

APPROVED
25-2003

Rockville, Maryland
July 8, 2003

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on July 8, 2003, at 10:15 a.m.

ROLL CALL Present: Mrs. Patricia B. O'Neill, President
 in the Chair
 Mr. Kermit V. Burnett
 Ms. Sharon Cox
 Mr. Reginald M. Felton
 Dr. Charles Haughey
 Mr. Walter Lange
 Mr. Gabe Romero
 Mr. Sagar Sanghvi, Student Board Member
 Dr. Jerry Weast, Secretary/Treasurer

Absent: None

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

RESOLUTION NO. 342-03 Re: **CLOSED SESSION**

On recommendation of the Superintendent and on motion of Ms. Cox seconded by Mr. Felton, 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 sessions; now therefore be it

Resolved, That the Board of Education of Montgomery County conduct closed sessions on July 8, 2003, in Room 120 from 8:30 to 10:00 a.m. and 12:30 to 2:00 p.m. to discuss the Human Resources Monthly Report and appointments, as permitted under Section 10-508(a)(1) of the *State Government Article*; and be it further

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

Resolved, That the Board of Education of Montgomery County conduct a portion of its closed sessions to discuss collective bargaining negotiations, as permitted under Section 10-508(a)(9) of the *State Government Article* and Section 4-107(d)(2)(ii) of the *Education Article*; and be it further

Resolved, That the Board of Education of Montgomery County dedicate part of the closed

session on July 8, 2003, to acquit its executive functions and to adjudicate and review appeals, which is a quasi-judicial function outside the purview of the Open Meetings Act under Section 10-503(a) of the *State Government Article*; and be it further

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

RESOLUTION NO. 343-03 Re: **APPROVAL OF THE AGENDA**

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

Resolved, That the Board of Education approve its agenda for July 8, 2003.

Re: **BOARD/SUPERINTENDENT COMMENTS**

Dr. Weast reported that the school system was pleased with the results of the fourth and sixth grade CTBS scores. It is further evidence that the achievement gap is narrowing by race and ethnicity. This is remarkable since speakers of other languages also must take the test.

Dr. Weast commented that the four-week "Summer Adventures in Learning" program providing extended learning opportunities to students in 18 Title I elementary schools began yesterday. This is the second summer of operation for the free program and enrollment is up this year to more than 5,000 students. An evaluation of last year's program by the Office of Shared Accountability found that students who attended most or all of the four-week program achieved, on average, higher levels of skill development in reading and mathematics in the first months of Grades 1, 2, and 3 than their classmates who did not attend the program.

Dr. Weast remarked that the training for the new educational facilities officers took place last week. The EFOs will begin their work in 12 high schools, as well as one middle school and its feeder elementary schools for each of the participating high schools. The school system looks forward to the assistance of these officers in helping to maintain safe and cooperative school communities.

Mr. Lange noted that he participated in the Montgomery County teacher/counselor introduction to career and technology education at Davis Construction. Several days were dedicated to career opportunities in construction.

Mr. Romero also attended the event at Davis Construction and added that the construction industry is a strong partner with education.

Re: PUBLIC COMMENTS

The following people testified before the Board of Education:

| | <u>Person</u> | <u>Topic</u> |
|----|------------------|------------------|
| 1. | Beryl Blickstein | Vandalism |
| 2. | Mark Drury | Career Education |
| 3. | Sara Marten | Career Education |

Re: THE REPORT OF THE HIGH SCHOOL TASK FORCE

Dr. Weast invited the following people to the table: Dr. Frank Stetson, community superintendent, Office of School Performance; Mr. Dale Fulton, associate superintendent, Office of Curriculum and Instructional Programs; Mrs. Carol Blum, director, High School Instruction; Mr. Gene Kijowski, CEO, Century Pools; Dr. Evette Edghill-Smith, cochair, Health Committee, National Association for the Advancement of Colored People, Montgomery County; Ms. Yvonne Dunham, staff development teacher, John F. Kennedy High School; and Dr. Rebecca Newman, president, Montgomery County Association of Administrative and Supervisory Personnel.

The task force was established by the Board of Education on February 12, 2002, in response to a discussion on providing academic rigor to all students and challenging each of them to fulfill their academic potential. Although many MCPS high school students have experienced extraordinary success, some groups of students have not attained the level of achievement that prepares them to manage the rigorous demands of the workplace in a technological, information-based economy. Acknowledging the rising expectations for high schools and their role in preparing all students for the future, MCPS high school principals initiated a study of high-achieving high schools by examining the current state of high schools, reviewing research, and building on their experiences to develop a vision of high schools that prepares all students for college and careers. The work of the High School Task Force continued and built upon this initial effort to explore and disseminate school practices and programs that support achievement for all students.

The High School Task Force was charged with the following responsibilities:

- Examine the structure, goals, and issues of comprehensive high schools.
- Examine the current state of high schools.
- Develop a vision of high schools that prepares all students for college and careers.
- Search and review research literature and benchmark with other schools to determine components of successful schools.
- Explore, evaluate, and disseminate information on structures and programs.
- Create and update a Web site for the exchange and dissemination of information.
- Recommend strategies to continue the research and to implement findings.

Since February 26, 2002, the task force met monthly to review and discuss research, explore programs and practices of benchmarked schools, and develop guiding principles for effective, high-achieving high schools. A steering committee, representative of the makeup of the task force, guided the direction and monitored the progress of the group.

The initial monthly meetings of the task force provided all members with an opportunity to discuss the varied perspectives on the significant issues facing high schools today. Once the primary issues were established, the group embarked upon the extensive research and benchmarking phase of the study. Members studied the many reports on high school reform done by other state and local groups across the country. Many authors—including governors, legislators, policymakers, scholars from higher education, associations, editorial writers, and a host of independent organizations—have weighed in on the problems and opportunities of America’s high schools. In addition to external sources of information, the group looked at MCPS high schools and identified programs and practices designed to support success for all groups of students, as measured by the System of Shared Accountability. These strategies were explored and are listed, along with strategies used by schools across the country, in the task force report. The group also heard presentations and engaged in dialogue with experts on the current state of high schools, including Mr. Michael Cohen, president, Achieve, Inc., and Mr. John Nori, director, School Leadership Services, National Association of Secondary School Principals.

To focus the work of this large task force, the group divided into six subgroups. Each subgroup was charged with developing a vision of the MCPS high school of the future, with a focus on one of six critical issues:

- Instruction/Assessment
- Leadership
- Accountability
- Program and Curriculum
- Climate and Support/Intervention
- Structure and Organization

Each of the subcommittees developed a report, including strategies and programs, the research base, and suggestions for local school implementation. The subcommittee reports have been integrated into the full task force report. Also, a Web site has been developed to disseminate the findings and recommendations of the task force (<http://www.mcps.k12.md/curriculum/hsi/taskforce/html>).

The findings of the High School Task Force are grouped around a list of characteristics or elements that are essential to all high-achieving high schools. Derived from extensive research and discussion, these characteristics have been termed the MCPS Standards for Success for High-Achieving High Schools. The findings of the task force address the measures and objectives of the four goals of the MCPS Strategic Plan, *Our Call to Action: Pursuit of Excellence*, with particular emphasis on Goal 1—Ensure Success for Every

Student, and Goal 3—Strengthen Productive Partnerships for Education. The Standards for Success are listed below.

The high-achieving high school:

1. Defines and articulates a shared vision, mission, and values.
2. Focuses on student achievement and has high expectations for all students.
3. Has a principal who effectively guides and supports the mission of student success.
4. Has highly skilled staff dedicated to individual professional development and the creation of a professional learning community.
5. Has stakeholders who accept responsibility for student results.
6. Fosters the involvement and collaboration of all members of the school community.
7. Values equity and diversity.
8. Has a rigorous and relevant curriculum, and effective, engaging, and varied instruction, informed by ongoing assessment.
9. Employs various structures for learning.
10. Includes small, student-centered learning communities designed to facilitate students' active, positive engagement with staff.
11. Promotes a positive, safe school climate for all stakeholders.
12. Encourages the healthy social, emotional, and intellectual growth of adolescents.
13. Utilizes technology to support instruction and inform decision making.
14. Makes connections with post-high-school learning and career opportunities.

