

APPROVED  
39-1993

Rockville, Maryland  
August 30, 1993

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Monday, August 30, 1993, at 10:10 a.m.

ROLL CALL            Present:    Dr. Alan Cheung, President  
  in the Chair  
  Mr. Stephen Abrams  
  Ms. Carrie Baker  
  Mrs. Frances Brenneman  
  Mr. Blair G. Ewing  
  Mrs. Carol Fanconi  
  Mrs. Beatrice Gordon  
  Ms. Ana Sol Gutierrez

                          Absent:    None

                          Others Present:    Dr. Paul L. Vance, Superintendent  
  Mrs. Katheryn W. Gemberling, Deputy  
  Dr. H. Philip Rohr, Deputy  
  Mr. Thomas S. Fess, Parliamentarian

                          Re:    ANNOUNCEMENT

Dr. Cheung announced that the Board had been meeting in closed session on personnel matters, legal matters, and appeals.

RESOLUTION NO. 619-93    Re:    BOARD AGENDA - AUGUST 30, 1993

On recommendation of the superintendent and on motion of Mrs. Fanconi seconded by Mrs. Gordon, the following resolution was adopted unanimously:

Resolved, That the Board of Education approve its agenda for August 30, 1993.

                          Re:    FIRE SERVICE CADET PROGRAM

The Board received a second-place national award for the Fire/Rescue Services Cadet Program. Robin Lupia, coordinator of the fire cadet program was honored for her work with students and the county's Fire and Rescue Commission.

                          Re:    ITEMS RELATED TO CAREER AND  
  TECHNOLOGY EDUCATION

Dr. Vance stated that the presentation and discussion would focus on the new graduation requirements for technology education and the revision of the technology education program of studies. He commented that these were exciting times in school reform because

of the involvement of a much broader constituency of citizens, organizations, and agencies looking at education and questioning what was being taught, how it was taught, and who taught it. This reflected changing requirements of the work force. Last year Maryland became the first state to require technology education, and MCPS had taken the lead in developing a technology education curriculum to prepare students to understand and succeed in a world of rapidly changing technology. MCPS had received a state grant to develop the technology education module and had presented their Program of Studies revision to the Maryland State Board of Education. He thought the Board would find the revised Program of Studies to be innovative and their process for implementing it thorough, aggressive, and extremely timely.

Dr. Joseph Villani, associate superintendent, reported that on September 14 they would be discussing graduation requirements outside of technology education. On September 27, they would be discussing an educational technology policy which referred to the use of technology to support the instructional program. Today's discussion was on technology education which taught students the skills and applications of a variety of technologies.

Dr. Mary Helen Smith, director of the Department of Student, Community, and Staff Support, stated that every student graduating from a Maryland public high school must have one credit in technology education. Staff had reviewed and revised courses to meet the learner outcomes required by Maryland for technology education. The Board had a list of the learner outcomes as well as a list of technology education courses and computer science courses that met this requirement. They were continuing to review other courses to see if they met the technology education graduation requirement and had worked with science, mathematics, and computer-related instruction. In addition to the one credit in technology education, students had the option of taking two credits in a foreign language or advanced technology. Many of their courses met both the technology education and advanced technology requirements. She noted that these requirements affected students entering grade nine this year.

Mr. Jack Schoendorfer, director of the Division of Career and Technology Education, said they had been excited about and busy with the revision of the technology education Program of Studies. The revised curriculum was outcome driven, and they had started with learned outcomes identified by the Maryland State Department of Education and then developed courses, units, and activities for students to attain those outcomes. The result was a program designed around what students needed rather than being limited by tradition, staff development, or equipment/facility requirements.

Mr. Barry Burke, coordinator of industrial and technology education, commented that in 1990 the Board had approved changes in course titles and objectives, but no change was made with what was going on in the classroom. In 1992 with the new state requirement, they looked at what they were doing and realized that changes had to be made. In October, 1992, the Council on Instruction, had approved the piloting of four new courses and the phasing out of 21 courses. To make this change they had involved leadership staff from secondary schools.

Mr. Burke said that technology education was considered to be the new basic in education because it integrated across all curricular areas. The four new courses were designed to meet the MSDE learner outcomes and integrated science, mathematics, and language arts. The courses utilized a problem-solving approach to challenge students and taught about technological systems and their impact. He emphasized that they were not teaching wood shop any more. Their goal was to provide technological literacy for students. At the ninth grade level, they had "Exploring Technological Concepts" which taught about technological systems as they related to science. "Communication Systems Technology" was a study of the relationship of communications to all technological systems. "Pre-engineering" was developed with the University of Maryland, Howard University, Montgomery College, and the High-Tech Council. "Technological Innovations" was a study of invention and innovation which had evolved from a former course in research and experimentation.

Mr. Burke reported that the plan was to phase out the 21 courses no longer meeting the outcomes such as architectural drawing and design, electricity, electronics, automotive technology, etc. The four new courses would be phased in. They would retain "Principles of Technology" and "Principles of Technology/Physics." On September 1, "Exploring Technological Concepts" would be offered in all high schools for ninth graders. At limited sites, the three other courses would be piloted. For grades 10-12 they would retain the 21 courses to meet the practical arts requirement. In FY 1995, those courses would be offered in grades 11-12, and the following year only for grade 12.

When they spoke with principals about the new program, there were some concerns about implementation of the program. These were staff development, equipment, and curriculum development. In FY 1993 intensive training had been provided for "Exploring Technological Concepts." In FY 1994 they would provide follow-up training for the three other new courses. Another concern was equipment, and they would continue to use manufacturing types of equipment, and as that equipment became obsolete they would be replaced with smaller and more flexible types of equipment. They would still be doing hands-on kinds of activities. As far as curriculum development, they had had a multi-LEA workshop to

produce an encyclopedia of technology education activities which was a major piece of curriculum to be used in the new program. This past summer MCPS had produced four new instructional guides which would be given to all teachers. The guides were designed to be a framework using the encyclopedia for activities. As technology changed, they could change along with it.

Their biggest challenge was teacher training. They had redirected existing resources to do that by providing release time for teachers using substitutes. Principals agreed to release technology education teachers during exam time. They had stipend training after the close of school, and this summer 20 teachers had participated in the Business and Industry for Educators workshop. These teachers visited five different businesses and wrote up activities for the next edition of the encyclopedia.

Mr. Burke reported that they were in partnership with MSDE to develop the first high school module for the computerized instructional framework. It was a computerized system with an interactive video disk showing exemplary teachers teaching strategies. Principals were concerned about teaching new technology in their old shops, and a transitional utilization design had been developed for the new courses using the existing labs. They were reviewing specifications for new and modernized buildings to make changes for the new technology education.

