

APPROVED
42-2004

Rockville, Maryland
December 14, 2004

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, December 14, 2004, at 10:00 a.m.

Present: Ms. Sharon W. Cox, President
in the Chair
Mr. Steve Abrams
Ms. Valerie Ervin
Dr. Charles Haughey
Mrs. Nancy Navarro
Mrs. Patricia B. O'Neill
Mr. Gabriel 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. 664-04 Re: **CLOSED SESSION**

On recommendation of the Superintendent and on motion of Dr. Haughey seconded by Mrs. O'Neill, 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 December 14, 2004, 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 consider the acquisition of real property for a public purpose and matters directly related thereto, as permitted under Section 10-508(a)(3) of the *State Government Article* and Section 4-107(d) of the *Education Article*; and be it further

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

Resolved, That the Board of Education of Montgomery County dedicate part of the closed sessions on December 14, 2004, to acquit its executive functions and to adjudicate and review appeals, which is a quasi-judicial function outside the purview of the Open Meetings Act under Section 10-503(a) of the *State Government Article*; and be it further

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

Re: ELECTION OF OFFICERS

Dr. Weast announced that as secretary-treasurer of the Board of Education he would preside until the election of the president. To be elected president or vice president, a member needed five votes, and all members were in nomination. The votes for president were as follows:

Ms. Ervin voted for Mrs. O'Neill
Mrs. Navarro voted for Mrs. O'Neill
Mr. Abrams voted for Dr. Haughey
Mr. Sanghvi voted for Dr. Haughey
Mr. Romero voted for Dr. Haughey
Mrs. O'Neill voted for Mrs. O'Neill
Ms. Cox voted for Mrs. O'Neill
Dr. Haughey voted for Dr. Haughey

Mrs. O'Neill voted Mrs. O'Neill
Ms. Cox voted for Mrs. O'Neill
Dr. Haughey voted for Dr. Haughey
Ms. Ervin voted for Mrs. O'Neill
Mrs. Navarro voted for Mrs. O'Neill
Mr. Sanghvi voted fro Dr. Haughey
Mr. Abrams voted for Dr. Haughey
Mr. Romero voted for Dr. Haughey

Mrs. O'Neill voted for Mrs. O'Neill
Ms. Cox voted for Mrs. O'Neill
Mrs. Navarro voted for Mrs. O'Neill
Ms. Ervin voted for Mrs. O'Neill
Mr. Abrams voted for Dr. Haughey
Mr. Sanghvi voted for Dr. Haughey

Mr. Romero voted for Dr. Haughey
Dr. Haughey voted for Dr. Haughey

Dr. Haughey voted for Dr. Haughey
Mrs. O'Neill voted for Mrs. O'Neill
Ms. Cox voted for Mrs. O'Neill
Ms. Ervin voted for Mrs. O'Neill
Mrs. Navarro voted for Mrs. O'Neill
Mr. Abrams voted for Ms. Cox
Mr. Sanghvi voted for Mrs. O'Neill
Mr. Romero voted for Ms. Cox

Mrs. O'Neill assumed the chair and presided over the election of the vice president.

Dr. Haughey voted for Dr. Haughey
Mrs. O'Neill voted for Dr. Haughey
Ms. Ervin voted for Dr. Haughey
Mrs. Navarro voted for Dr. Haughey
Mr. Sanghvi voted for Mr. Abrams
Mr. Abrams voted for Mr. Abrams
Mr. Romero voted for Mr. Abrams
Ms. Cox voted for Mr. Abrams

Ms. Ervin voted for Dr. Haughey
Mrs. Navarro voted for Dr. Haughey
Mr. Abrams voted for Mr. Abrams
Mr. Sanghvi voted for Mr. Abrams
Mrs. O'Neill voted for Dr. Haughey
Ms. Cox voted for Mr. Abrams
Mr. Romero voted for Mr. Abrams
Dr. Haughey voted for Dr. Haughey

Mrs. O'Neill voted for Dr. Haughey
Mrs. Navarro voted for Dr. Haughey
Ms. Ervin voted for Dr. Haughey
Mr. Sanghvi voted for Dr. Haughey
Mr. Abrams voted for Mr. Abrams
Mr. Romero voted for Mr. Abrams
Ms. Cox voted for Mr. Abrams
Dr. Haughey voted for Dr. Haughey

Dr. Haughey was elected vice president.

RESOLUTION NO. 665-04 Re: **APPROVAL OF THE AGENDA**

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

Resolved, That the Board of Education approve its agenda for December 14, 2004.

RESOLUTION NO. 666-04 Re: **NATIONAL BLUE RIBBON WINNER – CARDEROCK SPRINGS ELEMENTARY SCHOOL**

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

WHEREAS, Carderock Springs Elementary School was named by the United States Department of Education as one of 206 elementary schools nationwide to receive the 2004 award as a National Blue Ribbon School of Excellence; and

WHEREAS, Carderock Springs Elementary School is one of only six schools in Maryland to receive this award in 2004; and

WHEREAS, Carderock Springs Elementary School was recognized for its long history of academic excellence and strong performance on a variety of local, state, and national assessments; and

WHEREAS, Carderock Springs Elementary School is the highest scoring school in Maryland on the 2004 Maryland School Assessment, with proficiency levels of 98.2 percent in both reading and mathematics; and

WHEREAS, The faculty, students, and parents have worked hard to build the very best education at Carderock Springs Elementary School; now therefore be it

Resolved, That the Board of Education commend and congratulate Principal Linda Jackson Jones, all of the teachers and staff, and the entire Carderock Springs Elementary School community for earning this prestigious award.

RESOLUTION NO. 667-04 Re: **MARYLAND BLUE RIBBON WINNER – VIERS MILL ELEMENTARY SCHOOL**

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

WHEREAS, Viers Mill Elementary School was named by the Maryland State Department of

Education as one of six elementary schools to receive the Maryland Blue Ribbon School of Excellence Award for 2004; and

WHEREAS, Viers Mill Elementary School will be among the schools competing nationally in the United States Department of Education National Blue Ribbon Schools Program; and

WHEREAS, The Maryland schools were selected on the basis of national award criteria that identify both overall high-performing schools and schools that have made significant gains in communities heavily impacted by poverty; and

WHEREAS, Viers Mill Elementary School is the first Title I school in Montgomery County to have more than 70 percent of both third and fifth grade students reach proficiency levels in reading and math, placing it among the top 30 percent of schools on the Maryland School Assessment; and

WHEREAS, The faculty, students, and parents have worked hard to build the very best education at Viers Mill Elementary School; now therefore be it

Resolved, That the Board of Education commend and congratulate Principal James J. Virga, Jr., all of the teachers and staff, and the entire Viers Mill Elementary School community for earning this prestigious award.

Re: PUBLIC COMMENTS

The following people testified before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Galen Mancino	Northwood's Scheduling
2.	Cathy Patrick	Northwood's Scheduling
3.	Westley Ford	Northwood's Scheduling
4.	Patrick Herendeen	Northwood's Scheduling
5.	Sharon Payne	Northwood's Scheduling
6.	Gail Melson	Northwood's Scheduling
7.	Cindy Kerr	Grading and Reporting
8.	Christine Grewell	Health Curriculum
9.	Jose Aviles	Northwood's Scheduling
10.	Kyla Thomas	Northwood's Scheduling
11.	Stan Doore	Technology
12.	Bonnie Cullison	School Calendar
13.	Michelle Turner	Health Curriculum
14.	Maureen Malloy	Northwood's Scheduling
15.	Maryam Balbed	Health Curriculum

Mr. Romero asked for information about the absenteeism rate for students on the day before major holidays.

Ms. Ervin requested the background on how the decision was made to eliminate the 4x4 scheduling at Northwood High School. Mrs. O'Neill asked for the academic eligibility for first time ninth graders. Regarding 4x4 scheduling, Mr. Abrams asked if anyone had considered the model for a charter school. Also, he thought it would be useful to know how that model fits with a countywide school system and the implications of student mobility.

Re: UPDATE ON TEACHER-CENTERED MODEL TO ASSIST SCHOOLS IN USING TECHNOLOGY TO DELIVER ASSESSMENTS AND OTHER INSTRUCTIONAL SUPPORTS

Dr. Weast invited the following people to the table: Mr. Dale E. Fulton, associate superintendent, Office of Curriculum and Instructional Programs; Mrs. Darlene Merry, associate superintendent, Office of Organizational Development; Mrs. Ann Bedford, director; preK-12 Curriculum Projects; Mr. John Burke, director, Department of Technology Consulting and Communications; and Mrs. Niki Hazel, principal, East Silver Spring Elementary.

The technology initiatives being discussed are fully integrated with the strategic improvements and reforms of the past five years for the Montgomery County Public Schools (MCPS). MCPS continues to be focused on providing effective supports for teachers and principals to improve teaching and learning. The new technology-enhanced assessments are designed to support and simplify the work of teachers and principals in diagnosing and monitoring students' academic progress. This automated assessment initiative replaces traditional paper-based assessments with intuitive handheld technology to monitor and analyze student performance. This is consistent with overall strategic plan and accountability framework.

