

WHEREAS, The Montgomery County Education Association was properly designated as the employee organization to be exclusive representative for these negotiations; and

WHEREAS, Said negotiations and mediation in good faith have occurred, as directed by law, over the past several months and both parties have accepted the mediator's report; and

WHEREAS, Tentative agreement has been reached and been duly ratified by the membership of the Montgomery County Education Association; now therefore be it

Resolved, That the Board of Education approve the Agreement for the period of December 15, 1993, through June 30, 1996; and be it further

Resolved, That the president of the Board of Education be authorized to sign the Agreement which will be implemented by the Board on December 15, 1993.

Re: ELECTION OF BOARD OFFICERS

The superintendent announced that as secretary-treasurer of the Board of Education he would preside until the election of the president. To be elected president or vice president, a member needed five votes. He announced that on the first ballot for Board president, Mr. Abrams, Ms. Baker, Dr. Cheung, Mrs. Fanconi, and Mrs. Gordon voted for Mrs. Fanconi. Mr. Ewing and Ms. Gutierrez voted for Ms. Gutierrez, and Mrs. Brenneman voted for Dr. Cheung. Mrs. Fanconi was the new Board president.

Mrs. Fanconi announced that on the first ballot for Board vice president, Mr. Abrams, Ms. Baker, Mrs. Brenneman, Dr. Cheung, Mrs. Fanconi, and Mrs. Gordon voted for Mrs. Gordon. Mr. Ewing and Ms. Gutierrez voted for Ms. Gutierrez. Mrs. Gordon was the new Board vice president.

Re: STATEMENT BY MRS. FANCONI

"I really am deeply honored to be elected by my colleagues to the office of the president of the Board. I hope I can continue the tradition set in place by previous Board presidents of providing fairness and balance in our meetings and strong advocacy for children in public, and particularly to follow Dr. Cheung's lead, I think he has been an excellent president.

"To paraphrase Dickens, I think it is the worst of times and the best of times. It is the best of times because I believe we have a talented, committed superintendent and executive staff, an active and involved community, and dedicated employees at all levels. We have a Board of Education made up of individuals who

each strongly believe in and cares about children and provides their commitment by placing children first in their decision making. We have people who on a daily basis despite fiscal constraints and rising challenges have devoted themselves to assisting our students to achieve ever greater levels of academic standing, and we all need to be very proud of these achievements. However, it is the worst of times because due to fiscal realities we have been forced to make serious reductions in our budgets for the last three years that threaten to erode the total effectiveness of our mission. The state deficits continue to threaten to take more money from our county, and the local economy is only now beginning to gradually improve.

"The challenges we face as a Board are to continue to take responsible actions to maintain voter confidence, and at the same time to take a strong advocacy position for the need for continued commitment to the quality of our schools because the quality of our society and the nation's future depend on it. I am extremely proud to be a member of this Board of Education and to work on a team with professional educators, colleagues, and staff whom I admire and respect. I will work hard to promote the efforts of the Board on behalf of our children to the executive and the County Council as well as to our public. Above all, I hope the Board will continue to do the public's business in a manner of mutual respect and dignity with a sense that the importance of our responsibility and hopefully with a sense of humor in the times of tension.

"I would like to congratulate Mrs. Gordon as the vice president. We have our work cut out for us, and as such I believe we need to begin the business of the day."

Re: STATEMENT BY MRS. GORDON

Mrs. Gordon made the following statement:

"I would like to thank my colleagues for their support. I will put forth every effort to represent the Board and its position and to support Mrs. Fanconi as president."

Re: PRESENTATION TO DR. CHEUNG

On behalf of the Board and staff, Dr. Vance presented Dr. Cheung with a gavel to remind him of all the meetings he presided over in his tenure as president.

Re: SECOND ANNUAL REPORT ON THE
SYSTEMWIDE OUTCOME MEASURES OF THE
SUCCESS FOR EVERY STUDENT PLAN

Dr. Vance stated that in this morning's Post there was an article which highlighted what had happened in the United States in

public education despite billions of dollars spent for racial integration of student populations. The reality was that public education today was more segregated for black, Hispanic, and poor youngsters than it was in 1954. According to the article, 70 percent of those youngsters went to school every day in segregated circumstances. He explained that he had devoted most of his adult life pursuing the American dream which was racial integration in the school systems, and this was extremely discouraging to him.

Dr. Vance commented that it was comforting to know that there were still public school systems committed to this endeavor. He said that public education competed in an integrated student and parent population as long as they provided an outstanding quality education for every youngster.

Dr. Vance complimented the Board of Education for its foresight in creating the Vision and developing and approving a leadership plan to address that Vision. This morning they were presenting the second annual report on the outcome measures of the Success for Every Student plan. On January 6, 1992, the Board approved the strategic plan for the advancement of quality education in Montgomery County. The plan provided the detailed framework for a series of systemwide efforts and local school and department initiatives designed to concentrate attention on the achievement of specific outcome measures. These measures were established by the Board as a way of assessing progress towards meeting the goals of the Vision statement approved by the Board on December 10, 1991. The pursuit of those goals and the focus on continual assessment of greater levels of student progress have kept the school system aimed squarely at the mission of providing the best in public education in America today and establishing the basis for excellence well into the future.

