

ED COMMITTEE #1
February 2, 2009
Worksession

MEMORANDUM

January 29, 2009.

TO: Education Committee

FROM: Essie McGuire, Legislative Analyst 

SUBJECT: **Worksession –Promethean Boards in Montgomery County Public Schools**

Today the Education Committee will discuss the Montgomery County Public Schools (MCPS) initiative to install Promethean Boards in classrooms.

Promethean Boards are the primary whiteboard components of interactive classroom technology systems which include other elements such as student response units. The Council has previously discussed this technology in the context of Middle School Reform efforts and capital funds requested by the Board of Education in the Capital Improvements Program (CIP), Technology Modernization project. When the Council approved the FY09 capital budget and the FY09-14 CIP, the Council included FY09 funds totaling \$698,000 to continue the pilot installation of Promethean Board technology in select middle schools associated with the reform initiative.

During the past summer, MCPS initiated a significant expansion of the Promethean Board initiative, acquiring 2,600 board systems and installing them in about two-thirds of all secondary classrooms. This expansion was funded in part by Federal funds known as e-rate funds. The total cost of the expanded initiative is projected to be \$13.3 million over four years. Given that this level of spending went well beyond the Council's approved funding level, Councilmembers and County residents raised questions about the funding and scope of this initiative.

The purpose of today's worksession is to review the school system's past activities and future plans regarding the interactive technology initiative and the funding mechanisms the system used to pay for the recent expansion. The Committee will need to consider how to account for the full cost of the initiative going forward and how to assure appropriate disclosure and oversight of the associated funding.

In response to questions from Board of Education members, Councilmembers, and Council staff, MCPS provided explanatory materials regarding the initiative and funding. Memoranda from January 2008 through January 2009 are attached to this packet, as well as minutes of Board action to approve contracts on June 10 and 23.

OVERVIEW SUMMARY

- In the FY09-14 CIP, the Council approved \$698,000 in FY09 for the interactive technology initiative, explicitly for expansion associated with middle school reform. The Board requested a total of \$8 million over the six year period for the initiative; however, the Council did not program funding beyond FY09 due to affordability reasons. The original plan for the FY09 funds is outlined on circles 2-3 and 8-13.
- In June 2008, MCPS expanded the initiative to install the technology in 2,600 secondary classrooms, representing approximately two-thirds of all secondary classrooms. This expanded initiative is anticipated to cost \$13.3 million over four years, approximately \$3.3 million each year through FY12. **The installations are complete; future funds are required to pay for the equipment over time.** MCPS reports that the deal negotiated resulted in lower overall costs per unit and no finance charges with the payment plan. This expansion is outlined on circles 3-4 and 14-16.
- The attached memoranda indicate that this plan was presented to the Board members via memorandum on June 9, 2008 and that the Board acted to approve a \$5 million contract for the first year payment on June 10 and June 23 (circles 14-24). The Board consent item did not describe the purpose of the contract. Council staff reviewed both full Board and committee minutes from the last year and did not find discussion of the initiative expansion in public meeting minutes.
- MCPS states in the attached materials that funding for the initiative will come from CIP funds allocated in FY09; reprioritization of other CIP funds in the Technology Modernization project; request for additional CIP funds in FY11 and FY12; and Federal e-rate funding (circles 4-5, 15).
- E-rate funds are available through the Federal Communications Commission (FCC). This program allows school and library systems to claim Federal funds on local dollars paid for telecommunications expenses, such as telephone and network connections. Schools pay the total bill for covered expenses, then claim additional funding based on FARMS enrollment and whether the district is urban or rural. MCPS works with an entity called Funds for Learning to assist with application, maximize funding, and assure compliance with Federal regulations. In addition to the school system's explanation of the program, this packet includes information from the FCC and the Funds for Learning company (circles 4-5, 15-16, 34-40).

- A brief e-rate funding history is shown in the chart on circle 31 and shows that MCPS received nearly \$2 million in FY08 and \$7.5 million total between FY04 and FY08. In general, the eligible expenses do not fluctuate widely; Council staff understands that they grow somewhat based on cost increases and system growth. MCPS is eligible for Federal funding at approximately 50 percent of covered expenses because it is an urban district with between 20-34% of its students eligible for Federal Free and Reduced Meals (FARMS) (circle 35).
- E-rate funds have not been specifically appropriated for MCPS since the program started and do not appear on regular MCPS financial or transfer reports. MCPS argues that the funds are reimbursement within its existing appropriation authority, and so not subject to appropriation (circle 5).

COUNCIL STAFF ANALYSIS

It is certainly positive that the school system seeks and receives additional non-County funds wherever suitable. The Committee is well aware of the priority MCPS has placed on the Promethean Board systems and has heard much discussion of their benefits in the classroom.

However, the timing and method of processing the e-rate funds and expanding this initiative raise significant questions about how oversight and approval authority were used in this case. MCPS has entered into a major multi-year funding commitment with no apparent public discussion in a difficult fiscal environment. It remains an open question how this particular decision was reached and what else the funds could have been used for.

At this point, it may not be feasible to reconsider the expanded initiative and its future funding obligation. However, it will be important to assure that proper oversight and appropriation processes are maintained and followed going forward, particularly given the magnitude of funds involved and the clear fiscal implications of the technology program on the school system's operating and capital budgets.

To that end, Council staff recommends that the Committee discuss and request additional information in three areas: accounting for past e-rate funds; accounting for the interactive technology initiative; and accounting for and appropriation of future e-rate funds.

ACCOUNTING FOR PAST E-RATE FUNDS

The Federal e-rate program is just over 10 years old, approved by Congress in 1996. MCPS provided, at the Board's request, a five-year funding history chart (circle 31). This chart shows that annual funding levels have ranged from \$1.2 million in FY04 to nearly \$2 million in FY08. **The funds presented in this chart alone total \$7.5 million in e-rate funding in this five-year period.**

Beyond a few examples, the MCPS documentation does not account for how these funds were spent. It is also not clear when MCPS began participation in the Federal program or began working with Funds for Learning to assist with the application process.

Council staff recommends that the Committee request a full accounting of all Federal e-rate funds received since MCPS began participation in the program, including a detailed breakdown of how the funds were spent each year. Council staff also recommends that this report include a history of the contract with Funds for Learning and the total funds spent for this contract. Council staff recommends that the Committee should receive this information no later than March 30, in advance of FY10 operating budget deliberations.

ACCOUNTING FOR INTERACTIVE TECHNOLOGY INITIATIVE FUNDING

Although the materials provided by MCPS include a general overview of the funding required to meet the future obligations of this technology purchase, many specific details are unclear. **It will be critical to understand the school system's assumptions regarding each funding component in order to determine how it can afford this obligation in the coming years.**

The attached materials reference using e-rate funds, reprioritized capital funds, and future increases in capital funds for the four-year payment plan. However, it is unclear to Council staff what combination of these funds will be used in each year and if they will be sufficient to cover the full amount. In addition, future appropriation requests will be subject to the Council's year-to-year budget process (as MCPS acknowledges on circle 33).

Council staff recommends that the Committee request a full, detailed breakdown of the payment required each year and what funds (operating, capital, or e-rate) MCPS assumes will be applied toward it. This account should specify MCPS assumptions regarding future County appropriations, Federal reimbursements, and how much funding may need to be reprioritized, including which specific programs, purchases, or services may be impacted under reprioritization. Again, Council staff recommends that this information should be received no later than March 30, in advance of budget deliberations.

ACCOUNTING FOR FUTURE E-RATE FUNDS

As noted above, MCPS contends that e-rate funds are not subject to separate appropriation. **Council staff disagrees with this assertion and recommends that the funds come to the Council for appropriation when they are received.** At that time, first the Board and then the Council would decide how the funds should be used.

Council staff's conclusion is based on both State law and County budget resolutions.

Maryland Code, Education Article, §5-105(c) reads as follows:

“Non-local funds received by a county board after the adoption of the annual budget by the county fiscal authority may be spent by the county board if the county fiscal authority is notified and approves of:

- (1) The source and amount of funds; and
- (2) The manner of spending the funds.”

In Council staff’s view, this provision clearly requires that all e-rate funds be approved by the Council via appropriation.

The Council’s annual appropriation resolution for the MCPS operating budget (Resolution #16-578, which approved the MCPS Operating Budget for FY09, is attached at circles 41-45) allows the use of funds for “specific programs designated in a grant, contribution, reimbursement, or other non-County funding source” under certain conditions. Conditions include that “the program must not require any present or future County funds” and also relate to the size and budgeting of the program. The intent of this provision is to allow MCPS to use small grants after proper notification and to continue large, existing programs year to year.

The resolution states that if a program does not meet the conditions it must be funded by a separate appropriation. In Council staff’s view, use of e-rate funds is not allowed by this provision because the Federal e-rate program does not designate a program of specific technology purchases to be made with the funds. Even if the e-rate funds met this condition of a specified program, they would not meet the resolution’s requirement that “the program must not require any present or future County funds.”

Council appropriation of the e-rate funding would be entirely consistent with the approval of other non-County funds of this magnitude that have different purposes year to year or initiate new activities. The provision that funds must be appropriated separately if they require County funding is particularly relevant, as the Council is always concerned about the potential future impact of non-County funds on County resources.

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MONTGOMERY COUNTY PUBLIC SCHOOLS
MARYLAND

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November 26, 2008

The Honorable Valerie Ervin, Chair
Education Committee
Montgomery County Council
Stella B. Werner Council Office Building
100 Maryland Avenue
Rockville, Maryland 20850

Dear Ms. Ervin:

This is in response to questions asked by Councilmember Donald Praisner in his memorandum to you on November 13, 2008, and questions from other Council members. A memorandum was prepared to the Board of Education to share this information with them before forwarding it to you. A copy of the Board of Education memorandum is enclosed.

Mr. Sherwin Collette, chief technology officer, has provided additional information to Ms. Essie McGuire, legislative analyst, Montgomery County Council. In addition, Mr. Collette and Mr. Larry A. Bowers, chief operating officer, met with Ms. McGuire and Ms. Sonya Healy, legislative aide, on November 18, 2008, to discuss 21st century interactive classrooms and to identify any other questions of Council members.

