

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

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

Resolved, That the Board of Education of Montgomery County dedicate part of the closed sessions on October 15, 2002, to acquit its executive functions and to adjudicate and review appeals, which is a quasi-judicial function outside the purview of the Open Meetings Act under Section 10-503(a) of the *State Government Article*; and be it further

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

RESOLUTION NO. 452-02 Re: APPROVAL OF THE AGENDA

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

Resolved, That the Board of Education approve its agenda for October 15, 2002.

RESOLUTION NO. 453-02 Re: AMERICAN INDIAN HERITAGE MONTH

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mrs. King, 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 2002 to be observed in Montgomery County Public Schools as "American Indian Heritage Month."

Re: PRESENTATION OF MARK MANN AWARDS

James G. Fernandez, principal of Julius West Middle School, was been selected as recipient of the twelfth annual Mark Mann Excellence and Harmony Award. The honor is given annually to one local school administrator who has shown an exceptional ability to encourage academic excellence, positive human relations and strong community outreach.

Under Fernandez's leadership, Julius West has been recognized as one of the top six schools in the nation by the National Study of Leadership in Middle Level Schools. Julius West has outperformed any school of comparable size with similar student profiles on the statewide MSPAP. Fernandez, who has been principal of Julius West since 1996, places special emphasis on programs and activities to close the achievement gap, as well as on programs to enrich the school experience for the gifted and talented population.

RESOLUTION NO. 454-02 Re: SALUTE TO TRANSPORTATION PERSONNEL

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

WHEREAS, October 20–26 has been designated as National School Bus Safety Week; and

WHEREAS, The Department of Transportation routinely works with the School Safety Unit of the Montgomery County Police Department to create a safe environment for students, both as school bus riders and as pedestrians; and

WHEREAS, Getting students safely from home to school and back requires the efforts of many individuals in various positions in several agencies; now therefore be it

Resolved, That the Board of Education formally recognize and extend its sincere thanks and gratitude to the School Safety Unit staff of the Montgomery County Police Department, patrols, crossing guards, and the teachers involved in the selection, training, and placement of the student patrols; and be it further

Resolved, That the Board of Education honor all Department of Transportation staff members, bus attendants, bus operators, mechanics, clerical staff, secretaries, supervisors, and administrators, as well as the officers, crossing guards, teachers, and patrols, for their

teamwork in getting the students of Montgomery County to and from school safely; and be it further

Resolved, That the Board of Education proclaim the week of October 20–26 as National School Bus Safety Week.

Re: BOARD/SUPERINTENDENT COMMENTS

Mrs. King remarked that the last couple of weeks have been rough because of the recent shootings in the community. She commended the superintendent and staff for their caring and responsiveness in protecting MCPS students.

Mrs. O'Neill concurred with Mrs. King's comments, and she commended the principals during this difficult time.

Mrs. O'Neill reported that she, Ms. Cox, Mr. Burnett, and Mr. Abrams attended the Maryland Association of Boards of Education (MABE) meeting. There were discussions on the upcoming Maryland assessments to comply with federal law. Also, there was a leadership meeting on school construction funds, and it is clear that every county has different opinions on the priorities to address facility issues. She urged the Board and superintendent to draft a letter to the Task Force on School Construction Funding (chaired by Nancy Kopp) to go on record with MCPS' priorities for additional needs, including square foot allocations, adjustment for the Washington metropolitan area, and needs for all-day kindergarten.

Ms. Cox noted that she also attended the National Federal of Suburban-Urban School Districts and represented Maryland at the Health Schools Network hosted by the National Association of State Boards of Education. She complimented the superintendent and all levels of staff during the continuing crisis.

Mr. Lange thanked staff at all levels for their work during the Code Blue. The caring and support was tremendous. On Friday, a Charter Education conference will take place at Northwest High School, and staff members can participate in this initiative.

Mr. Alnifaidy attended a new member orientation at MABE, and it was informative to meet his colleagues throughout the state.

Mr. Felton added his congratulations to staff, especially the principals and families in Montgomery County. Also, he thought it was important that MCPS receive recognition for its academic emphasis and the improvement of performance at the K-3 grades and extended learning opportunities. It has created a lot of interest throughout the nation.

Dr. Weast noted that the dialogue would discuss the kindergarten study and its implications.

There have been numerous editorials across the nation praising Montgomery County's initiatives in early childhood education.

Dr. Weast accepted the Board's commendations on the part of all staff. Decisions within MCPS affect many people in the school community. The mental health of employees is a concern since they are under stress during normal times. It is time to do something for the school-based staff. Mental health professionals will be available to answer questions on a call-in show on cable television on October 17. Also, the website has emergency pages dedicated to the current crisis.

Re: PUBLIC COMMENTS

The following people testified before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Dr. Beverly McAnulty	Public Support for Board Initiatives
2.	Marl Drury	Career and Technology Education

Re: UPDATE ON CIP/ENROLLMENT

Dr. Weast and staff from the Department of Planning and Capital Programming presented a review of systemwide enrollment and demographic information as well as an overview of the upcoming Capital Improvements Plan (CIP) amendment process. Since FY 2004 is an amendment year for the CIP, only projects needing expenditures in FY 2004 will be eligible for amendments.

School system enrollment continues to increase and is expected to reach 139,000 this year—about 2,000 more than last year. County births topped 13,000 for the second straight year in 2001. This means that the brief respite from enrollment growth in many elementary schools may be followed by further increases after 2004. Middle schools are at or nearing peak enrollment now, and high schools are continuing to grow and will face space shortages in the coming years. This year, 635 relocatable classrooms are in use at schools.

The need for additional capacity is evident in both the downcounty and upcounty areas. The approved FY 2003 to 2008 CIP provides for nearly an equal number of school openings in older established areas of the downcounty—where student diversity is greatest—as in upcounty areas of rapid residential development. This attests to the impact of changing demographics on enrollment, even in areas where no new housing is being constructed. The demographic presentation will highlight these changes in the county and in the school system.

