



Resolved, That these portions of the meeting continue in closed session until the completion of business.

\*\* Mr. Abrams temporarily left the meeting at this point.

RESOLUTION NO. 312-98      Re:    **AGENDA**

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

Resolved, That the Board of Education approve its agenda for June 8, 1999.

RESOLUTION NO. 313-99      Re:    **RECOGNITION OF GRADUATES OF MCPS-BOWIE STATE UNIVERSITY PROGRAM**

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

WHEREAS, Montgomery County Public Schools and Bowie State University collaborated in developing a partnership program in organizational management leading to a bachelor's degree for supporting services personnel holding associate of arts degrees; and

WHEREAS, This degree program exemplifies Montgomery County Public Schools' commitment to continuous improvement by developing partnerships with universities to provide education opportunities for employees; and

WHEREAS, This degree program prepares graduates to support student success in their current assignments while qualifying them for new employment opportunities; and

WHEREAS, This degree program enhances participant understanding of total quality management, strategic planning, continuous improvement, and other technology, business, and management strategies aligned with this organization's mission and vision; and

WHEREAS, This partnership program exemplifies the Montgomery County Public Schools' commitment to creating a positive work environment in a self-renewing organization; now therefore be it

Resolved, That the Board of Education commend the charter graduates of the Bowie State University program for their diligence, hard work, and academic achievement; and be it further

Resolved, That their success will inspire and encourage others to participate in learning

opportunities that enrich and strengthen our workforce.

**Re: BOARD/SUPERINTENDENT COMMENTS**

Dr. Vance reported that the school system was continuing an aggressive and successful initiative to hire as many new and experienced teachers as early as possible for the upcoming new school year. According to figures from the Department of Personnel Services, the recruitment of teachers was now ahead of schedule - with nearly 700 teachers under contract. A total of 900 teachers was expected to be hired by the opening of school. Nearly all of these new hires would be completed by the end of July, a target date much earlier than ever attempted before. The school system was anticipating the hiring of 1,200 teachers over the next school year. Given the nationwide concern about the availability of highly qualified teachers, this news was welcome.

There were so many reports of outstanding student achievements as the school year draws to a close, but he did not want to miss this opportunity to congratulate Rockville High School for winning the "It's Academic" superbowl - beating the champions of the Baltimore and Central Virginia regions. Members of the winning Rockville team were Aaron Benor, Matt Denio, and Tod Hutner. Congratulations, too, to their indefatigable coaches Kevin Keegan and Linda Mencarini.

Also, Dr. Vance congratulated the girls' softball AA champions from Gaithersburg High School.

Mr. Felton commented on the graduation ceremonies, and it had been a wonderful experience to see the outstanding graduates of MCPS. All of the Board members had been moved by the commitment, energy, and enthusiasm expressed by both students and parents. He thanked the parents for their commitment to high quality education in Montgomery County.

Mr. Felton reported on the superintendent search, and the Board was in the interviewing phase of the process. He was optimistic that a high quality candidate would be selected as superintendent.

**Re: UPDATE ON GIFTED AND TALENTED POLICY IMPLEMENTATION**

Dr. Vance invited the following people to the table: Dr. Steven Seleznow, associate Superintendent for school administration; Dr. Mary Helen Smith, associate Superintendent for instruction and program development; Dr. Patricia Flynn, director of academic programs, Mrs. Virginia Tucker, director of enriched and innovative instruction. Ms. LaVerne Kimball, principal, Burning Tree Elementary School; Ms. Maureen Stamoulis, Cashell Elementary School; and Mr. Stephen Bedford, principal, Col. E. Brooke Lee Middle School.

Dr. Smith reported that over the past fifteen months, the Office of Instruction and Program Development and the Office of School Administration have put in place a structure to further the implementation of accelerated and enriched programming for gifted and talented students. This structure includes continued training on differentiated instruction, the development of draft standards for elementary mathematics and science, a training plan, and both an internal and external monitoring process. Since these structures have been in place, there has been a steady increase in the percentage of gifted and talented students meeting the excellent standards in virtually all MSPAP subject areas in all grade levels tested.

Dr. Seleznow explained the monitoring process used by OSA. Currently, OSA's process for monitoring the implementation of the *Policy on Gifted and Talented Education* includes the following steps:

1. OSA directors evaluate the schools' efforts to address their gifted and talented initiatives as part of their systematic review of the LSSESP.
2. OSA directors use an abridged version of the original baseline protocol to monitor the implementation of the policy in at least one-third of the schools on all annual basis. This form has been referred to as the "external monitoring form" elsewhere in this report.
3. OSA directors use the original baseline protocol to obtain very specific information on the school's implementation process if serious concerns arise about the effectiveness of the implementation of the *Policy on Gifted and Talented Education* in a specific school.

#### Sources of Data Used in the Monitoring Process

OSA directors review four sources of data to monitor the implementation of the gifted and talented policy:

The external monitoring form (an abridged version of the original baseline protocol) used in a sample of the schools student performance data updated/revised gifted and talented improvement initiatives, rationales, and approaches to carry out initiatives specified in the LSSESP.

#### External Monitoring Form

As of April 26, 1999, OSA's monitoring of the *Policy on Gifted and Talented Education* using the external form was completed in 55 elementary and middle schools (47 elementary; eight middle). This represents 77 percent of the 71 schools scheduled to be monitored during, the 1998-99 school year and approximately 46 percent of all elementary and middle schools.

This external monitoring form allows OSA directors to monitor policy implementation in the eight program component areas that EII identified as critical to the successful implementation of the policy. These are the same program components that were examined in the baseline protocol:

- identification process
- training
- planning instruction
- instructional strategies
- flexible grouping
- outreach to and inclusion of underserved and underrepresented
- assessment strategies
- monitoring by an administrator

This monitoring has two purposes:

1. to identify the extent to which the policy is implemented; and
2. to determine the supports that individual schools need to help them fully implement the policy.

The monitoring by the OSA directors revealed that, in general, the identification component was the one that schools appear to be implementing most successfully. Overall, outreach to and inclusion of the underserved and the underrepresented was identified as the program component that required the most work to improve its implementation as compared with the other components. Other components the directors identified for improvements included training, planning, and instructional strategies.

The more crucial information that resulted from this monitoring process was the directors' indications of what supports schools needed to ensure that the *Policy on Gifted and Talented Education* was fully implemented. OSA shared that information with OIPD staff members.

The Continuous Improvement Summary Forms were included in the LSSESP to help the LSSESP team/QMC evaluate progress toward meeting objectives/initiatives. As data become available and tasks were completed, a summary of findings was recorded on the Continuous Improvement Summary Forms. The findings may include the extent to which tasks were successfully completed, data related to the school's objectives, and next steps suggested by the data review. OSA directors review the forms with principals when updates of their schools' plans were submitted. This typically occurs in February and June/July.

Mrs. Tucker stated that as these and other individual program components become available, the challenge will be to ensure that each school designs a sound, articulated program across the grade levels. The Division of Enriched and Innovative Instruction (EII) provides direction to integrate components such as William and Mary Language Arts Framework and Junior Great Books in support of the draft reading/language arts standards.

*Addressing the Reading Needs of Highly Able Students*, which integrates these components, will be piloted in July 1999 and offered during the 1999-2000 school year. A similar credit-bearing course, *Addressing the Highly Able Mathematics Student*, is available this July for integrating all the features of the Accelerated and Enriched Mathematics (AEM) process. Both of these courses emphasize short and long-term planning for differentiated instruction and the continued monitoring of student achievement. As other curriculum initiatives, such as the draft social studies framework, are developed and piloted, additional training and support will be needed as school staff members continue their development of local school programs.

EII has aligned its teacher trainer staff with the OSA tri-cluster model so that each OSA director has a consistent level of support for local school program development. This connection has led to a series of staff development programs. For example, the Northeast Consortium schools K-12 focused on the sharing of best practices and successful strategies for promoting student achievement. Support for innovative program development through this OSA/EII connection has resulted in a unique program design at Julius West Middle School and in the initial program designs at Silver Spring International Middle School and Sligo Creek Elementary School.

The addition of the ten instructional support teachers for differentiation (ISTD) this year increased the Department of Academic Program's (DAP) capacity to respond to individual school requests for training to support all students. The ISTDs have received training on cognitive coaching, a process for assisting school teams or individual staff members in being reflective and self-monitoring about instructional practices. EII and DAP have planned continued training for schools in response to the requests identified as part of the OSA monitoring process.

In response to the Board's decision on July 14, 1998, to implement the draft elementary mathematics and science standards in no fewer than 70 schools during the 1998-99 school year, staff members in EII worked collaboratively with staff members in DAP to design a training plan that would be responsive to the large number of school-based staff members that needed to be involved. This plan was called Systemwide Priorities Curriculum Training.

In late August 1998, staff invited all schools not in the reading initiative pilot to send teams

of teachers to two full days of training on each of three curriculum components developed to support the draft standards: Accelerated and Enriched Mathematics (AEM) Process, Accelerated and Enriched Science (AES) Process, and Reading to be Informed in Science (RIS). These teams were comprised of grade level representatives, Grades 2-5 plus other staff members including the gifted and talented liaison, reading specialist, administrator, or instructional support teacher. A total of 92 schools participated in the AEM training; somewhat fewer attended the AES and RIS training.

Most students can achieve more than they know they are capable of achieving. Most students can deliver beyond the expectations that staff and their parents may set for them. What our students need is an increasingly challenging instructional program and the commitment of the educational community to support them in achieving success. The initiatives that ELL, DAP and OSA undertaken in support of the policy's implementation reflect progress. However, there is still a great deal to be accomplished so that the nature of day-to-day instruction is differentiated for all students who have the motivation and/or capacity to handle more challenging learning.

