

sessions to receive legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*; and be it further

Resolved, That the Board of Education of Montgomery County dedicate part of the closed sessions on November 12, 2002, to acquit its executive functions and to adjudicate and review appeals, which is a quasi-judicial function outside the purview of the Open Meetings Act under Section 10-503(a) of the *State Government Article*; and be it further

Resolved, That this portion of the meeting continue in closed session until the completion of business.

RESOLUTION NO. 497-02 Re: APPROVAL OF THE AGENDA

On recommendation of the Superintendent and on motion of Mrs. King seconded by Ms. Cox, the following resolution was adopted unanimously:

Resolved, That the Board of Education amend (add a resolution to thank Congresswoman Morella) and approve its November 12, 2002, agenda.

RESOLUTION NO. 498-02 Re: VETERANS' DAY

On recommendation of the Superintendent and on motion of Mr. Abrams seconded by Mrs. O'Neill, the following resolution was adopted unanimously:

WHEREAS, In 1918, on the eleventh hour of the eleventh day in the eleventh month, the world rejoiced and celebrated the signing of an armistice to end four years of bitter war; and

WHEREAS, In 1938, Congress voted Armistice Day as a legal holiday; and

WHEREAS, In 1953, Congress passed a bill renaming the national holiday to Veterans' Day; and

WHEREAS, Each Veterans' Day, Americans continue to celebrate with ceremonies and speeches remembering and honoring those who fought for peace; and

WHEREAS, November 11, 2002, was this year's opportunity to remember and acknowledge the sacrifices of men and women who served our country in the Armed Forces of the United States; now therefore be it

Resolved, That the Board of Education commend students, parents, MCPS staff, and the entire community for reflecting, commemorating, honoring, and celebrating the contributions of our veterans.

RESOLUTION NO. 499-02 Re: AMERICAN EDUCATION WEEK

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mr. Lange, the following resolution was adopted unanimously:

WHEREAS, The theme for the observance of American Education Week is "Together: Making Public Schools Great for Every Child;" and

WHEREAS, Aside from their families, schools are the primary influence in children's lives; and

WHEREAS, Schools are community linchpins, bringing together adults and children, educators and volunteers, business leaders, and elected officials in a common enterprise; and

WHEREAS, Education employees at all levels of Montgomery County Public Schools work tirelessly to serve our children and communities with dedication, professionalism, and compassion; now therefore be it

Resolved, That all schools strongly encourage parent, community, and business involvement in the education process, especially during American Education Week, to enhance the academic and personal success of all our students; and be it further

Resolved, That on behalf of the superintendent of schools and staff, the Montgomery County Board of Education hereby declares November 18 through November 24, 2002, to be observed in Montgomery County Public Schools as "American Education Week."

Re: BOARD/SUPERINTENDENT COMMENTS

Dr. Weast commended David Spitzer, teacher at James Hubert Blake High School, for receiving a certificate of special recognition from the American Association of Physics Teachers. Mr. Spitzer is among a highly select group of science teachers who have participated in the Physics Teaching Resource Agent program supported by a National Science Foundation grant. The program prepares participating teachers to lead outreach workshops for other teachers. Mr. Spitzer has completed rigorous workshop training over several summers in 22 major topic areas in physics. Mr. Spitzer is among only 190 teachers across the nation who have progressed this far in the program and is considered among the most outstanding high school physical science and physics teachers in the United States.

Dr. Weast attended a ceremony last week that marked the opening of the new Parents' Place at Newport Mill Middle School. The Parents' Place will offer training and information on a wide variety of topics that have an impact on children's academic success and will serve as a bridge between home and school. The Montgomery County parent resource center was formerly housed at the Lynnbrook Center in Bethesda.

On Friday, November 15, there will be a ribbon cutting for another important resource for families: the Gaithersburg-area Judy Center. This second county Judy Center is located in a new building behind Summit Hall Elementary School, provided with the assistance of the City of Gaithersburg. The center will provide families with children under age six in the Summit Hall and Rosemont elementary school enrollment areas with a comprehensive range of services and supports. The Gaithersburg-area Judy Center joins the down-county center at the Silver Spring Presbyterian Church as a key component in the collaborative effort of MCPS, and county and city governments, to ensure that all children are ready for school.

Dr. Weast reported that students who attended most, if not all, of last summer's four-week ELO program achieved, on average, higher levels of skill development in reading and mathematics in the first month of Grades 1, 2, and 3 this year than did their classmates who did not attend the program. The voluntary program registered 73 percent of the students from the 18 targeted elementary schools. In mathematics, the results showed modest, statistically significant benefits for first, second, and third grade students who attended all four weeks of the program. With the exception of Grade 2 results, the mathematics benefits were apparent across all levels of academic need. In reading, there were modest, statistically significant benefits for students in Grades 1 and 2. (Grade 3 reading was not included in the study because of the absence of an appropriate assessment for this grade level and subject.) The benefits in all grades were similar across all ethnic groups.

Ms. Cox said she had the opportunity to attend the Special Education Urban Collaborative meeting with representatives from school systems across the country. There were shared concerns about the reauthorization of IDEA. MCPS was recognized for its Continuous Improvement Team and the work with the special education community and the collection of data on which to base decisions and improvements.

Mr. Burnett congratulated Dr. Haughey and Mr. Romero on their election to the Board of Education, and he looked forward to working with them. Also, he congratulated Mr. Felton and Mrs. O'Neill for their reelection to the Board, and Mrs. King for her election to the House of Delegates.

Mr. Alnifaidy welcomed the newly elected Board members.

Mr. Lange welcomed the new members and the experience and perspective they would bring to the Board. He attended a mentoring symposium with teachers from MCPS and surrounding counties. The A&S meeting's theme was "Coaching for Administration." In collaboration with the community, the Montgomery County Chapter of the Women's Bar Association will hold a "preparing for success" conference geared for young women. To encourage communication skills, Mr. Lange attended events at Eastern and Roberto Clemente middle schools in collaboration with Montgomery College. In a roundtable discussion, the eighth graders focused on children and violence.

Mr. Abrams commented on Congressman Meek's Florida legislation that mandated class-size reduction in Grades K-12 with a broad brush and unidentified funding. Montgomery County has accomplished class-size reduction by being discreet, targeted, focused, and consistent. With targeted resources and measured results, the community reconfirms its commitment to public education. Mr. Abrams did not like the broad brush since there is no research to demonstrate results for smaller class size at the middle and high school levels. It is nice to mandate change through legislation, but reasonable steps in a discreet fashion to solve real problems is more important and will result in consistent and real change.

Mrs. King welcomed the newly elected Board members. She thought they would have interesting and productive terms.

Mrs. O'Neill congratulated Dr. Haughey and Mr. Romero, and she looked forward to working with them. Mrs. O'Neill noted that December 2 – 6, 2002, has been designated by Congress as National Inclusive Schools Week, and she remarked that MCPS has recognized the various learning styles of children and the need to differentiate both resources and instruction to ensure that students with disabilities receive a high quality education. She thanked the parents who visited the schools on Veterans' Day. Mrs. O'Neill had attended the rededication of Thomas S. Wootton High School's addition and core facility improvements and the celebration of its second National Blue Ribbon Award.

Mr. Felton recognized the dedication of the People's Wellness Center. Also, he acknowledged a presentation on Capitol Hill sponsored by the National Commission for Economic Development, and part of the agenda focused on Montgomery County Public Schools with Dr. Weast as a panelist.

Re: **PUBLIC COMMENTS**

The following people testified before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Mark Drury	Career and Technology Education
2.	Anthony Itteilag	School Calendar

Re: **REVISED LEGISLATIVE PLATFORM**

Ms. Lori Rogovin, legislative aide, presented for the Board's consideration a Legislative Platform statement for the 2003 session of the Maryland General Assembly. The Board adopted a statement for the first time last year as a result of discussions that occurred with the Board's representatives to the MABE Legislative Committee, the Board President, and other members of the Board. The consensus was that the effectiveness of Board advocacy on state budget and legislative issues could be increased through the development, adoption, and

dissemination of a platform statement prior to the beginning of the legislative session.

The initial availability of the Board's Legislative Platform was well received last year. The platform provided a vehicle for summarizing the Board's positions on priority issues without precluding the consideration of additional legislative and budget issues during the legislative sessions. Building on last year's efforts, this year's document will be circulated to members of the General Assembly, partner organizations, and the community before and during the legislative session and posted on the MCPS website.

**Re: MONTGOMERY COUNTY BOARD OF
EDUCATION
LEGISLATIVE PLATFORM, 2003 SESSION OF
THE MARYLAND GENERAL ASSEMBLY**

On motion of Mr. Abrams and seconded by Mr. Lange, the following Legislative Platform was placed on the table:

School Construction

The FY 2004 State Capital Improvements Program request for Montgomery County Public Schools (MCPS) is \$18.45 million. This figure is based on current eligibility of projects approved by the County Council in May 2002. It is significantly less than the \$30 million in state aid assumed for FY 2004 in the adopted CIP and is inadequate to meet the capital funding needs of more than \$100 million per year for MCPS. State funding of school construction has been, and continues to be, critical to the county's efforts to provide the new and modernized facilities necessary to meet the needs of the county's students and communities now and in the future. For this reason, Montgomery County continues to seek additional funding.

The Board of Education also is monitoring the deliberations of the Task Force to Study Public School Facilities. The Task Force, which was created through passage of SB 856, the Bridge to Excellence in Public Schools Act of 2002, is charged with reviewing, evaluating, and making recommendations regarding the adequacy of public school facilities, the equity of the state's school construction program, and the continuation of the Aging Schools Program. As the Task Force deliberates school facilities issues and works toward offering recommendations, the following points need to be addressed:

- The Governor's and legislature's efforts to address the critical early years, through initiatives such as class-size reduction and requirements for full-day kindergarten and part-day pre-school programming, require more classrooms.
- Funding is needed for systemic projects to help schools maintain and protect the public investment, such as roofing and heating/ventilating/air conditioning projects.
- As a result of the way the funding formulas have been designed by the state, many

local jurisdictions are struggling to appropriate enough funds to be eligible for all of the state funding. The state/local cost share amount for Montgomery County is 50 percent, which represents the floor designated by the state formula (some jurisdictions are eligible for up to 70-80 percent of costs). There is a perception that the state actually funds 50 percent of school construction costs for Montgomery County. However, since only certain costs associated with construction are actually eligible for state funding, the state share of eligible construction projects funded by Montgomery County averaged only 25.3 percent between 1995 and 2000, with state participation on some projects as low as 13 percent. The reality of the cost share formula leaves no room for consideration of decreasing the floor below the current 50 percent.

- There is a need to revise the square-footage-per-pupil allowance used to calculate the eligible size of a school building when determining state funding. The current square-footage allowances were revised by the IAC in 2001, but still do not reflect current program needs. In order for students to achieve at higher levels, school facilities must keep up with program initiatives.
- MCPS has utilized, to the fullest, the Aging School Program. Since the program's creation, the interiors and exteriors of schools have been painted from the grant that now amounts to just over \$1 million annually for MCPS. A moderate increase in this program would go far toward giving more schools a much-needed face-lift.
- The rate of enrollment growth, in general, as well as in special populations, needs to be considered as state school facilities policies are reviewed. In Montgomery County, enrollment has increased by more than 11,000 from 1998 to 2002, with growth expected to continue from the current 138,820 to 144,801 in 2008; the ESOL enrollment is the highest in Maryland – 40 percent of the state's total ESOL enrollment; more than 29,000 students are in the subsidized meal program, 21.6 percent of the student population. Moreover, 16,471 students receive special education services, 11 percent of the total enrollment.
- The number of relocatable classrooms has increased with enrollment growth and class-size-reduction initiatives in recent years, rising to 635 in Montgomery County for the 2002-03 school year.

