

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: **CLOSED SESSION AND LUNCH**

The Board of Education met for closed session and lunch from 8:40 a.m. to 1:20 p.m.

RESOLUTION NO. 2-02 Re: **APPROVAL OF THE AGENDA**

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

Resolved, That the Board of Education approve its agenda for January 8, 2002.

RESOLUTION NO. 3-02 Re: **AFRICAN AMERICAN HISTORY MONTH**

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

WHEREAS, In 1926, Dr. Carter G. Woodson, educator, author, and founder/director of the Association for the Study of Negro Life and History, initiated Negro History Week in order to increase awareness about Negro History in American communities and schools; and

WHEREAS, In 1976, Negro History Week was extended to one month and proclaimed a national celebration by The United States Congress; and

WHEREAS, African Americans have been an integral part of our history from the inception of our nation, and their participation and contributions are studied and celebrated year-round as part of the Montgomery County Public Schools curriculum; and

WHEREAS, The purpose of this month is to provide an opportunity to focus on the invaluable past and present achievements and contributions of African Americans; and

WHEREAS, Historically, high expectations for academic excellence have been a tradition within the African American community; and

WHEREAS, The Montgomery County Public Schools, in *Our Call to Action*, is committed to holding high expectations and positive attitudes for all students in order to raise the bar and close the gap in student achievement; now therefore be it

Resolved, That the Board of Education and superintendent of schools hereby declare the month of February 2002 to be African American History Month, and be it further

Resolved, That the Board of Education and superintendent of schools encourage the staff, students, parents, and community to actively honor the contributions of African Americans in Montgomery County, the state, and the nation, and enhance the awareness of the impact of attitudes and expectations on the achievement of African American students.

Re: **BOARD/SUPERINTENDENT COMMENTS**

Dr. Weast reminded the Board about the memo he had sent on African-American student achievement as compared to local, national, and international students. Dr. Weast recognized Edward Clark, head of MCPS Security, who was in the calendar of the National Law Enforcement Officer.

Mr. Jeter toured Richard Montgomery High School and observed the need for capital improvements. Also, he visited a playground for disabled students, and he hoped that more will be built in the area.

Re: **PUBLIC COMMENTS**

The following people testified before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Anita Neal Powell	African American History
2.	Joe Pauley	New Book
3.	Holly Lobel	Phoenix II
4.	Bernard LaFrance	Phoenix II
5.	Mark Drury	Career Education

Re: **DISCUSSION**

Ms. Cox asked for information on whether or not material about Future Force is available in high school career centers. If not, what could MCPS do to make sure it is available?

Ms. Cox asked for information on Ms. Powell's testimony on whether local history and the Muncaster Challenge program are included in MCPS' African-American history course.

RESOLUTION NO. 4-02

Re: **PROCUREMENT CONTRACTS FOR MORE THAN \$25,000**

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

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

WHEREAS, Funds have been budgeted and/or identified for Bid No. 7055.4, Purchase of School Buses for the Department of Transportation; and

WHEREAS, Funds have been budgeted and/or identified for Bid No. 7101.1, Image/Optical Mark Reader Equipment; and

WHEREAS, The acquisition of such equipment and school buses through lease/purchase arrangements has been reviewed by legal counsel; now therefore be it

Resolved, That Bid No. 7055.4, Purchase of School Buses for the Department of Transportation, in the amount of \$3,664,676, be lease/purchased under the Master Lease/Purchase Agreement with First Union Leasing; and be it further

Resolved, That Bid No. 7101.1, Purchase of Image/Optical Mark Reader Equipment, in the amount of \$129,510, be lease/purchased under the Master Lease/Purchase Agreement with First Union Leasing; and be it further

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

95020 Technical Support Services for the Department of Facilities Management
10005

<u>Awardee</u>	
Arcbridge Consulting & Training, Inc.	\$55,000

4005.3 Woodwind and Brass Instrument RepairsCExtension

<u>Awardees</u>	
L & L Music Wind Shop	
Marshall Music Company	
Woodwind Repair Service	
Total	\$ 35,000

4038.3 Closed Circuit Television EquipmentCExtension

<u>Awardees</u>	
D & H Distributing Company	\$ 40,000
Kipp Visual/Security System	87,506
Northern Video System, Inc.*	438,204

	Presearch, Inc.		119,064
	Security Equipment Distributors, Inc.*		51,991
	Sunrise Systems		<u>1,156</u>
	Total		\$ 737,921
4054.2	Bathroom Partition Repair PartsCExtension		
	<u>Awardee</u>		
	Centar Industries		\$ 39,806
4114.1	Classroom FurnitureCExtension		
	<u>Awardees</u>		
	Douron, Inc.*	\$1,132,497	
	Jakanna Woodworks, Inc.*	5,040	
	State Use Industries	<u>15,995</u>	
	Total		\$1,153,532
4116.1	Dry Ink Developer, Fuser Agent and StaplesCExtension		
	<u>Awardees</u>		
	Single Source, Inc.*	\$ 4,053	
	Xerox Corporation		<u>33,822</u>
	Total		\$ 37,875
4129.1	Typewriter Ribbons and Copier Staple Cartridges		
	<u>Awardees</u>		
	Cartridge Technologies, Inc.*		\$ 34,150
	Deskmate*		<u>2,133</u>
	Total		\$ 36,283
7020.1	Science SuppliesCExtension		
	<u>Awardees</u>		
	Fisher Science Education		\$ 64,580
	Sargent-Welch/VWR Scientific Products	<u>74,201</u>	
	Total		\$ 138,781
7055.4	Purchase of School Buses		
	<u>Awardees</u>		

