

appeals, which is a quasi-judicial function outside the purview of the Open Meetings Act under Section 10-503(a) of the *State Government Article*; and be it further Resolved, That this portion of the meeting continue in closed session until the completion of business.

RESOLUTION NO. 25-02 Re: **APPROVAL OF THE AGENDA**

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

Resolved, That the Board of Education approve its agenda for February 12, 2002.

RESOLUTION NO. 26-02 Re: **WOMEN-S HISTORY MONTH**

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

WHEREAS, In 1987, the United States Congress passed a resolution proclaiming the month of March as *National Women-s History Month*; and

WHEREAS, The Maryland Women-s History Project has selected the theme, *Choices and Challenges: Maryland Girls and Young Women Shaping the Future*, to commemorate Women-s History Month in 2002; and

WHEREAS, Maryland women have faced challenges and made difficult choices to lead the way in their families, communities, county, state, and nation; and

WHEREAS, Women have helped to build and enrich all aspects of our society through their contributions; and

WHEREAS, The Board of Education takes pride in its efforts to create an awareness of the often unrecognized contributions of women; and

WHEREAS, The Board of Education and the superintendent of schools are committed to providing learning and working environments that encourage the pursuit of academic and career opportunities for women; now therefore be it

Resolved, That on behalf of the superintendent, staff, students, and parents of Montgomery County Public Schools, the members of the Board of Education hereby declare the month of March 2002 to be observed as *Women-s History Month*; and be it further

Resolved, That the Montgomery County Board of Education and the superintendent of schools recognize and honor our female students, staff, business, and community leaders who, by their hard work, vision, and achievements, are creating a better tomorrow.

Re: **PUBLIC COMMENTS**

The following people testified before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Neal Bobys	Rock Terrace School
2.	Carole Brand	Bethesda-Chevy Chase High School
3.	Tim Visser	Bethesda-Chevy Case High School
4.	Reuben Gist	Silver Spring International Middle School
5.	Lyda Astrove	Autism Waiver
6.	Mark Drury	Career and Technology Education
7.	Joan Karasik	Academic Rigor

Regarding Silver Spring International Middle School, Mr. Abrams asked for personal privilege to address the issue. Mr. Abrams noted that Mr. Gist had stated that the Board had not responded to parents' concerns for nine months. Mr. Abrams was certain that the action recommended and taken by the superintendent was justified and reflected a serious problem at the school. Because the Board was constrained from speaking throughout the process, it should not be taken by anyone as an indication that the Board questioned that decision.

Mr. Felton asked the superintendent to followup on the testimony of Mr. Gist, Mr. Bobys, Ms. Astrove, and Mr. Drury.

Re: **RECOMMENDATIONS FOR ADDRESSING ACADEMIC RIGOR**

Dr. Weast invited the following people to the table: Mrs. Judie Muntner, associate superintendent for instruction and program development; Dr. Frank H. Stetson, community superintendent; Ms. Carol Blum, director of high school instruction; Mr. James Fish, principal, Sherwood High School; Ms. Mary Ann Jobe, principal, Watkins Mill High School; and Mr. Gene Kijowski, cochair, High School Task Force.

The purpose of the discussion was to provide the Board of Education with information on how secondary schools are addressing academic rigor to challenge all students to fulfill their academic potential. The discussion also will cover the establishment of a High School Task Force, which will review high school issues and provide an interim report to the Board of Education in the summer of 2002.

Background

The Board has demonstrated a strong commitment to rigorous and challenging education

for all students. The Board's approval in February 2001 of Policy IFA, *Curriculum*, which emphasizes the goals of academic rigor and inclusion of diverse student needs, led first to the development of the pre-KB8 curriculum frameworks, blueprints, and accompanying instructional guides. These materials align with state standards and establish the core of what all students should know and be able to do at each grade level through Grade 8. The next step in the curriculum revision process is the development of curriculum frameworks for high school courses in mathematics, English, science, and social studies.

The frameworks will outline curricular goals and will be designed to create a vision of instruction for those courses.

On December 11, 2001, the Board established high school accountability standards with the adoption of the academic attainment categories that promote rigor in all high schools. The goal of the System for Shared Accountability (SSA) model is for 100 percent of all MCPS graduates to be at or above the *college/career-capable* level, 80 percent to be *college ready*, and 40 percent to be *college rigorous*, as determined by multiple performance indicators. The annual improvement target for high schools is to improve their total distance from the standards by three percentage points. To attain these high levels of achievement, students will be required to enroll in advanced-level courses, particularly in mathematics and science. The establishment of the SSA high school academic attainment categories requires a curriculum that is challenging and provides rigor for all students. The learning continuum provided by the curriculum frameworks will lead to success for all students by providing clear goals, aligned with the Maryland State Department of Education (MSDE) standards, and the prerequisite skills necessary for eventual enrollment in college-level and advanced courses. Intensive efforts to promote rigor in all high schools are under way to ensure that all students have the opportunity to move to these higher levels of attainment and to achieve success on the upcoming High School Assessments (HSA).

Current State

In response to Board actions, secondary schools have begun the process of reviewing courses and programs to ensure that all students have access to rigorous instruction. The implementation of the revised curriculum frameworks and instructional guides is a vital step to providing challenging curriculum. Other efforts to provide rigor and challenge for all students focus on vertical articulation teams, intervention, and advanced learning opportunities. In addition, the work of the High School Task Force will extend the efforts of high school principals and other administrators to explore practices, programs, and structures for schools to prepare all students for postsecondary education and the world of work.

Revised High School Curriculum Frameworks

Although county secondary schools are increasingly enabling many MCPS students to

achieve excellence, results continue to be inconsistent for some student groups. To ensure that all students have equitable opportunities for academic challenge and achievement, the secondary curriculum in the five Phase One HSA courses—English I; Biology; Algebra; Geometry; and National, State, and Local Government—is currently being revised to meet and exceed the standards developed by MSDE. As the *Visionary Panel for Better Schools* reported recently, teachers must have access to a precise and challenging curriculum that is uniform in content and expectations, and fully aligned with state standards. The frameworks identify the skills and content that students need to succeed in accelerated courses and postsecondary work. To develop a curriculum that supports the needs of all students, teams of content specialists are working with staff from the divisions of Accelerated and Enriched Instruction, Career and Technology Education, ESOL/Bilingual Programs, and the Department of Special Education, on cross-functional writing teams. Classroom teachers also will work on the development of the frameworks and instructional guides. The development of curriculum frameworks for an additional seven courses will take place in FY 2003.

Curriculum experts from The College Board and Achieve, Inc., an independent, national organization focused on academic standards and accountability, are reviewing the Grades 6-8 curriculum frameworks, the accompanying instructional guides, and the high school curriculum frameworks to ensure that they meet high standards of rigor and challenge that provide students with the opportunity to be successful in Advanced Placement (AP) courses.

Content-specific advisory committees composed of parents and university, business and community members will be involved in reviewing and providing feedback as the frameworks and guides are developed. The frameworks have been posted on the MCPS Web site, and also will be reviewed by the Montgomery County Education Association (MCEA) Councils on Teaching and Learning.

Because the ability to handle difficult content and to solve complex problems is fundamental to success in school as well as in the world of work, all students need rigorous content and instruction at all levels and in all subjects, including art, physical education, and technology. The instructional guides will provide model lessons using a variety of instructional approaches. Academic rigor includes the study of challenging material, issues, and concepts; emphasizes higher-level thought processes that emphasize reasoning, synthesis, and critical thinking; provides opportunities for students to make connections among disciplines; and emphasizes meaningful long-term projects, research, and advanced learning opportunities. Students learn strategies to help them understand complex and intellectually challenging content and to apply their knowledge for problem solving. Rigorous content enables students to grow as learners because it compels attention, helps students handle uncertainty, increases flexibility in thinking, develops perseverance and tolerance, and creates self-confidence. As students become increasingly successful in rigorous courses in all subject areas, low-level skills courses can be eliminated from the course offerings of secondary schools.

The MCPS KB8 assessment program will provide assessments that will measure students' progress toward mastery of content standards and will be linked to the HSA program. The MCPS assessment program is a vital tool in preparing all students to meet the rigorous attainment measures of the SSA rigor index for high schools. The assessment program uses assessments for continuous improvement and for monitoring student progress. These ongoing assessments will help to determine the effectiveness of the curriculum and what students know and are able to do as measured against prescribed standards.

Vertical Articulation Teams

Vertical articulation teams, composed of administrators and teachers from many MCPS high schools and their feeder middle and elementary schools, plan together to help students acquire necessary skills and strategies for achieving success in rigorous courses. These teams work together to develop a sequence of skill building and content knowledge from early elementary school to graduation so that all students are prepared over time for college and careers. In addition, some quad-clusters have vertical articulation committees that work together to develop a sequence of instruction across all grades. Several clusters have aligned their writing program by developing a skills sequence that prepares all students for the rigorous requirements of AP and college-level courses. Community superintendents and directors of school performance are leading the formation and work of these vertical teams.

