



WHEREAS, Supporting services personnel, in particular, provide an important contribution in the creation of any atmosphere that is conducive to successful learning and by giving examples of commitment to teamwork, dedication to responsibility, and concern for the quality education of children; now therefore be it

Resolved, That the Board of Education express its appreciation to every supporting services employee; and be it further

Resolved, That the Board of Education recognize the important contribution made by supporting services staff to the successful education of all students' and be it further

Resolved, That the Board of Education designate Friday, October 29, 1993, as the first annual Supporting Services Personnel Recognition Day and encourage other staff members of the Montgomery County Public Schools to recognize the important contribution of supporting services employees in helping each student achieve success.

RESOLUTION NO. 717-93      Re:    RESOLUTION IN SUPPORT OF THE 1993  
MONTGOMERY COUNTY EMPLOYEES'  
CHARITY CAMPAIGN

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

WHEREAS, Children, adults and families of Montgomery County continually need the financial help offered through the annual Montgomery County Employees' Charity Campaign; and

WHEREAS, One of every three residents in Montgomery County is in some way touched by services supported by this campaign; and

WHEREAS, Many of our own students and their families receive health care and social service assistance as a result of donations to the campaign; and

WHEREAS, The continuing recession and fiscal crisis of our national and local economy makes financial contributions even more important in addressing basic, day-to-day human needs; and

WHEREAS, The generosity of past campaigns has demonstrated the best things about the employees of the Montgomery County Public Schools -- their compassion and goodwill, and their vast potential for helping others; now therefore be it

Resolved, That the Board of Education in Montgomery County does hereby designate the period of October 18 through November 19,

1993, for participation in the Montgomery County Employees' Charity Campaign; and be it further

Resolved, That the Board of Education urges all employees of the Montgomery County Public Schools to participate in the campaign this year as an act of personal kindness for individuals far less fortunate in Montgomery County and throughout the Washington area.

RESOLUTION NO. 718-93      Re:    COMMEMORATION OF OCTOBER 12 AS "El  
Día de La Raza"

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

WHEREAS, The essence of multicultural education is to help students to understand that the American culture is a mosaic comprised of people representing all racial, ethnic, and religious groups as well as both genders; and

WHEREAS, Both Hispanic and non-Hispanic students can benefit by learning that the fabric of America's development was woven together by the contributions of many cultures; and

WHEREAS, Multiculturally informed and sensitive teachers can help students view what they are learning in school from diverse cultural, ethnic, and gender perspectives; and

WHEREAS, Multicultural education is a complex and multidimensional concept and should not only focus on a single dimension, e.g., the inclusion of content about ethnic groups into the curriculum; an effort to reduce prejudice; or simply the celebration of ethnic holidays and events; now therefore be it

Resolved, That the Board of Education formally recognize October 12 as "El Día de La Raza" and to so designate it in its annual school calendar; and be it further

Resolved, That through its Success for Every Student Program plans and its support for a multicultural approach to education, the Board actively support and promote the development of instructional programs and educational materials for use in teaching U. S. History in Grades K-12 that strengthen the knowledge and awareness of Hispanic contributions to the founding, growth, and development of the United States, as well as those of all other racial and ethnic cultures that contributed to create our rich American cultural mosaic.

Re: PROPOSED POLICY ON EDUCATIONAL  
TECHNOLOGY INCLUDING TECHNOLOGY  
CONFIGURATION BASELINE

Mrs. Gordon moved and Mrs. Brenneman seconded the following:

WHEREAS, On December 13, 1983, the Board of Education adopted a policy on "Instructional Use of Computers"; and

WHEREAS, On October 8, 1991, the Board of Education discussed the report "Educational Technology: Planning for the 21st Century" and indicated support for moving in the direction of a new policy on educational technology; and

WHEREAS, On June 17, 1993, the Board of Education discussed a policy analysis of an educational technology policy and requested that the superintendent provide a draft policy incorporating the issues raised during the discussion; now therefore be it

Resolved, That the Board of Education take tentative action on the proposed draft policy on Educational Technology; and be it further

Resolved, That the tentatively adopted draft policy be sent out for public comment before final action.

Related Entries:

Office: Deputy Superintendent for Instruction  
Deputy Superintendent for Planning, Technology and  
Supportive Services

EDUCATIONAL TECHNOLOGY

A. PURPOSE

1. To affirm the Board of Education's strong commitment to preparing today's students for life in the 21st century and ensuring a technologically literate citizenry and an internationally competitive work force
2. To articulate a vision and goals ensuring that educational technology is appropriately and equitably integrated into instruction and management to increase student learning, enhance the teaching process, and improve the operations of the school system

## B. ISSUES

### 1. Technology in Society

Computers, television, consumer electronics, electronic publishing, and telecommunication technologies are rapidly merging to create a new medium, the information superhighway. As these technologies merge into a single interactive information industry, changes in access to and use of information services and tools will profoundly influence educational goals, content, and structure.

### 2. Technology in Education

Technology is essential to the success of students and the effective management of education for three reasons:

#### a) Development of Technology Skills

There is a societal expectation that students should learn to use technology. Two of the essential workplace competencies identified by the U.S. Department of Labor are the ability to use information and the ability to use technology.

#### b) Integration of Technology in Instruction.

Technology must become an integral part of the curriculum, the physical environment, and the delivery of instruction.

#### c) Effective Management of Education

Efficient administration of the school system requires up-to-date technological tools for both the direct and indirect support of instruction. Effective management of education requires that student performance and background data be available to administrators and teachers on demand, that clerical work be performed with minimal time and effort, and that tools such as electronic gradebooks, multi-year and multimedia student portfolios, optically-stored instructional materials and lesson plans, and classroom-based access to administrative systems be widely available.

### 3. Equity

Without equitable access to information technologies, disparities in educational opportunities will grow larger. Students in all schools should have equitable access to information technologies and be provided the educational opportunities to learn to use these technologies. This will require that all schools receive support to purchase technological tools similar to the funding that has been available previously only to new and modernized schools.

### 4. Staff Skills and Training

The effective integration of technology assumes that teachers are facilitators of learning, designers of individualized programs, and learners themselves. Efficient operation and management requires staff skilled in the use of technological tools. Ongoing training and access to information technologies are essential.

### 5. Special Needs Students

Students with special physical, language, or other educational needs benefit greatly from use of technology. For some students, adaptive devices such as alternative computer input devices make the difference between writing and not writing. For many students with disabilities, technology can remove significant barriers and facilitate their inclusion into regular programs in the least restrictive environment.