Please let me know if you or any other Council members have any additional questions. Mr. Collette and Mr. Bowers are available to discuss 21st century interactive classrooms with you or the Education Committee at any time.

Respectfully,

Jerry D. Weast, Ed.D.
Superintendent of Schools

JDW:sz

Enclosure

Office of the Superintendent of Schools

850 Hungerford Drive, Room 122 ♦ Rockville, Maryland 20850 ♦ 301-279-3381

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MONTGOMERY COUNTY
COUNCIL

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

November 26, 2008

MEMORANDUM

To: Members of the Board of Education

From: Jerry D. Weast, Superintendent of Schools 

Subject: Update on Expanded Implementation of Interactive Classrooms

As you know, the installation of the Promethean Boards has been extremely well-received by the majority of teachers, parents, and students across the system. However, in their zeal to criticize Montgomery County Public Schools (MCPS), a small group of community activists has raised several questions about the implementation of the technology in our schools. This group's effort to discredit MCPS is unfortunate given the positive impact the technology is having on teaching and learning. I would like to share with you just one of the many unsolicited positive comments we have received from teachers who are using the technology:

"...I find that the Promethean board has revolutionized my teaching. The effect on students is that each day they are excited to enter the French classroom and discover what new learning we'll accomplish in a manner that is fun to them. I use the ActivSlate, the ActivExpressions, and even my old clicker that I use when showing the PowerPoint presentations from past years using the Promethean. Everything is better with the Promethean! Even the morning announcements, shown on the Promethean via the VCR's TV tuner being connected directly to the Promethean, are more appealing to students."

Background

The 21st century interactive classrooms were implemented in FY 2008 as a component of the Middle School Reform initiative. During this first year of the initiative, 18 classrooms in 14 middle schools were furnished with interactive whiteboards, projectors, student response systems, and other integrated audiovisual technologies. The schools included the five Phase I Middle School Reform schools (Benjamin Banneker, Roberto Clemente, Montgomery Village, Sligo, and Earle B. Wood) the eight FY 2008 Technology Modernization middle schools (Eastern, Forest Oak, Dr. Martin Luther King, Jr., Kingsview, Col. E. Brooke Lee, John Poole, Julius West, and Westland), and Parkland Middle School, which returned to its modernized building. Several other schools have purchased interactive whiteboards through capital projects and grant funds.

During FY 2008, I communicated with the Board of Education several times about this initiative. During the January 8, 2008, technology update to the Board of Education, staff demonstrated the

technology and engaged the Board in a dialogue about the potential impact of the new technology on teaching and learning (Attachment A). Plans to expand the integration of the 21st century interactive classroom technologies in our schools were shared with the Board at this meeting. Also, on May 27, 2008, I provided the Board of Education with an update on Middle School Reform and specific actions being implemented in selected middle schools. One of the recommended actions was for additional schools to utilize these innovative technologies through the Technology Modernization program for FY 2009. On June 9, 2008, I provided the Board of Education with the attached memorandum (Attachment B) outlining the scope, costs, and timeline for the 21st century interactive classroom expansion. This increased the expansion of the initiative into all middle schools and high schools. The Board authorized acquisition of the interactive classroom technologies for FY 2009 at its meetings on June 10 and 23, 2008 (Attachment C).

Expansion of Initiative

The FY 2009–14 Capital Improvements Program (CIP) request submitted to the County Council by the Board of Education included an expansion of the 21st century interactive classroom initiative to all middle schools, beginning with Phase 2 Middle School Reform schools and the 2008–09 Technology Modernization middle schools. The funds requested for this initiative in the Technology Modernization project in the CIP totaled \$8.6 million—\$.7 million in FY 2009, \$1.4 million in FY 2010, and \$6.5 million in FY 2011 to 2014. When the County Council funded the FY 2009 Capital Budget and approved the FY 2009 to 2014 CIP, it approved only the FY 2009 funds for this initiative. The reason for this expansion to all middle schools is to ensure greater consistency of curriculum implementation and accelerate the reform initiatives to all our schools, teachers, and students. Moving this initiative into high schools ensures continuity of student-centered instruction.

During the spring of 2008, Montgomery County Public Schools (MCPS) staff began negotiating prices with Dell, the national reseller for Promethean Incorporated, which is the manufacturer of the equipment being purchased for the 21st century interactive classrooms. These Promethean technologies are available for purchase by Maryland school systems through the University System of Maryland and the Maryland Education Enterprise Consortium (MEEC) state contract that result from Request for Proposal #USM-2007-12. MCPS staff was able not only to negotiate very favorable prices that are approximately 17 percent below previous pricing, but also was able to arrange payments for the equipment over a four-year period with no finance charges. In June 2008, MCPS staff presented to the Board a plan to accelerate the installation of 21st century interactive classroom technologies in 2,600 secondary classrooms (approximately 65 percent of all secondary classrooms) for the 2008–2009 school year. The plan presented to the Board costs \$3.3 million per year for four years, or \$13.3 million from FY 2009 through FY 2012. In 2012, the equipment will belong to MCPS at a cost of \$1. The school system began installation of these classrooms on June 30 and completed the installations on October 31, 2008.

Pricing for the 21st century interactive classroom components ranges from approximately \$1,000 for a 78-inch board to \$5,400 for the adjustable 78-inch board, along with the integrated classroom sound systems, slates, student response systems, wand to assist students with additional learning needs, and the required installation components. Properly maintained, the interactive whiteboard can last indefinitely as there are no moving parts. Furthermore, MCPS has a five-year warranty with Promethean for replacing defective boards. Other than the \$3.3 million annual lease payment, there are no ongoing costs. Ongoing maintenance and servicing will be completed by MCPS staff.

Beginning over the summer of 2008, initial staff training, at a cost of \$368,134, was provided for secondary school staff. Ongoing professional development is being provided in an integrated, job-imbedded model at no additional cost.

Funding

This earlier than anticipated expansion of interactive technology can be accomplished by reprioritizing technology funding in the capital budget and through the technology rebate program. When the plan was presented to the Board of Education in June 2008, half of the funding was to come from the CIP and the other half would be funded by redirecting existing telecommunications expenditure rebates which are available through the federal e-Rate program.

In recognition of the current fiscal outlook, the Board of Education is not requesting the \$1.4 million Technology Modernization increase requested for FY 2010 in the FY 2009–2014 CIP. Instead, all of the funding for the second year lease payment of \$3.3 million will come from either e-Rate funds or from within the approved Technology Modernization project. Nonetheless, this will require the Board of Education to request \$2.9 million of funding for fiscal years 2011 and 2012 in the CIP.

e-Rate is the commonly used title of the Federal Communication Commission's *Schools and Libraries Program* that provides rebates on Internet and telecommunications service costs to school systems. These rebates apply to expenditure costs the district incurs for Internet, telephone (land lines and wireless) services, and network connections. Additional rebates have been received for the implementation of building-wide wireless connectivity in high poverty schools such as Broad Acres and Oak View elementary schools. Since the program began ten years ago, MCPS has used its cost rebates to improve student access to technology in our schools by purchasing technology hardware, primarily computers.

The Universal Service Administration Company (USAC) administers the Universal Service Fund (USF) program (of the Federal Communications Commission) that provides discounts to schools. To ensure compliance with e-Rate program regulations and to obtain discounts on all eligible services, MCPS works with Funds for Learning, the nation's leading e-Rate funding compliance services company. Funds for Learning is a third-party consulting firm that the district has engaged to ensure that MCPS fully leverages the program in compliance with all regulations.

The e-Rate program defines payments made from the USF fund as reimbursements made to vendors. The funding process has been modified since inception of the program. Initially, MCPS paid vendors a "discounted" cost for the products being purchased and vendors received the remainder from the USF. MCPS did not receive any of the USF funds. As a result of concerns from vendors about the timeliness of payments from and issues about the management of the program by USAC, MCPS and USAC decided to deposit the rebates into MCPS project accounts. MCPS now pays vendors the full cost of products and services from these accounts.

A question has been asked about why the Board of Education does not request the County Council to appropriate these rebate funds. The Council appropriates the funding for the communication services for which rebates are received (about 50 percent of the \$3.2 million annual expenditures for these services). This is necessary in order to pay for these services and because we do not know the amount of the rebates until much later. If we also received appropriation authority for the rebate, we would be accounting for these dollars twice. As was indicated earlier, when the program began, the money went directly to the vendors from which we purchased goods and services. When we did this, we acquired the goods and services but did not record the expenditures because they were paid directly to the vendor. This practice was not changed when the USAC began to remit the funds directly to MCPS.

Instructional Impact and Professional Development Supports

Integration of the 21st century interactive classroom technologies is part of the school system's broader plan to create a technology-enhanced collaborative learning community. This learning community will integrate these interactive classroom technologies with online curriculum, teaching and learning resources, and parent/student outreach technologies. These technologies allow teachers to conduct lessons integrating online, multi-media instructional resources that are aligned with standards-based curricula.

As teachers engage in collaborative planning and sharing lessons, they are able to leverage each other's skills, talents, and perspectives. Through the lesson sharing and co-creation process, teachers increase their access to professional development resources that foster their growth. Increased engagement with professional peers facilitates teachers' development of differentiated lessons that more effectively engage students and put them at the center of the learning. Through the use of these interactive teaching and learning resources, teachers are discovering new and engaging strategies, and are able to augment their feedback to parents about student progress.

On-going, job-embedded professional development is being provided throughout the school year. Teacher professional development allows staff to practice and apply new skills, strategies, and knowledge to the curriculum they teach. Training modules also have been developed for principals to provide them with the knowledge and tools necessary to support their staff and monitor implementation of these interactive tools.

To support the transformation of instruction from teacher directed to a more student-centered, critical inquiry-based approach, the district launched the *Technology Enhanced Critical Inquiry Project*. The project's goals are to—

- Enhance student engagement and promote a deeper understanding of the curriculum
- Produce a trained group of teacher leaders to support other MCPS educators in using Promethean boards and embedding the teaching of critical thinking skills across the curriculum
- Create an instructional handbook to guide and support the use of technology to enhance critical inquiry in all classrooms.
- Create ready-to-use instructional support materials such as lesson plans, image banks, and media clips.
- Contribute to the research literature by documenting the efficacy of using Promethean boards to enhance student engagement and achievement.

