

APPROVED
33-2002

Rockville, Maryland
December 10, 2002

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, December 10, 2002, at 10:25 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 Alnifaidy, Student Board Member
 Dr. Jerry Weast, Secretary/Treasurer

Absent: None

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

RESOLUTION NO. 537-02 Re: **CLOSED SESSION**

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 December 10, 2002, in Room 120 from 8:30 a.m. to 10:00 a.m. and 12:15 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 December 10, 2002, 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.

Re: ELECTION OF OFFICERS

Dr. Weast announced that as secretary-treasurer of the Board of Education he would preside until the election of the president. To be elected president or vice president, a member needed five votes, and all members were in nomination.

Mrs. O'Neill was elected unanimously as president. She assumed the chair and presided over the election of the vice president.

Ms. Cox was elected unanimously as vice president.

RESOLUTION NO. 538-02 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 December 10, 2002.

Re: BOARD/SUPERINTENDENT COMMENTS

Dr. Weast commented that the accomplishments of MCPS athletic teams are always worth noting, but never more so than this fall. The teams made an extraordinary recovery following the limitations on practices and cancellation of competitions during the sniper attacks. Coaches were creative and inspiring in their approaches to keeping their athletes in shape and motivated. He congratulated the players and coaches of all the teams, and most particularly the record-breaking ten state championship teams.

They were:

Cross Country

- A 3A - Northwest High School for both Boys and Girls
- A 2A Bethesda Chevy Chase High School for Girls

Field Hockey

- A 2A Bethesda Chevy Chase High School
(9th consecutive title with coach Amy Wood)
- A 1A - Poolesville High School

Football

A 3A - Seneca Valley High School

Boys Golf

A 4A/3A Winston Churchill High School

Boys Soccer

A 4A - Churchill High School

Girls Soccer

A 4A - Quince Orchard High School

A 1A - Poolesville High School

Dr. Weast continued that last week a press conference at Highland Elementary School introduced a booklet called *Conquista tu Sueño* to the Hispanic community. The publication is a tool to help Hispanic parents learn about challenging academic opportunities for their children in elementary, middle, and high school.

Dr. Haughey thanked the Board and staff for orientation provided to him as a new Board member, and he hoped that the next year would be productive.

Mr. Romero agreed with Dr. Haughey. On December 3, he and attended a press event at Highland Elementary School to introduce "*Conquista tu Sueño/Aim High!*" which is a new publication in English and Spanish designed especially for parents of Hispanic students. It provides information about academic opportunities to improve success in elementary, middle, and high school.

Mr. Alnifaidy congratulated Mrs. O'Neill and Ms. Cox as the new officers of the Board. Also, he congratulated all the students involved in extracurricular activities and those that were successful in sports.

Mr. Lange commented that he attended the countywide Arts Ball where there was recognition of many artistic efforts in the county. Mr. Lange recognized the Department of Maintenance for its strategic planning.

Ms. Cox thanked her colleagues for their votes of confidence in electing her vice president, and she looked forward to working with her fellow Board members.

Mr. Felton commented that he attended the HIV/AIDS forum sponsored by the Montgomery County Conference of Black Ministers, and it was an outstanding program which focused on the greater need for awareness throughout the community and the school system. Also, he had the opportunity to attend a meeting with the president of the state board of education and state superintendent of schools regarding the annual assessments that reported the progress to date. He was reassured (verbally and to be followed in writing) that the assessments had been checked for reliability and validity for

special education students, minorities, and students who were speakers of other languages.

Mr. Burnett congratulated Dr. Haughey and Mr. Romero for their election to the Board of Education. This was their first full Board meeting, and there will be many challenges facing the Board in the coming year. He thanked the outgoing Board officers – Mr. Felton and Mrs. O’Neill – for their dedicated work during the past year.

Mrs. O’Neill reiterated Dr. Weast’s comments about student athletes. It was a long season, and who could have anticipated the three weeks without outdoor practices or contests. She thought it was remarkable how many state champions were from Montgomery County. She thanked Mr. Felton for his support as they worked had worked together as Board officers during the past year.

Re: **PUBLIC COMMENTS**

The following people testified before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Michelle Yu	School Calendar
2.	Katie Erickson	School Calendar
3.	Bob Astrove	Policy DAA
4.	Mark Drury	Career and Technology Education
5.	Janis Sartucci	School Calendar
6.	Kelly Gibbon	School Calendar
7.	Karen Askin	Lunar New Year
8.	Ellen Weis	School Calendar

Re: **SCHOOL CALENDAR FOR 2003-2004**

Dr. Weast recommended the school calendar for the 2003–2004 school year. The proposed calendar starts school prior to Labor Day with the first day for students commencing on August 26, 2003. He knew that some people had expressed a desire for the school calendar to begin after Labor Day to address vacations and other family activities. However, he believed the primary focus of the calendar must be on the educational priorities of the school system. The school calendar is designed to support student achievement.

Ensuring the maximum number of instructional days prior to state assessments was a guiding principle used to develop the school calendar. The more instruction that students receive prior to taking state assessments will result in a higher level of achievement for students. Preparing for the High School Assessments and Advanced Placement examinations requires as much classroom time as possible.

School started prior to Labor Day last year, as well as five of the previous ten years. All

but three school systems in the State of Maryland began school prior to Labor Day in FY 2003. The proposed school calendar is based on 184 instructional days for students and 195 duty days for teachers. Starting school for students after Labor Day brought the last day of school for students to June 22, 2004. June 16 would be the last day for students when starting school on August 26. The contingency plan, indicating when days would be made up if the number of emergency closings exceeds four days.

Staff considered and sought input on several calendar options. They contacted other Maryland school districts and learned that, although not finalized, many FY 2004 school calendars will have the students' starting date as August 25 or 26. The proposed school calendar and options were considered and reviewed by a variety of stakeholders, including the Montgomery County Council of Parent Teacher Associations, Montgomery County Education Association, Montgomery County Association of Administrative and Supervisory Personnel, Montgomery County Council of Supporting Services Employees, and the Maryland Association of Student Councils—Montgomery County Region. Formal and informal meetings were held to ensure broad-based input.

The proposed school calendar allows for the effective use of time and resources for professional development. Professional development activities are an integral component of the school year operations and are aligned with improving student achievement. Developing and maintaining a high quality workforce is required if MCPS is to improve student achievement. Providing professional development during the year ensures timely training opportunities for educators and allows for improvements to the instructional program throughout the year. MCPS is developing a comprehensive training plan for FY 2004 that is aligned with the Teaching and Learning Framework.

The professional day scheduled at the end of the first semester (January 26) will be used by classroom teachers for grading, planning, working collaboratively with colleagues, and/or activities related to Professional Development Plans. In FY 2004, there will be only four early release days for report card preparation and two additional early release days at the elementary and middle schools for parent conferences.

The following considerations are included in the calendar for the 2003–2004 school year:

- Starting school before Labor Day, which falls on Monday, September 1, 2003
- A student year of 184 instructional days, including 4 contingency days
- A teacher year of 195 duty days (additional two days as negotiated)
- A nonschool day for Yom Kippur on Monday, October 6, 2003
- Five professional development days—no school for students: teachers and all 10-month employees on Friday, September 19, and all teachers on Friday, October 17, 2003; Tuesday, January 27, 2004; Friday, March 19, 2004; and Wednesday, May 5, 2004.
- The October 17 Professional Development Day noted above will accommodate the Maryland State Teachers' Association (MSTA) and other statewide organizations'

- conferences and local school or systemwide activities
- Spring break before Easter, which falls on April 11, 2004—Passover begins on April 6, 2004, during spring break
- Thirteen holidays (increase of one mandated presidential primary election day—March 2, 2004)

There was a School Contingency Calendar for 2003–2004 that identified when days would have to be made up if four days of emergency closings are exceeded.

Re: **DISCUSSION**

Mr. Burnett was pleased that a committee had worked with the superintendent to establish a school calendar. It is difficult to accommodate all concerns, but the school system tries to make the calendar as family friendly as possible. Many of the dates are state mandated. Also, there has been an effort to pare down the half days.

Mr. Felton agreed with Mr. Burnett even though it is not a perfect calendar. Last year, parents did not feel they had sufficient notice of the upcoming school calendar. Did staff keep data on absenteeism during the first days of school? Mr. Bowers replied that the rate of absenteeism was three percent which is less than for normal school days.