Professional development opportunities that focus on high-level skills and content support these vertical articulation efforts. The MCPS partnership agreement with The College Board has enabled many teachers to attend the Pre-AP Building Success workshops that provide middle and high school teachers with strategies for emphasizing critical reading and thinking skills needed to respond to the demands of rigorous academic and career standards. The workshops emphasize strategies and skills to be used with all students, thereby enabling traditionally underrepresented student groups to participate successfully in challenging courses. By March 2002, teams of teachers from all MCPS high schools and their feeder middle schools will have attended these two-day pre-AP workshops.

Intervention

MCPS schools provide a variety of supports to ensure student success at a rigorous level. Several middle and high schools are providing additional instructional time for struggling students in reading, writing, and mathematics at varied levels of instruction. Some schools offer this "double-dosing" during the school day, while others have extended day and summer programs. Expansion of these opportunities has been proposed for FY 2003 by the MCPS summer school work group, as part of its vision for an 11-month school year.

Many schools schedule after-school or lunchtime study groups, summer acceleration classes, and other activities to support success in all courses and to encourage enrollment in advanced courses. In addition, schools also provide parent information sessions so that

families have an opportunity to understand the importance of academic challenge and college and career preparation for their children.

A significant intervention effort is the freshman seminar, or academy, that has been successfully implemented at several high schools during the school year and also during the summer as a transition course for incoming ninth graders. These seminars include literacy skills, note taking, time management, and writing practice to help students respond effectively to the rigorous course work in all high school classes. Other support efforts directed at the success of all student groups include extracurricular activities that focus on academic support and achievement. These extracurricular activities include BROTHERS (Blacks Reaching Out to Help Each Other Reach Success), Hispanic Alliance for Academic Excellence, Renaissance, Jaime Escalante Latino Honor Society, and Art Honor Society. Many schools also have adapted the ADesignated Hitter@program, in which successful senior students are trained as classroom assistants to work with Grade 9 and 10 students in their classes to support their efforts in their current courses and to encourage and prepare them to enroll in advanced-level courses.

High-performing students frequently report that individual teachers have encouraged them to stretch by enrolling in higher-level courses, including Honors and AP. The importance of these individual, personal relationships and their effect on successful learning and goal setting, including career planning, has been documented by many studies, including the Southern Regional Education Board (January 2002). Teachers who believe that all students can learn are at work in all MCPS schools, influencing and encouraging individual students to accept challenges in their classrooms and for their futures. Successful students frequently say, Al didn't think I could do it, but my teacher last year told me I could handle itCand I did!@

Advanced Learning Opportunities

The United States Department of Education reported recently that the most important predictor of whether students earn a college degree was the level of difficulty of their high school courses. The effects of rigorous courses were particularly pronounced for low-income and minority students. Accordingly, many high schools have established signature programs to extend the rigor and challenge of their instructional programs. All signature programs have developed strategic plans designed to provide staff with a blueprint to improve instruction through the signature themes. These plans also outline goals that expand the number of students participating in rigorous courses. Career pathways have been created to help students take courses that relate to their personal interests, while at the same time allowing a greater number of students to enroll in advanced-level courses before graduation.

MCPS middle and high schools are providing opportunities for greater numbers of students to enroll in the advanced courses. During the 2000B2001 school year, increases in the percentages of students successfully completing Algebra I or a higher-

level mathematics course were recorded in all three grades of middle school. More than half, or 61 percent, of high school students were enrolled in at least one Honors or AP course. These increases were made among all racial and ethnic groups. Since 1998, the number of AP tests taken by MCPS students increased 75 percent, and the number of students taking these tests increased 59 percent.

The Montgomery College/Montgomery County Public Schools (MC/MCPS) partnership is designed to ensure that MCPS graduates are prepared to succeed in college-level courses by providing intensive support and teacher training to improve literacy skills. For the past two years, all Grade 10 students have taken the PSAT to monitor their readiness for college-level courses. This testing provides data for students, parents, and teachers on the skills that each student needs to strengthen, as well as data that enable schools to support students whose scores indicate they are ready for more challenging courses. The results of this program have begun to give schools a more accurate picture of each student's college readiness and have enabled them to adjust schedules and courses to provide more specifically for each student's needs.

The MC/MCPS partnership also supports a formal agreement with The College Board. This partnership provides content-specific training for teachers, workshops on the use of PSAT data for instructional planning, Internet access for SAT preparation, and college searches. A new AP Web site, AP Central, is available for MCPS students and teachers to obtain information and resources for success in AP courses and examinations.

In collaboration with area colleges and universities, MCPS offers students the opportunity to enroll in college courses while still in high school. Students can earn college credits by attending classes at Montgomery College (MC) for part of the school day. For example, MC Germantown Campus offers accelerated science and math courses to prepare for a career in the biological sciences. MCPS students completing this program can earn 32 college credits and then transfer to a four-year program at a state university. Several MCPS high schools also are exploring the idea of offering college courses at local high schools. Because many students complete their course requirements before their senior year and are ready for college-level studies, the High School Task Force will investigate additional ways to extend the availability and access to college courses for a growing number of high school students.

The determination of MCPS administrators and teachers to continue to encourage enrollment and support efforts for advanced courses is reinforced by the efforts of the vertical articulation teams to provide the prerequisite skills needed for success in these classes.

Internships

Many schools now offer students a chance to participate in internship programs during their

senior year, but these programs are not necessarily aligned with the students' academic courses. A new vision of internships has been developed to provide high-quality and meaningful experiences for students, in accordance with their chosen career pathway and academic requirements. Students participating in internships attend in-school seminars, observe expert behavior in a specific profession, produce authentic work products under the guidance of a mentor or sponsor, and share their experiences in a culminating project or paper. These internships provide opportunities for students to explore and learn about various careers before they must make more specific postsecondary and career decisions.

High School Task Force

The High School Task Force has been established to examine the structure, goals, and issues concerning high schools at the beginning of the 21st century. A variety of stakeholders from across the county and school system will collaborate in a review of the research literature and the experience of experts and practitioners from MCPS high schools, other school systems, higher education, and the business community. The task force will organize its work after the committee model of The Maryland Visionary Panel. The proposed committees will include Student Achievement, Teacher Preparation and Professional Development, High School Structures, Leadership, Curriculum and Instruction, and Technology. The task force members will address the challenge of preparing graduates for the information-based economy and its unprecedented demands for a highly educated work force.

Although many MCPS high schools have achieved great success with many of their students, some groups of students are not achieving academic success. To reach more of these at-risk students, the task force will review the many successful local, regional, and national programs and practices. This information will be posted on the High School Task Force Web site, established for communicating the findings of the group and for responding to questions and suggestions from the community.

An interim report will be presented to the Board in the summer of 2002. The report will provide the structure and impetus for ongoing research, exploration, and dissemination of results that will continue to meet the needs of all students.

An important topic to be studied by the High School Task Force is the organization of programs and related courses within the framework of the new MSDE career clusters. The *2002B2003 High School Course Bulletin* includes the career clusters to help students focus on the range of career opportunities available to them. This weaving together of academic and career programs encourages students to pursue high-level courses because they understand the required pathway to a desired career field.

The targets are established by the SSA attainment goals and the HSA program. The work to get there requires commitment, determination, creativity, risk-taking, and staying the

course.@ At the forefront are high school principals, providing leadership for the schools of the 21st century.

Re: **DISCUSSION**

Mr. Felton thanked the staff for the presentation. He saw rigor as extending and expanding options for the students. There are those who believe that college is the only future, but there are students who will make a career without college. It is up to the school system to prepare students with as many options as possible.

Mrs. King remarked that she was troubled by unmotivated students at the high school level. Rigor to some of these students would be to do their homework. Therefore, she was concerned about the large number of students who do not see the importance of education.

How can the school system make them feel important enough to become motivated and move forward with their lives? Dr. Williams replied that data can identify students as early as kindergarten who may have academic challenges. About 30 percent of the students need extra time in the formative years. Then, with benchmarking at the beginning of middle school with the functional exams, students are identified for extended learning time during the summer. At the high school level, the key is to recognize students who are not adequately prepared and then work with them using school staff, community superintendents and the social services professionals. Mr. Fish added that a student must feel connected to the school community, and educators must become more creative about how school time is used.

Mrs. O'Neill was excited about the vertical articulation team. Students must be prepared for rigor at the high school level. However, she liked the idea of giving children an opportunity to explore areas that they enjoy and where they can achieve. As the number of required courses has increased over time and with the rigorous high school standards, many students have less opportunity to explore different areas of interest. For the average students, there might be an alternative approach to meet those standards. Also, many young adults might work after high school prior to college, and those students need more options. At the present time, the Thomas Edison High School of Technology is not at full capacity.

