

ATHLETIC DIRECTORS

The six leadership standards that have been established for athletic directors are further defined by performance criteria for the purpose of supporting all components of the A&S PGS. Descriptive examples create a picture of what being an athletic director looks like when meeting or not meeting the MCPS standards. These descriptive examples are not intended to isolate behaviors in a checklist or to suggest that every athletic director is expected to be doing everything that is described. They define a range of behaviors and are intentionally designed to reflect a high standard of performance.

Athletic directors work under the guidance and direction of their immediate supervisors. They are expected to demonstrate initiative and be able to problem solve using their best professional judgment. Evaluators may also apply descriptors of their own to the evaluation process if they better serve the purpose of gathering and reporting evidence of meeting or not meeting the standards.

STANDARD I

The athletic director is an educational leader who promotes success for all student-athletes as they facilitate and support the development, articulation, and implementation of an athletic department’s mission, vision, and set of core values in alignment with the school system’s strategic plan

Performance Criteria

- Promotes the educational mission for the school to promote the academic success and well-being of each student-athlete.
- Engages in collaboration with members of the school and the community and using relevant data, develop and promote a vision for school athletics on the successful learning and development of each student-athlete child and on instructional and organizational practices that promote such success.
- Shares in the responsibility of articulating, advocating, and cultivating core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- Collaborates with the school principal to strategically develop, implement, and evaluate actions to achieve the vision for the school athletic program.
- Collaborates with the school principal to review the school’s athletic department mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of student-athletes.
- Develops a shared understanding of and commitment to mission, vision, and core values within the school and the community.
- Models and pursue the school’s mission, vision, and core values in all aspects of leadership.
- Places student-athletes at the center of the athletics program and accepts responsibility for each student-athlete’s success and well-being.

Descriptive Examples

The athletic director administrator...

MEETS STANDARD	DOES NOT MEET STANDARD
Facilitates an annual collaborative process for developing and refining the local school’s athletic department’s shared vision for how it contributes to student-athlete’s success; establishes practices to keep the athletic department’s vision in the forefront in collaborative decision making.	Does not facilitate an annual process to refine the local school’s athletic department’s shared vision for supporting the success of all student-athletes.
Meets with stakeholders and provides oral and written explanations for the program vision and strategic plan and how they support the school system’s vision and strategic plan; solicits input from stakeholders; monitors staff responses to requests, inquiries and input.	Does not meet with stakeholders and communicate orally nor in writing the athletic program’s vision and strategic plan, how it supports the school system’s strategic plan and vision; does not seek input from stakeholders.
Promotes the core values of the MCPS systemwide athletics program.	Does not promote the core values of the MCPS systemwide athletics program.
Collaborates with the principal to review all aspects of the athletics program, including the athletic department’s vision and mission, the changing needs and situations of student-athletes, etc.	Does not meet with the principal to review the school’s athletic program.

