

APPROVED
27-2001

Rockville, Maryland
September 24, 2001

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Monday, September 24, 2001, at 10:15 a.m.

ROLL CALL Present: Mrs. Nancy J. King, President
 in the Chair
 Mr. Stephen Abrams
 Mr. Kermit V. Burnett (afternoon only)
 Ms. Sharon Cox
 Mr. Reginald M. Felton
 Mr. Walter Lange
 Mrs. Patricia B. O'Neill
 Mr. Dustin Jeter, Student Board Member
 Dr. Jerry Weast, Secretary/Treasurer

Absent: None

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

RESOLUTION NO. 522-01 Re: **CLOSED SESSION**

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mrs. O'Neill, 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 closed sessions on September 24, 2001, in Room 120 from 9:00 to 10:00 a.m. and 12:30 to 2:00 p.m. to receive legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*; and be it further

Resolved, That the Board of Education of Montgomery County dedicate part of the closed session on September 24, 2001, to acquit its executive functions and to adjudicate and review appeals, which is a quasi-judicial function outside the purview of the Open Meetings Act under Section 10-503(a) of the *State Government Article*; and be it further

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

Re: **PRESENTATION OF COLORS BY SENECA VALLEY HIGH SCHOOL'S NJROTC**

Mrs. King announced that in the wake of the tragic events of this past week, the Board decided it was appropriate to begin the meeting with a presentation of the colors. The presentation was followed with those in attendance reciting the Pledge of Allegiance.

Re: **MCPS IMPACT OF TERRORIST ATTACKS DETAILED**

Dr. Weast reported that at least 113 MCPS students and staff have reported parents, spouses, siblings, cousins, and other relatives who have been declared dead or missing in the September 11 terrorist attacks. Based on information collected from individual schools, 85 students and 28 staff members reported a number of relatives as casualties of the airline crashes in New York and Pennsylvania and at the Pentagon. Another 43 students and staff reported friends who have been declared dead or missing. The numbers are considered conservative, given the inability to collect some data. Among the casualties were parents of eight students and spouses of two staff members. Two staff members lost a brother or sister. Fifty-three students and four staff members lost an aunt or uncle, while 11 students and 12 staff members lost one or more cousins. Five staff members lost a nephew or niece. Thirteen students and three staff members had multiple family members or friends listed as dead or missing. Eighteen students and 23 staff members had a friend as a casualty. The losses include a former MCPS teacher.

RESOLUTION NO. 523-01 Re: **APPROVAL OF THE AGENDA**

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

Resolved, That the Board of Education approve its agenda for September 24, 2001.

RESOLUTION NO. 524-01 Re: **HISPANIC HERITAGE MONTH**

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

WHEREAS, On August 17, 1988, the United States Congress, by joint resolution, authorized the President to proclaim annually the period beginning September 15 and ending on October 15 as National Hispanic Heritage Month; and

WHEREAS, We gain knowledge of the past and future to deepen our understanding of the Hispanic American experience in our county, state, and country; and

WHEREAS, Hispanic Americans greatly enhance the richness of our national character by contributing their unique blend of African, European, and North and South Native American ethnic and cultural traditions; and

WHEREAS, The continued successful educational efforts of Hispanic students and partnerships with Hispanic parents, staff, and community members contribute to the present and future success of Montgomery County, the state of Maryland, and our nation as a whole; now therefore be it

Resolved, That on behalf of the superintendent, students, parents, and staff of the Montgomery County Public Schools, the members of the Board of Education hereby declare the period of September 15 to October 15, 2001, to be observed as Hispanic Heritage Month.

Re: BOARD/SUPERINTENDENT COMMENTS

Mrs. King commented that after the tragedy of September 11, 2001, she had the opportunity to visit schools. Michael Subin, chair of the County Council's Education Committee, was very concerned about the children in the county. They talked to bus drivers whose ability to get children home on time reflects well on the school system. She congratulated the entire school system – especially the bus drivers, teachers and principals – for a job well done during very trying circumstances.

Ms. Cox thanked the school system and employees for their work during the tragedy. She witnessed personally the compassion, warmth, and professional demeanor of staff. The opening of school was without incident, and it is great to be back in the swing of things.

Mr. Felton expressed his appreciation to staff for the tremendous school opening, and tremendous support during the terrorists' attacks on September 11. Mr. Felton was interested in hearing how the school system continues to dialogue with students, especially at the elementary level, when students have questions about those attacks. Also, the Board had the opportunity to meet with the Kennedy Cluster, and he expressed the Board's appreciation to PTA and school staff who are doing superb job to ensure that the message is communicated about student achievement in the cluster.

Mrs. O'Neill had the privilege of touring schools during the opening week, and it was remarkable how quickly the school system was providing instruction to all students. She was impressed with all the new principals and the overall quality of staff. Also, she was touched by the way principals, teachers, and bus drivers handled the crisis. Even the crossing guard acted with a great deal of compassion. Ms. Cox, Mrs. King, Mr. Lange, and Mrs. O'Neill participated in the Old Town Gaithersburg celebration, and there was a

swearing-in of new citizens. The INS statement was very touching at this time of national crisis.

Mr. Abrams commended the school system on the way it handled itself during a very trying time. This tragedy reenforced the importance of tolerance, and he took comfort from the national leadership in communicating the idea that acts of zealots not be mistaken for acts of groups. Mutual understanding and respect are the only way for civilized people to live together.

Mr. Lange reported that he visited a number of schools during the first week, and he was impressed by the energy and enthusiasm displayed by staff, especially the new principals. At all levels of schools, children were on task as soon as they were in the classrooms and rigorous instruction was implemented immediately. Teachers at all levels commented on the benefit of their summer training. He echoed Mr. Abrams comments about intolerance and understanding.

In the wake of the tragedy, Mr. Jeter recognized the Mental Health Association in partnership with the MCPS Guidance Unit in helping students to cope with the crisis. He thanked all the student-led organizations within the county that raised money to help the victims. Also, he welcomed all students back to school.

Dr. Weast commented that one of the greatest strengths of the school system is the responsiveness of people in time of crisis. Even in the darkest moments, there were acts of kindness and compassion. Students and staff came together to light candles, collect pennies and teddy bears, create flags, send letters, display posters, or simply join hands in moments of silent remembrance.

On September 10, Dr. Weast joined in a press conference to launch the new STAR Montgomery scholarships. The program was created by local philanthropist Paul Peck, who provided seed money of \$100,000 to fund scholarships for African American students in grades nine, 10 and 11. Students can earn a total award of \$3,000 over three years. One of the really creative aspects of this program is the ability of students to earn scholarships early in their high school career, thereby encouraging them to pursue rigorous academic instruction leading to college or an accredited vocational school. Recent SAT results show that the school system must do more to make the pathway to success clear for all students in every school and every classroom.

Last Thursday evening Mr. Lange and Dr. Weast participated in a celebration inaugurating the Montgomery County Study Circles, a series of small, focused community meetings. Composed of a wide representation of community members from the Montgomery Blair, Albert Einstein, Wheaton, and John F. Kennedy clusters, the initial series of study circles will examine the achievement issues of diverse student populations and recommend strategies

for ensuring that all students achieve at a high level.

Congratulations go to Bob Doody and the Division of the Controller for receiving a certificate of excellence in financial reporting from the Association of School Business Officials International (ASBO). This prestigious national award is recognized by leaders in the financial world. The award encourages school business officials to achieve a high standard of financial reporting and is only conferred to school systems that have met or exceeded the standards of the program. It highlights and recognizes the outstanding work performed by Bob Doody and all of the employees in the Division of the Controller.

