



RESOLUTION NO. 644-99      Re:    **APPROVAL OF THE AGENDA**

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Mrs. King, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education approve its agenda for October 25, 1999.

RESOLUTION NO. 645-99      Re:    **AMERICAN INDIAN HERITAGE MONTH**

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, Since 1991, the President of the United States has proclaimed the month of November as "National American Indian Heritage Month"; and

WHEREAS, American Indians were the original inhabitants of the lands that now constitute the United States of America; and

WHEREAS, American Indians have made distinct and important contributions to America and the rest of the world in many fields, including agriculture, medicine, music, language, and art; and

WHEREAS, American Indians have an important role in decision-making, educational, and outreach activities within and by Montgomery County Public Schools; and

WHEREAS, American Indian students, parents, and staff contribute to the success of the Montgomery County Public Schools through their participation in all aspects of education; and

WHEREAS, The American Indian community has enriched our county in many ways; now therefore be it

Resolved, That on behalf of the superintendent of schools and staff, the Montgomery County Board of Education hereby declares the month of November 1999 to be observed in Montgomery County Public Schools as "American Indian Heritage Month."

RESOLUTION NO. 646-99      Re:    **RECOGNITION OF MRS. BEATRICE GORDON**

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

WHEREAS, The Maryland Association of Boards of Education (MABE), representing the twenty-four school boards and school districts in Maryland, is the preeminent voice in support of public education in the state; and

WHEREAS, Bea Gordon, in addition to her service as an at-large Member of the Montgomery County Board of Education, has devoted long hours as a leader of MABE, serving as secretary, treasurer, and vice president before being elected unanimously by her fellow board members from around the State of Maryland as MABE’s president to serve from October, 1998 through September, 1999; and

WHEREAS, Bea Gordon’s term as MABE’s president has been marked by her forceful advocacy on behalf of Maryland’s public school students, parents, staff, and administrators in the halls of the General Assembly, before the State Board of Education, and the offices of the Maryland State Department of Education; and

WHEREAS, During Bea Gordon’s term as president, characterized by her attendance at the meetings of 19 local boards of education across the state, MABE held its first Summer Leadership Conference, hired its first Director of Board Development, commenced a series of regional forums in tandem with the State Board, and attracted the largest registration ever for its annual conference, among other accomplishments; now therefore be it

Resolved, That the Montgomery County Board of Education applauds the dedication and commitment of Bea Gordon as President of MABE in working to raise the level of achievement and opportunity for all students, and thanks her for a job well done.

**Re: PUBLIC COMMENTS**

The following people testified before the Board of Education:

|    | <u>Person</u>     | <u>Topic</u>  |
|----|-------------------|---|
| 1. | Annette Donzo     | Academic Achievement                                    |
| 2. | Janet Sangare     | Problems/Solutions at Rolling Terrace Elementary School |
| 3. | Samira Hussein    | Naming of Schools                                       |
| 4. | Tom Hylden        | Charter Schools   |
| 5. | Christine Schwalm | Naming of Schools                                       |

RESOLUTION NO. 647-99

**Re: AWARD OF CONTRACT – BETHESDA-CHEVY CHASE HIGH SCHOOL**

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

WHEREAS, On December 8, 1998, the Board of Education authorized staff to utilize a construction management process for the Bethesda-Chevy Chase High School modernization project with work to begin July 1, 1999, and be completed by June 2001; and

WHEREAS, The following sealed bids represent the ninth in a series of subcontracts that were bid as a part of a construction management process for the Bethesda-Chevy Chase High School modernization project:

| <u>Low Bids</u>   | <u>Amount</u> | <u>Consultant's Estimate</u> |
|---|---------------|------------------------------|
| <u>Exterior Grandstand</u><br>Modern Door & Equipment Sales, Inc.                   | \$136,500     | \$100,000                    |
| <u>Interior Athletic Equipment</u><br>T.J. Distributors, Inc                        | \$ 84,350     | \$ 69,165                    |
| <u>Interior Bleachers</u><br>Modern Door & Equipment Sales, Inc.                    | \$111,100     | \$113,409                    |
| <u>Security Grills &amp; Overhead Doors</u><br>Overhead Door Co., of Washington, DC | \$ 53,023     | \$ 42,986                    |

and

WHEREAS, The aggregate minority business participation for the subcontracts bid to date is 43.89 percent; now therefore be it

Resolved, That contracts be awarded for the above-referenced subcontractors meeting specifications for the Bethesda-Chevy Chase High School modernization project, for the amounts listed, in accordance with plans and specifications prepared by Dewberry Design Group, Inc.

