

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

RESOLUTION NO. 84-03 Re: **APPROVAL OF THE AGENDA**

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

Resolved, That the Board of Education approve its agenda for February 24, 2003.

RESOLUTION NO. 85-03 Re: **WOMEN'S HISTORY MONTH**

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

WHEREAS, In 1987, the United States Congress passed a resolution proclaiming the month of March as National Women's History Month; and

WHEREAS, The Maryland Women's History Project has selected the theme *Celebrating the Maryland Women's Heritage Trail* to commemorate Women's History Month in 2003; and

WHEREAS, Maryland women have made historically significant contributions to lead the way in their families, communities, county, state, and nation; and

WHEREAS, Women have helped to build and enrich all aspects of our society through their achievements; and

WHEREAS, The Board of Education takes pride in its efforts to create an awareness of the often unrecognized contributions of women; and

WHEREAS, The Board of Education and the superintendent of schools are committed to providing learning and working environments that encourage the pursuit of academic and career opportunities for women; now therefore be it

Resolved, That on behalf of the superintendent, staff, students, and parents of the Montgomery County Public Schools, the members of the Board of Education hereby declare the month of March 2003 to be observed as Women's History Month; and be it further

Resolved, That the Montgomery County Board of Education and the superintendent of schools recognize and honor our female students, staff, and business and community leaders who, by their hard work, vision, and achievements, are creating a better tomorrow.

RESOLUTION NO. 86-03 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education oppose *HB 687 – Education – Elementary Schools – Moratorium on Suspensions of Students* that would preclude, for a two-year period, an elementary school principal from suspending any student.

RESOLUTION NO. 87-03 Re: ITEM OF LEGISLATION

On recommendation of the Superintendent and on motion of Mr. Felton seconded by Dr. Haughey, the following resolution was adopted with Mr. Alnifaidy, Mr. Burnett, Mr. Felton, Dr. Haughey, Mr. Lange, and Mr. Romero voting in the affirmative; Ms. Cox and Mrs. O'Neill voting in the negative:

Resolved, That the Board of Education oppose *SB 173 – Public Schools – Indoor Air Quality* that would require boards of education to develop a system of monitoring indoor air quality for each school using the guidelines established by the U.S. EPA.

RESOLUTION NO. 88-03 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education oppose *HB 578 – Education – Public Schools – Academic Classes and Extracurricular Activity – Participation by Home-Schooled Students* that would permit a public school to allow a home-schooled student who is not enrolled in the school to participate in extracurricular activities and in the academic curriculum of the school to the same extent that a student who is enrolled at the school may participate.

RESOLUTION NO. 89-03 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education oppose *HB 218 – Education – Public Schools – Extracurricular Activities – Home-Schooled Students* that would permit a public school to allow a student who is not enrolled in the school to participate in an extracurricular activity sponsored by the school to the same extent that a student who is enrolled in the schools may participate.

RESOLUTION NO. 90-03 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education support *SB 2 – Public School Construction – Use of Solar Energy – Pilot Program* that would expand the purpose for which the Interagency Committee on Public School Construction may provide grants to local boards of education to assist in implementing the use of solar energy systems.

RESOLUTION NO. 91-03 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education strongly support *HB 648/SB 562 – Adult Education and Literacy Services – State Appropriation* that would set the calculation for how MSDE distributes competitive grants for adult education services in accordance with the State Plan for Adult Education and Family Literacy.

RESOLUTION NO. 92-03 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education oppose *HB 718 – Public Schools – Extracurricular Activities – Home-Schooled and Private School Students* that would authorize a public school to allow a student who is not enrolled in the school to participate in an extracurricular activity, but not an athletic activity, sponsored by the school to the same extent that a student who is enrolled in the school may participate.

RESOLUTION NO. 93-03 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education oppose *SB 620 – State Board of Education Graduation Requirements – Student Service* that would prohibit the State Board from requiring student service as a condition of graduation and allow a local school system to implement a student service program as an elective program.

RESOLUTION NO. 94-03 Re: ITEM OF LEGISLATION

On recommendation of the Superintendent and on motion of Mr. Lange seconded by

Dr. Haughey, the following resolution was adopted unanimously:

Resolved, That the Board of Education support *HB 592 – Criminal Law – Sexual Crimes and Reporting Requirements – Person in Position of Authority* that would make it a felony for certain individuals in a position of authority (including a paid or unpaid worker at an educational institution that a minor attends or attended and a person who exercises supervision or influence over a minor) to engage in unlawful sexual acts with minors.

RESOLUTION NO. 95-03 Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education support with an amendment *HB 1019 – State Board of Education – Parent Member* that would add one parent member to the 11 regular members and 1 student member of the State Board of Education to be appointed by the Governor, and the term of office would be one year, similar to that of the student member.

RESOLUTION NO. 96-03 Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education oppose *SB 291 – Student Financial Assistance – Maryland Teacher Scholarships* that would alter the eligibility criteria for receipt of a Maryland teacher scholarship by expanding the definition of service obligation to include nonpublic school settings.

