

APPROVED
11-2009

Rockville, Maryland
April 28, 2009

The Board of Education of Montgomery County met at the Carver Educational Services Center, Rockville, Maryland, on April 29, 2009, at 6:00 p.m.

Present: Ms. Shirley Brandman, President
in the Chair
Mr. Christopher Barclay
Ms. Laura Berthiaume
Dr. Judy Docca
Mr. Philip Kauffman
Ms. Quratul-Ann Malik
Mrs. Nancy Navarro
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. 197-09 Re: **RESOLUTION FOR CLOSED SESSION**

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

WHEREAS, The Board of Education of Montgomery County is authorized by the *State Government Article* of the *Annotated Code of Maryland* to conduct certain meetings or portions of its meetings in closed sessions; now therefore be it

Resolved, That the Board of Education of Montgomery County conduct a closed session on April 28, 2009, in Room 120 from 5:30 to 6:00 p.m. to acquit its administrative functions, which is 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 closed session continue 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. 198-09 Re: **AMENDMENT TO THE AGENDA**

On motion of Mrs. O'Neill seconded by Mr. Barclay, the following resolution was adopted unanimously:

Resolved, That the Board of Education amend the agenda to place Item 6 (Naming of Clarksburg Elementary School #8) after Board/Superintendent Comments and Item 8.4 (Portable Communication Devices During Lunch Periods) be deferred to May 12, 2009.

RESOLUTION NO. 199-09 Re: **APPROVAL OF THE AGENDA**

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

Resolved, That the Board of Education approve its agenda, as amended, for April 28, 2009.

RESOLUTION NO. 200-09 Re: **ASIAN PACIFIC AMERICAN HERITAGE MONTH**

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

WHEREAS, The United States Congress passed a resolution proclaiming the month of May as Asian Pacific American Heritage Month; and

WHEREAS, Montgomery County Public Schools recognizes and honors our Asian Pacific American students, staff members, businesses, and community leaders who, by their hard work, vision, and achievements, are creating a better tomorrow for our students; and

WHEREAS, Asian Pacific Americans are helping to shape the future as entrepreneurs, artists, educators, public servants, scientists, politicians, medical professionals, and explorers; who challenge the minds of our next generation, expand commerce and innovation, probe the frontiers of space, and search for cures for the world's diseases; and

WHEREAS, Asian Pacific American students' SAT scores increased 20 points from a score of 1691 in 2007 to a score of 1711 in 2008, while the numbers of students taking the test also increased from 2,189 students in 2007 to 2,265 students in 2008; now therefore be it

Resolved, That, on behalf of the superintendent of schools, staff members, students, and parents of Montgomery County Public Schools, the members of the Board of Education hereby declare May 2009 to be observed as "Asian Pacific American Heritage Month."

RESOLUTION NO. 201-09 Re: **TEACHER APPRECIATION WEEK**

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

WHEREAS, Education is the process by which one generation passes on to the next

generation the knowledge of “how to learn” as well as a zest and passion for the joy of learning itself; and

WHEREAS, Teachers open children’s minds to the magic of ideas, knowledge, and dreams; and

WHEREAS, Teachers work tirelessly to serve our children and communities with care and professionalism, filling many roles as listeners, explorers, role models, motivators, and mentors; and

WHEREAS, The Board of Education wishes to recognize publicly all of the ways that teachers contribute to the lives of children; and

WHEREAS, The Board of Education encourages families and schools to show teachers the appreciation they so richly deserve; and

WHEREAS, The Board of Education thanks its teachers for their contributions to excellence in education; now therefore be it

Resolved, That Teacher Appreciation Week be observed by the school system during the week of May 3–9, 2009; and be it further

Resolved, That Tuesday, May 5, 2009, be designated as Teacher Appreciation Day for Montgomery County Public Schools.

Re: **PUBLIC COMMENTS**

The following people testified before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Tom Jones	Learning Centers
2.	Rose Ziegler	Naming of School
3.	Michael Davis	College Institute
4.	Sharon Duffin	Naming of School
5.	Lisa Warren	College Institute
6.	Gordon Brenne	Seven Keys
7.	Esther Rocha	College Institute
8.	Alice Kirkman	Learning Centers
9.	Ted Jou	Seven Keys
10.	Eileen McGuckian	Naming of School
11.	Leslie Brents	Learning Centers
12.	Rebecca Newman	Portable Communications Devices
13.	Eric Butters	Overcrowding at Oakland Terrace Elementary School
14.	Bebe Edmondson	Overcrowding at Oakland Terrace Elementary School

Re: DISCUSSION

Ms. Berthiaume asked for a fiscal note on how much it would cost to restore the College Institute to all locations. She requested an explanation of how that reduction aligns with the strategic plan.

Ms. Berthiaume wanted an update on the reopening of McKenney Hills in regard to the overcrowding at Oakland Terrace Elementary School.

Ms. Navarro inquired on how the community superintendents deal with overcrowding issues at schools, such as lunch at Oakland Terrace Elementary School.

Re: BOARD/SUPERINTENDENT COMMENTS

Mr. Kauffman commented that he attended the Richard Montgomery High School (RMHS) dedication. He added that there are four high schools—Paint Branch, Gaithersburg, Wheaton, Seneca Valley—and there is an equitable situation when some students are attending new facilities and some are attending aging facilities. The Board needs to redouble its efforts to modernize schools and support CIP before the County Council and Maryland legislators.

