

APPROVED  
1-2011

Rockville, Maryland  
January 11, 2011

The Board of Education of Montgomery County held a hearing at the Carver Educational Services Center, Rockville, Maryland, on January 11, 2011, at 10:15 a.m.

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

Absent: Ms. Laura Berthiaume

\*\* Mr. Xie joined the meeting at 2:35 p.m.

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

RESOLUTION NO. 1-11 Re: **RESOLUTION FOR CLOSED SESSIONS**

On recommendation of the superintendent and on motion of Ms. Brandman seconded by Mrs. O'Neill, 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 11, 2011, 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 Monthly Human Resources and Development Report, an Appointment, and the Equal Employment Opportunity Report 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 dedicate part of the closed sessions on January 11, 2011, 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. 2-11

Re: **APPROVAL OF THE AGENDA**

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

Resolved, That the Board of Education approve its agenda for January 11, 2011.

RESOLUTION NO. 3-11

Re: **AFRICAN AMERICAN HISTORY MONTH**

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

WHEREAS, The history of African Americans has played an integral role in the unfolding story of America; and

WHEREAS, Great African American intellectuals such as Phillis Wheatley, poet; W.E.B. DuBois, educator; Dorothy Height, social activist; Barack Obama, president of the United States, and many others have greatly enriched our shared society and are examples of the power of education and reason; and

WHEREAS, African Americans still face significant challenges to be assured equal access to quality education, and continue to battle institutional racism, a quality education remains the greatest tool through which our society will build a stronger more perfect union, maximizing and honoring the skills and contributions of all; and

WHEREAS, Third grade students in Montgomery County Public Schools represent the value of a high quality learning experience as 78.5 percent of African American students have earned a Proficient or Advanced score on the Maryland School Assessment in mathematics in 2010, a 22.7 percentage point increase since 2003—nearly twice the rate of improvement of all third grade students; and

WHEREAS, In 2010, 44.2 percent of eligible African American students in Montgomery County Public Schools participated in Advance Placement courses—nearly twice the national rate of 25.6 percent—and succeeded on Advanced Placement examinations at rates exceeding national rates for students of all races; and

WHEREAS, The combined SAT score for African American graduates of Montgomery County Public Schools in 2010 was 1405, a 45-point increase since 2006, now therefore be

it

Resolved, That the Montgomery County Board of Education and the superintendent of schools hereby declare the month of February 2011 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 the awareness of the impact of attitudes and expectations on the achievement of African American students.

Re: **PUBLIC COMMENTS**

The following people testified before the Board of Education:

<u>Person</u>	<u>Topic</u>
1. Ms. Anna Benfield	Gifted & Talented Label
2. Mr. Joel Goldberg	Financial Literacy
3. Mr. Chris Lloyd	MCPS Priorities
4. Mr. Avi Edelman	Building on Early Success
6. Mr. Donald R. McComb	Naming of School-Flora Singer
7. Mr. Eli M. Rosenbaum	Naming of School-Flora Singer
8. Ms. Sandra Landsman	Naming of School

Re: **UPDATE ON THE SUPERINTENDENT SEARCH**

Mr. Barclay announced that the Board of Education hired the executive search firm of Hazard, Young, Attea & Associates (HYA) to identify the best possible candidate for the position of superintendent of schools. HYA will hold focus group meetings with a diverse cross-section of leaders and stakeholders. HYA will conduct forums open to the entire community the evenings of January 31, February 1, and February 2, with translation/interpretation services as follows:

- If child care or translation/interpretation services will be required, please contact the Board of Education office at 301-279-3617 by January 24, 2011.
- For sign language interpretation, please call 301-517-5539 by January 24, 2011.
- If you are unable to attend one of these forums, please provide input by completing our online superintendent profile survey which will be available mid-January through early February.

Re: **BOARD/SUPERINTENDENT COMMENTS**

Mr. Durso noted that there had been a lot of discussion about political situations since the tragedy in Tucson. As the school system and county prepare for difficult budget decisions, he hoped that they could avoid being pitted against each other and remember the

importance of young people in the county.

Ms. Brandman associated herself with the remarks of Mr. Durso. This is the first meeting of the New Year. Based on a national tragedy, we should pause to think through many issues on many levels. Our thoughts as a Board, school system, and community are with those who were injured as well as the families of those who were killed. The summary of the community roundtable of the Commission on Children and Youth found that mental health is becoming paramount, especially anxiety in this age. As a society we have evolved, but there is not enough attention paid to mental health. It is important to hear the message of students as they reach out since there are serious mental health concerns. This is a hard time for the operating budget in all areas--federal, state, and local. The Board needs to speak publicly and convey the message that it is urgent to meet the needs of students who are increasing in number and need, such as poverty. At the same time, outcomes are increasing through NCLB. The Board must to be advocates for the students and also be good fiscal stewards.

Mr. Barclay stated that the Board will have several opportunities to review the operating budget beginning with hearings, work sessions, tentative adoption in February, and final adoption in June. The Board must protect public education and help members of the community understand the unique role of the Board and the importance of adhering to the existing laws in Maryland. On January 3, the Board and members of the County Council meet in an MCCPTA budget forum. The Board is hopeful that it can move through the process with the facts, actual numbers, and the impact of education in the county.

Dr. Weast commented on the 15 MCPS seniors who won \$100,000 college scholarships from the Posse Foundation, the new Parent Academy Workshops, and the upcoming budget deliberations.

**Re: SCHOOL SAFETY AND SECURITY REPORT**

Dr. Weast invited the following people to the table: Dr. Frank H. Stetson, chief school performance officer, Office of School Performance and Mr. Robert B. Hellmuth, director, Department of School Safety and Security.

The third annual edition of Montgomery County Public Schools (MCPS) *School Safety and Security at a Glance* report was provided to the Board and members of the Montgomery County Council on December 3, 2010. This publication summarizes data from the 2009–2010 school year for each individual school on suspensions, serious incidents, Code Red and Code Blue drills, school climate, and local school safety and security program descriptions. Additionally, this year the report includes county summary data for elementary, middle, high, and special schools along with county summary data for all schools, trend data for out-of-school suspensions for the three most recent school years, and the number of bullying incidents reported and confirmed per individual school. *School Safety and Security at a Glance* is closely aligned with the *MCPS Schools at a Glance* report, also published annually. It complements, not supplants, other reports reflecting safety and security-related data that currently are produced.

Based on both a need for a single source of information about school safety and security issues and the findings of an October 2006 report by the Office of Legislative Oversight, the *School Safety and Security at a Glance* report was developed. The report identifies procedures schools use to address incidents that impact the safety and security of their staff members and students or disrupt the process of effective teaching and learning. The *School Safety and Security at a Glance* report provides accurate reporting of incidents related to school safety and security in a concise, easily understood format, making data readily accessible to administrators, teachers, students, and parents to promote a productive learning environment in every school.

The Education and Public Safety committees of the Montgomery County Council have requested a joint presentation on the 2009–2010 *School Safety and Security at a Glance* report that will take place on January 20, 2011. They have improved *School Safety and Security at a Glance* this year, and many of the changes are the result of Montgomery County Council of Parent Teacher Associations (MCCPTA) and Montgomery County Council suggestions. The presentation provided the Board with an overview of the report and the improvements that have been made.

*School Safety and Security at a Glance* is used to provide an overview of incidents that threaten the safety and security of school staff members and students, or that disrupt the process of effective teaching and learning. It is critical that administrators, teachers, students, and parents work together to ensure the best learning environment possible. The information contained in this report is intended to inform that work. By sharing the report with school leadership, school staff members, students, and parents, principals can foster discussions regarding the implementation of the individual school's serious incident processes and procedures and whether they match the needs that the report is highlighting. Data from the report are used by community superintendents to monitor and implement improvements to school climates, in consultation with the principals.

