

APPROVED
15-2000

Rockville, Maryland
May 9, 2000

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, May 9, 2000, at 10:10 a.m.

ROLL CALL Present: Mrs. Patricia B. O'Neill, President
 in the Chair
 Mr. Kermit V. Burnett
 Mr. Reginald M. Felton
 Mrs. Beatrice B. Gordon
 Mrs. Nancy J. King
 Ms. Laura Sampedro, Student Board Member
 Ms. Mona M. Signer
 Dr. Jerry Weast, Secretary/Treasurer

Absent: Mr. Stephen Abrams

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

RESOLUTION NO. 300-00 Re: **CLOSED SESSION**

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 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 portions of its closed session on May 9, 2000, in Room 120 from 9:00 to 10:00 a.m. and 12:00 to 1:30 p.m. to discuss Human Resources appointments and the Human Resources Monthly Report, as permitted under Section 10-508(a)(1) of the *State Government Article*; and be it further

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

Resolved, That the Board of Education of Montgomery County dedicate part of the closed session on May 9, 2000, 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 these portions of the meeting continue in closed session until the

completion of business.

Re: **ANNOUNCEMENT**

Mrs. O'Neill announced that Mrs. King was at a press conference with the Governor and would rejoin the meeting later. Mr. Abrams was out of the country.

RESOLUTION NO. 301-00 Re: **APPROVAL OF THE AGENDA**

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

Resolved, That the Board of Education approve its agenda for May 9, 2000.

Re: **SALUTE TO FOOD AND NUTRITION SERVICES PERSONNEL**

The following Food and Nutrition Services personnel were honored for many years of dedicated services to MCPS:

- \$ Lois Bettis, Field Manager in the Division of Food and Nutrition Services
- \$ Karen Booth, Permanent Substitute in the Division of Food and Nutrition Services
- \$ Lynn Como, Food Services Satellite Manager II at Forest Knolls Elementary School
- \$ Shirley Crabill, Account Assistant II in the Division of Food and Nutrition Services
- \$ Maria Fontana, Cafeteria Manager II at Mark Twain School
- \$ Jerlean Johnson, CPF Cafeteria Worker I in the Central Production Facility
- \$ Gloria Thrash, Food Services Satellite Manager I at Cannon Road Elementary School

Re: **BOARD/SUPERINTENDENT COMMENTS**

Dr. Weast commended Jo Anne McKernon, a fourth grade teacher at Thurgood Marshall Elementary School, who received the MCPS Teacher of the Year award. Ms. McKernon will represent Montgomery County in the competition for the 2000-2001 Maryland Teacher of the Year. To have great teachers, the budget must support those teachers. Next year's budget is very aggressive, starting with early childhood education. He thanked the Board members and members of the Education Committee for working through the budgetary process.

Mrs. O'Neill thanked Mrs. King for working with her in meeting with all Council members and explaining the FY 2001 Operating Budget. Every Board member who lobbied Council members deserved credit. She congratulated Christopher Lloyd, who was chosen to be the student member of the Board by 74.5 percent of the 48,111 secondary students who

cast ballots in the May 4 election conducted by the Montgomery County Region of the Maryland Association of Student Councils. A sophomore at John F. Kennedy High School, Mr. Lloyd will begin his one-year term as the 23rd student member of the Board on July 1.

Ms. Signer reported that last weekend 1,000 women walked in the Avon Breast Cancer Research Walkathon. Rocky Hill Middle School was used for the women to camp out on Friday evening, and Tilden Middle School was used on Saturday. Everyone appreciated the extra effort the principals made to accommodate this activity.

Mr. Felton noted that several Board members were at the Kingsley Wilderness program, and it was very impressive. He congratulated the staff, students, and the parents. Also, Montgomery Blair High School taped a program for parents who speak Spanish, which was a tremendous effort for the school and community. Mr. Felton stated that the daughters of parents who take them to work will be excused from school.

Mr. Burnett congratulated Mr. Lloyd for his election to the Board. Also, he met with a group of parents interested in smoking and children, and he wanted staff and parents to be cognizant of information on how smoking affects young people. Mr. Burnett thanked the Education Committee for its support of the FY 2001 Operating Budget.

Mrs. Gordon remarked that she attended the Maryland Blue Ribbon Awards dinner at Martin's West, where four schools were honored: Damascus, Richard Montgomery and Paint Branch high schools, and Col. E. Brooke Lee Middle School. The number of community members, teachers, students, parents, and staff who attended the event demonstrated the honor of being a Blue Ribbon school. She complimented those communities, staff, and students on their remarkable work.

Re: **PUBLIC COMMENTS**

The following people testified before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Marvin Mostow	Parent Involvement
2.	Linna Barnes	Curriculum
3.	Ruby Rubens	Algebra 1 Scores

Re: **FIRST SEMESTER RESULTS OF ALGEBRA I EXAMS**

Dr. Weast Invited the following people to the table: Dr. Pamela Hoffler-Riddick, community superintendent; Dr. Marlene Hartzman, director of the Department of Applied Research and Evaluation; and Dr. John Larson, coordinator of the Research and Evaluation Unit.

In January, 64 percent of high school students in the Montgomery County Public Schools failed the first semester Algebra 1 exam. This high failure rate coincided with the first time that the Algebra 1A exams routinely administered at the end of the first semester used the same set of test items and the same grading curve in all the high schools. Prior to that time, each high schools had been permitted to add its own set of school-specific test items to the countywide final exam and to establish its own grading curve. The new uniform grading curve specified that a score of 60-percent correct was required to earn a passing grade on the final exam. The purpose of this change was to reinforce uniform instruction systemwide so that students with any given level of math preparation in Grade 8 could expect to receive the same quality of algebra instruction at any of the high schools in MCPS.

Is the instrument a valid assessment of Algebra 1?

- \$ The Algebra 1A 2000 exam is an assessment instrument with content and predictive validity. The new grading scale detects better than the former scales those students who will most likely need additional assistance as they progress toward Algebra 2.
- \$ For students with the same levels of achievement as measured by Grade 8 Math Criterion-Referenced Tests (CRTs), there are differences with respect to ethnicity and student outcomes. African American and Hispanic students are more likely to score lower on the Algebra exam than their White or Asian counterparts with the same CRT score.

Who is taking Algebra 1?

- \$ A third of the ninth grade population is taking courses above Algebra 1. Largely White and Asian (87 percent) students are achieving at high levels and are impacted the least by poverty (13 percent).
- \$ Conversely, ninth grade students who are enrolled in courses below Algebra are predominantly African American and Hispanic (66 percent) students and are impacted the most by poverty (69 percent).

- \$ Students taking Algebra 1 are 62 percent White and Asian and 38 percent African American and Hispanic. The overall FARMS rate for this group is 38 percent but is much higher for African American and Hispanic students.

How did Algebra 1 students perform?

- \$ The Algebra 1 exam failure rate is a story that should best be told by looking at schools using Educational Load or FARMS rate.
- \$ Schools with higher percentages of students in participating in free and reduced-priced meal service (FARMS) tend to have lower Algebra 1 exam passing rates. There are exceptions. However, for students with the same level of preparation and economic status, there are still differences by race and ethnicity in student performance.
- \$ Plotting the relationship between Algebra 1 pass rates and FARMS rate of Algebra 1 takers, there are schools that appear to be adding value to the instructional program of the students they serve.
- \$ Forty-three percent of ninth grade Algebra 1 students passed the semester exam while 87 percent of them passed the course. This achievement discrepancy has far-reaching ramifications.

Which schools are successful in preparing Algebra students?

If these schools are examined using principles of proficiency, productivity, and equity, the following patterns emerge.

- \$ Damascus, Thomas S. Wootton, Poolesville, and Paint Branch high schools appear to be the most effective at delivering mathematics instruction to all of their students.
- \$ Albert Einstein, Seneca Valley, and Sherwood schools are the least effective.

