

APPROVED
20-1998

Rockville, Maryland
May 12, 1998

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, May 12, 1998, at 10:00 a.m.

ROLL CALL Present: Mrs. Nancy J. King, President
 in the Chair
 Dr. Alan Cheung
 Mr. Blair G. Ewing
 Mr. Reginald M. Felton
 Mrs. Beatrice B. Gordon
 Ms. Ana Sol Gutiérrez
 Ms. Mona M. Signer
 Ms. Debra Wheat
 Dr. Paul L. Vance, Secretary/Treasurer

Absent: Geonard Butler, Student Board Member-elect

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

RESOLUTION NO. 295-98 Re: **AGENDA**

On recommendation of the Superintendent and on motion of Ms. Signer seconded by Mr. Ewing, the following resolution was adopted unanimously:

Resolved, That the Board of Education amend and approve its May 12, 1998, agenda to make the presentation to the Odyssey of the Mind State Champions at 2:15 p.m. rather than 3:30 p.m.

RESOLUTION NO. 296-98 Re: **SALUTE TO SCHOOL FOOD AND NUTRITION
SERVICE PERSONNEL**

On recommendation of the Superintendent and on motion of Ms. Signer seconded by Mr. Ewing, the following resolution was adopted unanimously:

WHEREAS, State Superintendent Nancy S. Grasmick, has announced May 13, 1998, as the twelfth annual "Salute to School Food and Nutrition Services Personnel" day; and

WHEREAS, The school cafeteria and the service provided by its personnel to students, faculty, and other staff are an integral part of the operations of Montgomery County Public Schools; and

WHEREAS, The more than 11 million meals that are served annually to Montgomery County school children under the National School Lunch and School Breakfast Programs are testimony of the valuable contribution made by school food and nutrition services personnel each year; and

WHEREAS, School food and nutrition services personnel deserve to be recognized for their dedication and continuing commitment to feeding and educating students, and offering a variety of nutrition services to the community; now therefore be it

Resolved, That the Board of Education does hereby recognize selected representatives of food and nutrition services personnel in honor of the twelfth annual "Salute to School Food and Nutrition Services Personnel" day in Montgomery County Public Schools; and be it further

Resolved, That this resolution be included in the minutes of this meeting.

The Board approved the resolution and recognized the achievements of the following employees: Linda Haynes, special education assistant, Rock Terrace School; Judy King, food services satellite manager II, S. Christa McAuliffe Elementary School; and Estella Koncke, food service satellite manager I, Garrett Park Elementary School.

Also recognized were Linda Shimulunas, quality control assistant, Division of Food and Nutrition Services; Loring Triplett, Jr., food services sanitation technician, Central Production Facility; Ruth Turner, cafeteria manager IV, White Oak Middle School; and Alice Williams, cafeteria worker I, Gaithersburg Elementary School.

Re: BOARD/SUPERINTENDENT COMMENTS

Dr. Vance announced that Ms. Ginny Gong had been appointed the director of the Community Use of Schools and Facilities. The Ninth Annual African American Festival of Academic Excellence honored 22 African-American seniors with grade point averages of 3.7 and above, the highest number since these academic honors programs began in 1990. Mr. Kirk Doran, a senior at Walt Whitman High School, was named a Presidential Scholar. Gaithersburg Elementary School was named a National Title I Distinguished School. The Partners in Business and Education presented outstanding business awards to Cedar Grove Elementary School and Mark Twain School. The Annual ESOL Awards Day celebrated and recognized the students in the ESOL/Bilingual program who had demonstrated outstanding achievement in academic performance and in other endeavors at Walt Whitman High School.

Dr. Cheung congratulated Ms. Gong for being selected as the new director. This will be an important position as the community expands programs for children within the county's facilities.

Mr. Felton reported that he had attended (1) the closing ceremonies of the George B. Thomas Learning Academy and (2) an event sponsored by the Maryland Center for Assault Prevention. He thanked Dr. Vance and staff for their continued support of these programs.

Ms. Gutiérrez was concerned about the level of services at RICA and Mark Twain School. Apparently, there was a need for more therapy and direct services to the students utilizing and coordinating with other county agencies. Also, she was concerned about an item on the agenda for a supplemental appropriation for the Kingsley Wilderness School. The site of this program was caught up in the politics of the new jail, and the Board should ensure that this program was maintained.

Ms. Signer had visited Westland Middle School and was very impressed with the way the school staff was meeting the needs of the students. Also, she had visited New Hampshire Estates Elementary School and discussed the reading program. Ms. Busalacchi will be training principals this summer for the reading initiative. The community was pleased that Ms. Busalacchi will serve as the principal for New Hampshire Estates and Oak View elementary schools. Ms. Signer asked the Superintendent to provide an update on the indoor air quality for Gaithersburg High School and Washington Grove Elementary School. This update should include short- and long-term remedies.

Mr. Ewing reported that he had attended the Howard Hughes Medical Institute's dinner and the recognition of students' research projects. He noted that the Education Foundation continued to thrive, and Mr. Schiffman had donated \$10,000 to the Foundation for student scholarships. Mr. Ewing asked the Superintendent to provide the Board, as soon as it is available, with the programmatic changes for Oak View/New Hampshire Estates elementary schools.

Re: ON-LEVEL STUDENTS

Dr. Vance invited the following people to the table: Dr. Mary Helen Smith, associate superintendent for the Office of Instruction and Program Development; Dr. Steven G. Seleznow, associate superintendent for the Office of School Administration; Dr. Patricia B. Flynn, director of the Department of Academic Programs; Ms. Jeanette E. Dixon, principal of White Oak Middle School; Mr. Daniel J. Shea, principal of Quince Orchard High School; and Ms. Susan Murray, social studies resource teacher at Bethesda-Chevy Chase High School.

Dr. Vance reported that the success of on-level students in Montgomery County Public Schools (MCPS) and the initiatives necessary to continue raising expectations for student performance were important issues, particularly at our high schools. While the performance of students in MCPS compared with their peers in Maryland and the United States provides a context for our belief that the "average student in MCPS" was well beyond the stereotypical and the statistical "average student" in America, there was still much that should be done to ensure the highest possible academic achievement for all students. The focus should be on those students for whom on-level achievement reflected a high level of intellectual development and performance.

The Board of Education had identified as one of its action areas an objective related to raising expectations for student achievement. The continued push for higher expectations for student achievement was a fundamental core value of MCPS, one embodied most prominently in the *Success for Every Student* Plan. The Board of Education was to be commended for supporting the development and implementation of the necessary infrastructure for achieving higher student performance, including comprehensive staff development programs that focus on methods for differentiating instruction, establishing flexible grouping practices, and translating current research about how children learn into practical organizational and instructional strategies for meeting the needs of a diverse student population.

Dr. Seleznow reported that over the past 20 years, there has been a significant shift in the provision of programs and services for students in MCPS. During the 1970's, students were grouped into three primary categories: gifted and talented students; students with special education needs; and all other students. Since that time, efforts at individualizing instruction have been refined and customized to more precisely meet individual needs. MCPS has differentiated an entire range of programs and services for students who formerly would have been identified as simply "average" in the former three-tiered identification system. Today, students who fit one or more of these categories may enroll in Honors and non-Honors courses alike and become part of the picture of the average MCPS graduate.

The concept of "average" in Montgomery County reflects a much higher level of achievement and expectations than one might anticipate nationally, but the concern about on-level complacency remains the same, just at a higher level). Indeed, the vision embodied in *Success for Every Student* reflects the desire to expand student potential at every stage of education. The expectation is that every student will graduate prepared to choose among many life fulfilling options, including the very real opportunity to continue post-secondary study. The way for fulfilling that vision is to continue strengthening the core academic components of our Program of *Studies* and encouraging the equitable delivery of instructional resources.

Differentiation of instruction is most discernible in our elementary schools where teachers create personalized learning environments, attend to individual differences, and provide small and cooperative group instruction. Differentiation continues into the middle grades, where the model of integrated delivery of curriculum, teaming, student advisory programs, and other individualized strategies are reflected in the organization and climate of middle schools. Differentiation becomes more problematic in high schools where the average teacher may see 150 or more students on any given day and where the most frequently employed method to differentiate instruction is to place students into classes with different designations, such as Honors classes. This lack of in-class differentiation reflects the remnants of previous teaching systems that tended to pigeonhole students into particular career options. In this age of understanding the impact of learning styles on student achievement, clearly more can be done.