Education Funding

The Montgomery County Board of Education is committed to improving student performance and decreasing the achievement gap. While achieving these goals requires a significant increase in resources, Montgomery County has shown its commitment by providing additional funds to reduce class size, expand full-day kindergarten, increase special education services, and improve reading and math instruction. During the 2002 legislative session, county stakeholders joined in a successful effort to advocate for additional educational funding for students in Montgomery County and across the state. The enactment of the Bridge to Excellence legislation calls for a dramatic restructuring of the state's school finance system. In light of the passage of this landmark legislation, the Montgomery County Board of Education supports the following:

- Monies should be identified to fully fund the Bridge to Excellence legislation beyond 2004.
- The reports issued by the Task Force to Study Public School Facilities and the Maryland State Department of Education (MSDE) Enrollment Task Force (both created by SB 856) should include recommendations that account for enrollment growth and other factors that disproportionately affect Montgomery County and other high-growth jurisdictions. Consideration should be given to utilizing more frequent and more recent counts on which to predicate funding.
- As a geographic cost of education index specific to Maryland is developed by MSDE (as required by SB 856 through a contract with a private entity) to account for higher educational costs in certain jurisdictions, consideration needs to be given to the higher costs associated with doing business in the Washington metropolitan area.
- As envisioned through passage of SB 856, the teacher retirement program should continue to be maintained as a state-funded categorical program.
- Consideration should be given to passage of legislation that requires increasing local contributions consistent with the adequacy goals of the Bridge to Excellence legislation.

Special Student Populations

Historically, state aid for special education has recognized the additional costs associated with providing programs for students with disabilities. Based on the work of the Thornton Commission, the Bridge to Excellence legislation enhances the amount and proportion of state aid that is based on special education, as well as limited-English-proficient and economically disadvantaged student enrollments. The amount each school system receives per student who requires special transportation services was increased from \$500 to \$1,000 by FY 2008. In addition, \$4.8 million for the Maryland Infants and Toddlers Program and \$1.1 million for adult education and literacy services were authorized. The Montgomery County Board of Education supports full funding of these programs.

Public Funding for Private Schools

Nonpublic schools are neither subject to state accountability measures nor to the same legal requirements as public schools, such as those set out in special education laws and teacher certification regulations. While acknowledging current federal mandates for use of public funds for public school students educated under the Title I program, as well as public funding provided for public school students educated in private special education placements, the Board opposes the appropriation of public funds for private and parochial schools and direct aid to private and parochial students. With the many unmet needs in public schools, state funds must be used to meet the continuing and growing needs of public school students in Montgomery County and throughout the state.

Local School Board Authority

The State Board of Education establishes, through regulations, broad statewide policies and

mandates, and it is the responsibility of the local board to establish local policies and procedures for the public schools within its jurisdiction. Likewise, it is the authority of local boards to develop curriculum within the broad guidelines set by the state Board. The program of studies in each school system is developed as a whole and is linked to state and local assessments. To the extent that statewide legislation on charter schools gives the authority for establishing public charter schools solely to the local board of education, such legislation could be supported. The Montgomery County Board of Education supports local control of educational policy, administration, and curriculum, and opposes any legislative initiatives that have the effect of reducing local and state board authority or creating unfunded mandates. By retaining decision-making authority at the local level, a local board of education can best balance educational practices, available resources, public input, and accountability.

Re: **DISCUSSION**

Mr. Felton noted that this is a broad platform and, as the legislature moves through the session, the Board will have an opportunity to take positions on individual bills.

Mr. Abrams suggested that there should be the inclusion of the "fast start" program. The program envisions changing the way state funding is used, and the best way to ensure funding is to proceed with legislative action. There should be a description of the program, why it is important, and what programs are currently embraced in that effort and how those programs would be changed by putting them under the new umbrella of "fast start." It is a good proactive approach to starting the dialogue on the issue. For purposes of discussion, Mr. Lange seconded the inclusion of "fast start" in the legislative platform.

Mr. Felton asked Mr. Abrams how he envisioned the broader category of early childhood education. Mr. Abrams replied that there were other issues, including early childhood education and adult literacy. However, he wanted to list those issues in priority order, and "fast start" is the first program to be highlighted.

Mr. Abrams' second modification was in the area of construction. He suggested that two items could be added: (1) new formulas should split the costs into land and construction costs, and (2) a state-agreed model/design/cost for a building. If there was a master design that is costed out at the state, it would become the base price for the formula. Another approach is geographical indexing for construction costs.

Mrs. O'Neill noted that the Board was sending a letter to the Task Force on School Construction Funding listing the needs of Montgomery County. Hearings will follow the report, which will be issued after December. Mr. Abrams replied he was not talking about needs for the county, but he was seeking a structure and what is fair for Montgomery County. Mrs. Cox seconded Mr. Abrams construction proposals.

Mr. Lange thought another issue that should be included in the platform was Workmen's Compensation for student interns and insurance coverage. Mr. Abrams seconded that suggestion.

Mr. Felton suggested that when the second draft of the platform is developed, Ms. Rogovin should survey Board members for the inclusion of other issues.

Ms. Cox asked for supplemental background information, such as the fiscal details and past history, what has been done before, and what arguments the Board could use to be successful.

Mr. Romero suggested that MCPS should compare its issues with other LEAs on topics such as relocatables, enrollment growth, ESOL enrollment, FARMS, and special education students.

Mrs. O'Neill suggested that the Board strongly advocate for an additional review of how the state's enrollment growth is calculated and when and how enrollments counts are done.

Mr. Romero asked if the state formula is reviewed on a constant basis. Ms. Rogovin replied that the legislature would review the formula in 10 years, but every year there is language that would adjust the amount of funding. Mr. Romero stated that Montgomery County is suffering from lack of funding because the formula is not reviewed on a regular basis within a shorter time period.

It was the consensus of the Board that the platform was tentatively adopted pending amendments.

**Re: PRELIMINARY DIALOGUE ON TENTATIVE
POLICY IKA, GRADING AND REPORTING**

Dr. Weast invited the following people to the table: Dr. Barbara Haughey, principal, Ashburton Elementary School and co-chair of the Work Group on Grading and Reporting; Ms. Betsy Brown, program supervisor, K-12 English/Language Arts and co-chair of the Work Group on Grading and Reporting; Mr. Daniel Shea, principal, Quince Orchard High School and member of the Work Group on Grading and Reporting; Mr. Brian Stelter, student, Damascus High School and member of the Work Group on Grading and Reporting; and Ms. Patti Sorensen, parent and member of the Work Group on Grading and Reporting.

Findings of the September 2000 Mathematics Curriculum Audit by Phi Delta Kappa and subsequent development of Policy IFA, *Curriculum*, coupled with the current implementation of the revised standards-based curriculum, make modifications to the grading and reporting policy even more compelling.

In Fall 2001, Dr. James A. Williams, deputy superintendent, established the Work Group on Grading and Reporting chaired by Dr. Barbara Haughey, principal, Ashburton Elementary School, and Ms. Betsy Brown, program supervisor, K–12 English/Language Arts. Concurrent with deliberations of the work group, the Board Policy Committee began to focus on the policy with the following six issues emerging as most relevant:

1. Weight of the Semester Exam in Courses Earning High School Credit
2. Letter Grades vs. Alternative Systems
3. Components of a Grade
4. Feedback to Parents and Students
5. Length of the Marking Period
6. Attendance – Loss of Credit – Credit by Examination

A website was developed to ensure that information regarding relevant issues was shared with a broad audience of constituents interested in the educational process. The website is interactive and allows users to comment on issues pertaining to grading and reporting. The address is <http://www.mcps.k12.md.us/info/grading/index.cfm>.

On May 29, 2002, the Montgomery County Board of Education held a public forum on Policy IKA, *Grading and Reporting*, to provide an early opportunity for input from parents, students, and staff as revisions were being considered. Feedback from the public forum was collected and shared with the Board Policy Committee and the work group.

Policy Review

The Board of Education Policy Committee, in collaboration with the Work Group on Grading and Reporting, reviewed Policy IKA, *Grading and Reporting*. During the review it became clear that the current policy is overly regulatory in nature, while lacking a clearly articulated philosophy on grading and reporting. As a result of work group efforts, in collaboration with the Board Policy Committee, four broad intentions or goals emerged, related to a philosophy on grading and reporting in county schools.

- Grades should be consistent across classrooms, levels, courses, and schools
- Feedback to parents and students should be frequent and meaningful and provide information to teachers as they make instructional decisions
- Grades should be descriptive rather than punitive
- Grades should align with the curriculum

In addition, the work group, in collaboration with the Board Policy Committee, identified 10 fundamental beliefs that should serve as the basis of a grading and reporting policy, thereby providing the superintendent and staff with the basis for designing and implementing regulations. These fundamental beliefs are based on the premise that grades are an essential way to communicate student progress. The belief system articulates both the

expectations of students and the opportunities that must be afforded them. As such, grading and reporting practices must include the following:

1. Meaningful feedback on student achievement to students, parents, teachers, administrators, and the school system. This feedback should provide relevant information for instructional purposes
2. Alignment with the MCPS curriculum
3. Consistency within and among schools
4. Accurate reflection of student achievement, compared with grade-level indicators or course outcomes
5. Fair representation of a student's performance on a variety of measures over time
6. Clear and timely communication to parents and students as to the grading criteria and the components
7. Commitment to school attendance as an essential component of a good-quality learning experience
8. Summative assessments, including end-of-unit tests and cumulative projects, as reflections of a student's mastery of grade-level or course material
9. Opportunity for students to demonstrate mastery of grade-level indicators or course objectives through a variety of methods
10. Regular and frequent information to each student and his or her parents about the student's progress

Meaningful Feedback

The themes of expectations and opportunities are infused throughout the proposed revised policy. Grading and reporting practices must include meaningful feedback on student achievement to students, parents, teachers, administrators, and the school system. This belief is based on research that indicates that grades generally are used for five purposes:

1. To provide administrative services
2. To provide students and parents with feedback about achievement and progress
3. To provide students with guidance about future course work
4. To provide teachers with guidance for instructional planning
5. To motivate students (Marzano, 2000)

The draft policy identifies feedback to students and parents as the most important purpose of grading and reporting, and this theme is threaded throughout the belief system. It has been demonstrated that "the most powerful single innovation that enhances achievement is feedback" (Hattie, 1992).

Grade-Level Indicators and Course Outcomes as Comparison Points

It is recommended that grades be an accurate reflection of student achievement compared with grade-level indicators or course outcomes. This standard for grading represents a

significant departure from current practice at the elementary and middle school levels. Currently, students in Grades 1 through 8 are graded on objectives assigned to the student. The standard recommended by the work group would set the minimum comparison point as the grade the student currently is in. This would provide students and parents with an accurate reflection of how the student is performing, compared with grade-level expectations.

Consistency among Schools and Alignment with the Curriculum

For grades to provide useful information for systemwide decision making, it is critical that grades have the same meaning countywide and that they be based on content-specific learning goals. It is imperative that there be an alignment between the grading and reporting practices and the MCPS curriculum, and that there be consistency within and among schools.

Fair Measure of Performance over Time

Grades should be fair representations of a student's performance on a variety of measures over time. This ensures that students are provided with a fair opportunity to demonstrate their mastery of the standard or outcome expected.

Communication of Grading Criteria to Students and Parents

In alignment with the opportunity to demonstrate mastery of indicators or course outcomes on a variety of measures over time, students also must be provided with prior notice as to the expectations for performance both in and out of class. Therefore, it is recommended that there should be clear and timely communication to parents and students as to the grading criteria, components, and the value of components.

Attendance

As an essential component of a good-quality learning environment, attendance was identified as a fundamental belief because research indicates that regular attendance is correlated with academic success. This expectation is again balanced with an opportunity to demonstrate mastery on several measures over time.

Summative Assessments and Multiple Assessment Measures

Summative assessments that provide students with the opportunity to synthesize and apply material are important vehicles for demonstrating mastery of grade-level indicators and course outcomes. Given the diversity of learning styles, the work group believed that students should be provided with the opportunity to demonstrate their mastery on different forms of assessment.

Ongoing Feedback to Students

Finally, feedback to students and parents on a regular basis has been shown to have significant positive effects on academic achievement. The fundamental beliefs begin and end with meaningful and frequent feedback as essential to any grading and reporting policy. Meaningful feedback through ongoing monitoring is vital to improved teaching and learning

and, as such, is an integral component of the successful MCPS Kindergarten Initiative and the county's revised standards-based curriculum.

