

APPROVED
21-2001

Rockville, Maryland
July 2, 2001

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Monday, July 2, 2001, at 10:10 a.m.

ROLL CALL Present: Mrs. Nancy J. King, President
 in the Chair
 Mr. Stephen Abrams
 Mr. Kermit V. Burnett
 Ms. Sharon Cox
 Mr. Reginald M. Felton
 Mr. Walter Lange
 Dr. Jerry Weast, Secretary/Treasurer

Absent: Mrs. Patricia B. O'Neill
 Mr. Dustin Jeter, Student Board Member

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

RESOLUTION NO. 363-01 Re: **CLOSED SESSION**

On recommendation of the Superintendent and on motion of Mr. Abrams seconded by Ms. Cox, 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 portion of its closed sessions on July 2, 2001, in Room 120 from 8:30 to 10:00 a.m. and 12:00 to 1:30 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*; and be it further

Resolved, That the Board of Education consult with counsel to receive legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*; and be it further

Resolved, That the Board of Education of Montgomery County dedicate part of the closed sessions on July 2, 2001, to acquit its executive functions and to adjudicate and review appeals, which is a quasi-judicial function outside the purview of the Open Meetings Act under Section 10-503(a) of the *State Government Article*; and be it further

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

RESOLUTION NO. 364-01 Re: APPROVAL OF THE AGENDA

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

Resolved, That the Board of Education approve its agenda for July 2, 2001.

Re: BOARD/SUPERINTENDENT COMMENTS

Dr. Weast was pleased to be among the people who welcomed U.S. Secretary of Education Rod Paige and Mrs. Lynne Cheney to Wheaton Public Library last Wednesday. Their visit highlighted the importance of providing young children and their families with access to books and opportunities to read. Linkages to the Library, one of the programs of Linkages to Learning, is benefitting many of MCPS students and their families in the Wheaton Library neighborhood and also is operating in four additional county libraries. The participation of more than 300 families over the course of the summer is anticipated.

Also, Dr. Weast reported that the statewide Visionary Panel for Better Schools has begun its year-long examination of the state of education reform in Maryland. Assisting in the process will be seven task force groups that will examine issues of accountability, achievement gaps, assessment, leadership, curriculum and instruction, public support, and teacher quality. As one of the 40 members of the panel, he looked forward to the opportunity to assist in the important work of analyzing the effectiveness of these state reforms in the past and making recommendations for the future.

Last Friday, Dr. Weast and Ms. Cox visited Richard Montgomery High School, where recycled school supplies collected from student lockers around the county were assembled for distribution to children in need. It was an impressively large collection of paper, pens, pencils, and discarded backpacks, gym bags and clothing. Students who worked on the teams received credits toward the service learning graduation requirement. More than 50 schools participated.

Re: PUBLIC COMMENTS

The following people testified before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Doug Schiffman	Curriculum Framework
2.	Gene Kijowski	Curriculum Framework
3.	Gerald Pressman	Mascots
4.	Gabriel Romero	Curriculum Framework
5.	Evelyn Epps	Curriculum Framework

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| 6. | Aubrey Shiang | Curriculum Framework |
| 7. | Tom Neumark | Curriculum Framework |
| 8. | Ling Chin | Curriculum Framework |
| 9. | Lou Mayo | Curriculum Framework |
| 10. | Yvonne Hudson | Curriculum Framework |

Re: **CURRICULUM FRAMEWORK**

Dr. Weast invited the following people to the table: Mrs. Judie Muntner, associate superintendent for instruction and program development; Mr. Dale Fulton, director, high school instruction; Mr. William McDonald, director, elementary school instruction; Mrs. Nancy H. Schultze, director, middle school instruction; Ms. Beverly Jennison, parent, Montgomery County Public Schools (MCPS); Mr. Mark Kelsch, principal, Richard Montgomery High School; Mr. David Chia, teacher, Broad Acres Elementary School; and Mr. Christopher Cross, president, Council for Basic Education (CBE).

The purpose of the discussion was to request approval of the MCPS Grades Pre-K–8 Curriculum Framework for English/language arts, mathematics, social studies, and science in accordance with Policy IFA, *Curriculum*. This policy guides the development, implementation, and monitoring of curriculum throughout the school system. The curriculum framework is the first step in an ongoing curriculum revision process under the direction of the Instructional Planning Team. This framework is the foundation for all of the other instructional resources that will be developed.

Background

Following the adoption of Policy IFA, *Curriculum*, by the Board on February 13, 2001, which calls for a clear and coherent written curriculum in the form of a set of objectives derived from local, state, national, and international standards, an instructional planning team was established to oversee the revision of the MCPS curriculum in Grades pre-K–8. The curriculum framework presented for the Board's approval is the first step in the revision process and establishes the foundation for alignment of the written, taught, and assessed curriculum. It sets precise expectations for student learning and will enable principals, teachers, students, and parents to understand what is taught and what students are expected to know and be able to do at each grade level and in each course.

The development of the MCPS Curriculum Framework began with staff from the Office of Instruction and Program Development (OIPD) working with the (CBE) to backmap the Maryland Content Standards. The Maryland Content Standards are organized into four grade-level bands – pre-K–3, 4–5, 6–8, and 9–12. It was necessary to backmap the state standards in order to describe what students should know and be able to do in each subject area at each grade-level and in each course. Backmapping means starting with the highest grade-level band and determining what should be taught in the previous grade so students can meet the

standard. Staff from OIPD compared the backmapped standards to noteworthy state, national, and international standards and reviewed international curricula.

Curriculum Framework

The curriculum framework outlines the MCPS Grades pre-K–8 curricular goals, defines a vision of instruction and assessment, and provides precise expectations of what students are expected to know and be able to do by the end of each grade level or course in English/language arts, mathematics, science, and social studies. The Maryland Content Standards served as the starting point for the development of the curriculum framework. Since students in MCPS are required to pass assessments provided by the Maryland State Department of Education, it is essential that MCPS students have access to the content and processes of these standards. With the High School Assessment (HSA) Program just a few years away, ignoring the Maryland Content Standards would put students at a serious disadvantage on the HSA. Grade-by-grade comparisons were made with other state and national standards and changes made to ensure that the content rigor of the curriculum framework meets the high expectations that are held for all students. The curriculum framework addresses and exceeds state standards in all content areas. It also addresses the needs of all students, including special education, gifted and talented, and ESOL students. It provides a starting point for acceleration and enrichment for all students capable of or motivated to accept the challenge. This framework provides the core of what all students are expected to learn. It in no way limits the potential of any student. The MCPS Curriculum Framework is designed to inform administrators, parents, and teachers of the curriculum goals to be mastered by all students. The framework is not an instructional document, but will be used to guide the development of the scope and sequences of units, instructional guides, and ongoing assessments. It also will guide the selection of instructional materials.

Philosophy

MCPS is committed to the following beliefs about curriculum:

- The end goal of any curriculum must be to provide all students with the essential skills and knowledge to enable them to become productive citizens and lifelong learners.
- Curriculum is well balanced among the disciplines and is appropriate for all students.
- Curriculum provides opportunities for all students to reach their potential.
- Curriculum must be both challenging and engaging, so that students feel a sense of accomplishment and have a clear understanding of the value of what they are learning and its relevance to their lives.
- Curriculum provides a clear alignment of essential skills and knowledge, instruction, and formal assessment measures.
- The development and implementation of the written, taught, and learned curriculum reflects current research, best practices, monitoring of student progress, and the use of technology to support instruction.

The MCPS Grades Pre-K–8 Curriculum Framework is organized in two volumes. Volume I contains the curriculum overview, a rationale for each discipline, and the scope and sequence by grade-level for Grades pre-K to Grade 3. Volume II contains the same information for

Grades 4–8. The scope and sequence for each content contains the standards, performance indicators, and clarifying examples. In addition, within this framework is set forth a vision for curriculum, instruction, and assessment that will guide the development of the taught and learned curriculum.