The initiative's primary goals are to provide teachers with immediate feedback on student performance, save valuable instructional time, and increase accountability. The main improvement is the availability of student performance data in real time as a teacher diagnoses what a student knows and is able to do each day. Direct benefits are the timeliness within which student performance information is available, the speed and ease of data retrieval, and the elimination of lengthy administrative processes involved in paper-based assessments.

Last spring, eight elementary schools field-tested two of the Teacher-centered Model (TCM) elements—running records (mCLASS: Reading) and Dynamic Indicators of Basic Early Literacy Skills (mCLASS: DIBELS). The feedback from staff in the field-test schools on the

benefits of the automated assessment tools was overwhelmingly positive. Teachers and principals found that they were able to use the device easily to identify and analyze the instructional levels and needs of their students. This fall, the use of mCLASS: DIBELS and mCLASS: Reading was expanded—20 schools are using mCLASS: DIBELS and 19 schools are using mCLASS: Reading.

At this time, the five key assessments of the TCM initiative include the following:

mCLASS: Reading—for all students in kindergarten through Grade 2 (except Reading First schools): Teachers use handheld devices to electronically administer a range of assessments, including running records, and immediately record and review student performance data.

mCLASS: DIBELS—for struggling Grade 2 and 3 readers in selected schools: Teachers use a handheld device to record and review a timed reading assessment quickly and effectively in the classroom.

Measures of Academic Progress-Reading (MAP-R)—for all students in Grades 3–5: A computer-adaptive test that quickly measures reading proficiency.

Stanford Diagnostic Reading Test (SDRT)—for struggling Grades 3–5 readers: Currently a paper/pencil assessment, which will be replaced by a computerized version.

DIBELS Plus—for all students in kindergarten through Grade 2 (except Reading First schools): Teachers use handheld devices to administer a new hybrid assessment created of components from DIBELS and the MCPS Assessment Program for Primary Reading (MCPSAP-PR).

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

MCPS and a commercial partner have developed a powerful new automated early childhood

assessment. This assessment is currently named DIBELS Plus and will be administered to all kindergarten through Grade 2 students three times a year. Prior to implementing the automated mCLASS products, MCPS had developed and implemented primary foundational and text reading assessments to monitor individual student progress in kindergarten through Grade 2. These assessments are collectively named the Montgomery County Public Schools Assessment Program for Primary Reading (MCPSAP-PR). In its current form, MCPSAP-PR contains seven brief reading subtests and is administered to individual students in a paper-based form. Teachers capture answers on paper and must score and calculate the answers manually. The DIBELS assessment was implemented in selected schools and is a scientifically based, nationally normed reading assessment that provides simple probes to screen for reading difficulties and monitor student progress.

The DIBELS Plus assessment combines the best elements of the MCPSAP-PR and the DIBELS assessments. It contains five components from the MCPSAP-PR (Record of Oral Language, Concepts about Print, Hearing and Recording Sounds, Word Recognition, and a Reading Proficiency Assessment) and five components from DIBELS (Initial Sound Fluency, Phoneme Segmentation Fluency, Letter Naming Fluency, Nonsense Word Fluency, and Oral Reading Fluency).

DIBELS Plus will work similarly to the other mCLASS products and will be administered using a handheld device such as a Palm Pilot™. Teachers will capture assessment data on the screen, scores will be calculated instantly, and data will be synced from the handheld device. The data will be published in the MCPS Instructional Management System (IMS) and incorporated into Web-based reports that will be available to teachers and administrators. The development of this new assessment remains on schedule for a January 2005 implementation.

Field tests of this new assessment were conducted during the week of November 15 with teachers from Clopper Mill and East Silver Spring elementary schools. Selected students attending after-school day care were administered the field-tests. Staff members from the offices of Strategic Technologies and Accountability (OSTA), Curriculum and Instructional Programs (OCIP), and the company developing the new automated assessment were present to support the field-test, assess the usability of the assessment, and collect user feedback. This user feedback is being incorporated in the final development of the product and will be completed for the initial deployment.

The January 2005 deployment of this assessment initially will take place in the 19 schools currently using the automated mCLASS: Reading assessment. These schools were selected for the initial rollout because the teachers have had time to gain experience using handheld devices to administer assessments. All kindergarten and Grade 1 and 2 teachers, along with reading specialists and other staff as selected by individual schools, will receive a full day of training in administering this assessment and accessing and interpreting the Web-based data

reports.

Principals may choose to attend all of the training or only the data portion of the training. The training will occur in January 2005. Technology consultant specialists and staff from the Office of Organizational Development (OOD) and OCIP will work with the product developers to design a training plan. The remaining 96 schools will receive training next summer in preparation for a 2005–2006 school year deployment. This training has been integrated with the other content areas of the summer training for a more holistic implementation of staff development offerings. All 115 elementary schools currently administering the paper-based MCPSAP-PR will administer the new handheld-based DIBELS Plus assessment during the fall 2005 assessment window.

The evaluation of the reliability and validity of the new DIBELS Plus assessment will be completed by the Department of Shared Accountability (DSA) staff. This evaluation will begin during the 2005–2006 school year. Analysis will be conducted comparing the results of this electronic hybrid assessment with the paper-based MCPSAP-PR. Staff will compare results and identify if removing selected MCPSAP-PR components affect the reliability and validity of the new assessment and the alignment with the other student performance measurements. Customer satisfaction surveys also will be administered to users for further feedback and evaluation. Additionally, staff will continue to gather feedback on the assessment's usability.

MCPS is exploring a grant opportunity through the United States Department of Education and university partnerships to complement and enhance the school system's evaluation of the impact of these technology-enhanced assessments. The evaluation of the TCM elements and processes is an area in which staff will continue to seek rigorous evaluation. Generally, staff has identified the need to assess carefully the initiatives to ensure the appropriate alignment with curriculum, instruction and assessment, usability, and overall productivity and efficiency benefits. Training activities also will be evaluated. The amount and type of user resource support will be analyzed to identify the need for additional resources or the realignment of resources to enhance the TCM initiative's successful impact. DSA will consult with OSTA, OOD, and OCIP to design the best evaluative processes for the collection of data and analysis of results.

Re: DISCUSSION

Ms. Ervin asked when the assessment data is shared with the parents. Mr. Fulton replied that assessment is a vital part of instruction. Dr. Weast added that MCPS is plowing new ground with a pilot.

Ms. Cox inquired about how the system planned to communicate findings to parents. Dr. Weast explained that a plan will be developed as the assessments are validated. Mrs. O'Neill pointed out that this is information for the principal and teacher to use to assess

what is happening in the instructional program.

Mr. Abrams asked if the assessment can be done by an aide rather than the teacher. Dr. Weast replied that it takes a level of expertise to administer the assessment based on a teacher's training in English as well as experience in teaching.

Mr. Romero was impressed with the assessment tools, but he was concerned that it was another tool for a skillful teacher. He asked if they were learning how to use a tool or learning to be skillful teachers. Dr. Weast replied that the tool is there to measure what the child has learned, and it is important to develop the right tool. However, the teacher has to be able to know what to do when the child understands the skill and when the child does not. Also, this tool will target problem areas either for the child or the instructional program.

Ms. Cox inquired as to how the training is aligned to provide the tools and strategies that teachers need to take action on the assessments. Ms. Merry replied that the staff in some schools will be trained in January, and the rest of the school staffs will be trained in the summer in conjunction with the curriculum rollout training.

Mrs. Navarro thought it was remarkable technology. The documentation speaks to supporting parental involvement, and she was interested in what strategies will be used to inform non-English-speaking parents so they can be active partners with the school system. Ms. Merry stated that the teacher training has a section on communicating with English Language Learners, and this is integrated with all training from curriculum to grading to assessment. Dr. Weast stated that assessment will be translated into five languages automatically, and there will be helpful tips on how to augment instruction at home.

Mr. Abrams thought that if staff was looking at subsets in reading literacy and phonic recognition, it is not language determined, and the ability to move forward would be more diagnostic. Dr. Weast commented that the system was trying to boost the two years of ESOL through diagnostic assessment and planned instruction.

Mr. Romero remarked that Spanish phonics are totally different than English. He assumed that this is not the only way the school system collects data and asked to what extent MCPS is combining data. Dr. Weast explained that the data warehouse was established to build an achievement history for both the child and the school system with data gathered from grades and tests. With a rationale database, MCPS can give diagnostic information on the child's skill sets as well as disaggregate data for the system's use in planning and budgeting.

Dr. Haughey thought it was useful to observe the data collection in the schools, and he hoped that other Board members would make time to do so.

Ms. Cox noted that the strategic plan expresses an expectation of a robust home/school

communication. She assumed that the data collection would become part of that process and that there would be menu of strategies for parents to help their children. Dr. Fulton explained that was an important activity in family partnerships and the curriculum office.

Ms. Cox asked how this data collection relates to children with disabilities. Is the system providing training on interpreting data in order to identify learning disabilities instead of to understand that learning has not occurred? Dr. Weast replied that was one of his concerns and needs to be augmented. A higher level of funding is needed for improvements in special education to make academic progress. Therefore, the system is adopting new initiatives and adapting good practices. Three groups are underrepresented in higher education because of either access or opportunity – children with special needs, children of color, and children who do not speak English. There is a need to identify quickly what a child needs and provide instruction.