Materials for this item were handed out at the time of the presentation and are included in the files.

Re: DISCUSSION

Ms. Cox asked whether a student who moves within a cluster would be counted in figuring the mobility rate. Mr. Crispell confirmed that movement within a cluster is counted. Ms. Cox thought there could be a strategy to reduce the mobility rate within a cluster, possibly through the transfer policy and transportation.

Mr. Lange noted that ESOL students are served for two years. Dr. Weast agreed and added that the number of ESOL students could be twice as high as the data would indicate.

Mrs. O'Neill pointed out that the Walter Johnson Cluster has a high ESOL enrollment even though it is not a highly mobile or poor area. Dr. Weast agreed and said the high ESOL enrollment is one of the reasons used by the committee to determine the placement of all-day kindergarten.

Mr. Felton remarked that within each cluster there are schools that require different strategies.

Mrs. O'Neill reported that the high-stakes testing in some states has driven the drop-out rate to earlier grades. Students must be prepared for these tests so MCPS is not faced with this issue. Dr. Weast noted that the Board has a data-driven approach with increased rigor to avoid early drop outs.

Ms. Cox asked how many of those districts with high drop-out rates had high school assessment. Dr. Weast replied that this was raw data and more research would have to be done.

Mr. Felton thought there was a need to look at the graduation rate and who is graduating. Dr. Weast replied that one of the charts showed who was coming to school and where they were coming from, and the district must deliver the right level of support for those students.

Ms. Cox remarked that a graduation rate is not too meaningful without examining student success after high school. Dr. Weast replied that the shared accountability model recognizes that and strives to remediate those unsuccessful students.

Mrs. King asked that the CIP/Enrollment packet be made available for every elected official. Mr. Felton thought an analysis would be more helpful for those officials. Ms. Cox thought the information could be coalesced into specific talking points about the characteristics and issues in Montgomery County.

Mr. Lange thought the presentation was very helpful. It was instructive to see that, in its meeting last week, the Montgomery County Planning Board discussed that by the year 2020 the population is projected to increase by 100,000 people, which is a 15-percent increase. To provide facilities to support that increase is sobering.

Mr. Felton thought the discussion must focus on what the data means for the CIP and other economic projections. What other options are the state and county looking at? MCPS is even running out of space for portables.

Mrs. O'Neill pointed out that every county is at a different point, and each believes that their issue is more important. The state has to find what is best for children with differing needs. Dr. Weast thought it would be better to have funds through a block grant rather than have them earmarked. He was worried about the lose of local control.

Ms. Cox pointed out that the Thornton Commission did away with categorical funding to allow more flexibility. It is the MCPS comprehensive plans that will be provided to address the needs of those different demographic subgroups. Then MCPS will be held accountable to reach those goals in the plans. She thought there would be a lot of pressure from special interest groups where the categorical funding has been eliminated to maintain a level of funding regardless of enrollment.

Mr. Felton thought Board members might want to specify certain areas of data as they relate to programs and schools. Given the new trends, how much does that create a gap between reality and projections? Mr. Crispell thought the birth rate is very significant and will continue to grow. The county has ordered a complete review of the annual growth policy, especially the schools and road tests. Mr. Lavorgna pointed out that after the build out in the upcounty, there will be more redevelopment in the downcounty. It will be difficult for the school system to increase capacity in developed areas instead of building new schools.

Mrs. King asked about households that have three and four families residing in one house. How does that affect planning? Mr. Crispell replied there is a housing yield formula for new construction, but there is multiple occupancy in built-out communities. Current trends in enrollment are watched to predict future trends.

RESOLUTION NO. 455-02 Re: PROCUREMENT CONTRACTS OF \$25,000 OR MORE

On recommendation of the Superintendent and on motion of Mrs. King seconded by Ms. Cox, 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, Funds have been budgeted and/or identified for software for Bid No. 1148.1, Call Tracking System; and

WHEREAS, The acquisition of such equipment through lease/purchase arrangements has been reviewed by legal counsel; now therefore be it

Resolved, That Bid No. 1148.1, Call Tracking System, in the amount of \$325,449, be lease/purchased under the Master Lease/Purchase Agreement with Banc of America Leasing & Capital, LLC and that the Board president and superintendent be authorized to execute the necessary documents; 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:

05020 50349	Montgomery County Government Job Order Contract**—Addition to Contract	
	<u>Awardee</u> CDCI*	\$1,795,000
C-058 03	Diesel Fuel	
	<u>Awardee</u> BP Corporation	\$2,500,000
1061.2	Software User Training Services	
	<u>Awardees</u> Computech International* Knowlogy Corporation* Orange Technologies, Inc. Personalized Computer Training* Softek Services, Inc.* Total	\$ 250,000
1141.2	Scan Forms and Miscellaneous Annual Forms	
	<u>Awardee</u> Data Management Corporation	\$ 55,717
4043.3	Security System Supplies and Equipment	
	<u>Awardees</u> ADI Alarmax Distributors, Inc. Allegheny Electronics, Inc. Cabling System Supply, Inc. Capitol Cable and Technology, Inc. Liberty Lock and Security, Inc.	\$ 194,291 149,889 1,475 26,392 29,448 1,265