Re: **AWARD OF CONTRACT – EARLE B. WOOD MIDDLE SCHOOL**

On recommendation of the Superintendent and on motion of Mrs. King seconded by Mrs. O'Neill, the following resolution was placed on the table:

WHEREAS, The following sealed bids were received on October 7, 1999, for the Earle B. Wood Middle School modernization project with work to begin immediately and be completed by June 1, 2001; and

| <u>Bidder</u>                        | <u>Amount</u> |
|--------------------------------------|---------------|
| Porter Construction Management, Inc. | \$13,515,800  |
| Pantech Construction Company, Inc.   | 13,670,300    |
| Meridian Construction Company, Inc.  | 14,219,000    |

|                                     |            |
|-------------------------------------|------------|
| Dustin Construction, Inc.           | 14,488,500 |
| Hess Construction Company, Inc.     | 14,716,900 |
| MSG Associates, Inc.                | 14,945,000 |
| Henley Construction Company, Inc.   | 14,963,500 |
| Baltimore Contractors LLC           | 15,272,500 |
| PEC Construction, Inc.              | 15,313,001 |
| Columbia Construction Company, Inc. | 15,402,000 |
| Zadmer Enterprises, Inc.            | 16,316,900 |

WHEREAS, The low bidder, Porter Construction Management, Inc., has submitted an aggregate of 12 percent MDOT certified, minority business participation and a request for waiver of the remaining 2 percent; and

WHEREAS, Porter Construction Management, Inc., will continue to pursue other qualified minority subcontracting firms; and

WHEREAS, Porter Construction Management, Inc., has completed similar work successfully for Montgomery County Public Schools (MCPS); and

WHEREAS, Construction prices in the Washington metropolitan area have been significantly higher this year than initially forecast; and

WHEREAS, When this problem was initially encountered in early spring, staff briefed the County Council Education Committee on the impact current market conditions were having on school costs throughout the region; and

WHEREAS, It was agreed that an aggregate supplemental appropriation request for the FY 2000 modernization projects would be submitted after the bids for Earle B. Wood Middle School were received; now therefore be it

Resolved, That a contract for \$13,515,800 be awarded to Porter Construction Management, Inc., for the Earle B. Wood Middle School modernization in accordance with plans and specifications prepared by Smolen ■ Emr + Associates, Inc., contingent upon the approval of a supplemental appropriation request for the MCPS FY 2000 current modernization program; and be it further

Resolved, That an FY 2000 Capital Budget emergency supplemental appropriation and amendment to the FY 1999-2004 Capital Improvements Program in the amount of \$10,500,000 be requested for the current modernization program; and be it further

Resolved, That this request be forwarded to the county executive and County Council for action.

**Re: DIVIDE THE QUESTION**

By consensus, at the request of Ms. Signer, the question on Consent Item 2.1.2, Award of Contract – Earle B. Wood Middle School, was divided as follows:

**RESOLUTION NO. 648-99      Re: AWARD OF CONTRACT – EARLE B. WOOD MIDDLE SCHOOL**

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

Resolved, That a contract for \$13,515,800 be awarded to Porter Construction Management, Inc., for the Earle B. Wood Middle School modernization in accordance with plans and specifications prepared by Smolen ■ Emr + Associates, Inc., contingent upon the approval of a supplemental appropriation request for the MCPS FY 2000 current modernization program.

Resolved, That this request be forwarded to the County Executive and County Council for action.

**RESOLUTION NO. 649-99      Re: AN AMENDMENT TO THE AWARD OF CONTRACT – EARLE B. WOOD MIDDLE SCHOOL**

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

Resolved, That an FY 2000 Capital Budget emergency supplemental appropriation and amendment to the FY 1999-2004 Capital Improvement Program in the amount of \$4,250,000 for Winston Churchill High School, Chevy Chase Elementary School, Mill Creek Towne Elementary School, and Earle B. Wood Middle School be requested for the current modernization program; and be it further

Resolved, That this request be forwarded to the County Executive and County Council for action.

**RESOLUTION NO. 650-99      Re: AN AMENDMENT TO THE AWARD OF CONTRACT – EARLE B. WOOD MIDDLE SCHOOL**

On motion of Mrs. O'Neill and seconded by Mrs. King, the following resolution was adopted with Mr. Burnett, Mr. Felton, Mrs. King, Mrs. O'Neill, and Ms. Signer voting in the affirmative; Mrs. Gordon voting in the negative:#

Resolved, That an FY 2000 Capital Budget emergency supplemental appropriation and

amendment to the FY 1999-2004 Capital Improvement Program in the amount of \$6,250,000 for Bethesda-Chevy Chase High School be requested for the current modernization program; and be it further

Resolved, That this request be forwarded to the county executive and County Council for action.

STATEMENT FOR THE RECORD: Mrs. Gordon stated: "The reason I am opposing, while I understand that construction costs have increased across the board, is that this is a huge amount of money. When we approved accelerating the pace for Bethesda-Chevy Chase High School, we were assured that this would not have a negative impact on any other project. I believe that \$6,250,000 is going to have a negative impact on projects that we will be able to complete, and will, in fact, delay other projects."

