

APPROVED
1-2010

Rockville, Maryland
January 12, 2010

The Board of Education of Montgomery County held a hearing at the Carver Educational Services Center, Rockville, Maryland, on January 12, 2010, at 10:15 a.m.

Present: Mrs. Patricia O'Neill, President
in the Chair
Mr. Christopher Barclay
Ms. Laura Berthiaume
Ms. Shirley Brandman
Dr. Judy Docca
Mr. Michael Durso
Mr. Timothy Hwang
Mr. Philip Kauffman
Dr. Jerry Weast, Secretary/Treasurer

Absent: None

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

** Mrs. O'Neill joined the meeting prior to lunch.

RESOLUTION NO. 1-10 Re: **RESOLUTION FOR CLOSED SESSIONS**

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

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

Resolved, That the Board of Education of Montgomery County conduct closed sessions on January 12, 2010, in Room 120 from 9:00 to 10:00 a.m. and 12:00 to 1:00 p.m.; and be it further

Resolved, That the Board of Education of Montgomery County discuss the Human Resources Monthly Report and Appointment as permitted under Section 10-508(a)(1) of the *State Government Article* with a subsequent vote in open session; and be it further

Resolved, That the Board of Education of Montgomery County discuss the Equal Employment Opportunity Report 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 dedicate part of the closed sessions on January 12, 2010, to acquit its administrative functions and receive legal advice to adjudicate and review appeals, which is a quasi-judicial function outside the purview of the *Open Meetings Act* under Section 10-508(a) of the *State Government Article*; and be it further

Resolved, That the meeting continue in closed sessions 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. 2-10

Re: **APPROVAL OF THE AGENDA**

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

Resolved, That the Board of Education approve its agenda for January 12, 2010.

RESOLUTION NO. 3-10

Re: **AFRICAN AMERICAN HISTORY MONTH**

On recommendation of the superintendent and on motion of Dr. Docca seconded by Ms. Brandman, the following resolution was adopted unanimously by members present:

WHEREAS, The history of Africans in America began in 1619 with the settlement of 20 Africans at Jamestown, Virginia; and

WHEREAS, In 1926, Dr. Carter G. Woodson, African American educator and historian, moved to officially recognize the achievements and contributions that African Americans make to our society; and

WHEREAS, African Americans have contributed significantly to the growth and development of the country and our county through their distinguished leadership in many fields, including the sciences, medicine, education, law, government, religion, the arts, and the humanities; and

WHEREAS, In 2009, the percentage of African American graduates in the Montgomery County Public Schools Class of 2009 is 23.7 percent, now therefore be it

Resolved, That the Montgomery County Board of Education and superintendent of schools hereby declare the month of February 2010 to be “African American History Month”; and be it further

Resolved, That the Montgomery County Board of Education and the 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 awareness of the impact of attitudes and expectations on the achievement of African American students.

Re: **PUBLIC COMMENTS**

The following people commented before the Board of Education:

<u>Person</u>	<u>Topic</u>
Steve Augustino	Gaithersburg Modernization Plan
Laurie Augustino	Gaithersburg Modernization Plan
Kay Romero	Parental Involvement
Sharon Burke	Policy JHF
Laura Prince	Bullying Policy

Re: **BOARD/SUPERINTENDENT COMMENTS**

Mr. Hwang commented that there will be a County Council Town Hall Meeting on February 1, 2010, at 7 p.m., and he encouraged students to attend.

Dr. Docca reported that students helped to raise funds to support the Wells/Robinson House, which is a homeless shelter in Gaithersburg. Mr. Ken Huff was recognized as a retiree who helped with schools; Dr. Joyce Thomas works with the reading program at Interages. Rockville High School's marching band is a national Grammy finalist.

Ms. Brandman thanked the MCCPTA for their budget forum on January 4, 2010.

Mr. Barclay associated his remarks with Ms. Brandman and said the forum was important because the Board and Council members were in attendance.

Dr. Weast commented that 85 MCPS educators achieved certification by the National Board for Professional Teaching Standards in 2009. MCPS ranks seventh among school districts in the nation in the number of new National Board Certified educators this year. MCPS now has 528 National Board Certified educators. MCPS is one of two school districts nationwide to receive a Grand Award for environmentally friendly cleaning practices from *American School & University* magazine. The MCPS Division of School Plant Operations was cited for its high standards in the selection of all cleaning materials, which includes a review by certified hazardous-materials managers, and occupational safety and other health experts. The school system also uses equipment, such as portable "backpack" vacuums, that minimizes the dispersal of dust and other particles into the air. In

addition, all building services employees receive training on green cleaning procedures and safety.

**Re: DEPUTY'S MINORITY ACHIEVEMENT
ADVISORY COUNCIL REPORT**

Dr. Weast invited the following people to the table: DMAAC co-chairs, Ms. Crystal DeVance-Wilson and Mr. Enrique Zaldivar; DMAAC members Mr. Ricky Ford, Dr. Alma Clayton-Pedersen, Mr. Beverly Dennis III; and Mr. Eric Davis, director, DFCP.

In an effort to increase the diversity of voices included in our ongoing conversation about closing the achievement gap, the Deputy's Minority Achievement Advisory Council (DMAAC) was convened in 2007. The Council was instituted to provide the deputy superintendent of schools with input from traditionally underrepresented communities. Over the course of their service, the Council refined its focus and, after significant research and in-depth discussion, its efforts culminated with the completion of the report, *Closing the Gap: Recommendations for Improving Minority Student Achievement in Montgomery County Public Schools*.

The report identifies the following three goal areas:

1. Engagement—to implement a systemic approach to achieve effective and genuine family engagement.
2. Clarity—to develop and engage in a conversation with all stakeholders aimed toward mutual and full understanding of a clear roadmap to success.
3. Fairness—to increase existing efforts to implement meaningful systemic remedies that decrease the disproportionately high suspension rates for minority students so as to increase learning time, educational equity, and student engagement.

Within these goal areas, DMAAC members offered specific recommendations with suggested approaches to generate input, such as planning door-to-door visits, as an outreach strategy. The recommendations are well researched and delineated in the report and are aligned with the Montgomery County Public Schools' strategic plan. As the Council developed the report, members met with staff from the Department of Family and Community Partnerships (DFCP) to assess how to both enhance and align their endeavors with the work currently under way in DFCP.

DFCP staff members have undertaken a number of activities aligned with the Council's goal areas. These activities support efforts to develop and share resources, such as the Principals' Toolkit of best practices in family outreach, and to improve the effectiveness of Parent Academies in educating parents to support their children's academic progress. *Closing the Gap: Recommendations for Improving Minority Student Achievement in Montgomery County Public Schools*, as well as conversations with DMAAC, have served to

inform the work of DFCP and broaden the number of participants working together to ensure all students are provided with a high quality education that prepares them for college. In addition, DMAAC recommendations and strategies set the course to provide every family access to the information critical to their role in supporting their child. The report provides a community perspective on the shared priority of increasing academic achievement for minority students. This collaboration is evidence of the benefits of designing an inclusive conversation where the views of all are honored.

Re: **DISCUSSION**

Mr. Barclay thanked the DMAAC on behalf of the Board for the work they did over three years, and the time commitment to do that work.

Dr. Docca commented that the work of the DMAAC fits into the core values of the Board, including that academic achievement is not predictable by race. DMAAC recommends engagement, which is defined as more than involvement. It is really going to talk with people in the community to find out their real concerns and issues. There are groups in the community, such as the George B. Thomas, Sr. Learning Center, GapBusters, NAACP Parents Council, and Alpha Phi Alpha, who are helping students and parents to encourage them on what they need to know. The Seven Keys to College and Career because young people need to be prepared for postsecondary life. The brochure tells parents what students must achieve to be successful in life. DMAAC is advocating a more personal approach in working with parents. Soliciting feedback on Board policies is important. To acknowledge the work on the Deputy's Minority Achievement Advisory Council Report, Dr. Docca asked for the list of organizations and participants.

Ms. Berthiaume recognized that this is a paradigm shift and goes beyond any group to the system as a whole. All parents with experiences in the school system are looking for this change. She was struggling for the right way to achieve it. She had two thoughts – (1) there is a disconnect with Board policies that focus on parental engagement, and (2) the experience of parents at the school level. Do parents have the ability to receive desired courses for their students? She noted that the KIPP Charter Schools use a contract where parents and students commit to study. The final test is that everyone knows the vision. Second, when the policies are tied together, spirit of the policies comes with individuals interacting with the community.