Ms. Cox thought there was a potential of different diagnostic tools, and that the child's learning could take place with an assistive device, such as DIBELS. Mr. Porter stated that the system is investigating other tools to assist instruction. Math-R is a tool that adapts to the child's level of understanding. Dr. Weast replied that older children can self-assess and technology can accelerate learning. The technology is robust enough so that it can tease out what the child knows or does not know in order to develop a work plan.

Ms. Ervin inquired about the cost of the Teacher-centered Model. Would the funds come through a supplemental request or FY 2005 funds? Dr. Weast replied that the costs were built into operating budgets over five years starting in FY 2003. Mr. Porter thought that eventually the school system will make money since many school districts are looking for a similar tool.

Re: LUNCH AND CLOSED SESSION

The Board of Education recessed for lunch and closed session from 12:45 to 2:50 p.m.

**Mr. Sanghvi, Mr. Abrams, and Mr. Romero temporarily left the meeting.

RESOLUTION NO. 668-04 Re: PROCUREMENT CONTRACTS OF \$25,000 OR MORE

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

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

WHEREAS, Funds have been budgeted and/or identified for the purchase of six additional copier systems through RFP No. 4139.1; and

WHEREAS, Funds have been budgeted and/or identified for the purchase of 120 school buses through Bid No. 7066.7; and

WHEREAS, Funds have been budgeted and/or identified for the purchase of an International 9900i conventional truck for the Department of Materials Management through Bid No. 7138.1; and

WHEREAS, The acquisition of such copier systems, school buses, and a vehicle through lease/purchase arrangements has been reviewed by legal counsel; now therefore be it

Resolved, That the purchase of six additional copier systems in the amount of \$164,280 be lease-purchased for a five-year term under the Master Lease/Purchase Agreement with M & T Bank; and be it further

Resolved, That the purchase of 120 school buses in the amount of \$9,366,607 be lease-purchased for a six-year term under the Master Lease/Purchase Agreement with Carlyle Financial Services, Incorporated; and be it further

Resolved, That the purchase of an International 9900i conventional truck for the Department of Materials Management in the amount of \$79,979 be lease-purchased for a six-year term under the Master Lease/Purchase Agreement with Carlyle Financial Services, Incorporated; and be it further

Resolved, That the proceeds from the financing be used to reimburse Montgomery County Public Schools' accounts to the extent that such copier systems, school buses, and vehicle will be acquired before closing; and be it further

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

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

050R	Mobile/Wireless Dispatch Communications	
4800		
327	<u>Awardee</u>	
	Nextel Communications, Inc.	\$125,000
1062.2	Software User Training Services—Extension	
	<u>Awardees</u> (See note)	

Computech International*	
Knowlogy Corporation*	
Orange Technologies, Inc.	
Personalized Computer Training*	
Softek Services, Inc.*	
Total	\$350,000

4004-4 Woodwind and Brass Instrument Repairs—Extension

<u>Awardees</u> (See note)	
Beach Musical Instrument Repair	
L & L Music Wind Shop	
Victor Litz Music Center	
Total	\$ 35,000

4052.3	Scanner Forms and Scanning Machines		
	<u>Awardee</u>		
	NCS Pearson		\$ 69,450
4111.2	Batteries—Extension		
	<u>Awardees</u>		
	Batteries, Inc.*	\$	4,590
	Smith Office and Computer Supply		12,643
	Vehicle Maintenance Program, Inc.*		<u>11,040</u>
	Total	\$	28,273
4154.1	Technology Education Instructional Equipment—Extension		
	<u>Awardees</u>		
	Frey Scientific/Division of School Specialty	\$	17,265
	Ronald A. Williams, LTD		<u>46,744</u>
	Total	\$	64,009
4161.1	Photographic Supplies and Equipment Supplement		
	<u>Awardees</u>		
	Adorama Camera, Inc.	\$	6,940
	Focus Camera, Inc.		311
	Freestyle Sales Company		7,914
	HPI International, Inc.		18,528
	Penn Camera Exchange, Inc.		18,019
	Photo Warehouse		3,016
	Service Photo Supply, Inc.		<u>12,462</u>
	Total	\$	67,190
7054.7	School Buses		
	<u>Awardees</u>		
	American Truck and Bus, Inc.	\$6,864,940	
	J. Price International Truck, Inc.		<u>2,501,667</u>
	Total	\$9,366,607	
7101.2	Automotive Batteries		
	<u>Awardee</u>		

	Best Battery Company, Inc.	\$ 50,496
7137.1	Conventional Truck	
	<u>Awardee</u> Elliott Wilson Capitol Trucks	\$ 79,979
9017.3	Operable Wall System, Preventive Maintenance	
	<u>Awardee</u> Modern Door and Equipment Sale	\$ 35,660
9116.3	Detergents and Cleaners, Laundry and Kitchen Use	
	<u>Awardee</u> Daycon Products Company, Inc.	\$ 57,003
TOTAL PROCUREMENT CONTRACTS EXCEEDING \$25,000		\$10,328,667

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

NOTE: Contract amounts will be based on individual requirements.

RESOLUTION NO. 669-04 Re: **AWARD OF CONTRACT—AIR HANDLER UNIT REPLACEMENT AT CESC**

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

WHEREAS, The following sealed bids were received on November 12, 2004, for the replacement of an air handler unit at the Carver Educational Services Center:

<u>Bidder</u>	<u>Amount</u>
Conditioned Air Systems, Inc.	\$30,500
Shapiro & Duncan, Inc.	40,000
AR-RO Construction, Inc.	47,300

and

WHEREAS, The work included in this project is largely self-performed by the bidder, and there

is limited opportunity for Minority Business Enterprise (MBE) participation; and

WHEREAS, Staff recommends waiving the MBE-participation goal for this project; and

WHEREAS, Conditioned Air Systems, Inc., has completed similar work successfully; now therefore be it

Resolved, That a \$30,500 contract be awarded to Conditioned Air Systems, Inc., for replacement of an air handler unit at the Carver Educational Services Center, in accordance with drawings and specifications prepared by Building Dynamics, LLC.

RESOLUTION NO. 670-04 Re: **CLARKSBURG/DAMASCUS ELEMENTARY SCHOOL #7
AND NORTHWEST ELEMENTARY SCHOOL
#7—PRECONSTRUCTION/ CONSTRUCTION
MANAGEMENT SERVICE**

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

WHEREAS, The FY 2005 Capital Budget request includes funds for the construction of the new Northwest Elementary School #7 and a new Clarksburg/Damascus Elementary School #7; and

WHEREAS, The building plans are identical for both schools and the design phase of these projects is proceeding with the construction scheduled to start in April 2005; and

WHEREAS, The design plans are being developed for certification as part of the United States Green Buildings Program for Leadership in Energy and Environmental Design (LEED) and will contain certain features that exemplify energy conservation and environmental stewardship; and

WHEREAS, Staff has recommended that these projects be completed using a construction management (CM) delivery system due to the LEEDs certification process and project complexities associated with the site development for the Clarksburg/Damascus Elementary School #7 project; and

WHEREAS, A Consultant Selection Committee, in accordance with procedures adopted by the Board of Education on July 14, 1998, identified Hess Construction Company as the most qualified firm to provide the necessary management services; and

WHEREAS, The fee for the CM services for these projects will be negotiated once the building trade contracts are bid and submitted to the Board of Education for approval; now

therefore be it

Resolved, That the Board of Education appoint the firm of Hess Construction Company as the construction management firm for the new Northwest Elementary School #7 and the new Clarksburg/Damascus Elementary School #7, with the fee for these services to be submitted at a later date for Board of Education approval.

RESOLUTION NO. 671-04 Re: **ARCHITECTURAL APPOINTMENT— WASHINGTON GROVE ELEMENTARY SCHOOL FEASIBILITY STUDY**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services to conduct a design feasibility study for an addition to Washington Grove Elementary School; and

WHEREAS, Funds for this feasibility study were programmed as part of the FY2005 Capital Budget; and

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

WHEREAS, Staff has negotiated a fee for the necessary architectural services based on the project scope; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with Zavos Architecture + Design to provide professional architectural services for the Washington Grove Elementary School feasibility study for a fee of \$25,000.

RESOLUTION NO. 672-04 Re: **ARCHITECTURAL APPOINTMENT—STEDWICK ELEMENTARY SCHOOL FEASIBILITY STUDY**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services to conduct a design feasibility study for an addition to Stedwick Elementary School; and

WHEREAS, Funds for this feasibility study were programmed as part of the FY2005 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on July 14, 1998, selected McDonald•Williams•Banks Architects as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, McDonald•Williams•Banks Architects is a certified Minority Business Enterprise; and

WHEREAS, Staff has negotiated a fee for the necessary architectural services based on the project scope; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with McDonald•Williams•Banks Architects to provide professional architectural services for the Stedwick Elementary School feasibility study for a fee of \$20,000.