It should be noted, however, that the numbers of students taking Algebra by ethnicity varies among these schools.

Further studies are recommended to examine the least and most productive schools in terms of pass rates to focus on classroom attributes (class size, years of teaching, educational attainment, certification) and teacher productivity.

Re: DISCUSSION

Mrs. O'Neill thanked staff for preparing the presentation on short notice. It was critical that the Board had the discussion and moved forward to assure student success in algebra. The only other countywide exam that MCPS had was in foreign languages, and the Board was interested in the results of those exams. There is a need for all students to take final exams in all courses to ascertain their mastery of the material.

Mrs. Gordon thanked staff for the presentation and for helping the Board understand the issue and next steps. She thanked Ms. Signer for bringing countywide exams to the Board as a new business item. She noted that the eighth grade CRT scores appeared to be higher for students entering Paint Branch than those entering Seneca Valley. She asked what the reason was for that variance. Dr. Hoffler-Riddick replied that articulation of students provides the high schools with students who are appropriately prepared; therefore, the county needs to examine the CRT scores for students leaving the eighth grade to determine their potential. The scope and sequence of courses must be reviewed to determine what the students are studying and whether there is a pattern of courses or sequences that lead to higher student achievement and, thus, prepare them to be successful.

Given the large number of students who did not pass the algebra exam, Mrs. Gordon wanted to know what MCPS planned for those students to ensure their mastery of the material. Dr. Weast replied that the system must examine the teachers assigned, extend the school year for augmentation, and retrain the staff. The FY 2001 FY Operating Budget has initiatives that will address this issue, and the Education Committee has recommended that the County Council adopt the budget. In the meantime, staff wants to scrutinize final exams to ascertain systemic changes to address the problem.

Mrs. Gordon reiterated that thousands of students did not pass the test and that the exam is a reliable indicator of mastery of the curriculum. However, she wanted to know, school-by-school, what interventions would be put into place for students who did not pass the exam so that they can master algebra and move on to higher mathematics. Dr. Weast stated there would be interventions in the fall for the 2,000 students who did not pass Algebra 1; therefore, there would be systemic interventions as well as short-term interventions. Dr. Hartzman noted that this exam was not a high-stakes test and counted for only 25 percent of the final grade. Dr. Hoffler-Riddick remarked that the exam was a floor test and not a ceiling test, and the assessment is of basic essential algebraic concepts and skills that ensure readiness for Algebra 2 and the SATs. The real conversation begins with whether the results can be explained in terms of teacher quality and whether teachers possess the skills and knowledge needed to appropriately deliver instruction to all children. Regardless of what the students received initially, staff needs to examine whether the principals and teachers are able to use strategies and best practices

that would help mediate those deficits so that those students will be successful.

Ms. Sampedro asked if MCPS was teaching everyone the same thing. From an early age, students are divided into lower and higher math and reading classes. For example, the students in the higher math classes start with equations, exponents, and variables in the fifth grade, and the students in the lower math classes are still learning decimals. Therefore, some students do not have the opportunity to do well in algebra. Also, the Northeast Consortium schools did well in the algebra exams despite poverty rates. She thought the consortium might be a model that should be studied. Dr. Hoffler-Riddick stated that MCPS must ascertain what all children need to know and, regardless of course placement, ensure that they have the opportunity to gain access to the content and have it delivered in a way that meets their instructional needs. Therefore, it is a content and context issue.

Mr. Burnett was alarmed that there were not more interested people in the audience since this was an issue that affected all students, especially minority and poor students. The Board knew that the results of the Algebra 1 final exams would not be impressive. Expectations and what MCPS wants children to learn are a key. The teachers are asked to do more and more, and there is a need to restructure what they deliver. The Superintendent was proposing a more sane approach in the way algebra instruction would be delivered as well as supports for the program. Starting with all-day kindergarten through the elementary grades, programs must be put into place to support children in the schools where it is needed. He asked what staff does to excite parents to help all children do better. Also, something must be done this summer to help the children who failed the final exams and did not pass the course. Dr. Weast noted that the performance of students in the courses and the different cut rates in algebra would reflect in the SAT scores. This would show in the SAT scores. This is a call to action to change and expose the problem, scope and sequence it, and focus on those children who have not passed the course with augmentation programs in the fall. It is critical that staff and the Board stay focused down through the elementary school level.

Mr. Burnett asked how students can get into Advanced Placement and honors courses when they cannot get by the floor of an algebra exam.

Dr. Weast said there has to be three strategies: (1) early childhood education, lower class size, and targeted interventions in the elementary schools; (2) a strong curriculum for every child that accelerates learning;

and (3) targeted intervention to support teachers and students. This will take a strong will and perseverance from the staff and the Board since this is not just a math problem but also a literacy problem.

** Mrs. King joined the meeting at this point.

Mrs. O'Neill thought the data was very troubling in many ways. This is a short-term problem because MCPS has to do something for those students who failed the exam, and it is a long-term problem to improve the curriculum and instructional delivery. She planned to introduce a new business item that all students take the Algebra 1 exam. She would like to see where there is success and what those individual teachers are doing. The high school assessment and the SATs are not curved.

Mr. Felton thought it was a time for action even though the truth was painful. The issue is what the Board and Superintendent plan to do about assuring that students master algebra. He wanted to make sure that the Board kept the right perspective on the issue and understood the magnitude of the problem. The school system is looking at the data differently and is committed to doing something about it. There will not be quick, easy, or cheap fixes. There has to be a long-range plan with a short-term remedy for those students who failed the final exam. The school system must identify specifics that would enable parents to help their children and the school be successful. MCPS must stay the course and follow a plan. He appreciated staff's comments on methodology of teaching and the expectations of teachers, especially for minority students. However, it is the practices of the entire school system that will impact the performance of students. The Board, County Council, and County Executive are committed to help all students succeed. Again, the school system must identify specific actions that parents can take this summer to work with those students to prepare them for future schooling.

Ms. Signer thought the school system had failed a substantial number of students, now and in the past. Sixty percent has been set as a passing grade on the exam, and she asked if 60 percent was mastery of the subject. It is not mastery in the same way MCPS views the 650 standard on the CRTs as mastery of the content of a specific grade. In her view, passing the final exam has to be a requirement for receiving credit in the course. The Board needs to review Policy IKA, *Grading and Reporting*. She questioned if the 650 standard on the CRT was too low as a predictor of math success and if it was a proficiency standard. Dr. Hoffler-Riddick replied that the 650 standard reflects well with the national and state tests. Ms. Signer interpreted that to mean that a 650 on the CRT would put a student at the mean on the MSPAP and just above the mean on the CTBS.

Ms. Signer noted that far more students pass the course than pass the exam, and she asked if there was any grading consistency from school to school. Clearly, MCPS does not have any standardization from school to school in terms of what constitutes an A, B, C, or D.

Ms. Signer observed that the data showed significant differences among racial/ethnic groups. She would be interested in seeing data arranged by school, principal, resource teachers, and teacher. She asked if the teachers were certified, received recent training, and if there was a relationship between the middle school math pilot and success with Algebra 1. Dr. Hartzman replied that those were exactly the questions that staff would be examining.

Ms. Signer shared her colleagues' concerns about helping those students who had failed the exam, such as through summer school, tutoring, repeating the course, or whatever it takes to assure those children master Algebra 1.

Ms. Signer noted that there were countywide final exams in foreign language and other math courses. Has MCPS moved to standardize the content in those exams, and the grading scale for those exams? She asked that staff bring to the Board a report in those countywide final exams.

Mr. Felton asked for the data/profile on the 4,000 students who passed the Algebra 1 final exam.

Mrs. King thought it was important for the Board and parents to understand that this was a complex issue, and there was not any one reason why students have not done well in algebra.