In MCPS, average performance -- the minimum level of acceptable or satisfactory student performance as defined through CRTs -- is a scale score point of 650 which is a level at which an expectation can be made for above-average success in nationally normed reference points. Comparing high school students' performance through use of another nationally-normed assessment, the SAT, the average performance of MCPS students is 76 points higher than the national average (1091 versus 1016) and 78 points higher than average performance of students in the state of Maryland.

Students whose performance is evaluated as average in Montgomery County are likely to have enrolled in and completed satisfactorily at least one honors or Advanced Placement course for each year of high school, have participated in taking the SAT and generated a score that is 76 points higher than their "national average" counterpart, have successfully completed algebra and geometry, met the minimum requirements for enrollment into a University of Maryland system institution (58.5%), and have plans to continue post-secondary study at a two-year or four-year college.

Dr. Smith stated that differentiated instruction implies flexible grouping strategies, tiered assignments, student centered classrooms that engage individuals in authentic work, application of knowledge in novel ways, use of technology to expand learning beyond the classroom, and establishment of clear and high expectations for student performance. Differentiation occurs when schools explore ways to deliver instruction through alternative scheduling approaches such as the four-period day or block scheduling, when students with special needs receive accommodations in instructional delivery in order to access the curriculum, when resource services and supports are made available to ensure curriculum access, and when students are given opportunities to enrich, extend or deepen their understanding of topics, themes, or issues.

One way to engage teachers in using individualized teaching strategies is to involve them in professional development opportunities that provide specific instructional strategies and

activities for differentiation. At the high school level, for example, teachers from 12 high schools are already exploring models of teaching and other methods for differentiating instruction as part of a year-long alternative scheduling institute. Among the feedback reported by participants thus far has been their recognition that instructional differentiation must occur whether teaching takes place in 45-minute or 90-minute instructional blocks. Incorporating this concept for teachers in a strengthened professional development program is the cornerstone of the new Teacher Evaluation System being developed for MCPS by Dr. Jonathan Saphier and Associates at Research for Better Teaching. When implemented, the Teacher Evaluation System will provide another vehicle for continuous improvement for all of our teachers.

Although MCPS currently does not identify teachers as "exemplary," the new Teacher Evaluation System will provide opportunities to recognize and reward excellence in teaching. At present, MCPS teachers are assigned to teach the entire spectrum of students in our schools including those teachers who have received special awards and recognition from local, state, and national organizations. Data on the class assignments of teachers show that nearly half of all MCPS high school teachers teach at least one honors or Advanced Placement class. Teacher assignment data also show that approximately one-half of the students seen each day by teachers are non-honors students.

A comprehensive program of staff development for principals and teachers further supports the delivery of instructional services by providing access to knowledge and innovation that can transform teaching. Training takes many forms, from action research, to study groups, to one-day training activities, to a series of workshops or institutes on a particular issue or topic, to course offerings that yield in-service or graduate level credit. At the heart of every one of these strategies is the recognition that professional development practices must be linked to improved student achievement.

Mrs. Gordon was troubled by what she heard because that was not the reality in the classroom. It was wonderful to hear that there were schools where every child reached his or her potential and was not measured by an honors or advanced placement course. The emphasis in the presentation was still on those students who were achieving rather than those students who had the potential to achieve. Too frequently Board members hear that teachers, principals, parents, and students had different expectations for students who were not in honors classes.

The reality was the way students in non-honors courses were treated, and this was very different from the way students in honor courses were treated. That was why parents push their children to be in honors courses because, they believe, that will be the only way to have their children educationally challenged. Mrs. Gordon thought that was very problematic. It was wonderful to hear that the average student gets 1092 on the SAT;

however, she asked about the student that struggles to get a 900 on the SAT who will go on to college and be successful. MCPS has very different expectations of that student.

The trouble with differentiation was not that there was differentiation in instruction, but that there was differentiation in expectations. Mrs. Gordon felt that was unacceptable. Until MCPS' beliefs and expectations were in every classroom and in every school, the school system had a long way to go.

MCPS was deluding themselves about its average students. There were many students who attend two or four year colleges and are successful, but they never reached their potential in MCPS. She has heard from parents across the board that if their children are not in honors or advanced placement courses, they would not get a good education. The expectations for students within the school system can have a negative impact on students. There should not be different standards for honors and advanced placement students and regular students. There are many reasons why students do not take honors courses. Until the school system works on the expectations it has for its students, it will not meet the needs of all students.

Dr. Cheung was pleased with the staff work on the on-level student. He agreed with Dr. Seleznow that there were no average students. The school system tends to look at students collectively and within groups. With individualized instruction and individualized student profiles, all students can achieve and expectations would be individualized and academic achievement would be measured for each student. However, student achievement still was reported collectively.

Mr. Felton stated that the issue was one of perspective where a student detects that he or she was in a great system, but they do not feel great. The students do not feel a part of the mainstream because so much attention seems to be placed on those at the very top or very bottom. He asked if there was a way to get out of labeling students and creating images for students where they perceive themselves as successful. The students should think that while they have access to classes, they know there was the expectation that they will succeed. Saturday School students come into the program believing that they cannot perform. However, over time and the attention given to them, the students believed that they were okay.

Ms. Gutiérrez thought the issue was important for the school system to explore. She asked why students were labeled – gifted and talented or below average. The school system should label the school, the principal, and the teacher as to the results they were achieving. Any service would not label the customer, but would evaluate the delivery system. She liked standards that were moveable upward and where everyone had to meet those standards. The school system had to get away from the mythical concept that MCPS

was a great system; it makes no different. The system must focus the education that was delivered to the student with everyone involved being held responsible.

Ms. Signer shared the concerns of her colleagues. From first-hand experience, she stated that the school system had lower expectations for students who were not in the honors or advanced placement classes, and the students had picked up on that culture. Guidance counselors tell students in the 8th grade not to take more than two honors courses in the freshman year. They are telling that to the most able students. The culture created was not one of high expectations and high achievements, and that must change.

The report talked about the concept of an average MCPS student that reflected a high level of achievement compared with national scores. Until students take the PSAT, there are no nationally-normed tests taken in MCPS. She thought that MCPS should administer nationally-normed tests to students prior to high school. Therefore, MCPS could compare itself to a national-normed cohort.

Ms. Signer wanted to know how many students take 1 to 3 honors and advanced placement courses; how many take 4 - 6 courses; how many take 7 to 9 courses; and all the way up to the continuum. She thought MCPS needed to look at the national standards and compare students based on those standards.

Mr. Ewing thought the white paper was useful and a good start. The discussion had revealed that MCPS had difficulty defining the on-level student. The Board and public need a concept to help understand what is an average or on-level student. Additional resources could help students' achievement by reducing class size and training staff. The issue of standards was important in order to have a basis for making assessments. Standards would allow the school system to collect data and assess progress. The school system needs data to make sure it can generate public understanding and support. In the paper, there was the expectation that every student could perform better than in the past. One strategy would be to take the lessons learned in teaching highly able students and apply that to the regular classroom. If the school system was serious about its effort to reach every student and make sure that student achieves, there must be the resources available to do that and do it well.

Ms. Wheat stated that she would submit written questions to staff. One person who believed in a student could make a difference. This issue cannot be studied by generalizations. The lessons learned in a successful classroom should be replicated throughout the school system whatever the level of instruction.

Mrs. King had been concerned about this topic for many years. From experience, she had witnessed a huge difference in the expectations between honors and regular classes. The perception in the community was that the school system was not expecting as much from

an average student. Parents believed that for a student to do well, they must be in honors classes. The teachers of on-level students had students who may not be as motivated. Everything in the white paper was on target, but the school system was missing those students who do not have the motivation to move to honors classes. On-level students who achieve a "C" were not challenged to make better grades.

