

APPROVED
1-2005

Rockville, Maryland
January 11, 2005

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, January 11, 2005, at 10:00 a.m.

Present: Mrs. Patricia B. O'Neill, President
in the Chair
Mr. Steve Abrams
Ms. Sharon W. Cox
Ms. Valerie Ervin
Dr. Charles Haughey
Mrs. Nancy Navarro
Mr. Gabriel Romero
Mr. Sagar Sanghvi, Student Board Member
Dr. Jerry Weast, Secretary/Treasurer

Absent: None

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

RESOLUTION NO. 1-05 Re: **CLOSED SESSION**

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Dr. Haughey, the following resolution was adopted unanimously:

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

Resolved, That the Board of Education of Montgomery County conduct closed sessions on January 11, 2005, in Room 120 from 9:00 to 10:00 a.m. and 12:00 to 2:00 p.m. to discuss the Human Resources Monthly Report and Appointments, as permitted under Section 10-508(a)(1) of the *State Government Article*; and be it further

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

Resolved, That the Board of Education of Montgomery County conduct a portion of its closed sessions to discuss collective bargaining negotiations, as permitted under Section 10-508(a)(9) of the *State Government Article* and Section 4-107(d)(2)(ii) of the *Education Article*; and be it further

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

Resolved, That the Board of Education of Montgomery County dedicate part of the closed sessions on January 11, 2005, to acquit its executive functions and to adjudicate and review appeals, which is a quasi-judicial function outside the purview of the Open Meetings Act under Section 10-503(a) of the *State Government Article*; and be it further

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

RESOLUTION NO. 2-05 Re: **APPROVAL OF THE AGENDA**

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

Resolved, That the Board of Education approve its agenda for January 11, 2005.

RESOLUTION NO. 3-05 Re: **AFRICAN AMERICAN HISTORY MONTH**

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

WHEREAS, In 1926, Dr. Carter G. Woodson—educator, author, and founder/director of the Association for the Study of Negro Life and History—initiated Negro History Week in order to increase awareness about Negro History in American communities and schools; and

WHEREAS, In 1976, Negro History Week was extended to one month and proclaimed a national celebration by The United States Congress; and

WHEREAS, African Americans have been an integral part of our history from the inception of our nation, and their participation and contributions are studied and celebrated year-round as part of the Montgomery County Public Schools curriculum; and

WHEREAS, The purpose of this month is to provide an opportunity to focus especially on the invaluable past and present achievements and contributions of African Americans; and

WHEREAS, Historically, high expectations for academic excellence have been a tradition within the African American community; and

WHEREAS, Montgomery County Public Schools, in the second phase of its observance of the 50th Anniversary of Brown v. Board of Education, entitled *Brown and Beyond*, will continue

systemwide initiatives to close the academic achievement gap in student performance by race and ethnicity; now therefore be it

Resolved, That the Board of Education and superintendent of schools hereby declare the month of February 2005 to be "African American History Month"; and be it further

Resolved, That the Board of Education and superintendent of schools encourage the staff, students, parents, and community to actively honor the contributions of African Americans in Montgomery County, the state, and the nation, and enhance the awareness of the impact of attitudes and expectations on the achievement of African American students.

Re: PUBLIC COMMENTS

The following people testified before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Samira Hussein	Testing & Religious Holidays
2.	Jim Kennedy	Health Curriculum
3.	Sherene Heshmat	Testing & Religious Holidays
4.	Ellen Castellano	Health Education
5.	Evelyn Frankl	Northwood 4 X 4
6.	Zainav Elradi	Testing & Religious Holidays
7.	Alice Babazadeh	Northwood 4 X 4
8.	Rob Robertson	Health Education
9.	Cyril Draffin	Construction Projects
10.	Jackie Rice	HIV/AIDS Issue
11.	Yvette Edghill-Smith	Diversity in Training
12.	Joyce Whang	Chinese Language Programs
13.	Michelle Turner	Health Education

Mr. Abrams requested more information on the 4 x 4 scheduling. How and when was the information shared with the community? He would also like information on how other jurisdictions implement 4 x 4 scheduling, such as Frederick County. Ms. Ervin wanted Baltimore City included in the implementation information.

Re: FOREIGN LANGUAGE REPORT

Dr. Weast invited the following people to the table: Mr. Dale Fulton, associate superintendent for curriculum and instructional programs; Dr. Karen Harvey, director of curriculum and instruction; and Dr. Robert Robison, curriculum supervisor for foreign language.

The purpose of this discussion was to provide the Board of Education with a comprehensive

review of the foreign language program, Grades K–12, in the Montgomery County Public Schools (MCPS). On February 23, 2004, the Board unanimously approved a resolution recommending that the associate superintendent for Curriculum and Instructional Programs conduct an internal review of the MCPS Foreign Language Program. The report addressed the following topics: current status of the foreign language program, Grades K–12; how MCPS monitors the effectiveness of the foreign language program; how the MCPS Foreign Language Program compares to foreign language programs in comparable districts; and findings and recommendations based on the review.

The MCPS Foreign Language Program offers students a curriculum aligned to the national *Standards for Foreign Language Learning in the 21st Century*. These standards are as follows: to communicate in languages other than English; to gain knowledge and understanding of other cultures; to connect with other disciplines and acquire information; to develop insight into the nature of language and culture; and to participate in multilingual communities at home and around the world.

The MCPS Foreign Language Program helps students appreciate linguistic and cultural diversity and the contributions of other cultures to world civilization. Through studying a foreign language, students begin to acquire the knowledge, skills, and cultural awareness necessary for effective participation in an economically, socially, and politically connected world.

Benchmarking results from five similar districts nationwide indicate that the MCPS Foreign Language Program compares favorably to all districts. Although MCPS ranks third among these school districts in total enrollment, with 139,337 students, it ranks first in total number of students enrolled in foreign languages (44,019), surpassing Fairfax County (36,102) and Palm Beach County (30,350), with a total enrollment of 163,527 and 172,532, respectively.

There is strong interest in learning foreign languages across the district, as evidenced by the increased number of seniors graduating with foreign language credits. In spite of other graduation requirement options, 90 percent of all MCPS graduating seniors earn two or more foreign language credits, up from 88.7 percent three years ago. Thirty percent earned four or more foreign language credits by the time they graduated in 2004, an increase of 1.8 percent from three years ago.

The MCPS Foreign Language Program includes 10 languages at the high school level, Spanish for Spanish Speakers, and American Sign Language.

At the middle school level, foreign language programs include an Awareness of Language/Culture course, as well as high school credit-bearing courses in Spanish at all schools, French in 31 schools, Latin in one, Chinese in four, Japanese in one, and Italian in three. Eight middle schools offer Level 1 foreign language opportunities to their Grade 6 students.

