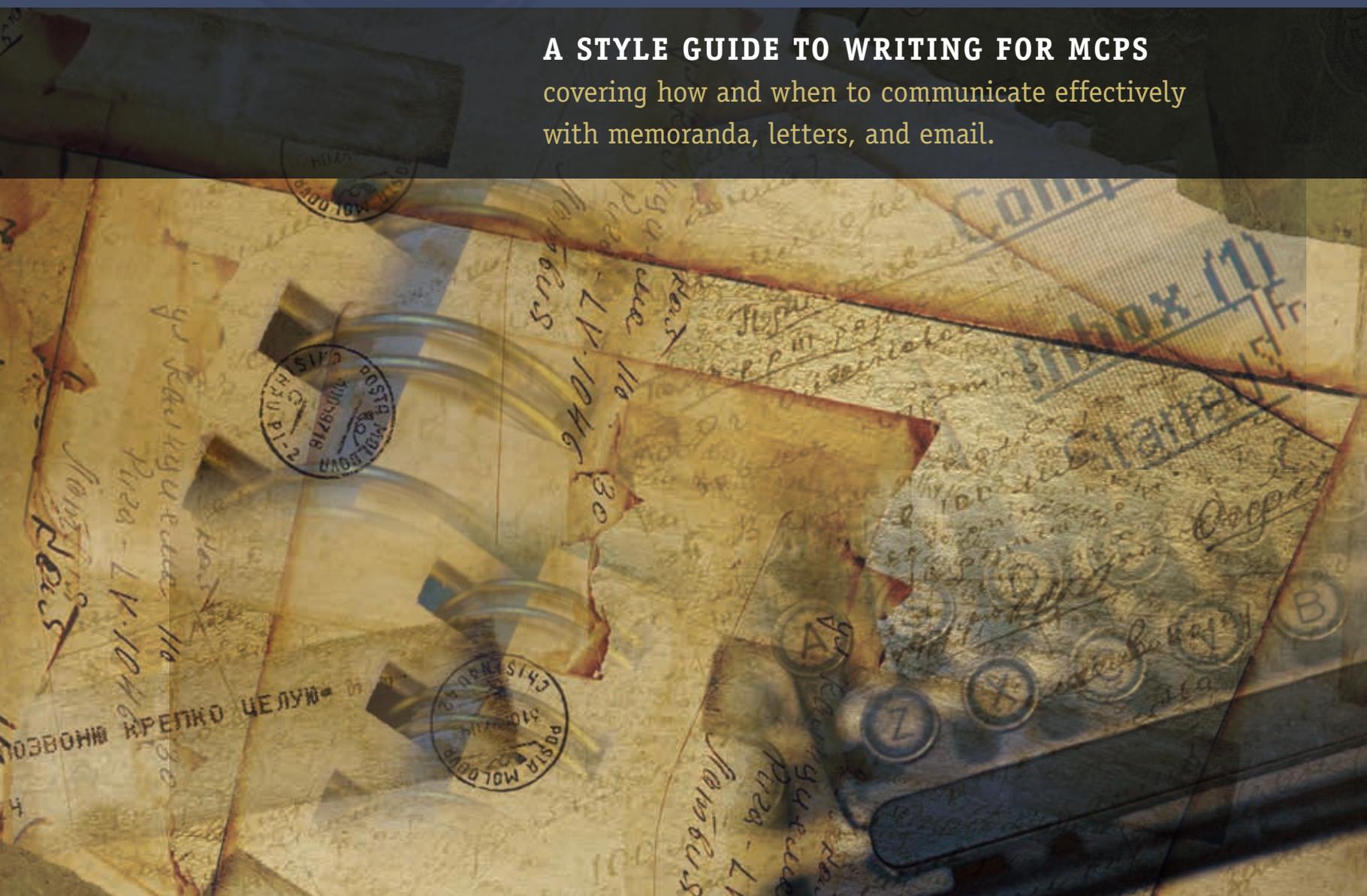


MCPS CORRESPONDENCE MANUAL

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

MONTGOMERY COUNTY PUBLIC SCHOOLS

**CORRESPONDENCE
MANUAL**

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Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

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

- It presents standard formats to be used when preparing memoranda and letters for MCPS.
- It gives information on hierarchy of offices.
- It gives directions for obtaining document services such as graphic composition, printing, publishing, and duplicating.
- It gives guidance on email etiquette.
- It explains how to create bulleted lists.
- It ends with an index of topics addressed in the manual.

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 members, who shared their professional experience and contributed valuable suggestions. Special thanks to Ms. Lana S. Haddad, administrative services manager, Office of the Board of Education, Mrs. Susan R. Oehmig, copy editor/administrative secretary, Office of the Chief Operating Officer, Mrs. Linda Lapkoff, copy editor, Office of the Chief Academic Officer, and Mrs. Debra Hollander, copy editor/administrative secretary, Office of the Superintendent of Schools. Their contributions and advice are incorporated in this manual.

Questions concerning grammar, style, and usage should be referred to Donna M. Marks, 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 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, 17th Edition*



Introduction

When to 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 people 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 all 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. All memoranda are sent electronically. Please consult your associate superintendent's office to confirm that office's protocol for electronic distribution of materials.

General rule of thumb in constructing a memorandum:

While you do not want to omit any information that the reader needs, keep explanations brief and simple. Most people will read a short, concise piece right away. Discuss only what the reader needs to know, but include information or links regarding where to obtain additional information if necessary.

Other interoffice correspondence materials include meeting agendas, presentation plans, and talking points. You will find tips for writing these within 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 not within MCPS, you should address the recipient by writing a letter. This even 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 considered 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.



Memoranda

This is the accepted medium for written communication within Montgomery County Public Schools (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, deputy superintendent, chief academic officer, or chief operating officer is submitted for review to the appropriate office prior to final signature. All MCPS offices should take guidance from the instructions as set forth in this manual.

Whenever a memorandum is addressed to—

It is from—

Members of the Board of Education	<ul style="list-style-type: none"> • Superintendent of schools • Deputy superintendent • Chief academic officer • Chief operating officer • Chief of school support and improvement
Individual Executive Staff Members and/or Other Administrative and Supervisory (A&S) Personnel	<ul style="list-style-type: none"> • Superintendent of schools • Deputy superintendent • Chief academic officer • Chief operating officer • Chief of school support and improvement • Associate superintendent or chief technology officer, with an approval line for the chief operating officer, and/or the chief of school support and improvement, and/or the chief academic officer
All MCPS Employees	<ul style="list-style-type: none"> • Superintendent of schools • Deputy superintendent • Chief academic officer • Chief operating officer • Chief of school support and improvement
Principals or Selected Principals	<ul style="list-style-type: none"> • Superintendent of schools • Deputy superintendent • Chief academic officer • Chief operating officer • Chief of school support and improvement • Associate superintendent, Office of Special Education and Student Services, or chief technology officer, chief of staff <p>ACTION REQUIRED Annual, ACTION REQUIRED New, INFORMATION Annual, or INFORMATION New on page 1 of the memorandum.</p>



How to Prepare a Memorandum

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

Most memoranda are distributed via email. Exceptions: Principals, executive staff, and Board memoranda. 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 Dr. Andrew M. Zuckerman, chief operating officer; Dr. Kimberly A. Statham, chief of school support and improvement; and Dr. Maria V. Navarro, chief academic officer. No hard copy will be provided.
- This email message has been approved for distribution by Dr. Monifa McKnight, deputy superintendent. No hard copy will be provided.
- This email message has been approved for distribution by Dr. Andrew M. Zuckerman, chief operating officer. This email has been approved for distribution by Dr. Monifa McKnight, deputy superintendent. No hard copy will be provided.
- This email message has been approved for distribution by Dr. Kimberly A. Statham, chief of school support and improvement. No hard copy will be provided.
- This email message has been approved for distribution by Dr. Maria V. Navarro, chief academic officer. No hard copy will be provided.

Format—The standard formats for memoranda are shown 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** line is typed in all caps and bold 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—The font is 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.

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—MEMORANDUM 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 MEMORANDUM. (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 CONFIDENTIAL 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 of school support and improvement, chief operating officer, chief academic officer, chief of staff, associate superintendents, and chief technology officer. Below this level, alphabetize all names, including names of supervisors and directors of school support and improvement. 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 53).