Mr. Felton noted that major groups were apposed to starting before Labor Day, and he asked staff to share the thoughts of the committee. Dr. Weast replied that everyone would like to start after Labor Day, but that late start affects the ending of school in June, state responsibilities, union contracts, sports, and the testing schedule.

Ms. Cox appreciated the staff working with the community to identify the issues, the flexibility worked into the calendar, and half days. She wanted the most instructional days where those days would be maximized for education, especially in light of the high school assessments and *No Child Left Behind* legislation. She hoped that flexibility could be extended to individual schools' exam schedules where there was a high population with ethnic backgrounds and religious observances.

Mr. Lange was pleased that staff and the community worked together in the process of developing a calendar. He asked if it was feasible to move the exam schedule forward by two days to accommodate the Lunar New Year. Therefore, the professional days scheduled for Monday and Tuesday moved to Thursday and Friday, January 22 and 23. Mr. Bowers thought it could be possible, but the school calendar took into account citizens' concerns. This is the fourth day of exams since an extra day was built into the calendar, and schools are encouraged to move exam dates to accommodate their students.

Mr. Lange was concerned that the flexibility in the testing dates was not known by the parents. Dr. Weast replied that this year the dates are included in the school calendar.

Mr. Lange asked if April 12 (day after Easter) could be swapped with the day before Thanksgiving. Mr. Bowers replied that April date is required by state law.

Mr. Alnifaidy was pleased with the school calendar. He suggested that the beginning and end of Ramadan should be marked on the 2003-04 school calendar.

Mr. Romero appreciated the recommendations for the calendar since it supports student achievement. Regarding the professional development days, he asked about January 26 as a professional day. Mr. Bowers replied that the January date is utilized for semester break and report card preparation for teachers. The other professional days are on the calendar for the principal and staff to focus on the educational priorities of the school and needs of the students.

Mr. Romero asked if there were statistics on how many parents attend conferences on November 10 and 11. Dr. Weast thought it varied among schools, but it is very important to involve parents in their child's education. In addition as the school system increases rigor, professional days are essential to train staff.

Dr. Haughey stated that there is no easy solution. However, he was satisfied with the work of the committee, and he hoped that work would continue. He was pleased with the reduction in the number of half days.

Mrs. O'Neill was aware of the concerns of parents, but there are very few compromises. She asked the superintendent to bring the school calendar to the Board of Education for approval earlier than December. She suggested August with the possibility of a multi-year calendar. Dr. Weast thought that multi-year school calendars would be very helpful for school administration. Mr. Bowers reminded the Board that the exam schedules would not be available and could not be incorporated in the school calendar.

Mrs. O'Neill had learned that in some states the date for the beginning of school is set by state law. Also, the start of athletic practices is set by COMAR.

Dr. Haughey thought it was time to think about school as a year around activity with summer school and athletics. The first day of school in the fall sets in motion many activities.

**Re: AN AMENDMENT TO THE SCHOOL CALENDAR
FOR 2003-2004**

On motion of Mr. Lange and seconded by Mrs. O'Neill, the following amendment failed with Mr. Lange voting in the affirmative; Mr. Alnifaidy, Mr. Burnett, Ms. Cox, Mr. Felton, Dr. Haughey, Mrs. O'Neill, and Mr. Romero voting in the negative:

Resolved, That the Board of Education amended the school calendar to move the

professional days scheduled for January 26 and 27 to January 22 and 23, 2003, and move the exam days scheduled for January 15 and 16 to January 13 and 14.

RESOLUTION NO. 539-02 Re: SCHOOL CALENDAR FOR 2003-2004

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

WHEREAS, The establishment of school terms by the Board of Education is required by state law; and

WHEREAS, The Montgomery County parents, community, and staff should be informed of the Board-adopted school calendar each year and the subsequent contingency plan identifying days that will be used to make up lost instructional time due to emergency closings; now therefore be it

Resolved, That the proposed school calendar and contingency plan for the 2003–2004 school year be adopted.

School Calendar for 2003-2004

2003	
Friday, July 4	Holiday Independence Day
August 20, 21, 22, 25	Professional days for teachers
Tuesday, August 26	First day of school for students
Monday, September 1	Holiday Labor Day
Friday, September 19	Professional day for teachers and all 10-month employees for professional development activities—no school for students
Monday, October 6	Yom Kippur No school for students and teachers
Friday, October 17	Professional day for teachers—no school for students
November 27 and 28	Holidays Thanksgiving
December 24 and 25	Holidays Christmas
December 26, 29, 30, 31	Winter break—no school for students and teachers

2004	
Thursday, January 1	Holiday New Year's Day
Friday, January 2	Winter break—no school for students and teachers
Monday, January 19	Holiday Martin L. King, Jr., Day
Monday, January 26	Professional day for teachers (some 10-month employees work)—no school for students
Tuesday, January 27	Professional day for teachers—no school for students
Monday, February 16	Holiday Presidents' Day
Tuesday, March 2	Holiday Presidential primary election
Friday, March 19	Professional day for teachers—no school for students
April 5, 6, 7, 8	Spring break—no school for students and teachers
April 9 and 12	Holidays Easter (Note: Passover begins Tuesday, April 6)
Wednesday, May 5	Professional day for teachers—no school for students
Monday, May 31	Holiday Memorial Day
Wednesday, June 16	Last day of school for students; students dismissed after lunch
Thursday, June 17	Professional day for teachers

Re: **LEGISLATIVE PLATFORM**

On motion of Mr. Lange and seconded by Mr. Romero, the following resolution was place on the table. Ms. Lori Rogovin highlighted the document for Board members.

Mr. Felton clarified that under early childhood education, the Board is supporting public school initiatives and not funding for private schools.

RESOLUTION NO. 540-02

Re: **AN AMENDMENT TO THE LEGISLATIVE PLATFORM, 2003 SESSION OF THE MARYLAND GENERAL ASSEMBLY**

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

Resolved, That the Board of Education amend the Legislative Platform by adding the word "public" after "innovative" in the last sentence of the section of Early Childhood Education.

Re: **DISCUSSION**

Mr. Lange thought that next year there should be consideration of legislation on mandated holidays. Mr. Felton suggested that could be a topic when the Board meets with the Montgomery County Delegation. Mrs. O'Neill stated that the platform was the priority for the meeting. Mr. Margolies suggested that the MABE legislative committee might want to look into this issue since it is a statewide matter.

RESOLUTION NO. 541-02

Re: **LEGISLATIVE PLATFORM, 2003 SESSION OF THE MARYLAND GENERAL ASSEMBLY**

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

Resolved, That the Board of Education adopt the following Legislative Platform for 2003:

School Construction

The FY 2004 State Capital Improvements Program request for Montgomery County Public Schools (MCPS) is \$18.45 million. This figure is based on current eligibility of projects approved by the County Council in May 2002. It is significantly less than the \$30 million in State aid assumed for FY 2004 in the adopted CIP, and is inadequate to meet the capital funding needs of over \$100 million per year for MCPS. State funding of school construction has been, and continues to be, critical to the county's efforts to provide the new and modernized facilities necessary to meet the needs of the county's students and communities now and in the future. For this reason, the county continues to seek additional funding.

The Board of Education is also monitoring the deliberations of the Task Force to Study Public School Facilities. The Task Force, which was created through passage of SB 856, the Bridge to Excellence in Public Schools Act of 2002, is charged with reviewing, evaluating, and making recommendations regarding the adequacy of public school facilities, the equity of the State's school construction program, and the continuation of the Aging Schools Program. As the Task Force deliberates school facilities issues and works toward offering recommendations, the following points need to be addressed:

- The Governor's and legislature's efforts to address the critical early years, through initiatives such as class-size reduction and requirements for full-day kindergarten and part-day pre-school programming, require more classrooms.
- Funding is needed for systemic projects to help schools maintain and protect the public investment, such as roofing and heating/ventilating/and air conditioning projects.

