

APPROVED  
23-2007

Rockville, Maryland  
October 22, 2007

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Monday, October 22, 2007, at 7:00 p.m.

Present: Mrs. Nancy Navarro, President  
in the Chair  
Mr. Steve Abrams  
Mr. Christopher Barclay  
Ms. Shirley Brandman  
Ms. Sharon Cox  
Dr. Judy Docca  
Mr. Ben Moskowitz  
Mrs. Patricia O'Neill  
Dr. Jerry Weast, Secretary/Treasurer

Absent: None

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

RESOLUTION NO. 504-07 Re: **RESOLUTION FOR CLOSED SESSION**

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

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

Resolved, That the Board of Education of Montgomery County conduct a closed session on October 22, 2007, in Room 120 from 5:30 to 6:00 p.m.; and be it further

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

Resolved, That the Board of Education of Montgomery County dedicate part of the closed session on October 22, 2007, to acquit its administrative functions and adjudicate and review appeals, which is a quasi-judicial function outside the purview of the Open Meetings Act under Section 10-503(a) of the *State Government Article*; and be it further

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

Re: **PLEDGE OF ALLEGIANCE**

“I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.”

RESOLUTION NO. 505-07 Re: **APPROVAL OF THE AGENDA**

On recommendation of the superintendent and on motion of Mrs. O’Neill seconded by Mr. Barclay, the following resolution was adopted unanimously:

Resolved, That the Board of Education approve its agenda for October 22, 2007.

Re: **PUBLIC COMMENTS**

The following people testified before the Board of Education:

<u>Person</u>	<u>Topic</u>
1. Frederick Stichnoth	Dialogue on Race
2. Chris Lloyd	Dialogue on Race
3. Brian Roberts	Dialogue on Race
4. Anna Roberts	High School Assessments

Re: **BOARD/SUPERINTENDENT COMMENTS**

Dr. Weast commented on Kensington Parkwood Elementary School was one of five winners of the Kennedy Center’s National Schools of Distinction Award. Arts education is an essential component of the entire school curriculum at Kensington Parkwood, an arts integrated model school. The arts are integrated into general education classrooms on an ongoing basis and taught as discrete subject areas as well. Teachers at the school are trained in incorporating the arts into the Montgomery County Public Schools curriculum where natural connections exist. In addition, individuals work with music, dance, drama and visual arts specialists in planning and team teaching arts integrated lessons. The arts specialists at Kensington Parkwood provide a high caliber of arts instruction in music, visual art and dance to all students in the school. Arts specialists plan and team teach arts integrated lessons with other K-5 and special education teachers. These sessions coach students to learn in a challenging and creative environment to make connections between the arts, the rest of the curriculum and the lives of people from various cultures including their own.

Next, Dr. Weast commented on The Parent Academy, a project of the MCPS Department of Communications, has been developed to respond to parents’ requests for information and strategies to assist them in becoming more involved in their children’s education and helping their children succeed. More than 30 workshops at locations throughout

Montgomery County are being offered free of charge during October and November. More than 200 parents already have participated since the Academy began earlier this month. Among the more popular workshop topics so far have been the Maryland School Assessments, bullying prevention, how to help with homework, and the power of positive discipline.

Dr. Weast observed that Nancy Navarro, president of the Montgomery County Board of Education, has been named a 2007 Woman of Achievement by Montgomery County Business and Professional Women. She was honored along with eight other recipients of the award at an October 16 awards gala.

Mr. Moskowitz congratulated the winners of the Distinguished Service to Public Education Awards. The Student Advisory Committee had discussions on Race, Expectations, and Achievement and Policy IKA, *Grading and Reporting*.

Dr. Docca reported that she had attended performances at the Imagination Stage, and she was impressed with work they are doing. She attended the last of four African American forums at Lincoln Park. Finally, she attended Links which was organized by Mabel Smith. She visited John F. Kennedy and Watkins Mill high schools where she was impressed with the work that is being done in all of the classes.

Ms. Cox commented on the dedication at Stephen Knolls School where they dedicated the Children's Garden.

Mr. Abrams remarked that he attended the NSBA Technology Conference. He was pleased with the steps MCPS has taken, but there is still a strong role for the school system to share the applications that work well for students.

