

APPROVED  
33-2010

Rockville, Maryland  
November 9, 2010

The Board of Education of Montgomery County held a business meeting at the Carver Educational Services Center, Rockville, Maryland, on November 9, 2010 at 10:20 a.m.

Present: Mrs. Patricia O'Neill, President  
in the Chair  
Mr. Christopher Barclay  
Ms. Laura Berthiaume  
Ms. Shirley Brandman  
Dr. Judy Docca  
Mr. Michael Durso  
Mr. Philip Kauffman  
Mr. Alan Xie  
Dr. Jerry Weast, Secretary/Treasurer

Absent: None

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

\*\* Mr. Xie joined the meeting at noon.

RESOLUTION NO. 516-10Re: **RESOLUTION FOR CLOSED SESSIONS**

On recommendation of the superintendent and on motion of Ms. Brandman seconded by Dr. Docca, 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 closed sessions on November 9, 2010, in Room 120 from 9:00 to 10:00 a.m. and 1:00 to 2:00 p.m.; and be it further

Resolved, That the Board of Education of Montgomery County discuss the Human Resources Monthly Report as permitted under Section 10-508(a)(1) of the *State Government Article* with a subsequent vote in open session; and be it further

Resolved, That the Board of Education of Montgomery County discuss negotiation matters relating to the use of real property for a public purpose and matters directly related thereto, as permitted under Section 10-508(a)(3) of the *State Government Article* and Section 4-107(d) of the *Education Article*; and be it further

Resolved, That the Board of Education of Montgomery County dedicate part of the closed sessions on November 9, 2010, to acquit its administrative functions (superintendent

search) and receive legal advice to review appeals, which is a quasi-judicial function outside the purview of the *Open Meetings Act* under Section 10-508(a) of the *State Government Article*; and be it further

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

RESOLUTION NO. 517-10Re: **APPROVAL OF THE AGENDA**

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

Resolved, That the Board of Education approve its agenda for November 9, 2010.

Re: **PLEDGE OF ALLEGIANCE (COLOR GUARD)**

“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. 518-10Re: **IN HONOR OF VETERANS**

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

WHEREAS, Each Veterans Day, Americans continue to celebrate with ceremonies and speeches remembering and honoring those who fought for peace; and

WHEREAS, In 2001, United States Senate Resolution 143 designated November 11 through November 17 of each year “National Veterans Awareness Week;” and

WHEREAS, Tens of millions of Americans have served in the Armed Forces of the United States, and hundreds of thousands of Americans have given their lives while serving in the Armed Forces during the past century; and

WHEREAS, The month of November provides us an opportunity to remember and acknowledge the sacrifices of men and women who served our country in the Armed Forces of the United States and especially our families, staff, and community members; now therefore be it

Resolved, That the Board of Education along with students, families, Montgomery County Public Schools staff, and the entire community salutes the sacrifice of the men and women of the United States Armed Forces.

RESOLUTION NO. 519-10Re: **AMERICAN EDUCATION WEEK**

On recommendation of the superintendent and on motion of Ms. Brandman seconded by

Mr. Barclay, the following resolution was adopted unanimously by members present:

WHEREAS, Public schools are the backbone of our democracy, providing students with the knowledge and skills they need to maintain our nation's values of freedom, civility, and equality; and

WHEREAS, Montgomery County Public Schools has high expectations for every child and is committed to providing a climate of respect that provides students access to opportunities to ensure academic success; and

WHEREAS, All Montgomery County Public Schools staff members work to serve our students and their families with care and professionalism; and

WHEREAS, Parents are an integral part of the educational process, providing a nurturing home learning environment and serving as their child's first teachers and advocates, and are important partners with the school system; and

WHEREAS, Community involvement in our schools provides vital support and facilitates opportunities for students to participate in community learning and outreach activities; and

WHEREAS, The schools of Montgomery County Public Schools are the foundation of neighborhoods and communities, bringing together students and parents, educators and volunteers, business leaders, and elected officials for a common purpose; and

WHEREAS, Well-educated students who graduate from high school ready for college and the workforce drive innovation that can solve world problems in the fields of government, business, industry, and human relations; and

WHEREAS, In acknowledgement of American Education Week, educators, students, family, and community members take time to celebrate their accomplishments and reaffirm their commitment to ensure a world-class education for all students; now therefore be it

Resolved, That the Montgomery County Board of Education hereby declares November 14 through November 20, 2010, to be observed in Montgomery County Public Schools as American Education Week, a time to appreciate the importance of continuing support for our schools.

**RESOLUTION NO. 510-10Re: SCHOOL PSYCHOLOGY AWARENESS WEEK**

On recommendation of the superintendent and on motion of Ms. Brandman seconded by Dr. Docca, the following resolution was adopted unanimously by members present:

WHEREAS, The National Association of School Psychologists, in order to focus a shining light on the positive work school psychologists do to promote students' academic and personal success, has designated November 8–12, 2010, as School Psychology Awareness Week, with the theme, "Today is a good day to...SHINE!"; and

WHEREAS, All children and youth learn best when they are healthy, supported, and receive an education that meets their individual needs; and

WHEREAS, Children's mental health is closely linked to their successful learning and development, and school psychologists are specially trained to deliver mental health services and academic support that reduce barriers to learning; and

WHEREAS, School psychologists are trained to assess obstacles to learning, utilize data-based decision making, implement research-driven prevention and intervention strategies, evaluate outcomes, and improve accountability; and

WHEREAS, School psychologists facilitate collaboration that helps parents and educators identify and reduce risk factors, promote protective factors, create safe schools, and access community resources; and

WHEREAS, It is appropriate that Montgomery County Public Schools recognize the vital role that school psychologists play in the personal and academic development of Montgomery County Public Schools students; now therefore be it

Resolved, That the Montgomery County Board of Education does hereby proclaim November 8–12, 2010, as School Psychology Awareness Week in Montgomery County Public Schools and commend observance to all of our school community.

Re: **PUBLIC COMMENTS**

There were no public comments.

Re: **BOARD/SUPERINTENDENT COMMENTS**

Mr. Barclay commented that he attended the (1) inauguration of Dr. Pollard at Montgomery College; (2) Montgomery County Diwali Celebration (Festival of Lights); and (3) reminded parents that it is time for report cards and conferences.

Ms. Brandman associated her remarks with those of Mr. Barclay and added a thank you to the community and staff for the successful Community Roundtables.

Dr. Docca commented on the (1) Study Circles in the school system; (2) Community Roundtables and the follow-up comments; (3) Dr. Pollard's inauguration; (4) Latin Dance Competition at Strathmore Hall; (5) inspection of Washington Grove Elementary School; and(6) the Diwali Celebration.

Ms. Berthiaume associated herself with the remarks of Mr. Barclay and Ms. Brandman. Again, she stated that there was tremendous and excellent feedback from the Community Roundtables.

Mr. Kauffman associated himself with the statements on the Community Roundtables. He congratulated all those who won in the November election with new members of the state

delegation and County Council. The four on the Board were returned to their seats, which is a strong vote of support for the work of the Board and school system.

Mr. Durso stated that he supported Study Circles with their powerful discussion, and he commented on the Veterans Day theme with the Color Guard from the ROTC at Gaithersburg High School.

Mrs. O'Neill commented on the Community Roundtables and the improved venue, and on a hearing in Annapolis about Race to the Top, with MCPS choosing not to participate. When legislators heard about regulations from the Maryland Department of Education, there was a recognition of MCPS' concerns and the holes in the bill.

Dr. Weast commented on the (1) MCPS launch of the new online Parent Guide; (2) ten MCPS Students names as regional finalists and semifinalists in the Siemens Competition in Math, Science, and Technology; (3) MCPS schools as a key factor in attracting new technology companies; (4) flu clinics at all MCPS elementary schools; and (5) report cards and parent conferences.

**Re: UPDATE ON THE K-12 MATHEMATICS  
WORK GROUP**

Dr. Weast invited the following people to the table: Mr. Erick J. Lang, associate superintendent, Office of Curriculum and Instructional Programs; Mr. Sherwin Collette, chief technology officer, Office of the Chief Technology Officer; Ms. Nicola Diamond, executive assistant, Office of the Chief Operating Officer; Dr. Joanne Smith, principal, Glen Haven Elementary School; and Dr. Kara B. Trenkamp, instructional specialist, Office of the Chief Technology Officer.