- As a result of the way the funding formulas have been designed by the State, many local jurisdictions are struggling to appropriate enough funds to be eligible for all of the State funding. The State/local cost share amount for Montgomery County is 50 percent, which represents the floor designated by the State formula (some jurisdictions are eligible for up to 70-80 percent of costs). There is a perception that the State actually funds 50 percent of school construction costs for Montgomery County. However, since only certain costs associated with construction are actually eligible for State funding, the State share of eligible construction projects funded by Montgomery County averaged only 25.3 percent between 1995 and 2000, with State participation on some projects as low as 13 percent. The reality of the cost share formula leaves no room for consideration of decreasing the floor, below the current 50 percent.
- There is a need to revise the square footage per pupil allowance used to calculate the eligible size of a school building when determining State funding. The current square footage allowances were revised in 2001, but still do not reflect current program needs. In order for students to achieve at higher levels, school facilities must keep up with program initiatives.
- MCPS has utilized, to the fullest, the Aging School Program. Since the program's creation, the interiors and exteriors of schools have been painted from the grant that now amounts to just over \$1 million annually for MCPS. A moderate increase in this program would go far toward giving more schools a much-needed face-lift.
- The rate of enrollment growth, in general, as well as in special populations, needs to be considered as State school facilities policies are reviewed. In Montgomery County, enrollment has increased by over 11,000 from 1998 to 2002. This four-year increase in MCPS enrollment is more than the total enrollment at nine Maryland school systems. Enrollment in MCPS, the largest school district in Maryland, is projected to continue to grow from the current 138,891 to 144,801 by 2008. Special program enrollments in MCPS constitute a major share of enrollment. The MCPS ESOL enrollment in 2001 was 10,647, the highest in Maryland, representing 40 percent of the State's total ESOL enrollment. The MCPS FARMS enrollment in 2001 was 29,568, a figure that exceeds the total enrollment at sixteen Maryland school systems. MCPS special education services are delivered to 16,471 students, or 11 percent of total system enrollment.
- The number of relocatable classrooms has increased with enrollment growth and class-size reduction initiatives in recent years, rising to 635 in Montgomery County for the 2002-03 school year. As funding formulas are reviewed, consideration should be given to the use of portable classrooms and other factors including geographic differences in cost (similar to requirements of the Bridge to Excellence Act legislation).

Education Funding

The Montgomery County Board of Education is committed to improving student performance and decreasing the achievement gap. While achieving these goals requires a significant increase in resources, the county has shown its commitment by providing

additional funds to reduce class size, expand full-day kindergarten, increase special education services, and improve reading and math instruction. During the 2002 legislative session, county stakeholders joined in a successful effort to advocate for additional educational funding for students in Montgomery County and across the state. The enactment of the Bridge to Excellence legislation calls for a dramatic restructuring of the State's school finance system. In light of passage of this landmark legislation, the Montgomery County Board of Education supports the following:

- Monies should be identified to fully fund the Bridge to Excellence legislation beyond 2004.
- The reports issued by the Task Force to Study Public School Facilities and the Maryland State Department of Education (MSDE) Enrollment Task Force (both created by SB 856) should include recommendations that account for enrollment growth and other factors that disproportionately affect Montgomery County and other high growth jurisdictions. Consideration should be given to utilizing more frequent and more recent counts on which to predicate funding.
- As a geographic cost of an education index specific to Maryland is developed by MSDE (as required by SB 856 through a contract with a private entity) to account for higher educational costs in certain jurisdictions, consideration needs to be given to the higher costs associated with doing business in the Washington metropolitan area.
- As envisioned through passage of SB 856, the teacher retirement program should continue to be maintained as a state funded categorical program.
- Consideration should be given to passage of legislation that requires increasing local contributions consistent with the adequacy goals of the Bridge to Excellence legislation.

Special Student Populations

Historically, State aid for special education has recognized the additional costs associated with providing programs for students with disabilities. Based on the work of the Thornton Commission, the Bridge to Excellence legislation enhances the amount and proportion of State aid that is based on special education, as well as limited English proficient and economically disadvantaged student enrollments. The amount each school system receives per student who requires special transportation services was increased from \$500 to \$1,000 by FY 2008. In addition, \$4.8 million for the Maryland Infants and Toddlers Program and \$1.1 million for adult education and literacy services were authorized. The Montgomery County Board of Education supports full funding of these programs.

Early Childhood Education

During the 2000-2001 school year, MCPS launched its Kindergarten Initiative with the intent of enhancing the reading skills of students most in need. The components of this initiative, which began with 17 schools in 2000-2001 and now involves 56 schools with the highest level of poverty, include expanded full-day kindergarten opportunities, reduced kindergarten class sizes, revised curriculum, improved classroom instruction, professional

development for teachers, and the use of a diagnostic reading assessment program. Findings of two ongoing comprehensive studies by the MCPS Office of Shared Accountability show that, as a result of this initiative, significantly more students, particularly those who are most heavily affected by poverty and English language development needs, are acquiring foundational reading skills in kindergarten and text readings skills in First Grade. The long-term advantage of this documented student achievement is critical to reaching local, state, and national reading proficiency goals and opening the door to success in other subject areas such as writing and mathematics. Furthermore, the findings lend support to the statewide goals of providing universal full-day kindergarten and part-day pre-kindergarten for at-risk four-year-olds. Investments and innovations in early childhood programs, particularly those that focus on students most in need, clearly pay off. The Montgomery County Board of Education supports State funding of innovative public early childhood programs that demonstrate the ability to further academic achievement standards and goals.

Career and Technology Education

According to the Annual Report of the Montgomery County Advisory Council for Career and Technology Education for 2001-2002, there continues to be a severe problem with the lack of Worker's Compensation coverage for Career and Technology Education (CTE) students. Without Worker's Compensation coverage for CTE students in unpaid, work-based learning experiences, many employers aware of the issue decline to allow students to intern, shadow, or volunteer in their organizations. The application of knowledge in a real-life work environment accelerates learning and the formation of critical thinking and strengthens the community at large. The Board of Education continues to support legislation that would extend Worker's Compensation coverage by employers for students in unpaid, work-based learning experiences as it is presently offered to students who have been identified as having special needs.

Public Funding for Private Schools

Nonpublic schools are neither subject to State accountability measures nor to the same legal requirements as public schools, such as those set out in special education laws and teacher certification regulations. While acknowledging current federal mandates for use of public funds for public school students educated under the Title I program, as well as public funding provided for public school students educated in private special education placements, the Board opposes the appropriation of public funds for private and parochial schools and direct aid to private and parochial students. With the many unmet needs in public schools, State funds must be used to meet the continuing and growing needs of public school students in Montgomery County and throughout the state.

Local School Board Authority

The State Board of Education establishes, through regulations, broad statewide policies and mandates, and it is the responsibility of the local board to establish local policies and procedures for the public schools within its jurisdiction. Likewise, it is the authority of local boards to develop curriculum within the broad guidelines set by the State Board. The

program of studies in each school system is developed as a whole and is linked to State and local assessments. To the extent that statewide legislation on charter schools gives the authority for establishing public charter schools solely to the local board of education, such legislation could be supported. The Montgomery County Board of Education supports local control of educational policy, administration, and curriculum, and opposes any legislative initiatives that have the effect of reducing local and State board authority or creating unfunded mandates. By retaining decision-making authority at the local level, a local board of education can best balance educational practices, available resources, public input, and accountability.

RESOLUTION NO. 542-02 Re: **FINAL ACTION ON POLICY DAA, *FISCAL RESPONSIBILITY AND CONTROL***

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

WHEREAS, Policy DAA, *Fiscal Responsibility and Control*, was identified for amendment during the periodic review of policies; and

WHEREAS, The Board of Education took tentative action to adopt Policy DAA, *Fiscal Responsibility and Control*, on July 25, 2002, and released it for public comment; and

WHEREAS, The Board of Education has received comments and the superintendent's recommendations thereto; now therefore be it

Resolved, That the Board of Education adopt draft Policy DAA, *Fiscal Responsibility and Control*.

Fiscal Responsibility and Control

A. PURPOSE

To ensure that adequate fiscal responsibility and control are maintained for funds entrusted to Montgomery County Public Schools

B. ISSUE

It is important to balance the need to ensure that adequate fiscal responsibility and control are maintained for funds entrusted to Montgomery County Public Schools with the need for effective and efficient operating procedures.

C. POSITION

1. The annual budgetary appropriations (operating and capital) and special

grants are the basis for the operation of the school system.

2. Financial control systems must conform to the laws and regulations of the state of Maryland and to applicable provisions of the charter and laws of Montgomery County.
3. The superintendent is responsible for preventing the overencumbrance of the number of positions and the appropriation as contained in the budgets or supported programs. The superintendent is responsible for reporting regularly the financial position of the school system to the Board of Education.