MCPS must work to solve the issues that staff and parents have put forward such as the pressure of competing priorities when the system implements several initiatives within a single year. What we must not do is back away from the commitment to provide each student with challenging work that increases not only academic achievement but also a growing sense of potential and empowerment as a learner. More students need to look toward honors course work in high school. More students will have that opportunity as MCPS fully implements the *Policy on Gifted and Talented Education*.

Re: **DISCUSSION**

Mr. Burnett thanked the staff for the presentation. He asked where did MCPS place identified gifted and talented students when there was no space for a class. How did MCPS identify Blacks and Hispanics for gifted education? MCPS must do better to increase those minorities in enriched instruction. What type of training did teachers receive for gifted instruction that was not provided in regular classes? Mrs. Tucker replied that in all the plans for the delivery of gifted instruction, there was a process of preassessment and an invitation for students to participate. The emphasis on tiered instruction, an opportunity for all students in the classroom, and the opportunity for teachers to observe students and ensure that they are challenged will make a difference over time.

Mrs. King asked how a child was identified to move into gifted and talented instruction if the parent was not aware of accelerated instruction, but the child was ready to be academically challenged. Ms. Stamoulis replied that staff reviews data and CRT results. If the student was performing at a high level, he/she should be challenged with accelerated

instruction. The principal and the classroom teacher are the child's advocate.

Mr. Felton asked who had the lead responsibility for identifying the child as gifted. Mr. Bedford thought the principal had the responsibility if there was not a parent advocating for that student. The principal should focus on the test data and direct staff to identify highly able students. Ms. Kimball commented that even though a child is not identified as gifted, they still have an opportunity to participate in accelerated instruction.

Mr. Felton was concerned that in schools where the parents generally do not have the opportunity to be involved, there is low expectation of performance and students do not do well on tests and their potential is not identified. He asked what staff did to inform parents or how did they advocate for those students who are missing an opportunity for a more challenging program. Mr. Burnett asked what methods did MCPS employ to make parents aware of accelerated instruction. Mrs. King added that parents do not know what they do not know. Dr. Seleznow stated that the principals have the responsibility to review all the screening data and how that breaks down by race and gender. The principal directs the screening committee to be inclusive and the expectations for each child must be communicated to staff in the school. There must be a mechanism for checks and balances to ensure that students are considered within policy implementation. Parents are at a disadvantage if the schools do not communicate about the programs and procedures for the identification and selection of students for those programs. Students should be recommended for placement, which indicates that the process is interactive.

Ms. Signer thanked the staff for the presentation. The presented data related to the percent of gifted and talented students who were meeting the CRT standards with distinction, and those who were meeting the excellent standard on the MSPAP. She asked if staff had looked at the incremental improvement of non-gifted students and if data had been developed to link the gifted and talented policy implementation to the CRT with distinction with non-gifted and talented students. Dr. Seleznow indicated that data had been followed since the initiatives had been put into place, but there could be additional factors. He thought it was worthwhile data to have at OSA.

Mr. Signer was pleased with the process that OSA employed for monitoring the policy. The Superintendent's paper stated that staff was reevaluating the AEM and the AES standards. She asked if MCPS would continue with AEM given the controversy. If MCPS moved to a range, she asked if there was information for principals and teachers to let them know where students should be at certain times. Who was responsible for assuring that students meet the standards for each grade level? Dr. Flynn replied that AEM would remain in MCPS, since it was an attempt to implement math standards for gifted students. However, the most recent "big problem" model did not offer sufficient acceleration for gifted math students.



Ms. Signer asked how problem solving related to the content standards at a grade level, and how the content is accelerated for a student using the big problem approach. Dr. Flynn answered that big problems are developed that provide instructional coverage of a multiplicity of the content standards. Through tiered instruction, all students would be exposed to all the content standards and exposed to those standards in greater depth and intensity. Mr. Signer would like to meet with staff to learn more.

Ms. Signer asked if staff looked at data to compare student achievement from different schools based on the gifted and talented model. She asked if one approach was more successful than another, and what was the baseline. Dr. Flynn replied that the accelerated reading and language arts standards were the minimum, and there were models for delivering instruction in those standards. Dr. Seleznow thought that data collection on student achievement was worth pursuing.

Ms. Signer asked about acceleration and enrichment with the social studies curriculum since it was still under development. Dr. Flynn replied that both the development of curriculum and acceleration instruction were being done concurrently. Ms. Signer asked if there was a timeline for the framework. Dr. Flynn answered that there was a document that had been shared with principals to get input with a volunteer pilot beginning in September with the framework available by the end of the summer in 2000.

Mrs. O'Neill thought that the factors that spell success for the students are: (1) staff training, (2) principal leadership, and (3) parent education. She was concerned about the middle school programs since gifted students cannot wait until high school for an accelerated and enriched curriculum.

Re: **BOARD ADVISORY COMMITTEES**

This item was deferred to another meeting.

RESOLUTION NO. 314-99 Re: **CONTRACTS FOR MORE THAN \$25,000**

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

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

WHEREAS, The Board of Education has approved the purchase of motor vehicles under Bid No. 7053.1 on November 10, 1998; and

WHEREAS, Funds have been budgeted for the inspection of school buses on Bid No. 110-

97; now therefore be it

Resolved, That funds be acquired to reimburse the operating budget and procure motor vehicles under the Master Lease Agreement; and be it further

Resolved, That funds be acquired to reimburse the operating budget for inspection of school buses under the Master Lease Agreement; and be it further

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

COG R RR8024	Tire Retread Service - Extension	
	<u>Awardee</u>	
	Rice Retreading, Inc.	\$ 96,048
DBMOIT 97-002	Network Software for the Office of Global Access Technology	
	<u>Awardee</u>	
	Data Networks	\$ 163,797
103-97	Ceiling Board and Grid System Material - Extension	
	<u>Awardees</u>	
	B & B Concepts, Inc. *	\$ 6,000
	Capitol Building Supply	36,939
	Kamco Building Supply	<u>12,314</u>
	Total	\$ 55,253
110-97	Fleet Vehicle Repair - Extension	
	<u>Awardees</u>	
	District International Trucks	
	General Automotive Servicecenter, Inc.	
	J & M Truck Repair, Inc.	
	Light Truck Service Company, Inc.	
	Total	\$ 150,000
171-97	Computer Memory Modules - Extension	
	<u>Awardees</u>	
	Allied Communications, Inc.*	

	American Computer Systems Corporation*	
	Daly Computers, Inc.*	
	Data Systems Integration, Inc.*	
	Microwarehouse, Inc.	
	Par Technologies	
	Total	\$ 50,000
175-97	Health and Welfare Consulting Services for the MCPS Employee Benefit Plan - Extension	
	<u>Awardee</u>	
	AON Consultants, Inc.	\$ 50,000
1018-99	Exterior Wall Coating System - Extension	
	<u>Awardee</u>	
	Moisture Protection Technologies	\$ 161,000
1025-98	Asphalt Replacement - Extension	
	<u>Awardee</u>	
	Craig Paving, Inc.	\$ 724,916
1076.1	Residency Verification for the Department of Comprehensive Pupil Services	
	<u>Awardees</u>	
	Acculine Investigations, Inc.	
	Checkmate Investigative Services	
	Susan Giller and Associates*	
	Total	\$ 90,909
4022.2	Painting of Various Montgomery County Public Schools	
	<u>Awardees</u>	
	5:01 Office and Home Contractors*	
	Apex Facility Support Services, LLC*	
	Arango Construction Corporation*	
	Astro Construction, Inc.*	
	B & B Restoration and Repairs *	
	H.C. Baird *	
	Carlos' Painting and Decorating*	

	D.A. Painting & Construction, Inc.*	
	Diversified Management and Technical*	
	Services, Inc.	
	Edilka Contractors*	
	Elie Etienne*	
	Hoffman Services, Inc.*	
	Manders Decorating Company, Inc.	
	OMF Contractors, Inc.*	
	Richardson Painting and Drywall Repair*	
	James R. Roane Construction Company, Inc.*	
	Rosewood Construction Company	
	Tito Contractors, Inc.*	
	Total	\$ 579,000
4026.1	Paint and Paint Sundries - Extension	
	<u>Awardees</u>	
	Duron, Inc.	\$ 91,351
	McCormick Paint Works Company	1,661
	Potomac Paint Company	383
	Sherwin Williams Company	<u>4,612</u>
	Total	\$ 98,007
4028.1	Two-Way Radios - Extension	
	<u>Awardee</u>	
	Business Radio Products*	\$ 55,230
4031.1	Piano Tuning and Maintenance - Extension	
	<u>Awardees</u>	
	Alpha Piano Company, Inc.*	
	Rich Amelang Piano Service	
	Clark Piano Tuning*	
	Winzer Piano Service	
	Total	\$ 53,740
4066.1	Electric Generating System Preventive Maintenance	
	<u>Awardee</u>	
	Advanced Equipment Maintenance *	\$ 74,150
	Service and Repair	

4070.1	Outdoor Furniture for Montgomery Blair High School	
	<u>Awardee</u>	
	Wabash Valley Manufacturing	\$ 36,617
5052.1	Casework and Countertops for Rocky Hill Middle School	
	<u>Awardee</u>	
	Steel Products, Inc.	\$ 38,500
7035.1	Laboratory Tables - Extension	
	<u>Awardees</u>	
	Diversified Educational Systems, Inc.	\$ 4,240
	Steel Products, Inc.	<u>50,384</u>
	Total	\$ 54,624
7040.1	Library Furniture - Extension	
	<u>Awardees</u>	
	ATD American Company	\$ 413
	Douron, Inc. *	58,762
	Single Source *	<u>1,977</u>
	Total	\$ 61,152
9051.1	Athletic, Cheerleader and Pom Pon Uniforms	
	<u>Awardees</u>	
	CISCO, Inc.	\$ 2,663
	Les Gals Activewear, Inc.	12,332
	Marlow Sports, Inc.*	99,900
	Maryland Athletic and Corporate Supply	2,000
	Team Distributors	103,666
	Varsity Spirit Fashions	<u>65,021</u>
	Total	\$ 285,582
9053.1	Recreation Systems Installation	
	<u>Awardees</u>	
	Arbor Recreation	\$ 21,700
	Taylor Sports and Recreation, Inc.	29,961
	West Recreation, Inc.	<u>51,312</u>
	Total	\$ 102,973

