MONTGOMERY COUNTY BOARD OF EDUCATION
Rockville, Maryland

July 16, 2013

MEMORANDUM

To: Members of the Board of Education

From: Christopher Barclay, President

Subject: Recommendations Concerning Processing of Information Requests and
            Board Committees

At the June 20, 2012, Board self-evaluation retreat, members expressed a desire to review and consider improvements to some of the Board's work protocols and the Board's committee structure.

As Board president at that time, Ms. Shirley Brandman formed an ad hoc work group, comprised of herself, Dr. Docca, Mr. Kauffman, and Dr. Starr, with a two-fold charge: (a) to develop recommendations for a disciplined process to consider and resolve action requests that Board members receive from the community or wish to initiate with the administration; and (b) to review the Board's existing committee structure. The work group held six meetings: October 15, 2012; November 8, 2012; December 17, 2012; January 11, 2013; February 25, 2013; and May 22, 2013. Based on those robust conversations, the work group provided the attached memorandum to the Board, containing various recommendations.

The Board discussed the work group's recommendations at the Board's June 20, 2013, retreat. Based on those discussions, I offer the following resolution for your consideration:

WHEREAS, An ad hoc work group reviewed and considered improvements to the Board's work protocols and committee structure, and

WHEREAS, The ad hoc work group provided the Board with the attached memorandum with recommendations; now therefore be it

Resolved, That the Board of Education adopt the work group's "Recommendation Concerning Action Requests To and From Board Members" as contained in the attached memorandum; and be it further

Resolved, That the Board of Education adopt the work group's "Recommendation Concerning Committee Structure" as contained in the attached memorandum, including the modified charge for the Committee on Special Populations.

CSB:gr

Attachments

June 12, 2013

MEMORANDUM

To: Members of the Board of Education

From: Shirley Brandman, Chair
            Work Group on Board's Self-Evaluation

Subject: Recommendations Concerning Processing of Information Requests and
            Board Committees

At the June 20, 2012, Board self-evaluation retreat, members expressed a desire to review and consider improvements to some of the Board's work protocols. Specifically, members called into question the Board's committee structure and asked for consideration of whether certain matters were best resolved by the committee of the whole. Board members also articulated a desire to develop more effective processes for addressing requests for action initiated by the public, as well as areas of Board member interests not anticipated by the annual work plan.

As Board president at that time, I formed an ad hoc work group, comprised of Dr. Docca, Mr. Kauffman, Dr. Starr, and me, with a two-fold charge: (a) to develop recommendations for a disciplined process to consider and resolve action requests that Board members receive from the community or wish to initiate with the administration; and (b) to review the Board's existing committee structure. The work group held six meetings: October 15, 2012; November 8, 2012; December 17, 2012; January 11, 2013; February 25, 2013; and May 22, 2013. Based on those robust conversations, the work group makes the following recommendations to the full Board:

Recommendation Concerning Action Requests To and From Board Members
The Board and individual Board members are often asked to consider taking action to address interests or concerns that arise from a constituent community. Typically, these interests/concerns:

   A. Are presented at the Board table (e.g. public comment).

   B. Are raised in the presence of the Board (e.g. cluster visits, meetings with community groups).

   C. Are brought to the attention of a single Board member.

D. Are presented through an organized community advocacy effort (including petition drives/mass e-mails).

A few examples of topics raised by the public in this manner are: school gardens; elimination of styrofoam trays; concussions; dangers of substance abuse; math acceleration; and bell times.

In addition, Board members through their work, and particularly through attendance at conferences or other professional development seminars, develop an interest in an action item not already contemplated by the annual work plan. For example, at a recent MABE conference another school system presented information about their ongoing credit recovery work that sparked the potential for further investigation by MCPS.

While the Board's informal practice of holding a summer "disciplined work" session provides an opportunity to consider possible action items, Board members have found it limiting to have only one opportunity a year to consider topics for inclusion with the Board's work. During the remainder of the year, the only other "formal" way to address unanticipated action requests is through the initiative of a single Board member proposing a New Business Item.