Mrs. O'Neill stated that the legislature will go into special session, and the school system has a tremendous amount at stake with GCEI, school construction, and teacher retirement.

Ms. Brandman joined her colleagues in their remarks, and she congratulated Mrs. Navarro for the award she received.

Mrs. Navarro thanked Mrs. King, Staff Assistant, for coordinating the Distinguished Service to Public Education Awards, which was well done and very classy.

RESOLUTION NO. 506-07

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

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

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

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

4080.8 Computer Supplies—Extension

Awardees

American Toner Products, Inc.*	\$ 1,424
B&H Photo Video Pro Audio, Inc.	1,447
Best Computer Supplies	272,504
Business Stationers	8,094
Carolina Imaging Products*	8,405
Global Government Educational Solutions	17,394
Infoserve Technologies Corporation*	2,088
Interstate Office Supply Company*	2,750
M&B Supplies, Inc.	157,123
Pyramid School Products	21,462
Quill Corporation	721
Standard Stationery Supply Company	2,184
Tree House, Inc.*	<u>8,770</u>
Total \$ 504,366	

4091.5 Art and School Papers—Extension

Awardees

AFP Industries, Inc.*	\$ 90,664
Commercial Art Supply	7,331
Integrity School Supplies*	125,904
Pyramid School Products	<u>106,502</u>
Total	\$ 330,401

4815.2 HP Cartridges for New Printers—Extension

Awardees

Best Computer Supplies	\$ 45,717
Carolina Imaging Products*	8,061
Super Warehouse Gov*	<u>772,674</u>
Total	\$ 826,452

9052.3 Recreation Systems—Extension

Awardees (See note)

Bosco Associates, Inc.  
 Playground Specialists, Inc.  
 West Recreation, Inc.

Total	\$ 350,000
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TOTAL PROCUREMENT CONTRACTS OVER \$25,000	\$2,011,219
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\* Denotes Minority-, Female-, or Disabled-owned Business

Note: Contract amounts will be based on individual requirements.

RESOLUTION NO. 507-07      Re:    **AWARD OF CONTRACT—CENTRAL FOOD  
PRODUCTION FACILITY FREEZER ADDITION**

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

WHEREAS, The following sealed bid was received on April 19, 2007, for the Central Food Production facility freezer addition project:

<u>Bidder</u>	<u>Amount</u>
Roy Kirby & Sons, Inc.	\$1,489,000

and

WHEREAS, In an effort to seek competitive pricing, a bid was solicited from Centennial Contractors Enterprises, Inc., which holds the job order contract with the Montgomery County Government; and

WHEREAS, Centennial Contractors Enterprises, Inc. submitted a cost proposal of \$1,379,400, which provided substantial savings on the project; and

WHEREAS, The Council of Governments rider permits the Montgomery County Public Schools to use this vendor under the Montgomery County contract; and

WHEREAS, Centennial Contractors Enterprises, Inc. has completed similar work successfully for the Montgomery County Public Schools; now therefore be it

Resolved, That a \$1,379,400 contract be awarded to Centennial Contractors Enterprises, Inc. for the Central Food Production Facility freezer addition project, in accordance with drawings and specifications prepared by JK Architects + Associates, Inc.

RESOLUTION NO. 508-07

Re: **ARCHITECTURAL APPOINTMENT—NEW HAMPSHIRE ESTATES ELEMENTARY SCHOOL-BASED HEALTH CENTER ADDITION**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services during the design and construction phases for the New Hampshire Estates Elementary School School-based Health Center addition project; and

WHEREAS, The preliminary construction cost estimate for this work is approximately \$1,500,000; and

WHEREAS, Funds for this architectural planning were programmed as part of the FY 2008 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on April 20, 2006, identified Smolen-Emr + Associates Architects, as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff has negotiated a fee for necessary architectural services that include one Maryland Department of Transportation-certified minority firm; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Smolen-Emr + Associates Architects, to provide professional architectural and engineering services for the New Hampshire Estates Elementary School School-based Health Center addition for a fee of \$150,000.