To address the school system's goals of equity and excellence in mathematics, Dr. Frieda K. Lacey, deputy superintendent of schools, convened the K-12 Mathematics Work Group in January 2009 to explore the complex issues surrounding improving mathematics teaching and learning and student achievement in mathematics systemwide. Through a research-based approach, work group members generated a comprehensive list of issues and concerns that were clustered into meaningful and manageable topics. A research team was formed for each topic, and critical questions were identified that guided each team's research. Through reviewing research literature; meeting with distinguished educators, research analysts, and policy experts in the field of mathematics; and analyzing relevant quantitative and anecdotal data, the work group built its understanding and developed a common knowledge around five research topics. The topics that emerged were the following:

- Curriculum: The Written Curriculum
- Classroom/Instructional Practices: The Implemented Curriculum
- Curriculum: The Assessed Curriculum
- Acceleration Practices: Mathematics Targets and Acceleration
- Teacher Preparation and Development: Teaching for Mathematical Proficiency

The K–12 Mathematics Work Group provided a forum for constructive discourse regarding what the mathematics instructional program should look like in MCPS. Issues were discussed and debated openly in the work group meetings. The work group provided a much-needed opportunity for honestly discussing the varying, and sometimes competing, perspectives. For example, some teachers and other instructional staff members voiced frustration over the breadth of the mathematics curriculum and the scarcity of time to ensure students are well grounded in mathematics content and processes, especially in the early years. There were some principals and supervisors who pointed out that performance targets forced them to focus on the number of students enrolled in a level of mathematics and may have had the unintended consequence of students skipping grade-level material that contains critical content or processes. Parent voices told of their need to provide outside tutors for their students to maintain the expected status quo in mathematics achievement. Some students related how their early love for the challenge of mathematics dimmed after years of moving too fast too soon, with the stakes too high.

A significant component of the work group's charge was to gather and consider stakeholder input. The work group used a variety of methods to gather extensive feedback from a broad range of stakeholders, including voices that have traditionally not been heard. During fall 2009, representatives of the K–12 Mathematics Work Group conducted multiple focus groups. In addition, comments were solicited from all local school Parent Teacher Associations (PTAs) and from each secondary school's Student Government Associations (SGAs). Approximately one-third of the PTAs responded along with seven SGAs. Individual parents and teachers also took the opportunity to share their thoughts and concerns.

During the tenure of the K–12 Mathematics Work Group, the Maryland State Board of Education (MSDE) adopted the Common Core State Standards. Subsequently the Montgomery County Board of Education adopted the standards. The Common Core State Standards initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare children for college and the workforce. These standards define the knowledge and skills students should have within their K–12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards—

- are aligned with college and work expectations;
- are clear, understandable, and consistent;
- include rigorous content and application of knowledge through high-order skills;
- build upon strengths and lessons of current state standards;
- are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- are evidence-based.

Members of the work group examined the Common Core State Standards in draft form during their work and considered the impact of the standards on the MCPS mathematics teaching, learning, and assessment program. One notable finding from this examination is

that the Common Core State Standards reflect the rigor and world-class standards for quality mathematics achievement for all students that had been the central component of the district's vision and expectations for all MCPS students. Specifically, by outlining a focused, rigorous, and coherent curriculum framework that leads all students to the engagement in and completion of Algebra 1 by Grade 8, the Common Core State Standards provide a pathway to college readiness for all students and a framework that is aligned with our vision and support equity and excellence.

To aid the task of building consensus on the beliefs and values that should guide the teaching and learning of mathematics, the work group sought out experts in the field of mathematics. The selected speakers were some of the most preeminent scholars in their field. They presented multiple perspectives based on years of research and scholarly publication regarding how to improve the education of students of mathematics. Their specialties ranged from mathematics teaching and learning to educational policy analysis. This expertise provided important insights considered by the members of the work group as they developed their recommendations.

### **Vision for Mathematics Teaching and Learning**

The world of the 21st century is a world in which the roles played by numbers and data are virtually endless. Educated adults need functional literacy in mathematics to live well in the society of the future. Success in the 21st century requires a mathematical knowledge that is greater than formulas and equations. It requires the ability to think quantitatively about everyday issues and to tackle complicated problems with careful reasoning. A deep understanding of mathematics equips people to think critically, to ask intelligent questions of experts, and to challenge assumptions confidently. These are skills required to thrive in the modern world.

As a result, all MCPS students must have access to high-quality mathematics instruction in which educators engage and effectively meet the needs of all students in learning key mathematics concepts and skills. Students must fully participate in classrooms that are challenging and nurturing communities which integrate a wide range of technologies to support 21st century learning. Based on its research findings and stakeholder input, the K–12 Mathematics Work Group members envisioned MCPS mathematics classrooms as communities where—

- students are fluent and resourceful problem-solvers working together;
- the curriculum offers students multiple opportunities to learn challenging mathematics;
- there are ambitious expectations for all students, including those who are exceptionally talented in mathematics;
- highly effective teachers have the resources and support to expertly engage students with the mathematics curriculum;
- technology is used to support and engage students as an essential component of the teaching and learning environment;
- the learning needs and diverse backgrounds of all students are supported through differentiated instruction; and

- students confidently engage in complex mathematical tasks chosen carefully by teachers.

Realizing this vision requires a coherent and comprehensive mathematics curriculum; knowledgeable and skillful teachers who use assessment for and of learning; professional development that enhances and supports learning; instruction that meaningfully and purposefully integrates technology; and a commitment to both equity and excellence. Instructional leadership, a climate of high expectations, and frequent monitoring of student progress will combine to produce student success. The standards of proficiency necessary to support learning in mathematics are clear to students, teachers, parents, and leaders. The challenge is enormous, and meeting it is essential. It is imperative that we provide our students access to these learning environments that enable them to understand and use mathematics in everyday life and in the workplace.

Members of the K-12 Mathematics Work Group expect this vision to provide a foundation upon which the future of mathematics in MCPS is built. They expect this future to be predicated on the belief that all students must achieve mathematical proficiency, which provides strong quantitative literacy skills.

### **Recommendations**

This report presents recommendations that outline a framework that is intended to propel MCPS further down the path of meaningful reform. The recommendations leverage the work that has already been done in mathematics in MCPS and set the stage for the next decade. They are crafted to ensure all students have the opportunity to learn and meet the same high standards allowing them to access the knowledge and skills necessary for post-school success. Consistent with the district's commitment to continuous improvement, the recommendations offer guidance for decision-making about acceleration practices, curriculum and assessment, school structures, classroom instructional practices, and teacher preparation.

The intricate weaving of expert opinion, the realities of implementation, multiple stakeholder perspectives, Maryland's adoption of the Common Core State Standards, and system needs culminated in a shared vision of the ideal MCPS mathematics classroom and resulted in 26 recommendations.

### **Curriculum: Written Curriculum**

For the purposes of this research group, written curriculum was defined as the scope, sequence, and pacing of standards, objectives, and indicators, as well as the resources that are used to teach the outlined indicators and the practices and philosophy that those materials reflect. The written curriculum includes content, processes, and practices that clearly delineate student learning trajectories based on research on teaching and learning. Also included are multiple methods for teaching or reteaching key concepts in mathematics to diverse learners.

Guiding the recommendations below is the belief that the written mathematics curriculum should be rigorous, coherent, and comprehensive. It must provide time, flexibility, and content and pedagogy resources for teachers and other instructional staff. As a result of



engaging with this curriculum, all students, regardless of race, gender, or socioeconomic status, achieve at high levels and develop a strong working knowledge of mathematics that includes both the domains and the strands of mathematical proficiency.

### *Curriculum: Written Curriculum Recommendations*

1. Revise and align the MCPS written curriculum to the CCSS, resulting in—
  - a streamlined curriculum with more in-depth study of content at each grade level;
  - a focus on mastery of number concepts in elementary school;
  - a mathematical proficiency with geometric principles and Algebra 2 concepts; and
  - equitable preparation and opportunities for higher level mathematics courses in high school.
2. Investigate the adoption of the integrated secondary school mathematics pathway as articulated in the CCSS.
3. Provide curriculum resources that are aligned with the CCSS and support equitable access to learning by—
  - addressing content, pedagogy, assessment, and instructional practices;
  - offering tasks that allow for multiple places to begin a problem, multiple solution strategies, or multiple solutions; and
  - presenting mathematics in contexts that include the use of culturally responsive practices and universal design principles.
4. Integrate a variety of technologies into the written curriculum to affect how mathematics is taught—to encourage critical thinking skills, to increase student motivation, and to facilitate access to mathematics content for all students, including those with disabilities and English Language Learners.
5. Create an online forum that allows instructional staff members to contribute to an evolving curriculum.

### **Classroom Instructional Practices: Implemented Curriculum**

The implemented curriculum is what is taught in the classroom and the strategies used to teach it. Instructional strategies, technology, and school structures are all important components in effectively implementing mathematics curriculum and student learning; however, the core message in all the research is that the competency of the teacher is the key to successful implementation of curriculum. Teachers and other instructional staff members make multiple decisions and should have multiple supports to determine the instructional strategies that are most appropriate for both the concept and the student.

Guiding the recommendations below is the belief that, in order to effectively implement the written curriculum, a highly skilled teacher should be in each classroom and be supported by effective structures. A highly skilled teacher should use effective pedagogical strategies, flexibly group students to meet the needs of all learners, and develop and utilize

assessments embedded in instruction. School structures and schedules should support effective teachers by enabling collaboration, common planning time, and job-embedded professional development opportunities. The implemented curriculum should be aligned with the written curriculum and result in all students achieving mathematical proficiency by developing both conceptual understanding and procedural fluency.