9054.1	Playground Equipment	
	<u>Awardees</u>	
	All Recreation, Inc.	\$ 25,936
	Rapidan Resources, Inc.	1,905
	Triple J Construction, Inc.	10,370
	West Recreation, Inc.	<u>176,561</u>
	Total	\$ 214,772
9110.1	Fresh Donuts	
	<u>Awardee</u>	
	Montgomery Donuts	\$ 68,600
9111.1	Pizza, Baked and Frozen	
	<u>Awardees</u>	
	Carroll County Foods, Inc.	\$ 118,895
	Profera, Inc.	<u>651,550</u>
	Total	\$ 770,445
9112.1	Processed Cheese	
	<u>Awardee</u>	
	Shane Meat Company	\$ 57,760
9113.1	Frozen Beverages	
	<u>Awardee</u>	
	Ridgefield's Brand Corporation	\$ 189,763
9154.1	Industrial Hygiene and Laboratory Services for Asbestos Abatement Projects	
	<u>Awardee</u>	
	Yoti N.N. & Associates*	\$ 100,000
9155.1	Energy Conservation Lighting Retrofits	
	<u>Awardee</u>	
	Sun Technical Services, Inc.*	\$ 341,900

9156.1	Carpeting and Flooring Replacement	
	<u>Awardee</u>	
	Carpet Experts, Inc. *	\$ 293,395
9159.1	Metal Door Frames and Windows	
	<u>Awardee</u>	
	Metro Metal Services, Inc.	\$ 117,000
9160.1	HVAC Unit Replacement at Colonel E. Brooke Lee Middle School	
	<u>Awardee</u>	
	Hot and Cold Corporation	\$ 29,854
9161.1	Athletic Field Renovations	
	<u>Awardee</u>	
	Classic Landscaping, Inc.	\$ 153,000
9162.1	Gymnasium Flooring System Replacement for Northwood Center and Piney Branch Elementary School	
	<u>Awardee</u>	
	Weyer's Floor Service, Inc.	\$ 89,975
9163.1	Tennis Court Coating	
	<u>Awardee</u>	
	American Tennis Courts *	\$ 98,630
9164.1	HVAC Replacement at Glenallan Elementary School	
	<u>Awardee</u>	
	Hot and Cold Corporation	\$ 34,490
	MORE THAN \$25,000	\$5,541,082

\* Denotes MFD vendor

RESOLUTION NO. 315-99

Re: **AWARD OF CONTRACTS - BETHESDA-CHEVY CHASE  
HIGH SCHOOL**

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

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

WHEREAS, The following sealed bids represent the second in a series of subcontracts that were bid as a part of a construction management process for the Bethesda-Chevy Chase High School modernization project:

<u>Bidders</u>	<u>Amount</u>	<u>Consultant's Estimate</u>
<u>Casework, Accessories and Book Security System, Library</u> Young & Watson, Inc.	\$ 40,614	\$ 107,521
<u>Casework, Accessories - Classrooms/ General Millwork</u> Steel Products, Inc.	\$ 357,000	\$ 347,481
<u>Casework, Accessories - Science Laboratories</u> Steel Products, Inc.	\$ 537,000	\$ 613,765
<u>Metal Shelving</u> Steel Products, Inc.	\$ 23,900	\$ 65,891
<u>Operable Walls and Folding Partitions</u> Modern Door and Equipment Sales, Inc.	\$ 105,537	\$ 100,956
<u>Windows - Steel</u> Chereco Company, Inc. (Female-owned, MDOT certified)	\$ 584,777	\$ 707,160

and



WHEREAS, The aggregate minority business participation for the subcontracts bid to date is 36.2 percent; now therefore be it

Resolved, That contracts be awarded for the above-referenced subcontractors meeting specifications for the Bethesda-Chevy Chase High School modernization project, for the amounts listed, in accordance with plans and specifications prepared by Dewberry Design Group, Inc.

RESOLUTION NO. 316-99                      Re:    **AWARD OF CONTRACTS - CHEVY CHASE  
ELEMENTARY SCHOOL**

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

WHEREAS, The following sealed bids were received on May 11, 1999, for the Chevy Chase Elementary School modernization project, with work to begin immediately and be completed by June 15, 2000:

<u>Bidder</u>	<u>Amount</u>
R. J. Crowley, Inc.	\$7,387,000
Pantech Construction Company, Inc.	7,447,230
Meridian Construction Company, Inc.	7,671,000
Baltimore Contractors, LLC	7,695,000
Porter Construction Management Inc.	7,877,700
Columbia Construction Company, Inc.	8,237,000
Gilford Corporation	9,923,000

and

WHEREAS, R. J. Crowley, Inc., has submitted 10.97 percent minority business participation; and

WHEREAS, The base bid exceeds the architect's estimate of \$6,400,000; and

WHEREAS, R. J. Crowley, Inc., has completed similar work successfully in other school districts; now therefore be it

Resolved, That a contract for \$7,387,000 be awarded to R. J. Crowley, Inc., for the Chevy Chase Elementary School modernization project, in accordance with plans and specifications prepared by Wiencek & Zavos, Architects, and contingent upon a

recommendation from the County Council Education Committee on additional funding for the MCPS FY 2000 modernization program.

RESOLUTION NO. 317-99      Re:    **AWARD OF CONTRACTS - WINSTON CHURCHILL HIGH SCHOOL**

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

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

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

<u>Bidders</u>	<u>Amount</u>	<u>Consultant's Estimate</u>
<u>Concrete</u>		
Dance Brothers, Inc. (Submitted 10.6 percent, American Indian and African-American, MDOT certified, minority participation)	\$1,282,000	\$ 862,276
<u>Court and Track Surfaces</u>		
American Tennis Courts, Inc. (Female-owned, MDOT certified)	\$ 62,475	\$ 88,876
<u>Library Casework</u>		
Steel Products, Inc.	\$ 58,000	\$ 65,000
<u>Lockers</u>		
Steel Products, Inc.	\$ 358,000	\$ 333,270
<u>Sitework/Utilities/Excavation</u>		
Deneau Construction, Inc. (Submitted 14 percent, female and Hispanic, MDOT certified, minority participation)	\$1,600,119	\$1,463,705

and

WHEREAS, The aggregate of the bids is within the consultant's overall estimate; and

WHEREAS, The aggregate minority business participation for the subcontracts bid to date is 25.56 percent; now therefore be it

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

RESOLUTION NO. 318-99      Re:    **AWARD OF CONTRACTS - THOMAS S. WOOTTON HIGH SCHOOL**

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

WHEREAS, On November 10, 1998, the Board of Education authorized staff to utilize a construction management process for the Thomas S. Wootton High School addition project with work to begin July 1, 1999, and be completed by August 2000; and

WHEREAS, The following sealed bids represent the second in a series of subcontracts that were bid as a part of a construction management process for the Thomas S. Wootton High School addition project:

<u>Bidders</u>	<u>Amount</u>	<u>Consultant's Estimate</u>
<u>Asbestos Abatement</u>		
Delaware Cornerstone Builders, Inc. (Asian-American, MDOT certified, minority firm)	\$108,100	\$168,000
<u>Demolition</u>		
Barco Enterprises, Inc. (Submitted 4 percent, African- American, MDOT certified, minority participation)	\$228,823	\$289,842
<u>Sitework</u>		
Ross Contracting, Inc.	\$620,000	\$440,414

(Submitted 16 percent, female, MDOT certified, minority participation)

and

WHEREAS, The aggregate of the three bids is over the consultant's estimate; and

WHEREAS, The aggregate minority business participation for the subcontracts bid to date is 17.2 percent; now therefore be it

Resolved, That contracts be awarded for the above-referenced subcontractors meeting specifications for the Thomas S. Wootton High School addition project, for the amounts listed, in accordance with plans and specifications prepared by Samaha Associates.

RESOLUTION NO. 319-99            Re:    **AWARD OF CONTRACT - MILL CREEK TOWNE ELEMENTARY SCHOOL**

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

WHEREAS, The following sealed bids were received on May 24, 1999, for the Mill Creek Towne Elementary School modernization project, with work to begin immediately and be completed by June 15, 2000:

<u>Bidder</u>	<u>Amount</u>
NAPA Development Corporation	\$6,100,000
The McAlister-Schwartz Company	6,786,216
Porter Construction Management, Inc.	7,031,000
Henley Construction Company, Inc.	7,409,500

and

WHEREAS, The low bidder, NAPA Development Corporation (NAPA), made a significant error in its bid tabulation and has asked to withdraw its bid; and

WHEREAS, Legal counsel from Reese and Carney has advised staff that state procurement statutes require that state agencies allow low bidders who can demonstrate significant errors in their proposals to withdraw a bid without penalty; and

WHEREAS, NAPA has provided sufficient documentation to substantiate its error; and

WHEREAS, The second low bidder, The McAlister-Schwartz Company, has submitted 14 percent minority business participation; and

WHEREAS, The McAlister-Schwartz Company has completed similar work successfully for Montgomery County Public Schools; and

WHEREAS, The second low bid exceeds the architect's estimate of \$6,330,000; now therefore be it

Resolved, That a contract for \$6,786,216 be awarded to The McAlister-Schwartz Company for the Mill Creek Towne Elementary School modernization project, in accordance with plans and specifications prepared by Lance Bailey & Associates, Inc., and contingent upon a recommendation from the County Council Education Committee on additional funding for the MCPS FY 2000 modernization program.