Re: PUBLIC COMMENTS

The following people testified before the Board of Education:

| | <u>Person</u> | <u>Topic</u> |
|----|-------------------|--------------|
| 1. | Ashley Beer | Mascots |
| 2. | Jerry Klobukowski | Mascots |
| 3. | Erin Pittenger | Mascots |
| 4. | W. Blackfox | Mascots |

Re: STUDENT USE OF PORTABLE COMMUNICATION DEVICES

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Mr. Felton, the following resolution was placed on the table:

WHEREAS, House Bill 67 removes the prohibition on pagers and cell phones on public school property except Baltimore City, and Baltimore, Caroline, Dorchester, Somerset, Talbot, Wicomico, and Worcester counties; and

WHEREAS, On July 26, 2001, Mr. Dustin Jeter, student Board member, introduced a resolution pertaining to cell phones on MCPS property, and on August 28, 2001, Mr. Jeter amended his original resolution which was unanimously adopted by the Board; and

WHEREAS, A multi-stakeholders work group was convened to make recommendations pertaining to student use of pagers and cell phones on MCPS property; now therefore be it

Resolved, That the Board of Education endorse the revised regulation governing COG-RA, Portable Communication Devices; and be it further

Resolved, That the impact of the revised regulation will be reviewed at the conclusion of this school year to determine whether any changes or modifications may be necessary.

Re: DISCUSSION

Mrs. King noted that the Board has talked about this issue for years. Her point has always been the concern about the safety of children. Her main reason for supporting the use of phones by students on a limited basis is the Board's effort to encourage parents to be more involved with their children. She agreed that this regulation is new, and it will take time to turn it into a smooth operation. She was concerned about operating phones on the buses as this may become a problem for bus drivers.

Mr. Felton asked about the prohibition on the use of communication devices by middle school students. He was concerned that parents of those students wanted to maintain contact with their children. His preference was to include middle school students. What was the rationale for excluding them? Mrs. King said she attended a meeting in which that was discussed, and the consensus was that so many children in that age group are not mature enough to handle the situation and do not have the ability to follow the rules.

Mr. Felton noted that, in reality, this age group is left home alone every afternoon. Mrs. O'Neill was at the same meeting, and there is a provision for a waiver that would be reviewed within one year.

Mr. Abrams noted that the regulation would be reviewed after a year, and he would rather err on the side of inclusiveness rather than on the side of exclusiveness. The maturity of the middle school students will be observed over the year, so, why not see if they can handle the responsibility? If the purpose is to provide assurance for parents regarding the safety of children and to allow parents to monitor the whereabouts of their children, he thought the restrictions were for the convenience of administrators rather than safety of students.

Mrs. King had a problem with the regulation's requirement that parents ask for special approval for a middle school student to use a portable communication device. The waiver puts more responsibility on the principal. She would rather include the middle school students for the first year. Ms. Polcari replied that safety is the prime objective, but when students are on campus, no administrator will depart until all children leave. Safety during that time is not an issue as far as the use of a cell phones. Middle school principals would be willing to speak to individual parents who have other concerns.

Mr. Felton stated that many middle school students go home to an empty house. If there is a one-year review, the same provisions would be enforced if there is misuse on their part. What is the real issue? Ms. Polcari said maturity was the issue. Ms. Cox remarked that those students who need cell phones will not be the only students who bring the devices to school. Principals will spend more time addressing the discipline issues in the school than in

addressing the inquiries for the exceptions.

Mr. Felton disagreed, and his second concern was the use of pagers. He asked what the objection was to pagers when there is no audible distraction. Mr. Abrams remarked that students were in school to learn and a pager would be a distraction.

Mr. Felton asked how the regulation on pagers would be enforced. Ms. Polcari pointed out that middle school students like to brag, and this would become a problem in the instructional setting. Mr. Shea remarked that students know when pagers go off and will request passes to leave and use a phone. The instructional day should be free of outside interference, and there will be consequences if a pager or cell phone are observed or heard.

Mrs. O'Neill said she was in Annapolis to get the law changed. The intent was never to disrupt the instructional day. Rather, it was to face the reality that communication devices are in the schools, and students are going to after-school activities where those devices can be used. Parents are giving their children communication devices for safety and security reasons. She had reservations about the exclusion of middle school students. Parents are very concerned about safety, especially for students who walk to school. The school system needs a regulation that allows principals to be in control of buildings without disruptions of the instructional day. The waiver process could become cumbersome.

Ms. Cox noted that the regulation, which does not require public input, was based on the law. She appreciated Mr. Abrams' view of erring on the side of safety, but there is not a compelling need for cell phones in the middle school. If the communication devices are allowed in the middle school for a year, it would very difficult to reverse that decision.

Mr. Abrams thought a nondiscretionary waiver upon the request of a parent could be evaluated at the end of the year. Mr. Felton agreed. Ms. Polcari replied that at least a third of the students will keep after their parents to have a cell phone, it will come into the school, and the phones will multiply. She would prefer to deal with individual students on an as-needed basis. Mr. Abrams was not sure the administration could deal with the number of appeals from the principals' judgments on waivers.

Mr. Felton was concerned about the standard and asked if the principals or work group could put forth criteria where cell phone use would be approved. If a parent thinks the child needs a communication device, what would be the basis for the principal denying that request? Ms. Polcari replied that principals would prefer a waiver on an individual basis. Ms. Siegel, a parent, felt communication devices should not be used during the school day, and there should be appropriate consequences for breaking the rules. In the 21st century, children attend many activities, and there is a need for children to be able to communicate with their parents. Working parents want to hear from their children, parents do not know when activities are over, parents do not have the time to wait for their children, and there are

not enough pay phones.

Mr. Abrams asked how a school dance impacts the instructional program. Mr. Shea replied that a dance never ends without an adult on campus. There are phones available for student use.

Mr. Abrams asked what the policy was for the use of pay phones during lunch hour. What is the rationale for treating cell phones differently than other phones? Mr. Shea replied that pay phones are not in a class.

Mr. Abrams said everyone agrees that there will be no use of communication devices during instruction. What is the rationale for not using cell phones in a car during open lunch? What is the rationale for treating cafeterias differently from the hall? How do principals distinguish between these uses? Mr. Shea stated that not using a communication device during the day means the device will be turned off.

Mr. Abrams would like to see the regulations more narrowly crafted to have precise directives without being absurd. The overarching statement should be that any communication device can be used where any other device is allowed.

Mr. Jeter stated that this regulation should be a litmus test for the next year to see where MCPS should proceed. He asked about high school students on a middle or elementary school campus, and their ability to use their cell phone. How could he get a waiver from the middle or elementary school principal? He understood about the school day, but he questioned nights and weekends.

Mrs. O'Neill thought the regulation should specify during the instructional day. Mr. Abrams noted that the language was changed from "person" to "student" to make it clear where cell phones are permitted; therefore, the definition of a student could include the age of the student and the level of his or her school?

Mr. Jeter wanted to allow middle school students to use communication devices.

Mrs. King suggested that based on all the questions and issues raised, the regulation should be sent back to the work group to resolve the Board's concerns. MCPS could stay with its current practice until there is a new regulation even though the law is effective on October 1, 2001. Board members were encouraged to talk to the work group to voice their concerns.

Mr. Abrams suggested the following resolution: Resolved, That the Board of Education direct the superintendent to have the work group elaborate on the following: when devices should be permitted and not permitted as compared to other communication devices located on site, the burden or discretion of middle school waivers for principals and how much discretion principals have in that process, the issue of non-academic use of schools, and the

rationale of prohibition at middle and elementary schools for communication devices at activities.

Mr. Felton wanted the issue of communication devices at middle schools addressed. Mr. Abrams stated that the regulation as currently written is totally at the discretion of the principal to grant or not grant a waiver. The Board was asking if that was not too rigid a standard.