Ms. Brandman commented that it is a very powerful statement that engagement is a shared responsibility. She asked about utilizing differentiated methods to communicate the relevancy of academic achievement to students. DMAAC members responded that there is a need to rethink strategies for working with families. All students need to see their education as a long-term plan for the choices available to them. Ms. Brandman noted that the message of the Seven Keys was reinforced in communication with families and students.

Mr. Hwang commented on the integrated kindergarten curriculum and said the system is transitioning because students are not getting relevance of the courses by the content taught. However, the majority of parents get information from other parents. How can MCPS participate in the organic conversation? DMAAC members commented that parents dialogue among themselves, which influences the understanding of what is happening at school and within MCPS. Members thought that MCPS could participate, with more information focused on the facts about curriculum and system expectations for students. This should be done through the resources available, such as Connect Ed and possible home visits. Mr. Hwang noted that the school system is in a very tough budget season, and one of the recommendations was a regional resource center. Realistically, the system cannot reach every parent in the county. But, MCPS can support the parents who are trying to reach out to other parents and support and add to those conversations.

Mr. Durso associated himself with the remarks of his colleagues. He stated that this was a new problem and the system makes little dents from time to time. If politicians are creativity reach voters, educators should be able to reach out to parents.

Dr. Docca noted that the NAACP Parent Council is becoming effective again and is meeting with clusters in order to get information to the parents. That is a formalized structure, and there is evidence that parents are engaged in working with their children. Finally, there are many programs students cannot get into, which leads to a feeling that the students are not successful. MCPS needs to support students and stress their ability to be successful.

Mr. Kauffman echoed his colleagues' comments. He was concerned that the Nordstrom's model is the belief system for their employees, but those types of employees can be hired in the school system. How do we train 23,000 employees and bring that belief system to scale? Mr. Barclay thought the issue of accountability really starts to address that concept. It is to ensure that MCPS employees can be accountable to put the success of students first and then it is the how. Finally, it gets back to guiding tenets to build a better corporate body.

** Mrs. O'Neill joined the meeting.

Re: **LUNCH AND CLOSED SESSION**

The Board of Education recessed from 12:15 to 1:20 for lunch and closed session.

RESOLUTION NO. 4-10

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

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

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

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

93620 00033	Reproduction and Copying of Engineering Drawings—Extension	
	<u>Awardee</u> American Reprographics, Inc.	\$200,000
RQ06-8 15751-21	Heating Oil—Extension	
	<u>Awardee</u> Petroleum Traders Corporation	\$161,072
1139.2	Actuarial Consulting Services for Preparation of Tax-deferred Annuity RFP	
	<u>Awardee</u> Mercer Human Resources	\$ 53,000
1142.4	Scan Forms—Extension	
	<u>Awardees</u> Data Management Corporation	\$ 17,785
	Formost Graphic Communications	24,301
	Forms Xpress, Inc.	8,596
	Total	\$ 50,682
4005.6	Woodwind and Brass Instrument Repairs—Extension	
	<u>Awardees</u> (see note)	
	L & L Music – Windshop, Inc.	
	Music & Arts Center	
	Washington Music Sales Center, Inc.*	
	Total	\$ 65,000
4026.4	Paint and Paint Sundries—Extension	
	<u>Awardees</u> Duron, Inc.	\$132,607

	Metco	617
	Total	\$133,224
4053.5	Scanner Forms and Scanning Machines—Extension	
	<u>Awardee</u>	
	Scantron Corporation	\$ 90,000
4088.9	Media Center Supplies	
	<u>Awardees</u>	
	Brodart Company	\$ 6,307
	Demco, Inc.	18,213
	Gaylord Brothers, Inc.	3,918
	Interstate Office Supply Company*	67,010
	On Time Label	10,150
	Pyramid School Products	3,140
	Standard Stationery Supply Company	6,012
	Total	\$114,750
4107.3	Fire Alarm Monitoring	
	<u>Awardee</u>	
	Ark Systems, Inc.	\$ 38,849
4115.4	Microscopes—Extension	
	<u>Awardees</u>	
	3z's Instruments, LLC	\$ 12,776
	Benz Microscope Optics Center	5,200
	Cynmar Corporation*	12,138
	Fisher Science Education	27,388
	Science Kit, Inc.	4,242
	Total	\$ 61,744
4282.1	Support for Security Activities	
	<u>Awardee</u>	
	Gompers	\$125,000
7120.5	Elementary Mathematics Supplies—Extension	

	<u>Awardees</u>	
	Center Enterprises	\$ 350
	Childcraft Education Corporation	318
	EAI Education	10,878
	ETA/Cuisenaire*	18,215
	Nasco	4,880
	School Specialty	4,033
	Total	\$ 38,674
9053.4	Playground Systems and Individual Pieces	
	<u>Awardees</u> (See note)	
	Arbor Recreation, Inc.	
	Playground Specialists, Inc.	
	Southern Playground	
	West Recreation, Inc.	
	Total	\$800,000
9116.4	Detergents and Cleaners, Laundry and Kitchen Use—Extension	
	<u>Awardee</u>	
	Acme Paper & Supply Company, Inc.	\$ 51,109
9201.3	Diploma and Certificate Covers—Extension	
	<u>Awardee</u>	
	Jostens, Inc.	\$ 26,950
9422.1	Energy Management System Upgrade at Montrose Center	
	<u>Awardee</u>	
	Engineered Services, Inc.	\$ 67,654
9618.1	Restroom Renovations at Various Locations—Extension**	
	<u>Awardees</u>	
	Smith & Haines, Inc.	\$ 150,000
9685.1	Reroofing at Bannockburn Elementary School**	
	<u>Awardee</u>	
	J.E. Wood & Sons	\$ 516,877

9705.1	Complete Playground Installation at Various Schools	
	<u>Awardees</u> (See note)	
	Playground Specialists, Inc.	
	West Recreation, Inc.	
	Total	\$ 400,000
TOTAL PROCUREMENT CONTRACTS OVER \$25,000		\$3,144,585

* 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. 5-10 Re: **CONTRACT APPROVAL FOR BID NO. BM
10-01 BIODIESEL FUEL – EXTENSION**

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

WHEREAS, Funds have been budgeted for the purchase of biodiesel fuel through Bid No. BM 10-01; now therefore be it

Resolved, That having been duly advertised, the following contract will be awarded to the low bidder meeting specifications as shown below:

BM 10-01	Biodiesel Fuel—Extension	
	<u>Awardee</u>	
	Tri Gas & Oil Company, Inc.	\$7,696,745

RESOLUTION NO. 6-10 Re: **CONTRACT APPROVAL FOR BID NO.
9109.6 SNACK CAKES, A LA
CARTE – EXTENSION**

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

WHEREAS, Funds have been budgeted for and/or identified for the purchase of snack cakes through Bid No. 9109.6; now therefore be it

Resolved, That having been duly advertised, the following contract will be awarded to the low bidder meeting specifications as shown below:

9109.6	Snack Cakes, A La Carte—Extension	
	<u>Awardee</u>	
	McKee Foods Corporation	\$2,044,000

RESOLUTION NO. 7-10 Re: **CONTRACT APPROVAL FOR BID NO. 9689.1 REROOFING AT SHERWOOD HIGH SCHOOL**

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

WHEREAS, Funds have been budgeted in the capital budget for the reroofing project at Sherwood High School; therefore be it

Resolved, That having been duly advertised, the following contract will be awarded to the low bidder meeting specifications as shown below:

9689.1	Reroofing at Sherwood High School	
	<u>Awardee</u>	
	Interstate Corporation	\$1,100,000

RESOLUTION NO. 8-10 Re: **CONTRACT APPROVAL FOR BID NO. 7195.1 COMPUTER SUPPLIES - PRINTER CARTRIDGES AND TONERS**

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

WHEREAS, Funds have been budgeted for and/or identified for the purchase of new printer cartridges and toners through Bid No. 7195.1; now therefore be it

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

7195.1	Computer Supplies	
	<u>Awardee</u>	
	Bernice Grandsould	\$ 4,191
	Carolina Imaging Products	149,620
	Hartford Computer Hardware, Inc.	23,065

Ikon Office Solutions, Inc.	18,177
Quill Corporation	9,150
Tree House, Inc.	235,965
Triplenet Pricing, LLC	<u>804,944</u>
Total	\$1,245,112

RESOLUTION NO. 9-10 Re: **ACCEPTANCE OF FRANCIS SCOTT KEY
MIDDLE SCHOOL MODERNIZATION
PROJECT**

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

WHEREAS, On behalf of the Board of Education, Board Member Michael Durso inspected the Francis Scott Key Middle School modernization project on Tuesday, December 1, 2009; now therefore be it

Resolved, That the Board of Education accept the Francis Scott Key Middle School modernization project and that the official date of completion is that date when formal notice is received from the architect that this project has been completed in accordance with the drawings and specifications, and all contract requirements have been met.