Currently, if an action request does not inspire a New Business Item, the Board has no readily available means for responding to or resolving the request in a timely fashion. The work group believes there should be a routine, streamlined process for resolving pending action requests. Such a process is particularly warranted for requests that have come to the Board's attention through community initiative and where the community is seeking a response. Two important caveats should be noted, however: (1) it is incumbent upon the Board to determine at the outset whether the action request genuinely reflects the interests/concerns of the community; and (2) the Board will need to be very explicit in addressing community expectations regarding responsiveness given the significant implication of any additional work on our limited resources and capacity.

Accordingly, the work group proposes the following recommendations for consideration by the Board:

1) The Board should formally implement a summer retreat to develop the Board's annual work plan, as initially envisioned and recommended with the Board's disciplined work process. Board members would have an opportunity to submit topics for inclusion on the Board's annual work plan and to consider any action requests from the community.

2) In addition, the Board should add three additional sessions to already scheduled full-day Board meetings to consider other, often unanticipated, action items (which would provide for quarterly deliberations when taken together with the

summer retreat). Officers, superintendent, and Board staff would compile a list of "pending action requests" which would be discussed by the full Board during the quarterly deliberation. During the quarterly deliberations, the Board, in consultation with the superintendent, would decide whether/how to proceed with each pending action request.

3) Quarterly deliberations would be structured conversations that occur in a conference room (much like a mini-retreat and not at the Board table) to fully discuss and consider pending action requests. Following the quarterly deliberation, a report would be given during the regular business meeting regarding the decisions made by the Board about each pending action request. This report would be the public presentation/acknowledgement of the Board's decision so that interested community members are aware of the Board's decision and have a "formal" response to their pending action request.

4) In its deliberations, the Board would evaluate each pending action request with specific reference to work priorities already set for the year (the annual work plan) and determine the appropriate prioritization. The Board would also expressly consider any implication for existing staff capacity/ resources.

5) Approval by a majority of the Board would be required before proceeding with any pending action request.

6) The Board could respond to pending action requests by:

   (a) taking some immediate action (such as requesting additional research, requesting a memorandum, referring the matter to an appropriate committee for further study, referring the matter to the superintendent for other follow up, etc.);

   (b) indicating that the matter was of interest but not of sufficient priority to warrant immediate action and should be held for consideration in the next year's work plan; or

   (c) determining that the matter did not have the interest of a majority of the Board.

7) If a pending action request is a matter of urgency, it does not have to be held for the next quarterly deliberation; the superintendent, in consultation with the Board officers, will work to provide information or a recommendation for resolution to the full Board, as appropriate.

In addition to a process for resolving pending action requests, the Board was also seeking clarification on processes to best support/encourage other Board member inquiry. To address such inquiry:

a) Board members should be reminded that they can ask follow-up questions of staff arising from work at the Board table or from Board memorandums. Members should send any data request to the Board's chief of staff to triage the request and to track down a response as appropriate. Inquiries and responses will be shared with the full Board.

b) The superintendent will alert the Board or Board officers if responding to a matter of Board member inquiry is deemed to be extremely time consuming in accordance with page 15 of the Board of Education Handbook. Under such circumstances, it will require action by the full Board to proceed.

c) Board members can work with Board staff to develop their interests as a New Business proposal as outlined on page 12 of the Board of Education Handbook. Board members should be prepared to address how any proposed New Business Item aligns with the Board's already adopted work plan priorities.

Recommendation Concerning Committee Structure
The work group reviewed the current Board of Education committee structure, as well as the charge and operation of the current committees. However, rather than simply focusing on revising the existing structure, the work group felt it critical to examine the needs of the Board and propose a committee structure best designed to meet those needs. Our discussions focused on the defining responsibilities of the Board namely, to set policy for MCPS; to review and adopt annual budgets; to adopt and oversee the strategic plan; and to evaluate the superintendent on the system's progress toward realizing the strategic goals.

In undertaking our analysis, the work group was cognizant of the Board's indicated preference to ensure that matters of universal interest (such as those related to the Board's responsibility to monitor student outcomes) be addressed by the committee of the whole. As part of its efforts, the work group reviewed articles on "Implementing the Board Committees" and "The Well-Designed Committee" written by Doug Eadie for the American School Board Journal (2008). We also looked at sample committee structures from several other jurisdictions. (Articles and a summary of other LEA's committee structures are attached).

