

APPROVED
30-2005

Rockville, Maryland
November 8, 2005

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, November 8, 2005, at 9:35 a.m.

Present: Mrs. Patricia B. O'Neill, President
 in the Chair
 Mr. Steve Abrams
 Ms. Sharon W. Cox
 Ms. Valerie Ervin
 Dr. Charles Haughey
 Mrs. Nancy Navarro
 Mr. Gabriel Romero
 Mr. Sebastian Johnson, Student Board Member
 Dr. Jerry Weast, Secretary/Treasurer

Absent: None

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

RESOLUTION NO. 579-05 Re: **RESOLUTION FOR CLOSED SESSIONS**

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 closed sessions on November 8, 2005, in Room 120 from 8:30 to 9:30 a.m. and 12:30 to 2:00 p.m. to discuss the Human Resources Monthly Report, as permitted under Section 10-508(a)(1) of the *State Government Article*; and be it further

Resolved, That the Board of Education consider the acquisition of real property for a public purpose and matters directly related thereto, as permitted under Section 10-508(a)(3) of the *State Government Article* and Section 4-107(d) of the *Education Article*; and be it further

Resolved, That the Board of Education of Montgomery County receive legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*; and be it further

Resolved, That the Board of Education of Montgomery County dedicate part of the closed sessions on November 8, 2005, 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: **AN AMENDMENT TO THE AGENDA**

On motion of Mr. Abrams and seconded by Mr. Romero, the following resolution failed with Mr. Abrams and Mr. Romero voting in the affirmative; Ms. Cox, Ms. Ervin, Dr. Haughey, Mr. Johnson, Mrs. Navarro, and Mrs. O'Neill voting in the negative:

Resolved, That the Board of Education amend its agenda to include use of technology for directed or absentee voting by Board members in closed and open sessions.

RESOLUTION NO. 580-05 Re: **APPROVAL OF THE AGENDA**

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

Resolved, That the Board of Education approve its agenda for November 8, 2005.

RESOLUTION NO. 581-05 Re: **VETERANS' DAY**

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

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

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

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

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

WHEREAS, November 11, 2005, is our opportunity to remember and acknowledge the sacrifices of men and women who served our country in the Armed Forces of the United States; now therefore be it

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

RESOLUTION NO. 582-05 Re: **AMERICAN EDUCATION WEEK**

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

WHEREAS, The theme for the observance of American Education Week is “A Strong America Starts with Great Public Schools”; and

WHEREAS, As a fundamental right of all children, public education is the pathway for providing young people with the abilities and tools to succeed and to ensure that we maintain our nation’s precious values of freedom, civility, and equity; and

WHEREAS, By equipping young Americans with both practical skills and broader intellectual understanding, a high-quality education provides students the access to opportunities that build the foundation for higher education and productive careers; and

WHEREAS, We call upon everyone in our community—students, parents, educators, volunteers, business leaders, and elected officials—to collaborate and, in a unified effort, to build a world-class public school system that values every child; and

WHEREAS, The Montgomery County Public Schools staff, at all levels, works to serve children and communities with dedication, professionalism, and compassion; and

WHEREAS, Every day, all schools strongly encourage parent, community, and business involvement in the education process to enhance the academic and personal success of all students; now therefore be it

Resolved, That the Montgomery County Board of Education hereby declare November 13 through November 19, 2005, to be observed in the Montgomery County Public Schools as “American Education Week.”

Re: BOARD/SUPERINTENDENT COMMENTS

Mr. Abrams commented on the Board meeting at which alternatives could have been adopted. Unfortunately, the Board found itself in an unusual circumstance with two absent Board members and a constitutional majority varies depending on whether or not the student’s vote counts. Therefore, alternatives placed on the table failed since there was not a majority vote. Mr. Abrams concluded that the Board was hamstrung by its own procedures. He asked if the Board had the legal authority to allow (1) proxies, (2) written directed vote on a specific agenda item, and (3) use of contemporary techniques with electronic devices. He brought this matter to the attention of the Board because facilities hearings will begin soon, and he hoped that there was a way to address the concerns of the communities.

Furthermore, he thought the constitutional majority requirement suggests a contemplation that normal parliamentary procedure would apply and each body can set in place practices

and procedures that comply with the open meeting rules and constitutional requirement, and that reflect the thoughts of those participating.

Mr. Romero stated that the issue at hand was the boundary options for the Clarksburg Area High School with Grades 9 through 10 and Grades 9 through 11. The community has diverse points of view on this issue and have valid points. The pros and cons of those issues should have been raised at the Board table to allow staff to research the issues. Unfortunately, he was unable to attend the last meeting because of an unavoidable schedule conflict with work. He wrote an email to his colleagues asking them to consider an alternative.

Mrs. O'Neill stated that she made the motion to put the alternative on the table with the comment that Mr. Romero was supportive of the alternative. She asked if there were any parliamentary ways to consider the alternative today or at a later time. Furthermore, there were other communities that did not get an alternative. Mr. Margolies responded that there is the option of a special meeting prior to the public hearings. After the hearings, the options would be to vote against the superintendent's recommendation or defer the issues to a later time with another meeting to discuss alternatives and hold another hearing.

Mr. Margolies added that an absent Board member can be linked to a meeting electronically, but the public must be able to hear both sides of the conversation. Furthermore, the rules of this Board state that no member can vote in absentia or by proxy. Additional research is being conducted on this issue.

Mr. Abrams wanted to know if there was any process that would allow the Board to seek additional input from the community subsequent to the public hearings but before the Board makes its decision on the boundaries. Mr. Margolies thought that information could be requested and the action could be deferred to a later time.

If the Board knows that a member will ask for specific information, the public needs time to respond to such a request. What constitutes a reasonable time for the community to comment so that the Board could legally act on that information? Mr. Margolies stated that the community should be given time to testify/comment on an option/alternative.

Mrs. Navarro thought it was important to specify what needs to be done. She received volumes of information that evening, and it was too late to determine what alternative should be presented for consideration.

Mr. Romero remarked that when an action is recommended to the Board, the community does not understand that the Board has restrictions on what it can consider, such as an alternative. The hearing is based on the recommendation of the superintendent and the alternatives suggested by the Board. He opined that the whole process should be examined.

Ms. Cox commented that she had attended the Women's Administrators Conference of AASA, and she found it to be very valuable and encouraged staff to attend.

Ms. Cox asked for information on permitting a member to "attend" a meeting on a speaker phone under the Open Meetings Act. Does the absentia language governing Board attendance preclude the use of electronic devices?

Ms. Ervin stated that she was invited to Watkins Mill High School to participate in a ceremony to induct African-American and Hispanic students into two organizations – Sisters and Success and the Brotherhood of Superstars.

Mr. Johnson remarked that he visited Poolesville High School, and there was a good discussion about military recruitment and safety. He was planning on visiting Darnestown and Rachel Carson elementary schools to participate in guest reader day. He is shifting from outreach to advocacy on student rights and responsibilities. Finally, his new TV show focusing on student government and nutrition will be taped on November 28.

Mrs. Navarro noted that she attended the Maryland Parent Leadership Institute with seed money for a project on parental involvement. She commended the parents who took the time to invest in their children's education.

Mr. Abrams met with senior student leaders for a roundtable discussion on leadership styles.

Dr. Haughey commented on the Montgomery County Community Action Board's initiating a new process to bring elected officials together with members of the disadvantaged community. Dr. Haughey added to the tribute for Veterans' Day by mentioning the young people fighting a much more different conflict since the enemy is ill-defined and diffuse.

Mrs. O'Neill reported that she and other Board members attended the Education Foundation's bingo night, which was a fund raiser for the scholarships. This was an opportunity to meet some of the scholarship winners. Also, she represented the Board at Rosa Parks Middle School at a ceremony honoring her life. She thanked the Silver Spring Advisory Board and MCCPTA for sponsoring a gang/safety conference.

Dr. Weast commented that the school system must do more to encourage children to enroll in early education programs, and the system needs to do everything it can to get children enrolled. Second, he recognized Thomas W. Pyle Middle School for helping children with limited English proficiency and noted that the school has been named a Maryland Blue Ribbon School. Third, he wanted to bring to the Board some of the unique programs that are helping children at various schools, such as at Watkins Mill High School. Fourth, the boundary changes are given a great deal of thought using a well-defined process. Finally, he recognized a volunteer for the FLES program, which teaches foreign languages to elementary-age children after school.