D. DESIRED OUTCOMES

A process that ensures adequate fiscal responsibility and control, and is efficient and effective.

E. IMPLEMENTATION STRATEGIES

1. Nonlocal supplemental funds available subsequent to the adoption of the annual appropriation by the County Council may be expended after notification to and approval by the Board and the County Council as to the source, amounts, and manner in which the funds will be expended with notification to the County Executive.
2. Operating budget transfers of appropriation authority between categories as contained in the annual appropriation require County Council approval and notification to the County Executive.
3. Operating budget transfers that increase the overall number of authorized permanent positions or that transfer funds within a category in excess of \$100,000 shall be approved by the Board, and that transfers not in excess of \$100,000 may be approved by the superintendent.
4. Monthly reports of transfers shall be submitted to the Board of Education. Monthly reports of transfers will be submitted to the County Council as required by state law. Reports will be made available upon request.
5. All personnel employed on a permanent basis for full-time or part-time shall be recommended by the superintendent to the Board for approval; termination of part-time or full-time permanent employees shall be recommended by the superintendent to the Board for approval; the superintendent shall have authority to employ or terminate, subject to approval of the Board at its next meeting at which a personnel report is

considered; that an appeal from the Board's decision may be made to the State Board of Education.

6. Capital budget transfers between locally funded projects can only be made through the unliquidated surplus account and shall be approved by the Board and the County Council while transfers between state-funded projects shall be approved by the Board, the County Council, and the State School Construction Interagency Committee with notification of the County Executive of all transfers irrespective of the source of funds.

F. REVIEW AND REPORTING

This policy will be reviewed on an ongoing basis in accordance with the Board of Education policy review process.

Re: **LUNCH AND CLOSED SESSION**

The Board of Education recessed from 12:10 to 1:40 p.m. for lunch and closed session.

** Mr. Lange temporarily left the meeting, and Mr. Felton left the meeting at this point.

RESOLUTION NO. 543-02 Re: **PROCUREMENT CONTRACTS OF \$25,000 OR MORE**

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

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

WHEREAS, Funds have been budgeted and/or identified for Montgomery County Government Bid No. 050000028, Off-the-lot New and Used Vehicles, for the Department of Materials Management; and

WHEREAS, Funds have been budgeted and/or identified for the purchase of road trailers for the Department of Materials Management; and

WHEREAS, Funds have been budgeted and/or identified for Bid No. 7082.1, LAN/WAN Communication Equipment for the Office of Global Access Technology; and

WHEREAS, Funds have been budgeted and/or identified for Statewide Contract No. DBM-2020-DESKTOP for the purchase of an operating and document system for the Procurement Office; and

WHEREAS, The acquisition of such equipment and vehicles through lease/purchase arrangements has been reviewed by legal counsel and that the Board president and superintendent be authorized to execute the necessary documents; and

WHEREAS, It is recommended that Bid No. 7118.1, Heavy Equipment, Tractor, and Mower Parts, be rejected due to insufficient information submitted by the vendors; and

WHEREAS, It is recommended that Bid No. 9082.1, Pole Vault Pit Retro Fit, be rejected due to lack of response; now therefore be it

Resolved, That Montgomery County Government Bid No. 050000028, Off-the-lot New and Used Vehicles for the Department of Materials Management, in the amount of \$69,722, be lease/purchased under the Master Lease/Purchase Agreement with Wachovia Bank; and be it further

Resolved, That the purchase of road trailers for the Department of Materials Management, in the amount of \$190,000, be lease/purchased under the Master Lease/Purchase Agreement with Wachovia Bank; and be it further

Resolved, That the purchase of Bid No. 7082.1, LAN/WAN Communication Equipment for the Office of Global Access Technology, in the amount of \$1,760,000, be lease/purchased under the Master Lease/Purchase Agreement with Banc of America Leasing & Capital, LLC; and be it further

Resolved, That the purchase of an operating and document system for the Procurement Office through the Statewide Contract No. DBM-2020-DESKTOP, in the amount of \$87,071, be lease/purchased under the Master Lease/Purchase Agreement with Banc of America Leasing & Capital, LLC; and be it further

Resolved, That Bid No. 7118.1, Heavy Equipment, Tractor, and Mower Parts, be rejected due to insufficient information submitted by the vendors; and be it further

Resolved, That Bid No. 9082.1, Pole Vault Pit Retro Fit, be rejected due to lack of response; 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:

MCG Off-the-lot New and Used Vehicles for the Department of Materials Management
05000
0028 Awardee

Criswell Chevrolet

\$ 69,722

DBM OIT 99-082	Information Technology Research and Advisory Services <u>Awardee</u> Gartner, Inc.	\$ 70,763
DBM 2020	DESKTOP—Addition to Contract <u>Awardees</u> Daly Computers* Data Networks of America, Inc. Total	\$ 71,848 <u>15,223</u> \$ 87,071
1063.2	Speech and Language Services for Students with Disabilities—Second year of two-year contract <u>Awardees</u> Sylvan Learning Care Resources* Total	\$ 237,500 <u>60,000</u> \$ 297,500
4005.4	Woodwind and Brass Instrument Repairs <u>Awardees</u> Beach Musical Instrument Repair L & L Music Wind Shop Victor Litz Music Center Total	\$ 35,000
4052.2	Scanner Forms and Scanning Machines—Extension <u>Awardee</u> National Computer Systems	\$ 66,803
4111.2	Overhead Door Repair <u>Awardee</u> Metropolitan Rolling Door, Inc.	\$ 80,000
4114.1	Classroom Furniture—Extension <u>Awardees</u> Douron, Inc.* Jakanna Woodworks*	\$1,240,990 5,040

	State Use Industries	<u>15,995</u>
	Total	\$1,262,025
4115.1	Dry Ink, Developer, Fuser Agent and Staples—Extension	
	<u>Awardees</u>	
	Single Source, Inc.*	\$ 4,053
	Xerox Corporation	<u>33,822</u>
	Total	\$ 37,875
4127.1	Recycling/Trash Removal—Second year of two-year contract	
	<u>Awardee</u>	
	Waste Management	\$ 479,981
7081.1	LAN/WAN Communication Equipment for the Office of Global Access Technology-Addition to Contract	
	<u>Awardee</u>	
	Verizon Network Integration, Inc.	\$1,760,000
7119.1	Elementary Mathematics Supplies	
	<u>Awardees</u>	
	AFP Industries, Inc.*	\$ 171
	ETA/Cuisenaire, Inc.*	20,508
	Nasco	15,772
	School Specialty	<u>2,365</u>
	Total	\$ 38,816
9020.2	Doors and Laminates—Extension	
	<u>Awardees</u>	
	Mizell Lumber/Hardware Company	\$ 13,878
	Pikesville Lumber Company	22,063
	Read Plastics/Division of Piedmont Plastics	<u>1,892</u>
	Total	\$ 37,833
9098.1	Window Balances—Extension	
	<u>Awardee</u>	
	Window Repair Systems, Inc.	\$ 30,000
9116.2	Detergents—Extension	

	<u>Awardee</u>	
	Daycon Products Company, Inc.	\$ 33,331
9126.1	Commercial Kitchen Equipment Repair Parts—Extension	
	<u>Awardees</u>	
	Daubers Inc., of Washington*	\$ 6,000
	EMR Service Division	3,000
	Heritage Food Service Equipment	27,500
	United Refrigeration, Inc.	<u>6,000</u>
	Total	\$ 42,500
	Road Trailers for the Department of Materials Management	
	<u>Awardee</u>	
	Bowman Sales and Equipment, Inc.	\$ 190,000
	TOTAL PROCUREMENT CONTRACTS OVER \$25,000	\$4,619,220

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

RESOLUTION NO. 544-02 Re: **AWARD OF CONTRACT – FIRE PROTECTION SYSTEMS**

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

WHEREAS, The following sealed bid was received on September 12, 2002, for fire protection system modifications in the kitchens and home economics labs at 22 schools:

<u>Bidder</u>	<u>Amount</u>
Guardian Fire Protection Service, Inc.	\$446,480

and

WHEREAS, Guardian Fire Protection Service, Inc., was the sole bidder and all work was bid based on an overtime basis; and

WHEREAS, Staff negotiated a lower fee of \$406,002, based on completing part of the work during the holiday break; and

WHEREAS, The work included in this project is largely self-performed by the bidder and there is limited opportunity for minority business enterprise participation; and

WHEREAS, Staff recommends waiving the minority business participation goal for this project; and

WHEREAS, Guardian Fire Protection Service, Inc., has completed similar work successfully for the Montgomery County Public Schools; now therefore be it

Resolved, That a \$406,002 contract be awarded to Guardian Fire Protection Service, Inc., for fire protection system modifications at 22 schools, in accordance with drawings and specifications prepared by Delmar Architects, P.A.

