

APPROVED  
26-2000

Rockville, Maryland  
September 25, 2000

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Monday, September 25, 2000, at 8:00 p.m.

ROLL CALL Present:                   Mrs. Patricia B. O'Neill, President  
  in the Chair  
  Mr. Stephen Abrams  
  Mr. Kermit V. Burnett  
  Mrs. Beatrice B. Gordon  
  Mrs. Nancy J. King  
  Mr. Christopher Lloyd, Student Board Member  
  Ms. Mona M. Signer  
  Dr. Jerry Weast, Secretary/Treasurer

Absent:           Mr. Reginald Felton

# or ( ) indicates student vote does not count. Four votes needed for adoption.

RESOLUTION NO. 672-00           Re:   **CLOSED SESSION**

On recommendation of the Superintendent and on motion of Mrs. King seconded by Ms. Signer, 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 portions of its closed session on September 25, 2000, in Room 120 from 7:00 to 8:00 p.m. to discuss the human resources monthly report, as permitted under Section 10-508(a)(1) of the *State Government Article*; and be it further

Resolved, That the Board of Education consult with counsel 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 session on September 25, 2000, 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 these portions of the meeting continue in closed session until the completion of business.

RESOLUTION NO. 673-00            Re:    **APPROVAL OF THE AGENDA**

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

Resolved, That the Board of Education approve its September 25, 2000, agenda.

Re:    **PUBLIC COMMENTS**

The following people testified before the Board of Education:

|     | <u>Person</u>  | <u>Topic</u>                                  |
|-----|----------------|---|
| 1.  | Jill Lyons     | Special Education                             |
| 2.  | Kay Romero     | Legal Fees/Special Education                  |
| 3.  | Ruby Rubens    | Math Curriculum                               |
| 4.  | Marilyn Medoff | Saving Rock Terrace School                    |
| 5.  | Stan Croydon   | Saving Rock Terrace School/Handicapped Access |
| 6.  | Evelyn Frankel | Math Audit                                    |
| 7.  | Andy Banks     | Class Size                                    |
| 8.  | Valerie Ervin  | Special Education                             |
| 9.  | Patty Winters  | French Immersion                              |
| 10. | Neal Bobys     | Saving Rock Terrace School                    |
| 11. | Bob Astrove    | Special Education                             |
| 12. | Lynn Welch     | Saving Rock Terrace School                    |
| 13. | Thomas Welch   | Saving Rock Terrace School                    |
| 14. | Jerry Heupel   | Special Education                             |
| 15. | Ellen Paul     | Math Audit                                    |

Re:    **BOARD MEMBERS' REQUESTS**

Ms. Signer asked the Superintendent to respond to testimony about the staffing of the Home School Model.

Mrs. O'Neill asked the Superintendent to assure that handicapped parking and curb cuts are not blocked.

Mrs. King requested an update on up-county French Immersion classes.

Ms. Signer asked the Superintendent to look into the issues brought to the Board by Mr.

Astrove (Hoover, Sligo, and transfer).

Mrs. O'Neill asked the Superintendent for an update on the issues raised by the Rock Terrace parents.

RESOLUTION NO. 674-00      Re:    **PARTIAL CAPITALIZATION OF SELECTED CAPITAL PROJECTS**

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

WHEREAS, The Montgomery County Office of Management and Budget has recommended the capitalization of countywide capital expenditures incurred as of June 30, 2000; and

WHEREAS, Montgomery County Public Schools external auditors, Arthur Andersen, LLP, concur with this recommendation; now therefore be it

Resolved, That the following projects be partially capitalized in FY 2001:

| Project<br>No. | Project                                | (Amts. in Thousands)<br>Partial<br>Capitalization<br>of Expended Funds |
|----------------|--|--|
| 9963           | ADA Compliance                         | \$ 1,145   |
| 9928           | Asbestos Abatement                     | 802  |
| 9921           | Current Modernizations                 | 37,925   |
| 9902           | Design and Construction Management     | 2,497  |
| 9903           | Educational Technology – Global Access | 6,666  |
| 9959           | Energy Conservation                    | 764  |
| 9926           | Facility Planning                      | 461  |
| 9918           | Fuel Tank Management                   | 286  |
| 9916           | HVAC Replacement/FACE Program          | 9,708  |
| 9915           | PLAR                                   | 1,807  |
| 9968           | Relocatable Classrooms                 | 3,846  |
| 9942           | Roof Replacement                       | 2,132  |
| 9920           | School Security                        | 444  |
| 9919           | Stadium Lighting                       | 141  |

RESOLUTION NO. 675-00

Re: **TENDER AGREEMENT AND AWARD OF CONTRACT – JOHN POOLE MIDDLE SCHOOL**

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

WHEREAS, EnviroServe, Inc., the initial general contractor for the John Poole Middle School gymnasium project has abandoned the job; and

WHEREAS, A project surety, National Union Fire Insurance Company of Pittsburgh, Pennsylvania, has agreed to provide the additional funds necessary for the completion of the project; and

WHEREAS, The surety has identified William F. Klingensmith, Inc., as the contractor to complete the project, and said contractor has performed similar projects for MCPS; and

WHEREAS, Outside counsel and staff feel it is in the best interest of MCPS to contract directly with the contractor rather than the surety; now therefore be it

Resolved, That the contract with EnviroServe, Inc., be terminated according to the General Conditions of the Contract for Construction; and be it further

Resolved, That the tender agreement and release with National Union Fire Insurance Company of Pittsburgh, Pennsylvania, providing Montgomery County Public Schools with the necessary funds to complete the project be accepted; and be it further

Resolved, That a \$1,429,100 contract be awarded to William F. Klingensmith, Inc., for the completion of the John Poole Middle School gymnasium project, based upon the original drawings and specifications prepared by Grimm and Parker, P.C., Architects, and site visits by the contractor to evaluate the stage of completion; and be it further

Resolved, That the Board president and secretary be authorized to execute the final agreements on behalf of the Board of Education.

RESOLUTION NO. 676-00

Re: **AWARD OF CONTRACTS – NORTHWEST ELEMENTARY SCHOOL #6/LONGVIEW SPECIAL EDUCATION CENTER**

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

WHEREAS, The following sealed bids represent the seventh set in a series of contracts that were bid as part of a construction management process for the Northwest Elementary

School #6/Longview Special Education Center project:

| <u>Bidder</u>  | <u>Amount</u> | <u>Consultant's Estimate</u> |
|--|---------------|------------------------------|
| <u>Ceramic Tile</u><br>David Allen Company               | \$142,800     | \$136,530                    |
| <u>Final Cleaning</u><br>Marathon Cleaning, Inc.         | 21,750        | 18,487                       |
| <u>Overhead Doors</u><br>Modern Door and Equipment Sales | 16,823        | 15,000                       |

and

WHEREAS, The aggregate minority business participation for the contracts bid to date is 26 percent; now therefore be it

Resolved, That contracts be awarded for the above-referenced contractors for the Northwest Elementary School #6/Longview Special Education Center project, in accordance with drawings and specifications prepared by SHW Group, Inc.