	American Bus Sales & Service, Inc.	\$2,539,680
	District International Trucks, Inc.	<u>1,124,996</u>
	Total	\$3,664,676
7076.2	Automotive Shop Equipment RepairCExtension	
	<u>Awardees</u>	
	Auto Hydraulics	
	Ferguson Corporation	
	McHenry Equipment	
	Myco, Inc.	
	Total	\$ 55,000
7077.1	Telecommunications and Network Wiring Installation and Integration and Broadband Cable Network PrequalificationCExtension	
	<u>Awardees</u>	
	Black Box Network Services Baltimore, Inc.	
	CAM Communications, Inc. *	
	Corbet Technology Solutions, Inc.	
	MC Dean, Inc.*	
	F-Squared Communications*	
	Fiber Plus, Inc.	
	Netcom Technologies, Inc.	
	Orange Technologies, Inc.	
	Stansbury/Decker	
	Verizon Connected Solutions, Inc.	
	Total	\$2,000,000
7101.1	Image/Optical Mark Reader Equipment	
	Awardee	
	NCS Pearson	\$ 129,510
9021.2	Doors and Laminates	
	<u>Awardees</u>	
	Mizell Lumber/Hardware Company	\$ 13,878
	Pikesville Lumber Company	22,063
	Read Plastics/Division of Piedmont Plastics	<u>1,892</u>
	Total	\$ 37,833
9099.1	Security System Installation and Cabling at Various LocationsCExtension**	

Awardees

East West Telecom, Inc.
EAI Security System, Inc.
Total

\$ 400,000

TOTAL PROCUREMENT CONTRACTS EXCEEDING \$25,000 \$8,521,217

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

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

RESOLUTION NO. 5-02 Re: **CONTINUATION OF ENGINEERING SERVICES CONTRACT B NETWORK SYSTEMS DESIGN**

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

WHEREAS, Engineering services are required to design and administer the installation of the CATV and building-wide data/communications network systems for new and modernized schools; and

WHEREAS, An engineering consultant was selected in accordance with Board of Education policy for the selection of architectural and engineering services in FY 1997; and

WHEREAS, The engineer has agreed to continue these services at the previous years negotiated rates; and

WHEREAS, Staff has recommended that the current contract be extended; now therefore be it

Resolved, That the Board of Education extend the contract with the firm of Von Otto & Bilecky, P.C., for CATV and data/communications network engineering design services for the following amounts:

Elementary schools \$7,500 per school
Middle schools 14,680 per school
High schools 18,350 per school

RESOLUTION NO. 6-02 Re: **UTILIZATION OF FY 2002 FUTURE SUPPORTED PROJECT FUNDS**

On recommendation of the Superintendent and on motion of Mr. Abrams seconded by

Mr. Burnett, the following resolution was adopted unanimously:#

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 25, 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 transfer 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>
Maryland Baldrige in Education Initiative	\$ 37,000
21 st Century Grant	163,524
Dwight D. Eisenhower Professional Development Program	213,905
Advanced Placement Professional Development	10,000
Judy CenterCGaithersburg	<u>322,000</u>
Total	<u>\$ 746,429</u>

and be it further

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

RESOLUTION NO. 7-02 Re: **APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective January 9, 2002:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Maniya Desroches	Staff Development Teacher	Coordinator, Alternative Programs

Mr. Abrams and Mrs. King temporarily left the meeting.

RESOLUTION NO. 8-02 Re: **HUMAN RESOURCES MONTHLY REPORT**

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 the report dated January 8, 2002.

RESOLUTION NO. 9-02

Re: **DEATH OF JOSEPH D. ILLARI, BUS OPERATOR I,
WEST FARM DEPOT, DEPARTMENT OF
TRANSPORTATION**

WHEREAS, The death on September 23, 2001, of Joseph D. Illari, bus operator, West Farm Depot in the Department of Transportation, has deeply saddened the staff, students, and members of the Board of Education; and

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

WHEREAS, Mr. Illari's dependability and his good relations with his fellow workers made him a valuable employee; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Joseph D. Illari 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. Illari's family.

RESOLUTION NO. 10-02

Re: **DEATH OF PHILIP G. MILLER, DISADVANTAGED
TEACHER, ALBERT EINSTEIN HIGH SCHOOL**

WHEREAS, The death on December 6, 2001, of Philip G. Miller, disadvantaged teacher at Albert Einstein High School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In his more than 17 years as a teacher in Montgomery County Public Schools, Mr. Miller demonstrated enthusiasm and sincere interest in his work, facilitating effective team interactions and student/parent growth; and

WHEREAS, Mr. Miller's commitment and high level of skills were assets to the school system, and he was always willing to support peers and supervisory staff; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Philip G. Miller 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. Miller's family.