RESOLUTION NO. 545-02 Re: **AWARD OF CONTRACT – STORMWATER
MANAGEMENT FACILITY AT CLARKSBURG
DEPOT**

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

WHEREAS, The following sealed bids were received on November 12, 2002, for stormwater management improvements at the Clarksburg Depot:

<u>Bidder</u>	<u>Amount</u>
Francis O. Day Company, Inc.	\$169,666
Highway and Safety Services, Inc.	182,000

and

WHEREAS, The work included in this project will be self-performed by the bidder and there is limited opportunity for minority business enterprise participation; and

WHEREAS, Staff recommends waiving the minority business participation goal for this project; and

WHEREAS, Francis O. Day Company, Inc., has completed similar work successfully for the Montgomery County Public Schools; now therefore be it

Resolved, That a \$169,666 contract be awarded to Francis O. Day Company, Inc., for a stormwater management facility at the Clarksburg Depot, in accordance with drawings and specifications prepared by Chester Engineers.

RESOLUTION NO. 546-02 Re: **APPOINTMENT OF MCPS EMPLOYEES'
RETIREMENT AND PENSION SYSTEM
INVESTMENT TRUSTEE**

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

WHEREAS, The Board of Education, by Resolution No. 344-95, authorized the establishment of a trust to be used for the purpose of funding the Montgomery County Public Schools Employees' Retirement and Pension System benefits; and

WHEREAS, The trustees are a committee composed of the chief operating officer; the chief financial officer; the director of management, budget, and planning; the director of insurance and retirement; the controller; and up to, but no more than, four additional members to be appointed by the Board of Education; and

WHEREAS, The superintendent of schools has solicited nominations from representatives of employees, retirees, parents, and local businesses to identify one individual to serve as an appointed trustee; and

WHEREAS, Staff has evaluated said nominations and conducted interviews of two individuals selected as finalists; now therefore be it

Resolved, That Mr. Kenneth K. Muir be appointed as trustee for a term ending June 30, 2005.

** Mr. Lange rejoined the meeting.

RESOLUTION NO. 547-02 Re: **MONTHLY REPORT**

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

Resolved, That the Board of Education approve the Human Resources Monthly Report dated December 10, 2002.

RESOLUTION NO. 548-02 Re: **DEATH OF HELEN L. BEVERLY, BUS OPERATOR ON LONG-TERM LEAVE, RANDOLPH TRANSPORTATION DEPOT, DEPARTMENT OF TRANSPORTATION**

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

WHEREAS, The death on November 22, 2002, of Helen L. Beverly, bus operator on long-term leave from the Randolph Transportation Depot in the Department of Transportation, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Mrs. Beverly had been a loyal employee of Montgomery County Public

Schools for twenty-eight years and had a good rapport with students; and

WHEREAS, Her cheerful and cooperative attitude and her concern for her passengers were a credit to the entire pupil transportation program; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Helen L. Beverly and extend deepest sympathy to her family; and be it further

Resolved, That this resolution be made a part of the minutes of this meeting and a copy be forwarded to Mrs. Beverly's family.

RESOLUTION NO. 549-02 Re: **DEATH OF JOHN P. CURRY, BUILDING SERVICE WORKER, SEQUOYAH ELEMENTARY SCHOOL**

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 death on November 4, 2002, of John P. Curry, building service worker at Sequoyah Elementary School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Mr. Curry had been a loyal employee of Montgomery County Public Schools for more than nine years; and

WHEREAS, Mr. Curry's pride in his work and dedication to duty were recognized by staff and associates alike; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of John P. Curry and extend deepest sympathy to his family; and be it further

Resolved, That this resolution be made a part of the minutes of this meeting and a copy be forwarded to Mr. Curry's family.

RESOLUTION NO. 550-02 Re: **HUMAN RESOURCES APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective December 11, 2002:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Karen Woodson	Supervisor, ESOL/Language Minority Programs, Prince	Director, Division of ESOL/ Bilingual Programs

Georges County Public Schools

RESOLUTION NO. 551-02 Re: HUMAN RESOURCES APPOINTMENT

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

Resolved, That the following personnel appointment be approved effective January 31, 2003:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Elaine Tanenhaus	Assistant Principal, Rosa Parks MS	Staffing Specialist, Office Of Human Resources

Re: MONTHLY FINANCIAL REPORT

Mr. Lange reported that the projected financial condition through October 31, 2002, based on program requirements and estimates made by primary and secondary account managers. At this time, revenues are on budget while expenses have a projected deficit of \$500,000.

Re: FULL-DAY KINDERGARTEN TASK FORCE

Dr. Weast commented that in response to the November 12, 2002, memorandum from Mr. Reginald M. Felton, president; Ms. Patricia B. O'Neill, vice president; and Ms. Sharon W. Cox, chair, Policy Committee, Dr. Weast was pleased to present detailed recommendations for the expansion of full-day kindergarten into all Montgomery County public schools. As discussed in the October 29, 2002, Capital Improvements Program (CIP) recommendations, he was proposing to form a task force with broad community representation that will comprise representative stakeholders, including Montgomery County Council of Parent Teacher Associations (MCCPTA) leadership, cluster leadership from those areas that do not have full-day kindergarten, selected community representatives, and county government staff. The task force will serve as an advisory group to the superintendent. Staff will meet with MCCPTA leaders and county government staff to identify other key stakeholders for representation on the task force. Also, he proposed that the Action In Montgomery (AIM) group, which has been active in promoting the expansion of full-day kindergarten programs, be represented on the task force.

Staff from the Department of Planning and Capital Programming will oversee task force activities that will incorporate a process similar to that used in boundary studies and other facility planning activities. In this process, task force members will develop criteria that they believe are important to the phased implementation of the full-day kindergarten program. Once the criteria have been developed, Montgomery County Public Schools (MCPS) staff will prepare policy-level approaches (not detailed school-by-school plans) as to how the

full-day kindergarten program should be implemented. Similar to other processes, staff will develop up to a maximum of 10 high-level approaches that will be considered by the task force. With two rounds of approaches developed, staff will ask each of the task force members to evaluate each approach based on how well each one meets the criteria developed by the task force. The task force will submit a report for Dr. Weast's consideration in early June 2003.

As part of the process, staff will hold two community-wide meetings—one meeting early in the process to inform the community about the task force charge and timeline and the second near the end of the process to inform the community about the approaches considered by the task force. Feedback on the approaches considered by the committee will be requested from community members who attend the second community-wide meeting. Position papers will be requested from PTAs and other groups represented on the task force.

The task force will meet from February to May 2003, and will submit a report to the superintendent in early June 2003. The superintendent will make a recommendation for expanding full-day kindergarten as part of the FY 2005–2010 CIP and FY 2005 Operating Budget. Board of Education action on the scheduled implementation would occur as part of the CIP in November 2003 and the Operating Budget in February 2004. Implementation of the expansion of full-day kindergarten would begin in September 2004, with completion in September 2007. Given a four-year rollout schedule, approximately 17 schools per year would need to prepare classrooms and receive staffing to fully implement a full-day kindergarten program in all MCPS elementary schools.

Re: **DISCUSSION**

Mrs. O'Neill noted that she, Ms. Cox and Mr. Felton had a conversation that there was a need to look at the roll out of all-day kindergarten to meet the state's timeline, and there needs to be community input.

Ms. Cox asked if there would be a representative of the Office of Curriculum and Instructional Programming on the task force. Dr. Williams promised to select a representative. Ms. Cox commented that this process needs to be driven by the importance of instructional achievement, as well as facilities.

Ms. Cox inquired if there were examples of differences between policy level approaches and whether or not the criteria developed by the task force would be arranged by priority. Mr. Lavorgna explained that the task force's criteria would be used to create different approaches to implementation, such as a combination of FARMS and ESOL for a cluster rather than getting into the detail of what that would mean for each school. Another plan could be a recommendation for five years or a set of criteria that could be applied each year to identify the next 17 schools.