Dr. Vance stated that MCPS was greater than it had ever been because they could not compare the consequences and results of being educated in the public schools in Montgomery County with 20 years ago or 30 years ago. They must compare it with the state of the art in the nation today, and the state of the art was not commendable. However, it was in Montgomery County; and they must maintain that. The national literature on outcome assessment and the establishment of specific performance objectives are replete with the references to just the type of initiative already underway in MCPS. The National Council on Educational Standards and Testing recommended last year not just the establishment of high standards for all students, but standards that were linked directly to a system of definitive assessments. The system in MCPS went beyond student accountability and measured school accountability. They could assure that each student in a school had the opportunity to achieve the knowledge and skills required. This was significant for a school system as diverse and large as theirs. This important concept was articulated by the House

Committee on Education and Labor last year when it proposed the creation of both national content standards and workforce readiness standards. Educational leaders nationally now acknowledge what Montgomery County knew two years ago, the importance of establishing not only a vision that sets a direction for others to follow but also performance standards that measure and validate progress towards achieving that vision. MCPS had established school delivery standards that monitored the process of education as well as the outcome.

Dr. Vance explained that Mrs. Gemberling and her staff would be reporting on the significant progress they had already made in achieving the Board's Vision. He acknowledged that the original plan was adopted in recognition of severe disparities of achievement among students from various racial or ethnic groups. The disparities still existed, but less so now than two years ago in many of the outcome areas. This was an important achievement given the continually changing demographics of their student enrollment and the impact of limited financial resources for instructional improvement and program enhancements. Their success in improving student achievement and in removing barriers have given rise to support for even more difficult and complex standards. They had reached the point where the original plan needed to be updated to reflect the changing dynamics of the school system and the changing nature of their own accountability efforts. They needed to continually refine their instructional strategies and processes of assessment. There was a necessity for a shared commitment for the advancement of quality education and a successful process of teaching and learning. He said they had to steady the course and stay on the track as they moved into the 21st century. He believed that MCPS was the exception to the rule on what was reported in the Post this morning.

Mrs. Gemberling noted that the Board had received an update on the executive's staff implementation of the plan. This year they had added sample activities from various offices so the Board could see the actual implementation steps that had taken place. The executive staff members would give a brief update on the four goals, there would be reporting on the outcomes and data, and finally some principals would report on actual experiences.

Dr. Elfreda Massie, associate superintendent, stated that as a result of increased student needs, technological advances, and Board and staff initiatives, they had growing needs for staff development and training. They would also continue to have needs to maintain a high quality staff to carry out the goals and objectives. The fourth goal focused on creating a positive work environment which directly addressed staff training and professional development and personnel recruitment needs. On May 18, 1994, the Board would receive a report on staff development. In Personnel, they had focused on recruitment efforts and the use

of technology in Personnel to increase the efficiency of the office.

Dr. Massie commented that in training they had intensified and diversified the training offered in MCPS. Most of it had been needs based. OIPD had worked closely with the schools in providing training to support school improvement plans. They believed this training met specific needs of what was happening in the schools. They had also provided training on the Americans with Disabilities Act and sexual harassment. They expected to intensify training in technology initiatives.

In terms of recruitment, Dr. Massie reported that they had established many new contacts and they were analyzing the results of this year's recruitment efforts and would establish a spring schedule to address candidate diversity and shortage areas. They had made contact with the NEA campus student organizations which was a relatively new group formed through schools of education. They were following through on referrals from MCPS employees and community members. They had started to use technology by having modems that were linked to colleges and universities, the state Department of Education, and the Department of Defense Schools. They met twice a year with all new employees to be aware of their personal and professional needs.

Dr Massie stated that the third goal was very important because they needed to strengthen productive partnerships in education. The Board had received the report of the Corporate Partnership, but she wanted to remind the Board that they had done more. On January 31, 1994, the Board would be discussing total quality management and a follow-up to the Corporate Partnership report. The executive staff was committed to building partnerships with the corporate sector, families, staff, and other community leaders. They worked with parent advocacy groups, and they had expanded communication and improved outreach efforts. She had contacted each executive staff member and some department heads to get a list of community organizations with which they had been involved. She had come up with a list which was 12 pages, singled spaced. She would not read the list, but she wanted the Board to know that they had made an intentional effort to include more parents on interview panels. Over 150 leaders had been invited to the superintendent's summer A&S conference. Local schools were involved with banks, department stores, the armed forces, N.I.H., major corporations, real estate firms, colleges, legal firms, restaurants, hotels, the federal government, landscaping firms, theatres, etc.

Dr. Villani stated that he and Dr. Fountain would review activities related to the second goal which was to provide an effective instructional program. He said that everything his staff did was in support of what happened in the school building. In OIPD, they had focused on the Board's initiatives in math and

science instruction. Their guiding vision that been to accelerate the program while making it more accessible to more students. On January 11, 1994, the Board would receive more detail on this initiative.

Dr. Villani explained that they had the math content connections program which was in its second year, and by the end of this year two-thirds of the teachers and other staff in elementary school would have been trained in integrating mathematics instruction throughout the curriculum. A second program was math power, a summer program for students in Grades 3, 4, and 5. They had had several initiatives to increase the enrollment of students in algebra by Grade 9. In addition, they had been working on curriculum revisions in algebra and geometry, which was part of the process of intensifying the program while making it accessible to more students.