Stakeholder Involvement

Stakeholder involvement and input have been a critical part of the curriculum revision process. A variety of stakeholder groups have been involved in this work. The Instructional Planning Team (IPT), under the direction of Dr. James A. Williams, deputy superintendent of schools, and Mr. Larry A. Bowers, chief operating officer, has guided the development of the curriculum framework. Members include central services staff, principals, teachers, parents, and business representatives. In addition to the Planning Team, the Department of Curriculum and Instruction (DCI) has established a curriculum advisory committee that provides ongoing input on issues related to curriculum development and implementation. English/language arts, mathematics, science, and social studies program supervisors have established curriculum advisory groups to provide focused content analysis. Five student focus groups provided the opportunity for student input. The Montgomery County Education Association (MCEA) is in the process of establishing councils on teaching and learning that provide input from teachers on the curriculum revision process. Elementary, middle, and high school principals have provided feedback that has been incorporated into the project plan as well as into the backmapped standards and indicators. The Montgomery County Council of Parent Teacher Associations (MCCPTA) instructional leaders met with OIPD staff to learn about the curriculum framework. The Montgomery County Business Roundtable for Education (MCBRE) also met with Dr. Weast and Mrs. Muntner, associate superintendent, to learn about the curriculum framework. In June 2001, a draft of the curriculum framework was presented to representatives of more than 30 stakeholder groups. These group representatives were asked to share information with their constituents and solicit feedback. Following the successful practices used in the development of Policy IFA, *Curriculum*, input from stakeholders has been used to revise the curriculum framework. It includes the name of the group or person providing input, a brief description of the issue, and the action taken. Input was used to clarify language, identify proper grade-level placement of performance indicators, and modify performance indicators.

Next Steps

The IPT will use the curriculum framework as the foundation for the remainder of its work. Instructional resources will be developed that will support the implementation of the revised curriculum. The first product to be developed is the Curriculum, Assessment, and Instructional (CAI) Blueprint. The CAI Blueprint will be shared with principals and school leadership teams in the summer. This document will organize the performance indicators in the framework into instructional units for teachers. The 2001-2002 school year will be a year of transition. It is a year for teachers to become immersed in the revised curriculum. During this transition year, staff will continue to receive stakeholder input and make revisions to the curriculum framework.

Significant revisions will be brought to the Board for approval. In summer 2002, instructional guides and formative and summative assessments will be shared with teachers for implementation. Ongoing professional development will be provided to staff during the summer and throughout the school year. Staff development teachers and school performance teams will provide ongoing support to schools. The expectation for all elementary and middle schools is that the revised curriculum will be fully implemented in the 2002-2003 school year.

Re: DISCUSSION

Mrs. King remarked that Board members have heard from the community on this substantive issue. It is important to understand that the curriculum framework is not a finished document, and there will be continued community input. The curriculum was being improved, and it was neither a floor or ceiling. All students will continue to be encouraged to do the best they can. Altogether, the curriculum framework is terrific.

Mr. Abrams commended staff on the presentation, which was clear and concise. In the next steps, the process is open to various groups who will work and communicate on the status of the guides. Over the next year, the Board will receive progress reports. After the Board approves the curriculum framework today, it will not lose control of the process. That oversight and accountability responsibility does not end after today's approval.

Mr. Abrams asked about vertical articulation, and the concern on the "ceiling-and-floor" issue focuses on whether this is two-dimensional or three-dimensional. It is whether a student is performing above grade level and can be accelerated vertically as opposed to integrating the concept on differentiated education to the extent that it can be achieved horizontally. It is not a different base of knowledge, but the depth and breadth of that knowledge. To assure the community of academic rigor, the above grade level is expanded in a wider sense based on the maturity of the student.

Mr. Abrams' understanding of the Maryland Content Standards and its testing versus what is being done in other states is that the Maryland testing is a cognitive approach rather than rote knowledge. This goes back to the qualitative aspect of the core of the MCPS curriculum with reading and writing skills and the processing of information.

Mr. Abrams mentioned the concerns about teaching to the test. However, the curriculum framework should be used to eliminate some testing and focus on aligning the testing with the core curriculum.

Dr. Weast replied that the curriculum framework gives MCPS the ability to eliminate extraneous testing beginning next year. Both the superintendent and Board think there is too much time spent on tests that are not focused on the curriculum. Secondly, the budget process contains more funding for Honors and Advanced Placement exams.

Mr. Lange thanked staff for its effort in developing the curriculum framework. He also thanked the community for its extensive input within a short timeframe. He had been assured that the curriculum framework was a living document which is consistent with Baldrige for continuous improvement. As the Board moves forward with curriculum development, it is important to have a statement of philosophy. He quoted, "The end goal of any curriculum must be to provide all students with essential skills and knowledge to enable them to be productive citizens and lifelong learners." A number of curricular issues were identified during the discussion, especially writing skills. There is a need to infuse the curriculum with the concepts of careers, the arts, and character education. He was hopeful that the blueprint of the curriculum would include these concepts. He was looking forward to ongoing involvement and input in the curriculum process.

Mr. Burnett thanked staff for the great beginning in the development of the curriculum. He stressed that this was the beginning since many in the community thought this was the end product. When the Board and administration identified their concerns, the most important item was improving the content and rigor of the curriculum. This curriculum framework is not perfect, but it is a starting point, and it provides the core that children need to learn.

Mr. Burnett pointed out that the Board should not delay in initiating the curriculum framework since students and teachers need this support. However, there will be changes based on additional input since this is a living document. This curriculum must be based on the core of standards established by the state of Maryland, not any other state.

Mr. Burnett agreed with Mr. Abrams that students need to grow vertically and horizontally, thereby expanding the knowledge of where they are without being moved into Honors or gifted classes. Regular students must be challenged.

Mr. Burnett asked for assurance that the community and parents understand how they can provide input for the curriculum as the blueprint and guides are developed. Ms. Muntner replied that the website will contain information about contacting staff.

Mr. Felton appreciated the staff presentation. Even though the curriculum framework focused on the Maryland content standards, MCPS did not stop with those standards. There is value in having the community engaged; however, professional staff makes the judgment about community input and what works operationally for MCPS. It is important to document what MCPS means by a "high floor" to clarify expectations for students. He wanted to make sure that the curriculum framework remains focused on the curriculum and accountability. With an implementation date of 2002-03, Mr. Felton asked what the expectations were for the coming year. Mrs. Schultze replied that this year will be for transition so teachers can familiarize themselves with the framework, blueprints, and alignment of lesson plans. In the fall of 2002, teachers will be furnished with instructional guides to design lesson plans aligned with the

state's standards. Mr. Fulton added that training for principals and teachers will begin this summer.

Ms. Cox added her thanks to staff for the presentation. Ms. Cox thought it was easy to identify and accelerate a student based on the curriculum framework, especially in mathematics. In social studies and science, MCPS could provide enrichment in the curriculum. These strategies will be in the blueprint that will come to the Board in the near future. In MCPS, a year's worth of growth starts where the child is and ends where the child is capable of ending and not necessarily where the curriculum for that year stops.

Ms. Cox was pleased to see that the structure provides a basis for moving forward with grading practices to provide consistency. That will assure confidence within the community that all MCPS students can achieve the same objectives.

Ms. Cox asked about the curricular documents and training. Mr. Fulton replied that training will begin immediately on the framework, and work on the instructional guides will begin this fall.

Ms. Cox noted the curriculum to be taught in the fifth grade as well as other initiatives, such as DARE and family life. She asked if there will be feedback from staff on what is required overall. Mr. McDonald replied that the curriculum has teacher input and feedback to assure its usefulness.

Ms. Cox asked if there would be ongoing opportunities for community input. Ms. Muntner replied that feedback from the community would be provided to the Board.

RESOLUTION NO. 365-01 Re: CURRICULUM FRAMEWORK

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

WHEREAS, On February 13, 2001, the Board of Education proposed a curriculum policy that guides the development, implementation, and monitoring of curriculum throughout the school system; and

WHEREAS, An Instructional Planning Model was established to oversee the curriculum revision process; and

WHEREAS, The Council for Basic Education was contracted to backmap the Maryland Content Standards; and

WHEREAS, Draft backmapped standards were reviewed by advisory and work committees;

and

WHEREAS, A draft curriculum framework was developed; and

WHEREAS, This draft curriculum framework was shared with stakeholder groups; and

WHEREAS, Feedback and input from stakeholders have been used to develop the MCPS Curriculum Framework; now therefore be it

Resolved, That the Board of Education approve the MCPS Grades Pre-K–8 Curriculum Framework in English/language arts, mathematics, science, and social studies as the written curriculum for MCPS.