Mr. Romero asked if the cluster representatives would be from MCCPTA or other groups. Mr. Lavorgna replied that there would be one cluster representative from MCCPTA where there are no all-day kindergartens, and there will be representatives for other umbrella organizations.

Mr. Lange was pleased with the broad representative, and he was especially pleased that Action in Montgomery was engaged in the process.

Mr. Burnett was concerned about facilities for those schools that will not be able to handle all-day kindergarten. What approaches will be utilized to address that issue? Mr. Lavorgna thought there were a couple of possibilities: (1) where there are capital projects planned, all-day kindergarten would not be implemented until the project is completed, and (2) relocatables.

Mrs. O'Neill commented that some schools do not have the space to accommodate relocatables to implement all-day kindergarten. That situation needs to be examined closely.

Re: **SECOND-YEAR EVALUATION OF THE TEACHER PROFESSIONAL GROWTH SYSTEM**

Dr. Weast invited the following people to the table: Ms. Darlene Merry, associate superintendent, OSD; Dr. Elizabeth Arons, associate superintendent, Office of Human Resources; Dr. Edward Shirley, president, MCAASP; Mr. Mark Simon, president, MCEA; Dr. Julia Koppich, consultant; Dr. Karen Kortecamp, George Washington University, education professor and researcher; and Ms. Suzanne Merchlinsky, research specialist, Office of Shared Accountability.

Montgomery County Public Schools is in its third and final phase of implementation of the Teacher Professional Growth System (PGS). The comprehensive PGS includes the following components:

- A staff development teacher allocation in all schools
- Staff development substitute teachers to support peer visitation, team planning, and work on professional development plans
- A redesigned teacher evaluation system based on national standards of performance with feedback, a holistic rating, and an analysis of student results
- The Peer Assistance and Review (PAR) program, including consulting teachers for new probationary and underperforming tenured teachers
- Professional training and development coursework for evaluators on observing and analyzing teaching and for teachers on providing skillful teaching
- An emphasis on building a professional learning community in each school to improve student performance

The comprehensive PGS was developed in 1998 and its progress has been updated with presentations to the Board of Education in July 1999, October 1999, February 2000, May 2001, and October 2001.

The Office of Shared Accountability (OSA) and external consultants have evaluated the effectiveness of the PGS. The evaluation of the PGS continues to focus on how the investment of resources over the last three years has led to increased capacity of administrators and teachers to improve teaching and learning and how that improvement has impacted student achievement.

The components of the PGS must be measured in terms of their ability to produce results in each school. The OSA and external researchers have used the professional learning community and increased instructional capacity in schools as the lenses to develop surveys and to meet with focus groups in their studies. The studies this year were expanded to increase the number of teachers and administrators who were surveyed and to focus on selected schools through intensive case studies.

Three sets of researchers have provided independent assessment of the PGS—Dr. William Cummings and Dr. Karen Kordecamp, George Washington University (GWU) education professors and researchers; Dr. Julia Koppich, author of *United Mind Workers: Unions and Teaching in the Knowledge Society* and national researcher on teacher quality for the National Business Alliance and the U.S. Chamber of Commerce; and Dr. Susan Gross and Ms. Suzanne Merchilinsky from OSA. In addition, Dr. Jonathon Saphier and Ms. Sandra Spooner of Research for Better Teaching, Incorporated (RBT), developed a process to evaluate the quality of the teacher evaluation classroom observation reports and final evaluation summary documents for use in validity studies. The research project is being coordinated by a collaborative oversight committee that includes representatives from the offices of School Performance (OSP), Human Resources (OHR), Staff Development (OSD), and Shared Accountability; the Montgomery County Association of Administrative and Supervisory Personnel (MCAASP); Research for Better Teaching; and the Montgomery County Education Association (MCEA). The committee is co-chaired by Dr. Elizabeth Arons, associate superintendent, OHR, and Mr. Mark Simon, president, MCEA. Dr. Koppich, Ms. Spooner, and representatives from GWU also participate in all oversight committee meetings. The collaborative nature of the design and implementation of this research project, exemplified by the oversight committee, continues the critical and unique collaboration that has characterized the PGS since its inception. The OSA study is comprehensive, touching on all aspects of the PGS; while the GWU assesses the implementation of the staff development teacher program, how the professional learning community is taking hold in selected schools, and the quality of individual and team professional development plans for teachers.

The findings from the surveys conducted by GWU and OSA show that MCPS continues to be on the right track in the processes and supports put in place, and that the PGS is having a positive impact on the quality of teaching and learning. Ms. Koppich will be

sharing a number of findings and recommendations from her analysis of the data. Some of the highlights from the research findings this year that substantiate the progress MCPS is making towards increased teacher capacity are as follows:

Both administrators and teachers have identified staff development teachers, staff development substitutes, and the time to plan with other teachers as the three most value-added initiatives of the PGS.

- More than half the teachers surveyed have indicated that they have improved their repertoire of teaching skills.
- Three-fourths of the teachers felt that their professional development plans were very important to improvement of teaching and that accomplishing their Professional Development Plan goals would improve student learning.
- Ninety percent of administrators reported that they used a variety of data when conferencing with teachers and related classroom instruction to student achievement during all their post-observation conferences.
- Almost 80 percent of administrators indicated that the PAR program made them more willing to document underperforming teachers and provided greater support to new and underperforming teachers.

Major Challenges Ahead

The studies also find a number of areas where mid-course corrections need to be made. The data reveals alignment issues that will be the focus of mid-course corrections. Some of the areas that need to be corrected include connecting professional development plans with teacher evaluations, and the peer and assistance program with the overall PGS. MCPS continues to struggle with implementation issues from last year's findings. The research highlighted the lack of acceptance by many high school teachers in the reform efforts of job-embedded staff development. At all levels, the Professional Development Plan process has not been effective in ensuring teachers' continuous improvement. While other issues from year one have been successfully addressed, these two issues still permeate the findings of the second year as well. The researchers will be highlighting those areas for needed improvement today and will include recommendations for year four of the project. Several collaborative committees are charged with addressing these issues and communicating to administrators and teachers.

The survey results provide context in which staff can reflect on the school system's investment in building teacher capacity and the direction staff needs to take to improve the overall impact of the PGS on student achievement. Combined with an overview presentation from the OSD, the members of the Board of Education will have a complete picture of the workforce excellence initiatives and investment in teacher quality.

Re: DISCUSSION

Mrs. O'Neill asked how the district measured the system, and what is the vision of the developers? Dr. Koppich thought that employee satisfaction surveys are important because the district wants satisfied teachers and principals who are engaged in education. The district can evaluate good professional development that is job embedded and teacher directed. This year staff will review the PAR program to measure its effectiveness in counseling weak teachers and providing assistance and preparing new teachers for independent practice.

Mrs. O'Neill noted that a modifier for next year is that the consulting teacher will take the lead role with the new teacher. Dr. Koppich replied that if there is a consulting teacher, the staff development teacher should not work with that beginning teacher, but rather the entire teaching staff. Ms. Merry noted that the consulting teacher is the project manager and provides supervision to support the principal.

Mr. Lange asked Dr. Shirley to comment on his views of the consulting teacher as an evaluator. Dr. Shirley replied that at the high school level there is a resource teacher. There is enough work to go around, but the roles need to be defined in supporting new teachers. Mr. Lange asked him to reflect on the elementary school. Dr. Shirley thought the conflict would be between the principal, staff developer, consulting teacher, and mentor. It is a question of getting everyone on the same page. The consulting teacher could take the lead in working with the new teacher and the principal could back off. However, the principal should evaluate a beginning teacher.

Ms. Cox asked Dr. Arons what she meant by "right sizing" and does staff believe consulting teachers are used consistently across the system by principals. She thought that underachieving schools would seek more help. Dr. Arons replied that a consulting teacher has 16 clients, but an underachieving teacher is weighted since that person would require more time and preparation. Based on the work load at the present time, the system could function with fewer consulting teachers.

Mr. Burnett asked what the lessons learned were from the PAR process. What have the administrators learned that could be applied to their evaluation process? Dr. Shirley replied that there are a lot of questions that have not been answered. Administrators are concerned about supporting underperforming peers. What is the role of peers in a professional growth system for administrators? Whether consulting principals will be utilized will be discussed. Another issue would be whether or not the superintendent and associates would be interested in releasing supervisory authority to a PAR panel.