Task force members strongly agree that high schools must implement all Standards for Success to effectively meet the needs of students. However, the group was equally committed to the concept that there are many pathways to achieving these standards. Each high school must be afforded the flexibility to implement the standards in a way that meets the needs of all stakeholders. Therefore, the task force reviewed many successful local, regional, and national programs and practices to develop strategies for each Standard for Success—a list of options from which high schools can choose as they work toward implementing the standards. These suggested practices support the six components of the MCPS Framework for Improving Teaching and Learning in that the practices also emphasize high expectations for all students, rigorous instruction, use of evidence of student learning to inform instruction, and continuous improvement through professional learning communities.

Remaining ever conscious of the diverse needs of county students, the task force made sure that the strategies addressed areas of interest specific to MCPS, including student online learning, flexible school time, senior projects, career pathways, dual enrollment, extended day and year, smaller learning communities, Grade 9 academies, and evening high school. Although these issues have been the topic of discussion for many years, the

High School Task Force Report pulls all these concepts together and puts them in the context of the Standards for Success for High-Achieving High Schools.

In many ways, the Standards for Success for High-Achieving High Schools serve as a “how-to” for high schools. To this end, the task force makes the following recommendations to the system and to all high schools.

The system will do the following:

1. Develop a plan for implementing the Standards for Success in relation to the School Improvement Planning Process.
2. Ensure alignment of the Standards for Success with all system initiatives.
3. Develop and communicate expectations regarding the Standards for Success to the school community.
4. Develop a multilevel monitoring and accountability process aligned with the System of Shared Accountability to ensure consistent implementation within and across high schools.
5. Allow schools the freedom to implement strategies they select to make meaningful changes to support the Standards for Success and provide the resources necessary.
6. Continue to develop and improve online learning courses.
7. Review and redesign evening high school.
8. Provide students with additional career technology education opportunities.
9. Ensure that staff development is aligned with, promotes the understanding of, and supports the implementation of the Standards for Success.
10. Develop a means of recognizing significant accomplishments as high schools work toward attaining the vision of the high-achieving high school.
11. Provide opportunities for dialogue and collaboration among schools for sharing implementation strategies and school practices.

All high schools will do the following:

1. Adopt the Standards for Success to guide the improvement plans.
2. Communicate the Standards for Success (and related assessment and improvement activities) to all stakeholders and identify each group’s responsibilities in achieving the vision.
3. Use the Standards for Success to assess their current state with respect to each standard—practices, policies, and data—and prioritize the standards for short-term and long-term implementation.
4. Examine the options regarding implementation strategies and select those strategies that best meet the needs of the student population.
5. Incorporate this plan into the School Improvement Planning process, including strategies, timeframe, person(s) responsible, and outcomes.
6. Monitor the effectiveness of implementation and adjust strategies as necessary

to continuously improve the school's performance on the Standards for Success.

Many MCPS schools already have embarked upon innovative programs and strategies that address the needs of students who require additional preparation and support to be successful in rigorous and challenging courses. These initial efforts have been included in the MCPS Strategic Plan and now will be more widely disseminated to all schools for all students. Whenever the school system has opened more doors to rigorous, engaging programs and courses, more students have achieved greater success.

Many experts and practitioners agree on the need for the transformation of high schools, but few have been able to implement strategies and programs that positively affect large numbers of students over sustained periods of time. The task force members are committed to providing recommendations that respond to the diverse needs of MCPS students and schools and that can be adapted by schools according to the special and varying needs of their populations.

The High School Task Force will disseminate the findings and recommendations by posting them on the High School Task Force Web site and sharing the report with stakeholder groups, such as Parent Teacher Associations, Councils on Teaching and Learning, and school and community groups. The Web site will be kept current with new research citations, reports on successful practices, and shared implementation strategies and results. Schools will work with the Office of Curriculum and Instructional Programs, the Office of Staff Development, the Office of School Performance, the Office of Student and Community Services, and the Office of Global Access Technology to develop an action plan to implement the Standards for Success for High-Achieving High Schools.

Re: **DISCUSSION**

Ms. Cox asked if the subcommittees were responsible for benchmarking and research. The steering committee did not have a current MCPS parent. Ms. Blum said there was one parent on the steering committee.

Mrs. O'Neill thanked the task force for its comprehensive and thorough report. She wanted 14 points pulled out of the report for principals to include in the school management. How will the report be connected with the financial impact, such as safe schools and counseling? The Board has been consistent in stating that counselors should not just schedule classes, but should meet student needs. This report is reflective of the continuum that starts in the student's early years. Many of the task force's recommendations are contingent on money and time.

Mr. Sanghvi noted that there was a standard on career-based opportunities after high school, and he wanted more emphasis on this point. Also, he thought flexibility and timing for scheduling courses was supported by the students. His only concern was that the work done by the Board and administration does not get to the student level. He would like to

see the recommendations implemented and students functioning in that new environment daily.

Dr. Haughey pointed out that the recommendations were not prioritized. He asked about differentiation among high schools, which is a strength (MCPS has everything, but it is not everywhere). Also, he wanted a personal commitment by principals to lifelong learning.

Mr. Romero stated that he created a matrix to determine if each of the standards addressed the needs of all students, and it confirmed that the standards will serve every student. He was pleased with teacher and community involvement. He noted the statement about emotional intelligence and asked what that meant. Ms. Blum replied that psychologists and counselors added to the discussion about students being known by school staff and comfort in the learning environment, especially with students being connected to the same teacher for four years. Ms. Newman thought that emotional intelligence means having a connection among students, adults and other students. In other words, the student is comfortable in taking educational risks to make learning possible.

Mr. Romero asked about the recommendations and how a school prevents them from becoming just check marks, instead of a path to success with specific strategies. Mr. Stetson replied that the school improvement process through Baldrige will be directed by the questions staff ask themselves. Using the process, staff will study the themes in depth, compare the school to others, and develop plans to meet the goals.

Mr. Romero pointed out the recommendation that directs dialogue and cooperation among schools for sharing implementation strategies. The recommendations are generic with flexibility linked to the demographics and diversity of the school. Ms. Newman thought that the structure of the community superintendents and the quad clusters allow schools to collaborate since they have the similar needs and issues. There must be time for educators to discuss different views, ideas, values, and strategies.

Ms. Cox asked if there was an easy fit between the recommendations and the school improvement process as driven by Baldrige, or if there are barriers. Mr. Stetson replied that the implementation process of Baldrige lines up very well with the recommendations.

Ms. Cox asked about the timeline for implementation. Mr. Kijowski responded that there are a lot of dedicated people, but students are not aware of such things as professional growth standards for teachers. If the school system is to raise the bar, the high school standards should be in the hands of every parent and student.

Referring to the professional growth system, Mrs. O'Neill asked how students communicate feedback to teachers. Mr. Fulton replied that there is a need to develop a plan from the task force's recommendation.

Mr. Felton pointed out that this was another MCPS document that could support school districts across the nation at a reasonable cost. He noted that the school system talks about changing the culture, but organization and structure drive the culture. Even the 14 standards could create barriers for schools that would like to explore innovative educational opportunities. How can a principal reach out with a novel approach when a policy may stand in the way? Unfortunately, the recommendations are more requirements for plans to add to other commitments. Therefore, the school system has a lot of good plans, but nothing has changed in the classroom. Dr. Newman agreed that there are a lot of initiatives within the school system, and it is hard to understand how everything fits together. Through training and professional growth, principals are free to develop plans for their school depending on their confidence to lead and train staff with the support of administration.

Mr. Felton thought that change must deal with the reality of resources, personnel changes, and staff turnover. Dr. Newman thought administrators must take the time to create a vision with goals for the school.

