

APPROVED
29-2000

Rockville, Maryland
November 14, 2000

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, November 14, 2000, at 10:05 a.m.

ROLL CALL Present: Mrs. Patricia B. O'Neill, President
 in the Chair
 Mr. Stephen Abrams
 Mr. Kermit V. Burnett
 Ms. Sharon W. Cox, Board Member-Elect
 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 M. Felton
 Mr. Walter N. Lange, Board Member-Elect

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

RESOLUTION NO. 728-00 Re: **CLOSED SESSION**

On recommendation of the Superintendent and on motion of Mrs. King seconded by Mr. Burnett, the following resolution was adopted unanimously by member 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 sessions on November 14, 2000, in Room 120 from 9:00 to 10:00 a.m. and 12:30 to 2:15 p.m. to discuss the human resources monthly report and personnel appointment, 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 November 14, 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. 729-00 Re: **APPROVAL OF THE AGENDA**

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

Resolved, That the Board of Education approve its agenda for November 14, 2000.

Re: **ANNOUNCEMENT**

Mrs. O'Neill announced that Mr. Felton was attending an out-of-state funeral.

RESOLUTION NO. 730-00 Re: **VETERANS' DAY**

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

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, 2000, 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 commends students, parents, MCPS staff, and the entire community for reflecting, commemorating, honoring, and celebrating the contributions of our veterans.

RESOLUTION NO. 731-00

Re: **AMERICAN EDUCATION WEEK**

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 theme for the observance of American Education Week is Children-Schools-Parents: Helping Students Achieve; 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 the Montgomery County Board of Education hereby recognizes the period of November 13 through November 17, 2000, as the 79th annual observance of American Education Week; and be it further

Resolved, That the Board of Education and superintendent of schools urge all Montgomery County residents to join in recognition of American Education Week and appreciation of the educators who are so vital in maintaining the high quality education offered in our schools; and be it further

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

Re: **BOARD/SUPERINTENDENT COMMENTS**

Mrs. O'Neill welcomed Board Member-Elect, Sharon Cox, to the table.

Ms. Signer noted that this was the last all-day Board meeting for Mrs. Gordon. Ms. Signer extended her gratitude to Mrs. Gordon for being a friend and mentor over the past four years. Mrs. Gordon is recognized throughout Maryland and United States for her dedication to public education. The Board and county owes her a debt of gratitude.

Mr. Burnett thanked Mrs. Gordon for her hard work on behalf of the citizens and children

of Montgomery County over the last eight years. The Board will lose her knowledge and expertise when she leaves. The Board cannot replace a person who is recognized nationally. He wished her the best.

Mr. Abrams saluted Mrs. Gordon's dedication. He marveled at her energy and appreciated her leadership.

Mr. Lloyd recognized Mrs. Gordon's service to the Board and MCPS. It was very nice to watch someone in action who is so dedicated to public education.

Mrs. O'Neill reported that the Superintendent and Board of Education and Mr. Subin, president of the County Council, recognized the Crisis Team for its able service in emergencies. Mrs. O'Neill asked the Superintendent to investigate the possibility of the Crisis Team receiving cell phones or pagers.

Mrs. O'Neill asked the Superintendent to inform the community that testing time would be reduced this spring.

Mrs. O'Neill congratulated Bethesda-Chevy Chase High School's field hockey team for its seventh straight 2-A championship. Also, Gaithersburg High School's boys won the state championship in cross country; Walter Johnson High School's girls finished third in the state in cross country; the Poolesville High School's boys cross country team finished third in the state; and the Walt Whitman High School's girls field hockey team was an 4-A finalist for the state championship. Mrs. O'Neill thanked all the coaches for their dedication.

Mrs. O'Neill said she and Dr. Weast met with visitors from China who toured Potomac Elementary School and the Chinese Immersion Program.

Mrs. King congratulated Darnestown Elementary School as a Blue Ribbon School.

Dr. Weast thanked Mrs. Gordon and Ms. Signer for their service on the Board during his first year as Superintendent. The employees appreciate the dedication and hard work of the Board members.

Dr. Weast noted that Darnestown Elementary School was a Blue Ribbon School, and Lucy Barnsley, Bradley Hills, and Cedar Grove elementary schools earned honorable mention. Mr. Fred Lowenbach, principal of Paint Branch High School, won the Distinguished Educational Leadership Award. Dr. Weast reported that 25,000 elementary and middle school students held a mock election using web-interactive survey software.

Dr. Weast reported on the success of Advanced Placement (AP) scholars. In three years,

the enrollment increased by 30 percent, and 10 of those students have earned the top rank of national scholar status on the AP exams. Some students are very capable very early, and a policy could allow them to graduate in three years.

Mr. Abrams noted that the Board should think about nurturing Board members through representation in the National School Boards Association (NSBA) and Maryland Association of Boards of Education (MABE). MABE elected to its Board of Directors a member of the Montgomery County Board who is not a returning Board member. He asked if a process existed to fill that position with a current sitting member from Montgomery County. Mrs. Gordon replied that Ms. Signer would continue to serve on the MABE Board of Directors for the entire year based on the MABE bylaws. Mr. Abrams asked the president to explore options so that Montgomery County would not be penalized by the bylaws of another organization. Mrs. O'Neill promised to obtain copies of the MABE bylaws for all Board members, and she encouraged members to serve on MABE's committees.

Re: **PUBLIC COMMENTS**

The following people testified before the Board of Education:

<u>Person</u>	<u>Topic</u>
1. Kay Romero	IOB Policy, Special Education
2. Neal Bobys	Rock Terrace School
3. Carole Brand	Workgroup on High School Sports and Academics
4. Pat Wigginton	Health Curriculum
5. Samira Hussein	Ramadan/School Calendar

Mr. Abrams asked the Superintendent to respond to Ms. Wigginton's testimony prior to the operating budget.

Re: **UPDATE: THE THORNTON COMMISSION ON
EDUCATION FINANCE, EQUITY, AND
EXCELLENCE**

Mrs. O'Neill remarked that the Commission on Education Finance, Equity, and Excellence was convening a series of hearings across the state this month to obtain comments from the public on the recommendations set forth in the draft interim report of the Commission. Following these hearings, the Commission will finalize the interim report and submit it to the Governor and General Assembly by December 15.

The following material provides a summary of points to be included in Board testimony for the Commission's November 16, 2000, hearing at Bowie State University.

Special Education

Like other counties, Montgomery County faces the growing challenge of achieving excellence for special education students. While overall enrollment in Montgomery County is rising about 3 percent, the number of special education students has increased annually by 4.5 percent. Special education enrollment in the county has increased by almost 50 percent since FY 1990; however, the state funds received by MCPS under the Students with Disabilities Program has increased less than 30 percent during the same period. In addition, the number of students requiring more intensive and more costly special education programs is rapidly increasing.

Special education costs two to three times as much per pupil as regular education. For FY 2001, Montgomery County budgeted \$200 million for special education, of which \$18.5 million or 9 percent comes from the state grant for children with disabilities and another \$12.2 million (6 percent) is funded through federal grants. Nearly all the remaining 85 percent comes from local taxes. The amount of state grants has not changed in many years. In addition, the 80/20 formula for state aid for nonpublic placement provides a disincentive to return children to public programs.

The Board is pleased that the Commission on Education Finance, Equity, and Excellence recognizes the inadequacy of the state's current contribution to the funding for special education. Board members are hopeful that the General Assembly will begin to address this issue in FY 2002 by implementing a plan that will ultimately provide special education funding equal to 2.3 times the state's share of the per-pupil foundation amount in FY 2001. The Board supports the Commission's \$42.3-million recommendation for FY 2002.

Special Education Student Transportation

While student transportation costs have increased steadily, the proportion of transportation costs funded by the state has declined. Transportation of students with special needs is particularly costly, primarily due to the number of miles traveled by students with special needs. Transportation for students in special education and other special programs represents 48.2 percent of the MCPS transportation budget and serves 7.9 percent of the transported students. Transporting these students costs MCPS \$33.34 million, of which the state reimburses only \$1.65 million or 4.9 percent.

The Board supports the Commission's recommendation that the state's supplemental aid for transporting disabled students be modified to provide a \$1,000 grant for each disabled student who requires student transportation services. The \$22-million proposal for FY 2002 calls for increasing from \$500 to \$1,000 the per-student grant amount and eliminating the current offset for disabled students transported during the 1980-81 school year.