Re: **PUBLIC COMMENTS**

The following people testified before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Brian Stelter	Policy on Grading and Reporting
2.	Sagar Sanghvi	Quality Education
3.	Ali Syed	Weight of Final Exam
4.	Almit Mistry	Weight of Final Exam
5.	Pat Boughan	Weight of Final Exam
6.	Jinny Jang	Student Service Learning
7.	Edward Ferrigno	Montgomery Hills
8.	Sharon Burke	Policy on Grading and Reporting
9.	Kendall Burke	Policy on Grading and Reporting
10.	John Lafferty	Math Curriculum
11.	Mark Drury	Career Education

RESOLUTION NO. 97-03

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

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

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

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

7077.2	Telecommunications and Network Wiring Installation/Integration and Broadband Cable Networking	
	<u>Awardees</u>	
	Automated Cable Services, Inc.*	
	Corporate Network Services, Inc.*	
	Crawford Technical Services, Inc.*	
	F-Squared Communications*	
	Fiber Plus, Inc.	
	Netcom Technologies, Inc.	
	Net-tech, Inc.	
	Quality Telecommunication Services, Inc.*	
	Texel Corporation	
	Tsystems, LLC*	
	Verizon Network Integration Corporation	
	Total	\$1,500,000
7084.3	Custodial Equipment Repair	
	<u>Awardees</u>	
	Acme Paper and Supply, Inc.	
	Discount Vacuum, Inc.*	
	District Janitorial Repair Company, Inc.	
	National Supply Company, Inc.	
	Total	\$ 73,800
8355.1	Condensing Unit Replacement at Lincoln Center	
	<u>Awardee</u>	
	Pro-Air Mechanical Contractor**	48,900

TOTAL PROCUREMENT CONTRACTS EXCEEDING \$25,000 \$1,622,700

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

** Planned Life-cycle Asset Replacement Bid (PLAR)

RESOLUTION NO. 98-03 Re: **ARCHITECTURAL APPOINTMENT – PARKLAND MIDDLE SCHOOL FEASIBILITY STUDY**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services to conduct a design feasibility study for the Parkland Middle School modernization; and

WHEREAS, Funds for feasibility planning have been programmed as part of the FY 2003 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on July 14, 1998, selected Moseley Architects to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff has negotiated a fee for the necessary architectural services based on the project scope; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with Moseley Architects to provide professional architectural services for the Parkland Middle School feasibility study project for a fee of \$20,780.

RESOLUTION NO. 99-03 Re: **AWARD OF CONTRACT – IMPROVEMENTS TO MONTGOMERY HILLS**

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

WHEREAS, Funds were appropriated in the FY 2003–2008 Capital Improvements Program for improvements to the former Montgomery Hills Junior High School facility as part of the project to reopen the former Belt Junior High School facility by September 2005 to relieve overcrowding in the Wheaton High School Cluster; and

WHEREAS, These funds were appropriated to facilitate the relocation of the current tenant of the Belt facility, Yeshiva of Greater Washington, Inc. (Yeshiva), to the Montgomery Hills facility; and

WHEREAS, It is essential that Yeshiva relocate to the Montgomery Hills School facility no later than the summer of 2004 for there to be sufficient time to prepare the Belt facility for reopening; and

WHEREAS, The improvements for the Montgomery Hills facility have been designed to approximate work that Yeshiva completed at the Belt facility as part of a lease agreement with the Montgomery County Government; and

WHEREAS, Yeshiva has agreed to act as an agent for the Board of Education to manage the proposed improvements to the Montgomery Hills facility for a fixed price contract with a guaranteed completion date; and

WHEREAS, The proposed fixed price contract will be less than the funds budgeted to complete the improvements, and Yeshiva will agree to vacate the Belt facility no later than July 1, 2004; now therefore be it

Resolved, That a contract in the amount of \$9,800,000 be approved with Yeshiva of Greater Washington, Inc., for the construction of improvements to the former Montgomery Hills Junior High School facility identified in the plans and specifications prepared by Moseley Architects dated December 19, 2002, with a guaranteed completion date of July 1, 2004.

RESOLUTION NO. 100-03 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. Romero, the following resolution was adopted unanimously:#

WHEREAS, The grant qualifies 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 program does 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 transfer 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>Amount</u>
Carl D. Perkins Vocational and Applied Technology Education Ac	<u>\$ 75,806</u>
Total	<u>\$ 75,806</u>

and be it further

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

RESOLUTION NO. 101-03 Re: **FY 2003 SUPPLEMENTAL APPROPRIATION
FOR EARLY READING FIRST GRANT**

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mr. Romero, 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 supplemental appropriation of \$3,619,131 from the U.S. Department of Education for the ERF Program in the following categories:

	<u>Category</u>	<u>Positions</u>	<u>Amount</u>
1	Administration		\$ 104,769
2	Mid-level Administration	3.0	378,588
3	Instructional Salaries	7.0	1,852,465
4	Textbooks and Instructional Supplies		145,000
5	Other Instructional Costs		468,050
9	Student Transportation		15,148
12	Fixed Charges		655,111
	Total	<u>10.0*</u>	<u>\$3,619,131</u>