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 goes to a second line, the second line should be flush with the first line. (See Through Memorandum, page 27.) A student’s name and identification number should not be included in the subject line.



Memoranda (CONTINUED)

Never italicize the names of MCPS regulations and Board policies, books, or federal acts in the subject line.

Body of Memorandum—The body of the memorandum begins three returns below the **Subject** line. Normally, 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.)

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
- Associate Superintendents
- School Administrative Secretaries

When copies are sent to more than one person, list them according to:

1. Executive position (superintendent, deputy superintendent, chief of school support and improvement, chief operating officer, associate superintendent, and chief technology officer)
2. Alphabetical order for all other staff and non-staff recipients (see page 53, Writing Tips)

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.

Approval Line—When preparing a memorandum that would require approval from the deputy superintendent, chief of school support and improvement, chief academic officer or the chief operating officer, create the *Approval* line at the end of the memorandum. (See sample, page 19.)

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 General memorandum sample, page 17.)

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

Format for Board Paper

The first paragraphs typically describe why we are here today and further delineate what, who, when, and how. The paragraph should begin with 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 paper.

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

All presentation papers for discussion and action items will include an executive summary as the first section of the paper and titled as an **Executive Summary** in bold. The executive summary is expected to be a summary of the pertinent issues raised in the paper and any reaction requested of the Board. The next section of the paper should begin with an appropriate title in bold (for example, **Background**) to denote the end of the executive summary.



There are two types of executive summary, depending on the length of the presentation paper.

1. For papers of three pages or fewer, the executive summary will be one paragraph summarizing the pertinent issues and, if applicable, the action request.
2. For papers of four pages or more, the executive summary will be one or more paragraphs followed by several bullet-point statements (up to no more than the first page in length) that, together, summarize the pertinent issues and the action request.

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 37.)

All major Board papers must have a presentation plan and talking points. 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 paper; 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." No presentation plan is needed for the Human Resources monthly report and Board of Education policies.

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 39.)

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 improvement, 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 pages 13 and 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)	To the Office of the Deputy Superintendent, Office of the Chief Academic Officer, Office of the Chief Operating Officer, Office of the Chief of School Support and Improvement, for processing and approval	To the Office of the Superintendent of Schools

Principals' Memoranda and Memoranda Process

Frequently Asked Questions

Memoranda Template

- Why is the new principal memorandum template only one page?
- The font size, font type and margins look different on the memorandum. Why were they changed?
- What about other memoranda at MCPS, such as those issued by the Board of Education and those aimed at nonprincipals...will they follow the new memorandum format?
- I need to create a memorandum to principals on a complex issue that can't be reduced to a single page. How do I use the new template?
- I need to send out a staffing allocation memorandum that contains links to sensitive and confidential data. Will I be able to use the new template?
- Why does the new memoranda feature different colors and icons? What if we do not have a color scanner in our office to reproduce and transmit the memoranda in color?
- 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?
- Can central services staff continue to send emails with memoranda, targeting individual or smaller groups of principals or schools, outside of this new memoranda process?
- What about our unions (SEIU, MCAAP, MCEA); will they automatically have access to the memoranda as part of this process?

Memoranda Library Process

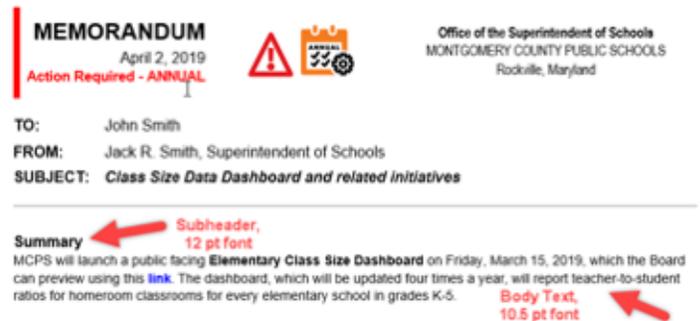
- What is the latest date/time we should upload into the library to ensure that it is approved before 11a.m. on Thursday (broadcast date and time)?
- How do I handle attachments or links that need to go out with my memoranda?
- Will I be able to send "Action Required By" dates directly to my personal Outlook calendar from the memoranda library interface?
- What is the criteria for uploading documents to the memoranda library? For each memorandum, why do we have to undergo a double approval process from the Office of the Chief of Staff (Dr. Henry R. Johnson, Jr.)?

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?

- At this time, the new memoranda formatting standards apply to the principal memos only. MCPS may consider enhancements to other memorandum types in the future, after further study and stakeholder feedback.

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.

What if we do not have a color scanner in our office to reproduce and transmit the memoranda in color?

- Please contact Dr. Darlene Harris or Ms. Linda Ferrell for help with color scanners.

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 Dr. Darlene Harris and Ms. Linda Ferrell 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, MCAP, MCEA); will they have access automatically to the memos as part of this process?

- Yes.

MEMORANDA LIBRARY PROCESS

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

- You must upload by 3 p.m. on the Wednesday before (eight days prior) the week of the principal transmittal. Please see page 10 for the complete principal memoranda distribution schedule for FY2019–FY2020.

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

- You may still upload PDF attachments along with the memorandum; and users will have the option of including URL links, if they are online and accessible to the public (i.e., not located behind firewalls on password-restricted sites or pages.)

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 9, 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 (Dr. Henry R. Johnson, Jr.) for each memo?

- The first approval is for memoranda content only. When it is time to upload the memoranda to the Memoranda Library, a second approval is required to check against principal memoranda criteria (page 9).

Attachment A: Criteria for Memoranda Library

**MEMORANDA APPROVAL STATUS CRITERIA
for Uploading to Memoranda Library**

CRITERIA	APPROVED	HOLD	REJECTED
Criterion 1: Authorization of Memoranda —All memoranda must have the appropriate approval line and signature			
<ul style="list-style-type: none"> Deputy/Chief’s signature is required for all office memoranda. 	<ul style="list-style-type: none"> Signature present. 	<ul style="list-style-type: none"> Signature missing. Resubmit by required due date or transmittal is delayed. 	<ul style="list-style-type: none"> Approval denied by deputy/chief.
<ul style="list-style-type: none"> Superintendent’s signature is required for requests or exceptions that are outside of the regular transmittal process or due dates. 	<ul style="list-style-type: none"> Signature present. 	<ul style="list-style-type: none"> Signature missing. Resubmit. 	<ul style="list-style-type: none"> Approval denied by superintendent.
Criterion 2: Submission Date —Principal Memoranda transmittal will occur weekly on Thursdays.			
<p>Memoranda are due by 3:00 p.m., one week in advance of the transmittal.</p>	<ul style="list-style-type: none"> Submitted on time. 	<ul style="list-style-type: none"> Submitted late. Originator will delete the uploaded memo. Resubmit with new date. 	<ul style="list-style-type: none"> 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			
<ul style="list-style-type: none"> Required components of the memorandum: <ul style="list-style-type: none"> » Heading. » Summary. » Background. » Important Dates: <ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> All components included. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Memorandum format was not followed. Resubmit. Information is duplicative—requested by another MCPS office or accessible through other means.
<ul style="list-style-type: none"> One-page limit. 	<ul style="list-style-type: none"> Met page requirement. 	<ul style="list-style-type: none"> Exceeded page limit. Revise and resubmit. 	<ul style="list-style-type: none"> Exceeded page limit and could not reduce it to the required minimum. Explore other ways of communicating information.

