

APPROVED
38-2001

Rockville, Maryland
December 11, 2001

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, December 11, 2001, 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. 631-01 Re: **CLOSED SESSION**

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

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

Resolved, That the Board of Education of Montgomery County conduct a portion of its closed sessions on December 11, 2001, in Room 120 from 9:00 to 10:00 a.m. and 12:15 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 December 11, 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.

Re: **ELECTION OF OFFICERS**

Dr. Weast announced that as secretary-treasurer of the Board of Education he would preside until the election of the president. To be elected president or vice president, a member needed five votes, and all members were in nomination.

Mr. Burnett announced that due to his work schedule and responsibilities, he would not seek the presidency for the coming year.

Mr. Felton was elected unanimously as president. He assumed the chair and presided over the election of the vice president.

Mr. Felton announced the results of the vote for vice president:

- Mr. Lange voted for Mrs. O'Neill
- Mrs. O'Neill voted for Mrs. O'Neill
- Ms. Cox voted for Mrs. O'Neill
- Mr. Abrams voted for Ms. Cox
- Mr. Jeter voted for Ms. Cox
- Mrs. King voted for Mrs. O'Neill
- Mr. Felton voted for Mrs. O'Neill
- Mr. Burnett voted for Mrs. O'Neill

Mrs. O'Neill was elected vice president.

RESOLUTION NO. 632-01 Re: **APPROVAL OF THE AGENDA**

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

Resolved, That the Board of Education amend its agenda to include discussions on the (1) charter school application and (2) status of the staff work on curriculum and the Community Advisory Panel.

Re: **ITEM OF LEGISLATION**

On motion of Mr. Abrams and seconded by Ms. Cox, the following bill was placed on the table:

MC 204-02 B Montgomery County B Board of Education B Compensation would increase the annual compensation for members of the County Board from \$12,000 to \$18,500, with an additional \$4,000 annually as compensation for the President, entitle

members of the Board to health insurance and other fringe benefits regularly provided to employees of the Board of Education, and establish a scholarship of \$5,000 for student members to be applied toward higher education costs.

Re: **DISCUSSION**

Mr. Abrams stated that he would move support with the following amendment: delete reference to health insurance and fringe benefits.

Mrs. King wanted to investigate the possibility of the Board being placed on the county's benefit plan rather than MCPS. Mr. Margolies replied that the Task Force looked at tying benefits to the County Council's benefits; however, the recommendation was to tie it to MCPS employees. Mrs. O'Neill reported that she and Mr. Burnett abstained on voting on Board compensation, and she fully supported the establishment of the scholarship for the student Board member.

Mr. Abrams commented that he was not uncomfortable in voting for Board compensation since he has announced that he will not seek another term. However, he was concerned about a full-time benefit for part-time employees. The example that this would set for the school system is egregious. Therefore, the Board should support the compensation increase for the next elected Board, retain the concept of a part-time Board of Education, and not create full-time benefits.

Mr. Burnett asked about the status of other counties. Mr. Margolies replied that by statute Washington County is the only county that receives health insurance and other fringe benefits regularly provided to the employees. Mr. Burnett thought this decision should be decided by the delegates.

Mr. Felton thought the Board should be very careful about supporting a full-time benefit for part-time employees. What was not clear in the bill was whether there was a vision that there would be such benefits for part-time employees. Mr. Abrams responded that he could support other fringe benefits (retirement plans, 403B participation, etc.) because it is done on a percentage basis and is consistent with a part-time job. He asked if MCPS offered health insurance to part-time employees, and, if so, the language can stand as is. Mrs. O'Neill stated that the Task Force envisioned that Board members could purchase health insurance and participate in retirement plans after four years of service.

Mr. Abrams noted that every employee has the option of purchasing health insurance with a partial contribution to the premium cost rather than a complete contribution. He needed clarification on whether or not Board members would purchase it on the same basis as MCPS employees or as a separated employee attaching themselves to the group plan. He would have no objection to making the Board members non-employees, and the benefits included must be consistent with the concept of a part-time job.

RESOLUTION NO. 633-01 Re: **AMENDMENT TO THE RECOMMENDATION ON COMPENSATION**

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

Resolved, That the Board of Education delete from the Task Force's recommendation any reference to benefits that could only accrue to a full-time employee.

Re: **AMENDMENT TO THE RECOMMENDATION ON COMPENSATION**

On motion of Mr. Jeter and seconded by Ms. Cox, the following amendment was placed on the table:

Resolved, That the Board of Education amend the Task Force's recommendation to allow the Board to set the amount of the student's scholarship up to \$18,500.

Re: **DISCUSSION**

Mr. Abrams stated that over time he could support that approach. However, it would be better to establish the scholarship and the amount initially drafted. The Board could come back at another time to make a change.

Mrs. O'Neill noted that Montgomery County would be the only jurisdiction that would provide a scholarship. There was some reservation by the Task Force that \$5,000 was a significant amount, and the original recommendation of the subcommittee was for a \$2,500 scholarship.

Mrs. King thought the scholarship stood a better chance of passage at the lower amount.

Politically, Mr. Felton thought the \$5,000 scholarship was a huge leap forward considering there is movement to limit the student's voting authority.

Mr. Jeter withdrew his amendment.

Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education support *MC 204-02 B Montgomery County B Board of Education B Compensation* that would increase the annual compensation for members of the County Board from \$12,000 to \$18,500, with an additional \$4,000 annually as compensation for the President, entitle members of the Board to health insurance and other fringe benefits regularly provided to part-time employees of the Board of Education, and establish a scholarship of \$5,000 for student members to be applied toward higher education costs.

RESOLUTION NO. 634-01 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education address *MC 204-02 B Montgomery County B Board of Education B Compensation* with no position on the annual compensation for members of the County Board from \$12,000 to \$18,500, with an additional \$4,000 annually as compensation for the President; entitle members of the Board to health insurance and other fringe benefits regularly available to part-time employees of the Board of Education; and support establishing a scholarship of \$5,000 for student members to be applied toward higher education costs.

RESOLUTION NO. 635-01 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education oppose *MC 206-02 B Montgomery County B Board of Education B Student Member* that would prohibit the student member of the Montgomery County Board of Education from attending hearings when the hearings involve disciplinary action against any employee of the school system (unless the student is invited to attend by the affirmative vote of the majority), and would add the following language to the list of matters on which the student member is prohibited from voting: the employment, disciplining, or termination of any employee of the school system.

RESOLUTION NO. 636-01 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education oppose *MC 207-02 B Montgomery County B Board*

of Education B Compensation and Voting Procedures that would increase the annual compensation for members of the County Board from \$12,000 to \$18,500, with an additional \$4,000 annually as compensation for the President, entitle members of the Board to health insurance and other fringe benefits regularly provided to employees of the Board of Education, establish a scholarship of \$5,000 for student members to be applied toward higher education costs, and change the requirements for an affirmative vote of the Board of at least four elected members (defined in the law as being the adult members) needed to pass a motion except that a tie vote of all members present and voting (including the student member) would not result in an affirmative vote.

RESOLUTION NO. 637-01 Re: **ITEM OF LEGISLATION**

On motion of Mrs. King and seconded by Mr. Jeter, the following resolution was adopted unanimously:

Resolved, That the Board of Education support *MC 205-02 B Montgomery County B Board of Education Districts B Redistricting* that would redistrict the Board districts by specifying certain boundaries of the five Board districts within certain precinct boundaries.