Positions

- * 7.0 Teacher (A-D)
- * 1.0 Project Director (B-D)
- * 1.0 Financial Assistant (13)
- * 1.0 Secretary (12)

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. 102-03 Re: **HUMAN RESOURCES APPOINTMENT**

On recommendation of the Superintendent and on motion of Mr. Felton seconded by Mr. Lange, 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>
Henry R. Johnson, Jr.	Principal, West Potomac HS, Alexandra, Virginia	Principal, Northwood HS

RESOLUTION NO. 103-03 Re: **MCPS RETIREE HEALTH BENEFITS**

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

WHEREAS, The Board of Education of Montgomery County, Maryland, adopted an employee benefit plan effective December 15, 1958, that provides for insurance coverage for the benefit of both active and retired plan members and their qualified dependents; and

WHEREAS, The Board of Education has from time to time made changes to plan provisions for both active and retired plan participants; and

WHEREAS, The Board of Education Audit Committee requested the creation of a work group with representatives of the retirees' association and MCPS staff to review the benefits offered to retirees and recommend changes that met both MCPS and retiree needs; and

WHEREAS, The work group has met multiple times during the last year and presented a series of recommendations to the Board of Education Audit Committee; and

WHEREAS, The Board of Education Audit Committee reviewed those recommendations on January 27, 2003, and unanimously agreed to the plan design and cost-sharing changes; and

WHEREAS, Staff and the MCPS Retirees Association have recommended a staged implementation of plan changes from March 20, 2003, through June 20, 2003; now therefore be it

Resolved, That effective March 1, 2003, the employee benefit plan for retirees be amended as outlined in below; and be it further

Resolved, That any retiree who has not made a change by June 20, 2003, will continue in their current medical, dental, and vision plan and will be enrolled in the default prescription Plan A, effective July 1, 2003; and be it further

Resolved, That the superintendent of schools is authorized to take the necessary actions to implement these changes and communicate them to retirees.

Retiree Plan Change Summary

Contributions

- Retiree contribution rate will be set at 36 percent of plan costs effective the first of the month elected but no later than July 1, 2003.
- Those retirees paying 50 percent of plan cost because they had limited longevity with MCPS will continue to pay 50 percent of plan cost.

Benefit Elections

- Retirees may choose to be covered by one or more of the following: medical, dental, vision, and prescription drug plans. There are six medical plan options (an indemnity plan, two point-of-service plans, and three HMOs) for non-Medicare eligible retirees and four medical plan options (a Medicare supplement plan and three HMOs) for Medicare eligible retirees. In addition, there are two dental plan options (a dental preferred provider option and a Dental Maintenance Organization {DMO}), a vision plan, and two prescription drug options. The prescription drug options are outlined below.

Prescription Drug Options

Option A—Three-Tier Formulary Plan

Co-pays

At Retail Pharmacies—30-day supply

- \$5 co-pay for generic drugs
- \$15 co-pay for formulary brand name drugs
- \$25 co-pay for non-formulary brand name drugs

At the Mail Order Pharmacy – up to 90-day supply

- \$10 co-pay at for generic drugs
- \$30 co-pay for formulary brand name drugs
- \$50 co-pay for non-formulary brand name drugs

- , Mandatory use of generic drugs when available
- , Mandatory mail order program for maintenance drugs

, Trial Rx program (for first fill of maintenance drugs)

Option B—Three-Tier Formulary Plan

Co-pays

At Retail Pharmacies—30-day supply

- \$10 co-pay for generic drugs
- \$25 co-pay for formulary brand name drugs
- \$35 co-pay for non-formulary brand name drugs

At the Mail Order Pharmacy—up to 90-day supply

- \$20 co-pay at for generic drugs
- \$50 co-pay for formulary brand name drugs
- \$70 co-pay for non-formulary brand name drugs

, Mandatory use of generic drugs when available

, Mandatory mail order program for maintenance drugs

, Trial Rx program (for first fill of maintenance drugs)

Kaiser Permanente Plan Participants

- The Caremark prescription drug plan is not available to Kaiser Permanente Health Plan participants. Kaiser provides prescription drug coverage to its members.

Communications

- MCPS will conduct multiple educational seminars and health fairs from March 20, 2003, through June 20, 2003, to provide retirees with the opportunity to understand their options and determine which elections are in their best interest.
- MCPS will provide a retiree-specific Web site where retirees can get online access to forms, documents, and communications materials.
- MCPS will publish a quarterly newsletter in partnership with the Montgomery County Public Schools Retirees Association.

Re: **REQUEST FOR APPROVAL OF MCPS HIGH SCHOOL CURRICULUM FRAMEWORKS**

Mr. Weast invited the following people to the table: Mr. Dale E. Fulton, associate superintendent, Office of Curriculum and Instructional Programs; Mr. Donald Kress, coordinating community superintendent, Office of School Performance; Mrs. Darlene Merry, associate superintendent, Office of Staff Development; and Ms. Carol K. Blum, director, High

School Instruction.

