnel records.

BE PROFESSIONAL. Avoid mixing personal and professional topics. Additionally, do not gossip or engage in conduct that is rude or disrespectful; uses vulgar language or racial slurs; or includes materials that are inflammatory, libelous, slanderous, or constitute cyberbullying, harassment, or intimidation of others. MCPS is committed to fostering a culture of respect throughout the district. Think about how you would feel, and how others might feel, if something you wrote in an email became public.

BE AWARE OF YOUR TONE. Remember that your recipient cannot hear or see you. Think about how your words may be perceived. Avoid using all capital letters, as this can be perceived as shouting. Avoid responding to an email immediately if you're angry or frustrated; take the time to reflect. Remember, a benefit of in-person communication is the ability to see and respond to people's reactions as well as the ability to build better relationships.

RESPOND TO MESSAGES IN A TIMELY FASHION. However, remember that email is not an urgent means of communication. If you need to speak with someone immediately due to an emergency or other time-sensitive situation, consider making a phone call.

SAVE IMPORTANT EMAILS in an MCPS electronic or paper file. Do not use your inbox to archive messages.

MAKE YOUR MESSAGE EASY TO READ. Be mindful of font sizes, types, and colors. Emphasize parts of your content with different fonts or colors when necessary, but it is important to keep it simple.

USE THE SUBJECT FIELD. Make your subject line clear and specific. This helps your recipient know quickly what your email is about. Extend the same courtesy when issuing calendar invitations.

KEEP YOUR EMAIL SIGNATURE PROFESSIONAL. MCPS prohibits special stationery, quotations or sayings as part of or following an employee's signature block. Only the motto or vision statement of an employee's specific school or of MCPS is acceptable.

MCPS EMAIL SIGNATURE BLOCKS SHOULD INCLUDE, at a minimum, the name of the sender and their position. For school-based personnel, the name of the school should be included. It is recommended that employees also add their work phone number.

PROOFREAD YOUR MESSAGE BEFORE SENDING. Messages should have proper capitalization, punctuation, and grammar. Ensure that links work and that you have included any relevant attachments. If possible, after writing your message, save it and revisit it after a period of time. You may find it best to make some well-needed revisions before pressing send.

KNOW THE RECIPIENTS WITH WHOM YOU ARE COMMUNICATING. MCPS has many people with similar and even identical names. Confirm you have listed the appropriate recipients, as it is possible to unintentionally send your message to the wrong recipient.

USE CARE REGARDING AUTO-FILL AND REPLY ALL. Only the most relevant work-related messages should be sent to all recipients. Private messages, or responses that apply to only a few people, should not be sent this way. Additionally, avoid cc-ing more recipients than necessary.

LIMIT LONG EMAIL THREADS. Email conversations should be short and remain on topic. Avoid using an old thread to start a new conversation. When someone makes an MPIA request, MCPS must conduct a reasonably calculated search to uncover all relevant documents. If multiple topics are discussed in an email thread, those emails can be pulled as part of an MPIA request, even if the request is regarding only one of the topics.

BE AWARE OF "PHISHING" EMAILS. Phishing, the process of requesting confidential information over the Internet under false pretenses, is very common. These email messages may look legitimate and ask you to click a link or send a reply with the requested information, which often includes credit card information, login IDs, passwords, or other personal data. MCPS has multiple tools, including a robust spam filter, that block many potentially harmful emails. MCPS also labels emails from outside sources with a yellow banner that reads *"CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe."* However, you should always be mindful of sharing confidential information.

REPORT SUSPICIOUS OR INAPPROPRIATE DIGITAL COMMUNICATION ACTIVITY. MCPS employees should report suspected phishing, as well as other suspicious or inappropriate use of data, computer-system abuse, or possible breaches of security. School-based employees should alert the principal or the principal's designee responsible for information technology. Non-school-based employees should alert their immediate supervisors. Serious infractions should be reported to the Office of Strategic Initiatives. If you receive a suspicious or inappropriate email, simply forward the message to abuse@mcpsmd.org. Remember, digital communication is one of the ways in which we can make a positive impression on our colleagues and the greater MCPS community every day.

Writing Tips

Checklist for Creating Correspondence

❏ **Bullets—formatting**
Large dot (•), indented five spaces from the left margin. (See also *Display lists* on page 51)

❏ **Business letters—formatting**
- Place date six tab stops from the left margin.
- Tab six times for closing block to align with date.

❏ **Capitalization**
- Capitalize names of schools, offices, departments, divisions, and units.
- Capitalize position title only when it precedes the name.
- Do not capitalize "Program" and "Initiative" when they follow a title/name, unless those words are a part of the official name.

  Examples:

  Fleet Street Middle School program but Individualized Education Program (official title of the program)

  The Neighbor to Neighbor initiative but Baldrige in Education Initiative (BiE IN) (official title)

- Only the first word in a permanently hyphenated compound—one found in the *Merriam-Webster's Collegiate Dictionary, 11th ed.* (*www.merriam-webster.com*)—is capitalized in headings or titles.

  Jobs for Part-time Students

  Cost-effective Training Methods

  Soft-boiled Eggs Found to Contain Salmonella

  Law-abiding Citizens Form Neighborhood Watch Group

  Labor-intensive Products

  Long-range Planning

❏ *Copy to* **hierarchy**
1. County executive
2. County Council
3. Members of the Board of Education
4. Superintendent of schools
5. Deputy superintendent
6. Chief operating officer and/or chief of district operations and/or chief of school support and well-being and/or chief academic officer
7. Chief of staff
8. Associate superintendent(s)
9. Other MCPS staff members (in alpha order)
10. Individuals outside MCPS (in alpha order)

❏ **Font**
Use Times New Roman 12 point for correspondence. Use 11.5 point type to save space.

❏ **Heads and subheads**
Use boldface for heads and italics (or boldface) for subheads. Do not underline.

❏ **Memoranda**
- Center the date.
- When using multiple addresses, follow the same rules as the *Copy to* hierarchy listing.
- Do not use abbreviations in the subject line.
- Put three returns between the subject line and the first line of text.
- For emphasis, use bold or italics as appropriate.
- Spell out acronyms at first mention, with the acronym in parentheses (except in the subject line). Use the acronym at any further mention of the name.
- Make sure email memoranda have an approval message at the top and approval line at the end before you send it out.

  Examples:

  This email message has been approved for distribution by Mr. M. Brian Hull, chief operating officer, Ms. Ruschelle Reuben, chief of school support and well-being, and Dr. Peggy Pugh, chief academic officer. No hard copy will be provided.

  This email message has been approved for distribution by Mr. M. Brian Hull, chief operating officer. No hard copy will be provided.

  This email message has been approved for distribution by Ms. Ruschelle Reuben, chief of school support and well-being No hard copy will be provided.

  This email message has been approved for distribution by Mr. M. Brian Hull, chief operating officer. No hard copy will be provided.

❏ **Page numbering** (page 2 and subsequent pages)
- **For memoranda:** Center at top of the page
- **For letters:** Center at top of the page
- **For reports:** Center at bottom of the page

❏ **Salutations**
Only the first word of the salutation and the name of the person addressed or the noun used in place of the name are capitalized.

Dear Sir:
Most Honorable Sir:

Signature Block

- Avoid fancy designs. The more formatting or embedded images, the higher the chance that your message may be blocked as spam
- When signing for someone who is not available, use your name, followed by "for Xxx Zzzz (person's name)."

❏ Spelling

- MCPS uses the *Merriam-Webster's Collegiate Dictionary, 11th ed. (www.merriam-webster.com)* to check and confirm spelling.
- As a general rule, when alternate spellings exist, use the *first* spelling in *Merriam-Webster's*.
- The dictionary also is useful to learn the roots and history of a word and to get information on such issues as forms of address, foreign phrases, and ???.

❏ Titles

- Italicize titles of books, brochures, and published reports.
- Use quotation marks for minor titles (e.g., for newspaper and newsletter articles).
- Italicize web addresses.

Writing Style Tips

Search the Editorial Help Desk website for more tips.

Dashes—A Short History

The distinction between hyphens and dashes was once important mainly to typesetters. There was no em-dash key on a typewriter, so writers who worked on typewriters had to improvise by typing two hyphens to make an em dash and typing one hyphen to make an en dash. Now, there is a full range of special characters at our disposal when we use word processing software.

Em dashes and en dashes were given names that indicate their length. The em dash is as long as the width of the letter *m*, and the en dash is as long as the width of the letter *n*. The actual length varies from typeface to typeface. The hyphen is shorter than both types of dashes and should not be used in their places.