Re: **BOARD/SUPERINTENDENT COMMENTS**

Dr. Weast commented that the emphasis on raising the bar for all students is reflected in the results of the spring 2001 Advanced Placement exams, which show a large increase in student participation with only a slight decline in performance level. Over the past three years, the number of AP exams taken by MCPS students increased 75 percent and the number of students taking the tests increased by 59 percent. The average score on the 5-point scale went from 3.59 in 1998 to a somewhat lower 3.45 in 2001. The decline, while not desirable, is in line with national trends and was expected because increased participation includes a wider pool of academic talent. Countywide gains in participation also were seen for each racial and ethnic group. African-American and Hispanic students showed the largest proportional gains.

Dr. Weast was pleased that MCPS has received funding for a second Judy Center that will provide comprehensive and coordinated services to young children and families. The Silver Spring Judy Center's early childhood education programs and social and health services have made a big difference for students attending Rolling Terrace Elementary School. The new Center will serve the Rosemont and Summit Hall elementary school communities in Gaithersburg.

Dr. Weast reported that the Department of Education has awarded MCPS a grant of almost one million dollars, to be used over a three-year period beginning in January, through its Teaching American History Grant Program. These grants are designed to improve the teaching of American history, always an important topic and perhaps even more so today.

In collaboration with the Smithsonian Institution, two teachers from each elementary school, preferably from Grades 4 and 5, will be trained in the process of historical investigation. The idea is to increase teachers' knowledge and appreciation of history while developing child-friendly ways to involve children in historical research. This grant will provide yet another way to focus and strengthen elementary school teaching.

Dr. Weast announced that seven MCPS teams won state championships in the fall 2001 season. Cross-country winners are Quince Orchard High School, the girls=4A champs, and Northwest High School, the boys=3A winners. The boys=4A soccer champion is Col. Zadok Magruder High School, and the 2A champion is Bethesda-Chevy Chase High School. Bethesda-Chevy Chase also won the girls=soccer competition. Quince Orchard High School was the 4A field hockey winner. The B-CC field hockey team won its eighth consecutive 2A state field hockey championship, breaking a national record. This win (a tie for first this year) rounded out one of the school=s most successful sports seasons ever, with regional championships in six sports and three state championships.

Ms. Cox said she accompanied Mrs. O'Neill to the Blue Ribbon Ceremony at Darnestown Elementary School, and it was a wonderful celebration. Also, she attended a graduation ceremony for parents (in a program run by Charlotte Joseph) on December 10, 2001, where a project on transportation issues at Silver Spring International Middle School was presented by parents in Spanish. Ms. Cox asked for a report from the transportation staff on the issues and concerns raised in that presentation.

Mr. Burnett attended the ARights of Passage@program, sponsored by the African-American Festival of Academic Excellence. This program is tremendous, and the children study African American history to see how it applies to their lives. The parents, church, and the community as a whole has very high expectations for these children.

Mr. Abrams noted that the Board of Education functions best when it is engaged in open dialogue on issues. He has placed on the table an idea to help the Board better utilize its time and engage colleagues and the public in more meaningful discussions on issues. He proposed restructuring how staff makes presentations to the Board. The material should be brought to the Board in a concise manner, and the presentations should be limited so that the Board can have a dialogue. Also, he thought the public sessions should mirror the interchanges in closed sessions, and that will happen if there is better internal communication among Board members. The lack of that communication was evident in meetings attended by only a limited number of Board members.

Mr. Lange thanked staff for its commitment and energy to the Board=s initiatives over the past year. He attended the APreparing for Success@seminar sponsored by the Women=s Bar Association, which provided an opportunity for students to participate in workshops on a

variety of topics. He represented the Board at the MSDE ceremony in which Thomas S. Wootton High School was presented the Blue Ribbon Award. In its acceptance speech, the school emphasized the significance of a team effort and the use of data for difference sources. Finally, Mr. Lange participated in legislative training presented by MABE.

Mr. Jeter met with the NAACP Youth Council where he presented a mock Board meeting. Also, the calendar has been set for the election of the new student Board member, and he has served on a panel to answer questions from perspective candidates.

Re: **PUBLIC COMMENTS**

	<u>Person</u>	<u>Topic</u>
1.	Nguyen Minh Chau	Shared Accountability
2.	Ruby Rubens	National Education Plan
3.	Tahira Anwar	9/11 Issues
4.	Franklin Tucker	Special Education
5.	Reuben Gist	Silver Spring Intermediate Middle School
6.	Mark Drury	Construction Shortages

Regarding Ms. Rubens testimony, Mr. Felton asked Ms. Rubens to examine the MCPS and NAACP plans and note where there is consistency and where there is a difference. Mr. Abrams thought staff could do a comparison.

Regarding Mr. Gist's testimony, Mr. Lange asked for a report on grading practices at Silver Spring International Middle School.

Re: **UPDATE ON THE OFFICE OF GLOBAL ACCESS TECHNOLOGY**

Dr. Weast invited the following people to the table: Mr. John Q. Porter, chief information officer, and Ms. Doreen Heath, assistant chief information officer.

The status report on the Office of Global Access Technology (OGAT) highlights the office's activities and plans that support *Our Call to Action* and the Shared Accountability Trend Bender. It also summarizes the work of the office over the past two years to address MCPS priorities and to meet customer expectations. OGAT's continuous improvement efforts, which have included increased cross-functional teamwork with other offices, have resulted in important changes in planning, budgeting, and operations.

Administrative Realignment

The June update to the Board highlighted how OGAT not only aligned its strategies, plans, and activities to support MCPS initiatives, but also positioned the office to respond quickly to

critical needs in a time of limited resources. Organizational changes and strategic planning were the major focus of the office over the past year. This year, OGAT instituted a zero-based budgeting approach.

This emphasis on fiscal accountability required directors and supervisors to re-examine all existing contracts and spending assumptions to justify their current year spending plan and to build the FY 2003 division, department, and office budgets from the ground up. Recent organizational realignments to support the work include reconstituting existing positions to create seven positions to staff the Data Warehouse Team and eliminating the vacant assistant chief information officer position for the Department of Systems Engineering and three other positions. Total reductions for the office in the FY 2003 budget request exceed \$1.6 million.

OGAT also has reconstituted positions and redirected personnel to staff the Instructional Management System (IMS) and Data Warehouse projects. Together, these two projects comprise the Integrated Quality Management System (IQMS) and are essential components in the implementation of the System of Shared Accountability.

Technology Modernization Program

Before teachers, students, and administrators can use instructional technology tools, the technologies must be available and the appropriate training delivered. The Technology Modernization Program (Tech Mod) provides the infrastructure and training. Tech Mod is the cornerstone in the educational technology plan and provides the computing tools, training, and local infrastructure necessary to integrate technology into instructional programs. By equipping and electronically connecting all classrooms, media centers, and offices, students and staff can access information and communicate both locally and globally.

When a school enters Tech Mod, the staff receives two days of hands-on training in which they explore technology and literacy connections. During the training, participants practice various ways in which technology enhances literacy instruction and increases student success. At the end of the sessions, participants are able to model ways in which technology enhances literacy instruction and implement instructional products.