RESOLUTION NO. 651-99      Re:    **AWARD OF CONTRACT – THOMAS S. WOOTTON HIGH SCHOOL**

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

WHEREAS, On November 10, 1998, the Board of Education authorized staff to utilize a construction management process for the Thomas S. Wootton High School addition project, with work to begin July 1, 1999, and be completed by August 2000; and

WHEREAS, The following sealed bids represent the eighth in a series of subcontracts that were bid as part of a construction management process for the Thomas S. Wootton High School addition project:

| <u>Bidder</u>  | <u>Amount</u> | <u>Consultant's Estimate</u> |
|--|---------------|------------------------------|
| <u>Athletic Equipment</u><br>Steel Products, Inc.                  | \$ 17,800     | \$ 14,000                    |
| <u>Ceramic Tile</u><br>David Allen Company                         | \$ 85,600     | \$ 84,767                    |
| <u>Caulking &amp; Sealants</u><br>Chamberlin-Washington, Inc.      | \$105,198     | \$106,844                    |
| <u>Folding Partitions</u><br>Modern Door and Equipment Sales, Inc. | \$ 22,700     | \$ 50,000                    |

|  |           |           |
|--|-----------|-----------|
| <u>Lockers and Metal Shelving</u><br>Steel Products, Inc.    | \$124,000 | \$ 96,300 |
| <u>Signage</u><br>Signs and Wonders<br>(Female-owned firm)   | \$ 12,768 | \$ 10,000 |
| <u>Spray Fireproofing</u><br>Diamond Engineering Corporation | \$130,000 | \$ 92,126 |

and

WHEREAS, The aggregate of the bids exceeds the consultant's estimate; however, funds are available to cover the overage; and

WHEREAS, The aggregate minority business participation for the subcontracts bid to date is 19.2 percent; now therefore be it

Resolved, That contracts be awarded for the above-referenced subcontractors meeting specifications for the Thomas S. Wootton High School addition project, in accordance with plans and specifications prepared by Samaha Associates.

RESOLUTION NO. 652-99            Re:    **CHANGE ORDER OVER \$25,000**

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

WHEREAS, The Department of Facilities Management has received a change order proposal from NAA, Inc., the contractor installing air conditioning systems at the Northwood Center, that exceeds \$25,000; and

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

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

Project:            Air Conditioning System at Northwood Center

Description:    Additional equipment is required to air condition areas of the building that were reconfigured for use as support rooms. These interior spaces cannot be air conditioned with window units and require separate split system air conditioners.

Contractor: NAA, Inc.

Amount: \$44,942

RESOLUTION NO. 653-99 Re: UTILIZATION OF FY 2000 FUTURE SUPPORTED PROJECT FUNDS FOR AND CATEGORICAL TRANSFER WITHIN THE CAREER AND TECHNOLOGY EDUCATION PROGRAMS

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 2000 Provision for Future Supported Projects a grant award of \$65,731 from the Maryland State Department of Education, under the Carl D. Perkins Vocational and Technical Education Act of 1998 for Career and Technology Education Programs, in the following category:

| <u>Category</u>                        | <u>Amount</u>   |
|--|-----------------|
| 4 Textbooks and Instructional Supplies | <u>\$65,731</u> |
| Total                                  | <u>\$65,731</u> |

and be it further

Resolved, That the superintendent of schools, subject to the approval of the County Council, be authorized to effect the following FY 2000 categorical transfer for \$143,502 within this same program:

| <u>Category</u>                        | <u>From</u>      | <u>To</u>         |
|--|------------------|-------------------|
| 3 Instructional Salaries               | \$ 89,039        |                   |
| 4 Textbooks and Instructional Supplies |                  | \$ 31,641         |
| 5 Other Instructional Costs            |                  | 111,861           |
| 12 Fixed Charges                       | <u>54,463</u>    | <u>          </u> |
| Total                                  | <u>\$143,502</u> | <u>\$143,502</u>  |

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 the categorical transfer to the County Council.

RESOLUTION NO. 654-99      Re:    **UTILIZATION OF FY 2000 FUTURE SUPPORTED PROJECT FUNDS FOR THE INTENSIVE VOCATIONAL ENGLISH LANGUAGE AND SKILLS PROGRAM FOR NURSING ASSISTANTS**

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

Resolved, That the Superintendent of Schools be authorized to receive and expend within the FY 2000 Provision for Future Supported Projects a grant award of \$53,336 from the Maryland Department of Human Resources, Community Services Administration, Maryland Office for New Americans, under the Federal Refugee Act of 1980 for the Intensive Vocational English and Skills Program for Nursing Assistants, in the following categories:

| <u>Category</u>                        | <u>Amount</u>   |
|--|-----------------|
| 1 Administration                       | \$ 1,626        |
| 3 Instructional Salaries               | 40,663          |
| 4 Textbooks and Instructional Supplies | 6,733           |
| 5 Other Instructional Costs            | 1,000           |
| 12 Fixed Charges                       | <u>3,314</u>    |
| Total                                  | <u>\$53,336</u> |