Re: **PUBLIC COMMENTS**

The following people testified before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Ruth Jacobs	Revised Curriculum
2.	Michelle Turner	CRC
3.	Steina Walter	New Citizens Advisory Committee
4.	Rev. J. Grace Harley	Sex Education Curriculum
5.	Eric Rosenzweig	NEC #16, School Naming
6.	Nicole Allentuck	DuFief Elementary Cluster
7.	Maura Pratt	Sex Education Curriculum
8.	Jane de Winter	Operating Budget Testimony
9.	Christine Grewell	Health Curriculum
10.	Bill Durham	Hampshire Greens School Assign.
11.	Doty Hills	Clarksburg High School Boundaries
12.	Letitia Hall	Health Curriculum
13.	Maryam Balbed	Sex Education Curriculum
14.	Isabell Estrada	Health Education Curriculum
15.	Sue Comstock	Family Life and Human Development Committee

Re: **REPORT ON COMMUNITY FORUMS ON STRATEGIC PLANNING AND BUDGET**

Dr. Weast invited the following people to the table: Mr. Larry A. Bowers, chief operating officer; Dr. Frieda K. Lacey, deputy superintendent of schools; Mr. John Q. Porter, deputy superintendent, Office of Information and Organizational Systems; Ms. Aggie Alvez, director, Department of Communications; Mr. Roland Ikheloa, ombudsman/staff assistant, Board of Education; and Dr. Marshall Spatz, director, Department of Management, Budget, and Planning.

The Montgomery County Public Schools (MCPS) held three community forums this fall to expand public participation in the strategic planning and budgeting process. The format of the forums was changed this year to reflect feedback received from the community forums last year. Each forum was held at a high school in a different area of the county. Attendance at the forums was similar to the attendance last year. Participation increased among foreign language speaking citizens. Most of those who attended the forums and completed evaluation forms found the forums well organized and useful. The feedback will be considered carefully during the annual update of the strategic plan and the development of the FY 2007 Operating Budget.

Re: **DISCUSSION**

Mrs. O'Neill knew that the fall is a busy time, but she was disappointed in the number of

people attending even though it was well publicized. Mr. Bowers remarked that people wanted an opportunity to dialogue and have a discussion about the operating budget. Furthermore, staff thought there would be greater participation since the forums were well publicized through various means of communication.

Ms. Cox thanked staff for its hard work and advertising. Furthermore, the forums were successful in terms of the participation of those who do not traditionally attend such functions. However, she was frustrated that those who typically are involved were absent from the forums. Historically, there has only been participation in the critique phase of the budget adoption process. Since she has been on the Board, there has been only one amendment per year. With the input at the budget forums, almost \$24 million worth of initiatives has been added to the budget. She was concerned about the system's capacity to advertise and help people be prepared for the strategic planning forums.

**Re: COMMUNITY FORUMS ON STRATEGIC
PLANNING AND BUDGET**

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

WHEREAS, Community Forums on Strategic Planning and Budgeting reflect the Board of Education and Superintendent's efforts to improve parent and public participation in education reform in Montgomery County; and

WHEREAS, In the first year of implementation the Superintendent utilized feedback from the forums in budget recommendations addressing class size, special education, translation services, building service staffing, and assistant principal staffing, demonstrating the greater effectiveness of public involvement in the developmental phase of budget over the critique phase; and

WHEREAS, Without more information, we are unable to determine why the effort this year to bring the forums to the community resulted in more diversity among participants, but did not result in a significant increase in overall attendance; and

WHEREAS, The Board of Education is committed to the continuous improvement of efforts to improve parent and public participation in education reform in Montgomery County, an interest shared by several advocacy organizations; now therefore be it

Resolved, That the Board of Education's Research and Evaluation (R&E) Committee work with the Superintendent and members of the public to further refine and improve our efforts; and be it further

Resolved, That the R&E Committee considerations include but not be limited to:

- The timing, content and format of information provided to participants to prepare for the discussion
- Assigning some specific organizations to particular sessions, as is done with budget testimony
- Changing from discussion format to a public hearing format to receive feedback on the three essential questions
- Sampling the cohort of non-respondents to help ascertain barriers to participation

and be it further

Resolved, That the R&E Committee's recommendations come to the Board for its consideration and action no later than the all-day Board meeting in April 2006.

Re: **DISCUSSION**

Mrs. O'Neill thought the motion was consistent with the next resolution. The forums are the "up-front" input for budget building, and the hearings are the reaction phase.

Ms. Ervin asked why the resolution focused on the Research and Evaluation Committee since she thought the Communications and Public Engagement Committee would be more appropriate to ascertain the lack of community involvement.

Ms. Cox remarked that the process originated with the R&E Committee, which also is evaluating what has been done.

Mrs. Navarro noted that the issue had come up before the R&E Committee. She asked why there was a specific date in the motion. Ms. Cox responded that an April date would allow staff the time needed to adjust the process and prepare for the forums.

Mrs. Navarro commented that the feedback she heard was that the organizations did not get the information and dates in time to do outreach. Another concern is how the questions are posed since they were formal and rigid.

RESOLUTION NO. 582(a)-05 Re: **AN AMENDMENT TO THE COMMUNITY FORUMS
ON STRATEGIC PLANNING AND BUDGET**

On motion of Mr. Romero and seconded by Ms. Cox, the following amendment was adopted with Mr. Abrams, Ms. Cox, Dr. Haughey, Mr. Johnson, Mrs. O'Neill, and Mr. Romero voting in the affirmative; Ms. Ervin and Mrs. Navarro voting in the negative:

Resolved, That the Board of Education amend the resolve to read:

Resolved, That the R&E Committee considerations include but not be limited to:

- The timing, content and format of information provided to participants to prepare for the discussion
- Assigning some specific organizations to particular sessions, as is done with budget testimony
- ~~Changing from discussion format to a public hearing format to receive feedback on the three essential questions~~
- **Analyzing public engagement format to receive feedback on the three essential questions**
- Sampling the cohort of non-respondents to help ascertain barriers to participation

Re: **AN AMENDMENT TO THE COMMUNITY FORUMS
ON STRATEGIC PLANNING AND BUDGET**

On motion of Ms. Ervin and seconded by Mrs. Navarro, the following amendment failed with Ms. Ervin, Dr. Haughey, Mr. Johnson, and Mrs. Navarro voting in the affirmative; Mr. Abrams, Ms. Cox, Mrs. O'Neill, and Mr. Romero voting in the negative:

Resolved, That the Board of Education amend the resolves to read:

Resolved, That the Board of Education's Research and Evaluation (R&E) Committee work with the Superintendent and members of the public to further refine and improve our efforts; and be it further

Resolved, That the R&E Committee considerations include but not be limited to:

- ~~The timing, content and format of information provided to participants to prepare for the discussion~~
- ~~Assigning some specific organizations to particular sessions, as is done with budget testimony~~
- ~~Analyzing public engagement format to receive feedback on the three essential questions~~
- ~~Sampling the cohort of non-respondents to help ascertain barriers to participation~~

and be it further

Resolved, That the R&E Committee's recommendations come to the Board for its consideration and action no later than the all-day Board meeting in April 2006.

Re: **AN AMENDMENT TO THE COMMUNITY FORUMS
ON STRATEGIC PLANNING AND BUDGET**

On motion of Mrs. O'Neill and seconded by Mrs. Navarro, the following amendment failed with Mr. Abrams, Ms. Cox, Ms. Ervin, Mr. Johnson, Mrs. Navarro, and Mr. Romero voting in the negative; Mrs. O'Neill and Dr. Haughey voting in the affirmative:

Resolved, That the Board of Education amend the following resolve to read:

Resolved, That the R&E Committee's recommendations come to the Board for its consideration and action no later than the all-day Board meeting in ~~April~~ **June** 2006.

RESOLUTION NO. 583-05

Re: **COMMUNITY FORUMS ON STRATEGIC
PLANNING AND BUDGET**

On motion of Ms. Cox and seconded by Dr. Haughey, the following resolution was adopted with Mr. Abrams, Ms. Cox, Dr. Haughey, Mr. Johnson, Mrs. Navarro, Mrs. O'Neill, and Mr. Romero voting in the affirmation; Ms. Ervin voting in the negative:

WHEREAS, Community Forums on Strategic Planning and Budgeting reflect the Board of Education and Superintendent's efforts to improve parent and public participation in education reform in Montgomery County; and

WHEREAS, In the first year of implementation the Superintendent utilized feedback from the forums in budget recommendations addressing class size, special education, translation services, building service staffing, and assistant principal staffing, demonstrating the greater effectiveness of public involvement in the developmental phase of budget over the critique phase; and

WHEREAS, Without more information, we are unable to determine why the effort this year to bring the forums to the community resulted in more diversity among participants, but did not result in a significant increase in overall attendance; and

WHEREAS, The Board of Education is committed to the continuous improvement of efforts to improve parent and public participation in education reform in Montgomery County, an interest shared by several advocacy organizations; now therefore be it

Resolved, That the Board of Education's Research and Evaluation (R&E) Committee work with the Superintendent and members of the public to further refine and improve our efforts; and be it further

Resolved, That the R&E Committee considerations include but not be limited to:

- The timing, content and format of information provided to participants to prepare for the discussion
- Assigning some specific organizations to particular sessions, as is done with budget testimony
- Analyzing public engagement format to receive feedback on the three essential questions
- Sampling the cohort of non-respondents to help ascertain barriers to participation

and be it further

Resolved, That the R&E Committee's recommendations come to the Board for its consideration and action no later than the all-day Board meeting in April 2006.