RESOLUTION NO. 677-00      Re:    **AWARD OF CONTRACT – BETHESDA-CHEVY CHASE HIGH SCHOOL**

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

WHEREAS, The following proposal represents the twelfth in a series of subcontracts for the Bethesda-Chevy Chase High School modernization project:

| <u>Contractor</u>  | <u>Amount</u> | <u>Consultant's Estimate</u> |
|--|---------------|------------------------------|
| <u>Technical Education Casework</u><br>Diversified Educational Systems, Inc. | \$35,157      | \$22,560                     |

and

WHEREAS, The aggregate minority business participation for the subcontracts bid to date is 42.9 percent; and

WHEREAS, Diversified Educational Systems, Inc., is the sole distributor for this product in the state of Maryland; now therefore be it

Resolved, That a contract for \$35,157 be awarded to Diversified Educational Systems, Inc., for technical education casework for the Bethesda-Chevy Chase High School modernization project, in accordance with plans and specifications prepared by Dewberry Design Group, Inc.

RESOLUTION NO. 678-00      Re:    **AWARD OF CONTRACTS – AMERICANS WITH DISABILITIES ACT MODIFICATIONS FOR VARIOUS SCHOOLS**

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

WHEREAS, The Department of Facilities Management has received proposals from the following firms to perform Americans with Disabilities Act (ADA) modifications for the following schools:

| <u>Bidder</u>                          | <u>Amount</u> |
|--|---------------|
| <u>John T. Baker Middle School</u>     |               |
| Hanlon Construction Company            | \$28,305      |
| Golden Construction, Inc.              | 28,466        |
| Smith & Haines, Inc.                   | 29,653        |
| <u>Seneca Valley High School</u>       |               |
| Hanlon Construction Company            | \$48,300      |
| Golden Construction, Inc.              | 67,568        |
| <u>Ronald McNair Elementary School</u> |               |
| AccuBid Excavation, Inc.               | \$20,700      |

and

WHEREAS, The work for these projects is primarily performed by the contractor's employees, and subcontracting opportunities are extremely limited; and

WHEREAS, Due to the limited subcontracting opportunities, staff recommends waiving the minority business participation goal for these projects; now therefore be it

Resolved, That contracts be awarded for accessibility modifications to Hanlon Construction Company in the amounts of \$28,305 and \$48,300 for John T. Baker Middle School and Seneca Valley High School, respectively, and \$20,700 to AccuBid Excavation, Inc., for Ronald McNair Elementary School.

RESOLUTION NO. 679-00      Re:    **ADDITION TO CONSTRUCTION MANAGEMENT CONTRACT – BETHESDA-CHEVY CHASE HIGH SCHOOL**

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

WHEREAS, The Montgomery County Board of Education, on December 8, 1998, awarded the construction management contract for the modernization of Bethesda-Chevy Chase High School to Jacobs Facilities, Inc. (formerly CRSS Constructors, Inc.); and

WHEREAS, The Montgomery County Board of Education, on August 27, 1996, awarded the contract for design and construction administration services for the modernization of Bethesda-Chevy Chase High School to the firm of Dewberry & Davis, Architects (now Dewberry Design Group, Inc.); and

WHEREAS, The construction manager, Jacobs Facilities Inc., has been required to develop detailed information on design interpretations of the construction documents to keep the project on schedule; and

WHEREAS, Jacobs Facilities, Inc., has agreed to provide professional staff to continue these services to ensure that the subcontractors receive timely information on specific design coordination issues and requests regarding constructibility conflicts; now therefore be it

Resolved, That the Montgomery County Board of Education authorize an increase in the construction management contract to Jacobs Facilities, Inc., to augment the services of the architect in an amount not to exceed \$750,000.

RESOLUTION NO. 680-00      Re:    **ARCHITECTURAL APPOINTMENT – OAK VIEW ELEMENTARY SCHOOL**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services through the design development phase for the core improvements at Oak View Elementary School; and

WHEREAS, Funds for architectural planning were programmed as part of the FY 2001 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on July 14, 1998, identified Robert J. Glaser & Associates, P.A., Architects, as the most qualified firm to provide the necessary professional architectural and engineering services; and

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

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Robert J. Glaser & Associates, P.A., Architects, to provide professional architectural and engineering services for the Oak View Elementary School core improvements project for a fee of \$178,862.

RESOLUTION NO. 681-00            Re:    **ARCHITECTURAL APPOINTMENT – LAKEWOOD ELEMENTARY SCHOOL**

On recommendation of the Superintendent and on motion of Mrs. Gordon seconded by Ms. Signer, 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 modernization of Lakewood Elementary School; and

WHEREAS, Funds for architectural planning were programmed as part of the FY 2001 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on July 14, 1998, identified Weincek & Zavos, Architects, as the most qualified firm to provide the necessary professional architectural and engineering services; and

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

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Weincek & Zavos, Architects, to provide professional architectural and engineering services for the Lakewood Elementary School modernization project for a fee of \$820,300.



RESOLUTION NO. 682-00

Re: **CHANGE ORDERS EXCEEDING \$25,000**

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

WHEREAS, The Department of Facilities Management has received from various contractors/architects the following change order proposals that exceed \$25,000; and

WHEREAS, Staff and the project architects have reviewed these change orders and found them to be equitable; now therefore be it

Resolved, That the Board of Education approve the following change orders for the amounts indicated:

Activity 1

Project: Chevy Chase Elementary School

Description: Cleaning of the limestone exterior in accordance with unit prices identified in bid document.

Contractor: R. J. Crowley, Inc.

Amount: \$361,471

Activity 2

Project: Chevy Chase Elementary School

Description: Additional construction administration phase services required due to the extension of the project.

Architect: Weincek & Zavos Architects, P.C.

Amount: \$70,650

Activity 3

Project: Northwest Elementary School #6/Longview Special Education Center

Description: Additional design services required for work associated with the elementary school gymnasium addition.

Architect: SHW Group, Inc.