## C. POSITION

### 1. Vision

The Board of Education is responsible for preparing students to access, analyze, apply, and communicate information effectively so that they will become successful, contributing members of a changing, information-based global society. A key to preparing students for the 21st century is equitable access to information. All MCPS classrooms, media centers, and offices should be electronically connected and equipped, providing all members of the learning community -- students, staff, and parents -- with equitable and easy access to information technologies for teaching, learning, management, and support of schools.

## 2. Educational Technology Tripod

Implementing the information superhighway concept in MCPS requires that information (text, data, audio, and video) be transmitted easily to and from every classroom, media center, and office. The base for ensuring equitable access to information technologies is a tripod that consists of staff support, hardware and software, and connectivity.

### a) Staff Support

Training and support strategies will be provided to ensure that staff have at least the minimum competencies and continuous support needed to use educational technology to deliver and support instruction.

### b) Hardware and Software

To accelerate the pace at which schools/offices are provided full access to information technologies and to address the present disparities, a baseline configuration of sufficient equipment and software will be provided to every school/office.

### c) Connectivity

The potential of educational technology will remain unrealized without a communications network, or highway, to link users and information. A network strategy will be designed and developed to provide electronic communication among schools, homes, offices, and databases located anywhere in the world.

## 3. Administrative and Instructional Merger

MCPS must integrate administrative and instructional uses of technology. Staff support, hardware and software, and connectivity strategies will be applicable to all MCPS uses of technology.

## 4. Emerging Technologies

Advances in technology require frequent reassessment of implementation strategies and the development of strategies that provide for the cost-effective replacement of both obsolete and soon-to-be obsolete hardware and software.

D. DESIRED OUTCOMES

1. Educational technology will be appropriately and equitably integrated into instruction and management and used by all students and staff as an essential element of school improvement and student success.
2. All classrooms, media centers, and offices will be electronically connected and equipped, providing all members of the learning community, including students, staff, and parents, with equitable and easy access to information technologies for teaching, learning, management, and day-to-day operations.
3. Skill expectations will be established and required for both students and staff in using and integrating information technologies.
4. MCPS units responsible for technology planning will work collaboratively with each other, as well as with county, state, and government groups, to develop efficient, cost-effective applications.

E. IMPLEMENTATION STRATEGIES

The superintendent will direct staff to:

1. Consult and collaborate on a continuing basis with education, business, community, and government groups both locally and nationally.
2. Identify student competencies in using educational technologies to access, analyze, apply, and communicate information.
3. Identify staff competencies required for integrating and applying information technologies in instruction and instructional support.
4. Identify educational management tools to be acquired and implemented.
5. Establish baseline standards to ensure that all schools and offices have adequate and appropriate hardware, software, multimedia materials, and communications capabilities.
6. Establish and continually update an ongoing staff development program to implement this policy.



## F. REVIEW AND REPORTING

1. An annual report will be made to the Board of Education on the progress of implementing this educational technology policy during its first three years.
2. This policy will be reviewed every three years in accordance with the Board of Education's policy review process.

Policy History: Adopted by Resolution No.

RESOLUTION NO. 719-93 Re: AN AMENDMENT TO THE PROPOSED POLICY  
ON EDUCATIONAL TECHNOLOGY

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

Resolved, That the proposed policy on educational technology be amended in B.3. Equity by deleting "technologies" in the first sentence and substituting "be equipped with" for "purchase" and "to those that have" for "to the funding that has" in the third sentence to read as follows:

Without equitable access to information, disparities in educational opportunities will grow larger. Students in all schools should have equitable access to information technologies and be provided the educational opportunities to learn to use these techniques. This will require that all schools receive support to be equipped with technological tools similar to those that have been available previously only to new and modernized schools.

RESOLUTION NO. 720-93 Re: AN AMENDMENT TO THE PROPOSED POLICY  
ON EDUCATIONAL TECHNOLOGY

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

Resolved, That the proposed policy on educational technology be amended in C.2.a) Staff Support by substituting "appropriate" for "at least...minimum" to read as follows:

Training and support strategies will be provided to ensure that staff have the appropriate competencies and continuous support needed to use educational technology to deliver and support instruction.

RESOLUTION NO. 721-93      Re:    AN AMENDMENT TO THE PROPOSED POLICY  
ON EDUCATIONAL TECHNOLOGY

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

Resolved, That the proposed policy on educational technology be amended in C. 2. b) by substituting "that allows access to" for "of" after "configuration" to read as follows:

To accelerate the pace at which schools/offices are provided full access to information technologies and to address the present disparities, a baseline configuration that allows access to sufficient equipment and software will be provided to every school/office.

RESOLUTION NO 722-93      Re:    AN ADDENDUM TO THE PROPOSED POLICY  
ON EDUCATIONAL TECHNOLOGY

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

Resolved, That staff be requested to prepare appropriate language by either amending existing language or adding appropriate language to indicate that the policy was subject to budget considerations or language similar to "the Board of Education will give high priority to the needs identified in this policy statement and will include appropriate amounts in budgets for the coming years in order to ensure to the best of its ability these needs will be met"; and be it further

Resolved, That the staff-developed language will be sent out for public comment as an addendum to the tentatively adopted policy.

RESOLUTION NO. 723-93      Re:    AN AMENDMENT TO THE PROPOSED POLICY  
ON EDUCATIONAL TECHNOLOGY

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

Resolved, That the proposed policy on educational technology be amended in C.2. c) by substituting "A multi-tiered network and communications strategy will be designed and developed to provide for electronic communication within and among schools, homes,



with Mrs. Brenneman voting in the affirmative; Mr. Abrams, Ms. Baker, Dr. Cheung, Mr. Ewing, Mrs. Fanconi, Mrs. Gordon, and Ms. Gutierrez voting in the negative.

Re: A MOTION BY MRS. BRENNEMAN TO AMEND  
THE PROPOSED POLICY ON EDUCATIONAL  
TECHNOLOGY (FAILED)

A motion by Mrs. Brenneman to amend the proposed policy on educational technology by deleting the second "all" in D.2 failed with Mrs. Brenneman, Dr. Cheung, and Mr. Ewing voting in the affirmative; Ms. Baker, Mrs. Fanconi, Mrs. Gordon, and Ms. Gutierrez voting in the negative; Mr. Abrams abstaining.

RESOLUTION NO. 725-93 Re: AN AMENDMENT TO THE PROPOSED POLICY  
ON EDUCATIONAL TECHNOLOGY

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

Resolved, That the proposed policy on educational technology be amended to add a fifth desired outcome under D as follows:

5. The broadest possible access to the system is to be promoted, acknowledging and respecting the security of records that are accessible through such a system; and safeguards are to be in place to ensure that security is maintained.