Mr. Berthiaume also attended the dedication of RMHS, where Dr. Haughey explained the 25-year effort for a new high school. She was pleased to attend Law Day, which is an annual function of the Bar Association, and the RMHS moot court team won. The state comptroller came to Gaithersburg High School with Delegate Gilchrist and Senator Forehand for a tour of the aged facility.

Ms. Malik commented that she attended the Champions for Children Gala and the NAACP 100-year celebration. She commented that, the new Student Member of the Board (SMOB) will be elected on April 29, 2009.

Mr. Barclay stated that the teaching and learning is the most important thing in an old or new building, and there is a need to recognize the teachers and principals who work for our children.

Dr. Docca reported that –

- the NAACP scholarships has 169 applicants and they are doing tremendous work;
- the NAACP principal of the year is Jeanette Dixon of Paint Branch High School; teacher of the year was Angel Mason of Mill Creek Towne Elementary School;
- the national college fair offered by Montgomery College attracted 300 schools; MCPS students got information and they were well behaved;

- the Benjamin Banneker Middle School's honors and science program, started by J.D. Speller, celebrated its 10th anniversary on April 18; Naval Academy officers were present;
- she read at Goshen Elementary School on the subject of butterflies;
- on April 26, she celebrated righteous heroes, honoring Ms. Singer and her book;
- Fields Road Elementary School is teaching three levels of math successfully in fourth and fifth grades with the use of Promethean boards, and a spelling group is also using technology.

Ms. Navarro noted that Ms. Malik and Dr. Docca did a wonderful job at the NAACP celebration, and there were comments that MCPS is doing a good job in education.

Mrs. O'Neill commented that she represented the Board at a press conference with the lieutenant governor at Walter Johnson High School, where a check from the state was presented. MCPS is entitled to \$113 million, but received only \$26 million. She noted that these are challenging fiscal times and the Board officers, superintendent, and that the county executive attended the Maryland State Board of Education hearing to testify on the waiver of the Maintenance of Effort.

Dr. Weast commented on the seven students in the MCPS Class of 2009 who have won Gates Millennium Scholarships. The Gates Scholarship Award provides support for the cost of education by covering unmet need; renewable awards for scholars who maintain satisfactory academic progress; and graduate school funding for continuing Gates Millennium Scholars in the areas of computer science, education, engineering, library science, mathematics, public health, and science. In addition, 13 MCPS students won POSSE scholarships – out of 51 students nationally who received this honor. The Posse Foundation recruits, identifies, and trains extraordinary leaders from urban schools and sends them in multicultural teams (called posses) to some of the top colleges in the country. Each student who is awarded the Posse Scholarship wins a four-year, full-tuition scholarship worth more than \$100,000.

Dr. Weast commented on the Seven Keys to College Readiness, which provides opportunities to access information on the path to college and ensures that all parents and students have access to that information early in their academic career.

Finally, Dr. Weast recognized two teachers who have received national recognition. Carol Davis and Mary Hochkeppel, music teachers in Montgomery County Public Schools, have been named Distinguished Music Educators by Yale University.

RESOLUTION NO. 202-09

Re: **AWARD OF CONTRACT – NATURAL GAS SUPPLY**

On recommendation of the superintendent and on motion of Mrs. O'Neill, seconded by

Dr. Docca, the following resolution was adopted unanimously:

WHEREAS, Montgomery County Public Schools has purchased deregulated natural gas supply since 1996; and

WHEREAS, The current Montgomery County Public Schools contract for natural gas is set to expire in FY 2011; and

WHEREAS, The Montgomery County Public Schools risk management procedure for natural gas is to lock in prices up to three years in advance; and

WHEREAS, The District of Columbia Government, acting as the lead agency for the Metropolitan Washington Council of Governments, has awarded a contract for natural gas supply to Washington Gas Energy Services that is slightly more favorable than the existing Montgomery County Public Schools contract for natural gas supply; and

WHEREAS, Washington Gas Energy Services has preformed satisfactorily for Montgomery County Public Schools on previous natural gas supply contracts; and

WHEREAS, Montgomery County Public Schools is able to bridge this natural gas supply contract, in accordance with procurement regulations; now therefore be it

Resolved, That a contract for the supply requirements of Montgomery County Public Schools natural gas accounts be awarded to Washington Gas Energy Services, in accordance with the terms and conditions of the District of Columbia Solicitation # DCAM-2007-B-2103, Natural Gas Supply.