RESOLUTION NO. 297-98 Re: CONTRACTS FOR MORE THAN \$25,000

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

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

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

103-97 Ceiling Board and Grid System Materials - Extension

Awardees

B & B Concepts	\$ 6,000 *
Capitol Building Supply	35,144
Kamco Building Supply	<u>11,603</u>
Total	\$ 52,747

157-97 Automated Library Ordering System

Awardees

The Library Corporation	\$ 44,774
Vertical Software	<u>61,140</u>
Total	\$ 105,914

1035.1 Energy Incentive Program (SERT) for the
Division of School Plant Operations

Awardee

Princeton Economic Research, Inc.	\$ 242,267
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1043.1 Band Uniforms

Awardee

Stanbury Uniform Company, Inc.	\$ 29,550	*
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4022.1 Painting of Various Montgomery County Public Schools

Awardees

Arango Construction Company		*
Axes Corporation		*
Carlos' Painting and Decorating		*
DA Painting and Construction, Inc.		*
501 Office and Home Contractors		*
Hoffman Services, Inc.		*
OMF Contractors, Inc.		*
Rosewood Construction Company		
Tito Contractors, Inc.		*
Total	\$2,021,000	

7031.1 Ceramic Supplies

Awardees

Pine Ridge Pottery, Inc.	\$ 27,907	
Rabco, Inc.	1,573	
School Specialty	8,574	
Windtree Enterprises, Inc.	<u>2,608</u>	
Total	\$ 40,662	

7032.1 Art Tools

Awardees

George W. Allen Company	1,553	
Bye Mor, Inc.	\$ 104,199	
Elgin School Supply Company, Inc.	1,698	*
Executive Business Products	7,932	*
Integrity School Supplies	4,407	*
Logan's Marketing	1,161	*
Marsel Brush Company	2,904	*

National School Supply	72,499
Pyramid School Products	43,390
Sax Arts and Crafts	<u>11,490</u>
Total	\$ 251,233

7034.1 Studio Television Communications Systems

Awardees

Allegheny Electronics	\$ 642
CTL Communications Televideo	61,705 *
Lee Hartman and Sons, Inc.	2,192
Kinetic Artistry, Inc.	9,602
Kipp Visual Systems	13,680
Peirce Phelps, Inc.	<u>25,315</u>
Total	\$ 113,136

7035.1 Laboratory Tables for Montgomery Blair High School

Awardees

Diversified Educational Systems, Inc.	\$ 4,240
Steel Products	<u>50,384</u>
Total	\$ 54,624

MORE THAN \$25,000 \$2,911,133

* Denotes MFD vendor

RESOLUTION NO. 298-98 Re: **LEGAL SERVICES FOR SPECIAL EDUCATION**

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

WHEREAS, In an effort to reduce the cost of legal services for special education placement; and

WHEREAS, Funds for legal services for special education placement are included in the FY 1999 budget; and

WHEREAS, The Board of Education advertised and received RFP No. 1033.1; and

WHEREAS, Hogan & Hartson; Reichelt, Nussbaum, LaPlaca & Miller; and Reese and Carney are the best qualified firms to provide legal services for special education placement; now therefore be it

Resolved, That having been duly advertised, the award of contracts for special education legal services be made to Hogan & Hartson; Reichelt, Nussbaum, LaPlaca & Miller; and Reese and Carney.

* Ms. Wheat temporarily left the meeting.

RESOLUTION NO. 299-98 Re: **AWARD OF CONTRACT - NEELSVILLE MIDDLE SCHOOL REROOFING**

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

WHEREAS, The following sealed bids were received on April 9, 1998, for the Neelsville Middle School reroofing, with work to begin June 18, 1998, and to be completed by August 21, 1998:

<u>Bidder</u>	<u>Amount</u>
Orndorff & Spaid, Inc.	\$ 335,912
Brothers Construction Company, Inc.	392,800
Cole Roofing Company, Inc.	429,329
J. E. Wood & Sons Company, Inc.	440,180

and

WHEREAS, The low bidder, Orndorff & Spaid, Inc., has completed similar work successfully for Montgomery County Public Schools; and

WHEREAS, The low bid is below the staff estimate of \$410,000; and

WHEREAS, The State Interagency Committee for Public School Construction will fund 50 percent of the eligible work for the Neelsville Middle School reroofing as part of the state systemic renovation program; and

WHEREAS, Staff has verified that the contractor has made a good faith effort to obtain minority participation; now therefore be it

Resolved, That a contract for \$335,912 be awarded to Orndorff & Spaid, Inc., for the Neelsville Middle School reroofing in accordance with plans and specifications prepared

by the Department of Facilities Management, contingent upon final approval of the FY 1999-2004 Capital Improvements Program by the County Council; and be it further

Resolved, That the contract be forwarded to the State Interagency Committee for Public School Construction for approval to reimburse Montgomery County Public Schools for the state eligible portion of the Neelsville Middle School reroofing.

RESOLUTION NO. 300-98 Re: **AWARD OF CONTRACT - ELECTRICAL SERVICE FOR
MODULAR CLASSROOM BUILDINGS**

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

WHEREAS, The electrical services for the modular classroom project was advertised in accordance with state and MCPS procurement practices; and

WHEREAS, Three contractors expressed interest but only one bid was received on April 9, 1998, consisting of unit prices to provide material and electrical service to modular classroom buildings at various schools, with work to begin immediately and to be completed by August 21, 1998:

Bidder

Paul J. Vignola Electric Company, Inc.

and

WHEREAS, These unit prices will be the basis for determining the cost of electrical service at each site where portable classrooms will be relocated; and

WHEREAS, Paul J. Vignola Electric Company, Inc., has completed similar work successfully for Montgomery County Public Schools; and

WHEREAS, Staff has verified that the contractor has made a good-faith effort to obtain minority participation; now therefore be it

Resolved, That a contract not to exceed \$400,000 be awarded to Paul J. Vignola Electric Company, Inc., to provide electrical service to modular classroom buildings at various schools, in accordance with specifications and plans prepared by the Department of Facilities Management.

RESOLUTION NO. 301-98

Re: **BETHESDA ELEMENTARY SCHOOL -
CONSTRUCTION MANAGEMENT SERVICES**

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

WHEREAS, It is necessary to appoint a construction management firm to provide construction management services during the construction phases of the Bethesda Elementary School facility; and

WHEREAS, Funds for construction are programmed as part of the FY 1999 Capital Budget; and

WHEREAS, The Consultant Selection Committee, in accordance with procedures adopted by the Board of Education on May 13, 1986, identified Bovis Construction Corp. as the most qualified firm to provide the necessary services; and

WHEREAS, Staff has negotiated a fee for necessary construction management services; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the firm of Bovis Construction Corp. to provide professional construction management services for the Bethesda Elementary School modernization for a fee of \$463,000, which is 7.0 percent of the site and building construction budget, contingent upon final approval of the FY 1999-2004 Capital Improvements Program by the County Council.

RESOLUTION NO. 302-98

Re: **ARCHITECTURAL APPOINTMENT - GLEN HAVEN
ELEMENTARY SCHOOL MODERNIZATION
FEASIBILITY STUDY**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services to conduct a design feasibility study of alternatives for the modernization of Glen Haven Elementary School; and

WHEREAS, Funds for feasibility planning have been programmed as part of the FY 1999 Capital Budget; and

WHEREAS, The Architect Selection Committee, in accordance with procedures adopted by the Board of Education on May 13, 1986, identified Burt Hill Kosar Rittelmann

Associates as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff has negotiated a fee for necessary architectural services; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Burt Hill Kosar Rittelmann Associates to provide professional architectural services for the Glen Haven Elementary School modernization feasibility study project for a fee of \$30,000, contingent upon final approval of the FY 1999-2004 Capital Improvements Program by the County Council.