RESOLUTION NO. 726-93 Re: AN AMENDMENT TO THE PROPOSED POLICY  
ON EDUCATIONAL TECHNOLOGY

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

Resolved, That the proposed policy on educational technology be amended to add the following as the first sentence under E. Implementation Strategies:

The superintendent will develop and maintain a comprehensive MCPS education technology implementation plan to plan, guide, and assess the effective implementation of all aspects of this policy and present this plan to the Board for its review and consideration.

Board members agreed that #6 under E. Implementation Strategies would be moved up to the fourth position.

Board members agreed that the second sentence under E. Implementation Strategies would read, "The superintendent will direct staff to develop implementation strategies which include

but are not limited to:" and label the first sentence 1 and the second sentence 2 with the six sentences a) through f).

Board members agreed to change E. Implementation Strategies 2. c) to bring in the concept of integration in technology by saying "instructional and management support" or "instruction and support." Ms. Gutierrez suggested adding a list of examples here.

RESOLUTION NO. 727-93      Re:    TENTATIVE ADOPTION OF POLICY ON  
EDUCATIONAL TECHNOLOGY

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

WHEREAS, On December 13, 1983, the Board of Education adopted a policy on "Instructional Use of Computers"; and

WHEREAS, On October 8, 1991, the Board of Education discussed the report "Educational Technology: Planning for the 21st Century" and indicated support for moving in the direction of a new policy on educational technology; and

WHEREAS, On June 17, 1993, the Board of Education discussed a policy analysis of an educational technology policy and requested that the superintendent provide a draft policy incorporating the issues raised during the discussion; now therefore be it

Resolved, That the Board of Education take tentative action on the proposed draft policy on Educational Technology; and be it further

Resolved, That the tentatively adopted draft policy be sent out for public comment before final action.

Related Entries:

Office:    Deputy Superintendent for Instruction  
          Deputy Superintendent for Planning, Technology and  
          Supportive Services

#### EDUCATIONAL TECHNOLOGY

##### A.    PURPOSE

1.    To affirm the Board of Education's strong commitment to preparing today's students for life in the 21st century and ensuring a technologically literate citizenry and an internationally competitive work force

2. To articulate a vision and goals ensuring that educational technology is appropriately and equitably integrated into instruction and management to increase student learning, enhance the teaching process, and improve the operations of the school system

## B. ISSUES

### 1. Technology in Society

Computers, television, consumer electronics, electronic publishing, and telecommunication technologies are rapidly merging to create a new medium, the information superhighway. As these technologies merge into a single interactive information industry, changes in access to and use of information services and tools will profoundly influence educational goals, content, and structure.

### 2. Technology in Education

Technology is essential to the success of students and the effective management of education for three reasons:

#### a) Development of Technology Skills

There is a societal expectation that students should learn to use technology. Two of the essential workplace competencies identified by the U.S. Department of Labor are the ability to use information and the ability to use technology.

#### b) Integration of Technology in Instruction.

Technology must become an integral part of the curriculum, the physical environment, and the delivery of instruction.

#### c) Effective Management of Education

Efficient administration of the school system requires up-to-date technological tools for both the direct and indirect support of instruction. Effective management of education requires that student performance and background data be available to administrators and teachers on demand, that clerical work be performed with minimal time and effort, and that tools such as electronic gradebooks, multi-year and multimedia student portfolios, optically-stored instructional materials and lesson plans, and classroom-based

access to administrative systems be widely available.

3. Equity

Without equitable access to information, disparities in educational opportunities will grow larger. Students in all schools should have equitable access to information technologies and be provided the educational opportunities to learn to use these techniques. This will require that all schools receive support to be equipped with technological tools similar to those that have been available previously only to new and modernized schools.

4. Staff Skills and Training

The effective integration of technology assumes that teachers are facilitators of learning, designers of individualized programs, and learners themselves. Efficient operation and management requires staff skilled in the use of technological tools. Ongoing training and access to information technologies are essential.

5. Special Needs Students

Students with special physical, language, or other educational needs benefit greatly from use of technology. For some students, adaptive devices such as alternative computer input devices make the difference between writing and not writing. For many students with disabilities, technology can remove significant barriers and facilitate their inclusion into regular programs in the least restrictive environment.

C. POSITION

1. Vision

The Board of Education is responsible for preparing students to access, analyze, apply, and communicate information effectively so that they will become successful, contributing members of a changing, information-based global society. A key to preparing students for the 21st century is equitable access to information. All MCPS classrooms, media centers, and offices should be electronically connected and equipped, providing all members of the learning community -- students, staff, and parents -- with equitable and easy access to information technologies

for teaching, learning, management, and support of schools.

2. Educational Technology Tripod

Implementing the information superhighway concept in MCPS requires that information (text, data, audio, and video) be transmitted easily to and from every classroom, media center, and office. The base for ensuring equitable access to information technologies is a tripod that consists of staff support, hardware and software, and connectivity.

a) Staff Support

Training and support strategies will be provided to ensure that staff have the appropriate competencies and continuous support needed to use educational technology to deliver and support instruction.

b) Hardware and Software

To accelerate the pace at which schools/offices are provided full access to information technologies and to address the present disparities, a baseline configuration that allows access to sufficient equipment and software will be provided to every school/office.

c) Connectivity

The potential of educational technology will remain unrealized without a communications network, or highway, to link users and information. A multi-tiered network and communications strategy will be designed and developed to provide for electronic communication within and among schools, homes, offices, and databases located anywhere in the world.

3. Administrative and Instructional Merger

MCPS must integrate administrative and instructional uses of technology. Staff support, hardware and software, and connectivity strategies will be applicable to all MCPS uses of technology.

4. Emerging Technologies

Advances in technology require frequent reassessment of implementation strategies and the development of



strategies that provide for assessment of the cost-effective replacement and/or adaptation of both obsolete and soon-to-be obsolete hardware and software.

D. DESIRED OUTCOMES

1. Educational technology will be appropriately and equitably integrated into instruction and management and used by all students and staff as an essential element of school improvement and student success.
2. All classrooms, media centers, and offices will be electronically connected and equipped, providing all members of the learning community, including students, staff, and parents, with equitable and easy access to information technologies for teaching, learning, management, and day-to-day operations.
3. Skill expectations will be established and required for both students and staff in using and integrating information technologies.
4. MCPS units responsible for technology planning will work collaboratively with each other, as well as with county, state, and government groups, to develop efficient, cost-effective applications.
5. The broadest possible access to the system is to be promoted, acknowledging and respecting the security of records that are accessible through such a system; and safeguards are to be in place to ensure that security is maintained.

