

APPROVED
8-2007

Rockville, Maryland
March 13, 2007

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, March 13, 2007, at 10:00 a.m.

Present: Mrs. Nancy Navarro, President
in the Chair
Mr. Steve Abrams
Mr. Christopher Barclay
Ms. Shirley Brandman
Ms. Sharon Cox
Dr. Judy Docca
Ms. Sarah Horvitz
Mrs. Patricia O'Neill
Dr. Jerry Weast, Secretary/Treasurer

Absent: None

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

RESOLUTION NO. 110-07 Re: **RESOLUTION FOR CLOSED SESSIONS**

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

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

Resolved, That the Board of Education of Montgomery County conduct closed sessions on March 13, 2007, in Room 120 from 9:00 to 10:00 a.m. and 12:15 to 2:30 p.m.; and be it further

Resolved, That the Board of Education of Montgomery County

1. Discuss the Human Resources Monthly Report, as permitted under Section 10-508(a)(1) of the *State Government Article*; and
2. 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 March 13, 2007, 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 the meeting continue in closed session until the completion of business.

Re: **PLEDGE OF ALLEGIANCE**

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

RESOLUTION NO. 111-07 Re: **APPROVAL OF THE AGENDA**

On recommendation of the superintendent and on motion of Mrs. O'Neill seconded by Mr. Abrams, the following resolution was adopted unanimously:

Resolved, That the Board of Education approve its agenda for March 13, 2007.

RESOLUTION NO. 112-07 Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education seek to finally clarify and rectify a dedicated funding source for all of Thornton that is conveyed to the Governor and other appropriate elected officials (the letter from the president should include GCEI).

RESOLUTION NO. 113-07 Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education oppose **HB 593—Public Schools—School Computers—Internet Filters** which would require local boards to adopt and implement policies and procedures to prevent certain minors from using internet services on school computers to access certain obscene or pornographic materials; the policies and procedures must be submitted to the State Superintendent of Schools for review, and county boards must regularly monitor school computers for compliance.

RESOLUTION NO. 114-07 Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education oppose **HB 1023—Education—School Attendance** which would require schools to develop action plans to assess and address needs of habitually truant students and to establish a School Attendance Review Board with specified members from stakeholder groups; the Review Board would meet monthly to identify schools with high truancy or dropout rates and develop strategies to address the problem.

Re: **DISCUSSION**

Ms. Cox requested more information about Montgomery County's interagency work group to address truancy and dropout prevention. What are the measures for success? Who does the group report to? Is there an annual update? Ms. Brandman also asked for data on the community resources.

RESOLUTION NO. 115-07 Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education strongly oppose **HB 1079—Education—Collective Bargaining—Public School Labor Relations Board** which would, among the provisions, establish a Board to administer and enforce the labor relations provisions of the negotiations laws related to collective bargaining for public school employees; require local boards to negotiate with the union on "permissive" subjects of bargaining, thus making them mandatory subjects of bargaining; allow permissive subjects of bargaining to be raised in impasse proceedings; and make the new Board the final decision-maker by removing the final determination of matters subject to negotiation from the public school employer.

RESOLUTION NO. 116-07 Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education oppose **HB 1115—Education—Unexcused Student Absence—Repayment of State Costs** which would require parents or guardians of students to repay to the state the daily per pupil state share of the foundation program for each day of unexcused absence.

RESOLUTION NO. 117-07 Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education strongly support **SB 691—Primary and Secondary Education—School Facilities—Aging Schools Program** which would increase the amount of state aging school program funds that will be allocated to local school systems for FY 2009 and beyond.

RESOLUTION NO. 118-07 Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education support **SB 636—Primary and Secondary Education—School Construction—Green School Buildings Fund** which would establish a Green School Buildings Fund of \$1,000,000 annually for FY 2009 and beyond to provide grants to local school systems to finance the additional costs associated with innovative sustainable design features used in new and modernized facilities.

RESOLUTION NO. 119-07 Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education support **SB 669—Education—Public Charter Schools—Revisions** which would establish a method to determine the allocation of local school system funds (requiring a local board of education to provide 86 percent of the local per-pupil expenditures minus expenditures for special education and student transportation) to a public charter school and clarify other provisions of the Maryland Public Charter School Program; and

Re: **LEGISLATIVE PLATFORM**

Teachers' Retirement System and Teachers' Pension System—Reemployment of Retirees HB 478, HB 562, HB 962—The Montgomery County Board of Education has historically supported legislation that permits utilizing the talents of retired teachers in Maryland's public school classrooms. This includes supporting legislation that adds flexibility for school systems to assign retirees to schools where experience and expertise is needed, including making it possible for school systems to place rehired teachers in critical shortage content areas or in qualifying schools. All three of these bills change the circumstances under which retired teachers and principals can be rehired by their former employers without triggering a reduction of their pension benefits. Each of the bills creates additional and desired flexibility for local schools systems.

Re: **HIGH SCHOOL ASSESSMENTS**

On motion of Mrs. O'Neill and Ms. Navarro and seconded by Mr. Abrams, the following resolution was placed on the table:

WHEREAS, The Montgomery County Board of Education supports the concept of accountability standards that determine student mastery of the curriculum in a fair and equitable manner and has worked diligently over the years to support development and implement the High School Assessments (HSA) program; and

WHEREAS, The Board has closely monitored the progress toward implementing the HSA and has provided input and suggestions in order to assure that the tests are used to monitor individual student and school progress towards meeting the state's goals; and

WHEREAS, State Superintendent Dr. Nancy S. Grasmick has indicated that she will ask the Maryland State Board of Education to delay the graduation requirements tied to the HSA exit exams by two years for students in special education and Limited English Proficiency programs as well as students with certain disabilities such as hearing or vision impairments; and

WHEREAS, The Board continues to be concerned about the impact of the HSA exit exams and HSA linkage with high school graduation on many students who do not fit in the categories outlined by Dr. Grasmick; and

WHEREAS, The Board desires continuing community collaboration and inclusion in order to address the many questions and concerns that have been raised by stakeholders around the state; and

WHEREAS, The Montgomery County Public Schools white paper on Maryland High School Assessments details the Board's concerns and issues that need to be addressed before the HSA exit exams program is implemented; now therefore be it

Resolved, That the Board request that a task force be convened, as a matter of urgency, to review the concerns raised by stakeholders and to make recommendations on linking the tests to graduation requirements; and be it further

Resolved, That the Board request that the Maryland State Board of Education and the Maryland State Department of Education delay linking the HSA program to high school diplomas until all the concerns that have been raised by stakeholders have been addressed.

RESOLUTION NO. 120-07

Re: **AN AMENDMENT TO HIGH SCHOOL ASSESSMENTS**

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

WHEREAS, State Superintendent Dr. Nancy S. Grasmick has indicated that she will ask the Maryland State Board of Education to delay the graduation requirements tied to the HSA exit exams by two years for students in special education and Limited English Proficiency programs as well as students with certain disabilities such as hearing or vision impairments **without providing information about the strategies the state will use to help make these children successful**; and

WHEREAS, The Board continues to be concerned about the impact of the HSA exit exams and HSA linkage with high school graduation on **those students and the** many students who do not fit in the categories outlined by Dr. Grasmick; and

RESOLUTION NO. 121-07 Re: **AN AMENDMENT TO HIGH SCHOOL ASSESSMENTS**

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

Resolved, That the Board request that a task force be convened, as a matter of urgency, to review the concerns raised by stakeholders and to make recommendations on linking the tests to graduation requirements **in keeping with the position the Board of Education took on SB 586/HB 923**; and be it further

RESOLUTION NO. 122-07 Re: **HIGH SCHOOL ASSESSMENTS**

On motion of Mrs. O'Neill and Ms. Navarro and seconded by Mr. Abrams, the following resolution, as amended, was adopted unanimously:

WHEREAS, The Montgomery County Board of Education supports the concept of accountability standards that determine student mastery of the curriculum in a fair and equitable manner and has worked diligently over the years to support development and implement the High School Assessments (HSA) program; and

WHEREAS, The Board has closely monitored the progress toward implementing the HSA and has provided input and suggestions in order to assure that the tests are used to monitor individual student and school progress toward meeting the state's goals; and

WHEREAS, State Superintendent Dr. Nancy S. Grasmick has indicated that she will ask the Maryland State Board of Education to delay the graduation requirements tied to the HSA exit exams by two years for students in special education and Limited English Proficiency programs as well as students with certain disabilities such as hearing or vision impairments without providing information about the strategies the state will use to help make these children successful; and

WHEREAS, The Board continues to be concerned about the impact of the HSA exit exams

and HSA linkage with high school graduation on those students and the many students who do not fit in the categories outlined by Dr. Grasmick; and

WHEREAS, The Board desires continuing community collaboration and inclusion in order to address the many questions and concerns that have been raised by stakeholders around the state; and

WHEREAS, The Montgomery County Public Schools white paper on Maryland High School Assessments details the Board's concerns and issues that need to be addressed before the HSA exit exams program is implemented; now therefore be it

Resolved, That the Board request that a task force be convened, as a matter of urgency, to review the concerns raised by stakeholders and to make recommendations on linking the tests to graduation requirements in keeping with the position the Board of Education took on SB 586/HB 923; and be it further

Resolved, That the Board request that the Maryland State Board of Education and the Maryland State Department of Education delay linking the HSA program to high school diplomas until all the concerns that have been raised by stakeholders have been addressed.