The work group identified three major areas of Board work that most need committee support: Policy, Fiscal, and Strategic Planning. These areas coincide with the Board's defining responsibilities. These are also areas where the in-depth advance work of a smaller group of Board members—drafting policy language or reviewing audit data—can assist greatly in bringing forth better analysis and recommendations to the full

Board. The work group was unanimous in recommending the need for these committees.

The work group then considered alternative options for most effectively addressing other work currently assigned to Board committees. Transitioning to a three-committee structure would require, for example, a commitment to address community and public engagement by the committee of the whole. The work group debated whether developing and shaping the Board's community engagement work is best addressed by the committee of the whole because it can be most efficiently decided by presentation of options to and deliberation by the full Board simultaneously. In the final analysis, the work group felt that it was more appropriate and more efficient to involve the full Board directly in planning the Board's engagement activities on an annual basis. This would better allow the full Board to discuss and determine its preferences for engaging with the community. Accordingly, it is our recommendation that we transfer responsibility currently assigned to the Community and Public Engagement Committee to the committee of the whole. Under this model, we anticipate that there will still be instances in which the Board president may need to appoint an ad hoc work group to address a particular short-term topic related to community engagement and implementing the Board's engagement strategy. Our Handbook already contemplates this process.

The work group then invested significant time thinking through the most productive way to accomplish the work currently assigned to the Committee on Special Populations. The work group was mindful, for example, that our alternative education programs have been identified as an "innovation" school and will be undertaking significant new work that will be monitored by the full Board as part of its oversight of the innovation schools effort. Similarly, the systemwide priority focus on interventions which is addressed and monitored by the full Board will have significant impact on our special education, ESOL, and gifted and talented populations. In addition, it is anticipated that the renovated strategic plan will identify key indicators for monitoring student outcomes that will better enable the full Board to focus particular attention on the performance of students identified in the special populations. For these and other reasons, we debated whether the work of the Committee on Special Populations providing oversight/accountability for meeting the needs of our special populations might be best addressed by the full Board. We note that Committee on Special Populations meetings have frequently drawn interest and participation from a majority of Board members suggesting universal interest in addressing this work as committee of the whole.

Some caution was raised, however, questioning whether the full Board would have the time on agendas to focus deeply on the needs of these special populations. For example, when the full Board reviews student outcomes on the indicators in the revised strategic plan, if the Board desires a greater in-depth study on specific indicators concerning the achievement gap for special education students or wants to study the progress of ESOL students, how would we create the time and capacity to conduct such a comprehensive review? As noted above, the Board president could convene an ad

hoc committee as needed. Another alternative considered by the work group was to keep the Committee on Special Populations intact but revise its charge to make clear that it would meet only when the full Board determined that it was needed to provide time and capacity to dive deeper into indicators affecting special populations. In addition, there may be areas affecting special populations that might require additional review and which could be assigned to the committee. For example, the Committee on Special Populations has currently been tasked to develop recommendations for questions to guide a comprehensive review/audit of special education. It is envisioned that the Committee on Special Populations could provide the Board with needed additional capacity on this critical work with the expectation that the committee will report back to the full Board with its findings for further deliberation, as appropriate.

The work group offers these options for consideration, discussion, and final determination by the full Board. The work group recommends that the Board plan to assign the work of any committees during our annual "disciplined work" summer retreat. Were the Board to adopt the recommendation for a three committee structure, we would propose the following revised charges for those committees:

1. Policy Management
   a. When the need for a new or revised policy is recognized, the committee meets with appropriate staff to develop a draft policy. The committee then presents the proposed policy item to the Board for discussion and tentative action. The judgments and recommendations of the committee are advisory in nature and shall be submitted to the full Board for any formal action to be taken.

   b. The committee shall monitor the implementation of policies.

   c. The committee will review State Board regulations as they arise, as well as relevant enacted state and federal laws, and work with the superintendent to determine any policy or regulatory action that should be taken by the Board.

   d. The committee will be responsible for examining processes and protocols to ensure that the continuous improvement needs/procedures of the Board are addressed. For example:
      i. Updates to the Board's Operational Handbook.
      ii. Disciplined work process.
      iii. Address follow ups from the Board's self-evaluation process.