	Security Equipment Distributors, Inc.	<u>2,920</u>
	Total	\$ 405,680
4079.4	Computer Supplies	
	<u>Awardees</u>	
	Athana International, Inc.	\$ 481
	Best Computer Supplies	22,627
	Branch Office Supply Company, Inc.*	221
	Canon Business Solutions-SE, Inc.	7,153
	Carolina Imaging*	60,074
	Corporate Express Imaging	1,747
	Educational Marketing System*	2,570
	Frank Parsons Paper Company, Inc.	4,190
	Genesis Memory	43,297
	GI Tech, Inc.*	1,953
	Infoserve Technologies, Inc.*	566
	On Paper*	6,564
	Printing Technology, Inc.	174
	Software Productivity Strategists, Inc.*	2,749
	Standard Stationery Supply Company	29,011
	Supply-Saver Corporation	1,820
	Systemax Manufacturing, Inc.	1,341
	We Got the Goods, Inc.*	<u>11,118</u>
	Total	\$ 197,656
4080.4	Art Equipment	
	<u>Awardees</u>	
	AFP Industries, Inc.*	\$ 1,188
	AJ Stationers*	7,951
	Bailey Pottery Equipment Corporation	836
	Campbell's Ceramics Supply Company	5,345
	Cutlass Enterprises, Inc.	1,472
	Dick Blick East	3,032
	Glover Equipment, Inc.	9,986
	James Howard Company	819
	Nelson White Systems, Inc.*	260
	Paxton/Patterson	160
	Pyramid School Products	12,865
	Satco, Inc.	55,233
	Sax Arts and Crafts	1,683

	Sheffield Pottery, Inc.	32,439
	Windtree Enterprises, Inc.	<u>848</u>
	Total	\$ 134,117
7101.1	Automotive Batteries—Extension	
	<u>Awardee</u>	
	East Penn Manufacturing Company, Inc.	\$ 52,388
7113.1	Bus Wash Chemicals	
	<u>Awardee</u>	
	Myco, Inc.	\$ 31,200
7114.1	Early Childhood Equipment and Supplies	
	<u>Awardees</u>	
	ABC School Supply, Inc.	\$ 41,777
	AFP Industries, Inc.*	32,708
	Childcraft Education Corporation	64,114
	Community Playthings	73,400
	Discount School Supply	6,805
	Greeting Tree*	15,160
	Kaplan School Supply Corporation	25,582
	Lakeshore Learning Materials	5,287
	School Specialty	<u>8,727</u>
	Total	\$ 273,560
9017.2	Operable Wall System, Preventive Maintenance**—Extension	
	<u>Awardee</u>	
	Modern Door and Equipment Sales	\$ 46,800
9080.1	Installation of Playground Border Boxing	
	<u>Awardee</u>	
	Custom Park Services	\$ 37,500
9104.8	Cafeteria Disposable Supplies	
	<u>Awardees</u>	
	Acme Paper and Supply Company, Inc.	\$ 97,930

	C & K Manufacturing and Sales Company	7,489
	Calico Industries, Inc.	3,972
	Holt Paper and Chemical Company	6,424
	Interboro Packaging Corporation*	4,213
	Kahn Paper Company, Inc.	313,257
	Leonard Paper Company	24,073
	S. Freedman and Sons	73,104
	Transilwrap Company, Inc.	284
	Webco Packaging, Inc.	<u>97,385</u>
	Total	\$ 628,131
9113.4	Canned Fruits and Vegetables	
	<u>Awardees</u>	
	H. Schrier and Company, Inc.	\$ 247,135
	Sysco	<u>51,310</u>
	Total	\$ 298,445
9205.4	Flags and Accessories	
	<u>Awardees</u>	
	All Flag and Flagpoles, Inc.*	\$ 4,397
	Conserv Flag Company	13,011
	PJ & Company	5,237
	School Specialty, Inc.	<u>2,875</u>
	Total	\$ 25,520
	TOTAL PROCUREMENT CONTRACTS EXCEEDING \$25,000	\$6,731,714

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

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

RESOLUTION NO. 456-02 Re: ARCHITECTURAL APPOINTMENT – NORTHWOOD HIGH SCHOOL

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services during the design and construction phases for the Northwood High School addition; and

WHEREAS, Funds for architectural planning were programmed as part of the FY 2003 Capital Budget; and

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

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

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Fanning/Howey Associates, Inc., to provide professional architectural and engineering services for the Northwood High School addition project for a fee of \$1,000,000.

RESOLUTION NO. 457-02 Re: **ACCEPTANCE OF BURNT MILLS ELEMENTARY SCHOOL GYMNASIUM**

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

WHEREAS, Burnt Mills Elementary School was inspected on September 11, 2002; now therefore be it

Resolved, That Burnt Mills Elementary School now be formally accepted; and be it further

Resolved, That the official date of completion be established as that date upon which formal notice is received from the architect that the building has been completed, in accordance with the plans and specifications, and all contract requirements have been met.

RESOLUTION NO. 458-02 Re: **UTILIZATION OF FY 2003 PROVISION FOR FUTURE SUPPORTED PROJECT FUNDS**

On recommendation of the Superintendent and on motion of Mrs. King seconded by Ms. Cox, 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. 14-1270, approved May 23, 2002; and

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

WHEREAS, Sufficient appropriation is available, within the FY 2003 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 2003 Provision for Future Supported Projects, as specified below:

<u>Project</u>	<u>Positions</u>	<u>Amount</u>
Learning to Write, Writing to Learning		\$ 125,000
Widening General Education Teachers Skill Sets		18,000
Literacy Experiences and Active Participation (LEAP)		59,997
Technology Innovation Challenge Grant Program	3.0	1,824,356
Maryland Social Studies Technology Academy: Integrating Technology into the Classroom		28,000
Entrepreneurship Training		24,350
Emergency Immigrant Education "2003"		1,058
Every Child Achieving Academic Intervention		97,471
English Language and Civics Education for Legal Permanent Residents		20,000
Maryland Model for School Readiness		118,862
Medical Assistance Project	<u>31.7</u>	<u>1,070,538</u>
Total	<u>34.7</u>	<u>\$3,387,632</u>

and be it further

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

RESOLUTION NO. 459-02 Re: **RECOMMENDED CATEGORICAL TRANSFER FOR THE
FY 2003 PROVISION FOR FUTURE SUPPORTED
PROJECTS**

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

WHEREAS, The current FY 2003 Operating Budget adopted by the Board of Education includes \$9,645,144 for the Provision for Future Supported Projects; and

