

APPROVED
29-2001

Rockville, Maryland
October 16, 2001

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, October 16, at 10:00 a.m.

ROLL CALL Present: Mrs. Nancy J. King, President
 in the Chair
 Mr. Stephen Abrams
 Mr. Kermit V. Burnett
 Ms. Sharon Cox
 Mr. Reginald M. Felton
 Mr. Walter Lange
 Mrs. Patricia B. O'Neill
 Mr. Dustin Jeter, Student Board Member
 Dr. Jerry Weast, Secretary/Treasurer

Absent: None

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

RESOLUTION NO. 544-01 Re: **CLOSED SESSION**

On recommendation of the Superintendent and on motion of Mr. Abrams seconded by Ms. Cox, 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 portion of its closed sessions on October 16, 2001, in Room 120 from 9:00 to 10:00 a.m. and 12:30 to 2:00 p.m. 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 October 16, 2001, to acquit its executive functions and to adjudicate and review appeals, which is a quasi-judicial function outside the purview of the Open Meetings Act under Section 10-503(a) of the *State Government Article*; and be it further

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

**Mr. Abrams and Mr. Burnett were not present at the start of the meeting.

RESOLUTION NO. 545-01 Re: **APPROVAL OF THE AGENDA**

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

Resolved, That the Board of Education approve its agenda for October 16, 2001.

RESOLUTION NO. 546-01 Re: **MONTGOMERY COUNTY EMPLOYEES' CHARITY CAMPAIGN**

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

WHEREAS, Critically needed public and private services are made possible by the Montgomery County Employees' Charity Campaign; and

WHEREAS, The Montgomery County Employees' Charity Campaign is not supporting relief efforts for the victims in New York, Pennsylvania, and the Pentagon; and

WHEREAS, The needs of others have long been met through the generosity of the employees of the Montgomery County Public Schools; and

WHEREAS, Last school year school system employees contributed \$264,098 to the campaign, an increase of seven percent from the previous year; now therefore be it

Resolved, That the period of October 16 through November 20, 2001, is hereby designated for participation in the Montgomery County Employees' Charity Campaign by the Board of Education of Montgomery County; and be it further

Resolved, That all employees of the Montgomery County Public Schools are urged to demonstrate their charity by donating to this campaign as a reflection of their commitment to addressing the needs of people who need our support.

RESOLUTION NO. 547-01 Re: **SALUTE TO TRANSPORTATION PERSONNEL**

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

WHEREAS, October 15-19 has been designated as National School Bus Safety Week and;

WHEREAS, The Department of Transportation routinely responds to emergencies and unforeseen demands on a moment's notice; and

WHEREAS, The Department of Transportation buses carry more than 95,000 students to more than 230 locations, traveling more than 18 million miles each school year; now therefore be it

Resolved, That the Board of Education formally recognize and extend its sincere thanks and gratitude to all staff in the Department of Transportation; and be it further

Resolved, That the Board of Education honor all transportation staff members, bus attendants, bus operators, as well as mechanical, clerical, secretarial, supervisory, and administrative staff for their teamwork in safely transporting the students of Montgomery County; and be it further

Resolved, That the Board of Education proclaim the week of October 15-19 as National School Bus Safety Week.

RESOLUTION NO. 548-01

Re: **AMERICAN INDIAN HERITAGE MONTH**

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mrs. O'Neill, 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 have lived in the Americas for about 70,000 years, demonstrating courage, determination, and endurance; and

WHEREAS, American Indians have made significant contributions within the broader community by the accomplishments of extraordinary individuals in the areas of science, politics, fine arts, sports, spirituality, environment, and music; and

WHEREAS, The American Indian experience, past and present, enriches our county, state, and nation; and

WHEREAS, The American Indian community has developed outreach activities and partnerships with families, students, and schools to strengthen and support the academic achievement of American Indian students; 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 2001 to be observed in the

Montgomery County Public Schools as "American Indian Heritage Month."

Re: **BOARD/SUPERINTENDENT COMMENTS**

Mr. Jeter reported that over the last month he has started to tour the schools. He hoped to visit each middle and high school during his yearlong term as student Board member. The objective of these visits is to educate students about his role, the actions of the Board, and deliberations of the Board prior to those decisions. He started at Quince Orchard High School, and he invited other Board members to join him on his tours.

Mr. Lange stated that last week he attended Ashburton and Kensington-Parkwood elementary schools' in-service training, which focused on the Baldrige Program. Also, he attended the meeting of the Montgomery County Advisory Council for Career and Technology Education. There was concern on how awareness of career programs was promoted. Finally, in recognition of American Indian Heritage Month, he quoted Sitting Bull: "Let's put our minds together and see what life we can make for our children."

Mrs. O'Neill and several other Board members attended the Annual Conference for the Maryland Association of Boards of Education (MABE) in Ocean City. Prior to that conference, the Board had passed a resolution asking for support in lobbying the Governor for a down payment to the Thornton Commission's recommendations for all LEAs. Subsequently, MABE passed the resolution unanimously. She knew that the Montgomery County Board of Education would be writing to the Governor and forwarding the resolution. She hoped it would be sent to other stakeholders, such as MCCPTA and employee associations.

Mrs. O'Neill reported that she, Mr. Burnett, and Mr. Jeter served on the School Board Task Force. The task force had its last meeting, and legislation will be introduced based on the following recommendations: (1) keep the same number of Board members; (2) maintain the election process; (3) reduce items the student Board member can vote on, such as personnel actions; (4) increase the compensation; and (5) make available a \$5,000 scholarship for the student Board member.

Mrs. O'Neill noted that she and Ms. Cox were very proud to represent the Board at the United Way Kickoff Breakfast. MCPS is the largest contributor to the county campaign.

Ms. Cox related that she and Mrs. O'Neill attended the 50th anniversary celebration of Glen Echo's Adventure Theater. The theater has a long commitment to the community and student education in the arts. Also, she reported that she and Mr. Lange attended the Bridging Opportunities program for the NAACP at Northwest High School. Many parents and families attended to learn how to better support student learning. Finally, she welcomed Merle Cuttitta as the new president of MCCSSE.

Mr. Felton said he and Ms. Cox participated in the conference of the National Federation of Urban-Suburban School Districts in Kansas City, Missouri. The meeting provided an opportunity to dialogue with school board members and superintendents from 25 school districts around the nation. The focus was on early childhood, technology, and Title I.

Mr. Felton also reported that he, Mr. Burnett, and Mr. Lange attended an outreach program with African-American parents and MCPS support programs to improve student achievement.

Mrs. King noted that three Montgomery Village Middle School teachers and Principal Don Barron underwent quite a transformation during a recent ceremony at the school to honor victims and heroes of the September 11th tragedy. Students had been challenged to raise at least \$3,000 for the American Red Cross Disaster Relief Fund. They surpassed their goal with a check of more than \$4,000. Thus, sixth grade teacher Dave DiMarco and seventh grade teacher Aimee Skidmore, along with Principal Barron, had their heads shaved.

Dr. Weast reported that Ida Lou Polcari, principal of Benjamin Banneker Middle School in Burtonsville, has been named Service-learning Principal of the Year by the Maryland Student Service Alliance of the Maryland State Department of Education. As the Service-Learning Principal of the Year, Ms. Polcari will receive a \$1000 award that will be used to support exciting service-learning projects at Banneker.

Dr. Weast also reported that MCPS was building a seamless academic program from kindergarten through Grade 12 as a crucial component in strengthening the MCPS curriculum. Educators from different grade levels are working cooperatively to implement a program of sequential learning from kindergarten through high school by working in vertical teams. Teacher representatives, principals and other leaders from 30 schools in four clusters came together on September 28 in the first of a series of vertical team meetings. The end of the process is envisioned to be greater participation in Advanced Placement (AP) programs and meeting AP standards, with increased rigor and challenge for all students.

Re: **PUBLIC COMMENTS**

The following people testified before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Susan Loftus	Nutrition in Schools
2.	Jonathan Sherman-Presser	Cell Phones
3.	Reuben Gist	Downcounty Consortium
4.	Sally Taber	Downcounty Consortium
5.	Tracey Fox	Nutrition in Schools

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| 6. | Linda Goldsholl | Vending Machines |
| 7. | Mike Tabor | Corporate Partnerships |
| 8. | Becky McCoy | Corporate Partnerships |
| 9. | Miriam Sievers | Downcounty Consortium |
| 10. | Ann Welch | Downcounty Consortium |

Mr. Lange noted that Mr. Tabor raised the issue about the availability of drinking water at exercise areas, and Mr. Lange asked for clarification.

Mr. Felton asked for clarification on the opportunities for parental involvement in the downcounty consortium. Also, he asked for information on nutrition in school cafeterias because the public comments left the impression that it is not being addressed.

Re: **INITIAL EVALUATION OF THE PROFESSIONAL GROWTH SYSTEM**

Dr. Weast invited the following people to the table: Dr. Elizabeth Arons, associate superintendent for the Office of Human Resources; Ms. Darlene Merry, associate superintendent for the Office of Staff Development; Mr. Daniel Shea, principal of Quince Orchard High School; Mr. Mark Simon, president of the Montgomery County Education Association; Dr. Julia Koppich, author of *United Mind Workers: Unions and Teaching in the Knowledge Society* and national researcher on teacher quality for the National Business Alliance and the U.S. Chamber of Commerce; and Dr. William Cummings and Dr. Karen Kortecamp from George Washington University.

Montgomery County Public Schools has completed the first phase of the new Professional Growth System – implementation of a new teacher professional growth system, including a newly designed evaluation component, a new peer assistance and review program, staff development teachers and staff development substitute teachers to support the professional growth cycle in all schools, individualized professional development plans for each teacher, and extensive training for administrators and teachers in the *Skillful Teacher* model. This system has been in development since February 1998, with updates to the Board of Education in July 1999, October 1999, February 2000, and May 2001.

During the first year of implementation, the Office of Human Resources (OHR) and the Office of Staff Development (OSD) have partnered with inside and outside consultants to begin a three-year plan of evaluating the effectiveness of the new processes and supports. The overriding question has been: how have the components of the new Professional Growth System led the school system toward the establishment of professional learning communities, and how have the new processes and supports contributed to the increased capacity of teachers and administrators?

National research continues to show that the following attributes of a professional learning community lead to high student achievement for all students:

1. A shared vision
2. Collaborative teams
3. Collective inquiry
4. Action orientation/experimentation
5. Commitment to continuous improvement
6. Results orientation

The component processes and supports in place for the new Professional Growth System for teachers must be measured in terms of their capacity to produce these attributes in each school environment. The group of researchers MCPS has assembled to assess these components has the professional learning community as the vision and the core of its work. It is through the lens of learning communities that the surveys and focus groups have been created.

