

APPROVED
1-2007

Rockville, Maryland
January 9, 2007

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, January 9, 2007, at 10:00 a.m.

Present: Ms. Nancy Navarro, President
in the Chair
Mr. Steve Abrams
Mr. Christopher Barclay
Ms. Shirley Brandman
Ms. Sharon Cox
Dr. Judy Docca
Ms. Sarah Horvitz
Mrs. Patricia O'Neill
Dr. Jerry Weast, Secretary/Treasurer

Absent: None

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

RESOLUTION NO. 1-07 Re: **RESOLUTION FOR CLOSED SESSIONS**

On recommendation of the superintendent and on motion of Mr. Abrams seconded by Ms. Cox, 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 closed sessions on January 9, 2007, in Room 120 from 9:00 to 10:00 a.m. and 12:15 to 1:30 p.m. to discuss the Human Resources Monthly Report and Appointment, as permitted under Section 10-508(a)(1) of the *State Government Article*; and be it further

Resolved, That the Board of Education of Montgomery County discuss collective bargaining negotiations, as permitted under Section 10-508(a)(9) of the *State Government Article* and Section 4-107(d)(2)(ii) of the *Education Article*; 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 January 9, 2007, to acquit its administrative 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: **PLEDGE OF ALLEGIANCE**

"I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

RESOLUTION NO. 2-07 Re: **APPROVAL OF THE AGENDA**

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

Resolved, That the Board of Education approve its agenda for January 9, 2007.

RESOLUTION NO. 3-07 Re: **AFRICAN AMERICAN HISTORY MONTH**

On recommendation of the superintendent and on motion of Mr. Abrams seconded by Mrs. O'Neill, 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 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 today, African American History Month garners support throughout the country among people of all ethnic and social backgrounds; 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, African Americans currently represent 22.9 percent of the overall enrollment of the Montgomery County Public Schools; and

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

WHEREAS, Montgomery County Public Schools continues to strive to raise the bar of

academic achievement and close the gap in academic performance among all ethnic groups; now therefore be it

Resolved, That the Board of Education and superintendent of schools hereby declare the month of February 2007 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: **PUBLIC COMMENTS**

The following people testified before the Board of Education:

<u>Person</u>	<u>Topic</u>
1. Jane deWinter	Middle Schools
2. Ruth Jacobs	Health Education
3. Ricki Sabia	Phase out Learning Centers
4. David Fishback	Health Education
5. Absatu Lasana	Middle School Reform
6. Michelle Turner	Health Education
7. Peter Sprigg	Health Education
8. Cyril Draffin	Budget and Performance Review
9. Christine Grewell	Health Education
10. Mike Calsetta	Health Education
11. Matthew Murguia	Health Education
12. Rev. Grace Harley	Health Education
13. Joseph DiMarco	Health Education
14. Jim Kennedy	Health Education
15. Nicole Monteiro	Dual language at Kemp Mill Elementary School

Re: **BOARD/SUPERINTENDENT COMMENTS**

Dr. Weast commented that 86 MCPS schools have been recognized by the Maryland State Department of Education in the 2006 Maryland School Performance Program. Schools receive recognition based on overall achievement on the 2006 Maryland School Assessment or for improvement within a subgroup from the 2005 to 2006 MSA. The list includes 73 elementary schools, nine of which are Title I schools. Also, honored were 12 middle schools and the Carl Sandburg Learning Center for students with multiple disabilities. Eighteen schools received certificates for both overall achievement and subgroup improvement, including one Title I school, Viers Mill Elementary School. High schools will be recognized at a later date.

Due to the winter break, this is the first Board meeting in which the superintendent has had the opportunity to recognize the fall sports champions. Congratulations to the following five state championship teams:

Boys' 4A cross country – Quince Orchard High School
Girls' 4A field hockey – Quince Orchard High School
Boys' 3A/4A golf – Winston Churchill High School
Boys' 4A soccer – Walter Johnson High School
Girls' 4A volleyball – Sherwood High School

Chris Bowie from Bethesda-Chevy Chase High School was an individual state champion in boys' 3A cross country.

Dr. Weast was delighted to announce that Dr. Frieda Lacey has been selected to receive the William U. Harris Award of Excellence. The award is given annually by the Middle States Regional Assembly of the College Board to an individual who has demonstrated extraordinary leadership skills in the field of education. Dr. Lacey has demonstrated many times over her abilities as a change agent, a collaborative problem-solver and a champion of equity. Everyone who has worked with her knows of her genuine and persistent commitment to creating an environment in which students and their teachers can grow and thrive. The award will be presented at the Middle States Regional Forum on February 15 at the Renaissance Harborplace Hotel in Baltimore.

Ms. Horvitz commented that she was invited to speak at the Prince George's County Association of Student Councils because it wants to publish a student rights and responsibilities booklet. She was pleased that other counties want to replicate what Montgomery County is doing.

Dr. Docca commented that she attended Poolesville High School's Jazz Café. The students are very talented and did a wonderful job with music, art, dance, and vaudeville based on the 1920s.

Mr. Abrams congratulated Darlene Merry on her new career in New York. Also, he stated that Ms. Benz at Winston Churchill High School has a long career of being an outstanding educator. He said that a person's career should be recognized when news articles are published.

Mrs. O'Neill noted that Joe Mornini, a teacher at Walt Whitman High School, was honored by *Washingtonian* magazine for his work with disabled veterans of the Iraq and Afghan wars. The Student Automotive Trades Foundation, Inc., reconditioned a van for Team River Runner, founded by Mornini, who is also a veteran rafter. He created this volunteer

activity to benefit disabled veterans by transporting them from Walter Reed and Bethesda Naval hospitals for rafting activities.

Ms. Brandman stated for the record that even though the law firm that her husband works for has done pro bono work for groups involved with health education curriculum, he has “walled” himself off from that work and has had no involvement with that case or topic. Ms. Brandman attended a concert in tribute of Mr. Frankie Ball, retiring instructional music teacher at Thomas W. Pyle Middle School. The outpouring of affection for him was heartwarming. She hoped that, during Board/Superintendent Comments, Board members would be able to share concerns they have heard from the community.

Ms. Navarro reported that she attended MCEA’s legislative breakfast, and she also attended the MCCPTA’s budget forum. It is important to let the local and state governments know the needs of MCPS. Furthermore, the Board has received a lot of input from the community on a variety of topics. She wanted to assure the community that the Board members were receiving the information and are aware of the issues.

**Re: REVISIONS TO THE GRADE 8 AND GRADE 10
HEALTH EDUCATION CURRICULUM**

On recommendation of the superintendent and on motion of Mrs. O’Neill seconded by Ms. Cox, the following resolution was placed on the table:

WHEREAS, The Board of Education and superintendent of schools desire to provide teachers and secondary students of the Montgomery County Public Schools with accurate and comprehensive instruction about family life and human development and disease prevention and control, including information about human sexuality that promotes tolerance and understanding toward people regardless of sexual orientation; and

WHEREAS, Code of Maryland Regulations (COMAR) §13A.04.18.01 requires each local school system to provide an instructional program in comprehensive health education for each year in kindergarten through Grade 8 and to offer a program in Grade 9 through Grade 12 that enables students to select health education electives; and

WHEREAS, COMAR §13A.04.18.03(B)(3) specifically requires that “Focus Area Three—Advanced Physiology and Psychology of Human Sexual Behavior” of the comprehensive health education program shall include the following areas of emphasis in an elective course, requiring prior consent for participation by a student’s parents/guardians: maturation, the reproductive process, sexual variations, contraception, premarital intercourse, marriage and family responsibilities, family planning, and sexually transmitted diseases; and

WHEREAS, On May 23, 2005, the Board of Education instructed the superintendent “to research, develop, and recommend new revisions” to replace previously approved

curriculum withdrawn by the Board that provided lessons on sexual variations for Grade 8 and Grade 10 and a condom use demonstration for Grade 10; and

WHEREAS, The revised lessons and instructional materials were developed in consultation with physicians serving as medical consultants and were reviewed by the Citizens Advisory Committee on Family Life and Human Development, consistent with the provisions of COMAR §13A.04.18.03(D); and

WHEREAS, A staff development plan for training teachers on the revised lessons, a field-testing plan for the revised lessons in middle and high schools for the second semester of the 2006–2007 school year, and updated alternative lessons for students have been developed; now therefore be it

Resolved, That the Board of Education approve the recommended revisions to the curriculum on Health Education and instructional materials for lessons on “Respect for Differences in Human Sexuality” in Grade 8 and Grade 10 and a lesson on “Condom Use Demonstration” in Grade 10, for field-testing in the second semester of the 2006–2007 school year; and be it further

Resolved, That the Board of Education direct the superintendent to inform the Board of Education of the results of the field-testing of the revised lessons and seek its approval at the appropriate time in preparation for systemwide implementation for the 2007–2008 school year.