Re: PTA TESTIMONY AT OPERATING BUDGET HEARING

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

Resolved, That for the public hearings for the operating budget for FY 2007, the Montgomery County Council of PTAs, Montgomery County Education Association, Montgomery County Association of Administrative and Supervisory Personnel, SEIU Local 500, municipalities and elected officials each will be allotted five minutes for testimony; and be it further

Resolved, That each PTA cluster will be allotted a five-minute slot on one of the two evenings set aside for hearings; and be it further

Resolved, That other organizations and individuals who wish to testify on either of the evenings set aside for the hearings will be provided a three-minute time allotment – on a first-come, first-served basis – by calling the Board office no earlier than three weeks prior to the date of the first public hearing; and be it further

Resolved, That, following this year's operation budget hearings, the Board schedule a further review of the effectiveness of the strategic planning forums and, subsequently, determine the format for receiving input at future operating budget hearings.

RESOLUTION NO. 584-05

Re: AN AMENDMENT TO THE PTA TESTIMONY AT OPERATING BUDGET HEARING

On motion of Mr. Abrams and seconded by Dr. Haughey, the following amendment was adopted unanimously:

Resolved, That the Board of Education amend the following resolve to read:

Resolved, That for the public hearings for the operating budget for FY 2007, the Montgomery County Council of PTAs, Montgomery County Education Association, Montgomery County Association of Administrative and Supervisory Personnel, SEIU Local 500, municipalities and elected officials, **Montgomery County Taxpayers Association, Montgomery County Civic Federation**, each will be allotted five minutes for testimony; and be it further

RESOLUTION NO. 585-05 Re: **AN AMENDMENT TO THE PTA TESTIMONY AT OPERATING BUDGET HEARING**

On motion of Ms. Cox and seconded by Dr. Haughey, the following amendment was adopted unanimously:

Resolved, That the Board of Education amend the following resolve to read:

Resolved, That, ~~following this year's operation budget hearings, the Board schedule a further review of the effectiveness of~~ **subsequent to the review of and recommendations** on the strategic planning forums, and, ~~subsequently, the Board~~ determine the format for receiving input at future operating budget hearings.

RESOLUTION NO. 586-05 Re: **THE PTA TESTIMONY AT OPERATING BUDGET HEARING**

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

Resolved, That for the public hearings for the operating budget for FY 2007, the Montgomery County Council of PTAs, Montgomery County Education Association, Montgomery County Association of Administrative and Supervisory Personnel, SEIU Local 500, municipalities and elected officials, Montgomery County Taxpayers Association, Montgomery County Civic Federation, each will be allotted five minutes for testimony; and be it further

Resolved, That each PTA cluster will be allotted a five-minute slot on one of the two evenings set aside for hearings; and be it further

Resolved, That other organizations and individuals who wish to testify on either of the evenings set aside for the hearings will be provided a three-minute time allotment – on a first-come, first-served basis – by calling the Board office no earlier than three weeks prior to the date of the first public hearing; and be it further

Resolved, That, subsequent to the review of and recommendations on the strategic planning forums, the Board determine the format for receiving input at future operating

budget hearings.

Re: ALTERNATIVE PROGRAMS

Dr. Weast invited the following people to the table: Dr. Carey M. Wright, associate superintendent, Office of Special Education and Student Services; Mr. Marc J. Cohen, supervisor, Department of Alternative Programs; Mr. Michael Smith, administrator, Emory Grove Center; and a former alternative programs student.

Montgomery County Public Schools offers a continuum of alternative program interventions for the approximately 3.4 percent of students in middle and high school who need direct academic, social/emotional, and behavioral management services.

In keeping with the focus of the MCPS Strategic Plan, *Our Call to Action: Pursuit of Excellence*, alternative education interventions are provided to at-risk students in three distinct levels: Level 1 school-based programs; Level 2 middle and high school programs located outside of the comprehensive school setting; and interagency programs and the Fleet Street at Mark Twain and Randolph Academy programs, a third level of intervention, for students who commit expellable offenses but for whom it is determined that expulsion is not an appropriate consequence. Of the 70,555 middle and high school students enrolled in MCPS in FY 2005, the vast majority, 96.6 percent, required no alternative program services. Approximately 2,000 students (2.8 percent) participated in Level 1 school-based programs. Additionally, 397 middle and high school students, or 0.6 percent, required a change in school assignment to an alternative program outside the comprehensive school.

Re: DISCUSSION

Dr. Haughey wanted to know how many MCPS students attend Karma Academy and Caithness Shelter Home.

Ms. Cox asked about the more comprehensive approach in Fairfax County, and she wanted to know if the Fairfax trigger mechanism was lower than that of MCPS. Mr. Cohen responded that the program design is different, and Fairfax has short-term placements with intensive behavioral services. Its alternative learning centers offer services to any age who want to receive a high school diploma.

Mr. Johnson and Ms. Ervin were interested in more information on the Fairfax Alternative model where anyone could get a diploma. What is the cost?

Mrs. O'Neill commented on middle school appeals to the Board, and the Board was concerned about opportunities for these children who are in crisis. She asked for a comparison between Fairfax County and MCPS. Dr. Weast commented that Fairfax takes more children from schools, and MCPS tries to leave students in the school with

appropriate supports. Mr. Cohen added that Level 1 provides for in-school support, and Level 2 is out-of-school programs, such as an alternative center. Also, in Fairfax County students can self-refer to alternative education, and there is no cut off for age.

Ms. Ervin remarked about literacy teams and the interventions for students reading below grade level. How is strong academic rigor accompanied by remediation? Mr. Cohen replied that staff partner with school-based teachers to improve literacy skills. The goal is to (1) provide the students with an opportunity to grow, and (2) to keep them on track to obtain the objectives and standards at grade level.

Ms. Ervin was concerned about children reading below grade level. How do we identify the students who are reading well below grade level? Dr. Weast replied that this was done through diagnostic tools (MAP-R) to determine reading competency. Intensive service will be provided for students who are identified. In short, the procedure is diagnose, support, teach, and remediate with high quality teachers.

Ms. Ervin asked about the cost per pupil in an alternative program. Dr. Weast replied that it is an intensive service, and it costs much more than regular education. At Ms. Ervin's suggestion, Dr. Weast will examine the Fairfax program and costs.

Ms. Navarro thought it was important to know the reasons students lag behind in reading and develop strategies for reform.

Ms. Cox thought the presentation was hopeful in the sense that there is a vision for success. She was concerned about the consistency of identifying students for alternative education. Will the Collaborative Action Process (CAP) supercede the Educational Management Team (EMT)? Dr. Wright stated that the goal was to have CAP in all schools. The CAP is researched based, problem solving, and ascertains interventions. Dr. Weast added that diagnostics are vital to the process in order to develop strategies for remediation or acceleration of student learning.

Ms. Cox asked who owns the academic performance of students. Is it the home school? Where does the Annual Yearly Performance (AYP) count? Dr. Weast stated that staff is creating a system of ownership in alternative programs, night school, and GED, among others. Dr. Wright replied that the state thinks that data should be returned to the home school since students do not graduate from an alternative program.

Ms. Cox noted that in the past there were issues about the quality of materials and supports provided at the centers. Do the programs have what they need to provide a high quality education? Mr. Cohen replied that there has been consistent improvement, and the centers have what they need.

Ms. Cox noted that there is a school of thought that there is a population who will not be successfully returned to their home school. Is MCPS looking at that issue? What does

MCPS need to provide that population? Dr. Wright replied that a work group is looking into that issue and looking at targeted populations that are not receiving services.

Mr. Abrams thought it would be useful to collect five years of data on an individual basis. Where are they? How have they done? What are the lessons learned? Dr. Wright remarked that the system is looking for feedback on whether or not the program is working at the home school.

Dr. Haughey noted that the Board is part of the process through appeals. He had visited all programs, and there is a sense of accomplishment within the programs. He was concerned about the uniformity of opportunity in the alternative centers.

Mrs. O'Neill stated that alternative programs were close to her heart, and she was especially concerned that they have consistent instruction and high quality materials. These programs are saving lives. Academic outcomes must lead to graduation.

Re: LUNCH AND CLOSED SESSION

The Board of Education recessed for lunch and closed session from 1:00 to 2:00 p.m.