Dr. Weast reiterated that a systemic resolve that starts early with all staff focused on the excellence of instruction for all children. Principals and teachers need time to work with each other, and they need encouragement to use the best practices. Over time, the problem will be fixed, and he was comfortable that after six years the system would work for all students.

Re: COUNTYWIDE FINAL EXAMS (New Business Item)

On motion of Mrs. O'Neill and seconded by Mrs. Gordon, the following item was introduced and amended as follows:

WHEREAS, The Board of Education is greatly concerned about the high failure rate of students taking the final exam in Algebra 1 in high school; and

WHEREAS, Countywide final exams should be considered a measure of a student's proficiency in the content of the course, especially Algebra 1; and

WHEREAS, Final exams now only account for one-quarter of a student's final grade for the course; and

WHEREAS, It is apparently the practice of some students to skip the final exam because a failing grade would not mean a failure for the course; now therefore be it

Resolved, That the Board of Education direct the superintendent to take the necessary steps to ensure that, as countywide final exams are phased in, a process for standardized assessment and test administration is implemented for all students; and be it further

Resolved, That the Board of Education review *Policy IKA: Grading and Reporting* to consider ways in which students would be required to take and pass a final exam in order to receive full credit for the course, beginning with Algebra 1; and be it further

Resolved, That the superintendent examine the training needs for teachers and principals in middle and high school who are responsible for implementing final exams, specifically Algebra 1, and ensure that such teachers and principals are familiar with the changes in the specified curriculum, the test format, proven best practices, and use of the latest curriculum guides; and be it further

Resolved, That the Board of Education schedule time to discuss the results of the other countywide final exams.

RESOLUTION NO. 302-00

Re: **FIRST SEMESTER RESULTS OF ALGEBRA I EXAMS**

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

Resolved, That the Board of Education approve the recommendations of the Superintendent in the Results of the First Semester Algebra 1 Exams report.

Re: **LUNCH AND CLOSED SESSION**

The Board of Education recessed for lunch and closed session from 12:20 to 1:50 p.m.

** Mrs. King temporarily left the meeting.

RESOLUTION NO. 303-00 Re: **PROCUREMENT CONTRACTS MORE THAN
\$25,000**

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

WHEREAS, It is recommended that RFP 1090.1, Document Imaging and Management System, be rejected due to a change in requirements; now therefore be it

Resolved, That RFP No. 1090.1, Document Imaging and Management System, be rejected due to a change in requirements; and be it further

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

1025-98	Asphalt Replacement at Various Schools and Facilities B Extension	
	<u>Awardee</u>	
	Craig Paving, Inc.	\$ 724,916
1032.1	Legal Counsel for Montgomery County Public Schools Department of Special Education B Extension	
	<u>Awardees</u>	
	Hogan and Hartson, L.L.P.	
	Knight, Manzi, Nusbaum and LaPlaca	
	Jeffrey Krew	
	Reese and Carney, L.L.P.	
	Total	\$ 500,000
4064.2	Art Tools	
	<u>Awardees</u>	
	Elgin School Supply Company, Inc.	\$ 226
	Executive Business Products*	30,458
	J.L. Hammett Company, Inc.	1,695
	Integrity School Supplies*	172,659
	Interstate Office Supply Company *	3,069
	Marsel Brush Company*	4,738

	Midwest Technology Products and Service*	2,425
	Pyramid School Products	29,823
	Sax Arts and Crafts	5,443
	Service Reproduction Company	3,443
	Windtree Enterprises, Inc.	<u>10,792</u>
	Total	\$ 264,771
4065.2	Ceramic Supplies	
	<u>Awardees</u>	
	Bailey Pottery Equipment Corporation	\$ 988
	Cutlass Enterprises, Inc.	5,364
	Gare, Inc.	1,838
	Pine Ridge Pottery, Inc.	46,676
	Pyramid School Products	1,339
	Sax Arts and Crafts	1,814
	Windtree Enterprises, Inc.	<u>2,754</u>
	Total	\$ 60,773
4100.1	Fire Alarm Parts	
	<u>Awardee</u>	
	Tri-Ed Distribution, Inc.	\$ 73,513
7034.3	Studio Television Communication Equipment	
	<u>Awardees</u>	
	Allegheny Electronics, Inc.	\$ 405
	CTL Communications Televideo*	80,056
	Kinetic Artistry, Inc.	10,264
	Kipp Visual/Security Systems	38,870
	Kunz, Inc.	1,175
	Peirce Phelps, Inc.	6,639
	Professional Products, Inc.	40,244
	Video Corporation of America	<u>345</u>
	Total	\$ 177,998
7035.1	Laboratory Tables for New and Modernized Schools B Extension	
	<u>Awardees</u>	
	Diversified Educational System, Inc.	\$ 4,240

Steel Products, Inc.		<u>50,384</u>
Total		\$ 54,624

7040.1 Library Furniture B Extension

<u>Awardee</u>		
Douron, Inc.*	\$	58,762

7061.1	Bookbinding B Extension		
	<u>Awardee</u>		
	Mid-Atlantic Bookbindery		\$ 29,762
7072.1	Color Presses for Electronic Graphics and Publishing Services		
	<u>Awardee</u>		
	Heidelberg USA, Inc.		\$ 695,600
7080.1	Computer Memory Modules		
	<u>Awardee</u>		
	Wareforce, Inc.*		\$ 72,100
9016.1	Electrical Supplies and Equipment		
	<u>Awardees</u>		
	Allied Sales Corporation		\$ 4,500
	Branch Electric Supply Company		146,421
	Commerce Electric Supply Company		14,740
	Graybar Electric Company, Inc.		2,579
	Kelvin Electronics, Inc.		598
	Kent Industries*		3,500
	Lee Electric Company of Baltimore		198,549
	Maurice Electric Supply Company, Inc.		24,072
	C.N. Robinson Lighting Supply Company		147,909
	Shepherd Electric Company, Inc.		10,648
	United Electric Supply		133,564
	Washington Power and Light		11,232
	Wesco		<u>4,397</u>
	Total		\$ 702,709
9051.2	Athletic, Cheerleader, and Pompon Uniforms		
	<u>Awardees</u>		
	Cisco, Inc.		\$ 24,500
	Marlow Sports, Inc.*	114,504	
	Team Distributors		105,500
	Varsity Spirit Fashions		<u>45,400</u>
	Total		\$ 289,904

9118.1 Fresh Produce

Awardee

Bowie Produce, Inc.*

\$ 109,745

MORE THAN \$25,000

\$3,815,177

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

RESOLUTION NO. 304-00

Re: **AWARD OF CONTRACTS B NORTHWEST
ELEMENTARY SCHOOL #6/LONGVIEW SPECIAL
EDUCATION CENTER**

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

WHEREAS, The following sealed bids are for sitework for the Northwest Elementary School #6/Longview Special Education Center project:

<u>Bidder</u>	<u>Amount</u>	<u>Consultant-s Estimate</u>
Pleasants Construction, Inc. (provided 14.3 percent Asian and African American, Maryland Department of Transportation-certified minority participation)	\$810,400	\$850,000
Ross Contracting, Inc.	887,000	
Peak Incorporated	907,000	

and

WHEREAS, The low bidder has met the 14-percent goal for minority business participation; now therefore be it

Resolved, That a contract for \$810,400 be awarded to Pleasants Construction, Inc., for sitework for the Northwest Elementary School #6/Longview Special Education Center project, in accordance with drawings and specifications prepared by SHW Group, Inc.

