

APPROVED
2-2003

Rockville, Maryland
January 14, 2003

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, January 14, 2003, at 10:00 a.m.

ROLL CALL Present: Mrs. Patricia B. O'Neill, President
 in the Chair
 Mr. Kermit V. Burnett
 Ms. Sharon Cox
 Mr. Reginald M. Felton
 Dr. Charles Haughey
 Mr. Walter Lange
 Mr. Gabe Romero
 Mr. Mihyar Alnifaigy, Student Board Member
 Dr. Jerry Weast, Secretary/Treasurer

Absent: None

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

RESOLUTION NO. 1-03 Re: **CLOSED SESSION**

On recommendation of the Superintendent and on motion of Dr. Haughey seconded by Ms. Cox, 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 a closed session on January 7, 2003, in Room 120 from 7:00 to 7:30 p.m. to receive legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*; and be it further

Resolved, That the Board will continue in closed session until the completion of business.

RESOLUTION NO. 2-03 Re: **CLOSED SESSION**

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

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

Resolved, That the Board of Education of Montgomery County conduct portions of its closed sessions on January 14, 2003, in Room 120 from 9:00 a.m. to 10:00 a.m. and 12:00 p.m. to 1:30 p.m. to discuss the Human Resources Monthly Report and appointments, 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 a conduct portion of its closed sessions to discuss collective bargaining negotiations, as permitted under Section 10-508(a)(9) of the *State Government Article* and Section 4-107(d)(2)(ii) of the *Education Article*; and be it further

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

Resolved, That the Board of Education of Montgomery County dedicate part of the closed sessions on January 14, 2003, to acquit its executive functions and to adjudicate and review appeals, which is a quasi-judicial function outside the purview of the Open Meetings Act under Section 10-503(a) of the *State Government Article*; and be it further

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

RESOLUTION NO. 3-03 Re: APPROVAL OF THE AGENDA

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

Resolved, That the Board of Education approve its agenda for January 14, 2003.

RESOLUTION NO. 4-03 Re: AFRICAN AMERICAN HISTORY MONTH

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

WHEREAS, In 1926, Dr. Carter G. Woodson – educator, author, and founder/director of the Association for the Study of Negro Life and History – initiated Negro History Week in order to increase awareness about Negro History in American communities and schools; and

WHEREAS, In 1976, Negro History Week was extended to one month and proclaimed a national celebration by The United States Congress; and

WHEREAS, African Americans have been an integral part of our history from the inception of our nation, and their participation and contributions are studied and celebrated year-

round as part of the Montgomery County Public Schools curriculum; and

WHEREAS, The purpose of this month is to provide an opportunity to focus especially on the invaluable past and present achievements and contributions of African Americans; and

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

WHEREAS, Montgomery County Public Schools, in *Our Call to Action*, is committed to holding high expectations and positive attitudes for all students in order to raise the bar for all children in student achievement; now therefore be it

Resolved, That the Board of Education and superintendent of schools hereby declare the month of February 2003 to be "African American History Month"; and be it further

Resolved, That the Board of Education and superintendent of schools encourage the staff, students, parents, and community to actively honor the contributions of African Americans in Montgomery County, the state, and the nation, and enhance the awareness of the impact of attitudes and expectations on the achievement of African American students.

Re: BOARD/SUPERINTENDENT COMMENTS

Dr. Weast commented that the results of the 2002 Advanced Placement (AP) Examinations show a substantial increase in participation, combined with a slight increase in the average performance, over last year. These strong results are a reflection of the school system's focus on academic rigor. Last year, 6,785 MCPS students took a total of 13,689 AP tests – double the level of participation since 1998. In 2002, the average score was 3.48, up from 3.45 the previous year. MCPS is starting to reverse a trend in declining average performance that has been ongoing throughout the county, state, and nation for the past several years. Furthermore, this is happening with a substantial increase in participation.

Mr. Alnifaidy noted that he testified before the Prince George's Delegation in support of having that county's student Board member regain voting rights. Also, he met with the Maryland Coalition of Student Members on Boards of Education, and it was a great opportunity to meet with his colleagues and share experiences.

Mr. Lange noted that the student member will serve on the Long-Range and Strategic Planning Subcommittee. He remarked that several Board members attended the Academy of Information Technology Kickoff Ceremony at Gaithersburg High School, which provided an opportunity for the community to inform the public on the value of small learning communities.

Mr. Burnett remarked that during his travels, he has seen that other parts of the country

are dealing with the same issues as Montgomery County, especially with relocatable classrooms.

Mrs. O'Neill commented that the meeting with student government leadership from across the county was well attended, and the Board members were impressed by their questions. Also, several Board members attended the opening of the General Assembly in Annapolis, and she reminded the Board that there were many issues affecting education before the Assembly.

Re: PUBLIC COMMENTS

The following people testified before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Mark Simon	Grading and Reporting
2.	Brian Stelter	Grading and Reporting
3.	Mark Drury	Career Education
4.	Sharon Bourke	Grading and Reporting
5.	Laura Siegel	Grading and Reporting

**Re: TENTATIVE APPROVAL OF POLICY IKA,
GRADING AND REPORTING**

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mr. Lange, the following resolution was placed on the table:

WHEREAS, In fall 2001, the deputy superintendent established the Work Group on Grading and Reporting; and

WHEREAS, The review of Policy IKA, *Grading and Reporting* by the Board of Education Policy Committee, in collaboration with the Work Group on Grading and Reporting, focused on six major issues related to grading and reporting; and

WHEREAS, The Board Policy Committee, in collaboration with the Work Group on Grading and Reporting, identified four broad goals for grading and reporting, and 11 fundamental beliefs that articulate both the expectations of students and the opportunities afforded them through grading and reporting practices; and

WHEREAS, On November 12, 2002, the Board of Education reviewed the philosophical direction and conceptual framework for revised Policy IKA; now therefore be it

Resolved, That the Board of Education recognize that students, teachers, parents, and central office staff all have a significant interest in the outcomes of the grading and reporting policy revision process and, as such, have been and will continue to be provided

with opportunities for input and feedback on the policy and operational framework; and be it further

Resolved, That the Board of Education take tentative action on Policy IKA, *Grading and Reporting*; and be it further

Resolved, That Policy IKA, along with the operational framework, be disseminated widely for public comment for 60 days prior to final action by the Board of Education.

Grading and Reporting

A. PURPOSE

The Board of Education is committed to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluating and reporting student progress that is understandable to students and their parents and relevant for instructional purposes.

B. ISSUE

Grades are an essential way to communicate student progress. As such, grading and reporting practices must include the following:

1. Meaningful feedback on student achievement to students, parents, teachers, administrators, and the school system. This feedback should provide relevant information for instructional purposes.
2. Alignment with the Montgomery County Public Schools curriculum.
3. Consistency within and among schools.
4. Accurate reflection of student achievement compared to grade level indicators or course outcomes.
5. Fair representation of a student's performance on a variety of measures over time.
6. Clear and timely communication to parents and students as to the grading criteria and the components.
7. Commitment to school attendance as an essential component of a quality learning experience.

8. Summative assessments, which may include final exams, end-of-unit tests, and cumulative projects, as reflections of a student's mastery of grade-level or course material.
9. Opportunity for students to demonstrate mastery of grade-level indicators or course objectives through a variety of methods.
10. Regular and frequent information to all students and parents about the student's progress.
11. Consistently high expectations of all students across all courses and programs.

C. POSITION

1. In all schools
 - a) Students and parents will be informed early in a course of the indicators or outcomes of each course or unit and of the basis upon which students' performance will be evaluated.
 - b) Students and parents will be informed about progress throughout the grading period. Progress will be reported formally at least every nine weeks.
 - c) Teachers will maintain accurate and precise records that support informally and formally reported achievement.
 - d) Student progress will be evaluated and reported in terms of the performance on multiple and varied assessment measures corresponding with grade-level indicators and course outcomes as outlined in the Curriculum Frameworks or as designated in special program curriculum.
2. Elementary school

Formal reporting will accurately reflect student achievement compared to grade-level indicators.
3. Middle school

Formal reporting, indicated by letter grade, will report student achievement on course outcomes.

4. High school

- a) Formal reporting, indicated by letter grade, will report student achievement on course outcomes.
- b) Final exams afford students the opportunity to demonstrate a synthesized, integrated understanding of course material, and therefore carry significant weight in the final grade.
- c) Regular attendance and engagement are necessary in order to demonstrate mastery of material and receive credit for the course.

D. DESIRED OUTCOMES

Grading and reporting practices will be fair and meaningful and support rigorous performance and achievement standards for all students. Grades will have consistent meaning throughout the school system and be based on grade-level indicators and course outcomes.

E. REVIEW AND REPORTING

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

Re: DISCUSSION

Mr. Felton was concerned about parents who might misinterpret the policy. Once the policy and regulations are completed, what is the plan for educating the parents and community so they understand? Ms. Webb thought there was a plan to produce "parent-friendly" handbooks that explain the policy and regulation.

Mrs. O'Neill explained that there would be a pilot of the new report cards in the elementary grades. The phase-in would encourage feedback from parents, teachers, and students.

Mr. Felton pointed out that at first parents are pleased with their student's grades, but then they learn that performance on different assessments are disappointing. The parents are told that the grade was based on the work assigned, but not necessarily grade-level work. He wanted the parents to have a feedback system that was realistic and helpful to them so they know exactly what their children were taught and what they learned.

Mr. Burnett pointed out that the grading and reporting must dovetail with the new high-stakes exams. The curriculum and tests must match to ensure the school system is teaching the necessary material.

Ms. Cox explained that grades will indicate how or where there is a lapse in instruction. If students across the system do poorly on a systemwide exam, the odds are that it is not the instruction, but the congruency between the curriculum and the test. However, if there are pockets of poor student performance, that would indicate problems with instructional delivery.