In FY 2002, 12 elementary schools will enter the Tech Mod program. Modernized and new schools receiving equipment and training include Spark Matsunaga and Rock Creek Valley elementary schools, Earle B. Wood Middle School, and Bethesda-Chevy Chase High School.

Instructional Management System

The design and implementation of an effective instructional management system (IMS) is a critical component that is needed to implement the revised curriculum. The vision of an IMS

solution in MCPS is one that aligns curriculum, instruction, and assessment with rigorous standards and the MCPS System of Shared Accountability. The IMS provides the necessary tools for administrators and staff to have real-time access to data to support and improve teaching, learning, and student achievement. It is a data-rich system that schools can use for planning and targeting resources to address needed improvements in instruction and learning, as well as for providing timely information to focus instruction. The IMS software suite simplifies the way the school system identifies and responds to the needs of schools, staff, and students. Therefore, the system supports monitoring and timely feedback on students' mastery of skills and knowledge prescribed by the curriculum framework.

Data Warehouse

The data warehouse is designed to store, process, and manage large amounts of data needed for analysis. Data from a variety of sources, along with analytic tools and reports, are brought together to answer questions in support of the System of Shared Accountability's K-8 and high school targets, performance management, and long-term strategic decision-making. The data warehouse system captures data related to MCPS students, employees, business, and finance. The data warehouse contains recent snapshots of data rather than real-time data. The tools transform the data into information and display the information as reports, graphs, and charts.

The availability of user-friendly information about student performance, comparisons among students, and the evaluation of curriculum and instructional strategies will enable teachers to tailor their teaching strategies, assessment techniques, and parent outreach to the needs of each student. In this way, teachers may avoid unproductive student interventions and family contacts and maximize the effectiveness of their limited time with students. Teachers routinely note that time is their most valuable, but least available, resource. Improved productivity will better enable them to accomplish their goals with students.

The data warehouse will be implemented in four segments over a period of four years, beginning with student data in Segment 1 in late March 2002. The segments are outlined as follows:

Segment 1 Middle school student data in FY 2002

Segment 2 Elementary and high school student data in FY 2003

Segment 3 Human resources data in FY 2004

Segment 4 Administrative and financial data in FY 2005

Information Technology Security

In late August 2001, OGAT hired an information technology (IT) security officer to actively review and respond to security threats, policies, and disaster events. While recent external security audits and internal security reviews have shown that strong security measures and processes are in place, five areas have been identified for current and future review. The areas for further focus are:

- \$ business continuity planning,
- \$ vulnerability assessment,
- \$ enterprise virus protection,
- \$ security awareness, and
- \$ internal systems logging.

Processes have been established to address issues identified independently and by the external audit findings. The IT security officer has begun conducting security awareness training at the monthly meetings for user support specialists. Future systemwide awareness programs are expected and will be developed.

Strengthening Communication

Strengthening relationships with schools, offices, and the community remains a high priority for OGAT. Frequent and effective communication is key to establishing and maintaining these relationships. Two initiatives, the MCPS web redesign and *en touch*, have been implemented to enhance communication.

Web Redesign

During the 2000-2001 school year, the Web Services Team initiated a project to redesign the MCPS web site. The goals were to turn the home page and top-level pages into a dynamic, visually appealing information resource with intuitive navigational elements, and to enable nontechnical staff to update top-level pages. The redesigned pages were launched on Tuesday, August 28. During the 2001-2002 school year, Web Services plans to work with school and department webmasters to integrate the new design elements and features across the web site, work with partners throughout the school system to enhance content and design, and upgrade the server hardware and software base. The Web Services Team will continue to solicit feedback on the new design and integrate suggestions into further enhancements.

Conclusion

In addition to realigning organizationally and operationally to better support MCPS priorities, OGAT continues to explore partnership opportunities as a means of doing more with less. As was highlighted in June, OGAT worked with the DELL Corporation to secure a donated, wireless, and mobile staff development lab. Efforts continue with existing vendors such as

Cisco, Intel, Computer Associates, Microsoft, IBM, Novell, to leverage these relationships and to use the school system's recognizability and size to garner services and products that benefit MCPS. The recent donation of 500 DELL computers by Choice Hotels illustrates the benefits of cultivating these partnerships.

There has been excellent progress in the development of the Integrated Quality Management System. The broad participation of internal and external stakeholders, along with the five pilot schools, attests to the strong collaborative nature of this process. The integration of the instructional management system with the data warehouse provides effective, intuitive tools for not only monitoring and measuring student achievement, but also, more importantly, for providing timely feedback for teachers, students, and administrators.

The office's alignment of its work plan, operations, and finances is responsive to *Our Call to Action* and enables OGAT to prioritize its work and meet the challenges to do more with less resources.

Re: DISCUSSION

Mr. Felton thanked staff for its presentation. The Board appreciates the tremendous job done by staff, and the focus on the future.

Mr. Abrams understood that a data warehouse was a huge relational database that allows the integration and the harvest of information for various uses. He was troubled by the statement that the data warehouse contains snapshots rather than real-time data; however, he assumed that the data warehouse would allow staff to engage in real-time data. Mr. Porter replied that the data warehouse is primarily historical information and is not a transactional database. Mr. Abrams was interested in the time lag, but the data would be updated frequently. For various users, there could be different time frames for updates depending on the needs of the system. Dr. Weast added that the ability to fund data entry and screening for data quality will go to the heart of the data warehouse. However, a policy issue for the Board is whether or not it is willing to make the fiscal commitment. Mr. Abrams asked what it would cost and said it should be a discussion for the next operating budget.

Mr. Abrams inquired about the website development and the replacement of FirstClass. Is there connectivity between FirstClass (or replacement) and the web pages? Mr. Porter replied that the new system and FirstClass have a web application.

Mr. Abrams inquired about Comcast and a partnership with the Internet connection. Mr. Porter replied that a private institution provides the Internet connection for MCPS. Dr. Weast noted there is a policy issue about tools for accountability and systematic change, and the Board decides who has access to what information. Mr. Felton observed that federal legislation will make the data secure, yet still provide the information parents want.

Mr. Abrams asked if the security issues in the paper respond to the auditor's recommendations. Mr. Porter answered that there were two security audits, and staff is examining the servers and maintaining fire walls.

Mr. Felton stated that the Board was supportive but the reality is there has to be a balance. He was concerned that it is clear what staff or parents using the system can expect from it. Based on a Montgomery County study, MCPS is refreshing its computers slower than any other county agency.

Mrs. O'Neill stated that the Grading and Reporting Committee was discussing six-week marking periods and that OGAT did not have a representative on the committee. In building an architecture, the plan must include the instructional management systems. Dr. Weast replied that departments have been forged together due to budget reductions, and it is fundamental that staff works together. However, systematically the technology must be

consistent throughout all schools without customization for each school's culture.

Mrs. O'Neill stated that the policy issues need to work with technology to ensure that needs of teachers and principals are met. A number of issues in the grading and reporting policy are dependent on building the instructional management system. Dr. Weast thought it would take courage on the part of the Board to inform schools that they must adapt to a new template.

Mr. Lange said the 2000-01 survey revealed the need for information on how technology can be used to support curriculum. He asked about the implementation of the IMS pilot with the roll out in elementary schools in 2003. He asked if there would be sufficient training for all staff. Mr. Porter replied that through the pilot a framework has been developed and evaluated for the deployment of the IMS.