Mr. Burnett referred to the report that stated that teachers and principals still regard staff development and evaluation as two distinct and separate processes. Dr. Koppich replied that the idea is there is a continuum of improvement and an evaluation should be a conversation on what is going well or could be changed to go well. Over time, the two will

meld together because of the need for professional development as the result of evaluations. Ms. Merry added that professional development is about teaching and the evidence of student learning.

Ms. Cox stated that the Board supports the initiative and are willing to see it through. It is an interesting confluence of efforts to achieve all of the school system's goals. In terms of professional growth and expectations related to home/school communication, the focus is on what is happening in the classroom with the children. What is done to foster a partnership with the parents and the community to support student learning? Is that not a critical element in the evaluation and professional growth? Dr. Arons replied that standards for new teacher performance that are nationally based, MCPS strengthen Standard Four – building a partnership with parents, student, staff, and the community.

Mr. Lange asked about the need for all partners to speak with one voice in defining teacher quality and describing the attributes of a professional learning community. Does everyone define it the same way? Dr. Koppich thought more people have the vocabulary for professional learning community, and there is a general consensus of relationships within and without the school. People need to internalize the process of continual learning with teachers and principals working together to measure student learning.

Mr. Lange asked for information on the acceptance of the process at the elementary level as opposed to that of high school teachers. Dr. Koppich noted that it is difficult to change the methodology used by high school teachers, and it may require a different emphasis.

Mrs. O'Neill pointed out that the report illustrated that the process was very successful at the elementary level and less successful at the secondary level. Clearly, there is a need to look at the high school piece. Mr. Simon thought it was the scale inasmuch as elementary schools have a full-time, trained staff developer to work with a small staff. However, with the same single position at a high school, there are a much larger staff and educational disciplines. This year, data will be gathered from high school teachers to determine for effective implementation strategies. Mr. Burnett remarked that changes in education must come from the elementary level and, hopefully, it will migrate to the secondary level.

Mr. Lange pointed out that there was no data to determine the changing practices in the classroom. Dr. Koppich replied that teachers tell the researchers that their practice has changed as a result of the various components of the professional growth system. However, there has not been a lot of time spent in individual teachers' classrooms to collect data to ascertain what is different.

Ms. Cox asked what feedback has been received about the support the staff development teachers supply for curriculum content, especially as the new curriculum has been rolled out. What is the main source of help for teachers implementing new content who may be struggling? Ms. Merry stated that in the first years staff has focused on instructional

strategies. Since the curriculum has been developed, staff is pulling together within the school teams to provide expertise on the curriculum. It will be evaluated at the end of the current year for evidence of implementation.

Re: **UPDATE ON THE OFFICE OF STAFF DEVELOPMENT**

Dr. Weast invited the following people to the table: Mrs. Darlene Merry, associate superintendent, Office of Staff Development; Mr. Jerry Perlet, principal, Sherwood Elementary School; Mr. Kenneth Williams, principal intern, Sherwood Elementary School; Ms. Donna Sagona, staff development teacher, Sherwood Elementary School; and Ms. Joan Alexander, reading specialist, Sherwood Elementary School.

The Office of Staff Development (OSD) has undergone significant changes in the past three years in order to support the implementation of every MCPS initiative, with a lead focus on the Workforce Excellence Initiative within the *Our Call to Action* plan. In order to ensure the effective and efficient use of both human and material resources, a major realignment of staff development resources occurred this year. Both the team focusing on technology training and development and the staff focusing on content-specific staff development were realigned to the OSD. Through this focusing and honing of resources, the OSD has become a comprehensive office that works closely with every office and school to ensure that staff members are highly prepared to implement the system improvement initiatives. This strong effort toward improving staff proficiency has been highlighted and lauded across the country in the *Journal of Staff Development*, the *District Administrator*, the *New York Times*, *The Washington Post*, *Education World*, and at numerous national conferences, including two National Staff Development Council conferences, one Association for Supervision and Curriculum Development conference, and three National School Board Association conferences. It is clear that staff are on the right track with this focus area and there have been important steps in the right direction. MCPS is in the infancy stages of this major effort, and it is essential that we stay on course to ensure that the most skillful staff are working with students.

The mission of the OSD is the development of a high-performing organization focused on achieving the goals of the school system by strengthening the knowledge, skills, expectations, and practices of the MCPS staff. Because staff members are the most valuable resource, staff has placed an emphasis on increasing their skill level so that they have a broad repertoire of strategies to use, and that they are skillful in matching these strategies to the work at hand. This, in effect, is how staff builds a system in which all children can learn at high levels. A comprehensive approach includes the implementation of the professional growth system for teachers, the development of a professional growth system for administrators, and the development of a competency-based staff development program for supporting services staff.

Through the evaluation of the work of OSD, staff heard many compelling stories about

teachers who, because of need, are taking advantage of programs that have been implemented to build a professional learning community focused on instruction, curriculum, planning, expectations, and evidence of student learning. The case studies accomplished by the George Washington University evaluation team describe numerous examples of the ways that teachers have accessed support in order to improve their instructional practices. Clearly, having more teachers in classrooms does not matter if they are not using the most effective methodologies to promote student learning.

The OSD works in collaboration with all MCPS offices and the three employee associations—Montgomery County Education Association (MCEA), Montgomery County Association for Administrative and Supervisory Personnel (MCAASP), and Montgomery County Council of Supporting Services Employees (MCCSSE) Local 500. It is through the collaborative structures that have been put into place that the major projects related to developing system work and providing professional development and supports have been so successful. Evaluation results, both formative and summative, have indicated that MCPS is heading in the right direction and that these efforts will make a difference to both employee satisfaction and student achievement.

Through a thoughtful process of benchmarking best practices and identifying the research-based processes that have resulted in increasing student achievement, staff has developed a professional learning community that links clear learning targets; a set of strong, common beliefs; and a professional growth system. MCPS has changed the staff development program drastically, making it a balanced approach to building the capacity of all staff.

Re: **DISCUSSION**

Regarding the goals and measures, Ms. Cox noted the relationship between staff development and improving learning. She would like to see the word knowledge added to each goal section. In implementing the methods, she asked if the percentage of *learnings* was self reported based on evaluations or a combination. How is that percentage reported? Ms. Merry replied that staff checks and monitors to ascertain if training is implemented with input from the principals and the Office of School Performance.

Mr. Lange asked about capacity since only 20 percent of first year staff are exposed to extensive training. With all new developments, the Board hears that staff will be trained, such as understanding ESOL and special needs students. How can all this training be addressed? Ms. Merry responded that the school system made a strategic decision to build the capacity of a leadership team at each local school. All staff development teachers have received the *understanding teaching* course with ongoing support.

Mr. Lange was concerned about customer service within the school as well as the first person the child sees in the morning (bus driver). The interface with school personnel can

set the tone for the whole day or set the first impression of the school system. What is provided to staff? Ms. Merry replied that there is a supporting services training and development program to build competencies in customer services.

RESOLUTION NO. 552-02 Re: CLOSED SESSION RESOLUTION

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Dr. Haughey, 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 portions of its meeting on Tuesday, January 14, 2003, in Room 120 of the Carver Educational Services Center to meet in closed sessions 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 November 12, 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 November 12, 2002, from 9:20 to 10:05 a.m. and 1:15 to 2:25 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and/or adjudicated the following appeals: 2002-60 and T-2002-64.
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. 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. 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: Steve Abrams, Mihyar Alnifaidy, Larry Bowers, Kermit Burnett, Sharon Cox, Reggie Felton, Charles Haughey, Roland Ikheloa, Nancy

King, Don Kress, Frieda Lacey, Walter Lange, George Margolies, Pat O'Neill, Brian Porter, Lori Rogovin, Gabe Romero, Glenda Rose, Marshall Spatz, Jerry Weast, and James Williams.