and be it further

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

RESOLUTION NO. 655-99      Re:    **UTILIZATION OF FY 2000 FUTURE SUPPORTED PROJECT FUNDS FOR THE TRINITY COLLEGE PARTNERSHIP PROGRAM**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 2000 Provision for Future Supported Projects a grant award of \$16,000 from Trinity College for the Trinity College Partnership Program, in the following

categories:

| <u>Category</u>     | <u>Amount</u>    |
|---------------------|------------------|
| 6 Special Education | \$ 15,000        |
| 12 Fixed Charges    | <u>1,000</u>     |
| Total               | <u>\$ 16,000</u> |

and be it further

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

**Re: CLASSICAL PROGRAM REVIEW OF SPECIAL  
EDUCATION**

Dr. Weast invited the following people to the table: Dr. Raymond W. Bryant, director, Department of Special Education; Dr. Margaret J. McLaughlin, acting director, Kennedy Institute, and chief investigator of the Classical Program Review of Special Education; Ms. Madeleine Will, vice president, Strategic Planning and Advocacy, Community Options, Inc. and the co-chair of the Department of Special Education Continuous Improvement Monitoring Team; and Ms. Linda Spears, director, Child Protection, Child Welfare League of America.

On October 27, 1997, the Board of Education approved the resolution, proposed by Mr. Blair Ewing, to conduct a Classical Program Review of Special Education in Montgomery County Public Schools (MCPS). The intent of the review was to examine a range of issues related to the delivery of special education services within MCPS and to establish benchmark indicators of program quality to be used to monitor and improve services to students, collaboration with parents and the community, and special education administrative functions.

After interviewing and considering several candidates, Dr. Margaret J. McLaughlin, of the University of Maryland, was selected to be the chief investigator of the program review committee. In conducting the review, the committee met with and interviewed a wide range of stakeholders, including MCPS central office and school-based staff, parents, and committee groups. In addition, data were examined and program observations were conducted.

The *Report of the Classical Program Review of Montgomery County Public Schools Special Education Programs and Services* outlines many positive aspects of the special education system. The nine recommendations for improvement are:

- ◆ Develop an indicator system and key performance benchmarks or goals to track special education program performance.
- ◆ Eliminate the separation of special education in central office administration and within schools.
- ◆ Increase the capacity of general education classrooms to better support students receiving special education as well as other students with significant learning and/or behavioral needs.
- ◆ Review the current array of special education programs and classes to reduce the sorting and placing of students and create a seamless and flexible continuum of settings and services.
- ◆ Increase age-appropriate options for all students with disabilities, ages 19-21.
- ◆ Develop a curricular framework, as well as systemwide professional development program, to ensure that all students with disabilities, regardless of where they receive their education, have the opportunity to access the general education curriculum and extracurricular activities.
- ◆ Address the discrepancies in staffing across classes and programs that serve student with high incidence disabilities, particularly those receiving Intensity I-III services.
- ◆ Engage in initiatives and exploration of how to reduce special education paperwork.
- ◆ Revise the process for determining staff allocations and other resources with the goal of increasing flexibility at the school level *with appropriate accountability for specific program and student indicators*. These include both student performance data and other processes to be identified as part of the recommended indicator system.

The Department of Special Education has reviewed the findings from the program review and has initiated several actions as a result of the recommendations.

Re: **DISCUSSION**

Mr. Felton was pleased with the quality of the special education assessment and the recommendations for continuous improvement. He agreed with Ms. Spears that equity in action does not necessarily mean equity in outcome. Mr. Felton asked if misidentification of students played a role in student achievement. Dr. McLaughlin did not think that misidentification was a real issue after looking at the data. When a student is placed in special education, that student becomes increasingly separated from the general education curriculum, and their opportunities to learn are diminished.

Mr. Felton asked about the lack of ownership to solve the problems in special education. Dr. McLaughlin responded that is a problem throughout the country because special education evolved through a legal and procedural process and has become a parallel educational program. This has been exacerbated in MCPS by several factors:

(1) the size of the school system, (2) more than 37 different alternatives and programs, and (3) a longstanding tradition that students with learning problems belong in special education. When a child is placed in special education, that child becomes isolated from general education.

Mrs. O'Neill gathered from the review that regular education teachers need training. Also, the transition of special education students from one school level to the next is a concern of parents. Another issue is the collection of data and the overwhelming amount of paperwork for special educators. Dr. Bryant stated that there will be an early intervention database with a computerized Individualized Education Program (IEP) process. A group is reviewing the IEP process to determine what is required, with an eye to eliminating unnecessary data. Dr. McLaughlin thought there should be supports for middle and high school students to enhance academic achievement. Dr. Bryant said the school system must focus on instruction to ensure that students have an equal opportunity for education.