Re: LUNCH AND CLOSED SESSION

The Board of Education recessed for lunch and closed session from 12:25 to 2:10 p.m.

RESOLUTION NO. 366-01 Re: AMENDMENT OF AGENDA

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

Resolved, That the Board of Education amend its agenda to add Item 10.6, Dr. Weast's Contract

Re: FUNDAMENTAL LIFE SKILLS CURRICULUM

Dr. Weast invited the following people to the table: Mrs. Judie Muntner, associate superintendent for OIPD; Mr. Dale Fulton, director of the Department of Curriculum and Instruction; Ms. Sharon Healy, program supervisor, Special Education Instruction; Ms. Deborah Taylor, instructional specialist; Ms. Laura Milani, teacher at Gaithersburg High School; and Dr. Haydee Depaula, parent.

The federal mandate, Individuals with Disabilities Education Act (IDEA 97), states that there must be an alternate assessment for students for whom the statewide and district assessments are not appropriate. Independence Mastery Assessment Program (IMAP) is the Maryland State Department of Education (MSDE) alternate assessment to the Maryland School Performance Assessment Program (MSPAP). IMAP was in full implementation in 1999–2000 and MCPS has complied with this mandate. The MSDE developed outcomes and indicators for students ages 5 through 17 who are learning an alternate curriculum that leads to a Maryland High School Certificate. The outcomes are assessed using the IMAP, the alternate assessment for MSPAP.

To ensure that elementary, middle, and high school students have the opportunity to learn and demonstrate their learning of the IMAP outcomes, benchmarks, and indicators, the current *Fundamental Life Skills* curriculum framework has been revised and instructional guides are being developed. The *Fundamental Life Skills* curriculum Grades K-11 is currently in pilot through 2003.

Success for Every Student

The revised curriculum framework reflects these Success for Every Student objectives:

- 2.1.7 will identify strategies to increase mathematics achievement levels for students who have alternate outcomes.
- 2.5.5 will identify strategies to increase reading/language arts and other communication skills for students who have alternate outcomes
- 2.6.6 will identify measures and indicators of achievement for students with disabilities for whom existing measures are inapplicable or invalid.

Curricular Design

The revised *Fundamental Life Skills* curricular framework is based on the Maryland School Performance Program (MSPP) Outcomes Model. The IMAP component of MSPP is comprised of four content domains: personal management, community, career/vocational, and recreation/leisure, as well as outcomes for functional academics and communication/decisionmaking/interpersonal skills, which are closely related to the MSDE Skills for Success. These outcomes and indicators are clearly stated in each unit and are explicitly connected to each instructional unit.

The revised elementary, middle, and high school *Fundamental Life Skills* curriculum framework parallels the educational opportunities available to students in the general education curriculum. Instruction in reading/language arts, social studies, science, mathematics, physical education, health education, music, and art outcomes reflects a modification of the general education curriculum, based on extended Maryland learning outcomes, extended core learning goals and content standards, as well as the outcomes and indicators of IMAP. Becoming competent in the literacy processes of reading, writing, speaking, listening, and viewing is an important life skill for all students. Literacy is a basic requisite for learning content in science, social studies, mathematics, the arts, and the state outcomes in personal management, community, career/vocational, recreation/leisure, and communication/decisionmaking/interpersonal skills. Units of instruction also will support the attainment of students' Individualized Education Program (IEP) goals and objectives.

Instruction is structured around essential connections to the general education course content and reflects educational opportunities available to students learning the general education curriculum. The revised *Fundamental Life Skills* curriculum framework is a modification of the general education curricula, based on extended Maryland learning outcomes, core learning goals and content standards, as well as the outcomes and indicators of IMAP. In middle school and high school, the instructional guides that support the curriculum framework are comprised of four thematic units for each grade level. Each unit includes age-appropriate, real-life, and functional opportunities for reading, writing, speaking, listening, mathematics, social studies, science, health education, instructional use of technology, and instruction in self-determination. IMAP indicators are infused into the units for each grade level. By the end

of Grade 12, students will have been introduced to and participated in learning experiences with all the indicators many times.

In the elementary and middle schools, instruction occurs primarily in the school setting with scheduled learning activities in the community. Since the course content is connected to the general education curriculum, students participate in either general education classes with appropriate supports, or special education classes, depending on the individual needs of students. The flexibility of providing services in both general and special education settings reflects current practice and community expectations.

The instructional guides that support the revised elementary curricular framework suggest learning experiences that closely parallel general education curricular initiatives. For reading, students will participate in balanced literacy programs. In mathematics, students will follow the sequence of the general education curriculum. In science, illustrative modified lessons for each unit, Grades K-5, have been developed. In addition, a model for modifying general education units is included in the instructional guide. Social studies units will be modified as the general education curriculum is revised. Work groups comprised of art, music, physical education, and health education teachers are developing curricular modifications in these content areas that also align with IMAP outcomes. Curriculum development work groups are identifying commercial instructional materials and curricula that are aligned with IMAP outcomes.

Assessment Program for Student Achievement

For middle and high school, summative interdisciplinary performance assessments that reflect the instructional content of each of the domains are to be implemented at the end of each thematic instructional unit in the *Fundamental Life Skills* instructional guide. These end-of-unit assessments coincide with the four grading periods and IEP progress reports. Scoring rubrics are being developed. In elementary, middle, and high schools, teachers and students will maintain portfolios that represent individual student achievement toward learning outcomes.

Parent Involvement

Each instructional unit, Grades K-11, has a "Home/School Connection" developed by a parent to connect the *Fundamental Life Skills* outcomes and indicators to typical activities and tasks in the home and community settings. Parents of students currently learning the *Fundamental Life Skills* curriculum have participated in the development process and have critiqued units. The input of these parents has helped shape the *Fundamental Life Skills* curriculum.

Staff Training

Professional development for the revised curriculum framework was provided to 146 elementary, middle, and high school teachers who teach students meeting these alternate

outcomes. A series of workshops to support implementation of the *Fundamental Life Skills* curriculum was offered to special education teachers, special education instructional assistants, and general education teachers from May 2000 to June 2001. Similar professional development opportunities will continue to be provided.

Current Status of Curriculum Development

The *Fundamental Life Skills* curriculum, K-11, has completed the first stage of pilot. Teachers critiqued each unit, and revisions will be made based on their input during the summer curriculum writing workshops. Also, during the July *Fundamental Life Skills* curriculum writing workshops, teachers will finalize the modified instructional guides for art, music, physical education, and health; continue development of Grade 12, develop eight additional units for use by students who attend school up to age 21; align commercial and teacher-made instructional materials with the state outcomes and instructional units; and develop additional learning experiences for students in school community-based programs and special centers. In subsequent years, the social studies and secondary science curricula will be modified. Throughout this development and pilot implementation process, teacher and parent input will be sought and considered. This curriculum is scheduled for Board approval in 2003.

Re: DISCUSSION

**Mr. Abrams temporarily left the meeting.

Ms. Cox was pleased to see the excitement the educators had for the curriculum. She asked about the transition and the process of developing curriculum guides. Ms. Healy replied that the framework and instructional units have been developed.

Ms. Cox asked what adjustments would be necessary in view of the connection between this curriculum and the new curriculum framework. Ms. Healy replied that this summer curriculum developers will work on content standards, state outcomes, and learning experiences. Staff will disseminate the backmapped content standards to the special education teachers through training this summer.

Ms. Cox's perception was that there was fluidity with the life skills and the general curriculum, and the decision for the child is made in the IEP meeting. What type of coordination was done with staff developers in the schools that have these students with the life skills curriculum and the connection with the general curriculum, especially with inclusion students? Ms. Healy replied that there was a plan to meet with staff developers to inform them fully of the alternate assessment and curriculum.

Mr. Felton noted that most people do not focus on the life skills curriculum, but it is very important since both general and special education students work on the same topics. He

asked how parents were involved in the development of the life skills curriculum. Ms. Healy responded that parent groups fostered the effort for curriculum development. Staff met with these groups on various occasions, and there are ongoing and various ways to have parents participate in curriculum development.

Mr. Felton asked how the assessment is done. Ms. Healy answered that staff uses a portfolio process with a collection of work samples, checklists, and parent input. Mr. Felton asked how this related to shared accountability. Mrs. Muntner replied that assessment is part of the Maryland program. Mr. Fulton added that the portfolio could be an intervention point based on the skills mastered. Ms. Healy noted that the IMAP will be used at the state and federal levels.