Additionally, five middle schools provide continuation of the partial immersion programming. In each of these programs, an MCPS content course, usually social studies, and the immersion language form the core of the immersion experience. In the Chinese immersion, Chinese through Art is taught in place of social studies. The middle school immersion program is designed to articulate to Level 4 Honors in high school.

Elementary school foreign language programs include the Montgomery County Council of Parent Teacher Associations (MCCPTA) Foreign Language in the Elementary School (FLES), serving 4,164 students in 99 schools; a Spanish program for 61 students in Grades 3–5 at Monocacy Elementary School; five immersion programs in French, Spanish, and Chinese; and one Spanish/English dual language program.

To ensure usefulness of resources, another part of the curriculum revision process has been to identify textbooks that can be used sequentially to support foreign language instruction. An important part of the curriculum revision process has been the development of countywide foreign language final examinations. According to the Code of Maryland Regulations (COMAR), to earn high school credit for foreign language instruction, middle school students must:

- Be taught by a certified secondary instructor,
- Pass the course in which they wish to earn high school credit, and
- Pass the high school final examination for that course.

As a result of Board action in December 1996, countywide foreign language final examinations were developed for Levels 1, 2, and 3 of French and Spanish. The final examinations were piloted in the spring of 1997, and they have been revised to reflect curriculum revisions. These examinations have played a critical role in standardizing the implementation and articulation of foreign language curriculum and instruction from middle school to high school across the county.

Dr. Weast was pleased that the data in the report indicate that a comprehensive and highly successful foreign language program is provided to students in MCPS. Staff in the Office of Curriculum and Instructional Programs will continue to refine and improve upon the existing program based on the recommendations contained in the report. He planned to keep the Board informed about the progress of the implementation of the following recommendations:

1. Develop a process to determine new language offerings to assure articulation within clusters. MCPS staff must consider foreign language programs and courses offered at specific elementary, middle, and high schools, so that continuity is provided for extended sequences from one level to the next.
2. Develop a protocol to identify Grade 6 students to participate in foreign language programs.
3. Review immersion programs for consistency of English language instruction.

4. Improve communication to parents regarding the current articulation patterns for immersion programs.
5. Review and revise the middle school immersion programs.
6. Monitor enrollment patterns in the middle school immersion programs.
7. Collaborate with the Office of Human Resources to recruit highly qualified immersion teachers.
8. Collaborate with the Office of Organizational Development to develop a professional development plan to support the new immersion teachers.
9. Continue to align the curriculum with instructional resources including textbooks.
10. Consider the use of externally developed assessments to provide independent validation of student performance in the foreign language program and determine program effectiveness.

Re: DISCUSSION

Mr. Romero asked for clarification on what is met by “levels.” Mr. Fulton explained that foreign languages are sequenced and a “level” is usually for a year. There are seven sequential levels. Most middle schools offer Levels 1 and 2, and the high schools offer all levels.

Ms. Cox inquired about the immersion programs and the ability to enter Honors/Level 4. Is that when the student begins the cultural aspects? Mr. Fulton replied that the immersion programs begin in the elementary schools, continue in middle schools, and move to Honors in the high school because they have had a great deal of experience in the spoken language.

Ms. Cox asked if the FLES enrollment numbers were included in the total for foreign language instruction. Mr. Fulton replied that those numbers were not included.

Mr. Sanghvi understood that there is a Level 1A and 1B in middle school. Mr. Fulton explained that there is a full-year program and a program spread over two years.

Ms. Cox asked how many schools offer 1A and 1B as well as 1 and 2.

Mr. Abrams asked how well the immersion students were learning general education skills. Mr. Fulton explained that research has proven that immersion students do very well in all tests.

Mr. Romero asked what percentage of elementary immersion students were on FARMS. Mr. Fulton replied that the FARMS rate runs from 7 to 47 percent.

Mr. Romero inquired on how an individual student enrolls in an immersion program. Mr. Fulton replied that there are local school immersion programs or lottery systems.

Mrs. Navarro wanted to know if the FARMS rate was for the school or the immersion program.

Mr. Fulton responded that it was for the immersion program.

Mr. Abrams asked how well the immersion students write. Mr. Fulton stated that in the past there was a concentration on the listening/speaking skills. However, the curriculum has been revised to improve writing skills.

Mr. Abrams asked if there was any measure of the immersion students when they enter middle and high school programs with an English-driven curriculum. Mr. Fulton explained that there was a study done, and the results indicated that the students continued their achievement levels.

Mrs. O'Neill was pleased with the foreign language opportunities, and she was interested in the Middle School Audit that would be presented to the Board in the near future. Dr. Weast thought there had to be a comprehension plan to describe which and how many foreign languages should be taught in MCPS.

Ms. Ervin inquired about aligning curriculum at the middle and high school. Sometimes there is a gap. Mr. Fulton thought the variance/gap had decreased because of the new curriculum and alignment of textbooks. Dr. Weast thought this was an important point since there is a variance between schools, grades, and departments. It depends on the teacher and what the standard is in the classroom. He had pushed AP courses because the students are given an "outside" exam.

Ms. Cox asked what criteria outside the school system (college and work) are driving factors supporting the foreign language offerings. Mr. Fulton noted that if a protocol is developed, there will be a process to expand or remove a foreign language from the curriculum.

Dr. Haughey commented that his original question about foreign language resulted in a wealth of information which leads to a wealth of questions. He hoped that the Research and Evaluation Committee would continue to follow up on all intriguing questions. Essentially, there was a jumble of foreign language programs. The report erased much of the confusion, and the work of the system illustrates the productive work that has been done. The distribution and sequence of the courses are operational.

Mr. Romero asked how American Sign Language (ASL) can be counted as a foreign language. Mr. Fulton stated that staff is working with the Maryland State Department of Education, but this may have to be a legislative issue. Mrs. O'Neill suggested that the system could work with the Maryland Association of Boards of Education (MABE) to endorse ASL for credit. Ms. Cox agreed with a resolution to encourage MSDE to allow credit, but did not support legislative action.

Mr. Romero was surprised by the enrollment in Latin. Mr. Fulton thought there was an interest

in Latin, and he explained that the language is a very organizational and analytical approach to language.

Mrs. Navarro was pleased with the presentation, and the system should be proud of its offerings. She thought that looking at the drivers for course offerings were important. Also, as many students as possible should be able to take the courses.

Ms. Ervin was shocked by the under representation of African-American students in foreign language classes. There should be more dialogue on that issue.

Mr. Sanghvi supported the recommendation for textbooks to promote consistency. Regarding AP and SAT II tests, he was very impressed by the scores, but he was concerned about students who are not native speakers of English taking the tests. ASL is an issue, and he will bring it to the attention of student government leaders. He was pleased that Level I courses were offered in sixth grade. He asked if there were Honors courses for Levels 1 and 2. Mr. Fulton explained that those levels are considered basic courses.

Ms. Cox asked staff to get back to the Board on the implementation plan for the recommendations in the Foreign Language Report.