Ms. Cox thought there were two different kinds of training B one to support curriculum and the other to manage data for intervention in student instruction. Mr. Porter agreed and stated that training is broken into three parts: (1) navigation of the two operations, (2) function of the data in the system, and (3) intervention for the student.

Mr. Lange asked when the data would be in place. Mr. Porter replied that the IMS data is in the system and is automatically loaded from a variety of sources. However, other components vital to the system are being developed, such as lesson plans and best practices tied to the curriculum framework.

Mr. Lange asked about the roll out of the software and hardware implications, the total cost, and location in the budget. Mr. Bowers replied it is in the OGAT budget at various places. Mr. Porter responded that there has been server consolidation for this web-based system, and schools need access to the web with suitable computers.

Mr. Lange asked about training and whether or not it is sufficient. Mr. Porter answered that OGAT trainers have been moved to staff development with training starting in the summer of 2003; the training for 2002 will be done by OGAT.

Mr. Burnett inquired about the CPU requirements. Mr. Porter replied that MCPS will go to Pentium computers. Mr. Burnett asked why the IMS is a critical component of the revised curriculum. Mr. Porter answered that it is a tool that supports the curriculum framework. It is critical because it will help facilitate the reform.

Mr. Burnett asked about differentiated training. Mr. Porter replied that training through Tech Mod is done through OGAT staff development based on an assessment of the staff within the school.

Mr. Burnett knows that there were committees working on a variety of issues. He thought that the Board was willing to take action as soon as it received a recommendation. The longer it takes, the greater the delay will be in implementing changes to move students to successful school careers. Dr. Williams thought the grading and reporting issue will take time with the collaboration of all stakeholders.

Ms. Cox asked for a report on how OGAT would seek and use parent input.

Re: **LUNCH AND CLOSED SESSION**

The Board of Education recessed from 12:45 to 2:10 p.m. for lunch and closed session.

RESOLUTION NO. 638-01 Re: **PROCUREMENT CONTRACTS OF \$25,000 OR MORE**

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

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

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

1107.1	Design, Development, and Implement a Business Intelligence/ Data Warehouse for the Office of Global Access Technology B Addition to the Contract	
	<u>Awardee</u> Litton/TASC	\$231,492
1149.1	Implementation of a Commercial, Off-the-Shelf Retirement/ Pension System	
	<u>Awardee</u> SBC Systems Company, Inc.	\$925,490
4053.2	Scanner Forms and Scanning Machines	
	<u>Awardee</u> National Computer Systems	\$66,803
4085.1	Heavy Equipment Tractor and Mower Parts B Extension	

	<u>Awardees</u>	
	G.L. Cornell Company	\$11,500
	Frederick Kubota and Equipment Company	2,000
	Gaithersburg Ford Tractor Company	115,500
	Gaithersburg Rental Center	18,000
	Kohler Equipment, Inc.	22,200
	Lawn and Power Equipment	28,200
	Sumter Small Engine, Inc.	500
	Total	<u>\$ 197,900</u>
4130.1	Special Education Equipment Supplement	
	<u>Awardee</u>	
	Rifton Equipment	\$ 26,802
9115.4	Frozen Potatoes	
	<u>Awardees</u>	
	Carroll County Foods, Inc.	\$345,520
	Sysco Food Services of Baltimore/DC Region	<u>96,009</u>
	Total	<u>\$441,529</u>
9117.2	Detergents	
	<u>Awardee</u>	
	Daycon Products Company, Inc.	\$ 33,331
9126.1	Commercial Kitchen Equipment Repair Parts	
	<u>Awardees</u>	
	Daubers, Inc., of Washington, DC*	\$ 6,000
	EMR Service Division	3,000
	Heritage Food Service Equipment	27,500
	United Refrigeration, Inc.	<u>6,000</u>
	Total	<u>\$ 42,500</u>
	TOTAL PROCUREMENT CONTRACTS OF \$25,000 OR MORE	\$1,965,847

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

RESOLUTION NO. 639-01 Re: **AWARD OF CONTRACT B SKYLIGHT REPLACEMENT**

FOR NEELSVILLE MIDDLE SCHOOL

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

WHEREAS, The skylight at Neelsville Middle School is beyond repair and needs to be replaced; and

WHEREAS, The roof installed at Neelsville Middle School by Orndorff & Spaid, Inc., in 1998, is still under warranty; and

WHEREAS, The installation of the skylight will involve work to the existing roof; and

WHEREAS, To ensure the roof warranty is not voided, it is recommended that the skylight installation be completed by Orndorff & Spaid, Inc.; and

WHEREAS, Orndorff & Spaid, Inc., has completed similar work successfully for the Montgomery County Public Schools and has submitted a cost proposal that staff feels is reasonable; now therefore be it

Resolved, That a \$48,533 contract be awarded to Orndorff & Spaid, Inc., for replacement of the skylight at Neelsville Middle School, in accordance with the specifications outlined by the Department of Facilities Management.

RESOLUTION NO. 640-01 Re: ARCHITECTURAL APPOINTMENT B ROCKY HILL MIDDLE SCHOOL REPLACEMENT

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services during the design and construction phases for the replacement facility of Rocky Hill Middle School; and

WHEREAS, Funds for architectural planning were programmed as part of the FY 2001 Capital Budget; and

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

and

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

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Grimm and Parker, P.C., to provide professional architectural and engineering services for the Rocky Hill Middle School replacement project, for a fee of \$1,254,360.

RESOLUTION NO. 641-01 Re: **CHANGE ORDERS EXCEEDING \$100,000**

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

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

WHEREAS, Staff and, as appropriate, the construction manager 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: Relocation of Modular Classroom Buildings

Description: Setup of three additional units at Burnt Mills Elementary School and one unit at Broad Acres Elementary School

Contractor: J & L Services, Inc.

Amount: \$157,500

Activity 2

Project: Thomas S. Wootton High School

Description: Final payment to the electrical contractor for labor costs incurred beyond the contract base bid

Contractor: Ferguson & Ramey Electrical Contractors, Inc.

Amount: \$150,000

RESOLUTION NO. 642-01 Re: UTILIZATION OF FY 2002 FUTURE SUPPORTED PROJECT FUNDS

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

WHEREAS, The grants qualify for a transfer of appropriation from the Provision for Future Supported Projects pursuant to the provisions of County Council Resolution No. 14-890, approved May 25, 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 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>
Building Bridges to Success	\$ 10,000
State Categorical Aid	59,676
Carl D. Perkins Vocational and Applied Technology Education Act	157,063
Sherwood Home School Initiative	<u>12,500</u>
Total	<u>\$239,239</u>

and be it further

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

RESOLUTION NO. 643-01 Re: RECOMMENDED FY 2002 SUPPLEMENTAL APPROPRIATION FOR TEACHING AMERICAN HISTORY GRANT

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

Resolved, That the superintendent of schools be authorized to receive and expend, subject to County Council approval, a FY 2002 supplemental appropriation of \$332,640 for the Teaching American History Grant from the United States Department of Education in the following categories:

<u>Category</u>	<u>Positions</u>	<u>Amount</u>
1 Administration		\$12,116
2 Mid-level Administration	1.0*	55,217
3 Instructional Salaries		108,660
4 Textbooks and Supplies		7,000
5 Other Instructional Costs		121,045
12 Fixed Charges	—	<u>28,602</u>
Total	<u>1.0</u>	<u>\$332,640</u>

Positions

*1.0 instructional specialist/project director (B-D)

and be it further

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

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

RESOLUTION NO. 644-01 Re: HUMAN RESOURCES MONTHLY REPORT

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

Resolved, That the Human Resources Monthly Report dated December 11, 2001, be approved.