RESOLUTION NO. 305-00

Re: **AWARD OF CONTRACTS B WINSTON CHURCHILL
HIGH 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:#

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

WHEREAS, The following sealed bids represent the thirteenth in a series of subcontracts that were bid as part of a construction management process for the Winston Churchill High School modernization project:

<u>Low Bid</u>	<u>Amount</u>	<u>Consultant's Estimate</u>
<u>Asphalt Paving</u>		
Craig Paving, Inc. (provided 5 percent female-owned, Maryland Department of Transportation (MDOT)-certified minority participation)	\$ 343,811.00	\$366,849.00
<u>Signage</u>		
Signs & Wonders, Inc. (female-owned, MDOT-certified minority firm)	\$ 49,000.00	\$ 20,000.00
<u>Final Cleaning</u>		
Apex Facility Support Services, LLC (African American owned, MDOT-certified minority firm)	\$ 24,105.58	\$ 32,000.00

WHEREAS, The aggregated minority business participation for the subcontracts bid to date is 27.28 percent; now therefore be it

Resolved, That contracts be awarded for the above-reference subcontractors meeting specifications for the Winston Churchill High School modernizations projects, for the amounts listed, in accordance with plans and specifications prepared by Duane, Cahill, Mullineaux and Mullineaux.

RESOLUTION NO. 306-00

Re: **AWARD OF CONTRACT B STEPS, DECKS, RAMPS, AND CANOPIES FOR MODULAR CLASSROOM BUILDINGS**

On recommendation of the Superintendent and on motion of Ms. Signer seconded by Mrs. Gordon, the following resolution was adopted unanimously by members present:#
WHEREAS, The following sealed bids were received on April 25, 2000, to provide unit

prices for steps, decks, ramps, skirting, hardware, and canopies for modular classroom buildings, with work to begin as soon as possible and be completed by August 21, 2000:

<u>Bidder</u>	<u>Unit Price</u>
Mathia M. Hastings, Inc. (female-owned)	\$ 4,440
Cottonwood Construction	5,150

If work that must be completed this summer, it is recommended that several firms be available on-call to perform work associated with the installation of modular classrooms; and

that the qualification standards and are able to provide the required bonding; now therefore be it

resolution be adopted that the Board of Education enter into on-call contracting agreements with the above firms to provide steps, decks, ramps, skirting, hardware, and canopies for modular classroom buildings based on the bid unit prices.

AWARD OF CONTRACT B BENJAMIN BANNEKER MIDDLE SCHOOL STAIRS

Whereas the Board of Education on the 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 bids were received on April 25, 2000, for a stair addition at Benjamin Banneker Middle School, with work to begin when school closes and be completed by August 1, 2000:

<u>Bidder</u>	<u>Amount</u>
Wendell Construction Inc.	\$343,431
Smith & Haines, Inc.	345,000
Patriot Group Contractors, Inc.	347,777
Tuckman-Barbee Construction Company, Inc.	379,325

That the estimate of \$285,000; however, there are contingency funds in the Life Safety Codes Update Program to cover the override; and

that Wendell Construction, Inc., has submitted 11.2 percent minority business participation; and

that Tuckman-Barbee Construction, Inc., has completed similar work successfully for Montgomery County Public Schools; now

therefore be it

43,431 be awarded to Golden Construction, Inc., for the stair addition at Benjamin Banneker Middle School, in accordance with drawings and specifications prepared by Murray & Associates and contingent upon County Council approval of the FY 2001 Capital Budget.

AWARD OF CONTRACT B BROWN STATION ELEMENTARY SCHOOL REROOFING

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

d bids were received on April 27, 2000, for roof replacement at Brown Station Elementary School, with work to begin when school is out and be completed by August 31, 2000:

<u>Bidder</u>	<u>Amount</u>
Interstate Corporation (Asian American, Maryland Department of Transportation-certified minority firm)	\$280,000
J. E. Wood & Sons Company, Inc.	389,837
K. I. Construction Company, Inc.	419,874

on has completed similar work successfully for Montgomery County Public Schools; and

r the staff estimate of \$379,500; and

icy Committee for Public School Construction will fund 50 percent of the eligible work for the Brown Station Elementary School reroofing as part of the state systemic renovation program; now therefore be it

arded to Interstate Corporation for the reroofing of Brown Station Elementary School in the amount of \$280,000, in accordance with drawings and specifications prepared by the Department of Facilities Management, and contingent upon County Council approval of the FY 2001 Capital Budget; and be it further

: forwarded to the State Interagency Committee for Public School Construction for approval to reimburse Montgomery County Public Schools for the state eligible portion of the Brown Station Elementary School reroofing.

EXTENSION OF CONTRACT B WATER CONSERVATION

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

00, a contract was approved for water conservation consulting services with Custom Energy LLC; and

services have revealed opportunities to reduce the cost of water usage through a Washington Suburban Sanitary Commission submeter program; and

submeters at high schools for exterior field watering will produce substantial cost savings that will amortize the submeter costs in less than one year; and

d an equitable fee for the submeter installation; now therefore be it

y County Board of Education extend the existing contractual agreement with the firm of Custom Energy, LLC, to provide the services necessary for the submeter installation for a fee of \$47,000.

GRANT OF DEED AND EASEMENT AGREEMENT AT JAMES HUBERT BLAKE HIGH SCHOOL

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

y has requested a grant of deed and easement agreement at James Hubert Blake High School, located at 300 Norwood Road in Silver Spring, in order to improve Norwood Road; and

nents will require a public dedication of 7,158 square feet in fee simple and a temporary slope easement of 17,250 square feet; and

l future maintenance will be undertaken by Montgomery County or its contractors at no cost to the Board of Education, with Montgomery County and its contractors assuming liability for all damages or injury and all work; and

: of deed and easement agreement will benefit both the school and community by providing needed road improvements; now therefore be it

d secretary of the Board of Education be authorized to execute a deed dedicating 7,158 square feet of land in fee simple with a 17,250-square-foot temporary slope easement for road improvements at James Hubert Blake High School.

CHANGES ORDERS EXCEEDING \$25,000

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

Facilities Management has received change order proposals from various contractors that exceed \$25,000; and

that architects have reviewed these change orders and found them to be equitable; now therefore be it

recommended that the Board of Education approve the following change orders for the amounts indicated:

Project: Chevy Chase Elementary School

Description: The Chevy Chase Elementary School project has fallen behind schedule. Part of the schedule slippage is due to causes beyond the contractor's control. The project architect and staff have negotiated a cost to accelerate the masonry contract work to regain the lost time. This change order will be funded from construction contingency funds in the modernization project.

Contractor: R. J. Crowley, Inc.

Amount: \$217,800

Activity 2

Project: Winston Churchill High School

Description: Changes in the foundation wall from concrete to masonry are being made to facilitate the construction work sequencing. An offsetting credit will be submitted by the concrete contractor.

Contractor: George Moehrle Masonry, Inc.

Amount: \$30,844

Mrs. King rejoined the meeting at this point.

SOLUTION NO. 312-00 Re: **FY 2000 CATEGORICAL TRANSFER WITH GRANT PROJECTS AND THIRD QUARTER OBJECT TRANSFERS**

recommendation of the Superintendent and on motion of Ms. Signer seconded by Mrs. Gordon, the

following resolution was adopted unanimously by members present:#

solved, That the superintendent of schools be authorized to effect an FY 2000 object transfer of \$30,764 within the following objects:

Department of Transportation

<u>Object</u>	<u>From</u>	<u>To</u>
3 Instructional Supplies	\$ 15,000	
5 Furniture and Equipment		<u>\$ 15,000</u>
Total	<u>\$ 15,000</u>	<u>\$ 15,000</u>

Enhower Professional Development Program

<u>Object</u>	<u>From</u>	<u>To</u>
1 Salaries and Wages	\$ 15,764	
3 Instructional Supplies		\$ 2,118
4 Other Instructional Costs		<u>13,646</u>
	<u>\$ 15,764</u>	<u>\$ 15,764</u>

I be it further

solved, That the superintendent of schools be authorized, subject to County Council approval, to effect an FY 2000 categorical transfer of \$24,929 within the following categories:

Enhower Professional Development Program

<u>Category</u>	<u>From</u>	<u>To</u>
2 Mid-Level Administration		\$ 9,165
3 Instructional Salaries	\$24,929	
4 Textbooks and Instructional Supplies		3,668
5 Other Instructional Costs		9,897
12 Fixed Costs		<u>2,199</u>
Total	<u>\$ 24,929</u>	<u>\$24,929</u>

I be it further

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

SOLUTION NO. 313-00 Re: **UTILIZATION OF FY 2000 FUTURE SUPPORTED PROJECT FUNDS FOR CAREER AND TECHNOLOGY EDUCATION**

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

solved, That the superintendent of schools be authorized to receive and expend within the FY 2000 Provision for Future Supported Projects a grant award of \$2,432 from the Maryland State Department of Education, under the State Categorical Funds for Career and Technology Education Programs in the following category:

<u>Category</u>	<u>Amount</u>
4 Textbooks and Instructional Supplies	\$2,432

I be it further

solved, That the superintendent of schools, subject to the approval of the County Council, be authorized to effect the following FY 2000 categorical transfer for \$3,825 within this same program:

<u>Category</u>	<u>From</u>	<u>To</u>
4 Textbooks and Instructional Supplies		\$3,825
5 Other Instructional Costs	<u>\$3,825</u>	
Total	<u>\$3,825</u>	<u>\$3,825</u>

I be it further

solved, That a copy of this resolution be sent to the County Executive and County Council; and be it further

solved, That the County Executive be requested to recommend approval of the categorical transfer to the County Council.

SOLUTION NO. 314-00 Re: **UTILIZATION OF FY 2000 FUTURE SUPPORTED PROJECT FUNDS FOR AN ADVANCED COMPUTATIONAL INFRASTRUCTURE PROJECT AT MONTGOMERY BLAIR HIGH SCHOOL**

recommendation of the Superintendent and on motion of Ms. Signer seconded by Mrs. Gordon, the

following resolution was adopted unanimously by members present:#

solved, That the superintendent of schools be authorized to receive and expend within the FY 2000 Provision for Future Supported Projects a grant award of \$131,750 from the National Computational Science Alliance through the University of Illinois for the Partnerships for an Advanced Computational Infrastructure Project at Montgomery Blair High School in the following categories:

	<u>Category</u>	<u>Positions*</u>	<u>Amount</u>
1	Administration		\$ 4,616
2	Mid-level Administration	0.7	56,000
3	Instructional Salaries		3,704
4	Textbooks & Instructional Supplies		1,626
5	Other Instructional Costs		44,788
12	Fixed Charges	—	<u>21,016</u>
	Total	<u>0.7</u>	<u>\$131,750</u>

a 0.2 NSF project specialist and a 0.5 instructional specialist (B-D) (12-month)

I be it further

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

SOLUTION NO. 315-00 Re: UTILIZATION OF FY 2000 FUTURE SUPPORTED PROJECT FUNDS FOR THE WEST CENTRAL REGIONAL PROFESSIONAL DEVELOPMENT NETWORK PROGRAM

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

solved, That the superintendent of schools be authorized to receive and expend within the FY 2000 Provision for Future Supported Projects a grant award of \$154,995 from the Maryland State Department of Education through Howard County Public Schools for the West Central Regional Professional Development Network program, in the following categories:

	<u>Category</u>	<u>Amount</u>
1	Administration	\$ 3,100
2	Mid-Level Administration	141,483
12	Fixed Charges	<u>10,412</u>

Total \$154,995

be it further

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

SOLUTION NO. 316-00 Re: **RECOMMENDED FY 2000 SUPPLEMENTAL APPROPRIATION FOR THE MIDDLE SCHOOL INTERSCHOLASTIC SPORTS PROGRAM AND OTHER EXTRACURRICULAR ACTIVITIES**

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

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

IEREAS, The Board of Education also took action on June 11, 1996, to authorize the implementation of a \$40 extracurricular activities fee for all secondary school students participating in extracurricular activities beginning with the 1996-97 school year; and

IEREAS, The County Council approved an FY 2000 Operating Budget that included an appropriation of \$725,000 for the middle school interscholastic sports program; and

IEREAS, The extracurricular activities fee is expected to provide revenue of at least \$995,000; and

IEREAS, \$270,000 of extracurricular activities fee revenue is available for extracurricular activities support at secondary schools; and

IEREAS, Additional revenue has been collected that exceeds the \$945,000 estimated revenue by an amount of \$50,000; now therefore be it

resolved, That the Board of Education request authorization from the County Council for an FY 2000 supplemental appropriation of \$270,000 for the middle school interscholastic sports program and other extracurricular activities in Category 5 Other Instructional Costs; and be it further

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

resolved, That the county executive be requested to send this resolution to the County Council along with his recommendation for approval.

SOLUTION NO. 317-00 Re: **HUMAN RESOURCES MONTHLY REPORT**

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

solved, That the Board of Education approved the Human Resources Monthly Report dated May 9, 2000.

SOLUTION NO. 318-00 Re: **DEATH OF CHARLES E. BUDD, BUILDING SERVICE WORKER AT SENECA VALLEY HIGH SCHOOL**

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

WHEREAS, The death on April 19, 2000, of Charles E. Budd, building service worker at Seneca Valley High School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Mr. Budd was a building service worker for Montgomery County Public Schools for more than 11 years and was recognized for his knowledge of the job; and

WHEREAS, Mr. Budd's dependability and flexibility were acknowledged and appreciated; now therefore be it

solved, That the members of the Board of Education express their sorrow at the death of Mr. Charles E. Budd and extend deepest sympathy to his family; and be it further

solved That this resolution be made a part of the minutes of this meeting and a copy be forwarded to Mr. Budd's family.

SOLUTION NO. 319-00 Re: **HUMAN RESOURCES APPOINTMENT**

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

solved, That the following personnel appointment be approved effective May 10, 2000:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Shirley A. Muntner	Interim Associate Superintendent, Office of Instruction and Program Development	Associate Superintendent, Office of Instruction and Program Development

SOLUTION NO. 320-00 Re: **HUMAN RESOURCES APPOINTMENT**

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

solved, That the following personnel appointment be approved effective July 1, 2000:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Ma Abramovitz	Field Office Instructional Specialist, Office of Pupil and Community Services	Field Office Supervisor, Office of Pupil and Community Services

SOLUTION NO. 321-00 Re: HUMAN RESOURCES APPOINTMENT

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

solved, That the following personnel appointment be approved effective July 1, 2000:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Donner Adams	Principal, Glen Haven ES	Field Office Supervisor, Office of Pupil and Community Services

SOLUTION NO. 322-00 Re: HUMAN RESOURCES APPOINTMENT

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

solved, That the following personnel appointment be approved effective July 1, 2000:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Maia Ossler	Administrative Assistant, Office of Instruction and Program Development	Field Office Supervisor, Office of Pupil and Community Services

SOLUTION NO. 323-00 Re: HUMAN RESOURCES APPOINTMENT

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

solved, That the following personnel appointment be approved effective May 10, 2000:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Ben Chaset	Interim Principal, Burning Tree ES	Principal, Burning Tree ES

SOLUTION NO. 324-00 Re: HUMAN RESOURCES APPOINTMENT

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

solved, That the following personnel appointment be approved effective July 1, 2000:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Michael Headman	Principal, Lakewood ES	Principal, Rock Creek Valley ES

Re: **CONSOLIDATED ADMINISTRATIVE ORGANIZATION**

Weast planned to consolidate the organization of the central administration of the Montgomery County Public Schools into a two-deputy-superintendent structure that would align existing services and functions in the most effective manner in the support of schools. As part of this consolidation, he eliminated some senior staff positions, created new leadership positions, reassigned staff and responsibilities, and presented a more cohesive organizational structure in response to the priorities of the Board of Education and the initiatives under way to address the findings and recommendations of *Our Call to Action*.

had observed and reflected on the needs of the school system, and had concluded that improved support for principals, teachers, and other school-based staff can be accomplished more effectively through increased and focused leadership on the part of senior staff. The pending retirement of a deputy superintendent and an associate superintendent provides the opportunity to make changes in the central office organization, consistent with a model for continuous improvement. In many ways, the new structure resembles previous organizational models, but there are important distinctions and realignments designed to better manage responsibilities and provide the leadership necessary for effective change.

total number of administrative and supervisory and executive positions do not change in the new organization, although there are position changes that include an upgrade in duties and responsibilities. In addition, no changes are being made for community superintendents and the implementation of the performance and operations teams. There are no additional costs to implement these organizational changes.

new organization plan eliminates the positions of deputy superintendent for organizational development, deputy superintendent for education, director of the Department of Global Access Technology, and director of the Department of Human Resources. The eliminated positions provide the funding for the creation of new positions. The new positions are a deputy superintendent of schools, an associate superintendent for shared accountability, an associate superintendent for human resources, and a chief information officer. In addition, sufficient positions exist to provide executive and administrative assistants and secretarial staff to these offices.