MEETS STANDARD	DOES NOT MEET STANDARD
Meets with coaches and athletics department staff to discuss the department's vision for contributing to student-athlete success; solicits input from staff regarding the vision and strategic plans.	Does not meet with coaches and athletic staff to discuss the department's vision for student-athlete success; does not solicit feedback regarding the vision and strategic plans.
Treats and holds all students, coaches and stakeholders, regardless of race, gender, ethnic/cultural background, socioeconomic status to high standards of sportsmanship and excellence.	Does not treat and hold all students, coaches and stakeholders to high standards of sportsmanship and excellence regardless of race, gender, ethnic/cultural background, socioeconomic status.
Uses inclusive practices in hiring, promoting, and providing leadership opportunities for students and staff of all races and ethnicities.	Does not use inclusive practices in hiring, promoting, and providing leadership opportunities for students and staff of all races and ethnicities.
Provides and participates in professional development for all staff to promote practices, structures, and processes that eliminate inequities based on race and ethnicity.	Does not provide or participate in professional development for all staff to promote practices, structures, and processes that eliminate inequities on race and ethnicity.
Demonstrates cultural responsiveness in all modes of communication.	Does not demonstrate cultural responsiveness in all modes of communication.
Aligns athletic programs, practices, and resources to support student-athlete academic success.	Does not align the athletics program to support student-athlete academic success.
Assesses equity in all aspects of the athletic program and establishes goals and initiatives appropriately, such as: <ul style="list-style-type: none"> • access to facilities • financial equity • uniform rotations • communication with students and families • equipment purchases • support for programs 	Does not provide equitable opportunities for all stakeholders.
Provides oversight to ensure that timelines are met and stakeholders receive complete and unambiguous documents and materials; solicits input from stakeholders regarding the quality and timeliness of processes, activities, and materials.	Does not provide oversight to ensure that timelines are met and stakeholders receive complete and unambiguous documents and materials; solicits input from stakeholders regarding the quality and timeliness of processes, activities, and materials.
Works with staff and stakeholders to establish timelines for critical processes/activities and benchmarks for monitoring success (e.g., safety/crisis and transportation policies and regulations, maintenance schedules, curriculum implementation guidelines, staff professional development, etc.).	Does not work with staff and stakeholders to establish timelines for critical processes/activities and benchmarks for monitoring success (e.g., safety/crisis and transportation policies and regulations, maintenance schedules, curriculum implementation guidelines, staff professional development, etc.).
Models and monitors the implementation of equitable practices which are a series of intentional behaviors aimed at achieving high standards for students and staff of all races and ethnicities.	Does not models and monitors the implementation of equitable practices which are a series of intentional behaviors aimed at achieving high standards for students and staff of all races and ethnicities.
Plans and implements school athletic department structures and practices that eliminate inequities based on race and ethnicity.	Does not plan and implements school athletic department structures and practices that eliminate inequities based on race and ethnicity.

STANDARD II

The athletic director is a leader in the organization who promotes success for all students as they create and sustain a culture of professional growth, equity, high expectations and culturally responsive practices to promote each student-athlete's success and well-being.

Performance Criteria

- Promotes the principle that every student-athlete can succeed.
- Promotes a climate within the athletics department that cultivates intellectual curiosity, stimulates innovation, and values diversity.
- Promotes high expectations for the delivery of quality products, programs, and services.
- Assists the principal in ensuring that the professional growth systems for all athletic department staff are implemented with fidelity and quality.
- Designs, supports, and monitors the effective implementation of school system athletic initiatives.
- Fosters a professional learning community.
- Engages in a continuous improvement process to attain performance excellence.
- Ensures that each student-athlete is treated fairly, respectfully, and with an understanding of each student-athlete's culture and context.

- Confront and alter institutional biases of student marginalization, stereotyping, and low expectations associated with race, class, culture and language, gender and sexual orientation, disability or special status.
- Act with cultural competence and responsiveness in their interactions, decision making, and practice.

Descriptive Examples

The athletic director administrator...