Using real em dashes (—) and en dashes (–) instead of hyphens (-) gives a document a more professional look.

Period—Use only one space after a period at the end of a sentence.

Em dash—An em dash is used to separate an interrupting clause from the rest of the sentence:

> He came to my office—without calling in advance—and demanded to see me immediately.

It also is used to separate a word or words from a phrase that summarizes or explains those words:

> Paid holidays, subsidized health insurance, and free parking—these are the only benefits I require.

En dash—An en dash is the equivalent of the word "to". It is used to separate letters and numbers, especially when a range or time span is given:

> The gift shop in the lobby is open Monday–Saturday, 10:00 a.m.–6:00 p.m.

> The test will cover chapter 12, sections A–F, so read pages 212–275.

Note: Information on dashes taken from Cormier, Robin. 1995. *Error-free writing: A lifetime guide to flawless business writing*. New Jersey: Prentice Hall.

Display lists

The following guidelines relate to display lists in MCPS documents.

- A display list is best introduced by a complete sentence, followed by a colon.
- Items carry no closing punctuation, unless they consist of complete sentences.
- A display list may be numbered or bulleted.
- Ideally, a display list should have a minimum of two items, each displayed on a separate line. There is no firm rule about the maximum number of items in a list, but be aware that readers can lose track in a long list.
- Indent bullets or numbers five spaces from the margin.
- The text in each item must be grammatically parallel to the other items in the list (i.e., if one item is a complete sentence, they all should be complete sentences. If one item is written in the second person, the others should match).

An incorrect list (i.e., not parallel):

- The rules should be changed so that players are not so vulnerable.
- Ejection of a player for spearing or blindsiding.
- Write a letter warning of these suspect practices to the pertinent officials.

A correct list (parallel):

- The rules should be changed so that players are not so vulnerable.
- Players should be ejected for spearing or blindsiding.
- A letter of warning of these suspect practices should be sent to the pertinent officials.

Two basic list styles are used in MCPS documents. Some lists are introduced by a complete sentence. You should end the introductory sentence with a colon and capitalize the first word in each item.

> The foreign office reviews the following:
>   1. Legal problems
>   2. Financial problems
>   3. Medical issues
>   4. Search and rescue operations

In a list introduced by an incomplete sentence (a "broken sentence" list), the list reads as a sentence that has been "broken" into a list. The introductory phrase ends with either no punctuation or an em dash (—). The items (sentence fragments) begin with a lowercase letter. The items end with a comma (or semicolon). The next-to-last item ends with a comma (or semicolon), and the word "and." The last item ends with a period.

> The main responsibilities of the foreign office are assisting with—
>
> - legal issues;
> - financial, medical, and cultural problems; and
> - search and rescue operations.

Hyphens

- The hyphen is used at the end of a line to show that part of the word has carried over to the next line.
- The hyphen is used to join words to form a compound word. Compound adjectives that modify nouns are hyphenated.
    Ahmed learned decision-making skills in his management class.
- Noun phrases used as adjectives are hyphenated.
    Mary decided to take a work-from-home job.
- Always hyphenate fractions when they are used as modifiers.
    She owned a two-thirds share.
- Do not hyphenate fractions when they are used as nouns.
    His share was three fifths.

Summary of hyphenation rules.
- Proper names should not be divided, and a person's initials or an abbreviated title or part of a name (such as *Mr. Dr., III,* or *Jr.*) should not be separated from the name.
    - Short words—those of five letters or fewer—should not be broken.
- One-syllable words (*fenced, jogged, pray*) should not be broken.
- Hyphenated compound words should be broken only at the hyphen.
- Always check the dictionary to verify if a compound word should be hyphenated.
- Words ending in "-ing" are divided on the base word (*sing-ing, writ-ing*) except when the final consonant is doubled to form a participle (refer-ring, admit-ting).

Automatic hyphenation is a feature of word processing programs. When the automatic hyphenation feature is turned on, the program consults its own dictionary to select word breaks.

Proofreading the final draft

When looking at the final draft, proofreaders should be aware of the following:
- A hyphen may appear at the end of no more than two consecutive lines.
- The last word in a paragraph should not be divided; if the break is unavoidable, then the whole word should carry to the last line.

When to spell out numbers

Spell out numbers in the following instances:
- One through nine
- Larger numbers when used as approximates: *About a hundred soldiers were killed*.

Special usage:
- Age: *18 years old; a 3-year-old student; in his twenties*
- Dates: *Ninth century, 20th century; 2000–2002; 1990s; January 18, 2010; April 2010* (no comma); *May 18* (not May 18th)
- Units of measure: *5 inches, 6 centimeters, 8°F, 4 MB RAM, 5-mg dose*.
- Quantities:
    - Use numerals for numbers above nine: one, two, three… nine; 10, 11, 12
    - If a sentence includes numbers both above and below nine (that refer to the same thing), use numerals for all the numbers: There were 5 participants from Georgia and 12 from Florida.
    - Express round numbers above 1 million in numerals and words: 13 million.
    - Spell out percent: 80 percent—unless the document is mathematical or statistical in nature.
    - Use commas in four-digit numbers: 1,409
    - Do not use commas with page numbers: p. 1409

Adapted from *The New York Public Library Writer's Guide To Style and Usage,* © 1987.

Style for formal invitations

Monday, the fifteenth of June
Two thousand fifteen
At six o'clock in the evening

Style for referring to policies

Montgomery County Board of Education Policy ABC, *Name of Policy,* states that…

Further reference to the policy should be written as Board Policy ABC.

Style for referring to regulations

Montgomery County Public Schools Regulation ABC-DE, *Name of Regulation,* was revised…

Further reference to the regulation should be written as MCPS Regulation ABC-DE.

Style for referring to forms

Montgomery County Public Schools Form 123-45, *Name of Form.*

Serial commas

MCPS style preference is for a comma before the conjunction *and* in a series, because it contributes to clarity and ease of reading.

> *The principal held a meeting for teachers, parents, and staff.*

Five Steps to Professional Correspondence

Many of you are called on to help your principal or supervisor craft correspondence (memoranda and letters). You may find that the principal or supervisor has his or her signature style of writing, which may differ slightly from the guidance given in the correspondence manual.

Remember that the manual is a guide, not the law. You should add to your manual any specific correspondence policies or procedures that are relevant to your office.

Note: All memoranda to be distributed throughout the school system must be approved and signed by the chief of school support and well-being, chief academic officer, chief operating officer, deputy superintendent, and/or superintendent of schools.

Following are five key points to keep in mind as you work on correspondence:

1. **Practice consistency** in how you spell and how you use words and phrases. For example, stick with either "Grade 9 students" (preferred usage) or "ninth grade students" throughout the document.

2. **Do your research.** If you have any doubt about usage or spelling, check it out. Use your dictionary. Even if you are almost sure, check your reference for accuracy.

3. **Be clear and concise**—use plain language. Write so that your information will be understood easily.
   a. Be concise. Use the least amount of words necessary to make your point.
   b. **Double check** to make sure all the facts and your contact information are stated accurately.

4. Remember that your email signature should include, at a minimum, your name and your position.
   - School-based staff should include the name of the school
   - Include your phone number. Other appropriate elements are work mailing address, fax number, and work web address.

   Example of appropriate email signature:

   John Smith
   Biology Teacher
   Montgomery County Middle School

   Example of appropriate expanded email signature:

   John Smith
   Teacher
   Montgomery County Middle School
   2000 Main Street
   Silver Spring, MD 20910
   Phone: 301-555-1212
   Fax: 301-555-1213
   www.montgomeryschoolsmd.org/schools/mcms

5. Get someone else to review a printed copy of your work before your principal or supervisor reviews and signs off on it. Even seasoned writers do this.

More writing tips online

You can find more writing tips on the Editorial Help Desk website at *www.montgomeryschoolsmd. org/departments/egps/services/edit_helpdesk.shtm*.

A Guide to Proofreading and Copy Editing

Important

This is a reference resource. You are not expected to memorize the information. Continued use and practice will make you more proficient.

Important

You are the face of MCPS. The quality of the correspondence you send out reflects significantly on the school system. The production of well-written correspondence helps to uphold the good reputation of MCPS. Proofreading and copy editing are crucial because accuracy and good style are as important as content. Good skills develop with practice. Read lots and then practice your writing skills.

Copy editors/proofreaders are responsible for correcting the mistakes of others without making any themselves.