E. IMPLEMENTATION STRATEGIES

1. The superintendent will develop and maintain a comprehensive MCPS education technology implementation plan to plan, guide, and assess the effective implementation of all aspects of this policy and present this plan to the Board for its review and consideration.
2. The superintendent will direct staff to develop implementation strategies which include but are not limited to:
  - a) Consult and collaborate on a continuing basis with education, business, community, and government groups both locally and nationally.

- b) Identify student competencies in using educational technologies to access, analyze, apply, and communicate information.
- c) Identify staff competencies required for integrating and apply information technologies in instruction and support (e.g., E-mail)
- d) Establish and continually update an ongoing staff development program to implement this policy.
- e) Identify educational management tools to be acquired and implemented.
- f) Establish baseline standards to ensure that all schools and offices have adequate and appropriate hardware, software, multimedia materials, and communications capabilities.

F. REVIEW AND REPORTING

- 1. An annual report will be made to the Board of Education on the progress of implementing this educational technology policy during its first three years.
- 2. This policy will be reviewed every three years in accordance with the Board of Education's policy review process.

Re: ESTABLISHMENT OF AN ADVISORY  
COMMITTEE ON TECHNOLOGY USAGE

Ms. Gutierrez moved and Mrs. Brenneman seconded the following resolution:

WHEREAS, On July 20, 1992, the Board of Education voted to discuss the establishment of an external advisory committee on technology, computer, and information system usage to serve as an advisory body for the school system; and

WHEREAS, On June 17, 1993, the Board expressed its support for such a committee and directed staff to prepare a resolution; now therefore be it

Resolved, That the Board of Education hereby establishes an Advisory Committee on Technology Usage effective January 1, 1994; and be it further

Resolved, That the composition of the committee be as follows:

25 voting members

- 6 experts from business and government
- 3 representatives from related organizations
- 3 MCPS staff members
- 2 community members
- 2 students
- 3 representatives from higher education
- 3 parents
- 3 MCCPTA

and be it further

Resolved, That the charge of the committee is to do the following:

- ! Provide a strategic perspective on where technology advancement are headed
- ! Update the Board on trends and successful strategies in using technology in education
- ! Act as a sounding board for proposed policy implementation strategies
- ! Serve as a resource for generating and developing collaborative strategies for implementing educational technology

and be it further

Resolved, That the following two MCPS staff members be designated as co-liaisons to support the committee and be appointed effective December 1993:

Ms. Beverly J. Sangston, Director, Division of Computer-related Instruction

Dr. Stephen M. Raucher, Director, Department of Technology Planning and Data Operations

Re: A MOTION BY MRS. FANCONI TO AMEND  
THE PROPOSED RESOLUTION ON THE  
ESTABLISHMENT OF AN ADVISORY  
COMMITTEE ON TECHNOLOGY USAGE

Mrs. Fanconi moved and Ms. Gutierrez seconded the following:

Resolved, That the proposed resolution on the establishment of an advisory committee on technology usage be amended by adding two members so that there would be five MCPS staff members

representing an administrator, a teacher, a support service, and a special educator from different levels.

Re: A MOTION BY MS. GUTIERREZ TO AMEND  
MRS. FANCONI'S MOTION (FAILED)

A motion by Ms. Gutierrez to amend Mrs. Fanconi's motion to eliminate the category of community members in order to maintain the committee at 25 failed for lack of a second.

RESOLUTION NO. 728-93 Re: AN AMENDMENT TO THE PROPOSED  
RESOLUTION ON THE ESTABLISHMENT OF  
AN ADVISORY COMMITTEE ON TECHNOLOGY  
USAGE

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

Resolved, That the proposed resolution on the establishment of an advisory committee on technology usage be amended by adding two members so that there would be five MCPS staff members representing an administrator, a teacher, a support service, and a special educator from different levels.

RESOLUTION NO. 729-93 Re: ESTABLISHMENT OF AN ADVISORY  
COMMITTEE ON TECHNOLOGY USAGE

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

WHEREAS, On July 20, 1992, the Board of Education voted to discuss the establishment of an external advisory committee on technology, computer, and information system usage to serve as an advisory body for the school system; and

WHEREAS, On June 17, 1993, the Board expressed its support for such a committee and directed staff to prepare a resolution; now therefore be it

Resolved, That the Board of Education hereby establishes an Advisory Committee on Technology Usage effective January 1, 1994; and be it further

Resolved, That the composition of the committee be as follows:

27 voting members

- 6 experts from business and government
- 3 representatives from related organizations
- 5 MCPS staff members (including an administrator, a teacher, a support service, and a special educator from different levels)
- 2 community members
- 2 students
- 3 representatives from higher education
- 3 parents
- 3 MCCPTA

and be it further

Resolved, That the charge of the committee is to do the following:

- ! Provide a strategic perspective on where technology advancement are headed
- ! Update the Board on trends and successful strategies in using technology in education
- ! Act as a sounding board for proposed policy implementation strategies
- ! Serve as a resource for generating and developing collaborative strategies for implementing educational technology

and be it further

Resolved, That the following two MCPS staff members be designated as co-liaisons to support the committee and be appointed effective December 1993:

Ms. Beverly J. Sangston, Director, Division of Computer-related Instruction

Dr. Stephen M. Raucher, Director, Department of Technology Planning and Data Operations

Re: MODERN EDUCATIONAL TECHNOLOGY  
CENTER

Dr. Cheung announced that the Board had adopted a resolution to schedule a discussion with Mr. David Rosenblatt, chairman of the Board of Directors, and Mr. Patrick Lane, executive director of METEC. Dr. Vance reported that the Board had a copy of METEC's proposal and their bylaws.

Mr. Rosenblatt stated that he had been working with staff and Board members informally. The use of technology would keep Montgomery County in the forefront of economic and educational development. Today the work force was becoming technologically advanced, and every worker was expected to have some sort of competency. The legislature was cutting funding for education and the economy was tight on the local level, this meant that MCPS faced pressures to expand technology and a shrinking budget. METEC was established as a not-for-profit organization because technology in education was a priority but the dollars were not there. They spoke with members of the Board of Education, staff, Council members, MCEA, MCCPTA, the High Technology Council, corporations, Cable TV Montgomery, the chamber of commerce, congressional representatives, Montgomery Education Connection, and the elementary and secondary administrators associations. They came up with the idea that outside resources were needed if the \$68 million price tag was going to be achieved to bring technology into the classroom.