Mr. Felton asked if a culture change must take place, or if principals and teachers are comfortable but other barriers get in the way of a vision. Dr. Newman agreed that a culture change must take place. Mr. Kijowski commented that system change involves everyone, and many things are coming together to align all initiatives and "cross feeding" between plans and programs. When this alignment takes place, the efficiency of the system increases so that the burden on principals will lessen. Also, the school system has not tapped into the external community in a focused manner.

Mr. Felton asked what the principal does after a plan has been developed. Mr. Kijowski replied that this is about principal leadership and the empowerment of teachers to create a vision for the school in the future with the help of parents. Mr. Stetson stated that this is a process through the school improvements teams. Mr. Felton thought the school system was making the assumption that principals are equipped to make necessary adjustments. What is the expectation of the Board of what a principal does with the recommendations?

Ms. Cox thought it was a matter of time and a need to go beyond the system. The implementation strategies for the ninth standard would require changes in state law. If a principal wanted to allow students to graduate in three years or extend the school day, what has the system done to facilitate this kind of freedom? Anything like this would require a great deal of work by many people, different agencies, and business resources. Where are the priorities? She was concerned that the report might set up expectations for change that the system cannot support. Ms. Blum replied that there was a discussion on district-wide barriers. One of the conclusions was that principals should have more freedom in the use of resources assigned to the school. Also, there are many barriers to online learning and credit by exam. Dr. Newman added that the Board's policies are flexible, and many innovative programs are in place, such as evening seminars for

students, after-school courses for credit, summer institutes to accelerate student learning, and exceptions for graduation.

Ms. Cox asked if all principals understand the parameters for flexibility. Dr. Newman said the principals are aware of the alternatives. However, they may not feel comfortable in implementing some programs.

Mr. Felton reminded the staff that the Board had discussed alternate school schedules and technology. People were excited about a pilot, but the system is still considering it. How does the system help schools implement alternatives? Dr. Newman thought professional growth would produce a culture change. Much innovation has taken place that does not cost money. If programs are to be expanded, the Board will have to make a financial commitment.

Mr. Romero stated that within the realm of reality there are boundaries for change. Standard No. 3 is great but incredibly difficult to achieve. The principal is the keeper of the dream, and this dream raises expectations for the high school.

Mr. Lange stated that having best practices tied to back mapping is critical. He was concerned about the emphasis upon quality and rigor, even though he agreed with this emphasis. As important as quality and rigor are for careers and post-secondary education, he would encourage more emphasis on lifelong learning and citizenship. The attitude about community involvement and investment as a citizen comes from experiences in school. Students feel they have limited opportunities to share their thoughts about student governance. The standard that speaks to student leadership is critical, and Mr. Lange wanted more attention given to that concept. He thought leadership tied into student motivation. Also, he did not see reflected in the report the Maryland State Department of Education's Skills for Success, which is tied to emotional intelligence. Ms. Blum replied that it is embedded in all curriculum documents.

Mr. Lange thought extracurricular activities were important, and Mrs. O'Neill would like to see information on those students who are ineligible for extracurricular activities based on grades. Those activities enhance their learning experiences and ties to the school.

Mr. Lange thought it was important to build flexibility into the roll out of the recommendations and recognize the structural issues that need support from the Board and legislators.

Mr. Burnett looked at the report and commented that the school system has comprehensive high schools with magnets, International Baccalaureate programs, signature programs, career education, and pilots in online learning. He would like the system to move forward with programs for students gifted in other areas, such as drama, writing, or music.

Ms. Cox noted that the Board asked for a report two years ago, which exemplifies the problem that lies at the core of education reform. The system needs time, but the students do not have that luxury since they are moving through the system and graduating. The report has an emphasis on the implementation and practice of ideas that the school system knows best, such as staff development and academic rigor. However, parent and community involvement needs to be strengthened. The system should be benchmarked to determine its strengths and weaknesses. The rationale for Standard 2 identifies a strong culture of support for students so their families and staff can work to ensure high performance for everyone. However, the description of that standard states that all students are expected to meet or exceed local and state standards. Staff members believe that all children can achieve at high levels and expect and encourage every student to achieve his/her full potential. Is it an oversight that communities and families are omitted? Or, is it the fact that the system only has control over staff? Ms. Blum replied that they were thinking of staff for that standard.

Ms. Cox thought that the community should be integrated everywhere. One of the barriers in certain high schools is that the principals realize that the parents do not have the same expectations for success that the school system has. It is a mistake to assume everyone is on the same page. Nothing in the implementation strategies speaks to whole school strategies. Furthermore, the steering committee had only one parent, among many.

Mrs. O'Neill pointed out that changes were taking place in the high schools over the past two years.

Ms. Cox noted that a recent workshop on Baldrige stressed that benchmarking should be done outside of the industry. There is a reference to the characteristics of CEOs, which is related to school leadership. Is there the potential to look at benchmarking outside of education? Ms. Blum replied that industry literature was used in developing the recommendations, and she thought there could be benefits, but there are also great differences.

Mr. Fulton pointed out that this was an initial report to the Board, and the comments from the Board will help the task force move forward with new recommendations and implementation strategies.

Mr. Felton asked if the report and recommendations after implementation will affect the selection of new administrators. Dr. Newman thought the new professional growth system will create an environment for success.

RESOLUTION NO. 344-03

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

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

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

WHEREAS, Funds have been budgeted and/or identified to acquire new vehicles through the Montgomery County Government Bid No. 0507000028BD, Off-the-lot New and Used Vehicles for the Department of Transportation; and

WHEREAS, Funds have been budgeted and/or identified to purchase video equipment through the Commonwealth of Virginia Contract No. 020501-AGLT, Tandberg Video Conferencing Equipment; and

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

Resolved, That the Montgomery County Government Bid No. 0507000028BD, Off-the-lot New and Used Vehicles for the Department of Transportation, in the amount of \$27,064 be lease/purchased for a four-year term under the Master Lease/Purchase Agreement with Banc of America Leasing & Capital, LLC; and be it further

Resolved, That the Commonwealth of Virginia Contract No. 020501-AGLT, Tandberg Video Conferencing Equipment, be approved for purchases in the amount of \$15,600 and for lease/purchases in the amount of \$75,182, for a four-year term under the Master Lease/Purchase Agreement with Banc of America Leasing & Capital, LLC; and be it further

Resolved, That the Board president and superintendent be authorized to execute the necessary documents; and be it further

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

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| VA- 020501- AGLT | Tandberg Video Conferencing Equipment <u>Awardee</u> Applied Global Technologies | \$ 90,782 |
| MCG057 0000 28BD | Off-the-lot New and Used Vehicles for the Department of Transportation <u>Awardee</u> Criswell Chevrolet, Inc. | \$ 27,064 |

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|-------------------|---|---------------|
| MCG350 4035219 | Towing, Transport, and Recovery of Heavy Duty Truck and Construction Equipment | |
| | <u>Awardee</u> | |
| | Automotive Support Services, Inc. | \$ 25,700 |
| 4035.2 | HVAC/Refrigeration Equipment and Parts—Extension | |
| | <u>Awardees</u> | |
| | AAF-McQuay International/dba McQuay Services | \$ 50,000 |
| | Aireco Supply, Inc. | 54,017 |
| | Allied Air Compressor, Inc. | 3,000 |
| | Boland Trane | 50,000 |
| | Capitol Compressor, Inc. | 25,000 |
| | Capp, Inc. | 121,000 |
| | Chesapeake System | 68,000 |
| | Heritage Food Service Equipment | 9,500 |
| | HM Sweeny Company | 59,008 |
| | Industrial Controls Dist. | 1,000 |
| | Pameco Corporation | 107,044 |
| | R.E. Michel Company, Inc. | 2,500 |
| | Siemens Building Technologies | 5,000 |
| | Smart Supply Company, Inc. | 12,000 |
| | United Refrigeration, Inc. | <u>16,000</u> |
| | Total | \$ 583,069 |
| 4072.2 | Inspection and Repair of Fire Alarm/Sprinkler Systems—Extension | |
| | <u>Awardees</u> (See note) | |
| | Maryland Fire Equipment Corporation | |
| | J. Randall Corporation | |
| | SPC, Inc. | |
| | Tenn Security, Inc. | |
| | Total | \$ 950,000 |
| 4090.2 | Art and School Papers—Extension | |
| | <u>Awardees</u> | |
| | AFP Industries, Inc.* | \$ 103,759 |
| | Dick Blick East | 1,332 |
| | Integrity School Supplies* | 93,676 |
| | Pyramid School Products | 270,564 |
| | Sax Arts and Crafts | 3,005 |
| | Windtree Enterprises | <u>6,615</u> |