Ms. Signer referred to the recommendation to develop an indicator system and key performance benchmarks or goals to track special education program performance. Parents have expressed the concern that their child's IEP is not fully implemented, and that MCPS has no way to monitor the IEP. She hoped that the use of an indicator system would help ensure student success. She concluded from the review that special education was outside the general education program and that the expectations for special education students were not high. Ms. Signer asked about the review's concern about the validity of the numerous programs and learning centers. Dr. McLaughlin replied that it was not a question of the necessity of the programs. However, the review committee was questioning how distinctions were made across multiple programs and the disabilities of the students served by these programs. A student's identification based on subcategories leads to multiple programs and that may not be a valid process. There should be flexibility within a continuum of programs for specialized education.

Ms. Signer referred to the resource allocation and discrepancies in staffing. She pointed out that the Research and Evaluation Subcommittee and Superintendent were looking at that topic in a broader context.

Mr. Burnett asked the following questions:

1. How is MCPS addressing the overrepresentation of African Americans coded for special education?
2. Why are African American students disproportionately fewer in Intensities 1, 2, and 3?
3. What is MCPS doing to fill the vacant positions, if they still exist? What services are not being performed due to vacant positions?
4. What is the cost per special education student?
5. How many students are in non-public placements? Who are they? Where are

- they? How much is MCPS paying for that service?
6. What is the success rate in moving students out of special education?
  7. What are the implications of MCPS reorganization on delivery of special education services?
  8. What type of parent training is provided by MCPS? Does MCPS provide parent support regarding the rights of the parents?
  9. What is the number of school psychologists per school? What is the role of the school psychologist? What is the breakdown between intervention and assessment? What is the caseload per school psychologist?

Staff said they would furnish Mr. Burnett with written answers to his inquiries.

Mrs. King commended staff for the report. She was interested in the over-identification of special education students. Dr. Bryant noted that the number of African American and Latino students in special education should reflect the natural proportion within the general student enrollment. The focus of the report was to continue to work in partnership with the Office of Civil Rights.

Mrs. King asked if teacher training would decrease the number of students identified as requiring special education. Dr. Bryant believed the Reading Initiative could have an impact on special education referrals. Clearly, children with certain disabilities need special education. However, emotional and learning disabilities require a subjective evaluation. Therefore, teacher training to enhance collaboration and co-teaching between special education and regular teachers was critical.

Mrs. King stated that Board members receive telephone calls in the spring when parents are attending screening meetings--especially when the child is moving into middle school. Dr. Bryant replied that that occurs at each transition point, and the system must work with parents to help them through the process.

Mrs. Gordon knew that the special education staff makes monumental efforts in working with children, and she was pleased that the report recognized the value of MCPS staff. She thought the report did not present anything new, but it highlighted the areas of concern. She was pleased with the trend toward more computerization for professionals in developing special education data. The development of the IEP with EMTs and ARDs is a very difficult process for parents. Often, the parents are not only dealing with educational issues, but issues within the home. She hoped that staff would be careful to take the time to explain the process and listen to parents. It is overwhelming to be the only person in the room who is not a professional educator or psychologist when those professionals are telling the parents what is wrong with their child. Dr. Bryant said that issue was the biggest challenge to staff, which was in the process of preparing a videotape on the screening process. A parent is rewriting the procedural safeguards manual. Also, a hotline outside the IEP room dials directly to the Parent Information and Training Center.

Mrs. Gordon noted that eight years ago special education services were brought into the central office. However, she had always believed that services closer to the schools helped the students as well as the educators. Dr. Bryant agreed that taking supports further from the schools increased the challenge both in supporting schools and children.

**Re: MCPS REORGANIZATION PLAN**

Dr. Weast, Dr. Seleznow (deputy superintendent), and Mr. Bowers (chief operating officer) said the current organizational structure of the central administration of the Montgomery County Public Schools (MCPS) is not aligned to support the comprehensive changes necessary to improve student achievement and close the performance disparity among students when disaggregated by race and ethnicity. A restructuring is necessary to streamline the organization, improve responsiveness to schools, achieve greater accountability, and increase efficiency and effectiveness. A related educational plan is being developed to maintain high academic standards and student performance, accelerate instruction, improve the achievement of low-performing students, and close the achievement gap. The reorganization is based on three focus areas: improve school performance and accountability, transform the culture of MCPS through organizational development, and improve business operations and financial resources.

Many of the individuals involved in this effort expressed the same concerns acknowledged by members of the Board of Education during its recent retreat when it identified the priorities necessary for the future success of the school system. On September 23, 1999, the Board of Education committed itself and the entire organization to five academic priorities to be addressed over the next four years in furthering the Success for Every Student strategic plan. The five priorities are:

- ! Improve the educational design and delivery of instruction and curriculum by utilization of proven best practices.
- ! Organize and optimize assets for improved academic results.
- ! Analyze and measure teachers' and principals' effectiveness in improving student performance and results.
- ! Develop, expand, and coordinate a literacy-based birth-to-kindergarten initiative.
- ! Create unique, innovative family and community friendly partnerships to improve academic results.