The revision of the MCPS curriculum in the courses to be assessed in Phase I of the Maryland High School Assessments (HSA) began following the adoption of Policy IFA, *Curriculum*, by the Board of Education on February 13, 2001. This policy called for a clear and coherent written curriculum in the form of a set of objectives derived from local, state, national, and international standards. The MCPS curriculum revision is consistent with the requirements of the Elementary and Secondary Education Act of 2000, also known as the *No Child Left Behind Act*. The revision to the high school frameworks in the Phase I HSA courses will provide a challenging and rigorous curriculum for all students. It supports the high school academic attainment categories of the System of Shared Accountability, adopted by the Board of Education on December 11, 2001. These frameworks will be used to guide the development of instructional guides and summative assessments.

A curriculum advisory committee established by the Office of Curriculum and Instructional Programs (OCIP) provides ongoing input on issues related to curriculum development and implementation. Curriculum program supervisors meet regularly with established curriculum advisory groups in English, English for Speakers of Other Languages (ESOL), mathematics, science, social studies, and special education to provide focused analyses on the frameworks and specific content. The suggestions for revisions and clarifications are reviewed and incorporated into the frameworks, as appropriate. Presentations on the frameworks and requests for feedback also have been made to internal stakeholder groups such as the Councils on Teaching and Learning, the Council on Instruction, middle and high school principals, the Parent Information and Training Center, signature program coordinators, staff development specialists/teachers, resource teachers, and classroom teachers.

In addition, stakeholder groups such as the Montgomery County Council of Parent Teacher Associations; local Parent Teacher Student Association clusters; the National Association for the Advancement of Colored People Parents' Council; the Montgomery County Business Roundtable for Education (MCBRE) Committee for Accountability, Assessments and Curriculum; and the High School Task Force have reviewed the frameworks. The High School Curriculum Frameworks also are available on the MCPS Web site, where the public may view and provide feedback to OCIP.

During reviews of the High School Frameworks by parent and community groups, participants primarily wanted to know how the frameworks would look in classroom practice. Parents and community members understand that the frameworks describe what MCPS students need to know and be able to do, while the instructional guides describe how they will do it. Therefore, much of the discussion related to the frameworks centered on how the specific indicators would guide classroom instruction. Parents also wanted to understand the relationship of the High School Frameworks to the countywide final examinations and the Maryland HSA. The frameworks are designed to ensure that the curriculum guides developed by MCPS are aligned with the Maryland Content Standards that provide the foundation for the HSA. The MCPS countywide final examinations also are based upon Maryland Content Standards as well as

the MCPS extensions that go beyond the state requirements to provide additional rigor and challenge for students. These questions and discussions led to the development of clarifying publications and the High School Instruction Web site to provide updates and explain the details of the HSA program.

The College Board review and report on the MCPS Curriculum Framework for Grades 4–8 in May 2002 noted the strong alignment of skills and content that represents backmapping from Advanced Placement courses. The report stated that the frameworks prepare students for success in challenging course work beyond middle school. The vertical alignment effort has continued in 2002–2003 as OCIP curriculum writers develop the instructional guides for the five HSA Phase I courses. Continuing this strategy ensures that a consistent, rigorous curriculum is in place, ensuring equity and providing greater access to advanced courses in high school. Program supervisors in each discipline requested analyses and feedback from recognized institutions and scholars to check for accuracy. Teaching professionals from many metropolitan area colleges and universities, including the University of Maryland, American University, and Montgomery College; representatives of recognized professional organizations such as the Maryland Council on Economic Education, the Research Institute of the District of Columbia, the Association for Supervision and Curriculum Development, and the Northwest Regional Education Laboratory; and content experts from government institutions such as the National Institutes of Health, the National Aeronautics and Space Administration, the National Surface Warfare Center, and the Smithsonian Institution, have reviewed the frameworks for accuracy and substance. The feedback provided by these individuals, organizations, and institutions was incorporated into the frameworks to ensure accuracy and clarity.

Achieve, Inc., contracted to benchmark the curriculum frameworks as part of the superintendent's agenda to challenge every student to achieve higher standards, stated in its report, *Measuring Up, A Report on Education Standards and Assessments for Montgomery County*. "Overall, Montgomery County's Curriculum Frameworks in English and mathematics are quite comprehensive. The core knowledge and skills that one would expect to find in high-quality curriculum guides are present in the district's frameworks." Achieve, Inc.'s suggestions for the formatting of documents and the sequencing of indicators will be incorporated in the frameworks and curriculum guides.

The staff will continue to solicit stakeholder input and make appropriate revisions to the curriculum frameworks, in accordance with stakeholder recommendations. Any significant changes will be brought to the Board of Education for approval. Implementation of the high school curriculum will follow the K–8 curriculum revision process of framework development and revision and curriculum guide development. Professional development will be provided throughout the coming year for teachers. Staff development teachers, resource teachers, and local school leadership teams will receive training to provide ongoing support to teachers. The revised curriculum in all Phase I HSA courses will be fully implemented during FY 2004.