Montgomery County Public Schools High School Assessment White Paper

A collaborative partnership among the Maryland State Department of Education (MSDE) and its local education agencies (LEAs) is essential to the academic success of all students in the state of Maryland. To ensure this success, the partners must closely and critically examine all aspects of the educational system and jointly work towards continuous improvement. It is our shared belief that all of our work is for the benefit of our students' learning. It is this guiding principle that is the foundation of our statewide collaborative partnership.

A crucial element of this educational system is the assessment tool used for LEA accountability and measuring student performance. It is the hope of the Montgomery County Public Schools (MCPS) that this white paper will initiate a meaningful dialogue that specifically addresses the Maryland High School Assessment (HSA) and its relationship to teaching and learning, as well as improved student achievement.

The HSA is intended to assess student learning in four core subjects: English 2; National, State, and Local Government (NSL); algebra/data analysis; and biology. It is imperative that the HSA serve students first, allow high-performing schools to demonstrate their accomplishments, and recognize that the assessment is an educational resource that must meet expectations for high quality. Additionally, equity must be a primary consideration as this examination is undertaken. In order to earn a Maryland High School Diploma, the

graduates in the class of 2009 are required to earn a satisfactory score on the HSA, making it an extremely high-stakes assessment. Therefore, critical examination of how LEAs optimize the potential of the HSA as a lever to advance teaching and learning, as well as MSDE's role in supporting LEAs, is essential.

Every Maryland LEA directs energy and resources towards continuous improvement in teaching and learning. All components of the educational program must be functioning toward greater productivity—eliminating those activities that do not further student achievement. In order for the HSA to contribute to the productivity of all Maryland LEAs, it is imperative that this assessment be aligned with the needs of students and not be ancillary to learning. It is also vital that issues of test administration and reporting not outweigh the potential usefulness of the HSA. And perhaps most importantly, there must be absolute confidence in the quality of this high-stakes assessment. With careful, considered modifications, the HSA could truly operate as intended—a measurement tool for school improvement—rather than simply a barrier to students' graduation.

Within MCPS, we have been engaged in an ongoing discourse on how to best integrate the HSA in a rigorous secondary educational program. Through these discussions, a number of substantive and technical concerns regarding the limitations of the assessments and recommendations for potential improvement have been identified. The following critical issues surrounding the HSA and possible solutions for consideration by the LEAs and the MSDE are put forth in a spirit of continuous improvement and genuine collaboration.

Issue 1—The Test Results Have Limited Instructional Value

Proficiency level reporting is an important accountability measure; however, as the HSAs are currently implemented, they have little use for instructional purposes. Currently, the HSA only provides proficiency level information and scale scores to the local school systems on subtests approximately nine weeks after the test date for Algebra, Biology, and NSL, and 13 weeks for English 2. Therefore,

1. The teachers of these students do not have sufficient information to effectively design and implement interventions and strategies in order to prepare students for the retake.
2. For students whose scores are within a few points of achieving proficient level, they are unaware as to the specific content to focus on when preparing for the retest.

Recommendation: At the district and school levels, the state assessment system must produce expedited itemized score analyses to assist with students' academic improvement. Teachers and students need itemized score analysis, by indicator, in order to develop and implement individual student interventions to ensure proficiency on this high-stakes assessment.

Under federal regulation, 34 CFR 200.2(b)(11-12) and 200.8, the state assessment system is required to produce individual student interpretive, descriptive, and diagnostic reports to help principals, teachers, and parents understand and address students' specific academic needs. The clear intent of this regulation, as well as that of the *No Child Left Behind Act of 2001* (NCLB), is to utilize the assessment data to inform instruction.

Issue 2—The Timeline for Reporting Test Results Is Too Long

MSDE currently requires nine weeks from the date of assessment to score and report results. Students require a shorter turnaround time between assessment and reporting in order to appropriately plan course selection, summer school enrollment, and graduation. The following are examples of how students are currently impacted:

1. If a student does not pass the May administration of the HSA, she/he will not be able to retest until the following January due to the nine-week reporting timeline.
2. If a student passes the course, but fails the May administration of the HSA, she/he will not be enrolled in the course when the retest occurs. Therefore, there is a loss of proximity between content instruction and the reassessment, thereby limiting these results as a meaningful reflection of teaching and learning.
3. The timing of the test and retest imperils the graduation of seniors. If seniors take the May administration, they cannot graduate with their class regardless of their HSA scores due to the MSDE nine-week timeframe for reporting results.
4. The summer administration of the HSA is given before students receive scores from the spring administration. Students do not know if they passed the spring administration in time to make a decision regarding summer school enrollment.

Recommendation: The timeframe between test administration and the reporting of results should be no more than four to five weeks. Spring HSA scores should be made available in time for students to have the opportunity to enroll in summer school. Expedited scoring for seniors should be implemented to ensure a timely graduation.

Issue 3—Testing Flexibility for Re-takers and Make-up Testers

Currently, only two specific days are designated for make-up testing. These limited numbers of make-up testing days are an unnecessary barrier to student and school success. During the school year, make-up days for HSAs are offered on specific, predetermined days and students who are absent may only take the test on one of these designated days. The following are examples of how this policy affects the Maryland LEAs:

1. The inflexibility of this testing window causes numerous students to miss the opportunity to demonstrate mastery of core learning goals in close proximity to the delivery of instruction.

2. The administration guidelines for ordering separate materials for make-up days are unnecessarily burdensome to school staff. Make-up procedures create significant additional paperwork, such as ordering testing materials separately for each make-up day. This further drains limited administrative resources, causing negative collateral impact on instruction.

3. An unintended consequence of the rigid make-up testing schedule is the potential for conflicts with LEAs' preexisting calendars. Many LEAs engage stakeholders in the development of comprehensive annual calendars, and the rigid testing make-up schedule is not supportive of this process. Increased flexibility for make-up testing as described below will ameliorate this issue.

Recommendation: To best support student learning and the retention of course material, testing administrations need to be held in close proximity to the end-of-course instruction. The testing window following summer instruction and/or remediation should occur no later than late September or early October. Offering four testing windows—early fall, mid-winter, early spring, and early summer—each with a make-up window, will provide the necessary opportunities for students to demonstrate mastery of core learning goals. The development of testing security measures would be needed in order to provide multiple testing windows.

Issue 4—Differentiated Approach for Testing and Feedback of English Language Learners and Special Education Students

Ensuring equity and opportunity for English language learners (ELL) and students receiving special education services in the State of Maryland is paramount to the mission of all LEAs. These students frequently need multiple opportunities to pass each of the content area assessments as described in the following:

1. Grade 9 ELLs, who are non-speakers or limited-speakers of English, spend much of the first two years in high school acquiring English language skills. These students are often not exposed to the four content focus areas until their last two years of high school. This creates a compressed, demanding, and inequitable window of limited opportunity for some of our most vulnerable students to master the culturally specific content and pass all four HSAs.

2. Many among our special education student population have areas of specific need requiring additional time and instruction in order to meet standards. In addition, multiple HSA subtest administration may be required in order to demonstrate mastery in each of the content areas.

Recommendation: Offering additional testing windows (up to four per year) will provide these students with the necessary opportunities to demonstrate mastery of the core learning goals. A “partial-pass” system for the demonstrated mastery of subtests would

allow special education and ELL students to focus remediation efforts on the remaining areas of need. It is imperative that MSDE provides the LEAs with timely feedback of test results that include itemized score analysis for meaningful remediation to occur. Just as the Alt-MSA has been developed for the most severely disabled population, MSDE should provide alternate ways to measure academic success and progress in meeting state standards for all students.

Issue 5—Issues Related to Transfer Students

In-State Transfers: Accurately capturing HSA information for transferring students within the state is virtually impossible without a universal identification system. Schools and central office staff must contact previous schools or LEAs to determine prior HSA participation and results for transfer students. The inability to systematically track student scores within the State of Maryland could potentially result in transfer students unnecessarily retaking the HSA due to a delay in verifiable student records reaching the new home school.

Out-of-State Transfers: Issues of individual school accountability may be inappropriately impacted by transfer students due to the following:

1. Students who transfer course credits from other states or private institutions are given the lowest passing score on the related HSA which could jeopardize both a student's opportunity for graduation and a school's ability to achieve AYP.
2. An out-of-state transfer student enrolls in a Maryland LEA in grade 11. The student has already earned credit for Algebra, English 2, and Biology and, in accordance with MSDE guidelines, has been granted the minimum HSA passing scores in these three courses. The student takes the NSL course and attains a minimal, not passing, score. In order to obtain the HSA composite score required for graduation, the student decides to take the Algebra HSA for the first time, in hopes of scoring high enough to compensate for the low NSL score. If this student does not pass this Algebra HSA, her/his chance for graduation may be jeopardized, and the school is penalized with a non-proficient score in AYP calculations for a course they did not teach to the student.
3. Algebra and English 2, which also serve as MSA requirements for the NCLB, could have potentially negative implications for a school's determination of AYP. In the previous example, the student suffers the risk of not graduating, and the school has to absorb a non-proficient score in AYP because the HSA score is listed from a first-time test taker.
4. If a student chooses to take an HSA, with the motivation to meet the graduation requirement through the composite score, current MSDE practice is to include the scores for Algebra and English 2 in AYP calculations, thereby potentially penalizing the school if the student's scores do not meet proficiency. The decision to take or

retake any assessment is for the student's own benefit.