To organize and optimize assets for improved academic results, the new organizational structure will be built on the three integrated components and led by a team of deputy superintendents or the equivalent who will provide the leadership and administration necessary to guide the reform and improvement efforts. By assigning three executive functions to these respective areas, while maintaining the collaboration of a strong

administrative team, the restructuring will be able to focus with the appropriate authority when responding to the needs of schools. Student achievement—specifically the improvement of academic performance and the closure of the achievement gap—will be the focus of everyone in the school system. A chart shows the interconnections between all of the offices in the organization. This structure will depend on collaboration rather than the traditional linearity of past and current hierarchical structures.

#### Deputy Superintendent for Education

The centerpiece of the reorganization is the concentration of all academic and education programs and services in support of schools. The Office of the Deputy Superintendent for Education will lead this effort. The primary focus of the deputy superintendent will be on directing all instructional programs to ensure that student performance improves and the achievement gap is closed. The offices of Instruction and Program Development (OIPD) and Pupil and Community Services (OPCS) will report directly to this deputy superintendent, along with a new office described below. Specialists, supervisors, teachers, and coordinators in all of these offices will be reorganized into integrated project teams and assigned to focus on under-performing schools and students.

The Office of School Administration (OSA) will be completely restructured to become the Office of School Performance and Accountability, comprising six community superintendents reporting directly to the deputy superintendent. The community superintendents will be supported by school performance directors overseeing teams of instructional and operations staff. The current associate superintendent, seven directors of school administration, two principals on special assignment, and two other OSA administrative positions will be eliminated to create these new positions.

#### Deputy Superintendent for Organizational Development

Organizational development is the second major component of the administrative restructuring. The school system must establish an organizational capacity for change and develop a high-performing and diverse workforce, one that meets rigorous standards and has the talent and competence to work successfully with a highly able and multicultural student body. At the same time, continuous improvement efforts must be organized through a comprehensive approach, including the use of successful models from the private sector.

The establishment of an Office of Organizational Development at the deputy superintendent level provides a systemwide approach to sustained change across a large and diverse workforce. The school system needs the capacity to provide superior training and support for current employees and to recruit, hire, retain, and prepare the best and brightest candidates available for every position. This office will be responsible for staff training to improve the quality and performance of teachers and support staff. Further, this office will focus on the recruitment and training of the highest quality principals and other managers who are essential to achieving the goals.

The Office of the Deputy Superintendent for Organizational Development will form the foundation for assuring that employees are the best trained, most highly focused, and most productive anywhere in the country. To prepare students for the next century, the school system can ill afford to have anything less than an exceptionally prepared and competent workforce improving continuously in an organization that is efficient, adaptive, and student- and classroom-centered. This office will lead all human services and organizational development functions. The deputy superintendent position will be created by reconstituting and upgrading the vacant position of associate superintendent for supportive services. The office will be responsible for the alignment and integration of the units currently responsible for Staff Development, Personnel Services (renamed Human Resources), Employee Assistance, Association Relations, Human Relations, and Safety and Security.

#### Chief Operating Officer

The third component of the reorganization is the consolidation of all finance, business, and support activities into the new Office of the Chief Operating Officer to streamline the organization and create greater efficiencies of operational functions to support students and staff. This change will combine and restructure the functions of the Office of Financial Management, the Office of Global Access Technology, and the Office of Supportive Services. Several units within these offices, specifically those currently responsible for Personnel Services, Safety and Security, and Employee Assistance, will be transferred to the new organizational development office described above. The Office of Global Access Technology will be converted to department-level status with the elimination of the position of chief information technology officer and the creation of a director position. In addition, responsibility for all legal services will be assigned to the Office of the Chief Operating Officer.

Central office resources can be divided into three groups—knowledge assets, operating assets, and school performance assets. The "knowledge assets" are located primarily in the offices of Instruction and Program Development and Pupil and Community Services. The "operating assets" are primarily the units within the new Office of the Chief Operating Officer. Knowledge and operating assets are also located within the new Office of Organizational Development. All of these assets can be more productively integrated and deployed under the leadership of community superintendents as "school performance assets" to address the needs of specific schools. The goal of the matrix organization, therefore, is to facilitate the formation of integrated project teams that focus on improving school performance while operating with increased efficiency and effectiveness.

Each community superintendent in the Office of School Performance and Accountability will have two integrated project teams of supervisors, specialists, and coordinators drawn from various offices, departments, and divisions. One team will focus on instruction and student performance, and the other will focus on business practices and

operations in schools. These teams will be structured through the matrix organization to ensure that all offices are working collaboratively with shared performance goals so that the resources of the system are used to address the critical needs of schools.

The school operations support team will have responsibility for ensuring that schools receive high-quality business and support services operated in an efficient and timely manner. Each of these teams will be made up of supervisors, coordinators, and specialists from the departments of Personnel Services; Management, Budget, and Planning; Planning and Capital Programming; and Supply and Property Management; the divisions of Transportation, Plant Operations, Food and Nutrition Services, Safety and Security, and Maintenance; and from Global Access Technology.