Re: **DISCUSSION**

Mr. Kauffman asked about training and reporting bullying. In the climate survey, there appears a disconnection between perception and the number of actual incidents, especially reported by staff. Staff commented that responses to survey questions indicate a perception of bullying. When filling out a report, staff members report perceptions because they do not have data on which to rely. Also, staff must become familiar with their obligation to report and intervene in such occurrences. Dr. Weast commented that he has pondered over this issue. What is the remedy? It takes a lot of effort on the part of staff, and there are not many good remedies. Most bullying has to do with feelings, but it is hard to prove the damage done to an individual.

Mr. Kauffman asked about the report. If staff is aware of bullying, he was concerned. Dr. Weast stated there may not be a witness to establish bullying. Staff thought it might be important to drill down on this perception to find the root cause.

Mr. Barclay thought it was worth looking at the county summary and seeking more

information for more drilling down. In the high school data, there is clearly a perception of bullying which is higher than the data provided. Dr. Weast noted that civility is a problem, and people are saying ornery things to each other. These issues are on the staff's radar, and the school system is not running away from the issue.

Dr. Docca agreed that it takes a lot of time and effort to deal with bullying. Staff in the classroom may not know how to deal with such incidents. If reported to administration, they can only take care of so much in working with the victim, perpetrator, witnesses, and parents. Another issue is to prepare the victim to fend off bullying.

Mr. Durso agreed that bullying is a nebulous area. The school system is willing to deal with the issue; however, there is a concern about dealing with adult bullying. Staff is hesitant to come forward and report incidents. Staff replied that adult bullying is not a regular issue. Sometimes the union becomes involved in representing a member.

Mrs. O'Neill noted that there have always been bullies, but young people today have more ways to bully, such as technology. Some of the bullying does not occur in the school, but still impacts the school climate. Then, there is the fact that kids do not want to be tattletales and are reluctant to report or "tell" on other students. It has been reported in the press that recent incidents left a trail of emails about bullying. In fact, the Board has received emails from adult bullies. Regarding the recent tragedy in Tucson, there were red flags to indicate mental health issues, but it is difficult to take steps to be proactive. The best prevention is that students have connections with adults. The school system needs to be proactive in identifying issues with conversations with the EFO, or adults need to identify and adopt loners.

Mrs. O'Neill asked about the change of the color coding for incidents. Staff stated that there is a need to have plain language and not "codes" since one code may have several meanings.

Mrs. O'Neill asked if having an EFO in the building has an impact on the number of times police are called and if having an EFO negated serious incidents. Do schools still call 911? Staff replied that looking at data, most schools are reporting fewer incidents. Even if there is an EFO, the police want schools to contact them through the nonemergency number or 911.

Ms. Brandman noted that the challenge to decrease bullying is a change in culture. How does the school system encourage people to use the reporting forms or to make it okay for people to talk about bullying? Staff report that there have been discussions with principals and the reports of bullying have doubled since there is more comfort in using the process. Ms. Brandman thought the challenge in high school was different since it has to become a part of student culture.

Ms. Brandman asked staff what trend data jump out. Staff replied that serious incidents, such as medical emergencies, are occurring at the same level. Another trend is that students do not feel safe in school; therefore, the issue can become part of the school improvement plan with a review process. Staff will look at perceptions and discretionary

suspension data.

Ms. Brandman wanted to know the infractions that result in out-of-school suspensions other than those based on school safety. Why are alternative programs not included in the suspension data? Staff will review the categories and report back to the Board.

Dr. Docca supported Mr. Durso's observations. Old-fashion bullying is not being civil and isolating people, which may cause emotional damage to an individual.

Mr. Kauffman asked for a breakdown on bullying incidents reported by staff.

The Board of Education and staff toured Department of School Safety and Security for 20 minutes.

Re: **LUNCH AND CLOSED SESSION**

The Board of Education recessed for lunch from 12:20 to 1:35 p.m.

RESOLUTION NO. 4-11

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

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

WHEREAS, 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:

1001388	Road Deicing Salt	
	<u>Awardee</u>	
	Montgomery County, Maryland	\$300,000
280001.1	Furniture	
	<u>Awardee</u>	
	Douron, Inc.*	\$700,000
58606.1	Inspection and Cleaning Kitchen Hoods/Exhaust Systems**	
	<u>Awardee</u>	
	Total Kitchen Care L.L.C	\$ 60,000
936000033	Reproduction and Copying of Engineering Drawings—Extension	

	<u>Awardee</u> American Reprographics Company	\$250,000
RQ089 3478222A	Diagnostic Analysis Preventative Maintenance Chillers	
	<u>Awardee</u> Boland Trane Services	\$200,000
1033.2	Legal Services for Special Educational-Related Services—Extension	
	<u>Awardees</u> (See note) Carney, Kelehan, Bresler, Bennett & Scherr, LLP Jeffrey A. Krew, LLC Knight, Manzi, Nussbaum & LaPlaca, PA Total	\$400,000
1144.3	Grade 2 TerraNova Second Edition—Extension	
	<u>Awardee</u> CTB/McGraw-Hill	\$323,000
4005.6	Woodwind and Brass Instrument Repairs—Extension	
	<u>Awardees</u> (See note) L&L Music-Wind Shop, Inc. Music & Arts Center Chuck Levin's Washington Music Sales Center, Inc.* Total	\$ 65,000
4026.4/402 601.1	Paint and Paint Sundries—Extension	
	<u>Awardees</u> Duron Paints & Wallcoverings/The Sherwin-Williams Company McCormick Paint Works Company Metco Total	\$142,754 1,285 <u>1,000</u> \$145,039
4054.5	Bathroom Partition Repair Parts—Extension	
	<u>Awardee</u> Hardware Discounters, Inc.	\$ 41,875
4058.5	Office Furniture	
	<u>Awardees</u> Douron, Inc.*	\$477,151



	Glover Sales Group, LLC	20,906
	Standard Office Supply*	<u>1,947</u>
	Total	\$500,004
4088.9	Media Center Supplies—Extension	
	<u>Awardees</u>	
	Brodart Company	\$ 6,609
	Demco, Inc.	3,575
	Gaylord Brothers, Inc.	3,918
	Interstate Office Supply Company*	72,722
	James A. Ard/On Time Label	7,890
	Pyramid Paper Company	20,356
	Standard Stationery Supply Company	<u>7,380</u>
	Total	\$122,450
4107.3	Fire Alarm Monitoring—Extension	
	<u>Awardee</u>	
	Ark Systems, Inc.	\$ 38,000
4114.4	Classroom Furniture	
	<u>Awardees</u>	
	American Design Associates, Inc.	\$ 7,448
	Douron, Inc. *	776,526
	Glover Equipment, Inc.	440
	Maryland Correctional Enterprises	44,358
	School Specialty, Inc.	<u>34,326</u>
	Total	\$863,098
4147.1	Office Supplies/Systems Contract—Extension	
	<u>Awardee</u>	
	OfficeMax	\$900,000
4207.1	Pharmacy Benefit Management Program—Extension	
	<u>Awardee</u>	
	CVS Caremark Corporation	\$635,000
4273.2	Academic Service Providers	
	<u>Awardees</u> (See note)	
	Asian American LEAD	
	Peer2Peer Tutors	