RESOLUTION NO. 10-10 Re: **AWARD OF CONTRACT – FAIRLAND
ELEMENTARY SCHOOL ADDITION
PROJECT**

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

WHEREAS, The following sealed bids were received on December 15, 2009, for the Fairland Elementary School addition project:

<u>Bidder</u>	<u>Amount</u>
Keller Brothers, Inc.	\$4,415,000
Tuckman-Barbee Construction Company, Inc.	4,465,000
Henley Construction Company, Inc.	4,467,000
Maggin Construction Company, Inc.	4,530,000
John W. Brawner Contracting Company, Inc.	4,554,146
R. J. Crowley, Inc.	4,661,000

and

WHEREAS, The goal for Maryland Department of Transportation-certified Minority Business Enterprise participation established for this project was 14 percent; and

WHEREAS, The low bidder, Keller Brothers, Inc., submitted 5.9 percent Maryland Department of Transportation-certified Minority Business Enterprise participation; and

WHEREAS, Keller Brothers, Inc. requested a waiver for the remaining Minority Business Enterprise participation and Department of Facilities Management staff has reviewed and denied the request for a waiver; and

WHEREAS, The next low bidder, Tuckman-Barbee Construction Company, Inc., has submitted 24.7 percent Maryland Department of Transportation-certified Minority Business Enterprise participation, of which 15.1 percent is African American, 3.6 percent is women-owned, and 6.0 percent is other minority-owned; and

WHEREAS, Tuckman-Barbee Construction Company, Inc. has completed similar work successfully for Montgomery County Public Schools; now therefore be it

Resolved, That a \$4,465,000 contract be awarded to Tuckman-Barbee Construction Company, Inc. for the Fairland Elementary School addition project in accordance with drawings and specifications prepared by Rubeling & Associates, Inc.

RESOLUTION NO. 11-10

Re: **AWARD OF CONTRACT – HARMONY HILLS
ELEMENTARY SCHOOL ADDITION
PROJECT**

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

WHEREAS, The following sealed bids were received on December 10, 2009, for the Harmony Hills Elementary School addition project:

<u>Bidder</u>	<u>Amount</u>
William F. Klingensmith, Inc.	\$3,931,400
Henley Construction Company, Inc.	3,949,000
Tuckman-Barbee Construction Company, Inc.	3,979,200
HITT Contracting, Inc.	4,021,585
Keller Brothers, Inc.	4,046,000
Dustin Construction, Inc.	4,073,500
R. J. Crowley, Inc.	4,084,500
John W. Brawner Contracting Company, Inc.	4,219,308

and

WHEREAS, The goal for Maryland Department of Transportation-certified Minority Business Enterprise participation established for this project was 16 percent; and

WHEREAS, The low bidder, William F. Klingensmith, Inc., has submitted 11.4 percent Maryland Department of Transportation-certified Minority Business Enterprise participation, of which 1.4 percent is African American, 6.0 percent is women-owned, and 4.0 percent is other minority-owned; and

WHEREAS, William F. Klingensmith, Inc. has submitted a waiver for the balance of the Maryland Department of Transportation-certified Minority Business Enterprise participation; and

WHEREAS, Department of Facilities Management staff has reviewed and certified that the waiver meets the contract requirements and recommends waiving the remaining balance of the Maryland Department of Transportation-certified Minority Business Enterprise participation; and

WHEREAS, William F. Klingensmith, Inc. has completed similar work successfully for Montgomery County Public Schools; now therefore be it

Resolved, That a \$3,931,400 contract be awarded to William F. Klingensmith, Inc. for the Harmony Hills Elementary School addition project, in accordance with drawings and specifications prepared by The Lukmire Partnership, Inc.

RESOLUTION NO. 12-10 Re: **AWARD OF CONTRACT – MONTGOMERY
KNOLLS ELEMENTARY SCHOOL ADDITION
PROJECT**

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

WHEREAS, The following sealed bids were received on December 1, 2009, for the Montgomery Knolls Elementary School addition project:

<u>Bidder</u>		<u>Amount</u>
G.F.G. Builders, Inc.	\$	7,488,600
Keller Brothers, Inc.		7,567,250
John W. Brawner Contracting Company, Inc.		7,759,011
Scheibel Construction		7,762,000
William F. Klingensmith, Inc.		7,767,700
Tuckman-Barbee Construction Company, Inc.		7,786,600
R. J. Crowley, Inc.		7,826,600

HITT Contracting, Inc.	7,844,838
Dustin Construction, Inc.	8,024,800

and

WHEREAS, The goal for Maryland Department of Transportation-certified Minority Business Enterprise participation established for this project was 20 percent; and

WHEREAS, The low bidder, G.F.G. Builders, Inc., submitted zero percent Minority Business Enterprise participation; and

WHEREAS, G.F.G. Builders, Inc. requested a waiver for the remaining Minority Business Enterprise participation and Department of Facilities Management staff has reviewed and denied the request for a waiver; and

WHEREAS, The next low bidder, Keller Brothers, Inc., has submitted 21.2 percent Maryland Department of Transportation-certified Minority Business Enterprise participation, of which 11.6 percent is African American, 4.7 percent is women-owned, and 4.9 percent is other minority-owned; and

WHEREAS, Keller Brothers, Inc. has completed similar work successfully for Montgomery County Public Schools; now therefore be it

Resolved, That a \$7,567,250 contract be awarded to Keller Brothers, Inc. for the Montgomery Knolls Elementary School addition project, in accordance with drawings and specifications prepared by Grieves, Worrall, Wright & O'Hatnick, Inc.

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

RESOLUTION NO. 13-10 Re: **AWARD OF CONTRACT – PAINT BRANCH
HIGH SCHOOL MODERNIZATION PROJECT**

WHEREAS, On March 26, 2007, the Board of Education authorized staff to utilize a construction management process for the Paint Branch High School modernization project and awarded a contract for preconstruction services to Hess Construction + Engineering Services; and

WHEREAS, On December 8, 2009, the Board of Education awarded the contract for the site work for the Paint Branch High School modernization project; and

WHEREAS, The following low bids were received on December 8, 2009, for the Paint Branch High School modernization project:

<u>Low Bidders</u>	<u>Amounts</u>
2B-Building Demolition—Pleasants Construction, Inc.	\$ 1,099,000
3A-Concrete —DGS Construction, Inc.	2,011,534
4A-Masonry—KaRon Masonry of Maryland, Inc.	7,003,000
5A-Steel—Southern Iron Works, Inc.	4,798,000
6A-Millwork/Casework—Steel Products, Inc.	1,668,091
7A-Roofing—Cole Roofing Co., Inc.	2,206,243
8A-Windows—Glass and Metals, Inc.	1,358,000
9A-Drywall and Ceilings—Maryland Applicators, Inc.	3,141,370
9B-Tile —David Allen Company, Inc.	1,134,100
9C-Flooring—NCF Floors	450,750
9D-Wood Flooring—Weyer’s Floor Service, Inc.	264,176
9E-Painting—Crown, Inc. of Hagerstown	397,818
10D-Metal Lockers and Shelving—Glover Equipment Sales Group	395,700
11A-Food Service Equipment—11400, Inc.	795,000
13A-Grandstands—Grandstand Design Enterprises, Inc.	638,000
15A-Mechanical—Tyler Mechanical Contracting, Inc.	13,525,000

<u>Low Bidders</u>	<u>Amounts</u>
15B-Sprinkler—Fire-Mak, Inc.	557,000
15C-Geothermal—Northern Virginia Drilling	3,100,000
16A-Electrical—Pel-Bern Electric, Inc.	7,700,000

and

WHEREAS, Staff recommends the 5A-Steel and 10D-Metal Lockers and Shelving trade packages be rebid at a later date directly by Hess Construction + Engineering Services, the construction manager for the Paint Branch High School Modernization; and

WHEREAS, On December 8, 2009, Hess Construction + Engineering Services received bid proposals for the remaining trade contracts for the project, which will be included in the guaranteed maximum price; and