Recommendation:

1. A statewide student identification number is essential to facilitate the seamless tracking of individual student HSA results. The high-stakes value of the HSA on a student's graduation magnifies the critical nature of the concern.
2. MSDE should not use the lowest possible score for transfer students who have not taken the course nor the HSA test in the LEA. This potentially places out-of-state transfer students in peril of not graduating. Additionally, MSDE should not use transfer students' scores for AYP calculations, as the LEAs cannot be held accountable for instruction they did not deliver.

Issue 6—Limited MSDE Online Resources for HSA Preparation

There are minimal resources available for HSA preparation. The only information available for students is the released items from previous HSA tests. MSDE does not provide explanations for correct answers or an item bank of practice assessments.

1. HSA results reported to LEAs, schools, and parents do not provide general diagnostic information on students' strengths and weaknesses. Therefore, no information is available to inform instruction and plan for interventions to prepare students to retake and pass the HSA.

Recommendation: MSDE should prepare an intervention guide for schools as well as a Web site for HSA preparation and practice for all students. Test items from the MSDE Public Released Versions and Continental Press have been enhanced by annotating the questions to include explanation of the question and the answer, creating a more useful test preparation tool for students. This Web site could be used by teachers and tutors working with students, and also be accessed by individual students. Many LEAs have been working on such intervention tools and would be willing to share best practices with MSDE as a small component of a much larger MSDE clearinghouse of resources.

Issue 7—Questionable Quality of the Assessment

The quality of an assessment should not be based solely on its technical merit, but also on how it serves students' educational needs. The HSA does not serve the needs of students for all of the reasons delineated throughout this paper. On technical merits, the HSA does not meet the standard of a high-quality assessment because it does not have reliable student subscores. An additional quality concern is that the HSA has not demonstrated consequential or concurrent validity.

Recommendation: We would strongly recommend that MSDE conduct studies so that a consequence of assessment (e.g., graduation) is an appropriate outcome of what the HSA

intends to measure. It also would be reassuring if HSA test results, associated decisions, and educational outcomes are aligned with the results seen in other assessments used by the local school districts.

Summary

In conclusion, we implore MSDE, in close partnership with its LEAs, to examine the HSA and its relationship to teaching and learning.

This paper outlines the issues identified by MCPS; however, there are certainly other issues impacting other LEAs that require attention. This is particularly important because as the MSDE trend data from 2002–2005 indicates, Asian American and White students consistently outperform African American and Hispanic students on each test of the HSA. Given this multi-year trend, the differentiation rates for these students graduating with a high school diploma will become increasingly pronounced. MCPS is in no way suggesting that standards be lowered, but rather that it is essential that every opportunity be provided to students to meet standards and achieve comparable levels of success on the HSA. We look forward to collaborating with all the Maryland LEAs in partnering with MSDE to ensure that the HSA drives instruction and student achievement.

The High School Assessment (HSA) White Paper was developed through the work of a cross-functional committee.

Re: PUBLIC COMMENTS

The following people testified before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Deborah Murphy	Hampshire Green Boundaries
2.	Dolly Kildee	Summit Hall ES
3.	Brian Roberts	NAACP Parents Council
4.	Crystal Devance Wilson	NAACP Parents Council

Re: DISCUSSION

Regarding the testimony of Ms. Kildee, Ms. Cox asked who will be served by the health center at Summit Hall Elementary School and what the impact would be on the facility.

Re: BOARD/SUPERINTENDENT COMMENTS

Dr. Weast commented that Teresa Goodman, a Spanish teacher at James Hubert Blake High School, had been named this year's Agnes Meyer teacher of the year for Montgomery County. The award is presented by *The Washington Post* each year to one teacher from each Washington area school district. Goodman is recognized for motivating her students

in class, mentoring new teachers, and sponsoring numerous extracurricular activities at Blake, including the SGA and Students Against Destructive Decisions.

Ms. Horvitz reported that the two student-member-of-the-Board (SMOB) finalists had been chosen, and the election will be held on April 25.

Dr. Docca noted that she had attended the African American History celebration with a speaker from South African who spoke about the conditions and training for AIDS. Most Board members participated in Read America, and she visited Broad Acres, Flower Valley, and Montgomery Knolls elementary schools. She attended a meeting at the home of Ms. Teresa Wright, teacher, ESOL Parent Outreach Team, to discuss immigrant concerns and policy.

Ms. Brandman commented that she represented the Board in recognizing the Blue Ribbon school in Montgomery County. Also, she attended a community forum on education sponsored by a local legislative district. It is important to remember that the community is very interested in *No Child Left Behind Act* (NCLB), and the Board should not miss any opportunities to address the issue.

Mr. Barclay commented on the event sponsored by the Magruder High School Hispanic parents. He recognized the Paint Branch Cluster for its presentation during the recent meeting. Recently, he was at a seminar about a day in the life of a pupil personnel worker, which was interesting.

Ms. Cox said she and Mrs. O'Neill attended the AASA conference, and she was pleased to attend workshops on Board and superintendent relationships. Also, there was information on monitoring communication at the school level.

Mrs. O'Neill reported that she represented the Maryland Association of Boards of Education (MABE) at the Learning First Alliance which focused on NCLB with funding and possible corrections. There were several other topics, and she said she would share that information with the Board.

Ms. Navarro remarked that she represented the Board at the Maryland State Boards of Education presidents' dinner. Also, she attended the SMOB convention. She visited the METS class at Broad Acres Elementary. She represented the Board at the 30th Anniversary of the Lincoln Park Historical Foundation.

Re: FINAL ACTION ON POLICY FFA, NAMING SCHOOL FACILITIES

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

WHEREAS, Policy FFA, Naming School Facilities, provides a process by which the Board

of Education adopts official names for county public school facilities after soliciting community preferences; and

WHEREAS, The Board of Education Policy Committee has considered comments from the public on revisions to Policy FFA, Naming School Facilities; and

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

Resolved, That the Board of Education take final action on Policy FFA, Naming School Facilities.

Naming School Facilities

A. PURPOSE

To establish an equitable process by which the Board of Education can assume its responsibility for naming school facilities

B. ISSUE

When it is necessary to open new schools or rename existing school facilities, the Board of Education must have an equitable process to select school names.

C. POSITION

1. It is the responsibility of the Board of Education to adopt official names for county public school facilities. In fulfilling this responsibility, the Board will make every effort to consider community preferences.
2. When a new school site is purchased, or a planning project for a new school facility is initiated, the superintendent will establish a temporary, generic name to designate the site or building for planning purposes. As a new school **facility planning project is initiated**, the Board shall develop a listing of up to four names. The superintendent shall establish a **committee** process through which interested groups in the **area** that the school **is intended** to serve shall recommend, in priority order, preferences from among the listing of names provided by the Board of Education and up to two additional names recommended by the committee.
3. It is preferred that school facilities be named for deceased distinguished persons who have made an outstanding contribution to the community,

county, state, or nation. The Board of Education will give strong consideration to names of women and minorities so that these are equitably represented among county school names.

4. Geographic names may also be considered for new school facilities. These names should be clearly identifying, widely known, and recognized.
5. Although the Board will consider carefully community recommendations for school facility names, the final responsibility for officially naming a school building rests with the Board of Education.
6. The Board of Education welcomes suggestions for school facility names on an ongoing basis. These names will be kept on file by the Board of Education and used as references.
7. If there is strong interest within the community, the Board of Education will consider petitions to rename existing school facilities. If the Board decides to proceed with a renaming, the Board will follow the procedures outlined in Section C.2.
8. If there is strong interest within the community, petitions will be considered for naming a portion of a school facility, to include athletic facilities. The responsibility for naming a portion of a school facility will rest with the superintendent of schools or his/her designee, after careful consideration of community input. Petitions received to name a portion of a school facility to generate financial gain are prohibited unless expressly approved by the Board of Education.

D. DESIRED OUTCOME

An equitable process by which the Board of Education can assume its responsibility for naming school facilities.

E. IMPLEMENTATION STRATEGIES

The superintendent will publish a regulation to implement this policy.

F. REVIEW AND REPORTING

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

FFA, NAMING SCHOOL FACILITIES

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

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

It is the responsibility of the Board of Education to adopt official names for county public school facilities. In fulfilling this responsibility, the Board will make every effort to **consider respect** community preferences.

Re: **AN AMENDMENT TO FINAL ACTION ON POLICY FFA, NAMING SCHOOL FACILITIES**

On motion of Mrs. O'Neill and seconded by Ms. Brandman, the following amendment failed with Ms. Brandman, Dr. Docca, and Mrs. O'Neill voting in the affirmative; Mr. Abrams, Mr. Barclay, Ms. Cox, Ms. Horvitz, and Mrs. Navarro voting in the negative:

Resolved, That the Board of Education strike all new language added to Policy FFA.

Re: **AN AMENDMENT TO FINAL ACTION ON POLICY FFA, NAMING SCHOOL FACILITIES**

On motion of Ms. Brandman and seconded by Mrs. O'Neill, the following amendment failed with Ms. Brandman and Mrs. O'Neill voting in the affirmative; Mr. Abrams, Mr. Barclay, Ms. Cox, Dr. Docca, Ms. Horvitz, and Mrs. Navarro voting in the negative:

Resolved, That the Board of Education Policy FFA at C.4. to read

When naming a school after an individual, it is preferred that school facilities be named for deceased distinguished persons who have made an outstanding contribution to the community, county, state, or nation.