	The George B. Thomas, Sr. Learning Academy Total	\$100,000
4275.1	George Mason University Partnership—Extension  <u>Awardee</u> George Mason University	\$293,181
4286.1	Professional Development Evaluators—Extension  <u>Awardee</u> Arroyo Research, dba Arroyo Research Services	\$ 39,975
4287.1	PSAT/NMSQT Student Testing Program—Extension  <u>Awardee</u> The College Board	\$108,840
4311.1	Maintenance/Support for Elementary Access Control Security Systems  <u>Awardee</u> MAXxess Systems, Inc.	\$ 38,584
7079.5	Paperback and Prebound Paperback Books—Extension  <u>Awardees</u> Perfection Learning Everbind, Inc. Total	\$ 300,000 <u>25,000</u> \$ 325,000
9175.4	Latex Running Track Renovations and Repairs—Extension**  <u>Awardee</u> American Tennis Courts, Inc.*	\$ 306,838
9194.4	Gymnasium Wood Flooring, Sanding, and Refinishing at Various Locations—Extension**  <u>Awardee</u> Weyer's Floor Service, Inc.	\$ 55,991
9345.4	Portable Classroom Reroofing at Various Locations—Extension**  <u>Awardee</u> Interstate Corporation*	\$ 150,000

9398.2	Retaining Walls and Stormwater Management Modifications**	
	<u>Awardee</u>	
	Walker Willis/T/A Custom Masonry	\$ 250,000
9709.1	Replacement of the Septic System at Darnestown Elementary School	
	<u>Awardee</u>	
	McCrone, Inc.	\$ 70,763
TOTAL PROCUREMENT CONTRACTS OVER \$25,000		\$7,282,638

\* 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. 5-11                      Re:    **CONTRACT APPROVAL FOR BID NO.  
101411.1, JOB CONTRACTING SERVICES**

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

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

101411.1	Job Contracting Services*	
	<u>Awardee</u>	
	Centennial Contractors Enterprises, Inc.	\$1,800,000

\* Planned Life-cycle Asset Replacement (PLAR) Project

RESOLUTION NO. 6-11                      Re:    **CONTRACT APPROVAL FOR BID 7055.13,  
PURCHASE OF SCHOOL BUSES**

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

WHEREAS, Funds have been budgeted for and/or identified for the purchase of school buses through Bid No. 7055.13; and

WHEREAS, The acquisition of school buses through the lease/purchase agreements has been reviewed by legal counsel; now therefore be it

Resolved, That 63 school buses in the amount of \$6,031,035 be lease/purchased for a six-year term under the Master Lease/Purchase Agreement with Banc of America Public Capital Corporation; and be it further

Resolved, That the Board of Education president and superintendent of schools be authorized to execute the documents necessary for these transactions; and be it further

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

7055.13 Purchase of School Buses

Awardee

American Truck & Bus, Inc.

\$6,031,035

RESOLUTION NO. 7-11

Re: **CONTRACT APPROVAL FOR BID 9053.4,  
PLAYGROUND SYSTEMS AND INDIVIDUAL  
PIECES – EXTENSION**

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

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

9053.4 Playground Systems and Individual Pieces—Extension\*

Awardees

Arbor Recreation, Inc.

Playground Specialists, Inc.

Southern Playgrounds, Inc.

West Recreation, Inc.

Total

\$1,000,000

\* Planned Life-cycle Asset Replacement (PLAR) Project

RESOLUTION NO. 8-11

Re: **CONTRACT APPROVAL FOR BID 9159.4,  
METAL DOORS, FRAMES, WINDOWS, AND  
ACCESSORIES**

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

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

9159.4 Metal Doors, Frames, Windows, and Accessories\*

Awardee

Metro Metal Services, Inc.

\$1,500,000

\* Planned Life-cycle Asset Replacement (PLAR) Project

RESOLUTION NO. 9-11

Re: **AWARD OF CONTRACTS – NATURAL GAS  
SUPPLY AND ENERGY CONSULTANT  
SERVICES**

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

WHEREAS, In 2007, the Board of Education authorized the transition to a wholesale portfolio method of procuring electric supply; and

WHEREAS, This wholesale portfolio procurement method for electric supply has proved beneficial, providing an average annual savings of approximately \$1 million; and

WHEREAS, Staff in the Montgomery County Public Schools Department of Facilities Management recommends that a similar procurement strategy for accessing the wholesale natural gas market can secure lower rates and has proposed buying natural gas through this strategy; and

WHEREAS, The effectiveness of the wholesale portfolio natural gas procurement methodology that accesses the wholesale market has been demonstrated by a consortium of Maryland state and local agencies known as the Baltimore Regional Cooperative Purchasing Committee; and

WHEREAS, The Baltimore Regional Cooperative Purchasing Committee contracts for natural gas supply and consulting services were procured competitively and can be bridged by other Maryland local education agencies; now therefore be it

Resolved, That a contract be awarded to Constellation New Energy, LLC for natural gas supply services in accordance with the terms and conditions of the Baltimore Regional Cooperative Purchasing Committee contract of August 8, 2007, for a negotiated fee not to exceed \$85,000 per year; and be it further

Resolved, That a contract be awarded to Enernoc, Inc. for energy consultant services in accordance with the terms and conditions of the Baltimore Regional Cooperative Purchasing Committee contract dated November 6, 2010, for a negotiated fee not to exceed \$30,000 per year.

RESOLUTION NO. 10-11

Re: **ARCHITECTURAL APPOINTMENT –  
CANDLEWOOD ELEMENTARY SCHOOL**

**MODERNIZATION FEASIBILITY STUDY**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services to perform a feasibility study for the Candlewood Elementary School modernization project; and

WHEREAS, Funds for conducting feasibility studies were programmed as part of the Fiscal Year 2011 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on April 20, 2006, identified Delmar Architects, P.A. as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff in the Montgomery County Public Schools Department of Facilities Management has negotiated a fee for the necessary architectural and engineering services; now therefore be it

Resolved, That the Montgomery County Board of Education enters into a contractual agreement with the architectural firm of Delmar Architects, P.A. to provide feasibility study services for the Candlewood Elementary School modernization project for a fee of \$50,000.

RESOLUTION NO. 11-11

Re: **ARCHITECTURAL APPOINTMENT–  
WILLIAM H. FARQUHAR MIDDLE SCHOOL  
MODERNIZATION FEASIBILITY STUDY**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services to perform a feasibility study for the William H. Farquhar Middle School modernization project; and

WHEREAS, Funds for conducting feasibility studies were programmed as part of the Fiscal Year 2011 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on April 20, 2006, identified Hord Coplan Macht as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff in the Montgomery County Public Schools Department of Facilities Management has negotiated a fee for the necessary architectural services; now therefore be it

Resolved, That the Montgomery County Board of Education enters into a contractual agreement with the architectural firm of Hord Coplan Macht to provide feasibility study services for the William H. Farquhar Middle School modernization project for a fee of \$59,750.

RESOLUTION NO. 12-11

Re: **ARCHITECTURAL APPOINTMENT –  
MARYVALE ELEMENTARY SCHOOL  
MODERNIZATION/CARL SANDBURG  
LEARNING CENTER FEASIBILITY STUDY**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services to perform a feasibility study for the Maryvale Elementary School modernization/Carl Sandburg Learning Center collocation project; and

WHEREAS, Funds for conducting feasibility studies were programmed as part of the Fiscal Year 2011 Capital Budget; and

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

WHEREAS, Staff in the Montgomery County Public Schools Department of Facilities Management has negotiated a fee for the necessary architectural and engineering services; now therefore be it

Resolved, That the Montgomery County Board of Education enters into a contractual agreement with the architectural firm of Architecture, Inc. to provide feasibility study services for the Maryvale Elementary School modernization/Carl Sandburg Learning Center collocation project for a fee of \$61,952.