State Board Initiatives

The Montgomery County Board of Education supports the Commission's recommendation to provide funding for initiatives of the state Board of Education. These initiatives include the following:

1. **Maryland Academic Intervention and Support Program:** To improve the performance of students with academic deficiencies and prepare students for the high school assessments, the state Board originally recommended that \$45 million be included in the state budget for FY 2001. While the budget as enacted only included \$12 million for FY 2001, legislation passed during the 2000 legislative session requires the Governor to include \$19.5 million in FY 2002. The state Board is recommending an additional \$26 million, bringing total funding to the level that was originally proposed.
2. **Teacher Mentoring:** This program provides mentors to help newly hired teachers and teachers with less than five years of experience. The Commission is recommending an additional \$12.9 million for FY 2002, which will enable each county to receive a base grant of \$100,000 plus additional funds awarded, based on the number of new hires with an adjustment for local wealth.
3. **Judith P. Hoyer Early Child Care and Education Enhancement Program:** This program provides funding for the creation of centers that provide full-day, comprehensive, early education programs and family support services that will help prepare children to enter school ready to learn. Funding also is provided to support voluntary accreditation of early child care centers, professional development of early childhood educators, and statewide implementation of an early childhood assessment system. Funding for FY 2001 is \$7 million. The Commission is recommending an additional \$8 million for FY 2002.
4. **Full-Day Kindergarten:** As part of the countywide initiative on early childhood, with the support of the County Executive and County Council, Montgomery County has developed its own plan for lowering class size in grades one and two, making creative use of limited space through the Reading Initiative, and expanding full-day kindergarten. As the state strives to achieve the goal of full-day kindergarten statewide, the Board of Education hopes that the following points will be considered:
 - The Board is pleased the state has recognized that universal full-day kindergarten cannot be accomplished in one year, but is concerned that even a three- or four-year phase-in may still not be long enough.
 - The first phase of full-day kindergarten implementation should be targeted to the most at-risk children, using Title I eligibility criteria.
 - A comprehensive study should be conducted to examine the implications of the proposal on classroom space needs. Consideration needs to be given to providing state school construction funds to facilitate these initiatives.
 - Although the county Board endorses the revision to the basic expense aid

formula to count all kindergartners as full-time-equivalent students, additional categorical aid is needed to assist localities.

Funding that Expires after FY 2002

Several pieces of legislation enacted in recent years mandate funding for categorical aid that is scheduled to sunset at the end of FY 2002. The Board is particularly interested in the legislation that relates to the School Accountability Funding for Excellence program and the Teacher Challenge Salary Program/Public School Funding Enhancement program. While the Board supports the Commission's recommendation in its interim report to extend these sunsets until FY 2003, a commitment needs to be made to fund the Teacher Challenge Salary Program beyond FY 2003. Once funded, the program needs to be maintained to prevent responsibility from falling back on local jurisdictions.

LEP/Targeted Programs

This year, Montgomery County Public Schools enrolled more than 10,000 English Language Learners (ELL) eligible for assistance through the ESOL program and the state Limited English Proficient (LEP) grant programs. This represents an increase of 1,007 students over last year (10.8 percent), the largest increase ever in Montgomery County of ELL students. Almost all of this growth was at the elementary-school level. Montgomery County enrolls 42 percent of all the ESOL students in Maryland.

The state provides \$12.8 million in funds under the LEP grant, based on \$1,350 per student. However, student enrollment for the purpose of the grant is based on the number of students in May of the previous calendar year. Given the combination of 18-month-old data and fast-increasing enrollment, the amount of the state grant does not support the ESOL needs in Montgomery County.

The Commission was charged with analyzing whether it is more effective to provide additional state aid in the form of targeted grants or by increased funding through the base formula. While the Commission explored some of these issues during its meetings, the Board believes that efforts should continue to explore ways to increase funding for a variety of categorical programs that provide targeted funding for different purposes, such as the LEP grant.

Socioeconomic diversity in the student population also has increased. Movement into the county of economically impacted households has resulted in a record high level of participation in the federal Free and Reduced-Price Meals (FARMS) program. Since 1985, the proportion of MCPS students participating in the FARMS program has risen from 12 percent to 22 percent. Many schools in the communities along the major north-south transportation corridors of the county have a concentration of students who participate in the FARMS program. The needs of these highly impacted areas of poverty must be taken into account as education funding deliberations continue.

School Construction Funding

The state's capital program needs to be expanded to address the implementation of program initiatives to improve student performance. The Governor's and legislature's efforts to reduce class sizes in the critical early years and other initiatives to improve student achievement, which are of paramount importance to all school systems in the state, require more classrooms. The amount of funding for technology must be increased substantially so that every school in the state has the technology tools needed to improve instructional programs and ensure that all students are prepared when they leave the public schools. Finally, funding is needed for systemic projects to help schools maintain and protect the public investment, such as roofs and heating/ventilating/and air conditioning systems.

Unfortunately, the current state program is designed to fund as many projects as possible, rather than adequately funding individual 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. For example, there is a perception that the state funds 50 percent of school construction costs for Montgomery County. However, from 1995 to 2000, the state share of eligible construction projects funded by Montgomery County has averaged only 25.3 percent, with state participation on some projects as low as 13 percent. This is due to the fact that the state does not currently fund significant aspects of these projects.

Several factors need to be addressed immediately to meet the needs of local school systems. The first is the need to revise the square-footage-per-pupil allowance used to calculate the eligible size of a school building when determining state funding. Montgomery County has proposed an increase of 20 percent in this square-foot-per-pupil allowance. The Board believes that this increase is justified and will allow counties to build schools to the size required by the instructional programs and initiatives needed to meet the needs of all students. For students to achieve at higher levels, school facilities must keep up with program initiatives.

A second area of concern is the building cost figures that have been used to fund projects. These cost figures do not reflect the current economic market conditions and the construction pricing experienced by Montgomery County and most other areas in the Baltimore/Washington area. The rapidly increasing costs compared to increases in the state allowance have disproportionately increased the local share of the total cost of a project.

Re: **DISCUSSION**

Mrs. Gordon noted that the Augenblick Study had not been mentioned in the proposed testimony. This study will take place over the next year with a number of issues that Montgomery County should comment about before the Commission takes final action. Mrs. Gordon said there had been a great deal of discussion about the professional

judgment model in terms of adequacy and cost of education.

Dr. Weast thought Mrs. Gordon's comments were appropriate. People need to evaluate what it really costs to educate children. He thought that MCPS should do well with either model. Special education and transportation are big financial issues for MCPS.

Mrs. Gordon said some Commission members had been concerned about the professional judgment model, which would provide a different perspective from other models around the country. Dr. Weast observed that parents want more for their children, and MCPS already has more compared with other jurisdictions. With the professional judgment model, MCPS would be penalized on a comparative basis.

Mrs. Gordon thought the issue was the difference of categorical funding and a wealth-based formula.

Ms. Signer asked why the testimony suggested that special education not be the basis of a wealth-based formula. Dr. Bryant replied that his testimony would state just that. The federal government had changed its formula to a poverty-weighted formula. He would testify that funding should be on a per-pupil basis, as it is with transportation funding. Also, there is no state funding for birth-to-age-three services, even though they are mandated by state law.

Mrs. O'Neill pointed out that there must be a concerted testimony from both the Board and staff on all issues affecting MCPS, as there was last summer.

Dr. Weast said the PTA wanted transportation for high school activities. However, 48 percent of MCPS transportation is dedicated to special education students. Over the last 20 years, MCPS has only received 46 percent for funding transportation. With all three scenarios together, the students who need transportation do not get it because it is not mandated. The funding formula is critical for at least the next decade.

Mrs. O'Neill thought the Board was clear when it met with the Montgomery County delegation that state funding was crucial for Montgomery County. Whatever the Thornton Commission recommendations, the Board will stress that a wealth-based formula will not address the critical issues facing MCPS.

Mr. Burnett added that this is a very important report that will affect how MCPS does business for years to come. He wanted to know how public support would be generated for the Board's position. The citizens of Montgomery County should call and write to the delegates supporting MCPS. It will take more than the Board and staff to speak out on these issues.

Mrs. O'Neill noted that McNeeds was following it very closely and had testified on the need

for special education funding. There has been support from the Committee for Montgomery, which testified over the summer and worked on strategies to address the Thornton Committee's recommendations. She was not sure of MCCPTA's advocacy, but Ms. Barnes had testified.

Ms. Signer remarked that other jurisdictions wanted funds allocated through a wealth-based formula since they will benefit as a whole. To the extent that MCPS could form alliances, Montgomery County will be well served. The Eastern Shore jurisdictions have already formed a consortium, and their interests are divergent from Montgomery County. The Montgomery County delegation is ready to support MCPS, and it is time to seek support from other jurisdictions.

Mrs. O'Neill remembered that at the MABE Leadership Conference most of the smaller counties were intractable in their position for a wealth-based formula. The only ally could be Baltimore County. Other counties have a distorted view of MCPS and see the county as a rich haven with no funding concerns.

Dr. Weast reported that he has spoken to several superintendents around the state to build a coalition. Funding should not be where a child lives, and there should be common agreement throughout the state on issues such as special education, transportation, and ESOL.

Mrs. Gordon noted that the Commission would look at the concentration of poverty for funding, and students that live and attend schools in those areas of high need would receive more funds. However, Montgomery County has worked to avoid high concentrations of poverty (50-60 percent poverty), and MCPS will get less funding. This is an issue that MCPS must address in its testimony. There needs to be philosophical statements from the school system on how the Commission is proceeding.