Re: **DISCUSSION**

Staff recommended that the second session of the Grade 8 lesson on respecting differences for human sexuality should include the following statement: **say to the students sexual orientation is innate and complex part of one’s personality.**

Ms. Navarro thanked the superintendent and staff for their work. She thanked the medical consultants and community advisors for their contributions. “I believe the that individuals in our schools and community have the right to be treated with respect regardless of one’s sexuality. I believe that we begin to achieve this by providing students with factual information about sexual orientation and gender identity in the context of tolerance, understanding, and empathy. That was the directive that this Board put forth to the committee. I also believe in the need for responsibility among students in preventing unwanted pregnancies and reducing the risk to themselves and others of sexually transmitted diseases and infections. We also begin to achieve this by teaching our students about abstinence and the correct use of a condom. I know there many in the community who want to teach our students more, and those who want to teach them less. I believe that given our objectives and the limited time in these lessons, what is in front of us begins to achieve our goals. I support the superintendent’s recommendation: field test the

revisions this spring, receive the feedback, adjust if necessary, and proceed with systemwide implementation next year.”

Mr. Abrams stated that he joined Ms. Navarro in her remarks because it is a sensible approach. This is a workable beginning and one that meets the multiple objections that the Board had in response to both internal considerations as well as the intervention of the court system. The chair of the committee conducted a very good advisory process. He thanked the staff for answering all his questions. The curriculum with the failsafe “opt-in” provision serves the delicate partnership between the school, students, and parents.

Mrs. O’Neill thanked the committee for all its work and patience. She thought that the lessons are amazing and very well done. She made a commitment that the school system would develop lessons on sexual variations and a condom video. This time the curriculum was written by staff with the guidance of staff, the advisory committee, and consultants. This curriculum is medically correct and important for 21st century students. She quoted from the American Academy of Pediatrics, “Homosexuality has existed in most societies for as long as recorded descriptions of sexual beliefs and practices have been available. Societal attitudes toward homosexuality have had a decisive effect on the extent to which individuals have hidden or made known their sexual orientation. ... It is critical that schools find a way to create safe and supportive environments for students who are or wonder about being non-heterosexual or who have a parent or other family member who is non-heterosexual.” Mrs. O’Neill stated that this is the essence of why the school system is moving in this direction.

Re: AN AMENDMENT TO THE CURRICULUM

Mrs. O’Neill moved and Ms. Brandman seconded the following amendment to the curriculum.

Resolved, That the Board of Education direct the superintendent to add in the teacher resource in Grades 8 and 10. If a student asks a question, in the vein is homosexuality a mental illness, disease or emotional problem. The response will be, “No. Psychologists, psychiatrists, and other mental health professionals agree that homosexuality is not an illness, mental disorder, or emotional problem.”

Re: DISCUSSION

Ms. Brandman thought the school system wants to create medically accurate, age-appropriate, comprehensive education for students that deals with tolerance and answers questions that students might have about their own emerging sexuality. Putting this language in the extension gives accurate information to students.

Mr. Abrams thought the added recommendation of staff was to have consistency in the curriculum. If this amendment had come from staff, he would consider its inclusion.

Ms. Cox thanked the staff and advisory committee on their tireless work. She appreciated the addition suggested by staff that sexual orientation is an innate and complex part of one's personality. That statement is totally aligned with the message to children about the facts of sexually orientation in the normal range of human experience. With a strong understanding of the facts, people will be treated with respect, empathy, and tolerance. Mr. Barclay asked if other staff members who are responsible adults, such as guidance counselors, were asked about sexual orientation. Ms. Judith Bresler, general counsel, replied that there is an intersection between guidance counselors and the curriculum. Guidance counselors are trained in this area, and this is not an attempt to limit their communication with students. Guidance counselors can direct students to governmental sources and resources for the curriculum to seek further information.

Ms. Horvitz did not believe that students would seek out a guidance counselor especially in a large school where there is little personal connection with the counselor. If they do not get the answer in class, where do they find a responsible adult?

Re: **AN AMENDMENT TO THE CURRICULUM**

On motion of Ms. Horvitz and seconded by Ms. Brandman, the following amendment was placed on the table:

Resolved, That the Board of Education direct the superintendent to add to the curriculum a statement about those children with fleeting same-sex attractions may incorrectly assume that are gay or lesbian. Mere fleeting attraction does not prove sexual orientation.

Re: **DISCUSSION**

Ms. Navarro commented that she wanted to move forward with the curriculum since there was nothing in place at this time. It is a disservice to student to not have curriculum. With feedback from the pilot, Board members will be able to address issues that will be identified. Ms. Navarro did not support either amendment.

Re: **AN AMENDMENT TO THE CURRICULUM**

On motion of Mrs. O'Neill and seconded by Ms. Brandman, the following amendment failed with Ms. Brandman, Dr. Docca, Ms. Horvitz, and Mrs. O'Neill voting in the affirmative; Mr. Abrams, Mr. Barclay, Ms. Cox, and Mrs. Navarro voting in the negative:

Resolved, That the Board of Education direct the superintendent to add in the teacher resource in Grades 8 and 10. If a student asks a question, in the vein is homosexuality a mental illness, disease or emotional problem. The response will be, "No. Psychologists,

psychiatrists, and other mental health professionals agree that homosexuality is not an illness, mental disorder, or emotional problem.”

Re: **AN AMENDMENT TO THE CURRICULUM**

On motion of Ms. Horvitz and seconded by Ms. Brandman, the following amendment failed with Ms. Brandman, Dr. Docca, and Ms. Horvitz voting in the affirmative; Mr. Abrams, Mr. Barclay, Ms. Cox, Mrs. Navarro, and Mrs. O’Neill voting in the negative:

Resolved, That the Board of Education direct the superintendent to add to the curriculum a statement about those children with fleeting same-sex attractions may incorrectly assume that are gay or lesbian. Mere fleeting attraction does not prove sexual orientation.

Re: **AN AMENDMENT TO THE CURRICULUM**

By consensus, the Board agreed that the word “innate” have a footnote reference to Webster’s Dictionary.

Re: **DISCUSSION**

Ms. Brandman asked about the field test and the questions asked by students. Is there a practical way to capture the information without asking for every question? Dr. Lacey stated that the capacity of the schools and teachers must be determined on the amount and what the feedback will contain.

Mr. Barclay disagreed because the Board wants to know what the students are saying and asking. Anecdotal information will not serve the purpose the Board is looking at for decision making.

Ms. Cox remarked that it was not her intention to get all the questions, but a sense from the teachers of the nature of the questions and the frequency. Asking for every question would have a chilling effect on the students and the schools that would volunteer for the pilot. She suggested that the Board receive feedback in the form of a matrix on the questions asked teachers while field testing the Health Education Curriculum. At this point, she did not support the amendment.

RESOLUTION NO. 4-07

Re: **REVISIONS TO THE GRADE 8 AND GRADE 10
HEALTH EDUCATION CURRICULUM**

On recommendation of the superintendent and on motion of Mrs. O’Neill seconded by Ms. Cox, the following resolution was adopted unanimously:

WHEREAS, The Board of Education and superintendent of schools desire to provide teachers and secondary students of the Montgomery County Public Schools with accurate and comprehensive instruction about family life and human development and disease

prevention and control, including information about human sexuality that promotes tolerance and understanding toward people regardless of sexual orientation; and

WHEREAS, Code of Maryland Regulations (COMAR) §13A.04.18.01 requires each local school system to provide an instructional program in comprehensive health education for each year in kindergarten through Grade 8 and to offer a program in Grade 9 through Grade 12 that enables students to select health education electives; and

WHEREAS, COMAR §13A.04.18.03(B)(3) specifically requires that “Focus Area Three—Advanced Physiology and Psychology of Human Sexual Behavior” of the comprehensive health education program shall include the following areas of emphasis in an elective course, requiring prior consent for participation by a student’s parents/guardians: maturation, the reproductive process, sexual variations, contraception, premarital intercourse, marriage and family responsibilities, family planning, and sexually transmitted diseases; and

WHEREAS, On May 23, 2005, the Board of Education instructed the superintendent “to research, develop, and recommend new revisions” to replace previously approved curriculum withdrawn by the Board that provided lessons on sexual variations for Grade 8 and Grade 10 and a condom use demonstration for Grade 10; and

WHEREAS, The revised lessons and instructional materials were developed in consultation with physicians serving as medical consultants and were reviewed by the Citizens Advisory Committee on Family Life and Human Development, consistent with the provisions of COMAR §13A.04.18.03(D); and

WHEREAS, A staff development plan for training teachers on the revised lessons, a field-testing plan for the revised lessons in middle and high schools for the second semester of the 2006–2007 school year, and updated alternative lessons for students have been developed; now therefore be it

Resolved, That the Board of Education approve the recommended revisions to the curriculum on Health Education and instructional materials for lessons on “Respect for Differences in Human Sexuality” in Grade 8 and Grade 10 and a lesson on “Condom Use Demonstration” in Grade 10, for field-testing in the second semester of the 2006–2007 school year; and be it further

Resolved, That the Board of Education direct the superintendent to inform the Board of Education of the results of the field-testing of the revised lessons and seek its approval at the appropriate time in preparation for systemwide implementation for the 2007–2008 school year.