Re: LUNCH AND CLOSED SESSION

The Board of Education recessed from 12:15 to 2:15 p.m. for lunch and a closed session.

RESOLUTION NO. 4-05

Re: REVISED AGENDA

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

Resolved, That the Board of Education revise the agenda to place Item 6.0 (Safety and Security Update) before Consent Items.

Re: SAFETY AND SECURITY UPDATE

Dr. Weast invited the following people to present the report: Mr. Larry A. Bowers, chief operating officer; Mr. Donald H. Kress, chief school performance officer; Ms. Annette M. Ffolkes, principal, Galway Elementary School; Mr. Edward A. Clarke, director, Department of School Safety and Security; Mr. Gordon A. Aoyagi, director, Montgomery County Department of Homeland Security; Montgomery County Fire Chief Thomas W. Carr; and Chief J. Thomas Manger.

In light of continuing concerns regarding national security, Dr. Weast provided a safety and

security update including the current status of MCPS readiness to respond to an emergency/crisis situation within the school system or in conjunction with the Montgomery County Government's Emergency Management Group (EMG) during an emergency that requires county intervention. The safety and security of students and staff remains a top priority of the school system.

MCPS is prepared to respond to an emergency/crisis situation. School and facility emergency/crisis plans are in place enabling schools to respond quickly and confidently as needed. In addition, resources are available to help with the mental health needs of children and adults during a time of crisis.

The U.S. Department of Homeland Security and U.S. Department of Education have recognized MCPS as a leader in the area of emergency/crisis preparedness. In a report initiated by the America Prepared Campaign, which evaluated the ability of the country's 20 largest school systems' to respond effectively to a terrorist incident, MCPS was placed in the *BEST* category, the highest ranking. A total of three school systems received this ranking. According to the report, "To be placed in the *BEST* category, a school district had to have a comprehensive and sensible emergency plan that deals directly with terrorist threats, as well as have the necessary supplies on hand to respond. It had to have a record of regular drills of that plan and of communicating with parents effectively and regularly." Staff is very proud of this national recognition and continually strive for improvement in readiness efforts. MCPS continues to share its expertise in this area with other school districts across the country.

MCPS uses a comprehensive emergency/crisis response plan that incorporates the concepts and structure of the national Incident Command System (ICS) for responding to a school system emergency/crisis situation. The systemwide plan—MCPS Emergency Response Plan (ERP)—includes various stages of activation, depending on the level and scope of the emergency/crisis, as well as emergency communication procedures. The MCPS ERP provides for the necessary support to manage any type of emergency that may occur within the school district. The staff members that fill the various roles on the ERP team have been selected for their problem-solving and decision-making capabilities.

Each school and facility is required annually to complete a comprehensive emergency/crisis plan, also under the structure of the ICS, that fits the individual needs of that particular school or office. This year, the process for parent/child reunification has been incorporated into each school's emergency/crisis plan. These plans are reviewed and approved by the Department of School Safety and Security (DSSS) and then shared with public safety partners. The emergency/crisis plan requires each school and facility to designate an on-site emergency team (OSET) to assist administrators when responding to an emergency or crisis situation. Schools and facilities have received and completed an emergency preparedness checklist to self-assess their readiness to respond to an emergency/crisis.

The alignment of emergency response duties and responsibilities under the structure of the ICS allows for a seamless integration between the Montgomery County Government's Emergency Operations Plan, MCPS ERP, and school emergency/crisis plan. The common goal of these emergency response plans is the successful response, management, mitigation, and recovery of an emergency/crisis situation. MCPS maintains a designated liaison with the Montgomery County EMG to share critical information when the EMG is activated. The school system continues to work collaboratively with the Montgomery County Government's Department of Health and Human Services in the development of the government's plan to respond to a natural or bio-terrorist incident.

An excellent relationship exists between MCPS and public safety partners from both Montgomery County and municipal governments who provide outstanding safety and security services to the school system. These public safety partners include: Montgomery County Department of Police, Sheriff's Office, Fire and Rescue Service, Fire Marshal's Office, and Fire and Explosive Investigations Section; City of Gaithersburg Police; City of Rockville Police; City of Takoma Park Police; and Maryland-National Capital Park Police. A partnership will be developed with the new Montgomery County Department of Homeland Security so that MCPS can stay abreast of any terrorist-related activities that may affect the school system. In the event of a significant emergency and/or crisis that affects the school system, all parties will work together under the auspices of a fully integrated and unified command system whereby MCPS will follow the direction of the lead public safety agency to ensure the safety and security of students and staff.

The foundation of MCPS emergency/crisis preparedness efforts continues to be embedded in Code Red and Code Blue procedures. Code Red is a term used to describe an emergency/crisis condition that exists at an MCPS facility—alerting staff and students that imminent danger exists inside or outside the building and requires moving to a lockdown status until cleared by public safety officials or an MCPS administrator. Code Blue is a term used to announce the need for an enhanced level of safety and security and allows for a flexible response to an incident by the school or facility. These procedures allow for different levels of control, accountability, and access for all facilities depending on the situation. MCPS school-based administrators, OSET members, staff, and students are trained in these procedures. Each school is required to practice a combination of four Code Red and Code Blue drills during the year. In partnership with the educational facilities officers, DSSS staff actively participate in these drills. The DSSS also developed various emergency/crisis scenarios that are incorporated in the Code Red and Code Blue drills. This approach has proven to be a very effective training method. MCPS developed and uses Code Red and Code Blue videotapes for training and enhancing awareness for staff, students, and parents.

MCPS continues to enhance its emergency notification protocols to communicate with all facilities and notify stakeholders in times of emergencies or crises. This system is comprised of Web site, e-mail, listserv, telephone, and radio and television messages. In addition, each

school has a Nextel telephone with direct connect capabilities for emergency communication and a National Oceanic and Atmospheric Administration weather radio that can receive emergency messages in addition to weather alerts. Each school and facility continues to use a mobile emergency kit. This kit includes a fully charged cell phone, copies of the school's emergency/crisis plan, combination flashlight/portable AM-FM radio, first aid supplies, batteries, student and staff lists, and other essential items to assist during an emergency.

Emergency preparedness and mental health resource information is available on the MCPS Web site, www.mcps.k12.md.us. Parents and community members are encouraged to visit the Web site to learn more about the MCPS emergency preparedness efforts and mental health outreach.

The DSSS conducts a comprehensive emergency preparedness training program to enhance crisis management skills for attendees. These training sessions are offered to MCPS administrators, OSET members, school-based staff, and other support staff. Administrators and OSET members are required to attend both a three-hour basic and an enhanced emergency/crisis preparedness training session. More than 1,000 MCPS employees have been trained so far this school year, and additional training sessions are scheduled. Specifically designed and tailored transportation-related emergency/crisis preparedness training was presented to more than 1,700 transportation staff members. MCPS continues to train private school administrators and staff in emergency/crisis preparedness techniques and provides its non-public school partners with information about the MCPS school emergency/crisis plan, instructions, and other emergency preparedness information.