Re: **SECONDARY CURRICULA IN
ENGLISH/LANGUAGE ARTS, SCIENCE, FOREIGN
LANGUAGE, AND SOCIAL STUDIES DEVELOPED
PRIOR TO DECEMBER 1999**

Dr. Weast invited the following people to the table: Mrs. Judie Muntner, associate superintendent for instruction and program development; Mr. Dale Fulton, director, high school instruction; Mrs. Nancy Schultze, director, middle school instruction; Mr. Martin Creel, program supervisor, social studies; Ms. Patricia Gafford, acting program supervisor, English; Ms. Pamela Garcia, acting program supervisor, foreign language; and Mr. Michael Szesze, program supervisor, science.

The purpose of this discussion is to provide the Board of Education with information about the current status of curricula being taught in secondary schools in English/language arts,

science, foreign language, and social studies. To ensure that the Board has a more informed role in the development of curriculum, revised curriculum development procedures were instituted in December 1999. The new Kindergarten Curriculum was the first curriculum developed under this new process, which provides the Board with an opportunity to hear about and approve curricula proposed for development or revisions before staff begins the curriculum development process through the COI. All of the curricula being discussed were developed prior to December 1999, but have not yet been brought to the Board for approval. As the Board moves to develop and implement a comprehensive curriculum governance policy in the next few months, further discussion related to these curricula may be required.

The decision to develop or revise curricula is made in response to many factors. One of the key factors of curricula discussed here is the emergence of content and performance standards that identify what students should know and be able to do and the accountability measures these standards generate. At the secondary level, the Maryland State Department of Education's (MSDE) Maryland Learning Outcomes, MCPS Core Learning Goals (CLGs), and Content Standards, which themselves are based on national standards, have played a critical role in the development and revision of curricula. Of particular importance is the need to ensure that MCPS curricula are aligned with the CLGs of those subjects that will be tested in Phase One of the High School Assessments (HSA).

SECONDARY ENGLISH

In the two decades since the English curriculum in MCPS was developed, major changes in thinking about the teaching of English have occurred. Included in these changes is the understanding that reading, writing, research, and critical thinking skills are interrelated processes, and that literature is the context in which strategies that facilitate these processes are applied. Further, the English curriculum needed to present a more balanced view of authors, genres, time periods, and points of view, and connect more fully to other disciplines.

The revision of the Grades 6-12 English curriculum began in 1994 when a work group of stakeholders consisting of high school resource teachers, middle school interdisciplinary resource teachers, reading specialists, high school teachers, middle school teachers, central office staff, school-based administrators, community members, and students convened monthly, October 1994-May 1995, to accomplish the following goals:

- Evaluate the current curriculum
- Examine current research in areas related to the discipline
- Examine national, state, and local initiatives that impact the discipline
- Develop a Grades 6-12 curriculum framework that would guide Grades 6-12 course development
- Formulate a timeline for the complete curriculum development process

The work group's eight-month effort resulted in the development of learning outcomes and benchmarks for a new Grades 6-12 English curriculum framework and a timeline for the revision of the curriculum that was presented to COI in May 1995. At a summer workshop, middle and high school English teachers wrote indicators to define the intent of each benchmark. In October 1995, an expanded work group began revising the framework to include the indicators and to reflect the revisions proposed by COI. COI approved the final draft of the framework in March 1996.

The next step in the curriculum revision process was to develop grade-level course guidelines that are consistent with the framework. The English Curriculum Revision Work Group reviewed program needs and considered several models for organizing course content including chronological, genre-based, integrated, and thematic models. The group concluded that arithmetic model, one that integrates the processes (reading, writing, speaking, listening, and viewing) and contents (literature and language) of English study in each course, is best suited to accomplish the goals of the new framework. Since then, subcommittees were organized to revise instructional guides for each course in the secondary English curriculum. In addition, sample unit activities were developed for all grade levels.

FOREIGN LANGUAGES

In the summer of 1987, work began on revising the foreign language curriculum, a curriculum that previously had undergone minor revisions in 1979. The revisions have been made in three phases. The first revision began in May 1989, when COI approved a draft set of student outcomes for Levels 1-6 in all languages, and a countywide pilot of Level 1 in middle schools and Levels 1-2 in high schools for FY 1990.

The second phase in the revision process included a voluntary field test of the student outcomes for Levels 4-6, with countywide pilot testing of these outcomes in the FY 1995 school year. In May 1994, COI approved Levels 1-3 of the revised curriculum and a pilot of Levels 4-6. The Board approved the *Foreign Language Program of Studies Levels 1-3* on July 15, 1994. Final approval by COI of Levels 4-6 was obtained on December 17, 1997.

The revision of the Spanish for Spanish Speakers course, formerly called Spanish for Native Speakers, marked the third phase of revisions to the *Foreign Language Program of Studies*. This phase continues, as draft curriculum guides were produced and pilot tested in FY 1998 and 1999, and will continue through FY 2001.

Instructional Philosophy

The *Foreign Languages Framework* will be aligned with the philosophy articulated in the *National Standards for Foreign Language Learning*. This philosophy also is consistent with the vision of foreign language learning in the current *Program of Studies* that states:

The MCPS foreign language program prepares students to use modern foreign languages for meaningful communication in both spoken and written form in places where the language is spoken. Through foreign language study, students develop a sensitivity to the cultural and linguistic heritage of other groups and their influence on our own.

Both the *National Standards for Foreign Language Learning* and the current MCPS *Program of Studies* are based on a communicative approach to language learning. This approach emphasizes meaningful use of knowledge, relies on purposeful and authentic classroom experiences to promote student learning, and is best assessed through performance assessments. Communicative curricula specify what students will be able to do with language. The performance-based curriculum stresses *knowing in action—putting* grammar, vocabulary, and cultural knowledge at the service of communication.

SCIENCE

Middle School Revisions

To build on the design of the elementary science program and its emphasis on real-world scientific problem solving, MCPS has embarked on a revision to the middle school science curriculum. The *Curriculum Framework for Middle School Science Education* is the result of three years of curriculum reform that reflects countywide, state, and national recommendations in science education. The goal of science education in MCPS is to produce scientifically literate citizens who possess an understanding and mastery of science concepts and processes.

In 1996, MCPS convened an interdisciplinary group of teachers, administrators, curriculum developers, scientists, and parents to consider a framework for middle school science. The work group reviewed the current status of MCPS middle school science, National Science Education Standards, Benchmarks for Science Literacy, and MSDE's Maryland Learning Outcomes in Science for the purpose of creating an appropriate science framework for middle schools. A team of science, mathematics, English, special education, ESOL, and social studies teachers worked to refine the middle school framework, develop training models, and ensure connections to all academic disciplines, including reading. The model that emerged was an intradisciplinary science program that provides instruction at each level, Grades 6-8, in life, physical, and earth sciences and makes interdisciplinary connections to mathematics, social studies, English, and reading.

In 1997, the Board accepted a \$1.4-million grant from the National Science Foundation (NSF) entitled *Science Connections* for local systemic change in middle school science. The grant provides comprehensive training for all middle school science teachers, as well as English for Speakers of Other Languages (ESOL) and special education teachers assigned to teach science classes. This training was conducted in cooperation with the

University of Maryland, the American Physical Society, and the National Institutes of Health.

The framework contains an introductory section that specifies how the middle school science program addresses scientific content and process, connections to other subject areas, developmental appropriateness, differentiation of instruction, technology connections, extensions and enrichment for highly able students, and assessment practices.

High School Revisions

During the 1980s and early 1990s, most MCPS schools offered Laboratory Science for Grade 9 students. The course was designed to teach measurement and laboratory techniques as a prelude or subsequent study of biology, chemistry, and physics. In 1989, the MCPS Science Task Force submitted a report to the superintendent of schools recommending that Laboratory Science be revised to focus on basic physical science concepts and science process skills.

In response to this report, in 1996 MCPS developed Matter and Energy as the entry-level course for high school students. With the advent of MSDE's CLGs in physics and chemistry, revisions to Matter and Energy were made to support the High School Improvement Program (HSIP). The newly revised course is laboratory-oriented, equipment-based, and emphasizes the development of observation, experimentation, and analysis skills. It continues the development of the processes of science that begins in elementary and middle school instruction. Science concepts are introduced through direct experience, and students are expected to apply their scientific knowledge to address authentic problems. Writing of inquiry-based instructional units for Matter and Energy began in 1991. In 1993 and 1994, instructional outcomes for Matter and Energy were developed to be compatible with the draft National Science Education Standards.

SOCIAL STUDIES

As with other content areas, secondary social studies courses are being revised in response to the proposed HSA, the emergence of standards and accountability systems at the national and state levels, and the need to offer additional course work that responds to the unique interests and needs of students and schools.

National, State, and Local Government (NSLG) has been revised and United States History is undergoing revision to align directly with MSDE's Goals and Standards. Similar to national standards, MSDE has cut the chronological study of history into several areas at across grade levels. MCPS has correspondingly revised the social studies curriculum. In addition, the revision of United States History addresses inclusion of content standard strands in economics, geography, political systems, and people of the nation and world as well as history. Changes occurring as a result of this effort have required a reevaluation of the content of middle school social studies. Grade 8 social studies also is being revised

to include content formerly included in Grade 9 United States History. These revisions will be completed during summer 2001.