Mr. Felton thought there might be a number of students enjoying honor roll status when, in fact, they are not eligible. Furthermore, the policy must address the issue of grades and college admissions. Dr. Weast explained that the Board was raising the stakes on what an MCPS diploma represents so that the student is ready for the next level of education with competency.

Mr. Lange agreed that tests and the curriculum should be aligned. However, many students feel they have weak test-taking skills and lack the basic competency to demonstrate what they have learned.

Mr. Burnett stated that he was concerned about attendance.

Mrs. O'Neill stated that the policy would be sent out for public comment (60 days) with the operational framework. Mr. Felton thought the framework was clear, but a cover memorandum should speak to the operational language and what it means for students. Dr. Weast pointed out that the context of why the Board is changing the policy is important.

Ms. Cox commented that the policy explains why the Board is revising it and what is to be accomplished. The issues on grading practices explains the important of the a new policy.

Mr. Felton knew that policies state broad goals, but he wanted the community to know why these revisions were made.

Ms. Cox stated that the policy addresses the exams and practices, but not to the degree of an individual child.

Mr. Alnifaidy asked how often interims would be issued. Ms. Webb stated that it is consistent with the current practice of halfway through the marking period.

Dr. Haughey pointed out that with the use of computers, electronic notices could eventually eliminate interims because parents would have access to instantaneous information.

Mr. Romero thought that interims could be sent to all children, but must be sent if there was a risk of failing a course. His experience was that all students reviewed their interims regardless of failure or dropping a grade, and he felt that was very useful.

Mrs. O'Neill pointed out that many teachers are communicating with frequent updates, aside from the interims.

Mr. Burnett heard a focus on notification and failure. If a family and student are striving for academic excellence, they need to know if the grade drops by one letter, not necessarily two. There is a need to gauge a child with positive tools.

Ms. Cox suggest that a vocabulary should be send out with the policy materials. She would support a requirement in the regulation that every school with the technology must send home progress reports at three weeks intervals. Parents want information about their children's academic achievement, whether it is by interim or progress report. Ms. Cox asked what the effect would be if interims were sent to parents if the student was receiving a grade below "C".

Mr. Felton thought there should be questions for the public to focus on when making their comments. An example would be the role of the interim.

Mrs. O'Neill pointed out that when the new semester starts, there is no opportunity for a student to review a test to ascertain areas of weakness. Dr. Weast thought it was important for students and parents to review tests that are not confidential. However, some tests are confidential since they are used over many years to compare groups.

Mr. Lange asked about portfolios and their use in assessment. Dr. Weast responded that there are varied forms of evidence of learning.

Mr. Felton noted that the policy stated that regular attendance is necessary to demonstrate mastery, and the teacher determines what constitutes active participation. Ms. Brown responded that the draft policy currently has no penalty for not attending class other than lost instruction for that day. If it is an unexcused absence, there is no opportunity to make up the work.

Mr. Burnett remarked that there are 180 days of instruction mandated by the state. Why have 180 days of school when a student can show up one day and pass the test? Mr. Margolies stated that the school system must offer 180 days of instruction, but there is no mandated requirement for attendance by students. However, the state does address what are excused and unexcused absences.

Ms. Cox asked if there were a truancy law. Mr. Margolies responded that the state has a compulsory attendance law for ages 7 to 16. There is no triggering language for truancy under the law.

Mrs. O'Neill thought that the Loss of Credit policy was adopted when students were not attending class. The Board hears from teachers that this policy does not work. Therefore, the basic principle of the policy is being in class and engaged.

Mr. Felton noted that there are classes that students do not want to miss, and there are others where a student will make a judgment on whether or not to attend. Mr. Bowers

stated that there was a level of attendance that each school must attain by state and federal law or the quality rating is affected.

Ms. Cox stated Loss of Credit is not a motivating factor, and the recommendation is to look at attendance more closely and develop an attendance policy based on the problems. Dr. Weast thought the two policies were congruent and should be reviewed together.

Mr. Burnett was uncomfortable moving forward with this policy without an attendance statement. Ms. Cox stated that the policy did not preclude individual principals from adopting school guidelines.

Mr. Felton was more comfortable with the policy language because it addressed engagement and the value of participating. Also, with the expansion of technology and online classes, there will be students who will not be required to follow an attendance policy. He would not hold up this policy, but the attendance policy must be reviewed soon. Dr. B. Haughey explained that the policy articulated the philosophy that grades should be an accumulation of a variety of measures over time, and there would be a consequence for students who do not attend school regularly and cannot master the objectives of the class.

Mr. Lange asked how online or distant learning would be assessed and if credit would be determined by exam. Mr. Burnett hoped that online learning would take place in the school. Mrs. O'Neill thought this policy must address grading and reporting issues related to how students are taught at the present time. Mr. Felton stated that there will be state online curriculum available to every student, and vendors will soon design systems that will meet curriculum requirements.

Mr. Lange reiterated that the school system will use a variety of performance measures, including skills for success beyond the core learning goals. In collaboration, MSDE and MCPS would identify appropriate assessments.

Mr. Alnifaidy thought staff should investigate the root problems of students' poor attendance. Teachers should engage the students, and teachers could have a self-evaluation and/or solicit students' feedback.

Mrs. O'Neill was uneasy about increasing the weight of the final exam from 25 to 30 percent. She was concerned about students who are not good test takers, and this weight could be punitive.

Mr. Felton noted that if the school system was moving to a more flexible attendance policy, there has to be a consequence, and he rationalized that the weight for the final exam would demonstrate mastery of the material.

Mr. Romero remarked that students are very cognizant of the weight of the final exam.

Even at 25 percent it is stressful for students. He wanted sample data on final exams to ascertain the effect of the change in percentage. Dr. B. Haughey stated that there was data, and she shared it with Mr. Romero. Mrs. O'Neill pointed out that the 30-percentage-point weight of the final exam will make a difference to some students, and she gave examples of some grading sequences.

Mr. Romero was interested in the attendance requirements of the state. Dr. Weast replied that the state requires 95 percent attendance or the Maryland School Assessments will be declared invalid by the state.

Mr. Romero asked if there is a specific period of time of nonattendance after which a student is considered a dropout. Dr. Weast remarked that this is a national debate, and school systems do not want to increase the dropout rates. Mr. Felton pointed out that the graduation rate of a district is a component of *No Child Left Behind*.

Dr. Haughey hoped that parents and students will comment on the policy, and that principals and teachers will comment on the effect this change of policy will have on their practice and perceptions. In regard to the phrase *opportunity to demonstrate*, he knew that tests intimidated students, but also give them a chance to show mastery of the instructional material.

Ms. Cox asked for any research on teaching students to take tests and on test anxiety. Mr. Lange asked for documentation that describes how MCPS teaches students test-taking skills.

Regarding elements of a grade, Mr. Felton wanted to assure that the policy directs grading and reporting to inform the parent of the grade level and the exact performance of the child. Ms. Cox reported that the policy states that the student should be working at the appropriate grade level and what the proficiency is at that grade level. Dr. B. Haughey stated that the intent of the policy is to give accurate feedback to parents on the indicators, the level, the proficiency, and the progress of their children. Ms. Cox explained that the policy asks for honest information about what level of instruction the child is receiving and the proficiency. Hopefully, that will drive an effort to accelerate or identify the barriers to achievement and revise the promotion and retention policy.

Regarding special needs, Mr. Felton asked how the policy will address grading and assessments. Will the same standards be met? What about the *No Child Left Behind* legislation? Ms. Brown replied that the reports generated by law will continue to be provided to parents. Ms. Webb thought that within the category there is a great variety of disabilities from diploma-bound to life skills. Ms. Cox remarked that the curriculum might be adapted but not the indicators to demonstrate mastery of a subject.

Mr. Romero asked if a preassessment for ESOL services would be done in the native language. Ms. Brown replied that there were accommodations for students in the ESOL

program.

RESOLUTION NO. 5-03

Re: **TENTATIVE APPROVAL OF POLICY IKA,
GRADING AND REPORTING**

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

WHEREAS, In fall 2001, the deputy superintendent established the Work Group on Grading and Reporting; and

WHEREAS, The review of Policy IKA, *Grading and Reporting* by the Board of Education Policy Committee, in collaboration with the Work Group on Grading and Reporting, focused on six major issues related to grading and reporting; and

WHEREAS, The Board Policy Committee, in collaboration with the Work Group on Grading and Reporting, identified four broad goals for grading and reporting, and 11 fundamental beliefs that articulate both the expectations of students and the opportunities afforded them through grading and reporting practices; and

WHEREAS, On November 12, 2002, the Board of Education reviewed the philosophical direction and conceptual framework for revised Policy IKA; now therefore be it

Resolved, That the Board of Education recognize that students, teachers, parents, and central office staff all have a significant interest in the outcomes of the grading and reporting policy revision process and, as such, have been and will continue to be provided with opportunities for input and feedback on the policy and operational framework; and be it further

Resolved, That the Board of Education take tentative action on Policy IKA, *Grading and Reporting*; and be it further

Resolved, That Policy IKA, along with the operational framework, be disseminated widely for public comment for 60 days prior to final action by the Board of Education.

Grading and Reporting

A. PURPOSE

The Board of Education is committed to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluating and reporting student progress that is understandable to students and their parents

and relevant for instructional purposes.

B. ISSUE

Grades are an essential way to communicate student progress. As such, grading and reporting practices must include the following:

1. Meaningful feedback on student achievement to students, parents, teachers, administrators, and the school system. This feedback should provide relevant information for instructional purposes.
2. Alignment with the Montgomery County Public Schools curriculum.
3. Consistency within and among schools.
4. Accurate reflection of student achievement compared to grade-level indicators or course outcomes.
5. Fair representation of a student's performance on a variety of measures over time.
6. Clear and timely communication to parents and students as to the grading criteria and the components.
7. Commitment to school attendance as an essential component of a quality learning experience.
8. Summative assessments, which may include final exams, end-of-unit tests, and cumulative projects, as reflections of a student's mastery of grade-level or course material.
9. Opportunity for students to demonstrate mastery of grade-level indicators or course objectives through a variety of methods.
10. Regular and frequent information to all students and parents about the student's progress.
11. Consistently high expectations of all students across all courses and programs.