In October 2003, MCPS received a \$626,713 U.S. Department of Education Emergency Response and Crisis Management grant award. This grant provides the opportunity to improve and strengthen the emergency response and crisis management plans, including training school personnel, students, and parents in emergency/crisis response procedures and coordination of efforts with local government, public safety, health, and mental health agencies. As part of the grant and in partnership with public safety officials, MCPS has been issued two Public Safety 2000 radio units to be used by the DSSS director and assistant director to enable direct communication with public safety in the event of a school-related emergency/crisis. The DSSS will continue to implement and monitor all aspects of the grant.

A tabletop exercise designed to test the school system's response to a simulated emergency/crisis using the MCPS ERP was conducted on December 9, 2004. This emergency preparedness exercise included a school component, tested all aspects of the ERP, and evaluated the ERP's strengths and weaknesses. The exercise also proved to be extremely valuable for the many new members of the ERP team. MCPS will continue to evaluate its emergency/crisis management program and take advantage of best practices and lessons learned from within MCPS and agencies and school districts around the country to ensure readiness.

MCPS continues to work collaboratively with the Montgomery County Department of Police in the second phase of the implementation of the Educational Facilities Officer (EFO) program. This school year, the program expanded to include 16 EFOs assigned to provide service to 16 high schools including identified middle and feeder elementary schools. The EFOs focus their service at the high school level but also provide service to the middle and elementary schools. The EFOs have developed positive working relationships with administrators, staff, students, and parents. MCPS will continue to work with the police department in the ongoing assessment and plans for full implementation of the program.

The DSSS and the Department of Facilities Management are working in partnership to upgrade the high school closed-circuit television (CCTV) systems. A plan has been developed to convert the current CCTV system at each high school to a digital-based system. This enhancement will improve the capability of high schools to monitor serious incidents that may occur at the school. Working together, the departments have completed an elementary school safety and security initiative in which electronic access locks have been installed at 89 elementary schools. These locking systems have been installed on the main building doors leading to the relocatable classrooms. This initiative enables these schools to lock exterior doors with the exception of the main entrance thus enhancing the school's level of security.

The DSSS issued a memorandum to principals regarding safety and security measures. The memorandum provided updates on safety and security protocols, emergency/crisis preparedness, and after-hours building security, all of which will ensure a safe and secure learning and working environment.

To stay abreast of regional and national safety and security issues, trends, and concerns, the DSSS director and assistant director continue to meet with regional safety and security directors, school officials, and police chiefs throughout the school year to share information and lessons learned. The regional meetings are sponsored by the Metropolitan Washington Council of Governments under the auspices of the School Security Officers Subcommittee, which is a subset of the School Superintendents Working Committee. The DSSS director is the chair of the School Security Officers Subcommittee and is responsible for coordinating the meetings and setting the agenda. Under the direction of the U.S. Department of Education, Office of Safe and Drug-Free Schools, representatives of the 20 largest school districts meet twice a year to discuss safety and security issues that affect school districts across the country. These meetings have allowed MCPS to be part of a professional network of security officials who discuss contemporary strategies with the goal of enhancing safety and security for all schools.

To continue the outstanding partnership between MCPS and the Montgomery County Department of Police, Mr. Larry A. Bowers, chief operating officer; Dr. Frieda K. Lacey, deputy superintendent of schools; Mr. John Q. Porter, deputy superintendent for strategic technologies and accountability; and Mr. Edward A. Clarke, director of school safety and

security; have met and will continue to meet with Montgomery County Police Chief J. Thomas Manger and members of his executive team to discuss issues of school safety and security. These meetings have proven to be very beneficial in ensuring that MCPS continues to maintain a safe and secure learning and working environment for students, staff, and parents. Staff looks forward to the opportunity to meet with other public safety partners as the need arises to discuss issues of mutual concern.

Next Steps

- ! Continue to assess the school system's readiness for responding to an emergency/crisis situation and make necessary changes or modifications to ensure the safety and security of students and staff.
- ! Continue to improve MCPS emergency/crisis preparedness efforts by working with public safety partners, homeland security partners, public health officials, and emergency management officials at the local, county, state, and federal levels to identify effective response strategies.
- ! Continue to develop and deliver emergency/crisis preparedness training for MCPS staff.
- ! Continue to visit and monitor schools and facilities to assess and support the schools' emergency/crisis and safety/security preparedness.
- ! Provide periodic updates to the members of the Board of Education regarding MCPS emergency/crisis preparedness and safety and security measures.

Re: **DISCUSSION**

Mrs. O'Neill thanked the presenters for taking time out of their busy schedules to address the Board. The success of Montgomery County is due to the collaboration among all agencies. The county has learned, evaluated, and improved safety through situations such as the sniper and 9/11. When the Board made the decision to support EFOs, it was not popular in the community. However, it was a collaborative process with the school principals and the police.

Ms. Cox appreciated the dedication and resources of the county in support of the coordinated safety effort. She noted that the America Prepared Campaign was based on criteria, not just the best efforts of those trying to develop safety and security measures. She was present in a school when there was a crisis, and she was impressed with the coordination of county services. Since Montgomery County can be involved in local and/or national crises, she asked how the tabletop scenarios that use all the services are developed. Mr. Aoyagi replied that everything is possible, and preparation is planned accordingly.

Mr. Sanghvi was pleased with the positive relationships between students and EFOs. Chief Manger responded that it is a good program and expanding it will be easy because of the positive experiences.

Ms. Ervin asked about communication during a crisis. Mr. Aoyagi responded that there are emergency frequencies for public safety communication. Mr. Clarke added that the schools are connected through Nextel Direct Connect. The county is in the process of developing redundant communication systems.

Mrs. Navarro commended the collaborative work throughout the county. She was confident the schools are prepared, and she looked forward to continued strengthening of safety measures based on the new reality.

Mr. Abrams noted that he has supported the EFO concept, and he was pleased to hear that the program would be expanded. The benefit of this program goes beyond safety since it develops intergenerational respect. He asked if it would be beneficial for a school system employee to have a top-level security clearance to investigate terrorism connected to gangs. Chief Manger thought that the police would share its intelligence with the school system on a "needs-to-know" basis.

Mr. Romero asked about facility planning based on safety, and he wanted to know if there were changes in design. Mr. Clarke relied that safety personnel collaborate with construction staff on plans with strategies to build more secure buildings.

Dr. Haughey was pleased with the sound working relationships within the county.