RESOLUTION NO. 645-01 Re: DEATH OF MRS. CAROL S. THOMA, SCHOOL SECRETARY II, EARLE B. WOOD MIDDLE SCHOOL

WHEREAS, The death on November 20, 2001, of Mrs. Carol S. Thoma, school secretary II, Earle B. Wood Middle School, has deeply saddened the staff, students, and members of the

Board of Education; and

WHEREAS, In the more than 18 years that Mrs. Thoma worked with Montgomery County Public Schools, she was a dependable employee and a valuable asset to her colleagues; and

WHEREAS, Mrs. Thoma demonstrated superior skills in organization and school management, and her assistance and support was greatly appreciated by her superiors and co-workers; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mrs. Carol Thoma 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. Thoma's family.

RESOLUTION NO. 646-01 Re: **DEATH OF MRS. TAMALA S. MILLS, SPECIAL EDUCATION INSTRUCTION ASSISTANT, LONGVIEW SCHOOL**

WHEREAS, The death on November 23, 2001, of Mrs. Tamala S. Mills, special education instructional assistant, Longview School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In the more than 13 years that Mrs. Mills worked with Montgomery County Public Schools, she was a dependable employee and a valuable asset to her colleagues; and

WHEREAS, Mrs. Mills' remarkable leadership skills, energy and enthusiasm, and her outstanding human relation skills exceeded expectations, making a positive difference in many ways; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mrs. Tamala Mills 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. Mills' family.

Re: **MONTHLY FINANCIAL REPORT**

The report reflected the projected financial condition through October 31, 2001, based on program requirements and estimates made by primary and secondary account managers. At this time, revenues are on budget while expenses have a projected surplus of

\$5,000,000. Staff will continue to monitor both revenues and expenditures closely.

Re: **UPDATE ON THE SYSTEM OF SHARED
ACCOUNTABILITY FOR SCHOOLS**

Mr. Weast invited the following people to the table: Dr. Frieda Lacey, chief of staff; Dr. John Larson, coordinator, Applied Research Unit; Dr. James Griffith, evaluation specialist; Mr. Louis Martinez, community superintendent for the Damascus, Gaithersburg, Col. Zadok Magruder, and Watkins Mill clusters; and Mr. Michael Kline, principal of Ronald McNair Elementary School.

On June 25, 2001, the Board of Education approved the initial design of the school measurement model in the System for Shared Accountability (SSA). The school measurement model included the measures, indicators and standards for academic performance in the schools, and the annual targets for improvement in elementary and middle schools. Development of the school measurement model has continued, and today staff will present the annual targets for improvement in high schools and the school quality component of the SSA.

The high school academic attainment categories represent the academic strength of the program that students have completed by the end of their secondary education. The four levels of attainment represent a range of preparation that students have for college and careers following high school graduation. These academic attainment categories are determined by considering several performance indicators, not just a single criterion such as an SAT score.

On June 25, 2001, the Board of Education approved three standards for high schools along this continuum of assessment that represents the extent to which high schools prepare their students for college and career:

- Standard 1Cat least 40 percent of graduates at the Acollege-rigorous@level;
- Standard 2Cat least 80 percent of graduates at or above the Acollege-ready@level;
- Standard 3C100 percent of graduates at or above the Acollege/career-capable@level.

Seniors who are Aminimally prepared@are not prepared for college and have not completed a career sequence of courses.

The annual targets for improvement are defined using a combination of all three standards on the academic attainment system. Annually each high school's percentage of seniors in each academic attainment category is recorded and compared to each of the three standards. For example, if ASchool A@has 35 percent of its seniors meeting the Acollege-

rigorous@standard, the school is 5 percentage points below Standard 1. If School A has 55 percent of its seniors at or above the Acollege-ready@level, the school is 25 percentage points below Standard 2. And, if School A has 80 percent of its seniors at or above the Acollege/career-capable@level, the school is 20 percentage points below Standard 3. School A's distances from the three standards are added to obtain its Atotal distance@ from standards. The annual improvement target for high schools is to improve their total distance from the standards by 3 percentage points.

The 3-percentage-point value was developed from a study of local and statewide data on high schools over the past five years. For example, the annual improvement in the percentage of graduates in the Acollege-rigorous@group (Standard 1) averaged just over one percentage point among 156 high schools statewide. Also, one-percentage-point improvement was found in the percentage of graduates meeting the university system course requirements (Standard 3). In the analysis of the three standards with MCPS data, a baseline was defined as each school's total distance from standards averaged over the years 1998 to 2000. The improvement over that baseline for the Class of 2001 averaged just over 3 percentage points among MCPS high schools. That 3-percentage-point average was essentially the same for schools that were low or high in the performance range. Thus, with all three standards considered, the annual improvement target was set at 3 percentage points. The annual targets are cumulative. This formula means that, for example, after four years, schools are expected to be 12 percentage points higher than their respective baselines.

In shaping their annual school improvement plans, high schools will focus on the standards. Since annual targets are cumulative, gains made on any one standard must be maintained when, in another year, attention may be focused on a different standard.

Quality Component

The MCPS System of Shared Accountability (SSA) monitors the quality and academic performance of schools. Academic performance is monitored with two kinds of indicators: performance and relative performance. Quality of the school environment is monitored with four kinds of indicators: instruction; leadership, relationships, and physical resources. These four kinds of quality indicators are measured from the perspectives of students, parents, and school staff in surveys of the school environment.

The SSA incorporates two general approaches to analyzing academic performance and school-quality indicators. The Adescriptive@ approach reports school-level results, for example, relative performance of a school or the survey results of a school. The Aconnective@ approach relates academic performance indicators to school-quality indicators.

Knowing which school-quality indicators are most associated with school performance provides a basis for school improvement planning. The focus here is to describe school-

quality indicators and their analyses in the SSA.

Applying the descriptive approach to quality, survey results in themselves represent indicators of school quality. Survey content was taken from research regarding what constitutes quality in schools. The literature specifies attributes of quality or effective schools, such as strong principal instructional leadership, emphasis on academics, quality instruction, clear goals and high expectations for performance, high expectations for student achievement, disciplined and orderly atmosphere, positive school climate, and positive home-school relationships. These attributes were measured in separate surveys of the school environment developed for students, parents, and staff. Annually, individual schools receive results on the survey-based indicators of quality schools. These results provide the school with a way to identify areas of strength and areas needing improvements.

An interactive, web-based presentation has been developed to report school-level results of the parent, student, and staff surveys of school environment directly to the schools. School administrators can view the results of the parent, student, and staff surveys for their school, and they can choose to compare their school's results with those of all schools of the same level (elementary, middle, high school), with results of schools in the same cluster, or with results of schools having a similar percentage of students that qualify for the Free and Reduced-price Meals System (FARMS). The choice of comparisons makes it possible to examine the perceptions of the students, parents, or staff of a particular school in the most meaningful and useful context.