Next Steps

The Board of Education Policy Committee and the superintendent thank the work group for a very thoughtful and comprehensive review of grading and reporting practices. At this point, both the Board of Education Policy Committee and the superintendent welcome the Board's thoughts, ideas, and comments regarding the important and complex issues under consideration.

Grading and Reporting

A. PURPOSE

The Board of Education is committed to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluating and reporting student progress that is understandable to students and their parents and relevant for instructional purposes.

B. ISSUE

Grades are an essential way to communicate student progress. As such, grading and reporting practices must include the following:

1. Meaningful feedback on student achievement to students, parents, teachers, administrators, and the school system. This feedback should provide relevant information for instructional purposes.
2. Alignment with the Montgomery County Public Schools curriculum.
3. Consistency within and among schools.
4. Accurate reflection of student achievement compared to grade-level indicators or course outcomes.
5. Fair representation of a student's performance on a variety of measures over time.
6. Clear and timely communication to parents and students as to the grading criteria and the components.
7. Commitment to school attendance as an essential component of a quality

learning experience.

8. Summative assessments, including end-of-unit tests and cumulative projects, as reflections of a student's mastery of grade level or course material.
9. Opportunity for students to demonstrate mastery of grade-level indicators or course objectives through a variety of methods.
10. Regular and frequent information to all students and parents about the student's progress.

C. POSITION

1. In all schools
 - a) Students and parents will be informed early in a course of the indicators or outcomes of each course or unit and of the basis upon which students' performance will be evaluated.
 - b) Students and parents will be informed about progress throughout the grading period. Progress will be reported formally at least every nine weeks.
 - c) Teachers will maintain accurate and precise records that support formally reported grades.
 - d) Student progress will be evaluated and reported in terms of the performance on multiple and varied assessment measures corresponding with grade-level indicators and course outcomes as outlined in the Curriculum Frameworks or as designated in special program curriculum.
2. Elementary School

Formal reporting will accurately reflect student achievement compared to grade-level indicators.
3. Middle School

Formal reporting, indicated by letter grade, will report student progress on course outcomes.

4. High Schools

- a) Formal reporting, indicated by letter grade, will report student progress on course outcomes.
- b) Final exams afford students the opportunity to demonstrate a synthesized, integrated understanding of course material, and therefore carry significant weight in the final grade.
- c) Students must attend class on a regular basis in order to demonstrate mastery of material and receive credit for the course.

D. DESIRED OUTCOMES

Grading and reporting practices will be fair and meaningful. Grades will have consistent meaning throughout the school system and be based on grade level indicators and course outcomes.

E. REVIEW AND REPORTING

This policy will be reviewed on an ongoing basis in accordance with the Board of Education policy review process.

Re: **DISCUSSION**

Mr. Abrams heard that students will be graded on performance in belief four and that attendance can penalize, but not advance a student in belief seven. Ms. Webb replied that there had been significant discussion about the operational role of attendance in grading a student.

Mr. Felton asked for more information about attendance. As the Board moves toward a policy that reflects actual indicators of achievement, technology adds a dimension of new ways to earn credit. However, attendance is still part of the policy. Where is the balance? Mrs. King replied that some students can attend class very infrequently and still absorb enough information to pass the course and even receive an "A" in that course. On the other hand, other students can attend class every day and not pass the course. Ms. Cox pointed out belief five, and that students will be graded on a variety of measures over time. Mr. Abrams hoped that the policy would reflect some subjectivity on the part of the teacher. He was pleased that encouragement from a teacher can occur by using attendance as a vehicle for participation and not as a bonus point for showing up.

Mrs. O'Neill remarked that as the committee and work group reviewed attendance, the basic

premise is that a student must be in school to do well. Currently, the Loss of Credit Policy at the high school level is not working. Therefore, the policy states the belief that a student should be in class and participate in class and labs, but attendance will not penalize the student. Ms. Cox thought the Policy Committee wanted to give direction to staff that the first intervention is to engage the student, identify the underlying reasons for nonattendance, and address the issues. However, there must be a tool for administrators when the students do not respond to the teacher's engagement. The question is what direction the Board will give staff to operationalize the policy. To ensure positive efforts, data could be published illustrating the relationship between attendance and grades.

Mr. Abrams pointed out that the student would not be penalized or lose credit for nonattendance. However, attendance and nonparticipation would become part of a grade that is consistent throughout the school system. Therefore, if a student is hovering between a "B" and a "C," the attendance factor would come into play and the grade would be lowered.

Mr. Felton reiterated that his issue was that the policy reflect flexibility if needed. He agreed that the relationship between attendance and high performance is well documented. However, there are situations in which flexibility is needed, and a balance must be established between flexibility and consistency throughout the county.

Mr. Abrams commented on progress reports and asked if these included interims. Ms. Webb explained that interims were not mentioned specifically because there are a variety of ways to report progress. Mr. Abrams was concerned about interims and consistency, especially with honors and regular programs. In honors, an interim is mandated if a student is earning less than a "B" in a course. However, an interim is mandated for regular education students if they are earning less than a "C." There could be consistency while "raising the bar" by making an interim mandated for less than a "B" grade.

Mrs. O'Neill commented that a policy is a broad statement and the regulations are the detailed operational document which will give direction for interims and report cards. Mr. Abrams thought one of the broad beliefs was consistency in grading from school to school, class to class, and course to course. The inclusion of interims in the policy makes it important enough to be considered. Ms. Cox stated that in the policy progress would be reported formally at least every nine weeks, and it allows for other requirements in a lesser period of time, including interims. Mr. Felton asked, if was the intent with consistency across the school system, why not address the issue of interims in the policy. Ms. Webb said the current regulations include a section that details when an interim must be sent to a parent, and it is the intent to draft regulations to be in compliance with the ideals of the policy under discussion.

Ms. Cox suggested adding language in the "position" that states the superintendent will designate in regulations consistent reporting standards for students failing to make progress. Mr. Abrams thought clarifying language should be in "purpose" and the same grading

standards should apply to honors and regular programs. Ms. Cox asked if the Board was comfortable with that direction, and there was a consensus.

Mr. Lange asked about summative assessments and formative assessments. Ms. Cox thought formative assessments were alluded to in the measures over time. However, formative assessments emphasize where the student is rather than judge how well they have done.

Mr. Felton asked about the language in the policy as it related to high school assessments and the *No Child Left Behind* legislation. Ms. Brown explained that summative assessments are for the end-of-the-unit or course test as a chance for students to demonstrate what they have learned from that course. These tests compare to the high school assessments or college course exams.

Mr. Felton wanted to know what the policy does for students getting through the system. Ms. Webb replied that the grade-level indicators let a parent know early where the child is performing so that it is not a surprise when the child cannot show mastery on a standardized test. Therefore, one of the goals is clear communication with parents. Mrs. O'Neill thought the policy wanted to address whether or not students achieve, and if a student does not "get it," this is reflected on the report card as well as on the level the student has achieved.

Mr. Lange pointed out that the policy stated that students would demonstrate mastery of grade-level indicators through a variety of methods. He was pleased that there would be a number of ways to show mastery of course content. Dr. Weast indicated that students must pass certain exams, even though the policy is looking for evidence of learning.

Ms. Cox stated that the committee was seeking an understanding through the policy that the summative assessments are extremely important, but not all of them will have the same reliability and validity. There has to be enough weight that the students take the tests seriously, but the students would not fail if they do not do well on that test. Moreover, the tests are necessary to identify consistency of instructional delivery throughout the school system. Dr. Weast was not prepared for the Board to adopt a policy without information about the operational regulations.

Mr. Romero asked about the interim report since it gave students and parents information prior to report cards, and he agreed with Mr. Abrams that interims should be part of the policy. Ms. Cox said there was a difference between progress and interim reports. The progress report is a summary of the student's achievement, but an interim report relates to a grade that is decreasing or to the possibility of failure.

Since grade and progress reports will be online in the future, Mr. Felton wanted the policy to encompass where the school system will be, not where it has come from. Ms. Webb stated

that the policy sets the parameter so that at least every nine weeks there would be a report card with progress reports during that nine-week period. Dr. Weast wanted a grading and reporting policy that pushed student achievement, especially with state and federal requirements.

Mr. Lange commented that students have anxiety when it is not clear what is expected of them. He thought the policy was correct in affirming that students would be provided clear and unambiguous definitions of the expectations in each course.

Ms. Cox added that the Continuous Improvement Team asked the committee to include not only the proficiency at grade level, but also the measure for the kind of assistance that a student receives in each subject area.

Ms. Cox asked if the regulation would have a translation from letter grades to numerical grades. Ms. Webb replied that there would be a translation and descriptor.

Mr. Felton wanted to know if students "must attend classes" could be replaced with "regular attendance and engagement are essential in order to demonstrate mastery of the material." The Board agreed with this change.

Re: LUNCH AND CLOSED SESSION

The Board of Education recessed from 12:35 to 2:35 p.m.

**Mr. Alnifaidy and Mr. Burnett left the meeting at this point.

RESOLUTION NO. 500-02 Re: RECOGNITION OF CONGRESSWOMAN CONNIE MORELLA

On motion of Mr. Abrams and seconded by Ms. Cox, the following resolution was adopted unanimously by members present:

WHEREAS, The Honorable Connie Morella has been a dependable ally of Montgomery County Public Schools and a leader in facilitating the development and exchange of innovative ideas to further educational goals; and

WHEREAS, Representative Morella has been a congressional sponsor of numerous legislative and funding initiatives that promote student educational achievement; and

WHEREAS, Representative Morella has never lost the perspective of her teaching roots and will always be remembered for her dedication and success in delivering for Montgomery County's students and school system, regardless of the administration in power and

regardless of her position as a majority or minority member of the House of Representatives;
and

WHEREAS, Representative Morella has been a tireless champion for the educational needs of the children of Montgomery County and around the country; now therefore be it

Resolved, That the Board of Education of Montgomery County extend its heartfelt gratitude to the Honorable Connie Morella for her 16 years of service and advocacy in the U. S. House of Representatives on behalf of the students and families of Montgomery County.

RESOLUTION NO. 501-02 Re: **PROCUREMENT CONTRACTS OF \$25,000 OR MORE**

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mrs. King, the following resolution was adopted unanimously by members present:#

WHEREAS, Funds have been budgeted for the purchase of equipment, supplies, and contractual services; now therefore be it

Resolved, That having been duly advertised, the following contracts be awarded to the low bidders meeting specifications shown for the bids as follows:

150500	Elevator Equipment Preventative Maintenance	
178-AA		
	<u>Awardee</u>	
	Elevator Control Service	\$ 250,000
BL01405	Heating Oil	
927-		
39A-C		
	<u>Awardees</u>	
	Naughton Energy*	
	Petroleum Traders	
	Conectiv Energy Supply, Inc./dba Petron Oil	
	Total	\$ 270,000
1152.1	COBRA Benefits and Flexible Spending Account Administration	
	<u>Awardee</u>	
	Sykes Health Plan Services	\$ 82,000
4020.2	HVAC Service Contract—Extension	
	<u>Awardee</u>	
	Baltimore Trane Service	\$ 102,692
4081.3	Science Equipment—Extension	
	<u>Awardee</u>	
	American Scale and Equipment Company	\$ 11,254
	Carolina Biological Supply Company	1,217
	Edvotek, Inc.	3,682

