

APPROVED
26-2006

Rockville, Maryland
October 23, 2006

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Monday, October 23, 2006, at 7:00 p.m.

Present: Dr. Charles Haughey, President
 in the Chair
 Mr. Steve Abrams
 Ms. Sharon W. Cox
 Ms. Valerie Ervin
 Mrs. Nancy Navarro
 Mrs. Patricia O'Neill
 Mr. Gabriel Romero
 Ms. Sarah Horvitz, Student Board Member
 Dr. Jerry Weast, Secretary/Treasurer

Absent: None

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

RESOLUTION NO. 503-06 Re: **RESOLUTION FOR CLOSED SESSION**

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

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

Resolved, That the Board of Education of Montgomery County conduct a closed session on October 23, 2006, in Room 120 from 6:30 to 7:00 p.m.; and be it further

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

Resolved, That the Board of Education of Montgomery County dedicate part of the closed session on October 23, 2006, to acquit its administrative 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 the meeting continue in closed session until the completion of business.

** Ms. Ervin and Mrs. O'Neill were temporarily absent.

Re: **PLEDGE OF ALLEGIANCE**

"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

RESOLUTION NO. 504-06 Re: **APPROVAL OF THE AGENDA**

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

Resolved, that the Board of Education approve its agenda for October 23, 2006.

Re: **PUBLIC COMMENTS**

The following people testified before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Ruth Jacobs	Condom Use Lesson
2.	Steina Walter	Opt Out of Health Classes
3.	Michelle Turner	8 th Grade Health
4.	Darnell Daisey	Hampshire Greens School Assignment

Mr. Romero asked for the rationale for using references to Food and Drug Administration guidelines in the proposed health education curriculum revision, but not including the warnings.

** Ms. Ervin joined the meeting at this point.

Re: **BOARD/SUPERINTENDENT COMMENTS**

Dr. Weast commented that he, the University System of Maryland Chancellor Britt Kirwan, Montgomery College President Charlene Nunley joined in a ceremony at Thomas S. Wootton High School to sign a memorandum of understanding. The agreement is designed to pave the way for the expansion of partnerships that will give students more opportunities for early exposure to college courses and college life. Through this agreement, the three institutions will work together to increase the number of college-level experiences available for MCPS students. In 2002, MCPS was just beginning to see the potential of early college opportunities for high school students with the College Institute program, a partnership with Montgomery College. Wootton was the first school to host the

program. Gaithersburg High School students also participated at Wootton. It started with just 88 students.

Dr. Weast added that Discovery Space Shuttle Astronaut Lisa Nowak visited two of her former schools last week, Luxmanor Elementary School and Tilden Middle School. She talked to students and staff about her recent space mission. She graduated from the former Charles W. Woodward High School in 1981. She then attended the U.S. Naval Academy, where she majored in aerospace engineering. Her responsibilities in the space mission included the operation of the shuttle's robotic arm.

Dr. Weast remarked that students at Herbert Hoover Middle School and Winston Churchill High School will have a chance to meet another scientific adventurer Dr. Robert Ballard. Dr. Ballard, discoverer of the Titanic, will describe some of his deep-sea discoveries, and his plans for future expeditions during a presentation in the Churchill auditorium. Dr. Ballard is the founder of the JASON Project, which is designed to help students understand the importance of scientific and technical literacy. JASON is a national program that uses a multimedia curriculum for middle school students developed in collaboration with NOAA, NASA, and the National Geographic Society. Among the participants in the program at Churchill will be Senator Barbara Mikulski, who is a longtime supporter of science and technology programs. This year, approximately 60 students at Herbert Hoover Middle School will participate in a science class using JASON materials.

Ms. Horvitz reported that she will hold the second meeting of the Student Advisory Committee. The students have several issues they would like to resolve with the Board's help.

Mr. Abrams reported that he represented the Board of Education at the 60th Anniversary of Montgomery College. Several graduates came back to be honored, and they were entered into the school's hall of fame.

Ms. Cox commented that the Committee for Economic Development did a presentation on teacher recruitment, retention, and satisfaction. That presentation featured a panel of Albert Einstein High School staff and students. They asked questions of those who did the national survey, and they acquitted themselves admirably. Also, Board members attended the Strategic Planning Forum, and she thanked the community for participation of a wide variety of stakeholders. Finally, she thanked staff for the summary of the Strategic Plan highlighting the key elements and targets for educational excellence.