*Classroom Instructional Practices: Implemented Curriculum Recommendations*

1. Support the improvement of mathematics teaching through the development and use of an instructional practices rubric that includes but is not limited to fidelity of curriculum implementation, equitable practices, inquiry-based instruction, mathematics discourse, metacognitive strategies, and differentiation.
2. Develop and implement a self-assessment, incorporating the instructional practices rubric, for instructional staff members to identify content and pedagogical strengths and needs so that instructional staff members have data to guide their professional development.
3. Identify school structures and strategies that promote success for all students and work to support their replication in multiple locations.
4. Implement school schedules that promote effective instruction and provide all students, including students receiving special education services and ELLs, with the mathematics instruction and support they need to succeed; and
5. Support instructional staff members as they work in collaborative teams to review curriculum, plan instruction, discuss student progress, review student data, and make adjustments in teaching.
6. Monitor implementation of MCPS Regulation IHB-RA, *School Academic Grouping Practices*, which establishes standards for ongoing and flexible grouping and regrouping of students to provide instruction differentiated to meet the needs of all learners.
7. Provide research-based guidance on the appropriate use of calculators.

**Curriculum: Assessed Curriculum**

Assessment refers to activities teachers and other instructional staff use to help students learn and to determine student progress, and can be informal or formal in design. Two general categories of assessment are used in education: assessment for learning, or formative; and assessment of learning, or summative. Formative assessment occurs during the instructional process and is intended to provide accurate and timely data on student progress. Summative assessment is intended to measure learning outcomes at the end of a unit or course and report those outcomes to students, parents, and administrators. Both formative and summative assessments are used nationally in K–12 mathematics and are an integral part of teaching and learning in MCPS.

Guiding the recommendations below is the belief that assessment is not an event but an ongoing component of effective teaching and learning that prepares students for college and career success. Assessments are an important and intrinsic component of the instructional program. Mathematics assessment in MCPS makes students' thinking about mathematical content, concepts, and processes visible to the teacher, and indicates progress toward meeting standards. Teachers and other instructional staff use assessment data to make daily instructional decisions and to provide meaningful feedback to students that empowers them to own their learning. Local, state, national and international summative assessments ensure that students are receiving a standards-based education that prepares them for the 21<sup>st</sup> century global economy.

#### *Assessed Curriculum Recommendations*

1. Revise the MCPS mathematics assessment program to ensure it is aligned with the CCSS and measures a student's growth and achievement over time in all content standards, across all strands of mathematical proficiency (understanding, computing, applying, reasoning, and engaging), and at all levels of mathematical thinking (reproductions, connections, and analysis).
2. Provide formative and summative assessments at each grade level/course that make students' thinking visible to the teacher and inform teaching and learning.
3. Build time into the school schedule for mathematics teachers to collaboratively plan ongoing formative assessment, examine assessment data, reteach, reassess, and provide effective individual student feedback.
4. Provide professional development on formative assessment practices including item development, data analysis, and individual student feedback.
5. Create an online forum that will enable teachers to share their formative assessment items and practices.
6. Ensure the overall assessment program includes appropriate national and international norm-referenced assessments that provide useful national and international comparison data.

#### **Acceleration Practices: Mathematics Targets and Acceleration**

Acceleration is a term used to describe many instructional practices and is interpreted in different ways by different users. Acceleration can mean compacting curriculum; skipping units, grade levels, or courses to reach an adequate level of instructional challenge for the student, and helping underperforming students master foundational knowledge to quickly reach grade-level or above-grade-level standards. Currently the most common practice in MCPS is reflected in the second definition above—skipping units, grade levels, or courses as students have demonstrated mastery. Consequently, research focused on the impact and benefit of accelerating students into above-grade-level courses.

Guiding the recommendations below is the belief that the MCPS mathematics program should be challenging and rigorous for all students and should be taught to mastery. Any acceleration should be based on the needs of the learner, supported by data, and flexible as the student moves through the course or content. Targets should be aligned with mastery of mathematical content.

*Acceleration Practices: Mathematics Targets and Acceleration Recommendations*

1. Eliminate the practice of having large numbers of students skipping grade levels in mathematics. Ensure that all students have access to in-depth content knowledge at each grade level or course as reflected in the CCSS.
2. Continue programs and acceleration for students who demonstrate exceptionally strong and consistent proficiency in all mathematical strands (understanding, computing, applying, reasoning, and engaging) as represented in the CCSS.
3. Monitor, at the school and district levels, secondary course placement decisions to ensure equitable preparation and opportunities for advancement for all students, including those groups who have been underserved in the past: African American, Hispanic, special education, and ELLs.
4. Assess the impact of the implemented CCSS on the instructional program, including acceleration and targets.
5. Refocus the elementary mathematics target and Key Three of the Seven Keys to College Readiness (Complete Advanced Math in Grade 5) to reflect the implementation of the CCSS.

**Teacher Preparation and Development: Teaching for Mathematical Proficiency**

High quality mathematics professional development is job-embedded, data-driven, research-based, differentiated, sustained over time, and balanced between content and pedagogy. It is the vehicle by which educators acquire or enhance the knowledge, skills, and beliefs necessary to produce high levels of learning for all students. Professional development designed to improve the teaching and learning of mathematics helps instructional staff understand mathematics content and how students learn that content. The impact and effectiveness of professional development is increased when groups of instructional staff collaboratively reflect on and refine their instructional practice.

Guiding the recommendations is the belief that intensive and sustained high-quality professional development for all teachers and leaders of mathematics is essential to improve student achievement. High quality mathematics professional development is collaborative, job-embedded, data-driven, research-based, differentiated, and balanced between content and pedagogy. Professional development should be generative, and applied in a cycle of continuous improvement that results in mathematically proficient students and educators. The parents and students of MCPS should be confident that the teacher of mathematics in every classroom possesses the knowledge and skills necessary to enable every student to understand and use mathematics in a 21st century global

society.

### *Teacher Preparation and Development Recommendations*

1. Provide time and structures for instructional staff members to engage in collaborative, job-embedded professional development; apply what they learn; and reflect, reinforce, or revise instructional practices. Develop a plan to evaluate the impact of professional development on student learning.
2. Offer online, face-to-face, and hybrid (combination of online and face-to-face) professional development opportunities that align with the written curriculum and balance content knowledge and pedagogy.
3. Designate a school-based mathematics specialist in every elementary, middle, and high school with allocated release time whose primary role is to support the professional growth of mathematics instructional staff.
4. Expand and strengthen university program partnerships to—
  - provide teacher preparation aligned with MCPS goals for the teaching and learning of mathematics; and
  - place student teachers and interns in classrooms that provide models of effective mathematics teaching.
5. Continue to recruit and hire mathematics teachers with content expertise from a variety of professional backgrounds, including those who have pursued alternate routes to teacher certification. Involve content experts in the hiring process.

### **Next Steps**

The work group is aware that implementation of the recommendations will require further decisions and work. The next phase of this work includes creation of an action plan and timeline for implementation. The revision of the Maryland State Curriculum as a result of the Maryland State Department of Education's adoption of the Common Core State Standards will be needed before some recommendations can be started. After implementation of curricula based on the Common Core State Standards, exhaustive study will be required to determine the impact on teaching and student learning.

Undoubtedly, given the limitations and constraints of the current budget outlook, each recommendation's fiscal impact must be evaluated, and decisions also will be required about current programs and practices that may need to be altered to implement new recommendations. A timeline for preliminary action plan related to the recommendations is expected by spring 2011.

### **Conclusion**

The K–12 Mathematics Work Group, representing a wide array of stakeholders, worked diligently and respectfully to wrestle with the complex issues inherent in mathematics education reform. The work group created recommendations to effectively meet the diverse needs of all students in a rigorous and challenging mathematics program and improve

teaching and learning to prepare students for success in college and the world of work. These recommendations are predicated upon extensive research, exhaustive debates, and sound analytical methods. Just as the 2000 mathematics audit was one measure that guided work in raising the bar and closing the achievement gap for all students during the past decade, these recommendations set the stage for mathematics education in MCPS for the next decade. They are crafted to ensure all students have the opportunity to learn and meet the same high standards so that they can access the knowledge and skills necessary in their postsecondary lives. The recommendations will guide future decisions about curriculum and assessment, school structures, classroom/instructional strategies, acceleration practices, and teacher preparation to prepare all students for success as productive citizens in the 21st century.

Re: **DISCUSSION**

Ms. Berthiaume thanked staff for all of their work to provide this update and report. She noted that “research shows that each person processes mathematics differently. The differences run along a continuum from the mathematical learning profile, which is primarily quantitative, to a profile that is primarily qualitative. The implication from research is that students are more likely to be successful in learning mathematics if teachers use instructional strategies compatible with students’ learning profiles.” In terms of implementation, she asked what that might mean; how do we know what a student’s individual learning profile is when it comes to math; and are there thoughts about how we know that information to meet the child’s profile? Staff explained that the recommendations are tightly interwoven. There are frequent formative assessments to match instruction to the student’s need matched to the five strands.