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| | Total | \$ 478,951 |
| 4106.1 | Fire Alarm Monitoring Systems—Extension | |
| | <u>Awardee</u> SPC, Inc. | \$ 39,372 |
| 7069.4 | Printing Supplies | |
| | <u>Awardees</u> AB Dick Company | \$ 39,106 |
| | Arcal Chemicals, Inc. | 2,336 |
| | Flint Ink | 6,471 |
| | GE Richards Graphic Supplies | 2,553 |
| | Keystone Printing Ink Company | 485 |
| | Printer's Service/PRISCO | <u>9,484</u> |
| | Total | \$ 60,435 |
| 7109.1 | Elementary Digit Counting Blocks | |
| | <u>Awardee</u> Digiblocks, Inc. | \$ 53,104 |
| 9005.2 | Shade and Upholstery—Extension | |
| | <u>Awardees</u> Crown Shade Company | \$ 125,062 |
| | Frankel Associates, Inc. | 30,095 |
| | Loktite, Inc. | 5,167 |
| | Mileham & King, Inc. | 3,748 |
| | Rocky Mount Cord Company, Inc. | <u>4,579</u> |
| | Total | \$ 168,651 |
| 9100.7 | Processed Meats and Refrigerated and Frozen Foods | |
| | <u>Awardees</u> Carroll County Foods, Inc. | \$ 348,928 |
| | Clovervale Foods, Inc, | 19,404 |
| | Dori Foods, Inc. | 285,244 |
| | Foodco LLC | 22,666 |
| | H. Schrier & Company, Inc. | 5,349 |
| | Karetas | 52,499 |
| | Mutual Wholesale Company | 26,632 |
| | Poppy Street Food Products* | 36,300 |

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| | Princess Ann Products | 37,100 |
| | Sysco Food Services of Baltimore/DC Region | 402,660 |
| | U.S. Foodservice-VA Beach | <u>158,869</u> |
| | Total | \$1,395,651 |
| 9112.2 | Beverages, Frozen Self-Serve Smoothies | |
| | <u>Awardee</u> | |
| | Ridgefield's | \$ 194,507 |
| 9132.1 | Groceries and Disposables—Direct Delivery | |
| | <u>Awardee</u> | |
| | Sysco Food Services of Baltimore/DC Region | \$ 49,028 |
| 9133.1 | Red Punch | |
| | <u>Awardee</u> | |
| | Coca-Cola Enterprises | \$ 121,500 |
| 9134.1 | Frozen Cookie Dough and Frozen Baked Muffins | |
| | <u>Awardee</u> | |
| | Otis Spunkmeyer, Inc. | \$ 587,060 |
| 9186.4 | Asbestos Abatement at Various Locations** | |
| | <u>Awardees</u> | |
| | Arc Construction Services, Inc. | \$ 3,900 |
| | LVI Environmental Services, Inc. | 27,044 |
| | Retro Environmental, Inc. | <u>34,000</u> |
| | Total | \$ 64,944 |
| 9200.1 | Diplomas—Extension | |
| | <u>Awardee</u> | |
| | Josten's, Inc. | \$ 34,000 |
| 9202.4 | Custom Science Kits | |
| | <u>Awardees</u> | |
| | Carolina Biological Supply Company | \$ 99,094 |
| | NASCO | 71,215 |
| | Sempco, Inc.* | <u>268,047</u> |

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| | Total | \$ 438,356 |
| 9359.1 | Gymnasium Wood Flooring System Replacement at Takoma Park Elementary School** | |
| | <u>Awardee</u> Weyer's Floor Service, Inc. | \$ 28,688 |
| TOTAL PROCUREMENT CONTRACTS EXCEEDING \$25,000 | | \$5,390,862 |

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

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

Note: Contract amounts will be based on individual requirements.

RESOLUTION NO. 345-03 Re: **REDUCTION OF RETENTION – DR. SALLY K.
RIDE ELEMENTARY SCHOOL**

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

WHEREAS, D D & B Construction, Inc., general contractor for the Dr. Sally K. Ride Elementary School gymnasium addition project, has completed 90 percent of all specified requirements as of June 30, 2003, and requested that the 10-percent retainage, which is based on completed work to date, be reduced to 5 percent; and

WHEREAS, The project bonding company, Developers Surety and Indemnity Company, has consented to this reduction; and

WHEREAS, The project architect, Delmar Architects, P.A., recommends approval of the reduction; now therefore be it

Resolved, That the 10-percent retainage withheld from periodic payments to D D & B Construction, Inc., general contractor for the Dr. Sally K. Ride Elementary School gymnasium addition project, be reduced to 5 percent, with the remaining 5 percent to become due and payable after completion of all remaining contract requirements and formal acceptance of the completed project.

RESOLUTION NO. 346-03 Re: **REDUCTION OF RETENTION – ASHBURTON
ELEMENTARY SCHOOL**

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

WHEREAS, D D & B Construction, Inc., general contractor for the Ashburton Elementary School gymnasium addition project, has completed 92 percent of all specified requirements as of June 30, 2003, and requested that the 10-percent retainage, which is based on completed work to date, be reduced to 5 percent; and

WHEREAS, The project bonding company, Developers Surety and Indemnity Company, has consented to this reduction; and

WHEREAS, The project architect, Delmar Architects, P.A., recommends approval of the reduction; now therefore be it

Resolved, That the 10-percent retainage withheld from periodic payments to D D & B Construction, Inc., general contractor for the Ashburton Elementary School gymnasium addition project, be reduced to 5 percent, with the remaining 5 percent to become due and payable after completion of all remaining contract requirements and formal acceptance of the completed project.

RESOLUTION NO. 347-03 Re: **ARCHITECTURAL APPOINTMENT – WALTER JOHNSON HIGH SCHOOL MODERNIZATION**

On recommendation of the Superintendent and on motion of Dr. Haughey seconded by Mr. Romero, 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 of the third phase of the Walter Johnson High School modernization project; and

WHEREAS, Funds for architectural planning were programmed as part of the FY 2004 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on July 14, 1998, selected Samaha Associates, P.C., the architect for the two previous phases of the school modernization, to provide the necessary professional architectural and engineering services; and

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

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Samaha Associates, P.C., to provide professional architectural and engineering services for the third phase of the Walter Johnson High School modernization, for a fee of \$466,800.

RESOLUTION NO. 348-03 Re: **ARCHITECTURAL APPOINTMENT – SOUTH LAKE ELEMENTARY SCHOOL**

On recommendation of the Superintendent and on motion of Dr. Haughey seconded by Mr. Romero, 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 South Lake Elementary School addition; and

WHEREAS, Funds for architectural planning were programmed as part of the FY 2004 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on July 14, 1998, selected Delmar Architects, P.A., the architect for the original school facility, to provide the necessary professional architectural and engineering services; and

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

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Delmar Architects, P.A., to provide professional architectural and engineering services for the South Lake Elementary School addition, for a fee of \$260,000.

RESOLUTION NO. 349-03 Re: **ARCHITECTURAL APPOINTMENT – FACILITY BATHROOM ASSESSMENT FEASIBILITY STUDY**

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

WHEREAS, It is necessary to appoint an architectural firm to conduct a feasibility study on the condition of bathrooms at facilities that have been impacted by deferrals in the modernization program; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on July 14, 1998, selected Zavos Architecture & Design, to provide the necessary professional architectural and engineering services; and

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

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Zavos Architecture & Design to provide professional architectural and engineering services for the facility bathroom assessment feasibility study, for a fee of \$75,000.