RESOLUTION NO. 303-98 Re: **ARCHITECTURAL APPOINTMENT - LAKEWOOD
ELEMENTARY SCHOOL MODERNIZATION
FEASIBILITY STUDY**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services to conduct a design feasibility study of alternatives for the modernization of Lakewood Elementary School; and

WHEREAS, Funds for feasibility planning have been programmed as part of the FY 1999 Capital Budget; and

WHEREAS, The Architect Selection Committee, in accordance with procedures adopted by the Board of Education on May 13, 1986, identified The Lukmire Partnership, Inc., as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff has negotiated a fee for necessary architectural services; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of The Lukmire Partnership, Inc., to provide professional architectural services for the Lakewood Elementary School modernization feasibility study project for a fee of \$30,000, contingent upon final approval of the FY 1999-2004 Capital Improvements Program by the County Council.

RESOLUTION NO. 304-98

Re: **ARCHITECTURAL APPOINTMENT - WILLIAM TYLER PAGE ELEMENTARY SCHOOL MODERNIZATION FEASIBILITY STUDY**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services to conduct a design feasibility study of alternatives for the modernization of William Tyler Page Elementary School; and

WHEREAS, Funds for feasibility planning have been programmed as part of the FY 1999 Capital Budget; and

WHEREAS, The Architect Selection Committee, in accordance with procedures adopted by the Board of Education on May 13, 1986, identified Delmar Architects, P.A., as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff has negotiated a fee for necessary architectural services; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Delmar Architects, P.A., to provide professional architectural services for the William Tyler Page Elementary School modernization feasibility study project for a fee of \$30,000, contingent upon final approval of the FY 1999-2004 Capital Improvements Program by the County Council.

RESOLUTION NO. 305-98

Re: **AWARD OF CONTRACTS FOR MAINTENANCE PROJECTS AT VARIOUS SCHOOLS**

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

WHEREAS, The following sealed bids were received on February 4, March 16, April 14, and April 21, 1998, in accordance with Montgomery County Public Schools procurement practices, for grandstand seating system replacements at Wheaton and Walter Johnson high schools, boilers and fuel oil tank replacements at Rockville High School, plumbing fixtures replacement at Germantown Elementary School, and asphalt replacement at various schools/ facilities, with work to begin on May 13, 1998, and to be completed by May 12, 1999:

<u>PROJECT</u>	<u>AMOUNT</u>
Grandstand Seating System Replacements Wheaton and Walter Johnson high schools Low Bidder: Modern Door & Equipment Sales, Inc.	\$254,683.00
Boiler and Fuel Tank Replacements at Rockville High School Low Bidder: Calvert Mechanical, Inc.	402,428.00
Plumbing Fixtures Replacement at Germantown Elementary School Low Bidder: Polar Air Conditioning, Inc.	42,300.00
Asphalt Replacement at Various Schools/Facilities Low Bidder: Craig Paving, Inc.	724,915.95

and

WHEREAS, Details of the bid activity are available in the Department of Facilities Management; and

WHEREAS, The low bids are below staff estimates, and the low bidders meet specifications; and

WHEREAS, For the Rockville High School boiler and fuel oil tank replacement project, which is partially state funded, Calvert Mechanical, Inc., has submitted evidence of 17.89 percent of Minority Business Enterprise participation; now therefore be it

Resolved, That contracts be awarded to the low bidders meeting specifications for the above referenced projects.

RESOLUTION NO. 306-98

Re: **FY 1998 CAPITAL BUDGET SUPPLEMENT
APPROPRIATION - KINGSLEY WILDERNESS SCHOOL
TEMPORARY OFF-SITE LOCATION**

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

WHEREAS, The Kingsley Wilderness School may have to be relocated for a three or four-month period off-site and interim on-site improvements may be required to replace buildings that will be demolished as part of the Seneca Detention Center project; and

WHEREAS, On February 24, 1998, the Board of Education requested a \$270,000 FY 1998 supplemental appropriation for these modifications and the County Council approved the request with a reduction of \$30,000 for removal and restoration of the site; and

WHEREAS, The County Council approved an additional \$92,000 for an off-site alternative for a three to four-month period subject to a request by the Board of Education; and

WHEREAS, The County Council subsequently did not approve the county executive's request for the new detention center utility work and rescinded the previously approved supplemental appropriation request by the Board of Education; and

WHEREAS, A contingency plan is needed in order to assure housing for the Kingsley Wilderness Program next school year; and

WHEREAS, It is necessary for the Board of Education to formally request a supplemental appropriation for \$92,000 for the off-site alternative should the County Council appropriate funds for the utility work in Whelan Road; now therefore be it

Resolved, That the Board of Education request an FY 1998 supplemental appropriation in the amount of \$92,000 to house the Kingsley Wilderness Program off-site should it become necessary as part of the Seneca Detention Center project; and be it further

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

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

RESOLUTION NO. 307-98 Re: **ENGINEERING SERVICES - CLARKSBURG
MAINTENANCE AND TRANSPORTATION DEPOT**

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

WHEREAS, It is necessary to appoint an engineering firm to provide design services for the stormwater discharge system at the Clarksburg Maintenance and Transportation Depot; and

WHEREAS, An Engineering Selection Committee, in accordance with procedures adopted by the Board of Education for selecting architectural and engineering consultants, identified Chester Engineers as the most qualified firm to provide the necessary professional engineering services; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the engineering firm of Chester Engineers to provide professional engineering services for the Clarksburg Maintenance and Transportation Depot stormwater discharge system for a fee of \$23,900, which is 8 percent of the construction budget.

RESOLUTION NO. 308-98 Re: **RELOCATION OF LEASED MODULAR CLASSROOM BUILDINGS**

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

WHEREAS, The following sealed bids were received on May 1, 1998, to provide relocation of approximately 15 to 20 leased modular classroom buildings, based on the final list prepared by the Department of Educational Facilities Planning and Capital Programming, to various school sites in Montgomery County, with work to begin immediately and to be completed by July 31, 1998:

<u>Bidder</u>	<u>Unit Price</u>
J & L Services, Inc.	\$5,850 per classroom
D. L. Brown Construction	6,500 per classroom
EMH Environmental, Inc.	6,528 per classroom

and

WHEREAS, J & L Services, Inc., has completed similar work successfully; and

WHEREAS, The bid is below the staff estimate of \$7,000 per building; now therefore be it

Resolved, That a contract not to exceed \$120,000 be awarded to J & L Services, Inc., based on the unit price per building, to provide relocation of leased modular classroom buildings to various school sites in accordance with plans and specifications prepared by the Department of Facilities Management.

RESOLUTION NO. 309-98 Re: **RELOCATION OF LOCALLY-OWNED MODULAR CLASSROOM BUILDINGS**

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

WHEREAS, The following sealed bids were received on May 1, 1998, to provide relocation of approximately 15 to 20 locally owned modular classroom buildings, based on the final list prepared by the Department of Educational Facilities Planning and Capital Programming, to various school sites in Montgomery County, with work to begin immediately and to be completed by July 31, 1998:

<u>Bidder</u>	<u>Unit Price</u>
J & L Services, Inc.	\$5,333 per classroom
D. L. Brown Construction	5,600 per classroom
EMH Environmental, Inc.	6,368 per classroom

and

WHEREAS, J & L Services, Inc., has completed similar work successfully; and

WHEREAS, The bid is below the staff estimate of \$7,000 per building; now therefore be it

Resolved, That a contract not to exceed \$120,000 be awarded to J & L Services, Inc., based on the unit price per building, to provide relocation of locally owned modular classroom buildings to various school sites in accordance with plans and specifications prepared by the Department of Facilities Management.