Mr. Rosenblatt said that Montgomery County with its technology corridor was ideally suited for a public/private partnership. METEC consisted of teachers, parents, students, educators, corporations, community activists, County Council members, and Board of Education members. The objective of METEC was coordination. They wanted to assist in implementing the Board's new policy and in providing the necessary information and resources. METEC would also help local high technology companies to develop new and innovative educational technology applications.

Mr. Lane commented that there was a need to build strong public support, and it was one of their objectives to build this support for educational technology by disseminating information. Their second objective was to sponsor events and demonstrations designed to inform and educate the public regarding new educational technology. They were also interested in coordinating applications by MCPS and corporations for federal, state, and foundation grants. They wanted to assist in the development of ideas for new and innovative hardware and software applications. They would encourage corporations to develop these technologies and bring them into the classroom. They would also like to help coordinate in-school technology programs so that programs could be disseminated and replicated in all schools. This could be done through a data base of technology projects.

Mr. Abrams remarked that this was an ambitious plate. While he had no disagreement with the objectives, he had some concerns. They were creating a 501(c)(3) which was of no benefit to the school system because MCPS shared the same status as a public entity. He was looking at the rationale that a member of the Council and the school system could be an identified member of the board of a 501(c)(3) as opposed to a relationship with the

County Council and the school system through memorandum of understanding (MOU). He asked for comments on direct participation in the corporate structure.

Mr. Rosenblatt replied that this was a good point. They had established their structure because they wanted voices at the table. In regard to 501(c)(3), this would enable METEC to go after foundation grants. Many government organizations would not give funds to governmental bodies but would to a 501(c)(3) organization. They did not have an official member of the Board of Directors from the County Council or from the Board of Education. Mrs. Gordon was serving on their Board but not as a representative of the Board of Education. Mrs. Praisner had agreed to be an ex officio member of the Board of Directors without a full vote. He invited the Board of Education to work with METEC for an MOU.

Mr. Abrams referred to their bylaws on number, tenure, and qualifications of directors. This stated that at their third annual meeting they would seek to have representatives from the Council, Board of Education, etc. He thought there was a question as to whether these people would be serving as individuals or as individuals in their capacity as Board or Council members. Mr. Rosenblatt explained that this had originally read "will have representation from" but now read "shall attempt to have representation from." He would look into the points raised by Mr. Abrams.

Mr. Abrams noted that the Board had had a GTE grant application before it, and they agreed to join in the forwarding of the application. His concept of a public/private partnership envisioned that benefits would accrue to both of the partners. It required a formal relationship. He asked where METEC came in. As a grant recipient, he asked if MCPS was impeded from being the beneficiary of any license agreements when MCPS was used to develop new applications. Mr. Rosenblatt replied that one of the benefits to having METEC was that METEC and MCPS could have licensing agreements. Mr. Lane added that this agreement would be between the Board and the corporations involved. If METEC found a grant, they would not be looking for the revenue stream. Mr. Abrams assumed that in grant applications METEC would limit itself to those areas where a public entity would not be eligible. He asked whether there would be situations where METEC and MCPS would be going after the same grant. Mr. Rosenblatt explained that METEC would be doing coordination. They would not limit themselves to grants that MCPS might not go after. However, they would coordinate to make sure they were not competing for the same grant.

Ms. Gutierrez did not recall ever having had this kind of discussion about a group proposing something for MCPS or the Board to adopt. It was not clear to her what METEC was asking.

She saw a list of objectives and bylaws. She had questions about their experience base and the credentials of the organization. She also asked about accountability for this organization and how METEC envisioned its working relationship with MCPS. She inquired about the benefit to MCPS, and she said these are the issues she would want to talk about in a further discussion of this. She suggested that it might be appropriate for them to consider making a proposal to the superintendent. She imagined there were a lot of organizations wanting to work with the school system, but she thought there had to be a process other than bringing this to the Board for a vote.

Dr. Vance pointed out that Board members had requested this discussion. Some Board members had met with METEC, and he and staff had also met. He has asked Ms. Seikaly to serve as his liaison to the group as they began to develop their bylaws. However, this discussion was not on the table because of a recommendation from the superintendent. Ms. Gutierrez commented that there were some good ideas here, but extensive development and follow through would have to be done before she would commit her support.

Mrs. Fanconi remarked that the Board wanted to encourage more community ownership to help MCPS in its work. She saw the potential for a partnership, and she commended them for taking the time to become educated about the school system. She encouraged METEC to continue to work closely with MCPS. However, there were dangers because when an organization raised money it could begin to direct the system's programs. She invited METEC to visit schools to spend some time with students at all levels. She was concerned about the statement that METEC would "assist in the development of ideas for new and innovative educational hardware and software applications." It went on to state that METEC would "assist its members in the marketing of new educational products." She asked about its members and what the marketing would consist of. Mr. Lane explained that METEC would not be doing the marketing. They had been working closely with the National Information Technology Center of Maryland, and this was their charter. They hoped that these products would be marketed in other school systems to provide another revenue stream back to MCPS. Mr. Rosenblatt explained that the corporations would have an incentive to work with the county and provide materials at less cost to MCPS if they could get profits from sales to other school systems.

Mrs. Brenneman noted that this was a discussion item, and METEC was asking the Board to be a member. It seemed to her that at some point the Board had to take an action to agree to be part of the organization or not. She assumed that any Board member sitting on the METEC board was not representing the school board.



She wondered what would happen if the next Board did not agree with METEC. Mr. Lane replied that if members wanted to drop off, they would have to address this issue at that time. Now they had to plan for the future and make adjustments when circumstances arose. Mr. Rosenblatt recalled that Ms. Gutierrez had asked what METEC was asking for and to whom they were accountable. Today they were asking for continuing support to get METEC started. He commented that this was a risk, but it did not mean they should not try. They were pleased to have Lani Seikaly as their liaison. In terms of accountability, they were ultimately accountable to their members. Right now they were accountable to their board of directors who represented a broad array of interest.

It seemed to Mr. Ewing this presented an opportunity to the Board to establish a cooperative relationship designed to be supportive of MCPS and its objectives in the expectation that there would be some tangible benefits in the form of resources, advice, and assistance from private and public sectors. He did not think that METEC was asking them today for a formal endorsement but rather for the opportunity to continue to work with MCPS to develop their proposals. He hoped that MCPS could continue to work with METEC. As to whether or not MCPS had a representative on their board, he said they would have to address this formally at some juncture. If the Board chose not to join, the Board could still continue working with METEC. He thought the Board should make it clear they were always eager to receive help.

