

APPROVED  
31-2004

Rockville, Maryland  
October 12, 2004

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, October 12, 2004, at 10:00 a.m.

Present: Mr. Sharon W. Cox, President  
in the Chair  
Dr. Charles Haughey  
Mr. Walter Lange  
Dr. Henry Lee  
Mrs. Patricia B. O'Neill  
Mr. Sagar Sanghvi, Student Board Member  
Mr. Larry Bowers, Acting Secretary/Treasurer

Absent: Mr. Kermit V. Burnett  
Mr. Gabe Romero  
Dr. Jerry Weast, Secretary/Treasurer

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

RESOLUTION NO. 579-04 Re: **CLOSED SESSION**

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Dr. Haughey, 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 closed sessions on October 12, 2004, in Room 120 from 9:00 to 10:00 a.m. and 12:30 to 2:00 p.m. to discuss the Human Resources Monthly Report and Appointments, as permitted under Section 10-508(a)(1) of the *State Government Article*; and be it further

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 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 12, 2004, 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. 580-04 Re: APPROVAL OF THE AGENDA**

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

Resolved, That the Board of Education approve its agenda for October 12, 2004.

**RESOLUTION NO. 581-04 Re: AMERICAN INDIAN HERITAGE MONTH**

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

WHEREAS, Since 1990, 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, technology, law, education, research, politics, fine arts, sports, spirituality, environment, language 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 2004 to be observed in Montgomery County Public Schools as "American Indian Heritage Month."

**RESOLUTION NO. 582-04 Re: MONTGOMERY COUNTY EMPLOYEES' CHARITY CAMPAIGN**

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

WHEREAS, The needs of others have long depended on the generosity of the employees of the Montgomery County Public Schools who have contributed to charity campaigns organized in collaboration with the Montgomery County Government; and

WHEREAS, Last year's charity campaign featured the expanded opportunities to contribute through both the Montgomery County United Way and the Union Community Fund; and

WHEREAS, The three employee representative organizations – Montgomery County Association of Administrative and Supervisory Personnel, Montgomery County Education Association, and Montgomery County Council of Supporting Services Employees – along with the Montgomery County Public Schools, are continuing their partnership for the 2004–2005 school year with both the United Way and the Union Community Fund for expanded alternatives for employee charity contributions; and

WHEREAS, Last year school system employees contributed approximately \$189,000 to the campaign; now therefore be it

Resolved, That fall 2004 is hereby designated the period for participation in the Montgomery County Public Schools Charity Campaign by the Board of Education of Montgomery County; and be it further

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

**RESOLUTION NO. 583-04 Re: PRESENTATION OF MARK MANN AWARD**

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

WHEREAS, The Superintendent's Annual Mark Mann Excellence and Harmony Award was established in 1990 to honor the highest qualities and most significant accomplishments of the late Dr. Mark Mann, former principal of Parkland Junior High School; and

WHEREAS, The award is presented annually to a Montgomery County Public Schools administrator who has shown exceptional performance in promoting academic excellence, positive human relations, and community outreach; and

WHEREAS, Ms. Carole C. Goodman, principal of James Hubert Blake High School, was

chosen as the recipient of the 2004 Mark Mann Excellence and Harmony Award for her extensive record of excellence in educational leadership; and WHEREAS, Ms. Goodman has made her school a place where students can and do succeed, where staff morale is high, and where a positive school climate promotes collaboration and open dialogue to further the academic success of all its students; now therefore be it

Resolved, That the Board of Education congratulate Ms. Goodman on her accomplishments and on receiving the Mark Mann Excellence and Harmony Award.

Re: **PUBLIC COMMENTS**

The following people testified before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Dr. James Nickerson	Boundary Study
2.	Phyllis Shaw	School Buses/Transportation
3.	Jane Nickerson	Boundary Study
4.	Steve Bolen	Boundary Study
5.	Nancy Navarro	Boundary Study
6.	Shari Steinberg	Boundary Study
7.	Becky Sterling	Boundary Study
8.	Debra Murphy	Boundary Study
9.	Mark Weiser, PTSA	Boundary Study
10.	Linda Kushner	Boundary Study
11.	Darnell Daisey	Boundary Study
12.	Bonnie Cullison	Grading and Reporting
13.	Bill Gatesman	Boundary Study
14.	Deepa Chopra	Boundary Study
15.	Mark Drury	Careers in Construction

Mrs. Cox requested that staff respond to the issue of a bus stop raised in Phyllis Shaw's testimony.

Re: **IMPLEMENTATION OF GRADING AND REPORTING**

The following staff were at the table: Mr. Dale Fulton, associate superintendent for curriculum and instructional programs; Mr. Donald Kress, chief school performance officer; Dr. Karen Harvey, director of curriculum and instruction; Mrs. Betty Collins, director of staff development initiatives; and Ms. Betsy Brown, director of curriculum development/grading and reporting. Also available for the discussion were Ms. Billie Jean Bensen, principal, Hoover Middle School; Ms. Sherry Liebes, principal, College Gardens Elementary School; Mrs. Suzanne

Maxey, principal, Seneca Valley High School; Ms. Susie Lee, teacher, Shady Grove Middle School; and Ms. Kate Murphy, teacher, Sequoyah Elementary School.

Initial feedback and observations of the implementation process are very promising. This is after a year of challenging discussions about a policy that raised serious issues related to holding high expectations for all students to achieve with a rigorous curriculum. Initial feedback from parents, students, teachers, and administrators suggests the implementation is starting off with a minimum of difficulty in elementary and middle schools. High schools are putting into place grading practices consistent with the pre-existing policy and, in some cases, instituting required or recommended practices that entail a change in beliefs and traditions. The school system may experience some unevenness in these early stages of implementation, but it is not beyond staff ability to resolve legitimate problems, address continuing questions, and overcome opposition. The successes provide a foundation to build on and provide a momentum that must be maintained and increased.