RESOLUTION NO. 13-11

Re: **ARCHITECTURAL APPOINTMENT –  
RICHARD MONTGOMERY ELEMENTARY  
SCHOOL #5 (HUNGERFORD PARK SITE)  
FEASIBILITY STUDY**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services to perform a feasibility study for the Richard Montgomery Elementary School #5 (Hungerford Park Site) replacement project; and

WHEREAS, Funds for conducting feasibility studies were programmed as part of the Fiscal Year 2011 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on April 20, 2006, identified Walton • Madden • Cooper • Robinson • Pones, Inc. as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff in the Montgomery County Public Schools Department of Facilities Management has negotiated a fee for the necessary architectural services; now therefore be it

Resolved, That the Montgomery County Board of Education enters into a contractual agreement with the architectural firm of Walton • Madden • Cooper • Robinson • Pones, Inc. to provide feasibility study services for the Richard Montgomery Elementary School #5 (Hungerford Park Site) replacement project for a fee of \$44,000.

RESOLUTION NO. 14-11

Re: **ARCHITECTURAL APPOINTMENT – ROCK CREEK FOREST ELEMENTARY SCHOOL MODERNIZATION FEASIBILITY STUDY**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services to perform a feasibility study for the Rock Creek Forest Elementary School modernization project; and

WHEREAS, Funds for conducting feasibility studies were programmed as part of the Fiscal Year 2011 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on April 20, 2006, identified Walton • Madden • Cooper • Robinson • Pones, Inc. as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff in the Montgomery County Public Schools Department of Facilities Management has negotiated a fee for the necessary architectural services; now therefore be it

Resolved, That the Montgomery County Board of Education enters into a contractual agreement with the architectural firm of Walton • Madden • Cooper • Robinson • Pones,



Inc. to provide feasibility study services for the Rock Creek Forest Elementary School modernization project for a fee of \$42,000.

RESOLUTION NO. 15-11            Re:    **ARCHITECTURAL APPOINTMENT – JULIUS WEST MIDDLE SCHOOL ADDITION FEASIBILITY STUDY**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services to perform a feasibility study for the Julius West Middle School addition project; and

WHEREAS, Funds for conducting feasibility studies were programmed as part of the Fiscal Year 2011 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on April 20, 2006, identified Smolen Emr Ilkovitch Architects, Inc. as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff in the Montgomery County Public Schools Department of Facilities Management has negotiated a fee for the necessary architectural services; now therefore be it

Resolved, That the Montgomery County Board of Education enters into a contractual agreement with the architectural firm of Smolen Emr Ilkovitch Architects, Inc. to provide feasibility study services for the Julius West Middle School addition project for a fee of \$49,100

RESOLUTION NO. 16-11            Re:    **CONSULTANT APPOINTMENT – NATURAL RESOURCE INVENTORY AND FOREST STAND DELINEATION EXTENSION**

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

WHEREAS, 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 in the Montgomery County Public Schools Department of Facilities Management 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 extends the contractual agreement with the firm of Norton Land Design, LLC to provide a 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. 17-11                      Re:    **CONSULTANT APPOINTMENT –  
TOPOGRAPHY SURVEY**

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

WHEREAS, 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 in the Montgomery County Public Schools Department of Facilities Management 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 extends the 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. 18-11                      Re:    **ENGINEERING APPOINTMENTS –  
HEATING, VENTILATION, AND AIR  
CONDITIONING AND LEADERSHIP IN  
ENERGY AND ENVIRONMENTAL DESIGN  
COMMISSIONING AGENTS EXTENSION**

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

WHEREAS, It is necessary to appoint engineering firms to provide professional commissioning services for the Heating, Ventilation, and Air Conditioning systems replacement program and Leadership in Energy and Environmental Design capital projects; and

WHEREAS, The following companies were selected as the most qualified companies through the architect/engineer selection procedures approved by the Board of Education on April 20, 2006:

<u>Company Name</u>	<u>Location</u>
Advanced Building Performance, Inc.	Potomac, Maryland
Allen & Shariff Corporation	Columbia, Maryland
Brinjac Engineering, Inc.	Washington, DC
McDonough Bolyard Peck, Inc.	Columbia, Maryland
RMF Engineering, Inc.	Baltimore, Maryland
Reynolds Consulting Engineers	Harrisburg, Pennsylvania

and

WHEREAS, Staff in the Montgomery County Public Schools Department of Facilities Management will negotiate fees for the necessary commissioning services based on the size and complexity of individual projects; now therefore be it

Resolved, That the Montgomery County Board of Education extends the contractual agreements with the above-named firms to provide professional Heating, Ventilation, and Air Conditioning systems commissioning services and Leadership in Energy and Environmental Design commissioning services for individual projects as requirements arise, with the contract amount not to exceed \$150,000 for each individual project.

RESOLUTION NO. 19-11

Re: **BRIGGS CHANEY ROAD MIDDLE SCHOOL  
SITE – GRANT OF CONSERVATION  
EASEMENT**

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

WHEREAS, A Memorandum of Understanding dated April 15, 2010, was executed by the Montgomery County Board of Education and the Maryland-National Capital Park and Planning Commission to establish the parameters for meeting the Board of Education's obligations for water quality restrictions and offsite forest conservation requirements in the Upper Paint Branch Special Protection Area for the Fairland Elementary School addition project; and

WHEREAS, The Memorandum of Understanding acknowledged that the Briggs Chaney Road site—located at 14910 Good Hope Road in Silver Spring—qualifies as a land bank within the Special Protection Area; and

WHEREAS, The Memorandum of Understanding included a requirement to execute a Conservation Easement Agreement to protect and prevent any alteration, construction, or destruction of sensitive environmental areas consisting of forest, wetlands, and stream

valley buffers contained in an easement grant of 20.37 acres to the Maryland-National Park and Planning Commission; and

WHEREAS, The proposed Conservation Easement Agreement will provide credit toward mitigating future impervious area increases and/or forest loss within the Upper Paint Branch Special Protection Area; now therefore be it

Resolved, That the president of the Board of Education and the superintendent of schools be authorized to execute a Conservation Easement Agreement consisting of 20.37 acres with the Maryland-National Capital Park and Planning Commission on the Briggs Chaney Road Middle School site.

RESOLUTION NO. 20-11

Re: **FISCAL YEAR 2011 SUPPLEMENTAL  
APPROPRIATION AND AMENDMENT TO  
THE FISCAL YEAR 2011–2016 CAPITAL  
IMPROVEMENTS PROGRAM**

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

WHEREAS, The Board of Education's Requested Fiscal Year 2011–2016 Capital Improvements Program includes a \$107.5 million request for the Gaithersburg High School modernization as part of the Current Modernization Program in the Capital Budget to begin the construction in Fiscal Year 2012; and

WHEREAS, Construction funds are programmed to be expended beginning in Fiscal Year 2012 but will not be available until the County Council takes final action on the Board of Education's Capital Improvements Program request effective as of July 1, 2011; and

WHEREAS, It is necessary to bid and begin Phase I of the site work in spring 2011, in order to have a portion of site work completed for the start of school in August 2011; and

WHEREAS, The appropriation authority to expend the funds programmed for Fiscal Year 2012 must be approved by the County Council before the Board of Education can enter into a contract; now therefore be it

Resolved, That the Board of Education requests a Fiscal Year 2011 supplemental appropriation in the amount of \$8 million to accelerate the requested Fiscal Year 2012 appropriation to provide for the commencement of Phase I of the site work for the Gaithersburg High School modernization; and be it further

Resolved, That the Board of Education requests a \$2 million expenditure shift from Fiscal Year 2012 to Fiscal Year 2011 in this project to reflect the acceleration of the site work at Gaithersburg High School; and be it further

Resolved, That this request be forwarded to the county executive and the County Council

for approval.