RESOLUTION NO. 509-07

Re: **ARCHITECTURAL APPOINTMENT—TAKOMA PARK ELEMENTARY SCHOOL ADDITION**

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

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

WHEREAS, The preliminary construction cost estimate for this work is approximately \$10,000,000; and

WHEREAS, Funds for this architectural planning were programmed as part of the FY 2008 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on April 20, 2006, identified Smolen-Emr + Associates Architects as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff has negotiated a fee for necessary architectural services that include one Maryland Department of Transportation-certified minority firm; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Smolen-Emr + Associates Architects to provide professional architectural and engineering services for the Takoma Park Elementary School addition for a fee of \$860,000.

RESOLUTION NO. 510-07                      Re:    **GRANT OF UTILITY EASEMENT AT ROBERTO CLEMENTE MIDDLE SCHOOL**

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

WHEREAS, The Potomac Electric Power Company has requested a grant of Utility Easement at Roberto Clemente Middle School, located at 18808 Waring Station Road in Germantown; and

WHEREAS, The proposed grant, consisting of 75 square feet, is necessary for the installation, construction, and maintenance of overhead and underground electric power and energy transmission, and distribution facilities to support an Improved Access to Schools project; and

WHEREAS, All construction and restoration is to be carried out as a part of the capital project at the school; and

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

Resolved, That the president and secretary of the Board of Education be authorized to execute a Grant of Utility Easement of 75 square feet to the Potomac Electric Power Company at Roberto Clemente Middle School.

RESOLUTION NO. 511-07

Re: **ACCEPTANCE OF FOREST KNOLLS  
ELEMENTARY SCHOOL ADDITION**

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

WHEREAS, On behalf of the Board of Education, Board Member Christopher S. Barclay inspected the Forest Knolls Elementary School addition project on September 24, 2007; now therefore be it

Resolved, That the Board of Education accept the Forest Knolls Elementary School addition project and that the official date of completion is that date when formal notice is received from the architect that this project has been completed in accordance with the drawings and specifications, and all contract requirements have been met.

RESOLUTION NO. 512-07

Re: **ACCEPTANCE OF GAITHERSBURG HIGH  
SCHOOL ADDITION**

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

WHEREAS, On behalf of the Board of Education, Board Member Judy Docca inspected the Gaithersburg High School addition project on September 26, 2007; now therefore be it

Resolved, That the Board of Education accept the Gaithersburg High School addition project and that the official date of completion is that date when formal notice is received from the architect that this project has been completed in accordance with the drawings and specifications, and all contract requirements have been met.

RESOLUTION NO. 513-07

Re: **ACCEPTANCE OF CLARKSBURG HIGH SCHOOL  
PROJECT**

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

WHEREAS, On behalf of the Board of Education, Board Member Sharon W. Cox inspected the Clarksburg High School project on October 18, 2007; now therefore be it

Resolved, That the Board of Education accept the Clarksburg High School project and that the official date of completion is that date when formal notice is received from the architect that this project has been completed in accordance with the drawings and specifications, and all contract requirements have been met.



Re: **DIALOGUE ABOUT RACE: EXPECTATIONS AND ACHIEVEMENT**

Dr. Weast invited the following people to the table: Mr. James J. Virga, associate superintendent, Office of Organizational Development (OOD); Mrs. Donna L. Graves, supervisor, Diversity Training and Development Team, OOD; Mrs. Tivinia E. Goins, math content coach, Strathmore Elementary School; Miss Natalie M. Howard, Grade 5 mathematics teacher, Strathmore Elementary School; Mrs. Eileen K. Macfarlane, principal, Ronald McNair Elementary School; Mr. Bertram B. Generlette, principal, Piney Branch Elementary School; Mr. Sean W. Bulson, principal, Bethesda-Chevy Chase High School, with selected team members; and Mr. Eric L. Minus, principal, Francis Scott Key Middle School, with selected team members.

Two years ago we unambiguously “put race on the table” in order to advance the progress already underway as a result of systemic reform efforts initiated in 1999. This decision marked an important junction in our journey to create an equitable school system. Over the past two years our work has explicitly embraced the challenge of addressing race and its implication for teaching and learning. The fifth edition of the strategic plan, *Our Call to Action: Pursuit of Excellence*, reaffirms the commitment of the Montgomery County Public Schools (MCPS) and the Montgomery County Board of Education to closing the achievement gap by race and ethnicity and among students impacted by poverty, limited English proficiency, and disabilities. MCPS strives to provide every child with academic success through access to a challenging curriculum, supportive learning environments, and well-trained staff who are able to meet their diverse needs. In particular, the strategic plan’s targets and disaggregation of student results make it clear that MCPS is determined to become a school system where student achievement is no longer predictable by race.