Three sets of researchers have been contracted to provide balance and independent assessment of the Professional Growth System: George Washington University (GWU); Dr. Julia Koppich, author of *United Mind Workers: Unions and Teaching in the Knowledge Society* and national researcher on teacher quality for the National Business Alliance and the U.S. Chamber of Commerce; and several staff members from the Office of Shared Accountability (OSA). In addition, Dr. Jonathon Saphier and Ms. Sandra Spooner, of Research for Better Teaching Inc. (RBT), have developed a process to evaluate the quality of the teacher evaluation classroom observation reports and final summary documents. The research project is being coordinated by a collaborative oversight committee that includes representatives from OHR, OSD, OSA, the Montgomery County Association of Administrative and Supervisory Personnel (MCAASP), RBT, and the Montgomery County Education Association (MCEA). The committee is cochaired by Dr. Elizabeth Arons, associate superintendent, OHR, and Mr. Mark Simon, president, MCEA. Dr. Koppich, Ms. Spooner and representatives from GWU also participate in all oversight committee meetings. The collaborative nature of the design and implementation of this research project, exemplified by the oversight committee, continues the critical and unique collaboration that has characterized the Professional Growth System since its inception. The OSA study is a comprehensive one, touching upon all aspects of the Professional Growth System, while the GWU study shines a laser beam on the implementation of the staff development teacher program.

The findings from the surveys conducted by GWU and OSA are very informative and indicate overwhelmingly that the processes in place are having a positive impact on the quality of teaching and learning. Surveys were sent to 1,035 teachers and 161 principals, and several focus groups were conducted. The study will be expanded significantly this coming year to

increase the number of teachers and administrators who are surveyed. In addition, validity studies are being conducted by RBT in conjunction with OSD, OHR, and OSA. These validity studies will determine whether implementation of the new teacher evaluation process is uniform across schools and whether the evaluation reports reflect the basic principles inherent in the training. Thus far, 837 administrators and resource teachers have completed the first course in the *Skillful Teacher* model, with another 200 enrolled currently. Almost 400 have completed the second course as well, with 200 enrolled for the fall semester. The capacity to train teachers in the *Understanding Teaching* course will be expanded this year with 10 in-district trainers.

The other aspects of the Workforce Excellence trend bender also are undergoing evaluation processes that will increase systemwide knowledge of the impact of these programs, including the mentoring program for new teachers and the Workforce Excellence institutes. Next steps in the continuing evaluation of the Professional Growth System are attached in a matrix that details work to be done in the 2001–2002 school year. As MCPS implements Phase 2 in 92 more schools this year, the capacity of the school system continues to be strong.

The survey results provide an excellent context in which to reflect on the school system's investment in building teacher capacity and the direction MCPS needs to take to improve the overall impact of the Professional Growth System on student achievement. Combined with a budget presentation on the investment in Workforce Excellence, the members of the Board of Education will have a much more complete picture of the value of these initiatives and will be able to make decisions on any budget implications.

Re: DISCUSSION

All Board members appreciated the presentation and thanked staff. Mrs. King has heard about the planning, and the amount of team time is incredible. Teachers feel better about what they are doing, especially with the interaction of peers. The school system is on the right track.

Mr. Felton noted that for the first year, the school system had made tremendous progress. He appreciated the fact that both MCEA and administrators feel very comfortable and optimistic. However, he was concerned that when people have success in a first year, they move forward with unrealistic expectations. Furthermore, the newness and excitement are lost in subsequent years, and it is difficult to analyze whether or not the components of the system had an impact. Dr. Koppich thought the results could have shown the opposite, with staff overwhelmed by the process. However, she observed staff members trying to figure out the new system, and how they would be part of it. She did not share Mr. Felton's concern about the second year of implementation because (1) the newness for schools in phases two and three will provide excitement, and (2) it is still a new experience for those

who participated last year in Phase One. From her perspective, MCPS has done a good job of phasing in the program and has provided support. However, in the subsequent years, the evaluation will delve more deeply into professional development plans, staff development teachers, and consulting teachers. Dr. Gross observed that principals are receiving support at the school level, and they have become comfortable with the professional growth system. Also, systemic change requires support, and early data in Phase One schools reveals that teachers feel more positive and find greater relevance in the professional support in the school.

Mr. Felton appreciated staff comments that the community should not have unrealistic expectations for student achievement. However, there is increased emphasis on accountability from the federal and state governments. While MCPS is creating a new learning community, it will have to show improved student performance. He asked what MCPS can do to recognize employee accountability and assure work force excellence. Dr. Koppich thought the goal of a professional community was not to make adults feel better about themselves, but to increase their professional capacity to do better. All research demonstrates that improved teacher quality, diagnoses of students' learning needs, and individualized instruction augment student learning. In subsequent years, the oversight committee needs a set of benchmarks to evaluate student learning, and test scores will be part of the accountability. However, this is an opportunity to broaden the definition of student learning and help people understand what the school system means by improved student learning.

Ms. Cox had seen on FirstClass a question about a performance indicator related to students in first-period classes. A teacher answered that student behavior was out of the teacher's control. In response to that comment, however, it was stated that the issue was not having the teacher control behavior but change it. The professional development plans will make a connection between data and strategies to address student performance. She had a concern about the initial training and the use of data. She asked about teachers believing that staff development teacher (SDT) activities can support student performance. Dr. Cummings replied that the resources deployed varied from school to school, and SDT implementation in high school was difficult. With only 15 hours per teacher, there was less exposure in the high school. Throughout the report there was a gap between can they help and are they helping. Everyone was very conscious about the results orientation of the changes. Dr. Kortecamp noted that on site interviews, people were excited about the opportunity to be supported in the new teacher accountability system and about professional growth designated to serve their needs.

Ms. Cox noted that MCPS has budgeted an additional 0.4 SDTs at the high school level. If this is still a difficult way for SDTs to be effective, should MCPS look at a different delivery system? Ms. Merry said that was the express purpose for an outside evaluation. As soon as there were identified issues at a high school, staff revamped the approach with the

overlap of the roles of the SDT and the resource teacher. Dr. Kortecamp added that professional development is a big issue around the country. MCPS determined that staff development should be embedded in teachers' jobs and directly related to their responsibilities. She asked if the role of the SDT is adequately defined. The SDT at the elementary level spends a good deal of time with new teachers. Within each school, SDTs were trying to individualize their focus to meet the school's needs. Therefore, they were helping individual teachers and meeting school-wide goals. Also, there needs to be some integration between the role of the SDT and consulting teachers.

Ms. Cox thought that at the elementary level there would be an alignment between the work plan of the SDT and the school improvement plan. In reading the report, it looked like the SDT was gravitating to the new teachers because the experienced teachers thought they did not need help from the SDT. However, if there is an alignment, the benefit will be in the system's interest in providing a directed approach and the flexibility to use resources at the local level where they are most needed. Dr. Cummings stated that the SDT had to start somewhere to establish a credible working relationship with staff, and then they can expand to the more experienced teachers. There is a distinction between the role of the SDT, who focuses on helping other teachers grow, and the evaluation system.

Mr. Felton asked if the role of the SDT included addressing teacher attitudes on issues such as having low expectations of some students. Ms. Merry said that the first course every SDT took was the *Understanding of Teaching*. The basis of the course is believing in students and their ability to learn. It showed SDTs how to work with classroom teachers to change practices.

Dr. Weast inquired about any evidence in the interviews of support for increasing teachers' expectations for all students. Dr. Koppich thought the issue of teacher expectations is often raised. This system has the potential to raise teachers' awareness and expectations at the same time that it improves their skills. This program does not allow teachers to hide. What it does in a nonpunitive fashion is to improve the teachers' capacity with an emphasis on collegiality. Dr. Gross stated that teachers and principals in Phase One schools reported that there were differences in standards and expectations among teachers. There are effective strategies to work with students, and the belief structure is changing.

Dr. Weast asked if there were any suggestions from the professional evaluators. Dr. Koppich noted that the district is conducting validity and reliability studies to make sure the evaluation system procures the same results regardless of the evaluator. It is hoped that over time the writeups will become less burdensome as the evaluators become accustomed to the system. She had one recommendation that will be controversial. In peer evaluation systems across the country, the consulting teachers do evaluations of the beginning teachers.

Mrs. King noted that the evaluation system takes some of the best teachers out of the classroom to become SDTs. How long will they be out of the classroom? Ms. Merry replied that SDTs do not rotate in the position; however, consulting teachers hold the position for three years.

Mrs. King had heard from consulting teachers that they will become proficient in the job just as they rotate back into the classroom. Dr. Koppich observed that all programs employing consulting teachers use the same model. It is set up in that manner because the consulting teacher position is not a step into administration. Also, consulting teachers develop new skills that are useful in their schools. Through this system, the role of the teacher will become different, and their leadership skills should be used in the school. Dr. Gross pointed out that consulting teachers have credibility because they were teachers.

Mr. Lange noted that, according to the report, 70 percent of the respondents indicated that the program effected changes in teaching. He asked how that could be raised to 100 percent. Dr. Koppich replied that the program is enormously complicated and very different for teachers and principals. She would have expected in an anonymous survey lots of resistance. In the coming year, the respondents should illustrate how it changed their teaching.

Mr. Lange noted that no one was overwhelmed by the system. Mr. Shea replied that the issue principals are worried about is the time for writing reports. When moving the teacher evaluation system from a three-year cycle to a professional growth system of a five-year cycle with teachers involved in their professional development, the observations and evaluations will take time. There are other elements that principals will look for in addition to focus on student achievement.

Ms. Cox asked about the suggestion to have consulting teachers evaluate new teachers. Mr. Shea replied that he was concerned about removing the direct role of the principal in the supervision and evaluation of the first-year teacher. Mr. Simon thought the principal should have the ability to respond to parent concerns on a case-by-case basis. If done right, the system is very time consuming because teachers are asked to engage in peer observation, study groups, and new activities with peers. There has to be in every school a recognition of the time involved.

Mr. Lange asked how quickly teachers will be exposed to the program. Ms. Merry replied that the program has district trainers, and there will be a vast numbers of courses offered next year.

Mr. Felton asked that, if MCPS takes this approach, how would the system assess if there is any value added by some of the more traditional course offerings. If this approach is more effective, when does the school system transition into this staff development model?

Ms. Merry replied that staff has begun work with the associate and community superintendents to assess systemwide training. Future training will be job-embedded with fewer days out of the classroom for teachers.

Mr. Felton thought the Board needed a sense of the restructuring and cost reductions due to the effectiveness of the system. Dr. Koppich replied that job-embedded training is the right approach. Any staff development should help teachers meet the school's goals and help the school meet the district's goals.

Ms. Cox mentioned that with the present economy, the school system must convey to the public where resources are disbursed for student achievement. The Board would like to increase resources for the evaluation system. If that is not possible, the Board would like to keep the importance of this system in the forefront. The primary focus of the SDT is on staff development, not on the provision of resources. The role of community superintendent should ensure that the professional development plans are aligned with the school's improvement plans through the principal evaluation. She asked about SDTs in special schools and their giving the lowest ratings to the benefit and the use of data to improve instruction. Dr. Kortecamp replied that the evaluators had not looked into this closely, and it would be an important question for next year.