C. POSITION

1. In all schools

- a) Students and parents will be informed early in a course of the indicators or outcomes of each course or unit and of the basis upon which students' performance will be evaluated.
 - b) Students and parents will be informed about progress throughout the grading period. Progress will be reported formally at least every nine weeks.
 - c) Teachers will maintain accurate and precise records that support informally and formally reported achievement.
 - d) Student progress will be evaluated and reported in terms of the performance on multiple and varied assessment measures corresponding with grade-level indicators and course outcomes as outlined in the Curriculum Frameworks or as designated in special program curriculum.
2. Elementary school

Formal reporting will accurately reflect student achievement compared to grade-level indicators.
 3. Middle school

Formal reporting, indicated by letter grade, will report student achievement on course outcomes.
 4. High school
 - a) Formal reporting, indicated by letter grade, will report student achievement on course outcomes.
 - b) Final exams afford students the opportunity to demonstrate a synthesized, integrated understanding of course material, and therefore carry significant weight in the final grade.
 - c) Regular attendance and engagement are necessary in order to demonstrate mastery of material and receive credit for the course.

D. DESIRED OUTCOMES

Grading and reporting practices will be fair and meaningful and support rigorous performance and achievement standards for all students. Grades will have consistent meaning throughout the school system and be based on grade-level

indicators and course outcomes.

E. REVIEW AND REPORTING

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

Re: **LUNCH AND CLOSED SESSION**

The Board of Education recessed from 1:10 to 2:45 p.m. for lunch and closed session.

RESOLUTION NO. 6-03

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

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

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

WHEREAS, Funds have been budgeted and/or identified for Bid No. 7055.5, Purchase of School Buses; and

WHEREAS, Funds have been budgeted and/or identified for Bid No. 7119.1, Purchase of Vehicles; and

WHEREAS, The acquisition of such vehicles through lease/purchase arrangements has been reviewed by legal counsel; now therefore be it

Resolved, That Bid No. 7055.5, Purchase of School Buses, in the amount of \$2,640,258, be lease/purchased for a six-year term, under the Master Lease/Purchase Agreement with Wachovia Bank; and be it further

Resolved, That the Board president and superintendent be authorized to execute the necessary documents; and be it further

Resolved, That Bid No. 7119.1, Purchase of Vehicles, in the amount of \$450,895, be lease/purchased for a five-year term, under the Master Lease/Purchase Agreement with Wachovia Bank; and be it further

Resolved, That the Board president and superintendent be authorized to execute the necessary documents; and be it further

Resolved, That having been duly advertised, the following contracts be awarded to the low

bidders meeting specifications shown for the bids as follows:

MCC	Fixed Asset Database for Strategic Planning and Facility Capital Project 355 Planning	
	<u>Awardee</u>	
	VFA, Inc.	\$ 270,000
FC 01-T-3	Bulk Vehicle Fluids for the Department of Transportation	
	<u>Awardee</u>	
	B-Environmental, Inc.	
	T/A AntiFreeze Technology Systems	\$ 38,000
1153.1	Basic Life, Basic Accidental Death and Dismemberment, and Optional Life Insurance for Montgomery County Public School Employees and Retirees	
	<u>Awardee</u>	
	Prudential Life Insurance Company	\$4,200,000
4037.4	Closed Circuit Television Equipment	
	<u>Awardees</u>	
	Allegheny Electronics, Inc.	\$ 12,721
	ISR Solutions, Inc.	2,500
	Northern Video Systems, Inc.*	180,420
	Presearch, Inc.	39,567
	Safemasters Company, Inc.	33,839
	Security Equipment Distributors, Inc.	9,490
	Total	\$ 278,537
4087.4	Media Center Supplies	
	<u>Awardees</u>	
	Brodart Company	\$ 22,444
	Demco, Inc.	2,464
	Henry S. Wolkins Company*	19,694
	Highsmith, Inc.	634
	Interstate Office Supply Company*	12,018
	On Time Label	9,074
	Pyramid School Products	47,598
	Quill Corporation	363
	Total	\$ 114,289

4088.3	Laminating Supplies	
	<u>Awardees</u>	
	AFP Industries*	\$ 58,694
	General Binding Corporation	8,571
	Precision Graphics*	42,380
	Pyramid School Products	49,545
	Scott Electric	10,067
	USI, Inc.*	<u>1,527</u>
	Total	\$ 170,784
4116.1	Design/Planning/Coordination of Office, Reception and Staff Dining Furniture—Extension	
	<u>Awardee</u>	
	Douron, Inc.*	\$ 600,000
4128.2	Typewriter Ribbons and Copier Staple Cartridges	
	<u>Awardees</u>	
	Branch Office Supply Company, Inc.*	\$ 2,556
	Rudolph's Office and Computer Supply*	194
	Xerox Corporation	<u>118,750</u>
	Total	\$ 121,500
4134.1	Art Supplies-Systems Contract—Extension	
	<u>Awardee</u>	
	Sax Arts and Crafts	\$ 125,000
7054.5	Purchase of School Buses	
	<u>Awardee</u>	
	American Bus Sales and Services, Inc.	\$2,640,258
7076.2	Automotive Shop Equipment Repair, Parts, and Service—Extension	
	<u>Awardees</u>	
	Auto Hydraulics, Inc.	
	Ferguson Corporation	
	McHenry Equipment Company, Inc.	
	Myco, Inc.	
	Total	\$ 55,000

7115.1	Delivery, Installation and System Programming of Remote Communication Modules for Water Treatment Control Systems	
	<u>Awardee</u>	
	Southern Air, Inc.	\$ 65,000
7118.1	Purchase of Vehicles for the Division of Maintenance and the Department of Materials Management	
	<u>Awardees</u>	
	Altec Industries, Inc.	\$ 118,263
	Bob Bell Chevrolet	83,184
	Criswell Chevrolet, Inc.	180,612
	District International Trucks, Inc.	<u>68,836</u>
	Total	\$ 450,895
7120.1	Asbestos Abatement Equipment and Supplies	
	<u>Awardees</u>	
	American Environmental Enterprises	\$ 12,246
	Aramco, Inc.	57,698
	Bullseye Environmental Group	7,519
	BWI Distribution, Inc.	18,583
	Grainger, Inc.	1,234
	Metropolitan Safety, Inc.	<u>2,305</u>
	Total	\$ 99,585
9022.2	Building Materials—Extension	
	<u>Awardees</u>	
	Amsco*	\$ 852
	Greenwald Industrial Products	15,825
	MSF County Services	250
	Pikesville Lumber Company	14,020
	Potomac Valley Brick and Supply Company	<u>483</u>
	Total	\$ 31,430
9022.1	Audio and Visual Equipment Parts—Extension	
	<u>Awardees</u>	
	Allegheny Electronics, Inc.	\$ 7,000
	Cumberland Electronics, Inc.	29,500
	Kunz, Inc.*	5,000
	Nicholas P. Pipino Associates	2,000

Nelson C. White Company, Inc.*	6,000
Total	\$ 49,500

9098.1 Security System Installation and Cabling at Various Locations—Extension

<u>Awardees</u>	
East West Telecom, Inc.	
EAI Security System, Inc.	
Total	\$ 500,000

TOTAL PROCUREMENT CONTRACTS EXCEEDING \$25,000 \$9,809,778

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

RESOLUTION NO. 7-03 Re: **AWARD OF CONTRACT – ROCKY HILL MIDDLE SCHOOL REPLACEMENT**

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

WHEREAS, The following sealed bids were received on December 12, 2002, for the Rocky Hill Middle School replacement facility, with work to begin immediately and be completed by July 1, 2004:

<u>Bidder</u>	<u>Amount</u>
Scheibel Construction	\$18,352,000
Donohoe Construction Company	18,438,000
Henley Construction Company, Inc.	18,649,600
Dustin Construction, Inc.	18,918,500
Waynesboro Construction Company, Inc.	18,973,300
Hess Construction Company, Inc.	19,030,000
Zadmer Enterprises, Inc.	21,192,900

and

WHEREAS, The low bidder, Scheibel Construction, has submitted 26.2-percent certified Minority Business Enterprise participation, of which 20.2 percent is African American, 4.5 percent is Hispanic, and 1.5 percent is woman-owned; and

WHEREAS, Scheibel Construction has completed similar work successfully; now therefore be it

Resolved, That an \$18,352,000 contract be awarded to Scheibel Construction for the

Rocky Hill Middle School replacement facility, in accordance with drawings and specifications prepared by Grimm and Parker, P.A.

RESOLUTION NO. 8-03 Re: **ELECTRICITY SUPPLY CONTRACT – EXTENSION**

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

WHEREAS, On October 17, 2002, the Montgomery County Government, the Montgomery County Public Schools (MCPS), and the other county agencies entered into a contract with Washington Gas Energy Services for electricity supply; and

WHEREAS, This joint contract has generated total savings of \$3.3 million to the participants, with \$1.2 million accruing to MCPS; and

WHEREAS, The Montgomery County Government has negotiated a contract extension with Washington Gas Energy Services for an additional 13-month term at the current contract rate; and

WHEREAS, MCPS is projected to save \$449,884 compared with the estimated cost of the standard electricity service offered by the Potomac Electric Power Company for the 13-month term; therefore be it

Resolved, That the existing contract with Washington Gas Energy Services for the supply requirements of the Montgomery County Public Schools' electricity accounts be extended for an additional 13-month period, in accordance with the terms and conditions of the Montgomery County Office of Procurement, IFB #1502000005, Supply of Electricity and Related Services for Montgomery County.