Dr. Villani reported that they had had a major revision in their elementary science curriculum. They had trained thousands of teachers to teach science in a more experiential way. The hands-on science experience had been extended into the middle school with the development of the events-based science project. In high schools, they were revising the lab science and installing the double period AP physics program. They had also revised the technology education curriculum to integrate it with science and math concepts.

The second component of their work was to develop an assessment process and an infrastructure to assure that MCPS had valid information about the effectiveness of its core instructional program. This would give students, teachers, principals, parents, and the Board a picture of student progress over time on a scale which would show from year to year how well students were mastering the curriculum. It would also give them a picture of how well students were doing on state and national standards. They would review assessments in reading and mathematics on February 16.

Dr. Villani commented that the recently adopted technology policy had extensive implications for the use of technology to enhance and support instruction. They were now working on an implementation plan which would lay out strategies for providing all schools with not only appropriate instructional technology but also with models and training for integrating training in the classroom. They had been working hard to implement the Board's policy on early childhood education. In addition to providing training of early childhood teachers, they were planning a model school program in FY 1995. They had been looking at the organization and function of all MCPS units responsible for early childhood education, and they were considering what organizational pattern would be most effective in focusing all available resources on implementing the Board's policy. A full

discussion of early childhood programs would be held on January 24.

Dr. Villani indicated that they had been reviewing the models and the implementation of programs for limited English proficient students, and on April 14, 1994, the Board would receive a report on ESOL programs. They had been emphasizing the need for appropriate instruction for gifted and talented students which a special emphasis this year on middle school programs. The Board had allocated .2 positions for each middle school to have a coordinator for gifted programs. He said that staff had been working to revise the SAT preparation program in order to help students perform well on the newly revised SAT. They had been working with Dr. Fountain and his staff to revise the SAT prep program offered through Adult Education.

Dr. Hiawatha Fountain, associate superintendent, commented that all of these activities were appropriate for special and alternative education. They had been involved throughout the plan. The Board had approved a policy for the Office of Special and Alternative Education, and his staff had held a retreat to make sure the activities in the office were in synch with the new policy. They had been working with the rest of the school system, and now they had an itinerant special education teacher who was working in nine elementary schools on inclusion. They had an MSDE grant that would allow them to hire three people to work in up to 30 regular schools to prepare these schools for inclusive education.

Dr. Fountain reported that they had been working with the special education instruction office. In the LD program they had a research project at the University of Maryland which dealt with oral language and pre-reading skills. This program was currently operating at Montgomery Knolls. On January 11, the Board would receive an update on SED. They had prepared the way for the equity assurance officer, and they had a group of staff persons and others working to develop some activities for the involvement of the equity assurance officer regarding the disproportional representation of African-American students in some special education programs.

Dr. Fountain related that MCPS in collaboration with county agencies had developed a plan to address youth between the ages of 12 and 16 who had considerable violence in their background. This program would include support and services to students and their families through an extensive program which would operate eight hours a day, five and a half days a week.

Dr. Fountain commented that although students with disabilities were an integral part of the SES plan, staff would be proposing some language changes to the second addition of the plan. These would specify more clearly how SES related to students with

disabilities. These changes would reflect all input they had received since the initiation of the plan.

Mrs. Gemberling explained that for the first goal they had tried to provide a detailed report on the status of every single outcome in the Success for Every Student. They had provided the Board with three years of data, data from before the plan was adopted, baseline data from last year, and this year's data. She would highlight some of the key points.

The student outcomes were in three categories. They had the functional skills in state and local standards. They also had outcomes in honors and gifted and talented enrollment, SAT, and algebra. The third category included suspensions, dropouts, and over-representation in special education programs. They would look at some of these issues later in the day and in January.

In terms of the functional tests, Mrs. Gemberling stated that in 1991-92 on the ninth grade tests, the only students achieving standards in all four tests were white students. In 1992-93, Asians achieved all four, African-Americans achieved all four, and Hispanics achieved three and missed the fourth by less than 1 percent. She reminded the Board that Success for Every Student was a four-year plan, and they were pleased with the progress they had made in the area of functional tests. She reviewed the results of the tests, and she noted that in the eleventh grade they had not met all the standards because of the effect of the mobility factor. She pointed out that when they looked at local standards, most students having been in MCPS for two years or more met the standards at the excellence level. They anticipated that today's ninth graders would help them meet the eleventh grade standards in the future because staff was now working on the functionals in the seventh and eighth grade.

In regard to honors and AP enrollment, they did not see the kind of movement they saw in the functional areas. In order to have movement here, they had to look at what happened earlier. The same thing was true of SATs; however, if they were to look back over the last 20 years they would see that the 1992-93 scores were the highest since 1973. They had seen a significant increase in the African-American scores and some decline in the Hispanic. This same group has a slightly lower rate in the completion of algebra. Their push was to have algebra completion in ninth grade because they believed this was the gateway. Having success here was critical to moving students into the higher math and science courses and other honors courses. They had to be able to measure and be accountable to what happened prior to that ninth grade. While they had the double period algebra and the SAT preparation, they believed these came too late in the process. Consequently, they were looking at earlier intervention.

Mrs. Gemberling recalled that they had told the Board they would be doing the first round of assessment this past spring in the MCPS CRTs with full assessment this coming spring Grades 3 through 8 in math and reading/language arts. They also cautioned the Board that an extremely high proficiency level had been set. They had added an Outcome K which was not in their original report. The Board had the report showing the results of the testing in Grades 4, 6, and 7 by school. They wanted to be sure the Board understood in adding Outcome K that the staff felt very strongly that the high school data would change only when they made significant program accountability and were able to see the progress of each child and each school.