Regarding the SDT, Ms. Cox noted the results of the review of special schools with the lowest responses in terms of the benefit – increasing the knowledge of effective practices, working in isolation, reflective practices, and use of data to improve instruction and affect students' belief that they can master content. She asked if there was less emphasis on teacher training in special education or if it was too soon to know what is behind the data.

Mrs. O'Neill had heard anecdotal information from SDTs, consulting teachers, parents, and principals on the importance of this approach. In the age of accountability, everyone looks for benchmarks and test scores. The school system must be mindful that this approach is making a difference, and it counts for the students. As budget times are tight, the school system has to stay the course.

Re: LUNCH AND CLOSED SESSION

The Board of Education recessed for lunch and closed session from 1:00 to 2:00 p.m.

**At this point, Mr. Abrams joined the meeting; Mr. Lange temporarily left the meeting.

RESOLUTION NO. 549-01

Re: PROCUREMENT CONTRACTS OF \$25,000 OR MORE

On recommendation of the Superintendent and on motion of Ms. Cox seconded by

Mrs. O'Neill, 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, Bid No. 7100.1, Computer Hardware and Installation Services was issued on June 15, 2001; and

WHEREAS, The State of Maryland has extended Bid DGSOPC9701, Microcomputers through November 30, 2001, and is expected to extend it through February 28, 2002; now therefore be it

Resolved, That Bid No. 7100.1, Computer Hardware and Installation Services, be rejected; and be it further

Resolved, That the Board of Education authorize the extension of Bid No. DGSOPC9701, Microcomputers; and be it further

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

391343- 24A-1	Motor Oils, Lubricants and Greases—Extension	
	<u>Awardees</u>	
	Castrol Heavy Duty Lubricants	
	Fuchs Lubricants Company	
	Tilley Chemical Company	
	Total	\$ 132,500
C-05803/ MDS	Diesel Fuel	
	<u>Awardee</u>	
	BP Corporation	\$3,000,000
DGSOP/ C9701	Computers	
	<u>Awardees</u>	
	Apple Computer	
	Daly Computer	
	Data Networks, Inc.	
	Disys	
	Enable Systems	

	Total	\$4,000,000
1118.1	Printing of Adult Education Bulletin—Extension	
	<u>Awardee</u>	
	Tapco, Inc.*	\$ 58,943
1145.1	Mental Health Services	
	<u>Awardee</u>	
	The Chesapeake Center, Inc.*	\$ 350,169
1146.1	Symantec Ghost Software	
	<u>Awardee</u>	
	Binary Research International, Inc.	\$ 33,112
4044.2	Security System Supplies and Equipment—Extension	
	<u>Awardees</u>	
	Alarmax Distributors, Inc.	\$ 83,802
	Wm. B. Allen Supply Company, Inc.*	284
	Arch Electronics, Inc.	2,500
	Capitol Cable & Technology, Inc.	6,268
	CTL Communications Televideo*	2,814
	Granite Security*	2,228
	Meadowlands Electronics	102,678
	Northern Video System, Inc.*	67,740
	Security Equipment Distribution	56,334
	Simplex Time Recorder Company	3,934
	Tristate Electrical and Electronics*	12,467
	Unilux, Ltd.*	<u>3,848</u>
	Total	\$ 344,897
4045.4	Telephone Equipment	
	<u>Awardees</u>	
	ACC Telecom	\$ 639,759
	Allegheny Electronics, Inc.	3,500
	Alltel Communications Products, Inc.	146,671
	Arcade Electronics, Inc.	6,681
	Axis Electronics	1,764

Cabling System Supply, Inc.	12,310
Capitol Cable & Technology, Inc.	98,752
Chesapeake Communications, Inc.	170,089
Cumberland Electronics, Inc.	12,300
International Fibercom	9,775
Wesco Distributions	836
Total	<u>\$1,102,437</u>

4079.3 Health Room Supplies

Awardees

Amzco Health Supply*	\$ 6,969
Armstrong Medical Industries, Inc.	6,167
Cole Medical, Inc.	36,222
COSH Healthcare Limited*	5,992
Eddor Safety	1,509
Eveready First Aid & Medical Supply*	6,054
Leonard Paper Company	48,357
Medco Supply Company	15,234
Micro Biomedics, Inc.	28,521
Moore Medical Corporation	7,900
Perfect Health Supplies*	728
Personna Medical	2,250
Pocket Nurse	147
Safetec of America, Inc.	636
School Health Corporation	16,970
Sportmaster Recreation Equipment	496
Top Safety Products	232
Total	<u>\$ 184,384</u>

4111.1 Overhead Doors—Extension

Awardees

Metropolitan Rolling Door, Inc.	
Rolling Doors of Md., Inc.	
Total	\$ 80,000

4127.1 Recycling/Trash Removal

Awardee

Waste Management	\$ 475,409
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4128.1	Special Education Equipment and Supplies	
	<u>Awardees</u>	
	ATD American Company	\$ 1,877
	Alan G. Day Corporation*	46,495
	Flaghouse, Inc.	5,223
	Roberts Home Medical	38,085
	Sammons Preston	1,294
	Smith and Nephew Rehabilitation	<u>1,746</u>
	Total	\$ 94,720
7004.5	Audio and Visual Equipment and Supplies	
	<u>Awardees</u>	
	AFP School Supply*	\$ 840
	Allegheny Electronics, Inc.	680
	Bradley Broadcast Sales*	468
	Century Magnetics, Inc.*	1,195
	CTL Communications Televideo*	189,994
	Cumberland Electronics, Inc.	13,966
	Herman Electronics	387
	HPI International, Inc.	1,620
	Keyboard World*	894
	Kunz, Inc.*	22,044
	Metropolitan Audio Visual Corporation	36,980
	Nicholas P. Pipino Associates	26,327
	Pyramid School Products	2,283
	School Specialty	179
	Telestar Corporation*	2,287
	Total Audiovisual Systems*	12,330
	Video Service of America*	33,786
	Washington Professional Systems	<u>78,995</u>
	Total	\$ 425,255
9011.1	Snow Plow and Pump Parts—Extension	
	<u>Awardee</u>	
	Wilbur Truck Equipment, Inc.	\$ 31,100
9105.6	Cafeteria Disposable Supplies	
	<u>Awardees</u>	

	Acme Paper & Supply Company, Inc.	\$ 98,401
	Calico Industries, Inc.	5,597
	S. Freedman & Sons, Inc.	205,634
	Holt Paper & Chemical Company	6,783
	Interboro Packaging Corporation*	3,865
	Kahn Paper Company, Inc.	245,902
	Leonard Paper	53,778
	M & Q Plastic Products	10,830
	Webco Packaging, Inc.	<u>508</u>
	Total	\$ 631,298
9114.3	Canned Fruits and Vegetables	
	<u>Awardees</u>	
	Dori Foods, Inc.	\$ 284,137
	Man of New York	<u>28,248</u>
	Total	\$ 312,385
9318.1	Public Address System Replacements at Various Schools**	
	<u>Awardee</u>	
	Corbett Technology Solutions	\$ 766,728
9322.1	Renovate One Passenger/Freight Hydraulic Elevator at Seneca Valley High School**	
	<u>Awardee</u>	
	Elcon Enterprises, Inc.	\$ 172,482
	t/a Elevator Control Service	
9324.1	Modular Classroom Reroofing at Cabin John Middle School	
	<u>Awardee</u>	
	CPS Roofing*	\$ 48,793
	TOTAL PROCUREMENT CONTRACTS OF \$25,000 OR MORE	\$12,244,612

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

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

RESOLUTION NO. 550-01

Re: **AWARD OF CONTRACT – MONTGOMERY**

VILLAGE MIDDLE SCHOOL

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

WHEREAS, The following sealed bids were received on October 2, 2001, for the Montgomery Village Middle School modernization project, with work to begin immediately and be completed by June 2003:

<u>Bidder</u>	<u>Amount</u>
San Jose Construction Group, Inc.	\$16,018,000
Hess Construction Company	16,288,000
Henley Construction Company, Inc.	16,631,000
Meridian Construction Company, Inc.	16,753,000

and

WHEREAS, The low bidder, San Jose Construction Group, Inc., has until October 23, 2001, to submit the required Minority Business Enterprise (MBE) participation; and

WHEREAS, Staff has recommended that the contract be awarded contingent upon compliance with the Board of Education's MBE requirements; and

WHEREAS, San Jose Construction Group, Inc., has completed similar work successfully for other jurisdictions; now therefore be it

Resolved, That a \$16,018,000 contract be awarded to San Jose Construction Group, Inc., for the Montgomery Village Middle School modernization project, in accordance with drawings and specifications prepared by The Lukmire Partnership, Inc., and contingent upon receipt and approval of the documentation submitted for MBE participation.

RESOLUTION NO. 551-01

Re: **AWARD OF CONTRACT – OAKLAND TERRACE
ELEMENTARY SCHOOL**

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

WHEREAS, The following sealed bids were received on October 4, 2001, for the Oakland Terrace Elementary School addition project, with work to begin immediately and be completed by November 2002:

<u>Bidder</u>	<u>Amount</u>
HRGM Corporation	\$1,378,130
Capitol Technology Services, Inc.	1,493,500
Sumter Contracting Corporation	1,549,552
William F. Klingensmith, Inc.	1,641,900
Bob Porter Company, Inc.	1,696,900
Renovations Unlimited, Inc.	1,747,147
Smith & Haines, Inc.	1,846,000

and

WHEREAS, The low bidder, HRGM Corporation, is a Maryland Department of Transportation-certified minority firm and is actively pursuing additional Minority Business Enterprise participation from subcontractors; and

WHEREAS, HRGM Corporation has completed similar work successfully for other jurisdictions; now therefore be it

Resolved, That a \$1,378,130 contract be awarded to HRGM Corporation for the Oakland Terrace Elementary School addition project, in accordance with drawings and specifications prepared by McKissack & McKissack of Washington, Inc.

RESOLUTION NO. 552-01 Re: **AWARD OF CONTRACT – ROBERT FROST MIDDLE SCHOOL**

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

WHEREAS, The following sealed bids were received on September 20, 2001, for the Robert Frost Middle School addition and renovation project, with work to begin immediately and be completed by August 2002:

<u>Bidder</u>	<u>Amount</u>
Henley Construction Company, Inc.	\$4,228,000
William F. Klingensmith, Inc.	4,484,700
Century Construction, Inc.	4,606,600
R. J. Crowley, Inc.	4,637,148
Donohoe Construction Company	4,713,820
Capitol Technology Services, Inc.	4,865,000
HRGM Corporation	4,880,027

DD&B Construction, Inc.	5,762,400
Engineering Management Services, Inc.	8,044,000

and

WHEREAS, The low bidder, Henley Construction Company, Inc., has submitted a 3.1-percent Minority Business Enterprise (MBE) participation and filed an exception for the balance of the 25-percent requirement; and

WHEREAS, The minority business enterprise coordinator has validated the exception request and recommends a waiver of the balance of the MBE requirements; and

WHEREAS, Henley Construction Company, Inc., has completed similar work successfully for the Montgomery County Public Schools; now therefore be it

Resolved, That a \$4,228,000 contract be awarded to Henley Construction Company, Inc., for the Robert Frost Middle School addition and renovation project, in accordance with drawings and specifications prepared by Smolen ■ Emr Associates Architects.