RESOLUTION NO. 21-11            Re:    **HUMAN RESOURCES AND DEVELOPMENT  
MONTHLY REPORT**

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

WHEREAS, The educators and others who are employed by Montgomery County Public Schools are key partners in the important work and achievements of the school system; now therefore be it

Resolved, That the Board of Education approves the monthly Human Resources and Development Report with its listings identifying new employees, employee resignations, and other employee status updates; and be it further

Resolved, That this resolution be made a part of the minutes of this meeting.

RESOLUTION NO. 22-11 Re:    **DEATH OF KENNETH LOGAN, CLASSROOM  
TEACHER, GAITHERSBURG HIGH SCHOOL**

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

WHEREAS, The death on December 5, 2010, of Mr. Kenneth Logan, classroom teacher at Gaithersburg High School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, During the 5.3 years that Mr. Logan worked for Montgomery County Public Schools, he created a classroom atmosphere that made all students feel welcome and thus created a positive learning environment among his students; and

WHEREAS, Mr. Logan always volunteered to do whatever was needed and would go the extra mile to support the success of his students; 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. Logan 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. Logan's family.

RESOLUTION NO. 23-11 Re:    **DEATH OF GARY I. WRIGHT, CLASSROOM  
TEACHER, SOUTH LAKE ELEMENTARY  
SCHOOL**

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

WHEREAS, The death on December 15, 2010, of Mr. Gary I. Wright, classroom teacher at South Lake Elementary School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, During the 23.9 years Mr. Wright had worked for Montgomery County Public Schools, he demonstrated a consistent, determined commitment to encouraging all students by giving them the message that they are capable of learning a challenging curriculum; and

WHEREAS, He reached beyond his classroom to involve parents as partners in the education process of success for all students; 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. Wright 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. Wright's family.

RESOLUTION NO. 24-11            Re:    **APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective January 12, 2011:

Brian A. Mullikin, currently environmental safety specialist, Division of Maintenance, as team leader, Environmental Safety, Division of Maintenance

Re:    **MONTHLY FINANCIAL REPORT**

Mr. Bowers reported that this financial report reflects the actual financial condition of Montgomery County Public Schools (MCPS) as of November 30, 2010, and projections through June 30, 2011, based on program requirements and estimates made by primary and secondary account managers. At this time, the revenue projection is on budget, while expenditures have a projected surplus of \$15,000,000. Staff will continue to closely monitor both revenues and expenditures.

RESOLUTION NO. 25-11            Re:    **PRELIMINARY PLANS – NORTH CHEVY  
CHASE ELEMENTARY SCHOOL  
GYMNASIUM ADDITION PROJECT**

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

WHEREAS, The architect for the proposed North Chevy Chase Elementary School gymnasium addition project, Grimm + Parker Architects, has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The North Chevy Chase Elementary School Facility Advisory Committee has provided input for the proposed schematic design; now therefore be it

Resolved, That the Board of Education approves the preliminary plans report for the North Chevy Chase Elementary School gymnasium addition project developed by Grimm + Parker Architects.

RESOLUTION NO. 26-11            Re:    **PRELIMINARY PLANS – BRADLEY HILLS  
ELEMENTARY SCHOOL ADDITION  
PROJECT**

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

WHEREAS, The architect for the proposed Bradley Hills Elementary School addition project, Proffitt & Associates Architects, PC, has prepared a schematic design in accordance with the educational specifications; and

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

Resolved, That the Board of Education approves the preliminary plans report for the Bradley Hills Elementary School addition project developed by Proffitt & Associates Architects, PC.

RESOLUTION NO. 27-11            Re:    **PRELIMINARY PLANS – WYNGATE  
ELEMENTARY SCHOOL ADDITION  
PROJECT**

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

WHEREAS, The architect for the proposed Wyngate Elementary School addition project, Rubeling & Associates, Inc., has prepared a schematic design in accordance with the educational specifications; and

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

Resolved, That the Board of Education approves the preliminary plans report for the Wyngate Elementary School addition project developed by Rubeling & Associates, Inc.

Re: **ADOLESCENT LITERACY: BUILDING ON  
EARLY SUCCESS (GOALS 1 AND 2)**

Dr. Weast invited the following people to the table: Dr. Frank H. Stetson, chief school performance officer, Office of School Performance; Dr. Renee A. Foose, associate superintendent, Office of Shared Accountability; Mr. Erick J. Lang, associate superintendent, Office of Curriculum and Instructional Programs; Ms. Betsy Brown, director, Department of Curriculum and Instruction; Mrs. Renay C. Johnson, principal, Takoma Park Middle School; and Mrs. Carole A. Working, principal, Quince Orchard High School.

The purpose of the memorandum was to frame Board members' discussion, informed by the background briefing packet previously provided to Board members that delineated the extent of the issue nationally and locally, provided examples of college and career reading and writing, and presented research and literature on the topic of adolescent literacy. The document review and subsequent discussion allowed Board members to determine key issues, policy options, and implications for decision making at the local level.

**Overview**

During the last decade, employers and educators across the country have engaged in an extensive conversation about the critical reading and writing skills of high school graduates. A consensus exists that fewer secondary students are acquiring the literacy skills that academic and career pursuits demand. Similarly, research indicates that as a nation, we will not succeed in changing this trend with a quick-fix approach. Rather, a solution is required.

In the recently published 2009 results of the Programme for International Student Assessment (PISA), 15-year-olds in the United States read at an average proficiency, with nine countries performing higher, 39 performing lower, and 16 showing averages not measurably different from the U.S. average. Scores for 18 percent of the U.S. students assessed indicate a lack of competencies necessary to participate effectively and productively in life. The National Assessment of Educational Progress (NAEP) results for 2009 show that 38 percent of U.S. Grade 12 students score at the proficient level in reading achievement, demonstrating relatively flat performance since the first reading assessment in 1992.

**Background**

*Reading and Writing Nationally*

Nationally, responsibility for reading and writing instruction traditionally has been assigned to elementary schools. Learning how to read and write appears to be considered the core work of elementary students and much less so of secondary students. It also appears that nationally, middle and high school students generally are expected to use reading to learn



content and to use writing to show their knowledge of that content. The expectation that students in Grades 6–12 should receive direct instruction designed to help them read or write better gets lost in the current secondary model of an instructional day segmented into subjects with distinct curricular requirements. (*Literacy Instruction in the Content Areas, 2007; Reading Next, 2004*)

Also informing the national discussion is the acknowledgment that academic and workplace demands for higher levels of literacy are increasing while new media, electronic devices, and cyber formats lead our secondary students to varied forms of communicating and interacting with the written word. Some worry that the abbreviated writing of text messaging (e.g., RUOK, CUL8R) or novels on handheld tablets signal the end of a literate society. Others speculate that as long as students have the opportunity to learn how to manipulate language for a variety of purposes and audiences, and they are able to “code-switch” appropriately, there is no need for concern. Further, it is suggested that if students learn how to read extended texts in varying formats for more than initial understanding, and they are able to think deeply and critically about their meaning, then we need not fear new communication forms sparked by technology. (*NAEP Reading Framework, 2008*)

In response to these and other concerns across the country, the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) convened a group of K–16 educators, researchers, and representatives of business and government in 48 states and the District of Columbia to develop the Common Core State Standards for College and Career Readiness (CCSS) in English. The full title of these standards signals the desired approach to literacy: *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. The English CCSS introduction states the expectation in clear terms:

“The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines . . .

“Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

“As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or

workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature.

“They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.”

### Reading Issues

In April 2000, the National Reading Panel released the defining report that resulted in the language of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*. Five essential components of effective reading instruction are identified to ensure that children learn to read well:

- Phonemic Awareness—The ability to hear, identify, and manipulate the individual sounds—phonemes—in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
- Phonics—The understanding that there is a predictable relationship between phonemes—the sounds of spoken language—and graphemes—the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
- Reading Fluency—The ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
- Vocabulary Development—Development of stored information about the meanings and pronunciation of words necessary for communication.
- Reading Comprehension Strategies—Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

The first two components typically are taught and learned by the end of Grade 2, and the expectation for most students is that they will be fluent readers who are able to understand what they read by the end of Grade 3. In a somewhat oversimplified view of reading, the common explanation is that students *learn how to read* in the early grades and *read to*

*learn* in the later grades. The shift to applying reading skills begins in Grades 4 and 5 and is well established in most schools in the country when students move to the secondary level. This oversimplification of literacy learning and the resulting shift in focus in later grades may well be a root cause of the decline in adolescent literacy that we see nationally.

In the *Reading Framework for the 2009 National Assessment of Educational Progress*, the authors write, “Reading behaviors vary with the type of text encountered by a reader.” The NAEP reading assessment is guided by a definition that “conceptualizes reading as a dynamic cognitive process . . . an active and complex process that involves:

- “Understanding written text
- Developing and interpreting meaning
- Using meaning as appropriate to type of text, purpose, and situation”

As students encounter texts in different formats about different topics, as they read texts that use different types of vocabulary or sentence structures, and as they read texts for different reasons and in different situations, the reading demands vary and students’ approaches to those texts also must vary. These approaches, or reading strategies, are not developed automatically by most individuals—they must be taught.

The English CCSS “insist that instruction in reading . . . be a shared responsibility within the school. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.” The English CCSS document does not define *technical subjects*. However, it does indicate that students must learn to read in “a variety of contents” to be ready for college and career pursuits in “multiple disciplines” and “fields.”

### Writing Issues

While secondary English teachers around the country may clearly see themselves as teachers of writing, they and their colleagues in other content areas may not understand the strong connection between writing and reading, as well as the connection of both to thinking about and learning content. In *Writing to Read*, authors of that 2010 research study conclude that “students’ reading abilities are improved by writing about texts they have read; by receiving explicit instruction in spelling, in writing sentences, in writing paragraphs, in text structure, and in the basic processes of composition; and by increasing how much and how frequently they write.” They further state that writing should be taught and emphasized as an integral part of the school curriculum—by implication, an integral part of instruction in all subjects. In the 2007 report, *Writing Next*, researchers state, “writing has been shown to be an effective tool for enhancing students’ learning of content materials.”

The English CCSS expectation for shared responsibility among English language arts and content teachers to teach writing reflects this thinking, as does the CCSS expectation for an integrated approach to literacy. “The standards are divided into Reading, Writing, Speaking and Listening, and Language for conceptual clarity, [but] the processes of communication

are closely connected. For example, Writing standard 9 requires that students be able to write about what they read . . .” and “When editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading.”

### *Reading and Writing Locally*

In June 2010, the Maryland State Board of Education adopted the CCSS in English, as well as in mathematics, with the plan to revise state curriculum by June 2011, and to develop an assessment plan and timeline to reflect the change in curriculum. Until then, Maryland state curriculum stands as the state expectation for literacy, and the Maryland School Assessment (MSA) in Reading and the High School Assessment (HSA) in English continue to be administered and reported.

MCPS curriculum in English outlines grade-by-grade expectations for what students must know and be able to do in the areas of reading and writing, following a college and career preparation trajectory that exceeds the current state curriculum. Additionally, curriculum, instruction, and assessment resources in English and in content areas such as science and social studies emphasize the connections between and among reading, writing, thinking, and learning content. Challenges in MCPS relate to secondary teachers’ expertise in providing direct instruction to students to help them understand texts in unfamiliar formats, using unfamiliar vocabulary, about unfamiliar content. Similarly, many secondary teachers may not be prepared to help students in their content areas to write “like a scientist” or “like a historian.”

### Reading

Maryland State regulations do not require secondary schools to provide an instructional program in reading, except to meet identified needs of students in Grades 6–8. Although reading processes and comprehension are included as content standards for English language arts in Maryland schools, and reading is mentioned as a process skill in social studies, there is no mention of an instructional program in reading in Grades 9–12 in the Code of Maryland Administrative Regulations (COMAR). The MSA in Reading measures students’ reading proficiency in Grades 3–8. The HSA in English yields a score representing achievement of English language arts content and does not provide a specific measure of reading proficiency.

Like the state regulations, Montgomery County Board of Education policies do not specify reading program requirements at the secondary level. Policy IEA, *Framework and Structure of Early Childhood and Elementary Education*, stipulates reading as part of the curriculum and requires school staff members to emphasize literacy. While the recently approved Policy IED, *Framework and Structure of High School Education*, mentions instruction that prepares students to comprehend, gather, evaluate, and synthesize information, neither Policy IED nor Policy IEB, *Middle School Education*, emphasizes reading or literacy.

Practice in MCPS adheres to state regulation and local policy. All Pre-K–5 students receive daily instruction in reading. At Grade 6, however, a separate reading course is not mandated for all students and at Grade 7 and beyond, a separate reading course only is offered to students reading well below grade level. The following list represents secondary reading courses available for middle and high school students:

#### Middle School

- Reading 6—for students above grade level
- Reading 7—for students below grade level
- Reading 8—for students below grade level, using Scholastic reading program, *READ 180*

#### High School—for students below grade level

- Academic Reading, using *READ 180*
- Basic Reading
- College Prep Literacy
- Developmental Reading

Secondary students who demonstrate reading skills more than two years below grade level typically are recommended for a reading intervention during a separate course period. A listing of approved interventions for a variety of purposes and student groups (e.g., students with or without disabilities and students with or without limited English proficiency) has been disseminated to schools and is included in the briefing packet. Staff members in the offices of Curriculum and Instructional Programs (OCIP) and Special Education and Student Services collaborate on the review and dissemination of new intervention programs, and they provide support to schools on effective implementation.

While some variability in expectations about reading instruction in secondary schools may exist in Maryland and MCPS, reading assessment practices are more consistent in MCPS. Secondary school staff members administer the Northwest Evaluation Association product, Measures of Academic Progress–Reading (MAP-R) two times each year in Grades 6–8, and high schools have the option of administering MAP-R to selected students in Grade 9. MAP-R is a computerized adaptive test that assesses general reading processes (e.g., decoding and vocabulary), as well as comprehension and interpretation of expository and literary texts.

In Maryland, no additional coursework in reading instruction or assessment is required for certification as a teacher of English in Grades 6–12, other than what is required for all secondary teachers. The state does not require prospective English teachers to receive additional preparation in reading instruction that is different from the two reading courses required for secondary teacher certification in any content area. The limited state requirement for secondary English teachers exists at a time that the state curriculum in English includes content standards for comprehending text. At best, this circumstance translates in MCPS to muddled expectations for secondary teachers and administrators about their responsibilities.