WHEREAS, The Board of Education will receive additional projects that are eligible for funding through the Provision for Future Supported Projects during FY 2003; and

WHEREAS, Actual revenue and expenditure requirements of grant projects require that categorical transfers be made in the Provision for Future Supported Projects; now therefore be it

Resolved, That the superintendent of schools be authorized to effect categorical transfers totaling \$1,000,000 within the FY 2003 Provision for Future Supported Projects, in accordance with the County Council provision for transfers, as follows:

<u>Category</u>	<u>From</u>	<u>To</u>
1 Administration	\$ 50,000	
2 Mid-level Administration	150,000	
3 Instructional Salaries	100,000	
5 Other Instructional Costs	300,000	
6 Special Education		\$1,000,000
12 Fixed Charges	200,000	
14 Community Services	<u>200,000</u>	<u> </u>
Total	<u>\$1,000,000</u>	<u>\$1,000,000</u>

and be it further

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

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

Re: LUNCH AND CLOSED SESSION

The Board of Education recessed for lunch and closed session from 12:20 to 2:00 p.m.

**Mr. Abrams joined the meeting; Mr. Alnifaidy left the meeting; Mrs. King temporarily left the meeting.

RESOLUTION NO. 460-02 Re: HUMAN RESOURCES MONTHLY REPORT

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 Board of Education approve the Human Resources Monthly Report dated October 15, 2002.

RESOLUTION NO. 461-02 Re: DEATH OF JOY L. DAY, SPECIAL EDUCATION BUS ATTENDANT, WEST FARM DEPOT, DEPARTMENT OF TRANSPORTATION

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 death on August 20, 2002, of Joy L. Day, special education bus attendant on long-term leave from the West Farm Depot in the Department of Transportation, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Mrs. Day had been a loyal employee of Montgomery County Public Schools and a member of the Department of Transportation staff for more than five years; and

WHEREAS, Mrs. Day's pride in her work and her ability to work effectively with students and co-workers were recognized by staff and associates; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Joy L. Day 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. Day's family.

**Mrs. King rejoined the meeting.

RESOLUTION NO. 462-02 Re: **DEATH OF ALBERT E. KING, BUILDING SERVICES WORK LEADER I, SOUTH LAKE 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 death on August 27, 2002, of Albert E. King, building services work leader I at South Lake Elementary School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Mr. King had been a loyal employee of Montgomery County Public Schools for more than 22 years; and

WHEREAS, Mr. King'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 Albert E. King 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. King's family.

RESOLUTION NO. 463-02 Re: **HUMAN RESOURCES APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective October 16, 2002:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Lois Wions	Instructional Specialist Curriculum and Instruction	Supervisor, Pre-K-12 ESOL Instruction, Curriculum and Instruction

RESOLUTION NO. 464-02 Re: **HUMAN RESOURCES APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective October 16, 2002:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Kathy Shiflett	Acting Supervisor for the Student Systems Team, OGAT	Supervisor, Student Systems Team, OGAT

RESOLUTION NO. 465-02 Re: **HUMAN RESOURCES APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective October 21, 2002:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Susan Falkenhan	Education Program Specialist, U.S. Department of Education	Administrative Assistant, Chief of Staff

Re: **UPDATE ON HUMAN RESOURCES**

Dr. Weast invited the following people to the table: Dr. Elizabeth Arons, associate superintendent, Office of Human Resources; Dr. Thelma Monk, director, Department of Staffing; and Dr. Edward Shirley, president, Montgomery County Association for Administrators and Supervisors.

The mission of the Office of Human Resources is to provide the school system with the highest quality employee in every position. The Office of Human Resources is committed to recruiting, selecting, developing, and retaining a high-performing and diverse workforce to meet the

needs of all students. During a teacher and administrator shortage, the Office of Human Resources has a vital role in students' success. Although the office faces many challenges, this report shows encouraging accomplishments in the following areas:

- The diversity of newly appointed administrators has increased, and the percentage of new administrators who are African American, Hispanic, or Asian American has increased from 25 percent in 1999 to 37 percent in 2002
- All vacancies in the 18 federally funded Title I schools are filled with highly qualified teachers and instructional assistants in compliance with the No Child Left Behind legislation
- Over the past two years, 42 percent of newly hired teachers have one or more years of experience
- All bus routes are filled with fully trained bus operators, despite a local shortage

Collaboration remains a key component in staying ahead of the competition in employee recruitment and quality. The Office of Human Resources continues to work towards increasing the number of university partnership programs, aggressively strengthening the county's administrative pools, and using the Professional Growth System and the Peer Assistance and Review program to support teacher quality and effectiveness.

The priorities of the Office of Human Resources include succession planning, improving advertising capacity through web-based technology, developing administrative and support services professional growth systems, focusing support on the 60 most highly impacted elementary schools, emphasizing efforts to increase the diversity of professional staff, and providing more effective customer service by opening a newly designed shared services center for both professional and support services employees.

The Office of Human Resources will continue to work towards providing and retaining the highest quality employees to ensure student success.

Re: **DISCUSSION**

Mr. Felton asked what makes a school district one of choice for applicants. Dr. Arons has heard from new teachers that salary and benefits are the first reasons why MCPS is a competitive district. Also, MCPS's reputation and staff development/support are high on the list of reasons why a teacher chooses MCPS. Administrators cite the salary, benefits, working conditions, and support for the schools as the reasons they choose MCPS.

Mr. Felton inquired about accessing the recruitment and hiring process, particularly new teachers. Dr. Arons replied that a new website provides applications and lists of available positions.