Re: **DISCUSSION**

Mr. Felton asked for the history of the Henley Construction Company's requests for the MBE exception for the balance of the 25-percent requirement.

RESOLUTION NO. 553-01 Re: **AWARD OF CONTRACT – LAKEWOOD ELEMENTARY SCHOOL**

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

WHEREAS, The following sealed bids were received on September 25, 2001, for the Lakewood Elementary School modernization project, withonsite work to begin January 2002 and be completed by May 2003:

<u>Bidder</u>	<u>Amount</u>
Hess Construction Company	\$ 9,411,000
Milestone Construction Services, Inc.	9,639,500
Pantech Construction Company, Inc.	9,678,550
San Jose Construction Group, Inc.	9,703,166
Henley Construction Company, Inc.	9,745,000
Meridian Construction Company, Inc.	9,806,000

Baltimore Contractors, LLC
Dustin Construction, Inc.

9,877,000
10,193,500

and

WHEREAS, The low bidder, Hess Construction Company, has obtained 12.8-percent Minority Business Enterprise participation; and

WHEREAS, Hess Construction Company has completed similar work successfully for Montgomery County Public Schools; now therefore be it

Resolved, That a \$9,411,000 contract be awarded to Hess Construction Company for the Lakewood Elementary School modernization project, in accordance with drawings and specifications prepared by Wiencek + Zavos Architects, P.C.

RESOLUTION NO. 554-01

Re: **AWARD OF CONTRACT – WILLIAM TYLER PAGE
ELEMENTARY SCHOOL**

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

WHEREAS, The following sealed bids were received on September 19, 2001, for the William Tyler Page Elementary School modernization project, with work to begin immediately and be completed by December 2002:

<u>Bidder</u>	<u>Amount</u>
HRGM Corporation	\$9,243,477
Baltimore Contractors, LLC	9,367,500
Tuckman-Barbee Construction Company, Inc.	9,539,955
Hess Construction Company	9,547,000
Henley Construction Company, Inc.	9,609,600
Dustin Construction, Inc.	9,647,500
San Jose Construction Group, Inc.	9,760,000
Pantech Construction Company, Inc.	9,809,200
Meridian Construction Company, Inc.	9,957,000

and

WHEREAS, The low bidder, HRGM Corporation, a Maryland Department of Transportation (MDOT) certified minority firm, has submitted 25-percent MDOT-certified Minority Business Enterprise (MBE) participation, of which 7 percent is African American, 10 percent is

woman-owned, and 8 percent is other MBE certified; and

WHEREAS, HRGM Corporation has completed similar work successfully for other jurisdictions; and

WHEREAS, The modernization includes space for daycare that will be funded by the Montgomery County Department of Health and Human Services; now therefore be it

Resolved, That a contract be awarded to HRGM Corporation for the William Tyler Page Elementary School modernization project, in accordance with drawings and specifications prepared by Delmar Architects, P.A.; and be it further

Resolved, That the contract amount be increased by \$128,000 contingent on the receipt of funds for the daycare space.

RESOLUTION NO. 555-01

Re: **EXTENSION OF CONTRACT – ELECTRICITY SUPPLY**

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

WHEREAS, The Montgomery County Government, Montgomery County Public Schools (MCPS), and the other county agencies entered into a joint contract with Washington Gas Energy Services for electricity supply for an 18-month term beginning in December 2000; and

WHEREAS, This contract has been beneficial by providing substantial savings to the participants; and

WHEREAS, The Montgomery County government has elected to extend this existing contract in accordance with the terms of the contract; and

WHEREAS, The Montgomery County Public Schools is projected to save \$415,278 below the cost of the standard electricity service offered by the Potomac Electric Power Company for the 12-month extension period; therefore be it

Resolved, That the existing contract for the supply requirements of the Montgomery County Public Schools electricity accounts be awarded to Washington Gas Energy Services, Inc., in accordance with the terms and conditions of the Montgomery County Office of Procurement, IFB # 1502000005, Supply of Electricity and Related Services for Montgomery County and their subsequent contract extension.

RESOLUTION NO. 556-01

Re: **ARCHITECTURAL APPOINTMENT – WHEATON
ELEMENTARY SCHOOL #6 FEASIBILITY STUDY**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services to conduct a design feasibility study for the reopening of the former Connecticut Park Center as an elementary school in the Wheaton High School Cluster; and

WHEREAS, Funds for feasibility planning have been programmed as part of the FY 2002 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on July 14, 1998, identified Architecture, Inc., as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff has negotiated a fee for the necessary architectural services based on the project scope; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with Architecture, Inc., to provide professional architectural services for the Wheaton Elementary School #6 feasibility study project for a fee of \$27,000.

RESOLUTION NO. 557-01

Re: **CHANGE ORDERS EXCEEDING \$100,000**

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

WHEREAS, The Department of Facilities Management has received the following change order proposals from various contractors that exceed \$100,000; and

WHEREAS, Staff and the project architects have reviewed these change orders and found them to be equitable; now therefore be it

Resolved, That the Board of Education approve the following change orders for the amounts indicated:

Activity 1

Project: Relocatables

Description: Relocate portable classroom units from Wheaton High School that are no longer needed since the new addition has been completed.

Contractor: J & L Services, Inc.

Amount: \$153,048

Activity 2

Project: Relocatables

Description: Relocate six units from various locations to Bel Pre Elementary School.

Contractor: J & L Services, Inc.

Amount: \$277,254

RESOLUTION NO. 558-01

Re: **CONTRACT AWARD – PHARMACY BENEFIT
MANAGEMENT PROGRAM**

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

WHEREAS, The Board of Education expanded the Employee Benefit Plan by Resolution 448-72, 457-72, and 43-76 to include dental coverage, vision coverage, a prescription drug plan, and dependent life insurance; and

WHEREAS, The Board of Education has periodically bid elements of the Employee Benefit Plan for the benefit of employees and to reduce administrative costs; and

WHEREAS, The Montgomery County Public Schools has joined with the Maryland-National Capital Park and Planning Commission to solicit proposals to administer their prescription drug Pharmacy Benefit Management programs effective January 1, 2002; and

WHEREAS, Having been duly advertised under Request for Proposals No. 1141.1, vendors were asked to submit proposals for consideration; and

WHEREAS, The Montgomery County Public Schools and the Maryland-National Capital Park and Planning Commission engaged the services of a benefit consultant, Aon Consulting, Inc., to assist them in the evaluation of proposal responses; and

WHEREAS, Four of the eight vendors that submitted proposals were selected for finalist

interviews and asked to commit to best and final pricing, performance guarantees, and specific contractual commitments; and

WHEREAS, The evaluation has identified a vendor that best meets the needs of the Montgomery County Public Schools; and

WHEREAS, The Montgomery County Public Schools and its employees will continue to have a high quality prescription drug Pharmacy Benefit Management program and will achieve an estimated \$2 million in annual savings from this award; now therefore be it

Resolved, That a contract for administering the prescription drug Pharmacy Benefit Management program be awarded to Caremark, Inc.; and be it further

Resolved, That the Board of Education president and superintendent of schools be authorized to execute the documents necessary for this transaction.

RESOLUTION NO. 559-01 Re: **UTILIZATION OF FY 2002 FUTURE SUPPORTED PROJECT FUNDS**

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

WHEREAS, The grants qualify for a transfer of appropriation from the Provision for Future Supported Projects pursuant to the provisions of County Council Resolution No. 14-890, approved May 24, 2001; and

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

WHEREAS, Sufficient appropriation is available, within the FY 2002 Provision for Future Supported Projects, to permit the above-noted transfers within state categories; now therefore be it

Resolved, That the superintendent of schools be authorized to receive and expend, within the FY 2002 Provision for Future Supported Projects, as specified below:

<u>Project</u>	<u>Amount</u>
Project Active Participation	\$ 59,996
Technology Innovation Challenge Grant Program	1,950,860

and be it further

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

Re: **DISCUSSION**

Regarding the Technology Innovation Challenge Grant, Ms. Cox asked for information on how many schools from the consortium are involved, how the project is being evaluated, and what those evaluations have been over the past four years.

RESOLUTION NO. 560-01 Re: **RECOMMENDED FY 2002 SUPPLEMENTAL APPROPRIATION FOR THE DIVISION OF FOOD AND NUTRITION SERVICES ENTERPRISE FUND**

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

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 2002 supplemental appropriation of \$1,740,236 for the Division of Food and Nutrition Services Enterprise Fund in the following category:

<u>Category</u>	<u>Amount</u>
Food and Nutrition Services Fund	<u>\$1,740,236</u>
Total	<u>\$1,740,236</u>

and be it further

Resolved, That this supplemental appropriation be funded with \$1,740,236 from increased food service sales revenue; and be it further

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

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

RESOLUTION NO. 561-01 Re: **HUMAN RESOURCES MONTHLY REPORT**

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

Resolved, That the Board of Education approve the Human Resources Monthly Report

dated October 16, 2001.

RESOLUTION NO. 562-01

Re: **DEATH OF KATHLEEN ETENSE, CLASSROOM
TEACHER, CASHELL ELEMENTARY SCHOOL**

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

WHEREAS, The death on August 10, 2001, of Kathleen Etense, classroom teacher at Cashell Elementary School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Ms. Etense was a dedicated professional with Montgomery County Public Schools for 30 years; and

WHEREAS, Ms. Etense was committed to students and sensitive to the needs of all people, making her an asset to the school system and community; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Kathleen Etense and extend deepest sympathy to her family; and be it further

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

RESOLUTION NO. 563-01

Re: **DEATH OF LARUE Y. HAWKINS, BUS OPERATOR,
CLARKSBURG DEPOT, DEPARTMENT OF
TRANSPORTATION**

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

WHEREAS, The death on August 29, 2001, of Larue Y. Hawkins, bus operator at Clarksburg Transportation Depot, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In the short time that Mrs. Hawkins worked for Montgomery County Public Schools, she demonstrated competence as a bus operator; and

WHEREAS, Mrs. Hawkins' dependability and her good relationships with her fellow workers made her a valuable employee; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Larue Y. Hawkins and extend deepest sympathy to her family; and be it further

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

RESOLUTION NO. 564-01 Re: **DEATH OF WILLIAM H. CLARKE, MANAGEMENT AND BUDGET SPECIALIST, DEPARTMENT OF MANAGEMENT, BUDGET, AND PLANNING**

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

WHEREAS, The death on September 6, 2001, of William H. Clarke, management and budget specialist in the Department of Management, Budget, and Planning, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In the short time that Mr. Clarke worked for Montgomery County Public Schools, he was recognized for his excellent technical skills in his profession; and