RESOLUTION NO. 587-05 Re: CONTRACTS OF \$25,000 OR MORE

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

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

WHEREAS, It is recommended that Bid No. 4164.1, Boiler Supply Supplement, be rejected due to lack of competition; and

WHEREAS, Funds have been budgeted and/or identified for the purchase of mower and turf equipment through the Maryland State Bid No. 001B5900395; and

WHEREAS, Funds have been budgeted and/or identified for the purchase of turf equipment through the Maryland State Bid No. 001B5900398; and

WHEREAS, Funds have been budgeted and/or identified for the purchase of mid-size utility vehicles through the Maryland State Bid No. 001IT815456; and

WHEREAS, Funds have been budgeted and/or identified for the purchase of off-the-lot, new vehicles through the Maryland State Bid No. 4507000076CC; and

WHEREAS, Funds have been budgeted and/or identified for the purchase of copiers

through Bid No. 4139.1; and

WHEREAS, Funds have been budgeted and/or identified for the purchase of a trash compactor truck through Bid No. 7143.1; and

WHEREAS, Funds have been budgeted and/or identified for the purchase of a tractor loader package through the Federal Government Bid No. GS30F-0010K; and

WHEREAS, The acquisition of mower and turf equipment; mid-size utility vehicles; off-the-lot, new vehicles; copiers; trash compactor truck; and tractor loader package through lease/purchase arrangements has been reviewed by legal counsel; now therefore be it

Resolved, That Bid No. 4164.1, Boiler Supply Supplement, be rejected due lack of competition; and be it further

Resolved, That the purchase of mower and turf equipment for the Division of Maintenance in the amount of \$138,000 be lease/purchased for a six-year term under the Master Lease/Purchase Agreement with Carlyle Financial Services; and be it further

Resolved, That the mid-size utility vehicles for the Department of Transportation in the amount of \$113,582 be lease/purchased for a six-year term under the Master Lease/Purchase Agreement with Carlyle Financial Services; and be it further

Resolved, That the off-the-lot, new vehicles for the Division of Maintenance in the amount of \$755,299 be lease/purchased for a six-year term under the Master Lease/Purchase Agreement with Carlyle Financial Services; and be it further

Resolved, That the copiers for various locations in the amount of \$139,223 be lease/purchased for a five-year term under the Master Lease/Purchase Agreement with Carlyle Financial Services; and be it further

Resolved, That the trash compactor truck for the Division of Maintenance in the amount of \$155,000 be lease/purchased for a six-year term under the Master Lease/Purchase Agreement with Carlyle Financial Services; and be it further

Resolved, That the tractor loader package for the Division of Maintenance in the amount of \$38,562 be lease/purchased for a six-year term under the Master Lease/Purchase Agreement with Carlyle Financial Services; and be it further

Resolved, That the proceeds from the financing be used to reimburse Montgomery County Public Schools' accounts to the extent that such equipment will be acquired before closing; and be it further

Resolved, That the Board president and superintendent be authorized to execute the

documents necessary for these transactions; and be it further

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

001B 5900398	Turf Equipment		
	<u>Awardee</u>		
	Turf Equipment and Supply Company, Inc.	\$	116,000
001IT 815456	Mid-size Utility Vehicles		
	<u>Awardee</u>		
	Criswell Chevrolet, Inc.	\$	113,582
05-0R 38-00366	Commercial Wireless Cellular Service and Equipment—Extension		
	<u>Awardee</u>		
	Cingular Wireless	\$	25,000
05-0R 5800327	Mobile/Wireless Dispatch Communications Equipment—Extension		
	<u>Awardee</u>		
	Nextel Communications, Inc.		125,000
450700 0076CC	Off-the-lot, New Vehicles		
	<u>Awardee</u>		
	Criswell Chevrolet, Inc.	\$	755,299
GS30F 0010K	Vehicular Multiple Award Contract		
	<u>Awardee</u>		
	Gaithersburg Equipment Company	\$	38,562
RQ06 815751-B	Heating Oil		
	<u>Awardee</u>		
	Petroleum Traders	\$	590,000
1082.3	Professional Services		
	<u>Awardees</u> (See note)		

	David Barr	
	Ciber, Inc.	
	Linda Gallo*	
	James Heffley	
	Lighthouse Management Consulting	
	Managing Technology, Inc.	
	Mason Dixon Consulting*	
	Metro Technical Consulting, Inc.	
	NexGen Infosystems, Inc.*	
	RDA	
	Solutions IQ	
	Milton Wilkerson	
	Total	\$ 900,000
4044.7	Telephone Equipment	
	<u>Awardees</u> (See note)	
	Allegheny Electronics	
	Chesapeake Communications, Inc.	
	Cumberland Electronics, Inc.	
	Mouser Electronics	
	Venamerica Communications, Inc.*	
	Total	\$ 153,000
4052.3	Scanner Forms and Scanning Machines—Extension	
	<u>Awardee</u>	
	Pearson NCS	\$ 69,450
4081.4	Science Equipment—Extension	
	<u>Awardees</u>	
	Carolina Biological Supply Company	\$ 1,893
	Edvotek, Inc.	7,162
	Fisher Science Education	46,861
	Para Scientific Company	9,365
	Parco Scientific Company*	3,528
	Pasco Scientific	27,514
	Sargent Welch	45,809
	Science Kit	387
	Thomas Scientific Company	25,043
	Wards Natural Science	986
	Total	\$ 168,548
4126.2	Recycling Services	

	<u>Awardee</u> Waste Management	\$ 512,264
4138.1	Copier Systems	
	<u>Awardee</u> BCE Corporation*	\$ 139,223
4166.1	Plumbing Supplies Supplement	
	<u>Awardees</u> Grainger	\$ 3,767
	Noland Company	65,343
	Wolverine Brass Works	<u>28,233</u>
	Total	\$ 97,343
4178.1	Energy Management Automation Systems Upgrades	
	<u>Awardee</u> Engineered Services, Inc.	\$ 594,511
4180.1	Music Equipment Supplement	
	<u>Awardee</u> Sam Ash Music Corporation	\$ 34,377
4181.1	Quarterly Waste Composition Study and Analysis	
	<u>Awardee</u> MSW Consultants	\$ 75,400
7005.4	Hand Held Calculators and Data Collection Systems—Extension	
	<u>Awardees</u> D & H Distributing Company	\$ 452,394
	Pasco Scientific	28,368
	Vernier Software	<u>38,358</u>
	Total	\$ 519,120
7114.4	Early Childhood Equipment and Supplies	
	<u>Awardees</u> AFP Industries, Inc.*	\$ 6,639

	Childcraft Education Corporation	96,376
	Community Products LLC	96,474
	Glover Equipment, Inc.	2,765
	Kaplan School Supply Corporation	31,920
	Lakeshore Learning Materials	10,078
	Pyramid School Products	1,077
	School Specialty	65,374
	Wood Etc. Corporation*	<u>1,074</u>
	Total	\$ 311,777
7116.2	Snowplow and Pump Parts	
	<u>Awardee</u>	
	Lawn and Power Equipment	\$ 41,471
7142.1	Trash Compactor Truck	
	<u>Awardee</u>	
	Criswell Chevrolet, Inc.	\$ 155,000
9018.3	Roofing Supplies	
	<u>Awardees</u>	
	ABC Supply Company, Inc.	\$ 565,951
	Seamless Gutter Supply of Maryland, Inc.	<u>92,368</u>
	Total	\$ 658,319
9020.6	Doors and Door Hardware	
	<u>Awardees</u>	
	Piedmont Plastics	\$ 2,368
	Superior Engineered Products, Inc.	<u>114,345</u>
	Total	\$ 116,713
9052.3	Recreation Systems	
	<u>Awardees</u> (See note)	
	Bosco Associates, Inc.	
	Playground Specialists, Inc.	
	West Recreation, Inc.	
	Total	\$ 100,000
9504.1	Pedometers	

	<u>Awardee</u> Walk4life, Inc.	\$ 28,210
9599.1	Portable Classroom Re-roofing at Rosemary Hills Elementary School**	
	<u>Awardee</u> J. E. Wood and Sons	\$ 30,965
TOTAL PROCUREMENT CONTRACTS EXCEEDING \$25,000		\$6,469,134

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

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

Note: Contract amounts will be based on individual requirements.

RESOLUTION NO. 588-05 Re: **AWARD OF CONTRACT — RANDOLPH
TRANSPORTATION DEPOT PARKING LOT
EXPANSION**

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

WHEREAS, The following sealed bids were received on September 30, 2005, for expansion of the Randolph Transportation Depot parking lot:

<u>Bidder</u>	<u>Amount</u>
M. Luis Construction Company, Inc.	\$543,038
Francis O. Day Company, Inc.	872,500
Finlay Asphalt and Sealing, Inc.	975,000

and

WHEREAS, The low bidder, M. Luis Construction Company, Inc., a Maryland Department of Transportation (MDOT)-certified minority firm, has submitted 8.2-percent African-American, MDOT-certified minority participation for the subcontracting portion of their contract; and

WHEREAS, M. Luis Construction Company, Inc., has submitted a waiver for the balance of the subcontracting portion of the Minority Business Enterprise (MBE) participation; and

WHEREAS, Department of Facilities Management staff has reviewed and certified that the waiver meets the contract requirements and recommends waiving the remaining balance

of the MBE requirements; and

WHEREAS, M. Luis Construction Company, Inc., has completed similar work successfully; now therefore be it

Resolved, That a \$543,038 contract be awarded to M. Luis Construction Company, Inc., for the Randolph Transportation Depot parking lot expansion project, in accordance with drawings and specifications prepared by Century Engineering, Inc.