Amount: \$44,700

Activity 4

Project: Relocatable Classrooms

Description: Placement of an additional 18 classrooms delivered by an outside contractor.

Contractor: J & L Services, Inc.

Amount: \$63,000

RESOLUTION NO. 683-00      Re:    **FY 2001 CAPITAL BUDGET TRANSFER**

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:#

WHEREAS, On September 12, 2000, the Board of Education approved supplemental appropriation requests for the Northwest Elementary School #6/Longview Special Education Center, an Eastern Middle School addition, and the second phase addition to Thomas S. Wootton High School; and

WHEREAS, The County Council president has requested that the supplemental appropriation requests be revised as capital budget transfers; and

WHEREAS, The capital budget transfers will enable Montgomery County Public Schools to move forward with the FY 2001 capacity projects, and request additional funds for the FY 2002 program at a later date; and

WHEREAS, Revising the September 12, 2000, supplemental appropriation requests is consistent with the strategy developed by staff to deal with increased construction market prices for FY 2001; now therefore be it

Resolved, That the September 12, 2000, supplemental appropriation requests for the Northwest Elementary School #6/Longview Special Education Center, an Eastern Middle School addition, and the second phase addition to Thomas S. Wootton High School be rescinded; and be it further

Resolved, That \$5,900,000 be transferred from the FY 2001 Current Modernization Project

allocation to the capital budget unliquidated surplus account; and be it further

Resolved, That funds be transferred from the capital budget unliquidated surplus account to the projects listed below for the amounts shown:

|  |             |
|--|-------------|
| Northwest Elementary School #6/Longview Special Education Center | \$600,000   |
| Eastern Middle School Addition                                   | \$1,600,000 |
| Thomas S. Wootton High School Addition                           | \$3,700,000 |

and be it further

Resolved, That this resolution be forwarded to the County Executive requesting that it be recommended for approval by the County Council.

RESOLUTION NO. 684-00            Re:    **HUMAN RESOURCES MONTHLY REPORT**

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

Resolved, That the Board of Education approve the Human Resources Monthly Report dated September 25, 2000.

RESOLUTION NO. 685-00            Re:    **DEATH OF MR. JOSEPH R. GAMBLE, JR., BUS OPERATOR IN THE CLARKSBURG DEPOT, DEPARTMENT OF TRANSPORTATION**

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

WHEREAS, The death on September 1, 2000, of Mr. Joseph R. Gamble, Jr., bus operator, in the Department of Transportation, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In the thirteen years that Mr. Gamble worked with Montgomery County Public Schools, he was a dependable employee and a valuable asset to his colleagues and the transportation department; and

WHEREAS, Mr. Gamble's cooperative attitude and initiative 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 Mr. Joseph R. Gamble, 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. Gamble's family.

RESOLUTION NO. 686-00            Re:    **DEATH OF MRS. EVELYN H. PENDERGRAPH,  
CAFETERIA WORKER I, PAINT BRANCH HIGH  
SCHOOL**

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

WHEREAS, The death on June 16, 2000, of Mrs. Evelyn H. Pendergraph, cafeteria worker I at Paint Branch High School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In the seven years that Mrs. Pendergraph worked with Montgomery County Public Schools, she was a dependable employee and a valuable asset to her colleagues; and

WHEREAS, Mrs. Pendergraph's cooperative attitude and work performance exceeded expectations. Her contributions of new ideas and her many talents made a substantial contribution to the growth of profit of the Paint Branch cafeteria; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mrs. Evelyn H. Pendergraph, 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. Pendergraph's family.

\*\*Mr. Abrams joined the meeting at this point.

Re:    **STUDIES OF MATHEMATICS INSTRUCTION AND  
CURRICULUM: IMPLICATIONS FOR THE FUTURE**

Dr. Weast invited the following people to the table: Dr. Pamela Hoffler-Riddick, associate superintendent for shared accountability; Mrs. Judith Muntner, associate superintendent for instruction and program development; Dr. William Poston, lead auditor of the mathematics curriculum audit; Mr. Joseph I. Headman, Jr., community superintendent; Mr. Dale Fulton, director of high school instruction; Dr. Leah Casey Quinn, supervisor of mathematics; and Ms. Darlene Merry, director of staff development.

Dr. Weast noted that the school system had been on a journey for the past 13 months to look at the quality of instruction and educational opportunities for children in MCPS. There

is a profound desire to create a strong academic program for all students.

Dr. Williams reported that studies were conducted in response to a growing amount of evidence suggesting that current underachievement by students is more a reflection of the instructional program than of student ability. The findings suggest that in recent years there has been little, if any, standardization in the implementation of the system's math curriculum and limited influence by the system on the performance of individual teachers and math departments. In essence, principals and teachers who are achieving high student performance are doing so largely on their own, based on the efficient use of resources and their inherent belief that all children can learn.

The school system's recent achievement of the highest average scores in 27 years in the mathematics portion of the Scholastic Assessment Test (SAT) reflects the immense capability of students to achieve distinctive results. More students are advancing to higher level courses, including honors courses across subjects and Algebra 2 and beyond in mathematics. Several county schools are nationally recognized for their student performance. Indeed, there are many excellent teachers of mathematics who produce significant levels of achievement with students in courses spanning the entire field, from the primary understanding of numbers to the college-level expression of mathematical theory and its practical and scientific applications. Such innovative and responsive academic efforts by teachers and principals will be the models for achieving the systemwide changes necessary to propel more of students to the heights of national and international excellence in mathematics.

At this time, however, there is great variability in student achievement among and within schools of this large and complex school system, coupled with significant and pervasive gaps in student achievement by race and ethnicity. The variability appears to be part of a pattern that seems to go beyond mere chance and happenstance. A major factor in poor student performance – possibly greater than student poverty and language development – is the structure and implementation of the mathematics curriculum itself. This is correctable.

Already under way is a series of initiatives to strengthen the content and instruction of mathematics. In addition, new staff development and teacher evaluation processes are being implemented, both of which are designed to help improve the instructional practices of the school system. These actions were initiated in advance of the most recent studies because the pattern of disparity in student performance and the variability among and within schools were obvious from previous data on student performance. In particular, the high failure rate on the final exam in Algebra 1 among ninth grade students in the fall semester last year demonstrated the far-reaching aspects of the problems with the mathematics program. Those results echo the disparity in student achievement that was identified in an earlier study of participation in honors and advanced placement courses

and reinforced in *Our Call to Action* last November, which prompted many of the initiatives under way at this time.