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

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

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

RESOLUTION NO. 565-01 Re: **DEATH OF MADELINE B. FLIEGEL, CLASSROOM TEACHER, STONE MILL ELEMENTARY SCHOOL**

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

WHEREAS, The death on September 30, 2001, of Madeline B. Fliegel, classroom teacher at Stone Mill Elementary School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Mrs. Fliegel was a conscientious, dedicated professional who constantly provided high quality educational experiences for her students; and

WHEREAS, In her five years with Montgomery County Public Schools, Mrs. Fliegel was committed to students and sensitive to the needs of all people, making her an asset to the school system and community; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Madeline B. Fliegel and extend deepest sympathy to her family; and be it further

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

RESOLUTION NO. 566-01 Re: HUMAN RESOURCES APPOINTMENT

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

Resolved, That the following personnel appointment be approved effective November 5, 2001:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Gail Bailey	Branch Chief, School Library Media Services, MSDE	Director, School Library Media Programs

RESOLUTION NO. 567-01 Re: HUMAN RESOURCES APPOINTMENT

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

Resolved, That the following personnel appointment be approved effective October 17, 2001:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Cheri Lavorgna	Acting Program Manager for Business Systems, OGAT	Program Manager for Business Systems, OGAT

RESOLUTION NO. 568-01 Re: HUMAN RESOURCES APPOINTMENT

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

Resolved, That the following personnel appointment be approved effective October 17, 2001:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Mary Dempsey	Acting Assistant to the Associate Superintendent, Student	Assistant to the Associate Superintendent, Student

and Community Services

and Community Services

RESOLUTION NO. 569-01

Re: **HUMAN RESOURCES APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective October 17, 2001:

Appointment

Nicola Diamond-Milwit

Current Position

Instructional Specialist,
Staff Development

As

Assistant to the Associate
Superintendent, Staff
Development

RESOLUTION NO. 570-01

Re: **PRESENTATION OF PRELIMINARY PLANS –
SOMERSET ELEMENTARY SCHOOL
MODERNIZATION**

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

WHEREAS, The architect for the Somerset Elementary School modernization, Muse Architects, has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Somerset Elementary School Advisory Committee has approved the proposed schematic design; now therefore be it

Resolved, That the Board of Education approve the preliminary plan report for the Somerset Elementary School modernization developed by Muse Architects.

Re: **POLICY ON PRIVATE CONTRIBUTIONS FOR FACILITIES**

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

WHEREAS, Policy CNE, *Facility Improvements That Are Not Funded with Montgomery County Government Revenues*, establishes the process for accepting non-Montgomery County funds for facilities improvements; and

WHEREAS, There is no policy regarding facilities improvements not funded with

Montgomery County government revenues currently; and

WHEREAS, The new process has been designed to provide significant oversight for the acceptance and use of funds for facilities improvements that are provided by noncounty sources; now therefore be it

Resolved, That the Board of Education take tentative action to adopt draft Policy CNE, *Facility Improvements That Are Not Funded with Montgomery County Government Revenues*; and be it further

Resolved, That the draft Policy CNE, *Facility Improvements That Are Not Funded with Montgomery County Government Revenues*, be sent out for public comment.

Re: **DISCUSSION**

Ms. Cox asked why the policy did not go through the Board's subcommittee that reviews policies before it came to the full Board. Dr. Williams replied that it did not go through the process because it was in development when the Board requested a review.

Ms. Cox asked about providing the replacement of equipment or physical plant elements. The language insinuates that a foundation could be created to install air conditioning or PLAR projects. Would that be allowed under this policy? Mr. Hawes stated that a foundation was not the intent of the policy. It is for playground equipment or booster club activities, such as replacing the sound equipment in the stadium.

Ms. Cox asked if there were lists of elements that are normally provided in construction projects, and what projects are optional, such as stadium lights for which there is a 50-50 split between the school system and the community. Mr. Hawes replied that the staff will not do the work until the community provides half of the funding.

Ms. Cox suggested that the language should clarify which school facilities' elements were excluded from community funding and which were clearly the responsibility of the school system. Mr. Hawes suggested that the language could be changed to add equipment that is not funded on a periodic basis by county-supported programs.

Mr. Abrams thought the language would allow the community to replace an older system with a more efficient one, and it would save the system money. He did not see that precluded by the present language. If equipment could not be accepted that would lead to added costs, the converse inherently must be true. Ms. Cox was concerned that there was no promise that the savings would be applied to schools serving communities unable to augment facilities.

Mr. Abrams thought that if the community provided an enhancement, he understood Ms. Cox's concern. However, a replacement for something that is required is not creating a comparable disadvantage. He thought Ms. Cox was asking what happens to those schools that do not have the ability to participate in that approach. That could be remedied if the Board would consider the creation of a countywide foundation for group contributions used at the discretion of the school system.

Ms. Cox questioned whether or not those contributing to a specific school would put a percentage in the foundation since only the surrounding community is committed to the neighborhood school.

Mr. Abrams suggested that the same standard for municipalities should be used for contributions. Also, associations are forming in the upcounty areas of Germantown, Clarksburg, and other new communities. The associations will parallel municipalities in relationships with area schools. He thought that would become a reality especially with school budgets in the future. The question is how that resource can be used equitably.

Mr. Felton was deeply concerned with the direction of the policy. When it was discussed before, the issues he raised were about equity. He appreciated the intent of the policy to avoid inequities, but his interpretation of the draft policy was that this issue was not addressed since there was very little that would not fall into the four categories. Any community could defend its position on anything it wanted to enhance a facility. If the Board moved in this direction, a percentage of any funds collected could be put into a special account. As written, this policy is inconsistent with the Board's philosophy and mission. Another issue is the decision process. It appears from the language that Facilities Management would make the determination and present it to the Board for approval. Mr. Hawes replied that these requests would be presented to the Board on a case-by-case basis. Facilities Management would work with the principal to avoid a long-term expense and would comply with building standards.

Mr. Felton pointed out that the Board was put in the position of rejecting a proposal that has been worked out with staff. Mr. Bowers stated that staff would make the best judgment possible. He emphasized that it was program inequities that are problematic, not facilities. Furthermore, the Board has allowed municipalities to fund larger gyms.

Mr. Felton thought that having municipalities use taxpayers dollars supported by a community was different than using private funds provided by the community. Mr. Bowers stated that communities that can raise the funds go 50-50 with the school system to light stadiums. Also, the expectation has been that the community would fund the replacement of playground equipment. The staff could add language to the policy to address program inequities.

Mr. Felton pointed out that the way the policy is written, but not intended, an air-conditioning project could be accelerated for a specific school by the community. Mr. Hawes said if that were the case, it would have allowed other schools to come on line faster.

Mr. Felton thought it would appear that there would be a program inequity if a school could not have summer school because of the heat. This policy does not strongly address inequities, and he wanted the Board involved earlier in the process.

Mrs. King pointed out that this draft policy would be sent out for public comment prior to Board approval.

Mrs. O'Neill remarked that municipalities contribute to bigger gyms, but that was not an option for the community where she lived in Bethesda. Moreover, a general foundation could have legal issues, and it may require a review for a tax-exempt status. There could be a situation in which a business would contribute a computer lab or playground equipment. Is that different from a PTA contribution? The issue of municipalities also creates inequities.

Mrs. Cox asked about the paragraph in the draft policy that identified the issue. It states that it is to provide "financial support for facility improvements that would normally not be funded as part of county-supported programs." Does that mean that, if there is a policy of not providing gyms due to lack of county funding, the Board could not accept money for a gym? Mr. Bowers stated that the long-term plan is that all elementary schools have gyms. However, where there is no long-term program, the community could provide funds for items such as stadium lights.

Ms. Cox noted that the Wheaton community was unable to raise the necessary funding for stadium lights. None of the contributions from other school communities sped up the process for Wheaton. She was concerned that the same thing will happen with this policy, which allows substantial improvements, and there will be inequities. In addition, the Board had received a letter complaining that communities had raised money for school programs such as reading programs and library books. She suggested that the policy be returned to staff for stronger language that addressed the potential for inequity.

Mr. Abrams thought it would be helpful to get public comments and test the sentiments of the community prior to revisions. Mr. Felton noted that in the past, the Board has made amendments prior to public comment.

RESOLUTION NO. 571-01

Re: **AN AMENDMENT TO THE POLICY ON PRIVATE CONTRIBUTIONS FOR FACILITIES**

On motion of Ms. Cox and seconded by Mr. Felton, the following amendment was adopted

unanimously by members present:

Resolved, That the Board of Education amend Policy CNE to reflect that the director of the Department of Facilities Management will present the request for facilities improvement and the funding plan to the Board of Education for its approval prior to notifying the entity that it may proceed with the fund-raising activities.

Re: **AN AMENDMENT TO THE POLICY ON PRIVATE CONTRIBUTIONS FOR FACILITIES**

On motion of Mr. Felton and seconded by Ms. Cox, the following amendment failed with Ms. Cox and Mr. Felton voting in the affirmative; Mr. Abrams, Mrs. King, Mr. Jeter, and Mrs. O'Neill voting in the negative:

Resolved, That the Board of Education amend Policy CNE to increase the emphasis and define program inequity.

RESOLUTION NO. 572-01

Re: **POLICY ON PRIVATE CONTRIBUTIONS FOR FACILITIES**

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Mr. Jeter, the following resolution was adopted with Mr. Abrams, Ms. Cox, Mrs. King, Mr. Jeter, and Mrs. O'Neill voting in the affirmative; Mr. Felton voting in the negative:

WHEREAS, Policy CNE, *Facility Improvements That Are Not Funded with Montgomery County Government Revenues*, establishes the process for accepting non-Montgomery County funds for facilities improvements; and

WHEREAS, There is no policy regarding facilities improvements not funded with Montgomery County government revenues currently; and

WHEREAS, The new process has been designed to provide significant oversight for the acceptance and use of funds for facilities improvements that are provided by noncounty sources; now therefore be it

Resolved, That the Board of Education take tentative action to adopt draft Policy CNE, *Facility Improvements That Are Not Funded with Montgomery County Government Revenues*; and be it further

Resolved, That the draft Policy CNE, *Facility Improvements That Are Not Funded with Montgomery County Government Revenues*, be sent out for public comment.

Facility Improvements That Are Not Funded with Montgomery County Revenues

A. **PURPOSE**

To provide guidelines for accepting non-Montgomery County government funds for facility improvements

B. **ISSUE**

The Board of Education recognizes that private organizations, parent groups, or non-Montgomery County governmental agencies at times want to provide financial support for facility improvements that would normally not be funded as part of county-supported programs. The Board also recognizes that while these improvements are not essential, they do provide opportunities to create facility features that are

compatible with neighboring buildings or enhance community and school activities.