Mrs. Gordon explained that she sat on the METEC board as a member of the community at large, not as a representative of the Board of Education. Other Board members belonged to other organizations that might or might not be related to educational issues. She agreed with Mr. Ewing that this was an opportunity they needed to take advantage of. Given the Board's new policy and the advisory committee, the Board needed to look at all the resources out there. If this organization could serve as nothing more than a clearing house for opportunities, it would have a significant purpose. She assured the Board that when she spoke she spoke as an individual and did not represent the Board.

Dr. Cheung commended Mr. Rosenblatt and Mr. Lane for their efforts. He had read articles about private/public partnerships, and corporations were now talking about their efforts to help public schools. He had written to the American Management Association's newsletter to ask whether this assistance should be included in the corporation's strategic plans. The editor thought it was important for corporate America to do this. METEC was being established to try to help the school system by going to the community, government agencies, and industry. They were living in the information age, and that information was a resource to someone. MCPS was a lighthouse school district and probably had a lot of good and innovative information and ideas







RESOLUTION NO. 734-93      Re: UTILIZATION OF FY 1994 FUTURE  
SUPPORTED PROJECT FUNDS FOR A  
FOREIGN LANGUAGE PROGRAM AT  
ROCKVILLE HIGH SCHOOL

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

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 \$50,000 from the U.S. National Security Agency (NSA) for a foreign language program in Chinese at Rockville High School, in the following categories:

	<u>Category</u>	<u>Amount</u>
2	Instructional Salaries	\$15,936
3	Other Instructional Costs	32,789
10	Fixed Charges	<u>1,275</u>
	TOTAL	<u>\$50,000</u>

and be it further

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

RESOLUTION NO. 735-93      Re: BANK NIGHT DEPOSIT AUTHORIZATION

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

WHEREAS, Board of Education Resolution No. 400-91, authorized the director of the Department of Financial Services, the director of the Division of Insurance and Retirement, and the claims officer in the Division of Insurance and Retirement to certify to banks the names of persons designated to use the night depository facilities of banks; and

WHEREAS, The elimination of the director of the Department of Financial Services and the creation of the chief financial officer position and a change in the position title of the claims officer in the Division of Insurance and Retirement require a resolution update; now therefore be it

Resolved, That Resolution No. 400-91 be rescinded, and be it further

Resolved, That appropriate staff of Montgomery County Public Schools continue to be authorized to deposit funds in the night depository facilities of banks; and be it further

Resolved, That the chief financial officer, Office of Financial Management, the director of the Division of Insurance and Retirement, and the risk management specialist, Division of Insurance and Retirement are hereby authorized to act as agents for Montgomery County Public Schools to certify to the banks the names of persons designated to use the night depository facilities of the banks; and be it further

Resolved, That the banks be given a copy of this resolution.

RESOLUTION NO. 736-93      Re:    BANK WIRE TRANSFER AUTHORIZATION

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

WHEREAS, From time to time Montgomery County Public Schools (MCPS) needs to orally direct its bank to transfer funds to other banks for credit to businesses, organizations, or persons designated by MCPS in amounts not to exceed the collected balance on deposit with the bank, when it is inconvenient or impossible to execute prior written authorization, instructions or releases otherwise required by the bank; and

WHEREAS, The bank must have standing instructions upon which to act pursuant to oral requests for the transfer of funds; and

WHEREAS, Such transfers may be required for contract payments for lease purchases, funding of the employee benefit plans, interfund payments, etc.; now therefore be it

Resolved, That Resolution No. 356-91 be rescinded; and be it further

Resolved, That the staff members authorized to act on behalf of MCPS to effect wire transfers shall be the chief financial officer, Office of Financial Management; the director, Division of Insurance and Retirement; the risk management specialist, Division of Insurance and Retirement; and the director, Department of Technology Planning and Data Operations; and be it further

Resolved, That a copy of this resolution be transmitted to the bank.

RESOLUTION NO. 737-93      Re: AUTHORIZED SIGNATORIES FOR BOARD OF  
EDUCATION BANK ACCOUNTS

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

WHEREAS, It is necessary to continue the policy of having several employees authorized to sign checks so that periods of leave and absences may be covered; and

WHEREAS, The staff persons authorized by Board Resolution No. 658-91 to sign checks were the superintendent of schools; the deputy superintendent for planning, technology, and supportive services; the director, Department of Financial Services; the director, Division of Insurance and Retirement; the claims officer in the Division of Insurance and Retirement; and the director, Department of Educational Facilities Planning and Capital Programming; and

WHEREAS, The elimination of the director of the Department of Financial Services and the creation of the chief financial officer position and a change in the position title of the claims officer in the Division of Insurance and Retirement require a resolution update; now therefore be it

Resolved, That Resolution No. 658-91 be rescinded; and be it further

Resolved, That the authorized signatories for bank accounts shall be the persons in the following position: the superintendent of schools; the deputy superintendent for planning, technology and supportive services; the chief financial officer, Office of Financial Management; the director, Division of Insurance and Retirement; the director, Department of Educational Facilities Planning and Capita. Programming; and the director, Department of Technology Planning and Data Operations.

RESOLUTION NO. 738-93      Re: PRESENTATION OF PRELIMINARY PLANS -  
JACKSON ROAD ELEMENTARY SCHOOL

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

WHEREAS, The architect for the modernization of Jackson Road Elementary School has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Jackson Road Elementary School Facilities Advisory committee has approved the proposed schematic design; now therefore be it





October 12, 1993

WHEREAS, Students and fellow employees will miss her cheerfulness and attentiveness to the needs of her passengers; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mrs. Lucy I. Avery 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. Avery's family.

RESOLUTION NO. 742-93      Re: DEATH OF THOMAS R. KAUTZ, ATHLETIC  
DIRECTOR/TEACHER AT QUINCE ORCHARD  
HIGH SCHOOL

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

WHEREAS, The death on October 2, 1993, of Mr. Thomas R. Kautz, an athletic director/teacher at Quince Orchard High School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In more than 27 years that Mr. Kautz had been a member of the staff of Montgomery County Public Schools, he provided a rewarding learning experience for his students; and

WHEREAS, Mr. Kautz was respected by the staff, students, and community as a challenging teacher and true professional; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mr. Thomas R. Kautz 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. Kautz's family.