Dr. Hoffler-Riddick reported that three studies focus on the infrastructure and personnel issues related to student achievement, issues upon which the school system can have an immediate and long-lasting impact. The first study focuses on teacher background and preparation for teaching algebra in high school. The second study provides an analysis of middle school mathematics instruction. The third study is an external audit of the entire mathematics curriculum. The studies collectively provide compelling evidence of a systemwide K-12 mathematics program that needs substantial attention.

These are not unexpected results. The two teacher studies conducted by the Office of Shared Accountability were implemented on the hypothesis that teachers have a greater influence on the variability in student performance than previously understood. The audit of the mathematics curriculum by Phi Delta Kappa International, Inc. (PDK) was accelerated because of the implication that schools were not implementing a consistent mathematics program. The audit itself represents the first comprehensive review of a K-12 curriculum in the school system and provides a benchmark for reforms in other instructional areas of the school system.

The study of teacher background and preparation in ninth grade Algebra 1 found that, when controlling for student ability based on eighth grade achievement, what teachers do with instruction in the classroom is more important to student learning than who the teachers are according to their credentials. Almost all of the teachers last year in Algebra 1 were certified to teach math and, on whole, they were more highly educated than teachers statewide. Yet, there was no systematic relationship between the success of teachers and schools and individual teacher education levels, years of teaching experience, certification in math, or completion of in-service training. Teachers with less experience and training were not more or less effective than teachers with higher levels of training. What successful teachers did in the classroom was apparently a more important factor.

The study of a sample of middle school mathematics classes was by grade level and again found great variability in the use of instructional strategies by teachers in their approach to classroom instruction. Mathematics frequently was taught as isolated content with little connection to relevant real-world applications. Lessons often took place at a pace too quick for a deep understanding of the material. Students had diverse learning needs that many teachers said they felt unprepared to address – specifically, they said they lacked a repertoire of instructional strategies to respond to the diverse needs of students. The highest rated instruction was found in Grade 6, while the lowest rated instruction was provided in Grade 8.

Dr. Poston reported on the external audit of the math curriculum that described the curriculum as adequate in scope but lacking appropriate guides for teachers in terms of sequence and quality. The use of data for program improvement was found to be ineffective and inconsistent. Monitoring at the building level was found to be inadequate. Staff development was extensive at the time of the audit but largely unfocused and not linked to system priorities. Central office staffing for mathematics was inadequate and therefore did not support quality instruction. Instructional materials were found to be plentiful but there was little direction for their use. The audit itself is an "exception" report structured to hold curriculum up to scrutiny against pre-determined standards of quality. Curriculum audits, by design, do not identify strengths and indicate only relevant findings.

The external audit concluded that "tracking by ability" (which, in essence, is tracking by achievement) negatively affects African American and Hispanic students. This is an important finding. The study of middle school mathematics reveals a related finding. A careful examination of the final exam results in Algebra 1 for ninth graders in the Spring 2000 semester – in comparison to previous results for these students on Criterion-Referenced Tests (CRTs) – reveals that tracking can be caused, in part, by the use or misuse of achievement data. For example, when middle schools use CRT results in isolation as a criterion for taking Algebra 1 in the eighth grade, some students are allowed to take the course while others are not – even though they have similar scores. Furthermore, there are two levels of Algebra 1 courses in some middle schools – "honors" and "regular." The distinguishing criterion between these two groups is the belief based on CRT scores of who is ready and who is not, even though they are expected to pass the same exam.

These practices cause a variation in both opportunity and student performance in algebra. If course placement is used as a tool to reflect expectations of success and affect the implementation of curriculum, student results become a self-fulfilling prophecy. While this phenomenon disproportionately affects African American and Hispanic students, all students are affected. The central issue is student access to a quality instructional program.

So strong is this suggestion that it is important to revisit the findings and recommendations of previous studies that addressed similar issues. Among the most recent studies is the 1999 Final Report of the Honors/Advanced Placement Work Group, which underscored the challenge of ensuring that similarly qualified students have the same opportunities among and within schools to pursue honors and advanced placement courses. In 1994, the Committee Report on Grouping Practices identified the important issues related to how students are assembled in classrooms and the impact of teacher decisions about the sorting of children. In 1990, Dr. Edmund W. Gordon, a Yale University professor, published a landmark report, "A Study of Minority Student Achievement in the Montgomery County Public Schools," which became the foundation for the original *Success for Every*

*Student Plan* in 1991. Among its many important statements was its first recommendation:

We recommend that priority attention be given to changes in some of the attitudes and behaviors of professional educators (administrators and teachers – majority and minority group member professionals) in regard to (a) their expectations of minority students; (b) their instructional behavior; and (c) their support for the academic development of students.

The urgency of Dr. Gordon's recommendation remains as true today as it did a decade ago. Though the school system is significantly different now with a larger and more diverse population, the fundamental qualities of the system's professional understanding and commitment to a quality educational program should not have changed. In essence, this reflects the heart of *Our Call to Action* and remains a key to unlocking the potential of the school system.

Ms. Muntner, Dr. Quinn, and Mr. Fulton presented the plan of action. The audit and studies of classroom instruction were undertaken concurrently with several major changes already under way in the school system. A new team is now leading the mathematics program on a systemwide basis. A new staff development program and a new teacher evaluation system are addressing issues of performance standards and assessment on an individual basis. A comprehensive reorganization of the central administration – including strengthened offices focused on shared accountability, school performance, and student and community support – is aligning resources in direct support of schools. The formation of new school performance teams comprised of instructional and support staff to assist are supporting individual schools. However, these changes are not nearly enough to address the problems identified by the three studies. Further progress will require a stronger, more confident plan of action that identifies the necessary improvements and proceeds systematically to address the problems as they are described in the studies. The following provides an overview of the plans in these five targeted areas: Curriculum, Staff Development, Instructional Leadership, Policy, and Evaluation and Assessment.

The action steps will require the involvement of and feedback from all stakeholders – teachers, administrators, central office staff, parents, business leaders, and other community members. This will ensure that every member of the school community understands the urgency of the system's response to correcting the issues identified in the three math studies. Already, as a result of *Our Call to Action*, the school system has focused on the creation of parent- and community-friendly partnerships. MCPS staff members have been working actively to achieve greater involvement by a growing and more diverse community. This involvement of the leadership of key constituencies will be critical in the development of strategies that address the needs of students and communities, not only on improved classroom strategies, but also on ways in which



parents can help their children with mathematics. Among these strategies is the current development of extended day and Saturday programs for needy students, using \$250,000 in community partnership grants in addition to the \$1.3 million in extended day funds available through the Collaboration Council.