RESOLUTION NO. 9-03 Re: **RECOMMENDED FY 2003 SPECIAL
APPROPRIATION FOR THE REAL ESTATE
MANAGEMENT**

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

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 2003 special appropriation of \$263,318 for the Real Estate Management Fund Category 51; and be it further

Resolved, That this special appropriation be funded from retained earnings; and be it further

Resolved, That a copy of this resolution be forwarded 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. 10-03 Re: **GRANT OF UTILITY EASEMENT AT TILDEN MIDDLE SCHOOL**

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

WHEREAS, Staff negotiated a Lease Agreement for Telecommunications with APC Realty and Equipment Company, L.L.C., to permit the installation of a telecommunications monopole at Tilden Middle School, located at 11211 Old Georgetown Road in Rockville, in accordance with Board of Education Policy ECN, *Telecommunications Transmission Facilities*; and

WHEREAS, The Lease Agreement is conditioned upon granting an easement to the local utility and telecommunications companies to provide service to their equipment; and

WHEREAS, The Potomac Electric Power Company and Verizon Communications, Inc., have jointly requested a grant of a 10-foot wide utility easement consisting of 6,164 square feet to install, operate, and maintain electric power, distribution, and underground communication facilities to serve the proposed telecommunications monopole; and

WHEREAS, The easement will not affect any land that could be used for school programming and recreational facilities; and

WHEREAS, All construction, restoration, and future maintenance will be performed without disrupting the instructional program and at no cost to the Board of Education, and with Potomac Electric Power Company and Verizon Communications, Inc., and their contractors assuming liability for all work; now therefore be it

Resolved, That the president and secretary of the Board of Education be authorized to execute a grant of utility easement and right-of-way of 6,164 square feet to the Potomac Electric Power Company and Verizon Communications, Inc., at Tilden Middle School.

RESOLUTION NO. 11-03 Re: **CHANGE ORDER EXCEEDING \$100,000**

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

WHEREAS, The Department of Facilities Management has received a change order proposal from Hess Construction Company that exceeds \$100,000; and

WHEREAS, Staff and the project architect have reviewed the change order and found it to be equitable; now therefore be it

Resolved, That the Board of Education approve the following change order for the amount listed:

Project: Lakewood Elementary School

Description: Construction of a roadway connection to Glen Mill Road

Contractor: Hess Construction Company

Amount: \$292,442

RESOLUTION NO. 12-03

Re: **ACCEPTANCE OF EASTERN MIDDLE SCHOOL ADDITION**

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

WHEREAS, Eastern Middle School was inspected on December 17, 2002; now therefore be it

Resolved, That the official date of completion be established as that date upon which formal notice is received from the architect that the building has been completed in accordance with the plans and specifications and all contract requirements have been met.

RESOLUTION NO. 13-03

Re: **LEASE OF SPACE AT MUDDY BRANCH ROAD**

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

WHEREAS, Staff in the Department of Facilities Management has negotiated a tentative agreement with MB Limited Partnership to lease space in Gaithersburg, Maryland, that is needed for the upcounty transportation bus routers/schedulers staff; and

WHEREAS, The lease terms are very favorable and will be fixed for a five-year period; and

WHEREAS, Space is not available at Montgomery County Public Schools owned facilities to house the upcounty bus routers/schedulers staff; now therefore be it

Resolved, That a lease with MB Limited Partnership for space located at 311 and 313 Muddy Branch Road, Gaithersburg, Maryland, be approved at the terms contained in the tentative agreement negotiated by staff in the Department of Facilities Management.

RESOLUTION NO. 14-03

Re: **UTILIZATION OF FY 2003 PROVISION FOR
FUTURE SUPPORTED PROJECT FUNDS**

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

WHEREAS, The grants qualify for a transfer of appropriation from the Provision for Future Supported Projects, pursuant to the provisions of County Council Resolution No. 14-1270, approved May 23, 2002; and

WHEREAS, The programs do not require any present or future county funds; and

WHEREAS, Sufficient appropriation is available, within the FY 2003 Provision for Future Supported Projects, to permit the transfers within state categories; now therefore be it

Resolved, That the superintendent of schools be authorized to receive and expend, within the FY 2003 Provision for Future Supported Projects, as specified below:

<u>Project</u>	<u>Positions</u>	<u>Amount</u>
KIDSET: Kindergartners with Disabilities Special Education Transition		\$ 57,822
PATI: Project Assistive Technology for Inclusion		41,008
Fine Arts Initiative		225,343
Judith Hoyer Early Childcare and Education Judy Center Grant	2.5	202,988
Judith Hoyer Enhancement Grant for Local School Systems	1.0	100,000
The Corps of Historical Discovery: Teaching American History Grant	1.0	668,280
Howard Hughes Medical Institute Support for Science Education	2.0	435,000
Student Service Learning, Learn and Serve America Subgrant		8,680
McKinney Vento Homeless Education Assistance Improvement Act of 2001 Grant Program		<u>75,000</u>
Total	6.5	<u>\$1,814,121</u>

and be it further

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

RESOLUTION NO. 15-03

Re: **FY 2003 SPECIAL APPROPRIATION FOR THE
PROVISION FOR FUTURE SUPPORTED
PROJECTS**

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

WHEREAS, The FY 2003 Operating Budget adopted by the Board of Education on June 11, 2002, included \$9,645,144 for the Provision for Future Supported Projects; and

WHEREAS, The Board of Education will receive additional projects that are eligible for funding through the Provision for Future Supported Projects during FY 2003; now therefore be it

Resolved, That the superintendent of schools be authorized to receive and expend, subject to County Council approval, an FY 2003 special appropriation of \$6,850,000 for the Provision for Future Supported Projects in the following categories:

	<u>Category</u>	<u>Amount</u>
01	Administration	\$ 250,000
02	Mid-level Administration	300,000
03	Instructional Salaries	3,000,000
04	Textbooks and Instructional Supplies	300,000
05	Other Instructional Costs	1,400,000
06	Special Education	900,000
12	Fixed Charges	<u>700,000</u>
	Total	<u>\$6,850,000</u>

and be it further

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

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

RESOLUTION NO. 16-03

Re: **FY 2003 SPECIAL APPROPRIATION FOR THE PUBLIC PRIVATE PARTNERSHIP FUNDING AGREEMENT**

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

Resolved, That the superintendent of schools be authorized to receive and expend, subject to County Council approval, an FY 2003 special appropriation of \$1,024,414 from the Maryland State Department of Education for the Public Private Partnership program between the Montgomery County Public Schools and two nonpublic schools in the following category:

<u>Category</u>	<u>Amount</u>
6 Special Education	\$1,024,414

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 to the County Council.

RESOLUTION NO. 17-03

Re: **HUMAN RESOURCES MONTHLY REPORT**

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

Resolved, That the Board of Education approve the Human Resources Monthly Report dated January 14, 2003.

RESOLUTION NO. 18-03

Re: **HUMAN RESOURCES APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective February 3, 2003:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Dale E. Fulton	Director, Department of Curriculum and Instruction	Associate Superintendent, Office of Curriculum and Instructional Programs

RESOLUTION NO. 19-03 Re: **HUMAN RESOURCES APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective January 28, 2003:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Mark Kelsch	Principal, Richard Montgomery HS	Community Superintendent

RESOLUTION NO. 20-03 Re: **HUMAN RESOURCES APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective January 29, 2003:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Geraline Carroll	Principal, North Bethesda MS	Director, Office of School Performance

RESOLUTION NO. 21-03 Re: **HUMAN RESOURCES APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective January 29, 2003:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Lucille Ellis	Principal, Col. E. Brooke Lee MS	Director, Office of School Performance

RESOLUTION NO. 22-03 Re: **HUMAN RESOURCES APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective July 1, 2003:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Gary Levine	Director, Department of Employment Standards and Operations	Director, Employee and Retiree Services Center

RESOLUTION NO. 23-03 Re: **HUMAN RESOURCES APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective July 1, 2003:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Cheri Lavorgna	Program Manager for Business Systems, OGAT	Supervisor, Employee and Retiree Services Center Support Team

Re: **MONTHLY FINANCIAL REPORT**

Mr. Bowers reported on the projected financial condition through November 30, 2002, based on program requirements and estimates made by primary and secondary account managers. At this time, revenues and expenses are on budget with no projected surplus or deficit.

Re: **PARENT AND COMMUNITY OUTREACH**

Dr. Weast invited the following people to the table: Dr. Robert Anastasi, executive director, MCBRE; Ms. Mary Lee Phelps, acting associate superintendent, Office of Student and Community Services; Mrs. Judie Muntner, associate superintendent, Office of Curriculum and Instructional Programs; Dr. Brenda Holmes, supervisor, Family and Community Partnerships Unit; Dr. Yvette Edghill-Smith, vice president, MCCPTA; and Mrs. June Moore, parent community coordinator, New Hampshire Estates Elementary School.

MCPS has always recognized that parent and community involvement is essential to the success of students and schools. To foster such involvement, many offices, departments, units, and school staff share the responsibility of supporting parents, with different but complementary roles and responsibilities. Over the years, these have included ESOL, Head Start, Title I, the Department of Human Relations, the Department of Student and Community Services, the Department of Special Education, the Department of Community Outreach, the Department of Communications, the Office of the Deputy Superintendent, the Office of School Performance, the Office of Curriculum and Instructional Programs, the Office of Accelerated and Enriched Instruction, the Office of Global Access Technology,

the Office of Shared Accountability, the Office of the Chief Operating Officer, the Department of Management, Budget, and Planning, the Office of the Superintendent of Schools, and the Office of the Ombudsman. In addition to the many offices, departments and units, principals and teachers work with parents every day. In 1999, the Board formally recognized the importance of parent and community involvement by adopting its Academic Priority 5, "Create unique, innovative family and community-friendly partnerships to improve academic results." It was recognized that there was a need to coordinate and align all family and community outreach efforts to address concerns and requirements and to create a systematic approach responsive to 1) system initiatives, 2) local school priorities, 3) individual family needs, and 4) student learning and social requirements.