RESOLUTION NO. 124-07

Re: **FINAL ACTION ON POLICY FFA, NAMING SCHOOL FACILITIES**

On motion of the Policy Committee, the following resolution, as amended, was adopted unanimously:

WHEREAS, Policy FFA, Naming School Facilities, provides a process by which the Board of Education adopts official names for county public school facilities after soliciting community preferences; and

WHEREAS, The Board of Education Policy Committee has considered comments from the public on revisions to Policy FFA, Naming School Facilities; and

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

Resolved, That the Board of Education take final action on Policy FFA, Naming School Facilities.

Naming School Facilities

A. PURPOSE

To establish an equitable process by which the Board of Education can assume its responsibility for naming school facilities

B. ISSUE

When it is necessary to open new schools or rename existing school facilities, the Board of Education must have an equitable process to select school names.

C. POSITION

1. It is the responsibility of the Board of Education to adopt official names for county public school facilities. In fulfilling this responsibility, the Board will make every effort to respect community preferences.
2. When a new school site is purchased, or a planning project for a new school facility is initiated, the superintendent will establish a temporary, generic name to designate the site or building for planning purposes. As a new school facility planning project is initiated, the Board shall develop a listing of up to four names. The superintendent shall establish a committee process through which interested groups in the area that the school is intended to serve shall recommend, in priority order, preferences from among the listing of names provided by the Board of Education and up to two additional names recommended by the committee.
3. It is preferred that school facilities be named for deceased distinguished persons who have made an outstanding contribution to the community, county, state, or nation. The Board of Education will give strong consideration to names of women and minorities so that these are equitably represented among county school names.

4. Geographic names may also be considered for new schools facilities. These names should be clearly identifying, widely known, and recognized.
5. Although the Board will consider carefully community recommendations for school facility names, the final responsibility for officially naming a school building rests with the Board of Education.
6. The Board of Education welcomes suggestions for school facility names on an ongoing basis. These names will be kept on file by the Board of Education and used as references.
7. If there is strong interest within the community, the Board of Education will consider petitions to rename existing school facilities. If the Board decides to proceed with a renaming, the Board will follow the procedures outlined in Section C.2.
8. If there is strong interest within the community, petitions will be considered for naming a portion of a school facility, to include athletic facilities. The responsibility for naming a portion of a school facility will rest with the superintendent of schools or his/her designee, after careful consideration of community input. Petitions received to name a portion of a school facility to generate financial gain are prohibited unless expressly approved by the Board of Education.

D. DESIRED OUTCOME

An equitable process by which the Board of Education can assume its responsibility for naming school facilities.

E. IMPLEMENTATION STRATEGIES

The superintendent will publish a regulation to implement this policy.

F. REVIEW AND REPORTING

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

RESOLUTION NO. 125-07

Re: **FY 2008 FEES FOR THE SUMMER SCHOOL AND EVENING HIGH SCHOOL PROGRAMS**

On recommendation of the superintendent and on motion of Mrs. O'Neill seconded by Mr. Abrams, the following resolution was adopted with Ms. Brandman, Ms. Cox, Dr. Docca,

Ms. Horvitz, Mrs. Navarro, and Mrs. O'Neill voting in the affirmative; Mr. Barclay voting in the negative; Mr. Abrams was not at the table:

WHEREAS, The Board of Education approves tuition fees each year for Summer School and Evening High School programs; and

WHEREAS, Summer school revenue-based program costs continue to rise; and

WHEREAS, Student online summer course costs have decreased; and

WHEREAS, The High School Plus Program is distinct from the Evening High School Program; now therefore be it

Resolved, That the summer school revenue-based program full fees be increased by \$25 (from \$300 to \$325 for elementary courses and from \$265 and \$275 to \$290 and \$300 for high school core and non-core courses, respectively); and be it further

Resolved, That the summer school revenue-based program reduced fees be increased by \$15 (from \$65 and \$100 to \$80 and \$115, respectively, depending upon family income); and be it further

Resolved, That the student online summer course fees be decreased by \$65 (from \$365 to \$300); and be it further

Resolved, That the summer school minimal fee-based program and the evening high school course fees be maintained; and be it further

Resolved, That the High School Plus Program offer instruction at no charge to students who failed courses required for graduation, including courses related to the High School Assessments.

Re: **DISCUSSION**

Ms. Brandman noted that there are volunteer programs in individual schools regarding summer or after-school instruction for students who would not be eligible for other programs. She requested information on the best practices of communities that have put together successful programs to support student learning over the summer.

Re: **LUNCH AND CLOSED SESSION**

The Board of Education recessed from 12:05 to 2:35 p.m. for lunch and closed session.

**Mr. Abrams left the meeting.

RESOLUTION NO. 126-07 Re: **CONTRACTS OF \$25,000 OR MORE**

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

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

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

4060.3 Modular Computer Furniture—Extension

Awardees

Contract Furniture Options, Inc.*	\$ 3,555
Douron, Inc.*	160,072
Glover Equipment, Inc.	<u>121,252</u>
Total	\$ 284,879

4062.9 Art Supplies

Awardees

Commercial Art Supply	\$ 17,813
Dick Blick East	6,094
Elgin School Supply Company, Inc.	4,883
Integrity School Supplies*	16,855
Interstate Office Supply Company*	482
Pyramid School Products	70,842
Sax Arts and Crafts	66,826
Standard Stationery Supply Company	29,998
Windtree Enterprises, Inc.	<u>58,607</u>
Total	\$ 272,400

4063.8 Art Tools

Awardees

Commercial Art Supply	\$ 15,558
Elgin School Supply Company, Inc.	244,438
Integrity School Supplies*	13,555
Pyramid School Products	110,626
Sax Arts and Crafts	4,577

	Standard Stationery Supply Company	11,177
	Windtree Enterprises, Inc.	<u>5,957</u>
	Total	\$ 405,888
4064.9	Ceramic Supplies	
	<u>Awardees</u>	
	Campbells Ceramics Supply Company	\$ 57,931
	Pyramid School Products	1,010
	Sax Arts and Crafts	3,831
	Windtree Enterprises, Inc.	<u>2,924</u>
	Total	\$ 65,696
7165.1	Magazine Subscriptions	
	<u>Awardee</u>	
	W.T. Cox Subscriptions, Inc.*	\$ 235,000
9001.5	Door Hardware, Closures, and Exit Devices	
	<u>Awardees</u>	
	Accredited Lock Supply	\$ 73,741
	Blaydes Industries, Inc.	2,000
	Brunswick Door Company	11,255
	Taylor Security and Lock Company, Inc.	<u>174,350</u>
	Total	\$ 261,346
9002.3	Hardware Supplies—Extension	
	<u>Awardees</u>	
	MSF County Services Company	\$ 104,311
	Pikesville Lumber Company	<u>2,802</u>
	Total	\$ 107,113
9015.4	Electrical Supplies and Equipment—Extension	
	<u>Awardees</u>	
	Atlantic Electric Supply Corporation	\$ 21,000
	C.N. Robinson Lighting Supply Company	88,444

	Consolidated Electrical District, Inc.	3,000
	Fastenal Company	11,205
	Grainger, Inc.	16,142
	Graybar Electric Company, Inc.	50,000
	Maurice Electric Supply Company, Inc.	125,000
	United Electric Supply	<u>298,758</u>
	Total	\$ 613,549
9056.6	Baseball Supplies and Equipment	
	<u>Awardees</u>	
	Anaconda Sports, Inc.	\$ 23,276
	Passon's Sports	<u>8,294</u>
	Total	\$ 31,570
9057.8	Basketball Supplies and Equipment	
	<u>Awardees</u>	
	Anaconda Sports, Inc.	\$ 8,721
	Cannon Sports, Inc.*	3,777
	Bill Fritz Sports Corporation	19,930
	Gopher Sport	1,565
	Passon's Sports	22,995
	Sports Stop, Inc.	<u>22,879</u>
	Total	\$ 79,867
9061.6	Field Hockey Supplies and Equipment	
	<u>Awardees</u>	
	Georgi Sports*	\$ 18,578
	Longstreth Sporting Goods*	1,646
	Sports Stop, Inc.	<u>6,138</u>
	Total	\$ 26,362
9163.3	Tennis Court Color Coating and Accessories—Extension**	
	<u>Awardee</u>	
	American Tennis Courts*	\$ 375,000
9342.2	Repair/Replace Exterior Canopy Ceilings—Extension**	

Awardee

Walker Willis/T/A Custom Masonry	\$ 80,000
TOTAL PROCUREMENT CONTRACTS EXCEEDING \$25,000	\$2,838,670

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

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

RESOLUTION NO. 127-07 Re: **PROPERTY CONVEYANCE FOR COUNTY
PEDESTRIAN PATH AT SPRINGBROOK HIGH
SCHOOL**

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

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

WHEREAS, The Montgomery County Government plans to construct an asphalt pathway for safe pedestrian travel along an abandoned right-of-way at the terminus of Valleybrook Drive for access from the adjoining neighborhood to Springbrook High School and Northwest Branch Park; and

WHEREAS, The pathway alignment is planned to traverse a parcel of land titled to the Board of Education legally known as a "Part of Outlot A—Springbrook Estates," consisting of 1.96 acres; and

WHEREAS, The Montgomery County Government has requested that the Board surplus this parcel of land for the construction of the pedestrian path; and

WHEREAS, The Board authorized conveyance of 14,053 square feet of land from Outlot A in 2002 to the Montgomery County Government in connection with a Settlement Agreement for access for an adjacent property owner; and

WHEREAS, The land remaining in the 1.96-acre portion of Outlot A is not needed by the Board of Education for school programming; now therefore be it

Resolved, That the Board of Education declare that the 1.96-acre parcel, legally known as "Part of Outlot A—Springbrook Estates," is no longer needed for school purposes and is hereby declared surplus and, with the approval of the state superintendent of schools, shall be conveyed to Montgomery County.