RESOLUTION NO. 589-05 Re: **EARLE B. WOOD MIDDLE SCHOOL — FINAL PAYMENT**

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

WHEREAS, During the construction for the Earle B. Wood Middle School modernization project, the contractor encountered unforeseen conditions beyond their control and submitted claims for additional compensation; and

WHEREAS, Staff agreed that the contractor was due some additional compensation; however, they felt the amount claimed by the contractor was unreasonable; and

WHEREAS, Since the parties could not agree on a fair amount for the additional work, it was agreed that the contractor would do what was necessary to complete the project on schedule so the staff and students could move back to the modernized facility, and the disputed items would be submitted for non-binding mediation once the project was finished; and

WHEREAS, In an attempt to avoid costly litigation to resolve this issue, both parties attempted to mediate a settlement prior to the contractor seeking damages through the courts; and

WHEREAS, As a result of the mediation, staff has negotiated what they feel is an equitable settlement for the additional work performed by the contractor and any related claims; and

WHEREAS, It is recommended that the settlement amount be approved to resolve this dispute; now therefore be it

Resolved, That a change order in the amount of \$750,000 be approved to the contract with Porter Construction Management, Inc., for the modernization of the Earle B. Wood Middle School as final payment for all work completed by the contractor and full settlement of all claims.

RESOLUTION NO. 590-05 Re: **UTILIZATION OF THE FY 2006 PROVISION FOR**

FUTURE SUPPORTED PROJECT FUNDS

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

WHEREAS, The grant qualifies for a transfer of appropriation from the Provision for Future Supported Projects, pursuant to the provisions of County Council Resolution No. 15-631, approved May 27, 2005; and

WHEREAS, The project does not require any present or future county funds; and

WHEREAS, Sufficient appropriation is available, within the FY 2006 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 2006 Provision for Future Supported Projects, as specified below:

<u>Project</u>	<u>Amount</u>
Homeless Children and Youth Program	<u>\$ 125,000</u>
Total	<u><u>\$ 125,000</u></u>

and be it further

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

RESOLUTION NO. 591-05 Re: **FY 2006 FIRST QUARTER CATEGORY AND OBJECT TRANSFER REQUEST**

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

Resolved, That the superintendent of schools be authorized to effect FY 2006 categorical transfers of \$98,432 in the following categories:

Middle School SCALE-uP

	<u>Category</u>	<u>From</u>	<u>To</u>
3	Instructional Salaries	\$ 25,000	
4	Textbooks and Instructional Supplies	_____	\$ 25,000
	Total	<u>\$ 25,000</u>	<u>\$ 25,000</u>

Title I – Part D, Neglected and Delinquent Children

	<u>Category</u>	<u>From</u>	<u>To</u>
4	Textbooks and Instructional Supplies	\$ 5,340	
5	Other Instructional Costs	_____	\$ 5,340
	<u>Total</u>	<u>\$ 5,340</u>	<u>\$ 5,340</u>

Title IV – Part A, Safe and Drug Free Schools and Communities

	<u>Category</u>	<u>From</u>	<u>To</u>
1	Administration	\$ 3,635	
2	Mid-level Administration	6,073	
3	Instructional Salaries		\$ 9,029
5	Other Instructional Costs	15,854	
12	Fixed Charges	_____	\$ 16,533
	<u>Total</u>	<u>\$ 25,562</u>	<u>\$ 25,562</u>

Maryland Student Online Consortium

	<u>Category</u>	<u>From</u>	<u>To</u>
3	Instructional Salaries		\$ 1,250
4	Textbooks and Instructional Supplies	\$ 1,250	_____
	<u>Total</u>	<u>\$ 1,250</u>	<u>\$ 1,250</u>

Teaching American History

	<u>Category</u>	<u>From</u>	<u>To</u>
2	Mid-level Administration		\$ 37,718
3	Instructional Salaries	\$ 37,718	
4	Textbooks and Instructional Supplies		3,562
5	Other Instructional Costs	3,562	_____
	<u>Total</u>	<u>\$ 41,280</u>	<u>\$ 41,280</u>

and be it further

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

RESOLUTION NO. 592-05

Re: **RECOMMENDED FY 2006 SUPPLEMENTAL
APPROPRIATION FOR THE PROVISIONS FOR
FUTURE SUPPORTED PROJECTS**

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

WHEREAS, The FY 2006 Operating Budget adopted by the Board of Education on June 14, 2005, included \$5,917,476 for the Provision for Future Supported Projects; and

WHEREAS, The Board of Education will receive additional projects that are eligible for funding through the Provision for Future Supported Projects during FY 2006; now therefore be it

Resolved, That the superintendent of schools be authorized to receive and expend, subject to County Council approval, an FY 2006 supplemental appropriation of \$10,550,000 for the Provision for Future Supported Projects in the following categories:

	<u>Category</u>	<u>Amount</u>
1	Administration	\$ 400,000
2	Mid-level Administration	600,000
3	Instructional Salaries	5,300,000
4	Textbooks and Instructional Supplies	500,000
5	Other Instructional Costs	2,300,000
6	Special Education	150,000
7	Student Personnel Services	300,000
9	Transportation	100,000
12	Fixed Charges	800,000
14	Community Services	<u>100,000</u>
	Total	<u>\$ 10,550,000</u>

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. 593-05 Re: **RECOMMENDED FY 2006 SUPPLEMENTAL
APPROPRIATION FOR THE FIELD TRIP FUND**

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

Resolved, That the superintendent of schools be authorized to receive and expend an FY 2006 supplemental appropriation of \$600,000 for the Field Trip Fund in the following category:

	<u>Category</u>	<u>Amount</u>
	71 Field Trip Fund	<u>\$ 600,000</u>

Total

\$ 600,000

and be it further

Resolved, That this supplemental appropriation be funded from additional Field Trip Fund revenue and retained earnings; 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. 594-05 Re: **RECOMMENDED FY 2006 SUPPLEMENTAL
APPROPRIATION FOR THE COMMUNITY-BASED
PRE-KINDERGARTEN CURRICULUM TRAINING**

On recommendation of the Superintendent and on motion of Mrs. Navarro seconded by Dr. Haughey, the following resolution was adopted unanimously:#

Resolved, That the superintendent of schools be authorized to receive and expend, subject to County Council approval, an FY 2006 supplemental appropriation of \$74,790 for Community-based Pre-kindergarten Curriculum Training project in the following categories:

<u>Category</u>	<u>Amount</u>
12 Fixed Charges	\$ 8,462
14 Community Services	<u>66,328</u>
 Total	 <u>\$ 74,790</u>

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. 595-05 Re: **HUMAN RESOURCES MONTHLY REPORT**

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

Resolved, That the Board of Education approve the Human Resources Monthly Report dated November 8, 2005.

RESOLUTION NO. 596-05 Re: **DEATH OF JOHN R. HORVAT, MEDIA SERVICES
TECHNICIAN, SENECA VALLEY HIGH SCHOOL**

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

WHEREAS, The death on October 23, 2005, of John R. Horvat, media services technician at Seneca Valley High School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In the 34 years that Mr. Horvat had worked for Montgomery County Public Schools, he was always willing to assist the teachers and staff at the last minute, and his fire department EMT training made him available to assist in all emergencies at the school; and

WHEREAS, Mr. Horvat's extensive knowledge and willingness to give assistance and training to new media services technicians made him a real asset to the school district; now therefore be it

Resolved, That the members of the Board of Education and the superintendent of schools express their sorrow at the death of John R. Horvat 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. Horvat's family.

Re: **MONTHLY FINANCIAL REPORT**

Staff reported that the projected financial condition through September 30, 2005, was based on program requirements and estimates made by primary and secondary account managers. At this time, revenues had a projected surplus of \$654,927 while expenses had a projected deficit of \$3,300,000.

RESOLUTION NO. 597-05 Re: **PRELIMINARY PLANS FOR ALBERT EINSTEIN
HIGH SCHOOL**

On recommendation of the Superintendent and on motion of Mr. Romero seconded by Mr. Johnson, the following resolution was adopted unanimously:

WHEREAS, The architect for the proposed signature improvements to Albert Einstein High School, Grimm & Parker, P.C., has prepared a schematic design in accordance with the

educational specifications; and

WHEREAS, The Albert Einstein High School Facility Advisory Committee has provided input for the proposed schematic design; now therefore be it

Resolved, That the Board of Education approve the preliminary plans report for the signature improvements to Albert Einstein High School developed by Grimm & Parker, P.C.