Mr. Burke emphasized the integration of technology education with other areas of the curriculum. They were showing students demonstrations of what students were learning in their other classes. For example, the ninth grade course was being coordinated with ninth grade laboratory science. This year's training would involve both science and technology education teachers. He cited Wootton and Blair high schools for their piloting of the various programs.

In regard to phasing in the new courses and phasing out existing courses, Mr. Schoendorfer reported that they had received pilot approval from the Council on Instruction. It would be evaluated during the pilot process, and it would eventually come to the Board for the final decision. He wanted to explain that career development courses such as drafting and automobile technology would still be offered. What they proposed phasing out were the elective courses.

Mrs. Brenneman thought that this sounded like a very exciting kind of program. She asked why they would not be offering wood shop and why they were the only county phasing out these courses. Mr. Burke replied that there were good parts to every course, but an entire course in wood shop would not meet the outcomes. What they had done was to take the valuable parts of all of those courses and incorporate them into the four courses. Dr. Villani

added that students would still learn to use small power hand tools, one of the skills from the old shop courses. Mr. Robert Grey, MSDE, reported that there were no woodworking classes anywhere in the state. All of the school systems had modified their programs to meet the outcomes for technology education. Students would be creating technology through the skillful use of tools, machines, and materials. They would learn the skills from the woodworking classes, but these skills would be applied to a more realistic problem. The students would be better prepared to move into the high tech workplace because they could convert ideas into three-dimensional objects.

Mr. Abrams understood the link to be ninth grade science where they would be reaching all students. Mr. Schoendorfer replied that this would be accurate in a school selecting to have all students enrolled in "Exploring Technological Concepts," but this was an elective course. Students could take the ETC in ninth grade, one of the other three technology courses, or any of the other courses identified as meeting the learner outcomes.

Mr. Abrams asked how they would relate the technology education credit required in the Blair magnet or the Richard Montgomery IB program. Mr. Schoendorfer replied that the Blair magnet was one of the models they looked at because they had integrated technology education. Mr. Abrams asked whether they could satisfy the technology credit in a fixed discipline. Mr. Schoendorfer explained that at Blair the ETC course was being offered, and those students would get that credit; however, there were other courses being examined that might meet the requirements. It seemed to Mr. Abrams students could meet the credit requirement by taking one of the four courses or in a course they determined had the criteria for satisfying the credit.

Mr. Abrams said that what seemed to be lacking was an integration of language into technology. Mr. Burke replied that the communications area was a part of everything they did. They had looked at how students completed challenges, and a part of that would involve reading/language arts and communication skills. Mr. Abrams commented that the assumption here was that the integration of skills required a fluency in English, but there was also a great deal of technology in non-English-speaking countries. He asked if they were looking at satisfying the technology credit through an interdisciplinary approach on foreign languages. Dr. Villani said this was an interesting idea, but the communication systems technology was not a language-based program, it was a communications-based program.

Mr. Abrams noted that photography would be phased out which tended to be useful in communications presentations. Mr. Burke explained that photography had been offered as either a practical arts or fine arts requirement. They were phasing it out because

of the cost of having two darkrooms in a high school. However, digital photography would be incorporated into their courses. Mr. Schoendorfer added that photography as a fine art would be retained.

Mrs. Fanconi asked how computer-related instruction and the need for students to be computer literate fit into technology education. Dr. Villani replied that the answer to that question came not out of technology education but out of educational technology. The policy would be proposing a broad reform of program structure so that students would have the computer skills they needed to be successful. All students would be instructed in computer skills, and there would be standards at grades 3, 8, and 12.

Mrs. Fanconi asked for an explanation of the process by which the Board was involved in the development of new curriculum. Dr. Villani replied that pilot programs were presented to the Council on Instruction for approval. If the Council recommended the program became the standard for the county, a recommendation was made to the superintendent who would make the recommendation to the Board. The Board adopted that program.

Ms. Baker asked whether the CAD system used in architectural drawing would still be taught in technology, but they would not offer architectural drawing. Mr. Burke replied that they would continue to have the drafting program at the Edison Career Center and two other high schools, but the CAD would still be used in the four courses. Ms. Baker asked if parts of the courses being phased out would be in the new courses, and Mr. Burke assured her that they would be included.

Ms. Gutierrez said she would like to know more about the decision process that would be used to make the final evaluation of the pilots and the final decision to phase out the other courses. She understood that there would be career courses available, but she maintained that some of these courses served an incredibly valuable purpose for students who were not necessarily going to the Edison Center. She cited the example of her son who studied graphics communications along with his academic program and another friend who took architectural drawing for three years because he wanted to study architecture in college. She asked for some idea of the evaluation criteria for the pilot to make these decisions. She asked whether they had surveyed students about what they were getting out of these courses.

Ms. Gutierrez stated that she was happy to have this opportunity as a member of the Board of Education to be informed about this program. It had major changes, and she was fully supportive of the direction, innovation, and effort; however, she would have preferred to have had earlier knowledge of the major changes and an opportunity to approve or disapprove the direction. In her

three years on the Board, this was the first major curricular change. This was a primary function of a board of education, and she believed the Board had to be more actively involved in setting curricular directions. She said she would be writing a memo on this process and how the Board might be able to act more appropriately with regard to curricular changes.

Dr. Bob Snyder, High Tech Council, commented that they had lost many students to math and science careers because the system had failed to excite them about math and science and the potential that is there. That failure had occurred because of the dichotomy that had traditionally existed between academic and practical careers. Very much to the credit of the staff there had been a new revolutionary approach to merge the two so that the practical would become more academic and the academic would include more problem-solving. If they were successful, more students would stay interested in these areas. He also reported on the articulation between MCPS, Montgomery College, and the University of Maryland. They also had curriculum revisions in math and science at the elementary school level. He and the Council had strong support for what the school system was doing.

Dr. Cheung did not see this as a revolution. It was an evolution. They had the radio generation, the television generation, and now they had the computer/technology generation. For example, they were not going to lose graphics but rather gain computer architectural design and imaging.

Mr. Ewing said he was impressed with the proposal for technology education and thought it would be beneficial. However, he thought that parents would have a lot of questions about what this meant. They had to think about how that message was going to be transmitted. He quoted the statement on page 10 regarding technology education as a start for a message to parents and students. He asked what they were going to do to make clear to the public what the program was designed to accomplish and why they were doing it apart from the state requirement. He needed to know much more and in more detail about the reasons why industrial arts courses were being phased out and how technology education and career education would continue to co-exist. He wanted to know the precise and specific impact on the Edison Center, its programs, and courses. He asked about the impact, if any, on the automotive and construction trades foundations. He also inquired about the specific impact on other high school programs in career education. He requested answers to these questions before the Board took a vote on this issue.

Dr. Cheung thanked staff for the presentation.