This curriculum will be evaluated using student achievement results on the end-of-course final examinations, as well as student results on the forthcoming High School Assessments. The curriculum changes also will be evaluated through teacher and parent comment via online surveys and focus groups.

NEXT STEPS

The new curriculum development process that calls for the Board's involvement before curricula are revised will be used for all future secondary curricula development. The curricula discussed here will continue to be the curricula taught in secondary schools in English/language arts, foreign language, science, and social studies. Recently, the Board received recommendations and findings from three studies related to the mathematics program, including the mathematics audit conducted by Phi Delta Kappa International. While this detailed audit provides valuable information about the mathematics program, some of the same issues are found in an examination of the design, development, and implementation procedures used in English/language arts, science, foreign language, and social studies. The information obtained from the mathematics audit will provide assistance as curriculum supervisors work with teachers, administrators, parents, and students to provide clear direction for teaching and learning in MCPS.

Re: **DISCUSSION**

Mrs. O'Neill remarked that the Board of Education has a role in curriculum development that is established by state law. She thought it was astonishing that so much curriculum had been written, piloted, and implemented without a Board discussion. The development of the overarching curriculum policy will address this issue with a standard of review, and it will set the framework for the alignment of curriculum and the consistent application of instruction.

Mrs. Gordon observed that there were only two required texts (*Reach for the Moon* and *The Odyssey*) for English in Grades 6-12. Mr. Fulton replied that those are the required texts, but there is a list from which teachers can choose on which Shakespeare appears 17 times as an option.

Mrs. Gordon said she had asked about the required texts many times, and the answer has always been that it is unlikely that students graduate without studying Shakespeare. She thought that a curriculum that required only two texts was a disservice to students. She asked about the differentiation with regard to on-level and honors classes. Ms. Gafford replied that a leveling chart identifies each one of the anchor texts and supplementary texts at each grade level and ranks the work as on-level, accessible, or challenging. The teacher then decides which text will be used, and it is hoped that the teacher would not

introduce material that would be above the heads of the students. Sometimes, instead of reading the *Romeo and Juliet* text in the Shakespearean form, a student would read it in a modern language format.

Mrs. Gordon noted that parents want their children in honors classes because they believe that is the only place where rigorous education occurs. From what Mrs. Gafford said, MCPS had predetermined what children can do, and if they are not in an honors course they are not capable of reading the original Shakespeare. She was very troubled by the curriculum. She was pleased that the Board would reassume its role.

Mrs. Gordon asked about the countywide exams in social studies, for which there will not be a countywide grading. Mr. Fulton reported that staff was working to do item analyses and validity on the exams and that the exams will mirror the state's assessment tests. MCPS does not want to hold students accountable if the items do not match the taught curriculum. He expected that in June there would be consistent school scoring on the social studies exam.

Mrs. King asked about textbooks and the curriculum. Will there be a textbook for every student in every subject? Mr. Creel replied that in some middle schools students have a textbook in school and one at home. However, some schools have only class sets. Therefore, there is inconsistency across the system. If the Board feels that every student should have a textbook, it can be addressed in the curriculum policy.

Mrs. King noted that many textbooks are out of date with the curriculum. Mr. Creel replied that many schools have new textbooks, especially in social studies. It has been up to the local school on how it expends its textbook allocation. Dr. Weast pointed out that the new team of curriculum specialists will address the concerns of the Board.

Mrs. Gordon commented that the Board had sent a clear message about the expectations, and she was hearing that there was curriculum in the pipeline. However, it would be years before there were changes. She was very concerned that the needed changes would not take place soon and that staff did not recognize the need for changes. Mrs. Muntner replied that the present curriculum needed to be addressed before staff could move on with meeting the Board's directives. Mr. Fulton remarked that staff wanted to hear from the Board about long-term curriculum decisions.

Mr. Lloyd asked about the NSL social studies exam. In some schools, teachers were giving the students the questions beforehand and in other schools that did not happen. The students saw this as unfair. This inconsistency invalidates the assessment of all the students. Mr. Fulton replied that staff was working to standardize the administration, distribution, and return of the exam.

Mr. Lloyd commented about teachers teaching towards the test and said students do not

get much from that kind of instruction. The students feel the value is not placed on what is learned but on how the students and schools perform on the assessment. Mr. Szesze answered that there are outstanding tests to teach towards, but he did not expect instruction to target the test. The delivery of curriculum should not emphasize the test. He hoped that teachers and students targeted beyond what the state is assessing.

Mr. Lloyd asked if the students who take high school Biology rather than Matter and Energy were at a disadvantage in taking the assessment tests. Mr. Szesze replied that Matter and Energy lays a better foundation in the process of science and will allow students to do well on state assessments.

Ms. Signer noted that parents are right about the variation of curriculum from school to school. There are too many approved texts and not enough required texts. No one is monitoring to assure that curriculum is implemented uniformly. Little data on student achievement are collected when curricula are piloted. The English/language arts curriculum is a huge disappointment to her since it is a mile wide and an inch deep. She asked Ms. Gafford what she meant by the curriculum aligning with research findings and best practices. Ms. Gafford replied that it was decided not go with a genre focus because students can make the interdisciplinary links better with a thematic approach. Ms. Signer asked if there was data to support that in Montgomery County. Ms. Gafford answered that staff has looked at ways schools have links or curricular connections among departments. Mr. Fulton noted that data collection was anecdotal, and a new policy will address that issue.

Ms. Signer pointed out that MCPS must develop assessment for students who do not take SATs or AP tests. She was concerned that there were only two required texts in Grades 6-12, which assures a lack of uniformity across schools. Ms. Signer asked how the final exam piloted for Grade 9 English/language arts is graded and how it is tied to the curriculum. Mr. Fulton promised an answer to her question

Ms. Signer asked for information on why students do not read the entire text of books such as *The Odyssey*.

Regarding foreign language, Ms. Signer noted that teachers were concerned about the lack of texts that match the curriculum and that teachers were required to develop original lesson plans. Ms. Garcia replied that in the future curriculum will be developed first, then, texts will be evaluated for use based on the curriculum. The present curriculum is in line with national standards, but there is a need for support for teachers.

Ms. Signer asked if there would be countywide final exams for Levels 4-6. Ms. Garcia replied that was not in the immediate plans.

Ms. Signer was pleased that the science curriculum would be realigned. High school

teachers raise the issue that the eighth grade curriculum does not prepare students for lab work. Mr. Szesze answered that high school teachers must understand the students they will be teaching rather than the students they have had. The middle school curriculum is being revised, and the high schools will see different students.

In social studies, Ms. Signer was amazed at how many texts were approved and said that leads to inconsistency throughout the system. The system must winnow that number and use only those texts that strongly support the curriculum.

Mr. Abrams thought the materials were comprehensive and allowed for a meaningful discussion. He asked if MCPS used a syllabus system for individual courses to keep parents informed about the expectations for the course. He hoped that when MCPS encouraged the development of curriculum material, it looks at texts and other materials, the organization, and the way it is communicated.

Mr. Abrams asked if there were surrogate texts in foreign language for Levels 4-6. Ms. Garcia replied there were not because textbook writers write for Levels 1-3. Mr. Abrams asked what level should students achieve to be successful on SATs and AP exams. Ms. Garcia replied that instruction includes grammar and literature and that Level 5 would give students the essential skills.

Mr. Burnett thought it was incomprehensible that MCPS would give tests without the same standards across schools, especially in social studies. To test students in order to validate a test is one thing, but that test score should not be part of the students' assessment. The lack of textbooks and their conformity throughout the county must be corrected. He was pleased that courses would be sequenced.

Mrs. O'Neill noted that the overarching policy will provide sequencing and consistency for MCPS curricula.

Re: **LUNCH AND CLOSED SESSION**

** Mr. Abrams and Mr. Burnett temporarily left the meeting.

RESOLUTION NO. 732-00 Re: **PROCUREMENT CONTRACTS 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, 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:

1063.1	Speech Therapy Services for Students w/Disabilities – Extension	
	<u>Awardee</u>	
	Sylvan Learning Systems	\$ 50,000
1118.1	Printing Adult Education and Summer School Bulletin	
	<u>Awardee</u>	
	Tapco, Inc.*	\$ 58,943
4081.2	Science Equipment	
	<u>Awardees</u>	
	American Scale & Equipment Company	\$ 11,439
	Carolina Biological Supply Company	2,249
	Edvotek, Inc.	2,672
	ETA/Cuisenaire*	5,925
	Fisher Science Education	33,847
	Frey Scientific/Division of School Specialty	18,787
	Interboro Packaging Corporation	108
	Intermountain Scientific Corporation	2,375
	Nada Scientific Limited	1,017
	Para Scientific Company	1,548
	Pasco Scientific	27,546
	Premier Manufactured Systems, Inc.	2,365
	Science Kit, Inc.	1,079
	Synergy Scientific	16,491
	VWR Scientific Products/Sargent Welch	22,297
	Wards Natural Science Est., Inc.	<u>351</u>
	Total	\$ 150,096
7006.2	Hand Held Calculators and Calculator-Based Laboratory Data Collection Systems – Extension	
	<u>Awardees</u>	
	D & H Distributing Company	\$ 518,770
	Pasco Scientific	<u>63,190</u>
	Total	\$ 581,960
7087.1	Broadcast Video Tapes	