RESOLUTION NO. 598-05 Re: **NAMING OF THE NEW CLARKSBURG AREA HIGH SCHOOL**

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

WHEREAS, The School Naming Advisory Committee has submitted a report, dated October 27, 2005, ranking the following names for the new Clarksburg Area High School, in order of preference:

1. Clarksburg High School
2. John G. Clark High School
3. Wilson Wims High School
4. Sandra Day O'Connor High School

WHEREAS, The School Naming Advisory Committee reached consensus on the recommendation to name the facility Clarksburg High School; and

WHEREAS, Pursuant to Regulation FFA-RA, *Naming Schools*, the final responsibility for officially naming a school building rests with the Board of Education; now therefore be it

Resolved, That the Board name the school building heretofore known as Clarksburg Area High School as follows:

Clarksburg High School

Re: **UPDATE ON THE SUPPORTING SERVICES PROFESSIONAL GROWTH SYSTEM**

Dr. Weast invited the following people to the table: Mr. Matthew A. Tronzano, associate superintendent, Office of Human Resources; Ms. Judy Brubaker, principal, Spark M. Matsunaga Elementary School; Dr. Inger Swimpson, director, Staff Development Programs Team; Ms. Merle Cuttitta, president, SEIU Local 500; and Mr. David Rodich, executive director, SEIU Local 500. In the audience are professional growth consultants and members of the Peer Assistance and Review (PAR) panel.

This is an update to the Board of Education on the third phase of reforming the professional

development and evaluation programs for all MCPS employees. This phase began in July 2005 with the phased-in implementation of the Supporting Services Professional Growth System (SSPGS). This follows the implementation of similar systems for teachers and administrators and reflects a key component of the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, particularly the focus on building the capacity of staff to work efficiently and effectively with clear expectations and professionalism in achieving the school system's goal of providing the best educational opportunities for all students.

Leaders from all of the employee representative organizations have played an important role in designing and implementing the professional growth systems, and this new phase represents the first successful effort to improve the structure for developing, training, and evaluating supporting services staff in almost 30 years. The phase-in of the SSPGS will occur over a three-year period. Currently, two quad clusters—the Northeast Consortium and Sherwood; and the Northwest, Poolesville, Quince Orchard, and Seneca Valley clusters—and four central service facilities—the offices of Human Resources and Organizational Development, the Division of Food and Nutrition Services, and the Employee and Retiree Service Center—are fully implementing the SSPGS. Each year of the phase-in, two additional quad clusters and additional central service facilities will be included. Full implementation is anticipated by 2008–2009. Support will be needed to sustain operational implementation of the SSPGS. An evaluation plan is being developed that will assess the effectiveness of the components of the SSPGS.

Re: DISCUSSION

Mr. Abrams was pleased with the progress and shared commitment of system and union. The SSPGS needs positive reinforcement throughout implementation with a focus on remediation, if needed. The opposite side is the growth of an employee who is competent and the ability to track a new career. The language used by the system of referral is not incompetency but learning alternate ways of performing. The changing of the culture to a team approach is a powerful management tool. The system is not looking for inadequacies, but seeking ways to work better. There are multiple triggers and the system is determining to replicate things that work. It is a creation of broadened ownership so that the satisfaction of an employee is for a job well done.

Mr. Romero encouraged the system to move ahead, and the SSPGS is like a funnel through which the world expands. Mr. Rodich acknowledged that the vision of having 8,500 people with their own professional development plans is tremendously positive. This is early intervention with the message that it is important that employees succeed in the system.

Mr. Romero thought that when people go beyond thinking about tasks, they expand their world by taking on greater responsibility. Ms. Cuttitta said she was hearing that people are thinking about professional development, building a portfolio, and thinking more broadly about their careers.

Ms. Cox thought the SSPGS was a tremendous part of the vision for Montgomery County. She heard that MCPS is encouraging its employees by providing a continuum of opportunities. She wanted to see in the next steps some more details on how employees will be recognized. She asked if the advisory council is for all PGSs. Dr. Swimpson responded that there would be more collaboration among the three PGSs.

Mrs. Navarro noted the demographics of supporting staff since it is a very diverse pool. Are there culturally appropriate strategies in the SSPGS? How is the system addressing that issue? Ms. Cuttitta responded that there is a concern that employees be proficient enough in English to understand the SSPGS. Another committee is tackling that subject, especially with entry-level positions.

Mrs. Navarro stated that English proficiency was another need for professional development. Dr. Swimpson replied that programs will be offered in various geographical locations at different times and in computer time through the public library.

Ms. Ervin noted the shift in the paradigm on how unions do their work, and what is possible through collaboration. This is an opportunity for support staff to dream about what might be possible. The issue of having clear expectations and professionalism within an organizational culture of respect has to be part of the Board, too. The Board needs to do the same thing in its office with the same level of professional curiosity and culture of respect between Board members and with its staff.

Dr. Haughey commented on the speed at which the SSPGS was accomplished. When asked in the past, the union wanted respect, a reliable evaluation system, and professional development.

**Re: DIALOGUE ON CURRENT ISSUES: UPDATE ON
ACCELERATED ELEMENTARY MATHEMATICS**

Dr. Weast invited the following people to the table: Mr. Donald Kress, chief school performance officer; Ms. Jody Leleck, associate superintendent, Office of Curriculum and Instructional Programs; Ms. Betty Collins, director, Staff Development Initiatives; and Ms. Ann Bedford, director, Curriculum Development and Program Intervention.

This discussion provides an update on current opportunities for students to participate in accelerated mathematics instruction at the elementary level in MCPS and provides information on future plans for extending this effort.

Building on the early success initiatives started more than five years ago, MCPS continues to provide rigorous standards-based curriculum, increased instructional time, intensive professional development, and comprehensive monitoring of student performance in mathematics instruction through the use of formative assessments. In 2002–2003, as reforms progressed through the early grades, pathways were introduced in which

accelerated instruction could prepare students, as early as kindergarten, for more rigorous and challenging mathematics. At that time, only 196 students in Grade 5 were enrolled in above-grade-level mathematics classes, and those classes were located primarily at the Elementary Centers for the Highly Gifted.

This year (2005–2006), the number of students in Grade 5 enrolled in accelerated mathematics is 3,800 or 37 percent of all current Grade 5 students. The accelerated program of studies in Grade 5 essentially includes middle school courses: Mathematics A and B, and Investigations in Mathematics; and Algebra 1, a high school course. Currently, Mathematics A, or sixth grade mathematics, is offered in elementary schools across the county. Of the students in above-grade-level mathematics, 42 percent were not identified as gifted and talented, demonstrating that rigorous and challenging instruction is accessible to all students who are motivated and capable of enrichment and acceleration.

The accelerated program began after an external audit of the mathematics curriculum in 2001 and the adoption of Board Policy IFA, *Curriculum*. MCPS developed mathematics curriculum frameworks backmapped from AP Calculus. Instructional guides were developed in Grades 1–8, including Mathematics A–C, the grade-level courses for Grades 6–8. Each grade's instructional guides contain accelerated lessons addressing indicators one year above grade level, giving teachers the materials and resources necessary for all students to access accelerated instruction in mathematics. Mathematics curriculum frameworks, instructional guides, and assessments align with the Maryland Voluntary State Curriculum.

Instructional guides in Grades 1–5 Mathematics and Mathematics A–C include assessments to guide teachers' decisions about instruction and to assist schools as they plan mathematics programs. Assessments include grade-level and accelerated items for each unit of instruction. All students have the opportunity to be assessed on above-grade-level items to determine whether or not they have mastered above-grade-level material and are ready for acceleration. The following is a description of the assessments:

- Pre-assessments provide information about student knowledge and skills before an instructional unit, so that teachers may place students in flexible groupings throughout the school year, based on student performance specific to that unit.
- Formative assessments constantly provide teachers with information about student learning so they may adjust instruction as needed.
- End-of-unit assessments provide teachers, schools, and the school system a systematic process for monitoring student performance during the school year. Data can be analyzed by race, ethnicity, gender, English language proficiency, special education, and economic status.

End-of-unit assessments in the guides are designed to mirror the Maryland School

Assessments (MSA) in mathematics. Analysis conducted by staff in the Department of Shared Accountability has revealed a high correlation between student performance on the MSA and MCPS end-of-unit assessments.

Mathematics content coaches allocated to approximately 30 of the most highly impacted elementary schools support mathematics instruction and provide job-embedded professional development in mathematics content and teaching strategies. Gifted and talented teachers allocated to the same schools ensure that all students are challenged and promote acceleration for all students, especially those affected by poverty or limited English proficiency. Additionally, all schools implement a minimum of 60 minutes of daily instruction in mathematics, and class size is reduced in schools most affected by poverty. In 20 of the most highly impacted elementary schools, including Title I schools, extended learning opportunities are offered in all grades to preview the next grade's content in order to accelerate students.