To create a comprehensive picture, MCPS has been conducting a multi-year needs assessment to identify and provide focus on common needs from a variety of "lenses" reflective of MCPS constituencies. These include, but are not limited to, parents of ESOL and special education students, parents who represent the racial and ethnic diversity of the community, parents of students facing economic or early learning challenges, and parents of the academically gifted. Several forums were conducted, including the following:

- December 2000 Family and Community Partnerships Advisory Council (FCPAC) met to make specific suggestions about aligning services and resources
- 2001-2002 FCPAC General Report made specific recommendations
- January 2001 community forum for staff and parents of special education students to address best practices and opportunities for improvement in school and parent relations
- A continuing study by the Department of Special Education Parent Outreach and Problem Solving Re-design Team
- December 2001 Wheaton, John F. Kennedy, Montgomery Blair, and Albert Einstein cluster study circles

In addition, valuable insight was gleaned from the February, March, and September 2002 reports from the Board's ombudsman, in which several recommendations were made.

Current State

Much time and great care have been taken in identifying parents' needs, and staff has learned much from all of the outreach efforts to identify key themes and try to reach consensus. Over the past 18 months, more than 1,000 staff and community members participated in the comprehensive approach to gathering the information described. While each group reflected issues specific to their constituency, there was remarkable agreement on several themes. Parents want to know the following:

- How to help their children be successful in school.
- How the MCPS system works and whom to call when they have a question.
- Whom to call when they have questions about human relations issues.
- How to access resources and services for children and families.

- How and in what environment children learn best.
- What the basic curriculum expectations are for Grades Pre-K through 12.
- That school staffs view parents as valuable partners in the educational process.
- That staff and student diversity is modeled, valued, honored, and celebrated in every MCPS classroom.
- That schools will be inclusive in addressing families of diverse cultures as well as families of students with special needs.

Parents and staff not only identified what they needed but also how those needs could best be met. The following specific strategies and structures were communicated consistently:

The creation of a single point of contact or help desk to provide answers to questions or to direct callers to the appropriate office in a timely manner:

- The identification of a family-outreach staff member, skilled in working with parents and connected to each school, to facilitate home-school communication and collaboration
- Collaboration among MCPS departments to provide training to school and office staff to address special needs and cultural competency
- The development of a single written document to help parents navigate the MCPS system
- The development and implementation of a public awareness plan for accessing services and resources

One important theme emerging from the analysis of the needs assessments data is the desire of stakeholders to know that their contributions would be considered and reflected as appropriate in subsequent MCPS action. Consequently, the recommendations proposed in this memorandum incorporate several of the strategies listed above.

Plan

Dr. James Williams, deputy superintendent, has assumed overall leadership and responsibility for providing an effective program for parent outreach, supporting productive community relations, and meeting human relations needs affecting students, staff, and schools. His first step was to determine what current resources are in place. In May 2002, staff in the Family and Community Partnerships Unit conducted an audit of all staff members who were identified as having parent outreach responsibilities in their job descriptions. As a result, 98 positions were identified throughout the system—79 full-time positions and 19 part-time. These parent outreach workers are located in seven different offices as well as individual schools. The offices include the Academic Support, Federal and State Programs (Title I), Division of Early Childhood Programs and Services; ESOL; the Family and Community Partnerships Unit; the Head Start/EEEP Unit; the Department of Special Education; and school-designated, grant-supported outreach positions.

With the exception of the community partnership specialists and parent-community coordinators in the Family and Community Partnerships Unit who assume systemwide or cluster-wide responsibilities for parent outreach and human relations, all of the identified parent outreach workers serve a very specific constituency with very specific needs. This means that the services provided may vary, based on those specific needs. On the other hand, a systemwide approach to parent outreach and human relations is needed in terms of training, support, and evaluation. Therefore, after identifying the parent outreach staff, the deputy superintendent charged the Family and Community Partnerships Unit with developing a program for the 2002–2003 school year to coordinate communication among the parent outreach staff for the purposes of developing consistency of message, conducting ongoing training, and exchanging best practices. The Family and Community Partnerships Unit is conducting a series of trainings involving all the identified parent outreach workers. The most recent training meeting, conducted on November 22, 2002, focused on ESOL instruction, the mathematics curriculum, new parent materials, and regulation 504 services for special needs students.

Further, the parent outreach staff, under the auspices of the Family and Community Partnerships Unit, has established common goals. These goals, which are correlated with the six National PTA Standards for Parent/Community Involvement Programs, will provide a framework for the delivery of service. They also have identified common training needs for FY 2003, which have been incorporated into the Family and Community Partnerships Unit training plan. A cross-functional parent outreach team chaired by the deputy superintendent has been established to monitor parent outreach for the 60 schools most in need of support. The team will monitor how well resources and supports for parents ensure that they are knowledgeable about and welcomed by the school system and are empowered to participate in their children's education.

In fall 2000, the Diversity and Training Unit (formerly the Department of Human Relations) was realigned under the Department of Family and Community Partnerships. At that time, some of the roles and responsibilities of the former Department of Human Relations were assigned to other offices. Human relations support for staff, students, and community members, as well as the collection and preparation of required reports continue to be the responsibility of the Family and Community Partnerships Unit. The MCPS training for human relations is provided by several offices.

The Board policy on Parental Involvement was revised and adopted recently. It will guide the development of future parent and community outreach activities. The revision of the policy on Human Relations has begun, and will provide further guidance to needed resources and services.

Issues

There are three main challenges that will need to be addressed in creating an outstanding parent outreach program:

- At issue is how to communicate the many resources and services available to the total community. Many effective initiatives are in place to support community outreach partnerships and human relations needs throughout the system, and responses to community surveys reflect general satisfaction with the efforts. However, it is clear that many parents and staff do not know about the supports available to them.
- Shrinking resources make it difficult to build a coordinated support system that can meet the growing size and diversity of the community and provide responses to individual requirements in a timely manner.
- The challenge is how best to organize resources to ensure alignment and provide appropriate communication, collaboration, and evaluation. In view of the growing diversity in the community and schools, it has become increasingly important to focus on the needs of specific groups within the community, at the same time that it is necessary to align and coordinate existing parent and community outreach resources and support new initiatives in a cost-effective manner.

Recommendations

Effective parent-community outreach and human relations practices must take place throughout the entire school system. Communication about the goals, policies and procedures, resources, and services of MCPS must be available when and where parents and staff need information—whether at the school site, at a central office, or at a parent information meeting. To provide a coordinated support system that permits parents to understand and navigate the MCPS system so they can help their children be successful in school, the following actions are recommended:

1. Realign the current parent outreach staffing structure to identify parent outreach staff members, skilled in working with parents, to support each of the most affected 60 schools and the schools into which they feed, to facilitate home-school communication and collaboration. Training and supervision of these workers will be the responsibility of the Family and Community Partnerships Unit in collaboration with the offices of Staff Development, Student and Community Services, and School Performance. The evaluation of these staff members will be a collaborative effort among the MCPS offices represented.
2. Establish a customer service call center, supervised by the Family and Community Partnerships Unit, to ensure timely and accurate communication to parents about MCPS and community resources and services. Resources will be provided from current staffing to address issues from the special needs communities, human relations issues, and curricular and instructional concerns. All calls will be logged in and responded to before the end of business the following workday. A record will be kept of the most frequently asked questions and distributed to all offices. The service center will link with the systems already established by Linkages to Learning

and the county Department of Health and Human Services.

3. Develop a parent handbook, printed in multiple languages, that will identify available services and resources and provide guidance for understanding and working with MCPS.
4. With the assistance of the Office of Shared Accountability, design an evaluation of the effectiveness of parent and community outreach services. Data collected should include customer satisfaction, increase or reduction in numbers of human relations referrals and appeals, number and nature of parents involved in outreach activities, and number and nature of calls to the Customer Service Center.
5. Work to disseminate and provide Study Circles, already established in the greater Silver Spring-Wheaton geographical area, to the communities served by the 60 most affected schools.
6. Establish a human relations advisory group to the deputy superintendent to build on the work already done in order to organize and realign resources effectively for human relations in the context of parent outreach, and to provide specific supports in terms of resources. This will help ensure that the human relations functions currently distributed throughout the system are supported and that MCPS is able to be proactive in assessing and meeting needs.
7. Create a link to the MCPS web site to publicize current parent outreach services and resources already in place and their locations.
8. Coordinate current partnerships that involve parent outreach, such as the Saturday School operated by the George B. Thomas, Sr. Learning Academy, Inc., and the Banneker Program, through the Office of the Deputy Superintendent to ensure appropriate support and alignment with MCPS goals.

Roles and Responsibilities

Parent outreach workers assigned to schools and offices will continue to report to their respective program supervisors for the time being; however, as a result of careful study, it may be necessary to reorganize parent outreach positions and services to ensure greater efficiency and increased service delivery. The overall responsibility for coordinating, supervising, designing appropriate training, monitoring, and evaluating parent involvement and community outreach will reside with the Family and Community Partnerships Unit, under the supervision of the deputy superintendent. The Office of the Deputy Superintendent will be responsible for ensuring coordination and alignment of parent outreach initiatives with other offices, including the Montgomery County Business Roundtable for Education. However, all MCPS offices will need to work collaboratively to ensure that staff and students feel safe, valued, respected, and understood in a productive

and harmonious working and learning environment. The proposed model for supporting human relations functions also involves collaboration among all schools, offices, and departments.

The Family and Community Partnerships Unit, in collaboration with other offices, will monitor human relations training programs to assess their effectiveness in contributing to increased student achievement. It is the goal of MCPS to provide a human relations training structure that is proactive and responsive to the needs of students, staff, and the community. Collaboratively, the Family and Community Partnerships Unit, the Office of Staff Development, other MCPS and Montgomery County offices, the employee unions, and the community will develop and implement inclusive training opportunities for students and staff.