Re: **LUNCH AND CLOSED SESSION**

The Board of Education recessed from 12:40 to 2:15 p.m. for lunch and closed session.

**Mr. Abrams temporarily left the meeting.

RESOLUTION NO. 5-07

Re: **CONTRACTS OF \$25,000 OR MORE**

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

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

WHEREAS, Funds have been budgeted and/or identified for the lease/purchase of a trash compactor truck through Bid No. 7143.2; and

WHEREAS, The acquisition of a trash compactor truck has been reviewed by legal counsel; now therefore be it

Resolved, That the purchase of a trash compactor truck in the amount of \$113,456 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 will be awarded to the low bidders meeting specifications as shown below:

07-T Anti-Freeze
Q-14

<u>Awardee</u>	
B-Environmental, Inc.	\$ 30,000

45070 Unleaded Gasoline—Extension
00129AC

<u>Awardee</u>	
Truman Arnold Companies	\$ 450,000

CO606 Diesel Fuel
2/CPR

Awardee

	Mansfield Oil Company	\$7,600,000
1101.4	Polyliner Bags	
	<u>Awardees</u>	
	Aries Supply, Inc.*	\$ 4,122
	Calico Industries, Inc.	56,446
	Interboro Packaging Corporation	<u>44,156</u>
	Total	\$ 104,724
4038.6	Closed Circuit Television Equipment—Extension	
	<u>Awardees</u>	
	Alarmax Distributors, Inc.	\$ 2,500
	Graybar Electric Company, Inc.	88,076
	North American Video*	<u>338,420</u>
	Total	\$ 428,996
4087.8	Media Center Supplies	
	<u>Awardees</u>	
	AFP Industries, Inc.*	\$ 19,648
	Demco, Inc.	7,268
	Gaylord Brothers, Inc.	16,907
	Highsmith, Inc.	2,679
	On Time Label	12,250
	Pyramid School Products	78,586
	Smith Office and Computer Supply	<u>713</u>
	Total	\$ 138,051
4113.3	Classroom Furniture	
	<u>Awardees</u>	
	American Design Associates	\$ 17,051
	Douron, Inc.* 1,697,432	
	Glover Equipment, Inc.	153,715
	Maryland Correctional Enterprises	<u>36,600</u>
	Total	\$ 1,904,798
4116.2	Design/Planning/Coordination of Furniture for New/Modernized Schools—Extension	
	<u>Awardee</u>	
	Douron, Inc.*	\$ 725,000

4146.1	Office Supplies/Systems Contract—Extension	
	<u>Awardee</u> OfficeMax	\$ 1,374,000
4162.2	DocuTech Copier/Printer—Extension	
	<u>Awardee</u> Xerox Corporation	\$ 247,536
4199.1	E-Rate Consulting Services	
	<u>Awardee</u> Funds for Learning, LLC	\$ 58,000
7019.2	Science Supplies/System Contract—Extension	
	<u>Awardees</u> (See note) Fisher Science Education Frey Scientific Sargent Welch Total	\$ 147,000
7113.2	Bus Wash Chemicals—Extension	
	<u>Awardee</u> The Myco Companies	\$ 31,200
7142.2	Trash Compactor Truck	
	<u>Awardee</u> Mid-Atlantic Waste Systems, Inc.	\$ 113,456
9018.3	Operable Wall System, Preventive Maintenance—Extension	
	<u>Awardee</u> Modern Door and Equipment Sale	\$ 35,660
9098.3	Security System Installation/Cabling at various locations—Extension**	
	<u>Awardees</u> (See note) Ava Electric Company* EAI Security System, Inc.	

	East West Telecom, Inc.	
	Total	\$ 600,000
9170.4	Portable Classroom HVAC Replacements**	
	<u>Awardee</u>	
	W.B. Maske Sheet Metal Works, Inc.	\$ 71,376
9174.3	Latex Running Track Renovations and Repairs**	
	<u>Awardee</u>	
	American Tennis Courts*	\$ 205,513
9339.3	Hot Mix Asphalt Replacements at various locations**	
	<u>Awardee</u>	
	Finley Asphalt and Sealing, Inc.	\$ 748,435
9363.2	Line Painting of Asphalt Parking Lots at various locations**	
	<u>Awardee</u>	
	Colossal Contractors*	\$ 60,000
9613.1	New Emergency Generator at Bel Pre Elementary School**	
	<u>Awardee</u>	
	Brandenburg Electric, Inc.	\$ 55,422
TOTAL PROCUREMENT CONTRACTS EXCEEDING \$25,000		\$15,129,167

* 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. 6-07

Re: **AWARD OF CONTRACT—LEASING OF
RELOCATABLE CLASSROOMS**

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

WHEREAS, Funds were appropriated in the FY 2007 Capital Budget for relocatable classroom buildings; and

WHEREAS, It is necessary to have a bid in place for the procurement and lease of new relocatable classroom units so that staff can proceed immediately to place units for the Walter Johnson High School modernization and the replacement of older units; and

WHEREAS, The following unit price bids were received on December 20, 2006, for the delivery and leasing of modular classroom buildings:

<u>Bidder</u>	<u>Monthly Lease (5 years)</u>	<u>Delivery</u>
Williams Scotsman, Inc.	\$450	\$189
M Space Holdings, LLC	455	\$4,490
Modular Technologies, Inc.	534	2,709
Vanguard Modular Building Systems, LLC	665	Included
U.S. Modular Group East, Inc.	693	Included

now therefore be it

Resolved, That a contract to lease new relocatable classroom buildings be awarded to Williams Scotsman, Inc., at a rate of \$450 per month, per unit, on an as-needed basis, with a one-time delivery charge of \$189, during the five-year lease period.

RESOLUTION NO. 7-07

Re: **ARCHITECTURAL** **APPOINTMENT**
—MONTGOMERY KNOLLS **ELEMENTARY**
SCHOOL FEASIBILITY STUDY

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services to conduct a feasibility study for an addition to Montgomery Knolls Elementary School; and

WHEREAS, Funds for this feasibility study were programmed as part of the FY 2007 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on April 20, 2006, identified Grieves, Worrall, Wright & O'Hatnick, Inc., as the most qualified firm to provide the necessary professional architectural and engineering services; and

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

WHEREAS, An Architect Selection Committee, utilizing procedures adopted by the Board of Education on April 20, 2006, identified Smolen-Emr + Associates Architects, as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff has negotiated a fee for these services that include one minority-owned consulting firm; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Smolen-Emr + Associates Architects, to provide professional architectural and engineering services for the School-Based Health Center at Summit Hall Elementary School for a fee of \$129,880.

RESOLUTION NO. 10-07 Re: **ARCHITECTURAL APPOINTMENT –WESTLAND MIDDLE SCHOOL ADDITION**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services during the design and construction phases for the Westland Middle School addition project; and

WHEREAS, Funds for architectural planning were programmed as part of the FY 2007 Capital Budget; and

WHEREAS, An Architect Selection Committee, utilizing procedures adopted by the Board of Education on April 20, 2006, identified Robert J. Glaser & Associates, P.A, as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff has negotiated a fee for these services that include one minority-owned consulting firm; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Robert J. Glaser & Associates, P.A., to provide professional architectural and engineering services for the Westland Middle School addition project for a fee of \$162,000.

RESOLUTION NO. 11-07 Re: **PRECONSTRUCTION/CONSTRUCTION MANAGEMENT SERVICES—WALTER JOHNSON HIGH SCHOOL MODERNIZATION**

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

WHEREAS, The FY 2007 Capital Improvements Program includes planning and construction funds for the modernization of Walter Johnson High School; and

WHEREAS, Staff has recommended that this project be completed using a construction management delivery system due to its complexities and scope of work; and

WHEREAS, A Consultant Selection Committee, in accordance with procedures adopted by the Board of Education on April 20, 2006, identified Henley Construction Company, Inc., as the most qualified firm to provide the necessary management services; and

WHEREAS, The management services will be implemented in two phases; and

WHEREAS, The initial phase will consist of preconstruction services for cost estimating, value engineering, constructability reviews, and the development of a construction implementation schedule; and

WHEREAS, Staff has negotiated a fee for the preconstruction services; and

WHEREAS, The second phase will consist of general construction management services, and a fee for this phase will be negotiated once the preconstruction services are completed; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with Henley Construction Company, Inc., to provide phase one preconstruction services for cost estimating, value engineering, constructability reviews, and the development of a construction implementation schedule for the modernization of Walter Johnson High School for a fee of \$75,000.