RESOLUTION NO. 310-98 Re: **UTILIZATION OF FY 1998 FUTURE SUPPORTED PROJECT FUNDS FOR A SUMMER BIOTECHNOLOGY PROGRAM AT THOMAS EDISON HS OF TECHNOLOGY**

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

Resolved, That in accordance with the resolution from the Montgomery County Public Schools Educational Foundation, Inc., the Board of Education accept this award to the foundation from the Howard Hughes Medical Institute; and be it further

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1998 Provision for Future Supported Projects a grant award of \$24,000 from the Howard Hughes Medical Institute, through the Montgomery County Public Schools Educational Foundation, Inc., for a summer biotechnology program for middle school students at the Thomas Edison High School of Technology in the following categories:

	<u>Category</u>	<u>Amount</u>
3	Instructional Salaries	\$15,800
4	Textbooks and Instructional Supplies	3,500
5	Other Instructional Costs	3,357
12	Fixed Charges	<u>1,343</u>
	Total	<u>\$24,000</u>

and be it further

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

RESOLUTION NO. 311-98 Re: **UTILIZATION OF FY 1998 FUTURE SUPPORTED PROJECT FUNDS FOR THE OUTDOOR EDUCATION PROJECT**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1998 Provision for Future Supported Projects a grant award of \$4,857 from the Chesapeake Bay Trust for the Montgomery County Public Schools' Outdoor Education Program, in the following categories:

	<u>Category</u>	<u>Amount</u>
3	Instructional Salaries	\$1,332
4	Textbooks and Instructional Materials	1,017
5	Other Instructional Costs	2,400
12	Fixed Charges	<u>108</u>
	Total	<u>\$4,857</u>

and be it further

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

RESOLUTION NO. 312-98

Re: **RECOMMENDED FY 1998 SUPPLEMENTAL APPROPRIATION FOR THE MIDDLE SCHOOL INTERSCHOLASTIC SPORTS PROGRAM AND OTHER EXTRACURRICULAR ACTIVITIES**

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

WHEREAS, The Board of Education took action on June 11, 1996, to reinstate a modified middle school interscholastic sports program; and

WHEREAS, The Board of Education also took action to authorize the implementation of a \$40 extracurricular activities fee for all secondary school students participating in extracurricular activities beginning with the 1996-97 school year; and

WHEREAS, The County Council approved an FY 1998 Operating Budget that included an appropriation of \$666,108 for the middle school interscholastic sports program; and

WHEREAS, The extracurricular activities fee is expected to provide revenue of \$936,108; and

WHEREAS, Additional revenue has been collected that exceeds the \$666,108 estimated revenue by an amount of \$270,000; now therefore be it

Resolved, That the Board of Education request authorization from the County Council for an FY 1998 supplemental appropriation of \$270,000 for the middle school interscholastic sports program and other extracurricular activities in Category 5 - Other Instructional Costs; and be it further

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

Resolved, That the county executive recommend approval of this supplemental appropriation to the County Council.

RESOLUTION NO. 313-98

Re: **RECOMMENDED FY 1998 CATEGORICAL TRANSFER FOR THE EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM**

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

Resolved, That the superintendent of schools, subject to the approval of the County Council, be authorized to effect the following FY 1998 categorical transfer of \$52,504 within the Eisenhower Professional Development Program in the following categories:

<u>Category</u>	<u>From</u>	<u>To</u>
3 Instructional Salaries	\$32,997	
4 Textbooks and Instructional Supplies	16,864	
5 Other Instructional Costs		\$52,504
12 Fixed Charges	<u>2,643</u>	_____
Total	<u>\$52,504</u>	<u>\$52,504</u>

and be it further

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

Resolved, That the county executive be requested to recommend approval of the categorical transfer to the County Council.

RESOLUTION NO. 314-98 Re: **WITHDRAWAL OF FUNDS FROM AETNA GROUP ANNUITY CONTRACT GA-2382**

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

WHEREAS, Montgomery County Public Schools funds a defined benefit plan that provides retirement benefits to employees, retirees, and their beneficiaries; and

WHEREAS, Aetna Life Insurance Company group annuity contract GA-2382 is the primary funding vehicle for the plan; and

WHEREAS, The MCPS Employees' Retirement and Pension System Board of Investment Trustees has recommended that funds invested in the Aeltus International Equity Index account (SA-315) be withdrawn from the group annuity contract and be invested equally in the Aeltus International Equity fund and with a new active international equity manager to be selected by the Board of Investment Trustees; and

WHEREAS, The Board of Education's Audit Committee has reviewed this matter and concurs with the recommended action; now therefore be it

Resolved, That the funds invested in the Aeltus International Equity Index account (SA-315) be withdrawn from the group annuity contract; and be it further

Resolved, That the funds withdrawn be invested equally in the Aeltus International Equity fund and with a new active international equity manager to be selected by the Board of Investment Trustees; and be it further

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

RESOLUTION NO. 315-98 Re: PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved effective July 1, 1998:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Nancy E. Grace	Acting Assistant Principal, Stone Mill ES	Principal, Burnt Mills ES

RESOLUTION NO. 316-98 Re: PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved effective July 1, 1998:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Timothy Riggott	Principal, Piney Branch ES	Principal, Whetstone ES

RESOLUTION NO. 317-98 Re: PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved effective May 13, 1998:

Appointment
Anna C. Ossler

Present Position
Principal, Sherwood ES

As
Administrative Assistant to the
Associate Superintendent of
Instruction and Program
Development

* Ms. Wheat rejoined the meeting at this point.

RESOLUTION NO. 318-98 Re: **PERSONNEL MONTHLY REPORT**

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

Resolved, That the Board of Education approve the Personnel Monthly Report dated May 12, 1998.

RESOLUTION NO. 319-98 Re: **DEATH OF MRS. SARAH H. BREEN, SPECIAL EDUCATION INSTRUCTIONAL ASSISTANT, FOREST KNOLLS ELEMENTARY SCHOOL**

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

WHEREAS, The death on April 17, 1998, of Mrs. Sarah H. Breen, special education instructional assistant at Forest Knolls Elementary School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In the 14 years that Mrs. Breen had been a member of the staff of Montgomery County Public Schools, she had made valuable contributions to the school system; and

WHEREAS, Mrs. Breen was a highly organized, conscientious person who demonstrated a great deal of care in all she did, and she anticipated the needs of the teachers and students and followed through on any request; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mrs. Sarah M. Breen and extend deepest sympathy to her family; and be it further

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

RESOLUTION NO. 320-98

Re: **DEATH OF MR. EUGENE BROOKS, BUILDING SERVICE WORKER, KINGSVIEW MIDDLE SCHOOL**

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

WHEREAS, The death on April 18, 1998, of Mr. Eugene Brooks, building service worker at Kingsview Middle School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In the short time that Mr. Brooks had worked for Montgomery County Public Schools, he demonstrated competence as a building service worker; and

WHEREAS, Mr. Brooks' pride in his work and his dedication to duty were recognized by staff and associates alike; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mr. Eugene Brooks and extend deepest sympathy to his family; and be it further

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

Re: **MONTHLY FINANCIAL REPORT AND YEAR-END PROJECTIONS AS OF MARCH 31, 1998**

Mr. Bowers reported that there were few changes from the previous month. The highlight of the report was the slight surplus in special education emphasizing the major efforts of the Board.

Even though there was a surplus in special education, Ms. Gutiérrez noted that there was a huge need for additional services in special education. She hoped that the surplus could be allocated for providing added staff and contractual services in special education.

Regarding Category 6, Ms. Signer understood that the surplus was brought about by better management of legal fees rather than reducing services to special education students. Dr. Spatz confirmed her assessment of the surplus. Ms. Signer congratulated staff for moving aggressively by hiring in-house legal services and issuing the RFP for outside legal providers.

Re: **DISCUSSION OF PRELIMINARY PLANS - EARLE B. WOOD MIDDLE SCHOOL MODERNIZATION**

Mr. Felton asked the architect how the design accommodated the new requirements of technology and flexibility for the multi use of rooms. The architect replied that the plan had clusters of classrooms and some had moveable partitions. The principal answered that along with middle school grouping, there would be team rooms with removable partitions. If the need should arise, those team rooms could be turned into classroom space. Mr. Hawes remarked that building designs avoid fixed space by planning multi use spaces within the building.

Ms. Signer noted that the layout of the current Earle B. Wood Middle School was identical to other schools scheduled for modernization. She asked to what extent these plans would be fungible for those schools. Mr. Wilder replied that Wood had a small site and was very restricted and that dictated additions and the placement of athletic facilities. However, there were design elements that would work with the other schools with the same floor plan. Ms. Signer thought the Wood plans would be a good starting point for the other communities whose schools will be modernized.

Ms. Gutiérrez asked about the technology infrastructure and the triple redundant systems. Mr. Hawes responded that there would be (1) category five cable for data, (2) space fiber for video data, and (3) CATV.