Program Evaluation

The evaluation of the effective use and implementation of the 21st century interactive classroom technologies will be conducted by the Office of Shared Accountability. The evaluation program will focus on two aspects. The first component began last school year and is being conducted as part of the evaluation of the Middle School Reform initiative. The second component focuses on how the implementation of these interactive technologies is enhancing student-centered, critical inquiry-based learning (*Technology Enhanced Critical Inquiry Project*) in seven MCPS schools. The first year evaluation will focus on implementation of the critical inquiry component, and the second year will focus on project outcomes. The evaluation will address the following questions:

1. What was the context of the *Technology Enhanced Critical Inquiry Project*? Describe the participating schools, classrooms, staff, and students.
2. How was the *Technology Enhanced Critical Inquiry Project* implemented? Describe the organization and administration of the project in schools, training provided, baseline measures of teacher knowledge and technology use, and perceptions of staff and students.
3. How effective was the *Technology Enhanced Critical Inquiry Project* in meeting its objectives? Measure student academic outcomes, participation, engagement, teacher use and knowledge, and development of materials.

A variety of methods will be used to collect and synthesize the needed information and will include the following:

- Review of program documents, training records, and materials
- Interviews with project manager
- Surveys of teachers and school administrative staff

- Surveys of students
- Interviews or focus groups with teachers
- Review of MCPS student data (e.g., report cards and attendance)

Our staff is to be commended for their innovation in finding a way to bring this technology into our classrooms at such a rapid pace.

Please let me know if you have any additional questions. Mr. Sherwin Collette, chief technology officer, and Mr. Larry Bowers, chief operating officer, are available to discuss 21st century interactive classrooms with you. Mr. Collette can be reached at 301-279-3581 and Mr. Bowers can be reached at 301-279-3626.

JDW:sz

Attachments

Copy to:

Mr. Bowers
Mr. Collette

DISCUSSION

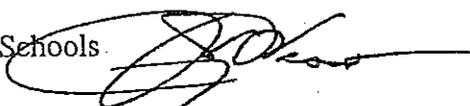
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Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

January 8, 2008

MEMORANDUM

To: Members of the Board of Education

From: Jerry D. Weast, Superintendent of Schools 

Subject: Technology Update

Executive Summary

In support of the district's ongoing efforts to improve teaching and learning, new interactive technology tools are being integrated into instruction to more effectively engage students in the learning process. The innovative student-centered classroom environments use interactive technology to both deliver curriculum and instruction and assess understanding. These interactive technology tools activate problem solving and critical thinking skills and better prepare students for success in the Information Age. To ensure students are prepared for high school, college, and the world of work, the district provides students with a rigorous instructional program focusing on the skills needed to be successful in the 21st century. Such an instructional program includes access to technology and helping students develop skills that enable them to work in teams, solve complex problems, interpret information, communicate effectively, connect learning across disciplines, think critically, and apply knowledge to real-life situations. This update provides information on the innovative 21st century classroom technologies being implemented in the Montgomery County Public Schools (MCPS) and highlights the successful collaboration among all offices and schools to select and apply technology solutions that encourage creativity rather than emphasizing the tools themselves.

Background

The context within which our students socialize, communicate, and learn is characterized by a strong emphasis on leveraging technology to facilitate knowledge acquisition, play, and building relationships. The technologies deployed in the participating Phase I middle schools (Benjamin Banneker, Roberto Clemente, Montgomery Village, Sligo, and Earle B. Wood) and the 2007-2008 Technology Modernization middle schools (Eastern, Forest Oak, Dr. Martin Luther King, Jr., Kingsview, Colonel E. Brooke Lee, John Poole, Julius West, and Westland) are already helping to build familiar social networks that engage students in an interactive learning process that piques their intellectual curiosity and encourages critical thinking and problem solving. In addition to building collaboration in the learning process, the integration of the electronic

learning response systems to assess understanding also is increasing active participation, shifting student attitudes to become focused on learning, and providing immediate feedback for teachers to use in differentiating instruction. To fully achieve the benefits of this interactive classroom model, professional development for staff is necessary to leverage the technology to enable students to achieve at the highest levels.

21st Century Classroom Technology

The "smart classroom" model provides interactive whiteboards, projectors, student response systems, and other new audio-visual technologies to enhance teaching and learning. These technologies allow teachers to conduct lessons integrating online, multi-media instructional resources that are aligned with standards-based curricula. The result is a multi-sensory learning environment that engages students directly as they interact with the lessons through the whiteboard, and both students and teachers can immediately assess student understanding and acquisition of the course content. These lessons allow students to make connections to their own lives, as they already are consumers of technology; in turn, this deepens their investment in learning and facilitates greater knowledge retention.

A wireless-enabled network infrastructure throughout the school facilitates anytime, anywhere access for staff and students. Schoolwide wireless access enables Phase I middle schools to effectively integrate teacher laptops (four) and mobile laptop labs (two). Wireless laptops are effective tools for planning because teacher files and student information become portable and accessible from anywhere as teachers collaborate with their colleagues. This collaboration is enhanced with the deployment of the mobile labs. These wireless mobile labs are increasing access to technology for student instruction by allowing teachers to broadly integrate technology into their lessons while remaining in their regular classroom. Moreover, interdisciplinary collaboration enables the mobile lab to "follow" students from one classroom to another when they are completing a cross-disciplinary writing project, for example, that involves more than one content area. The resulting interdisciplinary, collaborative learning environments that these interactive technologies facilitate foster increased opportunities for student-to-student and teacher-to-student engagement in creative knowledge sharing.

A 21st century learning environment integrating this interactive technology is deepening student engagement directly. This technology allows instruction to leapfrog passive teacher presentation and draw each student into hands-on interaction with the curriculum. Feedback from frequent assessments using integrated student response devices guides instruction by allowing teachers to monitor individual students or whole-class understanding of a concept, increasing opportunities to provide differentiated instruction. These interactive technologies are facilitating equitable classroom practices, encouraging student-driven learning rather than teacher-directed instruction, and increasing student conversation and collaborative feedback.

Supporting Teaching and Learning

The use of technology in teaching and learning supports the Board of Education's core governance Policy IFA, *Curriculum*, as well as Policy IEB, *Middle School Education*, and additional Policies, such as IKA, *Grading and Reporting*; IOA, *Gifted and Talented Education*; IOD, *Education of English Language Learners*; IOB, *Education of Students with Disabilities*; and MCPS Regulation IHB-RA, *School Academic Grouping Practices*. In particular, these efforts respond to the need for curricular supports that, as stated in Policy IEB, help teachers integrate technology into "curriculum, instruction, and assessment to build or strengthen students' interest and skills in the use of technology." In addition, "instructional practices will incorporate a variety of methods, strategies, and resources, such as technology, that encourage students to be active and engaged learners." These important technology efforts also are consistent with Policy IFA, *Curriculum*, by reflecting best practices and technological advancements within the disciplines, supporting the investigation of innovative curriculum ideas that align with curriculum standards and promoting opportunities for every student to participate.

The interactive classroom is having a tremendous impact in engaging all students, including students with disabilities who have transitioned to less restrictive settings. Special education students are able to fully engage in an interactive learning environment that bypasses their learning deficits. Both engagement and a willingness to answer questions in front of peers have improved markedly with these students. Students who previously never would have volunteered to demonstrate their knowledge in front of the class are literally jumping out of their seats to volunteer now.

The interactive whiteboard provides a connected community in which an entire class participates in learning activities that also integrate assistive technology software features, such as Kurzweil's read aloud function or Co:Writer's expressive language supports. In addition to the ability of the technology to engage and capture student attention, and therefore increase time on task, the electronic form of "every pupil response" enables teachers to check for understanding and reteach concepts by providing immediate visual information to their students that aligns with the concepts being presented. The visual information can consist of diagrams, video, text, or other visual supports, thus further facilitating individualized education plans for students.

The ability of the general education teacher to collaborate with the special education teacher to create lessons that appeal to the visual and kinesthetic learner also allows for students who normally struggle with text to see material from a different perspective. Once the lesson is completed, the interactive whiteboard provides the teacher with the opportunity to print out classroom notes that highlight the most salient parts of the lesson directly from the information placed on the board, which can be provided to those students with teacher/class notes accommodations. With the emphasis on equitable practices, the technology enables the curriculum to be more accessible to all students and has led to increased confidence and self-esteem among students.

Mathematics, English, science, and social studies staff in the Department of Curriculum and Instruction worked to support the interactive classroom in all Phase I and Technology Modernization middle schools. Representatives from the core disciplines served on the design team, in collaboration with staff members from Office of Organizational Development and the Middle School Instruction and Achievement Unit, to develop the training plan for the Phase I and Technology Modernization middle schools. Through this multi-office collaboration, instructional specialists developed model lessons from existing curriculum guides for use in training. In addition to the development of Promethean-designed lessons and the training plan, staff provided two days of support to staff at the Phase I middle schools and three evenings of support to staff at the Technology Modernization middle schools at scheduled trainings.

Staff in the Department of Curriculum and Instruction continues to further their involvement in this collaboration. Instructional specialists attended training to become certified Promethean trainers to increase the district's capacity to provide ongoing professional development opportunities. Additionally, mathematics instructional specialists continue to collaborate in the development of model curriculum lessons integrating the interactive classroom tools to support the development of the new Investigations into Mathematics Curriculum. Staff in the Department of Curriculum and Instruction also serves on the Technology Integrated Reform Initiative Committee.

Building Staff Capacity

Nearly 130 teachers at the five Phase I schools received training for the 21st century classroom. These teachers received training that covered basic operations and functionality of each of the components of the interactive whiteboard, an overview of the software, MCPS curriculum connections, and time to create electronic lesson plans (flipcharts). The professional development design team collaborated with representatives from Promethean to develop and implement the training plan. In addition, staff members at Parkland Middle School received 1.5 days of training during preservice week in August 2007.

Also during preservice week, staff members at the eight middle schools participating in the 2007-2008 Technology Modernization Program received a 90-minute overview presentation on the basic care of the boards, projectors, and additional equipment, as well as basic functionality tips to ensure that they would be able to use these technologies prior to their formal training. Teachers from the Technology Modernization middle schools attended one of three 3-hour after-school training sessions offered, covering the same content as the Phase I middle schools. In all, staff in the Office of Organizational Development trained almost 400 teachers prior to December 1, 2007.