	<u>Awardees</u>	
	Burlington AV Recording Media, Inc.*	\$ 2,694
	Office Depot	<u>31,497</u>
	Total	\$ 34,191
9018.1	Operable Wall System Preventive Maintenance Inspections and Repairs	
	<u>Awardee</u>	
	Modern Door & Equipment Sales, Inc.	\$ 46,800
9115.2	Frozen Potatoes	
	<u>Awardees</u>	
	Hoods Institutional Foods, Inc.*	\$ 133,682
	Marathon Sales LLC	<u>375,000</u>
	Total	\$ 508,682
9121.1	Wire Baskets and Dollies	
	<u>Awardee</u>	
	Arlington Wire and Metal Products, Inc.	\$ 81,946
9203.2	Custom Science Kits	
	<u>Awardees</u>	
	Berkshire Biological Supply Company	\$ 535
	Carolina Biological Supply Company	23,238
	Nasco	107,869
	Sci-Ma Education	39,522
	Sempco, Inc.*	<u>246,589</u>
	Total	\$ 417,753
9204.2	Elementary Mathematics Supplies	
	<u>Awardees</u>	
	Eric Armin, Inc.	\$ 13,493
	Delta Education, Inc.	677
	ETA/Cuisenaire*	12,535
	J.L. Hammett Company, Inc.	2,030
	Nasco	8,421
	School Specialty	135
	Summit Learning, Inc.	<u>313</u>
	Total	\$ 37,604

TOTAL PROCUREMENT CONTRACTS EXCEEDING \$25,000 \$1,967,975

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

RESOLUTION NO. 733-00 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 eighth 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>Athletic Field Equipment</u> Modern Door and Equipment Sales, Inc.	\$ 9,200	\$ 21,500
<u>Glass and Glazing</u> Engineered Construction Products, LTD	153,045	170,000
<u>Seed and Sod</u> Mid-Atlantic Turf, Inc. (female-owned, Maryland-National Capital Park and Planning Commission- certified, minority firm)	47,745	51,359
<u>Signage</u> Adcorp Signs, Inc. (female-owned, Maryland Department of Transportation- certified, minority firm)	9,131	22,500

and

WHEREAS, The aggregate minority business participation for the contracts bid to date is 25.87 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. 734-00 Re: **AWARD OF CONTRACT – WINSTON CHURCHILL 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 sealed bid represents the fifteenth in a series of subcontracts that were bid as part of a construction management process for the Winston Churchill High School modernization project:

<u>Low Bid</u>	<u>Amount</u>	<u>Consultant's Estimate</u>
<u>Seed and Sod</u> Mid-Atlantic Turf, Inc. (female-owned, minority firm)	\$389,341.03	\$350,000.00

and

WHEREAS, The aggregate minority business participation for the subcontracts bid to date is 29 percent; now therefore be it

Resolved, That a \$389,341.03 contract be awarded to Mid-Atlantic Turf, Inc., for seed and sod for the Winston Churchill High School modernization project, in accordance with drawings and specifications prepared by Duane, Cahill, Mullineaux and Mullineaux.

RESOLUTION NO. 735-00 Re: **AWARD OF CONTRACT – SECURITY LIGHTING**

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 was received on October 18, 2000, by the Department of Facilities Management for installation of security lighting for the Carver Educational Services Center:

<u>Bidder</u>	<u>Amount</u>
Kolb Electric, Inc.	\$40,756.62

and

WHEREAS, Kolb Electric, Inc., has completed similar work successfully for Montgomery County Public Schools; and

WHEREAS, The work for this project 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 enterprise participation goal for this project; now therefore be it

Resolved, That a contract in the amount of \$40,756.62 be awarded to Kolb Electric, Inc., for security lighting for the Carver Educational Services Center, in accordance with drawings and specifications prepared by the Department of Facilities Management.

RESOLUTION NO. 736-00 Re: **ARCHITECTURAL APPOINTMENT – ASHBURTON ELEMENTARY SCHOOL GYMNASIUM ADDITION**

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 gymnasium addition at Ashburton 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 Delmar Architects, P.A., 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 Delmar Architects, P.A., to provide professional architectural and engineering services for the Ashburton Elementary School gymnasium addition project for a fee of \$115,775.

RESOLUTION NO. 737-00 Re: **ARCHITECTURAL APPOINTMENT – DR. SALLY K. RIDE ELEMENTARY SCHOOL GYMNASIUM**

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 gymnasium addition at Dr. Sally K. Ride 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 Delmar Architects, P.A., 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 Delmar Architects, P.A., to provide professional architectural and engineering services for the Dr. Sally K. Ride Elementary School gymnasium addition project for a fee of \$120,475.

RESOLUTION NO. 738-00 Re: **REDUCTION OF RETENTION – COL. ZADOK
MAGRUDER 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, Porter Construction Management, Inc., general contractor for the Col. Zadok Magruder High School addition project, has completed 99 percent of all specified requirements and requested that the 10-percent retainage, which is based on completed work to date, be reduced to 5 percent; and

WHEREAS, The project bonding company, United States Fidelity and Guaranty Company, has consented to this reduction; and

WHEREAS, The project architect, Smolen ■ Emr + Associates Architects, recommends approval of the reduction; now therefore be it

Resolved, That the 10-percent retainage withheld from periodic payments to Porter Construction Management, Inc., general contractor for the Col. Zadok Magruder High School addition project, be reduced to 5 percent, with the remaining 5 percent to become due and payable after completion of all remaining contract requirements and formal

acceptance of the completed project.

RESOLUTION NO. 739-00 Re: **REDUCTION OF RETENTION – MILL CREEK TOWNE 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, The McAlister-Schwartz Company, general contractor for the Mill Creek Towne Elementary School modernization project, has completed 99 percent of all specified requirements and requested that the 10-percent retainage, which is based on completed work to date, be reduced to 5 percent; and

WHEREAS, The project bonding company, The American Insurance Company, has consented to this reduction; and

WHEREAS, The project architect, Lance Bailey & Associates, Inc., recommends approval of the reduction; now therefore be it

Resolved, That the 10-percent retainage withheld from periodic payments to The McAlister-Schwartz Company, general contractor for the Mill Creek Towne Elementary School modernization project, be reduced to 5 percent, with the remaining 5 percent to become due and payable after completion of all remaining contract requirements and formal acceptance of the completed project.

RESOLUTION NO. 740-00 Re: **FY 2001 SUPPLEMENTAL APPROPRIATION FOR THE AMERICANS WITH DISABILITIES ACT**

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, Funds were allocated in the FY 2001 Capital Budget to complete accessibility modifications for individuals with disabilities at various facilities; and

WHEREAS, The funds allocated have been expended for critical accessibility modifications; and

WHEREAS, There are still a significant number of outstanding essential accessibility modifications at numerous facilities that cannot be addressed because the available FY 2001 funds have been expended; and

WHEREAS, Approximately \$600,000 is needed to complete outstanding modifications at several schools to provide access to programs in which individuals with disabilities cannot

participate; and

WHEREAS, Staff has recommended that this work be completed as soon as possible to avoid potential legal challenges; now therefore be it

Resolved, That an FY 2001-2006 Capital Improvements Program amendment and FY 2001 Capital Budget emergency supplemental appropriation in the amount of \$600,000 be requested for accessibility modifications at various facilities for individuals with disabilities; and be it further

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

RESOLUTION NO. 741-00 Re: **LEASE AGREEMENT FOR 451 HUNGERFORD DRIVE**

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

WHEREAS, The Montgomery County Chamber Workforce Corporation and MCPS have collaborated on the establishment of the Montgomery County Business Roundtable for Education; and

WHEREAS, Office space for 18 MCPS staff members from the Office of Student and Community Services, the Division of Community Outreach, and the Montgomery County Business Roundtable for Education as well as Montgomery County Youth Works staff is not available in MCPS' facilities to support this valuable initiative; and

WHEREAS, Staff has negotiated favorable financial terms to lease a portion of the fifth floor at 451 Hungerford Drive; and

WHEREAS, Our attorney has reviewed the language of the proposed lease to protect the school system's interests; and

WHEREAS, Staff determined that sufficient funds exist in the Real Estate Management Fund to pay the FY 2001 rent for the proposed lease space; now therefore be it

Resolved, That the president and secretary of the Board of Education be authorized to execute a five-year lease for a suite on the fifth floor of 451 Hungerford Drive to house staff working with the Montgomery County Business Roundtable for Education; and be it further

Resolved, That the president and secretary of the Board of Education be authorized to

execute a sublease with the Montgomery County Chamber Workforce Corporation as a reimbursement for a portion of the rental cost.

RESOLUTION NO. 742-00 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 the following change order proposals from various contractors 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: Winston Churchill High School

Description: Additional sediment control and fencing required by the Montgomery County Environmental Protection Department

Contractor: Deneau Construction, Inc.