Mr. Abrams suggested that the Task Force include Ms. Karasik and Mr. Drury since they spoke about career education and multiple tracks for students, particularly with the diversity in the school system. Mr. Abrams would accept K-14 as a new emphasis, but some students will not follow that path. The school system must instill rigor in an alternative path. Instead of extending and expanding instruction for rigor, he thought rigor meant depth in instruction. The difference is the cognitive, thinking skills required to master the objectives of the course. He wanted definitions on where the expectation was on a course-by-course basis. Also, Mr. Abrams was looking towards a way of developing a rigorous standard for alternative courses. There is a need to return to a system that will develop more than

minimum wage earners for those students who are not ready or willing to attend college. Good basic communication skills and good basic mathematics are essential for the Alate bloomers.@ He was looking for both quantification methods as well as qualitative approaches for identifying whether MCPS is achieving rigor. Finally, Mr. Abrams was very interested in the Middle Years Program and whether or not it provides a blueprint for a transitional educational program not dissimilar from Advanced Placement and International Baccalaureate programs.

Mr. Lange was pleased that the school system is not just focusing on college-bound students. Also, he was pleased that there is a career focus at an earlier age.

Mr. Jeter noted that the Career Center at Seneca Valley High School focuses on both a career and college. He thought it was important for students to be exposed to many options, but the course requirements limit those opportunities. Also, the available options need to be advertised to the students as well as to the parents.

Ms. Cox was pleased with the culture change of the vertical articulation and the cluster AowningA all its students. All students must learn to appreciate education and develop the level of rigor they are capable of obtaining. MCPS must show the community the depth of the curriculum that is tied to opportunity and access. She was interested in how MCPS will evaluate how academic rigor is working and what the criteria are. Will drop-out rates be examined to see if children are engaged? How will that be reported back to the Board? What is the expectation for vertical articulation teams?

In the CIP data, Ms. Cox noticed that there was a large discrepancy between the number of ninth graders and tenth graders, and she had been advised that some students did not complete enough courses to enter tenth grade. She would like to know why and thought it would be interesting information for the work group to examine.

Mr. Felton remarked that rigor is something that has to be shared by the student, and it is an issue of creating a culture in the school system that not only affects the teachers, principals, administration, and the Board, but also the students and families. The message is that the school system is interested in each student=s success. The students must make their decisions about their careers and education, not the school system.

RESOLUTION NO. 27-02

Re: **RECOMMENDATIONS FOR ADDRESSING
ACADEMIC RIGOR**

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

WHEREAS, The Montgomery County Board of Education has approved the high school

attainment measures of the System of Shared Accountability; and

WHEREAS, These academic attainment measures promote rigor for all students and all schools; and

WHEREAS, A High School Task Force has been established to explore programs, practices, and structures for schools to prepare students for postsecondary education and the world of work; now therefore be it

Resolved, That the Board of Education approve the membership list of the established High School Task Force, and add the names of Ms. Karasik and Mr. Drury.

Re: **DISCUSSION ON MSPAP**

Mr. Felton commented on the interest in the MSPAP scores and the issue of high stakes testing. All have agreed that the issue is not just accountability as a result of high stakes testing, but a responsibility to the school system to ensure that information is available for parents and students. Staff needs an assessment that reliably helps intervention for all students. Questions have been asked to raise the conscientious of the state to look to the new requirements that would have increased data on the performance of students. The school system wants parents and students to understand their performance in order to provide support. Teachers must have information on individual students. There has been a letter to the state superintendent addressing these concerns.

Mrs. O'Neill commented that concerns were raised during the last several weeks over the delay in reporting the MSPAP scores and questions about the reliability and validity of the test. Furthermore, new federal legislation calls for individual student assessment/data within the next three years. Assessments are important to parents and the school system to improve education.

Mrs. King stated that this was not a new issue and that the Board has heard concerns about MSPAP for years. Parents were concerned that students were spending a great deal of time on a test that provided no individual scores. It is hard to have a child take a test and not know how this child scored. She encouraged the state to examine carefully the viability of the test.

Ms. Cox believed in the reform system that MSPAP is based on, which has driven a change in instruction. That is a positive change to help students recognize strategies and explain their thinking. However, it is clear that MSPAP does not offer the information needed to further improve systematically or individually. It is irresponsible to fund something that is not producing beneficial results for the state's school systems.

Mr. Abrams stated that he would support the resolution, but for different reasons. MSPAP measures cognitive skills rather than rote learning, and that concept is better for an accountability standard. Whatever Maryland does, it should make sure that it is transparent, and, if the test is revised, it should be more usable than the current format. It should not be a measure for assessing schools, but a school assessment integrated with information that will be helpful to schools in addressing the needs of both students and teachers.

Mr. Lange supported the resolution and concurred with his colleagues.

Mr. Jeter supported the resolution. As a student, he learned how to take the test so that the school got credit, but there was no personal reward in knowing his score. Students see no purpose in taking the test because there is no feedback on where they need to improve.

Mrs. O'Neill thanked the employee groups for supporting the Board and sending letters to the state superintendent expressing their concerns about MSPAP. She asked that the resolution be sent to all boards of education in the state so they could consider a similar resolution.

RESOLUTION NO. 28-02

Re: **RESOLUTION ON MSPAP**

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

WHEREAS, The release by the Maryland Department of Education (MSDE) of last year's scores on the Maryland School Performance Assessment Program (MSPAP) reflected an inconsistency with scores from prior years and with other indicators of student achievement and academic trends; and

WHEREAS, Legitimate questions have been raised as to the reliability and validity of last year's scores and the administration of MSPAP; and

WHEREAS, One recurring major concern of many parents and educators is that MSPAP does not generate individual student data, released to parents, to assess how their son or daughter is performing; and

WHEREAS, Public Law 107-110 (*No Child Left Behind Act of 2001*), approved by Congress and signed into law last month by the President, recognizes the need for individual student data based on measurable standards so as to ensure a successful accountability and assessment program; and

WHEREAS, The State of Maryland is required to develop a new testing program, to replace MSPAP, that will comply with the federal mandate for comprehensive individual testing, standards, and detailed data that pinpoint the progress of each student; now therefore be it

Resolved, That the Montgomery County Board of Education reaffirms its commitment to academic achievement for all students through annual multiple assessments that provide data on the performance and progress of individual students; and be it further

Resolved, That the Montgomery County Board of Education call upon the State Board of Education and the State Superintendent of Schools to develop a state accountability and testing program that meets the federal mandates while establishing trust among parents and educators as to its reliability and validity; and be it further

Resolved, That the Montgomery County Board of Education request the State Superintendent to delay any further use of the current MSPAP until and unless the test is reconstituted to reflect the best interests of parents, students, teachers, and principals, as well as national educational policy.

Mrs. O'Neill asked staff to send the MSPAP resolution to other boards of education in the

state of Maryland and ask them to consider a similar resolution.

RESOLUTION NO. 29-02

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

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

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

WHEREAS, Funds have been budgeted and/or identified for State of Maryland Contract DGSR190053, Purchase of Sedans, Police Vehicles and Thirteen and Fifteen-Passenger Vans for the Department of School Safety and Security; and

WHEREAS, Funds have been budgeted and/or identified for Montgomery County Contract No. 0507000028BD, Off-the-Lot New and Used Vehicles for the Department of Facilities Management Environmental Safety Unit; and

WHEREAS, Funds have been budgeted and/or identified for Bid No. 7104.1, Refrigerated Cargo Truck for the Division of Food and Nutrition Services; and

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

Resolved, That State of Maryland Contract DGSR190053, Purchase of Sedans, Police Vehicles and Thirteen and Fifteen-Passenger Vans for the Department of School Safety and Security, be lease/purchased under the Master Lease/Purchase Agreement with First Union National Bank; and be it further

Resolved, That Montgomery County Contract No. 0507000028BD, Off-the-Lot New and Used Vehicles for the Department of Facilities Management Environmental Safety Unit, be lease/purchased under the Master Lease/Purchase Agreement with First Union National Bank; and be it further

Resolved, That Bid No. 7104.1, Refrigerated Cargo Truck for the Division of Food and Nutrition Services, be lease/purchased under the Master Lease/Purchase Agreement with First Union National Bank; and be it further