~~The professional development design team is finalizing a needs assessment that will be delivered electronically to all staff who completed the initial training. The needs assessment will pinpoint areas teachers indicate are opportunities for additional professional development. These opportunities are likely to include school-based small group instructor-led sessions, centralized training sessions at the Center for Technology Innovation (CTI), online learning opportunities, and customized documentation.~~

Training for staff at other schools that have received interactive classroom technologies as part of central office initiatives, programs, and grants began in December 2007 and will be completed in late January 2008. Plans are being developed to provide training for staff at both College Gardens Elementary School and Richard Montgomery High School, which are equipped with interactive classroom technology. The professional development design team continues to work collaboratively with Promethean staff to design the next level of training for MCPS staff to be offered this spring. This training will focus on advanced features not explored during the initial training sessions. All technology consultants will have completed three days of coursework necessary to be certified Promethean trainers by January 18, 2008. This will enable voluntary, centralized training to be offered at CTI beginning in February 2008 for additional staff who desire training.

Conclusion

Technology is an essential tool for the future of teaching and learning in our school system. In an information-rich, technology-driven society, this will mean that school staff must be prepared to use the same 21st century tools in the classrooms that students are using in their everyday lives. Our system must remain committed and continue to provide an outstanding education for every student. For students to succeed in a global economy, staff must look beyond state expectations and standards and prepare students with the necessary skills. Students must be able to work in teams, solve complex problems, interpret information, communicate effectively, connect learning across disciplines, think critically, and apply knowledge to real-life situations.

The words of teachers utilizing this technology reflect the transformative power of this dynamic tool for instruction.

- *I wish I'd had this 24 years ago! It is truly revolutionary for teaching.*
- *I LOVE my board!!*
- *Wonderful addition to the curriculum. It has increased [student] motivation.*
- *Very useful for building background knowledge quickly.*
- *Students really enjoy interacting with the board.*
- *Enables me to enrich the literature a thousand ways through visuals.*
- *Kids can participate in the lesson much more often in ways that mostly only the teacher could model before.*
- *I had to kick my students out so they would go to lunch... they were so engaged in the game we were playing in ActivStudio that they didn't want to leave!*
- *Kids love it!*
- *Now, I would be reluctant to teach at a school that didn't have active boards.*
- *I could go back to teaching without an active board, but I would think over and over again about what my kids were missing!*

Next Steps

The Technology Modernization Program included in the Superintendent's Fiscal Year 2009 Capital Improvements Program supports these technology innovations and funds 21st century interactive classrooms and wireless networks in middle schools. Planning is under way to continue this integration of interactive technologies in our schools. As these efforts move forward, it is essential that the plans for technology integration are reevaluated to remain aligned with the curriculum and instructional program and kept abreast of the latest technological advancements.

Additional activities are under way to establish educational best practices, enhance professional development, and model and monitor the effectiveness of educational practices supported by technology. These activities include developing "look-fors" for administrators when conducting observations and integrating technology more broadly into professional development offerings. Professional development will evolve to accommodate differentiated training, specifically for the interactive classroom technologies. In moving forward, implementing an online library of model lessons aligned with the curriculum will provide teachers access to integrated formative assessments, curriculum resources, and digital learning sources—all critical as we prepare students for the world beyond the schoolyard.

At the table for today's discussion are Mr. Sherwin Collette, chief technology officer, Office of the Chief Technology Officer; Mr. Erick Lang, associate superintendent, Office of Curriculum and Instructional Programs; Mr. James Virga, Jr., associate superintendent, Office of Organizational Development; Dr. Edgar E. Malter, principal, Montgomery Village Middle School; and Mr. Charles E. Smith, science teacher, Montgomery Village Middle School.

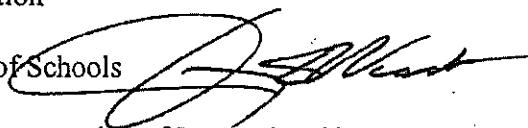
JDW:csa

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

June 9, 2008

MEMORANDUM

To: Members of the Board of Education

From: Jerry D. Weast, Superintendent of Schools 

Subject: Update on Plans to Expand Implementation of Interactive Classrooms

I am writing to share exciting news about plans to greatly expand the implementation of the 21st century interactive classroom technology using Promethean Boards to all secondary schools in the 2008-2009 school year. As you know, the use of the Promethean Boards during this school year has been extremely well-received by students, staff, and parents. These 21st century classrooms are integrating technology to make learning more authentic for students by supporting direct instruction with hands-on curricular interaction.

The expansion of Promethean Boards to all secondary schools, encompassing about 65 percent of the classrooms at this level, will be made possible by leveraging the technology funding in the capital budget and utilizing telecommunications expenditure rebates that are available through the federal Education Rate—e-Rate program. I want to recognize Mr. Sherwin Collette, chief technology officer, for developing this innovative plan within the confines of the budget to enable this expansion. Mr. Collette's vision and his leadership in integrating technology into the instructional program has allowed the Montgomery County Public Schools (MCPS) to make significant progress over the past several years. In addition, I would like to thank Mr. Chris Barclay, chair, and Mr. Steve Abrams, member, of the Board of Education Audit Committee for their leadership in moving our technology initiatives forward. I will ask the Audit Committee to work with Mr. Collette and his staff as they roll out this expansion of the 21st century interactive classroom technology.

The 21st century interactive classroom model is an important component of Phase I of the Middle School Reform initiative. This model provides interactive whiteboards, projectors, student response systems, and other audiovisual technologies to enhance teaching and learning. This multisensory learning environment engages students and increases opportunities for teachers to provide differentiated instruction to address the learning styles of auditory, visual, and kinesthetic learners. This facilitates equitable classroom practices, encourages student-driven learning rather than teacher-directed instruction, and increases student discourse and collaborative feedback. The 21st century interactive classroom has engaged all students, including students with disabilities who have transitioned to less restrictive settings.

Upon reflecting on year one of the 21st century interactive classroom implementation, teachers have reported increased motivation for their students and also for themselves. Veteran, as well as recently hired, teachers have expressed a sense of rejuvenation of their professional practices and excitement over the extent to which students are engaged and actively participating. Teachers have also indicated that their ability to assess student understanding quickly and efficiently and use this feedback to inform their instruction has greatly improved.

The 21st century interactive classroom technologies support the Board of Education's Policy IFA, *Curriculum*, as well as Policy IEB, *Middle School Education*. This initiative responds to the need for curricular supports that help teachers integrate technology into "curriculum, instruction, and assessment to build or strengthen students' interest and skills in the use of technology."

We have made the increased use of technology in the classroom one of our key strategies to improve teaching and learning in our school system. The timely expansion of the 21st century interactive classroom technologies initiative will provide all secondary schools increased opportunities for promoting critical thinking and student-directed learning. In addition, the expansion at the middle school level aligns perfectly with our commitment to include successful improvement strategies in the Middle School Reform initiative. Moving this initiative into high schools now ensures continuity of student-centered instruction as the middle school students progress.

The total expansion calls for installing this technology in approximately two-thirds of our secondary classrooms for the 2008-2009 school year. One of the primary reasons we are able to accelerate this initiative to the remainder of our middle schools and all of our high schools is that we have negotiated prices that are approximately 17 percent lower than last year's prices and there will be no finance charges. The cost for this implementation is projected to be \$3.3 million per year over a four year period. By leveraging the technology funding scheduled in the Fiscal Year 2009 Capital Budget and by redirecting existing telecommunications expenditure rebates (available through the federal e-Rate program), the cost of this initiative can be accomplished within existing resources. However, it will require the Board of Education to request the Council to fund the five out-years of the FY 2008-2009 Capital Improvements Program (CIP) at the level the Board requested in November 2007. As you remember, during recent Council action on the CIP, the Council approved only the first year of the Board's request to increase the technology project for the expansion of interactive classrooms into more secondary classrooms. This will require an additional \$4.8 million in the CIP for FY 2010-2014 as previously requested by the Board.

E-Rate is the commonly used title of the Federal Communication Commission's *Schools and Libraries Program* that provide incentives the use of technology in schools by providing rebates on Internet and telecommunications service costs. Since the program began ten years ago, Montgomery County Public Schools has used its cost rebates to support improving student access to technology in our schools by purchasing technology hardware, primarily computers.

These rebates apply to expenditure costs the district incurs for Internet, telephone (land lines and wireless) services, and network connections.

Additional resources to support this initiative will be provided to ensure the successful implementation of this large-scale deployment. Promethean Incorporated has committed to provide a full-time teaching and learning consultant (a highly-trained former classroom teacher) who will be specifically assigned and dedicated to the district to support the ongoing job-embedded professional development of our staff. This professional will work closely with the Office of the Chief Technology Officer and the Office of Organizational Development to create a comprehensive training program. Promethean also is underwriting the cost to assist the district in the development of a critical thinking framework that supports teachers and administrators in fully utilizing the 21st century interactive classroom technologies to enhance critical inquiry and increase the level of rigor and real-world application of instruction. This is an essential step in the ongoing efforts to support teachers in designing lessons that move away from direct instruction and put the instructional focus on student understanding of curricular content through the application of their *intellectual* thought processes.

Accelerating the 21st century interactive classroom technologies in all secondary schools facilitates our strategic reform initiatives in middle and high schools by transforming teaching and learning. Favorable pricing and the ability to fund the project within the six-year CIP request and other available technology resources provide the opportunity to move forward now. This is an opportunity to accelerate our initiatives to ensure rigor throughout the curriculum and in all of our classrooms and to more fully engage all of our students in learning, ensuring that all students are well-prepared for college and the world of work.