The MCPS race initiative is predicated upon the belief that there are both individual and institutional barriers to academic achievement for African American and Latino students, and it is only through the dismantling of these barriers that we can achieve equity for all students. Cultural change requires that the often implicit assumptions, beliefs, and expectations among staff be made explicit, examined, and changed in order to improve organizational performance. For this change to be sustainable, we must build a culture based on frank discussions, professional development, and strategic actions. To that end, the initiative seeks to affect the culture of the system by supporting the transformation of the behaviors and attitudes of individuals and identifying and removing institutional barriers.

To affect both the individual and the institutional barriers, MCPS has developed a two-pronged approach. First, staff members are provided with professional development experiences that give them the requisite awareness, knowledge, and skills to engage in the ongoing process of self-reflection and transformation. The second-prong of the initiative involves identifying system structures, policies, or processes that serve as obstacles to the

academic progress of some students and then working to remove these institutional barriers.

At the same time, we are implementing structures and processes that are designed to increase access to rigorous curriculum and to help students succeed with challenging coursework. Our work has yielded results, but there is still much more work to do to eliminate racial disparity in student achievement. In order to facilitate change at the school level and in every classroom, we have focused efforts on building awareness and capacity in MCPS leaders at the school, office, and system level.

As we continue our efforts to build a system where student achievement is no longer predictable by race, there are several critical issues that we are addressing:

- Building the capacity of school and office leaders to plan and implement strategic equity initiatives at their work sites to increase awareness and competency among teachers, supporting services staff, and office personnel.
- Addressing the capacity of the Diversity Training and Development Team to meet the equity training needs of school administrators, teachers, and support staff.
- Continuing to integrate equity content in all professional development, client coaching, and school improvement planning.
- Providing adequate ongoing training of school administrators to lead for equity.
- Ensuring that all MCPS offices develop, implement, and monitor a plan to specifically address racial disparities.

Re: **DISCUSSION**

Ms. Cox asked about the students who had been in the school system continuously since kindergarten. Where is the system in Grade 3 of students who had the full benefit since they have received the building blocks of learning? Dr. Weast replied that the system is tracking the data, and it remains steady throughout the upper grades.

The Board has talked about the effort made in the school system starting with kindergarten and pre-kindergarten. None of the students are reflected in the numbers in the chart. These numbers reflect students who demand more rigor and challenge the system. Has any thought been given as to why MCPS achieved these kinds of numbers without students involved in the initiative? Dr. Weast replied that the students in the initiative are now in the 6<sup>th</sup> grade, and the data reflects students who were not in those classes. However, these students were exposed to highly qualified teachers and removing institutional barriers.

Mr. Abrams inquired about using alternative means with these students, and whether the expectation for the students in the initiative that the achievement will increase expediently. Dr. Weast thought the increment will begin shortly with a 22 percent increase for African American students and an 18 percent increase for Latino students,

Mr. Abrams observed that the results will be eclipsed because of different paradigm used to educate children. What has been put in place has an incidental benefit, but it did not reflect on the early childhood reform. In the past, when a student was identified, they are on a particular course. Sometimes, a student is found through a PSAT which is a nugget and antidote, but it is not systemic. He was curious about this corresponding with the introduction of the differentiated classroom. What is in place to constantly reassess whether a student at different points becomes ready for a more challenging curriculum. Dr. Lacey replied that the PSAT is given to 10<sup>th</sup> grade students, and there were students qualified to be in honors and AP classes. The system now gives the PSAT in the 9<sup>th</sup> grade in order to find qualified students earlier in their school careers. This resulted in lists of students of color who qualified for higher level of instruction. Through the M-Stat process have discovered that the students are getting in the classes, and they are doing well. Finally, the school personnel needs to have discussion with the students to find their interests and enroll them in those classes.