Mr. Lange agreed with the direction of the discussion. He was concerned that principals have discretion about what goes on in the buildings. As the Board moves forward with the regulation, it must be mindful of converging technology, such as Palm Pilots. Ms. Cox said the regulation referred to any future technology and eliminated any technology that might be used for instructional purposes. Mr. Lange thought the next generation of devices will have communication capabilities, and the implications are not addressed in the regulation. Hopefully, the regulation would state that any device that is used inappropriately and causes a distraction will be confiscated.

Mrs. O'Neill did not want the principals dealing with the issues arising from a new law without the regulation being in force. Mr. Abrams thought there could be a simple statement with limited change until the regulation is endorsed by the Board.

Dr. Weast summarized by stating that a carefully crafted regulation that everyone understands with a great deal of crystal clear direction will still have deficiencies. However, a cloudy regulation will cause a problem from an administrative point of view. There is no one who is not concerned about student safety. How does the school system balance safety without interrupting the school day, and how can this be communicated in a regulation? After listening to the discussion, Dr. Weast did not hear a consensus on the regulation. He encouraged the Board to take more time, and he would continue the current practice until there is a clear regulation endorsed by the Board.

RESOLUTION NO. 525-01 Re: STUDENT USE OF PORTABLE COMMUNICATION DEVICES

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

Resolved, That the Board of Education direct the superintendent of schools to continue to develop the regulation.

RESOLUTION NO. 526-01 Re: BOARD OF EDUCATION REDISTRICTING

On motion of Mr. Abrams and seconded by Mr. Lange, the following resolution was adopted

unanimously by members present:

WHEREAS, In accordance with the laws of Maryland, the boundaries of the five Board of Education districts in Montgomery County must be redrawn after each decennial census to bring the district into conformance with the requirement for substantial equality of population; and

WHEREAS, The Board of Education has an opportunity to inform the county's state legislative delegation of its redistricting priorities and goals as the delegation develops a local bill embodying a plan for consideration by the General Assembly during the 2002 legislative session; now therefore be it

Resolved, That the Board of Education recommend Option 2 as its preferred redistricting plan to be submitted to the county's state legislative delegation for incorporation into a local bill to be introduced into the next session of the General Assembly.

Re: LUNCH AND CLOSED SESSION

**Mr. Abrams left the meeting at this point, and Mr. Burnett joined the meeting.

RESOLUTION NO. 527-01 Re: PROCUREMENT CONTRACTS OF \$25,000 OR MORE

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Mr. Felton, 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:

1061.1 Software Training Services – Extension

Awardees

Bell Education/Division of Bell Tech.logix

Computer Technology Services, Inc.*

Delta Micro Systems, Inc.

Orange Technologies, Inc.

Personalized Computer Training*

Total

\$200,000

1091.1 Services for Infants and Toddlers with Developmental Delays – Extension

| | | |
|--------|---|-----------|
| | <u>Awardees</u> | |
| | Care Rehab, Inc.* | |
| | Occupational Therapy Services* | |
| | Pediatric Therapy Associates* | |
| | Tri-Rehab of Germantown, Inc.* | |
| | Total | \$ 60,000 |
| 9009.1 | Bus Wash Chemicals Service and Maintenance – Extension | |
| | <u>Awardee</u> | |
| | McHenry Equipment | \$ 34,202 |
| 9054.1 | Hardwood Chips – Extension | |
| | <u>Awardee</u> | |
| | Metro Ground Covers | \$ 64,000 |
| 9095.1 | Corridor Lockers for Various Locations – Extension | |
| | <u>Awardee</u> | |
| | Partitions Plus, Inc. | \$ 50,000 |
| 9174.1 | Latex Running Track Renovations and Repairs – Extension** | |
| | <u>Awardee</u> | |
| | American Tennis Courts, Inc.* | \$175,000 |
| | TOTAL PROCUREMENT CONTRACTS EXCEEDING \$25,000 | \$583,202 |

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

**Planned Life-cycle Asset Replacement Bid (PLAR)

RESOLUTION NO. 528-01 Re: PARTIAL CAPITALIZATION OF SELECTED CAPITAL PROJECTS

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

WHEREAS, The Montgomery County Office of Management and Budget has recommended the capitalization of countywide capital expenditures incurred as of June 30, 2001; and

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

Resolved, That the following projects be partially capitalized in FY 2002:

| | | (Amts. in Thousands) |
|------------|--|--------------------------|
| | | Partial |
| | | Capitalization |
| Project | <u>Project</u> | <u>of Expended Funds</u> |
| <u>No.</u> | | |
| 246-01 | Northwest High School | \$30,846 |
| 9963 | ADA Compliance | 1,074 |
| 9928 | Asbestos Abatement | 1,024 |
| 9921 | Current Modernizations | 68,252 |
| 9902 | Design and Construction Management | 2,722 |
| 9903 | Educational Technology – Global Access | 6,491 |
| 9959 | Energy Conservation | 1,414 |
| 9926 | Facility Planning | 871 |
| 9918 | Fuel Tank Management | 301 |
| 9916 | HVAC Replacement/FACE Program | 1,915 |
| 9905 | Fire Safety Code Upgrades | 556 |
| 9932 | Improved Safe Access | 1,938 |
| 9950 | Indoor Air Quality | 1,827 |
| 9915 | PLAR | 2,501 |
| 9968 | Relocatable Classrooms | 5,811 |
| 9942 | Roof Replacement | 1,142 |
| 9911 | RROCS | 13,820 |
| 9920 | School Security | 455 |
| 9998 | State Aid Reconciliation | 50,900 |

**RESOLUTION NO. 529-01 Re: REDUCTION OF RETENTION – WHEATON HIGH SCHOOL
ADDITION**

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

WHEREAS, Hess Construction Company, Inc., general contractor for the Wheaton High School addition project, has completed 95 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, Hartford Accident and Indemnity Company, has consented to this reduction; and

WHEREAS, The project architect, Burt Hill Kosar Rittelmann Associates, recommends approval of the reduction; now therefore be it

Resolved, That the 10-percent retainage withheld from periodic payments to Hess Construction Company, Inc., general contractor for the Wheaton 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. 530-01 Re: **RECOMMENDED FY 2002 SUPPLEMENTAL APPROPRIATION FOR THE TITLE I NEW SCHOOL IMPROVEMENT FUNDS**

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Mr. Felton, 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 2002 supplemental appropriation of \$440,000 in Title I New School Improvement Funds from the Maryland State Department of Education, School Accountability for Excellence Program, in the following categories:

| | <u>Category</u> | <u>Positions</u> | <u>Amount</u> |
|----|--------------------------------------|------------------|------------------|
| 3 | Instructional Salaries* | 5.5 | \$302,093 |
| 4 | Textbooks and Instructional Supplies | | 17,489 |
| 5 | Other Instructional Costs | | 60,000 |
| 12 | Fixed Charges | _____ | <u>60,418</u> |
| | Total | <u>5.5*</u> | <u>\$440,000</u> |

- * 3.0 Mentor Teacher (A-D)
- 1.0 Reading Recovery Teacher (A-D)
- 1.5 ELL Teacher (A-D)

and be it further

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

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

RESOLUTION NO. 531-01 Re: **UTILIZATION OF FY 2002 FUTURE SUPPORTED PROJECT FUNDS**

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

WHEREAS, The grants qualify for a transfer of appropriation from the Provision for Future Supported Projects pursuant to the provisions of County Council Resolution No. 14-890, approved May 24, 2001; and

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

WHEREAS, Sufficient appropriation is available, within the FY 2002 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 2002 Provision for Future Supported Projects, as specified below:

| <u>Project</u> | <u>Amount</u> |
|--|------------------|
| English as a Second Language (ESL) and Civics Education | \$ 25,000 |
| Meeting National Standards in Immersion Programs | 163,904 |
| Chinese Immersion Programs | 159,471 |
| Aligning Curriculum, Instruction, and Assessment with National Standards | 144,345 |
| Tobacco Prevention | 48,344 |
| School Accountability Funding for Excellence (SAFE) | 241,804 |
| Emotional Disabilities Cluster Model Program | 65,000 |
| Even Start Family Literacy | <u>115,604</u> |
| Total | <u>\$963,472</u> |

and be it further

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

**RESOLUTION NO. 532-01 Re: PRELIMINARY PLANS – KENSINGTON PARKWOOD ES
MODERNIZATION**

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

WHEREAS, The architect for the Kensington Parkwood Elementary School modernization,

Grieves, Worrall, Wright & O'Hatnick, Inc., has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Kensington Parkwood 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 Kensington Parkwood Elementary School modernization developed by Grieves, Worrall, Wright & O'Hatnick, Inc.