While feedback indicates a relatively smooth beginning, it also reveals that much work remains. Teachers, administrators, parents, and students continue to have questions about logistics and, for some, about the rationale for changes in grading practices. Recent newspaper articles and list-serve conversations reveal confusion or misunderstanding about grading scales, late work procedures, and guidelines for homework. Members of the MCPS community continue to ask questions about the implications now and in the future for students in special populations.

Efforts to address these and other issues include extensive communication between central services and school staff to clarify misunderstandings and answer questions. A live call-in television show on cable channel 34, *Viewpoint*, is planned for later this month. A series, *Our Schools Today*, features the topic and will be aired this month in several languages. Community information sessions for the six quad-clusters are scheduled during the next two months. An e-mail hotline is scheduled for teachers the week before grades are recorded for the first quarter and a telephone hotline is scheduled for parents three days following the distribution of report cards. Informational meetings will be held throughout the fall with parent, teacher, student, principal, and central service administrator groups.

In every instance where possible, staff members from the Office of Curriculum and Instructional Programs (OCIP) and the Office of Special Education and Student Services (OSESS) are delivering the message that no changes occurred this year in grading for students with disabilities, limited English, or gifted and talented identification. Teachers in Grades 1–8 continue to grade students on objectives set for individuals, and in Grades 9–12 they continue to grade students on course objectives. Teachers also continue to provide documented accommodations and modifications and differentiate instruction to challenge and support all students. Video Module 6, due at the end of November, will address grading students in special populations. To prepare for changes that will occur in 2005–2006 in Grades 1 and

2, professional development of special educators is ongoing throughout the fall, and professional development is planned for general educators in these grades in spring 2005. Although the current phase of implementation does not call for high schools to implement the new policy this school year, high schools are expected to engage in grading and reporting practices consistent with previous policy. Because customary routines diverged from the earlier policy in some aspects, required and recommended practices may feel different to students, teachers, and parents. This year, high school communities will discuss and prepare for implementation of the new policy during 2005–2006. Initial discussions may be challenging, especially where individuals are working to understand this policy for the first time. In addition, as some high schools move forward with recommended practices, variability among schools will exist.

High school principals received an action plan template to guide implementation during 2005–2006. The action plan is due to community superintendents this month. Two high schools, Seneca Valley and Walter Johnson, will field test aspects of the new policy this year, under the guidance of a consultant, to allow high school personnel to identify challenges and solutions before implementing the policy in all high schools in 2005–2006. Mr. Ken O'Connor, author and consultant to several school districts on the topic of standards-based grading, will meet with all high school principals and with teachers in the two selected schools to assist them in their preparation efforts.

Many schools purchased computer-grading programs that make it difficult to meet the expectations of the policy implementation. Some resourceful staff members developed methods to work around software constraints. However, it is clear that schools need grading programs better aligned with the policy, and it appears the system may need to move to a standard grading program.

A cross-office team has been convened to review current computer grading programs in MCPS and effective practices and their use to implement the policy. These practices will be disseminated to schools. The team also will study available grading programs and evaluate their capabilities related to the policy. Team members will determine functions needed in a standards-based computer grading program and develop criteria for evaluating the products under consideration.

Development of new standards-based report cards in Grades 1 and 2 will be completed this fall in consultation with Mid-Continent Research for Education and Learning. These report cards will be implemented in school year 2005–2006, following the implementation plan. Community and staff meetings are planned throughout fall 2004 to provide an opportunity to review drafts of the Grades 1 and 2 report cards and give feedback. During spring 2005, all Grades 1 and 2 teachers will participate in professional development to prepare for implementation of the new report cards. Procedures for grading and reporting for students in special populations will be addressed in meetings of advocacy groups and staff and parent

organizations to collect feedback throughout the fall. In December, special educators and ESOL educators will be trained on new procedures for students in Grades 1 and 2.

When the grading of students on grade-level standards in Grades 1 and 2 begins, teachers will be given a monitoring system that supports the grades recorded. The grading and reporting development committee is creating monitoring tools and sample assessments, so teachers will have a system in place to collect evidence of student learning. Additionally, the committee will set proficiency targets and provide student exemplars to assist teachers in assessing students' knowledge and skills.

The Department of Shared Accountability will work with staff in OCIP and with the Board's Policy Committee to evaluate the implementation and impact of Policy IKA, *Grading and Reporting*. This evaluation will be executed in phases, mirroring the five-year implementation plan for the policy. The first stage of evaluation will address implementation only and subsequent stages will address both implementation and impact. The final stage, after the policy implementation is completed in 2008–2009, will focus on impact only.

Implementation of Policy IKA, *Grading and Reporting*, in pursuit of Goal 1, Ensure Success for Every Student, of the strategic plan builds upon and enhances the ongoing transformation of public education in Montgomery County. The Board is to be commended for its vision and courage in revising the policy and supporting its implementation. The policy is complex, and its implementation is a special challenge in a district as large as this one. However, teachers, principals, other staff, and parents are working together to make the policy a success. This has required a close look at MCPS traditions and, in some cases, a change in personal beliefs about evaluating student achievement. The challenge ahead is to remain steadfast in the face of resistance to change.

Re: **DISCUSSION**

Mrs. O'Neill thanked staff and said it has been a long journey to this point. Change is always hard. The Board realized there were inconsistencies in grading throughout the school system. Last year, it was a good proposal to delay the implementation by one year and proceed with a five-year phase-in of the policy. Certainly, the school system is doing a better job. She was impressed that after the high school principals wanted a delay in implementation, two schools are piloting the policy and the remaining high schools are using various pieces of the policy. As a parent, she was pleasantly surprised that her daughter's teachers distributed documents for standards in grading. One problem she has observed on the ListServes is a fear factor, since there are differences from school to school in the pieces that are being implemented, which may affect the grades on transcripts. Also, some of the staff development has not been carried out. Some teachers are confused, and some urban myths are floating around. However, as this process proceeded, it was evident that teachers were not following the 1993 grading policy. She asked how the high schools are doing with only implementing pieces of

the policy. Mr. Kress responded that there is a perception that there was no inconsistency in grading before the new policy. However, there is a need to acknowledge that there was great inconsistency from teacher to teacher and school to school. Therefore, the major push is to bring consistency in grading throughout the system.