RESOLUTION NO. 350-03

Re: **ARCHITECTURAL FEE INCREASE – RICHARD MONTGOMERY HIGH SCHOOL**

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

WHEREAS, SHW Group, Inc., was granted a contract on June 26, 2000, to provide professional and technical services during the design and construction phases of the Richard Montgomery High School modernization project; and

WHEREAS, The scope of the architectural work has been increased to include an additional 14 classrooms to be designed as an add alternate; and

WHEREAS, Staff has negotiated an equitable fee increase with the architect for the additional architectural/engineering services required for this work; now therefore be it

Resolved, That the architectural services contract with SHW Group, Inc., be increased by \$135,100 for additional professional architectural/engineering services for the Richard Montgomery High School modernization project.

RESOLUTION NO. 351-03

Re: **FY 2004 SPECIAL APPROPRIATION FOR THE 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS**

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

Resolved, That the superintendent of schools be authorized to receive and expend, subject to County Council approval, an FY 2004 supplemental appropriation of \$600,000 from the Maryland State Department of Education for the Extended Learning Opportunities 21st Century Community Learning Centers program in the following categories:

| <u>Category</u> | <u>Positions</u> | <u>Amount</u> |
|--|------------------|------------------|
| 1 Administration | | \$ 13,020 |
| 3 Instructional Salaries | 1.0* | 120,546 |
| 4 Textbooks and Instructional Supplies | | 18,273 |
| 5 Other Instructional Costs | | 353,648 |
| 9 Student Transportation | | 72,000 |
| 12 Fixed Charges | | <u>22,513</u> |
| Total | <u>1.0*</u> | <u>\$600,000</u> |

Positions

- * 0.5 Program Specialist (B-D)
- * 0.5 Secretary (12)

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. 352-03 Re: **TUITION FOR NONRESIDENT STUDENTS FOR FY 2004**

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

WHEREAS, Board of Education Resolution No. 364-77 establishes the basis for nonresident tuition charges and provides that the per pupil cost shall be based on the current year's estimated cost, including debt service; and

WHEREAS, The basis for the calculation of cost per pupil for tuition purposes in FY 2004 is as follows:

| Description | Half-Day | | Elementary | Secondary | Special Education |
|-------------------------------------|--------------|---------------|----------------|----------------|-------------------|
| | Kindergarten | | | | |
| Projected FY 2004 Enrollment | 4,318 | 49,929 | 71,200 | 8,239 | |
| Cost | | | | | |
| | \$ 20,810,0 | \$ | | | |
| Regular Operating Costs | 20 | 481,252,196 | \$ 663,875,850 | \$ 165,428,804 | |
| Capital Budget Costs: | | | | | |
| Current Receipts | | 161,780 | 3,741,314 | 5,335,208 | 617,370 |
| County Debt | | 1,306,323 | 30,209,995 | 43,080,207 | 4,985,082 |
| Total Cost | | \$ 22,278,122 | \$ 515,203,505 | \$ 712,291,265 | \$ 171,031,257 |
| Tuition Cost Per Pupil | | | | | |

| | | | | |
|-------------------------------------|-----------------|------------------|------------------|------------------|
| Regular Operating Costs | \$ 4,819 | 9,639 | 9,324 | 20,079 |
| Capital Budget Costs: | | | | |
| Current Receipts | | 37 | 75 | 75 |
| County Debt | | 303 | 605 | 605 |
| Total Tuition Cost Per Pupil | \$ 5,159 | \$ 10,319 | \$ 10,004 | \$ 20,759 |

and

WHEREAS, The basis for the calculation of tuition for full-day kindergarten is the same as for elementary school students in Grades 1–5; now therefore be it

Resolved, That the tuition rates for nonresident pupils for the 2003–2004 school year will be as follows:

| | |
|-------------------|----------|
| Kindergarten | |
| Half-Day | \$ 5,159 |
| Full-Day | 10,319 |
| Elementary | 10,319 |
| Secondary | 10,004 |
| Special Education | 20,759* |

*Rate may change to reflect the cost requirements of implementing the IEP.

RESOLUTION NO. 353-03 Re: RECOMMENDED FY 2004 FEES FOR THE FOOD AND NUTRITION SERVICES PROGRAM

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

WHEREAS, Expenditures in the food and nutrition services program for salaries and employee benefits, food, and supplies are expected to increase in FY 2004 by approximately 6.4 percent over the FY 2003 levels; and

WHEREAS, Federal reimbursement rates for meals will increase by 2 percent and state reimbursement rates will not change; and

WHEREAS, To maintain a financially solvent food service enterprise fund, it is necessary to increase revenues in FY 2004; now therefore be it

Resolved, That the price of the elementary school lunch be increased from \$1.65 to \$1.75, secondary school lunch increased from \$1.75 to \$1.85, and adult lunches increased from \$2.65 to \$2.75; and be it further

Resolved, That the price increases be effective August 26, 2003.

RESOLUTION NO. 354-03 Re: **HUMAN RESOURCES MONTHLY REPORT**

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

Resolved, That the Board of Education approve the Human Resources Monthly Report dated July 8, 2003.

**Mrs. O'Neill temporarily left the meeting.

RESOLUTION NO. 355-03 Re: **DEATH OF CALVIN BRADSHAW, JR., BUILDING SERVICE WORKER, EASTERN MIDDLE SCHOOL**

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

WHEREAS, The death on June 2, 2003, of Calvin Bradshaw, Jr., building service worker at Eastern Middle School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Mr. Bradshaw had been a loyal employee of Montgomery County Public Schools for more than 30 years, and his resourcefulness and enthusiasm for his job made him an asset to the system; and

WHEREAS, Mr. Bradshaw's pride in his work and his dedication to duty were recognized by staff and associates alike; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Calvin Bradshaw, Jr., 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. Bradshaw's family.

RESOLUTION NO. 356-03 Re: **DEATH OF BARRY J. HEMLER, ENVIRONMENTAL SAFETY COORDINATOR, DEPARTMENT OF FACILITIES MANAGEMENT**

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

WHEREAS, The death on June 14, 2003, of Barry J. Hemler, environmental safety coordinator in the Department of Facilities Management, has deeply saddened the staff,

students, and members of the Board of Education; and

WHEREAS, Mr. Hemler had thorough knowledge and experience in addressing environmental issues within the school system and addressed his responsibilities with hard work and dedication to duty; and

WHEREAS, In the 12 years that Mr. Hemler had been with Montgomery County Public Schools, his dependability and good relationships with his fellow workers made him a valuable employee; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Barry J. Hemler 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. Hemler's family.

RESOLUTION NO. 357-03 Re: **DEATH OF JOEL ABER, CLASSROOM TEACHER,
WILLIAM H. FARQUHAR MIDDLE SCHOOL**

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

WHEREAS, The death on May 25, 2003, of Joel Aber, classroom teacher at William H. Farquhar Middle School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, During more than 17 years of teaching in Montgomery County Public Schools, Mr. Aber was a positive role model for students and colleagues, and he enthusiastically motivated his students through his own excitement and interest in science; and

WHEREAS, Mr. Aber's extra effort in the total operation of the school and good rapport with students and staff alike were recognized by all; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Joel Aber 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. Aber's family.