Of particular help this spring will be the availability of more than \$1.2 million in new state funding under the Maryland Intervention and Support Program. Authorized during last year's legislative session, this funding will be used to provide targeted academic intervention services based on student performances on the Maryland School Performance Assessment Program (MSP AP), other standardized tests, and classroom assessments.

The Office of Instruction and Program Development has recently completed a reorganization to provide leadership in the design and implementation of curriculum, especially in mathematics. The goal is to have by the end of next spring for the 2001-2002 school year a comprehensive mathematics curriculum, with scope and sequence for each individual grade, indicating what students need to know and be able to do. The scope and sequence will be aligned with state, national, and international standards and expectations.

The revised mathematics curriculum will broaden the concept of literacy by ensuring that mathematics is connected to meaningful aspects of the real world. To monitor student learning, the assessments will be directly aligned with what students are expected to know. In the classroom, there will be a continuous cycle of instruction and assessment to monitor student learning and inform instruction. Teachers will be supported in learning strategies to modify their practices to meet the needs of diverse learners by implementing research-based best practices. Classrooms will reflect equity of access for all students to receive challenging and rigorous instruction.

To reach the goals addressed in these three studies, the following steps form the core of a preliminary action plan now under development. Under each currently identified action step is an overview of the specific tasks that are being developed to address the needs of the school system.

1. Develop a new K-12 mathematics curriculum by Spring 2001, with a grade-to-grade scope and sequence that has clearly established goals, objectives, and performance indicators and aligns with Maryland Mathematics Content Standards.
2. Provide principals and teachers with resources and assistance through comprehensive staff development that focuses on providing the highest level of advanced mathematics instruction and expectations possible for all students, especially for African American and Hispanic students.
3. Review and select mathematics instructional materials and resources that are aligned with the scope and sequence of the new curriculum.

4. Review the local assessment program to ensure congruency with teaching and learning with state, national, and international performance standards and expectations.

In response to *Our Call to Action* and with funding provided through the Fiscal Year 2001 operating budget, the following activities have taken place:

1. Graphing calculators were purchased this year for students' use in school and at home.
2. A conference for all secondary leadership teams this past summer focused on effective instructional practices with an emphasis on the use of technology in the mathematics classroom.
3. The position of a staff development teacher in each school was established this year to provide immediate support and resources to classroom teachers.
4. The positions of early childhood mathematics specialists were established this year to increase use of instructional strategies to meet the needs of diverse learners.
5. The positions of Algebra 1 specialists were established this year to support teachers in improving instruction that will result in greater student success in algebra.

In addition, several strategies are being developed to address further the needs of schools for the improvement of mathematics instruction:

1. Identify and share breakthrough strategies within the school system from individual schools that are successfully delivering mathematics instruction.
2. Implement a new kindergarten mathematics curriculum including ongoing teacher training and support.
3. Develop and disseminate draft open-ended assessments in Grades 3 through 8 to help teachers monitor student performance and guide classroom instruction.
4. Implement a training program for middle school mathematics teachers on the ongoing curriculum and assessment development.
5. Provide intensive professional development for algebra teachers through the Algebra 1 Institute with follow-up coaching and modeling during the school year.
6. Provide courses for teachers in mathematics content that include technology, differentiation, and strategies for success in meeting the Maryland Mathematics Content Standards.

Ms. Merry reported that building the capacity of all instructional staff is essential for increasing student achievement. A major component of a strong instructional program will be a staff development plan that focuses on knowing "what to teach" and "how to teach it" by strengthening the knowledge, skills, and practices of all staff. The staff development plan will be data-driven and directly linked to system goals. Meeting the diverse needs of

the student population will occur only if MCPS has teachers in every classroom who have content knowledge and a repertoire of effective instructional strategies. These strategies must focus on staff belief systems so that the relationship between teacher expectations and student achievement is directly addressed.

Teachers, principals, and support staff must focus on increasing capacity in a collegial, continuous improvement manner. Principals and other instructional leaders must know what to look for in the classroom in order to support and evaluate staff in improvement efforts. They must have the methodology to measure great teaching, including attitudes and belief systems. By implementing the new Teacher Evaluation System, staff development efforts will be focused and accountable. Innovative system reforms include the following:

1. Implementing the Skillful Teacher and Skillful Leader training models to ensure that teachers and instructional assistants know instructional strategies and a direct approach to addressing expectations and that principals and other evaluators know how to effectively assess teaching.
2. Assigning staff development teachers at each school to provide a job-embedded approach for increasing skills sets.
3. Implementing a Peer Assistance and Review program to support and evaluate new and underperforming teachers to ensure that high quality teaching is occurring.
4. Providing mentors and training for all new teachers to ensure a strong induction program that focuses on content, strategies, and high expectations.
5. Assigning instructional experts at the central office to provide direct services to schools so that breakthrough practices are studied and implemented.
6. Requiring coordination among all offices to ensure alignment of content and process support by creating a leadership team to organize and monitor staff development.
7. Establishing a Workforce Excellence Institute to increase the capacity of principals and other leaders in the school system.

A coordinated staff development program is fundamental to improved student results in mathematics and all curricular areas.

Mr. Headman stated that the principal makes a big difference. The research is clear that schools are successful when the principal is a strong instructional leader. Working closely with community superintendents and other instructional leaders of the school system, principals must articulate and monitor the achievement of high standards and expectations for all students, make data-driven decisions, implement research-based practices, and systematically monitor student performance to ensure that all students are successful. The principal selection process has been revised and the principal training program has become more rigorous, shifting the emphasis on the principal as instructional leader.

Principal competencies have been drafted to form the organizing framework of a new principal evaluation system to be completed this year. Principals received training this past summer on analyzing data, and currently further training is being planned to increase their effectiveness as data-driven decision-makers. Community superintendents, directors of school performance, and their newly established school performance teams will continue to work closely with principals to assist and monitor the instructional program. Strong instructional leadership by principals is critical as schools focus on raising the bar and closing the achievement gap.

Dr. Hoffler-Riddick noted that the findings from the curriculum audit suggest that an overarching coherent curriculum management policy would be more effective than the current approach, which provides curricular direction by levels: early childhood, elementary education, middle school, and high school. This fragmentation may have contributed to the inadequacies of the MCPS governance system as defined by the auditors' five standards for efficient policy development. Specifically, eight out of 22 criteria – addressing control, direction, connectivity and equity, feedback, and productivity – were met for the 21 policies, regulations, and exhibits reviewed by the auditors.