RESOLUTION NO. 5-05 Re: CONTRACTS OF \$25,000 OR MORE

On recommendation of the Superintendent and on motion of Mr. Abrams seconded by Dr. Haughey, 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. 4163.1, DocuTech Copier/ Printer, be rejected due to changes in the specifications of the bid; and

WHEREAS, Funds have been budgeted and identified for the purchase of three vehicles through Maryland Contract Number 001IT814724; and

WHEREAS, Funds have been budgeted and identified for the purchase of off-the-lot, new vehicles through Montgomery County Contract Number 4507000076CC; and

WHEREAS, Funds have been budgeted and identified for the purchase of pressure washers through Washington, D.C. Department of Public Works Contract Number RQ140156; and

WHEREAS, Funds have been budgeted and identified for the purchase of mowers and turf equipment through Maryland Contract Number 001B4900364; and

WHEREAS, Funds have been budgeted and identified for the purchase of computer-to-plate lithographic printing equipment through Bid No. 7134.1; and

WHEREAS, The acquisition of the previously mentioned vehicles and equipment through lease purchase arrangements has been reviewed by legal counsel; now therefore be it

Resolved, That Bid No. 4163.1, DocuTech Copier/ Printer, be rejected due to changes in the specifications of the bid, and be it further

Resolved, That the vehicles under Maryland Contract Number 001IT814724 in the amount of \$56,547 be lease purchased for a six-year term under the Master Lease/Purchase Agreement with Carlyle Financial Services, Inc.; and be it further

Resolved, That the vehicles under Montgomery County Contract Number 4507000076CC in the amount of \$544,784 be lease purchased for a six-year term under the Master Lease/Purchase Agreement with Carlyle Financial Services, Inc.; and be it further

Resolved, That vehicles under Montgomery County Contract Number 4507000076CC in the amount of \$30,250 be lease purchased for a five-year term under the Master Lease/Purchase Agreement with Carlyle Financial Services, Inc.; and be it further

Resolved, That the pressure washers under Washington, D.C. Department of Public Works Contract Number RQ140156 in the amount of \$10,938 be lease purchased for a six-year term under the Master Lease/Purchase Agreement with Carlyle Financial Services, Inc.; and be it further

Resolved, That mowers and turf equipment under Maryland Contract Number 001B4900364 in the amount of \$47,163 be lease purchased for a six-year term under the Master Lease/Purchase Agreement with Carlyle Financial Services, Inc.; and be it further

Resolved, That computer-to-plate lithographic printing equipment through Bid No. 7134.1 in the amount of \$88,300 be lease purchased for a five-year term under the Master Lease/Purchase Agreement with Carlyle Financial Services, Inc.; and be it further

Resolved, That the proceeds from the financing be used to reimburse Montgomery County Public Schools' accounts to the extent that such vehicles and equipment will be acquired before closing; and be it further

Resolved, That the Board president and superintendent be authorized to execute the

documents necessary for these transactions; and be it further

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

001B	Maryland Statewide Contract for Mowers and Turf Equipment	
4900		
364	<u>Awardee</u>	
	Security Equipment Company	\$ 47,163
001I	Maryland Statewide Contract for Compact SUVs	
T814		
724	<u>Awardee</u>	
	Criswell Chevrolet, Inc.	\$ 56,547

4507	Off-the-Lot, New Vehicles	
0000		
76CC	<u>Awardees</u>	
	Criswell Chevrolet, Inc.	\$ 544,784
	Koons Ford of Rockville	<u>30,250</u>
	Total	\$ 575,034
4038.5	Closed Circuit Television Equipment	
	<u>Awardees</u>	
	ADI*	\$ 2,954
	Alarmax Distributors, Inc.	8,071
	Graybar Electric Company, Inc.	4,936
	North American Video*	307,491
	Northern Video Systems, Inc.*	30,170
	Security Equipment Distributors, Inc.	450
	Simplex Grinnell	<u>7,524</u>
	Total	\$ 361,596
4058.3	Office Furniture—Extension	
	<u>Awardees</u>	
	American Design Associates	\$ 3,272
	Douron, Inc.*	333,365
	Officemax	22,556
	School Specialty	<u>1,740</u>
	Total	\$ 360,933
4088.6	Media Center Supplies	
	<u>Awardees</u>	
	Brodart Company	\$ 228,264
	Gaylord Brothers, Inc.	27,317
	Highsmith, Inc.	395
	Library Store, Ltd.*	5,613
	On Time Label	9,974
	Pyramid School Products	<u>85,023</u>
	Total	\$ 356,586
4114.2	Classroom Furniture—Extension	

	<u>Awardees</u>	
	Douron, Inc.*	\$ 834,930
	Glover Equipment, Inc.	35,731
	State Use Industries	<u>20,655</u>
	Total	\$ 891,316
4116.2	Dry Ink, Developer, Fuser Agent and Staples—Extension	
	<u>Awardee</u>	
	Branch Office Supply Company, Inc.*	\$ 8,640
	Xerox Corporation	<u>34,071</u>
	Total	\$ 42,711
4117.1	Design/Planning/Coordination of Office, Reception, and Staff Dining—Extension	
	<u>Awardee</u>	
	Douron, Inc.*	\$ 600,000
7076.3	Automotive Shop Equipment Repair, Service, and Parts—Extension	
	<u>Awardees</u>	
	Auto Hydraulics	
	Automotive Resources	
	Sefac, Inc.	
	The Myco Companies	
	Total	\$ 47,500
7087.2	Broadcast Video Tapes—Extension	
	<u>Awardees</u>	
	Burlington Audio Tapes, Inc.*	\$ 23,950
	Century Magnetics, Inc.*	<u>6,041</u>
	Total	\$ 29,991
7114.2	Bus Wash Chemicals	
	<u>Awardee</u>	
	The Myco Companies	\$ 31,200
7117.1	Snowplow and Pump Parts—Extension	

Awardee
America's Body Company

\$ 34,848

7134.1	Computer-to-Plate Lithographic Printing Equipment	
	<u>Awardee</u>	
	Walker Supply Company, Inc.	\$ 88,300
9021.5	Doors and Laminates	
	<u>Awardees</u>	
	Piedmont Plastics	\$ 2,046
	Pikesville Lumber Company	<u>37,648</u>
	Total	\$ 39,694
9096.2	Corridor Lockers For Various Facilities—Extension**	
	<u>Awardee</u>	
	Partition Plus, Inc.*	\$ 60,000
9097.6	Removal/Disposal and Testing Underground Fuel Tanks	
	<u>Awardee</u>	
	Apex Environmental, Inc.	\$ 75,000
9099.2	Security System Installation/Cabling Various Locations—Extension**	
	<u>Awardee</u>	
	EAI Security System, Inc.	\$ 500,000
9126.2	Commercial Kitchen Equipment Repair Parts	
	<u>Awardees (See note)</u>	
	Aireco Supply, Inc.	
	Daubers, Inc.	
	Northern Parts and Service	
	R.E. Michel Company, Inc.	
	Total	\$ 41,000
9190.2	Restroom Partition Replacement-Variou Locations—Extension**	
	<u>Awardee</u>	
	Partition Plus, Inc.*	\$ 55,000

TOTAL PROCUREMENT CONTRACTS EXCEEDING \$25,000 \$4,294,419

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

**Planned Life Cycle Assets Replacement Bid (PLAR)

NOTE: Contract amounts will be based on individual requirements.