While many of the specific recommendations from external reviews of the frameworks by the College Board and Achieve, Inc., already have been addressed, OCIP will use the

recommendations of the detailed Achieve, Inc., report to further strengthen the curriculum frameworks during the upcoming year. The suggestions of the Achieve, Inc., preliminary report to adjust the English 9 Curriculum Framework currently are being addressed. The English 9 A/B Honors-level final examination already has been revised to add rigor and will be reviewed and revised again this year. A formal random sampling of student-written responses from the January 2002 administration of the English 9 final examination were collected last year, to provide authentic student anchor papers for constructing scoring guides to ensure consistent and accurate grading of constructed responses on final examinations. The Reading K–12 Committee has been meeting since fall 2002, to define the demands of the texts students are expected to read in English 9. In addition, the English 9 framework is being reviewed and revised, in accordance with the benchmarking of the Massachusetts and California State Frameworks.

Re: **DISCUSSION**

Dr. Haughey asked if there was a report on how various constituencies responded to the high school frameworks. Ms. Blum stated that content supervisors have kept careful records of the responses with data analysis and record the disposition of those remarks. Dr. Haughey thought the curriculum was exciting, and he was interested in developing a consensus within the parent community.

Mr. Romero wanted a quick summary of the comments received from the ESOL community, and how those comments were incorporated into the framework. Ms. Blum replied that the writing groups are cross-functional with ESOL specialists. Mr. Fulton added that ESOL students/parents are concerned about whether the interventions will support passing the graded high school assessments. Another issue in the ESOL community is how long it will take to master and do the analysis required on the high school assessment. Also, the state has not moved to make any accommodations for ESOL students on the high school assessment.

Mr. Romero referred to the following language in the report: "Technology influences the mathematics that is taught and essential for our world." Mr. Fulton stated that MCPS had not made technology explicit in the math continuum. Mr. Romero reiterated that in K-8 there is a criticism about using calculators; however, in high school technology is seen as an asset. Dr. Leah Quinn, program supervisor of mathematics, replied that technology changes as the students' skill level builds. In the elementary school, calculators can be used not to take the place of skills, but to enhance learning. In high school, students have the basic skills and technology is used to enhance how mathematics is taught.

Mr. Romero quoted from the report that "curriculum makes a distinction between problem solving as a general process and the solution of specific word problems that demonstrate application of mathematical skills. ... Problem solving, on the other hand, should require students to develop a plan, execute the plan, and establish a purpose for learning a mathematical concept." Parents are concerned that the questions lead to student's confusion.

Dr. Quinn stated that students are asked to problem solve different situations that relate to real-life conditions.

Mr. Lange was pleased that there were successful meetings with the stakeholders. The Achieve, Inc. report suggested that the format and sequence indicators as well as the use of technology, expectations, and benchmarking should be incorporated in the framework and curriculum. Will the suggestions be incorporated? Mr. Fulton replied that the detailed Achieve, Inc. report will address specific indicators and will identify those areas. Most of the issues do not impact the “what” of the curriculum, but they impact teacher and parent clarity.

Concerning science, Mr. Lange wanted clarification on why a number of high schools offer physics before biology. Mr. Fulton explained that science should be taught based on what the needs are of the students. Biology is a requirement for graduation, but there is no need for a specific sequence.

Ms. Cox noted that in the current curriculum there has been a change in the final performance on the biology semester exams. What will happen with the revision? Will there be consistent results? Mr. Michael Szesze, program specialist for science, replied that the assessment tools are used diagnostically, examine what is being done, and improve instruction.

Ms. Cox asked if changes were made in the framework or if it was more of a staff development issue. The curriculum was strong but it was the implementation of the curriculum that was important. Mr. Szesze thought it was a blend of the variables and alignment is a key issue.

Ms. Cox noted that all of the algebra teachers would be trained over the summer on the revised curriculum. What about the rest of the frameworks? Ms. Merry replied that training will be ongoing, and there is focused training for targeted staff. Mr. Fulton added that teachers know quality work, and students/parents know what is needed for good grades and, eventually, for passing the high school assessment. Ms. Blum noted that the resource teachers at the high schools are valuable personnel to train staff. Dr. Weast was concerned about the capacity of the school system to train a large number of teachers since the budget is very tight.

Ms. Cox asked if the training is for leadership trainers, how is that training evaluated? Ms. Merry replied that the principals and community superintendents monitor instruction in the schools. Dr. Weast thought there would be implementation problems since there would be a variance from school to school.

Ms. Cox said students testified that by establishing standards, the teachers’ ability to be innovative or creative would be reduced. Mr. Fulton stated that there were two separate pieces. The curriculum is what MCPS expects students to know. How the teacher implements the curriculum and engages the student is based on guidelines and innovation.