Mrs. Diane Ippolito, director, reported that the Office of School Administration had the responsibility for working closely with clusters and principals to ensure the effective implementation of Success for Every Student. Their role was to ensure that the school improvement management plans reflected the instructional needs of the schools based on the data and on the Success for Every Student outcomes. She introduced Laura Silkwood, principal of Rachel Carson Elementary; Carolyn Starek, principal of Forest Knolls Elementary; and Fred Lowenbach, principal of Banneker Middle School. These principals would review how they used the goals and objectives in Success for Every Student to develop their individual school objectives and training and how they determined the progress made in meeting these objectives. They would also discuss how the cluster schools worked together to meet common objectives.

Ms. Silkwood stated that Success for Every Student was what they were all working to achieve in their schools, and the principal had the job of making this vision become a daily reality. She did this through the school improvement management plan. She first involved staff, community, and even students in the formulation of goals toward the vision. Their 1994 school improvement plan actually started on their SES day in May. They had nearly ended three years of building a new school, and she had asked people to come prepared with a list of things they had already accomplished. On that day they looked at all of their achievements and successes. They decided to have staff, parents, and community know the school from the standpoint of data from 1990 through the first three years. After an analysis of all the data, they decided to concentrate on two objectives. They needed a vehicle for examining what they were doing. They took their optional school activities to decide what they wanted to continue, to end, or to add.

During the summer, she wrote the school improvement plan based on what the staff had decided. In the fall, she met with her management team and looked at more data. They decided their objectives were on target and they would concentrate on mathematics. The entire faculty did some brainstorming and came

up with further refinements in the goals and objectives. At that point, they finalized their school improvement management plan for this year.

Ms. Starek stated that she would use the Forest Knolls math objective to illustrate elements of implementation, monitoring, and evaluation. As a cluster, they had established the Blair Cluster math network. Success for Every Student provided a systemwide direction, and last spring the ten Blair cluster elementary school principals decided to commit funds to identify staff members with expertise in math. These teachers, one from each school, met for two days during the summer to identify common staff training needs and how these could be met. They were charged with conducting October and March in-service training focusing on strategy-based instruction to be delivered to the more than 400 staff members in the cluster. They were also asked to organize Blair Cluster family math celebrations and to prepare school-wide monthly math awareness activities. This cluster network continued to meet monthly to generate new instructional supports based on their experience in Project IMPACT and the math content connection.

Ms. Starek reported that at the local level they created a math committee composed of regular and special educators. The committee met on a monthly basis for a half day to assist with the curriculum implementation. They used ISM and CRT data to identify specific student math needs and to work with the PTA to promote learning at home. This year her school had included all Intensity 3 learning disability and Intensity 5 physically challenged students in regular education settings for math instruction. Regular and special education teachers team taught on a daily basis. These efforts were the result of their commitment to continuous progress and to a constancy of purpose. Ms. Starek said that most staff members and the community would say the clear focus at Forest Knolls was in the area of math. To monitor the implementation of this focus, she used the MCPS evaluation system. She had observed most of her teachers in the instructional setting of math, and she had reviewed their progress in the ISM system. This year her staff had benefitted from the use of the SIMS system to assess their progress in many areas of mathematics. At the end of the year the administration of the CRTs would provide data for them to evaluate their efforts.

In addition to the math focus, they were taking a closer look at discipline and parent involvement. These objectives also lent themselves to a comparative data analysis, and all members of the staff would study this data on a yearly basis. The state superintendent of schools had noted that school improvement was about power. It involved listening, studying, and learning what was important to enable every student to succeed. Success for

Every Student had given the local schools in Montgomery County a framework in which their community could exercise this power.

Mr. Lowenbach stated that he would describe their cluster plan in the area of mathematics. The Paint Branch cluster had establish math as one of their goals for the nine schools in the cluster. The need to focus on math was documented in Maryland functional math results, CRTs, MSPAP testing, and mastery of ISM objectives. Improving math results was fundamental for ensuring success for all.

He commented that crucial to their efforts to improve math results had been the willingness of educators in the cluster to utilize data and develop a comprehensive plan that addressed the issues of math success. All participated in the development of the plan, and the plan identified a series of items that needed to be addressed in order to improve math results. Among these were an articulation between the feeder elementary schools and the middle school as well as articulation from the middle school to the senior high school. This went well beyond simply sharing scores. It included an ongoing focus among the key educators within the cluster to make sure that math continued to be a focus.

Mr. Lowenbach said that another area was increased training for staff that would lead to greater expertise in math instruction. The math content connection was a direct attempt to address these needs, and all schools in the cluster were involved in the program. The third was a systematic effort to make sure that math was taught across curriculum areas. Just as students had long been taught to read in all content areas, math had to become an integral part of each discipline. As a principal, he saw math emphasized in a Spanish classroom, in home economics, and art.

Mr. Lowenbach explained that the fourth area was to continue the development of remedial programs to address math deficiencies. This occurred with summer skills programs and additional scheduling of students in second math classes. They found ways to provide additional math instruction during the course of the school day. The fifth area was a cluster support program such as math power. In his cluster, they had two math power programs. The next problem was transportation, and all nine schools came up with the money to support transportation to both math power programs.

