

POLICY

BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ACA, BBB, GBA, GBB-RA, GCA-RA, GCB, GJA-RA, GMD-RA, GMG-RA, GKA-RA, HDA, HDB, HDC

Responsible Office: Superintendent of Schools

Workforce Excellence

A. PURPOSE

To establish foundational structures for workforce excellence and the organizational resilience of Montgomery County Public Schools (MCPS), rooted in responsive, strategic, and continuous employee professional growth processes, and define the three key functions of a professional growth system, as follows:

1. Onboarding, training, and evaluating employees to do their current jobs and responding to changing conditions in their current positions;
2. Nurturing employees' career learning interests and encouraging employees to develop new competencies and seek leadership opportunities with planning and professional learning that prepares them for career advancement; and
3. Providing structured, timely, and effective response and remediation when individuals' job performance does not meet established competencies and standards.

B. POSITION

1. The Montgomery County Board of Education affirms its core purpose is to prepare all students to thrive. Foundational to the Board's ability to achieve its core purpose is its employees – everything employees do on a daily basis prepares students to learn and thrive and contributes to the learning, well-being, and success of students and the MCPS community.
 - a) The Board's Culture of Respect Compact recognizes and values the role of all employees as contributors to a learning community that sets high performance standards for staff and students.

- b) Employees in all positions in MCPS, regardless of their direct or indirect daily engagement with students, years of experience, commonalities, or differences, all share and contribute to a common mission of preparing all students to thrive.
 - c) The Board will recognize distinguished employee service to public education or outstanding contributions to MCPS, by either individual employees or groups of employees, that directly or indirectly prepares all students to thrive.
- 2. The Board affirms its strong commitment to MCPS employees as the foundation of MCPS's organizational resilience.
 - a) The Board seeks to build a professional community among its employees that engages and leverages the diverse knowledge and experiences of all our employees in support of all students.
 - b) As employee competence increases and leadership potential is nurtured, individuals and MCPS as a whole are better able to respond effectively and imaginatively to unfamiliar or challenging situations, persevere, and collaborate.
- 3. The Board and MCPS shall demonstrate their ongoing commitment to equity and nondiscrimination, stated in Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*, by evaluating employees fairly and respectfully. The Board will collaborate with its recognized bargaining units on the development of professional growth systems for employees in each of the employee associations that include, at a minimum, core competencies, performance standards, and timelines and criteria for evaluation and feedback.

C. IMPLEMENTATION STRATEGIES

The superintendent of schools shall develop strategies and assign responsibilities for the systemwide implementation of professional growth systems guided by the principles of this policy.

- 1. There shall be a shared responsibility across MCPS leadership and supervisors in all MCPS schools and offices for timely and effective professional learning, support, and evaluation to set and meet high expectations and competencies of employees in their current jobs, as follows:
 - a) Deliver professional learning to foster supervisors' leadership skills; enhance supervisors' well-being; and enable supervisors to provide learning-focused supervision, ongoing feedback for staff, and encourage, as

appropriate, access to supportive resources available through the Employee Assistance Program.

- b) Welcome and prepare all new MCPS employees and employees in new positions for success with role-specific knowledge as well as systemwide compliance training and foster collegial connections and collaboration through effective onboarding, peer mentoring, coaching, or other techniques as appropriate.
 - c) Recognize distinguished employee service to public education or outstanding contributions to MCPS, by either individual employees or groups of employees, that directly or indirectly prepares all students to thrive.
 - d) Evaluate employees and provide actionable feedback, according to established timelines, required core competencies, and performance standards for their respective positions.
 - e) Create and implement comprehensive, culturally responsive professional learning to promote awareness of potential sources and any identifiable patterns of implicit bias in evaluation processes and disrupt such conduct within MCPS.
2. All employees, regardless of their role or years of experience, shall have access and be encouraged to nurture professional interests, develop new competencies, and seek leadership opportunities that lead to career advancement. The superintendent of schools will develop procedures and guidance to –
- a) proactively develop innovative opportunities for all employees to nurture professional interests, develop new competencies, and seek leadership opportunities through individualized plans for ongoing professional learning;
 - b) make resources available to implement such plans as financially feasible and appropriate to the mission of MCPS and state certification requirements;
 - c) coordinate learning opportunities created by MCPS offices other than the Office of Human Resources and Development to encourage professional learning communities among and across like spheres of responsibility, and make them available to a variety of employee positions, as appropriate and feasible;
 - d) evaluate employee feedback about the content, design, and relevance of –

- i. professional learning required to meet compliance requirements in laws, policies, or regulations, and
 - ii. role-specific professional learning; and
 - e) identify hard-to-fill positions based on employee retention and turnover data, as well as other organizational needs, and encourage and prepare employees to apply for these positions, as legally permissible, with strategic plans to provide training and skill development to increase the number of applicants for openings in these positions.
3. MCPS shall work with each employee association to develop intervention protocols that address employees not meeting established core competencies or performance standards.
- a) Performance improvement processes shall include relevant fact-finding, based on multiple data points, as relevant and feasible, and the identification of strategies to resolve job-related underperformance.
 - b) Performance improvement plans may include peer assistance and review, as appropriate, to address underperformance or referral to supporting services. Options may include coordinated support for improving technical knowledge or consideration of measures necessary and feasible to retain, retrain, or reassign the employee.
4. There shall be a confidential and voluntary Employee Assistance Program to –
- a) nurture employee well-being through individual and group support and professional learning opportunities; and
 - b) promote organizational resilience and enhance workforce collaboration by providing strategies to enhance work environments and address concerns that may manifest in the workplace with prompt and effective dispute mediation.

D. DESIRED OUTCOMES

1. MCPS shall attract, recruit, develop, and retain a highly qualified and excellent workforce, made up of employees who –
- a) exemplify MCPS's ongoing commitment to excellence, equity, and nondiscrimination;
 - b) demonstrate and experience fair treatment, integrity, and respect for all students, their colleagues, and the community they serve; and

- c) are consistently affirmed that employees in all positions in MCPS, regardless of their direct or indirect daily engagement with students, years of experience, commonalities or differences, all share and contribute to a common mission of preparing all students to thrive.
- 2. MCPS shall innovate, collaborate, and demonstrate imagination and organizational resilience through an excellent workforce whose competencies and leadership potential are continually and consistently encouraged and supported.

E. REVIEW AND REPORTING

This policy will be reviewed in accordance with the Board of Education policy review process.

Related Sources : ANN CODE ED 6-202-6-203, Code of Maryland Regulations 13A.07.06 and .08

Policy History: Adopted by Resolution No. 248-05, May 10, 2005; amended by Resolution No. 130-25, March 18, 2025.

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.*

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.**

Please note that contact information and federal, state, or local content requirements may change between editions of this document and shall supersede the statements and references contained in this version. Please see the online version for the most up-to-date information at www.montgomeryschoolsmd.org/info/nondiscrimination.

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 15 West Gude Drive, Suite 200, 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 Improvement Well-Being and Student Services 850 Hungerford Drive, Room 257, Rockville, MD 20850 240-740-3109 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 15 West Gude Drive, Suite 200, 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.