RESOLUTION NO. 12-07

Re: **CHANGE ORDER EXCEEDING \$100,000—BROAD ACRES ELEMENTARY SCHOOL**

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

WHEREAS, Staff requested a change order proposal to resurface the asphalt paving as part of the Board Acres Elementary School addition project; and

WHEREAS, The contractor, Phillips Way, Inc., has submitted a cost proposal for this work; and

WHEREAS, The project architect and construction staff have reviewed the change order

proposal to ensure it is fair and equitable; now therefore be it

Resolved, That the Board of Education approve a change order to the contract with Phillips Way, Inc., in the amount of \$122,996 to resurface the asphalt paving at Broad Acres Elementary School.

RESOLUTION NO. 13-07 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 Human Resources Monthly Report dated January 9, 2007.

RESOLUTION NO. 14-07 Re: **DEATH OF SARAH COHEN, MEDIA SPECIALIST,
POOLESVILLE HIGH SCHOOL**

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

WHEREAS, The death on December 24, 2006, of Mrs. Sarah Cohen, media specialist at Poolesville High School, has saddened the staff, students, and members of the Board of Education; and

WHEREAS, During the time Mrs. Cohen worked for Montgomery County Public Schools, she was a resource for every teacher in the building, dependable and well respected by the students and volunteers; and

WHEREAS, She provided a welcoming atmosphere by her gracious demeanor in the media center, and her high expectations, willingness to work with others, and skills of the art were appreciated throughout the school; 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 Sarah Cohen and extend deepest sympathy to her family; and be it further

Resolved, That this resolution be made a part of the minutes of this meeting and a copy be forwarded to Mrs. Cohen's family.

RESOLUTION NO. 15-07 Re: **DEATH OF CLIFFORD E. DAVIS, BUS OPERATOR
I, DEPARTMENT OF TRANSPORTATION**

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

WHEREAS, The death on December 16, 2006, of Mr. Clifford E. Davis, bus operator I at the Shady Grove North Depot in the Department of Transportation, has saddened the staff, students, and members of the Board of Education; and

WHEREAS, During the time Mr. Davis worked for Montgomery County Public Schools, he demonstrated extreme loyalty and dedication as a bus operator; and

WHEREAS, His positive attitude and his concern for the students were a credit to the entire pupil transportation population; 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 Clifford E. Davis 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. Davis's family.

RESOLUTION NO. 16-07 Re: **DEATH OF MR. JOHNNY B. FATO, BUS OPERATOR I, DEPARTMENT OF TRANSPORTATION**

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

WHEREAS, The death on November 22, 2006, of Mr. Johnny B. Fato, bus operator I at the West Farm Depot in the Department of Transportation, has saddened the staff, students, and members of the Board of Education; and

WHEREAS, During the 13 years that Mr. Fato worked for Montgomery County Public Schools, he was an outstanding employee and a real asset to the transportation team; and

WHEREAS, Mr. Fato was a very dependable driver and was always willing to help out in any way possible; 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 Johnny B. Fato 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. Fato's family.

RESOLUTION NO. 17-07 Re: **DEATH OF MATHIAS UKITEYEDI, PARENT SERVICES ASSISTANT, DIVISION OF ESOL**

PROGRAMS

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

WHEREAS, The death on December 6, 2006, of Mr. Mathias Ukiteyedi, parent services assistant in the Division of ESOL Programs, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, During the time Mr. Ukiteyedi worked for Montgomery County Public Schools, he provided orientation services to newly enrolled international families in the ESOL Parent Centers as well as interpretation services to school and offices; and

WHEREAS, He shared facilitative leadership responsibilities for his team by serving as facilitator, note taker, and time keeper; 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 Mathias Ukiteyedi 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. Ukiteyedi's family.

RESOLUTION NO. 18-07 Re: APPOINTMENT

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 following personnel appointment be approved effective January 10, 2007:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Eric A. Wilson	Principal, Stonegate ES	Principal, Downcounty Consortium ES #28

Re: MONTHLY FINANCIAL REPORT

Mr. Larry Bowers, chief operating officer, stated that the report reflects the actual financial condition of the Montgomery County Public Schools as of November 30, 2006, and projections through June 30, 2007, based on program requirements and estimates made by primary and secondary account managers. At that time, revenues were on target, while expenses had a projected surplus of \$1,800,000. Staff will continue to closely monitor revenues and expenditures.

Mrs. Cox requested information on the surplus projected for the Office of Organizational

Parker, P.C., has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Clarksburg Elementary School #8 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 Clarksburg Elementary School #8 developed by Grimm and Parker, P.C.

RESOLUTION NO. 22-07

Re: **2006 ANNUAL REPORT ON OUR CALL TO ACTION: PURSUIT OF EXCELLENCE**

Dr. Weast invited the following people to the table: Mr. Donald H. Kress, chief school performance officer; Mr. Erick Lang, acting associate superintendent, Office of Curriculum and Instructional Programs; Ms. Darlene Merry, associate superintendent, Office of Organizational Development; Ms. Susan Marks, associate superintendent, Office of Human Resources; and Dr. Carey M. Wright, associate superintendent, Office of Special Education and Student Services.

The 2006 edition of the Montgomery County Public Schools Annual Report on *Our Call to Action: Pursuit of Excellence* details the school system's progress implementing strategic improvement initiatives by a high quality workforce. The report provides a comprehensive accounting of the school system's performance on the established milestones and data points of the strategic plan. This year's report is strengthened by the addition of student and district performance targets for all students and all groups of students. In addition, reporting is included for a new fifth goal representing administrative operations—provide high quality business services that are essential to the educational success of students.

The results presented in the *2006 Annual Report on Our Call to Action* reflect the progress MCPS has made in the realization of rigorous academic standards and in the achievement of organizational goals in building the foundation for long-lasting success. The report also demonstrates the school system's commitment to the full publication and dissemination of data about the progress of students and the attainment of goals and objectives.

MCPS is committed to the continuous improvement of the school system and ensuring that every student receives a high quality education. The implementation of the Baldrige-guided school improvement planning process as the model for continuous improvement has been completed in all schools and will ensure the long-term success of the continuous improvement initiatives. Through sustained, regular monitoring of the strategic plan milestones and data points, the effectiveness of academic and operational reforms are assessed, opportunities for improvements are identified, and interventions are pinpointed.

Re: **DISCUSSION**

Ms. Cox commented that she was pleased to see the new targets that can be better

gauged than the previous targets. During the development of the targets, there is a tension between stated goals and children who do not have the same skill levels or early preparation for achievement. When setting reasonable targets, what was staff looking at? Mr. Kress replied that the Annual Report has targets county wide. Staff worked with the Department of Shared Accountability and reviewed all schools and set individual targets.

Ms. Cox thought there needed to be a sense that this process allows for flexibility. Mr. Kress stated that the targets are reviewed each year and adjusted, if needed.

Ms. Cox stated that the information was very worthwhile, but it is frustrating that the information comes to the Board and public in pieces. Last November, the Board reacted to the Master Plan, which is required by the state. Then, the Board moved to the operating budget and the strategic plan, which were not tied to the same data items as the Master Plan. Is there a way to review the process based on the Baldrige criteria to determine the results and the activities? Dr. Weast stated that the school system would love to drive the process, but the targets are set by the state and federal governments. Ms. Cox was only asking for the data to be presented sequentially in order to see the connections.

Board members had several questions about the annual report:

- why is there a leap in suspension rates and ineligibility between elementary and middle school, especially for African-American, Hispanic and special education students?
- how can the trend of ineligibility between the first and third marking periods be stemmed?
- what data triggers staff action?

Re: **FINAL ACTION ON POLICY IEB, *MIDDLE SCHOOL EDUCATION***

On motion from the Policy Committee, the following resolution was placed on the table:

WHEREAS, The Board of Education is committed to produce a challenging and comprehensive middle school program that includes high expectations for academic achievement for all students; and

WHEREAS, The Board of Education recognizes that the middle years are pivotal in defining each child's academic, social, physical, and emotional development and determining his or her future success; and

WHEREAS, The Board of Education Policy Committee has considered and recommended revisions to Policy IEB: *Middle School Education*; and

WHEREAS, The Board of Education has received the Policy Committee's recommendation; now therefore be it

Resolved, That the Board of Education adopt Policy IEB: *Middle School Education*.