RESOLUTION NO. 6-05 Re: UTILIZATION OF THE FY 2005 PROVISION FOR FUTURE SUPPORTED PROJECT FUNDS

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

WHEREAS, The grants qualify for a transfer of appropriation from the Provision for Future Supported Projects, pursuant to the provisions of County Council Resolution No. 15-631, approved May 27, 2004; and

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

WHEREAS, Sufficient appropriation is available, within the FY 2005 Provision for Future Supported Projects, to permit the transfers within state categories; now therefore be it

Resolved, That the superintendent of schools be authorized to receive and expend, within the FY 2005 Provision for Future Supported Projects, as specified below:

Table with 2 columns: Projects, Amount. Rows include Middle School Tobacco Use Prevention Training and Evaluation, Title I, Learn and Serve America, and Total.

and be it further

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

RESOLUTION NO. 7-05 Re: RECOMMENDED FY 2005 SUPPLEMENTAL APPROPRIATION FOR THE MARYLAND SCHOOL IMPROVEMENT PROGRAM

On recommendation of the Superintendent and on motion of Mr. Abrams seconded by

Dr. Haughey, the following resolution was adopted unanimously:#

Resolved, That the superintendent of schools be authorized to receive and expend, subject to County Council approval, an FY 2005 supplemental appropriation of \$300,790 for the Maryland School Improvement Program from the Maryland State Department of Education in the following categories:

	<u>Category</u>	<u>Positions</u>	<u>Amount</u>
3	Instructional Salaries	1.0*	\$ 123,163
4	Textbooks and Instructional Supplies		112,342
5	Other Instructional Costs		46,346
9	Transportation		700
12	Fixed Charges		<u>18,239</u>
	Total	<u>1.0</u>	\$ 300,790

*1.0 Teacher (A-D)

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. 8-05 Re: **HUMAN RESOURCES MONTHLY REPORT**

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

Resolved, That the Board of Education approve the report dated January 11, 2005.

RESOLUTION NO. 9-05 Re: **DEATH OF GERALD A. DAVIS, BUILDING SERVICE WORKER, PARKLAND MIDDLE SCHOOL**

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

WHEREAS, The death on December 3, 2004, of Gerald A. Davis, building service worker at Parkland Middle School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, During the 33 years that Mr. Davis worked for Montgomery County Public Schools, he was dependable and reliable; and

WHEREAS, Mr. Davis helped to maintain a safe environment and would make himself available to help all staff members when necessary; now therefore be it

Resolved, That the members of the Board of Education and the superintendent of schools express their sorrow at the death of Gerald A. Davis and extend deepest sympathy to his family; and be it further

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

RESOLUTION NO. 10-05 Re: **DEATH OF PATRICIA A. SALE, ACCOUNT ASSISTANT II, DIVISION OF MAINTENANCE**

On recommendation of the Superintendent and on motion of Dr. Haughey seconded by Ms. Cox, the following resolution was adopted unanimously:

WHEREAS, The death on December 15, 2004, of Patricia A. Sale, account assistant II in the Division of Maintenance, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In her more than 30 years with Montgomery County Public Schools, Mrs. Sale maintained a very good working knowledge of procedures and was often used as a resource; and

WHEREAS, Mrs. Sale demonstrated good human relations skills with co-workers and was always willing to accept new tasks, making her an asset to the division; now therefore be it

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

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

RESOLUTION NO. 11-05 Re: **DEATH OF PAULO SOUSA, BUS OPERATOR I, DEPARTMENT OF TRANSPORTATION**

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

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

Resolved, That the following personnel appointment be approved effective January 12, 2005:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Casey Crouse	Instructional Facilitator	Coordinator, Argyle MS Magnet Program

Re: MONTHLY FINANCIAL REPORT

Mr. Bowers reported on the projected financial condition through November 30, 2004, based on program requirements and estimates made by primary and secondary account managers. At that time, revenues had a projected surplus of \$1,254,680 while expenses had a projected surplus of \$4,200,000.

**Re: SUPPORTING SERVICES PROFESSIONAL
GROWTH SYSTEM**

Mr. Bowers invited the following people to the table: Mrs. Darlene Merry, associate superintendent, Office of Organizational Development; Mr. Matthew Tronzano, associate superintendent, Office of Human Resources; Ms. Merle Cuttitta, president, SEIU Local 500; and Mr. David Rodich, executive director, SEIU Local 500.

The third phase of reforming the professional development and evaluation programs for all MCPS employees is scheduled to begin next year with the introduction of the Supporting Services Professional Growth System (SSPGS). This follows the rollout of similar systems for teachers and administrators and reflects a key component of the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, particularly the focus on building the capacity of staff to work efficiently and effectively with clear expectations and professionalism in achieving the school system's goal of providing the best educational opportunities for all students. Leaders from all of the employee representative organizations have played an important role in shaping the professional growth systems, and this new phase represents the first successful effort to improve the structure for developing, training, and evaluating supporting services staff in almost 30 years.

A collaborative planning process for the SSPGS began three years ago between the leadership of SEIU Local 500 and MCPS to design a system that would meet the professional developmental needs of the 8,000 permanent supporting services staff members who represent nearly 40 percent of the MCPS workforce of more than 20,000 employees. This process coincides with efforts to improve performance and accountability throughout the school district, not only among students in terms of academic achievement but also among

teachers, administrators, and staff in fulfilling rigorous expectations for a high-performing organization. A comprehensive reform initiative of this magnitude—rarely undertaken let alone achieved elsewhere in the United States—underscores the commitment of the school system and unions to plan for the future and ensure the provision of a high-quality workforce.

Supporting services consist of all non-administrative and non-teacher-level positions. There are approximately 400 supporting services position classes. With this in mind, the development of the professional growth system recognizes the role of supporting services employees as multifaceted, ever changing, and integral to supporting teaching and learning. The SSPGS establishes an infrastructure that describes the skills and knowledge required for supporting services staff to assist in building learning communities for students and adults.

Similar to the professional growth systems for teachers and administrators and supervisors, the purpose of the SSPGS is to establish a comprehensive system for recruiting, developing, evaluating, and retaining high-quality supporting services staff in all schools and offices. This initiative supports ongoing strategies to ensure the employment of highly qualified and diverse professional and support personnel as envisioned in Goal 4, *Create a Positive Work Environment in a Self-Renewing Organization*, and the Board's human resources policy that is currently under development. As with the professional growth systems for teachers and administrators and supervisors, the SSPGS will clearly outline employee expectations for the evaluation process and the peer support process for underperforming supporting services staff.

The vision of the SSPGS is based on the premise that an effective learning community for students and adults requires highly skilled supporting services staff working to support the achievement of all students. The objectives of the SSPGS are to promote personal and systemic excellence, streamline the evaluation process, and focus on performance and growth. This is accomplished by demonstrating a strong commitment to students; competency in job-related skills; professionalism; and having solid interpersonal, communication, organizational, and problem-solving skills. These core competencies form the foundation for the continuing work of the SSPGS.