WHEREAS, The guaranteed maximum price includes allowances to cover the costs for the 5A-Steel and 10D-Metal Lockers and Shelving trade packages that are to be rebid at a later date; and

WHEREAS, Detailed information on other bid proposals are available for review in the office of the Department of Facilities Management; and

WHEREAS, The construction management contract contains provisions that permit

Montgomery County Public Schools to assign the awarded trade contracts to Hess Construction + Engineering Services as part of a guaranteed price agreement to complete the Paint Branch High School modernization project; and

WHEREAS, Staff has negotiated and recommends approval of a guaranteed price contract with Hess Construction + Engineering Services for the completion of the Paint Branch High School modernization project that includes the assignment of trade work awarded by Montgomery County Public Schools, along with all management and general conditions costs; and

WHEREAS, Hess Construction + Engineering Services has agreed to accept the assignment of the Paint Branch High School trade contracts awarded on December 8, 2009, and January 12, 2010, and complete the project for the guaranteed price; and

WHEREAS, The Minority Business Enterprise participation will be reported at the completion of all bid activity for this project; now therefore be it

Resolved, That the following trade contract packages be awarded to the low bidders for the construction of Paint Branch High School modernization:

<u>Low Bidders</u>	<u>Amounts</u>
2B-Building Demolition —Pleasants Construction, Inc.	\$1,099,000
3A-Concrete—DGS Construction, Inc.	2,011,534
4A-Masonry—KaRon Masonry of Maryland, Inc.	7,003,000
6A-Millwork/Casework —Steel Products, Inc.	1,668,091
7A-Roofing—Cole Roofing Co., Inc.	2,206,243
8A-Windows—Glass and Metals, Inc.	1,358,000
9A-Drywall and Ceilings—Maryland Applicators, Inc.	3,141,370
9B-Tile—David Allen Company, Inc.	1,134,100
9C-Flooring—NCF Floors	450,750
9D-Wood Flooring—Weyer's Floor Service, Inc.	264,176
9E-Painting—Crown, Inc. of Hagerstown	397,818
11A-Food Service Equipment—11400, Inc.	795,000
13A-Grandstands—Grandstand Design Enterprises, Inc.	638,000
15A-Mechanical—Tyler Mechanical Contracting, Inc.	13,525,000
15B-Sprinkler—Fire-Mak, Inc.	557,000
15C-Geothermal—Northern Virginia Drilling	3,100,000
16A-Electrical—Pel-Bern Electric, Inc.	7,700,000

and be it further

Resolved, That the trade contracts awarded for the Paint Branch High School

modernization project be assigned to Hess Construction + Engineering Services; and be it further

Resolved, That a contract in the amount of \$80,978,293, to include the assignment of the trade contract awards, be awarded to Hess Construction + Engineering Services for the Paint Branch High School modernization project, in accordance with drawings and specifications prepared by Moseley Architects, P.C.

RESOLUTION NO. 14-10 Re: **CONSULTANT APPOINTMENT – NATURAL
RESOURCE INVENTORY AND FOREST
STAND DELINEATION**

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

WHEREAS, It is necessary to appoint an engineering firm to provide professional natural resource inventory and forest stand delineation services for various capital projects; and

WHEREAS, A Consultant Selection Committee, in accordance with procedures adopted by the Board of Education on April 20, 2006, identified Norton Land Design, LLC, as the most qualified firm to provide the necessary professional forest conservation plan, natural resource inventory, and forest stand delineation services; and

WHEREAS, Staff will negotiate fees for the necessary natural resource inventory and forest stand delineation services for each project based on the size and complexity of individual projects; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the firm of Norton Land Design, LLC, to provide professional forest conservation plan, natural resource inventory, and forest stand delineation services for various capital projects, as requirements arise, with each individual project contract not to exceed \$50,000.

RESOLUTION NO. 15-10 Re: **CONSULTANT APPOINTMENT –
TOPOGRAPHY SURVEY**

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

WHEREAS, It is necessary to appoint a survey firm to provide professional topography survey services for various capital projects; and

WHEREAS, A Consultant Selection Committee, in accordance with procedures adopted by the Board of Education on April 20, 2006, identified Meridian Surveys, Inc. as the most qualified firm to provide the necessary professional topography survey services; and

WHEREAS, Staff will negotiate fees for the necessary topography survey services for each project based on the size and complexity of individual projects; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the firm of Meridian Surveys, Inc. to provide professional topography survey services for various capital projects, as requirements arise, with each individual project contract not to exceed \$90,000.

RESOLUTION NO. 16-10

Re: **PAINT BRANCH HIGH SCHOOL – FOREST
CONSERVATION AGREEMENTS**

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

WHEREAS, Forest Conservation Plan, No. MR-2007606-MCPS-1 (the Plan), for the modernization of Paint Branch High School, located at 14121 Old Columbia Pike in Burtonsville, Maryland, establishes the need for 12.15 acres of forest conservation to satisfy environmental code requirements for tree loss during construction; and

WHEREAS, The Board must acquire Forest Conservation Credits in an off-site mitigation bank that has been approved by the Maryland-National Capital Park and Planning Commission because there is insufficient space at Paint Branch High School to accommodate the required forest conservation; and

WHEREAS, Staff has negotiated a purchase price of \$284,310 for 12.15 acres of Forest Conservation Credits from Winchester Homes, Inc. in an approved Forest Conservation Mitigation Bank to satisfy the Plan's requirements in compliance with Article II of Chapter 22A of the Montgomery County Code; and

WHEREAS, Winchester Homes, Inc. will accept all responsibility for the continued maintenance, monitoring, and protection of the Forest Conservation Mitigation Bank; and

WHEREAS, It is necessary to execute a Certificate of Compliance Agreement among the Board of Education, Winchester Homes, Inc., and the Maryland-National Capital Park and Planning Commission to evidence compliance and participation with the environmental code requirements for forest conservation; now therefore be it

Resolved, That the president and secretary of the Board of Education be authorized to execute an Agreement of Sale with Winchester Homes, Inc. in the amount of \$284,310 for

12.15 acres of off-site Forest Conservation Credits for Paint Branch High School; and be it further

Resolved, That the president and secretary of the Board of Education be authorized to execute a Certificate of Compliance Agreement with Winchester Homes, Inc. and the Maryland-National Capital Park and Planning Commission establishing the Conservation Easement at the off-site location.

RESOLUTION NO. 17-10

Re: **STORMWATER MANAGEMENT
CO-PERMITTEE MEMORANDUM OF
UNDERSTANDING**

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

WHEREAS, The Maryland Department of the Environment has named Montgomery County Public Schools as a co-permittee in the MS4 permit being issued to the Montgomery County Government; and

WHEREAS, The Maryland Department of the Environment has stated that if Montgomery County Public Schools is not a co-permittee under the county's MS4 permit, the Maryland Department of the Environment may require Montgomery County Public Schools to receive a separate MS4 permit; and

WHEREAS, It is more efficient for Montgomery County Public Schools to become a co-permittee under the county's permit than to have to apply and comply with a separate MS4 permit; and

WHEREAS, The Montgomery County Department of Environmental Protection and Montgomery County Public Schools have negotiated an MS4 Co-permittee Memorandum of Understanding that reasonably allocates roles and responsibilities between the Department of Environmental Protection and Montgomery County Public Schools so as to efficiently and effectively structure permit compliance; and

WHEREAS, The Montgomery County Department of Environmental Protection and Montgomery County Public Schools have proposed a modification to their Stormwater Management Maintenance Memorandum of Understanding to limit when this agreement can be terminated to coincide with the expiration of the MS4 permit; now therefore be it

Resolved, That the Board president and the superintendent of schools are authorized to execute, on behalf of the Board of Education, the MS4 Co-permittee Memorandum of Understanding and the Stormwater Management Maintenance Memorandum of Understanding.