Mr. Felton commented that this has been an overwhelming task. The community has a lot of trust in the school system, and they rely on it for the education of their children for them to be

successful citizens. The framework can be affected by many variables, such as teacher and student mobility. If students do not have basic skills, what will happen with the new curriculum? What about teachers who have not had the opportunity for support? How will this address inequities that now exist? Ms. Merry replied that the leadership teams have received training on developing a pyramid of interventions using different strategies. Schools have been implementing amazing things. The courses to study and analyze teaching have given staff a common vocabulary and framework.

Mr. Burnett stated that the goal of the school system is for children to complete Algebra 1 by the eighth grade to ensure that the students are college ready. How does the school system ensure that all the prerequisites have been completed? Mr. Fulton replied that the math continuum has preassessments and unit assessments to establish the grade-level expectations and, if the child is not on level, what supports must be put into place, such as extended day or extended year instruction.

Mr. Burnett asked about children who have been accelerated in elementary school. Would they stay on that level through middle and high school or would the child be assessed? Mr. Fulton stated that children must demonstrate mastery of the subject to continue on that level.

Mr. Burnett asked how parents can use the framework to determine their children's progress. Mr. Fulton replied that a parent resource guide lists the indicators for parents to know what their children should be able to know and do. There will be parent reports on math, report cards, final exams, and semester exams. Also, there are diagnostic assessments that would be shared with the parents.

Mrs. O'Neill noted that these are the first five subjects in the high school assessments. There have been two administrations of the assessments. What has been the communication back to the local schools? What is the success rate of individual teachers compared to all teachers in the school? Ms. Blum replied that schools received reports on percentile rankings compared to the state. Letters with a percentile ranking were mailed to students who took the HSA.

Mrs. O'Neill asked if individual teachers have been notified about their students' percentiles. Ms. Blum answered that the information has gone to the schools, and the principals would analyze the data and share it with teachers.

Mrs. O'Neill wanted to know if there were patterns of success rates. Teachers must use some guidance to assure the success of their students on the HSA. Ms. Blum noted that the state has maintained that the percentile rankings could not be used to make specific instructional changes, but schools could look at teacher patterns. A passing score for the assessment will not be determined until after the May 2003 assessments are received and analyzed.

Mrs. O'Neill asked how many algebra textbooks have been approved. Mr. Fulton stated that there will be one textbook. Mrs. O'Neill asked about textbooks in other subjects. Mr. Fulton

replied that the school system can only support two textbooks at most.

Mrs. O'Neill remarked about the communication of the high school frameworks. How many people have visited the website? Ms. Blum replied that many community members saw the material on the web, but there were very few responses.

RESOLUTION NO. 104-03 Re: **REQUEST FOR APPROVAL OF MCPS HIGH SCHOOL CURRICULUM FRAMEWORKS**

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

WHEREAS, The Board of Education conditionally approved the High School Curriculum Frameworks in Algebra I; Biology; English 9; Geometry; and NSL Government on June 11, 2002, requesting additional input from parents and community members; and

WHEREAS, Feedback and input from a variety of external and internal stakeholders has been collected and used appropriately to develop the MCPS High School Curriculum Frameworks in Algebra I; Biology; English 9; Geometry; and NSL Government; and

WHEREAS, This memorandum documents the efforts made by OCIP to solicit further input from parents, community members, and other stakeholders during the past seven months; now therefore be it

Resolved, That the Board of Education approve the MCPS High School Curriculum Frameworks in Algebra I, Biology, English 9, Geometry, and NSL Government as the written curriculum for MCPS.

Re: **UPDATE ON ADMINISTRATIVE AND SUPERVISORY PROFESSIONAL GROWTH SYSTEM**

Dr. Weast invited the following people to the table: Dr. Edward Shirley, president, Montgomery County Association of Administrative and Supervisory Personnel and co-chairperson of the A&S PGS steering committee; Dr. Robert Bastress, project manager, A&S PGS; Mr. Jerrold Perlet, principal, Sherwood Elementary School and co-chairperson of the design team; and Dr. Vera Torrence, principal, Jackson Road Elementary School. In the audience are members of the steering committee and design team.

The Administrative and Supervisory Professional Growth System (A&S PGS) is an essential component of the MCPS strategic plan. Similar to the professional growth system for teachers, the purpose of the A&S PGS is to establish a system for developing, evaluating, and retaining administrators. The primary goal is to ensure quality leadership in every school and office. In addition, the professional development of staff is necessary for creating in schools the culture of ownership that fosters skillful teaching and high levels of learning for all students.

On the national level in public education, there is need for leadership development because nearly 40 percent of all principals will be eligible for retirement in the next five years. In MCPS, 39 principals are currently eligible for full retirement. MCPS must be prepared to recruit and develop outstanding principal replacements. In the last two years, there have been 61 principal appointments including promotions, principals joining MCPS from other jurisdictions, and principals moving from one level to another.