**Re: CELEBRATE AND INVESTIGATE DIVERSITY
INSTRUCTIONAL WEBSITE**

Dr. Weast invited the following people to the table: Mrs. Judie Muntner, associate superintendent, Office of Instruction and Program Development; Ms. Pamela Shetley, administrative assistant, Office of Instruction and Program Development; Dr. Debra Ambush, HR-17 instructor and teacher, Watkins Mill High School; and Ms. Amy Parrott, teacher, Briggs Chaney Middle School.

Current enrollment data show that more than half of the MCPS student population is composed of children from ethnically diverse backgrounds. As the population of learners in MCPS grows increasingly diverse, it is the school system's responsibility to respond by ensuring that students receive an instructional program that reflects the multiculturalism of a pluralistic society. MCPS school communities must utilize resources and instructional strategies that embrace the history and culture of all people. For educators to be effective leaders in the classroom, they must provide opportunities that encourage students to understand and appreciate human diversity. MCPS supports education that is multicultural; therefore, it provides opportunities for learners to explore the history of all people throughout the year.

MCPS officially recognizes the six celebrations that are formally acknowledged by the Montgomery County Council: Hispanic Heritage Month, recognized September 15–October 15; American Indian History Month, recognized in November; African American History Month, recognized in February; Women's History Month, recognized in March; Arab American History Month, recognized in April; and Asian Pacific Heritage Month, recognized in May. In June 2000, the Office of Instruction and Program Development (OIPD) was given the responsibility of providing instructional support to schools for each of the celebrations—a responsibility that was previously assigned to the Department of Human Relations. In August 2000, a committee consisting of representatives from the Department of Curriculum and Instruction, the Professional Library, and the Evaluation and Selection of Instructional Materials Unit, was formed to identify instructional resources for teachers to use in the classroom. The committee determined that a website housing instructional resource materials would be the optimum medium to accommodate the instructional needs of

teachers and students. A web-based instructional resource center would not only relieve the burden on schools to reproduce instructional packets, as was done in the past, but would provide immediate and direct access to instructional materials. In fall 2000, OIPD posted the "Celebrate and Investigate Diversity" website. Schools are encouraged to use the wealth of information provided at the "Celebrate and Investigate Diversity" website prior to each holiday via an e-mail message and a memorandum so that adequate time is provided for meaningful and purposeful construction of lesson plans.

To determine the use and applicability of the resources provided on the website, a survey was distributed to all schools within MCPS in spring 2001. Of the staff who responded, 40 percent indicated that they were aware of the site and visited it for instructional purposes an average of five to 10 times between September and April. The majority of the anecdotal feedback rendered on the survey indicated that the website was a useful source for classroom instruction. In addition, a counter was incorporated into the website to monitor usage. A review of visitors to the site revealed that not only are teachers from MCPS accessing the lesson plans, schools have created links to the site from their individual school home pages. The review also indicated that the website is being accessed from all over the United States. Through the "Celebrate and Investigate Diversity" website, teachers can access lesson plans, activities, supplemental reading lists, and information that is collectively organized by elementary school, middle school, and high school.

To ensure that the website continues to provide current information to support the exploration of multiculturalism and recognize the contributions of women, a number of improvement efforts are under way. In addition to adding a parent outreach link that allows parents to investigate diversity with their children throughout the year and provides summer activities and information regarding family outings, an online survey will be added this school year so that feedback can be collected and used to continually improve the website. Though the website is primarily a means of accessing lessons and supplemental reading lists, additional links that allow for the hands-on interaction of students are being identified for inclusion on the website. Further, a work group has been convened to acquire additional resources (i.e., posters, pamphlets, calendars, etc.) that can be distributed to schools for each celebration – preferably at no cost. Through a collaborative effort with HR-17 course instructors, MCPS teacher-created lesson plans have been identified and will be added to the website this school year. A primary goal of the expansion efforts is to heighten awareness and demonstrate the significance of multiculturalism in the classroom in a seamless manner.

The history of all people should be infused into the curriculum throughout the year. The effort to do so must be tireless and predicated upon strategic planning, collaboration, and implementation. Emphasizing both the historic and the current impact of different peoples on an ongoing basis provides teachers with the opportunity to teach a genuine understanding and appreciation for all people. By doing so, MCPS broadens and enriches students' perspective of the ever-changing world that surrounds them, which in turn will empower them

to have a deeper understanding of their community and country that will carry over into their adult lives.

Re: **DISCUSSION**

Mr. Felton was pleased to review the document and the progress of the website. The value of the website goes beyond celebrations, and this is a resource available to teachers throughout the year. How does MCPS keep the system updated with new information, other resources, and links? What is the cost, and how it is funded? Ms. Shetley replied that staff will continue to work on the website to make sure the activities and lesson plans are current. Funding is from instructional resources and support from OIPD. The Diversity Planning Committee will review items to be added, such as the Maryland Learning Outcomes.

Mr. Felton thought the website was a tremendous resource, and he asked if staff was exploring other sources of funding since many websites are supplemented by private dollars. Dr. Williams responded that staff had not done that, and the website has been financed through redeployment of funds. Ms. Shetley thought it was a good idea to explore, but staff did not want to make the site commercial, and this is a concern about adding links.

Ms. Cox was pleased to see the effort go beyond the celebration of diversity. She asked if MCPS coordinated with library collections and Montgomery County libraries? Ms. Shetley answered that in advertisements for the site, schools learn that they have access to the information and can download documents. Most of the supplemental resources are in the schools. The website includes approved reading lists and videos, and the sources for both. It is a good idea to make sure the public library has access to this information.

Mr. Lange joined in thanking staff. He was pleased with the interdisciplinary efforts, and he hoped that basic principles about hate/violence were put out to the schools for a heightened awareness of sensitivity and respect. HR-17 is a basic tool, and he asked how it is implemented and how much exposure it provides to different cultures. Ms. Parrott replied that HR-17 is designed to help new MCPS educators understand the diversity in Montgomery County. Mr. Lange asked how 1,200 teachers are taught HR-17. Ms. Parrott answered that a school improvement plan includes an obligation to meet the needs of all children in the community. All new MCPS teachers participate in HR-17.

Re: **UPDATE ON THE INSTRUCTIONAL PLANNING MODEL: CURRICULUM, ASSESSMENT, AND INSTRUCTIONAL BLUEPRINTS**

Dr. Weast invited the following people to the table: Mrs. Judie Muntner, associate superintendent for instruction and program development; Mr. Dale Fulton, director of curriculum and instruction; Mr. William McDonald, director of elementary instruction; and

Mrs. Nancy Schultze, director of middle school instruction.