Mrs. King asked about life skills like making beds and providing a room for such activities. Ms. Healy replied that it varies from school to school, and there are a variety of places to learn and practice these skills. Rock Terrace School could provide that kind of room, but it would not be available in a comprehensive high school.

Mrs. King asked if students are taught to ride public buses. Ms. Healy replied that is being done, especially with the transition unit.

Mr. Burnett was amazed at the effort in preparing students for their future. He was happy to see the link between regular and special education. It is important that parents understand that their child is one of many, but also one of one.

Mr. Lange applauded the efforts of staff. There is a need for the parents to have access to the curriculum. He liked the emphasis on portfolios. The teacher training in the summer is very important.

RESOLUTION NO. 367-01 Re: PROCUREMENT CONTRACTS EXCEEDING \$25,000

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

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

WHEREAS, It is recommended that Bid No. 4122.1, Consulting Services for Radio Communication System, be rejected due to lack of competitive bids; and

WHEREAS, Funds have been budgeted for Bid No. 4106.1, Replacement and Additional Copiers for Colonel Zadok Magruder High School and Parkland Middle School; and

WHEREAS, The acquisition of such replacement and additional copiers through lease/purchase arrangements has been reviewed by legal counsel; now therefore be it

Resolved, That Bid No. 4122.1, Consulting Services for Radio Communication System, be rejected due to lack of competitive bids; and be it further

Resolved, That Bid No. 4106.1, Replacement and Additional Copiers for Colonel Zadok Magruder High School and Parkland Middle School, in the amount of \$45,846, be leased/purchased under the Master Lease/Purchase Agreement with Banc of America Leasing & Capital, LLC; and be it further

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

203-95	Computer Printers and Computer Peripherals – Extension	
	<u>Awardee</u>	
	SSI Business Centers	\$ 650,000
1078.2	Professional Program Integration – Extension	
	<u>Awardees</u>	
	Deloitte & Touche	
	Compuware Corporation	
	Experio Solutions Corporation	
	IBM	
	Lawson Software	
	Projectivity, Inc.	
	TSSI	
	Total	\$1,023,500
1083.1	Professional Services	
	<u>Awardees</u>	
	David B. Barr	
	Milton Wilkerson	
	Total	\$ 120,000
1134.1	Occupational and Physical Therapy Services for Students with Physical Disabilities	
	<u>Awardees</u>	

Care Resources, Inc.*	
D & J Therapeutic Services, Inc.*	
Tri-Rehab of Germantown, Inc.*	
Total	\$ 48,393

1139.1 Actuarial Consulting Services to the Montgomery County Public Schools'
Employees Retirement and Pension System

	<u>Awardee</u> William M. Mercer, Inc.	\$ 75,000
1140.1	Health and Welfare Consulting Services for the Montgomery County Public Schools' Employee Benefit Plan	
	<u>Awardee</u> AON Consulting, Inc.	\$ 100,000
4040.2	Lawn Service Equipment, Mowers and Tractors	
	<u>Awardees</u> HB Duvall, Inc.	\$ 12,725
	Gaithersburg Equipment Company	166,402
	Gardiner Equipment Company	1,200
	Kohler Equipment, Inc.	4,280
	Lawn & Power Equipment	<u>236</u>
	Total	\$ 184,843
4073.1	Fire Alarms/Sprinkler Systems, Maintenance and Repairs – Extension	
	<u>Awardees</u> J. Randall Corporation	\$ 15,000
	Tenn Security, Inc.	<u>20,000</u>
	Total	\$ 35,000
4106.1	Replacement and Additional Copiers – Extension	
	<u>Awardees</u> BCE Corporation*	\$ 67,637
	Washington Photocopy Corporation	17,269
	Xerox Corporation	<u>153,012</u>
	Total	\$ 237,918
7067.1	Computer Network Equipment/Chassis, Hubs, and Modulators for the Office of Global Access Technology – Extension	
	<u>Awardee</u> SBC Datacom	\$1,100,000
7082.1	LAN/WAN Communication Equipment – Extension	

	<u>Awardees</u> Bell Atlantic Network Integration, Inc. Landon Systems Corporation Total	\$ 320,000
7084.1	Custodial Equipment Repair – Extension	
	<u>Awardees</u> Daycon Products Company, Inc. District Janitorial Repair Company, Inc. National Supply Company Total	\$ 69,832
7085.1	Information Technology Support and Integration Services – Extension	
	<u>Awardees</u> CMS Information Services, Inc. Data Networks Datanamics* Digital Support Corporation* Ease Technologies EER Systems, Inc.* Net Results, Inc. Total	\$ 200,000
9113.1	Beverages, Frozen, Self-Serve Smoothies – Extension	
	<u>Awardee</u> Ridgefield's Brand Corporation	\$ 94,882
9174.1	Chalkboard, Markerboard, and Tackboard Replacement – Extension**	
	<u>Awardee</u> Sun Control	\$ 51,380
9210.1	Dramatic Play Panels	
	<u>Awardee</u> Childcraft Education Corporation	\$ 25,138
9310.1	HVAC Equipment Replacement at Col. E. Brooke Lee Middle School **	

	<u>Awardee</u> G & L Mechanical Services	\$ 685,859
9312.1	Powered Telescopic Seating Replacement at Benjamin Banneker Middle School**	
	<u>Awardee</u> T.J. Distributors, Inc.	\$ 35,800
9313.1	Corridor and Athletic Room Locker Replacement at Redland Middle School**	
	<u>Awardee</u> Steel Products, Inc.	\$ 145,268
9315.1	Athletic Room Locker Replacement at Poolesville High School**	
	<u>Awardee</u> Steel Products, Inc.	\$ 59,828
9316.1	Corridor Locker Replacement at Silver Spring International Middle School**	
	<u>Awardee</u> Greenwald Industrial Products Company, Inc.	\$ 46,558
9317.1	Replacement of Plumbing Fixtures and New Trim at Fox Chapel Elementary School**	
	<u>Awardee</u> Complete Building Services, Inc.	\$ 49,382
9515.3	Middle School Athletic Shirts	
	<u>Awardee</u> Yorktown Team Sports	\$ 46,102
TOTAL PROCUREMENT CONTRACTS EXCEEDING \$25,000		\$5,404,683

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

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

RESOLUTION NO. 368-01 Re: **AWARD OF CONTRACT – CLEARSPRING ELEMENTARY SCHOOL MODULAR CLASSROOM REPAIR**

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

WHEREAS, On May 30, 2001, the following sealed bid was received for the repair of the modular classrooms at Clearspring Elementary School:

<u>Bidder</u>	<u>Amount</u>
Taylor Concepts, Inc.	\$442,230

and

WHEREAS, Taylor Concepts, Inc., has completed similar work successfully for the Montgomery County Public Schools; and

WHEREAS, Even though only one bid was received, the cost is within the expected price range of this work; and

WHEREAS, Funds are available in the FY 2002 Capital Budget appropriation for these repairs; and

WHEREAS, All of the repair work will be self-performed by the contractor, and there are no opportunities to obtain Minority Business Enterprise (MBE) participation; and

WHEREAS, Staff recommends that the MBE requirement be waived; now therefore be it

Resolved, That a \$442,230 contract be awarded to Taylor Concepts, Inc., for modular classroom repair at Clearspring Elementary School, in accordance with specifications and drawings prepared by Building Dynamics, LLC.

RESOLUTION NO. 369-01 Re: **AWARD OF CONTRACT – TRANSPORTATION STUDY**

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

WHEREAS, The FY2002 Capital Budget includes facilities planning funds to develop options to meet the growing needs for additional bus storage and maintenance facilities; and

WHEREAS, The services of a professional transportation consultant are required to develop

long-term bus storage alternatives; and

WHEREAS, A request for proposals to provide these services was publicly advertised; and

WHEREAS, Walker Parking Consultants was selected as the most responsive respondent to the request for consultant proposals; now therefore be it

Resolved, That the superintendent be authorized to engage the services of Walker Parking Consultants at a cost of \$40,700 plus reimbursable expenses.