RESOLUTION NO. 11-02

Re: **DEATH OF RUSSELL A. SNOWDEN, BUILDING SERVICE WORK LEADER II, LAYTONSVILLE ELEMENTARY SCHOOL**

WHEREAS, The death on December 8, 2001, of Russell A. Snowden, building service work leader II at Laytonsville Elementary School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Mr. Snowden's pride in his work and his dedication to duty were recognized by other staff and associates; and

WHEREAS, Mr. Snowden had worked at Laytonsville Elementary School for more than 27 years and was a well-liked member of the staff who assisted other staff, parents, and students as needed, while maintaining a good relationship with the community; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Russell A. Snowden 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. Snowden's family.

RESOLUTION NO. 12-02

Re: **DEATH OF CONNIE Y. LINDELOF, SPECIAL EDUCATION TEACHER, GAITHERSBURG MIDDLE SCHOOL**

WHEREAS, The death on December 10, 2001, of Connie Y. Lindelof, special education teacher at Gaithersburg Middle School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Mrs. Lindelof was a conscientious, dedicated professional who constantly provided high quality educational experiences for her students; and

WHEREAS, In more than 11 years with Montgomery County Public Schools, Mrs. Lindelof was committed to students and sensitive to the needs of all people, making her an asset to the school system and community; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Connie Y. Lindelof 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 Mrs. Lindelof's family.

Re: MONTHLY FINANCIAL REPORT

This report reflects the projected financial condition through November 30, 2001, based on program requirements and estimates made by primary and secondary account managers. At this time, revenues are on budget while expenses have a projected surplus of \$5,000,000.

**Mrs. King rejoined the meeting at this point.

Re: UPDATE ON SYSTEMWIDE CONTINUOUS IMPROVEMENT

Dr. Weast invited the following people to the table: Dr. Michael Perich, coordinator of systemwide continuous improvement; Ms. Eva Wetten, principal, Waters Landing Elementary School; Ms. Teri Johnson, teacher, Waters Landing Elementary School; and Ms. Marney Jacobs, cluster coordinator, Walter Johnson Cluster.

During the past year, staff throughout central services and in MCPS schools have been using continuous improvement strategies to guide systemwide and school improvement initiatives. At the central services level, the Maryland Baldrige-in-Education Self-assessment Feedback Report that was completed in January 2001 provided guidance for implementing the initiatives that support the Trend Benders. Specifically, staff who have worked on the professional growth system, Instructional Planning Model, Integrated Quality Management System, System of Shared Accountability, budget development, organizational and resource realignment, and early childhood initiatives, including kindergarten reform and Title I, have integrated continuous improvement principles into their work. The progress that has been made at the school level is just as significant.

All MCPS principals have been involved in training on the 10-Step School Improvement Process developed by the Maryland State Department of Education. The expectation is that all schools will use this process to develop their school improvement plans. In addition, MCPS is beginning to use the Baldrige Integrated Management System as a model for continuous improvement in selected schools. The Baldrige model is aligned with the 10-Step School Improvement Process and adds additional rigor to school continuous improvement planning.

The Walter Johnson Cluster and Waters Landing Elementary School in the Seneca Valley Cluster have volunteered to implement the Baldrige Integrated Management System in their schools. Teachers, administrators, support personnel, and parents from these schools attended a two-day training designed to build capacity to support implementation of the Baldrige framework. Training will need to be ongoing and include all instructional staff. As principals build their own capacity in using the framework, they will be able to support the

efforts of their teachers and support staff. Building a cadre of trainers at each of the schools will be critical in implementing the Baldrige Integrated Management System.

The principals from the Walter Johnson Cluster and Waters Landing Elementary School have visited other schools in the state that have been identified as demonstration sites for using the integrated management system. School staff have visited Mechanicsville Elementary School in Carroll County and Bushey Park Elementary School in Howard County to observe how teachers are using the Baldrige framework with students. Teachers from these MCPS schools continue to visit Mechanicsville to talk with teachers and observe classrooms. The MCPS teachers already have begun to implement some of the strategies in their own classrooms. As these teachers become more proficient, their classrooms will become demonstration sites for MCPS. All of the schools are at different levels of implementation.

Some of the Walter Johnson Cluster meetings are focused on learning more about Baldrige and how to implement the management system in their schools and classrooms. In December the principals used the Baldrige Categories to develop a formal plan for vertical articulation in the Walter Johnson Cluster. The result of that planning effort will be translated into a vertical articulation plan for each school in the cluster. Best practices are shared during the meetings, and principals have established informal and formal networks to share with schools in their cluster and with schools in other districts.

In January the coordinator of continuous improvement will present the Baldrige Integrated Management model to the Seneca Valley Cluster. The work that has been done at Waters Landing Elementary School and the schools in the Walter Johnson Cluster will be used as a model to demonstrate how the system can be used at the school and classroom level in the Seneca Valley Cluster.

During the fall of 2000, a self-assessment application for the Maryland Baldrige-in-Education Initiative was completed by seven writing teams that included executive staff members, principals, members of the three employee organizations, Board of Education members, and representatives from all offices of the chief operating officer and the deputy superintendent of schools.

Since January the writing teams have reviewed the strengths, prioritized the opportunities for improvement, and identified the work that needs to occur. Recently, these teams met to review the work that has been done to ensure that continuous improvement efforts support MCPS initiatives to improve student achievement.