RESOLUTION NO. 505-06

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

On recommendation of the superintendent and on motion of Mr. Abrams seconded by Mr. Romero, the following resolution was adopted unanimously by members present:#

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

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

4191.1	Color Laser Printing System	
	<u>Awardee</u>	
	IKON Office Solutions	\$ 81,527
4194.1	Flexible Spending Account and COBRA Program and Services	
	<u>Awardee</u>	
	SHPS	\$ <u>50,000</u>
TOTAL PROCUREMENT CONTRACTS OVER \$25,000		\$131,527

RESOLUTION NO. 506-06 Re: **ARCHITECTURAL APPOINTMENT—CASHELL
ELEMENTARY SCHOOL MODERNIZATION**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services during the design and construction phases for the Cashell Elementary School modernization; and

WHEREAS, Funds for architectural planning were programmed as part of the FY 2007 Capital Budget; and

WHEREAS, An Architect Selection Committee, utilizing procedures adopted by the Board of Education on April 20, 2006, identified Zavos Architecture + Design as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff has negotiated a fee for these architectural services that includes one minority-owned consulting firm; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Zavos Architecture + Design to provide professional architectural and engineering services for the Cashell Elementary School modernization project for a fee of \$1,140,605.

RESOLUTION NO. 507-06

Re: **ACCEPTANCE OF A. MARIO LOIEDERMAN MIDDLE SCHOOL**

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

WHEREAS, A. Mario Loiederman Middle School was inspected on October 6, 2006; now therefore be it

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

RESOLUTION NO. 508-06

Re: **UTILIZATION OF THE FY 2007 PROVISION FOR FUTURE SUPPORTED PROJECTS FUNDS**

On recommendation of the superintendent and on motion of Mr. Abrams seconded by Mr. Romero, the following resolution was adopted unanimously by members present:#

WHEREAS, The grants qualify for a transfer of appropriation from the Provision for Future Supported Projects, pursuant to the provisions of County Council Resolution No. 15-631, approved May 27, 2006; and

WHEREAS, The projects do not require any present or future county funds; an

WHEREAS, Sufficient appropriation is available, within the FY 2007 Provision for Future Supported Projects, to permit the transfers within state categories; now therefore be it

Resolved, That the superintendent of schools be authorized to receive and expend, within the FY 2007 Provision for Future Supported Projects, as specified below:

<u>Project</u>	<u>Amount</u>
Even Start Family Literacy Program—Montgomery Knolls ES	\$ 184,000
Even Start Family Literacy Program—Gaithersburg ES	195,980
Title III Emergency Immigrant Project	143,665
Tech Prep	<u>179,707</u>
 Total	 <u>\$ 703,352</u>

and be it further

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

RESOLUTION NO. 509-06 Re: **APPROVAL OF 403(B) AND 457(B) DEFINED CONTRIBUTION PROVIDERS**

On recommendation of the superintendent and on motion of Mr. Abrams seconded by Mr. Romero, the following resolution was adopted unanimously by members present:#

WHEREAS, The Montgomery County Board of Education, by Resolutions 334-65, 365-65, and 415-02, has offered a tax-deferred annuity program for its employees since 1965 and a deferred compensation program since 2003 in accordance with Sections §403(b) and §457(b), respectively, of the Internal Revenue Code as amended: and

WHEREAS, A review of the performance and service of defined contribution providers is made every two years to determine whether they should continue or new providers should be added; and

WHEREAS, Having been duly advertised under RFP 1143.3, companies were asked to submit proposals for consideration; and

WHEREAS, An expert consultant, Mercer Investment Consulting, was retained to assist in the evaluation of proposals; and

WHEREAS, Staff completed the evaluation by combining Mercer's analysis with data on provider performance and employee participation; and

WHEREAS, Evaluation results and recommendations were presented to and approved by members of both the Joint Employee Benefits Committee and the Board of Education Audit Committee; now therefore be it

Resolved, That the following nine companies previously approved by the Board of Education be continued as defined contribution providers:

- AIG/VALIC, Houston, Texas
- Citigroup Smith Barney, New York, New York
- Fidelity Investments Tax-Exempt Services Company, Marlborough, Massachusetts
- ING Financial Services, Hartford, Connecticut
- Lincoln Financial Group, Philadelphia, Pennsylvania
- Lincoln Investment Planning, Wyncote, Pennsylvania
- MetLife Resources, New York, New York
- T. Rowe Price Associates, Inc., Baltimore, Maryland
- TIAA-CREF, New York, New York

and be it further

Resolved, That three providers, Ameriprise Financial, The Hartford, and Wachovia Securities be removed from the list of approved providers effective January 1, 2007; and be it further

Resolved, That nothing in these resolutions should be deemed to constitute the Board's recommendation of one provider over another, or the Board's recommendation or endorsement of any particular investment product offered by an approved defined contribution provider; and be it further

Resolved, That the Board of Education hereby authorizes the appropriate individuals to take such further actions and execute such documents as may be necessary or advisable to effect these resolutions; and be it further

Resolved, That all defined contribution providers will meet MCPS marketing guidelines for solicitation, conduct, and disclosure of costs, and that any carrier violating these guidelines will lose the right to conduct business with the Montgomery County Public Schools.

RESOLUTION NO. 510-06 Re: HUMAN RESOURCES APPOINTMENT

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

Resolved, That the following personnel appointment be approved effective October 24, 2006:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Julie S. Hall	Acting Administrative Assistant Office of School Performance	Administrative Assistant Office of School Performance

Re: UPDATE ON CIP/ENROLLMENT

Dr. Weast invited the following staff to the table: Mr. Richard Hawes, director, Department of Facilities Management; and Mr. Bruce Crispell, director, Division of Long-range Planning.

This year's annual update on enrollment included preliminary enrollment and demographic trends affecting future enrollment. The presentation also included an overview of school facility issues and the upcoming FY 2008 Amendments to the FY 2007–2012 Capital Improvements Program.

Re: DISCUSSION

Mr. Abrams made several points about the housing market, including the escalating prices of homes, condo conversions, rental properties, and turnover.

Ms. Ervin noted that briefings show a political atmosphere against immigrants. It is how the terminology is used, and that verbiage should be reviewed and revised. Dr. Weast stated that the community needs to consider housing issues and concentrated areas of poverty as they apply to the school system.

Mrs. Navarro thought it was remarkable that the median price of housing has skyrocketed over the past several years. However, there is a concentration of poverty even without affordable housing, and children enter school at a high FARMS (free and reduced-price meals system) rate.

Mr. Abrams commented that there are multiple generations living in one dwelling unit. He was curious about the yield of those students into the school system. Mr. Crispell thought that the Park and Planning Commission did a new census that may have captured that information. Dr. Weast stated that the strategy is to have differentiation in budgeting, class size, and student assignment as it relates to instruction. Furthermore, there needs to be a multi-agency approach to deal with these issues.

Ms. Cox remarked that the school system has recognized this trend and establishes programs to provide services to children. If the school system works with the County Council to address concentrations of poverty, how does the system provide services to children who are spread throughout the county/ Dr. Weast thought that was a challenge, but it has to be done. He is worried about African American and Latino student performance; these students are concentrated in 60 schools. There has to be differentiated instruction with high expectations to address their needs.

Mrs. Navarro thought that other agencies should serve this population, such as health care. There ought to be a collaborative and comprehensive approach throughout Montgomery County's agencies.

Mr. Abrams pointed out that it has been up to the school system to build the schools. However, it could be a developer responsibility under Adequate Public Facilities. Is there anything to preclude MCPS from accepting a facility built to meet MCPS standards that was managed and constructed privately? Would the same procurement rules apply? Dr. Weast stated that this concept has been reviewed, and private builders cannot build a school cheaper or quicker than MCPS. Mr. Romero commented that the project is too large for a development builder.

Ms. Cox pointed out that the Board participates with the Maryland Association of Boards of Education to increase funding since all boards are in the same situation. The same message is going to all Maryland legislators.

Mr. Abrams stated that it is the same complaint of all school districts, especially the funding of special education by the federal government.