Amount: \$26,310

Activity 2

Project: Thomas S. Wootton High School

Description: Overtime required to accelerate the project

Contractor: Ferguson & Ramey Electrical Contractors, Inc.

Amount: \$46,353

RESOLUTION NO. 743-00 Re: **UTILIZATION OF FY 2001 FUTURE SUPPORTED PROJECT FUNDS**

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

Name of Project	Amount	Positions	Funding Source
English Literacy and Civics Instruction	\$89,761	None	Maryland State Department of Education
NASA/Goddard Space Flight Center	\$71,658	1.0 teacher	National Aeronautics and Space Administration
American Indian Education	\$678	None	United States Department of Education
Upper 90 (IV) (Safe & Drug Free and Communities Act Grant Program)	\$30,800	None	Governor's Office of Crime Control & Prevention
Bowie State University Partnership Programs in Reading, Administration and Supervision, and Certification in Administration and Supervision	\$57,000	None	Bowie State University
Northeast Consortium Signature Schools Project at James Hubert Blake, Paint Branch, and Springbrook High Schools	\$886,922	0.8 program assistant (10-month) 1.3 secretary (12-month) 1.0 media services technician 1.0 user support specialist 4.3 teachers	United States Department of Education
Gifted & Talented Program Development	\$92,150	None	Maryland State Department of Education
Event-Based Science Project Royalty Income	\$16,670	None	National Science Foundation
Trinity College Partnership Program	\$21,037	None	Trinity College
School Accountability Funding for Excellence Programs (SAFE)	\$284,774	Not Applicable	Maryland State Department of Education
School Accountability for Funding for Excellence Programs (SAFE)	\$46,211	None	Maryland State Department of Education
Head Start	\$77,796	1.2	Federal via County
Troops to Teachers	\$16,855	None	United States Department of Defense
Howard Hughes Medical Institute Support for Science Education	\$425,000	2.0	Howard Hughes Medical Institute

National Institutes of Health Science Education Support	\$112,257	1.0 Teacher	National Institutes of Health
President's Initiative in K-8 Mathematics	\$93,049	1.0 teacher	National Science Foundation
Title I School Partners Program	\$5,000	None	Maryland State Department of Education

WHEREAS, Each of the above-mentioned grants qualifies for a transfer of appropriation from the Provision for Future Supported Projects pursuant to the provisions of County Council Resolution No. 14-525, approved May 25, 2000; and

WHEREAS, None of the above-noted programs require any present or future county funds; and

WHEREAS, Sufficient appropriation is available within the FY 2001 Provision for Future Supported Projects to permit the above-noted transfers within state categories; now therefore be it

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 2001 Provision for Future Supported Projects the above-noted grant awards; and be it further

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

RESOLUTION NO. 744-00 Re: **FY 2001 FIRST QUARTER OBJECT AND CATEGORICAL TRANSFERS**

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 superintendent of schools be authorized to effect an FY 2001 object transfer of \$387,158 within the following objects:

Department of Transportation – Office Furniture

<u>Object</u>	<u>From</u>	<u>To</u>
2 Contractual Services	\$ 31,949	
5 Furniture and Equipment	_____	<u>\$31,949</u>
Total	\$ 31,949	<u>\$31,949</u>

Department of Transportation – Safety Inspections

<u>Object</u>	<u>From</u>	<u>To</u>
2 Contractual Services		\$150,000
3 Supplies and Materials	<u>\$150,000</u>	_____
Total	<u>\$150,000</u>	<u>\$150,000</u>

Staff Development

<u>Object</u>	<u>From</u>	<u>To</u>
2 Contractual Services		\$ 123,000
4 Other	<u>\$ 123,000</u>	_____
Total	<u>\$123,000</u>	<u>\$ 123,000</u>

School Publications at Middle/High Schools

<u>Object</u>	<u>From</u>	<u>To</u>
2 Contractual Services	\$17,565	
4 Other	_____	<u>\$17,565</u>
Total	<u>\$17,565</u>	<u>\$17,565</u>

Emergency Immigrant Program

<u>Object</u>	<u>From</u>	<u>To</u>
1 Salaries and Wages		\$41,000
2 Contractual Services	<u>\$41,000</u>	_____
Total	<u>\$41,000</u>	<u>\$41,000</u>

Targeted Poverty I

<u>Object</u>	<u>From</u>	<u>To</u>
1 Salaries and Wages		\$23,644
3 Supplies and Materials	\$15,758	
4 Other	<u>7,886</u>	_____
Total	\$23,644	\$23,644

and be it further

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to effect an FY 2001 categorical transfer of \$126,237 within the following categories:

Head Start

<u>Category</u>	<u>From</u>	<u>To</u>
3 Instructional Salaries	\$56,785	
7 Student Personnel Services	_____	<u>\$56,785</u>
Total	<u>\$ 56,785</u>	<u>\$56,785</u>

Redesign of Teacher Education Project

<u>Category</u>	<u>From</u>	<u>To</u>
3 Instructional Salaries		\$4,500
5 Other Instructional Costs	<u>\$4,500</u>	_____
Total	<u>\$4,500</u>	<u>\$4,500</u>

Emergency Immigrant

<u>Category</u>	<u>From</u>	<u>To</u>
3 Instructional Salaries		\$41,000
5 Other Instructional Costs	<u>\$41,000</u>	<u> </u>
Total	<u>\$ 41,000</u>	<u>\$41,000</u>

Targeted Poverty I

<u>Category</u>	<u>From</u>	<u>To</u>
3 Instructional Salaries		\$23,644
4 Instructional Supplies and Materials	\$15,758	
5 Other Instructional Costs	8,194	
12 Fixed Charges	<u> </u>	<u>308</u>
Total	<u>\$23,952</u>	<u>\$23,952</u>

and be it further

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

RESOLUTION NO. 745-00

Re: **RECOMMENDED FY 2001 SUPPLEMENTAL
APPROPRIATION FOR TEACHER MENTORING
PROJECT**

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 superintendent of schools be authorized to receive and expend, subject to County Council approval, an FY 2001 supplemental appropriation of \$850,480 for the Maryland State Department of Education's Quality Teacher Incentive funding for the Teacher Mentoring Project within the New Teacher Induction Program in the following categories:

<u>Category</u>	<u>Positions</u>	<u>Amount</u>
01 Administration		\$ 30,187
03 Instructional Salaries	1.5	738,838
04 Textbooks and Instructional		

Supplies		6,600
05 Other Instructional Costs		14,200
12 Fixed Charges	_____	<u>60,655</u>
Total	1.5*	<u>\$850,480</u>

*.5 instructional specialist (B-D), 1.0 office assistant IV (Grade 11)

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 to the County Council.

RESOLUTION NO. 746-00 Re: **RECOMMENDED FY 2001 SUPPLEMENTAL APPROPRIATION FOR ESOL**

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 request approval by the County Council of a supplemental appropriation for ESOL/Bilingual Programs to address the significant increase in enrollment in the amount of \$480,503:

<u>Category</u>	<u>Positions*</u>	<u>Amount</u>
3 Instructional Salaries	15.8	\$400,419
12 Fixed Charges	_____	<u>80,084</u>
Total		<u>\$480,503</u>

*15.8 Teachers (A-D) (10-month)

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

Resolved, That the County Executive be requested to recommend approval to the County Council.

ESOLUTION NO. 747-00 Re: **RECOMMENDED FY 2001 SUPPLEMENTAL APPROPRIATION FOR AFTER SCHOOL ACTIVITIES PROGRAM**

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 authorization is requested to receive and expend, subject to County Council approval, an FY 2001 supplemental appropriation of \$1,072,885 from the Montgomery County Department of Health and Human Services for the After School Activities Program in the following budget categories:

<u>Category</u>	<u>Positions</u>	<u>Amount</u>
1 Administration		\$ 39,576
2 Mid-level Administration	1.0*	79,750
5 Other Instructional Costs		933,996
12 Fixed Charges	_____	<u>19,563</u>
Total	1.0	\$1,072,885

*1.0 FTE Project Manager

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 supplemental appropriation to the County Council.

RESOLUTION NO. 748-00 Re: **RECOMMENDED FY 2001 SUPPLEMENTAL APPROPRIATION FOR THE REAL ESTATE MANAGEMENT FUND**

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 superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 2001 supplemental appropriation of \$766,043 for the Real Estate Management Fund, Category 51; and be it further

Resolved, That this supplemental appropriation be funded from real estate rental revenue

and retained earnings; and be it further

Resolved, That a copy of this resolution be forwarded 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. 749-00 Re: **AMENDMENT OF MONTGOMERY COUNTY
PUBLIC SCHOOLS EMPLOYEE BENEFIT TRUST
FUND**

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

WHEREAS, The agreement under which the Trust is maintained (the "Trust Agreement") provides that the Trustee shall manage and invest the Trust; and

WHEREAS, The Board desires to amend the Trust Agreement to provide that the assets of the Trust may be managed and invested by one or more investment managers appointed by the Board; and

WHEREAS, The Board also desires to appoint Allied Investment Advisors, Inc., as the investment manager of the Trust; and

WHEREAS, The Trust Agreement does not provide for the payment of the Trustee's and investment managers' compensation and other reasonable charges from the Trust; and

WHEREAS, The Board desires to amend the Trust document to permit the payment of the Trustee's and investment managers' compensation and other reasonable charges from the Trust; now therefore be it:

Resolved, That the Trust Agreement is hereby amended pursuant to an amendment substantially in the form as attached hereto; and be it further

Resolved, That Allied Investment Advisors, Inc., is hereby appointed as the investment manager for the Trust pursuant to the Trust Agreement, as hereby amended; and be it further

Resolved, That the Board of Education president and superintendent of schools be authorized to execute the documents for this transaction.