To address these conditions, a steering committee was appointed in March 2002 to bring together key stakeholder groups for the purpose of creating the A&S PGS. The steering committee decided to focus its initial work on the position of principal to be followed by the assistant principal and student support specialist positions. This is similar to the decision made to focus initially on the classroom teacher in the professional growth system for teachers. After the work is completed on the system for school-based administrators, work will begin on central office administrative and supervisory positions.

The A&S PGS steering committee created a vision statement that identified six components of a comprehensive system of professional growth for administrators and supervisors—attracting, recruiting, mentoring, developing, evaluating, and recognizing. This vision statement presented to the Board in the September 2002 update about the progress of the A&S PGS, follows:

An effective learning community for students and adults in schools requires highly skilled administrators, teachers, support staff and others working together to ensure the achievement of all students. The administrator plays a key role in the complex work of creating, guiding, managing, and inspiring that learning community. To that end, a professional growth system for administrators is:

- C a comprehensive system for attracting, recruiting, developing, mentoring, evaluating, and recognizing administrators and
- C a dynamic structure for critical reflection, continuous improvement and life-long learning.

In July 2002, a project manager, Dr. Robert Bastress, was assigned to oversee the development of the A&S PGS. In August 2002, a design team was assembled to formulate the details of the six components of the system. The first major tasks that have been completed are the development of a philosophy statement about the A&S PGS and the identification of the standards that will be used as the basis for designing the six components.

The philosophy establishes the concepts, the content, and the conditions for the A&S PGS. The philosophy acknowledges that administrative leadership is complex, changing, and essential for improving teaching and learning. It also establishes the need for the A&S PGS to identify those administrative skills and knowledge that will build professional learning communities. The philosophy statement explains the essential characteristics of the A&S PGS—a comprehensive scope, clear expectations, and a dynamic structure that nurtures and

supports administrators and supervisors. It emphasizes the importance of mutual respect, teamwork, and trust that is empowering to all. The philosophy for the A&S PGS was approved on January 28, 2003, by the steering committee.

The design team presented six standards based upon the Interstate School Leaders' Licensure Consortium (ISLLC) standards. The ISLLC standards are used by the state of Maryland and 24 other states for administrative certification. These standards also were adopted by the National Council for Accreditation of Teacher Education (NCATE) to be used by colleges and universities in their advanced programs in educational leadership. These standards, which modified the ISLLC standards, were approved by the steering committee on December 19, 2002. These standards will be the guideposts for the next phase of the project, which is the development of each component of the PGS.

The project manager and the design team have been conducting research to support their work, particularly research related to the principalship since this is the first phase of the project. This research is being conducted both in the fields of education and business. The research in education clearly shows that the principal is the key position for improving student achievement and creating the professional learning environment that is crucial for staff, student, parent, and community involvement. The research also indicates that there is a small pool of candidates who are prepared to assume the role. It is essential that MCPS is in the forefront of preparing for this national shortage.

Similarly, the business world is very concerned with the development of its future leaders, and there is much to learn from their experiences. A roundtable discussion has been scheduled by the Montgomery County Business Roundtable for Education (MCBRE) to learn more about leadership development in Montgomery County businesses.

The development of the A&S PGS is a very complex process for a number of reasons. Understanding the interests and needs of all stakeholders as staff works to determine desired leadership skills, strategies, and practices is an essential component. Additionally, determining the input level of stakeholders in the evaluation process must be carefully defined so that feedback can be ascertained in a way that is inclusive and focused on continuous improvement.

Staff has begun intensive discussions about these complex issues. Staff believes that the right people are on both the steering committee and the design team to ensure that all stakeholder views are reflected in the decision-making process.

The philosophy and standards will be presented to stakeholder groups to capture their reflections on the school system's progress. A timeline has been established for the approval of the components of the project:

- C The components of attracting and recruiting are being considered simultaneously and will be the first components presented to the Steering

- Committee in February.
- C Mentoring and professional development also are being considered together and will be presented in March.
 - C The evaluation component is scheduled for the Steering Committee's review at the end of May. The evaluation system will be based on the six standards. Currently the design team is developing performance criteria for each of the standards as they relate to the principalship.
 - C The recognition component will be considered and presented by the end of June.

The development of leaders is vital to the achievement of the Board's goals. The steering committee and design team for the A&S PGS are committed to creating a comprehensive system of professional development and support for administrators and supervisors in order to provide quality leadership in every school. The Board's continued affirmation of the process is essential as staff works toward the completion of the design phase of the A&S PGS.

Re: DISCUSSION

Mr. Felton appreciated the update, and he remembered when administrators wanted to be only instructional leaders. A wide range of abilities and talents are needed to be an educational administrator. He was concerned that the reality of the position is incorporated as the model is developed. Years ago, the school system had the luxury of having positions in which people could develop the skills needed for administration. What are the challenges since people do not have time in the positions to develop the skills needed to be successful? Dr. Shirley thought staff had to establish foci and priorities. There needs to be succession, and a process to identify people for positions. Also, the system must examine the way schools are administered. Dr. Bastress thought succession planning and professional growth are important. Currently, there is a future administrators' workshop for interested people. And, current leaders need to identify potential future leaders.