Mr. Lange asked if the turnover rate for special educators significantly different. Dr. Arons replied no.

Regarding the partnership to develop special education teachers, Ms. Cox asked if MCPS knew what prevented people from entering that field. Is it a lack of understanding? Misperception about the job? Dr. Arons responded many people perceive special education to be more difficult. Most college students have not explored teaching options. Dr. Shirley noted that, in the first year, a special education teacher must teach multiple subjects to multiple grade levels plus complete the required paperwork.

Mr. Lange noted that the presentation stated that the system requires 30 new principals a year. Is that typical across the nation? Dr. Arons replied that was very typical, and the need occurs due to promotions as well as to retirements. Dr. Arons volunteered to supply the Board with the number of principals eligible to retire.

Mr. Lange asked if there was a shortage of applications for the user support specialist positions. Dr. Arons answered that those positions were filled, and there were sufficient applicants since the downturn in the technology industry.

Regarding diversity and bilingual staff, Mr. Lange asked if there was staff development to increase sensitivity among those who are not bilingual or who do not represent a different culture. Dr. Arons replied that the Office of Staff Development has a coordinator of multicultural diversity and integrates multicultural awareness into all staff development programs.

Mr. Felton asked about alternative certification. Dr. Arons stated there are several partnership programs that are focused on second-career teachers. There is also a partnership with Montgomery College for students that would matriculate to a four-year college to get a teaching degree. There is a resident teacher program in various fields with training provided in-house.

Ms. Cox noted that teachers hired for middle schools need a K-8 certification. Is MCPS able to hire content specialists or certified teachers? Dr. Arons replied that there was a mixture of content and elementary certified teachers in middle schools. Also, test scores reflect a mixture, and it is not always the content teacher who gets better results. The state is evaluating certification for middle school teachers.

Mr. Felton asked about teacher shortages other than in special education. Dr. Shirley responded that there were areas of teacher shortage in areas such as computer science, foreign languages, some sciences, career and technology, and part-time assignments. Also, there is a need to encourage teachers to become administrators.

Mr. Lange asked who grants certification and what the emerging trends were. Dr. Arons

replied that the state certifies teachers. Certification in critical fields can be a resident teacher. MCPS certification employees are well aware of the needs and direct teachers to courses for certification.

Ms. Cox asked if there was a systemic approach to expose students to teaching careers. Dr. Arons answered that some high schools have active programs, but it is not systemic.

**Re: TASK FORCE ON ALTERNATIVE SCHEDULES
AND TECHNOLOGY**

Dr. Weast invited the following people to the table: Mr. Larry A. Bowers, Ms. Judie Muntner, Mr. Dale Fulton, and Ms. Carol Blum. The Board of Education adopted a resolution on July 25, 2002, regarding the potential use of alternative schedules and technology to improve academic achievement and provide expanded opportunities for students to successfully complete high school. The Board's resolution also included the establishment of a task force to study this issue. Dr. Weast believed that the charge of the High School Task Force, a group established by a resolution of the Board of Education on February 12, 2002, to review the current state of secondary school education in MCPS, is aligned with the Board resolution on the use of alternative schedules and technology.

The High School Task Force has identified major key elements of an effective high school. Some of these areas are described below and provide significant opportunities to improve options available for students to complete high school, improve their academic achievement, and prepare for college and careers. Currently, most MCPS high school students are limited to taking only those courses offered in their home school at a time that fits their schedules. Many students need alternative opportunities to take courses not available in their schools that are necessary to further their academic and career goals.

Online courses, or online components of courses, should be offered for students who are unable to enroll in required or desired courses because of schedule conflicts and lack of specific course offerings at a local school. MCPS currently offers no online courses. Students should be able to take online courses for both acceleration and credit recovery. To provide a rigorous, standards-based curriculum for all students, the Office of Curriculum and Instructional Programs (OCIP) plans to convert approved MCPS courses to online format. These courses can be offered to students during the regular school day, in summer school and in Evening High School, to home and hospital students, and to those students for whom the traditional high school setting is not appropriate. The report of the Maryland State Department of Education Distance Learning Committee, which Dr. Weast chaired, was released on October 25, 2000, and contained recommendations to provide distance learning opportunities in all Maryland jurisdictions. Unfortunately, little progress has been made in the past year and a half. Fairfax County Public Schools currently offers 18 online courses, including English 9–12, Algebra 1 and 2, Biology, and Chemistry, most of which were developed by Fairfax

County Public Schools staff. The OCIP is prepared to begin converting MCPS instructional guides for high school courses to web-based applications to create online courses rather than pay cost-prohibitive fees to commercial vendors for courses and licenses.

The current MCPS Evening High School is offered at two locations with limited course offerings. During the 2001–2002 school year, students enrolled in MCPS Evening High School for 6,582 credit courses. Students enrolled for one or more courses to earn credit for courses they had failed or for which they lost credit because of excessive absences (credit recovery). Some students enrolled to earn original credit for courses they had been unable to take at their home schools. Many of these students are concurrently enrolled in MCPS high schools during the day. The large number of students enrolled in Evening High School supports the need for developing extended learning opportunities (ELO) that are relevant to the needs and interests of all students. MCPS staff is developing alternative models for Evening High School to be implemented for FY 2004. The primary goal is to provide flexible course options to enable all students to successfully complete high school. If several high schools were open from 7:00 a.m.–10:00 p.m. throughout the day and evening, students would be able to create flexible schedules and schools could offer a greater range of classes to a wider range of students.

Recognizing that the large high schools can be impersonal, several MCPS high school principals have been planning and establishing programs aimed at making their school “feel” smaller and more personal. These programs include Career Academies, Ninth Grade Academies, Senior Year Projects, and academic and career-focused course sequences. Programs in areas such as engineering, bio-technology, sports medicine, radio broadcasting, visual and performing arts, and teaching are being developed to greatly enhance the high school experience for all students. Various MCPS schools have been working on establishing small academies. The use of technology, flexible schedules, and online courses in these academies will enhance the opportunities for all students to be prepared for college and careers.