Over the last three years, all elementary teachers received nine days of professional development in mathematics. In addition, core teams—school-based administrators, staff development teachers, and mathematics content coaches—received training on curriculum, assessments, and monitoring. The offices of Organizational Development (OOD) and Curriculum and Instructional Programs (OCIP) collaborated with Instructional Television staff to produce a series of professional development videos on mathematics instruction.

Parent reports are available that provide end-of-unit student performance information on grade-level and accelerated items. A new feature for parents of students in Grades pre-K–5 is a newsletter providing examples of items included in each unit. Both of these sets of materials are being translated into five languages.

Recent data analysis in MCPS shows a high correlation between taking higher-level mathematics courses and achieving competitive scores on the SAT. For students to have unlimited options beyond high school, they must achieve the level of calculus, or at the very least, pre-calculus, before graduation. To reach this goal, students must develop a strong foundation in mathematics concepts and skills in the early grades, have the opportunity for acceleration throughout elementary school, and complete Algebra 1 before they leave middle school.

Increased enrollment in accelerated mathematics classes at the elementary level coincides with similar increases in honors and Advanced Placement (AP) courses in high school. Approximately 66 percent of all high school students are enrolled in honors or AP classes in mathematics this school year, compared to 57 percent in 2001. Participation of African American students in honors and AP classes has risen from 35 percent in 2001 to 46 percent in 2005, and from 33 percent to 45 percent for Hispanic students during that timespan. Participation in and performance on the SAT is at an all-time high in MCPS for students of every race.

Improved SAT participation and performance, and increased participation in rigorous mathematics classes in elementary and high schools, comes at a time when MCPS is initiating an aggressive middle school reform effort that will link the three school levels—elementary, middle, and high school—in a seamless trajectory that prepares students for success in college-level mathematics by the time they graduate from MCPS.

In response to the increased demands for higher-level mathematics in high schools, MCPS has set 80 percent as the goal for successful completion of Algebra 1 by the end of Grade 8. Through the rigorous curriculum, assessments, and high expectations, elementary schools are sending more students to middle school ready to meet this challenge. Currently, MCPS is collecting stakeholder feedback on a realigned mathematics pathway designed to support this goal. Additionally, staff in OCIP is developing new formative assessments in Mathematics A and will set standards for end-of-unit assessments in Mathematics A–C during this school year. The resulting end-of-course proficiencies will allow elementary and middle school staffs to identify students who have mastered the content needed for success in accelerated mathematics courses.

The Office of School Performance will continue to support schools to offer more accelerated mathematics classes in elementary schools to greater numbers of students. Staff in OOD will continue to collaborate with OCIP to provide professional development opportunities to core teams and teachers to build mathematics content knowledge, skills in teaching and learning, and understanding of MCPS curriculum and assessments. The Office of Human Resources will continue to recruit elementary teachers who are highly qualified in mathematics.

Re: **DISCUSSION**

Mr. Abrams remarked on the students in Grade 5 who are taking Grade 6 math. Were they identified as being above or at grade level? Ms. Leleck replied that those fifth graders are above grade level.

Mr. Abrams asked what the indicators were, and when these indicators placed the students on that track. Ms. Leleck stated that starting with the 1st grade, the 1st and 2nd grade objectives and curriculum can be used combined and completed in the 1st grade.

Mr. Abrams asked what needs to be done in math to achieve the objective of having all students entering Grade 5 be ready for Grade 6 math. Ms. Leleck replied that the message is that everyone needs access to rigor in the curriculum.

Given MCPS' success in reading, Mr. Abrams was curious if there is anything comparable to improve success in teaching fundamental skills in mathematics. Mr. Bedford answered that many programs are being evaluated to support interventions for mathematics. Some are built into the curriculum with tasks to build foundation skills for grade level and acceleration. Also, there are after-school activities such as math clubs.

Mrs. O'Neill pointed out that 42 percent of fifth grade children did sixth grade math without being identified for acceleration. How did that happen? Ms. Leleck stated that it happens through the curriculum with the acceleration components. It also happens in partnership with parents who are getting the assessment data. Dr. Lacey pointed out that the superintendent is pushing acceleration because children could benefit but the issue was teachers trained in elementary math.

Dr. Haughey wanted to know how a fourth grade teacher with a variety of children at different skill levels handles the math instruction. Ms. Bedford replied that the classroom would have an overall objective followed by a warm up and focus on the objective, small group work, and a quick assessment at the end.

Ms. Cox noted this was an example of how the system has successfully implemented Board policy. The curriculum has been aligned, and the acceleration piece is part of a gifted and talented policy that gives opportunities to all children.

Mr. Abrams asked if there were math specialists in the elementary schools. Ms. Leleck replied that highly impacted schools have math content coaches.

Mr. Romero remarked that in an ideal world the system would want 100 percent of the students in accelerated math. Dr. Weast replied that in the past it was all right to take algebra when the student passed the ninth grade. However, there was not consistent grading across schools. Now, to keep on track, 80 percent of students must pass Algebra 1 by the eighth grade. Therefore, what students must accomplish is compressed, and many children are able; it is appropriate for students to take sixth grade math in fifth grade.

Ms. Ervin asked about the expectations and culture around the label of gifted and talented education. Dr. Lacey replied that she hears parents say gifted and talented, but the students say, "I'm in sixth grade math." The good news is to provide opportunities to children to have accelerated courses.

Ms. Ervin remarked that the Board and system must say this over and over, and parents will understand that opportunities are available in all schools. If the system does not, there will always be misunderstanding on where the system is going.

RESOLUTION NO. 599-05

Re: **MANAGEMENT AND FISCAL POLICY
COMMITTEE REVIEW OF THE PROPOSED SALE
OF THE FORMER ROBERT E. PEARY HIGH
SCHOOL**

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

WHEREAS, The Board of Education approved a resolution on October 11, 2005, to oppose

the disposition of the former Robert E. Peary High School (Peary); and

WHEREAS, The Management and Fiscal Policy (MFP) Committee of the County Council has asked for clarification on the Board's position with regard to the following:

- Why would the Board not consider retrieving the adjacent former Aspen Hill Elementary School instead of Peary if another elementary school were needed in this area in the future?
- Was the Board given the opportunity to review the recapture terms of the deed and compare them to the lease terms before resolving to oppose the sale?

and

WHEREAS, The Board continues to believe that the Peary facility may be needed for future educational purposes and that this need is not limited to just an elementary school; and

WHEREAS, Comparing the terms of the county executive's proposed sale/recapture amendment to the current lease for the Peary facility has no bearing on the Board's position regarding the future need for the site, provided the facility can be retrieved under either agreement; now therefore be it

Resolved, That the Board of Education reaffirm its position to oppose the disposition of the former Robert E. Peary High School because the facility may be needed for future educational purposes; and be it further

Resolved, That the issue of how to retrieve the facility if it is needed in the future is something the County Council must determine; and be it further

Resolved, That a copy of this action be forwarded to the Management and Fiscal Policy Committee of the County Council.

Re: **DRAFT STATE BOARD REGULATION AS TO
BOARD MEMBER PROFESSIONAL
DEVELOPMENT**

Mrs. O'Neill reported that the State Board of Education discussed the need for professional development for Board members. If the Board expects staff to receive professional development, it is essential that colleagues are well informed. The Montgomery County Board members received orientation, but not all boards have training.

Ms. Cox thought that generally the Board should support this idea. Education is so complex, and oversight responsibilities are so important. It is critical for the Board to have

supports to do the job in an informed manner and to have current information. She wanted to add under orientation a section on the state legislature.

Mr. Abrams had an objection. It a great idea to educate new Board members on what they should know, and it is not a bad idea to develop a system. However, he had a problem with mandatory. They should talk about a voluntary system that could be developed for professional development. Removal of a Board member should be for cause, not for failing to comply with a ministerial requirement.

Mrs. O'Neill stated that she started from the same position, but this regulation has been worked on by the State Board. Massachusetts and New Jersey have mandatory training.

Mr. Abrams asked how the Board member is penalized for not complying with the mandatory training.

Mrs. O'Neill replied that she opposed the mandatory requirement. She was certain that the State Board will impose mandatory training. People worked to draft language that would be more palpable to Board members.

Ms. Ervin did not know why the state was holding boards to such high standards as elected officials. She opposed any legislation or regulation imposing mandatory standards on elected officials.

Mr. Abrams noted that he has many continuing education requirements because of the different licenses he holds that must be renewed every two to three years. If the goal is to enhance the professionalism of Board members, they should set forth what a Board member ought to know, and provide opportunities to get that information. What ought to be included is more important than the mechanism to mandate training.

Mrs. Navarro pointed out that the Board talks about getting into the position to accept state mandates. She believed that having an opportunity to participate in a broad range of professional development options should be voluntary. However, the mandatory piece was bothersome since the Board is part time.