How to prepare for effective copy editing

1	2	3	4
Limit distractions and focus on the content	Know what to look out for: keep your checklist(s) at hand	Understand the author(s) and the message they want to share	Understand the information that you work on

Dangers

Fatigue and boredom. Suffering from either or both of these issues is a sure reason for making mistakes.

Checklists:

The Key to Comprehensive Copy Editing

A checklist addresses special directions for the document(s) you are working with. These may include special spelling of someone's name (e.g., Sam Foote, Jr instead of Sam Foote Jr.) and special numbering style (e.g., Roman numerals instead of regular Arabic numbering). See the sample on page 63.

Checklists:

Create a List of these basic things to check for on all your documents

❏ Misspelled names and other words
❏ Transposed numbers
❏ Incorrect dates
❏ Incorrect capitalization
❏ Doubly typed words
❏ Omissions of words or parts of words
❏ Incorrect or missing punctuation
❏ Nonagreement of subject and verb

Helpful Tools for Today's Copy Editor

1	AI writing assistants:
Many grammatical errors can be caught using AI writing assistants such as Grammarly. Use these resources to make your work less tedious.	

2	Spellcheck:
Many (not all) typos can be caught by spellcheck.	

3	The MCPS Correspondence Manual and the MCPS Editorial Stylebook.
These are your first references for answers to questions concerning punctuation, capitalization, numerals, compound words, writing style, etc.	

Helpful Tools for Today's Copy Editor

With the help of those tools, today's copy editor is better able to focus on the human element of the job. In addition to using tools, the copy editor must read the entire document deliberately, to check that

- corrections are made properly, without making new mistakes,
- language and grammar are consistent, and
- the document makes sense
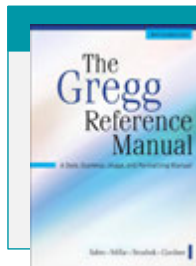
The Gregg Reference Manual (as long as it does not conflict with guidance in the MCPS Correspondence Manual).
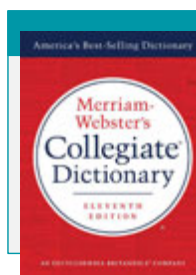
The Merriam-Webster's New Collegiate Dictionary is your main resource for spelling.

Should You Question an Author's Content?

Yes. Just because someone writes with a style that differs from your own doesn't mean that they are communicating clearly. Suggest a change to the author's words only with good reason.

- If information is incorrect or incomplete.
- If the wording is misleading or illogical.
- If the wording is too negative or too blunt.
- If grammar or usage is incorrect.
- If the document is too wordy.

Ideally, the author of the document should approve any change. They own the message.

Should You Question an Author's Content?

A good copy editor/proofreader understands the policies and regulations relevant to their department, understands the author of the message, and is familiar with the audience and what they need.
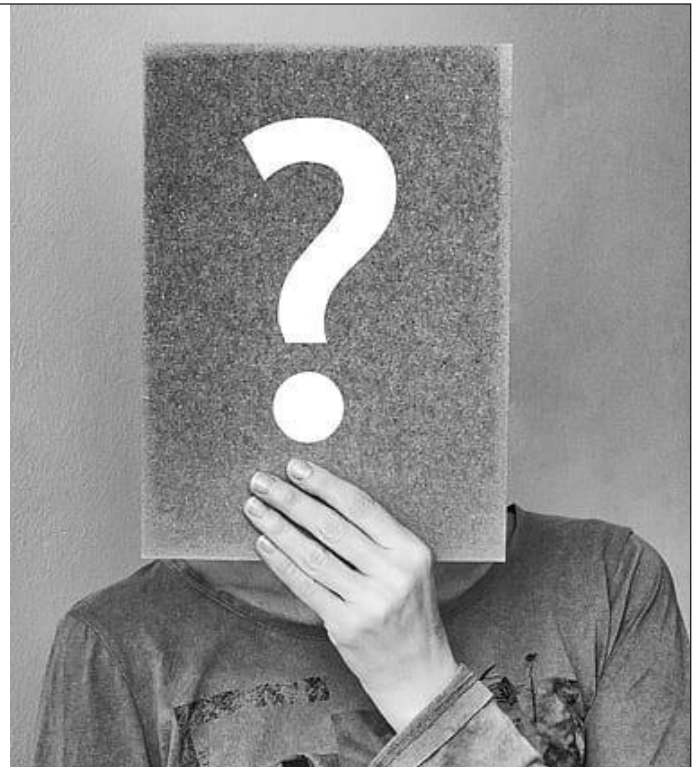
Tips for Proofreading, from the McGraw-Hill's Proofreading Handbook:

- Use authoritative reference materials to find answers to your questions.
- Sometimes when you find one error, you may find a whole nest of them nearby.
- Apparent recurring errors could be intentional misspellings or unusual usages, so ask or check the style sheet to avoid making unnecessary corrections.
- Watch for words that are commonly misused or misspelled or that sound alike, but have different meanings and spellings
- Watch for changes in typeface or type size
- Make sure people's names are spelled correctly
- Check titles, subtitles, tables and charts, and page numbers against the table of contents.
- Check any page references within the text, making sure that the reference material is on the page indicated.
- After you have rewritten a sentence, be careful to delete all the words you intended to replace.

General Copy–Editing tips for MCPS Correspondence

- The RE line at the beginning of a letter consists of a sentence fragment that tells readers the purpose of the letter. Do not use acronyms in that line.

- General correspondence should be responded to within 10 working days. If more time is required, send an interim response, acknowledging receipt and promising follow-up.

- Note any attachments (reports, lists, graphics, tables, etc.) with "Enclosure" at the end of a letter. For an email, use "Attachment" instead.

- Bullets for lists. There must be at least two items in a list. An introductory phrase should present the points that follow, and each bullet should begin with the same type of word (e.g., a verb or a noun) in the same tense and voice.
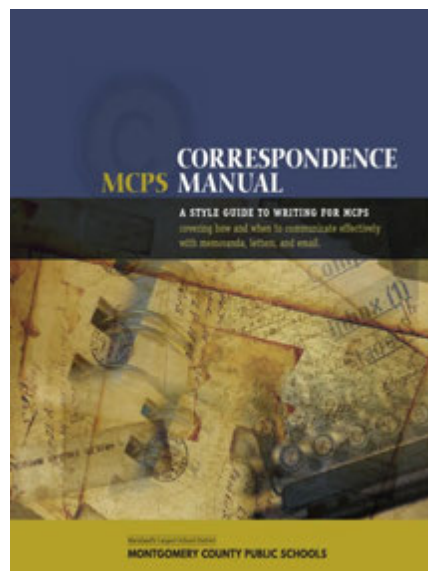
Races and *Ethnic* Groups

Here is the style for writing the names of races and ethnic groups in MCPS documents.

1	American Indian or Alaskan Native (AM)	2	Asian (AS)	3	Black or African American (BL)
4	Hispanic (HI)	5	Native Hawaiian or Other Pacific Islander (PI)	6	White (WH)
7	Two or more races (MU)				

(Note: no hyphen is used in writing African American, even as an adjective)

MCPS Language Assistance Services Unit

LASU includes resources to provide written translations in the following seven languages: Amharic, Chinese, French, Korean, Portuguese, Spanish, and Vietnamese. Contact María Elena Campos, language services supervisor, with any questions. Visit their web page on the MCPS website.

The Language Assistance Services Unit (LASU) supports MCPS offices and schools in their efforts to connect with families who prefer to communicate in a language other than English, to ensure equity and access for all.

Please see the MCPS Editorial Stylebook (page 3) for more tips on capitalization.

Capitalize These Words in a Heading	**Do Not Capitalize** These Words in a Heading
The first word in the heading	Articles: a, an
The last word in the heading	Prepositions: up, down, by, from
Nouns	Coordinating conjunctions: for, and, nor, but, or, yet, so
Pronouns	The word "to" in an infinitive: How to Grow Herbs
Adjectives	
Verbs	
Conjunctions and prepositions with more than four letters (e.g., through)	

A Closer Look at Subject-Verb Agreement

This can be easy to follow. A singular subject takes a singular verb:
One bottle of water is left in the cart.
A plural subject takes a plural verb:
Ten bottles of water are left in the cart.

However, things can get confusing when a seemingly plural subject is accepted as singular; then the rule changes. A plural subject would then take a singular verb.
For example:
She needs to review five reports that are piled on her desk. BUT
Completing five reports is a day's worth of work.