RESOLUTION NO. 18-10 Re: **RECOMMENDED FY 2010 SUPPLEMENTAL
APPROPRIATION FOR DIESEL
PARTICULATE FILTERS**

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

WHEREAS, The State Highway Administration and the Montgomery County Board of Education support reducing particulate matter associated with diesel fuel exhaust by retrofitting a certain number of diesel buses in the Montgomery County Public Schools fleet with new verified fine particle reducing technologies; and

WHEREAS, The Montgomery County Public Schools' Department of Transportation will continue to use cleaner fuel, work to reduce school bus idling time, and reinforce green driving practices; and

WHEREAS, The State Highway Administration has provided funding to purchase diesel filtration systems and services for Montgomery County Public Schools school buses to help reduce fine particle pollution; now therefore be it

Resolved, That the superintendent of schools be authorized to receive and expend, subject to County Council approval, an FY 2010 supplemental appropriation of \$1,000,000 for the retrofitting of approximately 70 transit-style school buses with a level 3 active diesel particulate filter; and be it further

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

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

RESOLUTION NO. 19-10 Re: **HUMAN RESOURCES MONTHLY REPORT**

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

Resolved, That the Board of Education approve the Human Resources Monthly Report dated January 12, 2010.

RESOLUTION NO.19(a)-10 Re **DEATH OF MR. GEORGE E. BUCHEIMER,
SPECIAL EDUCATION PARAEDUCATOR,
STEPHEN KNOLLS SCHOOL**

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

WHEREAS, The death on December 15, 2009, of Mr. George E. Bucheimer, special education paraeducator, at Stephen Knolls School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In the 27 years that Mr. George E. Bucheimer worked for Montgomery County Public Schools, he always had a warm, outgoing, and thoughtful personality; and

WHEREAS, Mr. Bucheimer was very effective in meeting the needs of the students, was a team player, and an asset to the Stephen Knolls 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 Mr. George E. Bucheimer 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. Bucheimer's family.

RESOLUTION NO. 20-10 Re: **APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective January 25, 2010:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Laura Newton	Director of Guidance, College and Career Services, T.C. Williams HS	Supervisor, School Counseling Services

Re: **MONTHLY FINANCIAL REPORT**

Mr. Larry Bowers, chief operating officer, stated that the financial report reflects the actual financial condition of Montgomery County Public Schools (MCPS) as of November 30, 2009, and projections through June 30, 2010, based on program requirements and estimates made by primary and secondary account managers. At this time, revenues have a projected surplus of \$400,000, while expenses have a projected surplus of \$13,800,000. The county contribution also has decreased by \$2.0 million because of a shift in revenue resulting from additional federal grants under the *American Recovery and Reinvestment Act of 2009* (ARRA). This results in a greater county year-end fund balance. Staff will

continue to closely monitor both revenues and expenditures.

RESOLUTION NO. 21-10 Re: **PRESENTATION PLANS FOR
GAITHERSBURG HIGH SCHOOL
MODERNIZATION PROJECT**

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

WHEREAS, The architect for the proposed Gaithersburg High School modernization project, Samaha Associates, has prepared a schematic design in accordance with the educational specifications; and

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

Resolved, That the Board of Education approve the preliminary plans report for the Gaithersburg High School modernization project developed by Samaha Associates.

RESOLUTION NO. 22-10 Re: **PRESENTATION PLANS FOR RIDGEVIEW
MIDDLE SCHOOL IMPROVEMENTS
PROJECT**

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

WHEREAS, The architect for the proposed Ridgeview Middle School improvements project, Lukmire Partnership, has prepared a schematic design in accordance with the educational specifications; and

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

Resolved, That the Board of Education approve the preliminary plans report for the Ridgeview Middle School improvements project developed by Lukmire Partnership.

Re: **UPDATE ON HIGH SCHOOL PLUS**

Dr. Weast invited the following people to the table: Dr. Frank H. Stetson, acting chief school performance officer, Office of School Performance; Mr. James G. Fernandez, principal, Albert Einstein High School; and Mrs. Mildred L. Charley-Greene, assistant principal, Albert Einstein High School.

High School Plus (HS+) was created three years ago to provide struggling students with the opportunity to be successful and engage in rigorous academics. It is a credit-bearing program designed as the primary pathway beyond the traditional instructional day for high school students to earn required graduation credits at their respective home schools. The HS+ Program provides credit-bearing opportunities through extended-day full-semester courses and credit-recovery classes. The discussion provided Board members with an update on the implementation of the HS+ Program, pinpointed the challenges and continuous improvement efforts based on stakeholder feedback, and identified next steps. Montgomery County Public Schools (MCPS) is committed to providing learning opportunities that are relevant to the needs and interests of students as the school system strives to meet Goal 1 of *Our Call to Action: Pursuit of Excellence*, Ensure Success for Every Student. For several decades, the Regional Evening High School (REHS) program was the only option for students to access the process to regain credit lost during the school year. With the focus of college readiness and the impact of high stakes testing at the forefront of education reform, concerns were raised regarding the quality of REHS, which ultimately led to its elimination, effective this school year.

The Evening High School Work Group was convened to address the concerns regarding REHS and recommended closure of the program based on several factors. In 2006, data analysis revealed that 80 percent of REHS students were African American and Hispanic and 28 percent of these students failed their courses in REHS. Additionally, the academic rigor, lack of consistency, and instructional quality of the program were not supporting students for college readiness. Some teaching staff did not possess the appropriate certification requirements for the courses they taught in REHS, nor did many attain highly qualified status. Issues of quality control were evident when examining the REHS grading and reporting practices. The ability to effectively monitor student data and the consistent grading practices among teachers was limited by the misalignment of the day school and the REHS grading and reporting systems. Lack of alignment with the curriculum did not prepare students effectively for the next course in the sequence. REHS students attended school outside of their school building, creating a “disconnect” between the student, the school, and the quality of the instructional program. These factors demonstrated that schools needed to be responsible for their own students and led to the conclusion that REHS was not providing the quality and rigor that is expected in the day program.

HS+ was developed in the summer of 2006 as an alternative model for students to regain missing credits, prepare students to meet the High School Assessment (HSA) graduation requirements, and ensure that all students earn a Maryland high school diploma. HS+ was piloted in four high schools during the 2006–2007 school year. In the 2007–2008 school year, HS+ was made available to all MCPS students in Grades 9 and 10, based on pilot school data success. During a transitional period, individual high schools had the option to offer the HS+ program to their own students in Grades 11 and 12. During this time period, only one REHS remained open for students in Grades 11 and 12. In the 2008–2009 school

year, only Grade 12 students had the option to recover lost credit at the last remaining REHS site. In the 2009–2010 school year, all REHS sites were eliminated.

The HS+ program, in combination with the regular school day, provides a three-tiered approach to support students experiencing difficulty keeping up with credit requirements. Students have the opportunity to access courses through repeater sections offered in the day school's master schedule, and may enroll in full-semester courses and credit-recovery classes offered as components of the extended-day program. Students registered in repeater sections may repeat courses failed during the regular school day program in succeeding semesters. The extended-day component is an after-school program currently offered in 22 high schools. Students who have previously failed a course retake the course immediately after the regular school day. Typically, course sections meet twice a week for 100-minute-long sessions. Credit-recovery classes enable students who had previously failed one quarter of a full semester class (and received an overall failing grade) to earn a new grade based on recovery of the failed quarter grade. Students who fail both quarters and the final exam are not eligible for credit recovery.

HS+ was designed to continue to build upon the principle that personal relationships are essential to student success. Local teachers who are employed for the extended-day program have the flexibility to contact and monitor students throughout the day as needed and build upon already established relationships. Local teachers also are able to access the instructional materials and resources of the day program and integrate them into the HS+ Program. This ensures the alignment of the HS+ Program with MCPS' vision of assuring college readiness by providing a rigorous curriculum. Local schools are given the flexibility to design and create the HS+ program based on their own students' needs. This creates a sense of ownership and accountability for each school. The local site program allows school administration and parents to readily monitor and support student performance through alignment of the instructional-day program to the extended-day program. The local design enables access to Pinnacle and Edline for grading and reporting.

Participation and performance results for HS+ have remained relatively constant over the last two years. There were approximately 1,500 student grades reported in Semester 1 and approximately 2,000 student grades reported during Semester 2 of Fiscal Years 2008 and 2009.

One factor that has proven to be a bright spot for HS+ is the fact that the program is reaching students earlier in their high school careers than prior programs. Prior to HS+, 20 percent of all REHS students were in Grades 9 and 10. These students were typically older than traditional Grade 9 or 10 students, but their earned credits designated their grade placement. Currently, 48 percent of students in HS+ are in Grades 9 and 10, at or close to the typical age of such students, affording them the opportunity to get back on track toward graduation at an earlier juncture in their high school careers. Additionally, after-school activity buses have made a significant impact on the accessibility of the program to

students.