RESOLUTION NO. 673-04 Re: **ARCHITECTURAL APPOINTMENT— FALLSMEAD
ELEMENTARY SCHOOL FEASIBILITY STUDY**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services to conduct a design feasibility study for an addition to Fallsmead Elementary School; and

WHEREAS, Funds for this feasibility study were programmed as part of the FY2005 Capital Budget; and

WHEREAS, An Architect Selection Committee, in accordance with procedures adopted by the Board of Education on July 14, 1998, selected 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 the necessary architectural services based on the project scope; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with Smolen Emr + Associates Architects to provide professional architectural services for the Fallsmead Elementary School feasibility study for a fee of \$23,300.

RESOLUTION NO. 674-04 Re: **ARCHITECTURAL APPOINTMENT— CONSTRUCTION TRADES PROGRAM FEASIBILITY STUDY**

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services to conduct a design feasibility study for the Construction Trades Program at Gaithersburg High School; and

WHEREAS, Funds for this feasibility study were programmed as part of the FY 2005 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., as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, Samaha Associates, P.C., is the architect for the current addition project for Gaithersburg High School scheduled to be completed in FY 2007; and

WHEREAS, Staff has negotiated a fee for the necessary architectural services based on the project scope; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with Samaha Associates, P.C., to provide professional architectural services for the Construction Trades Program feasibility study for a fee of \$40,000.

RESOLUTION NO. 675-04 Re: **ACCEPTANCE OF BETHESDA-CHEVY CHASE HIGH SCHOOL**

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

WHEREAS, Bethesda-Chevy Chase High School was inspected on October 27, 2004; now therefore be it

Resolved, That the Board of Education accept the Bethesda-Chevy Chase High School project and that the official date of completion is that date when formal notice is received from the construction management company that this project has been completed in accordance with the plans and specifications and all contract requirements have been met.

RESOLUTION NO. 676-04 Re: ACCEPTANCE OF KINGSLEY WILDERNESS PROJECT

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

WHEREAS, The Kingsley Wilderness Project was inspected on November 12, 2004; now therefore be it

Resolved, That the Board of Education accept the Kingsley Wilderness 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 plans and specifications and all contract requirements have been met.

RESOLUTION NO. 677-04 Re: UTILIZATION OF THE FY 2005 PROVISION FOR FUTURE SUPPORTED PROJECT FUNDS

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

WHEREAS, The grants qualify for a transfer of appropriation from the Provision for Future Supported Projects, pursuant to the provisions of County Council Resolution No. 15-631, approved May 27, 2004; and

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

WHEREAS, Sufficient appropriation is available, within the FY 2005 Provision for Future Supported Projects, to permit the transfers within state categories; now therefore be it

Resolved, That the superintendent of schools be authorized to receive and expend funds, within the FY 2005 Provision for Future Supported Projects, as specified below:

<u>Projects</u>	<u>Amount</u>
Maryland Model for School Readiness (MMSR) Program	\$ 118,994
Maryland K-12 Digital Library	630,000
English as a Second Language Training for Refugees	109,000
Council for Exceptional Children	4,000
Individuals with Disabilities Education/Adequate	
Yearly Progress for Attendance	14,300
Carl D. Perkins Vocational and Applied Technology Education	33,553
Tech Prep Incentive Project	<u>272,529</u>

Total

\$ 1,182,376

and be it further

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

RESOLUTION NO. 678-04 Re: **FY 2005 CATEGORICAL TRANSFERS FOR THE PROVISION FOR FUTURE SUPPORTED PROJECTS**

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

WHEREAS, The current FY 2005 Operating Budget adopted by the Board of Education includes \$6,843,500 for the Provision for Future Supported Projects; and

WHEREAS, The Board of Education will receive additional projects that are eligible for funding through the Provision for Future Supported Projects during FY 2005; and

WHEREAS, Actual revenue and expenditure requirements of grant projects require that categorical transfers be made in the Provision for Future Supported Projects; now therefore be it

Resolved, That the superintendent of schools be authorized to effect categorical transfers totaling \$1,500,000 within the FY 2005 Provision for Future Supported Projects, in accordance with the County Council provision for transfers, as follows:

<u>Category</u>	<u>From</u>	<u>To</u>
3 Instructional Salaries	\$ 600,000	
5 Other Instructional Costs		\$ 1,400,000
6 Special Education	800,000	
12 Fixed Charges		100,000
14 Community Services	<u>100,000</u>	<u> </u>
Total	\$ 1,500,000	\$ 1,500,000

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. 679-04 Re: **PRELIMINARY PLAN—FARMLAND ELEMENTARY SCHOOL CLASSROOM ADDITION**

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

WHEREAS, The architect for a proposed addition to Farmland Elementary School, Cockran, Stephenson & Donkervoet, Inc., has prepared a schematic design in accordance with the educational specifications; and

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

Resolved, That the Board of Education approve the preliminary plans report for the addition to Farmland Elementary School developed by Cockran, Stephenson & Donkervoet, Inc.

**Mr. Abrams and Mr. Romero rejoined the meeting at this time.

RESOLUTION NO. 680-04 Re: **PRELIMINARY PLAN—LOIS P. ROCKWELL ELEMENTARY SCHOOL GYMNASIUM ADDITION**

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

WHEREAS, The architect for the gymnasium addition for Lois P. Rockwell Elementary School, Smolen Emr + Associates Architects, has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Lois P. Rockwell Elementary School Facility Advisory Committee has approved the proposed schematic design; now therefore be it

Resolved, That the Board of Education approve the preliminary plans report for the gymnasium addition for the Lois P. Rockwell Elementary School developed by Smolen Emr + Associates Architects.

RESOLUTION NO. 681-04 Re: **HUMAN RESOURCES MONTHLY REPORT**

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

Resolved, That the Board of Education approved the monthly report dated December 14, 2004.

RESOLUTION NO. 682-04 Re: **DEATH OF JOHN A. MURPHY, SECONDARY COUNSELOR, WALT WHITMAN HIGH SCHOOL**

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

WHEREAS, The death on October 31, 2004, of John A. Murphy, secondary counselor at Walt Whitman High School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Mr. Murphy maintained outstanding interpersonal relationships with his students by resolving conflicts and concerns they shared with him, representing his students admirably, and strongly advocating for them as deemed appropriate; and

WHEREAS, In his six years with Montgomery County Public Schools, Mr. Murphy was committed to his students and sensitive to the needs of his colleagues, making him an asset to the school system and community; now therefore be it

Resolved, That the members of the Board of Education and the superintendent of schools express their sorrow at the death of John A. Murphy 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. Murphy's family.

RESOLUTION NO. 683-04

Re: **DEATH OF SARA W. MOYLAN, INSTRUCTIONAL SPECIALIST, OFFICE OF CURRICULUM & INSTRUCTIONAL PROGRAMS**

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

WHEREAS, The death on October 28, 2004, of Sara W. Moylan, instructional specialist in the Office of Curriculum and Instructional Programs, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Mrs. Moylan was extremely respected and valued by her colleagues and students as she led and advocated for the middle school reading specialists; and

WHEREAS, In her ten years with Montgomery County Public Schools, Mrs. Moylan was committed to her students and the needs of her colleagues, making her an asset to the school system and community; now therefore be it

Resolved, That the members of the Board of Education and the superintendent of schools express their sorrow at the death of Sara W. Moylan and extend deepest sympathy to her

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 Mrs. Moylan's family.

RESOLUTION NO. 684-04 Re: **APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective December 14, 2004:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Sharon Gooding	Attorney, University Legal Services, Washington, D.C.	Assistant Attorney, Special Education

Re: **MONTHLY FINANCIAL REPORT**

This report reflects the projected financial condition through October 31, 2004, based on program requirements and estimates made by primary and secondary account managers. At that time, revenues had a projected surplus of \$1,254,680 while expenses had a projected surplus of \$2,300,000. Staff will continue to closely monitor both revenues and expenditures.

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

Re: **SCHOOL CALENDAR FOR 2005-06**

On recommendation of the Superintendent and on motion of Mr. Abrams seconded by Ms. Cox, the following resolution was placed on the table:

WHEREAS, The establishment of school terms by the Board of Education is required by state law; and

WHEREAS, The Montgomery County parents, community, and staff should be informed of the Board-adopted school calendar each year and the subsequent contingency plan identifying days that will be used to make up lost instructional time due to emergency closings; now therefore be it

Resolved, That the proposed calendar and contingency plan for the Montgomery County Public Schools for the 2005–2006 school year be adopted.