RESOLUTION NO. 743-93      Re: DEATH OF MR. FRED W. RUMMINGS,  
RESOURCE TEACHER ON LONG-TERM  
PERSONAL ILLNESS LEAVE FROM ROBERT  
FROST MIDDLE SCHOOL

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

WHEREAS, The death on August 31, 1993, of Mr. Fred W. Rummings, a resource teacher on long-term personal illness leave from Robert Frost Middle School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In more than 19 years with the school system, Mr. Rummings demonstrated strong leadership skills in arranging and planning programs in the foreign language department; and

WHEREAS, Mr. Rummings was an outstanding resource teacher who actively participated in the total school program, involving himself in many facets and fostering long-range progress toward the school vision; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mr. Fred W. Rummings 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. Rummings' family.

Re: IMPLEMENTATION PLAN FOR THE  
DEPARTMENT OF HUMAN RELATIONS

Dr. Cheung recalled that on July 26, 1993, the Board discussed the report of the Commission on Long-range Needs of Human Relations. The Board endorsed the directions of the recommendations and asked Dr. Vance to return with an implementation plan.

Dr. Vance stated that the Board had the superintendent's implementation plan and would note that he had made an effort to respond to questions and concerns of Board members. He recognized the need to expand the effective monitoring of human relations programs, initiatives, and outcomes. He was working closely with the Department of Educational Accountability to build such a framework for an accountability structure. On a personal level, he considered this to be a significant issue in the reorganization of the Department of Human Relations. The focus of human relations commissions was changing nationally. Human relations offices were taking the lead position on managing diversity in the work place, in the community, and in social settings. He thought the recommendations would help them to address this issue.

Dr. Vance agreed that a central human relations community/school advisory committee should be created. This was strongly recommended by community leaders. On October 2, Dr. Massie and Dr. Lancaster had met with about 40-50 community leaders to gather points of view about the characteristics for the community human relations positions and for the compliance officer position. It was a cross-section and diverse gathering, and the meeting went on for three hours. He would be making his recommendations for filling those positions.

Dr. Vance gave credit to MCCPTA and the human relations committee model which they developed three years ago. He thought MCPS was at a point now where they needed to take the lead in seeing that committees were set up in each school. One of the primary

functions of these committees would be their outreach to the increasingly diverse parent population. He asked whether Board members had questions on the information he had presented.

Ms. Gutierrez asked about the budget impact for human relations training programs. She wanted to know what the \$30,000 represented because this seemed to be business as usual. Mrs. Gemberling explained that this was not necessarily an additional dollar figure; however, it was not business as usual. Human Relations did get some consultant money and training funds, but there were other units whose training funds might be diverted to assist in this overall training such as the Americans with Disabilities Act which was a major initiative. They were trying to indicate that there would be some shifting of dollar figures in order to accomplish this because Dr. Lancaster did not have separate funds or staff to handle all of the training needed. Dr. Oliver Lancaster, director of the Department of Human Relations, explained that his budget had been used for general staff, and this would be a lot of focus on the administrative staff. It would require additional resources for consultants, and the figure was a ball park estimate.

Mrs. Fanconi did not know how they were going to accomplish all the training with this little bit of money. She felt that they had to assess the needs during the first year. She asked for information on costs related to ADA because these would increase over time. Ms. Gutierrez commented that this office had a budget and staff who would be carrying out these activities. They should not expect that there was an additional budget burden to accomplish these activities. If they did not budget for the activities, they would still have to do these. Dr. Lancaster thought there would be considerable external expertise that would be necessary. The staff would be fulfilling the basic responsibilities, but they did have to go beyond the existing resources. Ms. Gutierrez asked if they were going to accomplish this with existing budget plus the \$30,000, and Dr. Lancaster agreed.

In regard to the compliance officer position, Mrs. Fanconi agreed that this needed further study. She hoped they would not get into the business of having an entire legal stable inside like the District of Columbia.

Ms. Gutierrez stated that the recommendation for a review of existing practices for responding to EEO and other complaints was an important one. They needed a better understanding of how existing practices were being implemented. However, she did not know if the DEA review would get them an assessment of effective EEO implementation. It might give them a baseline of where they were. She wanted to know if they had EEO action goals and a plan for reaching them. She thought this should be an ongoing assessment, and here she saw a one-shot evaluation. For example, they had a policy encouraging women in non-traditional roles. But were they monitoring this?

Mrs. Gemberling reported that Dr. Lancaster had had initial meetings with DEA. She said staff had a way to develop and include special outcomes. DEA would provide the initial framework of the various issues directly related to the effectiveness of their human relations program and the implementation of policies specifically related to these topics. They wanted a framework for conducting an ongoing review. They did look at whether or not they could build into surveys, assessments, and data reviews, components that could be pulled out and analyzed around human relations and the impact of programs.

Ms. Gutierrez saw the Department of Human Relations as an advocate and independent overseer. The implementation had to be by those in the positions to implement it. She thought this link needed to be made after the survey. For example, she would envision that any program having a hiring capability would be accountable at the end of the year to explain how they hired and promoted. Dr. Lancaster agreed and pointed out that the office has been in existence for 23 years, and it was time for an external look at how it was working.

Mrs. Gordon felt that the meat of the human relations policy was the establishment of human relations committees in every school and unit. She was especially pleased that they had chosen to use the MCCPTA human relations model because it was a strong model that did speak to outreach.

Ms. Gutierrez commented that the review and redesign of curriculum to include multiculturalism was somewhat out of the realm of the Department of Human Relations. This would be under the Office of Instruction and Program Development; however, she thought there should be some ways of assessing the effectiveness of the program. These seemed to be isolated steps in implementing a multicultural education program. She hoped that the Board would have a total plan at some point. Mr. Ewing noted that this would be ongoing implementation. While they did not have a policy at the moment, they had taken individual actions indicating endorsement of the general concept of multiculturalism. However, they had never gone into detail about what it was they thought that meant and how it would work. This would come before them in a recommendation for the draft policy on multiculturalism, and Dr. Vance agreed.

Dr. Lancaster thought that the recommendation on curriculum was historical. Human Relations had operated for years as an adjunct to the instructional program. This recommendation meant that Human Relations would consult with OIPD as advisors and consultants, but the responsibility would be with OIPD.

Dr. Cheung thanked staff for their presentation.

## Re: BOARD/SUPERINTENDENT COMMENTS

1. Ms. Baker reported that last week she had held her first SMOBSAC meeting, and about 30 students had attended. The topics were the renovation of Blair HS, honors programs, sexual harassment, violence in schools, overcrowding, the middle school policy, changes in curriculum and teaching styles, class rank, AIDS awareness, drugs in school, intramural sports, and cultural education. The students elected a chair and vice chair. Their first activity would be to sponsor a violence summit for all high schools. Their next meeting would be on November 2 at 7 p.m. They planned to discuss sexual harassment and the Blair project.