Mrs. O'Neill asked about the status of training for high school teachers. Ms. Brown replied that there was training all through last year and now is the time to start applying that training.

Ms. Cox noted that high school principals had not wanted to move forward with implementation of the policy. But, now there appears to be a greater level of comfort with the supports that have been provided, such as the guidelines. Is there capacity within the Office of School Performance to monitor the training and implementation? Mr. Fulton thought the high school principals have made it a top priority to examine where they are and what needs to be done. Principals are looking for support to provide grading consistency. Staff is asking each high school to state where they are in the process.

Mrs. O'Neill pointed out that the whole purpose of grades is to inform students and their parents about achievement. The school system does not want students to feel hopeless if they have not mastered the concepts. She asked what the schools were doing to address the fear factor among parents. Ms. Brown explained that the fear that grades will be inflated/deflated has been investigated by teachers recomputing grades using their former system and the new guidelines. It has been ascertained that there is no major shift in grades.

Mr. Sanghvi asked about the 4.0 scale, and what the scale is for letter grades. Ms. Brown replied that the scale is under discussion. Staff knows that a 4 is an A and a 3 is a B, and so forth. What is being discussed among principals, teacher, and supervisors is the summary grade on that scale.

Mc. Cox asked if there was benchmarking outside the system with school districts that had experience in standards-based grading and reporting. Mr. Fulton replied that this is under discussion. As the standards movement moves forward, more schools will be dealing with the issue, but there is very little benchmarking on the logistics at this time. They need to determine the scale change on athletic eligibility and GPAs.

Dr. Haughey thought this process of innovation was maturing, and there is a productive discomfort with the process. To what extent has angst been expressed and responded to by staff? Ms. Brown replied that the discomfort is where people are in the process. The "how" and "why" are two stages of understanding the policy and guidelines.

Dr. Haughey asked about grading tools and whether that referred specifically to the computer. Staff agreed and said that a committee is assessing electronic grade books. Since there are none that reflect the MCPS policy, staff many have to work collaboratively with companies to

develop a product.

Mr. Lange congratulated staff on its hard work, and he was pleased with the collaboration in moving from grading and reporting to teaching and learning. He was concerned about unintended consequences, and the impact on teacher time. Staff responded that teachers are getting more tools in order to gain time. Also, schools can design the master schedule to offer block time.

Ms. Cox pointed out that teachers were not talking about time for understanding and administering, but time for the changes in teaching and learning, especially reteaching, for analyzing data to change instructional practices, and for working with students. Mr. Fulton thought the system needs to monitor the time for reassessment and to develop parameters for reassessment, such as seeking extra help before reassessment.

Ms. Cox thought it seems overwhelming in the beginning, but there will be a better sense of time expenditure. Mr. Fulton pointed out that there is a lot of sharing going on between teachers and schools as practices are developed.

Mr. Lange asked about unintended consequences and homework. Parents report that students are saying there is no need to do homework if it is not graded. What gets measured, gets done. He was concerned about students being fully prepared on a regular and consistent basis. Staff explained that one of the charges to teachers is to communicate to students that assignments are important and are part of the learning process. How teachers tie student responsibility to grades is essential since it is an indicator of mastery of the material.

Mrs. O'Neill thought the perception that homework does not count is a myth. Homework that demonstrates mastery counts, and some teachers give quizzes on the homework. Ms. Brown added that students need to understand the connection between practice and feedback on practice and improved performance as reflected on the final grade. Homework matters and is part of students' taking responsibility for their learning.

Ms. Cox commented that this is a paradigm shift, and it has to be clear to students that homework improves learning and grades reflect learning.

Mr. Sanghvi thought it is hard to motivate students, but maybe the philosophy will change over time. He was concerned that students were not coming for extra help even though they have requested a retake of the test. Mr. Fulton thought MCPS has an obligation to set the parameters. For the MSA or HSA, tests cannot be retaken. It is not just an opportunity to retake a test, but it is the responsibility of the student to demonstrate effort to learn the material.

Mr. Sanghvi was concerned about inconsistency in grading, but students think that teachers

do not understand the policy.

Dr. Haughey thought the implementation is a good start, but a long-term process. There is a need to address those who are feeling the greatest stress. He commended staff for all their hard work.

Dr. Lee thought the grading and reporting policy represents a true paradigm shift in the way staff and teachers look at grading. He was not sure that staff was communicating with students and parents, and there needs to be a stronger outreach program.

Mr. Lange asked how different work would be graded, such as a student demonstrating that he or she knows the concept with sloppy, short answers compared to a student who provides more detailed and elaborate work. Ms. Brown thought it was crucial that teachers are clear on what it is they are teaching and assessing. Students can show understanding of the concept in many ways.

Mr. Lange inquired about the impact of the policy on special education and ESOL students. Mr. Fulton explained that there are no changes this year; changes will be phased in over subsequent years.

**Re: LUNCH AND CLOSED SESSION**

The Board of Education recess for lunch and closed session from 12:50 to 2:10 p.m.

\*\*Mr. Sanghvi left the meeting at this point.

**RESOLUTION NO. 584-04 Re: CONTRACTS OF \$25,000 OR MORE**

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

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 as shown below:

100 Database Server  
201A

Awardee  
Severn Companies, Inc.