Deputy Superintendent of Schools

Office of the Deputy Superintendent of Schools will oversee all academic educational services as well as research and accountability measures to ensure improved student performance.

Chief Operating Officer

- » Office of the Chief Operating Officer will continue to oversee all functions that reported to this office under the former three-deputy superintendent model. In addition, the Department of Association Relations will be reassigned to this office, as well as the staff responsible for developing and controlling staff and financial allocations as well as resources to schools. The Office of Global Access Technology will be led by a chief information officer.

Office of Instruction and Program Development

- » Office of Instruction and Program Development (OIPD) will continue to provide leadership and direction in the development and implementation of curriculum and programs that support quality instruction. The focus will be on improving the preK-12 curriculum, with an emphasis on reading, writing, mathematics, exceptional learners, and early literacy and continuing success.

Office of Shared Accountability

- » new Office of Shared Accountability will oversee the current functions of the Department of Applied Research and Evaluation and provide leadership for the continued development of the system for shared accountability and the implementation of an effective and responsive assessment program.

Office of Pupil and Community Services

- » Office of the Associate Superintendent for Pupil and Community Services will provide continuing support for the implementation of effective school-based and community-oriented programs in the support of teaching and learning. These will include all programs and services previously under this associate superintendent, along with the Department of Special Education and the early childhood collaboration initiative. This office also will take the lead, in collaboration with the community superintendents, in creating family- and community-friendly partnerships.

Office of Information Officer/Global Access

- » consultant for Global Access Technology is near completion of the assessment of the current management of all information technology (IT) services. Recommendations are expected on strategies and an organizational structure to meet the school system's information technology needs. The strategic planning process currently under way has focused on assessing the strengths and weaknesses of IT services and developing a clear vision and key success factors. A preliminary conclusion is that the Department of Global Access Technology needs to be returned to the duties and responsibilities of an executive staff office, under the leadership of a chief information officer, to ensure the strong systemwide leadership needed for continued success.

Office of Human Resources

- » Office of the Associate Superintendent for Human Resources will oversee the current functions of the Department of Human Resources, along with all staff development functions that previously reported to the deputy superintendent for organizational development.

Office of School Performance

There are no changes recommended for this office, except in the expectation for close collaboration with the newly organized Office of Shared Accountability.

Summary of Position Changes

Organizational changes will result in the elimination of four administrative and supervisory positions and the creation of four new administrative and supervisory positions as previously described. Current executive and administrative assistants and secretaries will be deployed to staff this organization.

Re: DISCUSSION

- 3. Gordon asked if the Diversity and Training Unit was the new title for the former Department of Human Relations. Dr. Williams replied that was correct, and staff would evaluate the unit to meet the needs of a diverse community.
- 3. Gordon inquired about the Department of Communications. Mr. Bowers explained that was the former Department of Information, and the other units for communication would remain with Global Access until a strategic plan and organizational structure had been developed.
- 3. Gordon wanted an explanation of the reorganization being cost neutral when there were six community superintendents and additional associate superintendents. Mr. Bowers replied that there was the elimination of a deputy position, the creation of a new associate superintendent position, and the upgrade of two other positions to associate superintendent. Mrs. Gordon asked where that put MCPS compared to the rest of the state in the ratio of administrators to students and administrators to staff.

Felton confirmed that sexual harassment cases would be handled by the Diversity and Training Unit. He asked about increasing and expanding proposals for federal grants. Mr. Bowers noted that the primary responsibility was in the Budget Office and the grants specialist. However, that role was to support other offices and schools to submit grants.

Felton thought there should be a chart connecting the relationships with the community superintendents and the reorganization of staff and resources.

Re: MONTHLY FINANCIAL REPORT

Bowers said the report reflected the projected financial condition through March 31, 2000, based on program requirements and estimates made by primary and secondary account managers. There was a projected surplus in revenues of \$795,623 and expenses were projected to be on budget.

Signer asked for an update on the action taken on legal services and the position of general counsel. Also, she asked what percent of Category 12 was increased from the FY 1999 budget to FY 2000 budget, and what the percentage increase will be from FY 2000 to FY 2001 (overall categorical increase) broken down by health benefit.

Re: **CONSTRUCTION STATUS REPORT**

Weast invited the following people to the table: Mr. Richard Hawes, director of facilities management, and Mr. Mark Burke, director of construction.

Hawes reported that the following six major modernization projects were scheduled to be completed this summer:

- \$ Mill Creek Towne and Chevy Chase elementary schools
- \$ John Poole Middle School
- \$ Thomas S. Wootton, James Hubert Blake, and Colonel Zadok Magruder high schools

ious contracting firms were working on these projects in order for schools to open in September 2000. MCPS would place 86 new or relocated portable classrooms at various facilities this summer to address enrollment needs.

reported in previous correspondence, the high volume of construction activity in the mid-Atlantic region, as well as nationwide, had a distinct impact on prices and labor productivity. During the third quarter of 1999, market analysts were projecting that the capacity for new construction nationally had peaked and forecast no growth, or a decline in volume, in 2000. Given these projections, it was expected that construction volume during the early months of 2000 would be less than during the same period in 1999; and this moderation would ease pressure on labor demands.

veral of this year's construction projects were running behind schedule; however, with the exception of Chevy Chase Elementary School, staff was confident that work would be completed in time for the opening of schools. Outlined below is a brief status report of the major projects:

l Creek Towne Elementary School is being modernized for a capacity of 517 students. The building and site work will be completed in late July, and the school administration will be moved back to the modernized facility in mid-July when the office space is ready for occupancy.

evy Chase Elementary School was being modernized for a capacity of 440 students. As staff indicated in previous reports, this project was behind schedule.

Thomas S. Wootton High School was undergoing a major classroom and core expansion that is being completed in phases. The first phase, which will add 18 classrooms and improve the core areas, would be completed in September 2000. This would increase the building's student capacity to 1,940. The second phase would start this summer and be completed for the 2001-2002 school year. The second phase would raise the student capacity to 2,103.

Twenty classrooms were being added to **James Hubert Blake High School**. This addition would increase the student capacity to 1,745. The addition was on schedule and was to be completed this summer.

Fourteen classrooms were being added to **Colonel Zadok Magruder High School**. This addition would increase the student capacity to 2,002. The contracting firm had some initial problems that were exacerbated by this past winter's weather that delayed the work progress. However, they have been able to regain some of the lost time and should be able to have the classrooms ready before school starts.

A new main gymnasium was being added to **John Poole Middle School**. The contracting firm for this project was a small, minority-owned firm that staff was working with for the first time. The workmanship was acceptable and the project had progressed satisfactorily.