RESOLUTION NO. 320-99                      Re:    **AWARD OF CONTRACT - HERBERT HOOVER MIDDLE SCHOOL ADDITION**

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

WHEREAS, The following sealed bids were received on May 12, 1999, for the Herbert Hoover Middle School addition project, with work to begin immediately and be completed by August 17, 2000:

<u>Bidder</u>	<u>Amount</u>
Henley Construction Company, Inc.	\$4,248,000
4-S Construction, Inc.	4,404,362
William F. Klingensmith, Inc.	4,485,900
Porter Construction Management, Inc.	4,489,900
Pantech Construction Company, Inc.	4,579,700
Meridian Construction Company, Inc.	4,792,000
Gilford Corporation	4,900,000

and

WHEREAS, The low bid is over the anticipated cost of \$4,100,000; however, contingency funds are available in the project to cover the overage; and

WHEREAS, Henley Construction Company, Inc., has submitted 6.1 percent minority business participation to date and will pursue other qualified minority subcontracting firms; and

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

Resolved, That a contract for \$4,248,000 be awarded to Henley Construction Company, Inc., for the Herbert Hoover Middle School addition project, in accordance with plans and specifications prepared by Einhorn Yaffee Prescott Architecture & Engineering, P.C.

RESOLUTION NO. 321-99            Re:    **ARCHITECTURAL FEE INCREASE - WINSTON CHURCHILL HIGH SCHOOL**

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

WHEREAS, Funds were appropriated for the FY 1999 Capital Budget to increase the number of classrooms for the Winston Churchill High School modernization to accommodate growing enrollment; and

WHEREAS, The architect was authorized to proceed with the inclusion of the additional classrooms in the modernization design immediately to avoid impacting the schedule, with the understanding that the fee would be negotiated at a later date; and

WHEREAS, Staff recently completed the negotiations for an equitable fee to complete the additional design work; now therefore be it

Resolved, That the architectural services contract with Duane, Cahill, Mullineaux & Mullineaux be increased by \$44,400 for additional professional architectural/engineering services for the Winston Churchill High School modernization project.

RESOLUTION NO. 322-99            Re:    **ARCHITECTURAL FEE INCREASE - THOMAS S. WOOTTON**

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

WHEREAS, Funds have been appropriated in the FY 2000 Capital Budget to increase the current Thomas S. Wootton High School addition project by eight classrooms; and

WHEREAS, Staff has negotiated an equitable fee increase with the architect for the additional architectural/engineering services to design the added classrooms; now therefore be it

Resolved, That the architectural services contract with Samaha Associates be increased by \$145,344 for additional professional architectural/engineering services for the Thomas S. Wootton High School addition project.

RESOLUTION NO. 323-99            Re:    **CHANGE ORDERS OVER \$25,000**

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

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

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

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

Change Order #35

Project:        North Bethesda Middle School

Description: HVAC modifications required to accommodate revisions for increased air ventilation.

Contractor: Henley Construction Company, Inc.

Amount:        \$54,268

Change Order #9A-01

Project:        Silver Spring International Middle School/ Sligo Creek Elementary School

Description: Reconstruct existing walls exposed by demolition that were beyond restoration.

Contractor: Can-Am Contractors, Inc.

Amount:        \$37,364

RESOLUTION NO. 324-99

Re: **GRANT OF RIGHT-OF-WAY AT WOODFIELD  
ELEMENTARY SCHOOL**

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

WHEREAS, The Washington Suburban Sanitary Commission (WSSC) has requested a grant of right-of-way at Woodfield Elementary School, located at 24200 Woodfield Road in Gaithersburg; and

WHEREAS, The proposed grant of right-of-way consisting of 6,681 square feet is necessary to extend a sanitary sewer to serve increased development in the Damascus area; and

WHEREAS, The proposed right-of-way will not affect any land that could be used for school programming and recreational activities; and

WHEREAS, All construction, restoration, and future maintenance will be performed without disruption to the instructional program at the school and at no cost to the Board of Education, with WSSC and its contractors assuming liability for all damages or injury and all work; now therefore be it

Resolved, That the president and secretary of the Board of Education be authorized to execute a grant of right-of-way of 6,681 square feet to the Washington Suburban Sanitary Commission at Woodfield Elementary School; and be it further

Resolved, That a fee of \$1,670.25 be paid to Montgomery County Public Schools by the Washington Suburban Sanitary Commission for the subject right-of-way.

RESOLUTION NO. 325-99

Re: **UTILIZATION OF FY 1999 FUTURE SUPPORTED  
PROJECT FUNDS FOR THE PARTNERSHIPS FOR AN  
ADVANCED COMPUTATIONAL INFRASTRUCTURE  
PROJECT A MONTGOMERY BLAIR HIGH SCHOOL**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1999 Provision for Future Supported Projects a grant award of \$110,000 from the National Computational Science Alliance through the University of Illinois for the Partnerships for an Advanced Computational Infrastructure Project at Montgomery Blair High School in the following categories:



<u>Category</u>	<u>Positions*</u>	<u>Amount</u>
1 Administration		2,676
2 Mid-level Administration	0.7	53,200
3 Instructional Salaries		4,000
4 Textbooks & Instructional Supplies		4,440
5 Other Instructional Costs		33,184
12 Fixed Charges		12,500
Total	<u>0.7</u>	<u>\$110,000</u>

- \* .2 Project Specialist (B-D, 12-month)  
 .5 Instructional Specialist (B-D, 12-month)

and be it further

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

RESOLUTION NO. 326-99      Re:    **UTILIZATION OF FY 1999 FUTURE SUPPORTED PROJECT FUNDS FOR THE MARYLAND VIRTUAL HIGH SCHOOL CORE MODELS PROJECT AT MONTGOMERY BLAIR HIGH SCHOOL**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1999 Provision for Future Supported Projects a grant award of \$37,409 in federal funds from the National Science Foundation, under the Research in Education Policy and Practice for the Maryland Virtual High School Core Models Project at Montgomery Blair High School, in the following categories:

<u>Category</u>	<u>Amount</u>
1 Administration	\$ 909
3 Instructional Salaries	6,713
5 Other Instructional Costs	29,250
12 Fixed Charges	537
Total	<u>\$37,409</u>

and be it further

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

RESOLUTION NO. 327-99            Re:    **UTILIZATION OF FY 1999 FUTURE SUPPORTED PROJECT FUNDS FOR THE JOHNS HOPKINS UNIVERSITY SCHOOL ADMINISTRATION PROJECT**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1999 Provision for Future Supported Projects a grant award of \$9,000 from the Johns Hopkins University for the School Administration Project, in the following categories:

<u>Category</u>	<u>Amount</u>
3 Instructional Salaries	\$ 2,760
4 Textbooks and Instructional Supplies	2,000
5 Other Instructional Costs	4,000
12 Fixed Charges	240
 Total	 <u>\$ 9,000</u>

and be it further

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

RESOLUTION NO. 328-99            Re:    **RECOMMENDED FY 1999 CATEGORICAL TRANSFER WITHIN THE STUDENT NETWORK ADMINISTRATION PROJECT**

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

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to effect an FY 1999 categorical transfer of \$10,314 between state categories within the Maryland Virtual High School's Student Network Administration Project, funded by the Advanced Computing Systems Association, in the following categories:

	<u>Category</u>	<u>From</u>	<u>To</u>
3	Instructional Salaries	\$ 6,800	
4	Textbooks and Instructional Supplies	2,970	
5	Other Instructional Costs		\$10,314
12	Fixed Charges	<u>544</u>	<u>          </u>
	Total	<u>\$10,314</u>	<u>\$10,314</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 the categorical transfer to the County Council.

RESOLUTION NO. 329-99            Re:    **RECOMMENDED FY 1999 CATEGORICAL TRANSFER  
WITHIN THE MARYLAND'S TOMORROW PROJECT**

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

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to effect an FY 1999 categorical transfer of \$67,420 between state categories within the Maryland's Tomorrow program funded by the Maryland State Department of Education through the Workforce Development Corporation, in the following categories:

	<u>Category</u>	<u>From</u>	<u>To</u>
3	Instructional Salaries		\$17,618
4	Textbooks and Instructional Supplies		11,930
5	Other Instructional Costs		12,620
6	Special Education	\$63,420	
9	Student Transportation	4,000	
12	Fixed Charges	<u>          </u>	<u>25,252</u>
	Total	<u>\$67,420</u>	<u>\$67,420</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 the categorical transfer to the County Council.

RESOLUTION NO. 330-99            Re:    **RECOMMENDED FY 1999 CATEGORICAL TRANSFER  
WITHIN THE TARGETED POVERTY I AND THE  
EMERGENCY IMMIGRANT EDUCATION PROGRAMS**

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

Resolved, That the superintendent of schools, subject to the approval of the County Council, be authorized to effect an FY 1999 categorical transfer of \$34,260 between state categories within the Targeted Poverty I Program in the following categories:

<u>Category</u>	<u>From</u>	<u>To</u>
2 Mid-level Administration		\$13,684
3 Instructional Salaries		1,401
4 Textbooks and Instructional Supplies		10,847
5 Other Instructional Costs	\$ 34,260	
12 Fixed Charges	_____	<u>\$ 8,328</u>
Total	<u>\$ 34,260</u>	<u>\$34,260</u>

and be it further

Resolved, That the superintendent of schools, subject to the approval of the County Council, be authorized to effect an FY 1999 categorical transfer of \$237,650 between state categories within the Emergency Immigrant Education Program funded by the U.S. Department of Education under the Federal Emergency Immigrant Act in the following categories:

<u>Category</u>	<u>From</u>	<u>To</u>
3 Instructional Salaries	\$182,926	
5 Other Instructional Costs		\$237,650
12 Fixed Charges	<u>54,724</u>	_____
Total	<u>\$237,650</u>	<u>\$237,650</u>

and be it further

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

Resolved, That the county executive be requested to recommend approval of the categorical transfers to the County Council.