**Mrs. O'Neill rejoined the meeting

RESOLUTION NO. 358-03 Re: **HUMAN RESOURCES APPOINTMENT**

On recommendation of the Superintendent and on motion of Mr. Felton seconded by

Ms. Romero, the following resolution was adopted unanimously:

Resolved, That the following personnel appointment be approved effective July 9, 2003:

| | | |
|--------------------|--|--|
| <u>Appointment</u> | <u>Current Position</u> | <u>As</u> |
| Brian Bartels | Supervisor of Psychologists, Howard County Public Schools | Director, Department of Special Education |

RESOLUTION NO. 359-03 Re: **HUMAN RESOURCES APPOINTMENT**

On recommendation of the Superintendent and on motion of Mr. Felton seconded by Ms. Romero, the following resolution was adopted unanimously:

Resolved, That the following personnel appointment be approved effective July 9, 2003:

| | | |
|--------------------|----------------------------|---------------------------------------|
| <u>Appointment</u> | <u>Current Position</u> | <u>As</u> |
| James Song | School Facilities Designer | Director, Division of Construction |

RESOLUTION NO. 360-03 Re: **HUMAN RESOURCES APPOINTMENT**

On recommendation of the Superintendent and on motion of Mr. Felton seconded by Ms. Romero, the following resolution was adopted unanimously:

Resolved, That the following personnel appointment be approved effective July 9, 2003:

| | | |
|--------------------|--|---|
| <u>Appointment</u> | <u>Current Position</u> | <u>As</u> |
| Denise Stultz | Instructional Specialist, Department of Curriculum and Instruction | Coordinator, Special Initiatives, Department of Enriched and Innovative Programs |

RESOLUTION NO. 361-03 Re: **HUMAN RESOURCES APPOINTMENT**

On recommendation of the Superintendent and on motion of Mr. Felton seconded by Ms. Romero, the following resolution was adopted unanimously:

Resolved, That the following personnel appointment be approved effective July 9, 2003:

| | | |
|--------------------|--|----------------------------|
| <u>Appointment</u> | <u>Current Position</u> | <u>As</u> |
| Gary Miller | Principal, Silver Spring International MS | Principal, Gaithersburg HS |

RESOLUTION NO. 362-03

Re: **PRELIMINARY PLANS – JOHN T. BAKER MS
ADDITION**

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

WHEREAS, The architect for the John T. Baker Middle School addition, Cochran, Stevenson, and Donkervoet, Inc., Architects, has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The John T. Baker Middle School Facility Advisory Committee has approved the proposed schematic design; now therefore be it

Resolved, That the Board of Education approve the preliminary plan report for the John T. Baker Middle School addition developed by Cochran, Stevenson, and Donkervoet, Inc., Architects.

Re: **LUNCH AND CLOSED SESSION**

The Board of Education recessed for lunch and closed session from 12:50 to 2:30 p.m.

Re: **COMPREHENSIVE MASTER PLAN**

Dr. Weast invited the following people to make a presentation to the Board: Mr. Larry Bowers, Dr. Gregory Thornton, and Dr. Frieda Lacey.

A January 14, 2003, memorandum to the Board of Education provided an overview of the State of Maryland *Bridge to Excellence in Public Schools Act*, including the requirement for each local school system in the state to develop and implement a comprehensive master plan for student improvement. On February 12, 2003, the Board of Education discussed the draft MCPS strategic plan, *Our Call to Action: Pursuit of Excellence* and the Maryland State Department of Education (MSDE) requirement for a comprehensive master plan. On June 25, 2003, the Long-range Strategic Planning Committee reviewed and gave input to the Comprehensive Master Plan. Consensus of the committee was that the plan contained all of the components required by MSDE.

On June 10, 2003, the Board of Education approved *Our Call to Action: Pursuit of Excellence—The Strategic Plan for the Montgomery County Public Schools 2003–2008*. This strategic plan reinforces the initiatives that have been implemented since the Board of Education adopted *Our Call to Action* in November 1999. The plan clearly is focused on the future and establishes direction and priorities for the school system for the next five years. *Our Call to Action: Pursuit of Excellence—The Strategic Plan for the Montgomery County Public Schools 2003–2008* is the foundation for guiding the development of the *Bridge to Excellence in Public Schools Act—Comprehensive Master Plan* for the

Montgomery County Public Schools.

The General Assembly enacted Senate Bill 856, the *Bridge to Excellence in Public Schools Act*, on April 4, 2002. On May 6, 2002, Gov. Parris N. Glendening signed the act into law, restructuring Maryland's public school finance system and increasing state aid to public schools.

The *Bridge to Excellence in Public Schools Act* is a standards-based approach to public school financing that is consistent with the federal *No Child Left Behind Act* of 2001. The act requires MSDE to set academic content and student achievement standards, ensure that schools and students have sufficient resources to meet those standards, and hold schools and school systems accountable for student performance. In turn, local school systems must develop a five-year comprehensive master plan that includes goals and strategies to promote academic excellence among all students and to eliminate performance gaps between identified subgroups of students.

The *Bridge to Excellence in Public Schools Act*—Comprehensive Master Plan for the Montgomery County Public Schools integrates federal, state, and local funding and initiatives. The *Bridge to Excellence in Public Schools Act* focus areas and goals are incorporated and included in *Our Call to Action: Pursuit of Excellence*, which will direct and guide the work of the school system for the next five years. The Comprehensive Master Plan is based on the Board of Education academic priorities and goals. The Comprehensive Master Plan, through the implementation of *Our Call to Action: Pursuit of Excellence*, is aimed at improving student achievement for all students and narrowing achievement gaps between subgroups of students.

Pursuant to the requirements of the *No Child Left Behind Act* and the Maryland *Bridge to Excellence Act*, MCPS encourages participation by nonpublic schools in the process of developing the master plan. The *No Child Left Behind Act* provides benefits to private school students, teachers, and other education personnel, including those in religiously affiliated schools. For each of the federal grant programs covered by this law, MCPS notifies all eligible nonpublic schools of their opportunity to participate. Meetings are held for nonpublic school personnel, at which time MCPS staff explains the relevant programs, solicits input, receives information on which nonpublic schools wish to participate in these programs, and incorporates input into the master plan to be submitted to MSDE.

The Comprehensive Master Plan is introduced by an executive summary. The executive summary is intended to be an easy reference for stakeholders and describes the involvement of stakeholders in the development and review of the plan. This summary focuses on the following themes:

- What does the school system want for children?
- How might MCPS provide it?

- How will the school system know it has done this well?

The master plan is organized around and implemented through *Our Call to Action: Pursuit of Excellence*. The plan is divided into seven components in addition to the executive summary, as follows:

- *No Child Left Behind* performance goals and corresponding performance indicators
- Strategies to address the needs of all students
- Strategies and activities to address cross-program themes
- Progress and strategies for the management, implementation, and evaluation of the *Bridge to Excellence* Master Plan
- Analysis of facility needs and capital improvements
- Resources to support strategies and activities
- Certifications, program descriptions, and budget forms for *Elementary and Secondary Education Act of 1965* programs

Each section begins with a summary introduction. Following the introduction is a template with the required components, strategies, and notation of supporting documentation. MCPS is required to provide a copy of the master plan to the county executive and County Council 60 days prior to submitting the plan to MSDE. The Comprehensive Master Plan is due to MSDE on or before October 1, 2003.

The MSDE will conduct a peer review evaluation of each local school system's Comprehensive Master Plan. The peer review team will comprise five or six reviewers. The reviewers will include one MSDE staff member, three or four staff members from other local school systems, one parent/community member, and one non-voting local school system representative. A review team will be composed as follows:

- MSDE facilitator
 - Specialist in curriculum and instruction
 - Specialist in evaluation and assessment
 - Specialist in budget
 - Parent/community representative
 - Local contact person (non-voting)
- Staff from other local school systems

Dr. Nancy Grasmick, state superintendent, is sending a letter to local superintendents and making a public announcement requesting nominations for the peer review teams. It is anticipated that review teams will complete their work in late November.

Teams will recommend:

- approval—no revisions necessary;
- conditional approval—minor revisions necessary prior to approval, with recommendations for revisions; or
- not yet approvable—major revisions necessary to be approvable, with recommendations for revisions.

Re: DISCUSSION

Mr. Lange thanked Mr. Bowers and staff on behalf of the Long-Range and Strategic Planning Committee for their work in putting together an outstanding document. This is not just the alignment of goals and performance measures, but also the alignment of resources for future allocation.

**Mr. Lange left the meeting at this point.

Mrs. O'Neill thanked staff members for their tremendous effort in assembling the information. Also, she thanked the Long-range and Strategic Planning Committee, particularly Mr. Lange. The committee was the voice of the Board in this process. At the Maryland Association of Boards of Education Conference, other boards across the state raised issues regarding the fact that they had not seen their master plans. Even though the plan goes to the County Executive and the County Council, it is not for their approval; it is only for their review. The County Council's Education Committee is aware of the vision and goals of the Board, and the master plan will point out the lack of funding for the operating and capital budgets.