Next Steps

A detailed time line of necessary activities has been developed to support the accomplishment of all the above recommendations. With the approval of the recommendations by the Board of Education, the Office of the Deputy Superintendent and the Family and Community Partnerships Unit will move forward to accomplish the following:

- Complete the review of the roles and responsibilities of parent outreach workers and evaluate the need for each position
- Realign current resources to support the customer service center and assignment of parent outreach workers to schools
- Identify members to serve on the deputy superintendent's human relations advisory group and establish their charge
- Develop an evaluation plan for MCPS parent outreach. Based on that evaluation plan, determine what additional recommendations for changes in structure must be made to the Board of Education.

Re: DISCUSSION

Ms. Cox noted that effective parent and community outreach and human relations practices must take place throughout the entire school system. Although the recommendation spoke to special programs, she thought schools should be included since that is where parents have the most contact with the school system.

Ms. Cox noted that a structure was being built so that parents would know how to access the system or support student learning at home and grow into volunteering within the school system. The recommendation was for staff to reach hard-to-access populations, but there was nothing that referred to working with parents and staff in school decision making. Mr. Kress replied that community superintendents support groups of parents, but there is a lack of working with individual parents and small community groups. The Office of School Performance supported the recommendations before the Board, and it looks

forward to a consolidated structure.

Mr. Felton thought that the school systems' relationship with the community takes many forms, depending on how and where parents are involved. Any parent understands how to fit into the model to address their priorities. No matter what structure the school system puts forward, parents connect through the school house. How will these recommendations ensure a connection between parents and staff that will not be seen as an added responsibility? Ms. Holmes replied that there is a realization that collaboration between parents and teachers will support student academic achievement. Of course, training for teachers is a key element to make parent involvement a natural extension of planning and teaching. Another step is to make schools a friendly place for parents, and there should be a single person, in addition to the principal and counselor, that is the parent's contact within the school. Dr. Anastasi noted that partners in the Roundtable have offered customer services training for school personnel.

Mrs. O'Neill asked if the customer service and call center will be interpreted as the complaint department. She added that people call the ombudsman because it is confidential, and there is a fear of reprisals in the local schools. Dr. Anastasi replied that the call center will be marketed as an information center.

Mr. Felton noted the realignment of resources, and he wanted to know how many people that encompassed. Ms. Holmes replied that 98 staff members were identified with parent outreach responsibilities. The effort is to eliminate overlap and duplication, and ensure that the parent knows the specialist.

RESOLUTION NO. 24-03 Re: **AN AMENDMENT TO THE RECOMMENDATIONS ON PARENT AND COMMUNITY OUTREACH**

On motion of Mrs. Cox and seconded by Mr. Lange, the following amendment was adopted unanimously:

Resolved, That the Board of Education add the following recommendation:

Work with the Office of Staff Development and Office of Human Resources to expand parent/community relations training within the system and with the university partnerships.

Re: **DISCUSSION**

Mr. Romero thought there was a limit on who would be reached by the recommendations. He thought that even though the recommendations were active, in many ways they were passive. In other words, the school system takes an action, then has to wait until the parents respond. He would like a more proactive model so that all parents can be reached.

Mr. Lange remarked that before staff is evaluated, they must be properly trained. Before staff is trained, staff must have a clear understanding of what competencies are necessary and expected. He asked for a listing of the competencies that will be germane to the position today and as it is rolled out.

Dr. Haughey supported the plan, and he thought it was a step forward. He did not want to overlook other communities with which the school system needs to establish outreach, such as grandparents and municipalities.

Ms. Cox remarked about the customer call center and how that connects with the schools depending on the nature of the calls and concerns. The school system does not want to create an impression that the schools will not be helpful, and there is another avenue to seek help. How will the center be staffed? What is the anticipated number of calls? Dr. Anastasi replied that most call centers start out slow, but quickly build. After experience, the call center may have to be redesigned. In marketing the center, it will be for countywide questions and will not be a complaint department.

Mr. Felton hoped that the call center would have a non-traditional work day since many parents would be unable to make calls from 8 a.m. to 4 p.m. Mr. Burnett thought it would be easier to get the answers within a short period of time with a more centralized center.

Ms. Cox asked if the evaluation of the effectiveness of parent outreach would include school improvement plans. Dr. Anastasi thought this plan would include all data sources to evaluate parent/community outreach. Ms. Holmes stated that the Parental Involvement Policy directs staff to evaluate the effectiveness of programs.

Mr. Felton asked what the plans were for the public advertisement. Dr. Anastasi stated that they would work through the Department of Communications, community forums, a handbook, study circles, company newsletters, and web sites, among others. Ms. Holmes replied that practitioners would work with the community superintendents to develop a major campaign of what is available.

RESOLUTION NO. 25-03

Re: **PARENT AND COMMUNITY OUTREACH**

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

WHEREAS, At the June 11, 2002, Board of Education meeting, on a motion by Ms. Cox and seconded by Mr. Abrams, the members present asked that the superintendent bring to the Board for its approval recommendations for establishing structure and identified roles and responsibilities for parent and community outreach efforts; and

WHEREAS, The Board requested that the recommendations address suggestions emanating from the ombudsman's analysis; specific supports to facilitate implementation;

allocation of authority and accountability; and the requirements of related Board policy; and

WHEREAS, The Superintendent has considered and put forward eight recommendations for supporting parent and community outreach; now therefore be it

Resolved, That the Board of Education accept the following recommendations for aligning, coordinating, and evaluating the parent outreach program for Montgomery County Public Schools:

1. Realign the current parent outreach staffing structure to identify parent outreach staff members, skilled in working with parents, to support each of the most affected 60 schools and the schools to which they feed, to facilitate home-school communication and collaboration. Training and supervision of these workers will be the responsibility of the Family and Community Partnerships Unit in collaboration with the offices of Staff Development, Student and Community Services, and School Performance. The evaluation of these staff will be a collaborative effort among the MCPS offices represented.
2. Establish a customer service call center, supervised by the Family and Community Partnerships Unit, to ensure timely and accurate communication to parents about MCPS and community resources and services. Resources will be provided from current staffing to address issues from the special needs communities, human relations issues, and curricular and instructional concerns. All calls will be logged in and responded to before the end of business the following workday. A record will be kept of the most frequently asked questions and distributed to all offices. The service center will link with the systems already established by Linkages to Learning and the Department of Health and Human Services.
3. Develop a parent handbook, printed in multiple languages, that will identify available services and resources and provide guidance for understanding and working with MCPS.
4. Design, with the assistance of the Office of Shared Accountability, an evaluation of the effectiveness of parent and community outreach services. Data collected should include customer satisfaction, increase or reduction in numbers of human relations referrals and appeals, number and nature of parents involved in outreach activities, and number and nature of calls to the Customer Service Center.
5. Work to disseminate and provide Study Circles, already established in the greater Silver Spring-Wheaton geographical area, to the communities served by the 60 most affected schools.
6. Establish a human relations advisory group to the deputy superintendent to build on the work already done in order to organize and realign resources effectively for human

relations in the context of parental outreach, and to provide specific supports in terms of resources. This will help ensure that the human relations functions currently distributed throughout the system are supported and that MCPS is able to be proactive in assessing and meeting needs.

7. Create a link to the MCPS web site to publicize current parent outreach services and resources already in place and their locations.
8. Coordinate current partnerships that involve parent outreach, such as the George B. Thomas Saturday School and the Banneker Program, through the Office of the Deputy Superintendent to ensure appropriate support and alignment with MCPS goals.
9. Work with the Office of Staff Development and Office of Human Resources to expand parent/community relations training within the system and with the university partnerships.

Re: **TENTATIVE APPROVAL OF POLICY ACA, *HUMAN RELATIONS***

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

WHEREAS, Policy ACA, *Human Relations*, was identified for amendment during the periodic review of policies; and

WHEREAS, The Policy Committee has considered and recommended revisions to Policy ACA; now therefore be it

Resolved, That the Board of Education take tentative action to adopt changes to ACA, *Human Relations*, as shown on the attached draft; and be it further

Resolved, That the tentative draft Policy ACA, *Human Relations*, be sent out for public comment.

Human Relations

A. PURPOSE

To affirm the Montgomery County Board of Education's commitment to good human relations and promote positive human relations within the school system

To affirm that MCPS will not condone acts of disrespect, insensitivity, bias, bullying,

harassment, verbal abuse, physical violence, or illegal discrimination toward any person, and to promote good human relations for all without regard to race, color, gender, religion, ancestry, national origin, marital status, age, disability, or sexual orientation.

To establish and maintain productive and harmonious working and learning environments for all staff, and students, and parents

To assure that good human relations remain a continuing priority

B. ISSUE

As MCPS has become increasingly diverse, proactive steps must be taken to advance an environment of high expectations and mutual respect. MCPS should reaffirm its commitment to preparing all students to live and work in a global multicultural world and to fostering an atmosphere where all members of the community feel they are an integral part of the educational process. Staff, student, parent, and community input and interagency collaboration must be critical factors in fulfilling this commitment.

C. POSITION

1. Definition

Human relations are the personal and group dynamics that promote respect for the rights and integrity of each individual and recognition of the value of each group as an important part of the community. Positive human relations are a vehicle to promote access, equity, and equality of opportunity for all.

2. Commitments

a) Promote atmosphere of respect and nondiscrimination

Each MCPS employee shall be responsible for establishing and maintaining an educational atmosphere in which students and staff can develop attitudes and skills for effective, cooperative living, including:

- (1) Respect for the individual regardless of race, color, national origin, religion, gender, age, marital status, socioeconomic status, intellectual ability, sexual orientation, physical characteristics, or disability
- (2) Respect for cultural and language differences

- (3) Respect for personal rights of others
- (4) Respect for the right of others to seek and maintain their own identities with dignity
- b) Provide training and education for cultural competence
 - (1) MCPS will educate children to succeed in a global community by helping them to develop an awareness and understanding of the achievements, problems, and aspirations of all people.
 - (2) MCPS will provide opportunities for staff, students, parents, and community members to become more aware of human relations concerns in the school and community and become actively engaged in working together to resolve those concerns.
- c) Provide equality of opportunity
 - (1) MCPS shall continue to promote a diverse workforce by making every effort to maintain a school system free of prejudice and illegal discrimination in all aspects of employment.
 - (2) MCPS will promote diverse representation on task forces, committees, commissions, and other advisory bodies.