RESOLUTION NO. 203-09 Re: **UTILIZATION OF THE FY 2009 PROVISION
FOR FUTURE SUPPORTED PROJECTS
FUNDS**

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

WHEREAS, The above-noted grants qualify for a transfer of appropriation from the Provision for Future Supported Projects, pursuant to the provisions of County Council Resolution No. 16-578, approved May 22, 2008; and

WHEREAS, The above-noted projects do not require any present or future county funds; and

WHEREAS, Sufficient appropriation is available, within the FY 2009 Provision for Future Supported Projects, to permit the above-noted transfers within state categories; now therefore be it

Resolved, That the superintendent of schools be authorized to receive and expend \$731,878 within the FY 2009 Provision for Future Supported Projects, as specified below:

<u>Project</u>	<u>Positions*</u>	<u>Amount</u>
Infants and Toddlers Project	1.0	\$ 126,431
Medical Assistance Program (MEDICAID)	—	<u>605,447</u>
Total	<u>1.0</u>	<u>\$ 731,878</u>

Positions*

1.0 instructional specialist

and be it further

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

RESOLUTION NO. 204-09 Re: **HUMAN RESOURCES MONTHLY REPORT**

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

Resolved, That the Board of Education approve the Human Resources Monthly Report, dated April 28, 2009.

RESOLUTION NO. 205-09 Re: **DEATH OF JOHN R. WARFIELD, BUILDING SERVICE WORKER, SHIFT 2, ROCKY HILL MIDDLE SCHOOL**

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

WHEREAS, The death, on March 25, 2009, of Mr. John R. Warfield, building service worker at Rocky Hill Middle School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, During the 5.6 years Mr. Warfield had worked for Montgomery County Public Schools, he demonstrated competence and dependability as a building service worker; and

WHEREAS, He was committed to working with the staff and took great pride in his work;

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 Mr. Warfield 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. Warfield's family.

RESOLUTION NO. 206-09 Re: HUMAN RESOURCES APPOINTMENT

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

Resolved, That the following personnel appointment be approved, effective April 29, 2009:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Eugenia Dawson	Acting Principal, Earle B. Wood MS	Principal, Earle B. Wood MS

RESOLUTION NO. 207-09 Re: HUMAN RESOURCES APPOINTMENT

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

Resolved, That the following personnel appointment be approved, effective April 29, 2009:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Marlene Kenny	Acting Principal, Carl Sandburg Learning Center	Principal, Carl Sandburg Learning Center

RESOLUTION NO. 208-09 Re: HUMAN RESOURCES APPOINTMENT

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

Resolved, That the following personnel appointment be approved, effective April 29, 2009:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Joe Rubens, Jr.	Acting principal, Col. E. Brooke Lee MS	Principal, Col. E. Brooke Lee MS

RESOLUTION NO. 209-09 Re: HUMAN RESOURCES APPOINTMENT

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

Resolved, That the following personnel appointment be approved, effective April 29, 2009:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Panagiota Tsonis	Acting Principal, Newport Mill MS	Principal, Newport Mill MS

RESOLUTION NO. 210-09 Re: **HUMAN RESOURCES APPOINTMENT**

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

Resolved, That the following personnel appointment be approved, effective April 29, 2009:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Maureen Ryan	Instructional Specialist, Division of School-based Special Education Services	Administrative Assistant, Office of Special Education and Student Services

RESOLUTION NO. 211-09 Re: **HUMAN RESOURCES APPOINTMENT**

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

Resolved, That the following personnel appointment be approved, effective July 1, 2009:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Brian Bartels	Specialist, Psychological Services, MSDE	Director, School Psychological Services

RESOLUTION NO. 212-09 Re: **NAMING OF CLARKSBURG ELEMENTARY SCHOOL #8**

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

WHEREAS, On February 23, 2009, the Board of Education approved a resolution requesting that four names—Sandra Day O'Connor, Blair Ewing, William B. Gibbs, Jr., and Lavinia Margaret Engle—be considered for Clarksburg Elementary School #8; and

WHEREAS, The School Naming Advisory Committee has submitted a report, dated March 30, 2009, ranking the following names for Clarksburg Elementary School #8 in order of

preference:

1. Milestone Elementary School
2. Wims Meadow Elementary School

and

WHEREAS, The School Naming Committee reached consensus on the recommendation to name the facility Milestone Elementary School; and

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

Resolved, That the Board of Education name the school building heretofore known as Clarksburg Elementary School #8 as follows: William B. Gibbs, Jr. Elementary School.

Re: **UPDATE ON SECONDARY LEARNING
CENTER TRANSITION**

Dr. Weast invited the following people to the table: Mr. James J. Virga, associate superintendent, Office of Organizational Development; Dr. Carey M. Wright, associate superintendent, Office of Special Education and Student Services; Mrs. Gwendolyn J. Mason, director, Department of Special Education Services; and Dr. David I. Steinberg, director, Leadership Development Team.

The phase out of the Montgomery County Public Schools (MCPS) Secondary Learning Centers began in the 2007–2008 school year and is aligned with the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*. The phase out supports Goal 2: Provide an Effective Instructional Program, by providing increased opportunities for students with disabilities to participate in a rigorous academic instructional program in the least restrictive environment (LRE). Based on lessons learned during the initial phase of implementation as well as the findings of an implementation evaluation report, numerous refinements, modifications, and revisions have been and will be implemented to support the phase out.

While we are working to implement the recommendations, we believe the evaluation report contains sufficient evidence that clearly supports the original decision made in February 2007 to phase out the Secondary Learning Centers. This decision was based on a number of reasons, including the following:

- The academic performance of secondary learning center students lagged far behind that of their disabled peers who were not being educated in learning centers.
- African American and Hispanic students were overrepresented in secondary

- learning centers.
- The high number of students with disabilities in schools with secondary learning centers limited the opportunities to create truly inclusive educational settings.
- The need to further the goal of providing more equitable educational opportunities for all students.