Re: READING/LANGUAGE ARTS IN MCPS

Dr. Vance read the following statement from the paper on reading/language arts in MCPS:

"As we are headed toward the twenty-first century, our definition of literacy has taken on new meaning. It is no longer adequate to read at the fourth grade level, the criterion most often defined as the reading level needed for most newspaper reading or to merely fill in the blanks on a form. Comprehension by responding to questions in writing is also not enough. Success in the world today requires far greater skills. Today's citizens must be able to think and read in much greater depth. Students must be able to construct, extend, and examine their interpretations as well as personally respond to reading. They must be able to write for many different purposes. They must reason and be articulate in communicating with others. Literacy also includes knowledge of technology and problem solving skills. Today's students need to learn in ways different from the past when the emphasis was on gaining isolated skills. They need to learn in ways that demonstrate their understanding and performance during reading and writing processes."

Dr. Vance stated that this paragraph had great significance to a question that was often posed. What is the mark of an MCPS graduate? What distinguishes that student? He introduced Dr. Joseph Villani, associate superintendent.

Dr. Villani said there could be no better introduction to what they were trying to do in reading/language arts. Dr. Suzanne Clewell, coordinator of the K-12 reading/language arts program, had been working on this program for several years. She would be making the presentation to the Board.

Dr. Clewell commented that definitions of literacy had changed over the years. In the fifth century it was reported that Ambrose was the brightest person in the world because he could read silently without moving his lips. The current standard of fourth grade was not enough as they moved toward the 21st century.

The MCPS curriculum set high expectations for all students. All students would be able to read, write, listen, and speak for a variety of purposes and for a variety of audiences using many different forms. Students would be able to produce and understand coherent messages. Today in MCPS students were taught how to read using real literature, real library books. They were able to do this because they were able to establish the relationships between what they knew and what they were reading. Skills and strategies were taught in the context of these books. There were groups of teachers who volunteered to read the latest literature to decide which ones should be core books. They had a big emphasis on expanding their collection to include more



multicultural titles to represent the diversity of their population and to include more non-fiction books.

Dr. Clewell pointed out that their curriculum integrated reading and writing. They now knew that students learned to read and write at the same time. Students used invented spelling as they started to write. The processes in reading and writing were very similar. Students needed to understand that thinking about a purpose for reading helped them to think and to write clearly. Using their background knowledge would help students to become better readers and writers. Students learned how to predict what the text was going to be about. She demonstrated how a kindergarten teacher used books with predictable language which provided students with a sight vocabulary which was important when students used phonetic elements to learn reading. After reading the book with the teacher, students might write their own version of the book or play out the scenes in the book. The teacher would teach phonics in the context of stories.

The Board viewed a brief video of strategies-based instruction. The teacher modelled how to use background experience, predict, and figure out a word a student did not know. Mrs. Joyce Colbert explained that the students in the video were making and verifying their predictions and activating their background knowledge during the reading. The teacher allowed the students to develop the vocabulary in the context of the story and showed the students that she valued what the students had to say. The teacher was encouraging students to use different strategies to help them better understand what they were reading. Strategy-based instruction which was a process for presenting students with learning strategies for processing and understanding information as they read. The strategy was a plan the learner selected to use in specific situations. For students to understand this, they had a model for explicit instruction. There were three stages in this model: the modeling stage, the coaching stage, and the application stage. During the modeling stage, the teacher told and showed the students what the strategies were and how to use them. In the coaching stage, the students had a chance to practice using the strategy. During the application stage, the students transferred strategies to independent use. The primary function of strategy-based instruction was for students to gain control over their own learning. This idea came from helping at-risk students, but staff found it a valuable tool for the more able learners.

Dr. Clewell reported that there were lots of classrooms where students in first grade were keeping track of skills they had as a reader or writer. In classrooms students were writing across the curriculum, and they were writing their observations in science, math, and social studies. She demonstrated one student's reporting in science, a letter done by a student during a study of Egypt, and a book on Columbus written from the point

of view of the white person and the point of view of the Tainos, the native people. She hoped that they could instill the love of reading, writing, and listening in all students.

Mr. Abrams remarked that this was an exciting approach, but he had noted that one of the cornerstones of the program was the availability of reading specialists. He asked about the ability of classroom teachers to implement the approach, evaluate the approach, and spot the early difficulties of students. Dr. Clewell replied that the identification of students with learning difficulties occurred with the help of the school-based reading specialist. In MCPS they were trying hard to have intervention programs through the EMTs. They did not have enough reading specialists to train all teachers with strategies-based instruction and reading/writing workshops. Training occurred in meetings of reading specialists and through the two MCPS training units.

Mr. Abrams commented that the strategy assumed some language proficiency in early years. However, the technique appeared to be adaptable to any language. He asked whether work was being done to introduce the strategic element prior to proficiency in the English language. Dr. Clewell replied that students were leaning strategies by acknowledging their home language. Students were writing in their home language and developing their thinking and conceptual knowledge at the same time they were learning English.

Mr. Abrams asked about the identification of early deficiencies, not language based. Dr. Clewell replied that all reading specialists had master's degrees in reading and were capable of diagnosing language problems. Ms. Jeanne Ryan, reading specialist at Poolesville ES, added that the most important thing a specialist could do was to communicate with the teachers, provide resources, and help teachers assess children. If there were problems, teachers were asked to fill out a referral form for the EMT.

Mr. Abrams asked about the experience they had had with this technique and the evaluation of students. In terms of early identification, he wanted to know if they were seeing outcomes or were they passing along students who did not have the skills. It seemed to him if they were not taking full steps early on, they would be running into the same cycles. Dr. Vance recalled a presentation Dr. Plumer had made about the dangers inherent in early identification and labeling. He agreed to provide that information and a copy of Dr. Plumer's report because it did address a particular philosophy of continuous progress. Dr. Clewell added that the developmental nature of learning was inherent in their Program of Studies because students progressed at different rates.

Ms. Gutierrez said she would like to focus on the 20 percent of MCPS who were non-native speakers of English. She was pleased to see the participation of a research center in their program. She asked if they were moving in reading and language arts to look at how non-native speakers of English did learn language and how MCPS needed to change its standard delivery. She did not see any real hand-holding with the ESOL program, and she did not think their 45 minute pull out program was addressing the need to make successful learners. She felt that their assessment tools were not adequate for ESOL students. Dr. D. Paz, reading specialist at Lake Seneca ES, said she worked with the classroom teacher and the ESOL teacher. The reading teachers tried not to pull children out of the classroom and tried to support the child in the classroom. They supported many reading groups during the day and tried to make sure those ESOL students were included in the reading groups so that they would be exposed to the strategies and to writing.