RESOLUTION NO. 128-07

Re: **GRANT OF UTILITY EASEMENT AT CAPT. JAMES DALY ELEMENTARY SCHOOL**

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

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

WHEREAS, On August 3, 2006, the superintendent of schools approved the installation of a telecommunications monopole at Capt. James Daly Elementary School, located at 20301 Brandermill Drive in Germantown, in accordance with Board Policy ECN, *Telecommunications Transmission Facilities*; and

WHEREAS, Staff negotiated a Lease Agreement with T-Mobile, for the installation of the telecommunications monopole at Capt. James Daly Elementary School; and

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

WHEREAS, The Potomac Electric Power Company and Verizon Maryland, Inc., have jointly requested a grant of a 10-foot-wide utility easement consisting of 0.144 acre of land to install, operate and maintain electric power, distribution, and underground communication facilities to serve the proposed telecommunications monopole; and

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

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

Resolved, That the president and secretary of the Board of Education be authorized to execute a grant of utility easement and right-of-way of 0.144 acre of land to the Potomac Electric Power Company and Verizon Maryland, Inc., at Capt. James Daly Elementary School.

RESOLUTION NO. 129-07

Re: **ACCEPTANCE OF ROSCOE R. NIX ELEMENTARY SCHOOL**

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

WHEREAS, The Roscoe R. Nix Elementary School project was inspected on February 28, 2007; now therefore be it

Resolved, That the Board of Education accept the Roscoe R. Nix Elementary School project 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. 130-07 Re: **ACCEPTANCE OF SARGENT SHRIVER ELEMENTARY SCHOOL**

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

WHEREAS, The Sargent Shriver Elementary School project was inspected on March 6, 2007; now therefore be it

Resolved, That the Board of Education accept the Sargent Shriver Elementary School project 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. 131-07 Re: **CONTRACT EXTENSION OF CLIFTON GUNDERSON LLP AS EXTERNAL AUDITOR**

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

WHEREAS, Clifton Gunderson LLP has agreed to complete the audit for FY 2007 for \$130,200 and the FY 2008 audit for \$132,755 within the required timeframe; now therefore be it

Resolved, That the Board of Education continue the appointment of Clifton Gunderson LLP as the auditor for the FY 2007 Montgomery County Public Schools audit for a fee of \$130,200.

RESOLUTION NO. 132-07 Re: **FINANCIAL MANAGEMENT SYSTEM REVIEW**

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

WHEREAS, The Board of Education recognizes the conversion from legacy to new computer systems poses significant risk to an organization due to requirements for a variety of system changes, production data conversion and migration, and new operational policies and procedures; and

WHEREAS, The external audit contract provides that the Montgomery County Public Schools may require consulting services during the course of the contract period over and above those normally expected in connection with the annual audits; and

WHEREAS, Clifton Gunderson LLP has gained an understanding of the general Montgomery County Public Schools information technology environment through serving the Montgomery County Public Schools on past engagements; and

WHEREAS, Clifton Gunderson LLP has submitted a proposal to complete a review of FMS for the Montgomery County Public Schools for a fee of \$97,600; now therefore be it

Resolved, That the Board of Education engage Clifton Gunderson LLP to conduct a review of the Financial Management System for the Montgomery County Public Schools for a fee of \$97,600.

RESOLUTION NO. 133-07

Re: **ADOPTION OF THE AMENDED AND RESTATED TRUST AGREEMENT FOR THE MONTGOMERY COUNTY PUBLIC SCHOOLS RETIREMENT SYSTEM TRUST AND OBLIGATION OF POST-EMPLOYMENT BENEFITS PLAN TRUST**

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

WHEREAS, The Board of Education Audit Committee recommends revisions to the Montgomery County Public Schools Employees' Retirement and Pension Trust Agreement to be amended to incorporate Section 4.3, Duties of Trustees in Investing and Managing Plan Assets; and

WHEREAS, The Board of Education Audit Committee recommends revisions to the Montgomery County Public Schools Employees' Retirement and Pension Trust Agreement to further revise the existing Trust Agreement to create a Master Trust Agreement that contains two component trusts for pension and OPEB benefits; now therefore be it

Resolved, That the Amended and Restated Trust Agreement for the Montgomery County Public Schools Pension and Retirement System be amended to incorporate Section 4.3, Duties of Trustees in Investing and Managing Plan Assets; and be it further

Resolved, That the Board of Education adopt the Amended and Restated Trust Agreement for the Montgomery County Public Schools Retirement System and Obligation of Post-Employment Benefits Plan Trust, effective July 1, 2007, a copy of which has been submitted to the Board of Education, and authorize the execution of the Trust Agreement; and be it further

Resolved, That the Board of Education authorize the superintendent of schools to take such further action as necessary to carry out the intent and accomplish the purpose of the foregoing resolution.

RESOLUTION NO. 134-07 Re: **HUMAN RESOURCES MONTHLY REPORT**

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

Resolved, That the Board of Education approve the Monthly Human Resources Report dated March 13, 2007.

Re: **MONTHLY FINANCIAL REPORT**

Mr. Larry Bowers, chief offering officer, stated that the this financial report reflects the actual financial condition of MCPS as of January 31, 2007, and projections through June 30, 2007, based on program requirements and estimates made by primary and secondary account managers. At that time, revenues had a projected surplus of \$1,198,453, while expenses had a projected surplus of \$2,800,000. Staff will continue to closely monitor revenues and expenditures.

Ms. Cox asked for the number of full-time special education vacancies that are filled with long-term substitutes. She also requested information on the credentials of the long-term substitutes.

RESOLUTION NO. 135-07 Re: **PRESENTATION OF PRELIMINARY PLANS —PAINT BRANCH HIGH SCHOOL MODERNIZATION**

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

WHEREAS, The architect for the proposed Paint Branch High School modernization project, Moseley Architects, P.C., has prepared a schematic design in accordance with the educational specifications; and

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

Resolved, That the Board of Education approve the preliminary plans report for the Paint Branch High School modernization project developed by Moseley Architects, P.C.

RESOLUTION NO. 136-07 Re: **PRESENTATION OF PRELIMINARY PLANS —RIDGEVIEW MIDDLE SCHOOL IMPROVEMENTS**

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

WHEREAS, The architect for the proposed improvements to Ridgeview Middle School, The Lukmire Partnership, Inc., has prepared a schematic design in accordance with the educational specifications; and

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

Resolved, That the Board of Education approve the preliminary plans report for the Ridgeview Middle School improvements project developed by The Lukmire Partnership, Inc.

Re: **TENTATIVE ACTION, POLICY IEA, *FRAMEWORK AND STRUCTURE OF EARLY CHILDHOOD AND ELEMENTARY EDUCATION***

On motion 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 early childhood and elementary school program that promotes high expectations for academic achievement for all students; and

WHEREAS, The Board of Education recognizes the importance of each child's academic, social, and emotional development in the early years; and

WHEREAS, The Board of Education Policy Committee has considered and recommended revisions to Policy IEA, Framework and Structure of Early Childhood and Elementary 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 IEA, Framework and Structure of Early Childhood and Elementary Education; and be it further

Resolved, That Policy IEA, Framework and Structure of Early Childhood and Elementary Education, be sent out for public comment.

Framework and Structure of Early Childhood and Elementary Education

A. PURPOSE

To affirm the Board of Education's commitment to producing a challenging and comprehensive educational program for eligible students in early childhood and students in elementary programs that will prepare them for middle and high school.

To emphasize, in partnership with parents, families, and community stakeholders, the importance of academic achievement.

To promote intellectual, social, emotional, and physical growth and development of students in their early learning years.

B. ISSUE

Montgomery County is a diverse community, with an equally diverse early childhood and elementary school population, that presents a variety of educational needs. To address some of these needs, prekindergarten programs are provided to families who meet eligibility criteria, pursuant to state and federal laws. In accordance with the Montgomery County early childhood initiative, *Children's Agenda*, MCPS collaborates with public and private agencies such as the Collaboration Council for Children, Youth, and Families and its affiliated agencies.

To ensure success for every student in Montgomery County Public Schools (MCPS), an early childhood and elementary school program must include a comprehensive curriculum and related assessments; a rigorous, differentiated instructional program; highly qualified and committed staff and leadership; a collaborative yet flexible organizational structure; and a fully engaged parental and stakeholder community.

C. POSITION

The unique developmental stages and characteristics of early childhood and elementary students must guide the implementation of the programs for them. The following elements are necessary for establishing and maintaining a rigorous instructional program that meets the needs of early childhood and elementary students:

1. School Culture

To develop a culture that promotes intellectual development; personal integrity; social responsibility; mutual respect among all students; as well

as desire, confidence, and the capacity to strive for excellence, schools will do the following:

- a) Provide an inviting, stimulating, and supportive environment that encourages all students to pursue intellectual challenges.
- b) Maintain a well-managed, safe, and nurturing environment which encourages positive relationships among students and between adults and students.
- c) Promote cultural competence amongst students and staff without regard to individual differences, such as race, color, gender, religion, ancestry, national origin, marital status, age, disability, or sexual orientation.
- d) Provide a system of standards and expectations that promote personal responsibility, integrity, and citizenship.
- e) Facilitate communication in the languages spoken in the community, whenever feasible.
- f) Engage parents in meaningful ways that support learning and emphasize the necessity of long-range educational planning.
- g) Work to ensure that school programs and activities reflect the diversity of the school population and provide equitable access to all academic programs and school activities.