2. Mr. Abrams commented that one area the school system was interested in was nutrition. It seemed to him there were other areas where MCPS was not the primary provider, but they had audiences that could use some more information. A group of citizens would be sponsoring an eating disorders seminar on November 10, and he would appreciate it if MCPS could distribute this information particularly because this was a problem among teenage girls.

3. Mrs. Fanconi stated that the Board had recently met with some county officials who were talking about the difficulty in serving all of the WIC clients in the county. One of the problems was they could not find a site for the clinics. She encouraged MCPS to see if they could work with county government to make sure that children were fed.

4. Ms. Gutierrez reported that National Unfunded Mandate Day would be held on October 27. The purpose was to raise public awareness and educate elected officials in state and federal government about the unfair burden that unfunded mandates placed on schools and local governments. For example, local taxes would have to be used to fund federally mandated programs. There was a proposed resolution for local school boards to adopt, and she would be presenting this at the October 25 meeting.

5. Ms. Gutierrez indicated that the Elementary and Secondary Education Act of 1965 was up for re-authorization. It was the president's proposal for funding education and was the major funding instrument from the federal government. The Board could support most of its proposals; however, there was a proposal to eliminate Chapter 2 block grants to fund professional development programs and a scaling back on impact aid. She would provide the Board and superintendent with copies.

6. In regard to spending affordability guidelines to be set by the Council, Mr. Ewing explained that the Charter limit scenario which was the high scenario would increase the Board's budget by about 4 percent, but that amount was \$2 million below the cost needed to

fund growth in school population and some degree of inflation. It left out negotiated salaries, funds for technology, and funding for the recommendation of the corporate partnership. The public should be aware of the Council's October 14 hearing. If people could not testify, they should let the Council know that the school system could not do business as usual unless the Council lifted the limit. In the very near future, the Board might find itself unable to maintain things like current levels of class size. He believed that the public was not aware of the impact of the spending affordability guideline on the Board's operating budget.

RESOLUTION NO. 744-93      Re:    CLOSED SESSION - OCTOBER 25, 1993

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

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 on October 25, 1993, at 7:30 p.m. to discuss personnel matters, matters protected from public disclosure by law, and other issues including consultation with counsel to obtain legal advice; and be it further

Resolved, That this meeting be conducted in Room 120 of the Carver Educational Services Center, Rockville, Maryland, 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 meeting shall continue in closed session until the completion of business.

RESOLUTION NO. 745-93      Re:    MINUTES OF AUGUST 30, 1993

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

Resolved, That the minutes of August 30, 1993, be approved.

RESOLUTION NO. 746-93 Re: MINUTES OF SEPTEMBER 9, 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 minutes of September 9, 1993, be approved as corrected.

RESOLUTION NO. 747-93 Re: MINUTES OF SEPTEMBER 14, 1993

On recommendation of the superintendent and on motion of Mr. Ewing seconded by Ms. Baker, 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 being temporarily absent:

Resolved, That the minutes of September 14, 1993, be approved.

RESOLUTION NO. 748-93 Re: MINUTES OF SEPTEMBER 20, 1993

On recommendation of the superintendent and on motion of Ms. Baker seconded by Mr. Abrams, 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 being temporarily absent:

Resolved, That the minutes of September 20, 1993, be approved.

Re: REPORT ON CLOSED SESSION - SEPTEMBER  
27, 1993

On September 14, 1993, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on September 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 Monday, September 27, 1993, from 7:15 to 7:20 p.m. to discuss appeals. The meeting took place in room 120 of the Carver Educational Services Center, Rockville, Maryland.

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

Re: A MOTION BY MS. GUTIERREZ ON PUBLIC  
COMMENTS (FAILED)

A motion by Ms. Gutierrez to continue the current Public Comments process for an additional three months with information being provided to the public on how to sign up the day of the meeting up to the time of Public Comments failed with Mr. Abrams, Mrs. Brenneman, Mr. Ewing, and Ms. Gutierrez voting in the affirmative; Ms. Baker, Dr. Cheung, Mrs. Fanconi, and Mrs. Gordon voting in the negative.

RESOLUTION NO. 748-93 Re: PUBLIC COMMENTS

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

Resolved, That the current Public Comments process be continued with information being provided to the public on how to sign up the day of the meeting up to the time of Public Comments.

Re: A MOTION BY MS. BAKER ON THE CLASS  
RANK PROCEDURES (FAILED)

A motion by Ms. Baker to change the procedure for obtaining class rank by having parents sign for the class rank failed with Ms. Baker, Dr. Cheung, and Mr. Ewing voting in the affirmative; Mr. Abrams, Mrs. Fanconi, Mrs. Gordon, and Ms. Gutierrez voting in the negative; Mrs. Brenneman abstaining.

Mrs. Brenneman left the meeting at this point.

RESOLUTION NO. 749-93 Re: CLASS RANK PROCEDURES

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

Resolved, That the Board of Education endorse the superintendent's October 12 proposed actions for handling the issues with the exception that confidential class rank shall be provided to all post-secondary institutions directly that require it for admissions, honors program placement, or scholarships.

Ms. Gutierrez left the meeting at this point.

Re: COMMUNITY SERVICE

Board members deferred a proposed new business item on community service until October 25, 1993.



October 12, 1993

Re: A MOTION BY MR. ABRAMS ON SOUTH  
AFRICAN LEGISLATION (FAILED)

The following motion by Mr. Abrams failed of adoption with Mr. Abrams, Dr. Cheung, Mrs. Fanconi, and Mrs. Gordon voting in the affirmative; Mr. Ewing voting in the negative; Ms. Baker being temporarily absent:

Resolved, That the Board of Education inform the Montgomery County Delegation that it would support the repeal of Annotated Code of Maryland Section 5-110 (c) (3) which permitted Montgomery County to reject products grown, mined, or manufactured in the Republic of South Africa if, and when, the state legislature takes up a package statewide to remove the legislation from the Maryland books relating to sanctions against the Republic of South Africa.

Mr. Abrams asked that this item be placed on an agenda when the full Board could be present.

RESOLUTION NO. 750-93 Re: BOE APPEAL NO. T-1993-26

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1993-26, a transfer matter, and dismiss the appeal.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report
3. Quarterly Change Order Report

RESOLUTION NO. 751-93 Re: ADJOURNMENT

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

Resolved, That the Board of Education adjourn its meeting at 6:35 p.m.

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PRESIDENT

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SECRETARY