Although the feedback report cited the MCPS leadership structure and collaboration as strengths, staff continues to focus on strengthening these areas. Collaboration with the three employee organizationsCMontgomery County Association of Administrative and Supervisory Personnel (MCAASP), Montgomery County Education Association (MCEA), and

Montgomery County Council of Supporting Services Employees (MCCSSE) is critical to ensuring an ability to improve the organization. The MCAASP/MCPS Joint Collaboration Committee has defined collaboration as a process in which partners work together in a meaningful way and within a time frame that provides real opportunity to shape results. The purpose of the collaborative process is to work together to resolve problems, address common issues, and identify opportunities for improvement. As a result of the new three-year agreement with MCEA, schools will receive support to establish Faculty-Administrative Collaborative Committees. These committees will be engaged in ongoing discussions and collaborative problem-solving on matters of interest and concern. Schools also will be encouraged to use other collaborative processes that will involve the entire school community.

Councils on Teaching and Learning is another new vehicle for collaboration between MCPS and MCEA. This will be a new governance structure for MCEA that will provide feedback on curriculum, assessment, and instruction. Teachers will elect representatives systemwide at each grade level and in each subject discipline to provide the classroom perspective. The three councils (elementary, middle, and high schools) will be co-chaired by an elected member of MCEA and the respective director of elementary, middle, and high school instruction from the Department of Curriculum and Instruction.

The opportunities for improvement that were identified in the Baldrige feedback report included improving communications about the system's goals and priorities, using measures of faculty and staff satisfaction, using performance measures, and developing formative assessments of student progress. Each of these issues has been addressed in the work staff has done during the past year.

Several critical steps have been taken to deploy or communicate systemwide goals and priorities. The Summer Leadership Institute was used to articulate the priorities for all school and central office leadership staff. The inclusion of resource teachers, team leaders, and staff development teachers helped to deploy the message. Trend Bender budget committees and associate superintendents' multi-stakeholder advisory committees have been used to communicate system messages to the larger community and to gather input and feedback.

At the time of the Baldrige assessment, MCPS was in the process of developing a school-based staff survey in collaboration with leadership from the three employee organizations. This survey was administered to all school staff in April 2001. Results of the survey, along with results of surveys of students and parents, have been shared with school leadership teams. These three surveys have been incorporated into the quality component of the System of Shared Accountability.

On June 25, 2001, the Board of Education approved the initial design of the school

measurement model in the System of Shared Accountability. The components of the school measurement model included the measures, indicators, and standards for academic performance in the schools, and the annual targets for improvement in elementary and middle schools. Development of the school measurement model has continued. The annual targets for improvement in high schools and the development and use of the school quality component of the System of Shared Accountability were approved by the Board of Education on December 11, 2001. A second component of the System of Shared Accountability is developing a performance measurement system for monitoring programs, projects, and initiatives. All offices and departments throughout the school system are working on developing or have already developed performance measures. Performance measures are reported by office/department in the FY 2003 Superintendent's Recommended Operating Budget.

The Instructional Planning Model for curriculum, instruction, and assessment includes a system of formative assessments. These assessments will provide periodic information on student progress to teachers, principals, students, parents, and central office staff and will guide the instructional program for individual students.

At the administrative office level, there are many examples of continuous improvement principles being infused into work processes. The work regarding the curriculum revision, kindergarten program, Title I program, System of Shared Accountability, professional growth system, Human Resources Information System, Instructional Management System, data warehouse, and operating budget process has a heavy emphasis on continuous improvement tools and processes. Examples include multi-stakeholder involvement at the early stages of development, cross-functional teams, communication plans that focus on understanding and deploying issues and ideas, and staff development that is both broad-based to provide content knowledge and targeted to provide in-depth understanding for users.

Re: **DISCUSSION**

Mr. Lange asked how closely staff works with parents to ensure they know how to help their children. Ms. Johnson replied that there was a parent night devoted to the data notebook and its criteria. Parents were asked to be very specific in their comments on the work in the notebook.

Mr. Felton inquired about how staff worked with parents who were unable to participate that night or who need additional support and confidence. Ms. Johnson replied that staff will work with the parents who need support. When notebooks do not have entries by parents, staff encourages these parents to write their observations to motivate their children. The teacher is expected to followup with each parent.

Ms. Cox asked how the data notebooks fit with the revised curriculum. Ms. Wetten remarked that the notebook was based on the curriculum framework and provided an immediate application of the curriculum.

Mr. Lange asked about students setting long-term goals as co-producers for learning who are working with teachers and parents to identify intermediate goals. He asked about building a cadre of Baldrige trainers at each school. Dr. Perich explained that teachers who become familiar with the process and how it works with children will become the model for the school system. Dr. Perich's vision was that in several years MCPS will become the model for Baldrige in Education. The cadre of trainers will be teachers and their principals who are comfortable with the framework. Another key component is parents who have been trained and are well versed in the Baldrige management system. School systems that fully implement the Baldrige Integrated Management System and align all educational components with students as co-producers in learning close the gap in student achievement.

Mrs. King noted that it was refreshing to see the Baldrige initiative put into action. The important part of Baldrige training is practical classroom implementation.

Mrs. O'Neill noted that the curriculum framework made it easier to align instruction using the Baldrige initiative. She thought it was important for the community to understand that the initiative is a real-world, student-involved process.

Mr. Burnett echoed the comments of Mrs. King and Mrs. O'Neill. He was pleased to see the Baldrige in Education framework applied in the classroom and dovetailed with the curriculum framework. Also, parent participation is important.