In the *Connective* approach, the connections between school-quality indicators and academic-performance indicators are examined for different contexts and conditions. To guide this work, a conceptual model for school accountability was developed in which indicators of school context, school quality, and school outcomes are depicted as school *Inputs*, *Throughputs*, and *Outputs*. School inputs or contexts are described by the attributes of students, staff, physical plant, and parent involvement. School outputs or outcomes include academic performance indicators, student continuance, and good citizenry behaviors. School-quality indicators represent school and classroom activities (instruction, leadership, relationships, and physical resources) required for transforming school inputs into desired outputs. The conceptual model for school accountability also recognizes that the relation of school quality to school outcomes may vary by several conditions (called modifiers), such as school scheduling, grouping, school staff job satisfaction, teacher-parent communication, and student engagement. The school-quality indicators and the organizational, school staff, parent, and student modifiers are shown in the throughput part of the conceptual model.

Products of the connective approach include the conceptual model for school accountability to guide future work and some initial findings supported by the 2001 data. Student, parent, and staff perceptions of school environment have been related to the school academic

performance indicators. Schools having higher levels on the academic indicators have students, parents, and staff who report more positive school functioning, such as high expectations for student learning; good interpersonal relationships among students, and among school staff; and school orderliness and discipline.

Future work includes the identification of data for other indicators represented in the conceptual model for school accountability and, once identified, to analyze them in the context of the model. The goal will be to identify which school processes are most associated with desired outcomes, for which kinds of schools and which kinds of community contexts. These results then will be conveyed to the appropriate schools to assist in school improvement efforts.

Re: **DISCUSSION**

Ms. Cox clarified that the college-ready and career development courses are not mutually exclusive. Dr. Larson replied that is true for some but not other students.

Mr. Abrams asked where a student would be placed who took rigorous courses but had not obtained a AB@ or better. Dr. Larson explained that the student is college-ready if he or she completed the college course work requirements.

Mr. Burnett asked where a student who just meets Maryland=s graduation requirements would be placed. Dr. Larson replied that if the student did not complete the university course requirements but has a diploma, that student is minimally prepared. Dr. Weast explained that there is a difference between graduation and college-ready, and there is a huge difference between college-rigorous and graduation.

Mr. Felton stated that the intent is to have parents understand that difference, and all students could be college-ready if they chose that path. Dr. Weast added that this a bigger shift to a more rigorous school district than just graduating students. MCPS will examine each cluster to determine its effectiveness in preparing students for the next level of schooling. Career development will not be excluded, but it must be high quality and lead to a career or advanced schooling.

Mr. Abrams noted that the chart showed that 80 percent of MCPS graduates are college-rigorous, college-ready, or college/career capable. Moreover, 80 percent of MCPS graduates go to college. He asked if there was data on the remaining 20 percent of the students regarding their readiness for a career or additional schooling. Dr. Weast replied that the focus is to have all students ready for the next level regardless of their choice. Therefore, all students will have opportunities and options. If the Board adopts the resolution, the school system will increase rigor with the ability to follow students, utilize data, and make corrections where necessary.

Dr. Weast thought that the System of Shared Accountability would drive change quicker than the committee on uniform grading because the SSA will be flexible and reflect what is needed in the world of work and by the universities. When the standards from the outside increase, MCPS will be able to react and adjust the rigor of its courses to meet those standards.

Mr. Jeter agreed that the goal of the SSA would be faster than grading and reporting reform, but SSA is driven by the grade-point average received in class. This should be linked with the grading and reporting policy because, at this time, most grades are arbitrary. He clarified that MCPS requirements were higher than the state's. He asked if the new rigor was based on college admission criteria. Dr. Larson replied that the MCPS requirements were far beyond the state's diploma standard.

Mr. Lange thought it was important to have a common language for educators and the community. Also, he thought that grades in MCPS were arbitrary, and there was a concern that there was grade inflation in reporting the grades. What is done about standardized assessments and testing? Staff replied that these were tied to grading and reporting, that the rigorous standards have GPA goals, and that countywide final exams have the same grading scale. Dr. Weast added that MCPS is starting to connect grades with the SAT, College Boards, and the Advanced Placement exams. He thought this was the missing component to drive improved rigor. However, there must be a quality curriculum to support that rigor. Also, there must be a mechanism to push schools that do well to make them better.

Mr. Lange noted that to hold a high school to a specific standard assumes that the students are fully prepared in middle and elementary schools. Also, there is a need to expand the availability of career courses.

Ms. Cox asked for information on career development programs and how much they must be expanded to provide a continuum for students. Also, what is the level of rigor in those programs? Dr. Weast volunteered staff to give that information to the Board at a later date. He agreed that the rigor and the accessibility of those programs must be increased. Ms. Cox was concerned that parents would think that students would be pushed into the Aold@ kind of vocational education. Therefore, career development courses must publicize the levels of rigor, requirements, and success of students.

Ms. Cox asked what the expectation was for special education students and their continuum of skills and abilities. Dr. Larson replied that those students were included in this accounting system if they are scheduled to receive a diploma. Dr. Lacey added that the decision to receive a diploma or certificate is made at the IEP meeting, and a four-year plan is developed for all special education students.

Mrs. King added that as MCPS moves into a culture change with increased rigor, it is important to explain to parents what the school system plans are for helping the average child succeed with rigorous courses. Dr. Weast stated that the high school exit exams necessitate increased rigor, and universities had augmented tuition and entrance requirements. Furthermore, to enter into work that will pay a living wage, a person needs certain skill sets.

Ms. Cox was concerned about parent involvement and current research on what would change their behavior to improve student achievement. She asked if there was a commitment to review the most recent literature to reflect and measure what would be effective. Dr. Lacey responded that was absolutely the goal of staff, and there is an obligation to look at the parent surveys to use the information or provide rationale when that input is not implemented. The school system has to involve parents, hear what they say, and be available to look at survey instruments and make modifications. Mr. Jeter asked for an example of the student surveys and how that information is used to make alterations. Mr. Lange wanted input on the effect of the reduction in central office support.

Mr. Felton thanked staff for an outstanding presentation.

RESOLUTION NO. 647-01 Re: **UPDATE ON THE SYSTEM OF SHARED ACCOUNTABILITY FOR SCHOOLS**

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

WHEREAS, On February 23, 2000, the Board of Education endorsed the plan for the System of Shared Accountability and

WHEREAS, On February 23, 2000, the Board of Education directed the superintendent to proceed with further development and implementation of the System of Shared Accountability; and

WHEREAS, The Office of Shared Accountability has developed the academic component of the System of Shared Accountability at the school level, including measures, indicators and standards for academic performance, and targets; and

WHEREAS, On June 25, 2001, the Board of Education adopted the school measurement system including the elementary and middle school targets; and

WHEREAS, Input has been provided on the high school targets, the quality component, and the conceptual model of school accountability by principals, teachers, business and

community members, and central office staff; and

WHEREAS, The Board of Education Research and Evaluation Committee has met with staff from the Office of Shared Accountability to review and develop the high school targets, the quality component; and the conceptual model of school accountability; now therefore be it

Resolved, That the Board of Education adopt the high school targets, the quality component, and the conceptual model of school accountability presented and discussed at the Board of Education meeting of December 11, 2001.