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

COO 051	Tires and Tubes Extension	
	<u>Awardees</u>	
	Merchant's Truck and Auto Tire	
	McCarthy Tire Service of Maryland	
	Donald B. Rice Corporation	
	John L. Sullivan, Inc./Sullivan's Goodyear	
	Total	\$ 204,000
050700 0028BD	Off-the-Lot New and Used Vehicles for the Department of Facilities Management Environmental Safety Unit	
	<u>Awardee</u>	
	Criswell Chevrolet, Inc.	\$ 26,070
150700 0113	Unleaded Gasoline Extension	
	<u>Awardee</u>	
	Truman Arnold Companies	\$ 150,000
DGSR State of Maryland Contract 190053	DGSR190053, Purchase of Sedans, Police Vehicles and Thirteen and Fifteen-Passenger Vans for the Department of School Safety and Security	
	<u>Awardee</u>	
	Criswell Chevrolet, Inc.	\$ 113,703
227-97	Office Supplies, Systems Contract Extension	
	<u>Awardee</u>	
	Boise Cascade Office Products	\$1,047,300
1107.1	Design, Develop, and Implement a Business Intelligence/Data Warehouse System for the Office of Global Access Technology Addition to the Contract	
	<u>Awardee</u>	
	Litton/TASC	\$ 340,000
1125.1	Internet Service Provider Extension	
	<u>Awardee</u>	

Verio

\$ 131,000

1129.1 Collaborative Academic Intervention, Academic Enrichment and Youth
Development and After-School Services in Specified Cluster Feeder School
Patterns Extension

	<u>Awardees</u>	
	GUIDE Program, Inc.	
	Mental Health Association	
	Montgomery Youth Works	
	Silver Spring YMCA Youth Services	
	Total	\$ 601,431
1130.1	After-School Activities for Certain Students Enrolled in Special EducationCExtension	
	<u>Awardees</u>	
	Avenues Unlimited	
	Best Buddies International	
	St. Luke-s House	
	Total	\$ 89,846
1133.1	Collaborative Youth Development and Academic Enrichment at Richard Montgomery and Quince Orchard High Schools and Academic Intervention at Francis Scott Key, Earle B. Wood, Martin Luther King, Takoma Park and Silver Spring International Middle SchoolsCExtension	
	<u>Awardee</u>	
	Educacion 2000	\$ 124,200
4058.2	Office Furniture	
	<u>Awardees</u>	
	Demco, Inc.	\$ 22,460
	Douron, Inc.*	182,594
	Dynamic Business Interiors	2,424
	Glover Equipment, Inc.	125,572
	School Specialty	<u>1,723</u>
	Total	\$ 334,773
4063.4	Art Supplies	
	<u>Awardees</u>	
	Elgin School Supply Company, Inc.	\$ 14,873
	Integrity School Supplies*	5,428
	Interstate Office Supply Company*	2,272
	Jackman-s, Inc.	6,125
	National Art and School Supplies	38,431

	Pyramid School Products	186,061
	Standard Stationery Supply Company	24,924
	Windtree Enterprises, Inc.	12,796
	Henry S. Wolkins Company*	<u>21,411</u>
	Total	\$ 312,321
4063.4	Art Tools	
	<u>Awardees</u>	
	Elgin School Supply Company, Inc.	\$ 1,084
	Grainger, Inc.	1,064
	Integrity School Supplies*	8,193
	Interstate Office Supply Company*	1,453
	Marsel Brush Company*	1,249
	National Art and School Supplies	28,750
	Pyramid School Products	94,138
	Sax Arts and Crafts	3,875
	Sears Industrial Sales	2,046
	Standard Stationery Supply Company	149,057
	Windtree Enterprises, Inc.	17,107
	Henry S. Wolkins Company *	<u>17,432</u>
	Total	\$ 325,448
4064.4	Ceramic Supplies	
	<u>Awardees</u>	
	Bailey Pottery Equipment Corporation	\$ 3,133
	Campbell's Ceramic Supply Company	44,334
	Gare, Inc.	765
	Sax Arts and Crafts	431
	Windtree Enterprises, Inc.	<u>3,774</u>
	Total	\$ 52,437
4087.3	Media Center Supplies	
	<u>Awardees</u>	
	Brodart Company	\$ 16,908
	Demco, Inc.	3,003
	Gaylord Brothers, Inc.	3,757
	Interstate Office Supply Company	49,122
	On Time Label	9,074
	Pyramid School Products	28,626

	Quill Corporation	504
	The Library Store*	229
	Henry S. Wolkins*	<u>8,344</u>
	Total	\$ 119,567
4088.2	Laminating Supplies	
	<u>Awardees</u>	
	AFP School Supply*	\$ 91,859
	General Binding Corporation	9,247
	Kunz, Inc.	50,141
	Pyramid School Products	10,666
	USI, Inc.*	9,829
	Nelson C. White Systems, Inc.*	<u>4,041</u>
	Total	\$ 175,783
4115.2	Microscopes	
	<u>Awardees</u>	
	Fisher Science Education	\$ 13,875
	General Precision Specialties	19,488
	Nada Scientific Limited	1,174
	Parco Scientific Company	15,058
	Universal Scientific Instruments	<u>6,580</u>
	Total	\$ 56,175
4117.1	Design, Planning, and Coordination of Office, Reception, and Dining Areas for New and Modernized SchoolsCExtension	
	<u>Awardee</u>	
	Douron, Inc.*	\$ 600,000
7092.1	Magazine SubscriptionsCExtension	
	<u>Awardee</u>	
	W.T. Cox Subscription, Inc.*	\$ 230,500
7097.2	Paperback and Prebound Paperback Books	
	<u>Awardee</u>	
	Perfection Learning	\$ 350,000
7103.1	Refrigerated Cargo Truck for the Division of Food and Nutrition Services	

Awardee

District International Trucks, Inc.

\$ 86,436

9002.3 Door Hardware, Closures, and Exit DevicesCExtension

Awardees

Blades Industries, Inc.	\$	5,393
Liberty Lock and Security, Inc.		5,000
Precision Doors and Hardware		4,500
Taylor Security and Lock Company, Inc.		<u>212,872</u>
Total	\$	227,765

9003.2 Hardware Supplies

Awardees

Amsco A Maintenance Supply Company	\$	292
Miller Ventures/TA Bay Fasteners		224
MSF County Services Company		100,366
Paxton/Patterson		129
Pikesville Lumber Company		<u>1,007</u>
Total	\$	102,018

9004.4 Industrial and Technology EducationCLumber

Awardees

Allied Plywood Corporation	\$	2,022
Downes and Reader Hardwood Company		25,569
Laferty Company, Inc.		28,263
Mann and Parker Lumber Company		8,904
O=Shea Lumber Company		8,597
Pikesville Lumber company		<u>19,775</u>
Total	\$	93,130

9012.3 Industrial and Technology EducationCHand Tools

Awardees

Diamond Tool Company	\$	35,000
Fastenal Company		2,160
Grainger, Inc.		88,710
K. Layne, Inc.		322
Metco Supply, Inc.		11,265
Paxton/Patterson		1,517
Rutland Tool and Supply Company		1,544
Satco, Inc.		43,162
Sears Industrial Sales		675

	Snap on Tools Corporation	<u>10,000</u>
	Total	\$ 194,355
9016.2	Electrical Supplies and EquipmentCExtension	
	<u>Awardees</u>	
	Capital Lighting and Supply	\$ 121,228
	Graybar Electric Company, Inc.	18,333
	Maurice Electric Supply Company, Inc.	18,619
	C.N. Robinson Lighting Supply Company	141,217
	Shepherd Electric Company, Inc.	31,085
	United Electric Supply	323,067
	Wesco Distribution	<u>2,438</u>
	Total	\$ 655,987
9021.2	Building Materials	
	<u>Awardees</u>	
	Amsco A Maintenance Supply Company*	\$ 852
	Greenwald Industrial Products	15,825
	MSF County Services	250
	Pikesville Lumber Company	14,020
	Potomac Valley Brick and Supply Company	<u>483</u>
	Total	\$ 31,430
9022.1	Audio and Video Equipment and PartsCExtension	
	<u>Awardees</u>	
	Allegheny Electronics, Inc.	\$ 7,000
	Cumberland Electronics, Inc.	29,500
	Kunz, Inc.*	5,000
	Nicholas P. Pipino Associates	2,000
	Nelson C. White Company, Inc.*	<u>6,000</u>
	Total	\$ 49,500
9058.3	Basketball Supplies and Equipment	
	<u>Awardees</u>	
	Anaconda Sports, Inc.	\$ 10,524
	Cannon Sports, Inc.*	318
	DVF Sporting Goods Company	31,398
	Flaghouse, Inc.	1,813
	Marlow Sports, Inc.	22,275