C. POSITION

1. Non-Montgomery County government funds may be used for facility improvements that:
 - a) Support activities that benefit a school-sponsored activity or the school as a whole
 - b) Supplement architectural or aesthetic enhancements to the facility for neighborhood compatibility
 - c) Enhance community use of schools; such as a larger gymnasium than would normally be provided as part of a new school, modernization, or addition project
 - d) Provide replacement of equipment or physical plant elements
2. Appropriate funding sources include:
 - a) Parent-Teacher Associations
 - b) Other parent sponsored groups, such as booster clubs
 - c) Non-Montgomery County governmental agencies
 - d) Private organizations
3. Guidelines
 - a) Requests to provide financial support for facilities improvements must be reviewed and receive tentative approval in advance of any such activities by the director of the Department of Facilities Management in collaboration with the principal or site administrator.
 - b) The request must include a plan for financial support and sufficient assurances that the entity donating the funds will meet the agreed upon financial obligation.
 - c) The director of the Department of Facilities Management will present the request for facilities improvement and the funding plan to the Board

of Education for its approval prior to notifying the entity that it may proceed with the fund-raising activities.

- d) The group providing the funds for facility improvements under this policy will plan and supervise all fund-raising activities sponsored by the organization and will abide by established financial management procedures.
- e) All funds received for facility improvements under this policy must be appropriated in accordance with Montgomery County financial regulations.
- f) The director of the Department of Facilities Management will ensure that the necessary appropriation requests are presented to the Board of Education for approval and the funding is allocated by the Montgomery County Council before any work begins on the facility improvements.

D. DESIRED OUTCOMES

This policy is designed to allow for contributions for facilities improvements from non-Montgomery County funding sources. This will strengthen the relationships between the school system and various groups within the community.

E. IMPLEMENTATION STRATEGIES

The superintendent will establish administrative regulations or other administrative procedures that may be necessary for implementing the guidelines outlined in this policy.

F. REVIEW AND REPORTING

This policy will be reviewed on an ongoing basis in accordance with the Board of Education policy review process.

**Mr. Lange rejoined the meeting at this point; Mr. Abrams left the meeting.

Re: UPDATE ON THE TITLE 1 PROGRAM

Dr. Weast invited the following people to the table: Mrs. Judie Muntner, associate superintendent, Office of Instruction and Program Development; Dr. Theresa Flak, community superintendent, Office of School Performance; and Mrs. Chrisandra Richardson,

coordinator, Academic Support, Federal and State Programs.

Title 1 is the major federal program designed to improve learning and achievement among elementary and secondary students in high-poverty schools. The MCPS Title 1 program provides services to approximately 9,500 students in 55 elementary schools. A key component of the 1994 reauthorization of Title 1 calls for a shift in the focus from remedial education to high standards and high achievement. This reform calls for the following: raising academic standards; building the capacity of schools; adopting tests that fairly and accurately measure what children know; ensuring accountability by school officials; ensuring the inclusion of all children, especially those with limited English proficiency and disabilities; and consequences for schools that fail.

The Maryland State Department of Education (MSDE) also moved to a high standards focus by aligning assessment and accountability with the federal guidelines. The School Performance Index (SPI), a composite of an individual school's attendance and scores on the Maryland School Performance Assessment Program (MSPAP), was established as the criteria to measure adequate yearly progress. Federally funded schools that experience a decline in their SPI for two consecutive years are identified for "corrective action."

In April 2001, MSDE identified the following eight federally funded Title 1 schools in Montgomery County as in need of improvement: Broad Acres, Gaithersburg, Harmony Hills, Highland, Rosemont, Summit Hall, Weller Road, and Wheaton Woods elementary schools. In addition to designing and implementing school improvement strategies, all Local School Systems (LSS) were mandated to provide parents in identified schools with the option to transfer their child to another public school within the LSS that was not identified for school improvement. Because the Title 1 transfer option was prohibited by MCPS school board policies, identified schools were exempted from implementing the public school choice provision.

The Title 1 Unit is now known as the Academic Support, Federal and State Programs Unit. The goal of the unit is to provide coordination, a common focus, and a set of strategies for school reform. The reorganization supports *Our Call to Action* by aligning resources to help schools manage by fact, identify priority student achievement targets, and engage in continuous data-driven instructional decision making and monitoring. Other federal and state grant funds, such as the Targeted Poverty or Challenge School Initiative, can be used together to upgrade the school's entire educational program, rather than to target services for identified children. The unit also provides funding for Reading Recovery® training and materials support for Reading Together USA. In addition to specific duties related to Title 1, the Academic Support instructional specialists serve as members of School Performance Support Teams (SPSTs), linking their work in schools to areas identified by OSP Service Plans.

The current Title 1 budget allocates instructional assistants (IAs) to schools above the county Free and Reduced-price Meals System (FARMS) average of 27.4 percent using federal, state, and local funds. IAs reinforce classroom instruction for students who demonstrate low levels of achievement in reading and mathematics. Principals have the option to exchange their allocation of IA hours for professional teaching staff. (Eighteen hours of IA time can be exchanged for a full-time teacher.) Over the past two years, 27 of 58 schools made these exchanges.

Direct services to Title 1 schools are provided on a tiered basis, in which those with the highest economic need receive the most intensive levels of support. Each Title 1 school is provided with IAs, funds for instructional and family involvement materials, and cultural arts programming.

Tier 1—comprising 19 federally funded school-wide eligible schools (FARMS rates more than 50 percent)

In FY02, federal Title 1 funds were directed to the 19 Tier 1 schools to provide the following supports:

1. Full-day kindergarten
2. Reduced class size – kindergarten through Grade 2
3. Title 1 instructional assistants
4. Teacher allocations
5. Instructional materials
6. Family workshops, materials, and activities

Tier 2—comprising 21 targeted-assistance schools (FARMS rates from 33.0 to 49.9 percent)

Tier 3—comprising 15 targeted-assistance schools (FARMS rates from 27.4 to 33.0 percent)

Local, state, and federal objectives reflect the need to make revisions in the way that Title 1 is currently structured. MCPS knows that the emphasis must be on comprehensive reform in the Tier 1 school-wide programs. The recently released MCPS kindergarten data and the national research provide clear direction as the school system moves forward with the redesign. The lessons learned provide guiding principles in the proposed structure. The framework for the Academic Acceleration and Intervention structure focuses on the 19 Tier 1 federally funded Title 1 schools—those with a FARMS rate above 50 percent. This model can be implemented by combining Title 1, Challenge Initiative, Targeted Poverty, and School Improvement grant monies along with local funds and other potential grants. The school

system's proposal represents a consolidation of monies with one specific goal—to raise the achievement levels of all students in high-poverty schools.

The intent of Academic Acceleration and Intervention is to build on existing structures and incorporate the new strategic elements that research demonstrates are effective in high-poverty schools. Some elements are currently in place, but no one school contains all of the components that lead to a truly comprehensive program. A high level of collaboration is required on all fronts as MCPS makes critical decisions about training, funding, staffing, and implementation. However, the literature regarding school reform is clear about what is necessary to achieve success in school-wide Title 1 programs. It is the convergence of these elements that results in the improvements MCPS is seeking.

The work of OIPD in developing the Curriculum Framework is in direct alignment with research regarding the critical role a well-developed curriculum plays in supporting the achievement of high standards. Efforts are under way with OSD to offer school-wide summer training in Tier 1 schools with a focus on curriculum implementation. The school system must help staff set and maintain high expectations as it uses courses such as *Understanding Teaching* as a vehicle for examining belief systems and becoming more fully aware of the impact teachers have on student achievement. Their expectations need to align with the higher order skills required of students. Students need access to programs that provide academic rigor for all. Key strategies of these programs should be used with all learners, providing inclusive opportunities for academic challenges. The System of Shared Accountability supports staff efforts by identifying specific targets that lead to the achievement of the school system's goals.

All 19 schools are now participating in a yearlong training program using the MSDE 10-Step School Improvement Model with data analysis, a close examination of the current program, and focused changes as the basis for comprehensive reform. At the school level, OSP provides a critical monitoring function by assisting in the development and review of School Improvement Plans. Staff uses data to identify areas for improvement, with the SPST service plan linked directly to an in-depth analysis of needs. The System of Shared Accountability gives each school targeted improvement goals that are used to measure and monitor improvement.

The research is clear about the need for lengthening instructional time in high-need schools, both through extended-year and extended-day programming. Collaborative efforts to develop a systemic approach to summer school are in progress. It is essential that the school system capitalizes on the gains shown by kindergarten students by first focusing on a model for the primary grades. The program will help students maintain critical skills and provide a preview of information essential for success at the next grade level. It is known that all children lose skills over the summer break, particularly without the benefit of consistent practice and exposure to focused instruction. Therefore, a coordinated summer

school program that includes second-language learners is critical to continuing the momentum the children work so hard to achieve during the school year.

The MCPS focus is on building professional learning communities. The literature is replete with studies that describe the impact of school-wide training on the implementation of both school reform projects and new instructional approaches. A planning group consisting of OIPD, OSD, OSP, OSCS, OSA, and the Office of Global Access Technology (OGAT) will be formed to develop specialized summer courses for the Tier 1 schools. The courses will provide a focus for professional development and a strong link to School Improvement Plans. Graduate programs based in clusters would further enhance the learning community and promote staff collaboration around focused topics. This approach merits further exploration with OSD.

The Academic Support, Federal and State Programs Unit helps schools plan and conduct family outreach and training activities, provides funding for materials, and provides support for Reading Together USA. Literacy and mathematics are common topics for family meetings, which should be replicated in all Tier 1 schools.

This comprehensive effort demands that staff works collaboratively in the best interest of students as MCPS sets out on a course of school reform. It will take compromise, courage, and commitment as staff eliminates methodologies that are no longer effective, monitors implementation, and makes inevitable mid-course corrections. The way that funds are allocated to schools also must be reviewed, along with the implications for staffing. A new mix of autonomy and directiveness will be required as schools either achieve success or fail to meet established targets.

The yearlong school improvement training occurring in all Tier 1 schools provides the background critical to comprehensive school reform using the Title 1 school-wide model. Because of the inclusive nature of the program, the needs of all students are addressed, including those identified with special needs and those who are second-language learners.

Re: DISCUSSION

Mr. Felton commented that with the new federal legislation, the school-wide threshold will be 40 percent. Will that affect the number of MCPS schools? Mrs. Richardson replied that it will affect schools for the next year. The federal government requires a yearlong, 10-step process. If the threshold drops to 40 percent, there would be a planning year with that group of schools. Mr. Felton asked how many schools would move to Tier 1. Mrs. Richardson replied that it would be between 15 and 18 more schools. Mr. Felton asked if that meant that more schools would get less money. Dr. Williams believed that the Title 1 federal funds will increase from the federal, state, and local governments.

Mr. Jeter asked how many schools would become Tier 3 schools. Mrs. Richardson replied that the data on October 31 of the percentage of FARMS students will determine those eligible. Dr. Weast remarked that the impact of the economic downturn on the future is unknown. There could be a scenario in which after the FARMS applications are filed, hundreds more children need help because of poverty. Another flaw is that a certain amount of federal money is distributed by the state, and only the neediest students will be funded. The qualified parents must file the forms in order to help children.