MEETS STANDARD	DOES NOT MEET STANDARD
Provides examples of high expectations for the delivery of quality products, programs, and services based on national, state, and local education and industry standards; models ways of developing and delivering quality products, programs, and services. Provides time during office/program meetings to emphasize the importance of high expectations for the delivery of quality products, programs, and services.	Provides limited or no examples illustrating high expectations for the delivery of quality products, programs, and services; examples provided are not clear; rarely or never models ways of developing and delivering quality products, programs, and services. Rarely or never provides time during office/program meetings to emphasize the importance of high expectations for the delivery of quality products, programs, and services.
Ensures that implementation plans are developed that include critical processes, activities, and benchmarks; monitors that timelines are met; solicits feedback from stakeholders regarding the quality, timeliness, and effectiveness of implementation plans and activities.	Does not ensure that implementation plans are developed that include critical processes, activities, and benchmarks; does not monitor that timelines are met; does not solicit feedback from stakeholders regarding the quality, timeliness, and effectiveness of implementation plans and activities.
Facilitates a climate in which intellectual curiosity and innovation are encouraged and diversity is valued; regularly solicits input from staff regarding the office climate; recognizes staff work and contributions personally and publicly.	Discourages or ignores staff intellectual curiosity and innovation; accepts intellectual curiosity and innovation from selected staff members; does not solicit input from staff regarding the office climate; rarely or never recognizes staff work/contributions.
Recruits and works toward retaining staff who know and share the diversity of the MCPS community.	Makes limited or no attempts to recruit and retain staff who know and share the diversity of the MCPS community.
Fosters a collaborative atmosphere for revising products, programs, services, and implementation plans based on progress data; encourages staff to provide input.	Does not foster a collaborative atmosphere for revising products, programs, services, and implementation plans; revisions are not based on progress data; rarely or never encourages staff to provide input.
Creates opportunities during meetings for discussions of and reflections on research; encourages staff to learn and pursue effective practices; keeps staff informed of professional development opportunities; keeps staff abreast of trends.	Rarely or never creates opportunities for discussion or reflection on research; does not encourage staff to learn and pursue effective practices; does not provide staff with information about professional development opportunities; does not keep staff abreast of trends.
Encourages coaches and athletic department personnel to attend clinics, in-service courses, conferences, and seminars related to their responsibilities.	Does not encourage coaches and athletic department personnel to attend clinics, in-services courses, conferences, and seminars related to their responsibilities.
Establishes fair practice schedules, access to facilities and inclement weather processes.	Does not ensure fairness in practice schedules, access to facilities and inclement weather processes.
Promotes positive and collaborative community relationships with booster/parent groups to promote student-athlete's success and well-being.	Does not foster and promote positive and collaborative relationships with the community.
Establishes and cultivates positive relationships through culturally-responsive leadership, promoting a shared vision of a comprehensive, education-based athletics program.	Does not establish and cultivate positive relationships through culturally responsive leadership, promoting a shared vision of a comprehensive, education-based athletics program.

STANDARD III

The athletic director is an educational leader who promotes success for all student-athletes as they ensure the effective and efficient management of their local athletics department.

Performance Criteria

- Demonstrates knowledge and skills necessary for their position.
- Manages operations and resources to ensure a safe, efficient athletic program.
- Coordinates human and material resources to improve and support the athletic program.
- Assists in the selection and evaluation of coaches and athletic department personnel.
- Supervises efficient processes in order to maximize performance.
- Develops and manages a comprehensive athletic budget and manages all financial operations within the athletic department.

- Ensures that the allocation of resources is aligned with the athletic department vision and the strategic plan of the school system.
- Builds the capacity of athletic trainers, coaches, and program staff to respond to the needs of students, staff, and the community.
- Gathers and assesses data and feedback to develop and adapt the athletics program.

Descriptive Examples

The athletic director administrator...