Ms. Cox remarked that there are vehicles that can be used, such as school improvement teams, since parents and staff are already involved in those activities. This team could be the basis for the Baldrige self-assessment and identification of goals and expectations. She asked if there were leadership teams in the schools in the Walter Johnson Cluster. Dr. Perich replied that MCPS was in the process of sending invitations to representative stakeholder groups for participation on a Baldrige leadership team for the system.

Ms. Cox commented that she had reviewed the key themes from the school system's application for assessment. One of the comments from the assessment team was on the lack of standard and aligned performance review processes and matrices at the community superintendent/cabinet level for consistent implementation of strategies at the department and school level. Her concern was whether or not the school system was committed to the alignment from the Board through the central office level to the school level. How can MCPS ask its schools to be responsible and children be accountable if the central office performance measures are not aligned to its mission and goals? Dr. Weast replied that the

school system was committed to the Baldrige in Education Initiative and has employed Dr. Perich to oversee the process. However, it will take time and careful planning to build capacity within MCPS.

Mr. Jeter was pleased that the systemwide Continuous Improvement initiative was getting students excited about learning. He asked if the data notebooks would follow the students to middle school. Ms. Johnson replied that the plans call for the notebooks to be with the students from grade to grade.

Mr. Felton thanked staff for the presentation. He observed that success was contagious. He thought the school system should encourage other clusters to observe and participate in the initiative. He was concerned that the design was very dependent on parent involvement, and he hoped that the design was structured to define the role of the parent or that volunteers can help a family or school.

RESOLUTION NO. 13-02 Re: **PRELIMINARY PLANS FOR ROCKY HILL MS REPLACEMENT**

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

WHEREAS, The architect for the Rocky Hill Middle School replacement facility, Grimm and Parker, P.C., has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Rocky Hill 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 Rocky Hill Middle School replacement facility developed by Grimm and Parker, P.C.

RESOLUTION NO. 14-02 Re: **PROPOSED NAMING OF ALBERT EINSTEIN MIDDLE SCHOOL #2**

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

WHEREAS, The superintendent of schools has advised the Board of Education that he has asked the newly designated principal of Albert Einstein Middle School #2 to begin the process for recommending to the Board of Education a permanent name for the school to open next school year; and

WHEREAS, Policy FFA (Naming Schools) provides for the Board of Education to develop a listing of up to four names to be given to a school-naming committee, convened by the principal, which shall recommend in priority order, its preference from among the listing of names provided by the Board of Education and up to two additional names recommended by the committee, now therefore be it

Resolved, That the Board of Education hereby submits the following name(s) to the principal of Albert Einstein Middle School #2 for consideration by the school naming committee:

A. Mario Loiderman
Newport Mill
J. D. Speller

Re: INSTRUCTIONAL PLANNING MODEL

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

On February 13, 2001, the Board of Education adopted Policy IFA, *Curriculum*, which guides the development, implementation, and monitoring of curriculum throughout the school system. This policy calls for a clear and coherent written curriculum in the form of a set of objectives derived from local, state, national, and international standards. In March 2001, an instructional planning team was established to oversee the revision of the curriculum over the next three years. On July 2, 2001, the Board of Education approved the curriculum framework with the stipulation that the Office of Instruction and Program Development (OIPD) continue to accept input from all stakeholders and use the input to improve and strengthen the frameworks. The curricular documents to be produced during the first year of the revision process include the following:

- \$ Curriculum framework for Grades pre-K-8 in English/language arts, mathematics, science, and social studies that outlines MCPS curricular goals, defines a vision of instruction and assessment, and specifies what students are expected to know and be able to do at the end of each grade level
- \$ Curriculum, Assessment, and Instruction (CAI) Blueprints in English/language arts, mathematics, science, and social studies that organize the outcomes of the curriculum framework into instructional units
- \$ Instructional guides for Grades 1-8 mathematics, Grades 1-2 English (reading and writing), Grades 6-8 English, and Grade 5 social studies

- \$ Assessment program to monitor student progress toward mastery of outcomes and to adjust instruction to meet the individual needs of all students in writing Grades KB2, reading Grades 3B5, and mathematics Grades 1B5
- \$ Curriculum frameworks for the five high school courses in Phase I of the state High School Assessment Program

To carry out this work, the Department of Curriculum and Instruction (DCI) has reorganized into curriculum and assessment teams for each content area at the elementary and middle school levels. These cross-functional teams will include experts on subject content as well as experts in accelerated and enriched instruction, technology, special education, ESOL, and staff development. In this way, the needs of all children will be integrated and supported in the curriculum development process.

The curriculum revision process is an important component of comprehensive reform efforts in MCPS. On December 11, 2001, the Board of Education adopted the high school targets of the System of Shared Accountability. The high school academic attainment categories represent the academic strength of the program that students have completed by the end of their secondary education. The adoption of these targets by the Board sets high standards for every student, school, and for the school system. The establishment of these high standards requires a curriculum that is challenging and provides rigor for all students. Staff knows the desired end result for students. The next step is to ensure that academic curricula pre-KB12 meets the needs of all students, is challenging for all students, and provides a learning continuum that leads to rigor and success for all.