JDW:csa

Copy to:
Executive Staff

Resolved, That, based on an appropriation of \$2,066,683,294, that includes an appropriation of \$54,733,813 for enterprise and special revenue funds and \$74,992,910 for restricted grants, approved by the County Council on May 22, 2008, the Board of Education adopt its FY 2009 Operating Budget reflecting the changes shown in Schedule A; and be it further

Resolved, That the Board of Education affirm its support for the negotiated agreements with its employee organizations and for the increases in salary costs that they contain; and be it further

Resolved, That the Board of Education direct the superintendent of schools to deposit \$18,300,000 of the FY 2009 appropriation in the Retiree Health Benefit Trust Fund; and be it further

Resolved, That the Board of Education direct the superintendent of schools to effect the reorganizations as proposed in the Office of the Chief Technology Officer and the Office of Shared Accountability; and be it further

Resolved, That the Board of Education approve the FY 2009 Special Education Staffing Plan as included in the FY 2009 Recommended Operating Budget; and be it further

Resolved, That the Special Education Staffing Plan be submitted to the Maryland State Department of Education; and be it further

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

RESOLUTION NO. 210-08 Re: **CONTRACTS OF \$25,000 OR MORE**

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

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

WHEREAS, It is recommended that Bid No. 4224.1, Fully Automatic Lidding Equipment, be rejected due to budget restraints; and

WHEREAS, Funds have been budgeted and/or identified for the purchase of an Identity and Access Management Suite through Bid No. GS-35F-0153M; and

WHEREAS, Funds have been budgeted and/or identified for the purchase of Computers, Associated Hardware, and Services through Bid No. USMSC 2007-12; and

WHEREAS, That acquisition of an Identity and Access Management Suite and Computers, Associated Hardware, and Services has been reviewed by legal counsel; now therefore be it

Resolved, That Bid No. 4224.1, Fully Automatic Lidding Equipment, be rejected due to budget restraints; and be it further

Resolved, That an Identity and Access Management Suite in the amount of \$311,100 be lease/purchased for a four-year term under the Master Lease/Purchase Agreement with First Southwest Leasing Company; and be it further

Resolved, That acquisition of computers, associated hardware, and services in the amount of \$5,000,000 be lease/purchased for a four-year term under the Dell Marketing, LP agreement; and be it further

Resolved, That the Board 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:

BCPS Energy Management System Upgrades**

JMI-613

-06

Awardee

Pritchett Controls, Inc.

\$ 278,645

GS-35-F
0153M

Oracle Identity and Access Management Suite

Awardee

Mythics, Inc.

\$ 485,000

RQ06-
838651-
59A

Ice Cream and Frozen Dessert Novelties

Awardee

Briggs Ice Cream Company

\$ 180,550

RQ07-
912944-
57

Musical Instruments

Awardee

Washington Music Sales Center, Inc.*

\$ 35,000

USMSC
2007-12

Computers, Associated Hardware, and Services

	<u>Awardee</u> Dell Marketing, LP	\$5,000,000
048- 06-B3	Bleacher Inspection Maintenance and Repair	
	<u>Awardees</u> (See note) Modern Door and Equipment Sales T.J. Distributors Total	\$ 100,000
050B8 8000 03	Two Way Radios <u>Awardee</u> Procom	\$ 82,000
05-030	Preventive Maintenance of Generators—Extension <u>Awardee</u> Johnson & Towers \$100,000	
1062.3	Speech and Language Services—Extension <u>Awardees</u> (See note) Atlantic Health Services, Inc.* Care Resources, Inc.* EBS Healthcare National Speech/Language Therapy Center* Progressus Therapy, Inc. Therapy Needs, Inc. * Tri Rehab of Germantown, Inc.* Total	\$900,000
1090.3	Services for Infants and Toddlers with Developmental Delays—Extension <u>Awardees</u> (See note) Care Resources, Inc.* Early Intervention Therapists Jewish Social Service Agency The Language Experience, LLC* National Speech/Language Therapy Center* Pediatric Therapy Association Total	\$550,000
1128.3	Physical Exams for Bus Drivers—Extension	

Awardees (See note)

American Business Medical Services*
 Corporate Occupational Health Solutions
 Frederick Primary Care Associates
 Medical Access PC*
 Secure Medical Care*
 Total

\$120,000

1133.2 Occupational and Physical Therapy Services for Students
 with Disabilities—Extension

Awardees (See note)

Care Resources*
 Tri Rehab of Germantown, Inc.*
 Therapy Needs, Inc.*
 Total

\$200,000

1138.2 Actuarial Consulting Services—Extension

Awardee

Mercer Human Resources

\$ 80,000

1139.2 Ongoing Health and Welfare Consulting Services—Extension

Awardee

AON Consulting

\$200,000

4106.2 Fire Alarm Monitoring System—Extension

Awardee

Ark Systems, Inc.

\$ 42,816

4172.2 Printing of Blueprints/Construction Specifications/Brochures

Awardee

Print-O-Stat, Inc.

\$200,000

4183.1 Enterprise Resource Planning Software and Implementation
 Services

Awardee

Oracle USA, Inc.

\$200,000

4210.1 Fortis PowerWeb Server/View Station Software and Professional

Services—Extension

	<u>Awardee</u> Aztech Data System, Inc.	\$ 95,000
4224.1	Student Technology Skills Assessment	
	<u>Awardee</u> The Learning Internet, Inc.	\$206,000
4226.1	Bio-Medical Laboratory Casework and Furnishings	
	<u>Awardee</u> Diversified Educational Systems	\$ 45,861
7119.4	Elementary Mathematics Supplies—Extension	
	<u>Awardees</u> ETA/Cuisenaire*	\$ 21,715
	Nasco	<u>20,585</u>
	Total	\$ 42,300
9004.7	Industrial and Technology Educational Lumber	
	<u>Awardees</u> A & M Supply Corporation	\$ 14,437
	Mann & Parker Lumber Company	26,949
	O'Shea Lumber Company	38,038
	Pikesville Lumber Company	32,361
	Rex Lumber Company	<u>7,803</u>
	Total	\$119,588
9007.5	Glass and Glazing Materials	
	<u>Awardees</u> Glass Distributors, Inc.*	\$ 1,211
	Hawkins Glass Company	30,974
	Sabic Polymershapes	6,320
	Total Plastics, Inc.	<u>40,690</u>
	Total	\$ 79,195
9012.6	Industrial and Technology Educational Hand Tools—Extension	

	<u>Awardees</u>	
	Diamond Tool Company	\$ 66,000
	Fastenal Company	1,519
	Grainger, Inc.	7,174
	Metco Supply, Inc.	3,386
	Paxton/Patterson	4,191
	Rutland Tool & Supply Company	2,689
	Satco, Inc.	83,898
	Snap On Industrial	<u>10,000</u>
	Total	\$178,857
9045.2	3D Printer and Accessories—Extension	
	<u>Awardee</u>	
	Amtek Company	\$ 66,225
9202.7	Custom Science Kits	
	<u>Awardees (See note)</u>	
	Carolina Biological Supply Company	
	Sempco, Inc.*	
	Total	\$200,000
9403.2	Water Treatment Chemicals	
	<u>Awardees</u>	
	Harrington Industrial Plastics, LLC	\$ 15,000
	Superior Water Services, Inc.	<u>35,000</u>
	Total	\$ 50,000
9626.1	Re-roofing at Silver Spring International Middle School**	
	<u>Awardee</u>	
	J.E. Wood & Sons	\$217,895
9650.1	Re-roofing at New Hampshire Estates Elementary School**	
	<u>Awardee</u>	
	R.D. Bean, Inc.	\$ 350,695
	TOTAL PROCUREMENT CONTRACTS OVER \$25,000	\$10,405,627

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

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

Dr. Weast stated that the educational facilities officer at Martin Luther King, Jr. Middle School, Jeremy Wojdan, is the winner of this year's Lt. John M. Queen Outstanding Service Award. The award was established in 2003 in Lt. Queen's honor to recognize a member of the public safety community who has gone beyond the call of duty. Officer Wojdan has directed the Leadership Initiative since its inception, devoting hours and energy to planning leadership classes that explore the traits of successful people, coordinating homework help sessions, assisting with service learning projects, and getting partners on board to help with field trips and other recreation.

RESOLUTION NO. 234-08 Re: **CONTRACTS OF \$25,000 OR MORE**

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

WHEREAS, The Board of Education resolution approved on June 10, 2008, to acquire computers, associated hardware, and services through Bid No. USMSC 2007-12 needs to be amended to identify the financing company that is providing the lease of the equipment; and

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

Resolved, That the acquisition of computers, associated hardware, and services from Dell Marketing, LP, under Bid No. USMSC 2007-12, through a four-year lease, and option to purchase with Dell Financial Services, be approved and the first payment in the amount of \$5,000,000 be authorized; 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:

1079.2	Financial Auditing Services—Extension	
	<u>Awardee</u> Clifton Gunderson	\$132,755

4182.1	Information Technology Research and Consulting—Extension	
	<u>Awardee</u> Gartner, Inc.	\$121,000

7123.2	Pest Control Materials—Extension	
	<u>Awardee</u> J.C. Ehrlich Chemical Company, Inc.	\$ 29,745

9101.7	Beverages, Chips, and Snacks à la Carte	
	<u>Awardees</u>	
	Atlantic Beverage Company	\$ 161,980
	Dori Foods, Inc.	20,250
	Royalle Dining Services, Inc.*	<u>242,988</u>
	Total	\$ 425,218
9629.1	Re-roofing at Summit Hall Elementary School**	
	<u>Awardee</u>	
	Interstate Corporation*	\$ 417,500
TOTAL PROCUREMENT CONTRACTS OVER \$25,000		\$1,126,218

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

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

RESOLUTION NO. 235-08 Re: **AWARD OF CONTRACT—RICHARD MONTGOMERY HIGH SCHOOL ARTIFICIAL TURF INSTALLATION**

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

WHEREAS, On January 8, 2008, the Board of Education approved the artificial turf installation at the Richard Montgomery High School stadium field as a pilot project; and

WHEREAS, Montgomery County Public Schools is a member of the Association of Educational Purchasing Agencies; and

WHEREAS, The Association of Educational Purchasing Agencies has a contract with Atlas Track & Tennis for the installation of artificial turf fields; and

WHEREAS, To expedite the bidding process, the Department of Facilities Management has solicited a proposal from Atlas Track & Tennis based on the Association of Educational Purchasing Agencies bid; and

WHEREAS, Department of Facilities Management staff has reviewed the proposal and finds the cost reasonable for the scope of work; and

WHEREAS, Atlas Track & Tennis has completed similar work successfully for other jurisdictions; now therefore be it