These reasons remain as compelling today as they were in 2007.

During the first year of implementation, the secondary learning center transition involved 70 students who received their education in 37 different schools. Those schools received between one and four students each. Of those 70 students, 42 were rising Grade 6 elementary learning center students and nine were rising Grade 6 students from other programs who may have been considered for a secondary learning center placement. In addition, 19 secondary students chose to leave a learning center and return to their home or consortia schools. The transitioned students received instruction across a continuum of classroom environments, including cotaught, self-contained, supported, and general education classrooms, to meet their Individualized Education Program (IEP) requirements (Attachment A). The students were supported by means of intensive central office case management, ongoing communication with parents, collaboration with school-based staff, and close monitoring.

Early Signs of Success

Although not every objective of the learning center transition has been met completely at this early stage of implementation, significant progress is being made. Based on the latest Maryland State Department of Education (MSDE) report, MCPS has made progress in meeting targets for educating students in the least restrictive environment since 2005–2006 (Attachment B). This report highlights the significant progress made since the implementation of the phase out of the learning centers. In 2006–2007, the year before the phase out began, 19.44 percent of all students with disabilities were in the general education setting for less than 40 percent of the school day. In 2008–2009, MCPS met the state target for the first time since targets were set. More specifically, only 14.14 percent of MCPS students with disabilities were educated in these more segregated settings. In addition, quarterly grades for the middle school transitioning learning center students indicate that their overall progress in their home or consortia schools was comparable with other middle school students who received more than 15 hours of learning and academic disabilities (LAD) or resource special education services throughout 2007–2008. This trend has continued through the first and second quarters of 2008–2009 as well (Attachment C).

It was particularly important to have early information because the transitioning students had significant deficits in reading and mathematics, and typically functioned two or more grade levels below their chronological peers. Therefore, the Office of Shared Accountability

(OSA) conducted an implementation evaluation of the phase out of the learning centers for 2007–2008 and released its final report in February 2009. Typically, a program in its first year is evaluated to inform and refine its implementation. In this case, the data in the evaluation is based on seven months of implementation. The findings from this and all of our evaluations generate recommendations for changes and program upgrades as well report areas of success.

The evaluation indicated progress toward implementation of coteaching strategies, supports for transitioned students and their families, and a high level of parent satisfaction. For course grades, the performance of transitioned students was stronger than or equal to comparison students, with transitioned students being more likely than comparison students to earn a C or higher in Grade 6 English, science, and social studies.

Academic outcomes for the transitioned students, as measured by standardized assessments, were varied (Attachment D). Transitioned students showed statistically significant growth in their Measures of Academic Progress Assessment in Reading (MAP-R) Rasch Unit (RIT) scores from Grade 5 to Grade 6. Analysis, conducted in March 2009, after the evaluation report was published, revealed that a higher percentage of Grade 6 transitioned students (spring 2008) than Grade 6 learning center students (spring 2007) were proficient on the Maryland School Assessment (MSA) Reading test (Attachment E). However, transitioned students had lower MSA scores than other Grade 6 students with disabilities receiving more than 15 hours of special education services for the spring 2008 administration.

MSA results for the transitioning students should be considered with caution, because the majority of these students qualify to take the Modified-MSA (Mod-MSA), designed for students whose regular course work is modified significantly to address their disabilities. Nevertheless, the Mod-MSA was not available from MSDE in spring 2008. The first administration of the Mod-MSA was in spring 2009, for middle school students with disabilities. Therefore, the transitioning learning center students took the MSA, even though it was not an appropriate assessment for measuring their academic progress.

As important as the academic progress was, it was also essential to ensure that families were adequately supported during the transition. A survey was administered in order to gauge how parents were feeling about the transition. Parents who responded to the survey expressed very high levels of satisfaction with the following aspects of the transition process:

- School staff communicating status of child's progress; convenient meeting time and location for IEP meetings, parent participation in the development/review of child's IEP, and parent being treated as a respected member of the IEP team (97% to 100%);

- Opportunities for parental involvement and communication with school staff, child's safety at school, child's independence at transitions during the school day, having enough information about child's progress to fully participate in the IEP meetings, parent's opinion about child's needs were valued, enough time during the meeting to address the IEP goals, and parent received IEP documents within 10 days after the meeting date (89% to 96%);
- Child's overall adjustment to the school, appropriateness of the supports/services child receives to access the curriculum, child's transportation to and from school as determined by the IEP, matching of instruction with child's IEP goals and objectives, staff's understanding of child's academic needs, and staff's understanding of child's social/emotional needs (83% to 88%); and
- Amount of teachers' feedback regarding child's progress, staff understanding of child's social/emotional needs, and school staff's ability to meet child's academic needs (78 to 79%).

As expected with any long-range initiative such as the secondary learning center transition, full implementation and achievement of all desired outcomes was not attained during the first year of the initiative. The following section addresses each of the evaluation report recommendations, providing both the immediate response for the 2009–2010 school year as well as long-term plans for supporting students in more inclusive environments.