The Curriculum, Assessment and Instructional (CAI) Blueprints have been developed as a bridge between the MCPS Grades Pre-K–8 Curriculum Framework and the instructional guides that will be developed during the 2001-2002 school year. While the curriculum framework organizes the content of each discipline by standards, the CAI Blueprints organize the standards and performance indicators of each content area into instructional units. They also serve as the initial design for the development of instructional guides and assessment measures. The blueprints provide examples of assessment, instruction, and differentiation so teachers can visualize how assessment and instruction support student mastery of the content standards. The blueprint documents are organized by grade, subject, and unit or quarter, depending on the content. Each blueprint contains three columns: the Why, the What, and the How of instruction.

The Why column organizes a unit of instruction into enduring understandings, the most essential knowledge that students should gain from the unit. It also identifies the essential questions that help focus instruction and serves as a basis for determining how well students have acquired the enduring understandings.

The What column organizes the indicators for instruction. In the curriculum framework, the scope and sequence of indicators is organized around content standards. In instruction, the indicators are selected from more than one standard and are aligned with the essential knowledge found in that unit. By monitoring a student's mastery of the indicators, teachers are able to adjust instruction to meet the needs of the learner and to provide parents and students with reports on student progress toward mastery of the content standards.

The How column is organized into three subcolumns. The first of these contains examples of assessment measures, including preassessment, formative assessment, and summative assessment.

The second column provides teachers with examples of instructional practices. The third column contains examples of differentiation and includes challenges for students who are ready for acceleration and enrichment, as well as ways to adjust instruction to meet the needs of all students. Teachers are encouraged to add additional examples to these columns as they develop daily lessons.

The CAI Blueprints are now being distributed to teachers and other professional staff for pilot use, review, and feedback during the 2001-2002 school year. Staff development on the use of blueprint documents is being provided through school performance support teams, consulting teachers, staff development teachers, and instructional specialists as part of the school system's ongoing commitment to developing professional learning communities.

Councils on Teaching and Learning from the Montgomery County Education Association and

representatives from the Montgomery County Association of Administrative and Supervisory Personnel also will review the documents and provide feedback. The blueprints will be shared with content area advisory committees consisting of parents, teachers, community members, and content experts for their feedback. The CAI Blueprint documents have been posted on the curriculum revision page on the MCPS website, and an opportunity for feedback is provided on that page.

Hard copies are available in elementary and middle school media centers, along with a hard copy feedback form. The CAI Blueprints will be revised using the ideas that teachers develop as they use these documents during the school year. The feedback on the blueprints will serve as the basis for their revision for the 2002-2003 school year and will influence the development of instructional guides and assessment measures for each subject area.

Re: **DISCUSSION**

Mrs. King noted that she had the privilege of a sneak preview of the instructional planning model, and she was very impressed. It is time to get the blueprint in the school since teachers are very excited about the curriculum framework. She asked about Version One, and how teachers will know the subsequent version and how often those changes will be made. Mr. Fulton thought changes would be on a yearly basis, and the latest versions will be put online with proper notification.

Mr. Felton was as excited as his colleagues about the instructional planning model. This model will be central to increased accountability for students' academic achievement, and it fits into the county's emphasis on accountability. How will MCPS know if the model is improving student achievement? What assessment model will be used? Mrs. Schultz replied that staff is in the process of developing the assessment model, including pre- and summative assessments. All assessments will indicate whether or not students are making progress and will monitor end-of-year outcomes and alignment with the state assessments.

Mr. Lange said the presentation reassured people that this instructional planning model provides academic rigor. He had heard that the training over the summer was extremely beneficial. He asked if instructional materials were appropriate and aligned with the blueprint and if there would be an impact on the operating budget. Mrs. Muntner replied that in some areas, especially reading, materials are current, but in other areas new curriculum will call for new instructional materials. Mr. Fulton stated that the curriculum policy calls for the alignment of resources, and staff is developing criteria for the selection of materials

Mrs. O'Neill was pleased with the instructional planning model, and principals were delighted with the curriculum framework. She noted that the word "new" is used with the curriculum framework. However, many areas will stay the same. She asked if the teachers had the Maryland Learner Outcomes before the curriculum framework. Mr. McDonald responded

that staff had done a correlation but it was not as concise as the framework.

Mrs. O'Neill liked the fact that teachers can look ahead and back to know what will be taught in the next grade as well as what the child should have learned the preceding year. She noted that there was an overlap in reading lists. Mr. Fulton responded that revisions are being made to address this issue.

Mrs. O'Neill thought the challenge piece was important to meet the needs of all children. A preassessment is a vital tool for teachers to accelerate or remediate an individual student.

Ms. Cox appreciated the efforts to address the different skill and ability levels of students. She asked if staff was implementing the suggestion of the community regarding standards and rigor for differentiation to facilitate and accelerate student learning as opposed to a change of the standard. Mr. McDonald replied that staff will provide pathways for students to accelerate wherever possible.

Ms. Cox asked about other indicators of success, such as success in Advanced Placement and honors courses. Mrs. Schultze responded that staff is not eliminating any of the indicators to monitor student progress. There will be additional information to make better judgments about student learning and greater access and more opportunities within the system. Dr. Williams added that staff is looking at the number of courses that are offered in all high schools. An internal committee will assess the courses, look at students in the courses who are not successful and find out why.

Ms. Cox understood that during the transition period, the use of the instructional planning model depended on the school and what staff wanted to do. However, by the end of this year everyone would be using the model. How prepared will people be to use the model? What is the executive staff hearing from community superintendents on how the principals are implementing the CAI Blueprints during the transition period, and whether the training for leadership is necessary this year? Dr. Williams replied that most principals are excited about the material. The kindergarten curriculum is the model on which to build. Also, staff development is a key. The intervention components will be addressed next. This year, some schools will be required to implement the instructional planning model. Another key piece is the quarterly assessments and whether or not the students were successful.

Ms. Cox asked if the quarterly assessments would be piloted this year. Dr. Williams said that piece would be developed soon. Mrs. Schultze added that unit assessments are in place with some quarterly assessments. The part that needs to be developed is the analysis of those assessments to predict success at the end of the year.

Mr. Burnett was very pleased and agreed that the school system had to start somewhere

and the model will evolve over time. He heard that a principal is using the framework to build lesson plans and reviewing those plans to see how they correlate with the curriculum. This provides a service to students. He was glad to see that there is a parent guide. He liked the fact that this framework will provide a challenge to students. The blueprint will accelerate some students and remediate other children – that is a valuable asset. He was concerned about the assessment piece, so that successful student learning can be assured.

Re: UPDATE ON THE KINDERGARTEN PROGRAM

Dr. Weast invited the following people to the table: Mrs. Judie Muntner, associate superintendent, Office of Instruction and Program Development; Ms. Pamela Prue, director, Division of Early Childhood Programs and Services; Dr. Fran Bridges-Cline, evaluation specialist, Office of Shared Accountability; Mr. Vincent Fazzalare, instructional specialist, Division of Early Childhood Programs and Services; and Dr. Joanne Smith, principal, Glen Haven Elementary School.

To evaluate adequately the long-term effects of the school system's investment in early childhood efforts and determine whether students demonstrated improved achievement, the Office of Shared Accountability staff designed and implemented a longitudinal study of the Comprehensive Kindergarten Initiative in February 2001. The Kindergarten Initiative includes multiple components to be phased in over several years.

One of the most far-reaching components of the revised kindergarten program was the development and systemwide implementation of the kindergarten version of the local MCPS Early Childhood Assessment Program (ECAP) in reading. These research-based early literacy assessment tools constitute an integral part of the revised curriculum and hold great promise for improving reading instruction in kindergarten. First-year examination of student progress confirms the value of placing these assessment tools in the hands of teachers for supporting literacy learning among all students.