Ms. Berthiaume asked what curriculum compacting was and why it was not a focus. Staff replied that focus of the research was based on the interests of the group. The current model of acceleration is skipping grades; however, compacting curriculum is another way to move students quickly through material.

Ms. Berthiaume noted that the placement process needs to be improved and that mathematically gifted students should move through the curriculum at a faster pace. Is staff talking about placement tests? Staff replied that the implementation team will address the process.

Ms. Berthiaume inquired about technology and student engagement. Proficiency comes with practice; will there be more engaging methods to do practice that is more challenging? Staff responded that there are many ways to use technology, such as staff development to support teachers. The big benefit is to bring the context alive so all students can manipulate and investigate the transformations, as well as develop their own nontraditional representations of mathematics.

Mr. Barclay focused on the statement of a “large number of students skipping grades.” There has been the recommendation that students in the fifth grade, who were preparing for college, should be in sixth grade math. What was wrong with fifth grade math? What was wrong with the curriculum? Staff replied that many students are capable of doing

higher-level math, such as geometry and algebra; however, there is a need for a tool to identify those students. There is a need to have mathematical proficiency to project success that opens course work for high school and college.

Mr. Barclay thought that the corrections and revisions will address getting young people on track for college and career. The other partner is the parents, who need to understand the acquisition of knowledge at a certain age. Another issue is teacher capacity in order for teachers to teach sixth grade math to fifth graders. Staff explained that there will be a problem since MCPS was intentional with the curriculum because of growth and mobility. When there is a common core among all states, the problem should be solved.

\*\* Mr. Xie joined the meeting at this point.

Mr. Barclay mentioned the Summary of the National Mathematics Advisory Panel from 2008. The MCPS recommendations are in line with the Advisory Panel. One of the issues was to provide intensive instruction in the primary grades. He hoped that MCPS does not frustrate students with the proposed sequences, but there is the necessity to build a foundation on which to build a love of math and its applications.

Mr. Kauffman noted the target of algebra in the eighth grade. That could be a realistic target, but what are the steps to assure that students have the right skill sets? What have we learned, and what will be changed? Staff explained that there is a need for a placement tool that will ensure that students are placed appropriately. Furthermore, there is improvement in the success of many students and the improved process with supports will accelerate instruction. Mr. Kauffman noted that he was hearing from high school teachers that the students do not have the necessary skills for high math courses. This is an issue for the placement of all students.

Mr. Kauffman noted that there was a recommendation to put a math content specialist at each school, but there is already a staff development teacher. Should there be different skill sets for the staff development specialist in lieu of adding another position? Staff replied that the recommendation is to identify a staff member responsible for math instruction. All recommendations and implementation are based on fiscal impact. The goal of that recommendation is to support teacher development.

Ms. Brandman inquired about tracking students on whether or not they stay on a trajectory as they get into the secondary level. Board members have heard that if the student is in an accelerated track with algebra in the eighth grade, the student should be in honors or Advanced Placement math classes. How do we know if it is getting better? Staff commented that several recommendations cover that point.

Ms. Brandman commented on assessing student readiness as it will include more strands. Can that be done immediately? Is there a need for students to have learning gaps filled prior to the next concept? Staff remarked that this has begun at the elementary level with the common core standards as the base. Ms. Brandman noted that students who are on a sequence can have gaps filled without derailing their progression. Ms. Brandman inquired about in-depth mastery and reassessment to make sure students are at mastery before

moving on; thus, making sure there is support to ensure success.

Ms. Brandman wanted to connect the Student Instructional Program Planning and Implementation (SIPPI) and better recommendations for proper placement of students. The terminology of SIPPI will not fit with these recommendations. Will the process be aligned? Staff remarked that the common core standards are causing a reset on grade level and proficiency. There is a need for a todo list on how staff frame and define for student mathematical proficiency. Any system that relied on the old method will have to be changed. Ms. Brandman thought the most powerful statement in the whole report is the recognition of the need to achieve balance between acceleration and enrichment.

Mrs. O'Neill noted that the Board has heard comments from parents about adequate preparation and acceleration. Math should not be frustrating, but enjoyable for students if provided through a clear curriculum.

**RESOLUTION NO. 521-10            Re:    2011–12 SCHOOL CALENDAR**

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

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

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

Resolved, That the proposed calendar and contingency plan for Montgomery County Public Schools for the 2011–2012 school year be adopted.

**Re:    LUNCH AND CLOSED SESSION**

The Board of Education recessed from 1:00 to 2:15 p.m. for lunch and closed session.

**RESOLUTION NO, 522-10Re:    CONTRACTS OF \$25,000 OR MORE**

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

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

Resolved, That the Board of Education president and superintendent of schools be authorized to execute the documents necessary for these transactions; and be it further

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



low bidders meeting specifications as shown below:

10-041	Preventive Maintenance and Repair of Generators—Extension	
	<u>Awardees</u>	
	Johnson & Towers, Inc.	\$ 50,000
165-97	Food Service Integrated Software System—Extension	
	<u>Awardee</u>	
	School-Link Technologies	\$116,033
4530057.1	Job Order Contract**	
	<u>Awardee</u>	
	Centennial Contractors	\$366,000
4082.5	Science Equipment—Extension	
	<u>Awardees</u>	
	Benz Microscope Optics Center	\$ 2,130
	Carolina Biological Supply Company	2,278
	Cynmar Corporation*	525
	Edvotek, Inc.	7,964
	Fisher Science Education	109,150
	Para Scientific Company	25,788
	Pitsco, Inc.	2,631
	Sargent Welch	13,668
	Total	\$164,134
4272.1	Visitor Management System—Extension	
	<u>Awardee</u>	
	Schneider Electric Buildings Critical Systems, Inc.	\$ 69,528
4278.1	Technology Consultant—Extension	
	<u>Awardee</u>	
	The Critical Thinking Consortium	\$ 36,575
4309.1	ANGEL LMA Licensing and Hosting Fees	
	<u>Awardee</u>	
	Angel Learning, Inc.	\$ 34,800
7115.5	Early Childhood Equipment and Supplies—Extension	

	<u>Awardees</u>	
	Community Products, LLC	\$123,100
	Kaplan School Supply Corporation	114,042
	Lakeshore Learning Materials	120,389
	Pyramid Paper Company	23,429
	School Specialty	133,027
	Wood Etc. Corporation	35,980
	Total	\$549,967
7117.3	Snowplow and Pump Parts—Extension	
	<u>Awardee</u>	
	Gaithersburg Equipment Company	\$ 53,567
9115.9	Potatoes, Frozen	
	<u>Awardees</u>	
	J. R. Simplot Company	\$ 344,000
	McCain Foods USA	33,400
	Total	\$ 377,400
9201.4	Diploma and Certificate Covers	
	<u>Awardee</u>	
	Jostens	\$ 36,456
	TOTAL PROCUREMENT CONTRACTS OVER \$25,000	\$1,854,460

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

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

RESOLUTION NO. 523-10Re: **ARCHITECTURAL APPOINTMENT – ARCOLA  
ELEMENTARY SCHOOL ADDITION  
FEASIBILITY STUDY**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services to perform a feasibility study for the Arcola Elementary School addition project; and

WHEREAS, Funds for conducting feasibility studies were programmed as part of the Fiscal Year 2011 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on April 20, 2006, identified The Lukmire Partnership, Inc. as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, The Lukmire Partnership, Inc. was the original architect for the reopening of Arcola Elementary School; and

WHEREAS, Staff from the Montgomery County Public Schools Department of Facilities Management has negotiated a fee for the necessary architectural services that includes two Maryland Department of Transportation-certified minority-owned firms; now therefore be it

Resolved, That the Montgomery County Board of Education enters into a contractual agreement with the architectural firm of The Lukmire Partnership, Inc. to provide feasibility study services for the Arcola Elementary School addition project for a fee of \$39,750.

RESOLUTION NO. 524-10Re:     **ARCHITECTURAL APPOINTMENT – FLOWER  
HILL ELEMENTARY SCHOOL ADDITION  
FEASIBILITY STUDY**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services to perform a feasibility study for the Flower Hill Elementary School addition project; and

WHEREAS, Funds for conducting feasibility studies were programmed as part of the Fiscal Year 2011 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on April 20, 2006, identified Purple Cherry Architects, a Maryland Department of Transportation-certified minority-owned firm, as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff from the Montgomery County Public Schools Department of Facilities Management has negotiated a fee for the necessary architectural services that includes two Maryland Department of Transportation-certified minority-owned firms; now therefore be it

Resolved, That the Montgomery County Board of Education enters into a contractual agreement with the architectural firm of Purple Cherry Architects to provide feasibility study services for the Flower Hill Elementary School addition project for a fee of \$50,665.