RESOLUTION NO. 331-99      Re:    **PERSONNEL MONTHLY REPORT**

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

Resolved, That the Board of Education approved the report dated June 8, 1999.

RESOLUTION NO. 332-99      Re:    **PERSONNEL APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective July 1, 1999:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Kathleen FitzGerald	Administrative Intern, Oakland Terrace ES	Principal, Montgomery Knolls ES

RESOLUTION NO. 333-99      Re:    **PERSONNEL APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective July 1, 1999:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Shawn Miller	Administrative Intern, Rachel Carson ES	Principal, Woodfield ES

RESOLUTION NO. 334-99      Re:    **PERSONNEL APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective July 1, 1999:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Lamar Whitmore	Principal, Logan ES, Ann Arbor, MI	Principal, Flower Valley ES

RESOLUTION NO. 335-99      Re:    **ASSISTANT PRINCIPALS**

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

Resolved, That the following individuals be appointed as permanent assistant principals effective July 1, 1999:

Royce Davis	Mark Twain School
E. Lancellotti Dempsey	Julius West MS
Paul C. Farmer, Sr.	Montgomery Blair HS
Donald Hennessey	Quince Orchard HS
Joey N. Jones	Rockville HS
Myrna Justus	Herbert Hoover MS
Amye Lang	Wheaton HS
Nelson McLeod, Jr.	Takoma Park MS
Cathy Pevey	Watkins Mill HS
Alton Sumner	Walter Johnson HS
Martin Svrcek	Gaithersburg HS

RESOLUTION NO. 336-99      Re:    **RETIREMENT OF EMPLOYEES**

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

Resolved, That the Board of Education approved the report dated June 8, 1999.

Re:    **MONTHLY FINANCIAL REPORT**

The report reflected the projected financial condition through April 30, 1999, based on program requirements and estimates made by primary and secondary account managers. There was a projected surplus in revenues of \$364,865 and a projected surplus of \$300,000 in expenditures.

Re:    **LUNCH AND CLOSED SESSION**

The Board of Education recessed for lunch and closed session from 12:25 to 2:50 p.m.

\*\* Mr. Abrams rejoined that meeting at this point.

Re: **PUBLIC COMMENTS**

The following people testified before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Debbie VanBrunt	Autism Program
2.	Dustin Jeter	Double A Exam Exemption
3.	Joseph Levy	Double A Exam Exemption
4.	Betty Bahadori	Autism Program
5.	Jim Ball	Double A Exam Exemption
6.	Jeff Fritz	Lacrosse
7.	Sherry Morgan	Autism Program
8.	Larry Gordon	Lacrosse
9.	Barbara Cohen	Classroom Disorder
10.	Richard Modjisiki	Special Education
11.	Karen Cooper	Autism Program
12.	Danny Binstock	Lacrosse
13.	Katherine Policy	Double A Exam Exemption
14.	Andy Meyrowitz/Craig Friedson	Lacrosse
15.	Jorge Ribas	Valedictorian

Re: **DOUBLE A EXAM EXEMPTION**

Dr. Vance invited the following people to the table: Dr. Mary Helen Smith, associate Superintendent for instruction and program development; Dr. Patricia B. Flynn, director of academic programs, Mr. Dale Fulton, coordinator, Department of Academic Programs; Mr. Wayne E. Whigham, principal of Seneca Valley High School; and Ms. Durinda Yates, principal of Rockville High School.

Based upon an evaluation of all factors, Dr. Vance recommended no revision of Regulation IKA-RA: *Grading and Reporting* to include an exemption from final examinations for students with "As" in both marking periods of a semester. Several factors influenced this recommendation, including his concern about the forthcoming High School Assessment Program. Final examinations will play an important role in helping students and teachers prepare for these high stakes assessments. Exempting students from local assessments that parallel the state tests in format and content could put them at a disadvantage on the state assessments. In addition to information about student achievement, assessment data provide valuable information to instructional leaders at the local school and central office level that is used to inform instruction and guide curriculum development. Another factor

was MCPS' image of excellence among public and private schools. As other local school systems examine the possibility of student exemptions on final examinations, they, too, are taking into consideration the development of systemwide final examinations and the HSA. Among other local school systems contacted by MCPS staff (Anne Arundel, Baltimore, Carroll, Frederick, and Howard counties), none indicated interest in promoting exemptions from final exams.

Mr. Fulton presented the background stating that MCPS Regulation IKA-RA: *Grading and Reporting* (attached) states: "The semester grade is determined by averaging the grades of each marking period of the semester, except that for Grades 9-12 computer science, English, foreign languages, mathematics, science, and social studies the semester average includes computing the semester examination as 25 percent of the final grade for the semester."

Final examinations that count as 25 percent of the final grade for the semester in MCPS high schools are administered in computer science, English, foreign languages, mathematics, science, and social studies. These end-of-semester examinations are two hours in length and usually include three types of test items: multiple choice, short answer, and essay questions. Administration of the final examinations takes place during the last week of the semester. Students have a maximum of two examinations per day with a make-up day scheduled during exam week. Middle school students must take and pass the same final examinations as high school students in algebra, geometry, and foreign language courses to be eligible for high school credit in these courses. However, only the final course grade appears on students' transcripts.

A different final examination structure is in place for second-semester seniors since graduation ceremonies take place before the end of the school year. These examinations are one period in length and count for 25 percent of the final marking period grade. Final examination grades are not recorded on the report card for second-semester seniors since the grade is part of the last marking period grade. As a result, no systemwide data are available on final examination grades for second semester seniors. There is no provision for any exemptions from final examinations included in Regulation IKA-RA: *Grading and Reporting*.

While this discussion marks the first time the Board has considered exempting all students with two "As" from final examinations, there have been other requests for exemptions. The last request to revise Regulation IKA-RA: *Grading and Reporting* to provide for exemptions from final examinations was in 1991. The proposal advanced by the student Board member at that time was restricted to seniors during their last semester and stated that: "Seniors earning high marks in their academic courses during their last semester should be exempted from final exams in those courses." The motion to approve a recommendation that would exempt seniors with "As" from final examinations failed.



Points that support revision of Regulation IKA-RA: *Grading and Reporting* to include exemption of all students with an "A" in both marking periods involve issues of motivation, reward, and the lack of impact of final examinations on the grades of these students. Points that do not support revision of Regulation IKA-RA: *Grading and Reporting* to include exemption of all students with an "A" in both marking periods involve issues of academic rigor, fairness, preparation for higher education, the High School Assessment (HSA) Program, and middle school credit.

For courses other than English, mathematics, social studies, science, foreign languages, and computer science, a final evaluation activity is required at the conclusion of the course. In these classes the final evaluation activity is included in the second marking period grade and the two marking period grades are averaged together to determine the semester grade. Teachers are to involve students in determining the type of final evaluation activity based on course objectives. While an exemption from these final evaluation activities for students who have earned "As" in both semesters might provide students more time to prepare for other examinations; nonetheless, exempting students from evaluation activities in classes other than English, mathematics, social studies, science, foreign languages, and computer science may send the message to students that these subject areas are less demanding than other subjects.

Re: **DISCUSSION**

Mr. Butler thought staff had presented excellent reasoning regarding the Superintendent's recommendation. He appreciated the opportunity to bring this resolution to the Board for its consideration. Since it appeared the resolution would not pass, the students of Montgomery County should continue to pursue some type of relief from final exams.

Mrs. Gordon stated that this subject had been brought to the Board when it reviewed the policy on grading and reporting. She had added language to Mr. Butler's resolution that the exemption from semester exams would not be granted if the exemption interfered with state requirements for graduation. As she looked at Regulation IKA-RA, it required a final evaluation activity at the conclusion of all courses, or many courses, and final exams in Grade 9 - 12 (computer science, English, foreign languages, mathematics, science, and social studies). She tended to agree with the students' perspective on this subject. One of the areas of discussion at the state level around high school examinations was that a single exam was not the only measure of proficiency in a given subject. She believed that a student's performance throughout the year was a better mark of his/her ability and achievement. The state planned to measure English, mathematics, science and social studies and not all subjects within a curriculum, such as computer science or foreign languages. The Board's policy appeared to be arbitrary in its selection of subjects that required a final exam as opposed to a final evaluation activity. She was inclined to support

the resolution. If there was not support for this resolution, she would have an alternative proposal to put on the table.

Ms. Signer agreed with the Superintendent's recommendation and conclusions. In fact, she would go further and use numerical grades rather than letter grades. Were MCPS to use numerical grades, there would be a greater chance that the final exam grade would affect the semester grade. The move to countywide final examinations is crucial for this county since there are grading variations from school to school.

Mrs. O'Neill stated that she would not support the resolution. In speaking to parents and students, she learned that some students would not take any final exams. Test taking is a skill that must be learned prior to college. She agreed with Ms. Signer that numerical grades were more telling in evaluating student progress. She wanted all MCPS students to be prepared for life in college and work. An important lesson is to review material and strive for the best.