Nouns joined by and to form a single collective thing are singular.
For example:
A peanut butter and jelly sandwich is my fail-safe lunch.
Bacon and eggs is the most popular breakfast on the menu.
"The jury is deliberating." The jury is seen as a unit.
"The jury are deliberating." The jury is seen as individuals.

If you have two subjects joined by or, nor, or not only… but, the latter one (the one closest to the verb) dictates whether the verb is singular or plural. For example:
Neither the brothers nor Helen sees the swarm of bees.
Neither Helen nor the brothers see the swarm of bees.
Not only you but I am being considered for the part.

Either the cats or a squirrel is responsible for the overturned birdbath.
Either the squirrel or the cats are responsible for the overturned birdbath.

The following nouns are always plural unless they follow the words "a pair of."
Glasses, pants, pliers, scissors, trousers. So:
Those pants are on sale in the boutique. BUT
That pair of pants is on sale in the boutique.

Proofreading

Proofreading and Proofreader Marks

Standard proofreader's marks are used to communicate with authors and printers. They are as useful to anyone who proofreads or makes edits to a document. They help reduce the number of rounds of changes to a document; and they help make corrections more legible to the person who will make the changes.

- Use a RED pencil; the color is easiest to read.
- Make sure your marks are legible for the person making the changes.
- Contact the Editorial Help Desk for a list of common proofreader's marks, or use the list on the next page.

Make sure your document has no typos and is grammatically correct before it is sent out. Once published, it represents the school system and should always reflect our best effort.

Using spell check is always your first line of defense. Also, have another set of eyes review your work.

Here are some key things to check for as you proofread:

- Numbers that are transposed.
- Errors in names, addresses, titles, phone numbers, and web addresses.
- Incorrect choice of similar words

    For example: *there* instead of *their, then* instead of *than*, *compliment* instead of *complement*, and *principle* instead of *principal*).

- Missing words or lines of text.
- Incorrect days and dates.
- Use of contractions

Are Proofreader Marks Still Useful?

In this era of digital editing—in Microsoft Word and PDF—proofreader marks are being used less. However, proofreading remains a vital part of producing a document, and is preferred and best done on hard copy versions of the document. The eyes still tend to see more on paper. These marks are needed when you want to indicate changes to the typist.

Traditional Proofreader Marks

These are used on hard copy. Below is a list of the most used proofreader marks.

Digital Proofreader Marks

There are no set ways to mark up a PDF. It is common to use the drawing tool, and sticky notes to indicate your changes. This method can be a bit unwieldly and awkward to get used to. So, it may be easier to print the document and mark the changes on paper.

All-in-all, it's more efficient to proofread on paper than using digital tools.

Proofreaders' Marks
EGPS Editorial Help Desk

Mark	Name	Example	Author
⊙	Period	Art is either plagiarism or revolution⊙	*Paul Guaguin*
⌃	Comma	When great changes occur in history⌄when great principles are involved⌄as a rule the majority are wrong.	*Eugene V. Debs*
⹀	Hyphen	If you are caught on a golf course during a storm and are afraid of lightning hold up a 1⹀iron. Not even God can hit a 1⹀iron.	*Lee Trevino*
⌄	Apostrophe	All honor⌄s wounds are self-inflicted.	*Andrew Carnegie*
⌃;	Semicolon	Freedom is never voluntarily given by the oppressor⌃; it must be demanded by the oppressed.	*Martin Luther King, Jr.*
1⁄m / 1⁄n	1-em or 1-en dash	Table 71⁄mDog Years 18501⁄n1900	
⌢	Add character(s)	Every noble work is at first impossibl⌢e.	*Thomas Carlyle*
⌃	Insert	The best way out is ⌃always⌃ through.	*Robert Frost*
—	Replace	Problems cannot be solved at the same level ~~which~~ *that* created them.	*Albert Einstein*
↝	Move	Those who make ⌣impossible⌣ peaceful revolution will make violent revolution inevitable.	*John F. Kennedy*
⌣	Close space entirely	They nev⌣er fail who die in a great cause.	*Lord Byron*
⌢	Close space partially	Where there is no shame, ⌢ there is no honor.	*African Proverb*
℘	Delete	Ninety percent of the ~~the~~ game is half mental.	*Yogi Berra*
⌿	Delete and close space	Live⌀ dangerou⌀sly and you live right.	*Goethe*
#	Insert space	Those who expect to reap the blessings of freedom#must, like men, undergo the fatigue of supporting it.	*Thomas Paine*
∼	Transpose	Who controls the future controls the past. Who controls the present controls the past.	*George Orwell*
⌐	Remove line break	Democracy is the recurrent suspicion that more than half of the people are right more than half of the time.	*E. B. White*
___	Italicize	The trick is to stop thinking of it as <u>your</u> money.	*Anon. IRS Auditor*
⫴⫴⫴	Remove Italics	*Introduction* or *Introduction* no italics	
∿	Boldface	Acknowledgments	
/	Lowercase	R/ockville, Montgomery C/OUNTY	
≡	Capitalize	<u>A</u>ppendix <u>a</u>	
◯	Spell out or use other form	abbr. nine	
¶	Pilcrow	paragraph end.¶New paragraph	
stet	Ignore editor's marks	Let it stand. or Let it stand.	

Style Sheet

Create a style sheet for any major project you work on and keep it on file, in case you need to update the publication or add another of the same kind (e.g., one in a series) later on.

The style sheet should contain any special treatment of the information in the document that is different from MCPS style. For example special acronyms, particular spellings of people's names, special numbering system based on the subject matter, or special hyphenated words.

AB	CD	EF	GH
IJ	**KL**	**MN**	**OP**
QR	**ST**	**UV**	**WX**
YZ	**Numbers**	**Abbreviations**	**Graphics/Layout**

Miscellaneous

Writing Tips

Answers to Some of Your Grammar Questions

Special word usage
- Do not use *the* Montgomery County Public Schools.
- We use coursework, instead of course work.
- When referring to numbers, use the words "more than" instead of "over." For example: The supplies cost more than $20,000.

Can you send out a memorandum from a department and an employee association?
A joint memorandum from the MCPS Office of Employee Engagement and Labor Relations and the SEIU Local 500, MCEA, or MCAAP/MCBOA is appropriate if it goes to unit employees. In the *To* section, put the MCPS department/office first and then the name of the employee organization. In the *From* section, put the MCPS staff first in alphabetical order (as we do in the *Copy to* section), then put the employee association representatives in alphabetical order.

The *That/Which* dilemma: Which one to use when
Both *which* and *that* are relative pronouns used to refer to places, animals, objects, ideas, and qualities. *Which* is used to introduce a clause containing informative but nonessential information. Because the information in this clause is additional and therefore unnecessary to the meaning of the sentence, commas are placed before the word *which* and at the end of the clause.

For example: Note that in the following sentence, the *which* clause could be deleted and the meaning of the sentence would remain the same.

> This speech, which would have softened poor Mrs. Lynde's heart in a twinkling, had no effect on Mrs. Barry except to irritate her still more.
>
> (*Anne of Green Gables*, Lucy Maud Montgomery)

That is used to introduce a clause containing essential information. Because the information in the clause is essential to the meaning of the sentence, no commas are used with it. Without the information in the clause, the following sentences would have a completely different meaning.

> Beware all enterprises that require new clothes. (Henry Thoreau)
>
> She solved the problem that I had been working on for three hours.

Its or *it's*?
The most common pronoun error is using *it's* for the possessive pronoun its. *It's* is a contraction of *it is*. The error is seen frequently in signs, advertisements, and texts, but it's not uncommon to see *it's* used incorrectly in newspapers and magazines.

Here is how to make sure to use the correct form. Substitute the phrase *it is* to determine the correct pronoun; if the sentence makes sense, *it's* is the correct form.

> Virtue is (*its/it's*) own reward.
>
> Virtue is *it is* own reward. (This does not make sense, *its* is correct.)
>
> (*Its/It's*) a grand night for singing.
>
> *It is* a grand night for singing. (This makes sense, so *it's* is correct.)

Who or *that*
The pronoun *who* is used when referring to persons. The pronoun *that* is used when referring to objects or groups.

> A politician is a man *who* understands government, and it takes a politician to run a government. A statesman is a politician *who's* been dead 10 or 15 years. (Harry Truman)
>
> The exact number of trees *that* were cut down is still unknown.
>
> Students are the kind of people *that* like to attend rallies.

Affect or *effect*
To *affect* is to have influence or impact on something.
> For example: "Audience reaction *affects* a speaker's confidence."