In addition to the work of the High School Task Force and the OCIP, Dr. Weast asked staff to review the work of the 2000 Internet-based Learning Study Group, 1995 Study Group on Year-Round School, and the various work groups on bell times to determine if there is anything from these reports to be considered. Dr. Weast will have copies of all of this work placed in the Board office for review.

Dr. Weast believed that the work underway in OCIP, the High School Task Force, and recommendations from previous reports position the school system to implement alternative options for students using technology, online courses, and extending the concept of the school day to prepare students for rigorous postsecondary education and careers.

Re: **DISCUSSION**

Mr. Felton was pleased since the Board had discussed promoting alternatives to deliver education. Whether alternative schedules and technology were done for academic achievement or the effective use of facilities, he thought it was important to move into these options for students. He agreed there was no need to establish a separate task force that would duplicate efforts already underway. It was important to bring a framework and timeline of initiatives to offer the community and students an option to the traditional school day. This concept seems to be a win/win for a number of interests in the community. Mrs. Muntner added that it would provide opportunities and options for all students. Also, it could be an introduction to a career connection.

Mr. Lange thought there were cautionary notes to keep in mind, such as duration and motivation for an online course. Most night school students are the least motivated students. In adult education there is blended learning, which is a combination of face-to-face classroom instruction with auxiliary online learning. To develop an online course is expensive and requires many hours. Distance learning is not just a matter of capturing a class on camera. Staff and students need to be introduced to this concept to make sure it is effective. Ms. Blum replied that staff is working closely with the Maryland Department of Education and other systems that have had more experience. Students are required to log on for a minimum amount of time or a letter is sent to the parents. This is not a replacement for classroom instruction, but is an alternative for students who have special needs. SAT preparation will be available online by January 2003. Mr. Felton pointed out that this would be a system for creating options for students.

Mrs. O'Neill remarked that the material described a high school day that would run from 7:00 a.m. to 10:00 p.m. There is a lot of interest for additional opportunities, especially with the sleep cycles of teenagers. Evening High School has been limited to remediation, but it could be an option for acceleration. She asked if there were opportunities for people to become involved in the High School Task Force. Ms. Blum replied that new members were welcome at any time.

Ms. Cox appreciated the thoughtful approach taken by the High School Task Force, and the redeployment of Evening High School rather than extending the day at regular high schools. There are concerns about rigor of classes in evening high schools. She asked about multiple assessments in distant learning, and how would that be achieved and teach such skills as public speaking. Ms. Blum stated that synchronous time would be a problem. Staff was examining the more flexible online courses or components of courses rather than distant learning.

Re: UPDATE ON MATH CURRICULUM

Dr. Weast invited the following people to the table: Mrs. Judie Muntner, associate superintendent for curriculum and instructional programs; Ms. Theresa Cepaitis, program

supervisor, mathematics; Ms. Betty Collins, director, staff development initiatives; Mr. Dale Fulton, director, curriculum and instruction; Mr. William McDonald, director, K–12 curriculum project team; Dr. Leah Quinn, program supervisor, mathematics; and Dr. Joanne Smith, principal, Glen Haven Elementary School.

In the fall of 2000, MCPS embarked upon a monumental effort to revise the mathematics curriculum, Grades K through 8. The goal was to create a curriculum aligned to state, national, and international standards. Over the course of two years, the Office of Curriculum and Instructional Programs (OCIP) has produced a standards-based mathematics curriculum that emphasizes the strong foundational skills and knowledge necessary for students to successfully engage in rigorous and challenging instruction.

The evolution of the curriculum revision process began in September 2000, when the results of the mathematics audit conducted by Phi Delta Kappa International identified a number of significant findings: 1) variability in curriculum implementation, 2) lack of curriculum alignment, 3) disparity among textbooks and materials used for instruction, and 4) a gap in achievement between minority and non-minority students. The response to these findings was the development of an overarching curriculum policy and subsequent curriculum frameworks that integrate curriculum, assessment, and instruction. In conjunction with the development of the curriculum frameworks, instructional guides that include pre- and post-assessments were developed. Textbooks and resource materials that align with the instructional guides also were selected.

MCPS is committed to providing an instructional program that ensures all graduates are prepared for both college and the demands of the work force. The curriculum framework is not limited to the Maryland Content Standards, but includes national and international standards that mandate a high level of cognitive engagement and critical thinking.

Staff provided an update on the progress of the curriculum revision, with an emphasis on the pre-K–8 mathematics curriculum, which illustrates the rigor and challenge that the greater community demands. The update provided information on the following aspects of the revised mathematics program, including the following: 1) curriculum design, 2) development of instructional guides and assessment measures, 3) selection of textbooks, 4) monitoring system, 5) implementation of the curriculum in schools, and 6) external review.

Re: DISCUSSION

Mrs. O'Neill noted that a frequent criticism of MCPS math is that some systems clearly articulate the goal that all children complete algebra by Grade 8. Mr. Fulton replied that in the philosophy and rationale of each guide it is stated that the goal is for students to complete algebra by Grade 8. It has been backmapped in curriculum to make sure the foundational skills are learned by students throughout elementary and middle schools.

Mr. Felton stated that the sequence should be covered in the presentation, because the Board is questioned by the community and the perception is that the sequence leads to something other than the goal. Mr. McDonald thought the confusion comes when people view the math curriculum as K-8, but it is actually K-Math C. The distinction is that middle school math consists of courses – Math A, Math B, and Math C. Students can take those courses at different levels.