\$ 229,000

2-03	Tree Removal and Stump Grinding—Extension	
	<u>Awardee</u>	
	Mead Tree and Turf Care, Inc.	\$ 120,000
05020 50349	Montgomery County Job Order Contract—Extension	
	<u>Awardee</u>	
	CDCI, Inc.*	\$1,150,000
1082.2	Analysis, Database Administration, Systems Engineering, and Consulting Services—Extension	
	<u>Awardees</u>	
	David Barr	
	Chesapeake Computer Engineering*	
	Compumatics, Inc.	
	Ciber, Inc.	
	Linda K. Gallo*	
	Lighthouse Management Consulting*	
	Mason Dixon Consulting Services, Inc.	
	Richard Metcalfe	
	Sandra Metcalfe*	
	Metro Technical Consulting, LLC	
	NexGen Infosys, Inc.*	
	Peace Technology*	
	RDA	
	Milton Wilkerson	
	Total	\$ 700,000
1092.5	Propane Gas	
	<u>Awardee</u>	
	Surburban Propane Gas Corporation	\$ 48,139
11182.	Printing of Adult Education and Summer School Bulletins—Extension	
	<u>Awardee</u>	
	Tapco, Inc.*	\$ 42,000
1143.1	Process Grade 2 Comprehensive Tests of Basic Skills—Extension	

	<u>Awardee</u>	
	Standardized Test Scoring Company, Inc.	\$ 25,000
4043.3	Security System Supplies and Equipment—Extension	
	<u>Awardees</u>	
	ADI*	\$ 46,594
	Alarmax Distributors, Inc.	111,731
	Allegheny Electronics	1,475
	Cabling Systems Supply, Inc.	26,993
	Capitol Cable and Technology, Inc.	37,044
	Liberty Lock and Security, Inc.	1,265
	Northern Video Systems, Inc.*	198,723
	Security Equipment Distributors, Inc.	<u>3,226</u>
	Total	\$ 427,051
4078.6	Health Room Supplies	
	<u>Awardees</u>	
	Amzco Health Supply*	\$ 24,962
	Armstrong Medical Industrial, Inc.	1,615
	Cole Medical, Inc.	6,861
	Delta Medical Supply, Inc.	15,316
	Ever Ready First Aid and Medical Supply*	2,983
	S. Freedman and Sons, Inc.	9,175
	Laerdal Medical Corporation	2,299
	Moore Medical Corporation	3,513
	NASCO	1,292
	Perfect Health Supply*	327
	Potts Distributing Company	1,443
	Safetec of America, Inc.	376
	Henry Schein, Inc.	14,109
	School Health Corporation*	14,070
	Southeastern Emergency Equipment	6,204
	Supreme Medical Fulfillment Systems, Inc.	<u>3,983</u>
	Total	\$ 108,528
4079.6	Computer Supplies	
	<u>Awardees</u>	
	Advanced Business Concepts, Inc.	\$ 421
	AJ Stationers*	807

	Athana International, Inc.	1,722
	Best Computer Supplies	101,447
	Canon Business Solutions, Southeast, Inc.	232,411
	Carolina Imaging Products*	5,631
	Choice Batteries*	1,100
	Corporate Express Imaging	56,364
	G.I. Tech, Inc.*	11,398
	Global Government Educational Solutions	1,695
	Pyramid School Products	40,533
	Single Source, Inc.*	48,054
	Standard Stationery Supply Co.	1,008
	Tree House, Inc.*	580
	Upstate Computers	121,429
	VNEB Corporation*	<u>6,107</u>
	Total	\$ 630,707
4082.3	Chalkboards, Tackboards, and White Boards—Extension	
	<u>Awardee</u>	
	Building Specialites, Inc.	\$ 41,120
4105.2	Copiers—Extension	
	<u>Awardee</u>	
	BCE Corporation*	\$ 63,507
4110.2	Overhead Door Repair—Extension	
	<u>Awardee</u>	
	Metropolitan Rolling Door, Inc.	\$ 80,000
4126.1	Recycling/Trash Removal—Extension	
	<u>Awardee</u>	
	Waste Management	\$ 475,409
4159.1	Closed Circuit Television Equipment Supplement	
	<u>Awardee</u>	
	Graybar Electric Company, Inc.	\$ 414,919
7003.8	Audio and Visual Equipment and Supplies	

Awardees

Burlington Audio Tapes, Inc.*	\$ 688
Century Magnetics, Inc.*	20,906
Crest AV Electronics, Inc.*	10,908
CTL Communications Televideo, Ltd.*	430,906
Lee Hartman and Sons, Inc.	95,190
Kunz, Inc.*	62,005
Landon Systems Corporation	22,823
Metropolitan Audio Visual Corporation	4,413
Nicholas P. Pipino Associates, Inc.	4,593
Pyramid School Products	5,809
School Specialty	27,785
Valiant, Inc.	21,842
Washington Professional Systems	<u>10,073</u>
Total	\$ 717,941

## 7114.3 Early Childhood Equipment and Supplies

Awardees

ABC School Supply, Inc.	\$ 15,296
AFP Industries, Inc.*	73,615
ATD American Company	711
Childcraft Education Corporation	80,137
Community Products, LLC	95,819
Hatch Technology and Toys	9,253
Hertz Furniture Systems Corporation	4,055
Kaplan School Supply Corporation	23,797
Lakeshore Learning Materials	4,646
School Specialty	<u>1,513</u>
Total	\$ 308,842

## 7132.2 Cafeteria Disposable Supplies

Awardees

Acme Paper and Supply Company, Inc.	\$ 11,710
Calico Industries, Inc.	1,692
Film X	230
S. Freedman and Sons, Inc.	166,172
Kahn Paper Company, Inc.	385,904
Leonard Paper Company	4,729
M & Q Plastic Products	7,373
Package Concepts and Materials	120

	Transilwrap Company, Inc.	789
	Webco Packaging, Inc.	<u>113,118</u>
	Total	\$ 691,837
9053.3	Playground Equipment	
	<u>Awardees</u>	
	All Recreation, Inc.	\$ 68,602
	Sportime, LLC	500
	GameTime c/o West Recreation, Inc.	<u>130,580</u>
	Total	\$ 199,682
9072.5	Weight Training Supplies and Equipment	
	<u>Awardees</u>	
	American Fitness and Sport Supply, Inc.	\$ 1,849
	Destine Fitness, LLC	12,015
	Fitness Resource	205,045
	Gym Source	93,696
	Heartline Fitness Products, Inc.	246,978
	Leisure Fitness, Inc.*	131,964
	Sportime, LLC	<u>4,412</u>
	Total	\$ 695,959
9113.6	Canned Fruits and Vegetables	
	<u>Awardee</u>	
	SYSCO Food Services of Baltimore, LLC	\$ 93,844
9124.4	Refrigerators, Freezers, and Milk Coolers	
	<u>Awardees</u>	
	American Energy Restaurant Equipment	\$ 9,230
	Carey Sales and Service	<u>33,566</u>
	Total	\$ 42,796
	Information Technology Research	
	<u>Awardee</u>	
	Gartner, Inc.	\$ 87,000

TOTAL PROCUREMENT CONTRACTS EXCEEDING \$25,000 \$7,393,281

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

\*\*Planned Life Cycle Assets Replacement Bid (PLAR)

Note: Contract amounts will be based on individual requirements.