2. Curriculum, Instruction, and Assessment

MCPS's approach to curriculum, instruction, and assessment will ensure a high level of challenge for all students. Technology will be integrated into the curriculum as well as instruction and assessment to build or strengthen students' interest and skills in the use of technology.

- a) Student achievement depends on the implementation and provision of a consistent, congruent curriculum that includes high-quality instruction and assessment. The early childhood/elementary school approach to curriculum will be consistent with Policy IFA: *Curriculum*, and Regulation IFA-RA: *Curriculum*, and will include the following:

- (1) The written curriculum, as presented in the curriculum framework and in the curriculum guides.
 - (2) The taught curriculum, including reading/language arts, math, social studies, science, art, music, and physical education, 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 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. Such practices 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 be based on the analysis of student performance data in relation to established standards.
 - (2) 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.
 - (3) In both the planning and the implementation of instruction, early childhood and elementary schools will utilize the unique skills of all general education, English for Speakers of Other Languages (ESOL), special education, and other staff members.
 - (4) Instructional practices should provide leadership opportunities for students and promote student discourse.

c) Assessment

As explained in Policy IKA: *Grading and Reporting*, assessment practices are an important aspect of the instructional cycle.

- (1) Teachers use pre-assessments, formative assessments, and summative assessments, to communicate achievement to parents and 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, includes the following:
 - (a) Representation of a student's performance on a variety of measures over time
 - (b) An opportunity for students to demonstrate proficiency through a variety of methods
 - (c) Meaningful feedback on student achievement to students and parents
 - (d) Clear and timely communication to parents and students as to the grading criteria
 - (e) Consistency within and among schools.
- (3) Reteaching and reassessment enhances student learning and provides focused instruction to meet individual student needs.

3. Organizational Structure

The organizational structure of a high-achieving early childhood or elementary school program will optimize time for learning and facilitate opportunities to build positive relationships among students, staff, parents, and community members. Organizational structures should facilitate student transition, placement, and program continuity at each level. Effective, flexible, and collaborative organizational structures shall include the following:

- a) Opportunities for teachers to collaborate across grade-level teams and subject areas.
- b) Opportunities for staff to meet with parents to discuss student progress.
- c) Intervention and enrichment programs.
- d) Adequate time for instruction in all curricular areas.
- e) A comprehensive education program that prepares students to progress through elementary school.

4. 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) Strengthening staff's ability to meet its vision, goals, and action plans.
- e) Providing professional development for school staff on effective strategies for communicating with and engaging all parents to promote increased student achievement.

5. Parent and Community Engagement and Communication

Consistent with Policy ABA: *Community Involvement*, Policy ABC: *Parental Involvement*; and Regulation ABC-RA: *Parental Involvement*, parents and community members are critical partners in the social and

intellectual development of students. This partnership promotes the following:

- a) Opportunities for parents and families to increase their ability to support the academic achievement of their children.
- b) Frequent two-way communication between families and schools to provide information, and solicit feedback regarding an individual child's progress, as well as local school and systemwide policies, regulations, and practices.
- c) Collaboration with stakeholders within the community such as local businesses, community organizations, institutions of higher education, and other agencies to support early academic achievement.
- d) Varied opportunities for families and community members to be involved in student and school projects, activities, and events.

6. Human Resources

It is critical that early childhood and elementary school staff possess the knowledge, skills, and content expertise required to meet the needs of all students. Practices to recruit, attract, and retain highly qualified 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 early childhood and elementary school, staff will do the following:

- a) Be highly qualified in core academic subjects and able to balance content with instructional methods.
- b) Create opportunities for professional learning communities to improve teaching and learning.
- c) Be knowledgeable about the developmental characteristics of early childhood and elementary students with an emphasis on literacy and be committed to the concept that all students can learn.
- d) Develop relationships with students that will engage them in the learning process.

- e) Reflect, to the extent possible, the diversity of the MCPS student population.

D. DESIRED OUTCOMES

A high-quality early childhood program, and a comprehensive elementary school program that thoroughly prepares all students to succeed in middle and high school.

E. REVIEW

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

RESOLUTION NO. 137-07 Re: **AN AMENDMENT TO THE TENTATIVE ACTION, POLICY IEA, *FRAMEWORK AND STRUCTURE OF EARLY CHILDHOOD AND ELEMENTARY EDUCATION***

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

Resolved, That the Board of Education amend Policy IEA at C.2.b)(4) to read:

Instructional practices should provide leadership opportunities for students and promote ~~student discourse~~ **interaction and oral language development between and among students.**

RESOLUTION NO. 138-07 Re: **AN AMENDMENT TO THE TENTATIVE ACTION, POLICY IEA, *FRAMEWORK AND STRUCTURE OF EARLY CHILDHOOD AND ELEMENTARY EDUCATION***

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

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

~~Strengthening staff's ability to meet its vision, goals, and action plans.~~ **Building internal capacities that strengthen the school staff's ability to meet its vision, goals, and action plans and to establish high expectations for all learners.**

Re: **AN AMENDMENT TO THE TENTATIVE ACTION, POLICY IEA, *FRAMEWORK AND STRUCTURE OF EARLY CHILDHOOD AND ELEMENTARY EDUCATION***

On motion of Ms. Brandman and seconded by Mrs. O'Neill, the following resolution was placed on the table:

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

To support a well-rounded curriculum that addresses the needs of the whole child, student achievement depends on the implementation and provision of a consistent, congruent curriculum that includes high-quality instruction and assessment.

RESOLUTION NO. 139-07

Re: **AN AMENDMENT TO THE TENTATIVE ACTION, POLICY IEA, *FRAMEWORK AND STRUCTURE OF EARLY CHILDHOOD AND ELEMENTARY EDUCATION***

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

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

To support a well-rounded curriculum that addresses the needs of the whole child, student achievement depends on the implementation and provision of a consistent, congruent curriculum that includes high-quality instruction and assessment.

RESOLUTION NO. 140-07

Re: **AN AMENDMENT TO THE TENTATIVE ACTION, POLICY IEA, *FRAMEWORK AND STRUCTURE OF EARLY CHILDHOOD AND ELEMENTARY EDUCATION***

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

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

Foster mutual understanding, respect, and cultural competence among students and staff with regard ~~Promote cultural competence amongst students and staff without regard to individual differences, such as race, color, gender, religion, ancestry, national origin, marital status, age, disability, or sexual~~

orientation.

RESOLUTION NO. 141-07 Re: **AN AMENDMENT TO THE TENTATIVE ACTION, POLICY IEA, *FRAMEWORK AND STRUCTURE OF EARLY CHILDHOOD AND ELEMENTARY EDUCATION***

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

Resolved, That the Board of Education amend Policy IEA at C.4.2) to add:

Providing professional development for school staff to deepen their knowledge of content, skills, the use of technology, differentiation and the delivery of instruction.

RESOLUTION NO. 142-07 Re: **AN AMENDMENT TO THE TENTATIVE ACTION, POLICY IEA, *FRAMEWORK AND STRUCTURE OF EARLY CHILDHOOD AND ELEMENTARY EDUCATION***

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

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

Differentiated instructional practices will include acceleration, supports for improving student performance, enrichment, and other strategies as needed to ~~foster intellectual growth~~ **help each child to meet his or her academic potential**. Such practices will address learning styles as well as physical, social, and emotional differences among students.

RESOLUTION NO. 143-07 Re: **TENTATIVE ACTION, POLICY IEA, *FRAMEWORK AND STRUCTURE OF EARLY CHILDHOOD AND ELEMENTARY EDUCATION***

On motion of the Policy Committee, the following resolution was adopted, as amended, unanimously by members present:

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

WHEREAS, The Board of Education recognizes the importance of each child's academic, social, and emotional development in the early years; and

WHEREAS, The Board of Education Policy Committee has considered and recommended revisions to Policy IEA, Framework and Structure of Early Childhood and Elementary 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 IEA, Framework and Structure of Early Childhood and Elementary Education; and be it further

Resolved, That Policy IEA, Framework and Structure of Early Childhood and Elementary Education, be sent out for public comment.

Framework and Structure of Early Childhood and Elementary Education

A. PURPOSE

To affirm the Board of Education's commitment to producing a challenging and comprehensive educational program for eligible students in early childhood and students in elementary programs that will prepare them for middle and high school.

To emphasize—in partnership with parents, families, and community stakeholders—the importance of academic achievement.

To promote intellectual, social, emotional, and physical growth and development of students in their early learning years.

B. ISSUE

Montgomery County is a diverse community with an equally diverse early childhood and elementary school population, that presents a variety of educational needs. To address some of these needs, prekindergarten programs are provided to families who meet eligibility criteria, pursuant to state and federal laws. In accordance with the Montgomery County early childhood initiative, *Children's Agenda*, MCPS collaborates with public and private agencies such as the Collaboration Council for Children, Youth, and Families and its affiliated agencies.

To ensure success for every student in Montgomery County Public Schools (MCPS), an early childhood and elementary school program must include a comprehensive curriculum and related assessments; a rigorous, differentiated instructional program; highly qualified and committed staff and leadership; a collaborative yet flexible organizational structure; and a fully engaged parental and stakeholder community.