Middle School Education

A. PURPOSE

The middle years are pivotal in defining each child's academic, social, and emotional development and determining their future success. As such, the Board of Education is committed to producing a challenging and comprehensive middle school program that provides the basis for continuous improvement in teaching and learning. Such a program includes high expectations for academic achievement for all students and an environment supportive of the social and emotional development of students in Grades 6, 7, and 8.

Middle school is an opportunity for students to develop confidence, competence, and independent decision-making skills in a culture that supports students' being willing to challenge themselves academically and explore their interests. With a rigorous curriculum, instruction designed for adolescents, and extracurricular activities, the middle school program can maximize success for students as they prepare for rigorous high school standards and the transitions to high school, postsecondary education, and the world of work.

The Board considers partnerships with parents, families, and the community vital components of the educational process. It recognizes that enhancing and maintaining such partnerships, particularly with groups reflecting the diversity of the community, is an effective way to promote academic achievement as well as support the intellectual, social, emotional, and physical growth of students in their middle learning years.

B. ISSUE

Middle school is a critical juncture in the process in which students develop an academically challenging, appropriate, and comprehensive plan that meets high school graduation requirements and reflects postsecondary goal setting. Therefore, a middle school program that includes a comprehensive curriculum; a rigorous, differentiated instructional program; a highly qualified and committed staff and leadership; a collaborative yet flexible organizational structure; extracurricular activities; and opportunities for an engaged parental and stakeholder community is essential to ensuring success for every student in the Montgomery County Public Schools (MCPS). MCPS must accomplish this goal within the context of its diverse community with a variety of educational needs.

C. POSITION

The following elements are necessary for establishing and maintaining a rigorous instructional program that meets the needs of adolescent learners:

1. School Culture

To develop a culture that fosters intellectual development, citizenship, responsibility, and mutual respect, schools will collaborate with parents and other members of the community to do the following:

- a. Provide a stimulating and supportive environment in which students are expected, encouraged, and given opportunities to learn and succeed at high levels.
- b. Encourage all students to pursue intellectually challenging courses and participate in extracurricular activities.
- c. Maintain a well-managed, safe, and nurturing environment, which encourages positive relationships among students and between adults and students.
- d. In alignment with Policy ACA, *Human Relations*, promote cultural competence among students, staff, and school community regarding individual differences such as race, color, gender, religion, ancestry, national origin, marital status, age, disability, or sexual orientation.
- e. Facilitate communication with the community, whenever feasible, in the languages spoken in the community.
- f. Engage parents in meaningful ways that support learning, emphasize the necessity of long-range educational planning, and result in higher levels of student achievement.
- g. Work to support and ensure equitable opportunities for all students to benefit from all academic programs and school activities.

2. Curriculum, Instruction, and Assessment

The MCPS approach to curriculum, instruction, and assessment will ensure a high level of challenge for all middle school students and meet the unique needs of the adolescent learner. Technology will be integrated into curriculum, instruction, and assessment to build or strengthen students' interest and skills in the use of technology.

- a. The middle school curriculum will be consistent with Policy IFA,

Curriculum and Regulation IFA-RA, *Curriculum*, and will include the following:

- 1) The written curriculum as presented in the curriculum framework and in the curriculum guides.
 - 2) The taught curriculum as implemented by teachers with students.
 - 3) The learned curriculum as demonstrated by assessments of student performance.
 - 4) The ongoing professional development needed to ensure consistent implementation, monitoring, and supervision.
 - 5) The monitoring of curriculum implementation by all teachers, administrators, and central services staff.
- b. Instructional practices will incorporate a variety of methods, strategies, and resources, such as technology, that encourage students to be active and engaged learners and will align with relevant MCPS policies and regulations, such as IKA, *Grading and Reporting*; IOA, *Gifted and Talented Education*; IOD, *Education of English Language Learners*; IOB, *Education of Students with Disabilities*; and IHB-RA, *School Academic Grouping Practices*.
- 1) Programmatic and instructional decisions will lead to a long-term plan for a comprehensive high school education and will be based on a variety of factors, including, but not limited to, the students' academically challenging comprehensive plan, student and parent interests, student motivation, and analysis of student performance data in relation to established benchmarks.
 - 2) Students will utilize technology to demonstrate mastery and monitor their own academic progress.
 - 3) In order to enable students to function and compete in a global society and prepare them for using technology across the curriculum, all students, particularly those who reflect the diversity of the community, must have access to and instruction in technology.
 - 4) Differentiated instructional practices will include acceleration,

supports for improving student performance, enrichment, and other strategies as needed to foster intellectual growth and help each child to meet his or her academic potential. Such practices will address learning styles as well as physical, social, and emotional differences among students.

- 5) In both the planning and implementation of instruction, middle schools will utilize the special skills of all general, alternative, English Speakers of Other Languages (ESOL), and special education staff members.
 - 6) Instructional practices should provide leadership opportunities for students as well as promote student discourse and effective self-expression.
 - 7) Student service learning requirements will provide students with the opportunity to learn in community and other nonschool settings.
- c. Assessment practices, as explained in Policy IKA, *Grading and Reporting*, are an important aspect of the instructional cycle and include the following:
- 1) Pre-assessments and formative assessments, as well as summative assessments, which are used to communicate achievement standards to students, plan and deliver instruction to meet learning goals, provide timely feedback to students on their performance, and offer additional opportunities for students to learn and demonstrate learning.
 - 2) A comprehensive assessment program, which is aligned with county, state, and national standards, will include the following:
 - (a) Fair representation of a student's performance on a variety of measures over time.
 - (b) Evidence of student learning, which teachers collect over time using a variety of methods.
 - (c) Meaningful feedback on student achievement to students, parents, teachers, administrators, and the school system.
 - (d) Clear and timely communication to parents and

students as to the grading criteria.

(e) Consistency within and among schools.

3) Reteaching and reassessment are an integral part of a rigorous instructional cycle that promotes learning. Reassessment procedures are fair, promote effective teaching and learning, and are manageable within the instructional cycle.

3. Organizational Structure

Organizational structures designed to promote and maintain high-achieving middle schools optimize time for learning and facilitate opportunities to build positive relationships among students, staff, parents, and community members and facilitate student transition, placement, and program continuity at each level. Effective, flexible, and collaborative organizational structures shall include the following:

- a. Opportunities for teachers across grade-level teams, subject areas, and elective courses to collaborate.
- b. Opportunities for staff to meet with parents to discuss student progress.
- c. Intervention and enrichment programs as well as interest-based elective courses.
- d. The ability to reconfigure schedules to support unique interdisciplinary units and/or enhanced educational opportunities.
- e. Smaller learning communities.
- f. Comprehensive and consistent articulation plans.

4. Extended Learning Opportunities

Middle schools can provide coordinated instructional support through academic programs that assist students in meeting standards as well as providing opportunities for acceleration. Such programs must be built upon positive relationships between students and staff and presented in a way that engages students and meets the needs of diverse learners.

Middle schools' academic extended learning opportunities should be aligned with the curriculum and assist students with meeting or exceeding on-or

above-grade-level course expectations.

Additionally, extracurricular activities should provide students opportunities to explore their interests, in accordance with Policy IQD, *Academic Eligibility for Extracurricular Activities* and Regulation IQD-RB, *Academic Eligibility for Middle School Students who Participate in Extracurricular Activities*. These extracurricular activities, such as participation in the arts and competitive and noncompetitive athletics and other clubs, will enhance students' social and emotional development and encourage a more complete engagement in school.

5. Leadership and Professional Development

The MCPS professional growth systems include regular and systematic opportunities for all administrators, teachers, and support services staff to increase their knowledge, skills, and capacity to continuously improve the teaching and learning process. Central office will support processes that must be established at the school level for the following:

- a. Monitoring and communicating the school or classroom's vision, mission, goals, and action plans.
- b. Working with stakeholders to help create a vision and implement strategies that will support a high-performing organization focused on continuous improvement.
- c. Identifying potential leaders to participate in professional growth opportunities designed to enhance the teaching and learning process.
- d. Building internal capacities that strengthen the school staff's ability to meet its vision, goals, and action plans and to establish high expectations for all learners.
- e. Providing professional development for school staff on effective strategies for communicating with and engaging all parents to promote increased student achievement.
- f. Providing professional development for school staff to deepen their knowledge of content, skills, the use of technology, differentiation and the delivery of instruction.