** Mrs. O'Neill joined the meeting at this point.

Re: **TENTATIVE ACTION ON POLICY IEB, *MIDDLE SCHOOL EDUCATION***

On recommendation of the Policy Committee, the following resolution was placed on the table:

WHEREAS, The Board of Education is committed to producing a challenging and comprehensive middle school program that includes high expectations for academic achievement for all students; and

WHEREAS, The Board of Education recognizes that the middle years are pivotal in defining each child's academic, social, and emotional development and determining his or her future success; and

WHEREAS, The Board of Education Policy Committee has considered and recommended revisions to Policy IEB, *Middle School Education*; and

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

Resolved, That the Board of Education take tentative action on Policy IEB, *Middle School Education*; and be it further

Resolved, That Policy IEB, *Middle School Education*, be sent out for public comment.

Middle School Education

A. PURPOSE

The middle years are pivotal in defining each child's academic, social, and emotional development and determining their future success. As such, the Board of Education is committed to producing a challenging and comprehensive middle school program that includes high expectations for academic achievement for all students; an environment supportive of the social and emotional development of students in

Grades 6, 7, and 8; and the basis for continuous improvement in teaching and learning.

Middle school is an opportunity for students to develop confidence, competence, and independent decision making skills in a culture that supports students being willing to challenge themselves academically. With a rigorous curriculum and instruction designed for adolescents, middle school can maximize success for students as they prepare for rigorous middle and high school standards as they transition to high school, post secondary education, and the world of work.

The Board considers partnerships with parents, families, and the community vital components of the educational process. It recognizes that enhancing and maintaining such partnerships, particularly with groups reflecting the diversity of the community, is an effective way to promote academic achievement as well as support the intellectual, social, emotional, and physical growth of students in their middle learning years.

B. ISSUE

Middle school is a critical juncture in the process in which students develop an academically challenging appropriate comprehensive plan that meets high school graduation requirements and reflects post secondary goal setting. Therefore, a middle school program that includes a comprehensive curriculum; a rigorous, differentiated instructional program; a highly qualified and committed staff and leadership; a collaborative yet flexible organizational structure; and opportunities for an engaged parental and stakeholder community is essential to ensuring success for every student in Montgomery County Public Schools (MCPS). MCPS must accomplish this goal within the context of its diverse community with a variety of educational needs.

C. POSITION

The following elements are necessary for establishing and maintaining a rigorous instructional program that meets the needs of adolescent learners:

1. School Culture

To develop a culture that fosters intellectual development, citizenship, responsibility, and mutual respect, schools will collaborate with parents and other members of the community to:

- a. Provide a stimulating and supportive environment in which students are expected, encouraged, and given opportunities to learn and succeed at high levels

- b. Encourage all students to pursue intellectually challenging courses
- c. Maintain a well-managed, safe and nurturing environment which encourages positive relationships among students and between adults and students
- d. Promote cultural competence amongst students, and staff, and school community regarding individual differences such as race, color, gender, religion, ancestry, national origin, marital status, age, disability, or sexual orientation
- e. Facilitate communication with the community, including, whenever feasible, in the languages spoken in the community
- f. Engage parents in meaningful ways that support learning, emphasize the necessity of long-range educational planning, and result in higher levels of student achievement
- g. Work to support and ensure equitable opportunities for all students to benefit from academic programs and school activities

2. Curriculum, Instruction, and Assessment

MCPS' approach to curriculum, instruction, and assessment will ensure a high level of challenge for all middle school students and meet the unique needs of the adolescent learner. Technology will be integrated into curriculum, instruction, and assessment to build or strengthen students' interest and skills in the use of technology.

- a. The middle school curriculum will be consistent with Policy IFA, *Curriculum*, and Regulation IFA-RA, *Curriculum*, and will include:
 - 1) The written curriculum as presented in the curriculum framework and in the curriculum guides
 - 2) The taught curriculum as implemented by teachers with students
 - 3) The learned curriculum as demonstrated by assessments of student performance
 - 4) The ongoing professional development needed to ensure consistent implementation, monitoring, and supervision