Curriculum and Instruction

The first step in the curriculum revision process was development of the MCPS Grades pre-KB8 Curriculum Framework for English/language arts, mathematics, science, and social studies. The curriculum framework outlines the MCPS curricular goals and provides precise expectations of what students are expected to know and be able to do by the end of each grade or course. It addresses the needs of all students, including special education, gifted and talented, and ESOL students. It provides a starting point for acceleration and enrichment for all students capable of meeting, or motivated to accept, the challenge. The frameworks were completed through the collaborative efforts of content supervisors, instructional specialists, and more than 120 teachers. In addition, advisory groups composed of parents, teachers, business leaders, and representatives of institutions of higher learning reviewed the frameworks in all content areas.

The approval of the curriculum framework was followed by the development of the CAI Blueprints. The CAI Blueprints organize the outcomes of the framework in English/language arts, mathematics, science, and social studies into units of instruction and are intended to serve as a basis for the development of lesson plans. They are presented as a collection so that it is possible to view the entire flow of learning from grade level to grade level, pre-KB8.

This organization supports effective lesson planning and instruction for all students. During this year of transition, the blueprints are important tools for teachers as they begin to thoroughly familiarize themselves with the frameworks and plan instruction to ensure every student meets or exceeds learning standards described in the frameworks.

The curriculum framework and CAI Blueprints establish the written curriculum. The instructional guides are intended to ensure the alignment of the written curriculum with the taught curriculum by providing teachers with model lesson plans and pre-, formative, and summative assessments. Each instructional guide will contain a scope and sequence, concept maps, a yearly plan to guide instructional pacing, model assessments and assessment suggestions, and lists of approved resources. Currently, content supervisors are leading the development of 16 instructional guides for implementation in the 2002-2003 school year. They include Grades 1B8 mathematics, Grades 1B2 English/language arts (reading and writing), Grades 6B8 English, and Grade 5 social studies. Cross-functional teams, composed of instructional specialists with content expertise, are working collaboratively with specialists from special education, ESOL, and gifted and talented education to develop instructional guides that will provide teachers with the resources they need to meet the needs of all the students in their classes. The instructional technology specialist from DCI continues to collaborate with development teams to ensure that appropriate technologies are integrated into the instructional and assessment activities. In addition, 100 selected classroom teachers will be involved in the development of the guides.

These teachers have demonstrated proficiencies in lesson planning, use of formative assessment to monitor instruction, and the ability to differentiate instruction to meet the needs of a wide range of learners. The content-specific advisory committees will be involved in reviewing and providing feedback as the guides are developed. To ensure usability, instructional guides will use a common standardized format. Guides will be completed in time to provide the essential staff development during the summer of 2002.

Assessment Program

The MCPS assessment vision is a reform effort that uses formative assessment to monitor student progress and promote continuous improvement of teaching and learning. The goal of the new assessment program is to ensure that all teachers use assessment in the normal flow of instruction to determine students' understanding and learning and to make the instructional adjustments needed to meet the needs of individual learners. The Early Childhood Assessment Program (ECAP) focuses on this form of assessment and has demonstrated outstanding results. The new assessment program in Grades 3B8 will build on and expand the tenets of the ECAP program.

The MCPS assessment program also will include summative assessments designed to measure students' degree of content mastery. Formative and summative assessments will not always be discrete entities. They can overlap in their purposes because both measure

student learning and inform instruction. Quarterly/unit assessments will be the summative assessments developed to measure a student's progress toward mastery of content standards and will be linked to the Maryland School Performance Assessment Program (MSPAP), the High School Assessment Program (HSA), and the Comprehensive Tests of Basic Skills (CTBS).

Feedback/Revision Process

The Office of Instruction and Program Development continues to receive feedback on the pre-KB8 curriculum framework. The MCPS Web site provides a vehicle for teachers, parents, and community members to comment on the framework directly to OIPD. Teachers and principals have had multiple opportunities to provide feedback in meetings held throughout the county. Resource and interdisciplinary resource teachers, reading specialists, and science liaison teachers have reviewed the framework and blueprints. OIPD staff has met with the members of the MCEA Representative Assembly to provide updates on the curriculum revision and to solicit reactions and suggestions. Staff development teachers and reading specialists have received training on the curriculum framework and the blueprints. As they work with staff in their buildings, they are able to provide valuable input about the clarity, content, and ease-of-use of the framework and blueprints. In addition, OIPD holds monthly meetings with elementary principals to discuss curriculum, instruction, and assessment issues. A portion of each meeting, since the inception of the frameworks and blueprints, has been devoted to dialogues about the revised curriculum documents.

To expand the lines of communication, OIPD staff has participated in Montgomery County Council of Parent Teacher Associations (MCCPTA) cluster meetings to present the framework. These meetings have provided forums for extensive dialogue and discussion about the framework. Thus far, eight clusters have held such forums. Frequently asked questions from the forums have been posted on the OIPD Web site. Input is used to refine and improve the frameworks and blueprints.

Councils on Teaching and Learning B The Montgomery County Education Association is establishing Councils on Teaching and Learning. These councils will provide a vehicle for teachers to become involved in the curriculum development process by providing feedback and suggestions for improvement of the instructional guides. The councils will be organized by level: elementary, middle, and high. Within each level there will be grade-level teams as well as content teams. Staff from OIPD and members of the councils will plan and hold joint monthly meetings to ensure that communication and teacher input are ongoing.