Dr. Lucinda Sullivan, director of the Department of Academic Programs, stated that the strategy-based instruction model was the one that would get at the diagnostic understanding of reading. Evaluation of one's background knowledge tended to be an appropriate model for students speaking English or any other languages. Students were being asked to verify their understanding of a concept which was not necessarily in English. She agreed to provide the Board with more information on how strategy-based instruction addressed the need of students with languages other than English.

Mrs. Brenneman asked about the numbers of hours teachers were required to have in reading. Dr. Peter Afflerbach replied that at College Park teachers needed one reading course and a follow-up diagnostic and assessment course. Mrs. Brenneman reported that she taught remedial reading at Montgomery College, and each semester she had 70 students who were all MCPS graduates. She was not the only reading teacher at Montgomery College, and the College would expand the program if they had the space. Most of these students did not enjoy reading. The College also offered a lower level reading course at all three locations. She was using books at the sixth grade level. She noted that students had to pass functional tests before they graduated from high school, but they had to think about what reading level students should graduate with.

Mrs. Brenneman did not see enough in the paper before the Board on early intervention strategies. In math they said that every student must have algebra and would have help, but she did not know that MCPS was doing this with reading. Her students at the college level were not coded for disabilities, but many of them did not know what they were reading about. She did not see enough intervention strategies, and while a first grade class might have five or six reading groups, all of those students went

on to the second grade. When she had done her student teaching in Amsterdam, New York, students went to different teachers every two months because of different reading levels. At the end of two months, the students were reassessed and reshuffled. She knew that Louisville, Kentucky was doing this, and she understood that MCPS used to do this a number of years ago. She was worried that right now a lot of their students were not succeeding.

Dr. Clewell agreed with Mrs. Brenneman that they had to make a more concerted effort with intervention programs to help at-risk readers because the isolated deficit model skills had not worked in the past. In this model, students were pulled out to do workbook pages and never related this back to reading. From research, they knew that students who were at risk were more likely to not have a chance to read. Skilled readers had three times more opportunities to read in books. For at risk readers, they had to intervene and provide students with rich books to learn the decoding skills and learn phonics in a meaningful content. They knew the biggest factor contributing to reading success was reading. Perhaps the students at Montgomery College never had the opportunity to put the skills back into the context of reading.

Dr. Vance inquired about the quality of feedback they were getting from Montgomery College and the University of Maryland. Dr. Villani replied that they did have a report from MSDE about MCPS students having the highest grade point average of any school system in the state colleges and universities. However, they had no information on reading skills. Mrs. Gemberling added that they had feedback information on the MCPS math program which was exceptional in terms of readiness and levels of math.

Dr. Vance said the point was that Montgomery College had an assessment center for incoming students, and certain students were referred to remedial reading, mathematics, or science. He wanted to know if MCPS received any feedback from this assessment. He also pointed out that Montgomery College had become the largest conveyer of students to the University of Maryland, and 99.9 percent of those students were the products of MCPS. He would like to work with Mrs. Brenneman and the College to get more of this discrete information because it did have significance for their intervention strategies. Ms. Gutierrez suggested they ask Montgomery College to do a joint survey with MCPS of entering freshmen.

Mr. Ewing said it appeared the new plan was sophisticated and very significant in the way in which it addressed student needs. It would have been helpful to him to have had some answers which spoke to interventions for various subpopulations such as those whose native language was not English or those coming to MCPS from other school systems. It might be useful to look at these various populations to see the differences their interventions

made and at what ages and with what groups. Clearly a student coming to MCPS in kindergarten and staying for 12 years was very much more likely to succeed, but they did not know this for certain.

Mr. Ewing also asked for something more about what the research was telling them. He had been on the Board for a number of years, and over the years there had been controversies about how to teach reading successfully. The paper before the Board assumed that MCPS now knew how to teach reading, and he hoped that this was true. Either the research had converged on the right solutions, or MCPS had selected from the research those things that made sense to them and their population. He assumed it was much more the latter than the former, and he would like to know more about how the research had been assessed and translated into a program they believed would work. He would like to know whether the program they were putting in place was judged to be equally effective for all students or most effective with a certain group. It was important for him to know not only what they were doing but how they arrived at that.

Dr. Afflerbach said he had been in the audience for the discussion on educational technology, and it struck him that they had been so focused on standardized tests and scores that it was hard for them to think about a child's development in any other way. He appreciated Dr. Clewell's presentation because she used what was really going on in classrooms and what students were capable of doing as a way of illustrating growth and accomplishments. For too long they had been dependent on psychometricians who developed tests but might not be in classrooms on a regular basis. He said that he had supervised nine student teachers last year and described a display of sea mammal models at Sherwood Elementary School which illustrated the ability of students to read books and to comprehend books. For decades they would assess the children on whether they comprehended something, get a score, and assign a grade level. They were not assessing whether or not students were motivated to read, reading things critically, and evaluating different points of view. He thought that MCPS had an opportunity to really branch out in terms of what was being assessed. He knew lots of people who could read at the 12th grade level but chose not to read and would rather watch television. The more assessment addressed the aspects of a good reader, the more valuable the information about students in a diagnostic or developmental sense. The people in the best position to make the decisions were the classroom teachers, and the more trust and faith put into their views, the more effective the system would be. He agreed that colleges had to do a better job of training teachers to be assessment experts and evaluation experts, and he thought the ideal picture would be one that heavily involved teachers and had diverse assessments.

Dr. Cheung thanked the staff and presenters. He emphasized the need for an individual learning profile of each child, not just test scores, but information on how that child learned. They had the technology to be able to do that which would enable them to project and plan. Mrs. Fanconi suggested that the Board officers schedule a follow-up discussion on this topic.

Re: ANNOUNCEMENT

Dr. Cheung announced that the Board had been meeting in closed session on contract negotiations and appeals.

Re: PUBLIC COMMENTS

The following individuals appeared before the Board:

1. Holly Hardy
2. David Holdridge
3. Susan James
4. Mark Nafziger, Schiller Institute

RESOLUTION NO. 620-93      Re: UTILIZATION OF FY 1994 FUTURE  
SUPPORTED PROJECT FUNDS FOR AT-RISK  
PROGRAMS

On recommendation of the superintendent and on motion of Mrs. Fanconi seconded by Mrs. Gutierrez, the following resolution was adopted unanimously:

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1994 Provision for Future Supported Projects, a grant award of \$12,000 from the Maryland State Department of Education (MSDE), under a state initiative for at-risk programs, for two projects that place emphasis on staff training and conflict resolution/peer mediation strategies, in the following categories:

	<u>Category</u>	<u>Amount</u>
3	Other Instruction Costs	<u>\$12,000</u>
	TOTAL	<u>\$12,000</u>

and be it further

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

RESOLUTION NO. 621-93      Re:    UTILIZATION OF FY 1994 FUTURE  
SUPPORTED PROJECT FUNDS FOR THE  
LITERACY WORKS PROGRAM