	Sport Supply Group/dba Passon=s Sports		
1,639			
	Sportsmaster Recreation Equipment/Division of REU		<u>26,475</u>
	Total	\$	94,442
9063.3	Football Supplies and Equipment		
	<u>Awardees</u>		
	Anaconda Sports, Inc.	\$	16,757
	Cannon Sports, Inc.*		2,625
	DVF Sporting Goods Company		249
	Marty Gilman, Inc.		4,687
	Marlow Sports, Inc.		35,008
	Morley Athletic Supply Company, Inc.		5,660
	Riddell/All American		60,453
	Rogers Athletic Company		550
	Sports Stop, Inc.		92
	Sport Supply Group/dba Passon=s Sports		
	<u>11,784</u>		
	Total	\$	137,865
9065.3	Lacrosse Supplies and Equipment		
	<u>Awardees</u>		
	Bacharach Rasin Company, Inc.	\$	12,557
	Cannon Sports, Inc.*		131
	Georgi Sport/Div. of Richmat, Inc.*		
139			
	Gopher Athletic Sport		1,081
	Longstreth Sporting Goods		350
	Morley Athletic Supply Company, Inc.		7,723
	Sport Supply Group/dba Passon=s Sports		
5,243			
	Sportsmaster Recreation Equipment/Division of REU		901
	Sports Extra, Inc.		4,996
	Sports Stop, Inc.		<u>1,524</u>
	Total	\$	34,645
9073.3	Physical Education Warehouse Supplies and Equipment		
	<u>Awardees</u>		
	Aluminum Athletic Equipment	\$	160

	Cannon Sports, Inc.*	3,371
	Marlow Sports, Inc.	7,022
	Morley Athletic Supply Company, Inc.	1,645
	Pioneer Manufacturing	25,908
	Pyramid School Products	848
	Sports Stop, Inc.	307
	Sport Supply Group/dba Passon's Sports	
5,256		
	Universal Gym Equipment, Inc.	<u>330</u>
	Total	\$ 44,847
9101.5	Processed Meats and Refrigerated and Frozen Foods	
	<u>Awardees</u>	
	Carroll County Foods, Inc.	\$ 414,249
	Clovervale Foods, Inc.	13,852
	Dori Foods, Inc.	35,914
	Hood's International Foods, Inc.*	4,912
	Karetas Foods, Inc.	33,315
	Mutual Wholesale Company	22,720
	Profera, Inc.	11,736
	PYA Monarch, Inc.	8,575
	SYSCO Food Services of Baltimore/DC	<u>325,707</u>
	Total	\$ 870,980
9324.1	Chiller/Cooling Tower Replacement at Sherwood High School**	
	<u>Awardee</u>	
	R.W. Warner	\$ 153,400
	TOTAL PROCUREMENT CONTRACTS EXCEEDING \$25,000	\$8,161,354

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

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

RESOLUTION NO. 30-02 Re: **REQUEST FOR SUPPLEMENTAL**
APPROPRIATION FOR RELOCATABLE
CLASSROOMS

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

WHEREAS, The Board of Education's FY 2003B08 Capital Improvements Program (CIP) request includes \$6 million in the FY 2003 budget for relocatable classrooms to accommodate student population changes and class size initiatives for the 2003B04 school year; and

WHEREAS, These funds are programmed to be expended during the summer of 2002 but will not be available until the County Council takes final action on the Board of Education's CIP request, which is tentatively scheduled for May 2002; and

WHEREAS, The contracts for the relocation and installation work for the FY 2003 relocatable classroom moves must be executed prior to April 1, 2002, in order to have the units ready for the start of school; and

WHEREAS, The appropriation authority to expend the funds programmed for FY 2003 must be approved by the County Council before the Board of Education can enter into contracts; now therefore be it

Resolved, That an amendment to the Board of Education's FY 2003B08 Capital Improvements Program be requested for an FY 2002 capital budget supplemental appropriation in the amount of \$6 million to contract for the relocatable classroom moves that are proposed for the summer of 2002 to meet student population changes and class size initiatives for the 2003B04 school year; and be it further

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

RESOLUTION NO. 31-02

Re: **FY 2002 SUPPLEMENTAL APPROPRIATION FOR
THE PROVISION FOR FUTURE SUPPORTED
PROJECTS**

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

WHEREAS, The FY 2002 Operating Budget adopted by the Board of Education on June 12, 2001, included \$10,289,041 for the Provision for Future Supported Projects; and

WHEREAS, The Board of Education will receive additional projects that are eligible for funding through the Provision for Future Supported Projects during FY 2002; therefore be it

Resolved, That the superintendent of schools be authorized to receive and expend, subject to County Council approval, an FY 2002 supplemental appropriation of \$1,500,000 for the

Provision for Future Supported Projects in the following categories:

	<u>Category</u>	<u>Amount</u>
01	Administration	\$ 50,000
03	Instructional Salaries	600,000
04	Textbooks and Instructional Supplies	250,000
05	Other Instructional Costs	200,000
06	Special Education	200,000
12	Fixed Charges	150,000
14	Community Services	<u>50,000</u>
	Total	<u>\$1,500,000</u>

and be it further

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

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

RESOLUTION NO. 32-02

Re: **FY 2002 SECOND QUARTER CATEGORY OBJECT AND TRANSFER REQUEST**

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

Resolved, That the superintendent of schools be authorized to effect an FY 2002 object transfer of \$666,939 in the following objects:

Eisenhower Professional Development

<u>Object</u>	<u>From</u>	<u>To</u>
01 Salaries and Wages	\$45,788	
02 Contractual Services		\$65,139
04 Other Charges	<u>19,351</u>	<u> </u>
Total	<u>\$65,139</u>	<u>\$65,139</u>

Title I

<u>Object</u>	<u>From</u>	<u>To</u>
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02 Contractual Services		\$17,136
04 Other Charges	<u>\$17,136</u>	_____
Total	<u>\$17,136</u>	<u>\$17,136</u>

Department of Association Relations

<u>Object</u>	<u>From</u>	<u>To</u>
01 Salaries and Wages		\$15,000
02 Contractual Services	<u>\$15,000</u>	_____
Total	<u>\$15,000</u>	<u>\$15,000</u>

Real Estate Management Fund

<u>Object</u>	<u>From</u>	<u>To</u>
02 Contractual Services		\$40,000
04 Other Charges	<u>\$40,000</u>	_____
Total	<u>\$40,000</u>	<u>\$40,000</u>

Department of Transportation

<u>Object</u>	<u>From</u>	<u>To</u>
01 Salaries and Wages		\$280,843
04 Other Charges	<u>\$280,843</u>	_____
Total	<u>\$280,843</u>	<u>\$280,843</u>

Magnet School AssistanceC Northeast Consortium

<u>Object</u>	<u>From</u>	<u>To</u>
01 Salaries and Wages	\$ 67,090	
02 Contractual Services		\$ 18,365
03 Supplies and Materials		26,549
04 Other Charges	58,338	
05 Equipment	_____	<u>80,514</u>
Total	<u>\$125,428</u>	<u>\$125,428</u>

Department of Curriculum and Instruction

<u>Object</u>	<u>From</u>	<u>To</u>
01 Salaries and Wages		\$ 39,582
02 Contractual Services	\$39,582	_____
	<u>\$39,582</u>	<u>\$39,582</u>

Provisional Teacher Support Program

<u>Object</u>	<u>From</u>	<u>To</u>
01 Salaries and Wages	\$10,200	
02 Contractual Services	_____	\$10,200
Total	<u>\$10,200</u>	<u>\$10,200</u>

Technology Innovation Challenge Grant

<u>Object</u>	<u>From</u>	<u>To</u>
01 Salaries and Wages		\$ 73,611
02 Contractual Services	\$11,842	
04 Other Charges	<u>61,769</u>	_____
Total	<u>\$73,611</u>	<u>\$ 73,611</u>

Resolved, That the superintendent of schools be authorized to effect an FY 2002 categorical transfer of \$576,924 in the following categories:

Eisenhower Professional Development

<u>Category</u>	<u>From</u>	<u>To</u>
02 Mid-level Administration	\$ 56,227	
03 Instructional Salaries	45,788	
05 Other Instructional Costs	_____	\$102,015
Total	\$102,015	<u>\$102,015</u>

Magnet School AssistanceC Northeast Consortium

<u>Category</u>	<u>From</u>	<u>To</u>
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02 Mid-level Administration	\$ 6,653	
03 Instructional Salaries	60,437	
04 Textbooks and Instructional Supplies		\$ 26,549
05 Other Instructional Costs		98,879
12 Fixed Charges	<u>58,338</u>	
Total	<u>\$125,428</u>	<u>\$125,428</u>

The Even Start Family Literacy

<u>Category</u>	<u>From</u>	<u>To</u>
03 Instructional Salaries	\$ 20,435	
04 Textbooks and Instructional Supplies		17,800
05 Other Instructional Costs	70,037	
14 Community Services	<u> </u>	<u>\$108,272</u>
Total	<u>\$108,272</u>	<u>\$108,272</u>

Provisional Teacher Support Program

<u>Category</u>	<u>From</u>	<u>To</u>
03 Instructional Salaries	\$ 20,200	
05 Other Instructional Costs		\$ 22,409
12 Fixed Charges	<u>2,209</u>	<u> </u>
Total	<u>\$ 22,409</u>	<u>\$ 22,409</u>