A final cluster-wide activity was to continue monitoring and following up information between schools to assure appropriate placement of students as well as to determine areas of strength and weakness. For example, his school wanted to know if their students recommended for algebra in the ninth grade were succeeding.

Mr. Lowenbach said that within Banneker they provided additional support for students whose math performance indicated a need for such support. Their mobility rate was high, and many students came from outside the school system and outside of the state. They found it crucial to provide additional support for these youngsters. They maintained a team approach to math which allowed students to be moved up or down in their groupings. This allowed them to examine individual cases, and one student from Drew was now in accelerated sixth and seventh grade math as well as eighth grade algebra. They provided ongoing monitoring of African American and Hispanic students to ensure their inclusion in accelerated math, and by reviewing data they were able to move a number of youngsters into that program. They provided math packets for all students going from sixth grade and from seventh grade. A teacher would prepare a math packet that reviewed the concepts that were covered during the year so that students could work on these over the summer. The new teacher collected these in the fall. They focused on math instruction as part of half-day faculty and team in-service. He pointed out that they tried to sell the idea that math was owned by everyone as reading was owned by everyone.

Mrs. Gemberling stated that as they looked at the first year of full implementation in some cases they had achieved outcomes earlier than anticipated. They had to maintain those. In other cases they had not achieved the outcomes. The other thing was they did have a plan that was in process now that had gone beyond a paper document, and through their own initiatives they had added some additional outcomes and assessment measures.

Mrs. Fanconi thanked staff for the presentation. Mrs. Brenneman asked why the mobility factor was stronger at the eleventh grade. Mrs. Gemberling replied that quite a few students entered in the tenth and eleventh grade, and they had to be tested with only a three percent error. At the ninth grade the standards were 5 to 20 percent in the math. Mrs. Brenneman asked how they defined "successful" completion of algebra. Mrs. Gemberling replied that they used having earned a credit in algebra in Grade 9.

Mrs. Brenneman said that she had a significant amount of students who did not make it through her reading course. MCPS teachers had told her they could not do that because of the Success for Every Student plan. She had heard that teachers felt the need to ensure that success. In New York they had the Regents, and there was no doubt whether the student was successful or not in algebra because everyone took the Regents. Mrs. Gemberling explained that they did give countywide final exams in mathematics, and that was factored into the student's grade. Getting credit was tied to that final exam.

Mrs. Brenneman stated that her question all the way through was on the measurement of success. They had some great results here,

but she was looking for the next step for the students who had already shown some measure of success. Mrs. Gemberling replied that for this reason they were trying to focus more on those areas that were more challenging academically. She thought that the addition of the Outcome K was a good example. If next year every student completed algebra by Grade 9, they would up the ante and move to improved and higher targets. She noted that it was easy to forget how recently they could not make the fundamental basic standards.

Dr. Vance thanked Mrs. Brenneman for raising this issue. He recalled that when they first met with the math teachers, he emphasized that it was important to establish standards and making certain that youngsters who successfully completed algebra measured up to those standards and that no exceptions would be made. These students would pass the same final examination and meet the same instructional objectives. It was the American way. As soon as African-American youngsters started getting into gifted and talented classes and getting high scores on the SATs, the rumor began that standards had been dropped. They had not dropped their standards, and if anything they had reinforced them. These youngsters passed with the same grades as all other youngsters.

Mr. Ewing remarked that he was pleased and impressed with the progress they were making, but he was disappointed about areas where disparities remained among racial and ethnic groups. He did not expect these would be overcome instantly, but one always hoped for rapid progress. He asked whether there was any thought being given to strategies not already on the table to address those disparities in such areas as the successful completion of algebra and honors and advanced placement. Mrs. Gemberling replied that they currently had a course called introduction to algebra which was frequently taken by ninth graders deemed not ready for algebra. In a couple of schools they had offered the course only if it were concurrent with algebra which was the double period concept, but ninth graders could not take the introductory course as a stand alone. They planned to move into that direction countywide. This year they had moved the functional math test into the eighth grade to get the functionals out of the way to move the students into algebra. For students for whom there were concerns, extra support would be provided.

In regard to AP and honors, Mrs. Gemberling explained that they could not move a student into these courses without the background. They were trying to look at where the disparities began and what caused them. For example, there was less disparity at Grade 4 than at Grades 6 and 7; however, they needed some additional data here from another round of testing.

Ms. Gutierrez thanked the principals for describing the planning process, but she wanted to know the results. It was good that

Rachel Carson Elementary had only two objectives, but she was concerned about the disparities where minorities were consistently testing at a lower rate. She asked how they applied these objectives and targeted it to individuals rather than the fourth grade as a whole, for example. Ms. Silkwood replied that they looked at all of their baseline data student by student. After correlating all information on that student, they plugged in extra support when needed and redeployed people to work with individual children. They were continuously assessing and diagnosing to see how well a particular child was doing.

Ms. Gutierrez noted that few African-Americans and Hispanics were succeeding in math in high school. She wondered whether they could find out where these disparities began and what caused them. She wanted to know what specifically MCPS was doing about this at the elementary school level. Ms. Silkwood explained that all children were tested in the fourth and sixth grade, and Mrs. Gemberling added that in some schools the numbers were very small, and there was also the issue of enrollment in MCPS for the two years. She would be glad to look at individual data for Ms. Gutierrez. Mrs. Ippolito stated that she worked very closely with Ms. Silkwood. In regard to the fourth grade data, they looked at individual children by domains. The fourth grade team looked at those children in terms of what instructional strategies were used, what had been successful, and what had not. Then the fifth grade team looked at the same data, and the two teams developed a strategy. They did the same thing for the training component for parents to allow them to reinforce mathematics at home.