On recommendation of the superintendent and on motion of Mrs. Fanconi seconded by Mrs. Gutierrez, the following resolution was adopted unanimously:

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1994 Provision for Future Supported Projects a grant award of \$19,879 from the Maryland State Department of Education (MSDE) for the Literacy Works program, in the following categories:

	<u>Category</u>	<u>Amount</u>
2	Instructional Salaries	\$12,471
3	Other Instruction Costs	5,330
10	Fixed Charges	<u>1,078</u>
	TOTAL	<u>\$19,879</u>

and be it further

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

RESOLUTION NO. 622-93      Re:    UTILIZATION OF FY 1994 FUTURE  
SUPPORTED PROJECT FUNDS FOR THE  
ESOL SHORT-TERM TRAINING PROGRAM

On recommendation of the superintendent and on motion of Mrs. Fanconi seconded by Mrs. Gutierrez, the following resolution was adopted unanimously:

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1994 Provision for Future Supported Projects a grant award of \$87,600 from the U.S. Department of Education for the ESOL Short-term Training program, in the following categories:

	<u>Category</u>	<u>Position*</u>	<u>Amount</u>
2	Instruction Salaries	0.5	\$57,701
3	Other Instructional Costs		11,399
10	Fixed Charges		<u>18,500</u>
	TOTAL		<u>\$87,500</u>

\* 0.5 Teacher (C-D)

and be it further

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

RESOLUTION NO. 623-93 Re: SUBMISSION OF AN FY 1994 GRANT PROPOSAL FOR HIV/AIDS PREVENTION EDUCATION

On recommendation of the superintendent and on motion of Mrs. Fanconi seconded by Mrs. Gutierrez, the following resolution was adopted unanimously:

Resolved, That the superintendent of schools be authorized to submit an FY 1994 grant proposal for \$8,000 to the Maryland State Department of Education for an HIV/AIDS Prevention Education program; and be it further

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

RESOLUTION NO. 624-93 Re: PROCUREMENT CONTRACTS MORE THAN \$25,000

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

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

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

COG AB6952/RC	Diesel Fuel - Extension	
	<u>Awardee</u>	
	MG Refining and Marketing, Inc.	\$1,170,000
647-4W	Delivery, Set-up, and Installation of Modular Classrooms at Radnor School and Eastern Middle School	
	<u>Awardee</u>	
	Allied Trailer Sales and Rental	\$ 25,990
92-03	Primary Inpatient and Outpatient Chemical Dependency Treatment for eligible Montgomery County Public Schools Employees - Extension	
	<u>Awardees</u>	
	Circle Treatment Center	
	Maryland Treatment Center	
	Melwood Farm Treatment Center	



## Montgomery General Hospital

	TOTAL	\$	33,750	
93-09	Occupational and Physical Therapy Services for Students with Disabilities			
	<u>Awardees</u>			
	Care Rehab, Inc.	\$	306,000	*
	Development and Technology Worldwide		74,750	*
	Polcari Therapy Services, Inc.		<u>211,600</u>	
	TOTAL	\$	592,350	
109-93	Telephone Systems and Equipment			
	<u>Awardees</u>			
	Alarm-It Distributors, Inc.	\$	114,679	*
	Allegheny Electronics, Inc.		4,200	
	Alltel Supply, Inc.		140,197	
	Arius Security Distributors		31,178	
	Data Set Cable Company, Inc.		12,598	
	Harco Electronics, Inc.		492	
	Mid Atlantic Cable Connection		1,558	
	North Supply-A Sprint Company		<u>91,798</u>	
	TOTAL	\$	396,700	
110-93	Plumbing Supplies			
	<u>Awardees</u>			
	Apex Plumbing Supply, Inc.	\$	3,343	
	Associated Controls		1,680	
	Best Plumbing Specialties, Inc.		5,500	
	Crest Good Manufacturing Company, Inc.		4,567	
	D & B Distributing Company, Inc.		3,000	
	Don's Hardware		97	*
	EMR Service Division		17,750	
	Frederick Trading Company		1,526	*
	MSF County Services Company		271	
	Noland Company		22,844	
	Pier Angeli Company		447	
	Roberts Oxygen Company, Inc.		500	
	J. A. Sexauer, Inc.		9,554	
	Thomas Somerville Company		3,346	
	Southern Utilities Company, Inc.		2,618	
	Spartan Tool		3,000	
	Superior Specialty Company		22,362	
	USCO, Inc.		67,845	
	Wolverine Brass Works		<u>1,023</u>	*
	TOTAL	\$	171,273	

128-93	Boiler Supplies and Associated Materials		
	<u>Awardees</u>		
	American Combustion, Inc.	\$	5,677
	Apex Plumbing Supply, Inc.		4,310
	The Boiler Store		8,300
	Capp, Inc.		2,500
	Frederick Trading Company		366 *
	Gladhill Brothers		4,500
	Grainger		687
	Industrial Controls		7,000
	M & M Controls, Inc.		1,425
	Mcardle and Walsh, Inc.		1,000
	Motion Specialties, Inc.		5,685
	National Energy Control Corporation		53,162
	Noland Company		33,108
	Professional Boiler Works Company		7,000
	R & J Supply		6,000
	Roberts Oxygen Company, Inc.		17,600
	Thomas Somerville Company		10,874
	Southern Utilities Company, Inc.		51,360
	Superior Specialty Company		32,202
	USCO, Inc.		<u>110,406</u>
	TOTAL	\$	363,162
133-93	Secondary School Science Supplies and Equipment		
	<u>Awardees</u>		
	Baxter Scientific Products	\$	2,797
	Central Scientific Company		713
	Fisher Scientific		7,677
	Frey Scientific Company		19,555
	LaPine Scientific Company		3,804
	Nasco		6,990
	Para Scientific Company		346
	Preiser Scientific Company		3,424
	Sargent Welch Scientific Company		13,038
	The Scale People, Inc.		76 *
	Science Kit, Inc.		1,087
	Southern Biological Supply Company		9,994
	Thomas Scientific Company		<u>1,518</u>
	TOTAL	\$	71,019
146-93	Computer Furniture for Challenge Grant and Modernized Schools		
	<u>Awardee</u>		
	Jalar Enterprises	\$	46,094
147-93	Flooring Materials		
	<u>Awardees</u>		
	Americana Floor Products Company, Inc.	\$	850

C & S Supplies, Inc.	920	
Capitol Building Supply	15,207	
Continental Flooring Company	7,885	
Townhouse Carpets and Interiors, Inc.	<u>1,278</u>	*

TOTAL	\$ 26,140	
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2-94	Interactive Television Classroom Equipment Carver Educational Services Center, Montgomery Blair High School, John F. Kennedy High School, Poolesville High School, and Watkins Mill High School		
	<u>Awardees</u>		
	Barsky and Associates	\$ 1,595	
	CTL Communications Televideo	62,830	*
	Professional Products, Inc.	57,290	
	Wolsten Multi-Media Corporation	<u>1,335</u>	