Mr. Abrams was persuaded in part by the arguments that were put forward in the paper, but with an additional observation. The advanced placement and International Baccalaureate curricula were both developed revolving around the core content that was measured by a final exam. It may not be the best measure of what the student learned, but it is the only way he knew of that exempted students from the prerequisite courses in college. In college, the "AA" will not exempt a student for the final exam, and it is up to MCPS to prepare students for higher education and beyond. He supported the recommendation of the Superintendent.

Mr. Felton was concerned that the Board was looking at this resolution as all or nothing. If the students feel one way and the adults feel another way, the signal to him was that this issue was seen in a different light by both parties. While there was not support on the Board to make the exemption, he hoped that the Board would question the difference between the user and the provider. The school system may have placed so much emphasis on the assessment and grades that the impression of the students was that the only reason to take the exam was the grade. Moreover, there are many courses where there could be other means of total assessment without the traditional exam. He did not hear the Board talk about other options that could be created and under what circumstances that could work. There might be added homework for the Board to understand what was embedded in student assessment. He hoped there would be a dialogue with students.

Re: **AMENDMENT**

Mrs. Gordon moved and Mr. Butler seconded the following resolution:

Resolved, That graduating seniors be exempt from taking exams if they have a "AA" in the final semester of their senior year unless exemption from that exam interfered with the state requirement on high school assessments for graduation.

Re: **DISCUSSION**

Mr. Felton asked about the IB program. Mrs. Gordon replied that MCPS did not have control over the IB or AP courses, and they were not requirements for MCPS graduation.

Dr. Flynn commented that there had been a great deal of discussion about "AA" exemption within the context of Mr. Butler's resolution. With the amendment, staff had not discussed and would require staff to question the stakeholders.

Mr. Butler noted that the stakeholders were students. Students and teachers are the most important component of the school system. He thought that people were intimidated because this resolution came from the student Board member. Even though this issue is a student issue, that does not mean it has less weight.

Mrs. O'Neill replied that her decision on this issue was not an adult versus the students. It was one based on her opinion of educational merit. She did have concerns about second semester seniors and the value of exams. Many private schools do not have exams for seniors. Holton Arms and Landon have final senior projects of which many are community projects. After the AP exams, seniors do not focus on the classroom. She thought there was merit in looking at the policy for second semester seniors.

Mr. Abrams had difficulty with the alternative. The "AA" for all students had an anchor in an educational policy. The anchor it had was a recognition of achievement at a certain level there required no final exams. Limiting it to second semester seniors, seemed to be superfluous and did not go to the heart of the policy. If it was a recognition of a distinction for second semester seniors, why the "AA" aspect. Mrs. O'Neill gave an example of the elimination of the exam requirements for second semester seniors that was not based on performance and an alternative to exams in the second semester of the senior year. Mr. Abrams thought there was not enough information to make any decisions. If there was a rationale for an alternative for a project and encouragement of community service, the grading period was not as dispositive.

Mrs. King had researched the issue and read comments of teachers. Students in college really need the experience of test taking since it prepares them for college tests. If students are able to master the "AA", it is hard to believe that they would not do well on an exam. She would not support the original resolution or the alternative.

Ms. Signer thought there was merit to the alternative, but she was not prepared to support it. She wanted to hear from the Superintendent and staff.

RESOLUTION NO. 337-99            Re:    **DOUBLE A EXEMPTION**

On motion of Mrs. Gordon and seconded by Mr. Butler, the following resolution was adopted with Mr. Burnett, Mr. Butler, Mr. Felton, Mrs. Gordon, Mrs. King, Mrs. O'Neill, and Ms. Signer voting in the affirmative; Mr. Abrams abstaining:

Resolved, That the Board of Education asked staff to respond to the efficacy of a "AA" exemption for graduating seniors as long as the exemption did not interfere with the state high school assessments.

RESOLUTION NO. 338-99            Re:    **ALTERNATIVES TO SECOND SEMESTER EXAMS FOR SENIORS**

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

Resolved, That the Board of Education ask that the work of the staff should include a full range of alternatives as to a change in policy for second semester seniors on whether it should be grade specific or some other standard, i.e., project, community service.

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

Re:    **CONSTRUCTION STATUS REPORT**

The report is an update on major construction activities. At the end of this school year in preparation for 1999 construction, MCPS will relocate one high school, one middle school, and two elementary schools to holding facilities. Beginning with the 1999-2000 school year, MCPS will complete a high school modernization, two new middle schools, three elementary school modernizations, four additions, and restoring two closed facilities for reopening. In addition, numerous maintenance projects are scheduled for this summer. This amount of capital and maintenance work, including the air conditioning of 17 schools to be completed this summer, have created a challenging summer.

The various contractors have made good progress on the work that remains to be completed for our September opening. Although all projects are expected to be ready for occupancy prior to the start of school some planned work will occur after school starts in certain areas of the Silver Spring International Middle School/Sligo Creek Elementary School and North Bethesda Middle School facilities. Work will occur in areas that is not planned for use by students and staff during the first year that these buildings are reopened. The reopening of the former Wayne Avenue and North Bethesda facilities are

projects that normally would be constructed over an 18-month period; however, because of the need for these buildings, construction will take place over a 13- and 11-month period, respectively.

The major construction projects are:

- John F. Kennedy High School Modernization
- Takoma Park Middle School Replacement Building
- Forest Oak Replacement Facility
- Silver Spring International Middle School/Sligo Creek Elementary School
- North Bethesda Middle School
- Bethesda Elementary School Modernization
- Harmony Hills Elementary School Modernization
- Rock View Elementary School Modernization
- Westover/Lucy V. Barnsley Elementary Schools Gym Additions
- Walt Whitman High School Classroom Addition
- Watkins Mill High School Addition

In addition to the above projects, there are approximately 130 projects, costing nearly \$8 million, to be completed this summer under Planned LifeCycle Replacement (PLAR) , Technology in Maryland Schools, reroofing, and relocatable classroom moves. Seven facilities are scheduled to be reroofed; 15 schools are scheduled for Global Access wiring; approximately 80 relocatable classrooms are to be moved; 17 schools are scheduled to be retrofitted with air conditioning under the FACE program; and boiler and/or chillers are scheduled to be replaced at Broad Acres Elementary, Francis Scott Key Middle, and Gaithersburg and Seneca Valley High schools. The maintenance renovation remodeling team is scheduled to upgrade the science labs at Poolesville High School and renovate the gymnasium at the old Montgomery Blair High School on the Wayne Avenue site. In addition, new classrooms are being created at Albert Einstein High School and existing technology education labs are being converted into classrooms at Sligo and White Oak middle schools and a science lab at Thomas W. Pyle Middle School. All schools will have exterior lock cores changed to a patented key access system during the summer months. Miscellaneous other projects include tennis court renovations, exterior walk repairs, field renovations, and locker, bleacher, chalkboard, and flooring replacements. The attached list details the work being undertaken in our schools this summer.

\*\* Ms. Sampedro left the meeting at this point.

Re: **RECOMMENDATIONS ON THE FY 2000 OPERATING  
BUDGET FOLLOWING COUNTY COUNCIL ACTION**

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

WHEREAS, The Board of Education adopted an FY 2000 Operating Budget of \$1,109,674,340 on February 24, 1999; and

WHEREAS, The County Council approved a total of \$1,105,644,145 (including grants and enterprise funds), a reduction of \$4,030,195 from the Board of Education's request of \$1,109,674,340; and

WHEREAS, The County Council approved a total of \$1,004,460,200 (excluding grants and enterprise funds), which is \$5,411,470 below the Board of Education's request of \$1,009,871,670; and

WHEREAS, The County Council made reductions of \$4,030,195 from the various budget categories, as shown on the following schedule, consisting of a reduction of \$5,411,470 excluding grants and enterprise funds, and an increase of \$1,381,275 in restricted grants, in appropriating \$1,105,644,145 for the Board of Education's FY 2000 Operating Budget:

Category	BOE Approved as of 02/24/99	County Council Reduction	Council Approved 05/27/99
01 Administration	\$29,948,613	(\$302,838)	\$29,645,775
02 Mid level Administration	74,307,546		74,307,546
03 Instructional Salaries	483,852,251	(778,902)	483,073,349
04 Textbooks and Instructional Supplies	23,830,566		23,830,566
05 Other Instructional Costs	12,433,455	(685,750)	11,747,705
06 Special Education	129,216,857	(350,000)	128,866,857
07 Student Personnel Services	4,491,868		4,491,868
08 Health Services	26,609		26,609
09 Student Transportation	49,395,460	(540,527)	48,854,933
10 Operation of Plant and Equipment	64,658,920	(800,000)	63,858,920
11 Maintenance of Plant	23,783,732	(100,000)	23,683,732
12 Fixed Charges	177,468,873	(472,178)	176,996,695
14 Community Services	755,689		755,689
Current Fund Subtotal	\$1,074,170,439	(\$4,030,195)	\$1,070,140,244
41 Adult Education and Summer School	3,389,857		3,389,857
51 Real Estate Fund	1,271,249		1,271,249
61 Food Services Fund	28,118,050		28,118,050
71 Field Trip Fund	1,814,972		1,814,972
81 Entrepreneurial Activities Fund	909,773		909,773
Enterprise Funds Subtotal	35,503,901		35,503,901

All Funds \$1,109,674,340      (\$4,030,195) \$1,105,644,145

now therefore be it

Resolved, That based on an appropriation of \$1,105,644,145, that includes an appropriation of \$35,503,901 for enterprise funds and \$65,680,044 for restricted grants, approved by the County Council on May 27, 1999, the Board of Education adopt its FY 2000 Operating Budget reflecting the changes shown in Schedule A; and be it further

Resolved, That the Board of Education affirm its support for the negotiated agreements with its employee organizations and for the increases in salary that they contain; and be it further

Resolved, That the Board of Education approve for FY 2000 the reclassification of positions as shown in Schedule B; and be it further

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

Re:    **NEXT STEPS IN TRANSITIONAL ORGANIZATIONAL  
PLAN FOR FY 2000 TO IMPROVE EMPLOYEE  
TRAINING AND DEVELOPMENT**

Dr. Vance invited the following people to the table: Mrs. Darlene Merry, acting director of the Organizational Development Team; Mr. John Antonishak, acting team leader of the Success for Every Student Team; Mrs. Jo Ellen Smallwood, acting team leader of the Leadership Development Team, Ms. Janice Mostow, Ms. Mary Pat David, and Mrs. Betty Montgomery, members of the Continuous Improvement Team, Ms. Joan Carroll, principal at North Bethesda Middle School, and Dr. Robert Bastress, principal at Damascus High School.