Ms. Gutierrez asked whether their goal would eventually state, "here is where we are numerically, and here is where we are going to be." Ms. Silkwood replied that they had done this. They had targeted where they wanted to be in the spring of 1994 when the test was re-administered. This was part of the school management plan, and they had done this as well for individual students. They had also gone back to kindergarten because this was where it all began.

Mr. Lowenbach commented that they needed more parental involvement, and they had to get the message out as to how important math and science were. They had the Banneker math and science honor society which consisted of a group of parents buying into the importance of mathematics and science in partnership with the Naval Academy. There had been a spin off of this involving a group of Hispanic parents. They needed to get more and more parents to accept this message and work with the school system.

Dr. Cheung congratulated all the staff and indicated he was particularly excited by Mr. Lowenbach's comments about involvement with the feeder schools. This was a very important

concept because schools knew how students performed and learned before coming to the next level. He hoped that more schools would become involved in the cluster concept and engaged in cluster-wide planning. He remarked that when they had the individual automated student profile they would be able to see the total child because the record would follow that child.

On behalf of the executive staff, Mrs. Gemberling thanked the principals and staff for transforming the Success for Every Student Plan into reality. She also thanked the Board for their constancy of purpose in maintaining the plan. Mrs. Fanconi thanked the staff for their presentation and asked the principals to convey the Board's appreciation to their staffs for their hard work.

Re: ANNOUNCEMENT

Mrs. Fanconi announced that the Board had been meeting in closed session on personnel matters and appeals.

Re: PUBLIC COMMENTS

The following individuals appeared before the Board:

1. Mrs. Celeste King
2. Mr. Victor DeMayo
3. Ms. Karima Blackwood, Concerned Parents of Seneca Valley HS
4. Laura Steinberg, Blair Cluster

RESOLUTION NO. 867-93 Re: PROCUREMENT CONTRACTS MORE THAN
\$25,000

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

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

WHEREAS, It is recommended that Bid No. 41-94, Sewing Machine Service and Repairs, be rejected and rebid due to lack of competition; now therefore be it

Resolved, That Bid No. 41-49 be rejected; and be it further

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

240-4W Safety Supplies and Equipment for the Safety and
 Environmental Health Unit
 Awardees

	BWI Supply, Inc.	\$	14,970	
	Aramsco-Herbert Abrams Co., Inc.	\$	<u>25,973</u>	
	TOTAL	\$	40,943	
43-92	Magazine Subscriptions - Extension <u>Awardee</u>			
	Cox Subscriptions, Inc.	\$	215,321	
1-94	Challenge Grant Computers for Wheaton Cluster Schools <u>Awardee</u>			
	EduQuest	\$	96,943	
10-94	Waste Water Recycling System for the Division of Transportation's Vehicle Wash System <u>Awardee</u>			
	Myco Service and Supply	\$	53,925	
13-94	Early Childhood Equipment and Supplies <u>Awardees</u>			
	ABS School Supply, Inc.	\$	14,976	
	Beckley-Cardy Company		10,835	
	Chaselle, Inc.		414	
	Childcraft Education Corp.		39,467	
	Community Playthings		70,110	
	Educational Teaching Aids		832	
	Environments, Inc.		10,296	
	H. L. Strickling		<u>1,361</u>	
	TOTAL	\$	148,291	
27-94	Classroom Furniture <u>Awardees</u>			
	Baltimore Stationery Company	\$	2,372	
	Beckley-Cardy Company		2,415	
	Chaselle, Inc.		46,477	
	Douron, Inc.		<u>1,144,142</u>	*
	TOTAL	\$	1,195,406	
30-94	Touchless Bus/Truck Wash for the Division of Transportation <u>Awardee</u>			
	Interclean Equipment, Inc.	\$	45,500	*
38-94	Replacement Skylight for Takoma Park Elementary School <u>Awardee</u>			
	CIP International, Inc.	\$	28,683	
48-94	Instructional Microcomputer Equipment <u>Awardee</u>			

RESOLUTION NO. 873-93 Re: AWARD OF CONTRACT - ROCKVILLE HIGH SCHOOL GYMNASIUM ADDITION

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

WHEREAS, The following bids were received on November 11, 1993, for the second gymnasium addition at Rockville High School:

<u>Bidder</u>	<u>Amount</u>
Cobb Construction, Inc.	\$879,160
Meridian Construction Co., Inc.	897,700
Hunter Allied, Inc.	906,256
Pioneer Buildings, Inc.	931,200
Smith & Haines, Inc.	937,000
Heritage Buildings, Inc.	938,700
Henley Construction Co., Inc.	941,000
Bildon, Inc.	964,892
Northwood Contractors, Inc.	995,700

and

WHEREAS, The low bid exceeds the construction budget of \$780,000; and

WHEREAS, The project architect and staff have reviewed the plans and cannot find reductions in the scope of work that would bring the cost within the budget appropriation without affecting the program requirements; and

WHEREAS, Surplus funds are available in the Local Unliquidated Surplus Account to cover the cost overage; and

WHEREAS, The low bidder has satisfactorily completed similar sized projects for WSSC and other agencies in Montgomery County; now therefore be it

Resolved, That \$95,840 be transferred from the Local Unliquidated Surplus Account to the Rockville High School gymnasium project; and be it further

Resolved, That a \$879,160 contract be awarded to Cobb Construction, Inc., contingent upon the transfer of funds, for the second gymnasium addition to Rockville High School, in accordance with the plans and specifications prepared by Devroux & Purnell, Architects; and be it further

Resolved, That the county executive be requested to recommend that the County Council approve the fund transfer.