Key to the evolution of HS+ is a commitment to the Plan, Do, Study, Act continuous improvement process. Principals report that students need to have flexibility to earn required credits that cannot be provided within the constraints of the traditional instructional day. In addition, provisions need to be made to support students to achieve HSA requirements. In an effort to address these challenges, adjustments were made to HS+. The program was expanded to include students who need to attain original credit. This allows students to have the flexibility to retake a course they previously failed during the school day and also allows students to access original credit in the extended-day program in order to remain on track toward graduation. In addition, the HSA Workshop class was added to course offerings. The purpose of the HSA Workshop is to provide students with the supports they need to meet the state's graduation requirements. Likewise, HS+ has been able to provide structure and access for local teachers to work with their students to complete HSA Bridge Program projects.

In order to address the concerns of parents of former MCPS students regarding credit-bearing options beyond HS+ and the traditional instructional day, the program set the course to develop the opportunity for students to regain credit through the Online Pathway to Graduation Program (OPTG). OPTG enables current and former MCPS high school students who need three credits or fewer to complete the academic requirements for a Maryland high school diploma by taking online courses. As participants successfully complete each course, credit is awarded, thus helping the participant progress toward the goal of earning a high school diploma. OPTG is being implemented as a pilot and an extension of HS+ during the 2009–2010 school year. This program began in October 2009 and implements a rolling admission. Currently, 37 students are enrolled in 75 classes.

The Alternative to High School Plus Project Team was developed to ensure that all students have the opportunity to gain credit beyond the regular day until they exceed the age of 21. This project team, consisting of central office staff members, high school principals, and parents, will meet regularly to examine data, gather stakeholder feedback, develop improvement processes for future implementation, and provide status updates and recommendations to the executive leadership staff. In addition, the Office of School Performance will soon convene a focus group of the lead administrators of the HS+ program to gather feedback on the program's successes and opportunities for improvements.

Since its inception in the fall of 2006, HS+ has continued to evolve based on stakeholder feedback and the continuous improvement process. This program is intended to provide the educational opportunity for students to recover required credits from courses they may have failed so that they, too, may reach the goal of college readiness. Significant improvements have been made in relation to REHS through HS+ and will continue.

Re: DISCUSSION

Mr. Barclay commented that there are pluses and minus because everyone is concerned about support for students who are not successful in high school. Even though REHS was not working for all students, HS+ seems to limit options for students. Which course do most students needed through HS+, he asked. In REHS, students needed ninth grade Algebra I and English. Is that still the case? What happens to students who may have to repeat more than one course? Staff explained that core course, such as algebra and English, are still the courses that are prominent. Time is always a problem when a student starts to fall behind because it adds to the course load. Students are contacted and encouraged to enroll in HS+ in order for them to graduate on schedule.

Mr. Hwang inquired about the opinion of teachers regarding HS+. Could the same argument be applied to summer school and its lack of rigorous courses? Could HS+ be utilized for students who want to graduate in three years? Staff replied that HS+ is taught in the high school with the same rigor and fidelity to the curriculum. Since it is offered in the building, it is highly respected, and the students pass the same exams. Summer school is a central program and the ownership and monitoring is not done by the student's high school staff. Summer school must be offered since schools are not open over the summer and some students need credits. An advanced student who wants to graduate early is eligible for HS+ if the necessary course is offered.

Mr. Durso clarified that if a student fails a course not offered in HS+, the student must wait until summer school. Is there a concern that some students will not have the space or time to take these classes? Staff replied that they continually monitor the needs of students and give them the opportunity to complete courses.

Mr. Durso asked if the budget will impact HS+ with class size and transportation. Staff thought the budget will determine the extent of the programs, but transportation is important for many programs within the school.

Ms. Berthiaume asked if a child could not do basic addition, how could there be a different result by reenrolling in Algebra I since the child needs tutoring in addition. How is that addressed? Staff explained that there is a double period to teach remediation along with the HS+ course. Essentially, there is a school within a school. The idea is to start early and keep students in the system until graduation. However, mobility requires highly qualified teachers and creative scheduling.

Ms. Brandman noted that there are students who have challenges, and HS+ is a piece of the solution. Which students have not been reached, and is the system in the process of figuring it out? Are there other recommendations? Will there be partners? Staff replied that 2 percent of the school population will have significant needs, such as absenteeism or lack of motivation. However, the system is identifying the students and giving principals the

flexibility with HS+ and credit recovery. Building trust and relationships will lead to better outcomes.

Dr. Docca asked about the total number of students who need HS+ or credit recovery. Of that number, how many accessed HS+? Staff stated that 10 percent of every class has some issue based on the school and student population.

Dr. Docca asked about the cost of online courses. Staff explained that it is \$310, but currently enrolled students receive free online courses.

** Mr. Durso left the meeting at this time.

Mr. Kauffman asked what appropriate performance measure could evaluate HS+. He was not sure that HS+ was better than REHS. What should the system be looking at to measure the program? What is the right strategy for addressing these issues? Staff replied that the bottom line is if students meet the requirements by using HS+ for credit recovery.

There was a discussion to ask for Map-R data for raising ninth graders to determine the scope of the need for remediation. The consensus of the Board was to work together to determine what is needed from staff in order to help the Board's decision-making.

Re: UPDATE ON INTEGRATED KINDERGARTEN CURRICULUM

Dr. Weast invited the following people to the table: Mr. Erick J. Lang, associate superintendent, Office of Curriculum and Instructional Programs; Mr. Martin M. Creel, director, Department of Enriched and Innovative Programs, Ms. Theresa A. Cepaitis, director, Curriculum Projects, Grading and Reporting, and Digital Curriculum; Mr. Eric A. Wilson, principal, Arcola Elementary School; and Ms. Alison M. Harper, teacher, Arcola Elementary School.

Montgomery County Public Schools (MCPS) has developed an Integrated Kindergarten Curriculum designed to provide teachers with a single-source online instructional guide that shows connections among all subjects and builds on the existing content-specific curriculum. The Integrated Kindergarten Curriculum identifies a sequence of instruction that maximizes the natural connections among the content of all subjects. It also identifies an instructional focus for critical and creative thinking skills as well as academic success skills that permeates all content instruction. The online instructional guide contains resources and tools that incorporate Universal Design for Learning principles, which help teachers provide instruction that meets the needs of all students. This new vehicle for curriculum delivery and implementation will serve as a model for future curriculum development efforts and supports district implementation of the Seven Keys to College Readiness.

Integrated curriculum is not a new concept in education. Common models of integration in the past may have been theme-based or project-based. The MCPS Integrated Kindergarten Curriculum incorporates a threaded model of integration. In this model, students learn critical and creative thinking skills and develop academic success skills while they are learning content skills and processes. The thinking skills and academic success skills are the threads that weave the content skills and processes together.

Research tells us that making connections among concepts increases the possibility that students will be able to recall those concepts and transfer them to new learning. When students are aware of how they are learning, they are better prepared to learn in any new situation. With the wealth of information that is becoming increasingly available in the 21st century, it is essential that all students not only learn academic content but have the opportunity to know how to keep learning.

The update highlighted the development process and design of the integrated curriculum, as well as the practical benefits and challenges that school-based staff members report as a result of voluntary implementation.

MCPS has developed a comprehensive curriculum by content area at the elementary level. The curriculum resources for kindergarten mathematics and reading language arts were last updated in 2003. In keeping up with research and ongoing stakeholder feedback, a cross-functional development team was established to design a new model for curriculum that included the following:

- Creative and critical thinking as well as academic success skills
- Integrated curriculum to maximize instructional time and to save teachers planning time
- Small group instruction in reading and mathematics
- State curriculum requirements in all content areas
- An all electronic platform for disseminating curriculum

The new integrated model provides teachers with instructional strategies and resources for all content areas including reading, writing, mathematics, science, social studies, art, music, physical education, health education, and informational literacy. This new vehicle for curriculum delivery and implementation will serve as a model for future elementary curriculum development efforts.

The development process for the online Integrated Kindergarten Curriculum included ongoing stakeholder input and feedback; research on integrated curriculum models as well as critical thinking, creative thinking, and academic success skills; and components of existing content-specific curriculum guides.

Elementary principals and teachers who work with kindergarten students were surveyed

about the existing kindergarten curriculum. More than 600 staff members responded to the survey. Teachers told us that they were having difficulty finding time for teaching science and social studies and that a curriculum guide that integrates social studies and science with mathematics, reading, and writing instruction and includes timelines and weekly planners would be helpful.