RESOLUTION NO. 370-01 Re: **AWARD OF CONTRACT – ALBERT EINSTEIN MIDDLE SCHOOL #2**

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

WHEREAS, The following sealed bids were received on June 7, 2001, for the Albert Einstein Middle School #2 reopening project, with work to begin as soon as possible and be completed by June 1, 2002:

<u>Bidder</u>	<u>Amount</u>
Pantech Construction Company, Inc.	\$8,732,200
Baltimore Contractors, LLC	8,773,000
Hess Construction Company, Inc.	9,291,000
Henley Construction Company, Inc.	9,868,003

and

WHEREAS, The low bid is within the staff estimate; and

WHEREAS, The lowbidder, Pantech Construction Company, Inc., has completed similar work successfully; and

WHEREAS, Pantech Construction Company, Inc., has submitted 14-percent (2-percent African American, 8-percent Asian, and 4-percent female), Maryland Department of Transportation-certified, minority business participation; now therefore be it

Resolved, That an \$8,732,200 contract be awarded to Pantech Construction Company, Inc., for the Albert Einstein Middle School #2 reopening project, in accordance with drawings and specifications prepared by Walton, Cooper, Maddon, Robinson, Pones, Inc.

RESOLUTION NO. 371-01 Re: AWARD OF CONTRACT – IMPROVED ACCESS TO VIERS MILL ELEMENTARY SCHOOL

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

WHEREAS, The following sealed bid was received on June 26, 2001, for improved safe access for Viers Mill Elementary School, with work to begin immediately and be completed by September 1, 2001:

<u>Bidder</u>	<u>Amount</u>
HMF Paving Contractors, Inc.	\$199,987

and

WHEREAS, HMF Paving Contractors, Inc., has completed similar work successfully for the Montgomery County Public Schools; and

WHEREAS, The bid exceeds the engineer’s estimate of \$162,656; however, funds are available to cover the overage; and

WHEREAS, There is limited opportunity for minority business enterprise participation on this project because of the work scope; and

WHEREAS, Staff recommends waiving the minority business participation goal for this project; now therefore be it

Resolved, That a \$199,987 contract be awarded to HMF Paving Contractors, Inc., for improved safe access for Viers Mill Elementary School, in accordance with drawings and specifications prepared by A. Morton Thomas and Associates, Inc.

RESOLUTION NO. 372-01 Re: AWARD OF CONTRACT – OFF-SITE FOREST MITIGATION

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

WHEREAS, The following sealed bid was received on June 19, 2001, for off-site forest mitigation to satisfy the Montgomery County, Maryland-National Capital Park and Planning Commission forest mitigation requirements:

<u>Bidder</u>	<u>Amount</u>
Forestry and Conservation, Inc.	\$9,690 per acre

and

WHEREAS, Forestry and Conservation, Inc., has completed similar work successfully; and

WHEREAS, There is limited opportunity for minority business participation on this project because of the work scope; and

WHEREAS, Staff recommends waiving the minority business participation goal for this project; now therefore be it

Resolved, That a unit-price contract for \$9,690 per acre with a maximum of 20 acres be awarded to Forestry and Conservation, Inc., for off-site forest mitigation, in accordance with drawings and specifications prepared by the Department of Facilities Management.

RESOLUTION NO. 373-01 Re: **AWARD OF CONTRACT – MODULAR CLASSROOM RELOCATION AND INSTALLATION**

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

WHEREAS, The following sealed bids were received June 22, 2001, for the relocation and installation of locally owned and leased modular classroom units and state-owned modular classroom units, with work to begin immediately and to be completed in phases between July 27 and August 17, 2001:

<u>Bidder</u>	<u>Amount</u>
Relocation and Installation of Locally Owned and Leased Units	
J & L Services, Inc.	\$990,000
Relocation and Site Restoration of State-Owned Units	
Tex-Am Construction Co., Inc.	\$304,138

Cynthia M. Hastings, Inc.	332,400
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**Relocation of Local Units and Electrical Hookups
of All Units at Cresthaven Elementary School**

Cynthia M. Hastings, Inc.	\$ 82,256
Tex-Am Construction Co., Inc.	127,350

**Steps, Decks, Ramps and Canopies at
Cresthaven Elementary School**

Cottonwood Construction, Inc.	\$ 48,000
Cynthia M. Hastings, Inc.	49,960
Tex-Am Construction Co., Inc.	132,773

and

WHEREAS, The low bidders have completed similar work successfully for the Montgomery County Public Schools; and

WHEREAS, The low bids are within the staff estimates; and

WHEREAS, J & L Services, Inc.; Cynthia M. Hastings, Inc.; and Cottonwood Construction, Inc., have limited opportunities for minority business enterprise participation on this project because of the work scope; and

WHEREAS, Staff recommends waiving the minority business enterprise goals for these contractors; and

WHEREAS, Tex-Am Construction Co., Inc., is a certified SBA minority contractor; and

WHEREAS, The State Interagency Committee for Public School Construction will fund 50 percent of the eligible work for the relocation of the state-owned modular classroom buildings; now therefore be it

Resolved, That a contract be awarded to J & L Services, Inc., in the amount of \$990,000; Tex-Am Construction Co., Inc., in the amount of \$304,138; Cynthia M. Hastings, Inc., in the amount of \$82,256; and Cottonwood Construction, Inc., in the amount of \$48,000 for the relocation and installation of state and local modular classroom units, in accordance with plans and specifications prepared by the Department of Facilities Management; and be it further

Resolved, That a copy of this contract be forwarded to the State Interagency Committee for

School Construction for reimbursement of the state's share of the cost.

RESOLUTION NO. 374-01 Re: **BETHESDA-CHEVY CHASE HS – SUBCONTRACTOR ASSIGNMENT**

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

WHEREAS, Events have occurred on the Bethesda-Chevy Chase High School project that have affected the performance of the masonry contractor's work; and

WHEREAS, the Montgomery County Public Schools and the masonry contractor agree that, given these events, it is in the best interest of both parties to terminate the current contract for mutual convenience; now therefore be it

Resolved, That the contract with Parkinson Construction Company, Inc., for masonry work on the Bethesda-Chevy Chase High School modernization project be terminated for mutual convenience; and be it further

Resolved, That a contract for the remaining masonry work for the Bethesda-Chevy Chase High School project be assigned to Spartan Masonry Inc., in the amount of \$1,175,000.

RESOLUTION NO. 375-01 Re: **CHANGE ORDER EXCEEDING \$100,000 – JAMES HUBERT BLAKE HIGH SCHOOL**

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

WHEREAS, The Department of Facilities Management has received the following change order proposal from Henley Construction Company, Inc., the general contractor for the James Hubert Blake High School addition project, that exceeds \$100,000; and

WHEREAS, Staff and the project architect have reviewed this change order and found it to be equitable; now therefore be it

Resolved, That the Board of Education approve the following change order for the amount indicated:

Project: James Hubert Blake High School

Description: Expansion of the photo lab darkroom and modifications to the video studio.

Contractor: Henley Construction Company, Inc.

Amount: \$101,697

RESOLUTION NO. 376-01 Re: TUITION FOR NONRESIDENT PUPILS FOR FY 2002

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

WHEREAS, Board of Education Resolution No. 364-77 establishes the basis for nonresident tuition charges and provides that the per-pupil cost shall be based on the current year's estimated cost, including debt service; and

WHEREAS, The basis for the calculation of cost per pupil for tuition purposes in FY 2002 is as follows:

Description	Half-Day Kindergarten	Elementary	Secondary	Special Education
Projected FY 2002 Enrollment	6,067	50,019	67,454	7,707
Cost				
Regular Operating Costs	\$ 25,647,620	\$ 424,192,323	\$ 574,653,146	\$ 116,516,154
Capital Budget Costs:				
Current Receipts	243,241	4,024,325	5,395,247	617,986
County Debt	1,784,149	29,518,008	39,573,586	4,532,862
Total Cost	\$ 27,675,010	\$ 457,734,656	\$ 619,621,979	\$ 121,667,002
Tuition Cost Per Pupil				
Regular Operating Costs	\$ 4,236	\$ 8,467	\$ 8,527	\$ 15,118
Capital Budget Costs:				
Current Receipts	40	80	80	80
County Debt	294	588	588	588
Total Tuition Cost Per Pupil	\$ 4,570	\$ 9,135	\$ 9,195	\$ 15,786

and

WHEREAS, The basis for the calculation of tuition for full-day kindergarten is the same as for elementary school students in Grades 1–5; now therefore be it

Resolved, That the tuition rates for nonresident pupils for the 2001–2002 school year will be as follows:

Kindergarten	
Half-Day	\$ 4,570
Full-Day	9,135
Elementary	9,135
Secondary	9,195
Special Education	15,786*

*Rate may change to reflect the cost requirements of implementing the IEP.