The SSPGS design team, under the direction of Mr. Larry A. Bowers, chief operating officer, includes representatives from the offices of Organizational Development and Human Resources; the Department of Transportation; the Division of School Plant Operations; and the president, executive vice president, and executive director of SEIU Local 500; and other union representatives, including a paraeducator, security chapter member, and a media and technology chapter member. The design team shares its progress with a review team in order to gather multiple perspectives. The review team includes representatives from the Montgomery County Association of Administrative and Supervisory Personnel, the Montgomery County Education Association, and MCPS department and division directors. Collaboration and communication with stakeholders throughout MCPS has been extensive,

and the design team has made a conscious effort to reach out to those who have expertise in this process, those who will be affected by the SSPGS at various levels, and those involved in the decision-making process. From the outset, the design team has tried to address the challenges associated with cultural changes and training and development needs.

A core competency model provides a framework for an organization to send a clear message about the specific performance attributes that will be measured and provides a common language regarding attributes that will be used for all employees. The SSPGS provides a systemwide core competency model for development, evaluation, and clear performance criteria as defined by core competencies for each position. Six of the seven core competencies are consistent regardless of the employee's job. Technical competence will be measured under the "Knowledge-of-Job" competency. The SSPGS encourages personal accountability for professional development opportunities, describes professional growth opportunities to support and nurture, promotes a structure for identifying professional strengths and growth opportunities, and provides training and development for continuous improvement.

The SSPGS comprises five components—recruitment, staffing, evaluation, development, and retention and recognition. These components are built on seven core competencies—commitment to students, knowledge of the job, professionalism, interpersonal skills, communication, organization, and problem solving. Performance criteria have been developed for the core competencies within the evaluation component to illustrate examples of performance that meet competencies.

The evaluation component is based on the seven core competencies and includes the following:

- ! A permanent status evaluation for six-month probationary employees (new hires), as well as for employees new to their positions
- ! A three-year cycle of evaluation for all employees after the initial evaluation
- ! Local support from immediate supervisors
- ! A peer assistance process for underperforming employees
- ! A special evaluation process for underperforming employees
- ! A professional development plan

The evaluation instrument will be developed to provide feedback to employees on their job performance as it relates to the seven core competencies. A peer consulting program, which includes an initial cadre of six peer consultants to support underperforming employees, is incorporated into this evaluation system. These peer supporting services consultant positions, included in the FY 2006 budget, are analogous to the consulting principals for new and underperforming principals and consulting teachers for novice and underperforming teachers. It is expected that additional positions and resources will be required as full implementation of the SSPGS for all 8,000 support services employees occurs. Supporting services peer

consultants will work with supporting services staff—in consultation with principals, supervisors, and the Office of Organizational Development—to create an action plan through the peer assistance process. These individuals will work full time with support staff identified as potentially needing assistance by determining if the peer assistance and review process, a special evaluation, or other alternatives would be in the best interest of the employee and the school system. The peer consultants will provide mentoring to maximize the opportunity for underperforming staff to meet standards within the competencies and continue to make productive contributions to MCPS. Training will be developed for peer consultants, supervisors, and supporting services employees to strengthen their knowledge about the evaluation system.

The design team currently is developing the rollout plan for the recruitment, staffing, development, and retention and recognition components. Each of these components will be aligned with the components of the professional growth systems for teachers and administrators and supervisors.

The design team's communication strategy is to continue to meet with various stakeholder focus groups throughout the design phase of the SSPGS to keep stakeholders informed and to collect feedback. Planning for the implementation stage will begin in January 2005. Implementation of the evaluation process is scheduled to begin with a limited number of job categories in September 2005.

One of the major lessons learned from the implementation of the previous professional growth systems is that a long-term approach is required, program fidelity must be maintained, and time must be provided to stay the course. With the evolution of the SSPGS, upgrades, revisions, and mid-course corrections will be made to ensure efficiency and effectiveness. Continuous improvement also will require ongoing support of key stakeholders, such as principals, administrators, and supervisors.

Next steps include the following:

- ! Develop the comprehensive implementation strategy to include identifying job categories for early adopters
- ! Create the development component to include professional development plans and training opportunities
- ! Complete work on the evaluation component, including designing the peer assistance process
- ! Develop training and information modules for supervisors and employees
- ! Continue communication with stakeholders
- ! Create an SSPGS handbook

Re: **DISCUSSION**

Mrs. O'Neill thanked staff for its hard work. The greater Montgomery County community does not realize the collaborative effort in the school system. All of the adults are committed to the achievement of students.

Ms. Ervin liked the way the professional growth system was tied to student achievement. Regarding the core competencies, she asked how people will be evaluated. Mr. Rodich replied that evaluation exemplars that demonstrate how employees are dedicated to student achievement have been developed. However, the job knowledge evaluation tool will be unique and will be developed in collaboration with employees in that workgroup.

Dr. Haughey noted that good working relationships are essential to a high-performing school system. The core competencies are heavily weighted with attitude and how a position is approached.

Ms. Cox remarked that the Policy Committee is working on an overarching policy for human resources in alignment with the Strategic Plan. It reflects the idea that every employee contributes to student achievement, and student achievement is the mission of the school system. She noted that this system will require training administrators to evaluate employees. Ms. Merry replied that a plan is being developed, and it is all about expectations.

Mr. Romero was impressed with the core competencies and the high level of standards.

Mr. Abrams observed that there is an educational component that validates what is told to students, such as the importance of continuous education, communication, and teamwork. An organization can only be successful if everyone buys into the same approach.

Mrs. Navarro applauded the effort with respect for the contributions of all employees. She looked forward to the rollout and updates.

Re: **BOARD/SUPERINTENDENT COMMENTS**

Ms. Cox read Dr. Weast's comments. Once again, MCPS athletic teams have had an excellent season, with a number of teams winning state championships.

State 3A champion in football—Northwest High School, coach Randy Trivers

State 4A champion in boys' soccer—Sherwood High School, coach Hector Morales

State 3A champion in girls' soccer—Bethesda Chevy Chase High School, coach Rob Kurtz

State 4A champion in girls' soccer—Walt Whitman High School, coach Tony Pykosh

State 3A champion in field hockey—Bethesda Chevy Chase High School, coach Amy Wood

State 3A/4A champion in golf—Winston Churchill High School, coach Arnold Tarzy

Individual state champion in cross country—Halsey Sinclair from Montgomery Blair High School

Mrs. O'Neill introduced the video that showed 10,000 second grade students attended one of six youth concerts played by the National Philharmonic at the new Music Center at Strathmore.