All teams will be flexible, able to adapt their services and products to meet school needs, and deployed and managed in the field by the community superintendents. Moreover, staff on all teams will be supervised and evaluated by both the community superintendents and the directors of the departments and divisions to which they are assigned. This will ensure that everyone shares accountability for school and student performance. All community superintendents will be housed in a single office to assure that collaborative and joint decision making occurs. This is essential to ensure that a county- and system-wide perspective is maintained by each at all times and that priorities for distribution of resources are established through a shared, countywide system. Moreover, such joint decision making, while difficult at times, will ensure that equity is achieved among all schools and clusters.

#### Office of the Superintendent of Schools

To support this reorganization, two changes are planned for the Office of the Superintendent of Schools. The first change is necessary to use of data and research as a fundamental component of all efforts to improve academic achievement and workforce effectiveness and efficiency. The Department of Educational Accountability will be restructured as the Department of Applied Research and Evaluation to focus resources on the use of data and information for educational reform, innovation, and performance, including information derived from original research and the findings and best practices of other school districts. This department will report to the Office of the Superintendent.

The second change reflects the belief that a significant effort is necessary to engage employees, parents, community leaders, and the general public in the transformation of the school system. The current Department of Information will be expanded and become the Department of Communications with a focus on improving internal and external communications with the stakeholders of the educational community. The department also will coordinate the current units of Instructional Television and Electronic Graphics and Publishing to establish a unified approach for organizational communications.

### Summary of Position Changes

The organizational changes outlined here will result in the elimination of 33 positions, including 20 administrative and supervisory/executive level positions and 13 supporting services positions. Thirty-five new positions will be created, including 20 administrative and supervisory/executive level positions and 15 supporting services positions. Further position changes and financial savings are anticipated in the recommended FY 2001 budget. All new positions are expected to be filled over the next three months.

### Conclusion

The restructuring of the entire organization is best understood through the matrix organization in which all of the school system's resources and assets are focused on schools. Schools are at the top of this matrix. Implicit in this design is the need for increased productivity, collaboration, and accountability within a framework of shared responsibility. Decisions will be based on analyses of information about schools, students, and performance results; the needs identified by principals and their staffs; and feedback from parents and school/communities. Assessment will be integral and continuous. This organizational design, particularly the formation of the teams under the community superintendents, will provide the central administration with the flexibility to respond quickly and effectively to changing school conditions and school performance needs. Indeed, the ability of the school system to respond rapidly to the needs of schools and to adapt with flexibility to changing circumstances, not only in the deployment of staff but also in the allocation of resources, will be the hallmark of this new organization.

### Re: **DISCUSSION**

Mr. Felton thought the plan was responsive to the needs identified by the Board. He believed that structure influences behavior. The process will continue to be adjusted as the school system realigns its resources for more effective academic achievement of its students. He was very supportive of the plan.

Mrs. King asked if there was a timetable for the changes in positions. Dr. Seleznow replied that with the Board's sanction, staff would move forward immediately with the changes and bring appointments to the Board for approval within the next month and no later than December.

Ms. Signer supported the reorganization because it focused on the education of children. She was gratified that the community superintendents would have the resources needed to educate children and to assure that schools receive those resources. Then, the system would hold the schools accountable for successfully educating all children.

Mrs. O'Neill was excited that resources were moved as close to the schools as possible. She hoped the community superintendents would have strong shoulders to support the

plan. As they move into their role as school performance and operations support, she encouraged them to know firsthand every school within their jurisdiction.

Mr. Burnett supported the plan. He wanted it to be a living and breathing plan since it should be fine-tuned from time to time to make it more effective. He was pleased to see the outreach to the community, the business sector, and parents.

RESOLUTION NO. 656-99            Re:    **MCPS REORGANIZATION PLAN**

On motion of Ms. Signer and seconded by Mrs. O'Neill, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education endorses the MCPS Reorganization Plan.

RESOLUTION NO. 657-99            Re:    **SUBSTITUTE MOTION ON THE POLICY FFA,  
NAMING OF SCHOOLS**

On motion of Ms. Signer and seconded by Mrs. Gordon, the following motion was adopted with Mr. Burnett, Mrs. Gordon, Mrs. King, Mrs. O'Neill, Ms. Sampedro, and Ms. Signer voting in the affirmative; Mr. Felton voting in the negative:

Resolved, That the Board of Education defer action on Policy FFA, *Naming of Schools*, until January 11, 2000, and seek public comments on the proposed changes.

Re:    **BOARD/SUPERINTENDENT COMMENTS**

There were no comments.