Multiple stakeholder groups, including the Council on Teaching and Learning, the Curriculum Advisory Assembly, the Elementary Principals Advisory Group, and focus groups comprising administrators, teachers, parents, and secondary-level students reviewed an initial design of the curriculum. The development team continues to collect feedback during this school year's voluntary implementation using a variety of methods including classroom observation, interviews with teachers, a discussion board on the online curriculum site, and webinar sessions.

Research tells us that making connections among concepts helps students form generalizations about concepts. When students understand the connections among concepts, they are better able to recall what they know and use that knowledge to facilitate new learning. By providing students with explicit instruction in critical and creative thinking skills and opportunities to develop academic success skills while learning content, teachers can help students understand how they learn. Making students aware of how they learn prepares them for lifelong learning.

The Integrated Kindergarten Curriculum incorporates the primary talent development model successfully implemented in MCPS elementary schools with the Program of Assessment, Diagnosis, and Instruction (PADI). Primary talent development nurtures, identifies, and documents the skills necessary for success in accelerated and enriched instruction. Developing critical and creative thinking skills reveals the strengths and talents of more students both in daily classroom instruction and during the system process for Student Instructional Program Planning and Implementation (SIPPI). As outlined in the presentation on *Goal 2: Provide an Effective Instructional Program—Sequence of Accelerated and Enriched Instruction* at the September 8, 2009, Board of Education meeting, SIPPI is under development to combine the global screening and grade-to-grade articulation processes.

Research on academic success skills has shown that when students are able to defer short-term gratification for long-term gain, when they collaborate with others, and when they take responsibility for their learning, they are able to function at a higher level. In classrooms in which students have opportunities to develop academic success skills and learn how they learn, all students are able to achieve at higher levels.

The content for all subjects in the Integrated Kindergarten Curriculum has been purposefully sequenced and organized to maximize the natural connections among content areas. This organization provides opportunities for meaningful integration and connections.

The Integrated Kindergarten Curriculum incorporates the threaded model of integration. For each marking period in the integrated curriculum, there is a target critical or creative thinking skill and academic success skill. For each week in a marking period, unifying questions help teachers provide an instructional focus on these skills that permeates all content areas. For example, analysis and collaboration are the target critical thinking and academic success skills in the first marking period in kindergarten. Unifying questions related to these skills include the following:

- How do looking, listening, and following routines help students learn?
- How do identifying and describing attributes help students understand their world and organize ideas?
- How do looking and listening for similarities, differences, and patterns help students learn?

The curriculum also contains responses to the unifying questions for each subject that relate to the content for the week.

Model plans for integrated instructional days are included to provide examples of how to integrate content while focusing on thinking and academic success skills. For example, in the model integrated day for Marking Period 3, Week 1, students read the book *Tops and Bottoms* by Janet Stevens and refer to it throughout the day for instruction on multiple contents and thinking skills as described below.

- Social Studies: Students analyze the consequences the main character, Bear, suffers for not investigating the choices he makes.
- Reading: Students use synthesis to see how understanding the parts of the story help them to better understand the whole story.
- Science: Students describe and compare the external features of the vegetables in the story.
- Mathematics: Students analyze the attributes of the vegetables to determine how they could measure and compare their lengths.

For each content area, weekly instructional planners also are provided. These planners include content indicators—what students should know and be able to do—as well as sample learning tasks, instructional resources, and professional development resources. Tasks are aligned with the content indicators and provide opportunities for students to use critical and creative thinking skills and academic success skills in a variety of ways. These tasks give teachers models for how to provide opportunities for all students to develop critical and creative thinking skills as they are learning content.

Implementation in school year 2009–2010 included widespread dissemination of the new integrated model and voluntary implementation. Approximately 90 schools are participating in various aspects of the integrated curriculum. A SharePoint site containing all curriculum

and professional development resources was made available to elementary school staff during summer 2009. The Integrated Kindergarten Curriculum will be the first elementary curriculum available in the new MCPS online curriculum environment, projected to be ready by school year 2010–2011. Once the final online curriculum environment becomes available in MCPS, teachers will have the ability to collaborate by sharing lessons and resources as well as rating and commenting on all resources. All elementary schools received instructional materials in August 2009 to support the voluntary implementation during this school year. Teachers from 49 schools participated in voluntary webinars on planning instruction using the integrated curriculum during preservice week. Additional webinars to provide school staff with opportunities to ask questions and provide feedback were offered in September and October 2009.

The development of a new model for curriculum delivery has provided an opportunity to move beyond the silos of individual content development to an interdisciplinary approach that is more in line with how students learn and how teachers plan for instruction. Teachers implementing the Integrated Kindergarten Curriculum report that the curriculum shows them ways to make connections among disciplines in a way that all students gain the background knowledge needed to learn and that their students are talking about the connections they are seeing. The digital environment makes it possible to include instructional resources and tools that are accessible to all students and incorporate universal design principles in curriculum, instruction, and assessment.

Comments from staff members using the curriculum include the following:

- *“Our students are seeing and commenting on the connections.”*
- *“The kindergarten materials are great. The little books will be an effective way to integrate social studies into guided reading.”*
- *“Our kindergarten teachers LOVE the new curriculum. They are all using it and sharing the richness with each other. What a WONDERFUL differentiated and highly engaging ‘package’ for students AND for teachers.”*

One of the challenges in implementing the Integrated Kindergarten Curriculum is providing time for teachers to explore the variety of resources in the new curriculum environment and to collaboratively plan using these resources. To address this challenge, several schools have structured their schedule so that kindergarten teachers have one team planning period per week. Another challenge is managing the change to a digital curriculum environment. The use of the many resources and tools may require new skills for teachers to plan instruction. To address this challenge, the development team continues to provide online professional development resources and webinars for teachers.

The new Integrated Kindergarten Curriculum in the interim SharePoint site will be migrated into the new online learning community for full implementation in school year 2010–2011. The development team will continue to collect feedback from stakeholders during this

school year. Feedback will be used to inform development of the online learning community and integrated curriculum for Grades 1–5, as well as the support and communication needed to use the resources effectively.

The Integrated Kindergarten Curriculum provides all students with opportunities to develop critical thinking, creative thinking, and academic success skills. Students who develop these skills are more prepared for learning content knowledge and processes, which will enable them to attain the Seven Keys to College Readiness on the pathway to college readiness at graduation.

Re: **DISCUSSION**

The Board of Education was pleased with the presentation that demonstrated the integration of the kindergarten curriculum since early education is vital for lifelong learners.

RESOLUTION NO. 23-10

Re: **TENTATIVE ACTION, POLICY ABC,
PARENTAL INVOLVEMENT**

On motion of the Policy Committee, the following resolution was adopted unanimously by members present:

WHEREAS, Policy ABC, *Parental Involvement*, sets forth the guidelines for encouraging parent and family involvement in the school community to support children's education, healthy development, and well-being; and

WHEREAS, The Board of Education Policy Committee has considered and recommended revisions to update Policy ABC, *Parental Involvement*, and

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

Resolved, That the Board of Education take tentative action on Policy ABC, *Parental Involvement*, and be it further

Resolved, That Policy ABC, *Parental Involvement*, be sent out for public comment.

Parent and Family Involvement

A. PURPOSE

1. The Board of Education (Board) is committed to promoting meaningful family partnerships as an essential component to students' academic success.
2. The Board encourages parent and family involvement in the school community to support children's education, healthy development, and well-being. Montgomery County Public Schools (MCPS) will take actions to promote family involvement efforts that encompass the diversity of the community.

B. ISSUE

Research indicates that family involvement in education has a positive effect on student learning and healthy development and is an important strategy in reducing achievement gaps. Additionally, meaningful and effective home–school partnerships help to ensure a safe and respectful learning environment.

C. POSITION

1. The Board supports the development of parent and family involvement programs and services that are comprehensive and linked to student learning and based on, but not limited to, the National Standards for Family–School Partnerships:
 - a) Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued and connected to each other, to school staff, and to what students are learning and doing in class.
 - b) Communicating effectively—Families and school staff engage in regular, meaningful two-way communication about student learning.
 - c) Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
 - d) Speaking up for children—Families are empowered to advocate for their children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

- e) Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.
 - f) Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.
2. All MCPS employees are expected to convey a commitment to parent and family involvement.

D. DESIRED OUTCOME

All MCPS staff will collaborate with families to build strong family–school partnerships.