Ms. Cox knew there was a mentoring program for administrators, but it is not based on standards and criteria. The standards are very impressive and relate to the "big picture" with the whole school community, instructional program, and collaboration with stakeholder groups. However, parents and students are not part of the design team, and how will feedback be received from these groups? Dr. Bastress stated that communication will be through presentations to MCCPTA, MCEA, and MCR.

Mr. Lange knew there was a critical need for qualified principals and central office administrators. How many participants are in the workshop for aspiring administrators? Dr. Bastress replied that there were 50 people in two series over a two- to three-year process. Mr. Lange hoped that the professional growth will serve as an incentive. Many highly qualified people resist administration because of the duties and responsibilities.

Mr. Romero was impressed with the philosophy and standards. Many of the leadership

standards have to be “owned” by the administrator because they have to believe they can do it. What are the criteria in the systems visited? Dr. Torrence replied that Enrico County was not as diverse, but had a very involved community interested in high quality education for their children.

Mr. Romero thought that the challenge was to look for models in communities similar to Montgomery County. Dr. Bastress thought it was important to extrapolate models and ideas from other school systems.

Re: **BOARD/SUPERINTENDENT COMMENTS**

Dr. Weast commented on the many MCPS staff members who were on the job throughout the recent snow emergency. The school system owes a special debt of gratitude to building services and general maintenance workers who have worked diligently to ensure that snow was removed from sidewalks and parking lots so that schools were able to reopen.

Mr. Felton noted that there is a lot of concern in the community about early childhood development programs, and there is a need for clarification. He was pleased that the Board President had placed it on the agenda for March 11, 2003.

Mr. Romero had attended the opening of the Clarksburg jail and seen the facilities where inmates will be housed.

Mrs. O’Neill and Ms. Cox attended the Maryland Association of Boards of Education Legislative Day in Annapolis. There are many fiscal concerns this year.

RESOLUTION NO. 105-03

Re: **CLOSED SESSION RESOLUTION**

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

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

Resolved, That the Board of Education of Montgomery County conduct closed sessions on Tuesday, March 11, 2003, in Room 120 of the Carver Educational Services Center to meet from 9:00 to 10:00 a.m. and 12:00 to 2:00 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*, consult with counsel to obtain legal advice, as permitted by Section 10-508(a)(7) of the *State Government Article*; review and adjudicate appeals in its quasi-judicial capacity; and to 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 February 11, 2003, 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 sessions on February 11, 2003, from 9:00 to 10:00 a.m. and 1:00 to 2:00 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and/or adjudicated the following appeals: 2002-66, 2002-67, 2002-70, 2002-2, 2003-3, 2002-4, and 2003-5.
2. Reviewed the Superintendent's recommendation for the Human Resources Monthly Report, subsequent to which the vote to approve was taken in open session.
3. Consulted with counsel to receive legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*.
4. 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, Larry Bowers, Kermit Burnett, Sharon Cox, Reggie Felton, Charles Haughey, Roland Ikheloa, Don Kress, Frieda Lacey, Walter Lange, George Margolies, Pat O'Neill, Brian Porter, Lori Rogovin, Gabe Romero, Glenda Rose, Roger Titus, Jerry Weast, and James Williams.

RESOLUTION NO. 106-03

Re: **APPEAL NO. 2003-2**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2003-2, residency and expulsion, reflective of the following vote: Mr. Alnifaidy, Mr. Burnett, Ms. Cox, Mr. Felton, Mr. Lange, and Mr. Romero voting to reverse; Dr. Haughey and Mrs. O'Neill voting to affirm.

RESOLUTION NO. 107-03 Re: **APPEAL NO. 2003-4**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2003-4, grade placement, 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. 108-03 Re: **APPEAL NO. 2003-5**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2003-5, application to magnet program, reflective of the following vote: Mr. Alnifaidy, Mr. Burnett, Mr. Felton, Dr. Haughey, Mr. Lange, Mrs. O'Neill, and Mr. Romero voting to affirm; Ms. Cox recused herself.

RESOLUTION NO. 109-03 Re: **REVIEW OF MIDDLE SCHOOL FOREIGN LANGUAGE COURSE OFFERINGS**

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

WHEREAS, Several parents have expressed to Board members a wish to see an expansion of foreign language course offerings in middle schools; now therefore be it

Resolved, That the Superintendent of Schools shall establish a workgroup to review middle school foreign language offerings (which are currently limited to French and Spanish), and report the workgroup's findings to the Board by October 1, 2003; and be it further

Resolved, That the areas of study shall include, but not be limited to, the following: local school and community support, availability of teachers, developmental appropriateness, curriculum already in place at the high schools, and the additional cost, if any, of implementation of new course offerings.

RESOLUTION NO. 110-03 Re: **ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of February 24, 2003, at 10:55 p.m.

PRESIDENT

SECRETARY

JDW:gr

MONTGOMERY COUNTY BOARD OF EDUCATION
SUMMARY SHEET
February 24, 2003

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