2. Fiscal Management
   a. The committee shall approve the annual work plan of the internal audit team and may recommend items for inclusion in the plan.

b. The superintendent will keep the committee informed of the results of all state and federal audits of MCPS operations and recommendations of the County's Office of Legislative Oversight and Inspector General.

c. The committee will review, as needed, financial statements provided to the county executive and County Council.

d. The committee shall undertake periodic reviews of issues pertaining to the management and audit of Montgomery County Public Schools' fiscal, capital, and human resources, including the Board's operating budget, the Capital Improvement Program, staffing plans, allocations, and pension and benefit determinations.

e. The committee will review the contracting practices of MCPS and will review the procurement manual.

3. Strategic Planning
    a. Working closely with the superintendent, the committee provides initial recommendations regarding the strategic direction and priorities of MCPS (long-range visioning). The committee will be responsible for undertaking a forward-looking analysis for the direction of the system, i.e., complete active and ongoing review of MCPS' environment for opportunities and challenges so that the committee can identify emergent strategic issues that are not currently addressed and recommend these to the full Board.

    b. Review objectives and goals to measure progress toward achieving the goals outlined in the strategic plan (performance monitoring). While it would remain the responsibility of the full Board to review student outcomes on the indicators included in the strategic plan, the committee would undertake greater in-depth study at the full board's direction in drilling down areas identified for further study. (It was suggested that a monitoring calendar be developed for interim reports to the full Board with in-depth indicators.)

    c. Develop and recommend legislative strategies to the Board.

    d. Strategic communication and outreach.

Were the Board inclined to continue to assign work to the Committee on Special Populations rather than exclusively to the committee of the whole (with possible ad hoc supplementation), we would propose the following revised charge for the Committee on Special Populations:

1. <u>Committee on Special Populations</u>
   a. Working closely with the superintendent, the committee may provide initial recommendations based upon in-depth review of issues and instructional programs designed to meet the needs of special populations that require special education services, gifted and talented instruction, alternative programs, ESOL services, and multilingual supports. The committee's work plan will consist only of tasks as assigned by the full Board.

   b. As the Board reviews student outcomes on the indicators in the strategic plan, the Board may desire the committee to perform a greater in-depth study on specific indicators concerning special populations, including programs that serve those students. In addition, there may be areas affecting special populations that might require additional review. The committee will provide the Board with needed capacity to undertake these reviews.

   c. The committee will meet as necessary.

   d. Whenever the committee is assigned a task, the committee will be expected to report back to the Board with its findings for further review and discussion by the full Board, as appropriate.

The work group believes that the proposed changes to the committee structure will enable us to have fully functioning committees that best serve the needs of the Board and strike the proper balance between committee work and work of the full Board. Furthermore, the work group believes the proposed process for addressing action requests from the community will allow for improved responsiveness while still maintaining a streamlined focus on the annual work priorities established by the Board.

We look forward to discussing these recommendations at a future Board meeting. In the interim, please feel free to contact me regarding any questions or concerns.

SB:kmy

Attachments

Copy to:
  Dr. Starr
  Mr. Bowers
  Dr. Schiavino-Narvaez
  Dr. Statham
  Mr. Ikheloa
  Mr. Edwards
  Ms. King
  Ms. Steinberg

Implementing Board Committees

Getting these powerful 'governing engines' up and running takes two major steps—a set of detailed guidelines to govern the operations and a staff support structure and process

My last column discussed how well-designed school board standing committees can serve as powerful "governing engines" in helping your board do its governing work. In May's *ASBJ*, I described a model structure consisting of four committees that correspond to your board's broad streams of governing decisions and judgments: board operations, planning and development, performance oversight and monitoring, and external relations.

In this column, I describe two major steps that your district's "strategic governing team"—your board,

superintendent, and senior administrators—can take to ensure that these new standing committees are firmly established.

First, have the board adopt, by resolution, a set of detailed guidelines to govern the committees' operations. Second, establish an executive staff committee support structure and process. I also will describe how a board of five or fewer members might make use of a structure of "virtual" committees.