An internal policy analysis will be conducted by the Office of Shared Accountability and assisted by the Office of Instruction and Program Development to address gaps in the governance infrastructure. Policies have already been secured from the National School Board Association; the Association for Supervision, Curriculum and Development; and districts recognized for their comprehensive approach to curriculum management.

Preliminary findings from the Office of Shared Accountability investigation of Algebra 1 results suggest changes that will need to be made in the way assessment results are used to determine student course placement and algebra readiness. This is particularly true in providing school-based staff with timely and detailed information about the progress of individual students. Such measurements and data analysis will need to be detailed enough to permit adjustments to the instructional program prior to student failure and the need for remediation. Using data and analysis for intervention strategies is far more effective than an accountability measure that comes too late to provide assistance to individual students. MCPS needs to pinpoint earlier the areas necessary for improvement in the delivery of the instructional program.

At this time, active consideration is being given to changes in the testing and measurement efforts that would support the realignment of the instructional program with existing state and national assessments, including the Maryland School Performance Assessment Program. This includes consideration of whether strictly internal assessments, such as the Criterion-Referenced Tests and the Instructional System in Mathematics, are necessary and appropriate, given a realignment of the curriculum with state standards and expectations. Certainly, the audit of the math curriculum suggests that the concurrent use

of internal and external assessment measures dilutes instructional time, energy and resources that would be better directed at fulfilling the standards and expectations of the state program. The Office of Shared Accountability will bring forward recommendations on this topic during its presentation of the System of Shared Accountability on October 17, 2000.

The impact of the school environment and educator expectations on student achievement is critical. While it is difficult to see what people think and believe, it is often reflected in what they say and how they behave. The two indices within the school component of the System of Shared of Accountability – equity and quality – will give MCPS the power to measure and monitor both student and teacher academic efficacy. These fundamental questions must be answered:

1. Do students believe they can learn, and do they have teachers who believe in them?
2. Do teachers believe all students can learn, and do they have the ability to teach them?
3. Does MCPS have the capacity to ensure quality teaching?

By monitoring student, teacher, and parent perceptions, the school system will be able to determine whether or not staff development efforts are increasing the capacity of teachers to address the needs of student as measured by increased achievement.

**Re: DISCUSSION**

Mrs. O'Neill thanked staff for the presentation. This topic is very important to all of Montgomery County. When she was first elected to the Board, the Honors and AP Work Group reported to the Board. Mrs. Gordon said at that time that the Board had heard this before, and that the report should not collect dust. Likewise, this report cannot sit on the shelf. People do not completely understand what is in the report from reading the newspaper. Thus, she encouraged community members to pick up a copy of the audit. The school system has a lot of work to do since the math curriculum affects all children. One of the most stunning pieces of the report is the quotes from MCPS individuals, and it is very sobering reading those anecdotes. It was amazing to her how fragmented the instruction is in MCPS, and MCPS must be committed and focused to develop and implement a solution.

Mr. Lloyd noted that the studies were very informative, and he hoped action would result from this report. He thought staff development was a very important part of the equation. He asked about the emphasis of testing throughout the year to make sure students were ready for the spring tests. As a student, he had noticed that teachers teach the exam, and it is hard to get students motivated and interested in the subject. How can there be real-

life application and not have teachers pushing through the material to assure that the test material is taught? Dr. Hoffler-Riddick replied that there is a distinction between teaching the test and teaching to the test. Every day teachers prepare students to demonstrate their mastery of the material. However, the proposal is to have a standardized set of instruments that become an integral part of the delivery of instruction. She suggested starting with the test and building lesson plans accordingly. For example, there has been confusion about what middle school should be as opposed to the typical junior high school. Somehow feeling good was substituted for doing well. She did not know of anyone who feels good about doing meaningless things. The first question is: what do middle school students need to be successful in high school? Middle school instruction consists of four core subjects that build relationships from one subject to another.

Mr. Lloyd asked if students could be assessed by other means than an exam. Dr. Hoffler-Riddick replied that each day's class work is an assessment. CRTs apply information as opposed to memorizing facts for the short term.

Mr. Lloyd mentioned the article in *The Washington Post* and asked why funds are allocated by population rather than by needs. Dr. Weast answered that the Board changed the methodology of allocating funds; the \$26.2 million of the initiative was targeted to increasing the proficiency of the workforce.

Mr. Abrams commended staff for an excellent report. He asked about the alignment of teaching what is tested and testing what is taught. The MSPAP is the test to which MCPS teaches. Dr. Poston responded that the MSPAP is the state's test and represents its expectations, but the CRTs help teachers assess students and plan lessons. The required information on the MSPAP becomes the basic foundation for learning and monitoring. Ms. Muntner added that teachers have a variety of ways to monitor and look at classroom instruction, such as running records to assess students' performance as well as strengths and weaknesses.

Mr. Abrams thought staff had indicated that MCPS likes the CRTs, but the MSPAP is a reality. This comes back to an agreement of what is the curriculum to be taught and what is the alignment. Without that agreement, it is hard to develop a textbook that reflects the curriculum. Ms. Muntner answered that MCPS needs to look at Maryland outcomes, what the MSPAP measures, and the objectives it is testing. That is how schools are rated as successful or not successful. Therefore, those outcomes must form the basis of the curriculum.

That being the case, Mr. Abrams thought the Maryland State Department of Education (MSDE) was a missing participant in the development of curriculum and textbooks. Ms. Muntner replied that MSDE did not want that role; it is implementing the core learning goals.

Mr. Abrams stated that the audit was presented on a proper sequencing, which leads to his questions as to who sets the standard. Therefore, whoever develops the test should be in on the discussion of expectations and curriculum. Dr. Poston stated that the state was giving school systems two voices – the learner outcomes and the test. He was not convinced that the two were congruent with one another.

Mr. Abrams mentioned that a comment was made that the school system should stop the sort and select and go to a guide-and-detect approach. One of the criticisms of the Gordon report was that it was either or rather than and. The question is: how can the school system be inclusive? How can the school system be more rigorous and make sure all children get the same opportunities and all expectations are the same? Sort, select, and correct moves towards addressing that circumstance. Sorting and selecting within the classroom recognizes different needs and learning styles. Another area of interest is to make learning relevant and associate experience. He had trouble when there is a baseline recognition of a 30-point differential for every \$10,000 of income, with a rejection of some form of grouping to address that gap. Dr. Hoffler-Riddick stated that if grouping were flexible in the county, she could support that position. However, once a student is tracked and he/she is placed in a lower class, there is no escape for that student.