RESOLUTION NO. 553-02 Re: **APPOINTMENTS TO THE BOARD OF EDUCATION'S AUDIT SUBCOMMITTEE**

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

WHEREAS, On September 13, 1978, the Board of Education established an Audit Committee; and

WHEREAS, Eligibility for appointment to the Audit Committee is limited to members of the Board of Education whose remaining terms of office with the Board are equal to or greater than the terms for which they are appointed to this subcommittee; and

WHEREAS, The Audit Committee consists of three members serving staggered terms of three years each, and the term of office begins on the date of the all-day Board meeting in December of the year of appointment and ends three years later on November 30; and

WHEREAS, Mrs. Patricia O'Neill's term expired on November 30, 2002, and one vacancy now exists on the committee; and

WHEREAS, Mr. Stephen Abrams was appointed to serve until November 30, 2004, but that another vacancy exists as a result of his departure from the Board as of December 1, 2002; and

WHEREAS, Mr. Kermit Burnett was appointed to serve until November 30, 2003; and

WHEREAS, Mr. Stephen Abrams' term as chairperson expired on November 30, 2002; now therefore be it

Resolved, That Mr. Gabriel Romero be appointed to serve until November 30, 2004; and be it further

Resolved, That Mr. Reginald Felton be appointed to serve until November 30, 2005; and be it further

Resolved, That Mr. Kermit Burnett serve as chairperson of the Audit Committee until November 30, 2003.

RESOLUTION NO. 554-02

Re: **APPOINTMENTS TO THE BOARD OF
EDUCATION'S LONG-RANGE AND STRATEGIC
PLANNING SUBCOMMITTEE**

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

WHEREAS, On September 8, 1994, the Board of Education established a Subcommittee on Long-Range Planning; and

WHEREAS, On September 12, 1995, the Board of Education changed the name to Subcommittee on Long-Range and Strategic Planning; and

WHEREAS, Eligibility for appointment to the Subcommittee on Long-Range and Strategic Planning is limited to members of the Board of Education whose remaining terms of office with the Board are equal to or greater than the terms for which they are appointed to this subcommittee; and

WHEREAS, The Subcommittee on Long-Range and Strategic Planning consists of three members serving staggered terms of three years each, and the term of office begins on the date of the all-day Board meeting in December of the year of appointment and ends three years later on November 30; and

WHEREAS, Mr. Kermit Burnett's term expired on November 30, 2002, creating a vacancy on the subcommittee; and

WHEREAS, Mrs. Nancy King was appointed to serve until November 30, 2003, but that another vacancy exists as a result of her departure from the Board as of December 1, 2002; and

WHEREAS, Mr. Walter Lange was appointed to serve until November 30, 2004, and;

WHEREAS, Mrs. King's term as chairperson expired on November 30, 2002; and

WHEREAS, The Board desires to expand the membership of the committee on a one-time basis to include the student member; now therefore be it

Resolved, That Mr. Kermit Burnett be appointed to serve until November 30, 2003; and be it further

Resolved, That Mr. Gabriel Romero be appointed to serve until November 30, 2005; and be it further

Resolved, The Mr. Mihyar Alnifaidy, student member, be appointed to serve until the

expiration of his term of office; and be it further

Resolved, That Mr. Walter Lange serve as chairperson of the Subcommittee on Long-Range and Strategic Planning until November 30, 2003.

RESOLUTION NO. 555-02 Re: **APPOINTMENTS TO THE BOARD OF EDUCATION'S RESEARCH AND EVALUATION SUBCOMMITTEE**

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

WHEREAS, On January 14, 1986, the Board of Education established a Subcommittee on Research and Evaluation; and

WHEREAS, Eligibility for appointment to the Subcommittee on Research and Evaluation is limited to members of the Board of Education whose remaining terms of office with the Board are equal to or greater than the terms for which they are appointed to this subcommittee; and

WHEREAS, The Subcommittee on Research and Evaluation consists of three members serving staggered terms of three years each, and the term of office begins on the date of the all-day Board meeting in December of the year of appointment and ends three years later on November 30; and

WHEREAS, Mr. Walter Lange's term expired on November 30, 2002, creating a vacancy on the committee; and

WHEREAS, Ms. Sharon Cox was appointed to serve until November 30, 2003, and Mr. Reginald Felton was appointed to serve until November 30, 2004; and

WHEREAS, Mr. Reginald Felton's term as chairperson expired on November 30, 2002; now therefore be it

Resolved, That Mr. Charles Haughey be appointed to serve until November 30, 2005; and be it further

Resolved, That Mr. Reginald Felton serve as chairperson of the Subcommittee on Research and Evaluation until November 30, 2003.

RESOLUTION NO. 556-02 Re: **APPOINTMENTS TO THE BOARD OF EDUCATION'S POLICY SUBCOMMITTEE**

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

unanimously by members present:

WHEREAS, On November 13, 2001, the Board of Education formally established a Policy Committee when it adopted revisions to Policy BFA (*Policysetting*); and

WHEREAS, The Policy Committee consists of three members serving staggered terms of three years each, and the term of office begins on the day of the all-day Board meeting in December of the year of appointment and—except for these initial appointments—ends three years later on November 30; and

WHEREAS, The Board desires to expand the membership of the committee on a one-time basis to include the student member; and

WHEREAS, Mrs. Nancy King's term expired on November 30, 2002, and one vacancy now exists on the committee; and

WHEREAS, Mrs. Patricia O'Neill was appointed to serve until November 30, 2003, and Ms. Sharon Cox was appointed to serve until November 30, 2004; now therefore be it

Resolved, That Mr. Charles Haughey be appointed to serve until November 30, 2005; and be it further

Resolved, That Mr. Mihyar Alnifaidy, student member, be appointed to serve until the expiration of his term of office; and be it further

Resolved, That Ms. Sharon Cox serve as chairperson of the Policy Committee until November 30, 2003.

RESOLUTION NO. 557-02 Re: **APPOINTMENTS TO THE BOARD OF EDUCATION
ADVISORY COMMITTEE ON FAMILY LIFE AND
HUMAN DEVELOPMENT**

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

WHEREAS, COMAR 13A.04.18 requires that local education agencies have a citizens' advisory committee; and

WHEREAS, Montgomery County has had a Citizens Advisory Committee for Family Life and Human Development since 1970, consisting of representatives of various associations and organizations, community members at large, and student representatives; and

WHEREAS, Adult membership on the committee is for a two-year term; now therefore be it

Resolved, That the following individuals be appointed to serve a two-year term effective January 1, 2003, and ending December 30, 2004:

Alice Bird
Deborah J. Gordis
Madeleine Greenwald
Jill Karpf
Euridice Mejia
Lara Akinbami
Nora Howley
Venattia Vann

RESOLUTION NO. 558-02 Re: **CALENDAR FOR ELECTION OF THE STUDENT BOARD MEMBER**

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

The Montgomery County Region of the Maryland Association of Student Councils (MCR) submits this calendar of major events for the election of the Student Member of the Board of Education for your review.

Calendar of Major Events

Advertising Period – December 2-20, 2002
Filing Period – January 2-24, 2003
Nominating Convention – March 6, 2003
Town Meeting I* – March 6, 2003
Town Meeting II* – March 18, 2003
General Campaign Period – March 7-April 10, 2003
General Election April 10, 2003

*In the event that no more than two eligible students file for the office, two half-day town meetings are held in place of the all day nominating convention.

RESOLUTION NO. 559-02 Re: **MINUTES OF OCTOBER 15, 2002**

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

Resolved, That the Board of Education approve its minutes for the October 15, 2002, business meeting.

RESOLUTION NO. 560-02 Re: **MINUTES OF OCTOBER 21, 2002**

On motion of Ms. Cox and seconded by Mr. Burnett, the following resolution was adopted unanimously by members present and eligible to vote:

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

RESOLUTION NO. 561-02 Re: **MINUTES OF NOVEMBER 13, 2002**

On motion of Ms. Cox and seconded by Mr. Burnett, the following resolution was adopted unanimously by members present and eligible to vote:

Resolved, That the Board of Education approve its minutes for the November 13, 2002, hearing.

RESOLUTION NO. 562-02 Re: **MINUTES OF NOVEMBER 14, 2002**

On motion of Ms. Cox and seconded by Mr. Burnett, the following resolution was adopted unanimously by members present and eligible to vote:

Resolved, That the Board of Education approve its minutes for the November 14, 2002, hearing.

Re: **NEW BUSINESS**

There was no new business.

Re: **ITEMS OF INFORMATION**

The following items were available:

1. Legal Fees Report
2. Construction Progress Report

RESOLUTION NO. 563-02 Re: **ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of December 10, 2002, at 3:45 p.m.

PRESIDENT

SECRETARY

JDW:gr

MONTGOMERY COUNTY BOARD OF EDUCATION SUMMARY SHEET

December 10, 2002

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