RESOLUTION NO. 874-93

Re: ENERGY MANAGEMENT SYSTEM
INSTALLATIONS AT HIGHLAND VIEW
AND MEADOW HALL ELEMENTARY
SCHOOLS

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

WHEREAS, Bids were received on November 11, 1993, for energy management system installations at Highland View and Meadow Hall elementary schools; and

WHEREAS, The lowest responsible bids are below staff estimates of \$81,000 and \$80,700, respectively, and the recommended contractor has satisfactorily completed 19 similar projects for Montgomery County Public Schools; now therefore be it

Resolved, That the Board of Education approve the following contracts for energy management system installations and assign them to the general contractors for implementation and supervision:

Highland View Elementary School

General Contractor: Caldwell & Santmyer, Inc.
Subcontractor: Barber-Colman Pritchett, Inc.
Amount: \$78,880

Meadow Hall Elementary School

General Contractor: Henley Construction Co., Inc.
Subcontractor: Barber-Colman Pritchett, Inc.
Amount: \$71,575

RESOLUTION NO. 875-93

Re: LAND USE RESTRICTION AGREEMENT
- DAMASCUS HIGH SCHOOL

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

WHEREAS, A construction permit is required by the Water Resources Administration of the Maryland Department of Natural Resources for construction of a stormwater management facility at Damascus High School; and

WHEREAS, The construction permit mandates that the owner execute a Memorandum of Land Restrictions in the Land Records of Montgomery County so that any future owner is made aware of the continued maintenance responsibility of the facility; and

WHEREAS, Execution of the memorandum will benefit Damascus High School, and will not affect any land that could be used for

school programming and recreational activities; now therefore be it

Resolved, That the president and secretary of the Board of Education be authorized to execute the Memorandum of Land Restrictions for the construction of the Damascus High School stormwater management facility.

Re: SCHOOL INSPECTION DATES

Mrs. Brenneman will inspect Ashburton at a time and date to be determined. Mrs. Brenneman will inspect Marshall on Monday, December 20, at 10 a.m. Mrs. Fanconi will inspect Clarksburg on Tuesday, January 4, at 2 p.m.

RESOLUTION NO. 876-93 Re: UTILIZATION OF FY 1994 FUTURE SUPPORTED PROJECT FUNDS FOR THE TRINITY COLLEGE PROGRAM

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY94 Provision for Future Supported Projects a grant award of \$2,475 from Trinity College for the Trinity College master's program in special education, in the following categories:

	<u>Category</u>	<u>Amount</u>
4	Special Education	\$2,259
10	Fixed Charges	<u>216</u>
	TOTAL	<u>\$2,475</u>

and be it further

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

RESOLUTION NO. 877-93 Re: UTILIZATION OF FY 1994 FUTURE SUPPORTED PROJECT FUNDS FOR THE AMERICAN INDIAN EDUCATION PROGRAM

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY94 Provision for Future Supported Projects a grant award of \$1,052 from the United States

Department of Education, under the Indian Education Act (P.L. 92-318, Title IV, Part A), to provide supplementary educational services to American Indian students in Grades K-12, in the following categories:

	<u>Category</u>	<u>Category</u>
3	Other Instructional Costs	<u>\$1,052</u>
	TOTAL	<u>\$1,052</u>

and be it further

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

RESOLUTION NO. 878-93 Re: UTILIZATION OF FY 1994 FUTURE SUPPORTED PROJECT FUNDS FOR THE INTENSIVE VOCATIONAL ENGLISH AND SKILLS PROGRAM

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY94 Provision for Future Supported Projects a grant award of \$1,500 from the Maryland Department of Human Resources, Community Services Administration, Office of New Americans, Title IV of the Refugee Act of 1980 (P.L. 96-212), for the Intensive Vocational English and Skills program, in the following categories:

	<u>Category</u>	<u>Amount</u>
3	Other Instructional Costs	<u>\$1,500</u>
	TOTAL	<u>\$1,500</u>

and be it further

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

RESOLUTION NO. 879-93 Re: RECOMMENDED FY 1994 SUPPLEMENTAL APPROPRIATION FOR TEACHER TRAINING AND MATERIALS DEVELOPMENT ABOUT FRENCH-SPEAKING AFRICA

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

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

RESOLUTION NO. 881-93 Re: FACILITY NEEDS NOT MET BY REQUESTED
1995-2000 CAPITAL IMPROVEMENTS
PROGRAM

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

Resolved, That the Board of Education forward a revised list of unmet needs (space, modernizations, elementary gyms, and educational technology) to the county executive and the County Council for consideration as they review and act on the FY 1995 CIP.