RESOLUTION NO. 321-98

Re: **PRESENTATION OF PRELIMINARY PLANS - EARLE B. WOOD MIDDLE SCHOOL MODERNIZATION**

On recommendation of the Superintendent and on motion of Ms. Signer seconded by Ms. Gutiérrez, the following resolution was adopted unanimously:

WHEREAS, The architect for the modernization of Earle B. Wood Middle School, Smolen-Emr + Associates, has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Earle B. Wood Middle School Facilities Advisory Committee has approved the proposed schematic design; now therefore be it

Resolved, That the Board of Education approve the preliminary plan report for the modernization of Earle B. Wood Middle School developed by Smolen-Emr + Associates, Architects.

Re: **DISCUSSION OF PRELIMINARY PLANS - THOMAS S. WOOTTON HIGH SCHOOL ADDITION**

Ms. Signer asked what the capacity would be with the addition. Mr. Hawes responded that it would be about 1,957 students. Ms. Signer asked how the core improvements would be phased while the building was occupied. The architect responded that the new addition would be constructed first which would be utilized while work will be done on the core. The administration, guidance, and media center areas would be relocated during construction. A phasing plan had been developed for the period of construction. Ms. Signer asked if staff had talked to the community regarding safety issues while construction was done with students in the building. Mr. Hawes stated that there would be meetings regarding the phasing plan.

Mrs. Gordon asked about the front of the building and the parking and driveway access. Mrs. Newman replied that the lower parking had been redone and the traffic patterns had been changed. The new area in the front of the building with bus parking should work very well.

Mr. Felton asked about providing more flexibility of space. The architect replied that the addition was developed for changing departments and classes with some moveable partitions. The biggest difference would be the circulation patterns and a better connection of corridors. There will be a new elevator and ADA modifications. The design will facilitate department organization.

RESOLUTION NO. 322-98

Re: **PRESENTATION OF PRELIMINARY PLANS - THOMAS S. WOOTTON HIGH SCHOOL ADDITION**

On recommendation of the Superintendent and on motion of Ms. Signer seconded by Mrs. Gordon, the following resolution was adopted unanimously:

WHEREAS, The architect for the addition to Thomas S. Wootton High School, Samaha Associates, has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Thomas S. Wootton High School Facilities Advisory Committee has approved the proposed schematic design; now therefore be it

Resolved, That the Board of Education approve the preliminary plan report for the addition to Thomas S. Wootton High School developed by Samaha Associates, Architects.

Re: **LUNCH AND CLOSED SESSION**

The Board of Education recessed for lunch and closed session from 12:30 to 1:55 p.m.

* Mr. Felton temporarily left the meeting.

RESOLUTION NO. 323-98 Re: **CLOSED SESSION RESOLUTION**

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

WHEREAS, The Board of Education of Montgomery County is authorized by the *Education Article of the Annotated Code of Maryland* and Title 10 of the *State Government Article* to conduct certain meetings or portions of its meetings in closed sessions; now therefore be it

Resolved, That the Board of Education of Montgomery County conduct a portion of its meeting on Monday, May 26, 1998, from 7:30 to 8:00 p.m. to discuss personnel matters and other matters protected from public disclosure by law, to review and adjudicate appeals, and to address other issues including consultation with counsel to obtain legal advice; and be it further

Resolved, That the meeting be conducted in Room 120 of the Carver Educational Services Center, Rockville, Maryland, as permitted under Section 4-107, *Education Article of the Annotated Code of Maryland* and Section 10-508 of the *State Government Article*; and be it further

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

Re: **REPORT OF CLOSED SESSION**

On April 8, 1998, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on April 20, 1998, as permitted under § 4-107, *Education Article of the Annotated Code of Maryland* and *State Government Article* §10-501.

The Montgomery County Board of Education met in closed session on April 20, 1998, from 7:30 to 7:45 p.m. The meeting took place in Room 120, Carver Educational Services Center, Rockville, Maryland.

The Board met to discuss personnel matters, and the Board reviewed and adjudicated Appeals 1998-6, 1998-7, and 1998-8

In attendance at part or all of the above closed session were: Elizabeth Arons, Larry Bowers, Alan Cheung, Reggie Felton, David Fischer, Kathy Gemberling, Bea Gordon, Ana

Sol Gutiérrez, Pat Hahn, Roland Ikheloa, Nancy King, George Margolies, Brian Porter, Glenda Rose, Mona Signer, Paul Vance, and Debbie Wheat.

RESOLUTION NO. 324-98 Re: **BOARD APPEAL 1998-8**

On motion of Mrs. Gordon and seconded by Dr. Cheung, the following resolution was adopted:

Resolved, That the Board of Education adopts its Decision and Order in Appeal 1998-8, request for information, reflective of the following vote: Dr. Cheung, Mr. Felton, Mrs. King, Ms. Signer and Ms. Wheat voting to affirm; Mrs. Gordon recused herself; Mr. Ewing and Ms. Gutiérrez were absent and did not participate in this Decision and Order.

RESOLUTION NO. 325-98 Re: **MINUTES OF JANUARY 13, 1998**

On motion of Ms. Gutiérrez and seconded by Dr. Cheung, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education approve its minutes for January 13, 1998.

RESOLUTION NO. 326-98 Re: **MINUTES OF FEBRUARY 2, 1998**

On motion of Dr. Cheung and seconded by Ms. Signer, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education approve its minutes for February 2, 1998.

* Mr. Felton rejoined the meeting at this point.

RESOLUTION NO. 327-98 Re: **MINUTES OF FEBRUARY 3, 1998**

On motion of Ms. Wheat and seconded by Ms. Signer, the following resolution was adopted unanimously:

Resolved, That the Board of Education approve its minutes for February 3, 1998.

RESOLUTION NO. 328-98 Re: **MINUTES OF MARCH 17, 1998**

On motion of Mrs. Gordon and seconded by Ms. Signer, the following resolution was adopted unanimously:

Resolved, That the Board of Education approve its minutes for March 17, 1998..

RESOLUTION NO. 329-98 Re: **MINUTES OF MARCH 31, 1998**

On motion of Mrs. Gordon and seconded by Dr. Cheung, the following resolution was adopted unanimously:

Resolved, That the Board of Education approve its minutes for March 31, 1998.

RESOLUTION NO. 330-98 Re: **ETHICS PANEL (Previous New Business Item)**

On motion of Ms. Signer and seconded by Mrs. Gordon, the following resolution was adopted unanimously:

WHEREAS, On April 20, 1998, the Board of Education met with its Ethics Panel; and

WHEREAS, The Ethics Panel has raised issues about conflicts between Policy BBB, *Ethics Policy*, and Policy GCA, *Conflict of Interest Including Other Employment of School System Personnel*; and

WHEREAS, The Ethics Panel has made recommendations about enforcement of conflict of interest provisions; public and confidential disclosure forms for elected officials and employee training; establishment of an MCPS ethics officer; and other issues; now therefore be it

Resolved, That the Board of Education schedule time for discussion of and action on the recommendations from the Ethics Panel; and be it further

Resolved, That the Board of Education's staff work with the Ethics Panel to bring to the Board specific proposals to implement the Ethics Panel's recommendations.

Re: **NEW BUSINESS**

The following resolutions were introduced as new business:

1. Mr. Ewing moved and Dr. Cheung seconded the following:

Resolved, That the Board of Education schedule time to hear a report from the Education Foundation about its plans, projects, and progress.

2. Mrs. Gordon moved and Mr. Ewing seconded the following:

Resolved, That the Board of Education schedule a follow-up discussion on the on-level/average students; and be it further

Resolved, That the discussion provide some responses to the issues and questions that were raised on May 12, 1998.

- 3. Mr. Ewing moved and Dr. Cheung seconded the following:

Resolved, That the Board of Education schedule a discussion and possible action about the autism program and movement and consolidation of classes and the extent to which it is consistent with the Board policy.

- 4. Ms. Gutiérrez moved and Mr. Ewing seconded the following:

Resolved, That the Board of Education schedule time to review with appropriate staff the unmet needs of students at Mark Twain and RICA, including staffing levels, providing therapy on site, and reducing cycles for the ARDs.