	ETA Cuisenaire*	5,451
	Fisher Science Education	42,374
	Flinn Scientific, Inc.	1,440
	Para Scientific Company	5,007
	Pasco Scientific	24,398
	Pitsco, Inc.	2,085
	Science Kit, Inc.	292
	VWR Scientific/Sargent Welch	30,526
	Ward's Natural Science Est., Inc.	<u>1,837</u>
	Total	\$ 129,563
4082.2	Chalkboards, Tackboards, and Whiteboards	
	<u>Awardee</u>	
	Steel Products, Inc.*	\$ 41,818
4137.1	Paper, Multipurpose	
	<u>Awardee</u>	
	Unisource	\$ 731,185
7005.3	Handheld Calculators and Calculator-based Laboratory Data Collection Systems—Extension	
	<u>Awardees</u>	
	D & H Distributing Company, Inc.	\$ 535,125
	Pasco Scientific	<u>46,285</u>
	Total	\$ 581,410
7116.1	Snowplow and Pump Parts	
	<u>Awardee</u>	
	America's Body Company	\$ 34,151
9018.1	Roofing Supplies—Extension	
	<u>Awardees</u>	
	Bradco Supply Corporation	\$ 39,125
	Roof Center, Inc.	219,098
	Seamless Gutter Supply	<u>115,590</u>
	Total	\$ 373,813

9114.4 Frozen Potatoes—Extension

Awardees

Marathon Sales, LLC

\$ 350,000

Sysco Food Services

61,491

Total

\$ 411,491

TOTAL PROCUREMENT CONTRACTS EXCEEDING \$25,000

\$3,008,123

*Denotes Minority-, Female-, or Disabled-owned Business

RESOLUTION NO. 502-02 Re: **AWARD OF CONTRACT – FIRE CODE SAFETY**

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mrs. King, the following resolution was adopted unanimously by members present:#

WHEREAS, The following sealed bids were received on October 29, 2002, for the installation of emergency rescue windows at six schools:

<u>Bidder</u>	<u>Amount</u>
Engineered Construction Products, Ltd.	\$115,090
Golden Construction Inc.	215,472

and

WHEREAS, There is limited opportunity for Minority Business Enterprise (MBE) participation on this project because of the scope of work; and

WHEREAS, Staff recommends waiving the MBE participation goal for this project; and

WHEREAS, Engineered Construction Products, Ltd., has completed similar work successfully for the Montgomery County Public Schools; now therefore be it

Resolved, That a \$115,090 contract be awarded to Engineered Construction Products, Ltd., for the installation of emergency rescue windows at Cannon Road, Darnestown, and Wheaton Woods elementary schools; Gaithersburg High School; and Radnor and Fairland centers, in accordance with drawings and specifications prepared by Delmar Architects, P.A.

RESOLUTION NO. 503-02 Re: **ARCHITECTURAL APPOINTMENT – DR. CHARLES R. DREW ELEMENTARY SCHOOL GYMNASIUM ADDITION**

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mrs. King, the following resolution was adopted unanimously by members present:#

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services during the design and construction phases for the Dr. Charles R. Drew Elementary School gymnasium addition; and

WHEREAS, The gymnasium addition was master-planned as part of the original school construction project; and

WHEREAS, Funds for architectural planning were programmed as part of the FY 2003 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on July 14, 1998, selected Grimm + Parker Architects, the architect for the original school facility, to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff has negotiated a fee for the architectural services; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Grimm + Parker Architects to provide professional architectural and engineering services for the Dr. Charles R. Drew Elementary School gymnasium addition for a fee of \$88,000.

RESOLUTION NO. 504-02 Re: **ARCHITECTURAL APPOINTMENT – DAMASCUS HIGH SCHOOL CORRIDOR CIRCULATION IMPROVEMENTS**

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mrs. King, the following resolution was adopted unanimously by members present:#

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services during the design and construction phases for the Damascus High School corridor circulation improvements; and

WHEREAS, Funds for architectural planning were programmed as part of the FY 2003 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on July 14, 1998, selected McDonald • Williams • Banks, a certified Minority Business Enterprise, to provide the necessary professional architectural and

engineering services; and

WHEREAS, Staff has negotiated a fee for the architectural services; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of McDonald • Williams • Banks to provide professional architectural and engineering services for the Damascus High School corridor circulation improvements for a fee of \$101,829.

RESOLUTION NO. 505-02 Re: **GRANT OF RIGHT-OF-WAY AT WILLIAM H. FARQUHAR MIDDLE SCHOOL**

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mrs. King, the following resolution was adopted unanimously by members present:#

WHEREAS, The Washington Suburban Sanitary Commission (WSSC) has requested a grant of right-of-way at William H. Farquhar Middle School, located at 16915 Batchellors Forest Road in Olney; and

WHEREAS, The proposed grant of right-of-way, consisting of 3,447 square feet, is needed to install a water main and appurtenances in connection with the development of an adjacent residential community by the developer, Porten Homes; and

WHEREAS, All construction, future maintenance, and liability for damages or injury will be undertaken by WSSC at no cost to the Board of Education; and

WHEREAS, The proposed right-of-way will not affect any land that could be used for school programming and recreational activities; now therefore be it

Resolved, That the president and secretary of the Board of Education be authorized to execute a grant of right-of-way of 3,447 square feet to the Washington Suburban Sanitary Commission at William H. Farquhar Middle School; and be it further

Resolved, That a fee of \$5,000 be paid to the Montgomery County Public Schools by Porten Homes, for the subject easement and agreement.

RESOLUTION NO. 506-02 Re: **ACCEPTANCE OF SPARK M. MATSUNAGA ELEMENTARY SCHOOL AND LONGVIEW SCHOOL**

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mrs. King, the following resolution was adopted unanimously by members present:#

WHEREAS, Spark M. Matsunaga Elementary School and Longview School were inspected on November 8, 2002; now therefore be it

Resolved, That the official date of completion be established as that date upon which formal notice is received from the architect that the building has been completed in accordance with the plans and specifications, and all contract requirements have been met.

RESOLUTION NO. 507-02 Re: **MODIFICATIONS FOR LEASED SPACE AT CENTURY BOULEVARD IN GERMANTOWN**

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mrs. King, the following resolution was adopted unanimously by members present:#

WHEREAS, On June 24, 2002, the Board of Education approved a sublease agreement for space at 20010 Century Boulevard to house personnel from the Office of Staff Development; and

WHEREAS, The sublease rates were substantially less than current market rates for new leases; and

WHEREAS, Because the annual sublease rates were well below market cost, tenant improvements were not included in the rental agreement; and

WHEREAS, Bids were received from the following firms to complete the tenant improvements needed to house staff development personnel in the leased space:

The Williamson Group	\$268,878
Hanlon Construction Company, Inc.	335,500

and

WHEREAS, The Williamson Group has completed similar work satisfactorily for other office tenants; now therefore be it

Resolved, That the Board of Education approve a contract in the amount of \$268,878 with The Williamson Group to complete tenant improvements for the space leased for the Office of Staff Development on the third floor of the 20010 Century Boulevard, Germantown, Maryland, building.

RESOLUTION NO. 508-02 Re: **SUPPLEMENTAL APPROPRIATION – ALTERNATIVE HIGH SCHOOL PROGRAM**

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mrs. King, the following resolution was adopted unanimously by members present:#

WHEREAS, The Board of Education approved the establishment of regional high school alternative education program facilities to meet the needs of students served by the various alternative programs; and

WHEREAS, The Board of Education approved, in September 2001, the first regional alternative high school education center in the upcounty area to be housed at the Emory Grove Center; and

WHEREAS, In order to provide similar programs to students in the downcounty area, the Board of Education approved, in the FY 2003-2008 Capital Improvements Program request, a downcounty regional alternative high school education program to be housed at the McKenney Hills Center; and

WHEREAS, Over the past year, a plan to relocate the eight programs currently housed at the McKenney Hills Center has been developed in consultation with the community, parents, and staff; and

WHEREAS, The facility needs for the alternative high school programs to be located at the Emory Grove and the McKenney Hills centers and for the programs to be relocated to the Stephen Knolls and Lynnbrook centers have been assessed, and it has been determined that minor modifications are needed at the four facilities to effectively serve the students and staff in the consolidated and relocated programs; now therefore be it

Resolved, That an FY 2003 special appropriation and amendment to the FY 2003-2008 Capital Improvements Program in the amount of \$2.0 million be requested to provide limited modifications to the McKenney Hills, Emory Grove, Lynnbrook, and Stephen Knolls centers; and be it further

Resolved, That all of the facility modifications are necessary to accommodate the program needs of the regional alternative high school education program and to accommodate the programs that will be relocated to the Stephen Knolls and Lynnbrook centers; and be it further

Resolved, That the county executive be requested to recommend approval of this request to the County Council.

RESOLUTION NO. 509-02 Re: **DECLARATION OF EASEMENT AT ROCKY HILL MIDDLE SCHOOL REPLACEMENT**

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mrs. King,

the following resolution was adopted unanimously by members present:#

WHEREAS, The Washington Suburban Sanitary Commission (WSSC) has requested a declaration of easement at Rocky Hill Middle School, located at 22500 Wims Road in Clarksburg; and

WHEREAS, The Board of Education intends to install a sewer line across the Rocky Hill Middle School site to serve the Rocky Hill Middle School Replacement; and

WHEREAS, The Board of Education, in establishing an easement for the sewer line, declares that the easement shall burden the Rocky Hill Middle School site and shall benefit the Rocky Hill Middle School Replacement; and

WHEREAS, The easement, which consists of 1,524 square feet, will not affect any land that could be used for school programming and recreational activities; and

WHEREAS, The declaration, which is required by WSSC as a part of the construction of Rocky Hill Middle School Replacement, will serve to protect the sewer easement on the Rocky Hill Middle School Replacement site should the Rocky Hill Middle School property ever be conveyed to Montgomery County; now therefore be it

Resolved, That the president and secretary of the Board of Education be authorized to execute a declaration of easement consisting of 1,524 square feet at Rocky Hill Middle School.

RESOLUTION NO. 510-02 Re: UTILIZATION OF FY 2003 PROVISION FOR FUTURE SUPPORTED PROJECT FUNDS

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mrs. King, the following resolution was adopted unanimously by members present:#

WHEREAS, The grants qualify for a transfer of appropriation from the Provision for Future Supported Projects pursuant to the provisions of County Council Resolution No. 14-1270, approved May 23, 2002; and

WHEREAS, The programs do not require any present or future county funds; and

WHEREAS, Sufficient appropriation is available, within the FY 2003 Provision for Future Supported Projects, to permit the transfers within state categories; now therefore be it

Resolved, That the superintendent of schools be authorized to receive and expend, within the FY 2003 Provision for Future Supported Projects, as specified below:

<u>Project</u>	<u>Positions</u>	<u>Amount</u>
Montgomery County Infants and Toddlers Program	3.6	\$ 335,061
Teacher Mentoring Program	11.0	790,480
Even Start Family Literacy Program	<u>1.0</u>	<u>154,486</u>
Total	<u>15.6</u>	<u>\$1,280,027</u>

and be it further

Resolved, That a copy of this resolution be sent to the county executive and County Council.

RESOLUTION NO. 511-02 Re: FY 2003 SUPPLEMENTAL APPROPRIATION FOR THE DOWNCOUNTY CONSORTIUM

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mrs. King, the following resolution was adopted unanimously by members present:#

Resolved, That the superintendent of schools be authorized to receive and expend, subject to County Council approval, an FY 2003 supplemental appropriation of \$1,877,235 in grant funds from the United States Department of Education, Smaller Learning Communities Initiative, for the Downcounty Consortium.

	<u>Category</u>	<u>Positions</u>	<u>Amount</u>
1	Administration		\$ 86,151
2	Mid-level Administration	1.0	339,000
3	Instructional Salaries	8.8	1,095,884
4	Textbooks and Instructional Supplies		13,020
5	Other Instructional Costs		137,500
12	Fixed Charges	<u> </u>	<u>205,680</u>
	Total	<u>9.8*</u>	<u>\$1,877.235</u>

Positions

*1.0 Administrative Secretary II (15)

*8.8 Teacher (AD)

and be it further

Resolved, That a copy of this resolution be sent to the county executive and County Council;

and be it further

Resolved, That the county executive be requested to recommend approval of this resolution to the County Council.