MEETS STANDARD	DOES NOT MEET STANDARD
Demonstrates knowledge and skills necessary for their position (e.g., effective management skills, oral and written communication skills, knowledge of federal and state law, current research and trends, budget processes, and technology applications, etc.).	Demonstrates limited knowledge and skills necessary for their position
Develops and monitors a comprehensive athletic budget. <ul style="list-style-type: none"> • maintains accurate sport by sport financial records, including the purchase of uniforms and other equipment • assists in preparing a detailed yearly financial report for the director of systemwide athletics, • responsible for ticket accounting procedures for home athletic events. 	Does not develop or maintain a comprehensive athletic budget.
Monitors site preparation for all events held in/on athletic facilities; coordinates the use of athletic facilities by school and other agencies; assists in preparing appropriate forms to meet the requirements of the Interagency Coordinating Board.	Does not monitor site preparation for events held in/on athletic facilities.
Gathers and assesses stakeholder feedback, annually, to continuously develop and adapt the athletics program to meet the needs of student-athletes in collaboration with the school administration.	Does not gather stakeholder feedback to assess the athletics program to better meet the needs of the student-athletes.
Develops and implements effective processes (well- defined, well-designed and well-deployed) to supervise and develop staff effectiveness on established performance criteria	Inadequately implements effective processes; processes are not well defined or not well deployed
Promotes and ensures compliance with all applicable MCPS, state, and national policies and procedures regarding health and safety initiatives.	Does not promote and ensure compliance with policies and procedures regarding health and safety initiatives.
Prepares a year-long athletic program with details for all activities.	Does not prepare a year-long athletic program.
Maximizes effective use of support personnel, including ticket managers, assistant AS's, night game managers, assistant game managers, first aid assistants, etc.	Does not delegate tasks.
Delegates responsibilities to a variety of appropriate staff; empowers them to assume a leadership role in the decision-making process; monitors and provides feedback to staff with regard to performance of these responsibilities.	Does not delegate responsibilities.
Provides direction and assistance to coaches and athletic department personnel in terms of: practices organization and management including adherence to safety standards; coaching skills and techniques, care and storage of equipment and uniforms; and relationships with the media.	Does not provide direction or assistance to coaches and other personnel for adherence to safety standards; coaching skills, care and storage of equipment and/or media relations.
Provides necessary information to ensure that students, staff, and the school community understand MCPS policies, regulations, and procedures, as well as local, state, and federal mandates.	Does not provide vital information about regulating procedures.
Facilitates the development and implementation of an action plan to ensure student safety and security in accordance with MCPS policies and regulations.	Leads the program without consideration of an action plan to ensure the safety and security of students.
Assists the principal in the selection and evaluation of coaches and athletic department personnel.	Does not assist the principal in the selection and evaluation of coaches and athletic department personnel.
Manages and supervises the online registration for athletics, including coordination and communication with students and parents/guardians.	Does not manage/supervise the online registration process for athletics.
Collaborates with the principal to minimize impact to the student-athlete educational environment when scheduling athletic events, practice schedules, etc.	Does not collaborate with the principal to minimize the impact to the student-athlete educational environment.

STANDARD IV

The athletic director is an educational leader who promotes success for all student-athletes as they collaborate with stakeholder groups, including students, staff, families, community members, business partners, and community agencies.

Performance Criteria

- Identifies and engages the broadest, most diverse range of stakeholders necessary for continuous improvement.
- Forms collaborative partnerships to strengthen the athletics program, solicit input and feedback, and support athletic department goals.
- Nurtures and promotes a workplace culture that includes stakeholders from diverse backgrounds and ethnicities.
- Establishes and nurtures collaborative relationships with local school administrators when scheduling and reserving space for athletic events.
- Considers individual and group differences and treats all stakeholders with respect.
- Demonstrates effective communication and collaboration with all stakeholders.

Descriptive Examples

The athletic director administrator...