RESOLUTION NO. 525-10Re:     **ARCHITECTURAL APPOINTMENT – TWINBROOK  
ELEMENTARY SCHOOL ADDITION**

**CAPACITY STUDY**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services to perform a capacity study for the Twinbrook Elementary School addition project; and

WHEREAS, Funds for conducting capacity studies were programmed as part of the Fiscal Year 2011 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on April 20, 2006, identified Smolen Emr Ilkovitch Architects, Inc. as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff from the Montgomery County Public Schools Department of Facilities Management has negotiated a fee for the necessary architectural services that includes two Maryland Department of Transportation-certified minority-owned firms; now therefore be it

Resolved, That the Montgomery County Board of Education enters into a contractual agreement with the architectural firm of Smolen Emr Ilkovitch Architects, Inc. to provide capacity study services for the Twinbrook Elementary School addition project for a fee of \$30,000.

RESOLUTION NO. 526-10Re:     **ARCHITECTURAL APPOINTMENT – WOOD  
ACRES ELEMENTARY SCHOOL ADDITION  
CAPACITY STUDY**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services to perform a capacity study for the Wood Acres Elementary School addition project; and

WHEREAS, Funds for conducting capacity studies were programmed as part of the Fiscal Year 2011 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on April 20, 2006, identified MWB Architects, a Maryland Department of Transportation-certified minority firm, as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, MWB Architects was the original architect for the modernization of Wood Acres Elementary School; and

WHEREAS, Staff from the Montgomery County Public Schools Department of Facilities Management has negotiated a fee for the necessary architectural services that includes a Maryland Department of Transportation-certified minority-owned firm; now therefore be it

Resolved, That the Montgomery County Board of Education enters into a contractual agreement with the architectural firm of MWB Architects to provide capacity study services for the Wood Acres Elementary School addition project for a fee of \$30,000.

RESOLUTION NO. 527-10                      Re:    **EXTENSION OF CONTRACT – SURFACE-MOUNTED SWING DOOR OPERATORS FOR CLASSROOM BUILDINGS**

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

WHEREAS, The following unit price proposal was received on October 18, 2010, for the installation of surface-mounted swing door operators:

Bidder Amount

Atlantic Door Control, Inc.	\$2,950
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and

WHEREAS, Atlantic Door Control, Inc. has agreed to hold their unit price for an additional year; and

WHEREAS, Atlantic Door Control, Inc. has completed similar work successfully for Montgomery County Public Schools; and

WHEREAS, The proposal is within the staff estimate and staff has recommended that the current contract be extended; now therefore be it

Resolved, That the Montgomery County Board of Education extends the current contract with Atlantic Door Control, Inc. for a period of one year for the installation of surface-mounted swing door operators as needs arise at the unit price of \$2,950 each.

RESOLUTION NO. 528-10 Re:    **FY 2011 SUPPLEMENTAL AND AMENDMENT TO THE FY 2011–16 CAPITAL IMPROVEMENTS PROGRAM – ENERGY EFFICIENCY CONSERVATION PROJECT**

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

Resolved, That the Board of Education requests a Fiscal Year 2011 supplemental appropriation and amendment to the Fiscal Year 2011–2016 Capital Improvements Program in the amount of \$1,624,000 to provide energy efficiency upgrades through the Energy Conservation Project; and be it further

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

RESOLUTION NO. 529-10Re: **OFFICE SPACE LEASE AT ROCKVILLE  
CORPORATE CENTER**

WHEREAS, The current market for leased office space provides an opportunity for the Board of Education to consolidate space at reduced rents for substantial savings; and

WHEREAS, Department of Facilities Management staff has negotiated favorable financial terms for an 11-year, 3-month lease to occupy the entire building at 45 West Gude Drive for an initial base rent of \$22.50 per square foot starting in October 2011; and

WHEREAS, Approval of this lease will allow the Board of Education to consolidate its leased office space and let other leases expire without penalty, creating long-term savings; now therefore be it

Resolved, That the superintendent of schools and the president of the Board of Education be authorized to execute a Lease Agreement for 113,845 square feet of office space at 45 West Gude Drive in Rockville, with phased occupancy of 66,546 square feet by October 1, 2011, and the remaining 47,299 square feet by January 1, 2013, at an initial base rental rate of \$22.50 per square foot with 2.5 percent annual rent escalations.

RESOLUTION NO. 530-10Re: **UTILIZATION OF THE FY 2011 PROVISION FOR  
FUTURE SUPPORTED PROJECTS FUNDS**

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

WHEREAS, The above-noted grants qualify for a transfer of appropriation from the Provision for Future Supported Projects, pursuant to the provisions of County Council Resolution No. 16-1374, approved May 27, 2010; and

WHEREAS, The above-noted projects do not require any present or future county funds; and

WHEREAS, Sufficient appropriation is available, within the Fiscal Year 2011 Provision for Future Supported Projects, to permit the above-noted transfers within state categories; now therefore be it

Resolved, That the superintendent of schools be authorized by the Montgomery County Board of Education to receive and expend \$665,000 within the Fiscal Year 2011 Provision for Future Supported Projects, as specified below:

<b>Project</b>	<b>Positions*</b>	<b>Amount</b>
Education for Homeless Children and Youth Program		\$ 95,000
Howard Hughes Medical Institute Science Education	2.625	545,000
Reading First Program		<u>25,000</u>
<b>Total</b>	<b>2.625</b>	<b>\$ 665,000</b>

Positions\*

- 1.0 instructional specialist
- 1.0 fiscal assistant
- .625 special projects coordinator

and be it further

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

**RESOLUTION NO. 531-10Re: RECOMMENDED FY 2011 SUPPLEMENTAL APPROPRIATION FOR PROJECT NORTH STAR**

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

Resolved, That the superintendent of schools be authorized to receive and expend, subject to County Council approval, a Fiscal Year 2011 supplemental appropriation of \$4,999,634 for the Investment in Innovation Fund Project North Star Grant, in the following categories:

<u>Category</u>	<u>Positions*</u>	<u>Amount</u>
1 Administration	1.0	\$ 158,312
2 Mid-Level Administration	11.0	3,577,064
12 Fixed Charges	___	<u>1,264,258</u>
<u>Total</u>	<u>12.0</u>	<u>\$ 4,999,634</u>

Positions\*

- 11.0 instructional specialists
- 1.0 supervisor

and be it further

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

Council; and be it further

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

**RESOLUTION NO. 523-10Re: FY 2011 FIRST QUARTER CATEGORY AND OBJECT TRANSFERS REQUEST**

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

WHEREAS, Montgomery County Public Schools must report each transfer between state categories to the county executive and County Council; and

WHEREAS, Categorical transfers are required at this time for grant funded projects; now therefore be it

Resolved, That the superintendent of schools be authorized to effect Fiscal Year 2011 categorical transfers of \$326,249 in the following categories:

***Individuals with Disabilities Education Act—Transition, Dropout, Graduation Gap Project***

	<u>Category</u>	<u>From</u>	<u>To</u>
6	Special Education		\$ 2,620
12	Fixed Charges	\$ 2,620	
	Total	<u>\$ 2,620</u>	<u>\$ 2,620</u>

***Individuals with Disabilities Education Act—High School Assessments Project***

	<u>Category</u>	<u>From</u>	<u>To</u>
6	Special Education		\$ 23
12	Fixed Charges	\$ 23	
	Total	<u>\$ 23</u>	<u>\$ 23</u>

***Individuals with Disabilities Education Act—Least Restrictive Environment***

	<u>Category</u>	<u>From</u>	<u>To</u>
6	Special Education		\$ 816
12	Fixed Charges	\$ 816	
	Total	<u>\$ 816</u>	<u>\$ 816</u>

**Prekindergarten Inclusion Project**

**Maryland Technology Proficiency Partnership Project**

	<u>Category</u>	<u>From</u>	<u>To</u>
3	Instructional Salaries	\$ 3,000	



5	Other Instructional Costs	_____	<u>\$</u>
			<u>3,000</u>
	Total	<u>\$ 3,000</u>	<u>\$</u>
			<u>3,000</u>

**Youth in Natural Resources Project**

	<u>Category</u>	<u>From</u>	<u>To</u>
1	Administration	\$ 41	
3	Instructional Salaries		\$ 295
5	Other Instructional Costs	<u>254</u>	
	Total	<u>\$ 295</u>	<u>\$ 295</u>

**Reading First Program**

	<u>Category</u>	<u>From</u>	<u>To</u>
2	Mid-level Administration	\$ 42,743	
3	Instructional Salaries	13,653	
4	Textbooks and Instructional Supplies		\$ 91,705
5	Other Instructional Costs	12,843	
12	Fixed Charges	<u>22,466</u>	
	Total	<u>\$ 91,705</u>	<u>\$ 91,705</u>