RESOLUTION NO. 512-02 Re: **FY 2003 SUPPLEMENTAL APPROPRIATION FOR THE HIGH SCHOOL SCIENCE VERTICALLY INTEGRATED PARTNERSHIPS PROJECT**

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mrs. King, the following resolution was adopted unanimously by members present:#

Resolved, That the superintendent of schools be authorized to receive and expend, subject to County Council approval, an FY2003 supplemental appropriation of \$303,181 for the High School Science Vertically Integrated Partnership Project from the National Science Foundation in the following categories:

<u>Category</u>	<u>Position</u>	<u>Amount</u>
1 Administration		\$ 10,621
2 Mid-level Administration	2.0*	126,898
3 Instructional Salaries		77,820
4 Textbooks and Instructional Supplies		19,138
5 Other Instructional Costs		15,527
12 Fixed Charges	—	<u>53,177</u>
Total	<u>2.0*</u>	<u>\$303,181</u>

Positions

- *1.0 instructional specialist (B-D)
- *0.5 fiscal assistant I, grade 13
- *0.5 secretary, grade 12

and be it further

Resolved, That a copy of this resolution be sent to the county executive and County Council; and be it further

Resolved, That the county executive be requested to recommend approval of this resolution to the County Council.

RESOLUTION NO. 513-02 Re: **FY 2003 SUPPLEMENTAL APPROPRIATION FOR THE MIDDLE SCHOOL SCIENCE EDUCATIONAL RESEARCH INITIATIVE**

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mrs. King,

the following resolution was adopted unanimously by members present:#

Resolved, That the superintendent of schools be authorized to receive and expend, subject to County Council approval, an FY 2003 supplemental appropriation of \$247,001 for the Middle School Science Educational Research Initiative from the National Science Foundation in the following categories:

<u>Category</u>	<u>Positions</u>	<u>Amount</u>
1 Administration		\$ 8,653
2 Mid-level Administration	2.0*	126,898
3 Instructional Salaries		40,855
4 Textbooks and Instructional Supplies		7,095
5 Other Instructional Costs		10,950
12 Fixed Charges		<u>52,550</u>
Total	<u>2.0*</u>	<u>\$247,001</u>

Positions

- *1.0 instructional specialist (B-D)
- *0.5 fiscal assistant I, grade 13
- *0.5 secretary, grade 12

and be it further

Resolved, That a copy of this resolution be sent to the county executive and County Council; and be it further

Resolved, That the county executive be requested to recommend approval of this resolution to the County Council.

RESOLUTION NO. 514-02 Re: FY 2003 SUPPLEMENTAL APPROPRIATION FOR THE MD K12 DIGITAL LIBRARY PROJECT

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mrs. King, the following resolution was adopted unanimously by members present:#

Resolved, That the superintendent be authorized to receive and expend, subject to County Council approval, an FY 2003 supplemental appropriation of \$630,000 from the Maryland State Department of Education for the K–12 Digital Library Project Partnership.

<u>Category</u>	<u>Positions</u>	<u>Amount</u>
2 Mid-level Administration	1.0*	\$ 71,006
3 Instructional Salaries		57,636
4 Instructional Materials and Supplies		601
5 Other Instructional Costs		471,356
12 Fixed Charges		<u>29,401</u>
Total	<u>1.0*</u>	<u>\$630,000</u>

Positions

*1.0 Instructional Specialist (B-D)

and be it further

Resolved, That a copy of this resolution be sent to the county executive and County Council; and be it further

Resolved, That the county executive be requested to recommend approval of this resolution to the County Council.

RESOLUTION NO. 515-02 Re: FY 2003 FIRST QUARTER CATEGORY AND OBJECT TRANSFERS REQUEST

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mrs. King, the following resolution was adopted unanimously by members present:#

Resolved, That the superintendent of schools be authorized to effect FY2003 object transfers of \$1,116,557 in the following objects:

Department of Transportation

<u>Object</u>	<u>From</u>	<u>To</u>
02 Contractual Services		\$43,000
03 Supplies and Materials	<u>\$43,000</u>	_____
Total	<u>\$43,000</u>	<u>\$43,000</u>

Individuals with Disabilities Education Act (IDEA)

<u>Object</u>	<u>From</u>	<u>To</u>
01 Salaries and Wages	\$48,000	
02 Contractual Services	_____	\$48,000
Total	<u>\$48,000</u>	<u>\$48,000</u>

Department of Special Education

<u>Object</u>	<u>From</u>	<u>To</u>
01 Salaries and Wages		\$336,197
03 Supplies and Materials	<u>\$336,197</u>	_____
Total	<u>\$336,197</u>	<u>\$336,197</u>

Medical Assistance Program

<u>Object</u>	<u>From</u>	<u>To</u>
01 Salaries and Wages		\$304,235
03 Supplies and Materials	\$186,447	
05 Equipment	<u>117,788</u>	_____
Total	<u>\$304,235</u>	<u>\$304,235</u>

Title II

<u>Object</u>	<u>From</u>	<u>To</u>
01 Salaries and Wages		\$166,402
02 Contractual Services		119,720
03 Supplies and Materials	\$255,118	
04 Other Charges	9,604	
05 Equipment	<u>21,400</u>	_____
Total	<u>\$286,122</u>	<u>\$286,122</u>

Northeast Consortium State Compensatory Education

<u>Object</u>	<u>From</u>	<u>To</u>
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01 Salaries and Wages		\$ 4,298
02 Contractual Services		26,750
03 Supplies and Materials		67,955
04 Other Charges	\$ 11,779	
05 Equipment	<u>87,224</u>	<u> </u>
Total	<u>\$ 99,003</u>	<u>\$99,003</u>

and be it further

Resolved, That the superintendent of schools be authorized to effect FY 2003 categorical transfers of \$1,386,590 in the following categories:

Northeast Consortium State Compensatory Education

<u>Category</u>	<u>From</u>	<u>To</u>
3 Instructional Salaries		\$4,298
4 Textbooks and Instructional Supplies		67,955
5 Other Instructional Costs	\$ 75,774	
12 Fixed Charges	<u> </u>	<u>3,521</u>
Total	<u>\$ 75,774</u>	<u>\$75,774</u>

Title II

<u>Category</u>	<u>From</u>	<u>To</u>
1 Administration		\$ 8,279
2 Mid-level Administration		107,839
3 Instructional Salaries		180,599
4 Textbooks and Instructional Supplies	\$255,118	
5 Other Instructional Costs	143,818	
12 Fixed Charges	<u> </u>	<u>102,219</u>
Total	<u>\$398,936</u>	<u>\$398,936</u>

Title I

<u>Category</u>	<u>From</u>	<u>To</u>
2 Mid-level Administration		\$ 318,486

3 Instructional Salaries		277,143
4 Textbooks and Instructional Supplies		220,751
5 Other Instructional Costs		95,500
12 Fixed Charges	<u>\$911,880</u>	_____
Total	<u>\$911,880</u>	<u>\$911,880</u>

and be it further

Resolved, That a copy of this resolution be sent to the county executive and County Council.

*Mr. Abrams temporarily left the meeting.

RESOLUTION NO. 516-02 Re: HUMAN RESOURCES MONTHLY REPORT

On recommendation of the Superintendent and on motion of Mr. Lange seconded by Mrs. O'Neill, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education approve the Human Resources Monthly Report dated November 12, 2002.

RESOLUTION NO. 517-02 Re: DEATH OF MARY ELLEN VERONA, NSF SCIENCE PROJECT SPECIALIST, MONTGOMERY BLAIR HIGH SCHOOL

On recommendation of the Superintendent and on motion of Mr. Lange seconded by Mrs. O'Neill, the following resolution was adopted unanimously by members present:

WHEREAS, The death on October 7, 2002, of Mary Ellen Verona, NSF science project specialist at Montgomery Blair High School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In the more than fifteen years that Ms. Verona had been a member of the staff of Montgomery County Public Schools, her enthusiasm, expertise, sensitivity and leadership qualities earned her an enviable reputation among colleagues and students; and

WHEREAS, Ms. Verona's expertise in the integration of technology and curriculum was utilized by county, state and national agencies, performed in an outstanding manner, and was highly respected for her insights and knowledge; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mary Ellen Verona and extend deepest sympathy to her family; and be it further

Resolved, That this resolution be made a part of the minutes of this meeting and a copy be forwarded to Ms. Verona's family.

RESOLUTION NO. 518-02 Re: **DEATH OF LUCIEN E. BOIVIN, JR., USER SUPPORT SPECIALIST I, WESTLAND MIDDLE SCHOOL**

On recommendation of the Superintendent and on motion of Mr. Lange seconded by Mrs. O'Neill, the following resolution was adopted unanimously by members present:

WHEREAS, The death on October 11, 2002, of Lucien E. Boivin, Jr., user support specialist I at Westland Middle School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In the six years that Mr. Boivin had been a member of the staff of Montgomery County Public Schools, he had set a high standard of expectation for himself in terms of delivering quality service and workmanship; and

WHEREAS, Mr. Boivin enjoyed a stellar reputation with his colleagues and was an asset to Montgomery County Public Schools; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Lucien E. Boivin, Jr., and extend deepest sympathy to his family; and be it further

Resolved, That this resolution be made a part of the minutes of this meeting and a copy be forwarded to Mr. Boivin's family.

RESOLUTION NO. 519-02 Re: **DEATH OF JO ANN SRIVASTAVA, INTERPRETER HEARING IMPAIRED I, DEAF AND HARD OF HEARING PROGRAM**

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mr. Lange, the following resolution was adopted unanimously by members present:

WHEREAS, The death on October 16, 2002, of Jo Ann Srivastava, interpreter hearing impaired I in the Deaf and Hard of Hearing Program, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Mrs. Srivastava has been employed by Montgomery County Public Schools for more than eleven and a half years and has been a natural leader and role model for newer transliterators; and

WHEREAS, Mrs. Srivastava was a highly skilled transliterator who was dedicated to the

program and sensitive to the needs of the children, and valued her function as a member of the educational team; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Jo Ann Srivastava and extend deepest sympathy to her family; and be it further

Resolved, That this resolution be made a part of the minutes of this meeting and a copy be forwarded to Mrs. Srivastava's family.

RESOLUTION NO. 519(a)-02 Re: **DEATH OF JOHNNIE MONK, BUS OPERATOR I,
CLARKSBURG TRANSPORTATION DEPOT,
DEPARTMENT OF TRANSPORTATION**

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mr. Lange, the following resolution was adopted unanimously by members present:

WHEREAS, The death on October 17, 2002, of Johnnie Monk, bus operator I at the Clarksburg Transportation Depot in the Department of Transportation, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In the short time that Mr. Monk worked for Montgomery County Public Schools, he demonstrated competence as a bus operator; and

WHEREAS, Mr. Monk's eagerness to learn, his pleasant personality, and good relationships with his fellow workers made him a valuable employee; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Johnnie Monk and extend deepest sympathy to his family; and be it further

Resolved, That this resolution be made a part of the minutes of this meeting and a copy be forwarded to Mr. Monk's family.

RESOLUTION NO. 520-02 Re: **DEATH OF CAROLE J. CAMPBELL, ADMINISTRATIVE
SECRETARY II, ON LONG-TERM LEAVE FROM OFFICE
OF DEPUTY SUPERINTENDENT OF SCHOOLS**

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mrs. King, the following resolution was adopted unanimously by members present:

WHEREAS, The death on October 23, 2002, of Carole J. Campbell, administrative secretary II on long-term leave from the Office of Deputy Superintendent of Schools, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Ms. Campbell was an employee of Montgomery County Public Schools for more than twenty-one and a half years and had experience both in central office locations and schools where she tried to anticipate the needs of the staff and be prepared for all contingencies; and

WHEREAS, Ms. Campbell was always conscientious about her work and showed professionalism when carrying out her assignments; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Carole J. Campbell, and extend deepest sympathy to her family; and be it further

Resolved, That this resolution be made a part of the minutes of this meeting and a copy be forwarded to Ms. Campbell's family.

Re: **MONTHLY FINANCIAL REPORT**

Mr. Bowers reported that the projected financial condition through September 30, 2002, was based on program requirements and estimates made by primary and secondary account managers. At this time, revenues are on budget while expenses have a projected deficit of \$400,000. Staff will continue to closely monitor both revenues and expenditures.

*Mr. Abrams rejoined the meeting.