MEETS STANDARD	DOES NOT MEET STANDARD
Assists the systemwide athletics unit with the creation of schedules across the interscholastic athletics program.	Creates schedules without the assistance and collaboration of the systemwide athletics unit.
Identifies and involves a broad, diverse range of stakeholders (e.g., professional and supporting services staff, school representatives, community members, advocacy groups, etc.) in office/program planning and decision making; interacts effectively with stakeholders	Neither identifies nor involves a broad, diverse range of stakeholders in office/program planning and decision making; does not interact effectively with stakeholders
Meets with booster clubs, PTSAs and other school or community groups to promote and gain support for the total school athletics program.	Does not meet with community groups to promote or gain support for the athletics program.
Solicits input from stakeholder groups through a variety of methods (e.g., focus group discussions, study circles, advisory groups, meetings with school and community members) to collaboratively identify and solve problems	Does not solicit input; uses limited methods to solicit input; rarely or never works collaboratively to identify and solve problems.
Monitors that all relevant staff and stakeholder groups are represented at meetings and actively involved in planning and decision making.	Does not monitor that all relevant staff and stakeholder groups are represented at meetings and actively involved.
Ensures that meetings are held at times and in locations that make them easily accessible to staff and stakeholders.	Does not ensure that meetings are held at times and in locations that make them easily accessible to staff and stakeholders.
Respects all groups and their priorities; treats all stakeholders equitably; responds equitably to school, parent, student, staff, and community concerns.	Displays disrespectful behaviors; responds to some stakeholder groups more favorably than others.
Responds promptly to school and community requests (e.g., for information, resources, problem-solving, etc.).	Does not respond or does not respond promptly to school and community requests.
Assists the systemwide athletics unit with the creation of schedules across the interscholastic athletics program.	Creates schedules without the assistance and collaboration of the systemwide athletics unit.
Provides structures and processes that promote effective communication and timely resolution of conflicts; assists in establishing and maintaining regular procedures whereby staff are able to communicate concerns.	Does not resolve conflicts in a timely way.
Works with staff and stakeholders to establish timelines for critical processes/activities and benchmarks for monitoring success (e.g. safety/crisis and transportation policies and regulations, maintenance schedules, etc.).	Works on a limited basis with staff and stakeholders to establish timelines for critical processes/activities and benchmarks for monitoring success.
Communicates schedules to stakeholders regarding contests, award ceremonies, booster meetings, and other athletic functions.	Schedules are rarely planned well in advance of events.
Effectively manages social media and other athletic department technology platforms and initiatives to promote and celebrate program success.	Does not effectively manage social media and other athletic department technology platforms and initiatives to promote and celebrate program success.

STANDARD V

The athletic director is an educational leader who promotes success for all student-athletes as they model professionalism and professional growth to create a positive work environment.

Performance Criteria

- Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s athletic program resources, and all aspects of school leadership.
- Establishes trust and demonstrates openness and respect in relationships and decision-making process.
- Seeks and uses feedback and reflects on his/her leadership.
- Establishes collaborative processes with diverse groups to develop and accomplish common goals.
- Demonstrates values, beliefs, attitudes and ethical behaviors that inspire others.
- Demonstrates commitment to continuous improvement.
- Draws upon sports management research and strategies in the delivery and enhancement of the athletic program.
- Is an active member of professional learning communities.
- Pursues professional growth and educational experiences.
- Uses data from a variety of sources to conduct a personal assessment of their own professional growth and continuous improvement.

Descriptive Examples

The athletic director administrator...