Re: ITEMS OF INFORMATION

The following items were available:

- 1. Items in Process
- 2. Minority-, Female-, Disabled-owned Business Report for the Third Quarter FY 1998
- 3. Construction Progress Report

Re: PUBLIC COMMENTS

The following people testified before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Brenda Dolan	Bussing
2.	Betty Bahadori	Long-Range Plan for the Autism Program
3.	Debbie Van Brunt	Autism Program
4.	Karen Cooper	Autism Program

Re: RECOGNITION OF GREENWOOD ELEMENTARY SCHOOL ODYSSEY OF THE MIND STATE CHAMPIONS

The Board recognized the achievements of Greenwood Elementary School in winning the state championship in the Odyssey of the Mind competition, the first such victory for a Montgomery County school. The school will next compete in the national contest in Orlando, Florida.

Re: DRAFT LONG-RANGE AND STRATEGIC PLAN

Mr. Ewing reported that the Board Subcommittee on Long-range and Strategic Planning, composed of Mrs. Gordon, Mrs. King, and Mr. Ewing, had met several times in the past months to review a draft by staff of the Success for Every Student plan.

The review process moved to the Board and to the community at large. A number of forums and focus group discussions were planned by the end of the school year. The draft plan has divided into three parts:

Part 1: What We Want To Achieve

Part II: Outcomes

Part III: How We Will Achieve

Included were the vision, mission, core values, goals and Future Search themes, which include outcome areas and examples of key results which include context setting sections, frameworks and guiding principles, and strategies.

The subcommittee had continued to stress the need to incorporate input from the Future Search Conference and Theme Group reports in the updated Success for Every Student Plan. A new section "Future Search Themes," appeared following the four goals. In addition, the values and beliefs about these theme areas that were developed by the six theme groups appear in an appendix to the plan. A number of core strategies and component strategies incorporate Future Search input.

The subcommittee recognized that the draft was just that. It had flaws, especially the lack of complete outcomes statements and the absence of long-range dimensions. These were matters that can be and must be incorporated in the strategic plan.

A separate section devoted to "Outcomes" was included in the draft plan. Four outcome areas had been identified along with examples of specific key results that will be measured. All of the standards and outcomes in the current Success for Every Student Plan will be incorporated into this section of the final plan approved by the Board next fall. During the review process, focus groups also will be asked for ideas on appropriate key result areas to be used to measure the performance of the school system, schools, offices, and students.

The draft Success for Every Student plan included a number of new elements that the subcommittee thought were good additions. As the subcommittee considered draft versions of the plan, it became evident that there were two areas to emphasize in the

update to Success for Every Student -- the culture and internal operating environment of MCPS and relationships with external stakeholders. To focus attention on these areas, a section on continuous improvement principles (focused on the internal organization) and a section on collaboration principles (focused on relationships with external stakeholders) had been added as elements in the "how to" part of the plan, Part III. The subcommittee was pleased that "core strategies" have been developed that were considered the principal ways in which staff, students, parents, and external stakeholders can direct their efforts.

The subcommittee had been diligent in ensuring that all existing strategies of Success for Every Student as well as the strategies that were developed by the Future Search Theme Groups had been incorporated where appropriate. A cross referencing of these strategies with their location in the updated plan was prepared to ensure nothing valuable was left out. Nearly all of the existing Success for Every Student and Future Search Theme Group strategies were considered important enough to be included in this draft. To accomplish this, "component strategies" were included with each of the eight core strategies. These component strategies represent action areas that support the core strategy.

Mrs. Gordon reported that a tremendous amount of time and energy had gone into the document. While it was not a perfect document, the input from the stakeholders must be done in a timely fashion. The paper was a compilation of the subcommittee, the Board, staff, and the theme groups of Future Search.

Mrs. King remarked that a priority of the subcommittee was that the ideas and comments from Future Search were incorporated into the draft.

Mr. Ewing thanked staff for their tremendous support. The employees' organizations had been very helpful with their comments, assistance, and critiques.

Mr. Bowers pointed out that the critical messages during the forums include the vision, mission, core values, and goals that were approved by the Board in September 1997. The standards and outcomes in the Success for Every Student plan will be maintained. Under the organization framework, there was a need to focus on all four of the goals. The core strategies were long-range in scope, systemic in nature, and potential for leverage of the desired change. The strategic plans will be for all the schools, offices, and units within MCPS. The process that will be followed will include public forums, targeted meetings, business leader meetings, and students. Focus groups will get specific reactions to different components of the plan. Written comments will be encouraged from all interested parties.

Mr. Felton thought the approach for seeking input from the stakeholders was appropriate. When the school system produces a massive and important document, it was not always clear to the community what it was that the school system was trying to accomplish. The

cover letter was five pages long, and he asked if there was a way to condense the letter listing key points. There needs to be a way to say to the community that this document was important and help the school system with input. Mr. Bowers mentioned that the notice that will be sent out for the forums will be on one page. There had been a discussion on putting together a briefer overview document.

Mr. Felton asked about the focus groups and a plan to have the groups comment collectively, and whether or not that would help staff and the other stakeholders. Mr. Bowers replied that the Department of Educational Accountability will take the lead on working with the focus groups.

Ms. Signer thought the plan was fine as far as it went. Measure outcomes were important to her. The school system demands that the schools use data driven outcomes for their Success for Every Student plan, and the Board should do no less with its strategic plan. When examining the sample outcomes in the draft document, very few of those outcomes were measurable. She was pleased that the school system was moving beyond the instructional program because the base of the organization was important as well. She endorsed Mr. Felton's comment on the length of the cover letter since it was far too long. As Mr. Ewing suggested, the letter should state there was a plan, why there was a plan, and this was what MCPS hoped to accomplish.

Ms. Gutiérrez agreed with her colleagues' comments. She did not see the document as strategic or as a plan. There had been a lot of historical reporting, but that was not a plan. She observed that generic strategies were detailed without measurable outcomes. The Success for Every Student (SES) had given the school system a structure for accountability, but that was not reflected in the new document. The next steps in strategic planning would be objectives and action plans with clear measures. The public wants measurable outcomes. Mr. Bowers pointed out all of the SES measures would be in the document plus those that go beyond instructional programs.

Dr. Cheung was pleased with the document; however, strategic and operations plans were sometimes confused. The strategic plan would provide a set of principles and guidance for implementation of Success for Every Student. The school system should share with the community the facts that there were strategic elements of the operational plan for the schools. SES serves as an accountability method for the schools and the school system.

Mr. Ewing thought it was important to recognize that the long-range plan was an on-going process. This draft did not put in place a comprehensive strategic plan that was long-range in character. However, it was time to reach out to the community for comments and prioritization of strategies and outcomes based on the stated vision and mission. The draft document was complex by converting SES into a strategic plan. It was important to get the views of stakeholders in order to build ownership of the strategic plan.

Mrs. Gordon thought there was confusion based on the expectations generated at the Future Search retreat. Many thought there would be a review of the SES plan, review of the theme groups' recommendations, and that would be incorporated into a specific document. It took the subcommittee approximately four meetings to understand the process and an attempt for outreach and inclusion rather than exclusion. The draft document was a group effort as part of collaboration and continuous improvement. As to next steps, Mrs. King outlined the process that included: (1) the draft document would be shared with the community, (2) there would be public forums and focus groups, and the cover letter would be shortened.

Ms. Gutiérrez suggested that the draft document should have an attachment of the current outcomes, and the recommendations of the Future Search theme groups should be in the body of the document. Mrs. Gordon replied that in writing the document attempts for additional clarification led to a much longer document as well as the longer cover letter.

Ms. Signer agreed that the Board was not in a position to rewrite the document. After the draft document had been commented on by the stakeholders, the measurable outcomes could be drafted and incorporated.

Ms. Gutiérrez thought that by following a clear methodology, the strategic plan could be crisp with tangible measures. She reasoned that by sending out an incomplete document for comment would not bring a satisfactory analysis from the stakeholders. At the beginning of the Future Search process, the Board and stakeholders worked very hard to achieve the core goals. The secondary step had lost the essence of a strategic plan.