The end-of-year kindergarten reading skill results clearly demonstrated significant gains in students' mastery of the beginning, foundational reading skills that are critical to successful text reading in first grade. The four foundational skills examined for this report were letter knowledge, knowledge about print concepts (e.g., text is read from left to right, punctuation marks have different meanings, etc.), sight word knowledge, and knowledge of letter-sound relationships. The first-year findings are listed below:

5. More than 80 percent of students systemwide had achieved "reading-ready" levels of knowledge by the end of kindergarten, and 69 percent had demonstrated the more advanced task of reading text material.
6. The majority of students in the high-risk groups – poverty and English Language Learning (ELL) – completed kindergarten, demonstrating "reading-ready foundational skills." Within each of the four foundational skill areas, more than 80 percent of the students without risk factors achieved "reading-ready scores"; close to 75 percent of the poverty/not-second-language-needs students achieved readiness scores; and, within three of the four skill areas, more than 66 percent of the highest-risk students achieved readiness scores. These findings revealed a reduction in the discrepancy between the performances of the three groups over the kindergarten year, whereby the rate of progress of the students in the two higher-risk groups was generally

- greater than the rate of progress of the group of students without risk factors. This finding did not bear out for the knowledge of print concepts skill area.
7. Results in the four foundational reading skill areas demonstrated significant benefits of the full-day program for the highest-risk students, but were also significant for the groups of lower-risk students as well.
 8. Maximum benefits were realized for Head Start graduates who participated in a full-day, rather than a half-day, kindergarten program.
 9. The findings clearly demonstrated that students who are 4 years old at the time they enter kindergarten lag behind comparable 5-year-old students at both the beginning and end of kindergarten on all measures of reading skills.

To establish and implement a consistent, rigorous, and accelerated kindergarten program in all classrooms, the following was accomplished:

Curriculum and Instruction

1. Incorporated increased blocks of time for reading, writing, and mathematics that include opportunities for students to reflect and set goals
2. Developed distinctive half-day and full-day kindergarten schedules
3. Equipped all classrooms with the following reading/language arts and mathematics materials: MONDO Stage 1 Deluxe, Rigby PM Starters (Red Level), and Scott-Foresman Addison Wesley MATH Kindergarten System, Delta Education Digi-Blocks, Scott-Foresman Addison Wesley *Investigations in Mathematics*
4. Designed a written instructional planning guide

Assessment

1. Created a comprehensive reading/language arts assessment component (following Marie Clay's *Observation Survey*) that allows teachers to gather language and literacy performance data to determine student progress and group students for instructional purposes
2. Provided teachers with a kindergarten ECAP Handbook that contained assessment tools to acquire in-depth and continuous information about their students' progress in literacy development
3. Created a systemwide assessment profile for each student
4. Implemented a systemwide revised kindergarten report card to inform parents of students' progress in the seven dimensions of development and learning
5. Implemented the Maryland Model for School Readiness Screening that assessed the entry-level skills of all kindergarten students
6. Completed preparation for school-based kindergarten-to-first-grade transition meetings that occurred in June 2001 to review student progress and create

preliminary instructional groupings

Professional Development

1. Designed a multiyear staff development plan for approximately 360 teachers to strengthen their classroom practices and increase their knowledge of balanced literacy and mathematics assessment and instruction
2. Conducted training sessions for all elementary principals, reading specialists, staff development teachers, and instructional assistants on the effective implementation of reading/language arts, mathematics, and assessments of the revised curriculum
3. Developed an e-mail system of communication with kindergarten teachers and principals that provided them with up-to-date information related to this initiative as well as vehicles for timely response to questions and concerns
4. Facilitated voluntary kindergarten teacher meetings and work sessions to address aspects of the revised curriculum and program
5. Held a full-day culmination activity for school teams of principals, staff developers, reading specialists, and kindergarten teacher representatives

Full-day Kindergarten

The revision of the kindergarten program is part of the *Early Success* Trend Bender that also included organizational changes in full-day kindergarten classrooms. Full-day kindergarten schools serve greater percentages of children and families who face challenges associated with poverty and second-language learning. These programs provide the following:

1. Increased classroom time (Extensions in Literacy and Mathematics-ELM) for children to engage in extended, in-depth, literacy-based, and mathematics learning opportunities
2. Reduced student-staff ratios of 15 to 1 so that teachers can maximize the productivity of children's engagement in literacy-based learning through increased time and attention with individual students and small groups

Parent Information

To provide all kindergarten parents with information about the development and implementation of the revised Kindergarten Curriculum, the following documents were prepared and disseminated to elementary schools:

1. Kindergarten Program Outcomes booklets
2. Kindergarten Instructional Program trifold brochures
3. Kindergarten Program transparencies for use at Back to School Nights
4. Drafts of translated letters to parents describing the new kindergarten

program, the report card, and the assessment component

While pleased with the first-year reading progress of kindergarten students, the Kindergarten Curriculum planning committee used teacher feedback and literacy assessment data to revise program components and procedures.

Text-Reading Progress

One program enhancement that will promote an increase in student text reading by the end of kindergarten is the use of an updated Kindergarten Decision Tree that will guide teachers to identify and administer appropriate assessments for individual students. Assessment instructions were modified, wording of running record book introductions were adjusted for 5-year olds, and running record texts were re-leveled after a new Level 1 text was added.

The Kindergarten Instructional Program Planning Guide was developed to aid teachers in their formulation of flexible reading instructional groups. This new program feature holds promise as a gap-closing strategy because each student's foundational reading scores generate an individual literacy profile for which teachers can match explicit instructional prescriptions. This personalized approach to reading instruction promotes students' continuous progress and acceleration.

Concepts about Print Lessons

Knowledge of print concepts, a skill area that is essential to learning to read, must be emphasized during shared reading activities, particularly with English language learners in the classroom. Parent education activities should highlight the importance of this skill and provide parents with demonstrations of how to develop and reinforce their children's print awareness. While the kindergarten professional development plan will provide teachers with opportunities to learn effective strategies for teaching the writing process and mathematics in half-day and full-day kindergarten classrooms, ways to explicitly develop students' print awareness also will be addressed.

Head Start Graduates in Half-day Kindergarten Programs

The first-year findings provide compelling evidence of the significant benefits of a full-day kindergarten program for Head Start students' literacy achievement. As a result of the expansion of full-day kindergarten in 17 additional schools, approximately 370 additional Head Start students are participating in a full-day kindergarten program this fall.

To address the language and literacy achievement of Head Start students whose home schools offer half-day kindergarten programs, staff proposes that Individual Transition Plan

meetings be held at the end of the school year to establish literacy goals for kindergarten. This activity mirrors the school-based kindergarten-to-first-grade transition meetings held in all elementary schools in June 2001 that provided kindergarten and first-grade teachers with meaningful conversations about student strengths and needs and served as a vehicle for program planning for individuals and groups of students. Staff, in collaboration with the county's early childhood initiative, will explore ways to provide extended-day, high-quality program experiences through child-care partnerships for these students.

Recognizing the importance of engaging students in activities that promote the development of beginning foundational reading skills, explicit print awareness and letter-identification indicators have been added to the preschool Early Childhood Observation Record (ECOR) as end-of-year expected student accomplishments.

Oral Language and Literacy Development of Preschoolers

The assessment results also verified what scientists know about young children's oral language development. Children who know and use lots of words are more likely to become good readers. Developing the oral language skills of children prior to school entry is key to their future reading fluency and comprehension rates. The county's Early Childhood Initiative, a collaboration among county agencies and private providers to improve services and reach out to families with young children, will be instrumental in promoting the importance of young children's oral language development.