6. Parent and Community Engagement and Communication

Consistent with Policy ABA, *Community Involvement*; Policy ABC, *Parental*

Involvement; and Regulation ABC-RA, *Parent Involvement*, parents and community members are critical partners in the social and intellectual development of students. This partnership will benefit from the following:

- a. Opportunities for parents and families to increase their ability to support the academic achievement of their children.
- b. Opportunities for parents to provide input, feedback, and involvement in decision making regarding the academic, social, and co-curricular programs.
- c. Frequent two-way communication between families and schools to provide information and solicit feedback regarding an individual child's progress, as well as local and systemwide policies, regulations, and practices in the languages spoken in the community, whenever feasible.
- d. Varied opportunities for families and community members to be involved in student and school projects, activities, and events.
- e. Collaborative relationships with local businesses, community organizations, other agencies, and institutions of higher learning to support student success and parent involvement.

7. Human Resources

It is critical that middle school staff possess the knowledge, skills, and content expertise required to meet the needs of middle school students. Practices to recruit, attract, and retain highly qualified middle school teachers must be implemented to address academic performance and the individual needs of schools. Such needs may include, but are not limited to, Free and Reduced-Price Meals System participation, mobility, students with disabilities, and English language learners. At each individual school, staff will do the following:

- a. Be highly qualified in core academic subjects and able to deliver content with effective instructional methods.
- b. Communicate high expectations for all students.
- c. Create opportunities for professional learning communities to improve teaching and learning.
- d. Be knowledgeable about the developmental characteristics of

adolescents and be committed to the concept that all students can learn.

- e. Develop relationships with students that will engage them in the learning process.
- f. Develop relationships between parents and staff to support the educational process.
- g. Reflect, to the extent possible, the diverse population of MCPS.

D. DESIRED OUTCOMES

1. An educational program that emphasizes academic achievement.
2. Core subjects, elective courses, and special interest activities that are integrated into every aspect of the middle school program and accessible to all students.
3. Programs, courses, activities and learning experiences that prepare students to transition successfully to high school, postsecondary education, and the world of work.
4. Partnerships with students, staff, parents, and families that support and encourage academic achievement, and the intellectual, social, emotional, and physical growth of students in their middle learning years.
5. A culture that fosters intellectual development, as well as citizenship, responsibilities, and mutual respect among students.

E. REVIEW AND REPORTING

This policy will be reviewed in accordance with the Board of Education policy review process.

RESOLUTION NO. 23-07

Re: **AN AMENDMENT TO FINAL ACTION ON POLICY
IEB, MIDDLE SCHOOL EDUCATION**

On motion of Ms. Cox and seconded by Mrs. O'Neill, the following amendment was adopted with Mr. Barclay, Ms. Brandman, Ms. Cox, Dr. Docca, Ms. Horvitz, Mrs. Navarro, and Mrs. O'Neill voting in the affirmative; Mr. Abrams was not at the table:

Resolved, That the Board of Education amend the policy at A. to read:

Such a program includes high expectations for academic achievement for all students and an environment supportive of the social, emotional, and **physical** development of students in Grades 6, 7, and 8.

Parents and families are the primary stakeholders in each child's academic achievement; and the Board considers partnerships with parents, families, and the community vital components of the educational process.

RESOLUTION NO. 24-07 Re: **AN AMENDMENT TO FINAL ACTION ON POLICY IEB, *MIDDLE SCHOOL EDUCATION***

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

Resolved, That the Board of Education amend the policy at C.2.b.2) to read:

Students will utilize technology **across the curriculum** to demonstrate mastery and monitor their own academic progress.

Re: **MOTION TO DELAY ACTION**

On motion of Mr. Barclay and seconded by Mr. Abrams, the following resolution was placed on the table:

Resolved, That the Board of Education delay action on Policy IEB, *Middle School Education*, until February 13, 2007.

RESOLUTION NO. 25-07 Re: **A SUBSTITUTE MOTION TO DELAY ACTION**

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

Resolved, That the Board of Education tentatively adopt Policy IEB, *Middle School Education*, with final action on February 13, 2007.

RESOLUTION NO. 26-07 Re: **TENTATIVE ACTION ON POLICY IEB, *MIDDLE SCHOOL EDUCATION***

On motion of the Policy Committee, the following resolution was tentatively adopted unanimously:

WHEREAS, The Board of Education is committed to produce a challenging and comprehensive middle school program that includes high expectations for academic

achievement for all students; and

WHEREAS, The Board of Education recognizes that the middle years are pivotal in defining each child's academic, social, physical, and emotional development and determining his or her future success; and

WHEREAS, The Board of Education Policy Committee has considered and recommended revisions to Policy IEB: *Middle School Education*; and

WHEREAS, The Board of Education has received the Policy Committee's recommendation; now therefore be it

Resolved, That the Board of Education adopt Policy IEB: *Middle School Education*.

Middle School Education

A. PURPOSE

The middle years are pivotal in defining each child's academic, social, and emotional development and determining their future success. As such, the Board of Education is committed to producing a challenging and comprehensive middle school program that provides the basis for continuous improvement in teaching and learning. Such a program includes high expectations for academic achievement for all students and an environment supportive of the social, emotional, and physical development of students in Grades 6, 7, and 8.

Middle school is an opportunity for students to develop confidence, competence, and independent decision-making skills in a culture that supports students being willing to challenge themselves academically and explore their interests. With a rigorous curriculum, instruction designed for adolescents, and extracurricular activities, the middle school program can maximize success for students as they prepare for rigorous high school standards and the transitions to high school, postsecondary education, and the world of work.

Parents and families are the primary stakeholders in each child's academic achievement; and the Board considers partnerships with parents, families, and the community vital components of the educational process. It recognizes that enhancing and maintaining such partnerships, particularly with groups reflecting the diversity of the community, is an effective way to promote academic achievement as well as support the intellectual, social, emotional, and physical growth of students in their middle learning years.

B. ISSUE

Middle school is a critical juncture in the process in which students develop an academically challenging, appropriate, and comprehensive plan that meets high school graduation requirements and reflects postsecondary goal setting. Therefore, a middle school program that includes a comprehensive curriculum; a rigorous, differentiated instructional program; a highly qualified and committed staff and leadership; a collaborative yet flexible organizational structure; extracurricular activities; and opportunities for an engaged parental and stakeholder community is essential to ensuring success for every student in the Montgomery County Public Schools (MCPS). MCPS must accomplish this goal within the context of its diverse community with a variety of educational needs.

C. POSITION

The following elements are necessary for establishing and maintaining a rigorous instructional program that meets the needs of adolescent learners:

1. School Culture

To develop a culture that fosters intellectual development, citizenship, responsibility, and mutual respect, schools will collaborate with parents and other members of the community to do the following:

- a. Provide a stimulating and supportive environment in which students are expected, encouraged, and given opportunities to learn and succeed at high levels.
- b. Encourage all students to pursue intellectually challenging courses and participate in extracurricular activities.
- c. Maintain a well-managed, safe, and nurturing environment, which encourages positive relationships among students and between adults and students.
- d. In alignment with Policy ACA, *Human Relations*, promote cultural competence among students, staff, and school community regarding individual differences such as race, color, gender, religion, ancestry, national origin, marital status, age, disability, or sexual orientation.
- e. Facilitate communication with the community, whenever feasible, in the languages spoken in the community.
- f. Engage parents in meaningful ways that support learning, emphasize the necessity of long-range educational planning, and result in higher levels of student achievement.

- g. Work to support and ensure equitable opportunities for all students to benefit from all academic programs and school activities.

2. Curriculum, Instruction, and Assessment

The MCPS approach to curriculum, instruction, and assessment will ensure a high level of challenge for all middle school students and meet the unique needs of the adolescent learner. Technology will be integrated into curriculum, instruction, and assessment to build or strengthen students' interest and skills in the use of technology.

- a. The middle school curriculum will be consistent with Policy IFA, *Curriculum* and Regulation IFA-RA, *Curriculum*, and will include the following:
 - 1) The written curriculum as presented in the curriculum framework and in the curriculum guides.
 - 2) The taught curriculum as implemented by teachers with students.
 - 3) The learned curriculum as demonstrated by assessments of student performance.
 - 4) The ongoing professional development needed to ensure consistent implementation, monitoring, and supervision.
 - 5) The monitoring of curriculum implementation by all teachers, administrators, and central services staff.
- b. Instructional practices will incorporate a variety of methods, strategies, and resources, such as technology, that encourage students to be active and engaged learners and will align with relevant MCPS policies and regulations, such as IKA, *Grading and Reporting*; IOA, *Gifted and Talented Education*; IOD, *Education of English Language Learners*; IOB, *Education of Students with Disabilities*; and IHB-RA, *School Academic Grouping Practices*.
 - 1) Programmatic and instructional decisions will lead to a long-term plan for a comprehensive high school education and will be based on a variety of factors, including, but not limited to, the students' academically challenging comprehensive plan, student and parent interests, student motivation, and analysis of student performance data in relation to established

benchmarks.