RESOLUTION NO. 658-99            Re:    **CLOSED SESSION RESOLUTION**

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

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

Resolved, That the Board of Education of Montgomery County conduct a closed session on November 1, 1999, in Room 120 beginning at 7:30 p.m. to consult with counsel to receive legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*; and be it further

Resolved, That the Board of Education of Montgomery County conduct a closed

session on November 3, 1999, in Room 120 in the evening (at a time to be determined) 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 conduct a portion of its meeting on Tuesday, November 9, 1999, in Room 120 of the Carver Educational Services Center from 8:30 to 10:00 a.m. and 12:30 to 1:30 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*, consult with counsel to obtain legal advice, as permitted by Section 10-508(a)(7) of the *State Government Article*; and to review and adjudicate appeals in its quasi-judicial capacity and to discuss matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*); and be it further

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

**Re: REPORT OF CLOSED SESSION**

On October 14, 1999, the Board of Education unanimously 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 October 14, 1999, from 9:10 to 10:30 a.m. and 12:00 to 1:40 p.m. in Room 120, Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and/or adjudicated the following appeals: 1999-33, 1999-34, T-1999-79, T-1999-87, T-1999-90, T-1999-95, T-1999-96, T-1999-101, and T-1999-104.
2. Reviewed the Superintendent's recommendations for the appointments of the Chief Operating Officer, Director of the Division of Career and Technology, Coordinator of Student Affairs, and Director of High School Innovative and Academic Initiatives, subsequent to which the vote to approve the appointment was taken in open session.
3. Discussed and reviewed the Personnel Monthly Report, subsequent to which the vote to approve the report was taken in open session.
4. Discussed a contractual issue.
5. Received advice from its attorneys.
6. Discussed legal issues with the State's Attorney.

In attendance at part or all of the above closed sessions were: Steve Abrams, Elizabeth Arons, Larry Bowers, Fran Brenneman, Judy Bresler, Kermit Burnett, Hiawatha

Fountain, Doug Gansler, Bob Hacker, Marlene Hartzman, Roland Ikheloa, Nancy King, Frieda Lacey, George Margolies, Susan Marks, Patricia O'Neill, Brian Porter, Glenda Rose, Laura Sampedro, Steve Seleznow, Mona Signer, George Simms, Maree Sneed, Roger Titus, Jerry Weast and Kay Winfrey.

RESOLUTION NO. 659-99            Re:    **BOARD APPEAL NO. T-1999-105**

On motion of Mrs. O'Neill and seconded by Mrs. Gordon, the following resolution was adopted:

Resolved, That the Board of Education adopts its Order in Appeal T-1999-105, a student transfer matter, reflective of the following vote: Mr. Burnett, Mr. Felton, Mrs. Gordon, Mrs. King, Mrs. O'Neill, Ms. Sampedro, and Ms. Signer voting to affirm; Mr. Abrams was absent.

RESOLUTION NO. 660-99            Re:    **BOARD APPEAL NO. T-1999-106**

On motion of Mrs. O'Neill and seconded by Mrs. Gordon, the following resolution was adopted:

Resolved, That the Board of Education adopts its Order in Appeal T-1999-106, a student transfer matter, reflective of the following vote: Mr. Burnett, Mr. Felton, Mrs. Gordon, Mrs. King, Mrs. O'Neill, Ms. Sampedro, and Ms. Signer voting to affirm; Mr. Abrams was absent.

Re:    **POLICY BFA, *POLICYSETTING***

Mrs. Gordon withdrew the following motion.

Resolved, That the Board of Education rescind Policy BFA, *Policysetting*.

Re:    **NEW BUSINESS**

Mrs. O'Neill moved and Mr. Burnett seconded the following:

WHEREAS, The recent car accident at Seneca Valley High School in which a student lost his life and two others were seriously injured has deeply saddened our community and further heightened concerns about the safety of students leaving campus for lunch under the Board of Education's Open Lunch Policy, JEF; and

WHEREAS, Policy JEF and Regulation JEF-RA establish policies and procedures for allowing senior high school students to leave school during their lunch period; and

WHEREAS, Policy JEF was established by resolution on November 27, 1978, and has not been revised substantively since its adoption; now therefore be it

Resolved, That the Board of Education request the Superintendent to undertake a comprehensive review of Policy JEF and Regulation JEF-RA given the stated safety concerns that have been raised by the community; and be it further

Resolved, That the review involve input from each high school principal on what his or her school's current policy is on open lunch, the capacity of their school's cafeteria, ease of enforcing the policy, program implications for not offering an open lunch policy, and potential liabilities, if any, for schools that have an open lunch policy; and be it further

Resolved, That the superintendent also seek input from key MCPS stakeholders, such as student groups, parents, and the business community; and be it further

Resolved, That this review and analysis be completed in time for the beginning of the school year 2000-2001.

RESOLUTION NO. 661-99      Re:    **ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of October 25, 1999, at 10:50 p.m.

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PRESIDENT

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SECRETARY

# MONTGOMERY COUNTY BOARD OF EDUCATION SUMMARY SHEET

October 25, 1999

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