One strategy that will be implemented to achieve this goal is a *Learning Party*. A trained team will demonstrate to parents a concise set of interactive parent/child activities that promote early literacy skill and basic mathematics concept development. These parties will occur at schools, churches, housing complexes, and the Judy Center, a comprehensive service center for young children and their families located in Silver Spring.

In summary, the new kindergarten program embraces research-based literacy best practices, incorporates child development theory, considers early brain research, and addresses what young children need to be nurtured yet appropriately stimulated intellectually. The first year of implementation has proven to be quite challenging, yet rewarding. The hard work and commitment of the kindergarten teachers to this comprehensive initiative and their ability to be reflective and attempt change has been instrumental to the success of the kindergarten revision. The first-year findings of the Comprehensive Kindergarten Initiative study provide the school system with evidence needed to stay the course to "raise the bar and close the gap" for all students.

Re: **DISCUSSION**

Ms. Cox noted that Head Start students who were in half-day kindergarten did significantly

worse compared to non-Head Start students who were in half-day kindergarten. She asked if staff could explain that statistic. Dr. Bridges-Cline thought this suggested it was essential for Head Start children to attend all-day kindergarten to maintain and further develop the Head Start advantage.

Ms. Cox asked if the Head Start curriculum should be examined. Dr. Bridges-Cline noted that nationally there is a fadeout effect for Head Start students, who lose their advantage in the primary grades. MCPS findings show it can maintain the gains with the new curriculum and all-day kindergarten. Mr. Felton stated that until the reauthorization of Head Start, there were no academic goals and standards. So, it is not fair to make that comparison.

Dr. Weast pointed out that more than 4,000 children who were eligible for Head Start were not being served. This is a huge issue in closing the gap. There are space and funding implications. The data show that Head Start with a meaningful curriculum that has standards followed by full-day kindergarten with standards with proper measurements will increase student achievement without affecting the most able learners.

Mr. Felton agreed it is time to celebrate full-day kindergarten and the new curriculum. In years past, the Board did not have the political will at the County Council level. In the past, an analysis of kindergarten indicated there was no difference in achievement between half- and full-day kindergarten students. However, now the school system has the data to build a foundation to close the gap. This package supports Head Start and pre-kindergarten, and a strong curriculum can guarantee academic success for many more children. The school system must strongly support the concept that full-day kindergarten is important, and there is a clear difference in academic achievement with the new curriculum, especially in a diverse population. At some point, the staff needs to address what happens to children who do not meet the standards.

Ms. Cox asked if staff had any insights about the barriers preventing some ESOL and FARMS students from moving as quickly as others in that group. Was there a correlation with parental literacy? Dr. Weast thought part of the problem was the readiness skills of 4- and 5-year olds, and the younger children may always lag behind their older peers.

Mr. Felton asked if the school system was publishing parent guides describing the skills sets a child should have prior to entering kindergarten. Ms. Prue replied that in the seven developmental dimensions of learning pointers are given to parents, and the school system identifies standards and appropriate development for very young children. Mr. Felton asked to see the information distributed to parents as they prepared their children for kindergarten.

Dr. Weast added he is working with chief hospital administrators to provide a packet to parents describing the developmental process. There are implications for educational opportunities for 4-year olds, but not necessarily kindergarten. Those barriers of language and poverty can be closed with the appropriate developmental approach with a trained

teacher.

Mrs. O'Neill remembered serving on the Long-range and Strategic Planning Committee and studied all-day kindergarten. The Board empowered staff to change the curriculum, and the Board emphasized its importance to the County Council. She was pleased that there was data to support the academic importance of all-day kindergarten. The Board must work with legislators in Annapolis to change the cutoff date for kindergarten enrollment to September 1. Therefore, the community must have programs for 4-year olds. The Thornton Commission recommends funding for kindergarten, and the state superintendent advises that districts should have all-day kindergarten for all children. The Montgomery County delegation needs to continue the fight for funding in Annapolis.

Ms. Cox asked about feedback from parents who received the translated materials, and whether it was useful and supported student learning at home. Staff replied that the information was helpful in working with parents and the homework clubs.

Ms. Cox asked who was included in the student sample. Did staff have results for students receiving special education services of 15 hours or less, and were students excluded because they received more than 15 hours? Was it the nature of their disabilities? Dr. Bridges-Cline replied that students were included based on the teachers' judgment of who would be appropriate.

Ms. Cox shared Mrs. O'Neill's concern about the cutoff date for kindergarten enrollment. However, she thought it was the responsibility of the State Department of Education and not the legislature to make the change.

Mr. Burnett noted that the Board took a position on having the Maryland State Board of Education decide the cutoff date for kindergarten enrollment. He thought it would be helpful to have the kindergarten data on the agenda when the Board meets with the Montgomery County delegation. Kindergarten has always been a high priority for him, and he was glad to see the new curriculum is making a difference.

Mr. Lange asked if there was a longitudinal trend analysis to determine if the children who start kindergarten at the age of 4 lag behind their peers in the fifth and sixth grades. Dr. Bridges-Cline replied that the system will continue to evaluate and monitor this.

Mr. Lange asked the superintendent about the increased birth rates and the implications for recruitment and retention of kindergarten teachers, facilities, and expanding all-day kindergarten to all children. Dr. Weast remarked that, if the increase continues, the projected numbers of kindergartners will be increased for planning purposes.

Mr. Lange asked about the potential Head Start students who were not served. Dr. Weast

replied that the system must address the issue in the reauthorization act because early childhood education is very important. If children are poor and they do not get day care, they must have an enriched kindergarten.

RESOLUTION NO. 533-01 Re: CLOSED SESSION RESOLUTION

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Mr. Felton, the following resolution was adopted unanimously by members present: WHEREAS, The Board of Education of Montgomery County is authorized by the *Education Article* and *State Government Article of the Annotated Code of Maryland* to conduct certain meetings or portions of its meetings in closed sessions; now therefore be it

Resolved, That the Board of Education of Montgomery County conduct a portion of its meeting on Tuesday, October 16, 2001, in Room 120 of the Carver Educational Services Center to meet in closed session from 8:30 to 10:00 a.m. and 12:30 to 2:00 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*, consult with counsel to obtain legal advice, as permitted by Section 10-508(a)(7) of the *State Government Article*; and review and adjudicate appeals in its quasi-judicial capacity and to discuss matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*); and be it further

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

Re: REPORT OF CLOSED SESSIONS

On August 28, 2001, by unanimous vote of members present, the Board of Education voted to conduct closed sessions 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 sessions on August 28, 2001, from 9:05 a.m. to 12:10 p.m. and 5:40 to 5:55 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and/or adjudicated the following appeals: 2001-6, 2001-20, 2001-31, 2001-36, 2001-37, 2001-39, 2001-40, 2001-41, 2001-42, 2001-43, 2001-44, 2001-45, 2001-46, 2001-47, 2001-48, 2001-49, 2001-50, T-2001-25, T-2001-26, T-2001-27, T-2001-29, T-2001-30, T-2001-31, T-2001-32, T-2001-33, T-2001-34, T-2001-35, T-2001-36, T-2001-37, and T-2001-41.
2. Reviewed the Superintendent's recommendation for personnel appointments and the Human Resources Monthly Report, subsequent to which the votes to

- approve were taken in open session.
3. Consulted with counsel to receive legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*.
 4. 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, Elizabeth Arons, Larry Bowers, Judy Bresler, Ray Bryant, Kermit Burnett, Robin Confino, Sharon Cox, Reggie Felton, Theresa Flak, Wes Girling, Dick Hawes, Roland Ikheloa, Dustin Jeter, Nancy King, Frieda Lacey, Walter Lange, George Margolies, Pat O'Neill, Brian Porter, John Q. Porter, Pam Hoffer-Riddick, Glenda Rose, Marshall Spatz, Roger Titus, Jerry Weast, and James Williams.