D. DESIRED OUTCOMES

- 1. Every school and unit will demonstrate an atmosphere that promotes understanding, respect, and positive interaction among all individuals and groups.
- 2. MCPS will be free of illegal discriminatory barriers to educational and employment opportunities based on race, color, national origin, religion, gender, age, marital status, sexual orientation, or disability.

E. IMPLEMENTATION STRATEGIES

- 1. Curricula, programs, instructional materials, and training shall continue to be examined, revised, and designed as necessary, to provide all staff and students with the knowledge, skills, attitudes, and behaviors to exercise

positive interpersonal and group relations. Instructional materials used in the schools will accurately portray the history, contributions, and culture of the diverse ethnic groups in our society.

2. All administrators and supervisors will implement, coordinate, and assess human relations activities and programs for students, staff, and parents.
3. Staff will promote and encourage schools, classrooms, offices, and school-sponsored representations (including mascots, logos, team names, chants, or musical accompaniments) to be inclusive, bias-free, gender-neutral, and to provide a welcoming climate for all without regard to the categories embraced by this policy.
4. The superintendent shall designate an office with primary responsibility for the prompt investigation and resolution of human relations concerns and complaints of discrimination will be maintained to ensure that individuals have a right to redress. This office and its staff, to be organizationally situated outside of offices with direct responsibility for effectuating resolutions of disputes, also shall increase awareness, training, and outreach to promote human relations.

F. REVIEW AND REPORTING

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

Re: **DISCUSSION**

Mr. Felton suggested, and the Board agreed by consensus, that the word "good" be changed to "exemplary" throughout the policy.

Dr. Haughey suggested, and the Board agreed by consensus, that the list of offenses under purpose should be arranged by severity of offense.

Dr. Haughey suggested, and the Board agreed by consensus, to remove the clause "As MCPS has become increasingly diverse," under Issue.

RESOLUTION NO. 26-03

Re: **TENTATIVE APPROVAL OF POLICY ACA, HUMAN RELATIONS**

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

WHEREAS, Policy ACA, *Human Relations*, was identified for amendment during the periodic review of policies; and

WHEREAS, The Policy Committee has considered and recommended revisions to Policy ACA; now therefore be it

Resolved, That the Board of Education take tentative action to adopt changes to ACA, *Human Relations*, as shown on the attached draft; and be it further

Resolved, That the tentative draft Policy ACA, *Human Relations*, be sent out for public comment.

Human Relations

A. PURPOSE

To affirm the Montgomery County Board of Education's commitment to exemplary human relations and promote positive human relations within the school system

To affirm that MCPS will not condone acts of insensitivity, disrespect, bias, verbal abuse, harassment, bullying, physical violence, or illegal discrimination toward any person, and to promote exemplary human relations for all without regard to race, color, gender, religion, ancestry, national origin, marital status, age, disability, or sexual orientation.

To establish and maintain productive and harmonious working and learning environments for all staff, and students, and parents

To assure that exemplary human relations remain a continuing priority

B. ISSUE

Proactive steps must be taken to advance an environment of high expectations and mutual respect. MCPS should reaffirm its commitment to preparing all students to live and work in a global multicultural world and to fostering an atmosphere where all members of the community feel they are an integral part of the educational process. Staff, student, parent, and community input and interagency collaboration must be critical factors in fulfilling this commitment.

C. POSITION

1. Definition

Human relations are the personal and group dynamics that promote respect for the rights and integrity of each individual and recognition of the value of each group as an important part of the community. Positive human relations are a vehicle to promote access, equity, and equality of opportunity for all.

2. Commitments

a) Promote atmosphere of respect and nondiscrimination

Each MCPS employee shall be responsible for establishing and maintaining an educational atmosphere in which students and staff can develop attitudes and skills for effective, cooperative living, including:

- (1) Respect for the individual regardless of race, color, national origin, religion, gender, age, marital status, socioeconomic status, intellectual ability, sexual orientation, physical characteristics, or disability
- (2) Respect for cultural and language differences
- (3) Respect for personal rights of others
- (4) Respect for the right of others to seek and maintain their own identities with dignity

b) Provide training and education for cultural competence

- (1) MCPS will educate children to succeed in a global community by helping them to develop an awareness and understanding of the achievements, problems, and aspirations of all people.
- (2) MCPS will provide opportunities for staff, students, parents, and community members to become more aware of human relations concerns in the school and community and become actively engaged in working together to resolve those concerns.

(c) Provide equality of opportunity

- (1) MCPS shall continue to promote a diverse workforce by making every effort to maintain a school system free of prejudice and illegal discrimination in all aspects of

- employment.
- (2) MCPS will promote diverse representation on task forces, committees, commissions, and other advisory bodies.

D. DESIRED OUTCOMES

1. Every school and unit will demonstrate an atmosphere that promotes understanding, respect, and positive interaction among all individuals and groups.
2. MCPS will be free of illegal discriminatory barriers to educational and employment opportunities based on race, color, national origin, religion, gender, age, marital status, sexual orientation, or disability.

E. IMPLEMENTATION STRATEGIES

1. Curricula, programs, instructional materials, and training shall continue to be examined, revised, and designed as necessary to provide all staff and students with the knowledge, skills, attitudes, and behaviors to exercise positive interpersonal and group relations. Instructional materials used in the schools will accurately portray the history, contributions, and culture of the diverse ethnic groups in our society.
2. All administrators and supervisors will implement, coordinate, and assess human relations activities and programs for students, staff, and parents.
3. Staff will promote and encourage schools, classrooms, offices, and school-sponsored representations (including mascots, logos, team names, chants, or musical accompaniments) to be inclusive, bias-free, gender-neutral, and to provide a welcoming climate for all without regard to the categories embraced by this policy.
4. The superintendent shall designate an office with primary responsibility for the prompt investigation and resolution of human relations concerns and complaints of discrimination will be maintained to ensure that individuals have a right to redress. This office and its staff, to be organizationally situated outside of offices with direct responsibility for effectuating resolutions of disputes, also shall increase awareness, training, and outreach to promote human relations.

F. REVIEW AND REPORTING

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

Re: **DIALOGUE ON BRIDGE TO EXCELLENCE:
COMPREHENSIVE MASTER PLAN
REQUIREMENTS**

Dr. Weast asked the following people to lead the discussion: Dr. James A. Williams, Dr. Marshall Spatz, and Mr. Larry A. Bowers will present the *Bridge to Excellence in Public Schools Act* requirements to develop the school system's master plan. The purpose of the discussion was to provide an overview of Maryland's *Bridge to Excellence in Public Schools Act* and the requirement for each local school system in Maryland to develop and implement a master plan for student improvement.

Background

The General Assembly enacted Senate Bill 856, the *Bridge to Excellence in Public Schools Act*, on April 4, 2002. On May 6, 2002, Governor Parris N. Glendening signed the act into law, restructuring Maryland's public school finance system and increasing state aid to public schools by an estimated \$1.3 billion over the next six fiscal years, including an estimated \$147 million for MCPS. The new funding formula, which is modeled after the recommendations of the Commission on Education Finance, Equity, and Excellence (Thornton Commission), links resources to the needs of students.

The *Bridge to Excellence in Public Schools Act* is based on a standards-based approach to public school financing that is consistent with the federal *No Child Left Behind Act* of 2001. The act requires the Maryland State Department of Education (MSDE) to set academic content and student achievement standards, ensure that schools and students have sufficient resources to meet those standards, and hold schools and school systems accountable for student performance. In turn, local school systems must develop a five-year comprehensive master plan that includes goals and strategies to promote academic excellence among all students and to eliminate performance gaps between identified subgroups of students.

According to current plans being developed by the MSDE, Maryland's "standards-based" approach to improve school performance and student achievement will include expectations for student performance and procedures to measure how well students are meeting those expectations, and hold local school systems accountable for student performance. Flexibility and sufficient resources must be made available to local school systems to implement effectively this "standards-based" approach. The *Bridge to Excellence in Public Schools Act* and the planning guidance describe both the resources and the flexibility to achieve state and federal performance measures.

The MSDE established a work group in June 2002 to determine the components of the comprehensive master plan required by the *Bridge to Excellence in Public Schools Act*. The work group includes educators and representatives from other stakeholder groups

from around the state. Dr. James A. Williams, deputy superintendent, and Dr. Marshall Spatz, director, Department of Management, Budget, and Planning, represent MCPS on this work group. The group is working with MSDE staff to develop the resource document to guide the development of master plans. A draft of the guide, which is being circulated to the work group for final review and comment, has been presented to the Board. The work group will meet on January 16, 2003, to complete work on this document, and the guide will be submitted to the Maryland State Board of Education at its meeting on January 28 and 29. MCPS staff expects that the final document will be distributed to local school systems in early February.

Requirements to Develop a Master Plan

In return for the additional resources and for flexibility in the use of state and federal funding, MSDE will set student achievement standards and will hold schools accountable for meeting these standards as assessed by yearly testing. All students are expected to make measurable progress and systems are expected to use resources to close the gap among the identified populations. The *Bridge to Excellence in Public Schools Act* requires school systems to integrate state, federal, and local funding and initiatives and weave them into a comprehensive master plan to improve student achievement for all students and to narrow achievement gaps between subgroups of students. School systems must:

- develop a five-year comprehensive master plan describing goals, objectives, and strategies to improve performance for all students,
- align the school district's budget with the master plan and show specifically how the use of resources will address the goals and objectives of the plan,
- address *No Child Left Behind Act* achievement goals in the master plan, and
- ensure meaningful community involvement in the development of the master plan.