Teacher Mentoring Program

<u>Category</u>	<u>From</u>	<u>To</u>
01 Administration	\$ 753	
03 Instructional Salaries	196,823	
04 Instructional Supplies and Materials		\$ 30,000
05 Other Instructional Costs		188,800
12 Fixed Charges	<u>21,224</u>	<u> </u>
Total	<u>\$ 218,800</u>	<u>\$ 218,800</u>

and be it further

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

RESOLUTION NO. 33-02

Re: **UTILIZATION OF FY 2002 FUTURE SUPPORTED
PROJECT FUNDS**

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

WHEREAS, The grants qualify for a transfer of appropriation from the Provision for Future Supported Projects pursuant to the provisions of County Council Resolution No. 14-890, approved May 25, 2001; and

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

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

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

<u>Project</u>	<u>Amount</u>
Continuous Improvement Team/Special Education Project/SERV	\$100,000
Consolidate Adult Education and Literacy Services Program	32,941
Maryland Model for School Readiness	152,123
Student Inquiry Project	118,862
Literacy Works Program	130,000
English Literacy and Civics Instruction	128,311
Maryland's Tomorrow	385,735
Cigarette Restitution Fund	58,372
Student Service LearningC Learn and Serve America Subgrant	45,000
Silver Spring International Middle School Professional Development	8,900
Maryland Equipment Incentive Fund	16,000
Title VI Innovative Education Program Strategies	26,985
Teacher Mentoring	43,511
	<u>790,480</u>
Total	<u>\$ 2,037,220</u>

and be it further

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

** Mr. Abrams temporarily left the meeting.

RESOLUTION NO. 34-02

Re: **DEATH OF CHESTER J. STECKEL III, PHYSICAL
EDUCATION TEACHER, REGIONAL INSTITUTE
FOR CHILDREN AND ADOLESCENTS**

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

WHEREAS, The death on January 21, 2002, of Chester J. Steckel III, physical education teacher at the Regional Institute for Children and Adolescents, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Mr. Steckel was a conscientious, dedicated professional who constantly provided high quality educational experiences for his students; and

WHEREAS, In more than seven years with Montgomery County Public Schools, Mr. Steckel was committed to students and sensitive to the needs of all people, making him an asset to the school system and community; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Chester J. Steckel III and extend deepest sympathy to his family; and be it further

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

RESOLUTION NO. 35-02 Re: HUMAN RESOURCES MONTHLY REPORT

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

Resolved, That the Board of Education approve the Human Resources Monthly Report dated February 12, 2002.

RESOLUTION NO. 36-02 Re: HUMAN RESOURCES APPOINTMENT

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

Resolved, That the following personnel appointment be approved effective March 11, 2002:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Susanne DeGraba	Controller and Assistant Treasurer, Catholic University	Chief Financial Officer

RESOLUTION NO. 37-02 Re: HUMAN RESOURCES APPOINTMENT

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

Resolved, That the following personnel appointment be approved effective April 8, 2002:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Betty Collins	Principal, Galway ES	Director, Staff Development Initiatives

RESOLUTION NO. 38-02 Re: HUMAN RESOURCES APPOINTMENT

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

Resolved, That the following personnel appointment be approved effective February 13, 2002:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Laura Steinberg	Acting Coordinator, Quality Assurance and Compliance	Coordinator, Quality Assurance and Compliance

Re: MONTHLY FINANCIAL REPORT

The report reflected the projected financial condition through December 31, 2001, based on program requirements and estimates made by primary and secondary account managers. At this time, revenues are on budget while expenses have a projected surplus of \$6,200,000.

**Mr. Felton temporarily left the meeting.

Re: MCPS EMERGENCY/CRISIS PREPAREDNESS UPDATE

Dr. Weast invited the following staff to the table: Mr. Edward Clarke, director of school safety and security, and Mr. Min Leong, director of student services. Other members of the work groups were present and available to respond.

The safety and security of students and staff remains a top priority of the school system. The status report outlines the readiness of MCPS to respond to an emergency/crisis situation within the school system or in conjunction with the Montgomery County Emergency Management Group in an emergency necessitating county intervention.

MCPS has long required schools/facilities to have plans in place to respond to an emergency/crisis situation. Incidents of school violence across the country have created a need to review and improve emergency/crisis response capabilities. MCPS required all schools and facilities to submit a comprehensive local school crisis plan beginning with the 1999B00 school year. The plans were reviewed by school safety and security staff members for thoroughness. Staff from the Department of School Safety and Security also provided assistance to schools in the development of security measures to ensure a safe and secure learning environment. Each school was provided with an emergency kit that included such items as first aid kits, flashlights, and an emergency cell phone. Schools/facilities also assigned duties and responsibilities to staff as part of an on-site emergency team. As part of continuous improvement, the local school crisis plans are reviewed, and content modifications are made to improve ability to respond to an emergency/crisis.

In the past, when a school-related or systemwide emergency/crisis occurred, central office administrators initiated a response plan and team to support and address the needs of the school or facility. The response team comprised staff from the offices of the Superintendent of Schools, Deputy Superintendent of Schools, and Chief Operating Officer. The team's purpose was to provide necessary resources and guidance in resolving the emergency/crisis.

The horrific events of September 11, 2001, have required staff to assess and improve collective ability to respond to an emergency/crisis within MCPS. Mr. Larry A. Bowers, chief operating officer, and Dr. James A. Williams, deputy superintendent of schools, were directed to oversee this task. As a result, two work groups comprising a wide range of stakeholders were convened to develop strategies and action steps to ensure that MCPS will be better prepared to deal with future emergency/crisis situations. The first work group was given the task of developing a comprehensive emergency response plan utilizing the concepts and structure of the national Incident Command System. The second work group was given multiple assignments including disseminating a variety of crisis awareness/response materials to administrators, researching and evaluating emergency communication capabilities and needs, and developing a comprehensive MCPS emergency/crisis manual. Outlined below is a synopsis of completed actions and next steps.

Completed Actions

- \$ A comprehensive MCPS Emergency Response Plan under the structure of the Incident Command System has been completed. The plan identifies senior-level and other staff members who are assigned specific roles and responsibilities for responding to a school system emergency/crisis situation. A primary individual and two designated back-ups are assigned to each specific role. The emergency response plan includes various stages of activation, depending on the level and scope of the emergency/crisis, as well as emergency communication procedures. Mr. Bowers has been designated as the primary incident commander and has been given the authority and responsibility for developing the school system response to the emergency/crisis.
- \$ A meeting of Emergency Response Plan team members was held on January 11, 2002, to discuss the overall goals/objectives of the Emergency Response Plan and the specific roles and responsibilities of team members.
- \$ An incident command room has been identified, and other conference rooms in Carver Educational Services Center (CESC) have been designated as meeting sites in the event of an emergency/crisis situation that would activate the Emergency Response Plan. Logistical needs for those rooms such as additional telephone lines, computer applications, and communication enhancements have been identified and are being obtained.
- \$ Crisis preparedness training for administrators and members of the school-based on-site emergency teams has begun. A three-hour block of training was developed by the Department of School Safety and Security in conjunction with the Office of Staff Development to enhance crisis management skills for attendees. Eight training

sessions have been conducted to date, and approximately 500 MCPS staff members have received the training.

- \$ The Department of Student Services has conducted crisis response training for all new pupil personnel workers, counselors, and psychologists. In addition, refresher training was offered to staff members who have had previous training.
- \$ All schools also have received information on teaching tolerance and mutual respect among cultures. In November 2001, the Office of Student and Community Services hosted a SHOUT (Students Helping Others Unite Together) conference for high school students. Teams of staff and students from almost all high schools attended this event, which focused on increasing awareness and knowledge of Muslim nations, teaching tolerance, and celebrating diversity among all people.
- \$ Principals have received information on crisis preparedness.
- \$ Efforts continue to assess the most effective and efficient mode of communication in an emergency/crisis situation. One-way communication devices and two-way radios are options for consideration to provide for communication from CESC in the event that telephone and computer lines are not accessible. Cost estimates are being prepared for the equipment and installation of the one-way radios.

Next Steps

- \$ A tabletop emergency/crisis exercise to test the Emergency Response Plan will be conducted in the near future. Modifications to the plan may be made based on lessons learned from the tabletop exercise.
- \$ Crisis preparedness training will continue, and advanced related training will be developed.
- \$ An Emergency Response Plan manual will be developed for all team members.
- \$ The Department of Communications, in conjunction with the Office of Student and Community Services, will develop and distribute a crisis response pamphlet to staff and parents of all MCPS students. A copy of this pamphlet will be posted on the MCPS Web site.
- \$ Staff will continue to develop and implement emergency communication strategies including a 24-hour response plan and the purchase of necessary equipment.
- \$ All MCPS staff members will be informed of the nature and scope of the Emergency

Response Plan.