## Writing

COMAR outlines expectations for writing instruction in English language arts and lists writing as a process skill in social studies. MSAs do not assess writing, although students must demonstrate reading comprehension in written responses. The state HSAs do not assess writing, other than selected response questions related to usage and grammar on the English assessment. Writing is not mentioned in Montgomery County Board of Education policies for middle school or high school education. Current practice in MCPS secondary schools is for English teachers to hold full responsibility for providing direct writing instruction and for social studies and science teachers to address writing as a way to learn content or as a method for “making thinking visible.”

On March 23, 2009, Board members were provided with an update on literacy education in MCPS, with a specific emphasis on writing instruction, Pre-K–12. The presentation and memorandum (Attachment) described the current writing approach in MCPS, which integrates writing, language, reading, and thinking. English language arts teachers at the elementary and secondary levels have been provided resources and training to support their efforts to engage students in the writing process to generate compositions for a variety of purposes. Challenges identified in the memorandum included the discrepancy between state curriculum and state assessments regarding writing, limited choices in comprehensive writing assessments nationally, inconsistent implementation of the MCPS writing program, and the need for clear and timely communication to stakeholders about writing instruction.

### **Challenges for Policy Makers**

Traditional approaches to programming and instruction support literacy learning to an extent, but they may not be enough to meet secondary students’ need to attain college and career levels of literacy. Researchers in the field identify the following challenges faced by educators nationally:

- Time for reading and writing instruction and feedback to students
- Assessments and methods for measuring results
- Integration of technology into literacy teaching and learning
- Support for teaching literacy in all subjects
- Meeting the needs of second language learners and students with disabilities

Researchers also generally agree on the following considerations:

- Emphasis on critical reading and writing in content standards in all grades
- Emphasis on instruction in and assessment of critical reading and writing
- Teacher preparation that includes reading and writing theory and practice
- Resources to upgrade current teachers’ skills in reading and writing instruction
- Progress monitoring and accountability systems
- Technology to facilitate reading, writing, and thinking instruction and assessment
- Targeted interventions and supplemental instruction matched to student needs

**Current State of Adolescent Literacy in MCPS**

The English CCSS, adopted by the state of Maryland June 22, 2010, introduces a new emphasis at the state level on writing and an expectation that reading and writing will be integrated into all content areas. MCPS is well-positioned regarding writing, as our Pre-K–12 English language arts curriculum currently emphasizes direct instruction in this aspect of literacy at all levels. The expectation for all secondary content area teachers to address reading and writing, while welcome, is somewhat problematic because secondary teachers in MCPS, like elsewhere, have not been provided the competencies needed to navigate this change easily. As the authors of *Literacy Instruction in the Content Areas* write, “Content area teachers may no longer remember what it was like to learn these things for the first time. They have learned the literacy skills and strategies of their content area to automaticity.”

Review of our record regarding literacy teaching and learning in the early grades reveals that MCPS has succeeded by employing many of the strategies recommended by researchers in the field. We now are considering which of the lessons learned from our Early Success Initiative may be applied to the current challenge of adolescent literacy. OCIP reorganized staff and resources during Fiscal Year 2011 to focus on supporting secondary reading and to refine existing plans for revising the secondary reading curriculum and for identifying, disseminating, and supporting use of new secondary reading intervention products. An elementary reading supervisor position has been redeployed to coordinate support to secondary school administrators and teachers and to identify and disseminate effective resources and strategies for secondary literacy instruction.

While data at the national level appear bleak, a review of the briefing packet will reveal to Board members that MCPS student performance data exceed the national trend. This fact most likely is a direct result of the many well-established and promising initiatives currently implemented in MCPS to address adolescent literacy, which include but are not limited to the following:

- Aligning MCPS curriculum resources with the CCSS
- Providing curriculum and instructional resources that emphasize literacy and critical thinking in all content areas
- Embedding information literacy and technology literacy in all content areas
- Establishing literacy benchmarks through Grade 8, using MAP-R
- Monitoring literacy performance data and practice
- Providing targeted support to schools through Achievement Steering Committees
- Providing guidelines to inform decisions about instruction and interventions
- Providing research-based literacy interventions for students below grade level
- Developing an online resource to match interventions to students’ diagnosed needs
- Training general and special educators on a co-teaching model
- Providing assistive technology to students with disabilities
- Supporting teachers of students with disabilities, including highly able students with disabilities
- Emphasizing academic literacy in English for Speakers of Other Languages curriculum

- Developing secondary courses to address literacy needs of English language learners
- Providing programs and courses for advanced learners
- Providing ongoing training to resource teachers in all contents on literacy instruction
- Partnering with the University of Maryland to offer a master's program in literacy
- Offering Continuing Professional Development courses in reading for state certification
- Providing secondary school improvement/leadership team training on literacy coaching, planning, and instructional leadership
- Introducing literacy specialists in middle schools as part of the reform initiative
- Establishing a school cluster focus on literacy at all school levels

### **Implications for MCPS and Possible Next Steps**

Although MCPS has much to celebrate regarding our students' achievement, we have room for improvement. The materials in the briefing packet may generate more questions than they answer and they may spark conversation that leads to potential solutions. It is clear that we need more information about how well our secondary students are reading and writing, who exactly the students are who are not on track to meet the literacy demands of college and career, and what we have tried that does or does not work. Specifically, the following issues emerge:

At the State Level:

- Secondary teacher preparation programs currently place low emphasis on literacy instruction in the content areas
- COMAR provides little guidance regarding secondary instructional programs and teacher certification

At the Local Level:

- Policies provide limited expectations regarding secondary literacy instruction
- Reading benchmarks are not set beyond Grade 8
- Secondary reading course materials and clear guidelines for assigning students to specific courses providing direct reading instruction need updating
- Additional reading intervention programs for high school students are needed
- Grades 6–12 writing assessments and performance benchmarks are needed
- Effective practices for teaching literacy in all contents must be disseminated more widely

Next steps under consideration for MCPS include a comprehensive study of adolescent literacy teaching and learning, with a critical review of existing student performance data. Dissemination of effective practices in MCPS would follow the study.

### **Conclusion**

Board members have initiated an important review of the current and desired state of



adolescent literacy, both in MCPS and nationally. The discussion today should help our district determine what we know and don't know about this topic. Our goal is to improve all graduates' literacy skills—their ability to read critically, write effectively, and think deeply about substantive ideas and information. It is imperative therefore, for us to continue the hard work of meeting the challenge through a comprehensive approach that invites our local, state, and national leaders to join us.

\*\* Mr. Xie joined the meeting at 2:35 p.m.

Re: **DISCUSSION**

Mr. Barclay explained that this Board work session was based on the ad hoc committee's recommendation for efficiency at Board meetings. The Board will explore a significant topic in depth beginning with background material and research. The material is presented with context and data. The discussion will not bring closure to the issue, but main points will be explored. At the end, there could be more discussion, an identified outcome, policy implications, or next steps and/or recommendations.

Ms. Brandman commented on the new process to identify the current status of the school system. She appreciated the data and information compiled by staff. She wanted to know about a high school reader who is not at grade level. How does the system dealing with this fact and what are the implications for future instruction. Staff commented that one measurement of Map-R to identify growth as well as multiple measures. There is a strong need for reading that is closely linked to comprehension.

Mr. Xie stated the International Baccalaureate program concentrates on a fundamental issue—to confidentially and correctly analyze text for students to feel more confident in analytical skills. The culture of reading can be fun, and the next steps should be analytical and writing skills.

Mr. Kauffman asked for data on 12<sup>th</sup> grade African American and Hispanic students who read on an 8<sup>th</sup> grade level. Staff indicated that they would provide an answer.