Mr. Abrams commented that the legislative platform was decided before he joined the Board. Because of the tax assessment, residents are becoming more cognitive of the fiscal issues. He supported the superintendent's budget and the level of spending over the past several years. How the school system gets that funding may have serious implications for the system on a sustainable basis. The system needs to look to more local funding rather than to the state. Mr. Romero stated that Board members are advocates for all the funding necessary to meet the needs of the school system.

Mr. Romero commented that he visited the Spanish community at Rockville High School. The parents came together to learn about parenting skills, SATs, and college financial obligations.

Mrs. O'Neill thanked the staff and students for raising tsumani relief funds.

Ms. Cox noted that the 400th episode of Quizmaster has been filmed, and she congratulated Mr. Horvath and his production team.

Mr. Sanghvi remarked that Mr. Lavorgna attended the last MCR meeting since students are interested in the building and funding of facilities. Also, MCJC is interested in the election process and parliamentary procedure. He wished all students good luck in the upcoming exams.

Ms. Ervin commented that she had attended several SGA meetings, and she was impressed with the dedication and interest of students.

Mrs. Navarro noted that she visited Francis Scott Key Middle School, and there are wonderful changes in the school with the new principal.

RESOLUTION NO. 15-05

Re: **CLOSED SESSION RESOLUTION**

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

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

Resolved, That the Board of Education of Montgomery County conduct closed sessions on Tuesday, February 8, 2005, in Room 120 of the Carver Educational Services Center to meet from 9:00 to 10:00 a.m. and 12:00 to 2:00 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*; consult with counsel to obtain legal advice, as permitted by Section 10-508(a)(7) of the *State Government Article*; review and adjudicate appeals in its quasi-judicial capacity; and discuss matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*); and be it further

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

RESOLUTION NO. 16-05 Re: **REPORT OF CLOSED SESSION**

On recommendation of the Superintendent and on motion of Dr. Haughey seconded by Ms. Cox, the following resolution was adopted unanimously:

On December 14, 2004, by unanimous vote of members present, the Board of Education voted to conduct a closed session as permitted under the *Education Article* § 4-107 and *State Government Article* § 10-501, *et seq.*, of the *Annotated Code of Maryland*.

The Montgomery County Board of Education met in closed session on December 14, 2004, from 8:35 to 10:00 a.m. and 1:20 to 2:25 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and considered the following appeals in its quasi-judicial capacity outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*): 2004-65, 2004-66, 2004-67, 2004-68, and 2004-69.
2. Discussed the Human Resources Monthly Report and Appointment with a subsequent vote in open session, as permitted under Section 10-508(a)(1) of the *State Government Article*.
3. Considered the acquisition of real property for a public purpose and matters directly related thereto, as permitted under Section 10-508(a)(3) of the *State Government Article* and Section 4-107(d) of the *Education Article*.
4. Discussed collective bargaining negotiations, as permitted under Section 10-508(a)(9) of the *State Government Article* and Section 4-107(d)(2)(ii) of the *Education Article*.
5. Received legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*.
6. Discussed matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*).

In attendance at the closed sessions were: Steve Abrams, Aggie Alvez, Larry Bowers, Judy Bresler, Patrick Clancy, Sharon Cox, Brian Edwards, Valerie Ervin, Charles Haughey, Richard Hawes, Roland Ikheloa, Don Kress, Frieda Lacey, George Margolies, Nancy Navarro, Pat O'Neill, Brian Porter, John Q. Porter, Lori Rogovin, Gabe Romero, Glenda Rose, Sagar Sanghvi, Matt Tronzano, Janice Turpin, Jerry Weast, and Carey Wright.

RESOLUTION NO. 17-05 Re: **MINUTES OF THE NOVEMBER 5, 2004, MEETING**

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

Resolved, That the Board of Education approve its minutes for the November 5, 2004, meeting, as amended.

RESOLUTION NO. 18-05 Re: **MINUTES OF THE DECEMBER 1, 2004, MEETING**

On motion of Mr. Abrams and seconded Mr. Sanghvi, the following resolution was adopted unanimously:

Resolved, That the Board of Education approve its minutes for the December 1, 2004, meeting.

RESOLUTION NO. 19-05 Re: **MINUTES OF THE DECEMBER 7, 2004, MEETING**

On motion of Ms. Ervin and seconded Mr. Sanghvi, the following resolution was adopted unanimously:

Resolved, That the Board of Education approve its minutes for the December 7, 2004, meeting.

RESOLUTION NO. 20-05 Re: **MINUTES OF THE DECEMBER 15, 2004, MEETING**

On motion of Mrs. Navarro and seconded Mr. Sanghvi, the following resolution was adopted unanimously:

Resolved, That the Board of Education approve its minutes for the December 15, 2004, meeting.

RESOLUTION NO. 21-05 **Re: APPEAL 2004-65**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2004-65, early entrance to kindergarten, reflective of the following vote: Mr. Abrams, Ms. Cox, Ms. Ervin, Dr. Haughey, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting to affirm; Mrs. Navarro was absent when this case was adjudicated.

RESOLUTION NO. 22-05 **Re: APPEAL 2004-66**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2004-66, student discipline, reflective of the following vote: Mr. Abrams, Ms. Cox, Ms. Ervin, Dr. Haughey, Mrs. Navarro, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting to affirm.

RESOLUTION NO. 23-05 **Re: APPEAL 2004-67**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2004-67, student discipline, reflective of the following vote: Mr. Abrams, Ms. Cox, Ms. Ervin, Dr. Haughey, Mrs. Navarro, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting to affirm.

RESOLUTION NO. 24-05 **Re: APPEAL 2004-68**

On motion of Dr. Haughey and seconded by Mr. Sanghvi, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2004-68, residency and tuition, reflective of the following vote: Ms. Cox, Ms. Ervin, Dr. Haughey, Mrs. Navarro, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting to affirm; Mr. Abrams voting to reverse.

RESOLUTION NO. 25-05 **Re: APPEAL 2004-69**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2004-69, student discipline, reflective of the following vote: Mr. Abrams, Ms. Cox, Ms. Ervin, Dr. Haughey, Mrs. Navarro, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting to affirm.

RESOLUTION NO. 26-05

Re: **APPEAL DCC-2004-70**

On motion of Dr. Haughey and seconded by Mr. Sanghvi, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education adopt its Decision and Order in Appeal DCC-2004-70, student assignment, reflective of the following vote: Ms. Cox, Ms. Ervin, Dr. Haughey, Mrs. Navarro, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting to affirm; Mr. Abrams voting to reverse.

Re: **NEW BUSINESS**

There were no new business items.

Re: **ITEMS OF INFORMATION**

The following items were available:

1. Legal Fees Report
2. Construction Progress Report

RESOLUTION NO. 27-05

Re: **ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of January 11, 2005, at 4:45 p.m.

PRESIDENT

SECRETARY

JDW:gr

MONTGOMERY COUNTY BOARD OF EDUCATION SUMMARY SHEET

January 11, 2005

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