To *effect* is "to cause something to happen."
> For example: "*Effect* a solution to the problem by making the *effort*."

Effect is also a noun that means "result."
> For example: Proper watering has a good *effect* on your plants.

Affect, a noun used in psychology, means "emotion."

Who or *whom*

To decide whether to use *who* or *whom* in a sentence, follow these steps:

1. Isolate the *who/whom* clause from the rest of the sentence.
2. Delete the word *who* or *whom*. There will now be a gap in thought, usually at the beginning or end but sometimes in the middle of the phrase. The words may need to be rearranged to make sense.
3. Fill the gap with *he* or *him*. If *he* completes the thought, then *who* is correct. If *him* completes the thought, then *whom* is correct. The fact that *him* and w*hom* both end in m makes this easy to remember. If you can use he or she to complete the thought, then *who* is correct. If him or her completes the thought, then *whom* is correct.

Subject-verb agreement and collective nouns

Is it "all staff is expected…" or "all staff are expected …"?

Both can be correct usage. However, MCPS style is to use staff as singular.

On the other hand, when you have "Staff is expected to" or "Staff is required to," (without "all"), this implies a unit… everyone in the unit is expected or required to do the same thing. This would be correct usage.

Ideally, it should be—All members of staff are expected…

Go to *www.montgomeryschoolsmd.org/departments/ egps/services/edit_helpdesk.shtm* for more information; or email your questions to Donna M. Marks Pleasant on Outlook.

OCAO Approval Process

—

SY 24-25

Principal Transmittal Approval

OCIP/OSE Associate Approval	OCIP/OSE Copy Edit	OCAO Approval	Uploading to Memo Library	Cabinet Review
OCIP/OSE Reporting offices should submit memos to Lizzet or Pat for copy editing and for associate's approval	Lizzett/ Pat request OCAO approval using the Google form	Adela Jimenez will get notification of approval request submission, review/copy edit memo and obtain Peggy and Nicole's approval	Once approved by OCAO, Adela will notify the reporting office. The reporting office will upload to Memo Library for Cabinet review	Reporting offices will only be notified if Cabinet had questions or edits pertaining to the memo.

Principal Memos

Please refer to the Montgomery County Public Schools' Editorial Stylebook, Correspondence Manual, and Acronyms book for assistance.

Please ensure that any link in your memo is accessible by OCAO

Contracts Approval Process
Professional Service Agreement

New Contracts

- Justification Form (not needed if RFP/Bridge)
- Contract Review Form (not needed if RFP/Bridge)
- Statement of Work
- Data Form
- Current W9
- Quote
- Point of Contact
- Signatory

Continuation/Renewal Extended/Amend:

- Justification Form (not needed if RFP/Bridge)
- Contract Review Form
- Copy of the most recent fully executed agreement/amendment
- Statement of work (If there are any changes to the service/products- redline all changes

Contracts Approval Process
New Contracts MOU

New Contract:

- [Justification Form](#)
- [Contract Review Form](#)
- Draft MOU

Continuation/Renewal of MOU Extended/Amend:

- [Justification Form](#)
- [Contract Review Form](#)
- Copy of the most recent fully-executed MOU/Amendment
- Current MOU with **redlines**/proposed updates

Contract Approval Process

To ensure that the process moves forward efficiently, please complete all necessary forms and documents, in their entirety, as one package. The dollar amount of the contract can impact the amount of time it takes to complete the process. For more information please visit: Division of Procurement [website](#)

Contract and MOU Approval and Signature Authority		
$10,000 or Less	Between $10,000 - $99,999	Anything more than $99,999
Requires Associates/Chief Approval	Requires Associates/Chief/ Superintendent Approval	Requires Associates/Chief// CFO /Superintendent/ Approval

OCAO Approval Process

OCIP/OSE	OCAO	OCIP/OSE
OCIP/OSE will review all forms to ensure accuracy and obtain associate approval. Lizzett/Pat will forward complete packet to Adela for OCAO approval	OCAO will review the packet and obtain the necessary signatures. Depending on the amount of money involved, it may need to be sent to the CFO, OSS, or BOE. Please allow 5 days for each reporting office.	Once items have been approved, Adela will send the contract back to OCIP/OSE.

Maryland's Largest School District
MONTGOMERY COUNTY PUBLIC SCHOOLS
Expanding Opportunity and Unleashing Potential

Agenda Item Title/ Verdana 54 Bold

Subtitle/ Verdana 32 Regular

1

Maryland's Largest School District
MONTGOMERY COUNTY PUBLIC SCHOOLS
Expanding Opportunity and Unleashing Potential

Title/ Verdana 36 Bold

PowerPoint Guidelines / Verdana 32 Bold

- Bullets/ Verdana 32 Regular
- Large sans serif font common to all computers
- Minimal text using a large font
- Large amounts of text need to be spread over multiple slides
- High contrast, no images with gradation

2

Title/ Verdana 36 Bold

Subtitle Verdana 32 Bold/No separating line

Two Column Slide
Text and Picture or Object
Verdana 28 Regular

3

YOUR ELECTED OFFICIALS

United States, Maryland *and* Montgomery County

2023

League of Women Voters of
Montgomery County, MD, Inc.

lwvmocomd.org
(Check website for updated information.)

Who are your elected officials?
Check mdelect.net

For more information about your elected officials go to: montgomerycountydelegation.com
montgomerycountymd.gov
montgomeryschoolsmd.org

REGISTRATION & VOTING

Voter registration forms are available at libraries, schools, social service agencies, Motor Vehicle Administration offices and the Montgomery County Board of Elections. Register online or obtain a form at elections.maryland.gov .

Registration closes 21 days before each election for new registrations, for changes of name/address and for changing party affiliation. Same day registration is also possible at early voting and on election day for new registrations only.

If you are a registered voter, you will receive a sample ballot indicating your polling place from the Board of Elections shortly before each election.

Montgomery County Board of Elections
18753 N. Frederick Ave, Suite 210
Gaithersburg, MD 20879

240-777-8500; FAX 240-777-8600

Email: elections@montgmoerycountymd.gov
Web: 777vote.org

24-Hour Voter Information: 240-777-VOTE (8683)

MD Relay (711): 1-800-735-2258

WRITE TO ELECTED OFFICIALS

Address the President of the United States as
The President
Address other elected officials as
The Honorable _____
Proper Salutations
Dear President _____:

Dear Senator _____; (federal/state)
All others: Dear Mr. ___: or Dear Ms. __

THE LEAGUE OF WOMEN VOTERS

- Is a non-partisan organization
- Does not support or oppose any political party or candidate
- Helps voters make informed decisions about candidates and issues
- Advocates on issues after study and member consensus
- Has been helping voters make informed decisions since 1920

THE LEAGUE OF WOMEN VOTERS OF MONTGOMERY COUNTY, MD (LWVMC)

- Publishes *Your Elected Officials*, the *Voters' Guide* for primary and general elections, *Your Voice, Your Vote!*, *Your Government Helps*, and Fact Sheets on League studies and other topics
- Provides speakers on issues and ballot questions to civic, business, youth and other groups
- Answers telephone and email questions from voters before primary and general elections
- Welcomes you to join us and work for better government

Contact Us:
15800 Crabbs Branch Way, Suite 300
Rockville, MD 20855-2685

301-984-9585

Email: lwvmc@lwvmocomd.org
Web: lwvmocomd.org (check for updates)

Facebook: @lwvmocomd
Twitter: @mocomdlwv
Instagram: @lwvmocomd
YouTube: @lwvmocomd

JOIN OR DONATE
Help us continue our work. Contributions are tax deductible. Join or contribute online at lwvmocomd.org or send a check to LWVMC.

Your Elected Officials, 7/26/2023

NATIONAL OFFICIALS

President: Joseph R. Biden (D)
Vice President: Kamala D. Harris (D)
The White House, Washington, DC 20500
202-456-1414
Contact: whitehouse.gov/contact
Web: whitehouse.gov

Senators and Representatives no longer receive email directly. Use their websites for correspondence.