- 5) The monitoring of curriculum implementation by all teachers, administrators, and central services staff
- b. Instructional practices will incorporate a variety of methods, strategies, and resources, such as technology, that encourage students to be active and engaged learners and will align with relevant MCPS policies, such as IKA: *Grading and Reporting*, IOA: *Gifted and Talented Education*, IOD: *Education of English Language Learners*, and IOB: *Education of Students with Disabilities* .
- 1) Programmatic and instructional decisions will lead to a long-term plan for a comprehensive high school education and will be based on a variety of factors, including, but not limited to, student and parent interests, student motivation, and analysis of student performance data in relation to established benchmarks.
 - 2) Students will utilize technology to demonstrate mastery and monitor their own academic progress.
 - 3) In order to enable students to function and compete in a global society and prepare them for advanced level mathematics, science, and technology, all students, particularly those that reflect the diversity of the community, must have access to and instruction in technology.
 - 4) Differentiated instructional practices will include acceleration, supports for improving student performance, enrichment, and other strategies as needed to foster intellectual growth. Such practices will address learning styles, as well as physical, social, and emotional differences among students.
 - 5) In both the planning and the implementation of instruction, middle schools will utilize the special skills of all general, alternative, English Speakers of Other Languages (ESOL), and special education staff members.
 - 6) Instructional practices should provide leadership opportunities for students as well as promote student discourse.
 - 7) Student service learning requirements will provide students with the opportunity to learn in community and other non-school settings.

- c. Assessment practices, as explained in Policy IKA: *Grading and Reporting*, are an important aspect of the instructional cycle.
- 1) Teachers will use pre and formative assessments, as well as summative assessments, to communicate achievement standards to students, plan and deliver instruction to meet learning goals, provide timely feedback to students on their performance, and offer additional opportunities for students to learn and demonstrate learning.
 - 2) A comprehensive assessment program, which is aligned with county, state, and national standards, will include:
 - (a) Fair representation of a student's performance on a variety of measures over time
 - (b) Evidence of student learning, which teachers collect over time using a variety of methods
 - (c) Meaningful feedback on student achievement to students, parents, teachers, administrators, and the school system
 - (d) Clear and timely communication to parents and students as to the grading criteria
 - (e) Consistency within and among schools
 - 3) Reteaching and reassessment are an integral part of a rigorous instructional cycle that promotes learning. Reassessment procedures are fair, promote effective teaching and learning, and are manageable within the instructional cycle.

3. Organizational Structure

The organizational structure of a high achieving middle school will optimize time for learning and facilitate opportunities to build positive relationships among students, staff, parents, and community members and facilitate student transition, placement, and program continuity at each level. Effective organizational structures shall include:

- a. Flexible and collaborative organizational structures that incorporate:

- 1) Opportunities for teachers across grade level teams, subject areas, and elective courses to collaborate
 - 2) Opportunities for staff to meet with parents to discuss student progress
 - 3) Intervention and enrichment programs
 - 4) The ability to reconfigure schedules to support unique interdisciplinary units and/or enhanced educational opportunities
- b. Smaller learning communities
 - c. Comprehensive and consistent articulation plans
4. Extended Learning Opportunities

Middle schools can provide coordinated instructional support through academic programs that to assist students in meeting standards as well as providing opportunities for acceleration. Such programs must be built upon positive relationships between students and staff and presented in a way that engage students and meet the needs of diverse learners.

Middle schools' academic extended learning opportunities should be aligned with the curriculum and assist students with meeting or exceeding on or above grade level course expectations.

5. Leadership and Professional Development

The MCPS professional growth systems include regular and systematic opportunities for all administrators, teachers, and support services staff to increase their knowledge, skills, and capacity to continuously improve the teaching and learning process. At the school level, there must be processes in place for:

- a. Monitoring and communicating the school or classroom's vision, mission, goals, and action plans
- b. Working with stakeholders to help create a vision and implement strategies that will support a high-performing organization focused on continuous improvement

- c. Identifying potential leaders to participate in professional growth opportunities designed to enhance the teaching and learning process
- d. Building internal capacities that strengthen the school's ability to meet its vision, goals, and action plans
- e. Provide professional development for staff effective, strategies for communicating with, and engaging all parents to promote increased student achievement

6. Parent and Community Engagement and Communication

Consistent with Policy ABA, *Community Involvement*, Policy ABC, *Parental Involvement*, and Regulation ABC-RA, *Parent Involvement*, parents and community members are critical partners in the social and intellectual development of students. This partnership will benefit from:

- a. Opportunities for parents and families to increase their ability to support the academic achievement of their children
- b. Extend opportunities to parents for input, feedback, and involvement in decision making regarding the academic, social, and co-curricular, programs
- c. Frequent two-way communication between families and schools to provide information and solicit feedback regarding an individual child's progress, as well as local and system-wide policies, regulations, and practices in the language spoken in the community, whenever feasible
- d. Varied opportunities for families and community members to be involved in student and school projects, activities, and events
- e. Collaborative relationships with local businesses, community organizations, other agencies, and institutions of higher learning to support student success and parent involvement

7. Human Resources

It is critical that middle school staff possess the knowledge, skills, and content expertise required to meet the needs of middle school students. Practices to recruit, attract, and retain highly qualified middle school teachers must be implemented to address academic performance and the individual needs of schools. Such needs may include, but are not limited to, Free and

Reduced-price Meals System participation, mobility, students with disabilities, and English language learners.

At each individual school, staff will:

- a. Be highly qualified in core academic subjects and able to balance content with instructional methods
- b. Communicate high expectations for all students
- c. Create opportunities for professional learning communities to improve teaching and learning
- d. Be knowledgeable about the developmental characteristics of adolescents and be committed to the concept that all students can learn
- e. Develop relationships with students that will engage them in the learning process
- f. Develop relationships between parents and staff to support the educational process
- g. Reflect, to the extent possible, the diverse population of MCPS

D. DESIRED OUTCOMES

1. An educational program that emphasizes academic achievement
2. Core subjects, elective courses, and special interest activities that are integrated into every aspect of the middle school program and accessible to all students
3. Programs, courses, and learning experiences that prepare students to transition successfully to high school, postsecondary education, and the world of work
4. Partnerships with students, staff, parents, and families that support and encourage academic achievement, and the intellectual, social, emotional, and physical growth of students in their middle learning years
5. A culture that fosters intellectual development, as well as citizenship, responsibilities, and mutual respect among students

E. REVIEW AND REPORTING

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

RESOLUTION NO. 511-06 Re: **AMENDMENTS TO THE TENTATIVE ACTION ON POLICY IEB, *MIDDLE SCHOOL EDUCATION***

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

Resolved, That the Board of Education amend Policy IEB at A. to read:

As such, the Board of Education is committed to producing a challenging and comprehensive middle school program **as the basis for continuous improvement in teaching and learning.** ~~that Such a program~~ includes high expectations for academic achievement for all student **and** an environment supportive of the social and emotional development of students in Grades 6, 7, and 8. ~~and the basis for continuous improvement in teaching and learning.~~

and be it further

Resolved, That the Board of Education amend Policy IEB at A. to read:

Middle school is an opportunity for students to develop confidence, competence, and independent decision making skills in a culture that supports students being willing to challenge themselves academically **and explore their interests.** With a rigorous curriculum, ~~and instruction designed for adolescents,~~ **and extracurricular activities,** the middle school **program** can maximize success for students as they prepare for rigorous ~~middle and~~ high school standards ~~as they~~ **and the** transitions to high school, post secondary education, and the world of work.

and be it further

Resolved, That the Board of Education amend Policy IEB at B. to read:

Therefore, a middle school program that includes a comprehensive curriculum; a rigorous, differentiated instructional program; a highly qualified and committed staff and leadership; a collaborative yet flexible organizational structure; **extracurricular activities;** and opportunities for an engaged parental and stakeholder community is essential to ensuring success for every student in Montgomery County Public Schools (MCPS).

and be it further

Resolved, That the Board of Education amend Policy IEB at C.1.b. to read:

Encourage all students to pursue intellectually challenging courses **and participate in extracurricular activities**

and be it further

Resolved, That the Board of Education amend Policy IEB at C.2.b.2) to read:

Students will utilize technology **across the curriculum** to demonstrate mastery and monitor their own academic progress.

and be it further

Resolved, That the Board of Education amend Policy IEB at C.2.b.3) to read:

In order to enable students to function and compete in a global society and prepare them for **using technology across curriculum** ~~advanced level mathematics, science, and technology~~, all students, particularly those **who** ~~that~~ reflect the diversity of the community, must have access to and instruction in technology.

and be it further

Resolved, That the Board of Education amend Policy IEB at C.2.c.1) to read:

Teachers will use pre-**assessments** and formative assessments, as well as summative assessments, to communicate achievement standards to students, plan and deliver instruction to meet learning goals, provide timely feedback to students on their performance, and offer additional opportunities for students to learn and demonstrate learning.

and be it further

Resolved, That the Board of Education amend Policy IEB at C.4. to read:

Additionally, extracurricular activities should provide students opportunities to explore their interests. These extracurricular activities, such as participation in the arts, competitive and non-competitive athletics and other clubs, will enhance students' social and emotional development and encourage a more complete engagement in school.