Mrs. King thanked all staff members for the presentation. She emphasized that seven experts from across the country did the audit, and she had faith that the report was a true assessment of the school system. Also, the school system has assembled the best staff, and the problem can be resolved. She noted that teachers had voiced their frustration that the district expects them to have high expectations, give homework to students, and push students to excellence, but does not support a teacher who fails a student. Dr. Poston noted that when a child is assessed in mathematics, there is a risk involved in determining whether it is the child's fault or a failure of the instructional process. Based on research, repeated math strategies have proven that children can be taught math concepts. Therefore, it is a matter of finding rich, varied and powerful strategies that are effective. Staff development is the answer since the understanding of concept is vital. There is a big risk when the victim is blamed for the failure in learning.

Mrs. King heard that there are some students who go to class every day and just coast along. Parents are frustrated because the student is forgotten, and he/she is not expected to do more. What does the system do about the student in the middle without a strong parent advocate? Dr. Quinn stated that all children need rich experiences, including high-level thinking skills. The students should see the application of the concept as part of learning the skills. Thus students develop skills while learning the concept.

Mrs. Gordon observed that 10 years ago Dr. Gordon said all the same things. The Board has been through this so many times – Honors and AP Report and expectations for students. The staff has stated over and over again that the problem is going to be fixed.

Dr. Gordon asked, "If not here, where? If not now, when?" The point that Dr. Hoffler-Riddick made about expectations was something that Dr. Gordon spoke about, and it is still an issue that MCPS has not addressed. Dr. Gordon said that people might have prejudices and low expectations, but they cannot interfere with students' learning. People who allow these prejudices and low expectations to interfere with students' learning do not belong in Montgomery County. MCPS has never had the will to follow through on that statement.

Mrs. Gordon mentioned the Maryland learning outcomes and core learning goals. The State Board has stated that it does not have a state curriculum. The learning outcomes and core learning goals are not the total curriculum or sum of what students need to learn. As MCPS looks at testing or curriculum, it must be aligned with the state. The state wants school systems to teach more than core learning goals. MCPS needs to be careful not to limit curriculum and MCPS core goals.

Mrs. Gordon was very excited about the recommendation about a weighted student formula, which the Research and Evaluation Subcommittee had tried to bring to Montgomery County. She hoped the resistance to the plan would abate after this recommendation.

Mrs. Gordon was concerned about the prospect of eliminating CRTs. She hoped that she was hearing about a revision and different use of CRTs. When the district is looking at shared accountability and teacher evaluations, the school system has to have some measure of student progress and teacher performance. In scoring CRTs, teachers learn how to improve their instruction and learn from one another about the delivery of the curriculum.

Mrs. Gordon noted that the Board will have a great deal of policy issues to resolve in its governance role of curriculum.

Mr. Burnett remarked that the Board had the foresight to hire Dr. Weast last year. It was clear to the Board that the system must change to make it better for all students. He did not want or would he allow this report to sit around for 10 years.

Mr. Burnett received calls from the press wanting to look at the report from an African American point of view. It is not just an African American issue since it affects all children. A number of Whites and Asians as well as Hispanics and Blacks are not doing very well with the math curriculum. If that were not true, then all White and Asian students would score at the highest percentile. Therefore, it is a problem that must be approached from a different angle. Students who attend the schools in the report – Albert Einstein, Montgomery Blair, John F. Kennedy and Wheaton high schools – can still get a very good education. Therefore, the system must look at accountability from staff, teachers, the



business community, students, and parents. Some parents would do better if they knew better, and MCPS must advise them on how to do better. The system has to find ways to reach them in nontraditional ways to let them know the importance of the math curriculum. The system cannot be held accountable and hostage for something in which everyone has a role. Nor it is fair to say the curriculum does not do what it is suppose to do and not expect that the child has a role, too.

Mr. Burnett knew that equal was not fair because students must be treated differently to give them what they need. Therefore, the school system needs to refocus and redirect resources. This report brings sanity to the system, and it suggests doing things differently. If there are students in the regular classroom who have the ability to gifted work, the school system has done these children a disservice by not placing them in a gifted class. Those parents working for gifted and talented instruction and honors classes must advocate for all children.

Mr. Burnett commented that math is less rigorous in middle school. However, in algebra testing, middle school students did well. Also, Mr. Burnett was glad that the report pointed out the Board's role in policy making and governance.

Ms. Signer thanked staff for the presentation. She agreed with Dr. Weast that the report illustrated what the Board and staff already knew about the inadequate curriculum policies and the Board's role in governance. Also, she was not surprised that the instructional system in K-8 mathematics focuses too much on discrete tasks and the scope and sequence are off. The system needs to define what each student should learn at each grade level. She was not surprised to hear that resources ought to be reallocated on the basis of need and not on the number of students. She was not surprised to hear that the school system ought to have high expectations for all children. She was surprised about the comments about ability grouping because the research is mixed. If the groups are flexible, ability grouping can be used to allocate the resources and provide intense support that some students need in order to achieve in mathematics with a scope and sequence at each grade.

Dr. Poston replied that he would support the model Ms. Signer described, but it never happens. There is ability grouping with gifted education, which should be 30 percent of the student body. Therefore, ability grouping results in racial separation. The problem with the tracking system is that low-performing students are met with low expectations. This self-defeating mechanism leads to students' perception that they cannot learn math. Different strategies and groupings work effectively with all children. As soon as students are separated by an artificial standard (test score or teacher perception), students stay at the same level and are treated differently.

Ms. Signer asked how the system could target the resources to the children in need if

MCPS moved to heterogeneous groupings. Dr. Poston replied that the targeting would be based on a formula of demonstrated need. There would be added resources for students at a certain level below the grade level. Weighted formulas are not finely honed in this country. Australia has a system in which children from poor backgrounds get as much as \$1,700 per child to augment the instruction, more time, and greater intensification. Teachers must adapt instruction to meet the students' educational requirements.

Ms. Signer asked if there was research that provided evidence for increased performance with differentiated instruction. Dr. Poston answered that Arizona has performance pay for teachers providing differentiated instruction. The ability of the teachers to deliver different levels of instruction is measured by their skill and efficacy in getting results.

Ms. Signer asked about the quarterly assessments and the purpose of assessments. MCPS uses the same assessment for an individual student diagnostic and for systemwide accountability. However, the assessment does not work for both. Dr. Poston replied that CRTs measure students' gains. A CRT will tell where a child is performing at the beginning of an event, then the test is administered again to measure how far the student has progressed.