Mr. Ewing disagreed with Ms. Gutiérrez. The framework was built on the vision and goals that the Board had agreed upon. The draft document was not perfect, but it was a beginning. Now, the process would solicit the wisdom and input from the staff and the public. The Board would have additional opportunities to change the document.

Mrs. King expressed that the sense of the Board was to send out the draft document for comments and move forward with the forums.

Mrs. Gordon thought the Board needed to be clear on what was going to happen with the comments. She asked at what point would the Board get the Superintendent's recommendations. Those recommendations must be received by the Board prior to any further discussion on the draft plan.

Mrs. Gordon asked for the timeline for the Long-range and Strategic Plan. This timeline would include the dates for the focus groups.

Re: **REPORT OF MONTGOMERY COUNTY STUDENTS
AUTOMOTIVE TRADES FOUNDATION, INC. AND
MONTGOMERY COUNTY STUDENTS
CONSTRUCTION TRADES FOUNDATION, INC.**

Representatives from the Montgomery County Students Automotive Trades Foundation (ATF) and the Montgomery County Students Construction Trades Foundation (CTF) met with the Board of Education to discuss their unique partnerships with Montgomery County Public Schools and current activities of the automobile mini-dealership and the Young American home construction enterprises.

Present for the discussion were Mr. Harold Redden and Mr. Gerard Murphy from the ATF, and Mr. Andrew Simpson, Mr. Howard Menditch, and Mr. Bill Hancock from the CTF. Also present for the discussion were Dr. Beverly McAnulty, executive vice president for each foundation, and principal of Thomas Edison High School of Technology; Dr. Mary Helen Smith, associate superintendent for instruction and program development; Mr. Jack A. Schoendorfer, director of instructional support programs; and Ms. Janice McCall, director of career and technology education. Mr. Lawrence Shulman, one of the founders of the foundations, was in the audience.

The Construction Trades Foundation, Inc., is a nonprofit foundation established cooperatively by Montgomery County Public Schools and the Montgomery County business and professional community to promote and advance the interests of vocational education. More than 200 students actively participate each year in the Young American student housing program through nine Vocational Education Programs which range from carpentry, electricity, and masonry to catering, architecture, and ceramics. This unique method of bringing together various specialized Vocational Education programs through a major on-the-job training project, such as the construction of a home, permits students, whose talents and interests vary widely, to experience the satisfaction of having a role in an undertaking that moves from an idea to the construction of a tangible, marketable product.

The Young American housing program begins with the annual Architectural Competition in which area architects, developers, and contractors review the house design plans submitted by Architecture students. The selected design is then built by students enrolled in the Construction Trades programs at Thomas Edison High School of Technology. Upon completion, the house is dedicated at a Cornerstone Laying Ceremony where the public is invited to tour the house. The house is then placed on the market for sale.

Since the Foundation's beginning in 1976, students in the program have been involved in the design and construction of 27 homes. The first six homes, located in Bethesda, were completed in the Spring of 1982. During the next five years, students designed and constructed nine moderately-priced, expendable homes in the Silver Spring area. A

sixteenth student-designed house, representing the program's first efforts at building in upper Montgomery County, was completed in the Spring of 1988. During the same school year the Foundation worked in cooperation with the Montgomery County Public Schools to build a specialized educational structure designed to meet the needs of those students enrolled in an alternative program for drug and alcohol problems. Construction of four two-story colonial homes was completed in the Muncaster Mill View subdivision of Rockville in 1991. Students built a two-story traditional home in the Laytonsville area of Silver Spring in 1991. A new development of six country-style houses in the Atwood Knolls subdivision off Layhill Road in Silver Spring began in 1992. Five houses have been completed and construction is underway on the sixth house. All proceeds from the sale of the Young American houses are returned to the program to cover the cost of additional land, financing, and supplemental training materials.

The Students Construction Trades Foundation has been the recipient of many awards, including the American Vocational Association/Home Builders' institute Award for Excellence in Housing and Building, the President's Private Sector Initiative Commendation, the Secretary of Education's Award for Outstanding Vocational Education, a 1991 Montgomery County Outstanding Achievement Award for Volunteerism, and the 1991 Governor's Volunteer Award in Education and Literacy. In 1991 the U.S. Department of Labor recognized the Construction Trades Foundation as one of four outstanding educational programs in the United States that demonstrate the partnership of education and industry.

Mrs. Gordon commended the officers for their work on behalf of Montgomery County students. She recalled that an MCPS site had been surplused to the county with the caveat that the land would be dedicated to the Construction Trades Foundation. Mr. Shulman explained that with the culmination of negotiations, the land was to be used for another purpose. The County Executive put in for a grant of \$300,000 for land. Mrs. Gordon and Ms. Gutiérrez suggested the Board follow up on their resolution and that the President should send a letter to the County Executive regarding the disposition of the land surplused in good faith by the Board for use by the Construction Trades Foundation.

The Automotive Trades Foundation, Inc., is a nonprofit foundation established cooperatively by Montgomery County Public Schools and the Montgomery County business and professional community to promote and advance the interests of vocational education through the establishment of a student-run licensed used car dealership—the Mini Dealership.

This unique method of training high school students for skilled positions in the automotive field offers hands-on instruction to students interested in an automotive career and introduces them to the availability of automotive positions and potential employers. Students receive valuable on-the-job training that prepare them for higher educational

opportunities or direct entry into the automotive job market. During the school year Mini Dealership graduating senior students are placed in local dealerships for two full days of one-on-one training with experts in the automotive industry to enhance their knowledge of the real world and to establish employment contacts.

The Mini Dealership presently has two locations: (1) Thomas Edison High School of Technology located in Wheaton, Maryland, offers dealership auto body repair and auto technology programs to 11th and 12th grade students from all 21 Montgomery County Public High Schools, and (2) the second Mini Dealership location at Damascus High School in Damascus, Maryland, offers dealership auto technology to 10th, 11th, and 12th grade students.

Since the Mini Dealership began operations in February 1978, students have reconditioned and sold over 950 vehicles to the public. The vehicles are sold two or three times each year when the Mini Dealership holds a car sale open to the general public. The students who participate in the program as technicians and body repair specialists also sell the vehicles that they have reconditioned. Additionally, each year the students participate in a project in which one vehicle is reconditioned and donated to a local charitable organization.

In 1987, the Motor Vehicle Manufacturers' Association/American Vocational Association awarded the Montgomery County Students Automotive Trades Foundation, Inc., its Award for Excellence in Automotive Service, naming the Mini Dealership Maryland's most outstanding automotive technician training program. In 1988 the Thomas Edison High School of Technology was designated as a Certified Automobile Technician Training Facility by the National Institute of Automotive Service Excellence. In 1991 the U.S. Department of Labor recognized the Mini Dealership program as one of four outstanding educational programs in the United States that demonstrate the partnership of education and industry. In 1994, the Mini Dealership was highlighted in a nationally distributed video produced by Ivanhoe Communications entitled "*Top of the Class Answer for American Education*."

Each year the Automotive Trades Foundation awards over \$6,000 in scholarships and awards to the outstanding students participating in the Mini Dealership program. These awards may be used to further the students' education or to purchase items related to their automotive employment.

Mr. Felton asked if the Auto Trades Foundation was getting sufficient numbers of students for the programs. Ms. McAnulty replied that the CTF had showed a decline in enrollment and the ATF had shown an increase. The ATF transcends the "blue collar" image because it was high tech, whereas the CTF still may have some image problems. It was a matter

of finding the right approach to increase enrollment in education for the trades. A plus for the ATF was that all teenagers liked cars.

Dr. Vance asked Dr. Smith where MCPS was with the programmatic decisions of expanding the program to Gaithersburg and Seneca Valley high schools. Dr. Smith replied that Gaithersburg High School will open shops this fall and Seneca Valley High School was under consideration.

Ms. Gutiérrez asked about auto shops in the high schools and especially at Montgomery Blair High School. Dr. Smith replied that the program would not move to the new Blair and that was a decision made cooperatively by the staff and community.

RESOLUTION NO. 331-98 Re: **ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of May 12, 1998, at 4:35 p.m.

PRESIDENT

SECRETARY

PLV:gr

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May 12, 1998

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