Alternative Language A

Middle schools have an obligation to provide and communicate opportunities for all students to participate in extracurricular activities by ensuring that there are a range of possibilities, including extracurricular activities with an open enrollment that do not require academic eligibility. For those students who are not academically eligible, the school will provide the necessary academic support to ensure their success.

Alternative Language B

Middle schools should provide and communicate opportunities for all students to participate in extracurricular activities by ensuring that there are a range of possibilities, including extracurricular activities with open enrollment that do not require academic eligibility.

and be it further

Resolved, That the Board of Education amend Policy IEB at D.3. to read:

Programs, courses, **activities**, and learning experiences that prepare students to transition successfully to high school, postsecondary education, and the world of work

RESOLUTION NO. 512-06

Re: **TENTATIVE ACTION ON POLICY IEB, *MIDDLE SCHOOL EDUCATION***

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WHEREAS, The Board of Education recognizes that the middle years are pivotal in defining each child's academic, social, and emotional development and determining his or her future success; and

WHEREAS, The Board of Education Policy Committee has considered and recommended revisions to Policy IEB, *Middle School Education*; and

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

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Resolved, That Policy IEB, *Middle School Education*, be sent out for public comment.

Middle School Education

A. PURPOSE

The middle years are pivotal in defining each child's academic, social, and emotional development and determining their future success. As such, the Board of Education is committed to producing a challenging and comprehensive middle school program as the basis for continuous improvement in teaching and learning. Such a program includes high expectations for academic achievement for all students and an environment supportive of the social and emotional development of students in Grades 6, 7, and 8.

Middle school is an opportunity for students to develop confidence, competence, and independent decision making skills in a culture that supports students being willing to challenge themselves academically and explore their interests. With a rigorous curriculum, and extracurricular activities, the middle school program can maximize success for students as they prepare for rigorous high school standards and the transitions to high school, post secondary education, and the world of work.

The Board considers partnerships with parents, families, and the community vital components of the educational process. It recognizes that enhancing and maintaining such partnerships, particularly with groups reflecting the diversity of the community, is an effective way to promote academic achievement as well as support the intellectual, social, emotional, and physical growth of students in their middle learning years.

B. ISSUE

Middle school is a critical juncture in the process in which students develop an academically challenging, appropriate and comprehensive plan that meets high school graduation requirements and reflects post secondary goal setting. Therefore, a middle school program that includes a comprehensive curriculum; a rigorous, differentiated instructional program; a highly qualified and committed staff and leadership; a collaborative yet flexible organizational structure; extracurricular activities; and opportunities for an engaged parental and stakeholder community is essential to ensuring success for every student in Montgomery County Public Schools (MCPS). MCPS must accomplish this goal within the context of its diverse community with a variety of educational needs.

C. POSITION

The following elements are necessary for establishing and maintaining a rigorous instructional program that meets the needs of adolescent learners:

1. School Culture

To develop a culture that fosters intellectual development, citizenship, responsibility, and mutual respect, schools, will collaborate with parents and other members of the community to:

- a. Provide a stimulating and supportive environment in which students are expected, encouraged, and given opportunities to learn and succeed at high levels
- b. Encourage all students to pursue intellectually challenging courses and participate in extracurricular activities
- c. Maintain a well-managed, safe and nurturing environment which encourages positive relationships among students and between adults and students
- d. Promote cultural competence amongst students, staff, and school community regarding individual differences such as race, color, gender, religion, ancestry, national origin, marital status, age, disability, or sexual orientation
- e. Facilitate communication with the community, including, whenever feasible, in the languages spoken in the community
- f. Engage parents in meaningful ways that support learning, emphasize the necessity of long-range educational planning, and result in higher levels of student achievement
- g. Work to support and ensure equitable opportunities for all students to benefit from all academic programs and school activities

2. Curriculum, Instruction, and Assessment

MCPS' approach to curriculum, instruction, and assessment will ensure a high level of challenge for all middle school students and meet the unique needs of the adolescent learner. Technology will be integrated into curriculum, instruction, and assessment to build or strengthen students' interest and skills in the use of technology.