Mr. Barclay inquired about the African American students who scored three or better on an AP test, and he wanted to know the pathway those students took to be where they are. Dr. Weast replied that staff created a new pathway. In starting with pre-school, the trajectory for high school students was based on the AP as a benchmark. Outside organizations were employed to ascertain the alignment, and what a child should know at 9 through 12 grades. When the institutional barriers were reduced, the system needed to find students who could do the work and succeed. One predictor became the PSAT, and then teachers needed to deliver instruction. MCPS has International Baccalaureate (IB) at all levels, fine arts at all levels, and language at all levels. During a reform, the system cannot lower the bar, but raise the bar and push to close the gap.

Mr. Abrams asked if these courses were self-selected by the student. Dr. Weast replied that the pathways for students at each level, and there is parent training to inform them about the courses available for their child.

Ms. Cox inquired about the process to monitor the fidelity of implementation. What MCPS teaches is being taught the way it was meant to be taught. Is there a systemic process to monitor to implementation and effectiveness of the train/trainer model? Staff answered there is feedback from staff about the quality of staff development around equity. A school commits to a year-long diversity training with a focus on a leadership team. Mr. Virga stated that there is a structured check to make sure implementation is taking place in the schools.

Mr. Barclay observed that if every child receives quality teaching from a skilled teacher, the student will do well in school. The commitment of the Board is just that statement.

Ms. Cox suggested that teacher reflective sheet and student questionnaire be utilized consistently to improve quality teaching.

Dr. Docca noted the capacity of Diversity, Training, and Development Team. The real proof of effectiveness is how many students move up each semester. She also referred to equitable practices, and how students self segregate in honors and AP classes. The teacher needs to structure interactions between students, and that is an area that needs resolution. Staff commented that it is important to have peer support for academic success.

Mr. Barclay noted that as long as students are seen as competing against each other, how will peer encouragement happen. There is no incentive for collective success of a class. Where is the investment for the classmate to succeed? Staff thought the concept was peer coaching and encouragement for the student.

Mrs. Navarro hoped that this presentation was the beginning of the dialogue, and this topic could be scheduled on a quarterly basis in order to delve deep into the different components. There is a lot to learn and share. She asked for a copy of the PowerPoint presentation. The chart that staff was presenting was the umbrella concept of what the system is committed to continue, and the other components feed into how to achieve the concept. The organizational culture is critical, and system needs to know how to recognize it.

Mr. Moskowitz wanted to share his personal feelings on how important life in the school, but outside the classroom, is important to achievement. It is not just how they are treated by their teachers, but also administrators, security, and support staff. The whole culture of the school creates as a whole, and not just one department or class. That is reflected in suspension rates, eligibility for extracurricular activities, and those issues need to be addressed as well. He asked about diversity training where staff is committed for a year. What about schools that need diversity training, but do not demonstrate the willingness to spend a year on training? What is done to motivate the staff? Staff answered that they work through leaders and developing the awareness of the principals. Plus, staff development teachers are required to take diversity training. It needs to be a whole system commitment with the belief and tools for support.

Mr. Barclay commented on the commitment of the principals for the success of his children in elementary school. It has made a difference, and there is a sense of family with these are our children. When children are happy in the environment, they grow with the opportunity to succeed. He has heard staff talking about additional time for math, but he wanted to speak about reading and writing. This is an ongoing dialogue since he was interested in suspension issues and eligibility for extracurricular activities. A lot of these

issues happen in middle school which deserves a concrete discussion with the focus on secondary schools. Another thing mentioned in the packet was the enrollment in county magnet programs and the under enrollment of children in color. He would like the system to look at that regarding capacity or enrollment screening. Finally, he mentioned global screening, and there was a decision to resegment students and that is a place where it starts since it is a pathway. Mr. Barclay was concerned that the system has a courageous conversation about global screening and the impact on children.

Mrs. O'Neill commented about the issue of technology on students data. She asked if staff had the tools to collect the data and analyze that data. Staff thought the system was well on the way to creating a seamless data collection that is user friendly.

Mrs. O'Neill commented on the issue of global screening and is a conversation for another day. In 1999, the Board had a report from the Honors and Advanced Placement Work Group, and the report stated that barriers were astonishing at the high school level. There had to be tools put into place, such as the PSAT. To go down to an individual student, the system needs tools in place.