Committee guidelines

The most important guidelines adopted

by school boards that I've worked with include the following:

- The board president/chair appoints the leader and four committee members.
- Each board member is assigned to one (and only one) standing committee. An exception: Standing committee chairs also serve on the board operations committee.
- All matters coming to the full board must go through the appropriate standing committee and be introduced by committee members. No action items are introduced directly to the full board without going through the appropriate standing committee, and all reports are made by standing committee members.

The exceptions are the superintendent's regular report to the board and those circumstances when non-board advisory committee members or staff members present special briefings under the aegis of the standing committees.

**A model support structure**

Think of your executive support structure as a special-purpose organization within the wider district organization. Its express purpose is managing the process of developing agendas and materials for meetings of your standing committees and full school board, ensuring that:

- Committees are engaged in interesting and productive work for which members feel strong ownership.
- Committee chairs are well-prepared.
- Quality control is rigorously maintained in developing committee meeting agendas and other documentation.

Support structures that I've seen
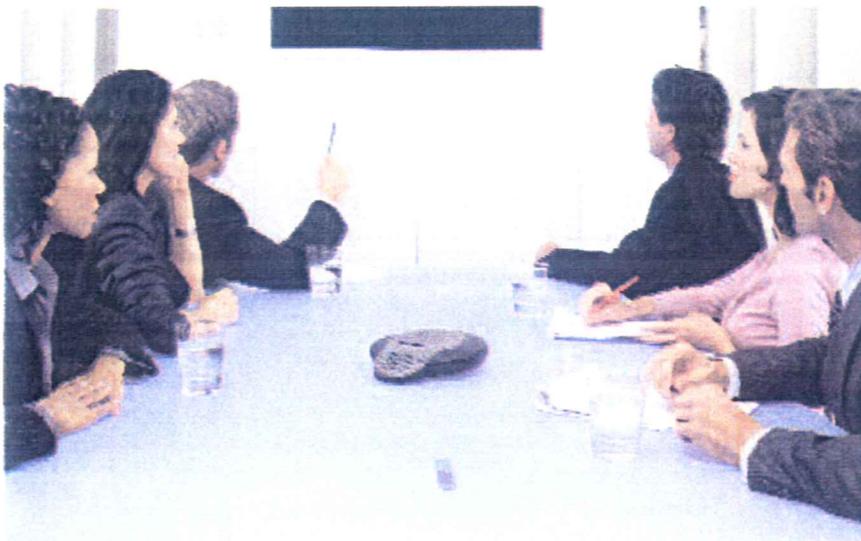
work well in practice include at least three key elements:

■ **The governance chief of staff:** Designated to head what you might call the superintendent's "board office," this person has overall responsibility for making sure the support structure functions as intended. The chief of staff schedules key meetings (such as the governance steering committee), monitors quality control, prepares for and follows up on board operations committee meetings, and oversees preparation of the board meeting packet. The chief of staff should be a full member of the executive team and have easy access to the superintendent. This person also must share the superintendent's commitment to a high-impact governing board.

■ **The chief staff liaison:** Also a member of the executive team, this staff member (or members) is assigned by the superintendent to work with each standing committee. The chief staff liaison is accountable for the committees' performance as a "governing engine" to the superintendent, committee chairs, and colleagues on the executive team.

Staff liaisons plan future committee agendas and review them with the superintendent's executive team and the committee chairs. They also ensure that the committee chair is well-prepared to lead deliberations.

Also, staff liaisons oversee the preparation of written material and oral briefings for committee meetings, exercising rigorous quality control and making sure that written materials are transmitted well in advance of committee meetings. The liaisons then prepare the committees' reports to the board for regular business meetings and make sure the committee chair is prepared to present the report and answer questions that might come up.

■ **The governance steering committee:** The superintendent's executive team typically meets monthly as the governance steering committee. Chaired by the superintendent with discussion led by the chief staff liaison, this meeting is where standing committee agenda items are thoroughly examined and finalized for review with the committee chairs. It also is where agreement is reached on allocating staff time to governance matters. For example, the chief staff liaison to the board's planning and development committee might need support from executive team colleagues in preparing an environmental scan for the upcoming board strategic planning work session.