A local school system may submit its existing integrated management or strategic plan as its master plan if the integrated plan meets the requirements detailed in the *Bridge to Excellence in Public Schools Act* planning document. The master plan is to be updated annually. The local school system must share the proposed master plan with its local government (e.g., County Council and county executive) before submitting it to the MSDE by October 1, 2003. The act emphasizes accountability, especially as it is reflected in student achievement results, as the primary focus of a school system's master plan.

In terms of the elimination of achievement gaps among student subgroups, the act requires systems to provide specific strategies for improving academic achievement for special education students, students with limited English proficiency, prekindergarten students, kindergarten students, gifted and talented students, and students enrolled in career and technology courses.

MCPS Strategic Plan

Since 1999, the work of all schools and offices within MCPS has been guided by the Board of Education's Academic Priorities and *Our Call to Action*. The Academic Priorities have provided the foundation for the development of the school system's strategic plan, *Our Call to Action*, which in turn set the stage for an unprecedented effort to improve the instructional program in each and every school. (Schools annually develop and implement specific School Improvement Plans based on these academic priorities.) The effort resulted in new funding for critical school-based improvements. The Academic Priorities became the guiding principles for the system's major improvement initiatives and helped focus the energy and resources of all staff, students, parents, and the general community on a single set of priorities that not only guided the school system on a macro level, but also served as the defining measure at the micro level of individual initiatives and day-to-day operations. Through a detailed system of strategies, initiatives, and implementation schedules, *Our Call to Action* is guiding the work of the school system.

The superintendent will submit to the Board of Education on February 11, 2003, a draft strategic plan for MCPS. This plan includes the vision, mission, goals, core values, and priorities of the Board of Education and the strategies and initiatives in *Our Call to Action*. Staff, parents, and other stakeholders have been involved extensively over the last several years in the development of these core components. This draft strategic plan represents the work of the offices, departments, and divisions of the school system and their interactions with school and community stakeholders as they developed their strategic plans, goals, and objectives. This document consolidates previously committed priorities, initiatives, and accountability measures into one document with references and connections to the *Bridge to Excellence in Public Schools Act* goals and focus areas. The MCPS strategic plan will continue to guide the work of the school system and will be used as the basis of the school system's commitment to public accountability.

To meet the requirements of the *Bridge to Excellence in Public Schools Act* guidelines, a stakeholder involvement plan and timeline will be presented to the Board in February to distribute the draft strategic plan to staff, parents, and the community. The review of the draft plan will conclude in May, and a final draft of the strategic plan will be submitted to the Board of Education in late May. Following the Board of Education's adoption of the strategic plan, it will be presented to the County Council and county executive before it is submitted to the MSDE prior to October 1, 2003.

Re: DISCUSSION

Mr. Felton asked what the state's process will be for approval, what criteria will be used, and what resources the state has to accomplish this task. Mr. Bowers thought the state would call on the LEAs because the state does not have the resources – staff or finances – to assess all of the master plans. Dr. Spatz stated that their plan was to do a peer review

with other districts.

Ms. Cox asked what kind of technology connections the LEAs should have with the state. Mr. Bowers replied that the CIOs from across the state have been struggling with that issue and working with the state. The money and the support are not there at the state level. The vision is one system collection for the complex data required by law.

Dr. Haughey asked what the political realities are and if the process is realistic. Dr. Weast replied that MCPS was in compliance with the spirit of the law. It is hard for MCPS to develop detailed plans until the state and federal governments write regulations and guidelines.

Mr. Felton thought that until governors and federal representatives fully understand the impact on local school systems, districts have to develop plans for compliance. Dr. Haughey thought there was a gap between the well-developed strategic plan that MCPS is in the process of implementing and the aspirations of the federal and state levels. Mr. Felton added that the states and districts do not have the capacity to support the legislation.

RESOLUTION NO. 27-03

Re: **CLOSED SESSION RESOLUTION**

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

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

Resolved, That the Board of Education of Montgomery County conduct portions of its retreat on Saturday and Sunday, February 8 and 9, 2003, at the Quality Suites, 3 Research Court, Rockville, Maryland to meet in closed sessions to discuss personnel matters, 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 conduct portions of its meeting on Tuesday, February 11, 2003, in Room 120 of the Carver Educational Services Center to meet in closed sessions from 8:30 to 10:00 a.m. and 1:00 to 2:15 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*, consult with counsel to obtain legal advice, as permitted by Section 10-508(a)(7) of the *State Government Article*; review and adjudicate appeals in its quasi-judicial capacity; and discuss matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*); and be it further

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

Re: REPORT OF CLOSED SESSION

On December 10, 2002, by unanimous vote of members present, the Board of Education voted to conduct a closed session as permitted under the *Education Article* § 4-107 and *State Government Article* § 10-501, *et seq.*, of the *Annotated Code of Maryland*.

The Montgomery County Board of Education met in closed session on December 10, 2002, from 8:35 to 10:15 a.m. and 12:35 to 1:25 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and/or adjudicated the following appeals: 2002-40, 2002-63, and 2002-65.
2. Reviewed the Superintendent's recommendation for the Human Resources Monthly Report and human resources appointments, subsequent to which the votes to approve were taken in open session.
3. Conducted a portion of its closed sessions to discuss collective bargaining negotiations, as permitted under Section 10-508(a)(9) of the *State Government Article* and Section 4-107(d)(2)(ii) of the *Education Article*;
4. Consulted with counsel to receive legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*.
5. Discussed matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*).

In attendance at the closed session were: Mihyar Alnifaidy, Elizabeth Arons, Larry Bowers, Kermit Burnett, Sharon Cox, Reggie Felton, Charles Haughey, Roland Ikheloa, Don Kopp, Don Kress, Frieda Lacey, Walter Lange, George Margolies, Judie Muntner, Pat O'Neill, Brian Porter, Lori Rogovin, Gabe Romero, Glenda Rose, Roger Titus, Jerry Weast, and James Williams.

On December 18, 2002, by unanimous vote of members present, the Board of Education voted to conduct a closed session as permitted under the *Education Article* § 4-107 and *State Government Article* § 10-501, *et seq.*, of the *Annotated Code of Maryland*.

The Montgomery County Board of Education met in closed session on December 18, 2002, from 8:05 to 10:30 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and conducted a closed session to discuss collective bargaining negotiations, as permitted under Section 10-508(a)(9) of the *State Government Article* and Section 4-107(d)(2)(ii) of the *Education Article*.

In attendance at the closed session were: Mihyar Alnifaidy, Larry Bowers, Kermit Burnett, Sharon Cox, Reggie Felton, Charles Haughey, Don Kopp, Walter Lange, George Margolies, Pat O'Neill, Gabe Romero, Glenda Rose, Jerry Weast, and James Williams.

RESOLUTION NO. 28-03 Re: **MINUTES OF NOVEMBER 12, 2002, MEETING**

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

Resolved, That the Board of Education approve its minutes of the November 12, 2002, meeting.

RESOLUTION NO. 29-03 Re: **MINUTES OF NOVEMBER 21, 2002, MEETING**

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

Resolved, That the Board of Education approve its minutes of the November 21, 2002, meeting.

RESOLUTION NO. 30-03 Re: **MINUTES OF DECEMBER 2, 2002, MEETING**

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

Resolved, That the Board of Education approve its minutes of the December 2, 2002, meeting.

RESOLUTION NO. 31-03 Re: **MINUTES OF DECEMBER 12, 2002, MEETING**

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

Resolved, That the Board of Education approve its minutes of the December 12, 2002, meeting.

RESOLUTION NO. 32-03 Re: **APPEAL 2002-40**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2002-40, graduation, reflective of the following vote: Mr. Alnifaidy, Mr. Burnett, Ms. Cox, Mr. Felton, Dr. Haughey, Mr. Lange, Mrs. O'Neill, and Mr. Romero voting to affirm in part and to reverse in part.

RESOLUTION NO. 33-03 Re: **APPEAL 2002-63**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2002-63, student discipline, reflective of the following vote: Mr. Alnifaidy, Mr. Burnett, Ms. Cox, Mr. Felton, Dr. Haughey, Mr. Lange, Mrs. O'Neill, and Mr. Romero voting to affirm.

RESOLUTION NO. 34-03 Re: **APPEAL 2002-65**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2002-65, student expulsion, reflective of the following vote: Mr. Alnifaidy, Mr. Burnett, Ms. Cox, Mr. Felton, Dr. Haughey, Mr. Lange, Mrs. O'Neill, and Mr. Romero voting to affirm.

Re: **NEW BUSINESS**

On motion of Mr. Burnett and seconded by Ms. Cox, the following resolution was introduced:

WHEREAS, On October 25, 1999, the report of the Classical Program Review included nine recommendations for improvement of Special Education services; and

WHEREAS, MCPS has held several focus groups to redesign and realign parent outreach and problem solving within the Department of Special Education for the purpose of improving services and outreach to families with, or concerned about, children with special needs; now therefore be it

Resolved, That an ad hoc or standing committee of the Board hold a series of work-sessions to review the recommendations emanating from the Classical Program Review including actions taken to date to address the recommendations; and be it further

Resolved, That the committee review ongoing efforts to redesign and realign parent outreach and problem solving within the Department of Special Education; and be it further

Resolved, That the committee engage in dialogue with individuals and groups concerned about children with special needs to gather input on concerns and issues relating to special education; and be it further

Resolved, That the committee present a report to the Board of Education, no later than December 2003, outlining its findings and recommendations for further action.

Re: **ITEMS OF INFORMATION**

The following items were available:

1. Legal Fees Report

2. Construction Progress Report
3. Summer School 2002 Review
4. Extended Learning Opportunities Evaluation Report

RESOLUTION NO. 35-03 Re: **ADJOURNMENT**

On recommendation of the Superintendent and on motion of Mr. Lange seconded by Mr. Burnett. the following resolution was adopted unanimously:

Resolved, That the Board of Education adjourn its meeting of January 14, 2003, at 5:20 p.m.

PRESIDENT

SECRETARY

JDW:gr

**MONTGOMERY COUNTY BOARD OF EDUCATION
SUMMARY SHEET**

January 14, 2003

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