Ms. Cox pointed out that when MABE talks about state mandates, it means legislative mandates. This is coming from the State Board of Education.

Mr. Romero agreed with Mr. Abrams, and the mandatory piece is unenforceable. The training from MABE was very useful.

Ms. Ervin pointed out that the 18 hours of orientation is a lot when someone is employed.

Mrs. O'Neill commented on the MABE orientation, and 18 hours seemed a lot. Many counties in the state do not offer orientation to new Board members. Attendance at NSBA

counts toward continuing education hours. Since the Board sets standards for teachers, Board members across the state would have benefitted from training.

Dr. Haughey knew from experience that one can mandate training, but not mandate learning. Joining Mr. Abrams, he was thought it was acceptable if mandatory was removed and substituted with provide or receive.

Mr. Johnson thought training was very good, but he would not suggest making it mandatory. There is just too much at one time.

Mr. Abrams thought COMAR should set out information on the modules that a new Board member needs. The state could suggest that Board members acquire all modules, and the modules could be acquired in a number of ways. If the local Board is provided with an orientation that covers those modules, the training need has been met. The state wants to make sure there is agreement on the general nature of responsibilities and authorities that elected Board members should have. Since this is a more constructive approach, it could lead to collaboration between boards.

Mrs. O'Neill summarized the comments: (1) the Montgomery County Board expressed concern about the word mandatory, and (2) the Board advocated decreasing the number of hours.

Mr. Abrams wanted to know who provides training since there is a limit to local Board orientation to internal procedures. The orientation provided to a local Board would satisfy the substance, but if the local staff gave the training at NSBA it would satisfy the regulation. He wanted the State Board to find out what is happening before writing regulations.

Mrs. Navarro asked for an outline of the concerns raised by the Board in this discussion.

Mrs. O'Neill noted that there will be an opportunity for a public hearing

RESOLUTION NO. 600-05 Re: **CLOSED SESSION RESOLUTION**

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

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 closed session on Tuesday, December 13, 2005, in Room 120 of the Carver Educational Services Center to meet from 9:00 to 10:00 a.m. and 12:00 to 2:00 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*; consult with counsel

to obtain legal advice, as permitted by Section 10-508(a)(7) of the *State Government Article*; review and adjudicate appeals in its quasi-judicial capacity; and discuss matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*); and be it further

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

RESOLUTION NO. 601-05 Re: **REPORT OF CLOSED SESSION**

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

On October 24, 2005, by unanimous vote of members present, the Board of Education voted to conduct a closed session as permitted under the *Education Article* § 4-107 and *State Government Article* § 10-501, *et seq.*, of the *Annotated Code of Maryland*.

The Montgomery County Board of Education met in closed session on October 24, 2005, from 6:30 to 7:25 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and considered the following appeals in its quasi-judicial capacity outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*): 2005-40, 2005-43, and 2005-45.
2. Reviewed and adjudicated the following appeals in its quasi-judicial capacity outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*) with a subsequent vote to approve in open session: 2005-34, 2005-35, 2005-36, 2005-37, and NEC-2005-52.
3. Received 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 sessions were: Steve Abrams, Aggie Alvez, Larry Bowers, Pat Clancy, Sharon Cox, Valerie Ervin, Jonathan Franklin, Charles Haughey, Roland Ikheloa, Sebastian Johnson, Don Kress, Frieda Lacey, George Margolies, Nancy Navarro, Pat O'Neill, Brian Porter, John Q. Porter, Lori Rogovin, Gabe Romero, Glenda Rose, Frank Stetson, and Jerry Weast.

Re: **NEW BUSINESS**

Mr. Johnson moved and Ms. Cox seconded the following resolution:

WHEREAS, the Montgomery County Board of Education wishes to recognize

student achievement in all areas of academics, including achievement in the arts; and

WHEREAS, Alicia Betancourt, who was a promising artist in Montgomery County Public Schools, is being remembered this fall for her accomplishments on the anniversary of her untimely passing in a car accident last year while a student at James Hubert Blake High School; and

WHEREAS, the parents of Alicia Betancourt, Arturo Betancourt and Lulu Delacre have channeled their energy and countless hours bringing a heightened sense of awareness to parents and students on the issue of teen driving safety; and

WHEREAS, recognition of MCPS student artists would provide an opportunity to honor young artists in our school system while at the same time reminding our community about safe driving by young drivers; now therefore be it

Resolved, That the superintendent have information compiled about arts awards programs and make a recommendation regarding establishing an annual award in the name of Alicia Betancourt to a promising MCPS student artist.

Mr. Abrams moved and Mr. Romero seconded the following resolution:

Resolved, That the Board of Education adopt protocols and procedures for implementing a proxy and/or directed voting, as well as use of telecommunications technology, to include non-present Board members in discussions of importance, and that this be implemented as soon as possible.

Ms. Ervin moved and Mrs. Navarro seconded the following resolution:

WHEREAS, The school system, in recent years, has planned two new elementary schools using the LEED [Leadership in Energy and Environmental Design] rating system, based on the documented benefits of sustainable design practices and high performance, "green" building technologies that result in significant operational cost savings, benefits to the environment; and improved building occupants' comfort and health; and

WHEREAS, The recommended FY 2007-2012 Capital Improvements Program under consideration calls for six-year expenditures in excess of \$1.17 billion, providing an opportunity to expand the school system's commitment to more efficient and high performance, "green building technologies; and

WHEREAS, The school system's future efforts in this regard might be enhanced were there to be a distinct office dedicated to advancing sustainability and "green" building technologies; and

WHEREAS, The school system's future efforts in this regard might be enhanced were the Board of Education to enact either a policy or a resolution that would commit the school system to advance sustainability and environmentally efficient processes in its facilities and operations; now therefore be it

Resolved, That the Board of Education schedule a presentation and discussion in the near future, as part of a regular business meeting, to educate all Board Members on this important topic, after which a determination could be made as to future efforts.

Re: ITEMS OF INFORMATION

The following items were available:

1. Legal Fees Report
2. Construction Progress Report
3. FY 2006 Summer School
4. Minority-, Female-, or Disabled-owned Business Procurement Report for the First Quarter of Fiscal Year 2006

RESOLUTION NO. 602-05

Re: ADJOURNMENT

On recommendation of the Superintendent and on motion of Dr. Haughey seconded by Mrs. Navarro, the following resolution was adopted unanimously:

Resolved, That the Board of Education adjourn its meeting of November 8, 2005, at 5:05 p.m.

PRESIDENT

SECRETARY

MONTGOMERY COUNTY BOARD OF EDUCATION
SUMMARY SHEET

November 8, 2005

RESOLUTION FOR CLOSED SESSIONS	1
APPROVAL OF THE AGENDA	2
VETERANS' DAY	2
AMERICAN EDUCATION WEEK	3
BOARD/SUPERINTENDENT COMMENTS	3
REPORT ON COMMUNITY FORUMS ON STRATEGIC PLANNING AND BUDGET	6
PTA TESTIMONY AT OPERATING BUDGET HEARING	11
ALTERNATIVE PROGRAMS	13
CONTRACTS OF \$25,000 OR MORE	15
AWARD OF CONTRACT – RANDOLPH TRANSPORTATION DEPOT PARKING LOT EXPANSION	21
EARLE B. WOOD MIDDLE SCHOOL – FINAL PAYMENT	22
UTILIZATION OF THE FY 2006 PROVISION FOR FUTURE SUPPORTED PROJECT FUNDS	23
FY 2006 FIRST QUARTER CATEGORY AND OBJECT TRANSFER REQUEST	23
RECOMMENDED FY 2006 SUPPLEMENTAL APPROPRIATION FOR THE PROVISIONS FOR FUTURE SUPPORTED PROJECTS	25
RECOMMENDED FY 2006 SUPPLEMENTAL APPROPRIATION FOR THE FIELD TRIP FUND	26
RECOMMENDED FY 2006 SUPPLEMENTAL APPROPRIATION FOR THE COMMUNITY-BASED PRE-KINDERGARTEN CURRICULUM TRAINING	27
HUMAN RESOURCES MONTHLY REPORT	27
MONTHLY FINANCIAL REPORT	28
PRELIMINARY PLANS FOR ALBERT EINSTEIN HIGH SCHOOL	28
NAMING OF THE NEW CLARKSBURG AREA HIGH SCHOOL	29
UPDATE ON THE SUPPORTING SERVICES PROFESSIONAL GROWTH SYSTEM	29
DIALOGUE ON CURRENT ISSUE: UPDATE ON ACCELERATED ELEMENTARY MATHEMATICS	31
MANAGEMENT AND FISCAL POLICY COMMITTEE REVIEW OF THE PROPOSED SALE OF THE FORMER ROBERT E. PEARY HIGH SCHOOL	36
CLOSED SESSION RESOLUTION	38

REPORT OF CLOSED SESSION	39
NEW BUSINESS	40
ADJOURNMENT	41