RESOLUTION NO. 377-01 Re: RECOMMENDED PRICE INCREASE IN THE FOOD SERVICE PROGRAM

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

WHEREAS, Expenditures in the Food and Nutrition Services program for salaries and employee benefits, food, and supplies are expected to increase in FY 2002 by approximately 7 percent over the FY 2001 levels; and

WHEREAS, Federal reimbursement rates for meals will increase slightly; and

WHEREAS, To maintain a financially solvent food service enterprise fund it is necessary to increase revenues in FY 2002; now therefore be it

Resolved, That the price of the elementary school lunch be increased from \$1.60 to \$1.65, secondary school lunch from \$1.70 to \$1.75, and adult lunches from \$2.60 to \$2.65; and be it further

Resolved, That the price increases be effective September 4, 2001.

RESOLUTION NO. 378-01 Re: UTILIZATION OF FY 2002 FUTURE SUPPORTED PROJECT FUNDS

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

WHEREAS, The above-mentioned grants qualify for a transfer of appropriations from the Provision for Future Supported Projects pursuant to the provisions of County Council Resolution No. 14-890, approved May 24, 2001; and

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

WHEREAS, Sufficient appropriations are available within the FY 2002 Provision for Future Supported Projects to permit the above-noted transfer within state categories; now therefore be it

Resolved, That the superintendent of schools be authorized to receive and expend funds within the FY 2002 Provision for Future Supported Projects awards as specified below:

<u>Projects</u>	<u>Amount</u>
Training for Inclusive Education/Bethesda-Chevy Chase Cluster	\$30,000
Mathematics Improvement Fund	<u>2,500</u>
Total	<u>\$32,500</u>

and be it further

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

**Mr. Abrams rejoined the meeting.

RESOLUTION NO. 379-01 Re: HUMAN RESOURCES APPOINTMENT

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

Resolved, That the following personnel appointment be approved effective July 3, 2001:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Janis Mills	Chief Educational Administrator/ Principal, Laurel HS, Prince George's County Public Schools	Principal, Albert Einstein HS

RESOLUTION NO. 380-01 Re: HUMAN RESOURCES APPOINTMENT

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

Resolved, That the following personnel appointment be approved effective July 3, 2001:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Stephen Hagenbuch	Principal, Youth's Benefit ES	Principal, Lucy V.

Harford County Public Schools Barnsley ES

RESOLUTION NO. 381-01 Re: HUMAN RESOURCES APPOINTMENT

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

Resolved, That the following personnel appointment be approved effective July 3, 2001:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Margaret Pastor	Leadership Outreach Coordinator University of Maryland, College Park, Maryland	Principal, Stedwick ES

RESOLUTION NO. 382-01 Re: HUMAN RESOURCES APPOINTMENT

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

Resolved, That the following personnel appointment be approved effective August 3, 2001:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Judith Beiter	Principal, Samuel Ogle Science, Mathematics, and Technology Elementary Magnet School, Prince George's County Public Schools	Principal, Westover ES

RESOLUTION NO. 383-01 Re: HUMAN RESOURCES APPOINTMENT

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

Resolved, That the following personnel appointment be approved effective July 3, 2001:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Carol Blum	Acting Director, High School Instruction, Department of Curriculum and Instruction	Director, High School Instruction

**Mr. Felton temporarily left the meeting.

RESOLUTION NO. 384-01 Re: PRESENTATION PLAN – RICHARD MONTGOMERY HS

MODERNIZATION PROJECT

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

WHEREAS, The architect for the Richard Montgomery High School modernization project, SHW Group, Inc., has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Richard Montgomery High School Advisory Committee has approved the proposed schematic design; now therefore be it

Resolved, That the Board of Education approve the preliminary plan report for the Richard Montgomery High School modernization project developed by SHW Group, Inc.

RESOLUTION NO. 385-01 Re: **DRAFT OF POLICY BFA, *POLICYSETTING***

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

WHEREAS, Policy BFA, *Policysetting*, establishes the process for development, revision, and review of policies in Montgomery County Public Schools; and

WHEREAS, The process was changed to allow greater involvement by the Board of Education earlier in the process; and

WHEREAS, The new process was piloted during the development of the curriculum policy; and

WHEREAS, The new process allow great efficiency of the full Board's time by eliminating a third Board meeting for consideration of one policy; and

WHEREAS, Policy BFA, *Policysetting*, has been revised to reflect these changes; now therefore be it

Resolved, That the Board of Education take tentative action to adopt changes to Policy BFA, *Policysetting*, as shown below; and be it further

Resolved, That the tentatively adopted draft Policy BFA, *Policysetting*, be sent out for public comment.

Policysetting

A. PURPOSE

To establish a definition of policy and consistent process for policy development and implementation

B. ISSUE

State law provides that the county Board of Education, with the advice of the superintendent, determines the educational policies of the school system. Therefore, there should be a comprehensive and **consistent** ~~uniform~~ process for policy analysis, formulation, implementation, monitoring, and evaluation.

C. POSITION

1. Definition

Policy is defined as principles adopted by resolution of the Board of Education to guide the development and implementation of educational programs and/or for management of the school system. (State laws, bylaws of the State Board of Education, and federal guidelines are, in effect, mandated policies.)

2. Policy development

- a) A three-member committee of the Board of Education, whose initial membership shall be designated by the president for staggered three-year terms with new members and the chair chosen annually at the Board's December meeting, reviews and presents policy drafts for adoption to the full Board as needed.
- b) The superintendent and/or Board of Education recognizes the need for a policy, or significant revisions to an existing policy, and how the need it relates to Board governance including its mission, goals, and objectives.
- c) The committee meets with appropriate staff to develop a draft policy. The draft policy shall take into account as appropriate:
 - (1) Other policies of the Board of Education and of other governmental agencies
 - (2) Federal, state, and local laws and regulations
 - (3) Court decisions and other legal limits or conditions
 - (4) Cost implications
 - (5) Effect on school system operation

- (6) Impact on those affected by the policy
 - (7) National, state, and local literature and research
 - (8) Similar policies adopted by other school systems
 - d) The committee presents the proposed policy item for discussion and tentative action.
 - e) The policy item will be accompanied by a resolution that:
 - (1) Indicates the policy will lie on the table until at least the next regularly scheduled Board meeting before being voted upon as final action (If there is an emergency, this provision may be waived without notice if all members are present and there is unanimous agreement.)
 - (2) Provides opportunity for public comment and/or public hearing, if the Board desires
 - f) The Board will adopt a policy with a standard format that will include as appropriate:
 - (1) A statement of the purpose of the policy
 - (2) A description of the problem or issue that the policy addresses and purports to resolve
 - (3) A statement of the policy position or positions adopted by the Board, including a brief statement of the reasons and/or justification for these positions as appropriate
 - (4) A statement of the results or outcomes desired
 - (5) The strategies to be used in guiding the implementation of the policy
 - (6) Specification of when reports are to be made to the Board of Education and the public on implementation and effectiveness, results achieved, and next steps. The frequency of reports will be specified by the Board of Education and may depend on such factors as high public interest, legal mandates, and the experimental/innovative nature of the activity
3. Policy Implementation

After adoption, the superintendent will follow up with:

- a) Regulations for implementation, if appropriate
- b) Publication of policy and regulation in the Handbook and distribution to affected parties
- c) Continuous monitoring of the policy and implementation and reporting to the Board as required under Section F., Review and Reporting

D. DESIRED OUTCOME

Policies that are well researched and analyzed prior to adoption or amendment and monitored by staff with results reported to the Board subsequent to adoption.

E. IMPLEMENTATION STRATEGIES

1. The superintendent will develop a process for implementing this policy that will include coordination of policy research and development, presentation to the Board, implementing regulations, monitoring reports, and maintaining the process.
2. All regulations developed in support of Board-adopted policies shall be sent to the Board as items of information.