Virtual committees

I recognize that school boards with five or fewer members are so small that dividing them into actual standing committees obviously does not make much sense. You need at least seven board members for actual committees to make sense. If your board is too small to divide into actual committees, however, I strongly recommend virtual ones.

Virtual committees mean the full board convenes in a committee format outside the regular monthly board meeting. One day, it meets as the planning committee; on another, it convenes as the performance monitoring committee. At the very least, this approach ensures that preparation for the regular board meeting is more thorough, and it should not entail a net increase in a board member's time commitment since better preparation will decrease the time required for the regular monthly meeting.

I hope this information on developing and establishing board committees has proven helpful. If organized and run properly, committees are a proven tool for high-impact governing. And isn't that what we're in this business to do? ■

Doug Eadie (doug@dougeadie.com), an *ASBJ* contributing editor, is founder and CEO of Doug Eadie & Company. He is the author of 17 books on board and CEO leadership, including *Five Habits of High-Impact School Boards* (Scarecrow Education and National School Boards Association, 2005).

The Well-Designed Committee

Using subgroups to do the grunt work of your district's business can lead to more effective board meetings— and more effective boards as well

If you'd asked me about the importance of board standing committees 20 years ago, I would have advised you not to pay much attention. Committees certainly didn't make my top 10 list of factors that influence board performance, and there's certainly nothing theoretically interesting about a committee structure.

Well, experience has educated me, as it always should, and now I number well-designed committees among the top three determinants of board effectiveness. They are producing powerful benefits for boards around the country, including Community Consolidated School District 181 in the Chicago area; Washoe County Public Schools in Reno, Nev.; and the Teton County Public Schools in Jackson Hole, Wyo., among others.

Over the years I've handled more questions about committee structure than all other board-related matters combined, so it's time to deal with it in detail. This month and next, we'll look at the purpose behind having committees and how they work.

What committees do

Committees help the board divide the very complex and highly demanding work of governing into "chewable" chunks. This helps board members acquire in-depth knowledge and expertise in the broad governing functions, such as planning and performance monitoring, and provides them with a greater opportunity for proactive involvement in shaping important governing judgments and decisions than is possible in plenary sessions.

A consequence of enhanced governing knowledge, expertise, and proactive involvement is that board members feel much stronger ownership of, and commitment to, their governing work. Well-designed committees ensure more thorough preparation for the regular business meeting, which elevates the level of full board discussion and decision making.

Standing committees also can serve as a vehicle for continuously fine-tuning and upgrading the board's involvement in such key governing areas as planning and external relations.

Good design is critical

In the organizational development business, there's a classic rule that has proved truthful in practice: Form must correspond to function if you want the organization to succeed at carrying out its mission over the long run. Since your board is an organization within your wider district, it stands to reason that your standing committees should correspond to the streams of decisions and judgments that your board makes.

As you know, there are basically four board governing streams: the board's direction and management of its own operations as a governing body; strategic and operational planning; financial and educational perfor-

mance monitoring; and external relations. Following the form-follows-function rule, you will want to organize your board's standing committees by these streams.
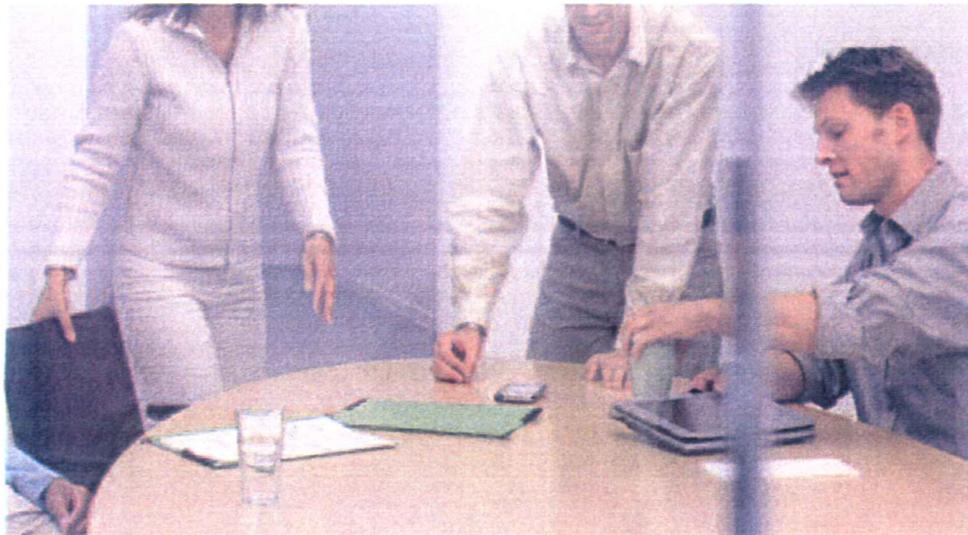
Another design principle that has proved very beneficial in practice is to make sure that your board's standing committee structure possesses what I call "horizontal discipline," which means that each standing committee's purview is district-wide, cutting across all educational and administrative functions. Strategic and operational planning is for all district educational functions, buildings, and administrative units; ditto for performance monitoring and external relations.