TOTAL	\$ 123,050	
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MORE THAN \$25,000	\$ 3,019,528	
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\* Denotes MFD vendors

RESOLUTION NO. 625-93      Re:    RFP NO. 93-11, PURCHASE,  
LEASE/PURCHASE, AND/OR FINANCING OF  
COPY MACHINES

On recommendation of the superintendent and on motion of Mr. Abrams seconded by Mrs. Gordon, the following resolution was adopted with Mr. Abrams, Ms. Baker, Mrs. Brenneman, Dr. Cheung, Mr. Ewing, Mrs. Gordon, and Ms. Gutierrez voting in the affirmative; Mrs. Fanconi abstaining:

WHEREAS, The Board of Education of Montgomery County received RFP No. 93-11, lease/purchase of high volume copy equipment, to be used by schools and offices to replace machines that are slower, less efficient, and more costly for maintenance; and

WHEREAS, The Xerox Corporation is the lowest responsible bidder meeting specifications and has offered to provide the necessary equipment through a lease/purchase arrangement; and

WHEREAS, The Board of Education has determined, in accordance with Section 5-110 of Maryland's Public School Law that Xerox Corporation is the lowest responsible bidder conforming to specifications to supply the high volume copiers; and

WHEREAS, The Board of Education has determined that it is in the public interest, the cost parameters are within the current budget, and the advantage of a more efficient copier is









<u>Category</u>	<u>Description</u>	<u>Reduction</u>
1	Administration	\$ 100,000
2	Instructional Salaries	3,000,000
3	Other Instructional Costs	1,000,000
4	Special Education	608,679
8	Operation of Plant/Equipment	<u>2,000,000</u>
TOTAL REDUCTION IN LOCAL FUNDS		<u>\$ 6,708,679</u>

and be it further

Resolved, That the superintendent be authorized, subject to the approval of the County Council, to effect the following transfers:

<u>Category</u>	<u>Description</u>	<u>TO</u>	<u>FROM</u>
2	Instructional Salaries	\$	\$ 850,000
3	Other Instructional Costs		965,000
4	Special Education		400,000
7	Student Transportation	200,000	
8	Operation Plant/Equipment		100,000
10	Fixed Charges	2,100,000	
11	Food Services	<u>15,000</u>	<u>                    </u>
TOTAL		<u>\$2,315,000</u>	<u>\$2,315,000</u>

and be it further

Resolved, That the county executive and the County Council be given a copy of this resolution and that the county executive be requested to recommend approval of the categorical transfers to the County Council.

RESOLUTION NO. 632-93      Re:    PRESENTATION OF PRELIMINARY PLANS -  
DAMASCUS MIDDLE SCHOOL #2

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

WHEREAS, The architect for the new Damascus Middle School #2 has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Damascus Middle School #2 School Facilities Advisory Committee has approved the proposed schematic design; now therefore be it



Resolved, That the Board of Education approve the preliminary plan report for the new Damascus Middle School #2 developed by Delmar Architects, P.A.

RESOLUTION NO. 633-93 Re: MONTHLY PERSONNEL REPORT

On recommendation of the superintendent and on motion of Mrs. Fanconi seconded by Mrs. Gordon, the following resolution was adopted unanimously:

Resolved, That the following appointments, resignations, and leaves of absence for professional and supporting services personnel be approved: (TO BE APPENDED TO THESE MINUTES).

RESOLUTION NO. 634-93 Re: DEATH OF ROBERT W. HOPKINSON,  
TRANSPORTATION TRAINING/SAFETY  
SUPERVISOR, DIVISION OF  
TRANSPORTATION

On recommendation of the superintendent and on motion of Mrs. Fanconi seconded by Mrs. Gordon, the following resolution was adopted unanimously:

WHEREAS, The death on July 27, 1993, of Mr. Robert W. Hopkinson, a transportation training and safety supervisor in the Division of Transportation, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In the 19 years Mr. Hopkinson was a member of the staff of Montgomery County Public Schools, he made valuable contributions to the Division of Transportation; and

WHEREAS, Mr. Hopkinson earned the respect of staff and parents with his constant search for the safest and most efficient way to transport our students; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mr. Robert W. Hopkinson and extend deepest sympathy to his family; and be it further

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

RESOLUTION NO. 635-93 Re: DEATH OF MRS. MARY S. MCCARTHY,  
CLASSROOM TEACHER, RIDGEVIEW MIDDLE  
SCHOOL

On recommendation of the superintendent and on motion of Mrs. Fanconi seconded by Mrs. Gordon, the following resolution was adopted unanimously:

WHEREAS, The death on July 21, 1993, of Mrs. Mary S. McCarthy, a classroom teacher at Ridgeview Middle School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In the 20 years that Mrs. McCarthy had been a member of the staff of Montgomery County Public Schools, she provided a rewarding learning experience for her students; and

WHEREAS, Mrs. McCarthy was respected by staff, students, and the community for her continued efforts toward excellence in teaching and learning; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mrs. Mary S. McCarthy and extend deepest sympathy to her family; and be it further

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

RESOLUTION NO. 636-93      Re:    PERSONNEL APPOINTMENTS

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

Resolved, That the following personnel appointments be approved:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Caroline Kursman	Acting Asst. Principal Jones Lane ES	Principal Jones Lane ES Effective: 8-31-93
Paul Schnitman	Acting Asst. Principal Kemp Mill ES	Principal Rosemont ES Effective: 8-31-93
Pamela Montgomery	Safety Supervisor Dept. of Finance Risk Management Div. Montgomery Co. Govt.	Supervisor, Safety & Environmental Health Unit Grade 0 Effective: 8-31-93

Re:    UPDATE ON FACILITIES,  
      TRANSPORTATION, AND MATERIALS  
      MANAGEMENT

Dr. Rohr commented that it had been an extraordinary summer because of the amount of work that had been accomplished. They had six major projects they were completing, and they were also reopening Argyle. They had received fire marshal approval on all the projects, and staff was occupying all these buildings.

Transportation had redrawn the routes to accommodate the new opening times.

Mr. Richard Hawes, director of the Division of Construction, reported that generally the buildings were in very good shape, but the sites were not because of the wet spring and summer drought. Reseeding and resodding would have to be done in September. The ball fields were rough at Ashburton. Burtonsville was complete, and Clarksburg was receiving the final finish on the gym floor and the ball fields were rugged. The building interior was complete at Marshall, but the ball fields would not be finished until the end of September. The building and site were complete at Pyle. White Oak's gym floor needed refinishing and the outside basketball and tennis courts would not be ready. Whitman's football stadium would be finished, but could not be used this fall because of the seeding and sodding. All home events were scheduled at away facilities. All portables had been moved with the exception of the units being moved from Lee to Woodward. The roof work was complete with the exception of Paint Branch, but the contractor would work only when school was not occupied.