RESOLUTION NO. 648-01 Re: **2002-2003 SCHOOL CALENDAR**

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

WHEREAS, The establishment of school terms by the Board of Education is required by state law; and

WHEREAS, The Montgomery County parents, community, and staff should be informed of the Board-adopted school calendar each year and the subsequent contingency plan identifying days that will be used to make up lost instructional time due to emergency closings; now therefore be it

Resolved, That the proposed school calendar and contingency plan for the 2002B2003 school year be adopted.

Re: **UPDATE ON THE CHARTER SCHOOL APPLICATION**

Mr. Abrams remarked that for historical reasons this item was deferred so that a meeting could take place to encourage a breakthrough with staff and the applicants. Dr. Williams provided a status report on five issues B facilities, finances, transportation, operations, and community support. The applicants have agreed to facility issues in the Wheaton area for the 2005-06 school year; finances will be provided beyond the baseline; transportation would be arranged for by the applicants if the charter school is outside the public school hours; and the applicants will solicit community support. After that meeting, financial staff and lawyers must review the language prior to bringing the agreement to the Board for approval.

Mr. Abrams was encouraged that the communications between staff and the applicants are more constructive. He did not know if issues could be resolved, but there is a more realistic timeframe for implementation. The Board can examine the application to ascertain if the academic rigor is consistent with MCPS goals. He was pleased that staff was not rushing forward with a recommendation on the application, but taking the time to explore all options. Mr. Bowers reported that there were two finance issues: (1) same per-pupil allocation and (2) hold harmless. The same per-public allocation would necessitate the Board requesting additional funding for the operating budget since it would be another new school. The hold-harmless issue must be pursued. Mr. Abrams noted that hold harmless was a conceptual definition and that there would not be additional costs above per-pupil expenses and an accounting procedure.

Re: **UPDATE ON ACADEMIC RIGOR RESOLUTION**

Ms. Cox reminded the Board that it had adopted a resolution of academic rigor and a work group for the secondary level. She had been working with a County Council member who had expressed interest in working with the Board and the community. Ms. Cox asked for a status report from staff.

Dr. Williams responded that on September 10, he started to pull together a high school task force and outlined the goals and objectives. On October 11, Dr. Williams met with principals, cochairs were appointed, and further meetings have been determined. The task force will bring a report with its recommendations to the Board.

Mr. Abrams had a concern about the transparency and communications on how the school system does business. The Board gets calls from staff members as a heads up on where the school system is on various issues. Mr. Abrams stated that Dr. Williams' explanation today was clear, but it deviated from what Mr. Abrams thought the deliberation would be at this meeting. Prior to the meeting, Mr. Abrams had signed off on a curriculum item that he thought would come to the Board for approval. Dr. Williams explained that the previous

discussion dealt with eighth-grade course offerings that would allow high school students to take college and advanced courses. Other items included a contract with the College Board to look at the highest level math and English classes to establish prerequisite skills.

Ms. Cox said that when the new business item on rigor comes to the Board, she wanted it made clear what the relationship is between the work group and the Curriculum Advisory Group that Mrs. Muntner established.

RESOLUTION NO. 649-01 Re: CLOSED SESSION RESOLUTION

On recommendation of the Superintendent and on motion of Mrs. King seconded by Mr. Lange, 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, January 8, 2002, in Room 120 of the Carver Educational Services Center to meet in closed session from 9:00 to 10:00 a.m. and 12:00 to 2:00 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*, consult with counsel to obtain legal advice, as permitted by Section 10-508(a)(7) of the *State Government Article*; and review and adjudicate appeals in its quasi-judicial capacity and to discuss matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*); and be it further

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

Re: REPORT OF CLOSED SESSION

On November 13, 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 November 13, 2001, from 9:05 a.m. to 10:10 a.m. and 1:15 to 2:10 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and/or adjudicated the following appeals: 2001-59, 2001-62, 2001-63, T-2001-52, T-2001-53, and T-2001-56.

2. Reviewed the Superintendent's recommendation for the Human Resources Monthly Report, subsequent to which the vote to approve was taken in open session.
3. Consulted with counsel to receive legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*.
4. 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, Larry Bowers, Kermit Burnett, Sharon Cox, Reggie Felton, Roland Ikheloa, Dustin Jeter, Frieda Lacey, Walter Lange, George Margolies, Pat O'Neill, Glenda Rose, Roger Titus, Jerry Weast, and James Williams.

RESOLUTION NO. 650-01 Re: **MINUTES**

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

Resolved, That the Board of Education approve the minutes for its October 23, 2001, meeting.

RESOLUTION NO. 651-01 Re: **MINUTES**

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

Resolved, That the Board of Education approve the minutes for its November 12, 2001, meeting.

RESOLUTION NO. 652-01 Re: **MINUTES**

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

Resolved, That the Board of Education approve the minutes for its November 14, 2001, meeting.

RESOLUTION NO. 653-01 Re: **MINUTES**

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

Resolved, That the Board of Education approve the minutes for its November 15, 2001, meeting.

RESOLUTION NO. 654-01 Re: APPEAL NO. 2001-15 and 2001-25

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2001-15 and 2001-25, personnel matter, reflective of the following vote: Mr. Abrams, Mr. Burnett, Ms. Cox, Mr. Felton, Mr. Jeter, Mrs. King, Mr. Lange, and Mrs. O'Neill voting to affirm.

RESOLUTION NO. 655-01 Re: APPEAL NO. 2001-59

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2001-59, use of ballfields, reflective of the following vote: Mr. Abrams, Mr. Burnett, Ms. Cox, Mr. Felton, Mr. Jeter, Mr. Lange, and Mrs. O'Neill voting to dismiss; Mrs. King was absent when this appeal was adjudicated.

RESOLUTION NO. 656-01 Re: APPEAL NO. 2001-62

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2001-62, reporting of test scores, reflective of the following vote: Mr. Abrams, Mr. Burnett, Ms. Cox, Mr. Felton, Mr. Jeter, Mr. Lange, and Mrs. O'Neill voting to dismiss; Mrs. King was absent when this appeal was adjudicated.

RESOLUTION NO. 657-01 Re: APPEAL NO. 2001-63

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2001-63, student parking space, reflective of the following vote: Mr. Abrams, Mr. Burnett, Ms. Cox, Mr. Felton, Mr. Lange, and Mrs. O'Neill voting to affirm; Mr. Jeter voting to reverse;

Mrs. King was absent when this appeal was adjudicated.

RESOLUTION NO. 658-01 Re: **APPEAL NO. T-2001-59**

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

Resolved, That the Board of Education adopt its Order in Appeal T-2001-59, student transfer, reflective of the following vote: Mr. Abrams, Mr. Burnett, Ms. Cox, Mr. Felton, Mr. Jeter, Mrs. King, Mr. Lange, and Mrs. O'Neill voting to affirm.