Attachment B: Principal Memoranda Distribution Schedule FY2019–FY2020

TRANSMITTAL DATE	DUE 3 P.M.	NOTES
Thursday, July 04, 2019		Holiday— NO TRANSMITTAL
Thursday, July 11, 2019		Transition week
Thursday, July 18, 2019	07.17.19	Transition week
Thursday, July 25, 2019	07.17.19	Starts new process
Thursday, August 01, 2019	07.24.19	
Thursday, August 08, 2019	07.31.19	
Thursday, August 15, 2019	BLACKOUT	BLACKOUT
Thursday, August 22, 2019	BLACKOUT	BLACKOUT
Thursday, August 29, 2019	BLACKOUT	BLACKOUT
Thursday, September 05, 2019	BLACKOUT	First Week of School— BLACKOUT
Thursday, September 12, 2019	09.04.19	
Thursday, September 19, 2019	09.11.19	
Thursday, September 26, 2019	09.18.19	
Thursday, October 03, 2019	09.25.19	
Thursday, October 10, 2019	10.02.19	
Thursday, October 17, 2019	10.09.19	
Thursday, October 24, 2019	10.16.19	
Thursday, October 31, 2019	10.23.19	
Thursday, November 07, 2019	10.30.19	
Thursday, November 14, 2019	11.06.19	
Thursday, November 21, 2019	11.13.19	
Thursday, November 28, 2019	N/A	Thanksgiving— NO TRANSMITTAL
Thursday, December 05, 2019	11.27.19	
Thursday, December 12, 2019	12.04.19	
Thursday, December 19, 2019	12.11.19	
Thursday, December 26, 2019	N/A	Winter break— NO TRANSMITTAL
Thursday, January 02, 2020	N/A	Holiday— NO TRANSMITTAL
Thursday, January 09, 2020	01.02.20	Due Thursday, based on holiday

TRANSMITTAL DATE	DUE 3 P.M.	NOTES
Thursday, January 16, 2020	01.08.20	
Thursday, January 23, 2020	01.15.20	
Thursday, January 30, 2020	01.22.20	
Thursday, February 06, 2020	01.29.20	
Thursday, February 13, 2020	02.05.20	
Thursday, February 20, 2020	02.12.20	
Thursday, February 27, 2020	02.19.20	
Thursday, March 05, 2020	02.26.20	
Thursday, March 12, 2020	03.04.20	
Thursday, March 19, 2020	03.11.20	
Thursday, March 26, 2020	03.18.20	
Thursday, April 02, 2020	03.25.20	
Thursday, April 09, 2020	N/A	Spring Break— NO TRANSMITTAL
Thursday, April 16, 2020	04.08.20	
Thursday, April 23, 2020	04.15.20	
Thursday, April 30, 2020	04.22.20	
Thursday, May 07, 2020	04.29.20	
Thursday, May 14, 2020	05.06.20	
Thursday, May 21, 2020	05.13.20	
Thursday, May 28, 2020	05.20.20	
Thursday, June 04, 2020	05.27.20	
Thursday, June 11, 2020	06.03.20	
Thursday, June 18, 2020	06.10.20	
Thursday, June 25, 2020	06.17.20	
Thursday, July 02, 2020	06.24.20	

AGENDA

Association Leaders/Deputies/Chief Operating Officer (ALD)
September 13, 2019
8:00–10:00 a.m.
CESC, Room 149

AGENDA
Margins: Top–1"; Sides–1"; Bottom–1"
Fonts: Times New Roman, 12 pt.
Header: Center
Returns: 2 returns after each paragraph

Desired Outcomes

By the end of this session, we will have—

- discussed how MCPS will address state requirement to pilot evaluation system;
- discussed what to do with staff climate surveys in light of implementing Gallup survey;
- decided on ADC work plan; and
- set the agenda for the next meeting.

What	How	Who	Time
Review/approve agenda	Discuss	Group	8:00–8:05
Educator Effectiveness Work Group Teacher/Principal Evaluation Pilot	Decide	Group	8:05–8:35
Staff Surveys and Gallup Survey	Discuss	Group	8:35–9:35
ADC Work Plan	Decide	Group	9:35–9:55
Set the Agenda for the Next Meeting	Discuss	Group	9:55–10:00

Items for Future Meetings

- School climate updates
- Work group review of 360° feedback process (September 28)
- Future vision for media programs in MCPS
- Induction/orientation for new employees (October 12)
- System's capacity to provide facilitators/support for schools, work groups, committees (September 28)
- Study groups on 12-month positions
- Work of committees and the need to continue
- Impact statements

Dates of Future Meetings—All times, 8:00–10:00 a.m.

Sept. 28, Oct. 12, Oct. 26, Nov. 9, Nov. 16, Dec. 7, Dec. 21, Jan. 4, Jan. 18, Feb. 1, Feb. 15,
Mar. 1, Mar. 15, Mar. 22, April 12, April 26, May 10, May 24, June 7, June 28

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.

MCAAP/MCPS Joint Collaboration Committee
December 10, 2019
3:30–5:00 p.m.
CESC, Room 149

AGENDA
Margins: Top–1"; Sides–1"; Bottom–1"
Fonts: Times New Roman, 12 pt.
Header: Center
Returns: 2 returns after each paragraph

Desired Outcomes:

By the end of the meeting, we will have—

- discussed hiring and placement practices for A&S staff;
- discussed the leadership development proposal for central services;
- received an update on the Triad Survey; and
- set the next meeting’s agenda.

AGENDA

What	Who	Time
Review/Approve Minutes and Agenda	Group	3:30–3:35
Hiring and Placement Practices for A&S Staff	Group	3:35–4:05
Leadership Development Proposal for Central Services	Group	4:05–4:30
Update on Triad Survey	Group	4:30–4:55
Set Next Meeting’s Agenda/Evaluate Meeting	Group	4:55–5:00

Topics for Future Meetings:

- ELP review
- Committees–committee assignments
- Training for A&S staff on negotiated agreements
- Inform principals about critical policies and regulations
- PLC guidelines
- MCAAP Advisory Group updates
- HS Plus supplements
- ASA Survey

Dates of Future Meetings (all meetings are at CESC, Room 149)

January 28, February 25, March 18, April 15, May 20, June 17

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Office of Human Resources and Development
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

October 17, 2019

MEMORANDUM

To: Executive Staff
Assistant Principals
Assistant School Administrators

Through: Dr. Andrew M. Zuckerman, Chief Operating Officer

From: Lance Dempsey, Associate Superintendent

Subject: Principal Awards

The purpose of this memorandum is to inform you of nomination opportunities for Montgomery County Public Schools (MCPS) principals. These awards will recognize local school principals who have shown exceptional performance. Each award has specific nomination guidelines. The awards for consideration are as follows:

The Washington Post Principal of the Year Award (formerly Distinguished Educational Leadership Award [DELA])

The Washington Post Principal of the Year Award recognizes those principals who go beyond the day-to-day demands of their positions to create an exceptional educational environment. In presenting these awards, The Washington Post Educational Foundation hopes to encourage excellence in school leadership and to contribute in a substantive way to the improvement of education in the Washington metropolitan area. Principals may not nominate themselves, but nominations may be submitted by teachers, students, former students, parents/guardians, administrators, or the general public.

Superintendent's Annual Mark Mann Excellence and Harmony Award

The Mark Mann Excellence and Harmony Award, established in 1991, honors MCPS principals who excel in promoting academic excellence, positive human relations, and community outreach. These qualities were exemplified by Mark Mann, a former principal of Parkland Junior High School, who died in 1988.

Executive staff should collaborate with school administrators on nominations. School administrators should share this information with staff and Parent Teacher Associations. To access nomination materials, including specific guidelines and criteria, please visit the Office of Human Resources and Development (OHRD) Awards and Recognition [web page](#). The deadline for

MEMORANDUM:

General

Margins: Top-1"; Sides-1";
Bottom-1"

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.

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.

Executive Staff
Assistant Principals
Assistant School Administrators

2

October 17, 2019

submission of nomination materials is **4:00 p.m. on Friday, January 3, 2020**. In order to provide all nominees with the same opportunity, nomination packet requirements must be followed, and only the number of pages and the information requested will be considered.

If you have any questions, please contact Ms. Casey B. Crouse, administrator on special assignment, OHRD, at 301-279-3900 or via e-mail.

LD:pbr

Copy to:
Ms. Crouse
School Administrative Secretaries
Miss Dardarian
Ms. Morrison
Mr. Lloyd

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
October 3, 2019

Action Required - ANNUAL



Office of Student and Family Support and Engagement
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

TO: High School Principals
FROM: Ruschelle Reuben, Associate Superintendent 
SUBJECT: *Maryland General Assembly 2020 Student Page Program*

MEMORANDUM:
Action Required

Margins: Top-1"; Sides-1";
Bottom-1"

Approval Line: 2 or 3 returns after
body

Summary

Montgomery County Public Schools (MCPS) schools recently received information from the Department of Legislative Services announcing the 2020 Student Page Program for the Maryland General Assembly. The Student Leadership unit in the Office of Student and Family Support and Engagement, will handle the distribution of student page applications, as well as manage the selection process for both public and nonpublic high schools in Montgomery County. Information and applications regarding the 2020 Maryland General Assembly Student Page Program is posted on the MCPS Student Leadership webpage: Maryland General Assembly Page Program. <https://www.montgomeryschoolsmd.org/departments/student-leadership/>

Background

Selected high school seniors, who attend public or nonpublic schools within the state of Maryland, will have the opportunity to participate as pages for members of the Maryland General Assembly during the 2020 session.