C. POSITION

The unique developmental stages and characteristics of early childhood and elementary students must guide the implementation of the programs for them. The following elements are necessary for establishing and maintaining a rigorous instructional program that meets the needs of early childhood and elementary students:

1. School Culture

To develop a culture that promotes intellectual development; personal integrity; social responsibility; mutual respect among all students; as well as desire, confidence, and the capacity to strive for excellence, schools will do the following:

- a) Provide an inviting, stimulating, and supportive environment that encourages all students to pursue intellectual challenges.
- b) Maintain a well-managed, safe, and nurturing environment which encourages positive relationships among students and between adults and students.
- c) Foster mutual understanding, respect, and cultural competence among students and staff with regard to individual differences, such as race, color, gender, religion, ancestry, national origin, marital status, age, disability, or sexual orientation.
- d) Provide a system of standards and expectations that promote personal responsibility, integrity, and citizenship.
- e) Facilitate communication in the languages spoken in the community, whenever feasible.
- f) Engage parents in meaningful ways that support learning and emphasize the necessity of long-range educational planning.

- g) Work to ensure that school programs and activities reflect the diversity of the school population and provide equitable access to all academic programs and school activities.

2. Curriculum, Instruction, and Assessment

MCPS's approach to curriculum, instruction, and assessment will ensure a high level of challenge for all students. Technology will be integrated into the curriculum as well as instruction and assessment to build or strengthen students' interest and skills in the use of technology.

- a) To support a curriculum that addresses then needs of the whole child, student achievement depends on the implementation and provision of a consistent, congruent curriculum that includes high-quality instruction and assessment. The early childhood/elementary school approach to curriculum will be consistent with Policy IFA: *Curriculum*, and Regulation IFA-RA: *Curriculum*, and will include the following:
 - (1) The written curriculum, as presented in the curriculum framework and in the curriculum guides.
 - (2) The taught curriculum, including reading/language arts, math, social studies, science, art, music, and physical education, 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 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. Such practices 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 be based on the analysis of student performance data in relation to established standards.
- (2) Differentiated instructional practices will include acceleration, supports for improving student performance, enrichment, and other strategies as needed to help each child to meet his or her academic potential. Such practices will address learning styles, as well as physical, social, and emotional differences among students.
- (3) In both the planning and the implementation of instruction, early childhood and elementary schools will utilize the unique skills of all general education, English for Speakers of Other Languages (ESOL), special education, and other staff members.
- (4) Instructional practices should provide leadership opportunities for students and promote interaction and oral language development between and among students.

c) Assessment

As explained in Policy IKA: *Grading and Reporting*, assessment practices are an important aspect of the instructional cycle.

- (1) Teachers use pre-assessments, formative assessments, and summative assessments, to communicate achievement to parents and 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 includes the following:
 - (a) Representation of a student's performance on a variety of measures over time
 - (b) An opportunity for students to demonstrate proficiency through a variety of methods
 - (c) Meaningful feedback on student achievement to students and parents

- (d) Clear and timely communication to parents and students as to the grading criteria
 - (e) Consistency within and among schools.
- (3) Reteaching and reassessment enhances student learning and provides focused instruction to meet individual student needs.

3. Organizational Structure

The organizational structure of a high-achieving early childhood or elementary school program will optimize time for learning and facilitate opportunities to build positive relationships among students, staff, parents, and community members. Organizational structures should facilitate student transition, placement, and program continuity at each level. Effective, flexible, and collaborative organizational structures shall include the following:

- a) Opportunities for teachers to collaborate across grade-level teams and subject areas.
- b) Opportunities for staff to meet with parents to discuss student progress.
- c) Intervention and enrichment programs.
- d) Adequate time for instruction in all curricular areas.
- e) A comprehensive education program that prepares students to progress through elementary school.

4. 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 staff's ability to meet its vision, goals, and action plans and to establish high expectations for all learners.
- e) Providing professional development for school staff to deepen their knowledge of content, skills, the use of technology, differentiation and the delivery of instruction.
- f) Providing professional development for school staff on effective strategies for communicating with and engaging all parents to promote increased student achievement.

5. Parent and Community Engagement and Communication

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

- a) Opportunities for parents and families to increase their ability to support the academic achievement of their children.
- b) Frequent two-way communication between families and schools to provide information, and solicit feedback regarding an individual child's progress, as well as local school and systemwide policies, regulations, and practices.
- c) Collaboration with stakeholders within the community such as local businesses, community organizations, institutions of higher education, and other agencies to support early academic achievement.
- d) Varied opportunities for families and community members to be involved in student and school projects, activities, and events.

6. Human Resources

It is critical that early childhood and elementary school staff possess the knowledge, skills, and content expertise required to meet the needs of all students. Practices to recruit, attract, and retain highly qualified 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 early childhood and elementary school, staff will do the following:

- a) Be highly qualified in core academic subjects and able to balance content with instructional methods.
- b) Create opportunities for professional learning communities to improve teaching and learning.
- c) Be knowledgeable about the developmental characteristics of early childhood and elementary students with an emphasis on literacy and be committed to the concept that all students can learn.
- d) Develop relationships with students that will engage them in the learning process.
- e) Reflect, to the extent possible, the diversity of the MCPS student population.

D. DESIRED OUTCOMES

A high-quality early childhood program and a comprehensive elementary school program that thoroughly prepares all students to succeed in middle and high school.

E. REVIEW

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

RESOLUTION NO. 144-07

Re: **CLOSED SESSION RESOLUTION**

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

WHEREAS, The Board of Education 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 Monday, March 26, 2007, in Room 120 of the Carver Educational Services Center to meet from 6:30 to 7:00 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 administrative 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.

RESOLUTION NO. 145-07 Re: **REPORT OF CLOSED SESSION**

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

On February 26, 2007, by unanimous vote of the 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 February 26, 2007, from 6:30 to 7:25 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and considered the following appeal with a subsequent vote in open session in its quasi-judicial capacity outside the purview of the Open Meetings Act (Section 10-503(a) of the State Government Article): 2007-4.
2. Discussed a Human Resources Appointment with a subsequent vote in open session, as permitted under Section 10-508(a)(1) of the State Government Article.
3. Received legal advice as permitted under Section 10-508(a)(7) of the State Government Article.
4. Discussed matters of an administrative 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, Aggie Alvez, Chris Barclay, Larry Bowers, Shirley Brandman, Pat Clancy, Sharon Cox, Judy Docca, Brian Edwards,

Sarah Horvitz, Roland Ikheloa, Don Kress, Frieda Lacey, Susan Marks, Nancy Navarro, Pat O'Neill, John Q. Porter, Glenda Rose, and Jerry Weast.

RESOLUTION NO. 146-07 Re: **MINUTES**

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

Resolved, That the Board of Education approve its minutes for October 10, October 23, and October 25, 2006.

RESOLUTION NO. 147-07 Re: **RESEARCH AND EVALUATION COMMITTEE**

On motion of Ms. Navarro seconded by Ms. Brandman, the following resolution was adopted unanimously by members present:

WHEREAS, The Research and Evaluation Committee was established in 1986 to investigate for the Board of Education policies for future adoption and expected implementation, as well as situations that exist in the school system that have high priority and need policymaker attention; and

WHEREAS, Since that time, the Policy Committee and the Strategic Planning Committee have been formed and aligned to address the same charges as those of the Research and Evaluation Committee; now therefore be it

Resolved, That the Research and Evaluation Committee be eliminated and its responsibilities assigned to the Policy Committee and Strategic Planning Committee as appropriate.

Re: **NAACP PARENTS' COUNCIL (Previous New Business)**

On motion of Ms. Navarro seconded by Mr. Barclay, the following resolution was placed on the table:

WHEREAS, For the public hearings for the operating budget for FY 2008, the Montgomery County Council of PTAs; Montgomery County Education Association; Montgomery County Association of Administrative and Supervisory Personnel; SEIU Local 500; municipalities and elected officials; Montgomery County Taxpayers Association; and the Montgomery County Civic Federation are each allotted a specific amount of five minutes for testimony; and

WHEREAS, The NAACP Parents' Council is a key stakeholder organization that represents a vital segment of the Montgomery County community; now therefore be it

Resolved, That the Board allot five minutes to the NAACP Parents' Council for testimony at the annual operating budget public hearings; and be it further

Resolved, That for all other opportunities for public testimony before the Board, the NAACP Parents' Council will be accorded the same deference as the aforementioned organizations.

RESOLUTION NO. 148-07 Re: **AN AMENDMENT TO THE RESOLUTION ON NAACP PARENTS' COUNCIL**

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

WHEREAS, For the public hearings for the operating budget for FY 2008, the Montgomery County Council of PTAs; Montgomery County Education Association; Montgomery County Association of Administrative and Supervisory Personnel; SEIU Local 500; municipalities and elected officials; Montgomery County Taxpayers Association; and the Montgomery County Civic Federation are each allotted **a specific amount of time** ~~five minutes~~ for testimony; and

Resolved, That the Board allot **the same amount of time as other entities** ~~five minutes~~ to the NAACP Parents' Council for testimony at the annual operating budget public hearings; and be it further

RESOLUTION NO. 149-07 Re: **NAACP PARENTS' COUNCIL**

On motion of Ms. Navarro seconded by Mr. Barclay, the following resolution was adopted, as amended, unanimously by members present:

WHEREAS, For the public hearings for the operating budget for FY 2008, the Montgomery County Council of PTAs; Montgomery County Education Association; Montgomery County Association of Administrative and Supervisory Personnel; SEIU Local 500; municipalities and elected officials; Montgomery County Taxpayers Association; and the Montgomery County Civic Federation are each allotted a specific amount of time for testimony; and

WHEREAS, The NAACP Parents' Council is a key stakeholder organization that represents a vital segment of the Montgomery County community; now therefore be it

Resolved, That the Board allot the same amount of time as other entities to the NAACP Parents' Council for testimony at the annual operating budget public hearings; and be it further

Resolved, That for all other opportunities for public testimony before the Board, the NAACP Parents' Council will be accorded the same deference as the aforementioned organizations.