RESOLUTION NO. 659-01 Re: **AUDIT COMMITTEE**

On motion of Mr. Abrams seconded by Mrs. King, the following resolution was adopted unanimously:

WHEREAS, On September 13, 1978, the Board of Education established an Audit Committee; and

WHEREAS, Eligibility for appointment to the Audit Committee is limited to members of the Board of Education whose remaining terms of office with the Board are equal to or greater than the terms for which they are appointed to this subcommittee; and

WHEREAS, The Audit Committee consists of three members serving staggered terms of three years each, and the term of office begins on the date of the all-day Board meeting in December of the year of appointment and ends three years later on November 30; and

WHEREAS, Mr. Stephen Abrams= term expired on November 30, 2001, and one vacancy now exists on the committee; and

WHEREAS, Mrs. Patricia O'Neill was appointed to serve until November 30, 2002, and Mr. Kermit Burnett was appointed to serve until November 30, 2003; and

WHEREAS, Mr. Stephen Abrams= term as chairperson expired on November 30, 2001; now therefore be it

Resolved, That Mr. Abrams be appointed to serve until November 30, 2004; and be it further

Resolved, That Mr. Abrams serve as chairperson of the Audit Committee until November 30, 2002.

RESOLUTION NO. 660-01 Re: **LONG-RANGE AND STRATEGIC PLANNING
SUBCOMMITTEE**

On motion of Mr. Abrams seconded by Mrs. King, the following resolution was adopted unanimously:

WHEREAS, On September 8, 1994, the Board of Education established a Subcommittee on Long-Range Planning; and

WHEREAS, On September 12, 1995, the Board of Education changed the name to Subcommittee on Long-Range and Strategic Planning; and

WHEREAS, Eligibility for appointment to the Subcommittee on Long-Range and Strategic Planning is limited to members of the Board of Education whose remaining terms of office with the Board are equal to or greater than the terms for which they are appointed to this subcommittee; and

WHEREAS, The Subcommittee on Long-Range and Strategic Planning consists of three members serving staggered terms of three years each, and the term of office begins on the date of the all-day Board meeting in December of the year of appointment and ends three years later on November 30; and

WHEREAS, Mrs. Patricia O'Neill's term expired on November 30, 2001, creating a vacancy on the subcommittee; and

WHEREAS, Mr. Kermit Burnett was appointed to serve until November 30, 2002, and Mrs. Nancy King was appointed to serve until November 30, 2003, and;

WHEREAS, Mrs. O'Neill's term as chairperson expired on November 30, 2001; now therefore be it

Resolved, That Mr. Lange be appointed to serve until November 30, 2004; and be it further

Resolved, That Mrs. King serve as chairperson of the Subcommittee on Long-Range and Strategic Planning until November 30, 2002.

RESOLUTION NO. 661-01 Re: RESEARCH AND EVALUATION SUBCOMMITTEE

On motion of Mr. Abrams seconded by Mrs. King, the following resolution was adopted unanimously:

WHEREAS, On January 14, 1986, the Board of Education established a Subcommittee on Research and Evaluation; and

WHEREAS, Eligibility for appointment to the Subcommittee on Research and Evaluation is

limited to members of the Board of Education whose remaining terms of office with the Board are equal to or greater than the terms for which they are appointed to this subcommittee; and

WHEREAS, The Subcommittee on Research and Evaluation consists of three members serving staggered terms of three years each, and the term of office begins on the date of the all-day Board meeting in December of the year of appointment and ends three years later on November 30; and

WHEREAS, Mr. Reginald Felton's term expired on November 30, 2001, creating a vacancy on the committee; and

WHEREAS, Mr. Walter Lange was appointed to serve until November 30, 2002, and Ms. Sharon Cox was appointed to serve until November 30, 2003; and

WHEREAS, Mr. Reginald Felton's term as chairperson expired on November 30, 2001; now therefore be it

Resolved, That Mr. Felton be appointed to serve until November 30, 2004; and be it further

Resolved, That Mr. Felton serve as chairperson of the Subcommittee on Research and Evaluation until November 30, 2002.

RESOLUTION NO. 662-01 Re: **POLICY COMMITTEE**

On motion of Mr. Abrams seconded by Mrs. King, the following resolution was adopted unanimously:

WHEREAS, On November 13, 2001, the Board of Education formally established a Policy Committee when it adopted revisions to Policy BFA (*Polycysetting*); and

WHEREAS, The Policy Committee consists of three members serving staggered terms of three years each, and the term of office begins on the day of the all-day Board meeting in December of the year of appointment and ~~B~~except for these initial appointments ~~B~~ends three years later on November 30; and

WHEREAS, a chairperson needs to be appointed for a one-year term; now therefore be it

Resolved, That Mr. Dustin Jeter be appointed to serve until June 30, 2002; and be it further

Resolved, That Mrs. Nancy King be appointed to serve until November 30, 2002; and be it further

Resolved, That Mrs. Patricia O'Neill be appointed to serve until November 30, 2003; and be it further

Resolved, That Ms. Sharon Cox be appointed to serve until November 30, 2004; and be it further

Resolved, That Ms. Sharon Cox serve as chairperson of the Policy Committee until November 30, 2002.

RESOLUTION NO. 663-01 Re: **PROCESS FOR THE ELECTION OF THE STUDENT BOARD MEMBER**

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

WHEREAS, The Montgomery County Region of the Maryland Association of Student Councils yearly submits a calendar of the major events surrounding the election of the student member of the Board of Education for its review and approval; now therefore be it

Resolved, That the Board of Education adopt the following calendar for the election of the student member of the Board, as proposed by the Montgomery County Region of the Maryland Association of Student Councils.

CALENDAR OF MAJOR EVENTS

- Advertising Period B December 3-21, 2001
- Filing Period B January 2-18- 2002
- Nominating Convention B March 7, 2002
- Town Meeting I B March 7, 2002
- Town Meeting II B March 19, 2002
- General Campaign Period B March 8 - April 24, 2002
- General Election B April 24, 2002

RESOLUTION NO. 664-01 Re: **REPORT CARD POLICY**

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

WHEREAS, MCPS has undertaken a comprehensive strategy to achieve successful teaching and learning throughout the school district; and

WHEREAS, MCPS desires parents to be effective partners in raising standards for their children; and

WHEREAS, All students need to be encouraged to meet the challenges of their instructional programs; and

WHEREAS, Students who successfully complete challenging courses increase their chances of acceptance and success at the college or university of their choice, establish strong qualifications for scholarships and other financial aid, and broaden their range of career choices; and

WHEREAS, Reports on students' progress to parents of elementary school students in Grades 3 - 6 are provided on official forms designed by MCPS that allow teachers to grade students based on the materials used for instruction and not the grade-level objectives; and

WHEREAS, Such report formats allow students to receive outstanding grades without functioning on grade level; now therefore be it

Resolved, That the Board of Education request the Superintendent to review current report card policy and format and make recommendations to the Board of Education that will ensure that grades adequately reflect student academic performance related to grade-level objectives; and be it further

Resolved, That the review procedures provide for formal participation from parents, teachers, and principals, and that the review is completed in sufficient time to allow the Board of Education to approve changes, if necessary, for implementation by the 2002-2003 academic year.

Re: **NEW BUSINESS**

There was no new business.

Re: **ITEMS OF INFORMATION**

The following items were available:

7. Items in Process
8. Legal Fees Report
9. Construction Progress Report

RESOLUTION NO. 665-01 Re: **ADJOURNMENT**

Resolved, That the Board of Education adjourn its meeting of December 11, 2001, at 4:30 p.m.

PRESIDENT

SECRETARY

JDW:gr

MONTGOMERY COUNTY BOARD OF EDUCATION SUMMARY SHEET

December 11, 2001

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