- 2) Students will utilize technology across the curriculum to demonstrate mastery and monitor their own academic progress.
 - 3) In order to enable students to function and compete in a global society and prepare them for using technology across the curriculum, all students, particularly those who reflect the diversity of the community, must have access to and instruction in technology.
 - 4) Differentiated instructional practices will include acceleration, supports for improving student performance, enrichment, and other strategies as needed to foster intellectual growth and help each child to meet his or her academic potential. Such practices will address learning styles as well as physical, social, and emotional differences among students.
 - 5) In both the planning and implementation of instruction, middle schools will utilize the special skills of all general, alternative, English Speakers of Other Languages (ESOL), and special education staff members.
 - 6) Instructional practices should provide leadership opportunities for students as well as promote student discourse and effective self-expression.
 - 7) Student service learning requirements will provide students with the opportunity to learn in community and other nonschool settings.
- c. Assessment practices, as explained in Policy IKA, *Grading and Reporting*, are an important aspect of the instructional cycle and include the following:
- 1) Pre-assessments and formative assessments, as well as summative assessments, which are used to communicate achievement standards to students, plan and deliver instruction to meet learning goals, provide timely feedback to students on their performance, and offer additional opportunities for students to learn and demonstrate learning.
 - 2) A comprehensive assessment program, which is aligned with

county, state, and national standards, will include the following:

- (a) Fair representation of a student's performance on a variety of measures over time.
 - (b) Evidence of student learning, which teachers collect over time using a variety of methods.
 - (c) Meaningful feedback on student achievement to students, parents, teachers, administrators, and the school system.
 - (d) Clear and timely communication to parents and students as to the grading criteria.
 - (e) Consistency within and among schools.
- 3) Reteaching and reassessment are an integral part of a rigorous instructional cycle that promotes learning. Reassessment procedures are fair, promote effective teaching and learning, and are manageable within the instructional cycle.

3. Organizational Structure

Organizational structures designed to promote and maintain high-achieving middle schools optimize time for learning and facilitate opportunities to build positive relationships among students, staff, parents, and community members and facilitate student transition, placement, and program continuity at each level. Effective, flexible, and collaborative organizational structures shall include the following:

- a. Opportunities for teachers across grade-level teams, subject areas, and elective courses to collaborate.
- b. Opportunities for staff to meet with parents to discuss student progress.
- c. Intervention and enrichment programs as well as interest-based elective courses.
- d. The ability to reconfigure schedules to support unique interdisciplinary units and/or enhanced educational opportunities.

- e. Smaller learning communities.
- f. Comprehensive and consistent articulation plans.

4. Extended Learning Opportunities

Middle schools can provide coordinated instructional support through academic programs that assist students in meeting standards as well as providing opportunities for acceleration. Such programs must be built upon positive relationships between students and staff and presented in a way that engages students and meets the needs of diverse learners.

Middle schools' academic extended learning opportunities should be aligned with the curriculum and assist students with meeting or exceeding on-or above-grade-level course expectations.

Additionally, extracurricular activities should provide students opportunities to explore their interests, in accordance with Policy IQD, *Academic Eligibility for Extracurricular Activities* and Regulation IQD-RB, *Academic Eligibility for Middle School Students who Participate in Extracurricular Activities*. These extracurricular activities, such as participation in the arts and competitive and noncompetitive athletics and other clubs, will enhance students' social and emotional development and encourage a more complete engagement in school.

5. Leadership and Professional Development

The MCPS professional growth systems include regular and systematic opportunities for all administrators, teachers, and support services staff to increase their knowledge, skills, and capacity to continuously improve the teaching and learning process. Central office will support processes that must be established at the school level for the following:

- a. Monitoring and communicating the school or classroom's vision, mission, goals, and action plans.
- b. Working with stakeholders to help create a vision and implement strategies that will support a high-performing organization focused on continuous improvement.
- c. Identifying potential leaders to participate in professional growth opportunities designed to enhance the teaching and learning process.
- d. Building internal capacities that strengthen the school staff's ability to

meet its vision, goals, and action plans and to establish high expectations for all learners.

- e. Providing professional development for school staff on effective strategies for communicating with and engaging all parents to promote increased student achievement.
- f. Providing professional development for school staff to deepen their knowledge of content, skills, the use of technology, differentiation and the delivery of instruction.

6. Parent and Community Engagement and Communication

Consistent with Policy ABA, *Community Involvement*; Policy ABC, *Parental Involvement*; and Regulation ABC-RA, *Parent Involvement*, parents and community members are critical partners in the social and intellectual development of students. This partnership will benefit from the following:

- a. Opportunities for parents and families to increase their ability to support the academic achievement of their children.
- b. Opportunities for parents to provide input, feedback, and involvement in decision making regarding the academic, social, and co-curricular programs.
- c. Frequent two-way communication between families and schools to provide information and solicit feedback regarding an individual child's progress, as well as local and systemwide policies, regulations, and practices in the languages spoken in the community, whenever feasible.
- d. Varied opportunities for families and community members to be involved in student and school projects, activities, and events.
- e. Collaborative relationships with local businesses, community organizations, other agencies, and institutions of higher learning to support student success and parent involvement.

7. Human Resources

It is critical that middle school staff possess the knowledge, skills, and content expertise required to meet the needs of middle school students. Practices to recruit, attract, and retain highly qualified middle school teachers must be implemented to address academic performance and the individual

needs of schools. Such needs may include, but are not limited to, Free and Reduced-Price Meals System participation, mobility, students with disabilities, and English language learners. At each individual school, staff will do the following:

- a. Be highly qualified in core academic subjects and able to deliver content with effective instructional methods.
- b. Communicate high expectations for all students.
- c. Create opportunities for professional learning communities to improve teaching and learning.
- d. Be knowledgeable about the developmental characteristics of adolescents and be committed to the concept that all students can learn.
- e. Develop relationships with students that will engage them in the learning process.
- f. Develop relationships between parents and staff to support the educational process.
- g. Reflect, to the extent possible, the diverse population of MCPS.

D. DESIRED OUTCOMES

1. An educational program that emphasizes academic achievement.
2. Core subjects, elective courses, and special interest activities that are integrated into every aspect of the middle school program and accessible to all students.
3. Programs, courses, activities and learning experiences that prepare students to transition successfully to high school, postsecondary education, and the world of work.
4. Partnerships with students, staff, parents, and families that support and encourage academic achievement, and the intellectual, social, emotional, and physical growth of students in their middle learning years.
5. A culture that fosters intellectual development, as well as citizenship, responsibilities, and mutual respect among students.

E. REVIEW AND REPORTING

This policy will be reviewed in accordance with the Board of Education policy review process.

Re: REPORT ON MIDDLE SCHOOL REFORM

Dr. Weast invited the following people to the table: Mr. Erick Lang, acting associate superintendent, Office of Curriculum and Instructional Programs; Mrs. Linda Ferrell, acting director, Middle School Instruction and Achievement; Mrs. Lancellotti Dempsey, principal, Shady Grove Middle School; and Mr. Brian Betts, magnet coordinator, A. Mario Loiederman Magnet School for the Creative and Performing Arts.

The purpose of this memorandum is to present the Board of Education with the comprehensive report on Middle School Reform developed by a broad-based group of educators, parents, and community members, as well as representatives of the employee associations. This report describes the reform process and identifies the goals, recommended actions, and implementation plan. It delineates strategic actions to create and support high-performing schools so that middle school students are prepared to meet or exceed the rigorous College Board standards. These high-performing schools must use the same 21st century tools in the classrooms that students are using in their everyday lives. Schools must look beyond state expectations and standards and prepare students to compete and succeed in a global economy. These schools will engage students in a comprehensive curriculum that includes core and elective courses that tap the boundless energy, interest, and creativity of young adolescents. In addition, schools will ensure that the unique social, physical, and developmental needs of middle school students are met while actively engaging parents in their children's education. Middle school reform is reflected in the superintendent's recommendations outlined in the proposed FY 2008 operating budget.

Re: DISCUSSION

Mr. Abrams asked if the new structure was aligned with existing programs, such as the Middle Years Program. Mr. Lang stated that the middle school reform will accommodate both programs. Dr. Weast stated that the College Board standards are used by MCPS and all programs will have high rigor and be measurable.

Dr. Docca inquired about the staffing in the pilot. Ms. Ferrell explained that some staff are being realigned, and there will be one additional leadership position. Dr. Weast stated that a big part of the budget will be training.

Ms. Brandman had a question on the team leaders. Ms. Ferrell stated that the teams are based on student enrollment with an average of two per grade.