Recommendations—Areas for Improvement

The evaluation report offered seven recommendations for continuous improvement, many of which focus on professional development. Although there remains work in this area to do, much has been accomplished. It was anticipated that 304 educators would participate in required summer training; 285 educators actually received the training. This represents a significant number of educators in the target audience who received training.

In particular, these recommendations focused on ongoing support and training for school staff, with an emphasis on coteaching and differentiation, additional job-embedded professional development for teachers who have transitioned students in their classrooms, continuing opportunities for parents of transitioned students and students remaining in the secondary learning centers to share their concerns, and a reexamination of the relationship between course grades and state assessment scores. Each one of these recommendations will be addressed in both the short term and over the long term, as MCPS continues to build its capacity to educate students in the least restrictive environment.

Staff Response to the Implementation Evaluation Recommendations

Recommendation 1

Continue ongoing support and training for coteaching, perhaps including content integration and modeled lessons; consider assigning special education teachers to a specific content area so they may become proficient in the content and thus a more equal partner in delivering instruction; and structure planning time so that coteachers can plan instruction together.

Staff Response

- In order to provide ongoing support and training for coteaching, a design team comprising staff members from the Office of Curriculum and Instructional Programs (OCIP), Office of Organizational Development (OOD), and Office of Special Education and Student Services (OSESS) is collaborating to develop and implement the 2009 required professional development for secondary schools receiving transitioning students.
- Representatives from the design team—including staff members with explicit knowledge in content integration, modeling lessons, Universal Design for Learning (UDL), coteaching practices, coplanning and collaboration practices—and content specialists in English and mathematics will provide both summer and on-site professional development to the secondary schools that have received former learning center students. This dual approach will ensure that all identified teachers receive training in these critical areas.
- Ongoing job embedded support for co-teachers will be provided by the itinerant resource teachers, resource teachers in special education (RTSE), and instructional specialists.
- Federal stimulus money will provide mini-grants to general and special education co-teaching teams; funding substitute teachers or stipends for teachers to have time to meet, plan, and modify lessons in their content areas.
- As a result of the training that was provided in January 2009, secondary principals will develop master schedules with consideration given to the needs of students with disabilities and the need for common planning time for co-teachers. The administrators' training addressed strategies that specifically focused on providing a continuum of services based on the individual needs of students, and the assignment of special education teachers to a specific content area so they may become proficient in the content and thus a more equal partner in delivering instruction.
- Central office special education supervisors will continue to work closely with schools to develop master schedules designed to provide special education services in a continuum of environments so the needs of transitioning students can be met in their home or consortia schools.
- Staff development teachers assigned to each secondary school will attend and participate in on-site professional development activities related to best practices in co-

teaching, differentiated instruction, flexible grouping, assistive technology, and the provision of a continuum of service during fall 2009.

- As a result of the professional development provided to secondary general and special education teachers of mathematics in December 2008, mathematics co-teaching teams will collaborate on best instructional practices to ensure students develop an understanding of the conceptual relationships within mathematics.
- Teachers of reading and math interventions will continue to receive training and job-embedded coaching on the implementation of these interventions on an ongoing basis.

Recommendation 2

Conduct follow-up assessments with teachers who attended the co-teaching training in summer 2007. Determine if teachers needed additional support or resources once they began using co-teaching strategies in their classrooms that they may not have anticipated at the end of the summer training.

Staff Response

- As suggested in the recommendation, follow-up assessments were conducted by central office case managers and RTSEs. Based on the results of those assessments, job-embedded professional development for special and general education teachers, as well as paraeducators, was provided throughout the school year. Topics included strategies to make the curriculum more accessible to students with disabilities in a general education environment, best practices for co-teaching, and incorporating UDL into general education classrooms. This approach has helped increase the number of staff members receiving training. Seventy-two [72] percent of the survey respondents indicated that they received job-embedded professional development during the school year, bringing the total number of survey respondents who received some type of professional development related to the transitioned students—summer required, job-embedded, or both—to 81 percent.
- In collaboration with OOD and OCIP, instructional staff members from the Department of Special Education Services will continue to support the remaining secondary learning centers as well as all schools that receive transitioned students by providing professional development based on needs identified from classroom observations and walk-throughs, student performance data, and feedback from school-based staff.

Recommendation 3

Promote efforts to improve differentiation. Very few differentiated activities were observed, although teachers indicated that they had increased differentiation to meet the needs of the transitioned students in their classrooms. Comments from some school staff indicated that the composition of their classrooms with transitioned students now included a wider range of abilities to access the curriculum. Therefore, differentiated activities are more important

than ever.

Staff Response

- In response to this recommendation, OSESS, OOD, and OCIP are developing a plan to support the instructional planning process, focusing specifically on differentiation.
- Administrators and resource teachers will receive direct support to observe and/or evaluate the instructional program, with a focus on differentiated instruction.
- Although few differentiated activities were observed, that conclusion was based on a narrow definition of differentiation. A more complete picture of a differentiated classroom, consistent with the comprehensive definition below, was identified in more than 90 percent of the observed classrooms. Differentiation strategies observed in these classrooms included the use of multiple modalities by teachers and students as well as a variety of questioning strategies, individual or small-group assistance, and questions presented at a variety of levels (e.g., recall, comprehension, inference, and individual feedback to students). In its most comprehensive definition, differentiation is specially designed instruction that allows *all students* to be successful, taking into account content, process, product, and learning environment.