MEETS STANDARD	DOES NOT MEET STANDARD
Models professionalism in behavior and appearance; dresses appropriately for occasions/activities; demonstrates dedication to their responsibilities.	Behavior is sometimes viewed as inappropriate by others; appearance and dress are sometimes inappropriate for occasions/activities; dedication to responsibilities is frequently not evident.
Displays respectful behaviors to all groups; monitors that respect is pervasive among staff; listens to and acts constructively on staff and stakeholder concerns.	Displays disrespectful behaviors; displays different behaviors toward different groups; does not monitor that respect is pervasive; neither listens to nor acts constructively on staff and stakeholder concerns.
Seeks out and uses feedback from staff, colleagues and stakeholders to evaluate the impact of their own administrative practice; reflects on how to improve processes; identifies personal goals.	Neither seeks out nor acts on feedback; seeks but does not act on feedback; sets personal goals regardless of feedback.
Meets professional obligations in a complete and timely manner (e.g., paperwork, deadlines); demonstrates a high level of regard for others affected by their work habits.	Is often late in meeting professional obligations; submits incomplete and/or inaccurate products; frequently demonstrates disregard for others affected by their work habits.
Participates in required office, program, cluster, and systemwide meetings; shares information obtained at meetings with staff, coaches and stakeholders.	Arrives late or is absent from required office, program, cluster, and systemwide meetings; rarely or never shares information from meetings with staff, coaches and stakeholders.
Uses a variety of data (e.g., performance reports, progress toward goals, etc.) and collaborates with their supervisor to monitor continuous progress, identify priorities, and implement programs for their professional growth.	Does not use a variety of data to monitor continuous progress; rarely collaborates with their supervisor; rarely or never identifies priorities or implements programs for professional growth.
Protects the rights of confidentiality of individual staff, students, and families; works with office/program staff to protect confidentiality.	Violates or is careless about protecting confidentiality; does not work with office/program staff to protect confidentiality.
Holds membership and appropriate certifications in local, state, or national professional associations and organizations.	Does not participate in professional associations and organizations.
Seeks out professional development in order to develop and monitor a strategic plan to support the success of the entire athletics department.	Does not seek professional development in order to develop and monitor a strategic plan to support the success of the entire athletics department.
Seeks the support of colleagues (peer visits, cluster planning groups, email), shares materials and experiences, and is open to applying advice or suggestions.	Does not accept the support of colleagues.
Demonstrates dedication, integrity and ethical behavior and holds others to these norms.	Acts unethically at times.
Ensures student-athletes, coaches, and program stakeholders are informed of rules and regulations and are held accountable with all compliance aspects of operations.	Does not ensure student-athletes, coaches, and program stakeholders are informed of rules and regulations and are held accountable with all compliance aspects of operations.

STANDARD VI

The athletic director administrator is an educational leader who promotes success for all students as they understand, respond to, and influence the political, social, economic, legal, and cultural contexts of the school system.

Performance Criteria

- Expands personal knowledge and develops abilities to respond to changing conditions that affect the workplace and the school system.
- Acquires and applies knowledge of policies, regulations, procedures, and laws.
- Participates in the development of policies, programs, and budgets.
- Advocates for students, staff, families, communities, and the school system.
- Develops and communicates strategies to implement new initiatives.
- Represents the interests of the athletics program and school system when engaging with local, state, national, and governmental groups/agencies.
- Understands and responds to cultural, economic, and other factors that influence the success of the athletic program.
- Views himself/herself as a leader in the educational community.
- Acts as liaison between or among various entities and stakeholders.

Descriptive Examples

The athletic director administrator...

MEETS STANDARD	DOES NOT MEET STANDARD
Advocates on behalf of students, staff, families, communities and the school system for necessary resources to support program goals and objectives.	Does not advocate for all athletic programs equitably.
Participates in, or delegates staff to participate in, local and state task forces or work groups; works on development of programs, policies, budgets, and compliance reports.	Rarely or never participates in or delegates staff to participate in local and state task forces or work groups; rarely or never works on developing programs, policies, budgets, or compliance reports.
Engages in business, industry, civic, and community activities to further understand the political and social life of the community; acts as a liaison between the school system and specific advocacy groups served by the athletics department mission and responsibilities; monitors that staff communicate and interact effectively with stakeholders and advocacy groups.	Avoids invitations to meet with or address business, industry, civic, and community organizations; does not know or interact with key stakeholders who represent the breadth of demographics in school system community groups; rarely or never interacts with advocacy groups; does not monitor communications/interactions between staff and stakeholders and advocacy groups.
Interprets and complies with MCPS policies, regulations and procedures, as well as local, state, and federal mandates (e.g., special education, 504, search and seizure, Every Student Succeeds Act), MPSSAA policies, Title IX requirements and regulations, and COMAR regulations and laws as they apply to the office/program mission and responsibilities; assists in developing regulations and policies as relevant.	Misinterprets and/or inadequately complies with MCPS policies, regulations and procedures, as well as local, state, and federal mandates; does not apply policies, regulations or procedures to the office/program mission and responsibilities; does not assist in developing regulations and policies as relevant.
Meets with office/program staff, staff in other Central Services offices/programs, and community members to facilitate their understanding of MCPS policies, regulations, and procedures, as well as local, state, and federal mandates; discusses how the office/program supports the policies, regulations, procedures, and mandates.	Rarely or never meets with office/program staff, staff in other Central Services offices/programs, and community members to facilitate understanding of MCPS policies, regulations, and procedures as well as local, state, and federal mandates; provides limited or no discussion of how the office/program supports the policies, regulations, procedures, and mandates.
Works with stakeholders to develop appropriate strategies for implementing new initiatives (e.g., printed or electronic support materials, training/workshops, information meetings, lists of resources, web-sites/discussion groups, etc.).	Does not work with stakeholders to develop appropriate implementation strategies.
Explains to staff and other stakeholders how the office/program mission, responsibilities, goals, and activities fit into the larger context of the school system.	Provides limited or inadequate explanations regarding how the office/program mission, responsibilities, goals, and activities fit into the larger context of the school system.
Serves and supports the systemwide athletics program through participation on committees and workgroups, as directed by the director of systemwide athletics.	Does not serve and support the systemwide athletics program through participation on committees and workgroups, as directed by the director of systemwide athletics.