I'm not certain why many boards ended up with the old-time silo structure of narrowly focused functions and administrative units, such as curriculum and instruction, pupil services, buildings and grounds, personnel, finance, and the like. But I do know that the silo structure is a real enemy of high-impact governing, because it:

■ Narrowly focuses the attention of board members, making district-wide analysis and comparative decisionmaking well-nigh impossible.

■ Uses board members as in-depth technical advisers in specific areas, rather than as true governors of the whole district, which actually invites the kind of board "micromanagement" that superintendents are always on guard against.

A model structure

Here are four committees many school boards are using as very effective governing engines. The precise titles don't matter; what does is that they follow the design principles discussed above.

■ **The board operations committee:** Headed by your board president and consisting of the chairs of the other standing committees, board operations (often called "governance") is essentially a committee that reviews the management and coordination of your school board. This committee is responsible for continuous development of your board's governing capacity, coordination of standing committee work, preparation of full board meeting agendas, and maintenance of the board-superintendent working relationship.

■ **The planning and development committee:** This committee is responsible for working closely with your superintendent in mapping out the board's role in strategic and operational planning/budget development. It recommends key planning "products" to the board, such as an updated district vision statement, a set of strategic goals, and, of course, the annual budget.

■ **The performance oversight and monitoring committee:** This committee is responsible for working closely with your superintendent in designing educational and financial performance reports that are appropriate for board review. Committee members also monitor the performance of all of your district's educational functions, buildings, and administrative units.

■ **The external relations committee:** Members are concerned with community involvement, image building, and public relations. They work to clarify your district's desired public image, oversee the formulation of strategies to promote the image, and maintain effective communication and working relationships with important community leaders.

My next column will discuss how you can get a new standing committee structure up and running and ensure that the committees function effectively. I'll also explain how really small school boards—those with five or fewer members—can use "virtual" committees to carry out their governing responsibilities. ■

Doug Eadie (doug@dougeadie.com), an *ASBJ* contributing editor, is founder and CEO of Doug Eadie & Company. He is the author of 17 books on board and CEO leadership, including *Five Habits of High-Impact School Boards* (Scarecrow Education and National School Boards Association, 2005).

School System	Board Committees and Charge	How Board and Committees Work Together; How Additional Board Items Are
Fairfax	**Audit:** to oversee the Office of Internal Audit and conduct an annual evaluation of the School Board Auditor; to review the annual audit plan and audit budget prepared by the office and submit its recommendation to the School Board; and to review audit reports and proposals and take action to implement recommendations or forward them to the School Board, as appropriate. The School Board shall have final approval authority in regard to the audit plan, the audit budget, and the implementation of any significant recommendations. **Budget:** to work with the superintendent and the chief financial officer in clarifying and articulating the School Board's budgetary requirements and priorities to the Board of Supervisors and the community. **Governance:** to support the work of the board as that work is defined in the Strategic Governance Manual, including the following: 1) to define governing values and process recommendations for board action; 2) to support board work and self-assessments; 3) to monitor a current one-year calendar of board work to include: operational expectations, student achievement goals, board governing principles and commitments, and board development topics; 4) to review and recommend to the board proposed modifications to the manual; and 5) to coordinate with consultants retained to support the board in its work. **Public Engagement:** to plan strategies, topics,	**Board-Committee Operations:** Committees receive items a variety of ways Audit – annual work plan Governance and Public Engagement – tend to receive the most referrals from the Board **How Additional Board Items Are Determined:** Fairfax County has a "Forum" meeting, usually before each Board meeting, but held in a different room than its televised Board meeting. During this Forum, Board members can put forth ideas for the full Board to consider. The Board member is required to draft the "advocacy," which is a generally a paragraph that outlines the item, the rationale and the desired outcome. Action may only be taken with a majority of the Board. As you will see from the following link (http://www.fcps.edu/schlbd/forumadvocacy.shtml), a written tally is kept of the outcomes of the suggested items, with approved items scheduled for the agenda in a separate process, akin to our agenda-setting process.