Important Dates

- **Friday, October 11, 2019**, Schools will designate a staff member to serve as the contact.
- **October 25, 2019, at 5:00 p.m.**, Students will submit their completed applications no later than this day.

Action Required

- Schools are to designate a staff member to serve as the school contact, advertise this opportunity and make the Student Page Program information available to qualified students. Contact information for this staff member should be submitted online by Friday, **October 11, 2019**, at: <http://bit.ly/2020PageProgramContact>.
- Students must return their completed Maryland General Assembly applications to Mrs. Shella B. Cherry, coordinator, Student Leadership and Volunteers via e-mail at Shella_B_Cherry@mcpsmd.org, on or before **Friday, October 25, 2019 at 5:00 p.m.**

Links/Additional Information

Program information, school contact registration, and applications are posted on the MCPS Student Leadership webpage: <https://www.montgomeryschoolsmd.org/departments/student-leadership/>. Maryland General Assembly Page Program. Please refer questions to Mrs. Cherry at 240-740-4692 or via e-mail.

- 2020 Maryland General Assembly Student Page Application Form (Attachment A)
- Maryland General Assembly Student Page Program Information Sheet (Attachment B)
- Student Page Program for Maryland High School Seniors brochure (Attachment C)

Approved by:

Maria V. Navarro, Chief Academic Officer

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2020 Maryland General Assembly Student Page Application Form

DIRECTIONS: 1. Type sections that can be filled in. 2. Print out. 3. Hand write signatures and dates. 4. Submit application, as well as any additional application material required by your county, to your school's Page Program contact person by the **due date** set by the county page coordinator. For more information, contact your county's page coordinator or Dr. Tawana Offer, Maryland General Assembly Page Coordinator, at 410-946-5125 or Tawana.Offer@mlis.state.md.us

1. **Name:** _____ **Age:** _____
2. **Date of Birth (Month/Day/Year):** / / **Sex (M/F):** _____
3. **Home Address:**
- City:** _____ **State:** _____ **Zip Code:** _____
- Student Cell Phone:** - **Parent Phone:** -
- Student Email:** _____ **Parent Email:** _____
4. **High School Name:** _____
- County School System:** _____
5. I hereby state that I am a 12th grade student at the school identified above and will graduate in June 2020. I promise to abide by all rules and regulations established by the Page Supervisors and understand that I could be dismissed from the program if I do not do so.

_____ _____

Date **Student's Signature (hand written)**

6. **Parent/Guardian Permission for Participation**

If selected by the School System Selection Committee, my son/daughter has my permission to participate in the Student Page Program for the Maryland General Assembly. I am aware that this will involve his/her being away from school and in Annapolis for two one-week periods during the legislative session. I also understand that students will be supervised only during working hours within the State House Complex. The Page Supervisors and members/staff of the Maryland General Assembly and the state and local school systems are not responsible for the participants outside actual working hours. In addition, hosts of the homes in which Pages and alternates reside during their stay in Annapolis are not responsible for the welfare of the Pages and Alternates beyond the provision of lodging.

_____ _____

Date **Parent's/Guardian's Signature (hand written)**

7. **Parental Permission for Release of Name/School to the Press and/or use of image on promotional materials, including, but not limited to posters and website content. Please check:** YES NO

_____ _____

Date **Parent's/Guardian's Signature**

8. **Exams:** We do not knowingly schedule Pages during their exams week. Please designate the week(s) your school will hold exams if it falls during the months of January-April.

Exam Week(s): _____ **Does Not Apply:**

NOTE: Additional application material may be required by your county.

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MARYLAND GENERAL ASSEMBLY STUDENT PAGE PROGRAM INFORMATION SHEET

Date: January 8, 2020 to April 6, 2020

Place: Maryland State House, Annapolis, Maryland

Purpose

Selected high school seniors, who attend public or nonpublic schools within the State of Maryland, will have the opportunity to participate as Pages for members of the Maryland General Assembly during the 2020 session. The program is designed to:

- 1) Interest youth in state government, and more specifically, in the proceedings of the legislature.
- 2) Increase participation in government and foster leadership among youth.
- 3) Enable students to provide a vital service to the legislature, while meeting legislators and other officials.

Qualifications

Senior class students, who are at least 16 years of age, of all Maryland public and nonpublic high schools, and who are residents within the State of Maryland, are eligible to apply. (See note regarding student residents of Maryland who attend out-of-state schools or who receive their schooling at home.) Each applicant must:

- 1) Complete the application form, being certain that a parent or guardian signs the bottom of the application.
- 2) Submit the application to the high school the student attends following any additional requirements or procedures stated by the student's principal or County Page Coordinator. (*Application is based on the school and school system the student attends, not where the student lives.)
- 3) Have or obtain a social security number.
- 4) Exhibit an interest in government and history.
- 5) Have a record of good conduct. Be competent, courteous, and reliable.
- 6) Have an average or above average scholastic record.
- 7) Wear appropriate dress and exhibit good personal grooming.
- 8) Be outgoing and like to meet people.

The Maryland General Assembly does not discriminate on the basis of age, ancestry, color, creed, marital status, national origin, race, religion, gender, sexual orientation, or disability in the admission or access to its programs, services, or activities. Students who are selected to participate will be notified by November 15, 2019, by the President and Speaker of the Maryland General Assembly.

Duties

Each selected Page will serve two nonconsecutive weeks in either the State Senate or the House of Delegates. During the thirteen weeks of session (January to April), each Page will serve one week during the first seven weeks and return for his or her second week during the last six.

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The duties of the Page revolve around the schedule of the chamber to which he or she is assigned. Whenever their house (Senate or House of Delegates) is in session, Pages must be present. Duties include:

- 1) Keeping the members' bill books up to date.
- 2) Distributing materials on the floor to the members.
- 3) Running errands.
- 4) Assisting visitors.
- 5) Delivering messages to the members.

After each day's session, Pages may be assigned additional work in the legislative chambers or committee rooms. Pages do not work in the senators' or delegates' offices. This work is done by staff members and college interns.

Expenses and Lodging

To cover expenses, each student receives a stipend of \$55 for each day worked. Lodging and meals must be paid by the Page. Lodging is arranged by the Page Office for all Pages outside Anne Arundel County who request housing. If an Anne Arundel County Page would like to stay in Page housing, it is arranged on a space available basis. Pages stay in homes within walking or a short driving distance of the State House. Cost is \$25.00 per night. If a Page is going to lodge with family or friends in the Annapolis area, written permission of parents or guardian must be submitted with the application. Transportation is the responsibility of the Page.

Alternates

Alternates will be called if the selected Pages are unable to serve.

Applications

Application forms are available in each school or from your County Page Coordinator. Any questions concerning the selection process for your county should be directed to your County Page Coordinator.

Student residents of Maryland attending out-of-state schools or receiving their schooling at home

One "At-large" Page position is available for students who reside in Maryland but attend schools outside the state or who receive their schooling at home. To apply, students must contact:

Page Coordinator
Department of Legislative Services
90 State Circle, Room 311
Annapolis, MD 21401-1991
Phone: 410-946-5120 Baltimore/Annapolis area; 301-970-5120 Washington area;
Toll Free 1-800-492-7122 ext. 5120.
Email: studentprograms@mlis.state.md.us

The deadline for At-large Page applications is October 20, 2019. The at-large position will or will not be used each year depending on student response and the applicants' qualifications.

FURTHER INFORMATION

If you have questions about the selection procedures for your county, contact your County Page Coordinator. If you need to find out the name of your County Page Coordinator, or if you have questions about the program in Annapolis, contact:

Tawana R. Offer, Ph.D.