RESOLUTION NO. 585-04 Re: **AWARD OF CONTRACT – CLARKSBURG AREA HIGH SCHOOL**

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

WHEREAS, On February 23, 2004, the Board of Education authorized staff to utilize a construction management process for the Clarksburg Area High School project and awarded a contract to Hess Construction Company for pre-construction services, with an option to add management services for the construction phase of the project; and

WHEREAS, On September 14, 2004, the Board of Education awarded contracts for the concrete, masonry, roofing, mechanical, and electrical trades for the Clarksburg Area High School project; and

WHEREAS, The following bids were received on September 23, 2004, from the listed subcontractors for the structural steel/miscellaneous metals for the Clarksburg Area High School;

<u>Bidder</u>	<u>Amount</u>
Southern Iron Works, Inc	\$ 4,398,000
Halac Iron, Inc.	\$ 4,716,000

and

WHEREAS, The structural steel costs are significantly higher than the initial estimates for the project; and

WHEREAS, Subsequent to September 14, 2004, Hess Construction Company received bid proposals for the remaining trade contracts for the project; and

WHEREAS, Detailed information on these bid proposals is available for review in the Department of Facilities Management; and

WHEREAS, Construction material price increases this past summer, primarily steel and

metal-based products, have pushed overall construction costs up approximately 10 percent; and

WHEREAS, The material price increases have added approximately \$4.6 million to the cost to complete the Clarksburg Area High School project; and

WHEREAS, Staff has recommended that surpluses from other capital projects be transferred to the Clarksburg Area High School project to cover the additional costs; and

WHEREAS, The fund transfer will not affect the schedule or work scope planned for the projects with surpluses; and

WHEREAS, The construction management contract contains provisions that permit the Montgomery County Public Schools to assign the trade contracts that were awarded by the Board of Education to Hess Construction Company, as part of a guaranteed price agreement to complete the Clarksburg Area High School project; and

WHEREAS, Facilities staff has negotiated a guaranteed price with Hess Construction Company for the completion of the Clarksburg Area High School project that includes the assignment of the trade work bid by MCPS, along with all management and general conditions costs; and

WHEREAS, Hess Construction Company has agreed to accept the assignment of the Clarksburg Area High School trade contracts awarded on September 14, 2004, and complete the project for the guaranteed price; and

WHEREAS, Staff has recommended approval of the guaranteed price agreement negotiated with Hess Construction Company; and

WHEREAS, Facilities staff has tentatively identified a 14-percent certified Minority Business Enterprise participation for the project – of which 7.1 percent is female-owned, 4.3 percent Hispanic, and 2.4 percent Asian – and will continue to work with the construction manager to increase the percentage; now therefore be it

Resolved, That a \$4,425,000 transfer of bond funds from the following capital projects for the listed amounts be transferred to the Capital Budget Unliquidated Surplus fund;

John T. Baker Middle School	\$ 1,400,000
Damascus High School	\$ 575,000
Rocky Hill Middle School	\$ 1,200,000
Quince Orchard Middle School	\$ 1,250,000

and be it further

Resolved, That a transfer of \$4,626,516 from the Capital Budget Unliquidated Surplus fund to the Clarksburg Area High School project be approved; and be it further

Resolved, That a \$4,398,000 contract be awarded to Southern Iron Works, Inc., for structural steel/miscellaneous metal trade work for the Clarksburg Area High School project; and be it further

Resolved, That the contract awarded to Southern Iron Works, Inc., for the completion of the Clarksburg Area High School project be assigned to Hess Construction Company; and be it further

Resolved, That the trade contracts awarded on September 14, 2004, for the completion of the Clarksburg Area High School project be assigned to Hess Construction Company; and be it further

Resolved, That a \$22,403,750 contract be awarded to Hess Construction Company for the completion of the Clarksburg Area High School project in accordance with the drawings and specifications prepared by Delmar Architects, contingent upon approval of the transfer of funds by the County Council; and be it further

Resolved, That the contract with Hess Construction Company for the completion of the Clarksburg Area High School project be adjusted by the amount of the trade contract assignments; and be it further

Resolved, That a copy of this resolution be forwarded to the county executive and County Council, requesting approval of the fund transfer.

RESOLUTION NO. 586-04 Re: **ACCEPTANCE OF GREENWOOD ELEMENTARY SCHOOL**

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

WHEREAS, Greenwood Elementary School was inspected on September 27, 2004; now therefore be it

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. 587-04 Re: **ACCEPTANCE OF WILLIAM TYLER PAGE ELEMENTARY SCHOOL**

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

WHEREAS, William Tyler Page Elementary School was inspected on October 1, 2004; now therefore be it

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

RESOLUTION NO. 588-04 Re: **UTILIZATION OF FY 2005 PROVISION FOR FUTURE SUPPORTED PROJECT FUNDS**

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Mr. Lange, 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. 15-631, approved May 27, 2004; and

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

WHEREAS, Sufficient appropriation is available, within the FY 2005 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 2005 Provision for Future Supported Projects, as specified below:

<u>Projects</u>	<u>Amount</u>
Individuals with Disabilities Education Act—Least Restrictive Environment	\$ 50,000
Individuals with Disabilities Education Act—Transition, Dropout Graduation Gap	40,000
Individuals with Disabilities Act— Disproportionality Project	<u>25,000</u>
Total	<u>\$ 115,000</u>

and be it further

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

RESOLUTION NO. 589-04 Re: **RECOMMENDED FY 2005 SUPPLEMENTAL APPROPRIATION FOR UTILITY RATE INCREASES**

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

Resolved, That the superintendent of schools be authorized to submit and to receive and expend an FY 2005 supplemental appropriation of \$3,300,952 for utilities in the following categories:

<u>Category</u>	<u>Amount</u>
Operation of Plant and Equipment—Electricity	\$ 2,016,630
Operation of Plant and Equipment—Natural Gas	1,179,716
Operation of Plant and Equipment—Heating Oil	<u>104,606</u>
Total	\$ 3,300,952

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. 590-04 Re: **HUMAN RESOURCES MONTHLY REPORT**

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

Resolved, That the Board of Education accept the Human Resources Monthly Report dated October 12, 2004.

RESOLUTION NO. 591-04 Re: **APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective October 13, 2004:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
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Todd Watkins            Bus Operations Manager            Assistant Director, Transportation

**RESOLUTION NO. 592-04 Re: APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective October 13, 2004:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
George Wimberly	Research Associate, American College Testing, Inc.	Coordinator, Assessment Research, Shared Accountability

**RESOLUTION NO. 593-04 Re: APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective October 13, 2004:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Marc Cohen	Assistant Principal, Long Reach HS, Howard County	Supervisor of Alternative Programs

\*\*Mr. Sanghvi rejoined the meeting at this point.

**RESOLUTION NO. 594-04 Re: PRELIMINARY PLANS – WATKINS MILL ELEMENTARY SCHOOL ADDITION**

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

WHEREAS, The architect for the addition for Watkins Mill Elementary School – Cho, Benn, Holback + Associates – has prepared a schematic design in accordance with the educational specifications; and

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

Resolved, That the Board of Education approve the preliminary plans report for the addition to Watkins Mill Elementary School developed by Cho, Benn, Holback + Associates.

Re: **TEACHER-CENTERED MODEL TO ASSIST SCHOOLS IN USING TECHNOLOGY TO IMPROVE ASSESSMENTS AND OTHER INSTRUCTIONAL SUPPORTS**

Mr. Bowers invited the following people to the table: Mr. Dale E. Fulton, associate superintendent for curriculum and instruction; Mr. Adrian Talley, principal, Rosemont Elementary; Mrs. Kathleen Johnson, reading coach, Rosemont Elementary; Mrs. Roni Silverstein, principal, Clopper Mill Elementary; Mrs. Amy Williams, Grade 2 teacher, Clopper Mill Elementary; Ms. Carla Beasley, technology consultant, and Ms. Ann Bedford, director, pre-K12 Curriculum Projects.

The Montgomery County Public Schools is integrating new forms of classroom level technology and assessments to improve, support, and simplify the work of teachers and principals in diagnosing the academic progress of students. The most visible element of this initiative is a hand-held device (for example, the Palm Pilot™) being used by primary grade teachers in selected schools to record and review student performance assessment data immediately in their classrooms. Other elements include several new formative assessments in reading that will be administered electronically to improve the process and accuracy of providing diagnostic information to teachers and principals. The automated assessment initiative has proven so promising that a private company has partnered with MCPS to develop a product that can be sold nationally to school systems interested in using technology-enhanced assessments to improve instruction, quickly identify and record student progress and problem areas, and save teachers and principals valuable instructional time by replacing traditional paper/pencil assessments with state-of-the-art technology to monitor and analyze student performance.

This initiative is called the Teacher-Centered Model (TCM), based on the specific goal of providing MCPS teachers with the best resources available to improve their classroom instructional practices and support the curriculum. The main improvement is the availability of student performance data in real-time as a teacher diagnoses what a student knows and is able to do each day throughout the school year. The automation being used here is similar to the technology advances in the medical industry and other private and public enterprises that require immediate access to records coupled with a system of monitoring progress.

Several strategic reform initiatives have been under way in MCPS during the last five years. These initiatives have been devoted to transforming the school system-level student assessments aligned with national and state standards, continued professional growth for teachers and principals to ensure effective instructional practices, and greater communication with parents. The school system has entered a new phase of this transformation, one that is focused on finding additional ways of helping teachers improve instruction to enhance student learning. In the years to come, this new phase will be marked by the introduction of more

useful technology-based processes designed to identify where improvements can be made in teaching and learning, both in the classroom and at home. The goal is to help not only teachers and principals, but also parents who will be able to access timely performance data and other information about their own children via the Internet. Some of this improved access to individual student performance data is already happening on a small scale among individual schools, based on local initiatives of principals, teachers, and parent organizations. The systemwide introduction of such enhancements, particularly the use of hand-held devices to record and review data, is a key feature of the school system

The initiative addresses the Board of Education *Curriculum*, as well as the supporting governance Policy IEF, *Early Childhood Education*, and Policy IEA, *Framework and Structure of Early Childhood/Elementary Education*. In particular, the initiative responds to the need for curricular supports that, as stated in Policy IFA, help teachers, students, and parents understand “clearly and specifically what students are expected to know and be able to do, how well they will be able to do it, how they will meet their learning objectives, and by what means they will be assessed.” Moreover, it addresses the needs in elementary schools, as outlined in Policy IEA, for systemwide support for a strong and responsive academic environment, parental and community involvement, staff development, planning, instructional practices, curriculum, and organization. It also is consistent with the core governance Policy IKA, *Grading and Reporting*.

At this time, the new initiative includes four key elements:

- “mCLASS: Reading,” for all students in Kindergarten through Grade 2 (except Reading First schools), in which teachers use hand-held devices to implement electronically a range of assessments, including running records, and immediately record and review student performance data.
- “mCLASS: DIBELS,” for struggling readers in Grades 2 and 3 in selected schools, in which teachers also use a hand-held device to record and review a timed assessment quickly and effectively in the classroom.
- “Measures of Academic Progress-R),” for all students in Grades 3-5, in which a computer-adaptive test quickly measures reading proficiency.
- “Stanford Diagnostic Reading Test (SDRT),” currently a paper/pencil assessment for struggling readers in Grades 3-5, which will be replaced by a computerized version.