October 29, 2008

- Interactive technology tools are being integrated into instruction to engage students in the learning process. A rigorous instructional program must involve access to technology that provides students with the skills it takes to be successful both in MCPS and after they leave MCPS.
- The 21st century interactive classroom model that includes interactive whiteboards, projectors, student response systems, and other new audio-visual technologies enhances teaching and learning.
- MCPS is not on the “cutting edge” of this technology—in fact, many school systems in Maryland, throughout the United States, and around the world have been integrating interactive technologies to improve teaching and learning for a number of years.
- In order to “catch-up” with those other school systems, MCPS decided to take the opportunity to use funding we receive every year from the federal e-Rate program that school districts use to purchase computers and other technology items. These funds are a rebate of our telecommunication expenditures and by federal law the intent is that these funds be used to enhance technology in our schools.
- The cost of the interactive classrooms installed in all secondary schools this year is \$3.3 million per year over a four-year period. More than 60 percent of the funding will come from e-Rate rebates and the balance will come from the Technology Modernization program funded in the capital budget (\$19 million total for all tech mod per year). Less than 7 percent of the funding for the Technology Modernization project will be used to pay for the interactive classrooms over the next four years.
- The district received favorable pricing for the products with no finance charges. Pricing for the 21st century interactive classroom ranges from \$1,000 for a 78-inch board to \$5,400 for the interactive package that includes an adjustable 78-inch board, along with the integrated classroom sound systems, slates, student response systems, and other components.
- MCPS has installed about 3,300 boards in all middle and high schools.
- The life expectancy for the boards is as much as 10 years, far longer than computers, so the annual cost over the period is about \$1.3 million per year. Properly maintained, the interactive whiteboard can last indefinitely as there are no moving parts. MCPS has a five-year warranty with Promethean for replacing defective boards.

E-Rate

- The Universal Service Administration Company (USAC) administers the program that provides discounts to schools and libraries on telecommunications and Internet access for the Federal Communications Commission (FCC). Commonly known as E-Rate, the

Schools and Libraries Program is one component of the Universal Services Fund aimed at ensuring that schools and libraries are able to access affordable telecommunications and information services.

- To ensure compliance with E-Rate program regulations and to obtain discounts on all eligible services, Montgomery County Public Schools (MCPS) works with Funds for Learning, the nation's leading E-rate Funding Compliance Services firm. Funds for Learning is a third party consulting firm that the district has engaged to ensure that MCPS fully leverages the program in compliance with all regulations. MCPS has been praised for its use of the E-Rate program to enhance school technology with these funds.

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

January 7, 2009

MEMORANDUM

To: Members of the Board of Education

From: Jerry D. Weast, Superintendent of Schools 

Subject: Responses to Board Members' Follow-up Questions on Promethean Boards

This memorandum provides responses to questions regarding Promethean Boards from Board members in a memorandum from Mr. Roland Ikheloa, chief of staff, on December 9, 2008. Many of the questions asked by Board members make the assumption that Promethean Boards were purchased through a sole source rather than through a competitive process. This is not accurate. The Maryland Education Enterprise Consortium (MEEC) agreements are awarded through a competitive process. Montgomery County Public Schools (MCPS) often purchases goods and services from contracts that are awarded by other government agencies (referred to as "piggybacking"). Other agencies sometimes use MCPS bids for their purchases. In preliminary information received from the state legislative auditors, MCPS was recognized for purchasing items through contracts from the state and other local governments as a best practice. (Please see the response to questions 3 and 4 for more detailed information.)

Question #1

The June 10, 2008, Resolve of the Board of Education (BOE) states, "[T]hat acquisition of computers, associated hardware, and services in the amount of \$5,000,000 be lease/purchased for a four-year term under the Dell Marketing, LP agreement, 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...Dell Marketing, LP \$5,000,000." Please explain the difference between the \$5,000,000 in the Resolve and the \$13,421,600 total four-year lease price. Shouldn't the latter figure have been approved by the BOE, since it was binding itself to seek full funding for four years?

Response

When MCPS purchases equipment, such as buses and computers, and uses the master lease to finance the purchases, the entire amount of the purchase is included in the Board of Education procurement item. The acquisition of 2,600 Promethean Boards was done through an annual lease agreement, with a minimal price to own the product at the end of the lease. Therefore, each year's lease amount will be approved by the Board as a part of the procurement consent item. This is similar to how we acquire relocatable classrooms and make annual lease payments, with the Board's approval each year of that year's lease payment.

Question #2

On June 10 and June 23, 2008, the Board approved a \$5 million expenditure for Promethean Boards yet the contract seems to require only a \$3.3 million payment for this fiscal year. Please explain why we allocated \$5 million rather than \$3.3 million.

Response

The requested \$5 million was to ensure there was sufficient authorization granted by the Board to purchase Promethean Boards and related equipment throughout the year. This includes purchases made through the Capital Budget for modernization and addition projects, and purchases by schools with operating funds, independent activity funds, or contributions by parent teacher associations and foundations.

Question #3

The Resolve also implies that there was a competitive bidding process for the award to Dell. In fact, it appears that the purchase was made following a sole source negotiation with Dell through the Maryland Education Enterprise Consortium (MEEC) state contract. Was the language in the Resolve to support this acquisition methodology appropriate?

Response

This was not a sole source contract. The MEEC agreement has established a number of agreements with various technology products and services vendors to allow for the purchase or lease of required technology. These agreements were awarded through a competitive bid (request for proposal process, following the University System of Maryland's procurement policies and procedures). At the time the current MEEC agreement was bid and finalized, MCPS was the K-12 representative on the procurement committee. The MEEC cooperative is a membership-based purchasing consortium of K-12 and higher education institutions with the following mission:

"The Maryland Education Enterprise Consortium offers centrally coordinated and negotiated procurement opportunities for member organizations to gain economic advantage and value in the acquisition of products and services that are beneficial to the educational enterprise. These member organizations collectively interact with prospective vendors and develop specifications to procure cost effective, high quality product and service solutions."

Contractual agreements under MEEC call for a minimum discount which varies by vendor. Consortium members are instructed to contact the suppliers directly for actual MEEC pricing, and members are encouraged to work with vendors to obtain greater discounts, especially when buying in large quantities.

Question #4

Was receipt of the e-Rate funding contingent on use of the MEEC contract? If not, did the Montgomery County Public Schools (MCPS) consider competing this acquisition rather than engaging in sole source negotiations with Dell? Was the conduct of this acquisition, including the terms and conditions of the lease agreement, reviewed for legal sufficiency? Was there a legal determination of whether it is appropriate to apply e-Rate funds against a non-competitive acquisition? Please reference the provisions of the MCPS Procurement Manual, Board policies, and the Maryland Education Article that authorize the procedures used.

Response

There are no stipulations of the e-Rate program that a specific purchase contract is used to acquire products and services. Again, this is not a sole service contract; Dell was qualified as a vendor through the MEEC competitive request for proposal process. Since the MEEC agreement resulted from a competitive bid process, state law enables MCPS and other local school systems to purchase technology products and services through the MEEC agreement. The Education Article's public bidding statute (Section 5-112) recognizes the ability of MCPS and other Local Education Agencies (LEAs) to enter into these competitively bid, cooperative agreements, and exempts the following from the bid procedures in this article:

"A county board's participation in contracts for goods or commodities that are awarded by other public agencies or by intergovernmental purchasing organizations if the lead agency for the contract follows public bidding procedures."

The transaction conforms to state law and MCPS procurement regulations. The terms and conditions were reviewed by MCPS legal counsel and by an independent Bond counsel.

Question #5

Does the MEEC state contract allow MCPS to enter into a single bidder purchase? By what mechanism does the MEEC contract allow us as an LEA to avoid the need for competitive bids on the Promethean Boards?

Response

MCPS did not enter into a non-competitive, single bidder purchase. MCPS is a member of the MEEC educational purchasing consortium. On behalf of all of its members, the consortium issued the RFP, as described previously, and made awards to multiple vendors (including Dell) to supply technology products and services at the discounted rates these vendors offered in response to the RFP issued by MEEC. MEEC members can then purchase any of the products these vendors offer at the agreed upon discounted rate or at a lesser cost negotiated directly with the vendor.

Question #6

If the County Council only approved \$.7 million in FY 2009 funding, is the balance of the 2009 lease payment coming from e-Rate funds? Will any e-Rate funds be used in either FY 2011 or FY 2012, if they are available? If not, please clarify the funding scheme using the attached spreadsheet format. Since we will not be seeking any additional CIP Technology Modernization funds for FY 2010, will the e-Rate program rebates be able to cover the entire \$3.3 million obligation and, if not, what funds do we have available to meet our obligation? According to the memo, our ability to complete the contract with Dell depends upon receiving \$2.9 million from the Council in the CIP in Fiscal Years 2011 and 2012. What will be the consequence if the Council does not provide this funding?

Response

For FY 2009, the balance of \$2.6 million will come from e-Rate reimbursement funds. For FY 2010, we plan to use e-Rate reimbursements to cover the entire \$3.3 million obligation. In the event the Council does not provide the additional funding for fiscal years 2011 and 2012, we will have to reprioritize the technology funding in the capital budget, as acknowledged in earlier communications to the Board.

Question #7

What are the terms of the contract with the Funds for Learning consulting firm? Do we owe a fee to the Universal Service Administrative Company (USAC) or Funds for Learning for their consulting work on the Promethean Boards? If so, what is the cost of the consulting contract?

Response

The Funds for Learning contract is a firm fixed-price contract of \$58,000 per year to perform all of the tasks specified by MCPS as detailed in the RFP's written "Scope of Work." In summary, their professional services responsibilities to MCPS include: providing updates on program changes, advising on the impact on the cost and benefits of current and planned services and products, completing and filing all required e-Rate forms, retaining all required documentation, assisting in answering Program Integrity Audit questions, filing appeals, responding to Selective Review Information Requests, and preparing for program audits.