The transitional Organizational Development Team was formed through recommendations made by the Continuous Improvement Initiatives Work Group for implementation in the FY 1999 Operating Budget process. The team consists of members who were formerly with the following units/team/offices: School Improvement Training Unit; Continuous Improvement Team; Systemwide Instructional Support Team; and Support Staff Training from the Department of Personnel Services. Additionally, one position was reallocated from the Office of Global Access Technology. This reorganization was transitional in nature so that the team members could identify the most appropriate steps for restructuring in order to ensure a clear focus on Continuous Improvement and the alignment and improvement of training and development activities. The decision to structure this transitional team was approved in June 1998, and the team configuration was identified.

An acting director, Darlene Merry, was named in August 1998, and the team members were identified for three subgroups within the team: the Success for Every Student Outcomes Function Team, the Continuous Improvement Function Team, and the Leadership Development Initiative Function Team. In January, the Organizational Development Team was relocated to the Upcounty Regional Services Center, in Germantown, so that they could be physically housed together and have easy access to the five training rooms available through the Montgomery County Government. The staffing for the Continuous Improvement Function Team was completed in January 1999; the Success for Every Student Outcomes Function Team is now fully staffed; and a final position on the Leadership Development Initiative Function Team will be filled in the near future.

**ACCOMPLISHMENTS:** The Organizational Development Team has had numerous successes during this first transitional operation year. These accomplishments can be categorized in the areas of alignment, development, and delivery of services.

#### Alignment

- The Continuous Improvement Function Team has worked closely with the executive staff and senior staff to assure stakeholder input for the revision of the *Success for Every Student Plan*. They designed and facilitated the sessions with administrators, teachers, and parents for suggestions about the improvement of the strategic plan. They were actively involved in the writing process for the Key Result Areas and Performance Measures.
- The Organizational Development Team was responsible for the implementation of an all inclusive systemwide training calendar. They are currently working with all offices that deliver training to ensure that staff training and development activities for September 1999 through June 2000 are in alignment with system priorities within the *Success for Every Student Plan*. This has been a time intensive endeavor that has increased communication and planning among training staff in all offices.
- The Continuous Improvement Function Team has developed several action teams to work on the implementation of the continuous improvement recommendations from the Continuous Improvement Initiatives Work Group.
- Working in collaboration with staff from the Office of Instruction and Program Development, representatives of the Organizational Development Team are researching frameworks for staff development and creating a framework of guiding questions for training workshops being delivered this summer by content specialists.





### Development

The Organizational Development Team has created a strategic plan for organizational development and has identified the following Mission Statement that will ensure its alignment with the *Success for Every Student* Plan: The mission of the Organizational Development Team is the development of a leaderful, self-renewing organization focused on achieving the *Success for Every Student* Plan goals by strengthening the knowledge, skills, and practices of Montgomery County Public Schools' staff and stakeholders.

Members of the Continuous Improvement Function Team met with members of the Board of Education to discuss their interests and needs in the area of continuous improvement.

MCPS has been an active participant on the development of an Academy for Performance Excellence, which is a five-county collaborative effort to increase our capacity for infusing continuous improvement principles into our work processes. Through a grant proposal to the Maryland State Department of Education, the following counties are working together, under the direction of Dr. Thomas Tuttle from the Maryland Center for Quality and Productivity: Baltimore, Harford, Howard, Montgomery, and Wicomico. In Montgomery County, our particular focus will be on working with a cluster of schools to improve the delivery and use of data for instructional improvement.

Working with the Preparation for the Principalship Action Team, members of the Organizational Development Team began identifying the first steps for a Leadership Academy Program that will eventually become the conduit for all leadership training in MCPS. This training and development will be delivered through a cross-functional use of resources. The purpose of this program will be twofold. First, training and development will be provided for all MCPS employees, regardless of position, in order to increase their leadership capacity. This will help staff achieve the best results for students. Second, training and development for staff in positions of authority will continue and be expanded so that there is a clear career path training program. The first strand of this Leadership Academy Program will be phased in next year. This first step will focus on a small number of employees because of budget needs.

Members of the Organizational Development Team have been working with the action team mentioned in the previous bullet to begin the first steps of identifying competencies for school-based leaders. These competencies will become the basis for the training strands in the Leadership Academy Program, under the direction of the Leadership Team. Additionally, they are working with various stakeholder groups to identify systemwide competencies and job-specific competencies for all positions in MCPS. This Leadership Academy Program will include leadership training and development for all internal stakeholders focused on increasing skills in identified competencies.

The Success for Every Student Outcomes Function Team worked closely with the Quality

Management Council (QMC) Joint Work Group to develop the first year's training for the ten QMC schools.

Members of the Organizational Development Team are active participants on the following joint work groups that have been developed to improve training and development: the Professional Development Coordinating Council; the Professional Development Process Work Group, the Professional Development Institute, the entrepreneurial initiative; the Quality Management Council Joint Work Group; and the cross-functional writing team on developing the framework for staff development and training.

#### Delivery

The Success for Every Student Outcomes Function Team has worked diligently with all schools seeking support with their Local School Success for Every Student Plan process. They also have worked specifically with the ten schools that have implemented Quality Management Councils and the eleven schools involved in the Institute for High Performing Staff Development Teams in order to build the capacity for internal leadership.

The Leadership Development Initiative Function Team has improved the delivery system for the preparation of the elementary principalship and the secondary assistant principalship by implementing a multi-year program which has both training and development activities designed by stakeholders. This year, there were 55 Assistant Principal I's, Assistant Principal 11's and Interns who participated in the program. They received intensive summer training and monthly training sessions, and had regular supervisory team meetings that guided their development. Additionally, 125 teachers attended the Leadership Development Workshop Series.

The Leadership Development Initiative Function Team has provided a comprehensive training program for supporting services staff that has focused on increasing leadership skills. Courses have been offered in the following areas: Power Writing, Cross Cultural Communication, Conversational Spanish for Support Staff, and Business English Grammar. Additionally, support has been provided for offices as they identify specific training and development needs. Two hundred fifty-six supporting services staff attended these training sessions.

The Organizational Development Team continues to implement and monitor the work related to the Continuing Professional Development Experiences, tuition reimbursement for all three of the employee organizations, and student teacher placements.

The Organizational Development Team works collaboratively with numerous universities to develop partnerships in order to upgrade administrator, teacher, and supporting services staff training. These partnerships enable school system employees the opportunity to progress in their education or receive training critical to their job.

Professional staff can earn a master's degree focusing on an area of interest or a new certification to move into the ranks of administration or supervision. Supporting services staff can earn degrees that enable them to progress into new positions or move into the instructional arena. These partnerships have focused on areas of critical need in MCPS. This year, 138 staff participated in partnership programs.

The Organizational Development Team continues to provide support to offices and action teams as they meet to analyze problem areas and solve issues.

**NEXT STEPS:** The next steps for the Organizational Development Team will include a continuing focus on the work that was begun this year in the areas of alignment, development, and delivery. All tasks identified in the earlier section under Accomplishments will be continued with a focus in the following areas:

Continue to facilitate the creation of a collaborative culture in MCPS. This will be accomplished by the following:

- Develop increased skills in continuous improvement principles and tools
- Support the infusion of Quality Management Councils in additional schools
- Collaborate with external stakeholders, through increasing business and university partnerships, to benefit from their expertise and gain their support
- Adopt methods of collaboration which increase student achievement

Facilitate schools and offices in developing, monitoring, and assessing their Local Success for Every Student Plans. The following focus areas will be undertaken:

- Continue the development of a comprehensive staff development plan to provide training and development for individual schools and offices
- Develop methods of measuring outcomes of training and development to determine their effectiveness in meeting individual, school, office *and Success for Every Student* Plan goals
- Facilitate staff development opportunities for all MCPS staff in order to achieve identified goals
- Collect data on all training activities in MCPS by the use of the Comprehensive Training Calendar
- Continue to work with the joint Quality Management Council Work Group to develop structures and support in the formation and maintenance of Quality Management Councils

Develop and align training and development experiences with identified competencies of various stakeholder groups. The following will be accomplished:

- Identify systemwide and job-specific competencies for all employees in MCPS
- Use continuous improvement as the basis for Professional Development Plans and performance evaluations
- Encourage all staff to exercise leadership to increase the capacity of MCPS to improve teaching and management processes
- Work collaboratively with the Professional Development Process Work Group to develop and implement a strong support program, with a mentoring component, for new teachers

Develop, maintain, and evaluate the Leadership Academy Program. Below are tasks to be accomplished:

- Conduct a benchmarking study on exemplary Leadership Academy programs
- Identify internal and external resources for the academy formation and execution
- Identify methods to make the Leadership Academy Program an entrepreneurial activity
- Involve internal and external stakeholders in the formation of the academy
- Evaluate the measurable outcomes to determine the effectiveness of the academy

STRUCTURE: The Organizational Development Team will be structured so that all of its training and development positions are assigned to specific project teams in a cross-functional structure. The focus of all projects will be on increasing student achievement through the goals of *the Success for Every Student* Plan. There will be two teams in this next step of the transitional phase: The Leadership Development Team, which will include the three members who have been identified through the employee organizations, and the Success for Every Student Team. We are combining the Continuous Improvement Function Team with the Leadership and Development Function Team in order to infuse continuous improvement and organizational development training into the Leadership Academy Program.