MCPS NONDISCRIMINATION STATEMENT

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

It is the policy of the state of Maryland that all public and publicly funded schools and school programs operate in compliance with:

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

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

For inquiries or complaints about discrimination against MCPS students***	For inquiries or complaints about discrimination against MCPS staff***
Director of Student Compliance and Appeals Division of Equity and Organizational Development 850 Hungerford Drive, Suite 200, Rockville, MD 20850 240-740-3215 SWC@mcpsmd.org	Human Resource Compliance Officer Division of Human Resources and Talent Management Department of Compliance and Investigations 15 West Gude Drive, Suite B400, Rockville, MD 20850 240-740-2888 DCI@mcpsmd.org
For student requests for accommodations under Section 504 of the Rehabilitation Act of 1973	For staff requests for accommodations under the Americans with Disabilities Act
Section 504 Coordinator Division of Specialized Support Services, School Counseling Services Unit 850 Hungerford Drive, Room 257, Rockville, MD 20850 240-987-8031 504@mcpsmd.org	ADA Compliance Coordinator Division of Human Resources and Talent Management Department of Compliance and Investigations 15 West Gude Drive, Suite B400, Rockville, MD 20850 240-740-2888 DCI@mcpsmd.org
For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff***	
Title IX Coordinator Division of Equity and Organizational Development, Student Compliance and Appeals 850 Hungerford Drive, Suite 200, Rockville, MD 20850 240-740-3215 TitleIX@mcpsmd.org	

*This notification complies with the federal *Elementary and Secondary Education Act*, as amended.

**This notification complies with the *Code of Maryland Regulations Section 13A.01.07*.

***Discrimination complaints may be filed with other agencies, such as the following: U.S. Equal Employment Opportunity Commission (EEOC), Baltimore Field Office, GH Fallon Federal Building, 31 Hopkins Plaza, Suite 1432, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); Maryland Commission on Civil Rights (MCCR), William Donald Schaefer Tower, 6 Saint Paul Street, Suite 900, Baltimore, MD 21202, 410-767-8600, 1-800-637-6247, mccr@maryland.gov; Agency Equity Officer, Office of Equity Assurance and Compliance, Office of the Deputy State Superintendent of Operations, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201-2595, oeac.msde@maryland.gov; or U.S. Department of Education, Office for Civil Rights (OCR), 61 Forsyth St. S.W., Suite 19T10, Atlanta, GA 30303, 404-974-9406 and TDD: 800-877-8339, OCR.Atlanta@ed.gov, 1-800-421-3481, 1-800-877-8339 (TDD), OCR@ed.gov, or www2.ed.gov/about/offices/list/ocr/complaintintro.html.

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



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