Phone: 410-946-5120

Washington, DC Area: 301-970-5120

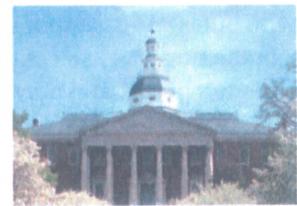
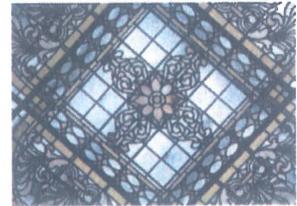
Toll Free: 800-492-7122 Ext. 5120

Email: studentprograms@mlis.state.md.us

Maryland General Assembly
Department of Legislative Services
90 State Circle, Room 311
Annapolis, MD 21401-1991



Student Page Program for Maryland High School Seniors



REPRESENT YOUR SCHOOL
AND YOUR COUNTY IN ANNAPOLIS

Maryland General Assembly
Annapolis, Maryland

Revised 10/2017

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.

MARYLAND GENERAL ASSEMBLY STUDENT PAGE PROGRAM

Since 1970, Maryland high school seniors have been serving as student pages for members of the State legislature. The program was begun by then-House Speaker Thomas Hunter Lowe and approved by the Maryland State Board of Education. Each year, 105 pages and 36 alternates are selected from across the State to represent their schools and counties in Annapolis.

HOW STUDENTS ARE SELECTED

The page program is nonpatronage and selection is done through the local school systems. Each county in Maryland has a County Page Coordinator who is appointed by the local Superintendent of Schools. This person is responsible for organizing and conducting the selection process used by the county's public and nonpublic schools to select the students who will serve as pages and alternates.

Each county is allocated at least one page and one alternate position and receives additional positions based on its high school senior student population. Interested students apply through their schools in September of their senior year, and selection is completed by October 31 of each year.

QUALIFICATIONS

All applicants must:

- Reside in the State of Maryland and attend a Maryland public or nonpublic high school. Exception: One at-large page position is available for students who reside in Maryland but attend schools outside the State. These students must apply directly to the Maryland General Assembly (MGA) Page Coordinator no later than October 20 of each year.
- Be a high school senior at least 16 years of age.
- Have or obtain a Social Security number.
- Exhibit an interest in government and history.
- Have a record of good conduct.

- Be competent, courteous, reliable, and efficient.
- Have an average or above-average scholastic record.
- Wear appropriate dress and exhibit good personal grooming.
- Be outgoing and like to meet people.

DUTIES

Each selected page serves two nonconsecutive weeks in either the Senate or the House of Delegates. During the thirteen weeks of session, which run from the second week in January to early April, each page serves one week during the first eight weeks and returns for a second week during the last five.

The duties of pages revolve around the schedule of the chamber to which they are assigned. Whenever their assigned chamber is in session, pages must be present.

Duties include:

- Keeping the members' bill books up to date.
- Distributing materials on the floor to the members.
- Running errands.
- Answering the phone and assisting visitors.
- Delivering messages to the members.

Pages do not work in Senators' or Delegates' offices. This work is done by staff members and college interns.

STIPEND AND LODGING

Each page is paid \$55 per day. Lodging and meals must be paid by the page. Lodging in homes within walking or a short driving distance of the State House is arranged by the MGA Page Office for all pages from outside Anne Arundel County. Cost is \$25 per night. If a page is going to lodge with family or friends in the Annapolis area, written permission from parents or guardian must be submitted to the MGA Page Office. Transportation is the responsibility of the page.

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Office of the Chief Technology Officer
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

October 10, 2019

CONFIDENTIAL
MEMORANDUM

To: Mr. John Doe, Associate Superintendent,
Office of Human Resources and Development

From: Mrs. Jane Doe, Chief Technology Officer

Subject: XXXXXXXXXXXXXXXXXXXXXXXXXXXX

XX
XX
XX
XXXXXXXXXXXXXXXXXXXXXXXXXXXX.

XX
XX
XXXXXXX.

SAC:csa

Copy to:
Ms. Brito-Stein
Mr. Byrd
Mrs. Horos
Mrs. Mirkow

Approved: _____
Dr. Andrew M. Zuckerman, Chief Operating Officer

MEMORANDUM:
Confidential

Margins: Top-1"; Sides-1";
Bottom-1"

E-Mail Approval Statement:
Justified

Heading: 2 to 4 returns after Email
Approval Statement;
Line 1—Department/School
Name;
Line 2—MONTGOMERY COUNTY
PUBLIC SCHOOLS;
Line 3—City, State

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

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

To: 2 returns after CONFIDENTIAL
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*

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

Approval Line: 2 to 3 returns after
Copy to Notation

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.

Office of Human Resources and Development
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

October 17, 2019

MEMORANDUM

To: Executive Staff
Assistant Principals
Assistant School Administrators

Through: Dr. Andrew M. Zuckerman, Chief Operating Officer

From: Lance Dempsey, Associate Superintendent

Subject: Principal Awards

The purpose of this memorandum is to inform you of nomination opportunities for Montgomery County Public Schools (MCPS) principals. These awards recognize local school principals who have shown exceptional performance. Each award has specific nomination guidelines. The awards for consideration are as follows:

The Washington Post Principal of the Year Award (formerly Distinguished Educational Leadership Award [DELA])

The Washington Post Principal of the Year Award recognizes those principals who go beyond the day-to-day demands of their positions to create an exceptional learning environment. In presenting these awards, The Washington Post Foundation hopes to encourage excellence in school leadership and to create a substantive way to the improvement of education in the Washington metropolitan area. Principals may not nominate themselves, but nominations may be submitted by teachers, students, former students, parents/guardians, administrators, or the general public.

Superintendent's Annual Mark Mann Excellence and Harmony Award

The Mark Mann Excellence and Harmony Award, established in 1991, honors MCPS principals who excel in promoting academic excellence, positive human relations, and community outreach. These qualities were exemplified by Mark Mann, a former principal of Parkland Junior High School, who died in 1988.

Executive staff should collaborate with school administrators on nominations. School administrators should share this information with staff and Parent Teacher Associations. To access nomination materials, including specific guidelines and criteria, please visit the Office of Human Resources and Development (OHRD) Awards and Recognition [web page](#). The deadline for

MEMORANDUM:

Through

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 *MEMORANDUM*

Through: 2 returns after *To*

From: 2 returns after *Through*

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

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.

Executive Staff
Assistant Principals
Assistant School Administrators

2

submission of nomination materials is **4:00 p.m. on Friday, January 3, 2020**. In all nominees with the same opportunity, nomination packet requirements must be only the number of pages and the information requested will be considered.

If you have any questions, please contact Ms. Casey B. Crouse, administrative assignment, OHRD, at 301-279-3900 or via e-mail.

LD:pbr

Copy to:
Ms. Crouse
School Administrative Secretaries
Miss Dardarian
Ms. Morrison
Mr. Lloyd

**MEMORANDUM:
Through**

Margins: Top-1"; Sides-1";
Bottom-1"

Header, Subsequent Pages:
Recipient(s), align left; page #,
center; Date, align right

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

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

Approval Line: 2 to 3 returns after
Copy to Notation

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.

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

October 2, 2019

MEMORANDUM

To: Members of the Board of Education
From: Jack R. Smith, Superintendent of Schools
Subject: Promethean Boards in Media Centers (08-29-19-04)

Question

During the Opening of Schools Presentation, Mrs. Smondrowski requested information on the media centers in schools: Do all media centers in schools have promethean boards? And, if not, please identify which schools have them.

Response

Based on information currently available to the Office of the Chief Technology Officer (OCTO), Promethean board availability in media centers follows.

- Elementary Schools: All elementary school media centers with sufficient space to hold a Promethean board have been equipped with boards. Promethean boards were not able to be installed in a handful of media centers due to space, shelving, or at the principal's discretion. Currently, the following seven elementary schools do not have Promethean boards in their media centers: Arcola, Belmont, Laytonsville, Montgomery Knolls, Oak View, Wheaton Woods, and Wyngate elementary schools.
- Middle Schools: Records indicate that all middle schools have Promethean boards in their media centers.
- High Schools: Records indicate that James Hubert Blake and Richard Montgomery high schools do not have Promethean boards in their media centers. Northwest and Thomas S. Wootton high schools have portable Promethean boards.

In the last several years, OCTO has been able to provision Promethean boards from older schools that have undergone renovation projects to further equip schools with boards. In addition, with the introduction of interactive flat screens that are smaller and more mobile than Promethean boards, smaller classrooms, labs, and media centers that previously could not accommodate a Promethean board can be equipped with these smaller boards.