Re: **DISCUSSION**

Signer remarked that she had received phone calls of concern from the staff and community about the Wootton addition and the first phase of the Churchill project not being completed as scheduled. Mr. Hawes thought the projects would be completed, but there would be ongoing issues because the projects are in several phases. He was confident that both projects were on schedule.

Felton asked for the total square footage on construction projects.

Re: UPDATE ON REVISED KINDERGARTEN CURRICULUM

Weast invited the following people to the table: Mrs. Judie Muntner, interim associate superintendent, Office of Instruction and Program Development, and Dr. Patricia Flynn, director, Department of Curriculum and Instruction.

- 3. Muntner spoke on the status of the work that occurred during the winter to develop a revised kindergarten curriculum with a focus on literacy and numeracy, and how it will provide differentiation for those students who are in half-day and full-day programs. There were three levels of direct involvement by stakeholders in curriculum development. The first level was that of the writing group. These individuals were responsible for writing material reflecting the understandings and agreements that have been reached by the other groups of stakeholders. The second level of stakeholder involved a larger group called the Planning Committee, which included parents, teachers, principals, advocates, and representatives from the disciplines of art, music, and physical education. The Planning Committee examined model kindergarten programs and curricula, standards and outcome documents that apply to students in Maryland, and research and literature about best practices. Through this process, they have arrived at a consensus with respect to the content and design of a new kindergarten program. The final level of involvement included a much larger group of stakeholders B parents, teachers, support staff, and members of the community B who expressed an interest in being involved in the curriculum development process. This large group also included representatives from MCEA, MCCSSE, and MCAASP. Collectively, they are the critical reviewers of the work agreed to by the Planning Committee. They have input and make recommendations that enhance the curriculum development process. All three groups are considered part of the curriculum development committee.
- 4. committee was working on Steps 5 and 6 in the design process B preparing unit designs and examining curriculum materials, particularly in reading and mathematics, which would support the curriculum. They used the Maryland State Department of Education's newly endorsed content standards and revised Maryland Learning Outcomes as a basis to make informed decisions about the content students must learn in kindergarten. The process was referred to as "backward mapping." By identifying where students need to be at the end of Grade 3, the committee can determine the skills and processes students must know in kindergarten to move through a challenging curriculum.
- 5. kindergarten committee identified four critical design principles that impact the kindergarten curriculum: schedule, environment, assessment, and instruction. The new design was fully interdisciplinary and was differentiated to accommodate the differences that will exist between half-day and full-day programs. In this model, the integrity of each content area was maintained and integrated with other disciplines. Art, music, and physical education instruction is provided by content specialists and reinforced by classroom teachers. Direct

instruction is provided in each of the disciplines and is connected to other content areas. Students who participate in full-day kindergarten programs will have additional opportunities to accelerate and enhance their learning experiences. The full-day program will provide students with more reading, writing, and mathematics time, as well as more time to explore interdisciplinary units. Although no final decision has been made as yet, the diagram for full-day kindergarten uses the examples of second language learning or further technology experiences as the kinds of additional experiences that could be made available in a full-day program.

As summer, all kindergarten teachers will receive five days of training on the new curriculum and its implementation. The training will focus on balanced literacy, mathematics, and strategies for teaching interdisciplinary instructional units and integrating the arts into a literacy-enriched curriculum. Teachers also will learn more about the construction of learning centers and engaging young children in authentic project work that mirrors the way children experience the natural world. Additional ongoing training will be offered during the school year and supported by each school's staff development teacher. Throughout the 2001 school year, additional kindergarten units will be developed that focus on the arts, physical education, social studies, and science, as well as their connection to reading and mathematics.

Re: **DISCUSSION**

At the discussion in December, Mrs. O'Neill noted the response from the community and the lack of the wiggle-and-squirm factor in a rigorous curriculum that is developmentally appropriate. Education is a building-block process, and if the school system expects success and expects to have students prepared for algebra, MCPS must start early. Also, she was pleased that staff reaffirmed that art, music and physical education were part of the curriculum. Recently, she had observed how kindergarten specialists incorporate reading initiatives into the music program. Her only regret was that the budget would not allow for all-day kindergarten throughout the school system.

Felton was pleased with the update and the clarification about art, music, and P.E. He was satisfied that the school system was moving away from the historical position that half-day and full-day kindergarten have the same curriculum. The concern of many Board members is school readiness. The community, child-care providers, and parents must understand what they can do to ensure that every child is ready for school. He asked if part of the development of the curriculum would list basic skills that all children should bring to school. Dr. Flynn replied that a large group of individuals who represent MCPS, Montgomery College, the Department of Health and Human Services, and the Collaboration Council intended to develop a comprehensive plan for early childhood. One part of that group will produce readiness indicators for entry into kindergarten.

Signer thought the first step in developing curriculum was to make fundamental decisions on what

children should know. She asked if MCPS was adopting the MSDE outcomes and standards as the basis. Mrs. Muntner replied that staff was looking at outcomes and back mapping from third grade to assure that kindergartners will have the skills they need.

- . Signer noted one of the extensions was a second language. She asked what percentage of children in all-day kindergarten had English as their second language. Dr. Flynn said they have the percentages. Ms. Signer was concerned about the school system adding a third language if English was already a second language for many kindergartners. She also was concerned that those courses to build language skills are not offered throughout elementary school. Mrs. Muntner replied that research indicates that if children are anchored in their first language, they are more successful in English as a second language. Dr. Flynn stated that the second language would be a continued commitment by the school system.
- . Signer noted that MCPS had had a hard time funding all-day kindergarten in the past because the outcomes were the same. She asked how staff would evaluate the success of all-day kindergarten using student outcomes to demonstrated the long-term benefits. Dr. Flynn replied that staff would use the early childhood observational records, which is a first screening instrument to look at the performance of children over time. The second focus is to move balanced, early literacy into kindergarten, giving staff the opportunity to evaluate with running records and performance assessments. Also, when the curriculum is written, assessments are developed at the same time. Dr. Weast added that the state will give second graders the CTBS next year, and staff is backing up to first grade, kindergarten, and school readiness. There will be a continuum for K-2, and it will be flexible depending on the child's ability. There was a high correlation between success in algebra and a unified early childhood program. He believed that foreign language skills need to be taught in the early grades. He wanted to start three initiatives at once: (1) offering all-day kindergarten; (2) anchoring a foreign language with a continuum; and (3) training early childhood providers.
- . Signer referred to the MCCPTA testimony that implied that the input of other stakeholders had not been as broad as they had hoped. She asked staff to summarize what input they had and what input they will continue to have. Mrs. Muntner replied they were part of different groups. Dr. Flynn noted that there was a meeting in two weeks, and staff would explore their concern. Mr. Felton remarked that parents were involved, but maybe they were not affiliated with the PTA structure.
- . King requested regular reports to the Board on the progress of half-day and all-day kindergarten students, and if there is a difference between the two programs.
- . Sampedro was excited about all-day kindergarten and a second language. She asked about the technology interdisciplinary unit. Mrs. Muntner replied that they planned to infuse

technology into the classroom with software in drawing and writing.

3. O'Neill asked staff to send the Update on Revised Kindergarten Curriculum to the County Council.

Burnett said he was a strong supporter of all-day kindergarten and the integration with the elementary curriculum. He asked if Title I staff would be included in the training sessions this summer. Mrs. Muntner replied that Title I would be included, but instructional assistants would have a separate training unit. Staff developers in the elementary schools also would participate in the training.

4. Gordon was pleased with the kindergarten curriculum design. She was concerned that instructional assistants were not involved in the training since they deliver instruction in the classroom. Also, all-day kindergarten is not for everyone since there are parents who believe that they can provide enrichment and school readiness for their children. She was concerned about mandating all-day kindergarten for everyone. Dr. Flynn replied that the training consultants have limited time and staff and that caused the restrictions on training. It was not the intention of staff to ignore instructional assistants, and training has been developed throughout the year for them.