Ms. Cox thought one misperception involves how algebra is defined. If MCPS is defining it as the High School Assessments, that is not really algebra. Staff replied that it is part of the Maryland Core Learning Goals, but MCPS goes beyond that goal. For example, for MSDE high school assessment in algebra and data analysis, students are expected to have an in-depth understanding of linear functions. MCPS algebra curriculum studies quadratic function and prepares students for geometry and Algebra II.

Mr. Felton thought that parents understand preK-2 and Grades 3-5, but why would they know what Math A-C meant? Ms. Muntner replied that graphics show the math sequence for Grades pre-K to 5 and then Math A, B, and C. It is not Grades 6-8 because there should not be a focus on when the math is taken. Math A can be taken in Grade 3, 4, 5, or 6. A number of places would be appropriate based on a student's ability.

Mr. Abrams remarked that when Math A, B, and C are used they are equated to middle school. If the objective is algebra by Grade 8, it is assumed that middle school includes A, B, C, and algebra. That is where the miscommunication begins. Staff responded that students can take Math A and B and then moved into algebra. Math C is designed for those students who are not ready for algebra.

Mr. Felton thought there needs to be clarification and communication to the community.

Mrs. O'Neill had heard critics say that if a child that takes algebra in Grade 7 and is ready for geometry, there are no teachers with the content knowledge to teach geometry in middle school. Dr. Weast thought that with the proper training and support, teachers will be able to provide a continuum of math.

Mr. Abrams had heard two concerns: (1) does MCPS get too aggressive in placing a student in Math B to appease parents as opposed to when the student is ready, and (2) if a student is placed in Math A, do they ever have an opportunity to accelerate.

Mr. Lange asked about the statement that a student could take Math A in Grade 3. What are the resources, time, and training that would be necessary to assure capacity for Math A in every Grade 3? That is a very ambitious goal. Dr. Weast commented that staff would map a plan to achieve that goal with adequate staff training. It is very complex based on the 124 locations with many teachers in the lower grades. The early childhood initiative is to build

math skills with diagnostic testing.

Mr. Abrams cited a sixth grade teacher who observed that current placements tend to be less objective and more parent/student influenced. Dr. Weast agreed because there had not been any diagnostic assessments, and it was driven by teacher judgment. The goal is to sequence the resources and the preassessment to ascertain what a child knows and place the child in the appropriate course.

Ms. Cox reported that the curriculum guides were web-based in DeKalb County, Georgia. It is a very flexible system for teaching staff. Staff replied that was a natural step in the publication process.

Mr. Lange asked how MCPS prepares students for survival math and financial literacy. Mr. Fulton replied that everything is aligned on what students should know, and the activities relate to the world.

Ms. Cox asked about the policy evaluation and review every five years. There has been a front-end evaluation, but are there plans for a continuous and long-term evaluation to assure the curriculum is based on current research? Mr. Fulton replied that the evaluation plan is being developed starting with textbooks, and within five years data will be collected to make research decisions.

Ms. Cox asked how the Singapore Math pilot contributed to the math curriculum, and if it will continue or be merged. Staff replied that the pilot helped develop the math curriculum. The sequencing is the secret to good math instruction, and the new curriculum has incorporated the lessons learned from Singapore Math.

Re: DIALOGUE ON CURRENT ISSUES – *Fast Start*

Mr. Felton announced that the Board would discuss the rigor in pre-K and K-3 curriculum. Where is the school system with this? What lies ahead? What are some of the challenges? What are some of the concerns? Does the community understand?

Dr. Weast pointed out that the school system had been recognized nationwide in three very favorable editorials. The K-3 curriculum had been sent to a couple of dozen people in major organizations to critique the research. A new book, *Inequality at the Starting Gate*, is a comprehensive study about the differences by race and ethnicity in children's test scores as they begin kindergarten. Children who attend center-based preschool come to kindergarten with higher achievement, and this provides one possible solution to reducing inequality.

There is a proposal to modify the current pre-kindergarten model. The proposal, "Fast Start," would take the lessons learned from kindergarten research and apply them to preschoolers.

There are 3,000 to 4,000 students who need such a program because they are in the low economic group, as determined by their eligibility for the Free and Reduced-price Meals System (FARMS). The current programs – Maryland's EEEP, federally funded Head Start, and locally funded Head Start – do not cover more than 2,300 students. Using FARMS as an indicator, more children must be served. This can be accomplished by (1) running double sessions; and (2) increasing the student/teacher ration to 20:2. Those two measures would allow 500 more students to be served without increasing cost or facilities. Also, there would be a need to revamp the curriculum, develop assessments, and create monitoring to determine skill sets.

Mr. Felton thought those were interesting concepts for discussion regarding MCPS's traditional role and responsibility for pre-kindergarten, the resources, and a pilot as the system moves to all-day kindergarten.

Ms. Cox thought it fit the state's requirement to provide pre-kindergarten services for all economically disadvantaged students. How long would it take to develop curriculum for this level, what resources are needed, and what is already available? Dr. Weast reported that staff has inventoried what is available, and they have some idea of what modifications can be made. There needs to be more interest in oral language, more prenumeracy approaches, and play concepts.

Ms. Cox noted that there were concepts to be included in a pre-kindergarten curriculum, but MCPS was not at a place where a timeframe or resources could be identified for implementation. Dr. Weast thought that it could be implemented by next fall if everyone agreed to the new concept. It would be important to start the experiment by next fall.

Mr. Abrams reiterated that MCPS's targeted success was with 8,000 K-3 students a year. The school system has identified where there is a need for 4,000 pre-K children to receive instruction and currently serves 2,300 of those children. Fast Start would be targeted at the FARMS children. Head Start is not fully funded by the federal or state government. Mr. Abrams asked the Board to look at the political ramifications of Fast Start. He thought Fast Start was good policy, but bad politics.