**MEMORANDUM:
Board Update**

Margins: Top-1"; Sides-1";
Bottom-1"

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 *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*

Attachment: 2 returns after
Identifying Initials

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.

OCTO staff actively has been gathering information from all schools to determine additional needs for boards. Elementary schools are 98 to 99 percent equipped with boards for all core learning spaces and all middle schools are fully equipped in classrooms, portable classrooms, labs, and media centers. Most high schools have indicated the need for 15 to 25 additional boards. Pending available funding, OCTO plans to purchase additional boards to accommodate the needs of all schools.

If you have any questions, please contact Dr. Andrew M. Zuckerman, chief operating officer, at 240-740-3050 or Mr. Peter Cevenini, chief technology officer, at 240-740-2900.

JRS:AMZ:PC:sjk

Copy to:

Dr. McKnight
Dr. Navarro
Dr. Statham
Dr. Zuckerman
Mr. Civin
Dr. Johnson
Ms. Diamond
Mr. Turner
Mr. Cevenini
Ms. Webb

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.

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

July 11, 2019

MEMORANDUM

To: Members of the Board of Education
From: Jack R. Smith, Superintendent of Schools
Subject: Substitute Teacher Qualifications and Staffing

Introduction

On March 25, 2019, the Board of Education adopted a resolution (Resolution No. 232-19) that requested that the superintendent of schools review the qualifications for substitute teaching in Montgomery County Public Schools (MCPS), benchmark with neighboring jurisdictions, and consult with key stakeholders in order to make a recommendation about how to secure a more plentiful pool of substitute teachers. In spring 2019, MCPS launched an examination of the existing requirements to be a MCPS substitute teacher. As a result of the examination, MCPS is in the process of updating substitute teacher qualifications.

MCPS Substitute Teacher Pool

Currently, MCPS has 3,003 registered substitute teachers. The substitute teacher pool includes: 641 (21 percent) certified teachers, 309 (10 percent) retired MCPS teachers, and 73 (2.4 percent) current part-time MCPS teachers. On average, approximately 120 teacher substitute requests are unfilled each day in MCPS. The rate of requests and the number of unfilled requests fluctuates monthly, but on average, approximately 12 percent of substitute teacher requests remain unfilled each day. To address this challenging statistic, adjusting the qualifications required of substitute teachers may result in larger substitute teaching pools and enable MCPS to better meet the demand for substitute teachers in our schools.

Substitute Requirements in Comparable Districts

Substitute qualifications vary by district across the state and in neighboring jurisdictions. MCPS is the only district that requires all teacher substitutes to hold bachelor's degrees. This is communicated in MCPS Regulation GEF-RA, *Substitute Teachers*. The following chart details the minimum substitute requirements for state and local districts comparable to MCPS.

**MEMORANDUM:
Board Update**

Margins: Top-1"; Sides-1";
Bottom-1"

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 *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*

Attachment: 2 returns after
Identifying Initials

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.

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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ADOPTED

MONTGOMERY COUNTY BOARD OF EDUCATION
Rockville, Maryland

March 12, 2019

MEMORANDUM

To:/From: Members of the Board of Education

Subject: New Business: Climate Change

WHEREAS, Climate change constitutes a significant threat to the continued of our community; and

WHEREAS, As weather patterns change, there is an increased possibility of droughts, floods, and the spread of diseases that would adversely impact populations; and

WHEREAS, The Montgomery Board of Education has a history of sustainable environmental stewardship and education and is committed to being a responsible organization and supporting the development of good and informed

WHEREAS, The Board of Education has implemented a myriad of measures to support the Board's ongoing commitment to environmental responsibility such as installing the use of green roofs, environmentally responsible facility design guidelines and the first Leadership in Energy and Environmental Design (LEED) certified school in the state of Maryland; and

WHEREAS, The Board of Education ensured that through the science curriculum, students are engaged with the scientific concepts related to climate change. In particular, human impact on the environment is integrated in the curriculum starting in early elementary school, with direct instruction on climate change beginning in middle school and revisited in biology where students engage in a project on human population effects on the biosphere and technological solutions to reduce impacts of human activities; now therefore be it

Resolved, That the Board of Education reiterates its commitment to pursue energy conservation efforts and preserve natural resources, while providing a safe and comfortable learning environment for all staff and students and ensuring that students will graduate from Montgomery County Public Schools as fully informed citizens cognizant of human impact on the environment.

BOE:BW:lcw

**MEMORANDUM:
Resolution**

Margins: Top-1"; Sides-1";
Bottom-1"

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 *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*

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.

Title of Presentation

Presentation Plan—Action/Discussion

Board of Education Presentation: Date

Time (beginning to end; must equal total minutes)

Mr./Ms./Dr. XXX (Sample) Opening Comments/Overview
_____ minutes

Mr./Ms./Dr. XXX (Sample) Background Information
_____ minutes

Members of the Board Discussion
_____ minutes
of Education

Present at the Board table: **(list in the order they appear at the table)**

Mr./Ms./Dr. XXX, title, Department or Division, Office
Mr./Ms./Dr. XXX, title, principal, school

Present in the audience: **(list in alphabetical order, if applicable)**

Mr./Ms./Dr. XXX, title, Department or Division, Office
Mr./Ms./Dr. XXX, title, principal, school

Please check one:

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

PRESENTATION PLAN

Margins: Top-1"; Sides-1"; Bottom-1"

Heading: Times New Roman, 14 pt. bold; 2 returns after first line of heading; 3 returns after second line of heading.

Date and Time: 3 returns after heading

Presentation Items: 3 returns after Date and time and 3 returns between items.

Body: Times New Roman, 12 pt. normal; 3 returns after *Presentation Items*; 2 returns after each paragraph

NOTE:

Present at the Board table: Names should be listed in order of speakers

Present in the audience: Names should be listed in alphabetical order.

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.

2019 New Educator Orientation

Talking Points for Generic

August 20, 2019

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...")

- On behalf of the Board of Education, welcome to Montgomery County Public Schools (MCPS). We are excited to meet you and are happy that you are joining our MCPS family. Congratulations!
- During the next three days, you will discover a number of strategies and techniques that will maximize your success as an educator and ultimately, increase student achievement.
- You will determine the best ways to develop and grow a classroom culture that is positive, safe, and inclusive. Such a climate is crucial to ensuring optimal student engagement.
- You will discuss the significance of communicating high expectations and by doing so, you actively will engage students in learning and motivate them to take ownership of their education.
- You will focus on differentiated instruction and explore methods for meeting the instructional needs of all students.
- MCPS prides itself on its state-of-the-art practices. The curriculum training you will receive during New Educator Orientation will provide you with a glimpse into our rich assessment practices and curriculum.
- You also will be introduced to a multitude of instructional resources to help you effectively plan and deliver instruction.
- As Yo-Yo Ma, the renowned Chinese-American cellist stated, "The role of the musician is to go from concept to full execution. Put another way, it's to go from understanding the content of something to really learning how to communicate it and make sure it's well-received and lives in somebody else."
- As an educator, you will communicate high standards academically and socially, which will live within our students.
- On behalf of the MCPS community, I welcome you, new educators, to our ranks as we build our future together!

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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 school support and improvement, 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 School Support and Improvement, Office of the Chief Operating Officer, or the Office of the Chief Academic Officer.

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 school support and improvement/chief
academic officer/chief of staff/associate superin-
tendents (use names)/chief technology officer

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 45–49.)

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 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, a comma and a space precede 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 usually 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 and chief of school support and improvement 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



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. Frank and Mr. John Doe
 - Ms. Anne and Ms. Mary Black
Dear Ms. Anne 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 Nancy Navarro
 President, Montgomery County Council
 Stella B. Werner Council Office Building
 100 Maryland Avenue
 Rockville, Maryland 20850
 Salutation: Dear Ms. Navarro:

Place: *Maryland State Government*
 Addressee: The Honorable Lawrence J. Hogan Jr.
 Governor, The State of Maryland
 The State House
 Annapolis, Maryland 21404
 Salutation: Dear Governor Hogan:

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

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: Karen B. Salmon, Ph.D.
 State Superintendent of Schools
 Nancy S. Grasmick State Education Building
 200 West Baltimore Street
 Baltimore, Maryland 21201
 Salutation: Dear Dr. Salmon:

MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

December 21, 2018

The Honorable Marc Elrich
Montgomery County Executive
Executive Office Building
101 Monroe Street
Rockville, Maryland 20850

Dear Mr. Elrich:

On Tuesday, December 18, 2018, I presented my recommendation for the Fiscal Year 2020 Operating Budget for Montgomery County Public Schools (MCPS). I am pleased to inform you that the *Superintendent's Recommended FY 2020 Operating Budget* and the *Recommended FY 2020 Operating Budget in Brief* are available on our [website](#) and can be provided under separate cover.