Last spring, two of these elements – “mCLASS Reading” and “mCLASS: DIBELS” – were field tested in eight elementary school. All Grade 2-3 teachers in the field test schools who conduct running records in their Balanced Literacy programs were provided a hand-held

device, then trained on its use and asked to evaluate the implementation of the automated “mCLASS: Reading” assessment. Similarly, all Grade 2-3 teachers in the field test schools who participated in the Horizons Intervention program and conducted the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments were introduced to the same hand-held device and asked to evaluate the automated “mCLASS: DIBELS” assessment. The evaluation criteria included examining how these automated versions of the assessments supported school system efforts to implement its standards and curriculum, provide usable technology support and more time for teachers and principals, and maintain compatibility within the school system

The feedback from staff in the field-test schools on the benefits of the automated assessment tools was very positive. Teachers and principals found that they were able to use the device easily to identify and analyze the instructional levels and needs of their students. Reports from student assessments were generated and shared with parents. Teachers clearly valued the design and support of the device and automated assessments, as well as the time-saving benefits.

The implementation of the initiative is expanding this year. The remaining two elements, “Measures of Academic Progress-Reading (MAP-R)” and the “Stanford Diagnostic Reading Test (SDRT),” are being implemented on an accelerated schedule. Comprehensive training on the use of the technology applications, assessments, and other elements is being provided to all teachers, principals, and other users prior to implementation. Training is being conducted at designated MCPS computer training labs and at schools. Staff members from the offices of Curriculum and Instructional Programs (OCIP), Strategic Technologies and Accountability (OSTA), and Organizational Development (OOD) are closely monitoring and supporting schools as they increase their familiarity and comfort with the assessments and enabling technology.

Next month, all of the 125 elementary schools will administer MAP-R to Grades 3-5 students. By next spring, 60 elementary schools will use hand-held devices to administer and collect assessment data on running records and DIBELS. By the end of the 2005-2006 school year, the remaining elementary schools will be using the hand-held devices to administer and collect running records assessments.

Throughout the year, staff will evaluate and enhance the initiative’s effectiveness. The private partnership to develop and implement a new automated assessment using hand-held devices to administer and collect data will move forward. The new assessment combines the MCPS Assessment Program (MCPS-AP) and DIBELS. The prototype of this assessment will be piloted in elementary schools familiar with the DIBELS administration. This assessment will be given to all Kindergarten through Grade 2 students by spring 2006. The technology will work similarly to mCLASS:DIBELS and mCLASS:Reading.

**Re: DISCUSSION**

Mr. Lange was impressed with the DIBELS demonstration and asked about the timeline to have DIBELS in all elementary schools. Mr. Porter replied that the distribution will take two years and start with 60 schools this year.

Mr. Lange inquired if there was a similar device for math. Mr. Fulton responded that such a device is being developed.

Dr. Haughey inquired about the cost of DIBELS technology per classroom. Mr. Porter responded that he will get back to the Board with that figure.

Mrs. O'Neill stated that she saw a demonstration a year ago at a technology conference. She thanked Mr. Porter for pursuing technology that will save time, provide data, and support the Baldrige initiative.

Ms. Cox inquired about the students' response. Staff replied that the students are intrigued with the hand-held device and handled the assessment as a matter of course.

Ms. Cox thought the assessment seemed comprehensive, and she asked if there was supplemental testing. Staff replied that everything that was done with paper/pencil can be done on the hand-held device.

Mr. Lange questioned the amount of training needed to use the devices. Staff replied that it takes about three to six hours of training with reading specialists.

Re: **MONTGOMERY COUNTY COMMUNITY CRISIS  
MENTAL HEALTH PARTNERSHIP**

Mr. Bowers invited the following people to the table: Dr. Carey Wright, associate superintendent, Office of Special Education and Student Services; Ms. Sharon Friedman, executive director, Mental Health Association of Montgomery County; Mr. Dudley Warner, senior administrator, Behavioral Health and Crisis Services, Montgomery County Department of Health and Human Services; Ms. Judy Madden, supervisor, School Counseling Service Unit; and Ms. Debra Tipton, employee assistance specialist, Employee Assistance Program.

The informal agency partnership began in 1999 following the Columbine school shootings, which reinforced the need for a coordinated mental health response for schools and communities. The initial focus of collaboration was on developing and delivering mental health crisis response training for school counselors, school psychologists, and pupil personnel workers using the accepted Montgomery County mental health crisis response model.

Following the events of September 11, 2001, the partnership developed a plan to coordinate, mobilize, and train volunteer mental health providers to support schools and assist in the community as needed. Representatives of the three agencies regularly collaborate to provide training and to ensure that appropriate mental health support is available to communities affected by crisis. The memorandum of agreement outlines the roles and responsibilities of each of the agencies.

Re: **DISCUSSION**

Mr. Lange thought that a sound foundation in mental health is important in learning and being adaptable. He asked about the increase in activity in crisis intervention. Is this increase due to awareness or events? Mr. Warner thought it was an increased awareness of the services that the county provides.

Ms. Cox inquired if all counselors, pupil personnel workers, and psychologists are aware of the services. Are new employees informed of these services? Ms. Madden replied that the information is part of the new staff orientation.

Ms. Cox asked if there are language issues. MCPS has a difficult time in finding special expertise and linguistic ability. Mr. Warner said that is definitely a concern, and they have renewed their efforts to obtain staff and volunteers to help. Also, they have access to ATT's language line.

Mrs. O'Neill thought the community should be proud of the efforts made to date. A strong mental health crisis plan removes some of the barriers to learning. She recalled several events that have affected the community, such as students killed in automobile accidents.