Recommendation 4

Provide support for guidance counselors. The majority of guidance counselors who responded to the survey indicated that they received little or no support with the arrival of transitioned students. They would be especially helpful in addressing the social/emotional needs of transitioning students, for example, the provision of social skills groups.

Staff Response

- Fall 2009 professional development will be provided to school counselors to address the needs of students with disabilities, including social skills instruction. This will enable school counselors to meet with individuals or groups of students to develop skills in establishing positive peer interactions, making and keeping friends, and using appropriate social behavior.

Recommendation 5

Continue to provide opportunities for parents of transitioned students and students remaining in the secondary learning centers to share their concerns with MCPS staff. Parents expressed high satisfaction with the opportunities for involvement and communication at the school level. Additionally, parents of transitioned students expressed satisfaction with the services provided by their central office case manager. It is important to hear from a larger number of parents of both transitioned and remaining learning center students to be able to best meet their needs and determine areas of improvement to

promote students' success.

Staff Response

- In order to provide parents with opportunities to share concerns, MCPS will develop parent feedback cards to be completed following each IEP team meeting. Parents will have the opportunity to share concerns and provide immediate feedback to the school system regarding their level of satisfaction with the IEP team process. Parent feedback will be used to determine areas of improvement needed in the IEP team process to promote student success.
- In fall 2010, MCPS will provide required professional development for all IEP teams regarding best practices for conducting IEP team meetings and ensuring IEP team meetings are parent friendly.

Recommendation 6

Continue to provide professional development to teachers who have transitioned students in their classrooms. Encourage job-embedded professional development that addresses individual student and staff needs.

Staff Response

- Ongoing job-embedded support for co-teachers who have transitioned students in their classes will continue to be provided by the itinerant resource teachers, RTSEs, and instructional specialists.
- Central office case managers will continue to provide support to teachers to ensure that students are receiving the instruction and services needed for success in the least restrictive environment.

Recommendation 7

Re-examine the relationship between the state assessment scores and course grades after the Mod-MSA, a more appropriate assessment for this population of students with disabilities, is administered to middle school students for the first time in spring 2009.

Staff Response

- MCPS will reexamine the relationship between the state assessment scores and course grades, based on the spring 2009 administration of the Mod-MSA.
- In collaboration with OCIP and OSA, OSESS will continue to monitor student progress by collecting and analyzing formative and summative assessment scores, final exam and course grades, and marking period averages for transitioned students.
- Federal stimulus money will be used to modify MCPS curriculum assessments, starting

at the secondary level. This will provide students with disabilities with a more appropriate measure of their performance, as well as additional opportunities to experience a modified assessment prior to taking the Mod-MSA.

Next Steps

In order to further build the capacity of staff members to meet the needs of students with disabilities and enhance the instructional program, OSESS, OOD, and OCIP propose the implementation of an Institute of Middle School Professional Development for Special Education (the Institute) for the 2010-2011 school year. Through this approach, MCPS will create an enhanced middle school learning community dedicated to ongoing professional development focused on best instructional practices that will improve instructional outcomes for students with disabilities in middle schools across the county.

With the system focus on Middle School Reform, MCPS will select a middle school to use as a model for best practices for instructing secondary students with disabilities in a continuum of educational settings, from general education to self-contained classrooms. The Institute will serve as a center for professional development for general and special education teachers and paraeducators countywide, and will allow for job-embedded professional development on an ongoing basis. Initially, professional development will focus on co-teaching models, differentiated instruction, the implementation of UDL, and the use of instructional technology to support students with disabilities.

MCPS also will pursue a university partnership to allow for college students in both general and special education fields to fulfill university requirements while providing support to the Institute. It is the expectation that highly qualified university candidates who have been trained at the Institute would be hired by MCPS.

The Institute will serve as a "laboratory" for developing, refining, and disseminating current and future best practices for meeting the needs of students with disabilities in a continuum of educational settings. As future budgets permit, it is possible that the Institute can be expanded to high school and elementary school levels as well.

MCPS remains committed to ensuring equity and access to highly rigorous instruction for students with disabilities. This commitment includes an ongoing examination of student performance data, parent satisfaction, and instructional practices to inform our work as we move forward. It is imperative that we prepare our students with the knowledge, skills, and abilities to exit MCPS both college and career ready.

Re: **DISCUSSION**

Mrs. O'Neill stated that she and Ms. Brandman meet with a small group of special education advocates to hear their concerns. One of the issues was the case managers and their failure to meet parents' expectations. However, there were systemic concerns

about the delivery of special education services. Furthermore, the Kurzweil program was not effectively implemented at some middle schools. Staff explained that Central Office case managers will continue to be used for the transitioned students, and parents were pleased with those services. In utilizing Kurzweil, there is a need for more staff development and more support of schools by staff. The CARDS will be used for feedback from parents on all IEPs.

Mr. Barclay pointed out that there was a central need for professional development. He wanted to know how staff members are evaluated regarding the compliance issues of mandatory staff development. What happens if teachers do not comply? How does the system ensure that teachers are trained? Staff replied that the cross-functional team has been evaluating professional development and required training.