Advisory Groups B A curriculum advisory committee has been established for each content area. Membership on the committees includes representatives from the parent and business communities as well as representation from institutions of higher learning. Recently, membership was expanded to be more representative of the diverse community in

the county. A new structure has been established for committee meetings. All meetings are scheduled for the same date, time, and location, giving the total membership an opportunity to convene as a single group to share updates on progress and issues related to the process. After a general session, content-specific committees break out for their specific-content meetings. A calendar for the rest of this school year has been established. Meeting notes from the content-specific committees will be posted on the Web site to facilitate communication within the entire community.

External Review B Staff has relied on stakeholder review of the curriculum framework to provide extremely valuable and useful input. The MCPS curriculum framework also is being reviewed by external organizations. The College Board will review and evaluate the English/language arts, mathematics, and science components to ensure that the outcomes in the MCPS framework will prepare students for Advanced Placement courses and success on the Advanced Placement Examinations. Discussions are taking place with another organization, *Achieve Inc.*, about serving as an external reviewer. *Achieve* is a highly respected national organization assisting states to ensure that raising standards results in higher student performance. The intent of the external reviews is to ensure that all students are empowered to reach new academic heights in the classroom and beyond. This represents the school system's commitment to ensure that its curriculum is rigorous and challenging for all students and prepares them for postgraduation study and the world of work. All feedback and recommendations will be addressed. Changes will be made as appropriate.

Staff Development

For FY 2003, the Office of Staff Development (OSD) is charged with the responsibility for the design and delivery of staff development necessary for the rollout of the curriculum, instruction, and assessment program. Through the FY 2003 budget process, curriculum content specialists and instructional technology specialists responsible for training and development have been realigned to OSD to ensure efficiency and effectiveness of training and development. OSD will work collaboratively with OIPD and all MCPS offices to ensure that principals, teachers, and other staff can respond to the following four key questions:

What do students need to know and be able to do?

How will staff know that they have learned it?

What does staff do when they haven't learned?

How will staff accelerate student learning?

The work began this year as staff from OSD and OIPD collaborated to deliver training on the curriculum framework and CAI Blueprints to school staff. The focus has been on familiarizing principals, staff development teachers, and reading specialists with these documents and helping them plan for implementation. Next year OSD will work

collaboratively with all MCPS offices to develop a comprehensive staff development plan to provide the training needed for effective implementation of the revised curriculum, the instructional guides, and new assessments. A cross-functional team with expertise in curriculum instruction, assessment, staff development processes, special education, special services, gifted education, ESOL, diversity, and technology will develop the rollout plan. Instructional specialists responsible for training and development will work closely with the curriculum and assessment writing teams.

To ensure that all schools are prepared to roll out the curriculum, instruction, and assessment materials, staff development will be delivered to school leadership teams during a week-long summer leadership institute. The institute will focus on the following areas:

- \$ Train and develop school leadership teams, including the principal, assistant principal, staff development teacher, reading specialist, interdisciplinary resource teachers/resource teachers, and key members of the leadership team at the elementary level
- \$ Continue to train and develop kindergarten teachers as they implement the new kindergarten program
- \$ Train all first and second grade teachers to implement the revised curriculum, the instructional guides, and the quarterly or unit assessments
- \$ Train a team composed of a Grades 3, 4, and 5 mathematics teacher from each school to prepare them to implement the revised mathematics curriculum

Building on the Success of the Kindergarten Program Model

The first year of implementation of the new kindergarten program model yielded very positive achievement results for students. More than 80 percent of students without risk factors achieved *reading-ready* levels of knowledge by the end of kindergarten, and close to 75 percent of students in high-risk groups (poverty and English Language Learning) achieved readiness scores. One of the most far-reaching components of the revised kindergarten program was the development and systemwide implementation of the ECAP in reading. Examination of student progress confirmed the value of placing assessment tools in the hands of teachers trained to use them as a natural, consistent, and integrated feature of instruction. The assessment component described in the new instructional guides will capitalize on the ECAP model of ongoing assessment and monitoring.

Another component contributing to the success of the kindergarten program is the implementation of a consistent, rigorous, and accelerated curriculum. The revised Grades 1B2 mathematics, reading, and writing curriculum will extend and enrich the knowledge and skills acquired by kindergarten students. The instructional guides will set clear learning goals and model instruction and assessment for reaching those goals. The guides will provide pacing guides, not pacing rules.

Kindergarten program planners recognized that if teachers were to be successful in implementing the new curriculum and assessment program, they must have in-depth knowledge of effective teaching and learning and a repertoire of instructional planning and delivery tools. Therefore, kindergarten teachers were provided with ongoing training including content, instructional strategies, administration of assessments, and application of assessment data for instructional decision making. This same support must be provided to teachers in Grades 1B2 if MCPS is to maximize the momentum gained in kindergarten. The plan for a summer institute to provide all Grades 1B2 teachers with the essential knowledge and skills to begin implementation of the revised curriculum and assessment program is under way.

The Instructional Planning Model provides a comprehensive framework for the curriculum revision work in the school system. The work is complex and intensive. It requires a commitment of time and resources over the next several years. Staff looks forward to providing the Board with ongoing updates and receiving its feedback as staff and the Board move ahead together on this essential task.

Re: DISCUSSION

Ms. Cox asked for examples of multiple assessment measures. The work group on Grading and Reporting has discussed how the word *assessment* means different things to different people. There have been questions raised about informal versus formal assessment. What can the teacher do to ascertain the child's ability to demonstrate a skill as opposed to content knowledge? Mrs. Schultze replied that there will be a pre-assessment to determine instruction for the unit, quick checks during instruction similar to running records, student classroom work, and a summative assessment at the end of the unit.