School Calendar for 2005–2006

2005		
Monday, July 4	Holiday	Independence Day
August 23, 24, 25, and 26		Professional days for teachers
Monday, August 29		First day of school for students
Monday, September 5	Holiday	Labor Day
Tuesday, October 4	Rosh Hashanah	No school for students and teachers
Thursday, October 13	Yom Kippur	No school for students and teachers
Friday, October 21		MSTA Convention—no school for students/teachers
Tuesday, November 1		Professional day for teachers—no school for students—report card prep/planning
Thurs./Fri. November 24 and 25	Holidays	Thanksgiving
Monday, December 26	Holiday	Christmas
December 27, 28, 29, 30		Winter break—no school for students and teachers
2006		
Monday, January 2	Holiday	New Year's
Monday, January 16	Holiday	Martin L. King, Jr., Day
Monday, January 23		Professional day for teachers (some 10-month employees work)—no school for students
Monday, February 20	Holiday	Presidents' Day
Friday, March 31		Professional day for teachers—no school for students
April 10, 11, 12, and 13		Spring break—no school for students and teachers
Friday, April 14, and Monday, April 17	Holidays	Easter (Note: Passover begins at sunset on Wednesday, April 12)
Monday, May 29	Holiday	Memorial Day
Wednesday, June 14		Last day of school for students; students dismissed after lunch
Thursday, June 15		Professional day for teachers

Re: **DISCUSSION**

Dr. Haughey stated that he appreciated getting an advance draft calendar in July. Mr. Bowers stated that he was ready to distribute a proposed calendar for the following school year. Dr. Weast cautioned that there is a committee that needs to review and discuss any proposal. Mrs. O'Neill reminded everyone that the draft calendar received in July was a mock up with beginning and end dates. Many things can affect a calendar.

Dr. Haughey asked the superintendent if December is the earliest that a calendar can be fully vetted for approval by the Board. Mr. Bowers pointed out that over the past two years, the calendar has been changed after Board approval. These changes were brought about by negotiations, inclement weather, and contingency days. Dr. Weast commented that attendance was a factor in the No Child Left Behind legislation. Tacking days on at the end of the year after the tests are finished could create an attendance problem.

Mr. Romero asked about MCEA's request to include Wednesday as part of the Thanksgiving holiday. Mr. Bowers thought that attendance would be a problem on Monday

and Tuesday. Mr. Romero asked if having a half day on Wednesday was considered. Mr. Bowers responded that the system is trying to eliminate half days, and parents feel there is very little instruction that takes place on a half day. Dr. Weast pointed out that half days present a day-care problem for employees as well as parents.

Mr. Abrams asked if the system was locked into an approved calendar. Since testing is a driver for the calendar, he thought that information would be important information. Ms. Cox commented that the testing calendar is driven by the state, and the proposed calendar is what the Board must approve. She stated that the comprehensive calendar includes testing dates. Mr. Abrams believed that noting on the calendar the dates over which the system has no control would be useful. Mr. Bowers pointed out that when the test dates are known, an operational calendar is sent to the schools.

Mrs. Navarro thought she was at a disadvantage since other Board members got a calendar in July. She thought that more information on the calendar is critical.

Ms. Ervin noted that stakeholders had reviewed the calendar. Why was there not agreement with the stakeholders? She felt she was at a serious disadvantage without being part of the discussion leading to the vote, and she planned to abstain.

Mrs. O'Neill pointed out that there should be some way to notify parents of the proposed major dates for the next school year. Dr. Weast asked that the draft be sent to the stakeholders prior to the release of a tentative calendar. Dr. Haughey wanted the public to receive information on the process of calendar development.

RESOLUTION NO. 685-04

Re: **SCHOOL CALENDAR FOR 2005-06**

On recommendation of the Superintendent and on motion of Mr. Abrams seconded by Ms. Cox, the following resolution was adopted with Mr. Abrams, Ms. Cox, Dr. Haughey, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting in the affirmation; Ms. Ervin and Mrs. Navarro abstaining:

WHEREAS, The establishment of school terms by the Board of Education is required by state law; and

WHEREAS, The Montgomery County parents, community, and staff should be informed of the Board-adopted school calendar each year and the subsequent contingency plan identifying days that will be used to make up lost instructional time due to emergency closings; now therefore be it

Resolved, That the proposed calendar and contingency plan for the Montgomery County Public Schools for the 2005–2006 school year be adopted.

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Monday, May 29	Holiday	Memorial Day
Wednesday, June 14		Last day of school for students; students dismissed after lunch
Thursday, June 15		Professional day for teachers

**Re: ANNUAL REPORT ON OUR CALL TO ACTION:
PURSUIT OF EXCELLENCE**

Dr. Weast invited the following people to the table: Mr. Donald H. Kress, chief school performance officer; Mr. Dale E. Fulton, associate superintendent, Office of Curriculum and Instructional Programs; Mrs. Darlene Merry, associate superintendent, Office of Organizational Development; Mr. Matthew A. Tronzano, associate superintendent, Office of Human Resources; and Ms. Gwendolyn Mason, director, Division of School-based Special Education Services.

The successful implementation of strategic reform initiatives by a high-quality workforce has yielded five years of strong student achievement gains and careful attention to performance data. The commitment to continued improvement in teaching and learning is the direct result of the reform initiatives that began in 1999 and became the foundation of the school system's strategic plan. In June 2003, the Board of Education adopted *Our Call to Action: Pursuit of Excellence*, the second edition of the school system's strategic plan. That update of the original November 1999 *Our Call to Action*—while remaining

focused on the core mission of providing every student with a high-quality, world-class education—strengthened the strategies, initiatives, and implementation schedules of key improvements and reforms. The accountability framework established by the strategic plan provides a mechanism for using data to monitor the effectiveness of both academic and operational reforms and identify opportunities for continued improvements.

The key highlights of the first-ever publication of an annual report of performance data linked directly to the strategic plan for MCPS. The report provides a comprehensive accounting of the school system's performance on the established milestones and data points of the strategic plan. The plan's four goals—ensure success for every student, provide an effective instructional program, strengthen productive partnerships for education, and create a positive work environment in a self-renewing organization—align with the Board of Education's four core governance policies and provide a framework for monitoring the progress of the ongoing reform and improvement efforts.

Within each goal, the established milestones and data points are the rubric for monitoring performance. While the results point to significant progress in all goal areas, it is clear that additional effort and focus are needed to sustain and build upon the gains of African American and Hispanic students to continue narrowing the achievement gap by race and ethnicity.

Over the past five years, MCPS has experienced an increase in school population and continues to be one of the most diverse student systems in the nation. During this time, student achievement has continued to improve. *Our Call to Action: Pursuit of Excellence* frames the strategic course of the system's overall operation, including the budget, and is the foundation for an unprecedented effort to improve the instructional program in every school. Annually, schools develop and implement school improvement plans based on the Board of Education's strategic plan using the Baldrige-guided school improvement planning process. Offices and departments also are engaged in strategic planning efforts to ensure strong alignment. In addition, the plan addresses the requirements of the state of Maryland *Bridge to Excellence in Public Schools Act* and the achievement goals of the federal *No Child Left Behind Act* (NCLB).

The strategic plan is the catalyst for the school system's continuous improvement program, and the strategic planning process guides staff throughout the school system in its work with schools, parents, and the community. The executive leadership staff regularly reviews performance data and recommends and implements changes to processes and initiatives that promote and improve teaching and learning. Through a collaborative process, the executive leadership staff works with schools, offices, departments, divisions, and stakeholder groups to communicate expectations and provide guidance, receive feedback, and identify opportunities for improvement.

Since the original development of *Our Call to Action* in November 1999, stakeholder input has been an important requirement in shaping and refining the strategic plan. In support of the Board's goals to encourage greater public involvement in long-range strategic issues,

new opportunities have been created to facilitate broader input. Feedback and input continue to be sought from broad-based stakeholder groups throughout the year as staff monitors progress on the performance measures. Stakeholders continue to highlight areas that need to be strengthened in the strategic plan including changes to the milestones, data points, performance measures, and strategies and initiatives.

The student performance and operational improvements realized over the past five years have been supported by an increased alignment between the strategic planning and budgeting processes. The Board of Education community forums (September 9, September 23, and October 7, 2004) resulted in substantial feedback on strategic plan issues and priorities. A number of these interests will be addressed in the FY 2006 operating budget. *Our Call to Action: Pursuit of Excellence* is the cornerstone of the *Bridge to Excellence in Public Schools Act*—Comprehensive Master Plan and clearly identifies goals and strategies to promote academic excellence among all students and to eliminate performance gaps among identified student subgroups. In addition, the strategic plan incorporates and imbeds the five goals of the *No Child Left Behind Act* and six focus areas of the *Bridge to Excellence in Public Schools Act*.

The first edition of the *Annual Report on Our Call to Action* represents a major step in the school system's accountability to stakeholders. (The report also will be published online.) Results on many of the data points have been reported throughout the year as individual reports were developed including the SAT, Maryland School Assessment, and Comprehensive Tests of Basic Skills (CTBS). The report details the school system's significant progress toward meeting the identified milestones within each of the four goal areas. Additionally, more detailed analyses of key areas are being prepared as part of the ongoing process of shared accountability.

The overall trend data provide solid evidence of the efficacy of the system of performance measures, objectives, strategies, and initiatives detailed in *Our Call to Action: Pursuit of Excellence*. The data also highlight areas that need improvement to increase the performance of all students. Available baseline and trend data are presented for each data point. The baseline year of 2000 was established in alignment with the initial adoption of *Our Call to Action*. In some instances, data are not available for data points in the 2000 baseline year. The baseline year for those data points is the first year in which the data are available.