**American Indian Education Program**

	<u>Category</u>	<u>From</u>	<u>To</u>
3	Instructional Salaries		\$
			2,135
4	Textbooks and Instructional Supplies	\$ 2,322	
5	Other Instructional Costs	553	
9	Student Transportation		359
12	Fixed Charges		<u>381</u>
	Total	<u>\$ 2,875</u>	<u>\$ 2,875</u>

**Carl D. Perkins Career and Technical Education Improvement Grant**

	<u>Category</u>	<u>From</u>	<u>To</u>
2	Mid-level Administration		\$ 7,456
3	Instructional Salaries	\$ 52,288	
4	Textbooks and Instructional Supplies		8,237
5	Other Instructional Costs		51,619
9	Student Transportation	730	
12	Fixed Charges	<u>14,294</u>	
	Total	<u>\$ 67,312</u>	<u>\$ 67,312</u>

**Emergency Immigrant Education Title III—Limited English Proficiency Program**

	<u>Category</u>	<u>From</u>	<u>To</u>
3	Instructional Salaries		\$ 120,326
4	Textbooks and Instructional Supplies		500
12	Fixed Charges	\$ 120,826	
	Total	<u>\$ 120,826</u>	<u>\$ 120,826</u>

#### Transition From Laboratory to Classroom Project

	<u>Category</u>	<u>From</u>	<u>To</u>
2	Mid-level Administration		\$ 28,500
5	Other Instructional Costs	\$ 31,300	
12	Fixed Charges		2,800
	Total	<u>\$ 31,300</u>	<u>\$ 31,300</u>

#### Infants and Toddlers Program

	<u>Category</u>	<u>From</u>	<u>To</u>
1	Administration	\$ 4,263	
6	Special Education	1,214	
12	Fixed Charges		\$ 5,477
	Total	<u>\$ 5,477</u>	<u>\$ 5,477</u>

and be it further

Resolved, That the superintendent of schools be authorized to effect Fiscal Year 2011 object transfers of \$232,336 in the following projects:

#### Emergency Immigrant Education Title III—Limited English Proficiency Program

	<u>Object</u>	<u>From</u>	<u>To</u>
01	Salaries and Wages		\$ 120,326
03	Supplies and Materials		500
04	Other Expenditures	\$ 120,826	
	Total	<u>\$ 120,826</u>	<u>\$ 120,826</u>

#### Infants and Toddlers Program

	<u>Object</u>	<u>From</u>	<u>To</u>
01	Salaries and Wages		\$ 36,045
04	Other Expenditures	\$ 111,510	
05	Equipment		75,465
	Total	<u>\$ 111,510</u>	<u>\$ 111,510</u>

and be it further

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

Council.

RESOLUTION NO. 533-10Re: **MONTHLY HUMAN RESOURCES AND  
DEVELOPMENT REPORT**

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

WHEREAS, The educators and others who are employed by Montgomery County Public Schools are key partners in the important work and numerous achievements of the school system; now therefore be it

Resolved, That the Board of Education approves the monthly Human Resources and Development Report with its listings identifying new employees, employee resignations, and other employee status updates; and be it further

Resolved, That this resolution be made a part of the minutes of this meeting.

RESOLUTION NO. 534-10Re: **DEATH OF MS. VALERIE A. BENNETT,  
CLASSROOM TEACHER, MILL CREEK  
TOWNE ELEMENTARY SCHOOL**

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

WHEREAS, The death on October 8, 2010, of Ms. Valerie A. Bennett, classroom teacher at Mill Creek Towne Elementary School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In the more than nine years that Ms. Bennett worked for Montgomery County Public Schools, she was well liked by her students and modeled a love of learning and enthusiasm for school that was visible to all; and

WHEREAS, Ms. Bennett had high expectations and always provided her students with a safe, interactive work environment and was always willing to go the extra mile by providing communication to students and parents on academic achievement; now therefore be it

Resolved, That the members of the Board of Education and the superintendent of schools express their sorrow at the death of Ms. Bennett and extend deepest sympathy to her family; and be it further

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

Re: **MONTHLY FINANCIAL REPORT**

Mr. Larry Bowers, chief operating officer, stated that this financial report reflects the actual financial condition of Montgomery County Public Schools (MCPS) as of September 30, 2010, and projections through June 30, 2011, based on program requirements and estimates made by primary and secondary account managers. At this time, revenues have a projected surplus of \$1,500,000, while expenses have a projected surplus of \$8,500,000. Staff will continue to closely monitor both revenues and expenditures.

RESOLUTION NO. 535-10Re: **LEGISLATIVE PLATFORM**

On motion of Mr. Barclay seconded by Mr. Kauffman, the following resolution was adopted unanimously as amended by consensus:

**Funding/Accountability**

Today's investments in Montgomery County Public Schools are key to a prosperous economy, strong business growth, and students' ability to compete for good jobs in the global, high-tech economy. If we do not invest adequate funds now, the preparedness of our youth to support our future economic health will be in serious jeopardy. Our school system cannot afford any unfunded mandates, significant additional workload burdens, or shifting of costs to our county. Any legislation that shifts or imposes new costs must have a designated and sufficient revenue source.

**Pension/Retirement**

In 2006, the General Assembly approved legislation that significantly improved Maryland's teacher pension system. The improvements provide critical support to employees and enhance the ability to attract and retain highly qualified staff to serve public school children in our county and across the state. Improvements in the pension system would be compromised by any shift in funding responsibility from the state to local governments that have no fiduciary obligation for the payment of teacher pensions. Additionally, transfer of responsibility from the state to the counties would in effect reverse the Bridge to Excellence commitment to increasing the state share of education funding.

*The Montgomery County Board of Education supports:*

- Maintaining the teacher retirement program as a state-funded categorical program.
- Full state funding of the teacher retirement program.

*The Montgomery County Board of Education opposes:*

- Any shift in funding responsibility from the state to the counties.
- Any imposition of a cap on the state's share of teacher retirement funding.

**Maintenance of Effort**

The *Bridge to Excellence in Public Schools Act of 2003 (BTE)* requires significant increase in state funding without modifying the minimum maintenance of effort (MOE) requirement for county governments. Maintenance of effort, conceived as a floor to ensure a basic level of local support for education, requires each district receive the same local appropriation per pupil in the subsequent year that was provided during the current year. Even when fully funded, MOE does not address other rising costs of commodities such as fuel, unfunded mandates, or other inflationary increases to annual budgets, including salary and employee

benefit increases. Funds for one-time projects do not count toward the requirement, if approved by the Maryland State Department of Education.

If a county cannot afford to pay the minimum amount because of serious economic trouble, it may petition the State Board of Education for a waiver. If a waiver is denied, school systems, not local governments, are penalized if MOE is not met by a local government, effectively creating a double penalty: loss of local aid coupled with denial of any increase in basic state aid. Schools and students should be held harmless from the consequences of any unusual or unforeseen fiscal circumstances.

If a county does not expect any increase in state school aid, the MOE law does not provide for any penalty. Counties thus have no incentive to maintain local effort if they expect no state aid increase.

Current law provides that if a MOE waiver is granted, the required local contribution for the succeeding year is based on the previous year's (higher) amount per student. If a county simply violates the requirement and accepts the penalty (or if there is no penalty), then the required local contribution for the succeeding year is at the lower per student amount based on the year in which the county is in violation. Thus, when the county violates the MOE law, the school system is further penalized by a lower base for future required funding.

*The Montgomery County Board of Education supports:*

- Continuing the current maintenance of effort provision that mandates the county governing body to appropriate funds to the school operating budget in an amount no less than the product of enrollment for the current fiscal year and the per pupil local appropriation for the prior fiscal year.
- Holding school systems harmless for MOE noncompliance by local governments by requiring the state to transfer from state disbursements or county state aid to school system state aid the amount by which counties failed to meet MOE.
- Requiring use of a previous year's (higher) MOE amount if a county violates the MOE requirement.
- Requiring adjustment to MOE if pension funding responsibility is shifted to school systems.

*The Montgomery County Board of Education opposes:*

- Any amendments to statute or regulations regarding
  - Legal requirements to satisfy the minimum maintenance of effort requirement;
  - Limiting the application of the non-recurring cost exemption;
  - The process for requesting waivers from the maintenance of effort requirement;
  - Criteria by which waivers would be automatically granted.
- Blanket legislative waiver with no clear funding requirement.

## **Capital Budget/School Construction**

State construction funds continue to be inadequate to meet the substantial capital funding needs. School construction costs dramatically exceed state and local appropriations. Enrollment growth, coupled with maintenance needs in older schools, continues to put enormous pressures on school facilities. Limited state funding has forced Montgomery County to forward-fund critical projects that are eligible for state funding. Moreover, without adequate funding, overreliance on portable classrooms and increasingly aging facilities will become the norm.