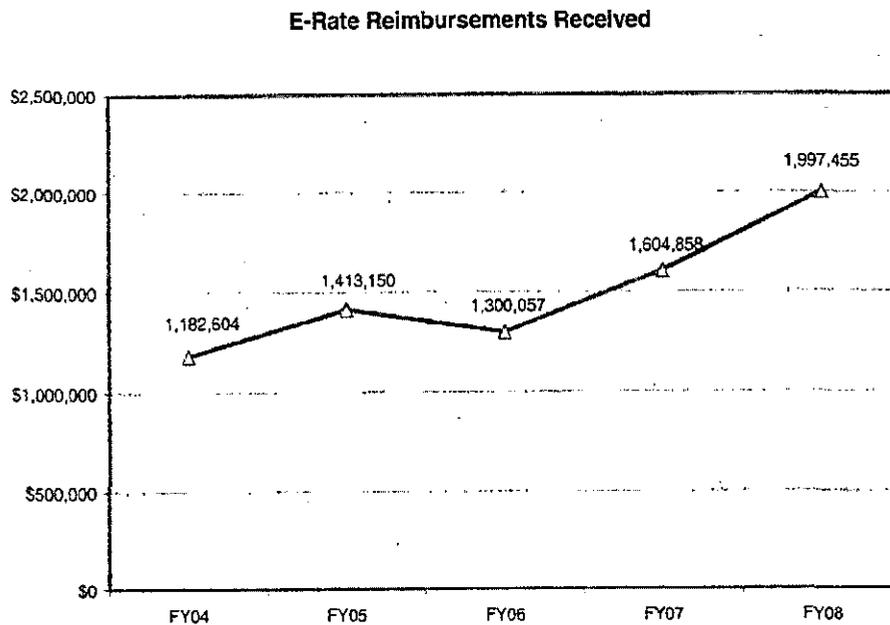
There were no consultants involved and we owe no fees for work related to the purchase of Promethean technologies. The Funds for Learning contract is specifically to ensure program compliance and to support the district with the process of obtaining maximum reimbursement for eligible products and services needed to provide telecommunications and internal connections for MCPS schools and offices. USAC is the organization that administers the e-Rate program for the Federal Communications Commission. They are not consultants.

Question #8

Over the past five years, for each year, how much e-Rate funding has been available? Are there any restrictions on the use of these funds?

Response

“E-rate funding” is the term used to describe the reimbursements received for eligible MCPS telecommunications and internal connections. The reimbursements received for telecommunication services for the past five years are shown on the chart below.



The purpose of the e-Rate program is to strengthen student access to advanced information and telecommunications technology. Moreover, it is the intent of the program that these technologies be effectively utilized. District staff has worked diligently to ensure full compliance with not only the written e-Rate regulations, but also the intent of the program. Therefore, the district has made it a practice to apply e-Rate reimbursements to products and services that facilitate increased access and the effective utilization of technology by students and staff.

Question #9

What consideration, if any, is MCPS providing to Promethean Incorporated and Dell for the services they are providing that are referenced in the June 9 memorandum to the Board? Will either company be promoting MCPS as an endorser of Promethean boards in their commercial advertising?

Response

There are no separate considerations beyond the contracted payment terms for the value-added services identified in the June 9, 2008, memorandum to the Board. All of our technology partners know that they are not permitted to use MCPS testimonials in advertising.

Question #10

The November 26 memorandum to the Board indicates that other than the \$3.3 million annual lease payment there are no ongoing costs and that ongoing maintenance and servicing will be completed by MCPS staff. It also states that MCPS has a five-year warranty with Promethean for replacing defective boards. Is the warranty covered by a separate contract with Promethean as the lease agreement is with Dell? Do MCPS employees have the technical expertise necessary to maintain or repair these systems or will there need to be separate maintenance agreements? What is the life expectancy of consumable parts, such as batteries for the student response systems and replacement bulbs for the boards? What are the costs associated with replacement of these parts? What are the costs estimated for loss or breakage of these systems over the four-year term? Will these costs be borne by the local school? If so, will schools receive sufficient additional funding? Shouldn't these estimated costs have been included in the plan presented to the Board on June 9?

Response

The manufacturer's warranties are provided for by Promethean Incorporated. As an authorized reseller of Promethean Incorporated, Dell does not provide these warranties. There are no separate maintenance agreements. MCPS staff (school-based and non-school based) is being trained to support the interactive classroom technologies. The battery life of the student response systems is dependent on the amount of use and is projected to be between 18-24 months. The replacement cost for all batteries is \$45,000 or \$700 to \$800 per school every year or two. The projector bulbs carry a 3000 hour warranty (replaced every 3 to 5 years) and cost \$260 each. These costs will be paid by the schools from their materials accounts. In addition, Promethean has agreed to provide approximately 150 replacement projector bulbs. It is not anticipated that there will be significant costs due to loss or breakage.

Question #11

In order to support expansion of the Promethean Board technology, MCPS has elected to reprioritize other technology funding in the capital budget. Please explain what impact this will have, if any, on the local schools. For example, will there be fewer computer terminals in school buildings or what other trade offs are we making to support expansion of the Promethean technology? Please also explain the mechanism for transferring funds to this new priority.

Response

As indicated previously, we may have to reprioritize use of technology funding in the capital budget in FY 2011 and FY 2012 if additional funding is not provided by the County Council. We will not know this for another year and a half. Failure to receive Council support would more likely require that the scheduled refreshment of school computers be postponed or a smaller number of computers updated through the Technology Modernization Program. This capital budget program funds the refreshment and update of schools' technology on a four-year cycle. A central assumption for the refreshment program is that schools will receive a minimum of one computer for every five students enrolled. Since the capital budget funding for technology activities is one project, no transfer of funding would be required.

Question #12

How does the Technology Enhanced Critical Inquiry Project initiative fit within the strategic efforts of our existing middle school reform? What are the implications of launching this effort on staff time and training resources? If there are additional costs associated with implementation, how will we be able to fund this effort given existing fiscal restraints?

Response

The Technology Enhanced Critical Inquiry Project is a K-12 action research project that involves eight schools: two elementary, three middle, and three high schools. The Technology Enhanced Critical Inquiry Project is aligned with and supports the Middle School Reform initiatives around rigorous instruction. Central office staff collaborated with staff from the participating middle schools to ensure alignment and consistency in the implementation of the Middle School Reform program requirements.

The staff volunteered to participate and attend four training sessions during the 2008-2009 school year. Existing training resources are being used to fund this action research project. In addition, Promethean is funding the professional development provided by the Critical Thinking Consortium. Ongoing professional development on use of the interactive classroom technologies is being completed through a job-embedded model. There are no current plans to increase the number of participants, and the program is not expected to incur additional expenses.

JDW:bsr

Copy to:
Executive Staff



Overview of the Program

Overview of the Schools and Libraries Program

The Schools and Libraries Program of the Universal Service Fund, commonly known as "E-Rate," is administered by the Universal Service Administrative Company (USAC) under the direction of the Federal Communications Commission (FCC), and provides discounts to assist most schools and libraries in the United States to obtain affordable telecommunications and Internet access. It is one of four support programs funded through a Universal Service fee charged to companies that provide interstate and/or international telecommunications services.

The Schools and Libraries Program supports connectivity - the conduit or pipeline for communications using telecommunications services and/or the Internet. Funding is requested under four categories of service: telecommunications services, Internet access, internal connections, and basic maintenance of internal connections. Discounts for support depend on the level of poverty and the urban/rural status of the population served and range from 20% to 90% of the costs of eligible services. Eligible schools, school districts and libraries may apply individually or as part of a consortium.

Applicants must provide additional resources including end-user equipment (e.g., computers, telephones, etc.), software, professional development, and the other elements that are necessary to utilize the connectivity funded by the Schools and Libraries Program.

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Step 5: Discount Matrix

Applicants use the discount matrix to determine the correct discount level for an individual school or library outlet.

An applicant for discounts on eligible services must calculate the percentage discount that it (and the entities it represents) is eligible to receive. For detailed information on how to calculate the percentage discount for particular types of entities (schools, school districts, library outlet or branch, library system, or consortium), see the [Form 471 Instructions](#) for the Block 4 Worksheet.

INCOME Measured by % of students eligible for the National School Lunch Program	URBAN LOCATION Discount	RURAL LOCATION Discount
If the % of students in your school that qualifies for the National School Lunch Program is...	...and you are in an URBAN area, your discount will be...	...and you are in a RURAL area, your discount will be...
Less than 1%	20%	25%
1% to 19%	40%	50%
20% to 34%	50%	60%
35% to 49%	60%	70%
50% to 74%	80%	80%
75% to 100%	90%	90%

Step 4 Select a Service Provider Process

Step 6 Determine Your Eligible Services

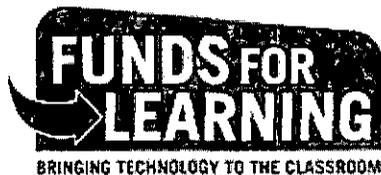
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What is E-rate?

History of the E-rate Program

The E-rate program, officially known as Universal Service Funding for Schools and Libraries, was created as a result of the Telecommunications Act of 1996. In the act, a fourth Universal Service Fund program was established to get schools and libraries connected to the internet.

The program policies and rules are designed to promote competition between service providers and to give applicants the most cost effective means to connect to the Internet. The E-rate program is funded with \$2.25 billion dollars annually from the Universal Service Fund. This program is supported by assessments on telecommunications companies, not the federal budget. The program will continue indefinitely until Congress decides to end it. The E-rate program enjoys broad support from all program stakeholders and Congress.

E-rate is the largest and most reliable source of technology funding for K-12 public and private schools in the United States. Since the E-rate program was created, the percentage of U.S. public school classrooms that are connected to the Internet has grown from 27 percent to more than 90 percent.

The underlying concept of the E-rate program is to provide discounts for goods and services that are used for educational purposes as defined by the FCC. E-rate discounts can range from 20 to 90 percent on certain types of services and products. This means that the applicant will always have some payment burden when receiving approved services.

The types of services and products eligible for E-rate discounts fall into four broad categories. These are telecommunication services, internet access, internal connections, and basic maintenance. Also, if the applicant is requesting service for internet access or internal connections, the applicant will be required to comply with the Children's Internet Protection Act.

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Since there is not enough money to fund every request, each of the four broad categories of services falls into either a primary or secondary priority level. Priority One services include telecommunications and internet access. Priority Two services focus on internal connections and their maintenance. As a general rule all applicants applying for Priority One services will receive funding. If there is any money left after the Priority One requests are funded, then the Priority Two requests with the highest discount rates are funded until the money is depleted.