\$ The Department of Student Services will compile a comprehensive crisis manual for distribution to all MCPS staff.

**Mr. Felton rejoined the meeting; Mrs. O'Neill temporarily left the meeting.

Re: **DISCUSSION**

Ms. Cox asked about the Atabletop@ exercise. Is all staff present for the simulation? Mr. Clarke replied that in a controlled setting all entities assemble for a simulation to challenge responses.

Mr. Lange asked about real-time practice sessions. Mr. Clarke replied that it takes six months to plan these exercises, and this would be done in conjunction with other Montgomery County agencies.

**Mrs. O'Neill rejoined the meeting; Mrs. King temporarily left the meeting.

Mr. Felton commented that this plan is critical to the school system. September 11 shook everyone by the reality of what could happen, especially in a large school system. MCPS has been very responsive to incidents in the past. Parents want to know what they should do and what will happen. Is that addressed in this plan? Dr. Weast replied that parents should expect that the school system will hold children in a safe situation until it is feasible or practical that parents can come for their children or the school system can transport the children to their homes. However, no phone communication and traffic congestion may exacerbate the incident. Also, MCPS will work with other county agencies to prioritize emergency services. Mr. Felton thought the parents should be alerted to these procedures.

Mrs. O'Neill noted that an information card for parents was distributed through the schools. She remarked that there are weather issues, such as icy conditions. Parents are always frustrated and in a quandary about how to react. Dr. Weast stated that a parent is in control of his or her child and can determine the safety of any situation. However, there have to be provisions when a parent cannot reach the child.

**Mrs. King rejoined the meeting; Mr. Felton temporarily left the meeting.

Mrs. O'Neill appreciated the leadership of the school system in these times. As a parent, she has responsibility for her child. She liked the safety information card, and she looked forward to that card being translated into other languages. At the local school level, there are incidents when a school has to close. It must be communicated to parents that they

need a personal, family emergency plan if a school is closed.

Mr. Lange appreciated the update and description of the counselors and mental health providers and the relationship with Health and Human Services. Also, he applauded staff at all levels who are committed to helping all students during an emergency.

**Mr. Felton rejoined the meeting.

RESOLUTION NO. 39-02 Re: **CLOSED SESSION RESOLUTION**

On recommendation of the Superintendent and on motion of Mr. Lange seconded by Mrs. O'Neill, the following resolution was adopted unanimously by members present: WHEREAS, The Board of Education of Montgomery County is authorized by the *Education Article* and *State Government Article of the Annotated Code of Maryland* to conduct certain meetings or portions of its meetings in closed sessions; now therefore be it

Resolved, That the Board of Education of Montgomery County conduct a portion of its meeting on Tuesday, March 12, 2002, in Room 120 of the Carver Educational Services Center to meet in closed session from 9:00 to 10:00 a.m. and 12:30 to 1:30 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*, consult with counsel to obtain legal advice, as permitted by Section 10-508(a)(7) of the *State Government Article*; and review and adjudicate appeals in its quasi-judicial capacity and to discuss matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*); and be it further

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

Re: **REPORT OF CLOSED SESSION**

On January 8, 2002, by unanimous vote of members present, the Board of Education voted to conduct closed sessions as permitted under the *Education Article* ' 4-107 and *State Government Article* ' 10-501, *et seq.*, of the *Annotated Code of Maryland*.

The Montgomery County Board of Education met in closed sessions on January 8, 2002, from 8:40 a.m. to 1:10 p.m. and 4:30 to 5:25 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

- \$ Reviewed and/or adjudicated the following appeals: 2001-27, 2001-35, 2001-66, 2001-67, 2001-68, 2001-69, 2001-70, and T-2001-59.
- \$ Reviewed the Superintendent's recommendation for the Human Resources

Monthly Report and human resources appointment, subsequent to which the vote to approve was taken in open session.

- \$ Considered the acquisition of real property for a public purpose and matters directly related thereto.
- \$ Consulted with counsel to receive legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*.
- \$ Discussed matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*).

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

RESOLUTION NO. 40-02 Re: **MINUTES OF NOVEMBER 27, 2001**

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

Resolved, That the Board of Education approve its minutes for November 27, 2001.

RESOLUTION NO. 41-02 Re: **MINUTES OF JANUARY 9, 2002**

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

Resolved, That the Board of Education approve its minutes for January 9, 2002.

RESOLUTION NO. 42-02 Re: **MINUTES OF JANUARY 10, 2002**

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

Resolved, That the Board of Education approve its minutes for January 10, 2002.

RESOLUTION NO. 43-02 Re: **MINUTES OF JANUARY 16, 2002**

On motion of Mr. Lange and seconded by Mr. Jeter, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education approve its minutes for January 16, 2002.

RESOLUTION NO. 44-02 Re: **APPEAL NO. 2001-27**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2001-27, employee suspension, reflective of the following vote: Mr. Burnett and Mr. Lange voting to reject the superintendent's recommendation; Mr. Abrams, Ms. Cox, Mr. Felton, Mrs. King, and Mrs. O'Neill voting to modify the superintendent's/hearing examiner's recommendation; Mr. Jeter cannot vote in a negative personnel action.

RESOLUTION NO. 45-02 Re: **APPEAL NO. 2001-35**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2001-35, employee dismissal, reflective of the following vote: Mr. Abrams, Mr. Burnett, Ms. Cox, Mr. Felton, Mrs. King, Mr. Lange, and Mrs. O'Neill voting to modify the superintendent-s/hearing examiner-s recommendation; Mr. Jeter cannot vote on a negative personnel action.

RESOLUTION NO. 46-02 Re: **APPEAL NO. 2001-48**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2001-48, employee demotion, reflective of the following vote: Mr. Abrams, Mr. Burnett, Ms. Cox, Mr. Felton, Mrs. King, Mr. Lange, and Mrs. O'Neill voting to affirm; Mr. Jeter cannot vote on a negative personnel action.

RESOLUTION NO. 47-02 Re: **APPEAL NO. 2001-66**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2001-66, final semester grade, reflective of the following vote: Mrs. King and Mr. Lange voting to affirm; Mr. Abrams, Mr. Burnett, Ms. Cox, Mr. Felton, Mr. Jeter, and Mrs. O'Neill voting to reverse.

RESOLUTION NO. 48-02 Re: **APPEAL NO. 2001-67**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2001-67, extended student suspension, reflective of the following vote: Mr. Abrams, Mr. Burnett, Ms. Cox, Mr. Felton, Mrs. King, Mr. Jeter, Mr. Lange, and Mrs. O'Neill voting to affirm.

RESOLUTION NO. 49-02 Re: **APPEAL NO. 2001-68**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2001-68, student expulsion, reflective of the following vote: Mr. Abrams voting to affirm; Mr. Burnett, Ms. Cox, Mr. Felton, Mrs. King, Mr. Jeter, Mr. Lange, and Mrs. O'Neill, voting to reverse.

RESOLUTION NO. 50-02 Re: **APPEAL NO. 2001-70**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2001-70, student discipline reflective of the following vote: Mr. Abrams, Mr. Burnett, Ms. Cox, Mr. Felton, Mrs. King, Mr. Jeter, Mr. Lange, and Mrs. O'Neill voting to reverse.

RESOLUTION NO. 51-02 Re: **APPEAL NO. 2002-6**

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

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2002-6, employee dismissal, reflective of the following vote: Mr. Abrams, Ms. Cox, Mr. Felton, Mrs. King, Mr. Lange, and Mrs. O'Neill voting to accept the superintendent's recommendation; Mr. Burnett was absent when the case was adjudicated; Mr. Jeter cannot vote on a negative personnel action.

RESOLUTION NO. 52-02 Re: **APPEAL NO. T-2002-1**

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

Resolved, That the Board of Education adopt its Order in Appeal T-2002-1, student transfer, reflective of the following vote: Mr. Felton voting to affirm; Mr. Abrams, Ms. Cox, Mrs. King, Mr. Jeter, Mr. Lange, and Mrs. O'Neill voting to reverse; Mr. Burnett was absent when the case was adjudicated.

Re: **NEW BUSINESS**

Ms. Cox moved and Mrs. O'Neill seconded the following:

WHEREAS, The Board of Education is committed to providing all children with appropriate academic challenges; and,

WHEREAS, MCPS is moving to increase program opportunities throughout the system but has had to delay funding certain educational initiatives; and

WHEREAS, The Superintendent of Schools has committed to FY02 planning for the potential establishment of an upcounty magnet middle school program; and,

WHEREAS, Currently delayed initiatives must be funded before the Board of Education requests funding for a new program; now therefore be it

Resolved, That the Board of Education direct the Superintendent of Schools to report to the Board of Education in November of 2002 regarding the placement, scope, focus and costs attached to a potential upcounty magnet middle school program; and be it further

Resolved, That the report include an analysis of the current fiscal climate and the possibility of including the planned program in the FY04 budget.