The Leadership Development Team will concentrate on the following:

- Providing opportunities for all staff to increase leadership skills, including a focus on the current and emerging leader. This will infuse the tools of continuous improvement and organizational development.
- Developing, maintaining, and beginning to evaluate implementation of a Leadership Academy Program to cover the following strands: competency training which focuses on continuous improvement; the preparation for the principalship and the assistant principalship, supporting services staff training; university partnerships; and teacher leader training.
- Researching the entrepreneurial possibilities for the Leadership Academy Program.
- Developing new university partnerships that will increase our capacity to meet

- critical system needs.
- Identifying systemwide and job-specific competencies.
  - Identifying the framework for all staff development in MCPS.
  - Participating in the development and implementation of the Academy for Performance Excellence through the MSDE grant.

The Success for Every Student Team will focus on the following:

- Supporting the local school and office Success for Every Student planning process.
- Facilitating the training provided to individual clusters and offices in meeting the outcomes developed in the local improvement plans.
- Providing the training when appropriate and facilitating the planning of training that must be provided by other offices and staff.
- Improving new teacher training by implementing a mentoring program.
- Planning and providing the training and facilitation for new and existing Quality Management Council schools.
- Managing the Comprehensive Training Calendar in order to align all training opportunities.
- Developing data collection processes that will facilitate the measurement of training outcomes.
- Training and facilitating additional schools in the Institute for High Performing Staff Development Teams.

**Re: DISCUSSION**

Mr. Felton thanked the team for the presentation. One of his concerns was that while the Board embraces the principles, what was the practical difference in the schoolhouse and how was life different for staff. Dr. Bastress replied that this year there had been an evaluation of block scheduling regarding the efficacy and specific areas of training were identified. The ultimate goal was to improve the use of time in the schools. Mrs. Merry thought the reading initiative was a good example of proactive strategies to improve educational goals and assessments. Another example was better teacher training to enable teachers to increase their knowledge in educational delivery methods.

Mrs. Gordon commended the group on the work they have accomplished. The Board needed to have some professional development in the area of continuous improvement since each Board member has his/her own definition of what the term means. The Academy for Performance Excellence submitted a grant proposal to MSDE with a requirement for local boards in certain districts to receive professional development training in the area of continuous improvement as it relates to that grant. She was pleased to hear that all members of the staff were stakeholders in training since she had always had concerns for the opportunities for development for supporting services staff. The

Maryland Business Roundtable in conjunction with MSDE and other organization had put together a recommendation and support for training for school improvement teams. There were resources outside of MCPS that it should avail itself of.

RESOLUTION NO. 340-99            Re:    **CLOSED SESSION RESOLUTION**

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

WHEREAS, The 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, June 21, 1999, in Room 120 of the Carver Educational Services Center from 7:30 to 8:00 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*, consult with counsel to obtain legal advice, as permitted by Section 10-508(a)(7) of the *State Government Article*; and to review and adjudicate appeals in its quasi-judicial capacity and to discuss matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*); and be it further

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

Re:    **REPORT OF CLOSED SESSION**

On May 11, 1999, 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 May 11, 1998, from 9:10 to 10:50 a.m. and 12:45 to 1:30 p.m. in Room 120, Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and/or adjudicated the following appeal: T-1999-4.
2. Discussed and reviewed the Personnel Monthly Report, subsequent to which the vote to approve the report was taken in open session
3. Reviewed the Superintendent's recommendations for the appointments as principal of Ashburton and Thurgood Marshall elementary schools, subsequent to which the vote to approve the report was taken in open session

4. Reviewed new bargaining unit for School Business Managers with legal counsel.
5. Reviewed a contract.
6. Discussed the naming of schools.

In attendance at part or all of the above closed sessions were: Steve Abrams, Elizabeth Arons, Larry Bowers, Fran Brenneman, Geraline Carroll, Skip Cary, Viv D'Souza, Reggie Felton, Bea Gordon, Marie Heck, Roland Ikheloa, Nancy King, Don Kopp, Hollis Krotchko, George Margolies, Michael Martirano, Sylvia Morrison, Patricia O'Neill, Brian Porter, Tom Reinert, Glenda Rose, Laura Sampedro, Steve Seleznow, Mona Signer, Mary Helen Smith, Paul Vance, and Ron Walsh.

On May 26, 1999, by the 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 from 8:37 to 9:37 a.m. in Room 120, Carver Educational Services Center, Rockville, Maryland, and

- Reviewed the Superintendent's recommendations for the appointments as principal of Burtonsville and Seven Locks elementary schools, subsequent to which the vote to approve the report was taken in open session.
- Received an update on the *Bus Aides' Social Security Litigation* from its attorney.
- Reviewed with legal counsel the recently passed pension legislation.

In attendance at part or all of the above closed sessions were: Steve Abrams, Elizabeth Arons, Larry Bowers, Judy Bresler, Reggie Felton, David Fischer, Bea Gordon, Marie Heck, Roland Ikheloa, Nancy King, George Margolies, Patricia O'Neill, Roz Phillips, Brian Porter, Steve Seleznow, Mona Signer, Lois Stoner, Roger Titus, Paul Vance, and Ron Walsh.

RESOLUTION NO. 341-99

Re: **DEFERRAL OF APPOINTMENTS TO BOARD ADVISORY COMMITTEES**

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

WHEREAS, Citizen advisory committees are required by the Annotated code of Maryland, Education Article, Section 4-112; and

WHEREAS, The Montgomery County Board of Education has established eight advisory committees whose members are appointed by procedures set forth in policy BMB,



*Appointing Members of Board of Education of Advisory Committees; and*

WHEREAS, This policy calls for *appointments to be made at the all-day meetings in June and December*; and

WHEREAS, The Board is in the process of reviewing the existing Board policies governing advisory committees; now therefore be it

Resolved, That the Board waive the policy requirement to appoint advisory committee members in June and defer the filling of vacancies; and be it further

Resolved, That the terms of advisory committee members expiring in June 1999 be extended until December 1999.

RESOLUTION NO. 342-99            Re:    **APPOINTMENT TO ETHICS PANEL**

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

WHEREAS, On February 29, 1984, the Ethics Panel was established by the Board of Education; and

WHEREAS, The members of the Ethics Panel are appointed by the Board of Education; and

WHEREAS, One vacancy exists on the three-member panel; now therefore be it

Resolved, That Scott Barber be appointed to serve a three-year term effective July 1, 1999, and ending June 30, 2002.

RESOLUTION NO. 343-99            Re:    **BOARD OF EDUCATION MEETING MINUTES FOR APRIL 14, 1999**

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

Resolved, That the Board of Education approve the minutes for April 14, 1999.

RESOLUTION NO. 343-99            Re:    **BOARD OF EDUCATION MEETING MINUTES FOR APRIL 14, 1999**

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

Resolved, That the Board of Education approve the minutes for April 14, 1999.

RESOLUTION NO. 344-99            Re:    **BOARD OF EDUCATION MEETING MINUTES FOR  
APRIL 26, 1999**

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

Resolved, That the Board of Education approve the minutes for April 26, 1999.

RESOLUTION NO. 345-99            Re:    **BOARD OF EDUCATION MEETING MINUTES FOR  
May 11, 1999**

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

Resolved, That the Board of Education approve the minutes for May 11, 1999.

RESOLUTION NO. 346-99            Re:    **BOARD OF EDUCATION MEETING MINUTES FOR  
May 26, 1999**

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

Resolved, That the Board of Education approve the minutes for May 26, 1999.

Re:    **NEW BUSINESS**

The following new business items were introduced:

1.    Mr. Abrams moved and Mrs. King seconded the following:

Resolved, That the Board of Education schedule a discussion to reconsider the policy on class rank, including valedictorians, salutatorians, and other academic honors.

2.    Mrs. Gordon moved and Mrs. O'Neill seconded the following:

Resolved, That the Board of Education schedule time to review Policy IKA, *Grading and Reporting*, to take into consideration the Board's June 8, 1999, discussion of the Double A Exam Exemption; however, the discussion should not be limited to the Double A Exam Exemption, but evaluate the other comments and discussion about grading and reporting.

- 3. Ms. Signer moved and Mr. Abrams seconded the following:

Resolved, That prior to November 1, the Board of Education schedule for discussion and possible action the process for development and approval of signature and magnet programs.

- 4. Ms. Signer moved and Mrs. Gordon seconded the following:

WHEREAS, Policy IFB, *Citizen Review of Curricular and Instructional Materials*, was adopted by the Board of Education on February 9, 1954; and

WHEREAS, Policy IFB was last reviewed and amended by the Board of Education in 1986; now, therefore be it

Resolved, That the Board of Education schedule time no later than October 1, 1999 for a review of Policy IFB.

**Re: ITEMS OF INFORMATION**

The following items were available for information:

- 1. Items in Process
- 2. Legal Fees Report
- 3. Construction Progress Report
- 4. Report of the Board Advisory Committee on Technology Usage and Staff Response

**RESOLUTION NO. 347-99**

**Re: ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of June 8, 1999, at 5:00 p.m.

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PRESIDENT

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SECRETARY

PLV:gr

# MONTGOMERY COUNTY BOARD OF EDUCATION SUMMARY SHEET

June 8, 1999

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