Mr. Lange asked about significant efforts to increase parental involvement at Tier 1 schools, especially in training and orientation. Mrs. Richardson stated that instructional specialists are assigned to the Title 1 schools, and parental involvement is a priority in their role. Also, each school receives an allocation for parent programs that run throughout the year. Mr. Lange asked about the schools not identified as Tier 1, 2, or 3. Mrs. Richardson stated that there are parent outreach activities through the Office of Student and Community Services.

Ms. Cox noted that during the past two years, 27 of 58 schools exchanged instructional assistant time for full-time teachers. Was there information on whether that helped student achievement? Mrs. Muntner replied that they did not have data. However, the time exchanged was done for a variety of reasons based on the needs and focus of the school. Ms. Cox thought an evaluation was necessary to determine whether or not this was a more effective approach. Dr. Weast remarked that this is a federal government program that was chosen in the "Leave No Child Behind" campaign. This program's emphasis is yearly academic growth for each child. MCPS has proven through the kindergarten curriculum and study what effects change. Across the country, school systems are using the funding stream for a longer school year, smaller class size, and a rigorous curriculum.

Ms. Cox noted that the Academic Support, Federal and State Programs unit was working closely with the Office of Student and Community Services on recommendations for summer school. She asked for an example of a partnership with community agencies. Mrs. Richardson replied that there is supplemental funding available through community agencies. Dr. Williams added that those kindergartners who did not reach the first-grade level might be served by an extended school year, and it will be costed out in 19 schools. Staff will collaborate with the community with child-care services for the remainder of the day. Furthermore, teachers will teach in the morning and have staff development classes in the afternoon. The parents will be strongly encouraged to send their children to the extended school year.

Ms. Cox thought it was important to be sensitive to what MCPS thinks parents need, but also what parents think they need from MCPS. As the school system moves forward, she would like to know how MCPS is encouraging parents to be part of the school improvement planning and becoming part of the team with training.

Re: CIP/ENROLLMENT UPDATE

Dr. Weast invited Mr. Joseph Lavorgna, director of the Department of Planning and Capital Programming; Mr. Bruce Crispell, senior planner; and Dr. Theresa Flak, community superintendent, to the table. Dr. Weast reported that the Montgomery County birth rate shows a child being born every 40 minutes, which equals a kindergarten classroom every day. There is no doubt that the school system needs significant dollars due to the demographic trends. There is no doubt that it becomes more and more difficult because of the changing demographic and socioeconomic profiles of the children. There is no doubt that the school system could justify millions of dollars to house the children to address school size. However, the money to address these facilities issues is not available due to economic circumstances. Meanwhile, difficult choices will need to be made in developing the operating budget.

Mr. Crispell outlined the demographic trends based on the 2000 consensus and the increasing diversity statistics within Montgomery County. Dr. Weast noted that the budget problem was due to student growth, especially in relation to diversity, poverty, high school assessments, and facilities.

**Mr. Burnett joined the meeting at this time.

Mr. Lavorgna explained the financial impact of enrollment and the county's projected revenue. Dr. Weast reiterated that the circumstances and statistics reflected a very serious situation. The adopted CIP was generated over a two-year period with the Board, which provided ample planning money with construction funds to follow, spaced out over a number of years. Based on the demographic information, the school system should address the following issues: large schools, student enrollment, safety concerns, modernizations, and elementary school gyms. Nine projects underway have a revenue shortfall; therefore, a moratorium was placed on those projects to wait until bids were submitted at a lower cost per square foot. Subsequently, those projects have received lower bids and seven of the nine resulted in a savings of \$5 million. The school system is considering the elimination of four of the gyms at the nine projects. By delaying the construction of the gyms and saving from the moratorium, the school system can complete the promised projects.

The six-year CIP should request \$830 million to address the needs of the school system. Due to the loss of state aid and local revenue projections, the CIP for the coming years will build for enrollment growth. This will cause the school system to utilize its buildings for a longer time with the use of portables, and technology requirements will be reassessed. Weast cautioned against increasing the CIP, which would affect the operating budget since both budgets would compete from the same funding source. This will necessitate very difficult decisions to be made by staff and the Board regarding both budgets.

Re: CONSTRUCTION MORATORIUM

Mr. Richard Hawes, director of the Department of Facilities Management, reported that a 90-day moratorium on the bidding of school construction projects for MCPS resulted in reduced prices and increased competition. Bids received for the first five projects are a total of \$2.5 million below the bids for similar projects bid last spring. The success of the moratorium provides significant support for addressing the needs of the CIP at a time of rising concerns about funding.

Re: DOWNCOUNTY CONSORTIUM RESOLUTION

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

WHEREAS, On March 22, 2000, the Board of Education created the Downcounty Consortium to include Montgomery Blair, Albert Einstein, John F. Kennedy, and Northwood high schools to be implemented at Montgomery Blair, Albert Einstein, and John F. Kennedy in September 2002, and at Northwood in September 2003; and

WHEREAS, On November 28, 2000, the Board of Education added Wheaton High School to the Downcounty Consortium and the Thomas A. Edison High School of Technology to the planning for the consortium and modified the timeline for the opening of Northwood High School from September 2003 to September 2004; and

WHEREAS, A number of events and personnel changes have occurred that have had an impact on the planning and implementation of the signature programs and assignment process for the schools involved in the Downcounty Consortium; and

WHEREAS, Additional time is needed to work with the Downcounty Consortium schools and communities to refine and focus signature programs and determine how to phase in effectively the signature programs and preferred choice process; now therefore be it

Resolved, That the operation of the Downcounty Consortium begin in September 2003, with Montgomery Blair, Albert Einstein, John F. Kennedy, and Wheaton high schools using the existing high school boundaries as base areas for the first year; and be it further

Resolved, That a principal of Northwood High School be appointed at least one year prior to the opening of this school; and be it further

Resolved, That the five high school consortium base areas be developed during the 2002-03 school year, with Board of Education action no later than June 2003.

Re: DISCUSSION

Dr. Weast invited the following people to the table: Dr. Theresa Flak and Dr. Frank Stetson, community superintendents; Mr. Walter Gibson, director of the Downcounty Consortium; and Mr. Joseph Lavorgna, director of planning and capital programming.

Mr. Jeter suggested an amendment to appoint the Northwood principal 18 months prior to the opening of the school. Dr. Weast was supportive of the amendment, but cited budget considerations for retaining the appointment schedule. Mr. Jeter withdrew his amendment.

Ms. Cox thought all the Board members were excited about this initiative, and it is a tremendous model, especially the involvement of parents to develop a vision. She hoped it would be possible to include students in developing that model and vision. She appreciated that the signature themes foster an interest in multiple related career paths.

Mr. Lange thought there was a need to examine how the Thomas Edison High School for Technology fits into a large strategic plan for career and technology education in MCPS. He asked for an estimate of the cost for the five signature programs. Dr. Flak replied that a budget will be developed and factored into the operating and facilities budgets.

Mr. Felton thought it was important to understand that the consortium offers additional opportunities for choice in the public schools.

Mrs. O'Neill believed that the opportunities were endless for the downcounty area. It is very important that there is a wide variety of input to assure that consortium is done right. The school system should take the time to focus on a total high school reform.

Mr. Burnett noted that the downcounty consortium is a big effort. He wanted Edison to have the same level of rigor in the curriculum as expected in the county's comprehensive high schools and to be a very strong technical school. The community should focus on having a rigorous curriculum outside the signature program.

Mrs. King noted that Mr. Gibson was the right person to lead the consortium in the downcounty. It is a very supportive community, and they are determined to make the consortium work.

RESOLUTION NO. 573-01**Re: DOWN-COUNTY CONSORTIUM RESOLUTION**

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

WHEREAS, On March 22, 2000, the Board of Education created the Downcounty

Consortium to include Montgomery Blair, Albert Einstein, John F. Kennedy, and Northwood high schools to be implemented at Montgomery Blair, Albert Einstein, and John F. Kennedy in September 2002, and at Northwood in September 2003; and

WHEREAS, On November 28, 2000, the Board of Education added Wheaton High School to the Downcounty Consortium and the Thomas A. Edison High School of Technology to the planning for the consortium and modified the timeline for the opening of Northwood High School from September 2003 to September 2004; and

WHEREAS, A number of events and personnel changes have occurred that have had an impact on the planning and implementation of the signature programs and assignment process for the schools involved in the Downcounty Consortium; and

WHEREAS, Additional time is needed to work with the Downcounty Consortium schools and communities to refine and focus signature programs and determine how to phase in effectively the signature programs and preferred choice process; now therefore be it

Resolved, That the operation of the Downcounty Consortium begin in September 2003, with Montgomery Blair, Albert Einstein, John F. Kennedy, and Wheaton high schools using the existing high school boundaries as base areas for the first year; and be it further

Resolved, That a principal of Northwood High School be appointed at least one year prior to the opening of this school; and be it further

Resolved, That the five high school consortium base areas be developed during the 2002-03 school year, with Board of Education action no later than June 2003.

Re: **STUDENT USE OF PORTABLE COMMUNICATION DEVICES**

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

WHEREAS, House Bill 67 removes the prohibition on pagers and cell phones on public school property except in Baltimore City, and Baltimore, Caroline, Dorchester, Somerset, Talbot, Wicomico, and Worcester counties; and

WHEREAS, On July 26, 2001, Mr. Dustin Jeter, student Board member, introduced a resolution pertaining to cell phones on MCPS property, and on August 28, 2001, Mr. Jeter amended his original resolution which was unanimously adopted by the Board; and

WHEREAS, A multi-stakeholders work group was convened to make recommendations

pertaining to student use of pagers and cell phones on MCPS property; now therefore be it

Resolved, That the Board of Education endorses the revised regulation governing COG-RA, Portable Communication Devices; and be it further

Resolved, That the impact of the revised regulation will be reviewed at the conclusion of this school year to determine whether any changes or modifications may be necessary.

Portable Communication Devices

I. PURPOSE

To establish procedures and penalties for possession and use of portable communication devices by students on MCPS property, or engaged in MCPS-sponsored activities

II. DEFINITION

- A. *A portable communication device* refers to any device carried, worn, or stored by a student to receive or communicate messages. Such devices may include but are not limited to portable pagers, hand-held radios, and cellular telephones. This definition will also include any new technology developed for similar purposes. Excluded from this definition is any device with communication capabilities which has been approved for instructional purposes.
- B. *Principal/director* refers to the administrator responsible for a school or office as appropriate.

III. PROCEDURES

Effective October 16, 2001, high school students may possess portable communication devices on MCPS property and at MCPS-sponsored activities. It is the student's responsibility to ensure that the device is turned off and out of sight during times of unauthorized use. The high school student may not turn on/use the device until the end of the official instructional day on the high school campus. Use of devices by high school students riding to and from school on MCPS buses is permitted as long as it does not impact the safe operation of the school bus. However, high school students may not use portable communication devices on MCPS or commercially chartered buses used for school-sponsored activities during the official instructional day.

Middle school and elementary school students are not permitted to possess or use portable communication devices on MCPS middle school and elementary school campuses or at MCPS-sponsored middle school or elementary school activities.