United States Senate

Sen. Benjamin Cardin (D) 2019-2025
509 Hart Senate Office Bldg.
Wash., DC 20510
202-224-4524 cardin.senate.gov
Rockville Office: 301-762-2974

Sen. Chris Van Hollen (D) 2023-2029
110 Hart Senate Office Bldg.
Wash., DC 20510
202-224-4654 vanhollen.senate.gov
Rockville Office: 301-545-1500

United States House of Representatives

4th Cong Dist: Rep. Glenn Ivey (D)
1529 Longworth HOB, Wash., DC 20515
202-225-8699 ivey.house.gov
Largo Office: 240-906-6262

6th Cong Dist: Rep. David Trone (D)
2404 Rayburn HOB, Wash., DC 20515
202-225-2721 trone.house.gov
Germantown Office: 240-803-6119

8th Cong Dist: Rep. Jamie Raskin (D)
2242 Rayburn HOB, Wash., DC 20515
202-225-5341 raskin.house.gov
Rockville Office: 301-354-1000

MARYLAND LEGISLATORS

Members of the executive branch have more contact information on their websites

State Web: maryland.gov

MD Relay (711): 1-800-735-2258

EXECUTIVE BRANCH

Governor: Wesley "Wes" Moore (D)
The State House, 100 State Circle
Annapolis, MD 21401
1-800-811-8336; 410-974-3901
governor.maryland.gov

Lt. Governor: Aruna Miller (D)
The State House, 100 State Circle
Annapolis, MD 21401
1-800-811-8336; 410-974-3901
governor.maryland.gov

Attorney General: Anthony G. Brown (D)
200 St. Paul Place
Baltimore, MD 21202-2004
1-888-743-0023; 410-576-6300
marylandattorneygeneral.gov

Comptroller: Brooke E. Lierman (D)
Louis L. Goldstein Treasury Building
80 Calvert St., P.O. Box 466
Annapolis, MD 21404-0466
1-800-552-3941; 410-260-7801
marylandtaxes.gov

Treasurer: Derek E. Davis (D)
Louis L. Goldstein Treasury Building
80 Calvert St., P.O. Box 466
Annapolis, MD 21404-0466
1-800-974-0468; 410-260-7160
treasurer.state.md.us

GENERAL ASSEMBLY 2024 SESSION
January 10 – April 8

- Information about legislators, bills, schedules and more can be found on the General Assembly website: mgaleg.maryland.gov

- Legislators may be contacted by email directly from the website or by using the format below:
firstname.lastname@house.state.md.us or
firstname.lastname@senate.state.md.us
Include your name and home mailing address.

- Mail can be sent to any senator at
[office room number] James Senate Office Bldg. or
[office room number] Miller Senate Office Bldg.
11 Bladen St, Annapolis, MD 21401-1991

- Mail can be sent to any delegate at
[office room number] Lowe House Office Bldg. or
Taylor House Office Bldg.
6 Bladen St., Annapolis MD 21401-1991

- The Maryland Department of Legislative Services can be reached at 301-970-5400, toll free at 1-800-492-7122 Ext 5400 or on the web at dls.maryland.gov

- All 301-858-XXXX numbers are toll free from the DC metropolitan area

Senate Standing Committees
B&T – Budget and Taxation
EEE – Education, Energy, and the Environment
EXN – Executive Nominations
FIN – Finance
JPR – Judicial Proceedings
SRU – Rules

House Standing Committees
APP – Appropriations
CC – Consent Calendars
ECM – Economic Matters
E&T – Environment and Transportation
HGO – Health and Government Operations
HRU – Rules and Executive Nominations
JUD – Judiciary
W&M – Ways and Means

9TH LEGISLATIVE DISTRICT

Sen. Katie Fry Hester (D) EEE
304 James; 301-858-3671

Del. Chao Wu (D) W&M
217 Lowe; 301-858-3556

Del. Natalie Zieger (D) E&T
214 Lowe; 301-858-3352

14th LEGISLATIVE DISTRICT

Sen. Craig J. Zucker (D) B&T; EXN
122 James; 301-858-3625

Del. Anne R. Kaiser (D) HGO
425 Lowe; 301-858-3036

Del. Bernice Mireku-North (D) W&M
222 Lowe; 301-858-3539

Del. Pamela E. Queen (D) ECM
224 Lowe; 301-858-3380

15th LEGISLATIVE DISTRICT

Sen. Brian J. Feldman (D) Chair, EEE; EXN; SRU
2 West Miller; 301-858-3169

Del. Linda Foley (D) E&T
220 Lowe; 301-858-3052

Del. David Fraser-Hidalgo (D) ECM
223 Lowe; 301-858-3186

Del. Lily Qi (D) ECM
223 Lowe; 301-858-3090

16th LEGISLATIVE DISTRICT

Sen. Ariana Kelly (D) JPR
222 James; 301-858-3124

16TH LEGISLATIVE DISTRICT (cont)

Del. Marc Korman (D) Chair, E&T; APP; HRU
350 Taylor; 301-858-3649

Del. Sara Love (D) E&T
210 Lowe; 301-858-3454

Del. Sarah Wolek (DD) APP
222 Lowe; 301-858-3642

17th LEGISLATIVE DISTRICT

Sen. Cheryl C. Kagan (D) V-Chair, EEE
2 West Miller; 301-858-3134

Del. Julie Palakovich Carr (D) W&M
202 Lowe; 301-858-3037

Del. Joe Vogel (D) W&M
224 Lowe; 301-858-3103

Del. Ryan Spiegel (D)
223 Lowe; 301-858-3990

18th LEGISLATIVE DISTRICT

Sen. Jeff Waldstreicher (D) V-Chair, JPR
2 East Miller; 301-858-3137

Del. Aaron M. Kaufman (D) JUD
363 Lowe; 301-858-3314

Del. Emily Shetty (D) APP
350 Taylor; 301-858-3181

Del. Jared Solomon (D) APP
222 Lowe; 301-858-3130

19th LEGISLATIVE DISTRICT

Sen. Benjamin F. Kramer (D) FIN
401 Miller; 301-858-3151

Del. Charlotte Crutchfield (D) JUD
403 Lowe; 301-858-3485

19th LEGISLATIVE DISTRICT (cont)

Del. Bonnie Cullison (D) HGO
312 Lowe; 301-858-3883

Del. Vaughn Stewart (D) E&T
151 Lowe; 301-858-3528

20th LEGISLATIVE DISTRICT

Sen./ William C. Smith, Jr. (D) Chair, JPR; EXN; SRU
2 East Miller; 301-858-3634

Del. Lorig Charkoudian (D) ECM
220 Lowe; 301-858-3423

Del. David Moon (D) V-Chair, JUD; HRU Majority Leader
101 Taylor; 301-858-3474

Del. Jheanelle K. Wilkins (D) EXN; W&M
350 Taylor; 301-858-3493

39th LEGISLATIVE DISTRICT

Sen. Nancy J. King (D) B&T; EXN; SRU
120 James; 301-858-3686

Del. Gabriel Acevero (D) APP
415 Lowe; 301-858-3001

Del. Lesley J. Lopez (D) HGO
210 Lowe; 301-858-3021

Del. Kirill Reznik (D) APP
427 Lowe; 301-858-3039

Maryland State General Assembly
Senate President: Bill Ferguson (D)
House Speaker: Adrienne A. Jones (D)

Montgomery County Senate Delegation
Chair, Sen. Ben Kramer
Vice-Chair, Sen. Ariana Kelly

Montgomery County House Delegation
Chair, Del. Julie Palakovich Carr
Vice Chair, Del. Emily Shetty

County Executive Marc Elrich (D)
Executive Office Building
101 Monroe St., Rockville, MD 20850
240-777-0311; FAX 240-777-2517
montgomerycountymd.gov/exec

All offices below are located at
50 Maryland Ave., Rockville, MD 20850

State's Attorney: John McCarthy (D)
240-777-7300; FX 240-777-7413
montgomerycountymd.gov/sao

Clerk of Court: Karen A. Bushell (D)
240-777-9467
montgomerycountymd.gov/cct/about-us/clerk.html

Register of Wills: Joseph M. Griffin (D)
240-777-9600
registers.maryland.gov/main/montgomery.html

Sheriff: Maxwell C. Uy (D)
240-777-7000
montgomerycountymd.gov/sheriff

County Council
Werner Council Office Building
100 Maryland Ave.
Rockville, MD 20850
240-777-7900; FAX 240-777-7989
montgomerycountymd.gov/council

Council members may be contacted by email directly from the website or by using the address:
**councilmember.lastname
@montgomerycountymd.org**

Council Standing Committees
EC – Education & Culture
ECON – Economic Development
GO – Government Operation and Fiscal Policy
HHS – Health and Human Services
PHP – Planning, Housing, and Parks
PS - Public Safety
TE – Transportation & Environment

District 1   **Andrew Friedson (D) VP** 240-777-7828
Chair, PHP; GO

District 2   **Marilyn Balcombe (D)** 240-777-7960
ECON; TE

District 3   **Sidney Katz (D)** 240-777-7906
Chair PS; GO

District 4   **Kate Stewart (D)** 240-777-7968
Chair GO; TE

District 5   **Kristin Mink (D)** 240-777-7955
EC; PS

District 6   **Natalie Fani-Gonzalez (D)** 240-77-7870
Chair, ECON; PHP

District 7   **Dawn Luedke (D)** 240-777-7860
HHS; PS

At Large:

  Gabe Alboronz (D) 2440-777-7959
Chair, HHS; EC
  Evan Glass (D) Pres. 240-777-7966
Chair, TE; ECON
  Will Jawandao (D) 240-777-7811
Chair, EC; PHP
  Laurie-Anne Sayles (D) 240-777-7964
ECON; HHS

Board of Education
Carver Educational Services Center (CESC)
850 Hungerford Drive, Suite 123
Rockville, MD 20850
240-740-3030; FAX 301-279-3860
montgomeryschoolsmd.org/boe/members

Official communication to Board members go to
boe@mcpsmd.org
Individual members may also be contacted by email directly from the website.