*The Montgomery County Board of Education supports:*

- Adequate state capital funding for FY 2012 to address school facility needs.
- Expanding the state's bonding capacity to meet Maryland's growing school facility needs.
- Establishing that the distribution of school construction funds be equal to the percentage share of student enrollment statewide.
- Revising current standards for the Interagency Committee square footage allowances for new and modernized schools to eliminate penalty for building additional classrooms intended to reduce class size in support of student achievement.
- Developing a mechanism to ensure locally forward-funded projects remain eligible for state funding, even after the project has been completed.
- Changing the Public School Construction Program to address inequities in funding needs related to the size and location of an LEA.
- Establishing incentives for green and energy efficient school construction.

*The Montgomery County Board of Education opposes:*

- Any effort to reduce the \$1.23 million Aging School Program funds legislated for Montgomery County.
- Any reduction to the state and local cost share formula.
- Any change to the threshold requirements for prevailing wages.

MCPS, as a quasi-state agency, is not required to submit permits to municipal agencies, other than for stormwater management and forest conservation, but nevertheless has voluntarily complied with the municipal permitting process. Over time, irregularities in the interpretation of applicable codes by county and municipal permitting authorities have created unnecessary and costly changes to both MCPS facility designs and construction timing.

Generally, state construction is subject to review, approval, and inspection by state regulatory agencies. However, given the limitations on state resources, state regulatory agencies are not in a position to provide permitting services for MCPS projects.

*The Montgomery County Board of Education supports:*

- Local legislation that authorizes MCPS projects to be reviewed and permitted through the Montgomery County Department of Permitting Services.

## **Operating Budget**

The *Bridge to Excellence in Public Schools Act of 2003 (BTE)* was broadly conceived to

ensure both adequacy and equity in education funding and relies on the Geographic Cost of Education Index (GCEI) and inflation adjustments to meet that mandate. GCEI was funded at 60 percent in FY 2009 and fully funded in FY 2010 and FY 2011 using federal stimulus funds, which will sunset in FY 2012. Last year, the inflation adjustment was eliminated until FY 2012.

*The Montgomery County Board of Education supports:*

- Full commitment to the funding incorporated in BTE, including the GCEI and student transportation.
- Mandating GCEI funding.
- Resumption of the annual inflation adjustment.
- Additional funding to support English for Speakers of Other Languages by recognizing the additional resources necessary both to educate Limited English Proficient students and to fulfill mandated monitoring and reporting.
- Maintaining teacher retirement as a state-funded categorical program.
- Reimbursement for students placed by state agencies at RICA, as well as reimbursement for educational programming.

*The Montgomery County Board of Education opposes:*

- Any retreat from funding identified in BTE.
- Additional state mandates, unless accompanied by sufficient and ongoing state funding.

### **Special Education Nonpublic Tuition**

Montgomery County Public Schools (MCPS) and the Maryland State Department of Education (MSDE) share the costs for providing services for special education students who are served in nonpublic schools. The Nonpublic Tuition Assistance Program has been beneficial in supporting the school system's obligation to provide appropriate services to students who require intensive special education services. The program requires local school systems to pay 30 [CORRECT?] percent of the average per-pupil cost plus 30 percent of any amount in excess; MSDE is required to fund the remaining 70 percent.

*The Montgomery County Board of Education supports:*

- Restoring the 80/20 cost-sharing formula of the Nonpublic Tuition Assistance Program.

*The Montgomery County Board of Education opposes:*

- Any attempts to increase the local share of tuition for special education students served in nonpublic schools.

### **Public Funding for Private Schools**

Nonpublic schools are neither subject to state accountability measures nor to the same legal requirements as public schools, such as those set out in special education laws and teacher certification regulations. With the increasing unmet needs in public schools, state funds must be targeted to address the needs of public school students in Montgomery County and throughout the state.

*The Montgomery County Board of Education supports:*

- Strong accountability for all public dollars spent on education.

*The Montgomery County Board of Education opposes:*

- Appropriation of public funds for private and parochial schools.
- Direct aid to private and parochial students.
- Tuition tax credits, vouchers, or tax credits as a means of reimbursing parents who choose to send their children to private or parochial schools.
- Continuation or expansion of providing textbooks to private schools.

### **Local Board Authority**

While the Maryland State Board of Education establishes, through regulations, broad statewide policies and mandates, local boards of education are responsible for establishing policies and procedures for the public schools within its jurisdiction. By retaining decision-making authority at the local level, a board of education can best balance educational practices, available resources, public input, and accountability.

### **Curriculum**

In creating the State Board and local boards of education, the General Assembly has delegated to them the responsibility for content standards and curriculum. The State Board establishes state standards and the local boards adopt and implement locally developed programs with local funding to ensure that these standards are met. Local boards of education can best balance educational practices, available resources, public input, and accountability.

*The Montgomery County Board of Education supports:*

- Maintaining the authority of local boards of education to determine educational policy, curriculum, and administration.
- Retaining decision-making authority at the local level.

*The Montgomery County Board of Education opposes:*

- Any efforts by the General Assembly to legislate curriculum, firmly believing that this role belongs to local boards of education in conjunction with the State Board.

### **Charter Schools**

In 2003, the General Assembly enacted legislation that created a charter school program. While the *Maryland Public Charter School Act* establishes an alternative means within a public school system to provide teaching and learning, there remains the need for a strong accountability system to ensure that any public charter school funds are appropriately spent.

*The Montgomery County Board of Education supports:*

- Reaffirming that the sole authority for establishing public charter schools is vested in local boards of education with an appropriate procedure for appeals of local decisions.



- Defining “commensurate funding” as resources equal to what is allocated to similar schools in the district, excluding central administrative expenditures and other expenditures that may be provided in kind.

*The Montgomery County Board of Education opposes:*

- Efforts to expand charter school authority beyond local school boards.
- Efforts to weaken academic or fiscal accountability requirements.
- Funding requirements that give charter schools more resources per student than other public schools in each district.
- Any attempt to deprive charter school employees of the rights and responsibilities of other public employees.

The Montgomery County Board of Education is committed to providing a high-quality, world-class education that ensures success for every student through excellence in teaching and learning. A high-quality education is the fundamental right of every child. The Montgomery County Public Schools is steadfast in ensuring that all students will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.

### **Compulsory Age of Attendance**

Currently, Maryland requires children between the ages of 5 and 15 to attend school. Upon turning 16, a student is permitted on his/her own to permanently withdraw from school. While school staff must conduct and document an exit interview with any student who seeks to drop out, parental approval is not required.

### **Students**

The decision to drop out can be life changing. While students drop out for myriad complex reasons reflecting their unique life circumstances, it is often the culmination of a longer process of disengaging from instruction. For dropouts, the consequences can be severe. In our changing economy, workers need at least a high school diploma to compete in the workforce. A 2007 Maryland Task Force to Study Raising the Compulsory Public School Attendance Age to 18 noted that students who drop out of high school face “harsh futures” characterized by lower wages, disproportionate representation in prisons, and shorter overall life spans. The costs to society were also described, including greater dependency on public assistance among dropouts and high incarceration costs for the population.

Raising the compulsory age of attendance alone is not a silver bullet and, in isolation, will not resolve the underlying issues and causes of students dropping out. However, it is critical that our laws and policies limit the ease by which students can drop out of school, knowing the long-term consequences of such action. Additionally, any real or sustainable impact will take place only if requiring students to stay in school beyond age 16 is accompanied by engaging instruction and personal supports.

*The Montgomery County Board of Education supports:*

- Raising the compulsory age from 16 to 18.
- Providing adequate supports to address the issues that caused students to leave school.

### **Early Childhood Education**

Montgomery County Public Schools (MCPS) believes that investments in early childhood education are both wise and essential to ensuring success for every student. The Task Force on Universal Preschool Education recently recommended creation of a voluntary, free, standards-based universal preschool program for all 4-year olds. MCPS is a significant partner in Montgomery County's Early Childhood Initiative, which ensures that family-focused programs and services for young children are neighborhood-based, effective, and responsive to cultural diversity; make a measurable, positive difference in children's well-being; and help prepare them for success in school.

*The Montgomery County Board of Education supports:*

- State fiscal support for any expansion of local prekindergarten services.
- Statewide initiatives supporting high quality early childhood programs, including child care.
- Efforts that encourage the provision of an array of services by a variety of agencies.
- Maximum use of community organizations to provide prekindergarten services, with commitment to support of local curriculum requirements.

### **Nutrition and Health**

Thousands of low-income children in Maryland depend on school meals for the nutrition they need to learn and grow. *Maryland Meals for Achievement* provides funding for schools with high concentrations of poverty to provide breakfast to all students, regardless of family income. Most recently, of the 62 eligible schools to apply for the program, only 29 were approved. The Maryland State Department of Education (MSDE) would only accept applications for the currently enrolled schools and a priority list for those eligible but not in the program. Additionally, the *Summer Food Service Program* ensures that children in lower income areas continue to receive nutritious meals during the summer months when school breakfasts and lunches are not available.

*The Montgomery County Board of Education supports:*

- Expansion of *Maryland Meals for Achievement* as an entitlement to include all eligible schools that choose to apply.
- Efforts to increase federal funding for the *Summer Food Service Program*

*The Montgomery County Board of Education opposes:*

- Limiting the number of eligible schools from participation in *Maryland Meals for Achievement*.