Mr. Abrams was intrigued by the identification of students to enroll in courses. Staff is looking for something to indicate a chance of success for a child. However, he was curious if there were a finite number of seats, how do you make the choice. With ample capacity, the qualitative means of reaching out makes sense. Ultimately, there becomes an issue of selection and choice. When his daughter took AP physics, the class had 45 students with less than 40 seats. They did not care because the students were performing well. Hopefully, capacity will not be an issue if enough students are motivated to take high level courses. A common theme from the panels that presented is committed schools, committed teachers, and committed administration.

Ms. Brandman thought it was critical to unlock the secrets for parents. It is really clearly that there are certain pathways and markers on which to base success, such as Math A in the 6<sup>th</sup> grade or Algebra in 8<sup>th</sup> grade. Parents need to know that these are milestones, and system needs to talk about this with the communities, especially those communities may not have the fluency with the system. She was also interested in the guided struggle and engaging student. Also, the Board should talk about the short-term strategies of academic intervention plans. It is clear that with high expectations and support are making a difference in student achievement.

Ms. Cox thought the next step is the parent component, and there is a whole spectrum of understanding, as well as cultural issues. The school system needs to make sure that staff development does not rely on organizations outside the system to understand what issues are with parents and strategies for students. Another topic is what are restrictions in terms of the contracts and flexibility to reach parents because parents may not be available during the duty day. Furthermore, this is national issue.

Mrs. Navarro noted this was an interesting topic. At Harvard University, there was a standing ovation when MCPS finished a case study putting race on the table. Other systems want MCPS to operationalize a plan to close the gap

Dr. Docca noted that the presentation had not touched on the following topics—identification of special education students; capacity of the diversity staff to train people in 200 schools; solutions for suspensions, eligibility, and attendance; capacity for parent outreach; more time for Board discussion on important topics; concerns about work groups and who are on the work groups; opposed to taking plans already to the public and the Board gets “rubber stamp” criticism; and find ways to do things differently. Dr. Docca pointed out that this discussion has been going on for years, and the system is at the same place it was when the *Black Action Steps* were presented to that Board.

RESOLUTION NO. 514-07            Re:    **CLOSED SESSION RESOLUTION**

On recommendation of the superintendent and on motion of Mrs. O’Neill seconded by Mr. Moskowitz, the following resolution was adopted unanimously:

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

Resolved, That the Board of Education of Montgomery County conduct closed sessions on Tuesday, November 13, 2007, in Room 120 of the Carver Educational Services Center to meet from 9:00 to 10:00 a.m. and 12:30 to 2:00 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*; consult with counsel to obtain legal advice, as permitted by Section 10-508(a)(7) of the *State Government Article*; review and adjudicate appeals in its quasi-judicial capacity; and discuss matters of an administrative function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*); and be it further

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

RESOLUTION NO. 515-07            Re:    **REPORT OF CLOSED SESSION**

On recommendation of the superintendent and on motion of Mrs. O’Neill seconded by Mr. Moskowitz, the following resolution was adopted unanimously:

On October 9, 2007, 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 October 9, 2007, from 9:05 to 9:55 a.m., 12:40 to 2:45, and 5:00 to 5:50 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

1. Considered the following appeals in its quasi-judicial capacity outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*): 2007-35 and 2007-54.
2. Discussed the Human Resources Monthly Report and Appointment with a subsequent vote in open session, as permitted under Section 10-508(a)(1) of the *State Government Article*.
3. Received legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*.
4. Discussed matters of an administrative function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*).

In attendance at the closed sessions were Steve Abrams, Christopher Barclay, Larry Bowers, Shirley Brandman, Patrick Clancy, Sherwin Collette, Sharon Cox, Judy Docca, Brian Edwards, Roland Ikheloa, Suzann King, Frieda Lacey, Joe Lavorgna, Susan Marks, Ben Moskowitz, Nancy Navarro, Pat O'Neill, Glenda Rose, and Jerry Weast.