District 1   **Grace Rivera-Oven****
District 2   **Rebecca Smondrowski***
District 3   **Julie Yang****
District 4   **Shebra L. Evans, VP***
District 5   **Brenda Wolff****
At Large   **Lynne Harris***
     Karla Silvestre, Pres.**

Student Member **Sami Saeed*****
***Student member elected annually by 6-12th grade students in Mont. County Public Schools.

Terms are staggered:
*2020-2024   **2022-2026   ***2023-2024

**League of Women Voters of
Montgomery County, MD, Inc.**

lwvmocomd.org

Facebook: @lwvmocomd

Twitter: @mocomdlwv

Instagram: @lwvmocomd

YouTube: @lwvmocomd

Design and Printing

Editorial, Graphics & Publishing Services (EGPS) offers graphic communication design, printing and duplicating, and copier services to all MCPS schools and central office. Get more information at *www.montgomeryschoolsmd.org/departments/egps/* and browse our project portfolio.

Our services and products include—

- Diplomas and certificates
- Banners and posters
- Business cards, envelopes, and notepads
- Student daily planners and agenda books
- School handbooks and student publishing
- Administrative forms
- Pocket folders, flyers, and brochures

The EGPS Customer Service Desk responds to inquiries from schools and offices, provides product samples and suggestions, and quotes job costs and schedules. Contact **egps@mcpsmd.org** or call 240-740-6530 or 240-740-6529.

The Project Cycle

Publishing Support Process

EGPS supports our central office colleagues in their efforts to author and publish systemwide graphics and publications.

Standard three-stage process:

1A: For new publications, the customer submits to EGPS an *outline* of the content to be included in the publication, along with the anticipated *distribution schedule* (who/where/when/how many).

1B: EGPS prepares and presents the customer with a *project plan*, which describes the proposed finished product, the timeframe anticipated, and the cost.

2A: The customer submits Word file(s), Excel, JPG, and other digital content to be included in the graphic composition. For annually recurring publications, the customer submits a digital file with marked-up copy indicating the required text and graphic changes, via edited PDF, Kami, or another *digital content sharing application*.

2B: EGPS submits an Initial Layout via PDF, which includes the proposed composition of the new graphic product or publication.

3A: The customer provides feedback and required content changes to the Initial Layout, and EGPS responds with the Comprehensive Layout for final review and approval for publishing.

3B: EGPS submits a Final Proof to the customer for final approval. After receiving final approval, EGPS finalizes and images the application files as needed for Translation Team, MCPS Web, and print production.

Copy-Plus

an exclusive, free service for MCPS teachers
www.montgomeryschoolsmd.org/departments/copyplus/

Teachers may submit all documents needed for classroom instruction, homework, and student assessments to be photocopied. There will be no charge-back to your school.

How to submit your job to Copy-Plus

1. Gather your documents.
2a. **SUBMIT ELECTRONICALLY.**
    Use the Copy-Plus Platform (go to the Copy-Plus website (*www.montgomeryschoolsmd.org/departments/copyplus/*) to get to the form.
    - Follow instructions.
    - Turnaround time is five school days after you submit the job.
2b. **SUBMIT IN THE PONY MAIL.**
    Complete Copy-Plus envelope form and place originals in the envelope.
    - Place in the Pony mail at your school for pickup.
    - Wait for delivery one week from the date submitted.

Our photocopy machines feature everything commonly available on the photocopy machine used in your school, including—

- 1- and 2-sided copies in black ink only
- 8 ½ x 11 page size
- 3-hole drilled, collated, and stapled in sets

Call Mr. Felix P. Ubiera, Copy-Plus supervisor, at 240-740-6525, for more information.

How to submit a job for reproduction

Submit documents by email in PDF format. For large-run jobs (more than 30,000 copies), also submit a hard copy of the document (for quality-control purposes). For jobs under 30,000 copies, a customer service representative will take your information and create a job form. Call 240-740-6529 or 240-740-6530.

If the document is not available electronically, submit a hard copy (single-sided) with the pages numbered on the back, in pencil.

Documents to be translated

- For documents to be translated, the content in English must be approved for publication first.
- Complete MCPS Form 311-1, *Request for Written Translations*, and forward to EGPS. EGPS will then upload the files to the Translation Management System, and they will be retrieved by the Language Assistance Services Unit, where they will be translated, based on your instructions in Form 311-1.
- Normal turnaround time for translations is 10 working days.
- Translated documents are sent back to EGPS for printing or to be prepared as a PDF and sent to the customer to post on the MCPS website.

The Nondiscrimination Notice

The nondiscrimination notice is required on all publications prepared by MCPS for distribution to staff, parents/guardians, students, and the community. EGPS inserts this notice on the back of all such publications. Questions concerning this notice may be referred to General Counsel at 240-740-5600.

The notice reads as follows:

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. 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. MCPS also provides equal access to the Boy/Girl Scouts and other designated youth groups.*

A. It is the policy of the state of Maryland that all public and publicly funded schools and school programs operate in compliance with:
(1) Title VI of the federal Civil Rights Act of 1964; and
(2) Title 26, Subtitle 7 of the Education Article of the Maryland Code, which states that public and publicly funded schools and programs may not
   (a) discriminate against a current student, a prospective student, or the parent or guardian of a current or prospective student on the basis of race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability;
   (b) refuse enrollment of a prospective student, expel a current student, or withhold privileges from a current student, a prospective student, or the parent or guardian of a current or prospective student because of an individual's race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability; or
   (c) discipline, invoke a penalty against, or take any other retaliatory action against a student or parent or guardian of a student who files a complaint alleging that the program or school discriminated against the student, regardless of the outcome of the complaint.**

For inquiries or complaints about discrimination against MCPS students***	For inquiries or complaints about discrimination against MCPS staff***
Director of Student Welfare and Compliance Office of District Operations Student Welfare and Compliance 850 Hungerford Drive, Room 55, Rockville, MD 20850 240-740-3215	SWC@mcpsmd.org	Human Resource Compliance Officer Office of Human Resources and Development Department of Compliance and Investigations 45 West Gude Drive, Suite 2500, Rockville, MD 20850 240-740-2888	DCI@mcpsmd.org
For student requests for accommodations under *Section 504 of the Rehabilitation Act of 1973*	**For staff requests for accommodations under the *Americans with Disabilities Act***
Section 504 Coordinator Office of School Support and Well-being Office of Well-being, Learning, and Achievement 850 Hungerford Drive, Room 257, Rockville, MD 20850 240-740-5630	504@mcpsmd.org	ADA Compliance Coordinator Office of Human Resources and Development Department of Compliance and Investigations 45 West Gude Drive, Suite 2500, Rockville, MD 20850 240-740-2888	DCI@mcpsmd.org
For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff*	
Title IX Coordinator Office of District Operations Student Welfare and Compliance 850 Hungerford Drive, Room 55, Rockville, MD 20850 240-740-3215 TitleIX@mcpsmd.org	

*This notification complies with the federal Elementary and Secondary Education Act, as amended.
**This notification complies with the Code of Maryland Regulations Section 13A.01.07.
***Discrimination complaints may be filed with other agencies, such as the following: U.S. Equal Employment Opportunity Commission (EEOC), Baltimore Field Office, GH Fallon Federal Building, 31 Hopkins Plaza, Suite 1432, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); Maryland Commission on Civil Rights (MCCR), William Donald Schaefer Tower, 6 Saint Paul Street, Suite 900, Baltimore, MD 21202, 410-767-8600, 1-800-637-6247, mccr@maryland.gov; Agency Equity Officer, Office of Equity Assurance and Compliance, Office of the Deputy State Superintendent of Operations, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201-2595, oeac.msde@maryland.gov; or U.S. Department of Education, Office for Civil Rights (OCR), The Wanamaker Building, 100 Penn Square East, Suite 515, Philadelphia, PA 19107, 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) mcpsinterpretingservices@mcpsmd.org, or MCPSInterpretingServices@mcpsmd.org.