RESOLUTION NO. 150-07 Re: **PRESENTATION ON PROCESS FOR PROGRAM EVALUATION (Previous New Business)**

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

WHEREAS, The Montgomery County Public Schools allocates significant funds for specific instructional programs and initiatives; now therefore be it

Resolved, That the Board of Education schedule a discussion of the school system's processes for program/initiative evaluation, to include methods and appropriate opportunities for obtaining stakeholder input on the parameters of program/initiative evaluation.

RESOLUTION NO. 151-07 Re: **THE ROLE OF COUNSELORS (Previous New Business)**

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

WHEREAS, Policy IJA, School Counseling Programs and Services, was revised in November, 2004, and the implementing Regulation IJA-RA was revised in November, 2005; and

WHEREAS, School Counselor Professional Standards, which delineate specific counselor skills that are intrinsic to effective program delivery, were introduced as part of the MCPS Professional Growth System; and

WHEREAS, The job description of counselors has not been revised since 1996; and

WHEREAS, Counselors function at the critical juncture of policy implementation and student achievement, playing a critical role in a student's being able to access special services and advanced coursework; now therefore be it

Resolved, That the Board of Education schedule a public discussion on the role of counselors in student achievement; and be it further

Resolved, That this public discussion include an analysis of the responsibilities, workload, and training of counselors for the purpose of identifying counselor effectiveness and possible improvements in how the position is allocated and utilized.

Re: **NEW BUSINESS**

On motion of Dr. Docca and seconded by Mr. Barclay, the following resolution was introduced:

Resolved, That the Board of Education approve a middle school boundary study to review options for assigning middle school students in the Hampshire Greens community to William H. Farquhar, Briggs Chaney, or Frances Scott Key middle schools to be conducted with appropriate community input consistent with Policy FAA, Long-Range Educational Facilities Planning, with a recommendation from the superintendent by May 2007, Board action scheduled for June 25, 2007, and implementation in August 2007.

Re: **ITEMS OF INFORMATION**

The following items were available:

1. Legal Fees Report
2. Construction Progress Report

Re: **DISCUSSION**

Ms. Brandman asked for information on the nature of the non-special education cases.

RESOLUTION NO. 152-07

Re: **RECOGNITION OF TEACHERS WHO EARNED
CERTIFICATION FROM THE NATIONAL BOARD
FOR PROFESSIONAL TEACHING STANDARDS
IN 2006**

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

WHEREAS, The National Board for Professional Teaching Standards has established a voluntary certification program to recognize outstanding teacher competency; and

WHEREAS, The Maryland State Department of Education and the Montgomery County Public Schools have participated in programs of financial aid to encourage teachers to engage in the rigorous process of becoming a National Board Certified Teacher; and

WHEREAS, The Montgomery County Public Schools provides a variety of supports to assist candidates as they work through the process of National Board Certification; and

WHEREAS, The Montgomery County Public Schools has identified the skills, competencies, and rigor of the National Board's Core Propositions as the foundation for the Teachers Professional Growth System; now therefore be it

Resolved, That the Montgomery County Public Schools support increasing the number of National Board Certified Teachers; and be it further

Resolved, That the Montgomery County Public Schools recognize and appreciate the leadership skills and abilities of National Board Certified Teachers that benefit our staff, students, and communities; and be it further

Resolved, That the Board of Education and the superintendent urge all Montgomery County residents to join in recognizing these teachers and express their appreciation for these educators and the skills they bring to the Montgomery County Public Schools in building workforce excellence; and be it further

Resolved, That the Montgomery County Public Schools hereby recognize the educators listed below for having completed the National Board Certification process and received the certificate in December 2006.

Gina Añazco, instructional specialist, Division of Family and Community Partnerships
Sharon Barry, social studies resource teacher, Herbert Hoover Middle School
Molly Beach, English teacher, Rosa Parks Middle School
Donna Beatrice, social studies resource teacher, John T. Baker Middle School
Andrea Bender, Grade 1 teacher, Little Bennett Elementary School
Jane Blacka, ESOL teacher, Sherwood High School
Maria Boichin, French resource teacher, Gaithersburg Middle School
Dominique Bourdet, Grade 4 teacher, Rachel Carson Elementary School
Robin Caropreso, Grade 3 teacher, Jones Lane Elementary School
Andrea Christman, media specialist, Winston Churchill High School
Kathleen Cohan, Kindergarten teacher, Beall Elementary School
Elmira Cole, Kindergarten teacher, Broad Acres Elementary School
Kevin Conley, Grade 5 teacher, Damascus Elementary School
Brent Cook, ESOL teacher, Gaithersburg High School
Frieda Cooney, instructional specialist, Department of Curriculum and Instruction
Anne Cullen, English teacher, Montgomery Blair High School
Kristin Dascalu, special education teacher, Rockville High School
Donald De Member, chemistry teacher, Walt Whitman High School
Heather Down, Grade 2 teacher, Garrett Park Elementary School
Stephen Dubrow, French teacher, Walter Johnson High School
Vicki Embrey, general music teacher, Jackson Road Elementary School
Peter Engelmann, mathematics teacher, Montgomery Blair High School
Linda Folsom, reading recovery teacher, Kemp Mill Elementary School
Todd Garlow, ESOL teacher, Richard Montgomery High School
Denise Goldin-Dubois, mathematics teacher, Northwood High School

Jeanine Hurley, English teacher, Clarksburg High School
Shelley Jackson, English resource teacher, Sherwood High School
Andre Jones II, mathematics teacher, William H. Farquhar Middle School
Ebony Kelly, ESOL teacher, Sargent Shriver Elementary School
Catherine Kern, reading focus teacher, Broad Acres Elementary School
Michelle Kiser, Grade 2 teacher, Greenwood Elementary School
Kimberley Lansell, social studies teacher, Richard Montgomery High School
Sarah Lewis, English teacher, Rosa Parks Middle School
Jennifer Locke, English teacher, Wheaton High School
Jennifer Loftis, Kindergarten teacher, Little Bennett Elementary School
Kisha Logan, social studies teacher, A. Mario Loiederman Middle School
Cindi Lostritto, Grade 3 teacher, Rachel Carson Elementary School
Carla Malozowski-Kieval, staff development teacher, Maryvale Elementary School
Sarah Matthews, Grade 2 teacher, Kemp Mill Elementary School
Traci Matturro, Grade 1 teacher, Farmland Elementary School
Wendy McAvoy, ESOL teacher, Kemp Mill Elementary School
Angela McLeod, Grade 1 teacher, Spark M. Matsunaga Elementary School
Meletta Mellon, special education teacher, Rachel Carson Elementary School
Kristen Miller, Grade 4 teacher, Cloverly Elementary School
Sally Moran, mathematics resource teacher, Newport Mill Middle School
Stephanie Moxley, Grade 1 teacher, Spark M. Matsunaga Elementary School
Michelle Nicoll, English resource teacher, Ridgeview Middle School
Terri Nostrand, chemistry teacher, Thomas S. Wootton High School
Margaret Prin, reading teacher, Little Bennett Elementary School
Elizabeth Raabe, alternative programs teacher, Montgomery Village Middle School
Catherine Randall, ESOL teacher, Broad Acres Elementary School
Cynthia Roca, Grade 5 teacher, Cloverly Elementary School
Jennifer Rodgers, Kindergarten teacher, Watkins Mill Elementary School
Lisa Ryan, art resource teacher, Sherwood High School
Christina Sloan, special education resource teacher, Somerset Elementary School
Ellen Stahly, English teacher, Quince Orchard High School
Carrie Staub, instrumental music teacher, Spark M. Matsunaga Elementary School
Michael Szcublewski, general music teacher, Dr. Martin Luther King, Jr. Middle School
Monica Taylor, mathematics focus teacher, New Hampshire Estates Elementary School
Nia Taylor, mathematics teacher, Broad Acres Elementary School
Nancy Teague, Grade 2 teacher, Kemp Mill Elementary School
Kathleen Van de Poll, special education teacher, Washington Grove Elementary School
Margaret Vanbuskirk, ESOL teacher, Gaithersburg High School
Susan Vaslow, Grade 1 focus teacher, Broad Acres Elementary School
William Vicari, social studies teacher, Richard Montgomery High School
Katherine Villani, Kindergarten teacher, Broad Acres Elementary School
Joy Wolfe, Grade 5 teacher, Chevy Chase Elementary School
Kerry Zahn, ESOL teacher, Montgomery Village Middle School

RESOLUTION NO. 153-07

Re: **ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of March 13, 2007, at 4:20 p.m.

 PRESIDENT

 SECRETARY

JDW:gr

Resolution	Abrams	Barclay	Brandman	Cox	Docca	Horvitz	Navarro	O'Neill
Policy FFA	A	A	A	A	A	A	A	A
FY2008 Fees for the Summer School and Evening High School Program	A	N	A	A	A	A	A	A
Policy IEA	AB	A	A	A	A	A	A	A

A = affirmative; N = negative; O = absent; AB = abstain

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