RESOLUTION NO. 521-02 Re: **PRELIMINARY PLANS – QUINCE ORCHARD MIDDLE SCHOOL #2**

On recommendation of the Superintendent and on motion of Mrs. King seconded by Mr. Lange, the following resolution was adopted unanimously by members present:

WHEREAS, The architect for Quince Orchard Middle School #2, Grimm + Parker Architects, has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Quince Orchard Middle School #2 School Advisory Committee has approved the proposed schematic design; now therefore be it

Resolved, That the Board of Education approve the preliminary plan report for the Quince Orchard Middle School #2 developed by Grimm + Parker Architects.

RESOLUTION NO. 522-02 Re: **REVISED STAFF RESPONSE TO THE 1999-2000 AND 2000-2001 ANNUAL REPORTS OF THE CITIZENS' ADVISORY COMMITTEE ON FAMILY LIFE AND HUMAN DEVELOPMENT**

Dr. Weast invited the following people to the table: Mr. Lawrence Jacobs, chairperson of the Citizens' Advisory Committee on Family Life and Human Development; Mrs. Judie Muntner, associate superintendent for curriculum and instructional programs; Mrs. Sandra Days, supervisor, Instructional Materials Selection and Processing; Mr. Russell Henke, coordinator of health education; and Mr. Edward Masood, director, Division of Arts, Health, and Physical Education.

Below are the recommendations contained in the *Annual Report of the Citizens' Advisory Committee on Family Life and Human Development for School Year 2000–2001*, and the revised staff response to each recommendation based on input from the Montgomery County School Health Council and further input from the Advisory Committee on Family Life and Human Development as requested by the Board of Education.

Recommendation 1: Committee Membership and Attendance

The committee operated with more regularly participating members than in the 1999–2000 year, with approximately nine of the 18 members attending each meeting. Several at-large members failed to appear at any meetings. Two organizational members resigned their positions mid-year. A new student member and two new at-large members were appointed to the committee and joined in January 2001. Members assisted in recruiting applicants to the committee and expected the Board of Education to appoint new members in June 2001. The current committee membership is appended to this report. The committee recommends that, prior to appointment by the Board, prospective members pledge to attend committee meetings regularly and that a prospective member not be appointed without such a pledge.

Response

The Board of Education thoroughly screens applicants prior to appointing them to serve on this committee. The appointment letter sent to prospective members informs them of the number of meetings per year and the Board's expectation that they attend the majority of meetings. Although staff agrees with the spirit of the recommendation, staff believes that requiring a pledge is inconsistent with the Board of Education procedures on committee appointments. Montgomery County Public Schools Policy BMG, *Guidelines for Committee Operation*, provides guidance on these issues and maybe used by the committee to address the attendance problem. The guidelines state, "(a)ny Advisory Committee member who is absent from 25 percent or more of the scheduled meetings will be considered resigned from membership 30 days after the committee notifies the Board of Education." The committee chair and the staff liaison need to report continued absences to the Board of Education in order to process the resignations and arrange for new appointments. On June 11, 2002, the Board of Education appointed 10 members to the committee to fill existing vacancies. Staff agrees that an advisory committee that is representative of the community at large must have the appointed members attend meetings to ensure that the decisions of the committee reflect the needs and interests of the entire community. With that in mind, staff will assess the needs and concerns of current committee members to determine what steps can be taken to

improve attendance and will make an effort to implement members' recommendations.

Recommendation 2: Biased Perspectives of Instructional Materials

Although the committee highly recommended the majority of materials it reviewed, the use of derogatory, demeaning, discriminatory, and/or stereotypical language and concepts (e.g., "faggot" for a gay student, "dysfunctional" for a single-parent family, and the portrayal of menstruation as a source of distress for young women) still were a part of the narrative of some instructional materials. The failure to recognize adequately cultural differences, address the needs of special student populations (e.g., gay and lesbian students), and the marketing of commercial products (e.g., specific brands of deodorant and sanitary napkins) in some of the videos and print materials generated objections and discussion about the appropriateness of these materials. The committee voted to recommend six such instructional materials, with specific reservations, and to reject four such instructional materials. In the case of the video, *Take Charge: Resisting Sexual Pressure*, the producer agreed to delete the offensive language and the committee subsequently highly recommended it. The committee recommends that staff communicate the committee's concerns to vendors and producers of instructional materials and clearly state that materials with such biased portrayals or commercialism will not be approved for use in the school system.

Response

Staff agrees with this recommendation. All materials are reviewed by the staff Health Education Evaluation and Selection Committee prior to being submitted to the Citizens' Advisory Committee on Family Life and Human Development. This review includes an evaluation of the content presented with regard to cultural, racial, and ethnic diversity demonstrated in the material, age-appropriateness, and consistency with MCPS instructional outcomes. This same information is conveyed to vendors when considering their products for review. Many materials are evaluated as inappropriate by staff and, therefore, never are forwarded to the Citizens' Advisory Committee for review. However, if the Health Education Evaluation and Selection Committee staff finds that it cannot agree or has a question regarding material that it deems to be of value, it may submit the material to the Citizens' Advisory Committee on Family Life and Human Development for evaluation and a final decision on its appropriateness for use. If the material contains potentially derogatory or demeaning language, it will be noted in the transmittal memorandum to the Citizens' Advisory Committee. Staff has communicated the concerns of the committee to vendors and will continue to do so. However, the Health Education Evaluation and Selection Committee staff may continue to have questions regarding the appropriateness of materials and will continue to forward them to the Citizens' Advisory Committee for final action.

Recommendation 3: Condom Use Demonstration

Ms. Susan Soulé, health education teacher at Montgomery Blair High School, presented the committee with a rationale for health educators in MCPS high schools to conduct latex

condom demonstrations in high school health education classes. Given the considerable risks that sexually transmitted diseases (STDs), including AIDS, present to the health of young people, the high rates of adolescent sexual activity, and the ability of condoms to greatly reduce the risk of contracting STDs, the committee approved by a vote of nine to one the motion to allow teachers to demonstrate the correct use of the male latex condom. At the committee's request, Ms. Soulé prepared and submitted a written rationale, a lesson plan, and a videotape as an example of the latex condom demonstration. The committee reviewed the rationale, lesson plan, and videotape and suggested changes. Following the review of the revised lesson plan and videotape, the committee unanimously approved the proposed condom demonstration and related materials for use only in MCPS high school health education classes. The committee recommends that the condom demonstration be approved by the Board of Education for use in Grade 10 Comprehensive Health Education.

Response

Staff agrees with this recommendation with reservations. The need to provide more detailed information to students is controversial. Yet, for several years, public health professionals have encouraged school officials to provide more specific information about the prevention of sexually transmitted infection. Data provided by the Montgomery County Department of Health and Human Services indicate that STDs continue to be very prevalent. In Montgomery County, the Dennis Avenue Health Clinic alone reported in 1999 that there were 183 cases of human papillomavirus (HPV), 103 cases of herpes, and 766 cases of chlamydia. In 2000, there were 209 cases of HPV, 122 cases of herpes, and 983 cases of chlamydia. In the United States, the annual incidence of herpes simplex is estimated to be one million cases, the annual incidence of HPV is estimated to be 5.5 million cases, and the annual incidence of Hepatitis B virus is estimated to be 120,000 cases. In addition, a key factor to be considered is that many high-risk people do not get tested early on and may actually become infected as adolescents.

Public health officials recommend the instruction in condom use as a prevention of sexually transmitted infections. An abstract from the 1999 National HIV Prevention Conference revealed that there were significant misconceptions among adolescents about correct condom use. These misconceptions could be clarified through appropriate instruction, according to the abstract. The same abstract identifies condoms as the primary contraceptive selected for use by most sexually active teens and, since it is the only contraceptive method that also helps to prevent the spread of sexually transmitted infections, it is important that students receive specific information on proper condom use. A survey of other school systems in the Washington, D.C., metropolitan area shows that, out of eight school systems surveyed, four provide instruction on condom use that includes a demonstration. General information on condoms has been included as part of the MCPS high school family life and human sexuality unit for nearly 30 years, and the proposed additional information will add a maximum of 10 minutes to the time already spent discussing condom use. High school health education teachers support student instruction that will provide the correct techniques for use

of the latex condom.

If the current high school curriculum is revised, the standardized parent permission letter used to inform parents of their right to have their child excused from instruction would be modified to include information about condom use. The revised curriculum would be presented only to students whose parents have given permission for them to receive Focus Area Three instruction, including information about the condom demonstration, as part of the high school course, Comprehensive Health Education.

Finally, the annual report completed by each school would be revised to include information about the instruction on condom use, and additional evaluation components would need to be included to determine the effectiveness and community acceptance of the instruction.

Recommendation 4: Special Student Populations

The committee notes that the majority of materials reviewed omits presentation and/or discussion of sexual self-concept, sexual identity, and sexual orientation and, therefore, fails to address the needs of gay, lesbian, bisexual, questioning, and other students. The committee notes further “sexual variations is an area of emphasis within Focus Area Three instruction” (advanced physiology and psychology of human sexual behavior). The committee supports the concept of sexual orientation as an essential human quality and believes that individuals have the right to accept, acknowledge, and live in accordance with their sexual orientation, be they heterosexual, bisexual, gay, or lesbian. Furthermore, the committee believes that prejudice and discrimination based on sexual orientation is unconscionable. The committee recommends that the procedures for implementing the MCPS Family Life and Human Development Program be revised to delete the sentence that reads “...Direct questions from students regarding sexual variation may be briefly and objectively answered with no solicitation of discussion.” (MCPS Regulation IGP-RA, *Implementation of Programs on Family Life and Human Development*, p. 4, Item II.B.3.d., in effect on April 4, 1993). This recommendation will bring consistency to the MCPS program relative to Maryland state law (Education article, §§2–205(h), 7–204, 7–409, and 7–411, Annotated Code of Maryland, Title 13A, State Board of Education, Subtitle 04 Specific Subjects, Chapter 18 Program in Comprehensive Health Education, 13A.04.18.03), which does not restrict discussion on the emphasis area of “sexual variation.” This recommendation also is in harmony with recommendations for comprehensive sexuality education endorsed by *The Surgeon General’s Call to Action to Promote Sexual Health and Responsible Sexual Behavior, July 2001*, the National Coalition to Support Comprehensive Sexuality Education, a coalition of 120 national organizations including the American Medical Association, the National Medical Association, The American School Health Association, the American Public Health Association, the National Association of Counties, the United States Conference of Mayors, and others.

Response

Staff agrees with this recommendation with reservations. To this extent, staff requests that the Board of Education approve the development of curriculum and materials to implement the advisory committee's recommendation. Updating this unit of instruction is not without controversy. However, many teachers have expressed their concern about this issue because they feel restricted in that they are only permitted to respond directly to questions that students may ask about sexual orientation, nontraditional families, and other items that fall within the construct of sexual variations. The state regulation COMAR 13A.04.18, *Program in Comprehensive Health Education* (Attachment 1), has included this topic as appropriate for discussion in high school family life and human sexuality instruction since 1970; however, it has never been included in the MCPS instructional program. Teachers, counselors, school psychologists, and school nurses have identified an increase in the number of students seeking information about this topic and questioning why it is excluded from the curriculum.

Students who have a different sexual orientation, such as gay, lesbian, bisexual, and/or transgender, or who have sexual identity issues, often do not feel safe because of the emotional distress and physical violence displayed toward them by some students and adults in the general population. In addition, there is no discussion in the current family life and human sexuality instruction on anything but the traditional male/female parent family. In a survey of other school systems in the Washington, D.C., metropolitan area, five out of eight school systems provide instruction that includes reference to or information about sexual variations similar to what is being proposed.

MCPS Regulation IGP-RA, *Implementation of Programs on Family Life and Human Development*, currently restricts sexual variation as a topic appropriate for presentation and discussion as part of the family life and human sexuality unit of instruction in Grades 8–12. This restriction would have to be eliminated in order to implement the recommendation on special student populations.

Again, if the current curriculum is revised, the standardized parent permission letter used to inform parents of their right to have their child excused from instruction would be modified to include information about this instruction. The revised curriculum will be presented only to students whose parents have given permission for them to receive Focus Area Three instruction, including the topic of sexual variation, as part of Grades 8–12 Comprehensive Health Education.