E. IMPLEMENTATION STRATEGIES

1. The superintendent of schools will review existing policies and procedures, and develop necessary regulations and procedures to support this policy.
2. The superintendent of schools and the Board of Education will monitor the milestones and data points associated with Goal 3: Strengthen Productive Partnerships for Education in the MCPS strategic plan.
3. The Board provides opportunities for parents and other members of the public to provide feedback through public comments at Board meetings, written and e-mail correspondence, service on advisory committees, and participation in public hearings and community forums. Feedback from a broad spectrum of our diverse community is integral to the processes of developing and revising school system policies, strategic planning, budget development, and implementation of school district initiatives.

F. REVIEW AND REPORTING

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

RESOLUTION NO. 24-10

Re: **CLOSED SESSION RESOLUTION**

On recommendation of the superintendent and on motion of Mr. Barclay seconded by

Ms. Brandman, the following resolution was adopted unanimously by members present:

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

Resolved, That the Board of Education of Montgomery County conduct closed sessions on Tuesday, February 9, 2010, in Room 120 of the Carver Educational Services Center to meet from 9:00 to 10:00 a.m. and 1:00 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 to discuss matters of an administrative function outside the purview of the *Open Meetings Act* (Section 10-508(a) of the *State Government Article*); and be it further

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

RESOLUTION NO. 25-10

Re: **REPORT OF CLOSED SESSIONS**

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

On December 8, 2009, by unanimous vote, 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 8, 2009, from 9:05 to 10:00 a.m. and 12:30 to 1:55 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and approved the closed session minutes for October 26, 2009.
2. Unanimously approved the Decisions and Orders in Appeals 2009-23 and 2009-33 in its quasi-judicial capacity outside the purview of the *Open Meetings Act* (Section 10-508(a) of the *State Government Article*).
3. 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 10-508(a) of the *State Government Article*): 2009-34, 2009-36, and 2009-37.
4. Discussed 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*.

5. Discussed Board committee appointments with a subsequent vote in open session, which is an administrative function outside the purview of the *Open Meetings Act* under Section 10-508(a).
6. Discussed matters of an administrative function (strategy for obtaining funding of the operating budget and maintenance of effort) outside the purview of the *Open Meetings Act* (Section 10-508(a) of the *State Government Article*).

In attendance at the closed session for appeals were Chris Barclay, Laura Berthiaume, Shirley Brandman, Pat Clancy, Judy Docca, Mike Durso, Tim Hwang, Roland Ikheloa, Phil Kauffman, Suzann King, Patricia O'Neill, Glenda Rose, and Laura Steinberg. At 9:35 a.m., the following staff joined the Board in closed session: Aggie Alvez, Brian Edwards, Erick Lang, Jody Leleck, Chris Richardson, Stacy Scott, Frank Stetson, Dana Tofig, and Jerry Weast. At 12:30 p.m., the following people joined the Board and staff in closed session: Don Kopp and Marshall Spatz.

RESOLUTION NO. 26-10 Re: **MINUTES**

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

Resolved, That the Board of Education approved the minutes of its meetings of November 5, November 10, November 11, and November 12, 2009.

RESOLUTION NO. 27-10 Re: **APPEALS**

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

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* of the *Annotated Code of Maryland*; now therefore be it

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

Appeal Number
2009-38

Type
Complaint from the Public

Re: **BOARD COMMITTEE UPDATES**

There were no updates.

Re: **BOARD'S CAPITAL IMPROVEMENTS
PRIORITIES AND MODERNIZATIONS/
RENOVATIONS**

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

WHEREAS, The school modernization schedule is based on a standardized assessment tool called FACT—Facilities Assessment with Criteria and Testing; and

WHEREAS, The superintendent has proposed updating the FACT assessment tool; and following the update of the FACT assessment tool, the next round of schools will be assessed for modernization; and

WHEREAS, The superintendent has proposed that Policy FKB, *Modernization/Renovation*, be rescinded and provisions from that policy be incorporated into Policy FAA, *Long-Range Educational Facilities Planning*, and Regulation FAA-RA, *Long-Range Educational Facilities Planning*; and

WHEREAS, The Board of Education would prefer that the timeframes currently associated with the design and construction of modernization and capacity projects be shortened to the minimum duration possible to ensure that projects be bid at the earliest time to take maximum advantage of the favorable construction market; and

WHEREAS, The Board of Education's Capital Improvement Priorities list *Modernizations/Replacements* behind *Critical Health and Safety Projects*, *Capacity Projects*, and *Capital Maintenance Projects*; and

WHEREAS, At the current pace, Montgomery County Public Schools elementary schools are modernized on a 65-year cycle, middle schools on a 76-year cycle, and high schools on a 50-year cycle; and

WHEREAS, The pace of modernizations is limited by the availability of holding facilities; and

WHEREAS, Given fiscal restraints, there is a need to review alternative financing methods for our school construction program, including public–private partnerships; now therefore be it

Resolved, That the Board convene a retreat to begin the process of addressing the following: a comprehensive review of the FACT assessment tool; plans to reassess

remaining schools for modernization; the optimal proposed schedule for modernizing schools, including the adequacy of our holding facilities; consideration of any changes to the Capital Improvements Priorities list; and alternatives to MCPS' current contracting methods that might shorten and accelerate the pace of already planned projects, including alternative financing methods for school construction.

RESOLUTION NO. 28-10

Re: **AN AMENDMENT TO THE BOARD'S
CAPITAL IMPROVEMENTS PRIORITIES
AND MODERNIZATIONS/RENOVATIONS**

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

Resolved, That the Board convene a **special work session in the summer of 2010** to begin the process of addressing the following: a comprehensive review of the FACT assessment tool; plans to reassess remaining schools for modernization; the optimal proposed schedule for modernizing schools, including the adequacy of holding facilities; consideration of any changes to the Capital Improvements Priorities list; and alternatives to MCPS' current contracting methods that might shorten and accelerate the pace of already planned projects, including alternative financing methods for school construction.

RESOLUTION NO. 29-10

Re: **BOARD'S CAPITAL IMPROVEMENTS
PRIORITIES AND MODERNIZATIONS/
RENOVATIONS**

On motion of Mr. Kauffman and Mr. Barclay, the following resolution was adopted unanimously by members present:

WHEREAS, The school modernization schedule is based on a standardized assessment tool called FACT—Facilities Assessment with Criteria and Testing; and

WHEREAS, The superintendent has proposed updating the FACT assessment tool; and following the update of the FACT assessment tool, the next round of schools will be assessed for modernization; and

WHEREAS, The superintendent has proposed that Policy FKB, *Modernization/Renovation*, be rescinded and provisions from that policy be incorporated into Policy FAA, *Long-Range Educational Facilities Planning*, and Regulation FAA-RA, *Long-Range Educational Facilities Planning*; and

WHEREAS, The Board of Education would prefer that the timeframes currently associated with the design and construction of modernization and capacity projects be shortened to the minimum duration possible to ensure that projects be bid at the earliest time to take

maximum advantage of the favorable construction market; and

WHEREAS, The Board of Education's Capital Improvements Priorities list *Modernizations/Replacements* behind *Critical Health and Safety Projects, Capacity Projects, and Capital Maintenance Projects*; and

WHEREAS, At the current pace, Montgomery County Public Schools' elementary schools are modernized on a 65 year cycle, middle schools on a 76 year cycle, and high schools on a 50 year cycle; and

WHEREAS, The pace of modernizations is limited by the availability of holding facilities; and

WHEREAS, Given fiscal restraints, there is a need to review alternative financing methods for our school construction program, including public-private partnerships; now therefore be it

Resolved, That the Board convene a special work session in the summer of 2010 to begin the process of addressing the following: a comprehensive review of the FACT assessment tool; plans to reassess remaining schools for modernization; the optimal proposed schedule for modernizing schools, including the adequacy of our holding facilities; consideration of any changes to the Capital Improvements Priorities list; and alternatives to MCPS' current contracting methods that might shorten and accelerate the pace of already planned projects, including alternative financing methods for school construction.

Re: **NEW BUSINESS**

There was no new business.

Re: **ITEMS OF INFORMATION**

The following items were available:

1. Legal Fees Report
2. Construction Progress Report

RESOLUTION NO. 30-10

Re: **ADJOURNMENT**

On recommendation of the Superintendent and on motion of Ms. Brandman seconded by Mr. Barclay the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education adjourn its meeting of January 12, 2010, at

4:30 p.m.

PRESIDENT

SECRETARY

JDW:gr

**MONTGOMERY COUNTY BOARD OF EDUCATION
SUMMARY SHEET
January 12, 2010**

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