What You Should Know About Copyright and Fair Use Under the Law

When people borrow copyrighted material without permission for casual, nonprofit, or educational use, it is generally not illegal. U.S. copyright law actually permits and even encourages reuse of material that is still under copyright. The law encourages cultural expression by

a. giving limited monopoly on use, and

b. permitting people to reuse another person's work to build on it and make something new.

Everyone is familiar with monopoly copyright use. However, new-user rights (fair use) are also part of the law.

Since 1976, copyright in the United States is automatic once an original work has been created. Most work is copyrightable and copyright terms are very long. So, the small policy of "fair use," which is largely ignored, has grown in importance as a way for people to access copyrighted material and use it to create new work.

Fair use is codified into the *Copyright Act*, in section 107. The law provides for us to consider four factors:

1. The nature of the original work

2. The nature of the new work

3. The amount and nature of the material taken

4. The effect of the new work on the market.

However, the law does not give an instruction on how much weight to give these four factors.

The general consensus is, if a use is transformative (i.e., if the ways the material is used is for a different purpose than the original) and the amount or kind is appropriate to that new use, then chances are it is fair use. "Transformative" means that you change the context of the information.

The creator of the original work does not have control over what will be considered fair use. Your repurposed use of the original material will be supported in a court of law. Just remember that it is always a smart and polite gesture to attribute the work of the one who created it. Creators really care about receiving credit for what they did. Also, giving attribution shows your respect for and understanding of the hard work of others.

Information taken from interview with Patricia Aufderheide, professor in the School of Communication at American University, posted on CMOS Shop Talk, June 1, 2015.

Resource: *Copyright Act of 1976*, Section 107, *Limitations on exclusive rights: Fair use.*

Mail and Parcel Delivery

The MCPS Pony Service— Mail and Parcel Delivery

MCPS provides a postage-free interschool and interoffice mail service (the Pony) to expedite communications within the school system. Place qualified pieces of mail in your school's Pony mailbag.

Pony Schedule

Monday: No regular service. Delivery of boxed items only

Tuesday: Full Pony service

Wednesday: No regular service. Delivery of boxed items only

Thursday: Full Pony service

Friday: Full Pony service

The following locations have daily pickup and delivery of Pony mail:

- 45 W. Gude Drive
- Carver Educational Services Center
- Central Records
- Food and Nutrition Services
- Lynnbrook Center
- Rocking Horse Road Center
- Shady Grove Maintenance
- Spring Mill Offices
- Upcounty Regional Services Center

In addition to scheduled deliveries to schools, the Pony delivers mail addressed to the following:

- All MCPS facilities
- Board of Education Office

Include address. No postage necessary.

- County agencies
- County Council Office Building (Stella B. Werner Council Office Building)
- County Courthouse
- County Executive Office Building
- County Service Park—Maintenance, Transportation, Food Services
- Court Evaluation Team
- Maryland National-Capital Park and Planning Commission
- Montgomery College—Germantown, Rockville, and Takoma Park (mail is delivered to the Rockville Campus for distribution)
- Montgomery County Association of Administrators and Principals (MCAAP) and MCAAP/ Montgomery County Business and Operations Administrators (MCAAP/MCBOA)
- Montgomery County Business Roundtable for Education (MCBRE)

- Montgomery County Council of Parent Teacher Associations, Inc. (MCCPTA)
- Montgomery County Education Association (MCEA)
- Educational Systems Federal Credit Union (ESFCU)
- Montgomery County public libraries
- Service Employees International Union (SEIU) Local 500

Steps for preparing mail for processing in the mail room

1. Cross out the address showing on the interdepartmental mail envelope.
2. Use the address blocks in sequence.
3. Fill all blocks on one side of the envelope before using the reverse side.
4. Use the full name or position title and address.
5. Include school, office (e.g., department, or division and location of the office, for example, CESC). Note: Use the school name, not the school number.
6. When there is a mailing to all schools, it is sufficient to indicate Principal and name of school on the envelope.
7. Make only one copy of a confidential memorandum and file it in a separate, special place. To mail this type of memorandum, type <u>CONFIDENTIAL</u> in all caps, underlined, in the lower left area of the envelope or use a red stamp. Always seal the white envelope and place it inside a properly addressed Pony envelope.

Special Mailing Instructions

Type AIRMAIL (with foreign mail only), CERTIFIED, etc., at the left margin of the letter in capitals, a double space below the dateline.

> Take advantage of free bulk rate postage for mailings of 200 pieces or more. Delivery is just as prompt as first-class mail.
>
> Get more information on the Pony (the MCPS post office) and services such as bulk mail at *www.montgomeryschoolsmd.org/departments/materials/move-deliver/delivery-schedules/.*

Appropriate Mail

The Pony service is for MCPS mail only. Personal mail will be returned to your school.

Contact the Department of Materials Management at 301-279-3348 for—

- Pony route lists
- Special envelopes (free) and boxes
- Information about large mailings (bulk mailing)

Abbreviations

Whenever an abbreviation is needed, spell out the name or term when it first occurs, with the abbreviation immediately following in parentheses. Example: Attention Deficit Disorder (ADD). If you are working on a long document, such as a report, consider spelling out the acronym again at the beginning of each section.

Too many abbreviations in a document can be distracting to readers, who may have to decipher and keep track of the "alphabet soup."

The two-letter abbreviations (for example, MD for Maryland) were created by the U.S. Postal Service and should be used only with ZIP Codes in addresses. To search for ZIP Codes to match addresses, go to *http://zip4.usps.com/zip4/welcome.jsp*.

Keep in mind that MCPS does not use state abbreviations in correspondence.

Is it an abbreviation, an acronym, or an initialism?

Bryan Garner (*Garner's Modern American Usage*, 2003) gives a comprehensive definition of abbreviations and what to know about using them.

1. There are two types of abbreviated names:

   a. Acronym—made up of the first letters of a term. It is read and spoken as a single word (not letter by letter). For example, STEM = science, technology, engineering, and math and AWOL = away without leave.

   b. Initialism—also made up of the first letters of a term, but sounded letter by letter (not as one word). For example, rpm = revolutions per minute and MCPS.

2. Because an acronym is spoken as a single word, periods often are meaningless.

3. Best practice is to spell out the term on first mention, followed by the acronym. Then, you can continue to use the acronym throughout your document. If the acronym is not well known, it is best to spell out the term followed by the acronym at first mention in each chapter.

4. When an indefinite article is needed before an abbreviation, the choice between a and an depends simply on how the first syllable is sounded. A vowel sound takes an (an MCPS teacher); a consonant sound takes a (a UFO).

5. In general, do not use an article before an acronym (i.e., pronounced as a word). For example: *MADD held a special meeting in the community. BUT, The NAACP meets once per month*.

Email to Donna M. Marks Pleasant to request a copy of *MCPS Acronyms* or see the current list of MCPS acronyms and initialisms at *www.montgomeryschoolsmd.org/uploadedFiles/departments/egps/MCPS_Acronyms.pdf*.

Miscellaneous abbreviations

Use the abbreviations a.m. and p.m. (include periods) in expressions of time. These should be lowercase.

Abbreviate units of measure when they occur frequently. Units of measure are now commonly abbreviated without periods. The abbreviations are the same for the singular and the plural.

yd	yard, yards
ft	foot, feet
mi	mile, miles
oz	ounce, ounces
gal	gallon, gallons
lb	pound, pounds
rpm	revolutions per minute
cpi	characters per inch
mph	miles per hour

Note: the abbreviation "in" (for inch or inches) may be written without a period if it is not likely to be confused with the preposition *in*.

In nontechnical writing, spell out units of measure.

An 8½-by-11-inch book

a 150-acre estate

a 20-gallon container

Stumped on an abbreviation? Check this resource *https://www.abbreviations.com/*

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