The strong student performance and operational achievements identified in the *Annual Report on Our Call to Action* reflect continued evidence that success in the reform and improvement efforts is systemwide and not limited to a few initiatives or student subgroups. Through the early childhood reform initiatives, MCPS has expanded prekindergarten and full-day kindergarten programs, implemented a reading initiative in all first and second grade classes, and put in place other elementary-level reading interventions. A standards-based curriculum revision, begun in spring 2001, is aligning instruction in reading, English/language arts, mathematics, science, and social studies with state, national, and international standards. Instructional guides already are being

used in many areas and will continue to be implemented over the next several years. The curriculum revisions include assessment plans to measure student learning. These efforts have resulted in significant gains for elementary school students in 2004. These 2004 gains include the following:

- Seventy-five percent of second grade scores on the CTBS were at or above the national average.
- Scores improved across racial and ethnic groups. African American and Hispanic students scoring above the national average increased from approximately 45 to 60 percent between 2000 and 2004.
- More than 70 percent of kindergarten, Grade 1, and Grade 2 students were able to perform at or above the benchmark for reading.
- Ninety-five percent of elementary schools reached Annual Yearly Progress (AYP).
- There was a 4.2 percent increase in 2004 in the percentage of students receiving proficient or higher scores in reading and an increase of 3.1 percent of students receiving proficient or higher scores in mathematics.
- The identification of gifted and talented students in Title I schools increased by almost 14 percent.

Increasing student achievement success has not been limited to the primary grades. Investment in secondary school reform efforts has yielded increases in student achievement on a number of measures. The achievement gains by secondary school students on the SAT and High School Assessments (HSA) illustrate the effectiveness of the secondary school reform efforts. The percentage of MCPS students passing the 2004 HSAs in biology, English, and government reached its highest level since 2002. There was a 9.4-percent increase in the passing rate in English. The passing rate in government has continued to increase each year and currently stands at almost 80 percent. Additionally, all racial and ethnic groups showed very strong gains. African American and Hispanic students, for example, made greater gains than the overall county performance in algebra, biology, and English. New standards and increased rigor at the high school level help prepare all students for postsecondary education and the world of work. These gains include the following:

- There has been more than a 10-percent increase in enrollment of students receiving Free and Reduced-price Meals System (FARMS) services participating in Honors and Advanced Placement (AP) courses from 2001 to 2004.
- From the 2000 to 2004 school year, the number of students taking at least one AP exam increased by 5,105.
- The number of African American, Hispanic, limited English proficiency (LEP) students and students receiving FARMS services taking at least one AP exam has tripled from 2000 to 2004.

- The number of students receiving at least one score of 3 on an AP exam (qualifying to receive college credit or advanced placement) has increased from 3,919 in the 2000 school year to 7,673 in 2004.
- The most recent mean SAT score of 1102 is the highest in more than 30 years and surpasses both the Maryland and national average score.
- The student participation rate of 80.2 percent represents the largest group ever to take the SAT test in the history of the school system.

The school system's success in building a foundation for long-term reform requires effective partnerships and a high-quality workforce. The school system is strengthening parent and community partnerships to support student achievement through a broad range of programs and activities. Through public comments on policy consideration, advisory committees, and participation in the strategic planning and budgeting process, the community plays an essential role in supporting student achievement. Partnerships and involvement with a broad range of advisory committees also are increasing. For example, the Division of English for Speakers of Other Languages (ESOL)/Bilingual Programs facilitates the ESOL/Bilingual Advisory Committee (EBAC), which consists of ESOL parents, school staff, and representatives from the ESOL community. Other examples of operating advisory groups are the School Library/Media Programs Advisory Group, Head Start Parent Policy Council, Curriculum Advisory Committee, Blue Ribbon Budget Committee, and Family and Community Partnerships Advisory group. The success of the academic reforms and active stakeholder engagement has strengthened business and community support for the school system.

Higher education collaborations are assisting in developing a high-quality workforce and promoting student success. The University Partnership Program, for example, facilitates expansion of the teacher and administrator candidate pools and has grown from 15 partnerships in 1999 to 25 in 2004. These programs are instrumental in helping MCPS diversify its workforce and train educators in critical field areas. Through these partnerships, almost 700 participants have graduated; and of the university partnership participants trained in critical fields through university partnership programs, 22 percent are African American. Since the baseline year of 2000, there has been an increase in the percentage of administrators who are African American and an increase in the percentage of teachers who are African American, Hispanic, and Asian American.

In addition, higher education partnerships are valuable in enhancing student success at the secondary and college levels. MCPS collaborates with Montgomery College on 34 joint projects to ensure that all MCPS graduates have the knowledge and skills for postsecondary success. As part of the partnership, all tenth grade students take the PSAT, which is used to identify students capable of participating in Honors-level courses. The school system also has established teacher preparation partnerships with Johns Hopkins University, the University of Maryland, Towson University, George Washington University, and Hood College.

The school system has made significant investments in creating a professional growth system that provides the foundation for a professional learning community in which employees are afforded time, support, and the opportunity for continuous growth and improvement. One of the first phases of this initiative was the implementation of the Professional Growth System for teachers. The system includes a standards-based evaluation plan for teachers, individual professional development plans, and job-embedded professional development supported by a staff development teacher in each school. Additionally, a Peer Assistance and Review (PAR) program and consulting teachers ensure that teachers meet standards of performance. Consulting teachers support both novice and under-performing teachers.

- Since 2002, 1,653 novice teachers have been supported by a consulting teacher.
- The number of under-performing teachers requiring the support of a consulting teacher has declined each year from a high in 2002 of 132 to 95 in 2004.

MCPS is committed to the continuous improvement of the school system and ensuring that every student receives a quality education. The implementation of the Baldrige-guided school improvement planning process, as the model for continuous improvement, is proceeding as planned and is essential to ensuring the long-term success of the reform initiatives. Through sustained, regular monitoring of the strategic plan milestones and data points, the effectiveness of academic and operational reforms can be assessed, opportunities for improvements identified, and interventions pinpointed. An important next step in the process of strengthening *Our Call to Action: Pursuit of Excellence* is the development of realistic targets for each of the data points. This process will provide schools with realistic formative measures to help define their progress toward achieving the milestones. A committee comprised of representatives from all offices has begun the process and is committed to bringing preliminary recommendations to the executive leadership team in March 2005.

The gradual increase in countywide suspension rates, especially the disparity in suspension rates between African American, Hispanic, and American Indian students compared with White and Asian American students, remains a concern. Similarly, the over-representation of African American students in special education and the persisting student achievement gap remain focus areas for improvements and continued reform. Additionally, processes and measures have been implemented to strengthen and facilitate the consistent data collection and monitoring for all data points. The results presented in the attached *Annual Report on Our Call to Action* reflect the progress MCPS has made in the realization of rigorous academic standards and in the achievement of organizational goals in building the foundation for long-lasting success. The report also demonstrates the school system's commitment to the full publication and dissemination of data about the progress of students and the attainment of the goals and objectives.

Re: **DISCUSSION**

Ms. Cox asked how children are described since the state counts the child for each group that he/she is appropriately identified, such as ESOL and FARMS. Dr. Lacey replied that the children are counted in both areas. The state has not changed that identification process.

Ms. Ervin asked about ethnic groups and whether or not the data is teased out to identify them. Is the county moving to identify subsets? Dr. Lacey agreed that it is a concern. For example, the range within the Latino population is enormous.

Ms. Cox inquired if staff was confident that the issue of under-performing teachers has been addressed. Mr. Kress replied that staff was hopeful it has been addressed, but not totally confident. The community superintendents have been working with the principals on that issue, and logically there should be a decrease.

Mr. Romero commented that the more diverse workforce will help the efficiency in instructing students. He complimented staff on its efforts to recruit a more diverse staff that is highly qualified. However, the pool of diverse teachers is not large from which to choose. Dr. Weast responded that the diverse paraeducators can be trained as teachers.

Mrs. Navarro noted that there is an influx of bilingual professionals coming from Latin America who would love to work as teachers. Any way of cultivating new staff, even though it is a long-term solution, will build that capacity. Dr. Weast commented that it would be helpful to link with diverse community groups. MCPS could help people who were teachers in other countries through the Maryland certification process.

Ms. Ervin thought that MCPS' success has resulted in high expectations from the community. She was excited about the continuation of partnerships with the community.

Ms. Cox asked how MCPS will connect the data to the initiatives in the budget. The Collaborative Action Process (CAP) is designed to help decrease the percentage of minority students who are identified for special education. How does the requested funding for special initiatives affect the data? Will there be a special link to the milestones and data points? Dr. Weast replied that it all connects. The public wants progress for all children. MCPS should invest in those initiatives that work and have nudged the achievement to a higher level. In the next budget, he planned on acceleration of early childhood, accountability and more CAP. It is all tied back to what works in the strategic plan and *Our Call to Action*.

Ms. Cox noted that there were interesting specifics that may or may not have relevance. She asked if staff would like the Board to write those questions for a staff answer. Dr. Weast thought it would be helpful to have written questions. Ms. Cox asked to be informed if there is no connection or data are not readily available. Mrs. O'Neill commented that the answers could be funneled back through Board committees.