Finally, the annual report completed by each school would be revised to include information about instruction on sexual variations, and additional evaluation components would need to be included, to determine the effectiveness and community acceptance of the instruction.

Recommendation 5: Elementary School Health Education

Over the past few years, the committee has reviewed reports from elementary schools on the

status of the health education program. It appears that in Grades K–5, only Grade 5 receives fairly consistent instruction on family life and human sexuality as part of the health education program. Many teachers in other grades have reported that, because they are not held accountable for teaching health education, they provide only minimal instruction, and some teachers report that they provide no instruction at all. The committee is concerned about the apparent lack of health education instruction provided to elementary school children and the lack of accountability. Some teachers and principals have suggested that if health education is mandated by the state, then students should receive a report card grade just as they do for every other state-mandated subject area. If the report card grade is required, then teachers will realize the expectation of providing instruction and curriculum implementation, and student achievement may be monitored. The committee strongly recommends that health education in each elementary grade (K–5) be included on the student report card.

Response

Staff recommended that this item be referred to the MCPS Work Group on Grading and Reporting. On May 29, 2002, the chairman of the Citizens' Advisory Committee and staff presented the concerns expressed in this recommendation at the Board of Education public forum. Recommendations from the work group are forthcoming.

Curriculum Development

Compliance with Recommendation 3: Condom Use Demonstration requires development of a video and an accompanying lesson plan to ensure consistency of classroom instruction. In compliance with Policy IFA, *Curriculum*, curriculum development is a partnership endeavor among all stakeholders, and ongoing staff development and monitoring are necessary components for effective curriculum implementation. As such, the video script and lesson plan would be developed with input from all stakeholders – including but not limited to high school health education teachers, students, the Montgomery County Department of Health and Human Services, the Montgomery County School Health Council, and community-based groups that are represented on the Citizens' Advisory Committee for Family Life and Human Development – and would be submitted to the Board of Education for approval. Following production of the video and development of the lesson plan, high school health education teachers would need to be trained. The annual report completed by each school would be revised to include information about demonstration of condom use instruction, and additional evaluation components would be included to determine the effectiveness and community acceptance of the curriculum and instructional materials.

This instructional segment would be introduced as a one-year pilot in three to five high schools, due to the impact on the school system's capacity for training. Teacher training would be accomplished through the twice-per-year training sessions that provide updates for teachers of the family life and human sexuality program. Only teachers who successfully complete training would be permitted to use the video lesson and include this instruction in their high school classes.

Compliance with Recommendation 4: Special Student Population would proceed with revisions to the health education curriculum in Grades 8 and 10 to include information about sexual variation. Curriculum would be revised with input from all stakeholders including but not limited to middle and high school health education teachers, school counselors and psychologists, the Montgomery County Department of Health and Human Services, the Montgomery County Mental Health Association, the Montgomery County School Health Council, and community-based groups that are represented on the Citizens' Advisory Committee on Family Life and Human Development. Following the development of revised curriculum and instructional materials, secondary health education teachers would need to be trained. The annual report completed by each school would be revised to include information about special student populations, and additional evaluation components would be included to determine the effectiveness and community acceptance of the curriculum and instructional materials.

The revised curriculum and instructional materials dealing with special student populations would be introduced as a one-year pilot in three to five high schools, because of the impact on the school system's capacity for training. Teacher training would be accomplished through the twice-per-year training sessions that provide updates for teachers of the family life and human sexuality program. Only teachers who successfully complete training would be permitted to implement the revised curriculum in their Grade 8 and high school classes.

Instructional Materials

The two annual reports contain a list of instructional materials that have been approved by the Citizens' Advisory Committee on Family Life and Human Development. A detailed list of all materials reviewed, as well as the committee recommendation for each item, was presented to the Board. Staff recommends that the instructional materials reviewed, recommended, and forwarded by the Citizens' Advisory Committee to the Board be approved for use in the Family Life and Human Development program.

Re: DISCUSSION

Mr. Felton thought the current policy did not preclude any committee from establishing a process that would identify members who do not participate. Mr. Masood stated that the issue came from the lack of attendance by a significant number of the appointed members, and there was a concern that the small number of participating committee members did not reflect the broad scope of the community.

Mrs. King asked how many committee members had input into the report that came to the Board. Mr. Jacobs replied that there were about 15 members. Mrs. King asked if the current committee reviewed the report. Mr. Jacobs answered that the report had been discussed at all meetings since March.

Mr. Abrams asked if the 15 members involved in the recommendations were affiliated with designated organizations. Mr. Jacobs thought it was evenly split between affiliated and non-affiliated members.

Mr. Abrams raised that question to see if there was a need to reexamine the structural requirements. Participation might be higher from individuals than from affiliated people.

Mrs. O'Neill reviewed the voting pattern of committee members and at times there were only six people at the meeting. When applications to the committee are solicited, there is a need to communicate an expectation that members attend the meetings. Mr. Jacobs restated that the policy addresses attendance, and all applicants and appointees should be reminded of the policy.

Ms. Cox noted that the policy states that people who miss 25 percent of the meetings in a year can be asked to resign. She asked if the committee enforced that part of the policy. Mr. Jacobs replied that the committee will come to the Board in December with appointees and their attendance record.

Mr. Abrams pointed out that the Board should review the recommendations and staff responses. It is difficult for the Board to appoint members to committees because there are not enough people interested in serving on committees. The discussion on structure, quorums, and attendance should be scheduled for a different time and place.

Mrs. O'Neill asked what the timeline was for the placement of the curriculum in the schools with the adoption of the committee's report. Mr. Henke replied that the process for the development of the lesson plans would be short. Mrs. O'Neill thought it was interesting that the School Health Council unanimously supported the committee's recommendations.

Ms. Cox support the recommendations because they were aligned with MCPS's educational mission, and it is not about values, but getting information to students so they can make good decisions. Also, she endorsed the practice of allowing parents to choose whether or not their children participated in the instruction.

Mr. Abrams agreed with Ms. Cox's statement, and he thought the staff responses were instructive.

Regarding the recommendation of sexual orientation, Mr. Lange asked about staff restriction on discussing the subject and the staff's response. Mr. Masood stated that the staff recommends that language be deleted from the policy and staff be authorized to proceed through curriculum development lesson plans for this recommendation.

Ms. Cox noted that curriculum development would need additional evaluation components to

determine the effectiveness of the community acceptance of instruction. Are parents asked to come to the school to review the material? Mr. Henke replied that the evaluation at the elementary and secondary levels is the same, and parents are asked to review materials. The evaluation is an ongoing process and is required by MSDE through an annual report on the implementation of the program.

Mr. Felton thanked the committee for its efforts to shift public opinion, and he reiterated that parents will still have a choice on whether or not their child should participate in the curriculum presentation.

RESOLUTION NO 522-02

Re: **1999-2000 AND 2000-2001 ANNUAL REPORTS OF
THE CITIZENS' ADVISORY COMMITTEE ON
FAMILY LIFE AND HUMAN DEVELOPMENT**

On recommendation of the Superintendent and on motion of Mr. Abrams seconded by Ms. Cox, the following resolution was adopted with Mr. Abrams, Ms. Cox, Mr. Felton, Mr. Lange, and Mrs. O'Neill voting in the affirmative; Mrs. King voting in the negative:

WHEREAS, Maryland COMAR 13A.04.18 requires each local school system to provide an instructional program in comprehensive health education for each year in Grades K–8 and to offer a program in Grades 9–12 that enables students to select health education electives; and

WHEREAS, Maryland COMAR 13A.04.18 requires each school system to appoint a joint committee of educators and representatives of the community that shall examine all family life and human development instructional materials proposed for use in schools; and

WHEREAS, Maryland COMAR 13A.04.18 requires that the committee's recommendations shall be submitted to the local superintendent of schools and the local Board of Education for final action; and

WHEREAS, the Montgomery County Public Schools is in compliance with all requirements of COMAR 13A.04.18 in that it provides an instructional program in comprehensive health education for students in Grades K–12, and it has a Citizens' Advisory Committee on Family Life and Human Development that includes educators and representatives of the community, who examine all instructional materials proposed for use in schools and submit recommendations to the local superintendent and Board of Education for final action; now therefore be it

Resolved, That the Board of Education accept the two annual reports and publicly recognize its Citizens' Advisory Committee on Family Life and Human Development for its continued support of the Montgomery County Public Schools Family Life and Human Development

program; and be it further

Resolved, That the Board of Education approve the two lists of instructional materials that were evaluated and recommended during the 1999–2000 and 2000–2001 school years for use in the Montgomery County Public Schools' Family Life and Human Development program by its Citizens' Advisory Committee on Family Life and Human Development; and be it further

Resolved, That the Board of Education approve the development of curriculum and instructional materials that will include input from school staff, students, parents, medical professionals, and community-based groups that are represented on the Citizens' Advisory Committee on Family Life and Human Development, the Montgomery County Mental Health Association, and the Montgomery County School Health Council; and be it further

Resolved, That the curriculum and instructional materials that are developed will be submitted to the superintendent and Board of Education for final action before teacher training and/or instruction for students is provided.

Re: **POLICY CNE, FACILITY IMPROVEMENTS THAT ARE NOT FUNDED WITH MONTGOMERY COUNTY REVENUES**

On motion of Ms. Cox and seconded by Mrs. King, the following resolution was placed on the table:

WHEREAS, On August 26, 2002, the Board of Education took tentative action to adopt Policy CNE, *Facility Improvements That Are Not Funded with Montgomery County Revenues*, and release it for public comment; and

WHEREAS, The Board of Education Policy Committee has reviewed the extensive public comments, conducted informational forums, and considered staff input; now therefore be it

Resolved, That the Board of Education take final action to adopt draft Policy CNE, *Facility Improvements That Are Not Funded with Montgomery County Revenues*.

Facility Improvements That Are Not Funded with Montgomery County Revenues

A. PURPOSE

To provide guidelines for accepting non-Montgomery County government funds for facility improvements that qualify as capital investments. Acceptable improvements

to be considered under this policy are limited to physical plant or site improvements that are considered a fixed asset, meet established capital budget funding criteria, and have a minimum life cycle of fifteen (15) years. This policy is not intended for equipment or items that do not meet the capital asset criteria, or for activities covered by Policy CND: *School-Related Fund Raising*.

B. ISSUE

The Board of Education recognizes that private organizations, parent and community groups, businesses, or non-Montgomery County governmental agencies at times want to provide financial support for facility improvements that would normally not be funded as part of county-supported programs. The Board also recognizes that while these improvements are not essential, they do provide opportunities to create facility features that are compatible with neighboring buildings or enhance community and school activities.

C. POSITION

1. Except as outlined in Item 2 below, the acceptance of non-Montgomery County government funds may be considered for facility improvements that:
 - a) Support activities that benefit a school-sponsored activity or the school as a whole; such as play ground equipment, stadium lights, or theatrical equipment
 - b) Supplement architectural, landscaping, or aesthetic enhancements to the facility for neighborhood compatibility
 - c) Enhance community use of schools; such as a larger gymnasium than would normally be provided as part of a new school, modernization, or addition project
 - d) Provide for the construction of community or recreational improvements funded by other governmental entities for joint community and school use
2. Funds may not be received under this policy for capital projects which are the responsibility of the school system, county government, and/or state to provide for student capacity, including core support space, and maintenance of physical plant.
3. Appropriate funding sources include:

- a) Parent and community organizations and foundations
 - b) Non-Montgomery County governmental agencies
 - c) Private organizations and businesses
 - d) Bequests and trusts
4. Guidelines
- a) Requests to provide financial support for facilities improvements must be reviewed in advance of any such activities by the director of the Department of Facilities Management in collaboration with the principal or site administrator to ensure compliance with this policy.
 - b) The request must include a plan for financial support and sufficient assurances that the entity donating the funds will meet the agreed upon financial obligation.
 - c) If the proposed improvement is less than \$25,000, the director of the Department of Facilities Management is authorized to approve the plan provided it complies with the provisions of this policy. Improvements approved by the director of the Department of Facilities Management will be reported periodically to the Board of Education.
 - d) If the proposed improvement exceeds \$25,000, the director of the Department of Facilities Management will present the request for facilities improvement and the funding plan to the Board of Education for its approval prior to notifying the entity whether they may proceed with the fund-raising activities.
 - e) In making decisions whether to grant approval for facility improvements under this policy, the following shall be considered:
 - (1) Whether the improvement would foster or exacerbate inequity
 - (2) Whether the Board of Education, Montgomery County Government, or Maryland State Department of Education have responsibility for funding similar improvements at all schools using tax-supported revenue or bonds sales to the extent available

- (3) Whether the improvement will cause a future financial liability in annual operating costs
 - (4) Whether the improvement will create safety, security, or other school operation impacts
 - (5) Whether the funds donated would expedite the implementation of county-supported programs
 - (6) Whether the improvements would meet or support a greater community need for services
- f) The group providing the funds for facility improvements under this policy will plan and supervise all fund-raising activities sponsored by the organization and will abide by established financial management procedures.
 - g) All funds received for facility improvements under this policy must be appropriated in accordance with Montgomery County financial regulations.
 - h) The director of the Department of Facilities Management will ensure that the necessary appropriation requests are presented to the Board of Education for approval and the funding is allocated by the Montgomery County Council before any work begins on the facility improvements.