- a. The middle school curriculum will be consistent with Policy IFA, *Curriculum*, and Regulation IFA-RA, *Curriculum*, and will include:
 - 1) The written curriculum as presented in the curriculum framework and in the curriculum guides
 - 2) The taught curriculum as implemented by teachers with students
 - 3) The learned curriculum as demonstrated by assessments of student performance
 - 4) The ongoing professional development needed to ensure consistent implementation, monitoring, and supervision
 - 5) The monitoring of curriculum implementation by all teachers, administrators, and central services staff

- b. Instructional practices will incorporate a variety of methods, strategies, and resources, such as technology, that encourage students to be active and engaged learners and will align with relevant MCPS policies, such as IKA: *Grading and Reporting*, IOA: *Gifted and Talented Education*, IOD: *Education of English Language Learners*, and IOB: *Education of Students with Disabilities* .
 - 1) Programmatic and instructional decisions will lead to a long-term plan for a comprehensive high school education and will be based on a variety of factors, including, but not limited to, student and parent interests, student motivation, and analysis of student performance data in relation to established benchmarks.
 - 2) Students will utilize technology across curriculum to demonstrate mastery and monitor their own academic progress.
 - 3) In order to enable students to function and compete in a global society and prepare them for using technology across curriculum, all students, particularly those who reflect the diversity of the community, must have access to and instruction in technology.
 - 4) Differentiated instructional practices will include acceleration, supports for improving student performance, enrichment, and

other strategies as needed to foster intellectual growth. Such practices will address learning styles, as well as physical, social, and emotional differences among students.

- 5) In both the planning and the implementation of instruction, middle schools will utilize the special skills of all general, alternative, English Speakers of Other Languages (ESOL), and special education staff members.
 - 6) Instructional practices should provide leadership opportunities for students as well as promote student discourse.
 - 7) Student service learning requirements will provide students with the opportunity to learn in community and other non-school settings.
- c) Assessment practices, as explained in Policy IKA: *Grading and Reporting*, are an important aspect of the instructional cycle
- 1) Teachers will use pre-assessments and formative assessments, as well as summative assessments, to communicate achievement standards to students, plan and deliver instruction to meet learning goals, provide timely feedback to students on their performance, and offer additional opportunities for students to learn and demonstrate learning.
 - 2) A comprehensive assessment program, which is aligned with county, state, and national standards, will include:
 - (a) Fair representation of a student's performance on a variety of measures over time
 - (b) Evidence of student learning, which teachers collect over time using a variety of methods
 - (c) Meaningful feedback on student achievement to students, parents, teachers, administrators, and the school system
 - (d) Clear and timely communication to parents and students as to the grading criteria
 - (e) Consistency within and among schools

- 3) Reteaching and reassessment are an integral part of a rigorous instructional cycle that promotes learning. Reassessment procedures are fair, promote effective teaching and learning, and are manageable within the instructional cycle.

3. Organizational Structure

The organizational structure of a high achieving middle school will optimize time for learning and facilitate opportunities to build positive relationships among students, staff, parents, and community members and facilitate student transition, placement, and program continuity at each level. Effective organizational structures shall include:

- a. Flexible and collaborative organizational structures that incorporate:
 - 1) Opportunities for teachers across grade level teams, subject areas, and elective courses to collaborate
 - 2) Opportunities for staff to meet with parents to discuss student progress
 - 3) Intervention and enrichment programs
 - 4) The ability to reconfigure schedules to support unique interdisciplinary units and/or enhanced educational opportunities
- b. Smaller learning communities
- c. Comprehensive and consistent articulation plans

4. Extended Learning Opportunities

Middle schools can provide coordinated instructional support through academic programs that assist students in meeting standards as well as providing opportunities for acceleration. Such programs must be built upon positive relationships between students and staff and presented in a way that engages students and meets the needs of diverse learners.

Middle schools' academic extended learning