Mr. David Fischer, director of the Department of School Support Operations, complimented Mr. Giles Benson, director of the Division of Materials Management, and Mr. Ed Green, director of the Division of Transportation, on the work they had done in preparing for the opening of schools.

Mr. Green indicated that the revised bus routes to accommodate the standardized bell times were in place. They hoped to exceed the savings originally projected, but they would have until mid-September before all routes were final. Preliminary work was beginning on the computerized bus routing, and it was anticipated that it would be in place in September, 1995. They had three buses using alternative fuel in the state pilot, and reports from the one bus on line were very encouraging. They did have some maintenance vehicles that had been converted as well. He was confident about the opening of school because they had a good staff. They would be bringing in additional people during the first weeks of school to respond to questions.

Mr. Abrams recalled that in July they had rejected the RFP on the pilot study for Poolesville. At that time it was indicated that they would expand the scope of that to 100 buses, and he hoped that this would come back to the Board as soon as possible. He also hoped that they would look at the possibility of employees bidding in an RFP.

Mr. Benson reported that on June 17 the trucks started rolling and they had not stopped. They had processed over 16,000 purchase orders, and they had outfitted two new schools and returned five schools to modernized facilities. They had



information sharing with other jurisdictions such as security information. He asked whether MCPS was following up with this. Dr. Vance replied that they were not, but in the past two years they had supported legislation. However, he would bring this to the attention of the state superintendents at their next meeting.

4. Mr. Abrams asked whether they had contingency plans for the first couple of weeks of school in case it was extremely hot. Dr. Vance replied that they had well established guidelines and procedures that they followed. Dr. Rohr added that they did not have a hard and fast temperature/humidity rule. They did have contingency plans for systemwide early closure. They had looked into closing just the non-air conditioned schools, but they were scattered throughout the county; therefore, when they closed early they closed everything.

5. Mrs. Gordon reported that she had had the opportunity to visit Page ES and see their math power program. She complimented staff because it was an excellent program, and this fall teachers were looking forward to using strategies of math power in the regular classrooms.

6. Mr. Ewing commented that while on vacation he had taken a picture of a public school in Athens that was built in the middle of the 19th century but looked like some of the schools in Montgomery County.

7. Mr. Ewing said he had met with several teachers who were concerned about the delivery of educational services to students at Broad Acres and similar schools. The statement was made that students coming out of that school came out being very isolated and unaccustomed to interacting with students other than those of their own racial and ethnic group. It seemed to him it was important for the Board to focus on whether they were really delivering services as effectively as they might like. There might be a serious problem at Broad Acres because students left there with reading scores well below grade level in many cases, and the problem was getting worse, not better.

8. Mr. Ewing indicated that Senator Garrott was requesting the Board's support of a bill which would be "sunsetting" in 1995 and which increased Maryland Income tax so that an individual with a taxable income over \$100,000 would pay six percent. He asked that the superintendent look at this and that Mrs. Stoner be asked to review it and come back to the Board in conjunction with legislative action at an appropriate point.

9. Mr. Ewing said that Kennedy High School had announced the opening of its leadership training institute which was to make people into leaders in their professions, lives, and careers. He thought it was an extraordinary idea and a great opportunity. He hoped it received strong support. He understood a grant

August 30, 1993

application was being pursued, and he thought it would be important for the Board at some point to have that in hand and to support it. He suggested it might be a future action for the Board.

10. Mr. Ewing stated that the Council was emphasizing that they ought to pursue consolidation of a variety of business functions with the College. It seemed to him that unless there could be a demonstrated savings, either in purchases of the services involved or in overhead or both, they ought not to throw themselves into that. There was a tendency on the part of the Council to think that this would solve problems and save a lot of money. It might, but it also might not. He hoped they would continue to be cautious in this area.

11. Mr. Ewing reported that Jim Gorman, a counselor at Walter Johnson, had done a survey with colleges regarding the class rank policy which showed that the policy would be detrimental to MCPS students in terms of admissions and scholarships. These schools included Penn State, Virginia, and the University of Maryland. He would have a new business item on this subject. He would also like the superintendent to take a look at this data, given that the earlier date provided to the Board did not indicate this would be a problem.

12. Mr. Ewing commented that the more he thought about the numbers of things that seemed to need to be inquired into on an official basis, the more it seemed to him the system should give thought to having some kind of independent investigative capability. He was not suggesting a full-blown inspector general, but he was suggesting some kind of investigative capability.

RESOLUTION NO. 638-93      Re: CLOSED MEETINGS - SEPTEMBER 12 AND 14, 1993

On recommendation of the superintendent and on motion of Mrs. Fanconi seconded by Ms. Gutierrez, the following resolution was adopted unanimously:

WHEREAS, The Board of Education of Montgomery County is authorized by the Education Article of the Annotated Code of Maryland and Title 10 of the State Government Article to conduct certain meetings or portions of its meetings in closed session; now therefore be it

Resolved, That the Board of Education of Montgomery County hereby conduct a portion of its meeting in closed session beginning on September 12, 1993, at 9 a.m. and September 14, 1993, at 9 a.m. and noon in Room 120 of the Carver Educational Services Center, Rockville, Maryland, to discuss personnel matters, contract negotiations, pending litigation, matters protected from public

disclosure by law, and other issues including consultation with counsel to obtain legal advice, as permitted under Section 4-106, Education Article of the Annotated Code of Maryland and State Government Article 10-501; and be it further

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

RESOLUTION NO. 639-93 Re: MINUTES OF JUNE 29, 1993

On recommendation of the superintendent and on motion of Mr. Ewing seconded by Mrs. Fanconi, the following resolution was adopted unanimously:

Resolved, That the minutes of June 29, 1993, be approved.

RESOLUTION NO. 640-93 Re: MINUTES OF JULY 13, 1993

On recommendation of the superintendent and on motion of Mrs. Gordon seconded by Mrs. Fanconi, the following resolution was adopted unanimously:

Resolved, That the minutes of July 13, 1993, be approved.

RESOLUTION NO. 641-93 Re: MINUTES OF JULY 29, 1993

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

Resolved, That the minutes of July 29, 1993, be approved.

Re: REPORT ON CLOSED SESSIONS - JULY  
26, 27, and 29, 1993

On July 13, 1993, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on July 26, 1993, as permitted under Section 4-106, Education Article of the Annotated Code of Maryland and State Government Article 10-501.

The Montgomery County Board of Education met in closed session on Monday, July 26, 1993, from 6:15 p.m. to 8:35 p.m. The meeting took place in Room 120 of the Carver Educational Services Center, Rockville, Maryland.