High school students on the campus of a middle or elementary school for a legitimate purpose must have all portable communication devices turned off and out of sight during the official instructional day. High school students on the campus of a middle or elementary school outside of the official instructional day for a legitimate purpose may use a portable communication device.

This regulation applies to the instructional times for students attending Night School or Saturday school.

- A. Any student or parent/guardian of a student requesting authorization to

possess or use a portable communication device other than at authorized times will do so to the principal/director who will decide whether to grant or deny the request.

- B. Any staff member or student having knowledge or reasonable suspicion of unauthorized possession or use of a portable communication device by a student on MCPS property should promptly report this information to the principal/director or designee.
- C. If, after appropriate investigation, a student is found in unauthorized possession or use of a portable communication device, the principal/director may confiscate the device in accordance with procedures outlined in Regulation JGB-RA: *Search and Seizure*.
- D. Any student who violates this regulation will be subject to disciplinary action.
 - 1. Depending on circumstances, the disciplinary action could include but not be limited to conference, confiscation of the device, and up to 10 days suspension.
 - 2. Suspension of five or more days should be reserved for repeated or extremely serious violations of this regulation.
- E. Procedures in this regulation will be incorporated into the local school discipline plan process.
- F. Appeals of school disciplinary decisions under paragraph D will be administered according to MCPS Policy BLB: *Rules of Procedures in Appeals and Hearings*.

IV. RESPONSIBILITY/LIABILITY

MCPS will assume no responsibility or liability for loss or damage to a device or for the unauthorized use of any such device.

V. REGULATION REVIEW

This regulation will be reviewed at the conclusion of this school year.

RESOLUTION NO. 574-01

Re: **AMENDMENT TO THE STUDENT USE OF PORTABLE COMMUNICATION DEVICES**

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

Resolved, That the Board of Education amend to policy on Student Use of Portable Communication Devices at III. Procedures to read:

Middle school and elementary school students are not permitted to possess or use portable communication devices on MCPS middle school and elementary school campuses or at MCPS-sponsored middle school or elementary school activities, **except by written request by a parent or guardian and upon the approval of the principal/director.**

RESOLUTION NO. 575-01

Re: **AMENDMENT TO THE STUDENT USE OF PORTABLE COMMUNICATION DEVICES**

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

Resolved, That the Board of Education amend to policy on Student Use of Portable Communication Devices at III. Procedures. A. to read:

Any student **having reached the age of majority** or parent/guardian of a student requesting authorization to possess or use a portable communication device other than at authorized times will do so to the principal/director who will decide whether to grant or deny the request.

RESOLUTION NO. 576-01

Re: **STUDENT USE OF PORTABLE COMMUNICATION DEVICES**

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

WHEREAS, House Bill 67 removes the prohibition on pagers and cell phones on public school property except in Baltimore City, and Baltimore, Caroline, Dorchester, Somerset, Talbot, Wicomico, and Worcester counties; and

WHEREAS, On July 26, 2001, Mr. Dustin Jeter, student Board member, introduced a resolution pertaining to cell phones on MCPS property, and on August 28, 2001, Mr. Jeter

amended his original resolution which was unanimously adopted by the Board; and

WHEREAS, A multi-stakeholders work group was convened to make recommendations pertaining to student use of pagers and cell phones on MCPS property; now therefore be it

Resolved, That the Board of Education endorses the revised regulation governing COG-RA, Portable Communication Devices; and be it further

Resolved, That the impact of the revised regulation will be reviewed at the conclusion of this school year to determine whether any changes or modifications may be necessary.

Portable Communication Devices

I. PURPOSE

To establish procedures and penalties for possession and use of portable communication devices by students on MCPS property, or engaged in MCPS sponsored activities

II. DEFINITION

- A. *A portable communication device* refers to any device carried, worn, or stored by a student to receive or communicate messages. Such devices may include but are not limited to portable pagers, hand-held radios, and cellular telephones. This definition will also include any new technology developed for similar purposes. Excluded from this definition is any device with communication capabilities which has been approved for instructional purposes.
- B. *Principal/director* refers to the administrator responsible for a school or office as appropriate.

III. PROCEDURES

Effective October 16, 2001, high school students may possess portable communication devices on MCPS property and at MCPS-sponsored activities. It is the student's responsibility to ensure that the device is turned off and out of sight during times of unauthorized use. The high school student may not turn on/use the

device until the end of the official instructional day on the high school campus. Use of devices by high school students riding to and from school on MCPS buses is permitted as long as it does not impact the safe operation of the school bus. However, high school students may not use portable communication devices on MCPS or commercially chartered buses used for school-sponsored activities during the official instructional day.

Middle school and elementary school students are not permitted to possess or use portable communication devices on MCPS middle school and elementary school campuses or at MCPS-sponsored middle school or elementary school activities, except by written request by a parent or guardian and upon the approval of the principal/director.

High school students on the campus of a middle or elementary school for a legitimate purpose must have all portable communication devices turned off and out of sight during the official instructional day. High school students on the campus of a middle or elementary school outside of the official instructional day for a legitimate purpose may use a portable communication device.

This regulation applies to the instructional times for students attending Night School or Saturday school.

- A. Any student having reached the age of majority or parent/guardian of a student requesting authorization to possess or use a portable communication device other than at authorized times will do so to the principal/director who will decide whether to grant or deny the request.
- B. Any staff member or student having knowledge or reasonable suspicion of unauthorized possession or use of a portable communication device by a student on MCPS property should promptly report this information to the principal/director or designee.
- C. If, after appropriate investigation, a student is found in unauthorized possession or use of a portable communication device, the principal/director may confiscate the device in accordance with procedures outlined in Regulation JGB-RA: *Search and Seizure*.
- D. Any student who violates this regulation will be subject to disciplinary action.
 1. Depending on circumstances, the disciplinary action could include but not be limited to conference, confiscation of the device, and up to 10 days suspension.

2. Suspension of five or more days should be reserved for repeated or extremely serious violations of this regulation.
- E. Procedures in this regulation will be incorporated into the local school discipline plan process.
 - F. Appeals of school disciplinary decisions under paragraph D will be administered according to MCPS Policy BLB: *Rules of Procedures in Appeals and Hearings*.

IV. RESPONSIBILITY/LIABILITY

MCPS will assume no responsibility or liability for loss or damage to a device or for the unauthorized use of any such device.

V. REGULATION REVIEW

This regulation will be reviewed at the conclusion of this school year.

RESOLUTION NO. 577-01 Re: **CLOSED SESSION RESOLUTION**

On recommendation of the Superintendent and on motion of Mr. Felton seconded by Ms. Cox, 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 portion of its meeting on Tuesday, November 13, 2001, in Room 120 of the Carver Educational Services Center to meet in closed session from 9:00 to 10:00 a.m. and 12:30 to 2:00 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*, consult with counsel to obtain legal advice, as permitted by Section 10-508(a)(7) of the *State Government Article*; and review and adjudicate appeals in its quasi-judicial capacity and discuss matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*); and be it further

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

Re: **REPORT OF CLOSED SESSION**

On September 24, 2001, by unanimous vote of members present, the Board of Education voted to conduct closed sessions 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 sessions on September 24, 2001, from 9:05 a.m. to 10:10 a.m. and 12:50 to 1:40 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and/or adjudicated the following appeals: 2001-52, 2001-54, 2001-57, 2001-58, 2001-60, T-2001-44, T-2001-49, and T-2001-51.
2. Consulted with counsel to receive legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*.
3. Discussed matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*).

In attendance at the closed session were: Steve Abrams, Elizabeth Arons, Larry Bowers, Judy Bresler, Sharon Cox, Reggie Felton, Dick Hawes, Roland Ikheloa, Dustin Jeter, Nancy King, Frieda Lacey, Walter Lange, George Margolies, Pat O'Neill, Brian Porter, Glenda Rose, Marshall Spatz, Roger Titus, Jerry Weast, and James Williams.

RESOLUTION NO. 578-01 Re: **APPEAL 2001-54**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2001-54, magnet school admission, reflective of the following vote: Mr. Abrams, Mr. Burnett, Mr. Felton, Mrs. King, Mr. Lange, and Mrs. O'Neill voting to affirm; Ms. Cox and Mr. Jeter voting to reverse.

RESOLUTION NO. 579-01 Re: **APPEAL 2001-58**

On motion of Mr. Burnett and seconded by Mr. Felton, the following resolution was adopted by members present:

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2001-58, student expulsion, reflective of the following vote: Mr. Abrams, Ms. Cox, Mr. Felton, Mr. Jeter, Mrs. King, Mr. Lange, and Mrs. O'Neill voting to reverse; Mr. Burnett was absent when this appeal was adjudicated.

RESOLUTION NO. 580-01 Re: **APPEAL 2001-57**

On motion of Mr. Burnett and seconded by Mr. Felton, the following resolution was adopted by members present:

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2001-57, student expulsion, reflective of the following vote: Mr. Abrams, Ms. Cox, Mr. Felton, Mr. Jeter, Mrs. King, and Mrs. O'Neill voting to affirm; Mr. Lange voting to reverse; Mr. Burnett was absent when this appeal was adjudicated.

RESOLUTION NO. 581-01 Re: APPEAL 2001-60

On motion of Mr. Burnett and seconded by Mr. Felton, the following resolution was adopted by members present:

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2001-60, student expulsion, reflective of the following vote: Mr. Abrams, Ms. Cox, Mr. Felton, Mr. Jeter, Mrs. King, Mr. Lange, and Mrs. O'Neill voting to dismiss; Mr. Burnett was absent when this appeal was adjudicated.

RESOLUTION NO. 582-01 Re: APPEAL T-2001-52

On motion of Mr. Burnett and seconded by Mr. Felton, the following resolution was adopted by members present:

Resolved, That the Board of Education adopt its Decision and Order in Appeal T-2001-52, student transfer, reflective of the following vote: Ms. Cox, Mrs. King, and Mrs. O'Neill voting to affirm; Mr. Abrams, Mr. Felton, and Mr. Jeter voting to reverse; Mr. Burnett and Mr. Lange were absent when this appeal was adjudicated.

RESOLUTION NO. 583-01 Re: APPEAL T-2001-53

On motion of Mr. Burnett and seconded by Mr. Felton, the following resolution was adopted by members present:

Resolved, That the Board of Education adopt its Decision and Order in Appeal T-2001-53, student transfer, reflective of the following vote: Mr. Abrams, Ms. Cox, Mr. Felton, Mrs. King, and Mrs. O'Neill voting to reverse; Mr. Jeter recused himself; Mr. Burnett and Mr. Lange were absent when this appeal was adjudicated.

Re: NEW BUSINESS

There were no new business items.

Re: ITEMS OF INFORMATION

The following items were available:

1. Items in Process
2. Legal Fees Report
3. Construction Progress Report

RESOLUTION NO. 584-01 Re: ADJOURNMENT

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

Resolved, That the Board of Education adjourn its meeting of October 16, 2001, at 5:45 p.m.

—

PRESIDENT

—

SECRETARY

JDW:gr

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October 16, 2001

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