F. REVIEW AND REPORTING

1. The committee shall be apprised of the up-to-date status of the review process, including the number of policies that were reviewed, revised, and rescinded on an on-going basis.
2. The superintendent will review policies on an ongoing basis in accordance with established practices for prioritizing policy matters, but the Board may call for review of any policy at its discretion. In the event the Board directs that a new or revised policy be developed, it may establish a timeline for the committee to bring a draft policy to the full Board for its consideration.
 - a) When the review results in recommended content changes to the policy including rescinding the policy, the process for policy formulation described above will be followed.
 - b) Until such time as all policies are in the appropriate format, and the review reveals that no substantive changes are recommended, the policy will be reformatted and reprinted and will be forwarded to the Board as an item of information. Any member of the Board may identify any of these policies for further review as needed.

RESOLUTION NO. 386-01 Re: **FINAL ADOPTION OF POLICY BMA, BOARD ADVISORY COMMITTEES**

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

WHEREAS, State law (Section 4-112, Education Article, *Annotated Code of Maryland*) requires that each county Board of Education establish “at least one citizen advisory committee to advise the Board and to facilitate its activities and programs in the public schools”; and

WHEREAS, There currently exist three policies related to Board advisory committees: Policy BMA, *Board of Education Policy on Committees*; Policy BMB, *Appointing Members of Board of Education Advisory Committees*; and Policy BMG, *Guidelines for Committee Operation*; all relating to the authority and implementation of Board advisory committees; and

WHEREAS, On April 23, 2001, the Board of Education took tentative action to adopt a new draft policy BMA, *Board of Education Advisory Committees*, combining the three into one overall policy on Board advisory committees that reflects changes discussed by the Board of Education, and asked that it be sent out for public comment; and

WHEREAS, Six comments have been received and recommendations for changes have been made; now therefore be it

Resolved, That the Board of Education take final action to adopt draft Policy BMA, *Board of Education Advisory Committees*, as further revised.

Board of Education Advisory Committees

A. PURPOSE

To establish a policy on committees designed to advise the Board on specific issues

B. ISSUE

Citizen advisory committees are required by the *Annotated Code of Maryland, Education*, to ensure that local school boards will be informed by a variety of opinions from citizens and staff when considering specific issues, activities, and programs.

C. POSITION

1. Establishment

The Board of Education will establish standing and ad hoc advisory committees to

advise the Board on specific issues that may result in changes in Board policy and to facilitate activities and programs. For each advisory committee, the Board of Education will

- a) Adopt a resolution:
 - (1) Stating that the committee is advisory only
 - (2) Setting forth a clear and unambiguous charge
 - (3) Setting the task to be accomplished with alternative solutions, if possible
 - (4) Establishing a schedule for interim and/or final reports
 - (5) Stating the expected term or life of the committee
- b) Adopt a resolution to appoint the initial and, for standing committees, successor membership with terms of office

2. Appointment of Members

- a) Application
 - (1) The Board of Education will announce openings on standing advisory committees and solicit members in a display advertisement or news release in one or more Montgomery County newspapers of countywide circulation and through other internal and external media.
 - (a) Members for standing committees shall be solicited on an ongoing basis with appointments to be made at the all-day meetings in June and December.
 - (b) Members of ad hoc committees shall be solicited in a manner determined by the Board at the time of the formation.
 - (2) Interested candidates shall fill out applications for advisory committee membership. Applications for membership will be retained through two rounds of Board appointments – unless the applicant is no longer interested or able to serve.
 - (3) In cases where the Board has determined membership on a committee will be by organization, the organization will be requested to submit nominees for vacancies. However, the final selection of membership remains the responsibility of the Board.
 - (4) Individuals who apply by the deadline stated on the application, and

those who are to be recommended by the superintendent of schools and by organizations and agencies, will be considered for appointment to the advisory committee.

- (5) The Board will not transfer members from one committee to another. However, members may apply to another committee for terms commencing after their current committee term has ended.

b) Appointment

The Board will endeavor to appoint advisory committees balanced by geographic area, race, ethnicity, gender, and a range of viewpoints.

c) Term of Office

- (1) All appointments and reappointments shall be for the term designated in law, regulation, or Board of Education resolution.
- (2) Students appointed to Board standing advisory committees shall serve one-year terms. All student member terms begin on July 1 and end on June 30 of the next year.
- (3) If a new committee's task is expected to take more than one year to accomplish, overlapping terms and rotating membership will be considered.
- (4) No member shall be appointed to serve for more than two consecutive terms on the same standing advisory committee unless specifically exempted by the Board. Reappointment to a second term is not automatic, particularly when a committee does not exhibit balance, as described above.
- (5) The superintendent will be asked to designate a staff member as liaison to facilitate information-gathering for the committee, to ensure good communication between the committee and the Board, and, when requested, to assist the advisory committee in preparing the committee's report(s).
- (6) The responsibility of advisory committees is to the Board of Education, and committees receive their direction and guidance from the Board of Education.

3. Committee Operation

- a) When the Board of Education creates a new committee, the Board will appoint a temporary chairperson to preside until the committee elects its chair and, thereafter, standing committees will annually elect their own

chairpersons and ad hoc committees will elect their chairpersons as appropriate.

- (1) All advisory committee chairpersons, with the assistance of staff liaisons upon request, are responsible for preparing agenda of meetings and sending these, together with supplementary materials, to committee members, the staff liaison person, and the Board of Education office no later than five days prior to a meeting.
 - (2) All advisory committees shall keep action minutes of their meetings. These minutes should be approved by the committee at their next meeting and, within 15 days after approval, should be forwarded to the Board of Education.
- b) Although the staff liaison has the responsibility to maintain good communication between the Board of Education and an advisory committee, the committee chairperson should feel free to contact the president of the Board orally or in writing whenever necessary.
 - c) Any standing advisory committee member who is absent from 25 percent or more of the scheduled meetings during any one-year period will be considered resigned from membership 30 days after the committee notifies the Board of Education. The Board may, upon request, waive resignation for good cause; i.e., illness, emergency situation, or other extenuating circumstances. The individual shall be notified in writing by the Board whether or not a waiver has been granted.
 - d) All meetings of advisory committees must be open to the public pursuant to the Open Meetings Act and should be held in MCPS or other public facilities. A schedule of meetings for each school year shall be established in advance. That schedule and subsequent changes shall be communicated to the staff assistant to the Board for routine posting in the official bulletin board and on the Board's web site.
 - e) If the chair of an advisory committee, acting at the behest of the full committee, wishes to obtain nonconfidential personnel information about an MCPS employee or to express concern about the performance of an MCPS employee, the member should communicate that request or concern to the superintendent and/or the ombudsman/staff assistant to the Board.
 - f) The chair of each committee shall be granted access to the appropriate MCPS internal electronic forums and e-mail system during his or her term of office.

D. DESIRED OUTCOME

To appoint advisory committee members who can advise the Board on the educational

issues confronting the county.

E. IMPLEMENTATION STRATEGIES

1. The Superintendent will appoint a staff member to act as liaison to each committee.
2. The Board Office, with the cooperation of the advisory committee liaisons appointed by the superintendent, shall:
 - a) Develop and implement the advisory committee application process, including announcements and application forms
 - b) Prepare, for the Board in advance of appointment, briefing packets that contain lists of committee vacancies, persons who have applied or been recommended, current committee compositions, and copies of applications received

F. REVIEW AND REPORTING

1. All standing advisory committees will submit written reports to the Board of Education at least annually. Ad hoc committees will submit such written reports as directed by the Board.
2. The superintendent will prepare a staff response to the committee's report which will be shared with the committee and the Board.
3. At the request of each standing advisory committee, the Board will meet annually with each of its standing advisory committees, at a time and place to be determined by the Board officers. The Board will determine if and when ad hoc committees will be required to meet with the full Board, or with the Board officers and/or designated Board representatives.
4. This policy will be reviewed on an ongoing basis in accordance with the Board of Education policy review process.