Burnett thought it would be better to train instructional assistants prior to the beginning of school to supplement the trained teacher. Dr. Weast replied that is what MCPS intended, but this year the training volume is too heavy to accommodate all staff. Mrs. Gordon thought the training for instructional assistants should be the same quality as the training for teachers. If instructional assistants are not properly trained, they should not be in the classroom. Mrs. Muntner affirmed that staff agreed with Mrs. Gordon.

**Re: REPORT OF THE MENTAL HEALTH ADVISORY COMMITTEE
AND STAFF RESPONSE**

Weast invited the following people to the table: Mr. Joseph Wilson, chairperson of the committee; Dr. John H. Robinson, principal, Mark Twain School and liaison to the committee; Dr. Hiawatha Fountain, associate superintendent for the Office of Pupil and Community Services; and Dr. Raymond Bryant, director of the Department of Special Education.

Wilson reported that the committee continues to advocate strongly for the improvement of mental health services available to students throughout MCPS. The committee strongly recommends addressing the emotional climate, as well as physical safety, within schools. While acknowledging the past efforts of the school system to address the growing and changing needs of today's students, the committee encourages the school system to collaborate with other agencies and organizations to engage community resources and develop effective partnerships to ensure a positive emotional climate within the schools. The committee continues to seek a redefinition of the role of the school psychologist, expansion of the comprehensive behavior management training, and a comprehensive

survey of the presence/absence of desired characteristics of emotionally healthy schools.

Recommendation 1: Revise the Role of School Psychologists

define the role of school psychologists to provide consultation and mental health services and supports for students, staff, and families.

Recommendation 2: Maintain Emotionally Healthy Schools

Develop and allocate resources to maintain and strengthen emotionally healthy schools within MCPS. This includes increased funding to expand the successful Comprehensive Behavior Management Intervention training program to reach more schools and more adults who interact with children.

Recommendation 3: Increase Collaboration

Increase collaboration between MCPS and family and community organizations that can provide information and support to families.

Recommendation 4: Survey Mental Health Needs

Conduct a comprehensive survey of school-related mental health needs of students, parents, families, and staff. Such a survey should include an assessment of the needs, existing supports, and presence/absence of services designed to meet the needs of emotionally healthy schools.

Re: **DISCUSSION**

Mrs. O'Neill thanked the advisory committee for a very comprehensive report.

Felton remarked that there are many who are concerned that, regardless of socioeconomic status, many students do not feel connected to some adult. He asked what could be done to assess students to determine their feelings of association with the school and the adults. Dr. Robinson reported that the committee discussed this at length, and discussed training teachers to foster connectivity and have students become comfortable with affective expressive skills. There must be training and support for staff to nurture that concept.

Felton asked about partnerships to provide support for students and staff. Dr. Robinson replied that local collaboration with a mental health facility should be established at the school level to train on a particular issue or other services. The Community Kids is a wonderful example of collaboration within the county. Dr. Wilson added that underachieving students usually have emotional problems, and teachers need skills to work with these students. Mrs. O'Neill noted that the parents of students at Kingsley Wilderness Project talked about the struggle to feel connected and find help. Mental health was a critical piece to classroom success.

SOLUTION NO. 325-00 Re: **REPORT OF THE MENTAL HEALTH ADVISORY COMMITTEE
AND STAFF RESPONSE**

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

IEREAS, The Mental Health Advisory Committee submitted its Final Annual Report on March 8, 2000; and

IEREAS, The Mental Health Advisory Committee made recommendations regarding the emotional climate within our schools, the role of the school psychologist, the expansion of the comprehensive behavior management training, and a survey of the presence/absence of desired characteristics of emotionally healthy schools; and

IEREAS, The Superintendent and MCPS staff have reviewed the Mental Health Advisory Committee's report and prepared the Superintendent's response; now therefore be it

solved, That the Board of Education thanks the current and past members for their outstanding contribution to the mental health of our schools; and be it further

solved, That the Board of Education accept the Final Annual Report from the Mental Health Advisory Committee and the Superintendent's response.

SOLUTION NO. 326-00 Re: **CLOSED SESSION RESOLUTION**

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

IEREAS, 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

solved, That the Board of Education of Montgomery County conduct a portion of its meeting on Monday, May 22, 2000, in Room 120 of the Carver Educational Services Center from 7:30 to 8:00 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*; and review and adjudicate appeals in its quasi-judicial capacity and to discuss matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*); and be it further

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

Re: REPORT OF CLOSED SESSION

April 25, 2000, 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*.

Montgomery County Board of Education met in closed session on April 25, 2000, from 7:40 to 8:05 p.m. in Room 120, Carver Educational Services Center, Rockville, Maryland, and

6. Reviewed and/or adjudicated the following appeals: 1999-36, 2000-8, 2000-10, and 2000-17.
7. Discussed and reviewed the Human Resources Monthly Report, subsequent to which the vote to approve the report was taken in open session.
8. Reviewed the Superintendent's recommendation for the appointments of an Executive Assistant to the Deputy Superintendent for Organizational Development and Supervisor in the International Student Admissions Office, subsequent to which the vote to approve the appointments was taken in open session.
9. Discussed matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*).

Attendance at portions of the closed sessions were: Steve Abrams, Aggie Alvez, Fran Brenneman, Kermit Burnett, Reggie Felton, Hiawatha Fountain, Bea Gordon, Roland Ikheloa, Nancy King, Frieda Lacey, George Margolies, Patricia O'Neill, Brian Porter, Glenda Rose, Laura Sampedro, Mona Signer, Jerry Weast, and James Williams.

SOLUTION NO. 327-00 Re: MINUTES OF THE FEBRUARY 8, 2000, BOARD MEETING

Motion of Ms. Signer and seconded by Mrs. King, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education approve the minutes for the February 8, 2000, Board meeting.

SOLUTION NO. 328-00 Re: MINUTES OF THE FEBRUARY 23, 2000, BOARD MEETING

Motion of Mr. Felton and seconded by Ms. Signer, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education approve the minutes for the February 23, 2000, Board meeting.

SOLUTION NO. 329-00 Re: MINUTES OF THE MARCH 22, 2000, BOARD MEETING

Motion of Ms. Signer and seconded by Mrs. King, the following resolution was adopted unanimously by members present:

solved, That the Board of Education approve the minutes for the March 22, 2000, Board meeting.

SOLUTION NO. 330-00 Re: **MINUTES OF THE APRIL 13, 2000, BOARD MEETING**

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

solved, That the Board of Education approve the minutes for the April 13, 2000, Board meeting.

SOLUTION NO. 331-00 Re: **TOWN MEETINGS (Previous New Business)**

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

WHEREAS, On April 13, 2000, the Board of Education held its annual meeting with the Montgomery County Council of Parent Teacher Associations (MCCPTA); and

WHEREAS, At that meeting, MCCPTA and the Board of Education discussed the feasibility of town meetings that could be convened by the Board of Education in different geographic areas of Montgomery County; and

WHEREAS, The Board of Education has identified the creation of family and community partnerships as one of its priorities; now therefore be it

solved, That the Board of Education schedule a series of three town meetings to be held in different geographic areas of the county; and be it further

solved, That the town meetings be widely publicized to MCPS students, parents, the business community, and the general public.

Re: **NEW BUSINESS**

There were no new business items.

Re: **ITEMS OF INFORMATION**

The following items were available:

- Items in Process
- Legal Fees Report
- Minority-, Female-, or Disabled-owned Business Procurement Report for the Third Quarter of FY 2000

Construction Progress Report

SOLUTION NO. 332-00 Re: **ADJOURNMENT**

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

solved, That the Board of Education adjourn its meeting of May 9, 2000, at 4:10 p.m.

PRESIDENT

SECRETARY

N:gr

MONTGOMERY COUNTY BOARD OF EDUCATION SUMMARY SHEET

May 9, 2000

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