Mr. Barclay inquired about school counselors' interaction with transitioned students to help them socialize with the other students. What is the new training for the counselors? Staff stated that counselors are skilled in social interaction, but there is a need to advance that training to a higher level.

When, Mr. Barclay wanted to know how a student comes from a learning center was placed in a class and the determination of the other students in that class to ascertain the mix of behaviors and social skills. Staff replied that, through the master schedule, decisions are made about the appropriateness of a placement. If there is a conflict, emphasis is placed on the needs of the student.

Mr. Kauffman asked who is accountable for the success of the transition, differentiation, assistive technology, etc. Staff explained that it is a team effort throughout the school system, depending on the aspect of the transition process. Ultimately, the administration is responsible for each child, with the parents' advocacy.

Mr. Kauffman noted the grade point data for this year. He wanted to know whether there was data for Cohort 2 in sixth grade? He asked about HSA data. Staff promised to supply the answer in the near future. Mr. Kauffman asked if there was any data on HSA results for any of the students in high schools. He also inquired about the success rate?

Ms. Navarro inquired about the stimulus funds and how they may be used for the Universal Design for Learning? Staff explained that the funds could be utilized through the use of technology to make sure the curriculum is more accessible.

Ms. Berthiaume pointed out that if everyone is accountable, no one is accountable. She was not sure that she heard a commitment to reform the reviews to ensure high-quality professional development for implementing transition strategies. The school system indicates that there is a continuum of services to children with special needs. Repeatedly in the report, the continuum is defined as from general education to self-contained classrooms. She thought it was the contention of the system that there are no children for

whom their IEP appropriately met needs would be in a community of peers in a separate environment, such as a learning center. Staff stated that the goals and objectives of the IEP drives the placement of each child. There are self-contained classrooms in middle and high schools for content areas, based on instructional needs.

Ms. Brandman requested that special education staff come to the Committee on Special Populations within three months with more specific information and a plan for next year on what will be in place for transitioned students regarding social skills and support, models and best practices, assistive technology, co-taught classes, monitoring, parent input, and a list of the obstacles facing the school system regarding the transitioned students. The Board staff could create more opportunities for Board members to talk with parents.

Dr. Docca pointed out that a change in program takes time to produce results. Embedded training is essential, but takes time to fully implement. It is important to speak to parents because questionnaires are not returned fully. Furthermore, there are few complaints from parents during the transition.

With the input from staff, Ms. Navarro suggested that the officers schedule the next update on Secondary Learning Center Transition on the Board's agenda before the operating budget hearings.

Re: SEVEN KEYS TO COLLEGE READINESS

Dr. Weast invited the following people to the table: Ms. Jody A. Leleck, chief academic officer; Mr. Stephen L. Bedford, chief school performance officer; Dr. Stacy L. Scott, associate superintendent, Office of Shared Accountability; Mr. James J. Virga, associate superintendent, Office of Organizational Development; and Ms. Aggie Alvez, director, Office of Communications and Family Outreach.

Nationally, many students who earn a high school diploma do not have the knowledge and skills needed to succeed in postsecondary education and work-training programs. About one third of high school graduates are required to take remedial classes upon entry to college and only 30 percent of high school graduates who must take remedial courses go on to earn a bachelor's degree. The attached Accountability Update, prepared by staff in the Office of Shared Accountability, provides an overview of the process employed to identify an approach that would enable students to be ready to begin college and succeed in the workplace when they graduate.

Montgomery County Public Schools (MCPS) has identified a pathway—the Seven Keys to College Readiness—that will help prepare students for college beginning in elementary school. Attainment of these research-based benchmarks increases the likelihood of students being ready for college-level work in order to earn a bachelor's degree. They are designed to prepare students for a world in which competition for jobs is high and nearly all new jobs will require education beyond high school.

The most recent data from the National Clearinghouse (April 1, 2009) reveal that, for the Class of 2001, 62.0 percent of high school graduates in the nation enrolled in college, compared with 86.4 percent in MCPS. Nationally, 27.5 percent of high school graduates who went on to college completed a bachelor's degree within six years. The percentage in for MCPS was significantly above the national average. MCPS proudly is outpacing the number of 2001 high school graduates in the nation who earned a bachelor's degree by 22 percentage points. Preliminary data for the classes of 2002 through 2008 reveal that MCPS graduates earn a bachelor's degree within six years, also above the national average.

The racial/ethnic disproportionalities in college and career readiness observed nationally also are evident among MCPS graduates. District data indicate that the beginnings of racial/ethnic gaps in achievement are evident as early as kindergarten and continue through middle and high school. Closing these gaps in primary grades and monitoring these gaps throughout elementary, middle, and high school is essential for preparing all students to be successful in college and the workplace. A clearly articulated pathway to college readiness, coupled with a system of intervention and acceleration, are fundamental components of our efforts to ensure success for every student. Based on the April 2009 National Clearinghouse data, the focus over the past nine years to prepare all MCPS graduates for college readiness has resulted in all racial, ethnic, and special services subgroups earning a bachelor's degree within six years at a higher rate than the national average.

The MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, identifies key performance targets that raise expectations and standards so that student and school performance will not be predictable by race/ethnicity. The performance targets reflect the requirements of national, state, and local accountability mandates for high school graduation. Although all of the performance targets are rigorous, performance standards that place students on track for high school graduation may not be rigorous enough to place students on a trajectory to be college ready and competitive in a global economy.

The MCPS college-readiness trajectory identifies the following seven keys to attainment of the knowledge and skills needed for college and career readiness:

1. Reading Above Grade Level in Grades K–2
 - § Kindergarten: Reading at Text Level 6 or Higher
 - § Grade 2: Terra Nova 2nd Edition (TN/2) Reading at the 70th National Percentile (NP) or Higher
2. Maryland School Assessment (MSA) Advanced Reading in Grades 3–8
3. Grade 6 Math in Grade 5
4. Algebra 1 with a "C" or Higher by Grade 8
5. Algebra 2 with a "C" or Higher by Grade 11
6. Advanced Placement (AP) Exam Score of 3 or Higher or International Baccalaureate (IB) Exam Score of 4 or Higher by Grade 12

7. SAT Combined Score of 1650 or Higher or ACT Composite Score of 24 or Higher by Grade 12

MCPS developed the college-readiness trajectory by looking backwards from the goal of college and career readiness and linking successful attainment of one key with the likelihood of successful attainment of a subsequent key. The performance levels associated with each data point on the college-readiness trajectory were selected after examination of the literature related to college readiness for students nationwide and analysis of patterns of achievement outcomes for MCPS students.

Attainment of these seven keys is challenging, particularly for some students who are English language learners or have special education needs. Nonetheless, MCPS is committed to providing all students with the instructional support they need to attain the seven keys and exit MCPS ready for college and the workplace.

This discussion expands upon the development of the seven keys, the research supporting the keys, the rollout plan and implementation status, and parent/community outreach efforts.

** Mrs. O'Neill left the meeting at this point.

Re: **DISCUSSION**

Ms. Brandman commented that she and Mrs. O'Neill participated in a panel discussion with student and parents. It was striking that the students were eager for this information and parents saw the keys as a useful tool for them.

Ms. Navarro said she thought MCPS was setting the way for a national standards movement for education. She congratulated staff on the keys and the communication to the community and students.

Ms. Malik thanked staff for the presentation and the user-friendly communications. She noted the website has resources for parents, and she wanted to know if there would be resources for students. Staff responded that the site will expand to include student information in the next phase.

Ms. Berthiaume thanked staff for the communication, which is user friendly, parent accessible, and provides a map and pathway for students. This information will empower students to set goals for themselves. She was pleased that the Seven Keys were a threshold and not a ceiling. Ms. Berthiaume's only caution was to keep a focus on the individual student.

RESOLUTION NO. 213-09

Re: **CLOSED SESSIONS RESOLUTION**

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

WHEREAS, The Board of Education of Montgomery County is authorized by the *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, May 12, 2009, in Room 120 of the Carver Educational Services Center to meet from 9:00 to 10:00 a.m. and 12:30 to 1:30 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*; consult with counsel to obtain legal advice, as permitted by Section 10-508(a)(7) of the *State Government Article*; 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. 214-09 Re: **REPORT OF CLOSED SESSION**

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

On April 14, 2009, by unanimous vote, the Board of Education voted to conduct a closed session, as permitted under the *State Government Article* Section 10-501, *et seq.*, of the *Annotated Code of Maryland*.

The Montgomery County Board of Education met in a closed session on April 14, 2009, from 9:00 to 9:55 a.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and considered a Decision and Order in Appeal 2008-40 in its quasi-judicial capacity outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*).
2. Discussed matters of an administrative function (strategy for obtaining full funding of the budget) outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*).

In attendance at the closed sessions were Christopher Barclay, Steve Bedford, Laura Berthiaume, Larry Bowers, Shirley Brandman, Larry Bowers, Patrick Clancy, Judy Docca, Brian Edwards, Roland Ikheloa, Phil Kauffman, Frieda Lacey, Joe Lavorgna, Jody Leleck, Quratul-Ann Malik, Nancy Navarro, Patricia O'Neill, Glenda Rose, Stacy Scott, Marshall Spatz, Laura Steinberg, and Jerry Weast.

RESOLUTION NO. 215-09 Re: **MINUTES** (March 10 and 23, 2009)

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

Resolved, That the Board of Education approve its minutes for March 10 and 23, 2009.

Re: **PORTABLE COMMUNICATION DEVICES
DURING LUNCH PERIODS** (Previous New
Business Item)

This item was deferred to the May 12, 2009, business meeting.

Re: **ITEM OF INFORMATION**

Summary of the 2009 Session of the Maryland General Assembly was provided for information.

Re: **NEW BUSINESS**

There was no new business.

RESOLUTION NO. 216-09 Re: **ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of April 28, 2009, at 10:30 p.m.

PRESIDENT

SECRETARY

JDW:gr

Resolution	Barclay	Berthiaume	Brandman	Kauffman	Docca	Malik	Navarro	O'Neill
Naming of Clarksburg ES #8	A	A	A	A	A	A	A	A

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

**MONTGOMERY COUNTY BOARD OF EDUCATION
SUMMARY SHEET**

April 28, 2009

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