Mr. Barclay commented on the national perspective and the measures for MCPS on how are we doing and how we move forward. The issue may be the tools we use to measure student progress through 8<sup>th</sup> grade. It is less clear on how to measure high school reading. A person can read a passage and not be aware that they did not get it. They can decode the words in reading, but writing shows comprehension.

Mrs. O'Neill stated that she was not looking at literacy of reading, and in high school there must be a level of comprehension based on a continuum. Middle school reform was on the right track but lacked funding. High school teachers do not see themselves in a literacy role, but as content instructors. There is a need for all teachers to be literacy coaches in order to build real world vocabulary. Staff replied that reading should be across the curriculum; however, secondary teachers are not taught reading since teaching reading is labor intensive. They do not have the time, skills, or training to teach reading. Middle school

reform focused on literacy; hence, there are more kids who cannot read comprehensively.

Mr. Durso remarked that MCPS does not know the extent of the problem. Mobility is a factor. Map-R there has a window and MCPS needs to look at it. What is the predictor of success? Staff explained that those students who are advanced in 8<sup>th</sup> grade have a good prediction of SAT success.

Dr. Docca thought the notebook was valuable and helped in addressing the issue. She agreed that there is a gap in literacy, and reading needs to be taught across disciplines. Content teachers do not believe it is their job. In the notebook, there are several examples of the different programs used to teach reading.

Mr. Kauffman asked what the expectation was for new hires with skills to teach reading. What courses should teachers take? What is required? Staff replied that two courses are required for certification, but the quality of the courses is not that great.

Mr. Barclay asked if there was a need to look at policy, what are the next steps, will there be another conversation, and will the Board take concrete actions.

Mr. Xie emphasized that comprehension is essential since most tests are essays, and students are asked to analyze what has been read as well as apply information from lectures and pull together information from many sources. Instruction should be to expand comprehension skills. How are PSAT scores used as a tool? Staff explained that there is a summary that offers suggestions on how students can be successful when taking the SAT. There also are reports that enable instructors to find out what they are not delivering, such as sight reading, analysis, and comprehension. An issue is that MCPS does not have a continuum of services in order to plug in interventions based on need. An issue at the secondary level is the expertise in teaching literacy.

Mr. Barclay noted that this was an interesting challenge since students must acquire 22 credits. There are students who come to MCPS and are struggling. How does MCPS keep students motivated while correcting deficiencies in class even though they operate well in society? Students need to learn to write in different styles for careers. Staff thought the notebook was a huge help to identify literacy programs. There are themes since grade level reading may mean different things. Students have to read and handle the material. Everyone is a reading teacher since there are literacy elements in their courses. There are one or two classes where MCPS can address literacy. Some teachers address literacy in their content course; MCPS would like this approach to be systemic and systematic.

Ms. Brandman noted that this was a huge topic, but there were things that have jumped out, such as to figure out where individual students are, establish a continuum, examine MCPS tools for mastery of literacy, and address persistent gaps in special education, English language learners (ELL), and FARMS. She hoped that there were strategies for focusing on the areas where the system has persistent challenges. She asked if there were strategies to focus on the areas of greatest need and target those needs. Also, there are places where Board members could serve as advocates, such as conferences and state

panels. At the present time, staff replied there are interventions for ELL and students with disabilities who are struggling at the word level. There is dedicated staff and courses for them. Where there is a gap, those students must be targeted with strategies to front load vocabulary, questions that tease out comprehension, and actively reading.

Mr. Barclay stated that this is not all about dollars, but how MCPS addresses the problem and be part of the solution. There is a need for a change in the culture as the system addresses literacy.

Mr. Kauffman inquired about how promotion policies work in light of 9<sup>th</sup> graders reading at a 4<sup>th</sup> grade level. Should the system deal with children at an earlier age and not pass them along? What is the practice and policy? Staff stated that they look at every child to meet high school demands; however, students who came to MCPS with instructional deficits should not be punished.

Mr. Barclay remarked that students must be able to read since everything ties back to literacy. There is a need for a tool to help students with deficits. The student only has four years of high school. As policy makers, what do we need to look at? What do we need to tackle for the best results?

Mr. Durso thought that the promotion practice is a huge issue. The prevailing thought is by staff that thinks they have done all they can and they should move students to the next level. There needs to be a change in the culture. MCPS has not grasped the magnitude of this problem; it boils down to who owns the problem.

Mr. Barclay thanked the team for all their work and said the notebook was very valuable. The president referred the Board work session process to the ad hoc committee for a review, recommendations, and next steps. The Strategic Planning Committee could begin monitoring data and progress.

RESOLUTION NO. 28-11

Re: **CLOSED SESSION RESOLUTION**

On recommendation of the superintendent and on motion of Ms. Brandman seconded by Mrs. O'Neill, 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 8, 2011, 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* and Section 4-107(d) of the *Education Article*; review and adjudicate appeals in its quasi-judicial capacity; consult with counsel to obtain legal advice, as permitted under Section 10-508(a)(7) of the *State Government Article*; and 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 all such meetings shall continue in closed session until the completion of business.

RESOLUTION NO. 29-11                      Re:    **REPORT OF CLOSED SESSIONS**

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

On December 7, 2010, the Board of Education voted unanimously to conduct closed sessions as permitted under the *Education Article* Section 4-107(d) and *State Government Article* §10-508(a), *et seq.*, of the *Annotated Code of Maryland*.

The Montgomery County Board of Education met in closed sessions on December 7, 2010, from 9:05 to 10:10 a.m. and 1:30 to 2:15 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and:

1. Reviewed and approved the closed session minutes from October 25, 2010.
2. Discussed the Monthly Human Resources and Development Report with a subsequent vote in open session, as permitted under Section 10-508(a)(1) of the *State Government Article*.
3. Discussed matters of an administrative function (strategies for developing and funding the operating budget, superintendent search process, and appointments for Board committees and the Citizens Advisory Committee on Family Life and Human Development) and received legal advice (placement of portables) which are outside the purview of the *Open Meetings Act* (Section 10-508(a) of the *State Government Article*).

In attendance at the 9:05 closed session were Chris Barclay, Laura Berthiaume, Shirley Brandman, Judy Docca, Michael Durso, Phil Kauffman, Patricia O'Neill, Ikhida Roland Ikheloa, Suzann King, Glenda Rose, and Laura Steinberg. At 9:40 a.m., the following Board member and staff joined the meeting: Alan Xie, Frieda Lacey, Brian Edwards, Renee Foose, Jody Leleck, Chris Richardson, Frank Stetson, Dana Tofig, and Jerry Weast.

At 1:30 p.m., the following people joined the Board members and Board staff: Judy Bresler, James Song, and Lori-Christina Webb.

RESOLUTION NO. 30-11                      Re:    **MINUTES**

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

Resolved, That the Board of Education approve its minutes for November 4, November 9, November 10, November 11, November 18, December 1, December 7, and December 15,

2010.

RESOLUTION NO. 31-11            Re:    **APPEAL**

On recommendation of the superintendent and on motion of Ms. Brandman seconded by Mrs. O'Neill, 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 10-508(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 appeals reflective of the Board members' votes in closed session, the disposition of which will be recorded in the minutes of today's meeting:

<u>Appeal Number</u>	<u>Type</u>	<u>Disposition</u>
2010-41	Student Expulsion	Assigned to Hearing Examiner

Re:    **BOARD COMMITTEE UPDATES**

Dr. Docca announced that there will be a Joint Meeting of the Strategic Planning and Communications and Public Engagement Committees on January 19, 2011.

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. 32-11            Re:    **ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of January 11, 2011, at 4:30 p.m.

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PRESIDENT

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SECRETARY

JDW:gr

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