Ms. Cox thought it was important that the reform looks at structures, but the team leaders are the same. Has this been reviewed and it is still the best model? Ms. Ferrell stated that they did not want to lose the small learning communities. However, time will be restructured to develop interdisciplinary instruction. Research did not yield any one recommendation schedule or structure that affected student achievement.

Ms. Cox asked if the job description of a team leader has changed substantially. Ms. Ferrell replied that currently team leaders have multiple responsibilities, but that has been changed with separate content specialists.

Ms. Cox asked where the staff development teacher fit into this concept. Staff replied that the position is instrumental in mentoring new teachers and models for instruction. Dr. Weast explained that the standards will be the same, but customized for each child. The organizing team of the school can adjust time, schedule, and focus.

Mrs. O'Neill thought the report would create a revolution, but it is an evolution of the best practices. It is a modification of what MCPS has been doing.

Ms. Cox asked if the three-year implementation plan was realistic. Dr. Lacey stated that the five schools in the pilot will use courses already developed. Since the elementary and high school initiatives, the middle school reform will move faster based on experience and best practices.

Ms. Brandman inquired about the engagement and what professionals think makes for great teaching and exciting learning. She asked if it was part of the vision to carry that excitement of taking elective courses into the core courses. Dr. Lacey thought it was appropriate to engage students in those strategies in social studies, science, and math.

Mrs. O'Neill thought that the critical piece was explicit acceleration open to all schools. This is a revolution that it is open to all students in middle school regardless of being accepted into a magnet.

She wanted to know how the school system engages the different cultural perspectives of the students. What she saw today was that the school system will provide academic rigor through different means, such as technology. The concept of teamwork is working all over the world.

Ms. Cox asked about students needing support and intervention. She asked about the strategy of universal design in curriculum to make it accessible to students at different levels, such as special education and ESOL students. Those students without reading comprehension are usually given easy material, and it is difficult to keep up with essential learning. Dr. Lacey stated that the standards will not be lower, but adaptations will be provided.

Ms. Cox was not clear on where the support for the student will be provided. She asked if the burden was on the principal and school staff. Ms. Ferrell stated there was an action plan with professional development. Central office staff will evaluate the effectiveness of the action plans and make adjustments.

RESOLUTION NO. 27-07 Re: CLOSED SESSION RESOLUTION

On recommendation of the superintendent and on motion of Ms. Brandman seconded by Mr. Abrams, 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 closed sessions on Tuesday, February 9, 2007, 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 administrative 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. 28-07 Re: REPORT OF CLOSED SESSION

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

On December 12, 2006, by unanimous vote of the 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 12, 2006, from 9:10 to 10:00 a.m. and 1:40 to 2:10 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

4. Reviewed and considered the following appeals with a subsequent vote in open session in its quasi-judicial capacity outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*): 2006-18, 2006-69, T-2006-88, and T-2006-89.
5. 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*): 2006-70, 2006-71, 2006-72, 2006-75, 2006-76, and 2006-79.

6. Discussed the Human Resources Monthly Report with a subsequent vote in open session, as permitted under Section 10-508(a)(1) of the *State Government Article*.
7. Received legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*.
8. Discussed matters of an administrative 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, Chris Barclay, Steve Bedford, Larry Bowers, Shirley Brandman, Pat Clancy, Sharon Cox, Judy Docca, Brian Edwards, Marlene Hartzman, Richard Hawes, Sarah Horvitz, Roland Ikheloa, Don Kress, Frieda Lacey, Susan Marks, Nancy Navarro, Pat O'Neill, Brain Porter, John Q. Porter, Lori Rogovin, Glenda Rose, Marcia Vogel, and Jerry Weast.

RESOLUTION NO. 29-07 Re: **APPEALS**

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

WHEREAS, The Board of Education has met in closed session, and deliberated on appeals brought before its members acting in its quasi-judicial capacity under Section 10-503(a) of the *State Government Article*; now therefore be it

Resolved, That the Board of Education hereby decide the following appeals, reflective of the Board members' votes in closed session, the disposition of which will be recorded in the minutes of today's meeting:

<u>Appeal Number</u>	<u>Type</u>	<u>Action</u>
2006-70	Disability Retirement	Affirmed
2006-71	Student Expulsion	Affirmed
2006-72	Student Expulsion	Affirmed

Re: **UPDATE ON LEGISLATION REGARDING
STUDENT BOARD MEMBER'S VOTING RIGHTS**

Ms. Rogovin said that on the follow-up to the discussion at the December 12, 2006, business meeting of the Board of Education, she reported on the status of MC 709-07, *Montgomery County Board of Education—Student Member—Voting Rights*.

MC 709-07 was introduced as a local bill by Delegate Nancy King. The bill would prohibit

the student member of the Montgomery County Board of Education from voting on personnel matters. Because of the delegation's local bill process, all local bills that were introduced by December 7, 2006, were scheduled for a public hearing before the House Delegation in Rockville on December 14. Seven individuals testified at the bill hearing in opposition to the legislation, and there was no testimony heard in support of the bill. No action in the House Delegation is expected prior to the start of the 2007 legislative session on January 10. At that point, the bill will be considered by the County Affairs Committee, chaired by Delegate Anne Kaiser, before it is considered by the full House Delegation

RESOLUTION NO. 30-07 Re: **UPDATE ON LEGISLATION REGARDING
STUDENT BOARD MEMBER'S VOTING RIGHTS**

On motion of Ms. Horvitz and seconded by Ms. Brandman, the following resolution was adopted with Mr. Barclay, Ms. Brandman, Dr. Docca, Ms. Horvitz, and Mrs. Navarro voting in the affirmative; Mr. Abrams, Ms. Cox, and Mrs. O'Neill voting in the negative:

Resolved, That the Board of Education oppose MC 709-07, *Montgomery County Board of Education—Student Member—Voting Rights*.

Re: **NEW BUSINESS**

On motion of Ms. Cox and seconded by Mrs. O'Neill, the following new business item was place on the table:

WHEREAS, The Montgomery County Board of Education hires a Superintendent of Schools to guide and manage our system of nearly 200 schools and 20,000 employees serving over 137,000 students, and;

WHEREAS, An MCPS Superintendent deploys nearly 2 billion tax dollars annually to achieve the goals and implement the policies of the Board of Education, and;

WHEREAS, MCPS has implemented professional growth and development systems that publicly identify a framework and criteria for supporting and evaluating the performance of teachers, administrators and support service personnel and provide the basis for an individual employee's confidential professional growth plan, annual performance objectives and review or evaluation, and;

WHEREAS, A publicly identified professional growth and development framework for the position of Superintendent of Schools:

9. Responds to the public interest in accountability
10. Provides for continuous improvement in Board/Superintendent relations
11. Identifies the criteria for establishing annual performance goals and measures for a confidential evaluation of a Superintendent of Schools

12. Establishes a rubric for the hiring of a new Superintendent;

now therefore be it

Resolved, That the Board of Education direct the Strategic Planning Committee to develop and present recommendations to the Board for a professional growth framework for the position of Superintendent by the end of May, 2007, and be it further;

Resolved, That the Committee's considerations include but are not limited to the Strategic Plan goals and measures, the Baldrige criteria (e.g. leadership, stakeholder involvement, etc.) and other pertinent concepts, such as professional learning opportunities; and be it further

Resolved, That the Board publicly discuss and adopt a professional growth framework for the position of Superintendent of Schools; and be it further

Resolved, That within the timeframe contractually stipulated, the Board, confidentially and in collaboration with the Superintendent, review the criteria, evaluate the current performance of the Superintendent, and establish performance goals, measures and benchmarks with a timeline for discussion and evaluation of progress over the next fiscal year; and be it further

Resolved, That the Strategic Planning Committee recommend a process for regular review and updating of the Superintendent's Professional Growth Framework and Confidential Identification and Review of Annual Performance Goals and Measures.

Re: **ITEMS OF INFORMATION**

The following items were available:

1. Legal Fees Report
2. Construction Progress Report

Re: **DISCUSSION**

Ms. Brandman noted that she asked Mr. Bowers to bring information on legal fees to the next Board meeting.

RESOLUTION NO. 31-07 Re: **ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of January 9, 2007, at 5:50 p.m.

PRESIDENT

SECRETARY

JDW:gr

Item	President	Secretary	Member	Member	Member	Member	Member	Member
Education Curriculum	A	A	A	A	A	A	A	A
Re Adoption of Policy IEB	AB	A	A	A	A	A	A	A

A = affirmative; N = negative; O = absent; AB = abstain

MONTGOMERY COUNTY BOARD OF EDUCATION SUMMARY SHEET

January 9, 2007

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