I look forward to working with you and your staff as the FY 2020 Operating Budget is adopted. I am confident that together we will adopt an operating budget for MCPS that ensures educational excellence for all of our students.

Sincerely,

XXXXXXXXXXXXXXXXXX
Jack R. Smith, Ph.D.
Superintendent of Schools

XXX
JRS:ND:jp

Copy to:
Members of the Board of Education
Mr. Kline
Mr. Madaleno, Jr.

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

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.



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 school. I am writing you this letter to give you the facts and to assure you that we are addressing this issue.

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 ruptures were detected throughout our building. An Outside Hazardous Material Alert was announced immediately and all ventilation systems at Clarksburg High School were shut down. We ended the Shelter Alert once the fire department let us know that the gas had been capped and it was safe.

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

Sincerely,

Edward Owusu
Principal

EO/lrr

Middle Schools

LETTER:

Notice to Community

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



September 10, 2019

Dear Wilson Wims Elementary School Parents/Guardians, Students, and Staff Members,

As the director of learning, achievement and administration for the Clarksburg writing to inform you of an interim staff change at Wilson Wims Elementary School. Mr. Sean P. McGee, principal at Wims, was appointed as director of learning, achievement and administration in the Office of School Support and Improvement. Mr. McGee has been a great leader, and we thank him for his leadership to the Wims school community.

Mrs. Jessica M. Blasic, assistant principal, Rosemary Hills Elementary School, will be the acting principal at Wims. Mr. McGee and I will work on a smooth transition over the next few weeks. Mrs. Blasic has a wealth of experience and is passionate about her work as an administrator. She recently completed the Montgomery County Public Schools (MCPS) Leadership Development Program as a successful principal intern at Rosemary Hills Elementary School during the 2019 school year. She has held various positions within MCPS including classroom teacher, primary grades, Academic Intervention Teacher, Staff Development Teacher, and Instructional Coach. Mrs. Blasic also has an extensive background in equity work, instructional leadership, and mindfulness. She is prepared to provide strong leadership to the Wims community from the end of the 2019-2020 school year.

Mrs. Blasic will work together with the Parent Teacher Association (PTA) to facilitate the transition at Wims. A "Meet and Greet" will be scheduled soon to provide an opportunity for parents to meet and welcome her to the Wims community.

In the spring, we will start the principal selection process with MCPS which requires input from school staff and community members. The Office of School Support and Improvement will conduct meetings with stakeholders to collect leadership characteristics that are important for this principal vacancy.

Please join me to officially welcome Mrs. Blasic as acting principal at Wilson Wims Elementary School.

Sincerely,

Eric A. Wilson
Director of Learning, Achievement and Administration

Office of School Support and Improvement

850 Hungerford Drive, Room 100 ♦ Rockville, Maryland 20850 ♦ 240-740-3100

LETTER:
Notice to Parents/Guardians

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



Email Communication

Microsoft Outlook® is Montgomery County Public Schools' 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 the equivalent of 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.

- 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. Once you hit the SEND key, you can't go to the mailbox to retrieve 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.

While employees may want to personalize their email signatures, 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 the current version of a business letter or memorandum. Make it look professional. (Tennille M. Robinson, *Black Enterprise* magazine.)

Never send anything you wouldn’t be comfortable hearing read back to you in an entirely different context; like your boss’s office or a courtroom. (Cecil Donahue, *GQ* magazine.)

If someone has done something nice for you (processed your order quickly, replied promptly to a customer service request, took the time to respond to your questions) then a quick thank you would be nice. I never expect the “you’re welcome” reply because I know that it’s discretionary based on the comments, relationship and situation. (Judith Kallus, *businessmail etiquette.com*)

Check periodically that your contact/ mailing lists are updated to show only current employees.

Writing Tips

New Usage

MCPS uses email instead of e-mail.

Checklist for Creating Correspondence

❑ Bullets—formatting

Large dot (•), indented five spaces from the left margin. (See also *Display lists* on page 54)

❑ 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 offices, departments, divisions, units, and schools.
- 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.m-w.com/home.htm)*—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 school support and improvement and/or chief academic officer
7. Chief of staff
8. Associate superintendent(s)/chief technology officer (in alpha order)
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 Dr. Andrew M. Zuckerman, chief operating officer, Dr. Kimberly A. Statham, chief of school support and improvement, and Dr. Maria V. Navarro, chief academic officer. No hard copy will be provided.

This email message has been approved for distribution by Dr. Andrew M. Zuckerman, chief operating officer. No hard copy will be provided.

This email message has been approved for distribution by Dr. Kimberly A. Statham, chief of school support and improvement. No hard copy will be provided.

This email message has been approved for distribution by Dr. Andrew M. Zuckerman, 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:



❑ Spelling

- MCPS uses the *Merriam-Webster's Collegiate Dictionary, 11th ed.* (www.m-w.com/home.htm) 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 (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



Writing Tips (CONTINUED)

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.
- When possible, words should be divided after prefixes and at the natural breaking point for solid compound words (*pre-cursor, lumber-yard, hand-kerchief*).
- 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 working on a document that is mathematical or statistical in nature.*
 - Use commas in four-digit numbers: *1,409*
 - Do not use commas with page numbers: *p. 1409*

Taken 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, *Name of Policy*,...

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, *Name of Regulation*,...



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 improvement, 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.

Proofreading

Proofreading and Proofreader's Marks

Editors use standard proofreader's marks to communicate with authors and printers. They are just 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.

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.

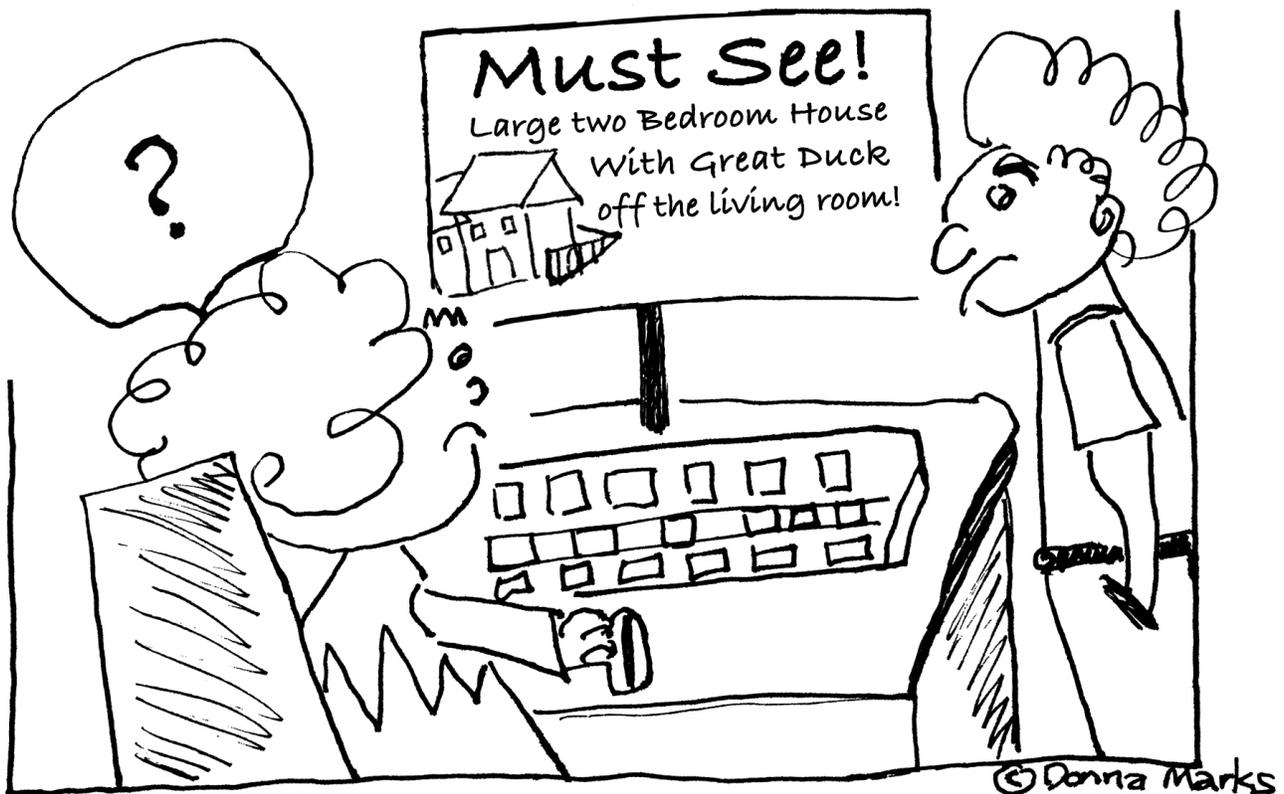
Here are some key things to check for as you proofread:

- 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.
- Incorrect use of contractions

For example: *it's/its* and *you're/your*).