Mrs. O'Neill asked how interested citizens would be involved if they had no children in school or were not part of the business community. Mr. Fulton explained that MCPS will work through the community forums and television.

Mr. Felton thanked staff for the presentation and said he was comfortable with the instructional planning model. He was concerned that as MCPS moves forward with the model that it compiles with the state's testing requirement, especially with federal regulations for annual testing. Dr. Weast replied that this will be problematic with MSPAP since it is based on school-level data. MCPS wants to assess on an individual basis, which is more diagnostic, and MCPS has made recommendations to the state on its testing program. The Visionary Panel has a draft document, and the assessment piece is similar to the MCPS recommendation.

Mr. Felton pointed out that the new law will permit states to come together for the development of assessments, and he hoped that Maryland would unite with smaller states. Dr. Weast was heartened that MCPS was in concert with Maryland's vision. He did not know the capacity or fiscal condition of Maryland, but it will take two to three years to develop testing instruments.

Ms. Cox asked about the roll out in the summer of the Leadership Institute and whether or not it included middle school staff. Ms. Merry replied that middle schools will focus on using the resource teachers, and plans for the Leadership Institute have not been completely finalized at this point.

Mr. Jeter commented on the second and third phase of the high school plan. He thought that Algebra 2 should be added since there is an initiative to start early with math. Mr. Fulton replied that algebra is an essential course for SAT preparation and is a math cornerstone for rigor.

Mr. Jeter asked if there was student involvement on the advisory committees. Mr. Fulton responded that there is student representation, but it is difficult for students because of the

night meetings. Mr. Jeter requested that there be more publicity at the cluster level to solicit student participation for curriculum and instruction meetings.

RESOLUTION NO. 15-02 Re: **CLOSED SESSION RESOLUTION**

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

WHEREAS, 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, February 12, 2002, in Room 120 of the Carver Educational Services Center to meet in closed session from 9:00 to 10:00 a.m. and 12:30 to 1:30 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*, consult with counsel to obtain legal advice, as permitted by Section 10-508(a)(7) of the *State Government Article*; 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 December 11, 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 December 11, 2001, from 9:06 a.m. to 10:00 a.m. and 1:30 to 2:00 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

- \$ Reviewed and/or adjudicated the following appeals: 2001-15, 2001-25, 2001-59, 2001-62, 2001-63, 2001-65, T-2001-56, and T-2001-59.
- \$ Reviewed the Superintendent's recommendation for the Human Resources Monthly Report, subsequent to which the vote to approve was taken in open session.
- \$ Considered the acquisition of real property for a public purpose and matters directly related thereto.
- \$ Consulted with counsel to receive legal advice as permitted under Section 10-

508(a)(7) of the *State Government Article*.

§ 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, 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, Jerry Weast, and James Williams.

Re: **NEW BUSINESS**

There was no new business.

Re: **ITEMS OF INFORMATION**

The following items were available:

1. Items in Process
2. Legal Fees Report
3. Construction Progress Report

RESOLUTION NO. 16-02

Re: **ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of January 8, 2002, at 4:07 p.m. and move into closed session.

PRESIDENT

SECRETARY

JDW:gr

MONTGOMERY COUNTY BOARD OF EDUCATION SUMMARY SHEET

January 8, 2002

CLOSED SESSION.....	1
APPROVAL OF THE AGENDA.....	2
AFRICAN AMERICAN HISTORY MONTH.....	2
BOARD/SUPERINTENDENT COMMENTS.....	3
PUBLIC COMMENTS.....	3
PROCUREMENT CONTRACTS FOR MORE THAN \$25,000.....	3
CONTINUATION OF ENGINEERING SERVICES CONTRACT B NETWORK SYSTEMS DESIGN.....	7
UTILIZATION OF FY 2002 FUTURE SUPPORTED PROJECT FUNDS.....	7
APPOINTMENT.....	8
HUMAN RESOURCES MONTHLY REPORT.....	8
DEATH OF JOSEPH D. ILLARI, BUS OPERATOR I, WEST FARM DEPOT, DEPARTMENT OF TRANSPORTATION.....	9
DEATH OF PHILIP G. MILLER, DISADVANTAGED TEACHER, ALBERT EINSTEIN HIGH SCHOOL.....	9
DEATH OF RUSSELL A. SNOWDEN, BUILDING SERVICE WORK LEADER II, LAYTONSVILLE ELEMENTARY SCHOOL.....	10
DEATH OF CONNIE Y. LINDELOF, SPECIAL EDUCATION TEACHER, GAITHERSBURG MIDDLE SCHOOL.....	10
MONTHLY FINANCIAL REPORT.....	11
UPDATE ON SYSTEMWIDE CONTINUOUS IMPROVEMENT.....	11
PRELIMINARY PLANS FOR ROCKY HILL MS REPLACEMENT.....	16
PROPOSED NAMING OF ALBERT EINSTEIN MIDDLE SCHOOL #2.....	16
INSTRUCTIONAL PLANNING MODEL.....	18
CLOSED SESSION RESOLUTION.....	24
REPORT OF CLOSED SESSION.....	24
NEW BUSINESS.....	25
ITEMS OF INFORMATION.....	25