An applicant will calculate its discount rate based off the number of students eligible for the National School Lunch Program. The discount rate also takes into consideration the poverty level of the area and if the applicant is in a rural or urban area. The applicant's discount rate is important since only the applicants with the highest discount rates will be eligible for Priority Two funding.

Want to know more? Read about the **organizations** overseeing the E-rate Program and the general E-rate **process**.

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Excerpt from June 2008

National E-rate Survey Analysis by Funds For Learning

Funds For Learning works with public and private schools, school districts, consortia, and libraries of all sizes all across the country to help them navigate the E-rate program. Service at FFL is tailored to the needs of each client, providing an end-to-end solution for some and more limited compliance services for others. Funds For Learning's breadth of real-world, hands-on E-rate experience provides our customers with "Best in Class" service. Fully committed to helping applicants receive successful benefits through participation in the E-rate program, FFL does not disappear when E-rate applications are filed. Funds For Learning accepts only a limited number of new clients each year. Requests for application support for the Funding Year 2009 filing window are currently being accepted.

Funds For Learning has developed an extraordinary suite of tools to assist applicants in their pursuit of E-rate funding. Whether you are a private school with a few funding requests or a large school district that needs to track millions of dollars in funding, E-rate Manager for Applicants makes the process easier and provides a robust E-rate solution at an affordable price. E-rate Manager for Applicants is an award-winning tool that is widely known as the most comprehensive and effective online tools for Schools, Libraries and Consortia. E-rate Manager for Applicants gives you the ability to track your E-rate funding requests, generate E-rate paperwork, and stay on top of deadlines and news that are critical to your E-rate success. And as the E-rate program evolves, so does E-rate Manager for Applicants, so you'll never be caught off guard by changes in program rules or forms. Annual subscriptions pricing starts at \$249 per user, based on the size of the applicant.

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Direction & Approach

Our Direction

Funds For Learning is committed to the long-term success of the E-rate program. Our aim is to help all E-rate stakeholders understand and effectively utilize the Universal Service Funding program and to comply with all of its rules. As such, FFL provides a variety of services to program stakeholders that are not applicants. These entities include non-applicant public institutions, such as state departments of education, hardware and software manufacturers and distributors, service providers who provide E-rate eligible goods and services, and other compliance specialists who provide services to E-rate applicants and E-rate service providers.

Our services to these entities involve web-based tools (to help them retrieve and organize E-rate information and generate their E-rate forms) and compliance services. The compliance services we provide involve training, answering questions concerning E-rate policies and procedures, and interacting with the Universal Service Administrative Company (USAC) on the client's behalf concerning invoice payments, service substitutions, and eligibility questions. FFL understands that the long-term growth of the E-rate program is dependent on the education and compliance of all E-rate stakeholders. Further, FFL is able to provide the applicant client with the right answer, at the right time using this holistic approach to the E-rate program and its entities.

Our Approach

There are three or four main stakeholders involved in the E-rate process: the applicant, the service provider, USAC and, in some cases, the consultant. Each of these stakeholders has different needs, wants, goals, etc. Some of these needs conflict with each other, while other needs are in alignment. FFL's job is to effectively manage the process for each of these stakeholders, balancing – when necessary – their conflicting needs. As a general rule, the hierarchy FFL uses to prioritize work is as follows:

1. USAC
2. Applicant
3. Service Provider
4. FFL

This means we worry first and foremost about what USAC needs, then our client, etc. Does this mean that

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USAC's needs always win out? No. However, it does mean that we generally do cater the process to USAC's needs before anyone else's needs. Ultimately, we find putting USAC first does serve the client's needs the best.

Our approach also involves "looking over the horizon" to anticipate needs that will appear later. Therefore, we usually are not focused solely on one particular step of the process. Instead, we tend to think of the entire process as a whole, and then relate that back to the current step at which we find ourselves. In other words, as we are preparing the Form 471 submittals, we are not only anticipating the PIA review process, but also the post-FCDL (Funding Commitment Decision Letters) discount/reimbursement process and even the occasional Federal Communications Commission audit.

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Featured Article

Resolution No.: 16-578
Introduced: May 22, 2008
Adopted: May 22, 2008

COUNTY COUNCIL
FOR MONTGOMERY COUNTY, MARYLAND

By: County Council

Subject: Approval of and Appropriation for the FY 2009 Operating Budget of the Montgomery County Public School System

Background

1. As required by the Education Article, Sections 5-101 and 5-102, of the Maryland Code, the Board of Education sent to the County Executive and the County Council the FY 2009 Operating Budget for the Montgomery County Public School (MCPS) system as shown below.
2. The Executive sent to the Council his recommendations regarding this budget.
3. As required by Section 304 of the County Charter, the Council held public hearings on the Operating Budget and the Executive's recommendations on April 7, 8, 9, and 10, 2008.
4. The appropriation in this resolution is based on the following projected revenues for FY 2009:

State:	\$400,323,324
Federal:	\$ 65,115,337
Other:	\$ 15,028,218
Enterprise:	\$ 54,733,813

5. This appropriation requires a local contribution of \$1,531,482,602 to Montgomery County Public Schools, of which \$17,927,455 consists of projected FY 2008 MCPS Current Fund balance.

6. The Superintendent submitted to the Council proposed reductions by State category to meet the approved expenditure level as reflected in this appropriation.

Action

The County Council for Montgomery County, Maryland approves the following resolution:

1. The Council approves the FY 2009 Operating Budget for the Montgomery County Public School system and appropriates the funds as shown below.

FY 2009 OPERATING BUDGET FOR MONTGOMERY COUNTY PUBLIC SCHOOLS

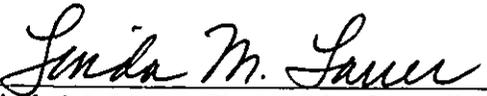
The Council approves and appropriates the following amounts.

I. Current Fund Category	BOE Request March, 2008	Council (Reduction)/ Addition	Council Approved Budget
1 Administration	45,258,569	(1,230,274)	44,028,295
2 Mid-level Administration	138,433,066	(2,478,098)	135,954,968
3 Instructional Salaries	856,213,194	(15,685,016)	840,528,178
4 Textbooks and Instructional Supplies	33,366,454	(1,729,665)	31,636,789
5 Other Instructional Costs	19,334,621	(1,349,111)	17,985,510
6 Special Education	268,951,407	(1,394,525)	267,556,882
7 Student Personnel Services	11,922,050	(276,090)	11,645,960
8 Health Services	57,502		57,502
9 Student Transportation	91,983,160	(3,222)	91,979,938
10 Operation of Plant and Equipment	114,960,924	(157,043)	114,803,881
11 Maintenance of Plant	34,848,710	54,027	34,902,737
12 Fixed Charges	440,981,198	(20,320,852)	420,660,346
14 Community Services	208,495		208,495
Subtotal, including specific grants	2,056,519,350	(44,569,869)	2,011,949,481
Less specific grants	78,296,925	(3,304,015)	74,992,910
Subtotal, spending affordability	1,978,222,425	(41,265,854)	1,936,956,571
II. Enterprise Funds			
37 Instructional Television Fund	1,566,791	16,039	1,582,830
51 Real Estate Fund	2,549,103		2,549,103
61 Food Services Fund	46,841,144		46,841,144
71 Field Trip Fund	2,199,661		2,199,661
81 Entrepreneurial Activities Fund	1,561,075		1,561,075
Subtotal, Enterprise Funds	54,717,774	16,039	54,733,813
Total Budget for MCPS	2,111,237,124	(44,553,830)	2,066,683,294

2. This resolution appropriates \$9,084,573 for the account titled "Provision for Future Supported Projects", which provides funds for specific programs designated in a grant, contribution, reimbursement, or other non-county funding source received in FY 2009. When MCPS receives funds for a program from one of these sources, MCPS may transfer funds from this appropriation to the program. The following conditions are established on the use of this transfer authority:
 - a) The program must not require any present or future County funds.
 - b) Subject to the balance in the account, any amount can be transferred in FY 2009 for any program which meets at least one of the following four conditions: (1) the amount is \$200,000 or less; (2) the program was funded in FY 2008; (3) the program was included in the FY 2009 budget; (4) the program was funded by the Council in a supplemental or special appropriation in FY 2009. Any program that does not meet one of these four conditions must be funded by a supplemental or special appropriation.
 - c) MCPS must notify the Executive and the Council within 30 days after each transfer.
3. Any appropriation for any project funded by non-County funds is contingent on the receipt of the non-County funds.
4. This resolution reappropriates or appropriates revenue received from non-County sources for programs funded in whole or in part from those non-County funds:
 - a) together with matching County funds, if any; and
 - b) to the extent that the program period approved by the non-County source encompasses more than one fiscal year, in order to complete the grant program under the terms of receipt of the non-County revenues.
5. This resolution reappropriates the fund balance of the Warehouse account.
6. The Council continues the procedure for transfers adopted in Resolution 12-889. This procedure applies only to the non-County portion of grant programs, and therefore only applies to those grant programs for which MCPS keeps separate accounts for County and non-County funds.
 - a) The Council will not take action on these transfers, so the transfers will be automatically approved after 30 days, as provided by State law.
 - b) MCPS staff must report each transfer to the Executive and the Council within 30 days after the transfer.

7. The following provision applies when MCPS receives more non-County funds than were budgeted for a project that also receives some County funds:
 - a) Council approval is not required to substitute non-County funds for County funds. In this case, there is no change in the appropriation.
 - b) Council approval is required to increase the appropriation. The Council may decide to substitute non-County funds for the County funds instead of increasing the appropriation.
8. This resolution reappropriates encumbered appropriations, permitting them to be spent in FY 2009. Unencumbered appropriations lapse at the end of FY 2009 except as reappropriated elsewhere in this resolution.
9. This resolution appropriates \$18,300,000 for pre-funding retiree health insurance consistent with Resolution No. 16-555, which the Council adopted on May 14, 2008. These funds must not be spent for any other purpose and must be deposited into a properly constituted Trust for the payment of retiree health insurance.

This is a correct copy of Council action.


Linda M. Lauer, Clerk of the Council