The Board met to discuss contract negotiations with MCEA. They also discussed the educational and television foundations with their attorney and asked the superintendent to come forth with some recommendations regarding the foundations and the concerns raised by MCPS auditors. The Board discussed the appointment of three directors and the appointments of principals for Gaithersburg Middle School, Broad Acres Elementary School,

Georgian Forest Elementary School, and Pine Crest Elementary School. Other personnel appointments included the director of library media programs, the director of vision programs, the coordinator of instructional technology, and the transfer of an assistant principal to Diamond. Actions taken in closed session were confirmed in open session.

In attendance at the closed session were Stephen Abrams, Melissa Bahr, Carrie Baker, Fran Brenneman, Judy Bresler, Carole Burger, Alan Cheung, Blair Ewing, Carol Fanconi, Thomas Fess, Phinnize Fisher, Katheryn Gemberling, Bea Gordon, Ana Sol Gutierrez, Marie Heck, Elfreda Massie, Philip Rohr, Paul Vance, Joseph Villani, Bud Westall, and Mary Lou Wood.

On July 13, 1993, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on July 27, 1993, as permitted under Section 4-106, Education Article of the Annotated Code of Maryland and State Government Article 10-501.

The Montgomery County Board of Education met in closed session on Tuesday, July 27, 1993, from 7:30 p.m. to 11:25 p.m. The meeting took place in Room 120 of the Carver Educational Services Center, Rockville, Maryland. The Board met to discuss executive salaries and the evaluation of the superintendent of schools.

In attendance at the closed session were Carrie Baker, Fran Brenneman, Alan Cheung, Blair Ewing, Carol Fanconi, Thomas Fess, Bea Gordon, Ana Sol Gutierrez, Paul Vance, and Mary Lou Wood.

On July 13, 1993, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on July 29, 1993, as permitted under Section 4-106, Education Article of the Annotated Code of Maryland and State Government Article 10-501.

The Montgomery County Board of Education met in closed session on Thursday, July 29, 1993, from 7:30 p.m. to 9:15 p.m. The meeting took place in Room 120 of the Carver Educational Services Center, Rockville, Maryland. The Board met to consider transfer appeals. Actions taken in closed session were confirmed in open session.

In attendance at the closed session were Carrie Baker, Fran Brenneman, Alan Cheung, Blair Ewing, Carol Fanconi, Thomas Fess, Bea Gordon, Ana Sol Gutierrez, and Mary Lou Wood.

RESOLUTION NO. 643-93      Re:    SERVICES TO AT-RISK STUDENTS

On motion of Mr. Ewing seconded by Mrs. Fanconi, the following resolution was adopted unanimously:

Resolved, That the Board of Education schedule a discussion with members of our advisory committee and with appropriate county agency officials of the service reform initiative now underway



with the purpose of informing the Board of the nature of this initiative, the roles MCPS and other service providers ought to play and do play in delivering service to at-risk children and their families, what needs to be done that is not now planned or is not now being done, and to identify what it is that is needed from MCPS in the future in order for this initiative to succeed for these children and their families.

RESOLUTION NO. 644-93      Re:    MULTICULTURAL EDUCATION

On motion of Ms. Gutierrez seconded by Ms. Baker, the following resolution was adopted unanimously:

Resolved, That the Board of Education schedule a discussion of the proposed state policy on multicultural education and that the Board consider the preparation and adoption of its own policy on multicultural education in MCPS.

Re:    NEW BUSINESS

Board members raised the following items of new business:

1. Mrs. Brenneman moved and Mrs. Fanconi seconded the following:

Resolved, That the Board schedule a discussion of how school staff training funds were being allocated and used by schools.

2. Mr. Ewing moved and Ms. Baker seconded the following:

Resolved, That the Board schedule a discussion (in time for applications for fall of 1994) of a possible exception or amendment to the policy on class rank which would provide that each high school should have access to class rank information to submit directly to colleges so that students applying to colleges would not be at a disadvantage for either admission, honors program acceptance, or scholarships.

3. Mr. Ewing moved and Mrs. Brenneman seconded the following:

Resolved, That the Board schedule for discussion a proposal made by Rick Lane and David Rosenblatt, co-founders of the Modern Educational Technology Center, regarding the extent and nature of MCPS participation in the center.

4. Mr. Ewing moved and Mrs. Brenneman seconded the following:

Resolved, That the Board schedule time to review the implementation of that aspect of the family life and human development policy that deals with how students are assigned when their parents did not permit their participation including the timing of informed consent; and be it further

Resolved, That the Board discuss the potential for the development of an alternative family life course.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Site-based Participatory Management Annual Report
3. Minority-, Female-, or Disabled-owned Business (MFD) Procurement Report for the Fourth Quarter FY93

RESOLUTION NO. 644-93 Re: ADJOURNMENT TO CLOSED SESSION

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

Resolved, That the Board of Education adjourn its meeting to a closed session.

RESOLUTION NO. 645-93 Re: DECISION AND ORDER, BOE APPEAL NO. T-1993-5

On motion of Mrs. Brenneman seconded by Mr. Abrams, the following resolution was adopted with Mr. Abrams, Ms. Baker, Mrs. Brenneman, Dr. Cheung, Mr. Ewing, and Ms. Gutierrez voting in the affirmative; Mrs. Fanconi and Mrs. Gordon voting in the negative:

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1993-5.

RESOLUTION NO. 646-93 Re: DECISION AND ORDER, BOE APPEAL NO. T-1993-6

On motion of Mrs. Fanconi seconded by Mr. Abrams, the following resolution was adopted with Mr. Abrams, Ms. Baker, Mrs. Brenneman, Dr. Cheung, Mrs. Fanconi, and Mrs. Gordon voting in the affirmative; Mr. Ewing and Ms. Gutierrez voting in the negative:

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1993-6.

RESOLUTION NO. 647-93 Re: BOE APPEAL NO. T-1993-8

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

Resolved, That the Board of Education dismiss BOE Appeal No. T-1993-8 at the request of the appellants.

RESOLUTION NO. 648-93 Re: BOE APPEAL NO. T-1993-9

On motion of Mrs. Fanconi seconded by Mrs. Brenneman, the following resolution was adopted unanimously:

Resolved, That the Board of Education dismiss BOE Appeal No. T-1993-9 at the request of the appellants.

RESOLUTION NO. 649-93 Re: BOE APPEAL NO. T-1993-15

On motion of Mrs. Fanconi seconded by Mrs. Brenneman, the following resolution was adopted unanimously:

Resolved, That the Board of Education dismiss BOE Appeal No. T-1993-15 at the request of the appellants.

Re: ADJOURNMENT

The president of the Board of Education adjourned the meeting at 5:35 p.m. to a closed session.

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PRESIDENT

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SECRETARY

PLV:mlw