On September 11, 2001, by unanimous vote of members present, the Board of Education voted to conduct a closed session as permitted under the *Education Article* § 4-107 and *State Government Article* § 10-501, *et seq.*, of the *Annotated Code of Maryland*.

The Montgomery County Board of Education met in closed session on September 11, 2001, from 8:45 to 9:40 a.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and/or adjudicated the following appeals: 2001-14, 2001-38, 2001-41, 2001-43, 2001-44, 2001-45, 2001-46, 2001-47, 2001-49, 2001-50, 2001-52, T-2001-37, T-2001-41, T-2001-44, and T-2001-49.
2. Reviewed the Superintendent's recommendation for personnel appointments and the Human Resources Monthly Report, subsequent to which the votes to approve were taken in open session on September 12, 2001.
3. Consulted with counsel to receive legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*.
4. 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: Elizabeth Arons, Larry Bowers, Kermit Burnett, Sharon Cox, Reggie Felton, Dick Hawes, Roland Ikheloa, Dustin Jeter, Nancy King, Frieda Lacey, Walter Lange, George Margolies, Pat O'Neill, Brian Porter, Glenda Rose, Roger Titus, Janice Turpin, Jerry Weast, and James Williams.

RESOLUTION NO. 534-01 Re: **MINUTES OF JULY 2, 2001, BOARD MEETING**

On motion of Ms. Cox and seconded by Mrs. O'Neill, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education approve its minutes for July 2, 2001, business meeting.

RESOLUTION NO. 535-01 Re: **MINUTES OF JULY 26, 2001, BOARD MEETING**

On motion of Mrs. O'Neill and seconded by Ms. Cox, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education approve its minutes for July 26, 2001, business meeting.

RESOLUTION NO. 536-01 Re: **MINUTES OF SEPTEMBER 12, 2001, BOARD MEETING**

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

Resolved, That the Board of Education approve its minutes for September 12, 2001, business meeting.

RESOLUTION NO. 537-01 Re: **APPEAL 2001-13**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2001-13, teacher dismissal, reflective of the following vote: Mr. Abrams, Ms. Cox, Mr. Felton, Mrs. King, Mr. Jeter, Mr. Lange, and Mrs. O'Neill voting to affirm; Mr. Burnett was absent when the case was adjudicated.

RESOLUTION NO. 538-01 Re: **APPEAL 2001-52**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2001-52, admission to magnet program, reflective of the following vote: Mr. Burnett Ms. Cox, Mr. Felton, Mrs. King, Mr. Jeter, Mr. Lange, and Mrs. O'Neill voting to affirm; Mr. Abrams was absent when the case was adjudicated.

RESOLUTION NO. 539-01 Re: **APPEAL T-2001-51**

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

Resolved, That the Board of Education adopt its Order in Appeal T-2001-51, student transfer, reflective of the following vote: Mr. Abrams, Ms. Cox, Mr. Felton, Mrs. King, Mr. Jeter, Mr. Lange, and Mrs. O'Neill voting to affirm; Mr. Burnett was absent when the case was adjudicated.

RESOLUTION NO. 540-01 Re: **POLICY FOR THE USE OF VOLUNTARY PARENTAL AGREEMENTS**

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

WHEREAS, Improving academic performance of all students is the top priority of the Montgomery County Board of Education; and

WHEREAS, The Call to Action sets forth major objectives and strategies to achieve this goal; and

WHEREAS, The active involvement of parents is an essential component toward achieving this goal; and

WHEREAS, The Montgomery County Public Schools has instituted a series of voluntary parental agreements, including agreements to prohibit the use of drugs and alcohol by students at activities held at private homes and other sites beyond school buildings and facilities; now therefore be it

Resolved, That the superintendent of schools submit a proposed policy for the use of voluntary parental agreements to support improved student achievement; and be it further

Resolved, That the process for the development of this proposed policy, implementing guidance and voluntary parental agreement contract be provided for the participation of major stakeholders including parents, students, teachers, and principals.

RESOLUTION NO. 541-01 Re: **MABE RESOLUTION AS TO THORNTON COMMISSION**

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

WHEREAS, The Board has shown its strong interest and active involvement in the discussions of the Thornton Commission as evidenced in our numerous statements before the Commission and committees of the General Assembly; and

WHEREAS, The MABE conference in October offers an opportunity for consideration and

adoption of a resolution in support of the work of the Commission for Education Finance, Equity and Excellence and adequate funding for education; now therefore be it

Resolved, That the Board of Education support the resolution below and forward it to the MABE Resolutions Committee for consideration at the MABE conference in Ocean City.

Proposed Recommendation Number Seven
Adoption of New Continuing Resolution

Fund Adequate Schools Today! (F.A.S.T.)

WHEREAS, the Maryland Association of Boards of Education (MABE), has consistently supported adequate and equitable funding for Maryland public schools; and

WHEREAS, MABE believes that adequately financed schools are those receiving sufficient funding to provide robust programs and services for all students; and

WHEREAS, the Maryland State Constitution requires that the General Assembly “shall by law establish throughout the State a thorough and efficient system of free public schools; and shall provide by taxation or otherwise for their maintenance”; and

WHEREAS, programs within the State public education system which provide substantial funding for students with special needs and other important services are scheduled to sunset on June 30, 2003; and

WHEREAS, the Commission on Education Finance, Equity, and Excellence has determined, based on the conclusions of thorough expert analysis, that current per pupil funding is significantly inadequate; and

WHEREAS, MABE supports increasing the base amount of per pupil funding and enhancing supplements to this amount in order to address the increased costs arising from educating students with special needs;

NOW, THEREFORE, BE IT RESOLVED, that MABE urges the Governor and General Assembly to respond to the Commission’s conclusions and recommendations by enacting legislation in 2002 implementing significant increases in public education funding; and

BE IT FURTHER RESOLVED, that MABE urges the Governor to include in the Fiscal Year 2003 budget a substantial “down-payment” to begin to implement substantial increases in education funding levels consistent with the priorities identified in the Commission’s interim report; and

BE IT FURTHER RESOLVED, that the MABE will work collaboratively and vigorously with all stakeholders to ensure broad public support for prompt State action to increase funding to achieve an equitable and adequate education for all students of Maryland's public schools.

RESOLUTION NO. 542-01 Re: **FUNDING FOR RETURN-DIVERSION PROGRAM**

On motion of Ms. Cox and seconded by Mrs. O'Neill, the following resolution was adopted unanimously by members present:

WHEREAS, Recent policy statements from the Governor's Office for Children, Youth, and Families clarify the State intent of having return-diversion services available to children for no more than two years; and

WHEREAS, Of the 67 children currently receiving return-diversion services in Montgomery County, after August 2002, only one child may be eligible for continued services under the new State guidelines; and

WHEREAS, State funding for the return-diversion program has been level funded at \$14 million per year since the program's inception, despite continuing and growing needs for the services provided; and

WHEREAS, Return-diversion services could become an increasingly limited resource for children with special needs in Montgomery County if additional State funding is not requested by the Governor and approved by the State General Assembly during the 2002 legislative session; now therefore be it

Resolved, That the Board of Education support advocacy efforts that urge the Governor and State legislature to provide additional State funding for the return-diversion program.

Re: **ITEMS OF INFORMATION**

The following item was available: Montgomery County Public Schools' Strategic Technology Plan

RESOLUTION NO. 543-01 Re: **ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of September 24, 2001, at 5:30 p.m.

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PRESIDENT

-

SECRETARY

JDW:gr

MONTGOMERY COUNTY BOARD OF EDUCATION SUMMARY SHEET

September 24, 2001

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