RESOLUTION NO. 516-07      Re:    **2007 GROWTH POLICY REVIEW—ADDITIONAL ITEMS**

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

WHEREAS, On October 9, 2007, the Board of Education unanimously adopted a resolution in support of the Montgomery County Planning Board's recommendation for the 2007 County Growth Policy school test and recommendations for school impact taxes and school facilities payments; and

WHEREAS, The County Council Planning, Housing, and Economic Development Committee requested comment on four variations to the school test; and

WHEREAS, County Council staff recommended increases in the 'schools' increment of the county recordation tax; now therefore be it

Resolved, That the Board of Education continues to support the Montgomery County Planning Board school test methodology and does not favor a four-year school test, staging ceilings, or school tests at the individual school level: and be it further

Resolved, That the Board of Education is not opposed to a de minimus provision in the school test wherein three or fewer units would be exempt from the results of the school test; and be it further

Resolved, That the Board of Education supports the County Council staff recommendation for an increase in the 'schools' increment of the county recordation tax to a rate of \$4.10/\$1,000; and be it further

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

Resolved, That a copy of this resolution be forwarded to mayors and councils of Montgomery County municipalities.

**Re: FISCAL ANALYST POSITION**

On October 8, 2007, the Audit Committee met, to among other things, make recommendations for a job description for the Board's fiscal analyst position. As you know, that position was added to the FY 2008 Operating Budget. Before filling the position, pursuant to Board Policy BNB, *Board Staff Management and Operations*, the Board has to establish a job description for the position, with the assistance of the superintendent. Board member Sharon Cox also was present at the Audit Committee meeting.

The committee had a lengthy and productive discussion on the expectations for this position among us along with the Board's Chief of Staff Mr. Roland Ikheloa and the school system's Chief Operating Officer Mr. Larry Bowers, as the superintendent's designee. There was common agreement as to a need for the Board Office to fill the gap in the performance of functions pertaining to supporting the Board in its fiscal oversight role. There also was an acknowledgment that the position has already been approved as a full-time position in the budget. What is at issue is a clear definition of the roles and responsibilities of this position as outlined in a job description. There was interest in having Board staff who would support Board members individually and collectively in shaping unique viewpoints and perspectives in order to arrive at decisions regarding the budget. Also, one concern that was raised was ensuring that there are enough tasks for the staff person to justify a 12-month position. In terms of the job description, the following items were discussed as being appropriate for the staff person to perform:

- Budget analysis – Board staff would facilitate communication and a common understanding of the budget between the Board and the superintendent. Working with the administration, the staff member also would help in working on the communication of the budget message to the community at large.
- Discrete analyses of specific sections of the budget, including providing comparative data similar to what the Washington Area Boards of Education provides annually.
- Attending all budget worksessions and committee meetings of the County Council and reporting back to the Board on a timely basis. In doing this, there will be an



increased understanding of the work of both the County Council and the Board of Education.

- Supporting the work of the Audit Committee and to some extent, the Strategic Planning Committee. In this respect, the Audit Committee is going to be working closely with the administration on getting periodic updates on the budget preparation process beginning with our next meeting when we will have an update on maintenance of effort issues.
- Supporting the work of the Staff Assistant for Legislative and Intergovernmental Relations in providing appropriate fiscal analysis and data.
- Other responsibilities as assigned in order to support the work of the Board. For instance, could this individual take on some ombudsman responsibilities and free other staff assistants and the chief of staff to perform other duties?

The committee made no recommendations regarding a job description, preferring to bring the discussion to the full Board.

**RESOLUTION NO. 517-07            Re:    FISCAL ANALYST POSITION**

On motion of the Mrs. O'Neill and seconded by Dr. Docca, the following resolution was adopted with Mr. Barclay, Ms. Brandman, Ms. Cox, Dr. Docca, Mr. Moskowitz, Mrs. Navarro, and Mrs. O'Neill voting in the affirmative; Mr. Abrams voting in the negative:

Resolved, That the Board of Education direct the Chief of Staff to develop a job description for the fiscal analyst position and advertised quickly.

**Re:    NEW BUSINESS**

There was no new business.

**RESOLUTION NO. 518-07            Re:    ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of October 22, 2007, at 10:00 p.m.

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PRESIDENT

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SECRETARY

JDW:gr

**MONTGOMERY COUNTY BOARD OF EDUCATION  
SUMMARY SHEET**

**October 22, 2007**

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