	timelines, and other matters related to board/community dialogue and to coordinate physical logistics related to the board's outreach to stakeholders. **Comprehensive Planning Development:** to design a recommendation for a comprehensive planning process, monitor that process, and suggest improvements to the board.	**Board-Committee Operations:** Audit and Policy meet 4 times a year unless the Board provides additional direction/referrals. Board meets annually to approve Policy Committee work plan; Legislative tends to meet weekly during session **How Additional Board Items Are Determined:** Staff develops the three-month agendas, which are reviewed in a televised session by the full Board. During this time, Board members have an ability to add items to a "to be scheduled list" if they garner a majority vote of the Board. The packet has to come back a second time for the Board's approval.
Howard	**Audit:** serve to promote the independence and objectivity of the internal audit functions, ensure board audit coverage, adequate consideration of reports, and appropriate action on recommendations. On behalf of the board, the committee will provide oversight and coordination of all audit activities of the school system. The judgments and recommendations of the committee are advisory in nature and shall be submitted to the entire board for any formal action to be taken. **Legislative:** serve to ensure that the board is informed about local, state, and federal legislation and remains proactive in legislative decision making. The judgments and recommendations of the committee are advisory in nature and shall be submitted to the entire board for any formal action to be taken; **Policy:** shall develop effective long-term approaches to policy development and revisions. It shall also study policy reports referred to it by the board in greater depth in order to make recommendations to the full board. The judgments and recommendations of the committee are advisory in nature and shall be submitted to the entire board for any formal action to be taken.	

	Policy
Anne Arundel	The Board would prefer to act as a committee of the whole. From time to time, the Board has created ad hoc committees for various purposes.
Prince George's	**Capital Improvement Program:** focus on issues pertaining to renovation and new school construction. **Finance, Audit, and Budget:** focus on financial operations **Student Appeals**: focus on student appeal matters (I.e., suspensions, expulsions, transfers, etc.). **Personnel:** review school system personnel matters. **Curriculum and Instruction**: focus on academic issues
Baltimore County	Policy Governance
Baltimore City	**Governance:** develop, review, and revise board policies that guide City Schools' implementation of practices and initiatives to increase student achievement and support the development of good citizenship; enhance and expand strategic partnerships that provide positive educational and career opportunities for City Schools' students; strengthen City Schools' relationships within the community at large. **Operations:** effective management systems exist that maximize available resources that are used to support increased student achievement; school environments are safe, caring, and physically conducive for learning; transformational leadership exists at all levels of the organization; the internal and external audit findings and recommendations are adequately addressed in a timely manner by serving as the Internal Audit Committee of the board; all financial and audit issues (both external and internal) that may have a significant

	impact on City Schools' activities are monitored. **Teaching and Learning:** ensure excellence in education, for every student at every level: assuring the implementation of ongoing professional development for teachers and principals; disseminating teaching and training best practices to teachers and principals and tracking how they are adopted; monitoring instructional programs to provide principals and teachers with ongoing assessment of students' learning needs and achievement.
Frederick	**Facilities and Finance**: focus on subjects such as: facility master planning, school design, construction, and maintenance; public use of facilities; attendance area studies; transportation; bid awards and financial reports; and state or federal legislation which affects school facilities or finances. Regular reports on progress of the building projects will be made to the board by the staff and/or architect. **Curriculum and Instruction:** focus on subject such as: new curriculum and instructional programs; policies related to discipline and student activities; and state or federal legislation which affects curriculum, instruction, or school administration.