Ms. Cox asked about the special education version of Schools-At-A-Glance. Will that be released at the same time as the regular Schools-At-A-Glance? Ms. Mason replied that the special education version is still being worked on, but the expectation is that it will be released at the same time.

Mr. Romero complimented the staff for its hard work. In the report, he saw warning signals with the climate survey of students and that suspensions were increasing. Other areas to be quantified are staff development, middle school after-school programs, and the assimilation of diverse populations.

Re: BOARD/SUPERINTENDENT COMMENTS

Dr. Weast commented that last week, nearly 10,000 second grade MCPS students attended one of six youth concerts given by the National Philharmonic at the new Music Center at Strathmore Hall Arts Center. MCPS students were the first public audiences in this magnificent new building. The youngsters learned a lot about the orchestra, participated in an interactive composition with singing and hand motions, and had a wonderful experience.

Mr. Abrams asked for the MCPS cost and the partnership with Strathmore to provide nearly 10,000 Grade 2 students with the opportunity to attend an interactive concert performed by the National Philharmonic.

Dr. Weast stated that on December 9, *The Washington Post* reported on the latest Challenge Index compiled by Post reporter Jay Mathews. The Index divides the number of Advanced Placement, International Baccalaureate, or other college-level tests a school gave in the 2003-04 school year by the number of graduating seniors. For the first time, every one of the 23 MCPS high schools had an Index of 1,000 or above, putting them in the top 5 percent of all U.S. high schools in encouraging Advanced Placement and International Baccalaureate testing. In addition, three MCPS schools—Bethesda-Chevy Chase, Richard Montgomery, and Wootton high schools—were rated among the top five Washington-area schools on the Index.

Mrs. O'Neill was impressed by the trip to Strathmore Hall, which was tied to the curriculum. The second graders were very engaged in the presentation. Also, she congratulated all of the student athletics who won state championships.

Dr. Haughey noted that the Strathmore experience was very impressive. He had never seen so many second graders sit so long and so intently. Also, he represented the Board at the Phoenix II Thanksgiving celebration.

Mr. Sanghvi reported on the MCR meeting with Delegate Nancy King and a discussion of drivers' safety. Also, the Board meeting with students December 7 had a tremendous turnout of students.

Mr. Abrams requested information on how MCPS assigns capacity for bus routes. Also, he wanted clarification about the "opt in" or "opt out" process for health education. Finally, Mr. Abrams thought the 4x4 scheduling could be a basis for a charter school since it is an alternative approach.

Mrs. Navarro attended an event in the Chinese community at which a newspaper awarded prizes for student essays written in Chinese.

Ms. Ervin noted that 4x4 scheduling is a unique opportunity in the downcounty consortium. She thought the parents brought an important issue to the Board.

RESOLUTION NO. 686-04 Re: CLOSED SESSION RESOLUTION

On recommendation of the Superintendent and on motion of Mr. Sanghvi seconded by Mr. Romero, 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 a closed session on Tuesday, January 11, 2005, in Room 120 of the Carver Educational Services Center to meet from 9:00 to 10:00 a.m. and 12:00 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 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. 687-04 Re: REPORT OF CLOSED SESSION

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

On November 9, 2004, by unanimous vote of members present, the Board of Education voted to conduct a closed session as permitted under the *Education Article* § 4-107 and *State Government Article* § 10-501, *et seq.*, of the *Annotated Code of Maryland*.

The Montgomery County Board of Education met in closed session on November 9, 2004, from 9:15 to 9:55 a.m., 12:35 to 1:50 p.m., and 4:00 to 5:00 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and adjudicated the following appeal in its quasi-judicial capacity outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*) with a subsequent vote to approve in open session: T-2004-69.
2. Reviewed and considered the following appeals in its quasi-judicial capacity outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*): 2004-43.
3. Discussed the Human Resources Monthly Report and Appointments with a subsequent vote in open session, as permitted under Section 10-508(a)(1) of the *State Government Article*.
4. Considered the acquisition of real property for a public purpose and matters directly related thereto, as permitted under Section 10-508(a)(3) of the *State Government Article* and Section 4-107(d) of the *Education Article*.
5. Received legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*.
6. Discussed matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*).

In attendance at the closed sessions were: Aggie Alvez, Larry Bowers, Kermit Burnett, Sharon Cox, Dale Fulton, Charles Haughey, Richard Hawes, Roland Ikheloa, Don Kress, Frieda Lacey, Walt Lange, George Margolies, Pat O'Neill, Brian Porter, John Q. Porter, Lori Rogovin, Gabe Romero, Glenda Rose, Sagar Sanghvi, Matt Tronzano, Jerry Weast, and Carey Wright.

RESOLUTION NO. 688-04 Re: **CALENDAR FOR ELECTION OF STUDENT BOARD MEMBER**

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

WHEREAS, The Montgomery County Region of the Maryland Association of Student Councils (MCR) submits a yearly calendar of the major events surrounding the election of the student member of the Board of Education for its review and approval; now therefore be it

Resolved, That the Board of Education approve the calendar of major events for the election of the 28th student member of the Board of Education, as proposed by the Montgomery County Region of the Maryland Association of Student Councils.

CALENDAR OF MAJOR EVENTS

Advertising Period	December 1-23, 2004
Filing Period	January 3-21, 2005
Nominating Convention	February 24, 2005

Town Meeting I	February 24, 2005
Town Meeting II	March 16, 2005
General Campaign Period	February 25 -April 27, 2005
General Election	April 27, 2005

RESOLUTION NO. 689-04 Re: APPOINTMENT TO BOARD ADVISORY COMMITTEE

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

WHEREAS, COMAR 13A.04.18 requires that local education agencies have a citizens advisory committee; and

WHEREAS, Montgomery County has had a Citizens Advisory Committee for Family Life and Human Development since 1970, consisting of representatives of various associations and organizations, community members at large, and student representatives; now therefore be it

Resolved, That the Board hereby expand the “Community-At-Large” category— currently numbering twelve (12)—by one slot, and reduce the “Organization/Association” category—currently numbering fourteen (14)—by one slot, thereby maintaining the overall membership of the committee at thirty (30); and be it further

Resolved, That the following individuals be appointed to serve a two-year term effective January 1, 2005, and ending December 31, 2006:

Organization/Association

- Mindi Goodpaster
- Madeleine Greenwald
- Jill Karpf
- Melinda McCartin

Community-At-Large

- Lara Akinbami
- Brenda Gonzalez-Hermosillo
- Venattia Vann

RESOLUTION NO. 690-04 Re: APPOINTMENTS TO BOARD’S AUDIT COMMITTEE

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

WHEREAS, On September 13, 1978, the Board of Education established an Audit Committee; and

WHEREAS, Eligibility for appointment to the Audit Committee is limited to members of the Board of Education whose remaining terms of office with the Board are equal to or greater than the terms for which they are appointed to this subcommittee; and

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

WHEREAS, Mr. Gabriel Romero's term expired on November 30, 2004, resulting in one vacancy on the committee; and

WHEREAS, Another vacancy exists as a result of the resignation of Dr. Henry Lee whose term on the committee was to expire on November 30, 2004; and

WHEREAS, Mrs. Patricia O'Neill was appointed to serve until November 30, 2006, but has chosen to relinquish her seat; and

WHEREAS, Mrs. Patricia O'Neill's term as chairperson expired on November 30, 2004; now therefore be it

Resolved, That Mr. Gabe Romero be appointed to serve until November 30, 2005, and be it further

Resolved, That Dr. Charles Haughey be appointed to serve until November 30, 2006, and be it further

Resolved, That Mr. Steve Abrams be appointed to serve until November 30, 2007; and be it further

Resolved, That Mr. Steve Abrams serve as chairperson of the Audit Committee until November 30, 2005.

RESOLUTION NO. 691-04 Re: **APPOINTMENTS TO BOARD'S STRATEGIC PLANNING COMMITTEE**

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

WHEREAS, On September 8, 1994, the Board of Education established a Subcommittee on Long-Range Planning; and

WHEREAS, On September 12, 1995, the Board of Education changed the name to Subcommittee on Long-Range and Strategic Planning; and

WHEREAS, On November 9, 2004, with the adoption of the revised Policy AEB (*Strategic Planning for Continuous Improvement*), the Board changed the name to the Strategic Planning Committee; and

WHEREAS, Eligibility for appointment to the Strategic Planning Committee is limited to members of the Board of Education whose remaining terms of office with the Board are equal to or greater than the terms for which they are appointed to this subcommittee; and

WHEREAS, The Strategic Planning Committee consists of three members serving staggered terms of three years each, and the term of office begins on the date of the all-day Board meeting in December of the year of appointment and ends three years later on November 30; and

WHEREAS, Mr. Walter Lange's term expired on November 30, 2004, resulting in one vacancy on the committee; and

WHEREAS, Mr. Kermit Burnett was appointed to serve until November 30, 2006, but that another vacancy exists as a result of his departure from the Board as of December 1, 2004; and

WHEREAS, Mr. Gabriel Romero was appointed to serve until November 30, 2005; and

WHEREAS, Mr. Walter Lange's term as chairperson expired on November 30, 2004; now therefore be it

Resolved, That Mrs. Patricia O'Neill be appointed to serve until November 30, 2006; and be it further

Resolved, That Mrs. Nancy Navarro be appointed to serve until November 30, 2007; and be it further

Resolved, That Mr. Gabe Romero serve as chairperson of the Strategic Planning Committee until November 30, 2005.