As an unintended consequence, Mr. Felton thought the number of documents and the amount of resources a school system needs to monitor all the requirements set forth by federal and state laws do not address the Board's vision of increased student achievement. Mr. Felton encouraged the superintendent to send a letter to his colleagues referencing the staff time to comply with state and federal laws, and how that those mandates are financially supported by the local community.

Mrs. O'Neill pointed out that the Maryland State Department of Education does not have adequate resources to monitor the peer review process. With the *No Child Left Behind* act, many states have budget deficits without sufficient funds for implementation and monitoring.

Mr. Felton commented that the federal government gave local school systems options to transfer funds, and he asked if the school system took advantage of this alternative. Mr. Bowers replied that the budget did take advantage of moving funds from Title IV into Title II; this was the extent of the transfers. In the 2005 budget, guidance will be given to program managers.

Mr. Burnett noted that the Long-range and Strategic Planning Committee requested and received input from numerous community members. The cross-mapping was very helpful in locating various documents. Furthermore, the collection and organization of the documents were time consuming, but the school system did not develop any new documents showing that the system is on the right course.

Ms. Cox was amazed by the volume of work completed even though the documents were available within the school system. There is a tremendous amount of information for the review team. If the review team is looking to accelerate learning for students and eliminate achievement gaps, there needs to be a level of expertise on the team. The system needs more information from the state on timelines related to specific achievement goals. She was interested in receiving the comments from the peer review team.

Mr. Romero encouraged parents to review the documents since the staff had developed a system for easy reference. If a person volunteered to be on the review panel, the person would be trained. How will they find a deficiency? Dr. Weast replied that the check list had been filled out to help a reviewer with the MCPS documents. It would be an impossible task to review all the documents in one day.

Dr. Haughey thought the executive summary is succinct, clear, and leads the reader into the core of information. Hopefully, the state and federal agencies will find no deficiencies.

Mr. Sanghvi agreed with his colleagues, and he was pleased that the committee included suggestions from the community.

Mr. Felton thought other school systems in the state would have difficulty complying with the requirements for a master plan, especially since there are no state resources. Dr. Weast agreed and thought the systems would have difficulty with community involvement if they were still working on the fundamental document.

Even though it is a requirement, Ms. Cox thought there was a benefit to the school system since everything has been pulled together and aligned. Dr. Weast commented that the master plan will serve as a basis for the budget, policies, evaluation, parent involvement, capital improvements, and other purposes.

RESOLUTION NO. 363-03 Re: COMPREHENSIVE MASTER PLAN

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

WHEREAS, The General Assembly enacted Senate Bill 856, *The Bridge to Excellence in Public Schools Act* on April 4, 2002; and

WHEREAS, On May 6, 2002, Governor Parris N. Glendening signed the Act into law; and

WHEREAS, The Act requires local school systems to develop a five-year comprehensive master plan that includes goals and strategies to promote academic excellence among all students to eliminate performance gaps between identified subgroups of students; and

WHEREAS, On June 10, 2003, the Board of Education approved *Our Call to Action*:

Pursuit of Excellence—The Strategic Plan for the Montgomery County Public Schools 2003–2008; and

WHEREAS, The Strategic Plan for the Montgomery County Public Schools contains goals and strategies to promote academic excellence among all students and to eliminate performance gaps between identified subgroups of students; and

WHEREAS, The Strategic Plan for the Montgomery County Public Schools incorporates and embeds the five goals of the *No Child Left Behind Act* and six focus areas of the *Bridge to Excellence in Public Schools Act*; and

WHEREAS, The strategic plan is the cornerstone of the Montgomery County Public Schools Comprehensive Master Plan; and

WHEREAS, The Montgomery County Public Schools *Bridge to Excellence in Public Schools Act*—Comprehensive Master Plan fulfills all of the required components, including strategies and supporting documentation; now therefore be it

Resolved, That the Board of Education adopt and approve the Montgomery County Public Schools *Bridge to Excellence in Public Schools Act* Comprehensive Master Plan; and be it further

Resolved, That MCPS staff transmit the Comprehensive Master Plan to the county executive and the County Council; and be it further

Resolved, That MCPS staff submit the Comprehensive Master Plan to MSDE on or before October 1, 2003, as required by the *Bridge to Excellence in Public Schools Act*.

RESOLUTION NO. 364-03 Re: **FINAL ACTION ON POLICY JNA, CURRICULA EXPENSES FOR STUDENTS**

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

WHEREAS, Policy JNA, *Curricular Expenses for Students* articulates the rights of students to be provided full access to all courses and the instructional materials required for those courses; and

WHEREAS, Policy JNA, *Curricular Expenses for Students* establishes fair practices and requires communication to parents and students regarding curricular fees; and

WHEREAS, The draft revision of Policy JNA, *Curricular Expenses for Students* was tentatively adopted by the Board of Education on April 23, 2003, and sent out for public comment; and

WHEREAS, The Board of Education has received comments and the superintendent's recommendations thereto; now therefore be it

Resolved, That the Board of Education adopt Policy JNA, *Curricular Expenses for Students*.

CURRICULAR EXPENSES FOR STUDENTS

A. Purpose

To ensure that Montgomery County Public Schools provides all students, regardless of their economic circumstances, with full access to all courses, the instructional materials required for those courses, and the instructional program

To set forth the objectives to be followed with regard to student curricular expenses

B. Position Process and Content

1. The school system shall provide:
 - a) Access to content materials required to meet course outcomes
 - b) Safety equipment needed in all courses requiring such equipment
 - c) Three transcripts for each student without charge
2. It may be requested that students purchase supplemental materials. Reasonable access to supplemental materials may not be denied to any student.
3. Students will not be penalized academically for their inability to pay for curricular or supplemental materials.
4. Individual student projects become their personal property in courses such as family and consumer science, career and technology education, art, theater, and music. In such cases, curricular expenses may be charged. The cost will be established between the student and the teacher prior to starting the project, or it may be encompassed in a predetermined course fee.
5. If a student damages or breaks supplies or equipment through gross negligence, then the student is responsible for reimbursing the school system for the damage in accordance with administrative regulation.

6. Lab fees may be charged; however, no student will be excluded from participation in any course requiring lab fees based on the inability to pay the fee.
7. Each school shall develop and publish a list of curricular expenses by course, subject area, or additional instructionally related items that has been approved by the appropriate Community Superintendent in accordance with regulation. The charges are to be fixed annually.
8. Schools are encouraged to provide field trips for their students that relate to the instructional program. Individual students may not be deprived of participating in field trips related to the instructional program based on an inability to pay the fee.
9. There are optional expenses that students may incur during their school years which are not related to curriculum and are the responsibility of the student. These expenses may include voluntary purchases such as athletic shoes, school newspapers, yearbooks, and class rings.

C. Review and Reporting

This policy will be reviewed in accordance with the Board of Education policy review process.

RESOLUTION NO. 365-03

Re: **SUCCESS ACADEMY PUBLIC CHARTER SCHOOL APPLICATION**

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

WHEREAS, The Board of Education adopted Policy CFB on public charter schools in 1998; and

WHEREAS, Guidelines and procedures were established for the review of charter school applications; and

WHEREAS, The Success Academy Public Charter School application, submitted in March 2003, was reviewed by staff, employee association representatives, business and community leadership, and an independent Blue Ribbon Panel; and

WHEREAS, After this in-depth review, there remain significant concerns about the lack of specificity in all areas of the application; and

WHEREAS, The application did not meet criteria in any area evaluated; now therefore be

it

Resolved, That the Board of Education deny the Success Academy Public Charter School application.