Mrs. O'Neill moved and Ms. Cox seconded the following:

WHEREAS, Our community has witnessed, in recent months, several incidents of death and injury as a result of pedestrians crossing well-trafficked streets in our county; and

WHEREAS, In the past few weeks, some of these incidents have involved students traversing streets on the way to and from school; and

WHEREAS, Inclement weather and jaywalking increase the risk to pedestrians; and

WHEREAS, High school students do not receive bus transportation if they live within 2.0 miles of their school and middle school students do not receive bus transportation if they live within 1.5 miles of their school; and

WHEREAS, The Blue Ribbon Panel on Pedestrian and Traffic Safety, chaired by Delegate Bill Bronrott, recently issued its report and, among its recommendations, was one calling for increased educational efforts in our schools on the topic of pedestrian safety; and

WHEREAS, The State Highway Administration has funds available to assist in developing educational programs on pedestrian safety; now therefore be it

Resolved, That each of our high schools and middle schools develop a plan to discuss pedestrian safety and all of its ramifications annually (either at an assembly or through classroom discussion).

**Mr. Abrams rejoined the meeting.

RESOLUTION NO. 53-02 Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education oppose *SB 226 B Education B Technology for Education Program B Nonvisual Access* which would require that contracts or grants awarded under the Technology for Education Program include a certain clause relating to specific requirements regarding technology that is developed or obtained for classroom use in certain schools, and, if no such technology is available, school systems shall implement an alternative method of instruction designed to enable a student with a visual impairment to achieve the same instructional outcomes.

RESOLUTION NO. 54-02 Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education oppose *HB 34 B Special Education B Student Placement B Hearing Rights* which would dictate detailed procedures to be followed when the parent of a student with disabilities seeks review of an educational placement decision under the IDEA.

RESOLUTION NO. 55-02 Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education oppose *SB 83 B Education B Transfer of Rights at Age of Majority* which would require, under specified circumstances, the transfer of parental rights under IDEA to a child with a disability upon reaching the age of majority and would authorize the child to file for due process in order to determine whether parental rights should be transferred to the child.

RESOLUTION NO. 56-02 Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education support *HB 371/SB 419 B Maryland Infants and Toddlers Act of 2002* which would establish by law the Maryland Infants and Toddlers Program in the

Maryland State Department of Education; requiring the State to provide 20 percent of the necessary funds for the Maryland Infants and Toddlers Program, and require the Governor to include specified amounts in the State budget, at least \$5.2 million for FY 2003, as requested by MSDE.

RESOLUTION NO. 57-02 Re: ITEM OF LEGISLATION

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 support *SB 169 B Teachers- Retirement and Pension Systems B Reemployment of Retired Personnel* which would encourage retired persons who were employed as assistant principals or guidance counselors to return to the public school setting by exempting them from the reemployment earnings limitation.

RESOLUTION NO. 58-02 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education support *HB 15 B Education B Teacher Salary Signing Bonus B Eligibility Requirements* which would, like last year's version, alter the qualification for the teacher salary signing bonus by requiring a new teacher to have a college grade-point average of at least 3.6 or its equivalent, rather than be in the top 10 percent of a class, and increase the bonus from \$1,000 to \$3,000.

RESOLUTION NO. 59-02 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education support *HB 51 B Education B State Stipends B Eligibility of Library Media Specialists and Reading Specialists* which would, in addition to classroom teachers, allow school library media specialists and reading specialists to receive teacher incentive stipends and bonuses, and the incentives are: (1) stipends of up to \$2,000 for specialists certified by the National Board for Professional Teaching Standards; (2) signing bonuses of \$1,000 for newly hired specialists who graduated in the top 10 percent of their college classes; and (3) stipends of \$2,000 for specialists with advanced professional certificates who teach in challenge schools or schools under local or State reconstitution.

RESOLUTION NO. 60-02 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education support *SB 75/HB 189 B Building Foundations for School Success Act of 2002* which would require the Subcabinet for Children, Youth, and Families to develop a comprehensive plan that promotes early childhood social and emotional development for school readiness for children five years old and younger.

RESOLUTION NO. 61-02 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education support *SB 211 B Crimes B Fourth Degree Sexual Offense B Educator and Student* which would prohibit an educatorCprincipal, vice principal, teacher, school counselor at a public or private schoolCfrom engaging in a sexual act with a minor who, at the time of the act, is a student enrolled at the school that employs the educator.

RESOLUTION NO. 62-02 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education oppose *SB 27 B School Buses B Years in Service B Time Limit Extension Requirements* which would repeal the requirement that the State Superintendent of Schools grant approval for an extension to operate a school bus for more than a certain number of years.

RESOLUTION NO. 63-02 Re: ITEM OF LEGISLATION

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 support *HB 276/SB 311 B Transportation B Failing to Stop for a School Vehicle with Activated Flashing Lights B Penalties* which would increase the number of points and fines required to be assessed against an individual for failing to stop for a school vehicle with activated alternately flashing red lights.

RESOLUTION NO. 64-02 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education support *HB 45/SB 39 B Joint Committee on Children, Youth, and Families B Extension of Sunset* which would extend the termination date of the Act that established the Joint Committee in 1999 for three additional years.

RESOLUTION NO. 65-02 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education support *HB 218 B Education B High School Diplomas B*

Korean Conflict Veterans which would allow honorably discharged veterans of the Korean Conflict to obtain a high school diploma by applying to county boards of education if the individual withdrew from a public or private school to enlist in the armed services.

Re: **BOARD/SUPERINTENDENT COMMENTS**

Mr. Jeter commented that the bill to restrict the student board members' voting rights failed to pass the Maryland Senate committee. Mr. Jeter reminded the Board that the process to elect a new student member had begun. At the present time, there are five candidates.

Mr. Abrams asked the superintendent to follow up on Richard Montgomery High School's request that the school system take another look at projected enrollment. The school is concerned that the seventh grade figures are greater than expected and may facilitate the need for a boundary review based on the delay of the high school's construction.

Mrs. O'Neill commented on how proud she was of the Intel finalists. She and Dr. Weast appeared before the Board of Public Works, and several other Montgomery County officials also testified.

Mr. Felton thanked staff for the press conference on the minority contract outreach program. Vendors will have an opportunity to know the wide range of contracts available for them through MCPS. There is a family academy at Northwest High School, and that will be a tremendous program. Thomas Edison High School of Technology had an open house, and there was enormous response from the community.

Dr. Weast announced that four students, including three young women, are among the 40 national finalists in the Intel Science Talent Search. Three of the students are from Montgomery Blair High School, which has more finalists than any other high school in the nation, and one student hails from Walt Whitman High School. Those students are:

1. Ophelia Shalini Venturelli of Walt Whitman High School **B A**Protective Role of Estrogen in the Ocular Lens: Implications for Postmenopausal Cataract.@ Venturelli's research confirms the protective role of estrogen in preventing cataract formation.
2. Jennifer Christy Alyono of Montgomery Blair High School **B A**Development of an Electrochemical Biosensor for Phospholipase C Based on Supported Hybrid Lipid Bilayer Membranes.@ Alyono's project seeks to simplify methods for detecting the presence of biological molecules, essential in a number of medical applications, including identification of biohazards.
3. Jean Li of Montgomery Blair High School **B A**Chemical Origins of Extraterrestrial Organic Macromolecules in Carbonaceous Chondritic Meteorites.@ The project investigated the origin of carbon compounds in primitive meteorites.
4. Jacob Samuels Burnim of Montgomery Blair High School **B A**On the Scaling of Electronic Charge-storing Memory Down to the Size of Molecules.@ Burnim analyzed the performance impact of shrinking random-access memory. His calculations suggest that some forms of this new memory should be able to store data at least 20,000 times more densely.

Dr. Weast stated that MCPS was named a gold medal school system for the seventh consecutive

year by *Expansion Management* magazine. The award recognizes the attractiveness of the school system to the business community and is based on graduates= SAT scores, graduation rate, student-teacher ratios, teacher salaries, and other factors. MCPS= overall score of 140 out of a possible 150 points was the highest in the state.

Re: **ITEMS IN PROCESS**

The following items were available:

1. Legal Fees Report
2. Minority-, Female-, or Disabled-owned Business Procurement Report for the Second Quarter of FY 2002
3. Construction Progress Report

RESOLUTION NO. 66-02

Re: **ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of February 12, 2002, at 4:35 p.m.

PRESIDENT

SECRETARY

JDW:gr

**MONTGOMERY COUNTY BOARD OF EDUCATION
SUMMARY SHEET**

February 12, 2002

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