** Mr. Abrams rejoined the meeting at this point.

RESOLUTION NO. 750-00 Re: **HUMAN RESOURCES MONTHLY REPORT**

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

Resolved, That the Board of Education approve the Human Resources Monthly Report dated November 14, 2000.

RESOLUTION NO. 751-00 Re: **DEATH OF MR. HENRY WILLIAMS, SPECIAL
EDUCATION BUS ATTENDANT IN THE SHADY
GROVE DEPOT, DEPARTMENT OF
TRANSPORTATION**

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 death on September 1, 2000, of Mr. Henry Williams, special education bus attendant 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. Williams 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. Williams' cooperative attitude and initiative made him a reliable employee; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mr. Henry Williams 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. Williams' family.

RESOLUTION NO. 752-00 Re: **HUMAN RESOURCES APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective December 1, 2000:

ppointment
Lola K. Crawford

Current Position
Instructional Specialist,
Division of Accelerated and
Enriched Instruction

As
Community Partnership
Specialist, Department of
Family and Community
Partnerships

Re: MONTHLY FINANCIAL REPORT

Dr. Marshall Spatz, director of the Department of Budget, Management, and Planning, reported that the projected financial condition through September 30, 2000, was based on program requirements and estimates made by primary and secondary account managers. At this time, there is a projected surplus in revenues of \$1,230,999 and a projected deficit of \$100,000 in expenses.

RESOLUTION NO. 753-00 Re: PRELIMINARY PLANS FOR LAKEWOOD ELEMENTARY SCHOOL MODERNIZATION

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 architect for the modernization of Lakewood Elementary School, Wiencek & Zavos, Architects, has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Lakewood Elementary 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 modernization of Lakewood Elementary School developed by Wiencek & Zavos, Architects.

** Mr. Abrams temporarily left the meeting.

RESOLUTION NO. 754-00 Re: PRELIMINARY PLANS FOR ROBERT FROST MIDDLE SCHOOL CLASSROOM ADDITION

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

WHEREAS, The architect for the addition to Robert Frost Middle School, Smolen ■ Emr + Associates Architects, has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Robert Frost Middle 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 addition to Robert Frost Middle School developed by Smolen ■ Emr + Associates Architects.

Re: **MIDDLE SCHOOL EDUCATION**

Dr. Weast invited the following people to the table: Mrs. Judie Muntner, associate superintendent for instruction and program development; Mrs. Nancy Schultze, director, middle school instruction; Mr. James Fernandez, principal, Julius West Middle School; and Mr. Thomas Gillard, staff development teacher, Julius West Middle School.

Staff reported that at the March 14, 2000, Board of Education meeting, staff reviewed Policy IEB, Middle School Education, to analyze the impact that draft recommendations of the Maryland State Department of Education's (MSDE) Middle Learning Years Task Force (MLYTF) report might have on local policy. The final recommendations of the MLYTF are consistent with Policy IEB, *Middle School Education*.

Since last March's Board discussion, during which the urgency for middle school improvement became paramount, middle school principals began a dialogue to address the Board's concerns. As a result, they have shared best practices, prioritized areas for improvement, sought support from Central Office staff, sent staff to training, and formalized a series of actions to advocate for middle schools.

In response to the Board and to middle school principals, staff developed and began implementing a comprehensive plan to ensure rigor and challenge for all middle grade students. The Office of Instruction and Program Development has been working collaboratively with middle schools, the Office of School Performance, staff development teachers, and instructional specialists to improve student achievement in all middle schools. Their comprehensive plan is organized around the seven components of effective middle schools. These components are integral to the structure of the MLYTF report, *Our Call to Action Plan*, Trend Benders, and the federal middle school improvement program, *GEAR UP*. The components are:

1. A strong focus on rigorous academic learning.
2. Literacy skills taught and reinforced across the content areas.
3. Collaboration among professional staff that focuses on student achievement.
4. A staff development program that aligns the professional development needs of staff members with those of the school and the students.
5. Collaboration to strengthen elementary and high school articulation.
6. Leadership that monitors and improves instructional delivery.
7. Communication with the community that is consistent and continual.

** Mr. Abrams rejoined the meeting at this point.

The following information, organized by the components of effective schools, highlights the specific actions that have been taken since last spring to support middle school improvement.

1. To provide *a strong focus on rigorous academic learning*, MCPS already has supported curriculum development in the content areas of mathematics, science, social studies, reading/English language arts, and foreign language.
2. To ensure that *literacy skills are taught and reinforced across the content areas*, MCPS has done the following:
 - a. Piloted a balanced literacy program for teaching reading and writing across the content areas with five middle schools during school year 1999-2000.
 - b. Supported numerous training sessions to assist content area teachers to infuse reading and writing strategies into their content instruction.
 - c. Trained reading and media specialists as well as staff development teachers to coach and model best practices for teaching reading and writing in all content areas.
 - d. Collaborated with MSDE specialists, the Maryland Assessment Consortium, and nationally recognized experts to disseminate and apply instructional literacy strategies that have proved effective.
3. To promote *collaboration among professional staff that focuses on student achievement*, the following has been done:
 - a. Middle School Instruction has proposed that middle schools pilot interdisciplinary team models that provide smaller team sizes.
 - b. Middle school magnet staff has identified instructional units to share with other middle school teachers to build capacity for rigorous and challenging instruction in all schools.
 - c. Staff, along with middle school administrators, attended a state conference held to inform all Local Education Agencies (LEAs) of the task force report and the need for improved middle schools.
4. To ensure *a staff development program that aligns the professional development needs of staff members with those of the school and the students*, MCPS has done the following:
 - a. Trained 152 middle school teachers to use the *Soar to Success* accelerated intervention program for struggling readers and provided schools with accompanying materials for all grade levels.
 - b. Trained 283 middle school teachers to teach the *William and Mary Language Arts* program.
 - c. Supported a model developed by the Division of Accelerated and Enriched Instruction to train teams of middle school teachers to deliver instruction that challenges all students.
 - d. Supported a symposium that trains teachers to use and apply best practices that

- infuse technology and teach higher level rigorous reading, reasoning, writing, and discussion models with all students.
- e. Designed and coordinated training for more than 200 new teachers of mathematics, English language arts, science, social studies, and foreign language to assure focus on rigor and challenge.
 - f. Collaboration continues with the Department of Staff Development to design introductory and ongoing training for local school staff developers.
 - e. More than 60 percent of the middle schools conducted staff development activities during preservice week that were specifically designed to address the learning styles of early adolescents.
5. To ensure *collaboration to strengthen elementary and high school articulation*, the following has been done:
- a. Middle schools in the Quince Orchard cluster have initiated a vertical team approach to increase effective articulation planning and programming for all students K-12 within the cluster.
 - b. MSDE intervention funds will be used this year to provide extended-day and extended-year programs for those students who still need to master Maryland Learning Outcomes in Reading/English language arts and mathematics.
6. To ensure that *leadership monitors and improves instructional delivery*, Middle School Instruction has done the following:
- a. Asked all middle schools to identify specific outcomes for improvement in response to the MLYTF report as part of the *Local School Success for Every Student* (LSSSES) planning process.
 - b. Worked with the Department of Staff Development, local school administrators, and local staff developers to ensure that they use their local schools' LSSSES outcomes to guide their own professional development plans and evaluations.
 - c. Met with principals, resource teachers, staff development teachers, reading specialists, media specialists, and instructional supervisors to solicit feedback about how schools can provide leadership to implement the MLYTF recommendations and improve student achievement.
 - d. Collaborated with the Department of Staff Development in October 2000 to review the video, *"Developing, Aligning and Auditing Curriculum"* by the Video Journal of Education and presented by Fenwick English with middle school principals.
 - e. Asked the Division of Accelerated and Enriched Instruction to develop a PowerPoint presentation that can be used by principals to review flexible grouping practices that ensure student access to rigor and challenging instruction. This presentation resulted from committee review of the latest research on best grouping practices.
7. To provide *communication with the community that is consistent and continual*, Middle School Instruction has started to review course documents, parent handbooks, and communication processes used by other schools throughout the state and nation as well as those currently within MCPS.