Proofreader's Marks

Common Proofreader's Marks Used in MCPS Documents

¶	Begin new paragraph
] [Center
∩	Close up space
∞	Delete
∞	Delete and close up space
∧	Insert content or punctuation
—	Insert em dash
—	Insert en dash
—	Insert hyphen
∩	Insert space
..... or (set)	Let stand as it was
~~~~~ or (b)	Make bold
— or (i)	Make italic
/ or lc	Make lowercase
≡	Make uppercase
] ]	Move right
(sp)	Spell out
~	Transpose
(wf)	Wrong font
○	Insert period

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## 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

Proper use of these two words is one of the most common errors in the English language. These explanations may help.

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.”



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### 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 *whom* both end in m makes this easy to remember.

### 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](http://www.montgomeryschoolsmd.org/departments/egps/services/edit_helpdesk.shtm) for more information; or email your questions to Donna M. Marks on Outlook.

# Graphic 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/](http://www.montgomeryschoolsmd.org/departments/egps/) and browse our project portfolio.

Our services and products include—

- Diplomas and certificates
- Exams and study guides
- Banners and posters
- Business cards, envelopes, and memoranda pads
- Student daily planners and agenda books
- School handbooks and student arts journals
- Instructional guides
- 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](mailto:egps@mcpsmd.org) or call 301-279-3309.

## The Project Cycle

Once your material has been finalized and approved by your supervisor, you should contact the EGPS Customer Service Desk at 301-279-3110 or email [egps@mcpsmd.org](mailto:egps@mcpsmd.org) to get your project logged and started.

Once your project has been initiated, EGPS staff will determine which services are needed to make your project a success. For example, if your needs range from developing a concept to printing the final product, your project probably will pass through the following steps:

- EGPS will hold a kick-off meeting between you and our team. Be prepared to discuss the logistics of your project from start to finish.
- After the kick-off meeting, the staff will develop a concept and review it with you for feedback and initial approval.
- A graphic artist will develop the approved concept into a design.
- The copy editor will conduct an editorial review of the written content to ensure use of good grammar and MCPS style.
- The publications manager will ensure that the appropriate supplies are available to complete the project and oversee the project from inception to composition to printing.
- The print supervisor and staff will take the project through the prepress layout, printing, and bindery processes.
- The DMM staff will deliver the final product.

## Copy-Plus

### an exclusive, free service for MCPS teachers

[www.montgomeryschoolsmd.org/departments/copyplus/](http://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 Google order form (go to the Copy-Plus website ([www.montgomeryschoolsmd.org/departments/copyplus/](http://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 301-251-3365, 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 301-279-3309.

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

## How to Submit a Job for Design, Layout and Publishing

Once your material has been finalized and approved by your supervisor, you should do the following:

- Schedule a prepublication meeting to discuss your project, set up a timeline, and meet with the EGPS publications manager. Prepare a distribution list to submit at this time. This is important in helping us plan the most efficient way to design and package the publication for delivery.
- Email the document file(s) as an attachment (Microsoft Word) to the Customer Service Desk. A customer service representative will help you fill out



a job form and submit a copy of the document. To complete the job request, you will need to know the number of copies you want printed and the delivery date. If the document is a reprint or update of a publication previously printed by EGPS, include a PDF copy of the original publication. Be prepared to send an Excel spreadsheet with information on distribution.

### 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 widespread 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, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community's long-standing efforts to create, foster, and promote equity, inclusion, and acceptance for all. Some examples of discrimination include acts of hate, violence, insensitivity, harassment, bullying, disrespect, or retaliation. For more information, please review Montgomery County Board of Education Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*. This Policy affirms the Board's belief that each and every student matters, and in particular, that educational outcomes should never be predictable by any individual's actual or perceived personal characteristics. The Policy also recognizes that equity requires proactive steps to identify and redress implicit biases, practices that have an unjustified disparate impact, and structural and institutional barriers that impede equality of educational or employment opportunities.

For inquiries or complaints about discrimination against MCPS staff *	For inquiries or complaints about discrimination against MCPS students *
Office of Employee Engagement and Labor Relations Department of Compliance and Investigations 850 Hungerford Drive, Room 55 Rockville, MD 20850 240-740-2888 0C00-EmployeeEngagement@mcpsmd.org	Office of the Chief of Staff Student Welfare and Compliance 850 Hungerford Drive, Room 162 Rockville, MD 20850 240-740-3215 COS-StudentWelfare@mcpsmd.org

*Inquiries, complaints, or requests for accommodations for students with disabilities also may be directed to the supervisor of the Office of Special Education, Resolution and Compliance Unit, at 240-740-3230. Inquiries regarding accommodations or modifications for staff may be directed to the Office of Employee Engagement and Labor Relations, Department of Compliance and Investigations, at 240-740-2888. In addition, discrimination complaints may be filed with other agencies, such as: the U.S. Equal Employment Opportunity Commission, Baltimore Field Office, City Crescent Bldg., 10 S. Howard Street, Third Floor, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); or U.S. Department of Education, Office for Civil Rights, Lyndon Baines Johnson Dept. of Education Bldg., 400 Maryland Avenue, SW, Washington, DC 20202-1100, 1-800-421-3481, 1-800-877-8339 (TDD), OCR@ed.gov, or www2.ed.gov/about/offices/list/ocr/complaintintro.html.

This document is available, upon request, in languages other than English and in an alternate format under the Americans with Disabilities Act, by contacting the MCPS Office of Communications at 240-740-2837, 1-800-735-2258 (Maryland Relay), or P10@mcpsmd.org. Individuals who need sign language interpretation or cued speech transliteration may contact the MCPS Office of Interpreting Services at 240-740-1800, 301-637-2958 (VP) or MCPSInterpretingServices@mcpsmd.org. MCPS also provides equal access to the Boy/Girl Scouts and other designated youth groups.

## 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.*



# Distribution Systems

## The MCPS Pony Express

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 (CESC)

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 CONFIDENTIAL 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 150 pieces or more.

Get more information on the Pony (the MCPS post office) and services such as the Blue Bag Postage Program at [www.montgomeryschoolsmd.org/departments/materials/postoffice/index.shtm](http://www.montgomeryschoolsmd.org/departments/materials/postoffice/index.shtm).

## Appropriate Mail

The pony 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





# 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. Keep in mind that 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?

**An abbreviation** is the general term for any shortened form of a word or group of words. Examples: i.e. (that is), etc. (eccetera), Sat. (Saturday), Jan. (January).

**An acronym** is an abbreviation that can be pronounced as a word. Examples: STEM (Science, Technology, Engineering, and Mathematics), IMPA (Independence Mastery Assessment Program).

**An initialism** is much like an acronym, except that the letters are not pronounced as a word. Examples: MCPS (Montgomery County Public Schools), NCAA (National Collegiate Athletic Association).

Send email to Donna M. Marks 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](http://www.montgomeryschoolsmd.org/uploadedFiles/departments/egps/MCPS_Acronyms.pdf).

## Miscellaneous abbreviations

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

Be consistent in the use of articles. In general, do not use an article before an acronym (a short form that is pronounced as a word). For example:

*MADD held a special meeting in the community center.*

Before an abbreviation that is spelled out letter by letter in speech (an initialism), use the article. For example:

*The NAACP reviewed the new legislation.*



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