Dr. Weast repeated the funding for Head Start and commented on the rules and regulations that come with accepting federal funds. Also, the federal program has not demonstrated that there are long-term benefits. However, the Fast Start model will last because the early childhood program is built on the knowledge gained in pre-kindergarten, and the acceleration will make the school system's program more successful. There is a way to structure the program to allow for several hundred more students without increased cost.

Mr. Abrams thought Dr. Weast was saying that if the school system could unchain itself from the strings of the federal regulations, and if block grants for the funds were available to the

local or state governments, there would be more efficient use of those funds. Mr. Abrams would like the school system to proceed with Fast Start and get a waiver or withdraw from Head Start and reuse those funds in a different context. He would like to see the county and state agree to this process. The local level can administer a streamlined program, and the eligibility criteria are consistent throughout the district.

Dr. Weast stated that the County Council met to discuss this topic and determined that there needs to be changes. Also, the Council has commissioned a group of people to examine the concept. There could be directional changes that the Council may choose to make with the federal money, such as (1) leave it the way it is, (2) move to a 3-year-old companion project, or (3) create wrap-around services. Mr. Bowers stated that the concept would be run with unrestricted state and local funds, and MCPS would not be a grantee for federal funding.

Mr. Abrams asked if there was a need for the Board to take action on this concept in order to give the superintendent direction. Dr. Weast thought by consensus the general direction would be accepted. The Council will get a report around October 24.

Ms. Cox asked if the Council's report would include a long-range plan beyond the addition of 500 initial students. Will the costs for training, curriculum development, and staff be included? Dr. Weast replied that the program would start with a few hundred students and would be cost neutral, add more students through lessons learned, and place 1,000 students by the third year. Beyond year one, there are costs associated with the program.

Dr. Weast and staff commented on the mental health of staff and students regarding the tension and anxiety based on the current situation (sniper crisis). Materials were sent to parents, counselors and psychologists were available, and information was placed on the website.

RESOLUTION NO. 466-02 Re: CLOSED SESSION RESOLUTION

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

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 Monday, October 28, 2002, in Room 120 of the Carver Educational Services Center to meet in closed sessions from 7:30 to 8:00 p.m. and 11:00 to 11:05 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*, consult with counsel to obtain legal advice, as permitted by Section 10-508(a)(7) of the *State*

Government Article; review and adjudicate appeals in its quasi-judicial capacity; and discuss matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*); and be it further

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

Re: REPORT OF CLOSED SESSION

On September 23, 2002, by unanimous vote of members present, the Board of Education voted to conduct a closed session as permitted under the *Education Article* § 4-107 and *State Government Article* § 10-501, *et seq.*, of the *Annotated Code of Maryland*.

The Montgomery County Board of Education met in closed session on September 23, 2002, from 7:35 to 8:15 p.m. and 10:30 to 11:00 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and/or adjudicated the following appeals: 2002-54, T-2002-53, T-2002-54, T-2002-56, NEC-2002-59, and T-2002-61.
2. Conducted a portion of its closed sessions to discuss collective bargaining negotiations, as permitted under Section 10-508(a)(9) of the *State Government Article* and Section 4-107(d)(2)(ii) of the *Education Article*;
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, Mihyar Alnifaidy, Larry Bowers, Kermit Burnett, Sharon Cox, Susanne DeGraba, Reggie Felton, Richard Hawes, Roland Ikheloa, Nancy King, Don Kopp, Frieda Lacey, Walter Lange, George Margolies, Pat O'Neill, Brian Porter, Lori Rogovin, Glenda Rose, Roger Titus, Jerry Weast, James Williams, and Samantha Williams.

RESOLUTION NO. 467-02 Re: MINUTES (September 12, 2002)

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

Resolved, That the Board of Education approve its minutes for the September 12, 2002, meeting.

RESOLUTION NO. 468-02 Re: MINUTES (September 18, 2002 – MCAASP)

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

Resolved, That the Board of Education approve its minutes for the September 18, 2002, meeting.

RESOLUTION NO. 469-02 Re: **MINUTES (September 18, 2002 – MCCSSE)**

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

Resolved, That the Board of Education approve its minutes for the September 18, 2002, meeting.

RESOLUTION NO. 470-02 Re: **MINUTES (September 23, 2002 – MCEA)**

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

Resolved, That the Board of Education approve its minutes for the September 23, 2002, meeting.

RESOLUTION NO. 471-02 Re: **MINUTES (September 23, 2002)**

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

Resolved, That the Board of Education approve its minutes for the September 23, 2002, meeting.

RESOLUTION NO. 472-02 Re: **APPEAL 2002-54**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2002-54, admission to highly gifted center, reflective of the following vote: Mr. Alnifaidy, Mrs. King, and Mr. Lange voting to affirm; Mr. Abrams, Mr. Burnett, Ms. Cox, Mr. Felton, and Mrs. O'Neill voting to reverse.

RESOLUTION NO. 473-02 Re: **APPEAL T-2002-62**

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

Resolved, That the Board of Education adopt its Order in Appeal T-2002-62, student transfer, reflective of the following vote: Mr. Alnifaidy, Ms. Cox, Mr. Felton, Mrs. King, Mr. Lange, and Mrs. O'Neill voting to reverse; Mr. Abrams and Mr. Burnett were absent when this case was adjudicated.

Re: **NEW BUSINESS**

There was no new business at this meeting.

Re: **ITEMS OF INFORMATION**

The following items were available:

1. Legal Fees Report
2. Construction Progress Report

RESOLUTION NO. 474-02 Re: **ADJOURNMENT AND CLOSED SESSION**

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

Resolved, That the Board of Education adjourn its meeting of October 15, 2002, at 5:20 p.m.

PRESIDENT

SECRETARY

JDW:gr

MONTGOMERY COUNTY BOARD OF EDUCATION SUMMARY SHEET

October 15, 2002

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