Dr. Haughey believed that the collaborative effort of all county mental health providers was a valuable resource. How are the teams deployed, constituted, and what are the resources needed? Ms. Madden replied that the team collaborates with the principals, community superintendents, and field offices.

Dr. Haughey asked about a sustained crisis and how resources are deployed. Ms. Madden replied that the school counselor is the key person in that scenario, and the counselor is supported by the pupil personnel workers and psychologists.

**Re: BOARD/SUPERINTENDENT COMMENTS**

Mr. Bowers commented that yesterday's *Washington Post* announced this year's winners of the Music and Dance Scholarships awarded annually by the newspaper. Three of the 12 winners of the \$1,500 scholarships were from MCPS. Three hundred students, including the scholarship winners, performed at the Warner Theater during the October 9 awards program. Congratulations to violinist Sandra Cameron from Poolesville High School, pianist Carol Chung from Sherwood High School, and singer Cathy Teixeira from Walter Johnson High School.

On September 21, WETA was among public television stations nationwide to air a live broadcast called "Ready to Read, Ready to Succeed" a production of the U. S. Department of Education. Broad Acres Elementary School was featured on this one-hour program as a model of how to use systematic reforms to improve student achievement, particularly among low-income students and English language learners. A segment of the videotape was shown.

Ms. Cox commented that a number of Board members went to the Maryland Association of Boards of Education Conference in Ocean City. The Board came away with a firm commitment from other boards to work with the state to increase the level of bond funding for construction. She also attended Comcast's Care Day where they adopted Eastern Middle School and made improvements to the landscaping and painting.

Mrs. O'Neill stated that several members attended the ceremonies for the retirement of Dr. Jerome Marco from Walt Whitman High School. The County Executive presented Dr. Marco with a proclamation, and the stadium was named in his honor.

Mr. Lange attended the first meeting of the Student Government Association, and the first presentation was on grading and reporting.

Dr. Haughey commented on the Walk-Your-Child-to-School Day. The children provided the TV cameras with a long list of safety tips. Also, he attended a meeting upcounty that focused on gangs.

Mr. Sanghvi announced that the mid-level student government will meet in late October. Also, the Student Advisory Committee will hold its first meeting on October 18 to discuss curriculum.

Dr. Lee announced that he would resign after this Board meeting. It was with regret that he had to make this decision. His resignation is based on his need to spend more time with his children. He complemented the Board on all the hard work it does on behalf of children.

Ms. Cox spoke on behalf of the Board to say that Board members were sorry that Dr. Lee had to make this decision, but were glad to have had an opportunity to work with him.

**RESOLUTION NO. 595-04 Re: CLOSED SESSION RESOLUTION**

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

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

Resolved, That the Board of Education of Montgomery County conduct a closed session on Monday, October 25, 2004, in Room 120 of the Carver Educational Services Center to meet from 7:00 to 7:30 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*; consult with counsel to obtain legal advice, as permitted by Section 10-508(a)(7) of the *State Government Article*; 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.

**RESOLUTION NO. 596-04 Re: REPORT OF CLOSED SESSION**

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

On September 27, 2004, 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 27, 2004, from 7:05 to 7:45 p.m. in Room 120 of the Carver Educational Services Center, Rockville,

Maryland, and

1. Reviewed and considered the following appeals in its quasi-judicial capacity outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*): T-2004-63, T-2004-64, NEC-2004-65, and 2004-58.
2. Reviewed and adjudicated the following appeals in its quasi-judicial capacity outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*) with a subsequent vote to approve in open session: 2004-53 and 2004 56.
3. Reviewed the Superintendent's recommendation for Human Resources Appointments, subsequent to which the vote to approve was taken in open session.
4. Considered the acquisition of real property for a public purpose and matters directly related thereto.
5. 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 sessions were: Aggie Alvez, Larry Bowers, Kermit Burnett, Sharon Cox, Charles Haughey, Richard Hawes, Roland Ikheloa, Don Kress, Frieda Lacey, Walt Lange, Henry Lee, George Margolies, Pat O'Neill, Brian Porter, Glenda Rose, Sagar Sanghvi, Matt Tronzano, Janice Turpin, Jerry Weast, Mary Pat Wilson, and Carey Wright.

**RESOLUTION NO. 597-04 Re: MINUTES OF THE AUGUST 24, 2004, MEETING**

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

Resolved, That the Board of Education approve its minutes for the August 24, 2004, meeting.

**RESOLUTION NO. 598-04 Re: MINUTES OF THE SEPTEMBER 14, 2004, MEETING**

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

Resolved, That the Board of Education approve its minutes for the September 14, 2004, meeting.

**RESOLUTION NO. 599-04 Re: MINUTES OF THE SEPTEMBER 20, 2004, MEETING**

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

Resolved, That the Board of Education approve its minutes for the September 20, 2004, meeting with SEIU 500.

RESOLUTION NO. 600-04 Re: **MINUTES OF THE SEPTEMBER 20, 2004, MEETING**

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

Resolved, That the Board of Education approve its minutes for the September 20, 2004, meeting with MCAASP.

RESOLUTION NO. 601-04 Re: **MINUTES OF THE SEPTEMBER 27, 2004, MEETING**

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

Resolved, That the Board of Education approve its minutes for the September 27, 2004, meeting with MCEA.

RESOLUTION NO. 602-04 Re: **APPEAL 2004-58**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2004-58, student discipline, reflective of the following vote: Mr. Burnett, Ms. Cox, Dr. Lee, Dr. Haughey, Mr. Lange, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting to dismiss; Mr. Romero was absent when this case was adjudicated.

Re: **NEW BUSINESS**

There were no new business items.

Re: **ITEMS OF INFORMATION**

The following items were available:

1. Legal Fees Report
2. Construction Progress Report

RESOLUTION NO. 603-04 Re: **ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of October 12, 2004, at 4:15 p.m.

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PRESIDENT

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SECRETARY

JDW:gr

# MONTGOMERY COUNTY BOARD OF EDUCATION SUMMARY SHEET

October 12, 2004

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