Ms. Signer noted that the Superintendent has said that by the Spring of 2001 there will be new math curriculum tied to Maryland learning outcomes and core learning goals. Are there curricula that would provide a national or international benchmark? MCPS is still waiting for the outcome of the TIMSS study. Dr. Poston replied that Ms. Muntner had a list of exemplary curricula from throughout the country.

Re: **ADVISORY COMMITTEE ON FAMILY LIFE AND  
HUMAN DEVELOPMENT AND STAFF RESPONSE**

Dr. Weast invited the following people to the table: Ms. Sandra Days, supervisor of instructional materials selection and processing, and staff liaison to the committee; Mr. Larry Jacobs, chair, Citizens Advisory Committee for Family Life and Human Development; and Mr. Russell Henke, coordinator of health education, Division of Arts, Health, and Physical Education.

Mr. Jacobs present the following recommendations to the Board of Education:

**Recommendation 1 – Student Representation**

The committee finds that the student members contribute an essential element to the discussions and believe that the community service credit that the students receive for attendance has enhanced their attendance. Timely appointments of student members are urgently needed so that the committee may avail itself of their contributions throughout the year.

**Recommendation 2 – Parent Committees**

To enhance the efficacy of the work of the committee, it is requested that every school be encouraged to develop active PTA committees to review the way in which the accepted materials are being used. The PTA committees should forward to the committee any relevant comments regarding such use. Toward this end, the committee intends to communicate directly with the PTAs of this county.

**Recommendation 3 – Middle School Programs**

The committee commends the efforts to ensure that middle schools have sufficient certified health education teachers. It reiterates its position that the sensitivity of the materials requires that teachers be adequately trained to impart this information to students, especially those in middle school

**Recommendation 4 – Abstinence Materials**

The committee notes the increase in the number of abstinence materials that it has reviewed and approved during the past few years and continues to believe that this type of material is of critical importance.

**Re: DISCUSSION**

Mrs. Gordon asked the Superintendent to follow up on the observation in the Report of the Family Life and Human Development Committee that the curriculum is not fully implemented in some middle schools.

Mrs. King noted that parents are concerned that both genders are together in family life education. Mr. Henke replied that MCPS did not have a requirement regarding the separation of genders at any grade level. It is left up to the individual school through the school/community planning committee. In the fifth grade, the system encourages the teachers to separate the genders during specific instruction. In the eighth grade, both genders are together during instruction.

Ms. Signer thought there was a misunderstanding in the schools about the extent to which the curriculum is to be taught coed. Many staff think that the curriculum should be taught entirely coed without any discretion. She was pleased that the committee recommended that every school be encouraged to develop active PTA committees to review the way in which the accepted materials are being used.

**Re: BOARD/SUPERINTENDENT COMMENTS**

Dr. Weast commended the Montgomery County Fire Department and Rescue for its work at Tilden Middle School and the problems with the lighting fixtures. Mr. Bowers did a wonderful job in getting the fixtures repaired throughout the school system.

Mrs. O'Neill noted that the planning for fire emergencies worked well. She commended staff for their response to the emergency as well as the efforts to resolve the ballast problem throughout the system.

RESOLUTION NO. 687-00      Re:    **CLOSED SESSION RESOLUTION**

On recommendation of the Superintendent and on motion of Mrs. Gordon seconded by Mrs. King, 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, October 17, 2000, in Room 120 of the Carver Educational Services Center from 9:00 to 10:00 a.m. and 12:30 to 2:00 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*; and review and adjudicate appeals in its quasi-judicial capacity and to 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 September 12, 2000, 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 September 12, 2000, from 9:10 to 10:07 a.m. and 2:15 to 4:45 p.m. in Room 120, Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and/or adjudicated the following appeals: 2000-36, 2000-37, 2000-38, 2000-39, 2000-40, 2000-41, 2000-45, 2000-48, T-2000-36, T-2000-45, T-2000-46, NEC-2000-47, T-2000-49, NEC-2000-51, T-2000-52, T-2000-55, T-2000-56, T-2000-57, T-2000-62, T-2000,63, T-2000-64, T-2000-66, T-2000-67, T-2000-68, NEC-2000-70, and T-2000-71.
2. Reviewed the Superintendent's recommendation for an appointment, subsequent to which the vote to approve the appointment was taken in open

- session.
3. Considered matters that relate to collective bargaining negotiations, as permitted under Section 10-508(a)(9) of the *State Government Article* and Section 4-107(d) of the *Education Article*;
  4. Consulted with counsel to receive legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*.
  5. 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: Steven Abrams, Aggie Alvez, Robert Ames, Elizabeth Arons, Larry Bowers, Kermit Burnett, Fran Brenneman, Patrick Clancy, Bea Gordon, Roland Ikheloa, Nancy King, Don Kopp, Don Kress, Frieda Lacey, Christopher Lloyd, George Margolies, Louis Martinez, Judie Muntner, Patricia O'Neill, Brian Porter, John Porter, Lori Rogovin, Glenda Rose, Mona Signer, Frank Stetson, Roger Titus, Jerry Weast, and James Williams.

RESOLUTION NO. 688-00            Re:    **BOARD APPEAL – T-2000-53**

On motion of Mr. Burnett and seconded by Mrs. Gordon, the following resolution was adopted:

Resolved, That the Board of Education adopt its Order in Appeal T-2000-53, a student transfer matter, reflective of the following vote: Mr. Burnett, Mrs. Gordon, Mrs. King, Mr. Lloyd, Mrs. O'Neill, and Ms. Signer voting to affirm; Mr. Abrams and Mr. Felton were absent.

RESOLUTION NO. 689-00            Re:    **APPOINTMENT TO THE INTERAGENCY COORDINATING BOARD FOR COMMUNITY USE OF PUBLIC FACILITIES**

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

WHEREAS, Ms. Michelle Meier has resigned from her position as the citizen member of the Interagency Coordinating Board; now therefore be it

Resolved, That on the recommendation of the superintendent of Schools, the Board of Education confirm the appointment of Ralph Brown for a four-year term beginning September 26, 2000, and ending September 25, 2004; and be it further

Resolved, That a copy of this resolution be sent to the Montgomery County Council, County Executive, director of the Community Use of Schools, and members of the Interagency Coordinating Board for Community Use of Public Facilities.

Re: **NEW BUSINESS**

There was no new business.

RESOLUTION NO. 690-00 Re: **ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of September 25, 2000, at 11:45 p.m.

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PRESIDENT

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SECRETARY

JDW:gr

**MONTGOMERY COUNTY BOARD OF EDUCATION**  
**SUMMARY SHEET**  
September 25, 2000

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