RESOLUTION NO. 692-04 Re: **APPOINTMENTS TO BOARD'S RESEARCH AND EVALUATION COMMITTEE**

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

WHEREAS, On January 14, 1986, the Board of Education established a Subcommittee on Research and Evaluation; and

WHEREAS, Eligibility for appointment to the Subcommittee on Research and Evaluation is limited to members of the Board of Education whose remaining terms of office with the

Board are equal to or greater than the terms for which they are appointed to this subcommittee; and

WHEREAS, The Subcommittee on Research and Evaluation consists of three members serving staggered terms of three years each, and the term of office begins on the date of the all-day Board meeting in December of the year of appointment and ends three years later on November 30; and

WHEREAS, One vacancy was created on the committee as a result of the resignation of Dr. Henry Lee, whose term on the committee, in any event, expired on November 30, 2004; and

WHEREAS, Dr. Charles Haughey was appointed to serve until November 30, 2005; and

WHEREAS, Ms. Sharon Cox was appointed to serve until November 20, 2006, but has chosen to relinquish her seat; and

WHEREAS, Dr. Charles Haughey's term as chairperson expired on November 30, 2004; now therefore be it

Resolved, That Mr. Sagar Sanghvi be appointed to serve until June 30, 2005; and be it further

Resolved, That Ms. Valerie Ervin be appointed to serve until November 30, 2007; and be it further

Resolved, That Dr. Charles Haughey serve as chairperson of the Subcommittee on Research and Evaluation until November 30, 2005.

RESOLUTION NO. 693-04 Re: **APPOINTMENTS TO BOARD'S POLICY COMMITTEE**

On motion of Mr. Abrams and seconded by Mr. Sanghvi, the following resolution was adopted unanimously:

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

WHEREAS, The Policy Committee consists of three members serving staggered terms of three years each (along with the student member of the Board), and the term of office begins on the day of the all-day Board meeting in December of the year of appointment and ends three years later on November 30; and

WHEREAS, Ms. Sharon Cox's term expired on November 30, 2004, and one vacancy now exists on the committee; and

WHEREAS, Dr. Charles Haughey was appointed to serve until November 30, 2005, but has chosen to relinquish his seat; and

WHEREAS, Mrs. Patricia O'Neill was appointed to serve until November 30, 2006; and

WHEREAS, Mr. Sagar Sanghvi was appointed to serve until June 30, 2005; and

WHEREAS, Ms. Sharon Cox's term as chairperson expired on November 30, 2004; now therefore be it

Resolved, That Ms. Valerie Ervin be appointed to serve until November 30, 2005; and be it further

Resolved, That Ms. Sharon Cox be appointed to serve until November 30, 2007; and be it further

Resolved, That Ms. Sharon Cox serve as chairperson of the Policy Committee until November 30, 2005.

RESOLUTION NO. 694-04 Re: **APPOINTMENTS TO BOARD'S COMMUNICATIONS AND PUBLIC ENGAGEMENT COMMITTEE**

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

WHEREAS, On July 9, 2004, the Board of Education established a Communications and Public Engagement Committee; and

WHEREAS, The Communications and Public Engagement Committee consists of three members; and

WHEREAS, Pursuant to the enabling resolution, the Board President was authorized to appoint interim members and a chair to serve until the Board's meeting in December, 2004, at which time the chair was to be appointed for a one year term and the three members were to be appointed by the full Board for staggered terms for one, two, and three years, after which their successors would serve full three-year terms; and

WHEREAS, Mr. Gabriel Romero, Ms. Sharon Cox, and Dr. Henry Lee were appointed as the interim members of the committee, with Mr. Romero designated as chair; now therefore be it

Resolved, That Mr. Gabe Romero be appointed to serve until November 30, 2005; and be it further

Resolved, That Ms. Sharon Cox be appointed to serve until November 30, 2006; and be it further

Resolved, That Mrs. Nancy Navarro be appointed to serve until November 30, 2007; and be it further

Resolved, That Mr. Gabe Romero serve as chairperson of the Communications and Public Engagement Committee until November 30, 2005.

RESOLUTION NO. 695-04 Re: **APPOINTMENTS TO BOARD'S AD HOC COMMITTEE ON SPECIAL EDUCATION COMMITTEE**

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

WHEREAS, On February 11, 2003, the Board of Education established an ad hoc Committee on Special Education; and

WHEREAS, On December 9, 2003, at the time the Special Education Continuous Improvement Advisory Committee was created, the Board resolved that its ad hoc

committee shall continue to meet to consider the interim recommendations of the advisory committee and its final report (expected no later than June 30, 2006) and, as appropriate, to make recommendations to the full Board; and

WHEREAS, Mr. Kermit Burnett, Ms. Sharon Cox, and Dr. Charles Haughey were appointed as members of the ad hoc Committee on Special Education with undefined terms, with Mr. Burnett designated as its chair; and

WHEREAS, Mr. Burnett's term on the Board of Education has expired, resulting in a vacancy on the committee and in its chairmanship; now therefore be it

Resolved, That Mr. Steve Abrams be appointed to serve until such time as the Special Education Continuous Improvement Advisory Committee fulfills its charge and issues its final report to the Board of Education; and be it further

Resolved, That Mr. Steve Abrams serve as chairperson of the Ad Hoc Committee on Special Education until such time as the Special Education Continuous Improvement Advisory Committee fulfills its charge and issues its final report to the Board of Education.

RESOLUTION NO. 696-04 Re: **MINUTES**

On motion of Mr. Sanghvi and seconded Mr. Romero, the following resolution was adopted unanimously:

Resolved, That the Board of Education approve its minutes for the October 25, 2004, meeting.

RESOLUTION NO. 697-04 Re: **MINUTES**

On motion of Mrs. O'Neill and seconded Ms. Cox, the following resolution was adopted unanimously:

Resolved, That the Board of Education approve its minutes for the November 9, 2004, meeting.

RESOLUTION NO. 698-04 Re: **MINUTES**

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

Resolved, That the Board of Education approve its minutes for the November 10, 2004, meeting.

RESOLUTION NO. 699-04 Re: **MINUTES**

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

Resolved, That the Board of Education approve its minutes for the November 11, 2004, meeting.

RESOLUTION NO. 700-04 Re: **MINUTES**

On motion of Mr. Romero and seconded Mr. Sanghvi, the following resolution was adopted unanimously:

Resolved, That the Board of Education approve its minutes for the November 18, 2004, meeting.

RESOLUTION NO. 701-04 Re: **MINUTES**

On motion of Dr. Haughey and seconded Mr. Sanghvi, the following resolution was adopted unanimously:

Resolved, That the Board of Education approve its minutes for the November 20, 2004, meeting.

RESOLUTION NO. 702-04 Re: **CONSULTANT APPOINTMENT**

On motion of the Communication and Public Engagement Committee, the following resolution was adopted unanimously:

WHEREAS, By Resolution No. 481-04, the Board of Education authorized the Communications and Public Engagement Committee to recommend an external consultant and establish the scope and area of review to include, but not be limited to, Board Office responsibilities, staff, and salaries, based on areas of need and function, premised on the Key Works of School Boards of the National School Boards Association; and

WHEREAS, The Committee has solicited several companies to submit formal proposals to provide consultant services in two phases:

- (1) to review ways in which the mission of the Board, and the individual needs and responsibilities of Board Members can best be supported by the Board staff, to include an analysis of the staffing and allocation for the Board Office; and upon action by the Board,
- (2) to review salaries and classifications of the current and suggested professional and support staff, based on their scope of work and

benchmarked to positions of similar responsibilities and experience, both inside and outside of the school system; and

WHEREAS, The Committee has met with the representatives of the Center for Organizational Excellence and, after evaluating its proposal, has identified it as qualified to provide consultation services as described above for phase (1); and

WHEREAS, Funds for these services are available as part of the FY 2004 Operating Budget; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with The Center for Organizational Excellence to provide professional consultant services as described above for phase (1) at a fixed fee of \$26,000, such services to commence subsequent to January 1, 2005, and completed within 45 calendar days from the commencement date; and be it further

Resolved, That the Committee shall bring a separate recommendation to the Board for completion of phase (2) at such time as the Board has acted upon the recommendations emanating from phase (1) above.

Re: **NEW BUSINESS**

There was no new business.

Re: **ITEMS OF INFORMATION**

The following items were available:

1. Legal Fees Report
2. Construction Progress Report

RESOLUTION NO. 703-04 Re: **ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of December 14, 2004, at 5:35 p.m.

PRESIDENT

SECRETARY

JDW:gr

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December 14, 2004

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