** Mr. Abrams temporarily left the meeting at this time.

Although many middle schools in Montgomery County have achieved aspects of effective middle school standards, these components cannot be found uniformly in all middle schools. Therefore, full implementation of the Middle School Instruction Action Steps is a priority. This comprehensive plan assures that middle schools are provided the materials, the training, the curricula, and the support needed to ensure a consistent instructional program that increases the achievement of all students. Middle schools must ensure that students have a firm foundation in basic reading, communication, and mathematics skills, while developing the critical thinking, reasoning, and social skills they need to function within the complexity of the global community.

Re: DISCUSSION

Mrs. King had been concerned about this issue and was reassured by the staff's presentation. She asked if the average student could benefit from the William and Mary curriculum. Ms. Schultze responded that children have opportunities for the strategies that are taught in the program, and all students are encouraged to participate in the William and Mary program.

Mrs. King asked if middle school students were separated for honors classes. Ms. Schultze replied that there are homogeneous classes at the middle school level. Mrs. King inquired if that was implemented throughout the county. Ms. Schultze replied that most schools were implementing the recommendation for homogeneous classes.

Mrs. King observed that middle schools were providing a quality education to students, but parents are not aware of the improvements. The school system must find a way to inform these parents of the rigor and opportunities in middle schools. Ms. Schultze noted that staff was creating a document similar to a "course offering" booklet to explain the curriculum and the expectations for all students.

Mrs. Gordon was pleased to know that the Board's policy was a strong foundation on which to build a rigorous middle school curriculum.

Ms. Signer was pleased to know that staff was increasing the rigor in middle schools. She asked about the implementation of the Mathematics A, B, and C program. Since this was piloted, what did the student achievement data reveal in those schools compared to the schools with Mathematics 6, 7, and 8? Ms. Schultze replied that the data were inconsistent, and there was insufficient evidence to determine if this pilot would make a significant difference for children.

Since the algebra objectives in Math 8 were moved to Math B, Ms. Signer asked what Math C prepared a student for. Ms. Schultze answered that Math C would include all pre-algebra

strategies, and students were be prepared to take algebra in the ninth grade. The sequence is to take Math A and B and then move into algebra. However, if skills are still needed, Math C is available for those students.

Ms. Signer asked if the CRTs were restructured at the same time that Math A, B, and C were introduced. Ms. Schultze replied that has not been done, but it will be reassessed. Ms. Signer asked if there would be revisions in Math A, B, and C as a result of the math audit. Ms. Schultze said there would be some revisions.

Ms. Signer noted that 36 percent of middle schools offer the William and Mary program at all grade levels and 61 percent of the schools are implementing the program. She asked what percentage of middle school students receive William and Mary instruction. Ms. Schultze offered to obtain that information.

Ms. Signer said five middle schools had a pilot of a balanced literacy program for teaching reading and writing across the content areas. She asked staff to describe the pilot and how it would be evaluated. Ms. Schultze answered that the pilot was done last spring using Soar to Success and MSPAP results to evaluate the program. The intent of the program was to have children be able to read and write and interpret material on the MSPAP test and provide a written response showing what they know and are able to do.

Ms. Signer reported that the MLYTF recommended that teachers be licensed to teach in their content areas, and she asked what percent of middle school teachers were so licensed. Dr. Arons replied that according to the recent math audit, 50 percent of staff was certified in elementary instruction at the middle school level.

Ms. Signer noted that the MLYTF report states that schools should provide accelerated interventions to students who are performing below expectations, and schools must assess and diagnose student achievement status on entry into middle school. She asked if MCPS did what the report recommended. Ms. Schultze replied that staff was working on that concept, especially with vertical teams, Soar to Success, extended day programs, extended summer school, and individual success plans. Ms. Signer asked how students who needed accelerated intervention would be identified. Ms. Schultze answered that staff would use CRT scores, MSPAP results, a reading diagnostic test, and math scores.

Mrs. O'Neill asked if foreign language would be started for gifted children in sixth grade. Ms. Schultze replied that staff was investigating that possibility, but the experts do not recommend it. Mrs. O'Neill observed that some schools in the country start foreign language instruction in the fifth grade. Ms. Schultze stated that some MCPS schools have tried foreign language in elementary school, and they will assess the data to determine the success of the students.

Mrs. O'Neill remarked that the William and Mary program had components in which the entire

class could participate. What is great about the program is that it is very prescriptive and there is no variation of requirements.

RESOLUTION NO. 755-00 Re: **2001-02 SCHOOL CALENDAR**

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

WHEREAS, The establishment of school terms by the Board of Education is required by state law; and

WHEREAS, Montgomery County parents, community, and staff should be informed of the Board-adopted school calendar each year and the subsequent contingency plan identifying days that will be used to make up lost instructional time due to emergency closings; now therefore be it

Resolved, That the proposed school calendar and contingency plan for 2001-2002 be adopted.

RESOLUTION NO. 756-00 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, December 12, 2000, in Room 120 of the Carver Educational Services Center from 9:00 to 10:00 a.m. and 12:00 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 October 17, 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 October 17, 2000, from 8:25 to 9:50 a.m. and 1:15 to 2:10 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and/or adjudicated the following appeals: 2000-48, T-2000-36, T-2000-53, and T-2000-76.
2. Reviewed the Human Resources Monthly Report, subsequent to which the vote to approve the appointment was taken in open session.
3. Discussed collective bargaining negotiations, as permitted under Section 10-508(a)(9) of the *State Government Article* and Section 4-107(d)(2)(ii) of the *Education Article*.
4. Considered the acquisition of real property for a public purpose and matters directly related thereto.
5. Consulted with counsel to receive legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*.
6. 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, Aggie Alvez, Elizabeth Arons, Larry Bowers, Kermit Burnett, Fran Brenneman, Judy Bresler, Bruce Crispell, Mary Pat David, Reggie Felton, Wes Girling, Bea Gordon, Dick Hawes, Jay Headman, Pam Hoffler-Riddick, Roland Ikheloa, Nancy King, Don Kress, Frieda Lacey, Joe Lavorgna, George Margolies, Louis Martinez, Judie Muntner, Patricia O'Neill, Brian Porter, John Porter, Lori Rogovin, Glenda Rose, Mona Signer, Kim Statham, Frank Stetson, Roger Titus, Janice Turpin, Jerry Weast, Bill Wilhoyte, and James Williams.

RESOLUTION NO. 757-00

Re: **MINUTES OF THE SEPTEMBER 12, 2000, BOARD MEETING**

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

Resolved, That the Board of Education approve the minutes of its September 12, 2000, meeting.

RESOLUTION NO. 758-00

Re: **MINUTES OF THE SEPTEMBER 25, 2000, BOARD MEETING**

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

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

RESOLUTION NO. 759-00 Re: **BOARD APPEAL – 1999-47**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 1999-47, a disability retirement, reflective of the following vote: Mr. Burnett, Mr. Felton, Mrs. King, Mr. Lloyd, Mrs. O'Neill, and Ms. Signer voting to reverse; Mr. Abrams and Mrs. Gordon were absent.

** Mr. Burnett rejoined the meeting at this point.

Re: **STUDENT ATHLETES**

On motion of Mrs. O'Neill and seconded by Mrs. King, the following resolution failed with Mr. Abrams, Mr. Burnett, Mr. Lloyd, and Mrs. O'Neill voting in the affirmative; Mrs. King voting in the negative; Mrs. Gordon and Ms. Signer abstaining:

WHEREAS, Montgomery County Public Schools is committed to raising the bar to ensure academic excellence for all children; and

WHEREAS, Participation in sports by MCPS students should not jeopardize their quest for academic excellence; now therefore be it

Resolved, That the Board of Education direct the Superintendent to set up a work group that includes parents, teachers, principals, athletic directors, coaches, and students to review the participation of student athletes in academic classes to determine the extent of absenteeism by sport, school and gender, and to make recommendations on eliminating the problem systemwide.

Re: **EDUCATION OF STUDENTS WITH DISABILITIES**

On motion of Mrs. O'Neill and seconded by Mrs. King, the following resolution failed with Mr. Abrams, Mr. Burnett, Mrs. Gordon, Mrs. King, Mr. Lloyd, and Mrs. O'Neill voting in the negative; Ms. Signer abstaining:

WHEREAS, Policy IOB, *Education of Students with Disabilities* is a vehicle for affirming the Board of Education's strong commitment to the genuine participation of students with disabilities in all aspects of Montgomery County Public Schools, including academic, social, non-academic, and extracurricular activities; and

WHEREAS, Policy IOB was last amended by Resolution 382-93 on May 11, 1993; now therefore be it

Resolved, That the Board of Education direct the Superintendent to review Policy IOB, *Education of Students with Disabilities*, in accordance with the Board of Education's review process.

Re: **NEW BUSINESS**

There were no new business items.

Re: **ITEMS OF INFORMATION**

The following items were available for information:

1. Items in Process
2. Legal Fees Report
3. Minority-, Female-, or Disabled-owned Business Procurement Report for the First Quarter of Fiscal Year 2001
4. Construction Progress Report

RESOLUTION NO. 760-00

Re: **ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of November 14, 2000, at 4:20 p.m.

PRESIDENT

SECRETARY

JDW:gr

**MONTGOMERY COUNTY BOARD OF EDUCATION
SUMMARY SHEET**

November 14, 2000

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