**Mr. Felton rejoined the meeting.

RESOLUTION NO. 387-01 Re: REQUEST TO DEVELOP READING COURSES

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

WHEREAS, On February 13, 2001, the Montgomery County Board of Education adopted Policy IRA, *Curriculum*, which guides the development, implementation, and monitoring of curriculum throughout the school system; and

WHEREAS, All curriculum decisions, including the addition of programs and courses, are subject to Board of Education approval; and

WHEREAS, Only 35.6 percent of Grade 8 students in Montgomery County achieved the state's satisfactory standard of 70 percent on the Maryland School Performance Assessment Program; and

WHEREAS, The Maryland Middle Learning Years Task Force Report substantiates the need for middle school reading courses; and

WHEREAS, The High School Assessment program demands that students master critical reading skills and strategies before entering high school; now therefore be it

Resolved, That the Board of Education approve the development of reading courses for students in Grades 7 and 8 for those students who have documented reading deficits and are in need of formal reading instruction.

RESOLUTION NO. 388-01 Re: CLOSED SESSION RESOLUTION

On recommendation of the Superintendent and on motion of Mr. Abrams seconded by Ms. Cox, 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 portion of its meeting on Wednesday, July 18, 2001, in Room 120 of the Carver Educational Services Center to meet in a closed session from 6:00 to 7:30 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*, consult with counsel to obtain legal advice, as permitted by Section 10-508(a)(7) of the *State Government Article*; and review and adjudicate appeals in its quasi-judicial capacity and to discuss matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*); and be it further

Resolved, That the Board of Education of Montgomery County conduct a portion of its meeting on Thursday, July 26, 2001, in Room 120 of the Carver Educational Services Center to meet in a closed session from 6:00 to 7:30 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*, consult with counsel to obtain legal advice, as permitted by Section 10-508(a)(7) of the *State Government Article*; and review and adjudicate appeals in its quasi-judicial capacity and to discuss matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State*

Government Article); and be it further

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

Re: REPORT OF CLOSED SESSION

On June 25, 2001, by unanimous vote of members present, the Board of Education voted to conduct a closed session as permitted under the *Education Article § 4-107* and *State Government Article § 10-501, et seq.*, of the *Annotated Code of Maryland*.

The Montgomery County Board of Education met in closed session on June 25, 2001, from 7:10 to 8:37 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

- (1) Reviewed and/or adjudicated the following appeals: 2001-19, 2001-22, 2001-25, 2001-33, 2001-34, T-2001-8, T-2001-9, T-2001-11, T-2001-12, T-2001-13, T-2001-15, and T-2001-16.
- (2) Reviewed the Superintendent's recommendation for personnel appointments, subsequent to which the vote to approve was taken in open session.
- (3) Discussed matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*).

In attendance at the closed session were: Elizabeth Arons, Larry Bowers, Kermit Burnett, Sharon Cox, Reggie Felton, Theresa Flak, Dustin Jeter, Nancy King, Walter Lange, Freida Lacey, Christopher Lloyd, George Margolies, Pat O'Neill, Glenda Rose, Kim Statham, Frank Stetson, Jerry Weast, and James Williams.

RESOLUTION NO. 389-01 Re: APPEAL T-2001-17

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

Resolved, That the Board of Education adopt its Order in Appeal T-2001-17, student transfer, reflective of the following vote: Mr. Abrams, Mr. Burnett, Ms. Cox, Mr. Felton, Mrs. King, and Mr. Lange voting to affirm; Mr. Jeter and Mrs. O'Neill were absent when the case was adjudicated.

RESOLUTION NO. 390-01 Re: APPEAL T-2001-18

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

Resolved, That the Board of Education adopt its Order in Appeal T-2001-18, student transfer,

reflective of the following vote: Mr. Abrams, Mr. Burnett, Ms. Cox, Mr. Felton, Mrs. King, and Mr. Lange voting to affirm; Mr. Jeter and Mrs. O'Neill were absent when the case was adjudicated.

RESOLUTION NO. 391-01 Re: **APPEAL T-2001-19**

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

Resolved, That the Board of Education adopt its Order in Appeal T-2001-19, student transfer, reflective of the following vote: Mr. Burnett, Ms. Cox, Mr. Felton, and Mr. Lange voting to affirm; Mr. Abrams and Mrs. King voting to reverse; Mr. Jeter and Mrs. O'Neill were absent when the case was adjudicated (absent a majority of the full Board to affirm or reverse, the decision of the deputy superintendent stands).

RESOLUTION NO. 392-01 Re: **APPEAL T-2001-20**

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

Resolved, That the Board of Education adopt its Order in Appeal T-2001-20, student transfer, reflective of the following vote: Mr. Felton voting to affirm; Mr. Abrams, Mr. Burnett, Ms. Cox, Mrs. King, and Mr. Lange voting to affirm; Mr. Jeter and Mrs. O'Neill were absent when the case was adjudicated.

RESOLUTION NO. 393-01 Re: **APPEAL T-2001-22**

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

Resolved, That the Board of Education adopt its Order in Appeal T-2001-22, student transfer, reflective of the following vote: Mr. Abrams, Mr. Burnett, Ms. Cox, Mr. Felton, Mrs. King, and Mr. Lange voting to affirm; Mr. Jeter and Mrs. O'Neill were absent when the case was adjudicated.

Re: **MASCOT ISSUE AT POOLESVILLE HIGH SCHOOL**

On June 12, 2001, Mr. Abrams moved and Mr. Felton seconded the following:

Resolved, That the Board of Education review and take action on the school mascot issue at Poolesville High School.

RESOLUTION NO. 394-01 Re: **AN AMENDMENT TO THE MASCOT ISSUE AT POOLESVILLE HIGH SCHOOL**

On motion of Mr. Abrams and seconded by Mr. Felton, the following amendment was adopted unanimously by members present:

Resolved, That the Board of Education review and take action on the school mascot at Poolesville High School **and pertinent Board policy at the August 28, 2001, Board of Education meeting.**

RESOLUTION NO. 395-01 Re: **MASCOT ISSUE AT POOLESVILLE HIGH SCHOOL**

On motion of Mr. Abrams and seconded by Mr. Felton, the following amendment was adopted unanimously by members present:

Resolved, That the Board of Education review and take action on the school mascot at

Poolesville High School and pertinent Board policy at the August 28, 2001, Board of Education meeting.

RESOLUTION NO. 396-01 Re: **COMPREHENSIVE REVIEW OF SPECIAL EDUCATION**
(New Business)

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

Resolved, That the Board of Education schedule the Continuous Improvement Team for special education to come to the Board table in the fall with a discussion on its comprehensive review of special education.

RESOLUTION NO. 397-01 Re: **CHILD PEDESTRIAN SAFETY PROGRAM** (New Business)

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

Resolved, That the Board of Education send a letter to State Department of Education (co-signed by the superintendent) in support of East Silver Spring Elementary School's participation in the pilot of the child pedestrian safety program.

RESOLUTION NO. 398-01 Re: **FIRST AMENDMENT TO AGREEMENT BETWEEN THE MONTGOMERY COUNTY BOARD OF EDUCATION AND DR. JERRY D. WEAST**

On motion of Mr. Abrams and seconded by Mr. Felton, the following motion was adopted unanimously by members present:

WHEREAS, The Board of Education has completed its evaluation of the Superintendent of Schools; and

WHEREAS, The Superintendent has exhibited leadership and skill in managing the Montgomery County Public Schools in accordance with the direction established by the Board of Education; and

WHEREAS, The Board of Education recognizes that the initiatives put in place by the Superintendent to close the gap and raise the bar have both long-term and short-term goals; and

WHEREAS, The Board of Education believes that retaining Jerry D. Weast as Superintendent of Schools for an additional four-year term is in the best interests of the school system; and

WHEREAS, The Public School Laws of Maryland at present do not authorize renewal of a superintendent's contract until February of the year in which the new term is to begin; now therefore be it

Resolved, That the Board of Education authorize its President to execute an amendment to the Dr. Weast's contract of employment evidencing the Board's desire to extend the Superintendent's contract for an additional four-year term as soon as it is legally able to do so; the desire of the Superintendent to accept such an offer and agreeing to forego exploration of other employment options; and providing additional compensation to the Superintendent, in light of his agreement not to explore other employment, if the Board fails to extend his contract.

Re: **ITEMS OF INFORMATION**

The following items were available:

1. Items in Process
2. Construction Progress Report

RESOLUTION NO. 399-01 Re: **ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of July 2, 2001, at 3:35 p.m.

PRESIDENT

SECRETARY

JDW:gr

MONTGOMERY COUNTY BOARD OF EDUCATION
SUMMARY SHEET
July 2, 2001

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