D. DESIRED OUTCOMES

This policy is designed to allow for contributions for facilities improvements from non-Montgomery County funding sources, without creating inequities among school communities. This will strengthen the relationships between the school system and various groups within the community.

E. IMPLEMENTATION STRATEGIES

The superintendent will establish administrative regulations or other administrative procedures that may be necessary for implementing the guidelines outlined in this policy.

F. REVIEW AND REPORTING

This policy will be reviewed on an ongoing basis in accordance with the Board of

Education policy review process.

Re: **AN AMENDMENT TO POLICY CNE, FACILITY IMPROVEMENTS THAT ARE NOT FUNDED WITH MONTGOMERY COUNTY REVENUES**

On motion of Mrs. O'Neill and seconded by Mr. Abrams, the following amendment was placed on the table:

Resolved, That the Board of Education amend Policy CNE to read that \$50,000 would be the threshold amount triggering Board approval.

Re: **DISCUSSION**

Mrs. O'Neill thought the proposed policy was equitable. Based on her experience, the threshold amount of \$25,000 was too low since most playground equipment is very expensive.

Mr. Felton was concerned because the Policy Committee spent a lot of time on the compromise and language in the proposed policy. He thought that \$25,000 for staff approval was a safety net for communities who opposed the policy. He thought that after public comment on a policy, the Board should not increase the amount since it is a matter of trust and equity.

Mr. Abrams disagreed with Mr. Felton both economically and philosophically. Economically, the items envisioned by the policy cost more, requiring a higher threshold. Philosophically, public comment is input to help the Board in its decision making. It is the prerogative and authority of the Board to decide the appropriate threshold.

Mrs. O'Neill remarked that she had raised this issue twice before the Policy Committee. Suggestions from the public went as high as a \$100,000 threshold. She had consistently stated that she thought the threshold amount was too low.

Ms. Cox disagreed with Mr. Abrams. Staff had stated that \$25,000 would cover most expenditures that are currently requested. There was a concern in the community that the \$25,000 threshold for staff approval would mean that the Board would not see multiple requests over time.

RESOLUTION NO. 523-02 Re: **AN AMENDMENT TO POLICY CNE, FACILITY IMPROVEMENTS THAT ARE NOT FUNDED WITH MONTGOMERY COUNTY REVENUES**

On motion of Mrs. O'Neill and seconded by Mr. Abrams, the following amendment was adopted with Mr. Abrams, Mrs. King, Mr. Lange, and Mrs. O'Neill voting in the affirmative; Ms.

Cox and Mr. Felton voting in the negative:

Resolved, That the Board of Education amend Policy CNE to read that \$50,000 would be the threshold amount triggering Board approval.

Re: **POLICY CNE, FACILITY IMPROVEMENTS THAT ARE NOT FUNDED WITH MONTGOMERY COUNTY REVENUES**

On motion of Ms. Cox and seconded by Mrs. King, the following resolution failed with Mr. Abrams, Ms. Cox, Mr. Lange, and Mrs. O'Neill voting in the affirmative; Mr. Felton and Mrs. King voting in the negative:

WHEREAS, On August 26, 2002, the Board of Education took tentative action to adopt Policy CNE, *Facility Improvements That Are Not Funded with Montgomery County Revenues*, and release it for public comment; and

WHEREAS, The Board of Education Policy Committee has reviewed the extensive public comments, conducted informational forums, and considered staff input; now therefore be it

Resolved, That the Board of Education take final action to adopt draft Policy CNE, *Facility Improvements That Are Not Funded with Montgomery County Revenues*.

Facility Improvements That Are Not Funded with Montgomery County Revenues

A. PURPOSE

To provide guidelines for accepting non-Montgomery County government funds for facility improvements that qualify as capital investments. Acceptable improvements to be considered under this policy are limited to physical plant or site improvements that are considered a fixed asset, meet established capital budget funding criteria, and have a minimum life cycle of fifteen (15) years. This policy is not intended for equipment or items that do not meet the capital asset criteria, or for activities covered by Policy CND: *School-Related Fund Raising*.

B. ISSUE

The Board of Education recognizes that private organizations, parent and community groups, businesses, or non-Montgomery County governmental agencies at times want to provide financial support for facility improvements that would normally not be funded

as part of county-supported programs. The Board also recognizes that while these improvements are not essential, they do provide opportunities to create facility features that are compatible with neighboring buildings or enhance community and school activities.

C. POSITION

1. Except as outlined in Item 2 below, the acceptance of non-Montgomery County government funds may be considered for facility improvements that:
 - a) Support activities that benefit a school-sponsored activity or the school as a whole; such as play ground equipment, stadium lights, or theatrical equipment
 - b) Supplement architectural, landscaping, or aesthetic enhancements to the facility for neighborhood compatibility
 - c) Enhance community use of schools; such as a larger gymnasium than would normally be provided as part of a new school, modernization, or addition project
 - d) Provide for the construction of community or recreational improvements funded by other governmental entities for joint community and school use
2. Funds may not be received under this policy for capital projects which are the responsibility of the school system, county government, and/or state to provide for student capacity, including core support space, and maintenance of physical plant.
3. Appropriate funding sources include:
 - a) Parent and community organizations and foundations
 - b) Non-Montgomery County governmental agencies
 - c) Private organizations and businesses
 - d) Bequests and trusts
4. Guidelines
 - a) Requests to provide financial support for facilities improvements must

be reviewed in advance of any such activities by the director of the Department of Facilities Management in collaboration with the principal or site administrator to ensure compliance with this policy.

- b) The request must include a plan for financial support and sufficient assurances that the entity donating the funds will meet the agreed upon financial obligation.
- c) If the proposed improvement is less than \$50,000, the director of the Department of Facilities Management is authorized to approve the plan provided it complies with the provisions of this policy. Improvements approved by the director of the Department of Facilities Management will be reported periodically to the Board of Education.
- d) If the proposed improvement exceeds \$50,000, the director of the Department of Facilities Management will present the request for facilities improvement and the funding plan to the Board of Education for its approval prior to notifying the entity whether they may proceed with the fund-raising activities.
- e) In making decisions whether to grant approval for facility improvements under this policy, the following shall be considered:
 - (1) Whether the improvement would foster or exacerbate inequity
 - (2) Whether the Board of Education, Montgomery County Government, or Maryland State Department of Education have responsibility for funding similar improvements at all schools using tax-supported revenue or bonds sales to the extent available
 - (3) Whether the improvement will cause a future financial liability in annual operating costs
 - (4) Whether the improvement will create safety, security, or other school operation impacts
 - (5) Whether the funds donated would expedite the implementation of county-supported programs
 - (6) Whether the improvements would meet or support a greater community need for services

- f) The group providing the funds for facility improvements under this policy will plan and supervise all fund-raising activities sponsored by the organization, and will abide by established financial management procedures.
- g) All funds received for facility improvements under this policy must be appropriated in accordance with Montgomery County financial regulations.
- h) The director of the Department of Facilities Management will ensure that the necessary appropriation requests are presented to the Board of Education for approval and the funding is allocated by the Montgomery County Council before any work begins on the facility improvements.

D. DESIRED OUTCOMES

This policy is designed to allow for contributions for facilities improvements from non-Montgomery County funding sources, without creating inequities among school communities. This will strengthen the relationships between the school system and various groups within the community.

E. IMPLEMENTATION STRATEGIES

The superintendent will establish administrative regulations or other administrative procedures that may be necessary for implementing the guidelines outlined in this policy.

F. REVIEW AND REPORTING

This policy will be reviewed on an ongoing basis in accordance with the Board of Education policy review process.

Re: **DIALOGUE ON CURRENT ISSUES**

There were no items to discuss.

RESOLUTION NO. 524-02 Re: **CLOSED SESSION RESOLUTION**

On recommendation of the Superintendent and on motion of Mrs. King seconded by Ms. Cox the following resolution was adopted unanimously by members present:

WHEREAS, The Board of Education of Montgomery County is authorized by the *Education*

Article and State Government Article of the Annotated Code of Maryland to conduct certain meetings or portions of its meetings in closed sessions; now therefore be it

Resolved, That the Board of Education of Montgomery County conduct a portion of its meeting on Tuesday, December 10, 2002, in Room 120 of the Carver Educational Services Center to meet in closed sessions from 9:00 to 10:00 a.m. and 12:00 to 1:30 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*, consult with counsel to obtain legal advice, as permitted by Section 10-508(a)(7) of the *State Government Article*; review and adjudicate appeals in its quasi-judicial capacity; and discuss matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*); and be it further

Resolved, That such meetings shall continue in closed session until the completion of business.

Re: REPORT OF CLOSED SESSION

On October 28, 2002, by unanimous vote of members present, the Board of Education voted to conduct a closed session as permitted under the *Education Article § 4-107* and *State Government Article § 10-501, et seq.*, of the *Annotated Code of Maryland*.

The Montgomery County Board of Education met in closed session on October 28, 2002, from 7:30 to 8:20 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and/or adjudicated the following appeals: 2002-56, 2002-59, 2002-60, 2002-61, T-2002-62, and T-2002-64.
2. Consulted with staff, consultants, or other individuals to consider the acquisition of real property for a public purpose and matters directly related thereto as permitted under Section 10-508(a)(3) of the *State Government Article*.
3. Discussed matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*).

In attendance at the closed session were: Steve Abrams, Mihyar Alnifaidy, Larry Bowers, Kermit Burnett, Sharon Cox, Reggie Felton, Richard Hawes, Roland Ikheloa, Nancy King, Don Kress, Frieda Lacey, Walter Lange, George Margolies, Pat O'Neill, Brian Porter, Lori Rogovin, Glenda Rose, Jerry Weast, and James Williams.

RESOLUTION NO. 525-02 Re: **APPEAL 2002-60**

On motion of Mrs. O'Neill seconded by Mr. Abrams, the following resolution was adopted:

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2002-60, student suspension, reflective of the following vote: Mr. Abrams, Mr. Alnifaidy, Mr. Burnett, Ms. Cox, Mr. Felton, Mrs. King, Mr. Lange, and Mrs. O'Neill voting to affirm.

Re: **NEW BUSINESS**

There were no new business items.

Re: **ITEMS OF INFORMATION**

The following information was available:

1. Legal Fees Report
2. Construction Progress Report
3. Minority-, Female-, or Disabled-owned Business Procurement Report for the First Quarter of FY 2003

RESOLUTION NO. 526-02 Re: **ADJOURNMENT**

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Mrs. King, the following resolution was adopted unanimously: by members present

Resolved, That the Board of Education adjourn its meeting of November 12, 2002, at 4:15 p.m.

PRESIDENT

SECRETARY

JDW:gr

MONTGOMERY COUNTY BOARD OF EDUCATION SUMMARY SHEET

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