RESOLUTION NO. 366-03 Re: **CLOSED SESSION RESOLUTION**

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

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

Resolved, That the Board of Education of Montgomery County conduct a closed session on Tuesday, July 29, 2003, in Room 120 of the Carver Educational Services Center to meet from 7:00 to 8:30 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*; consult with counsel to obtain legal advice, as permitted by Section 10-508(a)(7) of the *State Government Article*; review and adjudicate appeals in its quasi-judicial capacity; and discuss matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*); and be it further

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

RESOLUTION NO. 367-03 Re: **REPORT OF CLOSED SESSION**

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

On June 23, 2003, 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 June 23, 2003, from 7:05 to 7:35 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and/or adjudicated the following appeals: T-2003-5, T-2003-6, T-2003-8, T-2003-11, 2003-20, 2003-21, 2003-22, T-2003-10, T-2003-12, and T-2003-15.
2. Reviewed the Superintendent's recommendation for the Human Resources appointments, subsequent to which the votes to approve were taken in open

- session.
3. 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: Mihyar Alnifaidy, Steve Bedford, Kermit Burnett, Sharon Cox, Reggie Felton, Charles Haughey, Roland Ikheloa, Kristin Koger, Walter Lange, George Margolies, Pat O'Neill, Lori Rogovin, Gabe Romero, Glenda Rose, Sagar Sanghvi, Roger Titus, Jerry Weast, and Samantha Williams.

RESOLUTION NO. 368-03 Re: **MINUTES OF MAY 27, 2003, BOARD MEETING**

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

Resolved, That the Board of Education approve its minutes for the May 27, 2003, meeting.

RESOLUTION NO. 369-03 Re: **MINUTES OF JUNE 10, 2003, BOARD MEETING**

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

Resolved, That the Board of Education approve its minutes for the June 10, 2003, meeting.

RESOLUTION NO. 370-03 Re: **APPOINTMENTS TO THE MONTGOMERY COUNTY ADVISORY COUNCIL FOR CAREER AND TECHNOLOGY EDUCATION**

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

WHEREAS, On September 26, 1977, the Montgomery County Advisory Council for Career and Technology Education was established by the Board of Education in conjunction with Montgomery College; and

WHEREAS, Half of the membership of the Montgomery County Advisory Council for Career and Technology Education is appointed by the Board of Education, with the other half appointed by Montgomery College; now therefore be it

Resolved, That the following individuals be appointed to serve a three-year term effective July 1, 2003, and ending June 30, 2006.

Barbara Blaylock
Dorothy Fitzgerald

RESOLUTION NO. 371-03 Re: APPOINTMENT TO THE POLICY SUBCOMMITTEE

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

WHEREAS, On November 13, 2001, the Board of Education formally established a Policy Committee when it adopted revisions to Policy BFA (*Policysetting*); and

WHEREAS, The Policy Committee consists of three members serving staggered terms of three years each, and the term of office begins on the day of the all-day Board meeting in December of the year of appointment and—except for the initial appointments—ends three years later on November 30; and

WHEREAS, The Board expanded the membership of the committee to include the student member; and

WHEREAS, Mr. Mihyar Alnifaidy's term expired on June 30, 2003; now therefore be it

Resolved, That Mr. Sagar Sanghvi, student member, be appointed to serve until the expiration of his term of office.

RESOLUTION NO. 372-03 Re: APPEAL 2003-21

On motion of Ms. Cox and seconded by Mr. Felton, the following resolution was adopted:

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2003-21, student expulsion, reflective of the following vote: Mr. Burnett, Ms. Cox, Mr. Felton, Dr. Haughey, Mr. Lange, Mrs. O'Neill, and Mr. Romero voting to affirm; Mr. Sanghvi was not yet sworn in as a member when this appeal was considered.

RESOLUTION NO. 373-03 Re: APPEAL T-2003-17

On motion of Ms. Cox and seconded by Mr. Felton, the following resolution was adopted:

Resolved, That the Board of Education adopt its Order in Appeal T-2003-17, student transfer, reflective of the following vote: Mr. Burnett, Ms. Cox, Mr. Felton, Dr. Haughey, Mr. Lange, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting to reverse.

RESOLUTION NO. 374-03 Re: APPEAL T-2003-18

On motion of Ms. Cox and seconded by Mr. Felton, the following resolution was adopted:

Resolved, That the Board of Education adopt its Order in Appeal T-2003-18, student transfer, reflective of the following vote: Mr. Burnett, Ms. Cox, Mr. Felton, Dr. Haughey,

Mr. Lange, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting to affirm.

RESOLUTION NO. 375-03 Re: **APPEAL T-2003-21**

On motion of Ms. Cox and seconded by Mr. Felton, the following resolution was adopted:

Resolved, That the Board of Education adopt its Order in Appeal T-2003-21, student transfer, reflective of the following vote: Mr. Burnett, Ms. Cox, Mr. Felton, Dr. Haughey, Mr. Lange, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting to affirm.

RESOLUTION NO. 376-03 Re: **APPEAL T-2003-22**

On motion of Ms. Cox and seconded by Dr. Haughey, the following resolution was adopted:

Resolved, That the Board of Education adopt its Order in Appeal T-2003-22, student transfer, reflective of the following vote: Ms. Cox, Dr. Haughey, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting to affirm; Mr. Burnett, Mr. Felton, and Mr. Lange voting to reverse.

RESOLUTION NO. 377-03 Re: **APPEAL T-2003-23**

On motion of Ms. Cox and seconded by Mr. Felton, the following resolution was adopted:

Resolved, That the Board of Education adopt its Order in Appeal T-2003-23, student transfer, reflective of the following vote: Mr. Burnett, Ms. Cox, Mr. Felton, Dr. Haughey, Mr. Lange, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting to affirm.

RESOLUTION NO. 378-03 Re: **APPEAL T-2003-24**

On motion of Ms. Cox and seconded by Mr. Felton, the following resolution was adopted:

Resolved, That the Board of Education adopt its Order in Appeal T-2003-24, student transfer, reflective of the following vote: Mr. Burnett, Ms. Cox, Mr. Felton, Dr. Haughey, Mr. Lange, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting to affirm.

RESOLUTION NO. 379-03 Re: **APPEAL T-2003-26**

On motion of Ms. Cox and seconded by Mr. Felton, the following resolution was adopted:

Resolved, That the Board of Education adopt its Order in Appeal T-2003-26, student transfer, reflective of the following vote: Mr. Burnett, Ms. Cox, Mr. Felton, Dr. Haughey, Mr. Lange, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting to affirm.

Re: **OPERATING BUDGET**

On motion of Mr. Lange and seconded by Ms. Cox, the following new business resolution was deferred to the next meeting:

Resolved, That the Board of Education hold discussions in September and October on the operating budget and the impact of major issues (for example, Downcounty Consortium and other key programs).

RESOLUTION NO. 380-03 Re: **RESOLUTION OF CONGRATULATIONS**

On motion of Mr. Felton and seconded by Ms. Cox, the following resolution was adopted unanimously by members present

Resolved, That the Board of Education prepare a resolution to congratulate Mr. Roger Titus regarding his nomination for a seat on the bench of the U.S. District Court, Southern District of Maryland.

RESOLUTION NO. 381-03 Re: **POLICY FAA, LONG-RANGE EDUCATIONAL FACILITIES PLANNING**

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

Resolved, That the Board of Education request the superintendent to review current requirements for outreach to civic associations and information to the Board.

Re: **NEW BUSINESS**

Mr. Felton stated that there was a Supreme Court decision regarding the Michigan case (affirmative action). Regarding magnet and special programs where there is competition, he thought the Board should have information on whether or not that decision impacts the MCPS selection process. Dr. Weast replied that staff was reviewing that decision, and the information will be supplied to the Board.

Re: **ITEMS OF INFORMATION**

The following information was available:

1. Legal Fees Report
2. Construction Progress Report

RESOLUTION NO. 382-03 Re: **ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of July 8, 2003, at 4:00 p.m.

PRESIDENT

SECRETARY

JDW:gr

**MONTGOMERY COUNTY BOARD OF EDUCATION
SUMMARY SHEET**

July 8, 2003

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