### **Safety and Security**

Safety in public schools has become increasingly important as threats to national and community security have taken on new meaning. The prevention of disruption and violence has always been a key component of long-term effective school safety strategies. The pursuit of a safe environment must be tempered by a balanced emphasis on the protection of individual student rights.

*The Montgomery County Board of Education supports:*

- Innovative initiatives and funding that address gang prevention and involvement and promote targeted interventions to reduce gang activity.
- Innovative initiatives and funding that speak to strategies that ensure a safe and secure learning and working environment for students and staff.

*The Montgomery County Board of Education opposes:*

- Statewide approach to discipline that limits a school system's ability to respond to unique and unusual circumstances.
- Unnecessary mandates on school systems that divert resources from programs that directly help students.

### **Home Schooling**

Maryland law recognizes home instruction as an alternative to public school enrollment and as a means for students to receive regular, thorough instruction. Currently, home-schooled students are expressly authorized to participate in public school standardized testing.

*The Montgomery County Board of Education opposes:*

- Any requirement that home-schooled students be allowed to participate in public school athletics or other extracurricular activities.

### **Student Member of Boards of Education**

The position of student member of the Board of Education (SMOB) is established by the Annotated Code of Maryland, with rights varying from jurisdiction to jurisdiction. Some jurisdictions have SMOBs with extremely limited powers, while in at least one instance the SMOB has the same powers as the adult elected member of the Board.

With the exceptions of boundary changes, capital and operating budgets, collective bargaining, negative personnel matters, and school closings, the Montgomery County SMOB has a vote equal to those of the seven adult Board members. The SMOB has a vote on issues such as administrative appointments and policy, as well as a vote on the appeals that the Board decides in its quasi-judicial role.

*The Montgomery County Board of Education supports:*

- Local legislation expanding the SMOB's voting rights to be equal to those of adult Board members with the exception that the SMOB shall not vote on negative personnel matters.

### **RESOLUTION NO. 536-10Re: ITEM OF LEGISLATION**

On motion of Dr. Docca and seconded by Mr. Barclay, the following resolution was adopted unanimously with Mr. Barclay, Ms. Brandman, Dr. Docca, Mr. Durso, Mr. Kauffman, Mrs. O'Neill, and Mr. Xie voting in the affirmative; Ms. Berthiaume voting in the negative:

:

Resolved, That the Board of Education supports **MC 11-11, Montgomery County, School Buildings, Exclusive Authority to Issue Permits and Enforce Regulations and Codes** which would be for the purpose of granting the Montgomery County government exclusive authority to issue permits and enforce regulations and codes associated with the

construction, remodeling, and placement of certain school buildings; and generally relating to the authority of the Montgomery County government to issue permits and enforce regulations and codes associated with school buildings.

**RESOLUTION NO. 537-10Re: ITEM OF LEGISLATION**

On motion of Mr. Xie and seconded by Dr. Docca, the following resolution was adopted unanimously:

:

Resolved, That the Board of Education supports **MC 7-11, Montgomery County Board of Education, Student Members, Voting** which would be for the purpose of authorizing the student member of the Montgomery County Board of Education to attend an executive session of the Board of Education that relates to a certain matter; authorizing the student member of the Montgomery County Board of Education to vote on certain matters; and generally relating to the voting rights of the student member of the Montgomery County Board of Education.

**RESOLUTION NO. 538-10Re: ITEM OF LEGISLATION**

On motion of Dr. Docca and seconded by Mr. Barclay, the following resolution was adopted unanimously with Mr. Barclay, Ms. Brandman, Dr. Docca, Mr. Durso, Mr. Kauffman, Mrs. O'Neill, and Mr. Xie voting in the affirmative; Ms. Berthiaume voting in the negative:

:

Resolved, That the Board of Education supports **MC-11, Montgomery County, Transportation of Students, Repeal of Prohibition of Fee** which would be for the purpose of repealing a certain provision of law that prohibits the charging of a fee in Montgomery County for transportation of public school students to school from certain locations or from school to certain locations; and generally relating to the transportation of public school students in Montgomery County.

\*\* Ms. Berthiaume left the meeting at this point.

**RESOLUTION NO. 539-10Re: APPROVAL OF PILOT COURSES**

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

WHEREAS, On February 13, 2001, the Montgomery County Board of Education adopted Policy IFA, *Curriculum*, governing all curriculum development and implementation; and

WHEREAS, Montgomery County Public Schools established procedures under Regulation IFA-RA, *Curriculum*, to allow school staff members to develop and pilot noncore curriculum courses through the Office of Curriculum and Instructional Programs; and

WHEREAS, Montgomery County Public Schools established procedures under Regulation IFA-RA, *Curriculum*, to allow externally developed curriculum and instructional programs to

be used in place of Montgomery County Public Schools curriculum after review and approval, using the process for noncore curriculum development; and

WHEREAS, The proposed courses have met all of the requirements established in the procedures; and

WHEREAS, These proposed courses support and extend high school signature, academy, career and technology, and elective programs; now therefore be it

Resolved, That the Montgomery County Board of Education approve the pilot courses, active courses, or restricted courses in accordance with the procedures established in Regulation IFA-RA, *Curriculum*.

RESOLUTION NO. 540-10Re: **CLOSED SESSION RESOLUTION**

On recommendation of the superintendent and on motion of Mr. Barclay seconded by Dr. Docca, 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 Thursday, November 18, 2010, in Room 120 of the Carver Educational Services Center from 5:00 to 6:00 p.m. to discuss matters relating to the hiring of a superintendent of schools, an administrative function outside the purview of the *Open Meetings Act* (Section 10-508(a) of the *State Government Article*); and be it further

Resolved, That the Board of Education of Montgomery County conduct a closed session on Friday, November 19, 2010, in Room 120 of the Carver Educational Services Center from 9:00 a.m. to 5:00 p.m. to discuss matters relating to the hiring of a superintendent of schools, an administrative function outside the purview of the *Open Meetings Act* (Section 10-508(a) of the *State Government Article*); and be it further

Resolved, That the Board of Education of Montgomery County conduct closed sessions on Tuesday, December 7, 2010, in Room 120 of the Carver Educational Services Center to meet from 9:00 to 10:00 a.m. and 1:00 to 2:00 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article* and Section 4-107(d) of the *Education Article*; review and adjudicate appeals in its quasi-judicial capacity; consult with counsel to obtain legal advice, as permitted under Section 10-508(a)(7) of the *State Government Article*; and discuss matters of an administrative function outside the purview of the *Open Meetings Act* (Section 10-508(a) of the *State Government Article*); and be it further

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

**RESOLUTION NO. 541-10Re: REPORT OF CLOSED SESSION**

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

On October 25, 2010, by unanimous vote, the Board of Education voted to conduct a closed session as permitted under the *Education Article § 4-107(d)* and *State Government Article §10-508(a), et seq.*, of the *Annotated Code of Maryland*.

The Montgomery County Board of Education met in a closed session on October 25, 2010, from 5:35 to 6:10 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 10-508(a) of the *State Government Article*): T-2010-35.
2. Discussed matters of an administrative function (economic status of the county and strategies for the funding of the capital and operating budgets; strategies for matters relating to the use of real property for a public purpose and matters directly related thereto; and upcoming collective bargaining meetings and updates outside the purview of the *Open Meetings Act* (Section 10-508(a) of the *State Government Article*).

In attendance at the closed session for appeals were Chris Barclay, Laura Berthiaume, Shirley Brandman, Judy Docca, Michael Durso, Phil Kauffman, Patricia O'Neill, Alan Xie, Suzann King, Glenda Rose, Laura Steinberg, and Patrick Clancy. At 5:50 p.m., after the discussion of the appeal, Mr. Clancy left the meeting and the following staff joined the meeting: Larry Bowers, Frieda Lacey, Brain Edwards, Jody Leleck, Chris Richardson, Dana Tofig, and Frank Stetson.

**RESOLUTION NO. 542-10Re: MINUTES**

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

Resolved, That the Board of Education approve the minutes for its October 6, October 12, and October 27, 2010, meetings.

Re: **BOARD COMMITTEE UPDATES**

There were no updates.

Re: **NEW BUSINESS**

There was no new business.

Re: **ITEMS OF INFORMATION**

The following documents were available:

1. Legal Fees Report
2. Construction Progress Report
3. Minority-, Female-, or Disabled-Owned Business Procurement Report for the First Quarter of Fiscal Year 2011

**RESOLUTION NO. 543-10Re: ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of November 9, 2010, at 4:00 p.m.

\_\_\_\_\_  
PRESIDENT

\_\_\_\_\_  
SECRETARY

JDW:gr

Resolution	Barclay	Berthiaume	Brandman	Docca	Durso	Kauffman	O'Neill	Xie
2011-12 Calendar	A	A	A	A	A	A	A	O
Legislative Platform	A	A	A	A	A	A	A	A

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

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