RESOLUTION NO. 882-93 Re: MONTHLY PERSONNEL REPORT

On recommendation of the superintendent and on motion of Dr. Cheung seconded by Ms. Gutierrez, 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. 883-93 Re: DEATH OF MRS. SUZANNE RACOOSIN,
SPEECH PATHOLOGIST ON PERSONAL
ILLNESS LEAVE FROM SLIGO MIDDLE
SCHOOL

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

WHEREAS, The death on November 10, 1993, of Mrs. Suzanne Racoosin, a speech pathologist on personal illness leave from Sligo Middle School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mrs. Racoosin was an outstanding speech pathologist who was highly respected by her colleagues and community; and

WHEREAS, Mrs. Racoosin was always willing to be helpful with the total school needs, and her caring for others made her a wonderful asset to the school system; now therefore be it

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

WHEREAS, Mrs. Wallace's pride in her work and her ability to work effectively with students and co-workers were recognized by her staff and associates; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mrs. Theresa Wallace 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. Wallace's family.

RESOLUTION NO. 886-93 Re: PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Frieda K. Lacey	Principal McKenney Hills Learning Center	Equity Assurance Officer Office of Deputy for Instruction Grade P Effective: 12-15-93

Re: DROPOUTS IN MCPS - ANALYSIS AND
INTERVENTIONS

Dr. Vance reported that the Board had received a memorandum from his listing several conclusions after an analysis of the data. Mrs. Gemberling explained that this report was actually part of the outcome measures in Success for Every Student. Dr. Fountain stated that they would listen to a report on statistical data by Dr. John Larson, research and statistical coordinator, and then discuss intervention at particular schools.

Dr. Larson stated that he had a summary of the highlights of the analysis they had done to ascertain the dropout rate for 1993 and compare it to three years earlier and an indication of a number of factors which placed students at risk for dropping out of school. The major finding was a 37 percent reduction in the dropout rate over the last three years, and at this point there was a 1.8 percent rate among high schoolers compared to the nation at large which was over 4 percent. This reduction came at a time when the State of Maryland experienced a 17 percent reduction.

Dr. Larson thought they had some active ingredients that were working well on this problem. There were a number of conditions which placed students at a greater risk for dropping out. These

were in descending order of risk, and there were five. The most apparent was "older than grade age," and among high schoolers the dropout rate was roughly 10 times that found among students on the age-appropriate grade. He felt that "older than grade age" was a catalyst interacting with other factors to create higher dropout rates. The next two conditions had about a four-fold increase in risk and they were "number of MCPS schools attended" and "any suspension in a prior year." Most students attended three to five schools before high school, but students attending six or more schools had a rate four times higher. If students received free or reduced meals, they had a dropout rate that was three times higher. Those receiving some form of special education services had a dropout rate just about double of those students in regular education.

Dr. Larson stated that there were other factors which contributed slightly to the dropout risk. These included receiving ESOL services; grade level because the rate increased from Grade 9, to 10, to 11; years in MCPS because the newcomers had a slightly higher dropout rate; and gender because males were slightly more likely to dropout. There were differences in dropout rates among the various ethnic groups. For example, Asians had lower dropout rates than white students in the case of the older than grade age students. White students having received free or reduced meals had the highest dropout rate. However, the message was the race differences were relatively small compared to the magnitude of the five main factors. They would continue to look at pupil behavior and issues of earlier losses of credit and lower academic performance.

Mr. Abrams asked if they were able to measure in terms of the amount older than grade age and when that separation occurred. Dr. Larson explained that many students were new to the system perhaps bringing with them a retention from early years. Most students appeared to be one year older than grade age. This was something to consider because last year 30 percent of their high schoolers were older than grade age.

Mrs. Brenneman recalled that during the discussion about the reading curriculum she had asked a question about ungraded elementary schools. MCPS had tried this a number of years ago, and she wanted to know why the program failed, if it failed, why it stopped, whether it went out of disfavor, or what. Did anyone ever think about doing this again? She wondered whether this would counterbalance the older than grade age syndrome.

Dr. Cheung liked the analysis especially the risk ratio which gave them predictors. He assumed a student could have a number of factors, and he wondered which combination had the greatest risk. He noted that the family structure was missing or whether the child was working. These could be predictors, and he asked whether these were being considered or not. Dr. Larson replied

that they were not considered in these data, but they had gathered student work histories in a senior survey.

Ms. Gutierrez did not think they were counting correctly, and she thought they might have an undercount of dropouts. The definition was anyone who left without graduating, but if students moved from one school to another they were not counted. She would like to see figures on who was in tenth, eleventh, and twelfth grade and did not graduate with their class. The factors that were presented were interesting, but they were just single measures, one against the other. She thought that if they compared two factors, they would be able to say more about their dropouts and understand what was happening. She asked about pregnant teenagers, and if they saw that 80 percent of these students dropping out this helped them understand what was happening. She wondered about the effect of home schooling, independence versus dependency, loss of credit, etc. She felt they needed to know a lot more about what was happening to the students in the high school so they did not graduate.

Dr. Larson replied that they had started to look into the question of the combination of various factors. The older than grade age was an important catalyst. If they looked at special education, free and reduced meals, and mobility, they found a rate of roughly 3.9 percent. If they looked at older than grade age unaffected by those other three factors, they found a rate of 3.9 percent. If they looked at a combination of all four factors, they found a dropout rate at 12 to 14 percent. Ms. Gutierrez thought that if they combined ESOL with another factor, they would see a more accurate representation of what was happening. They needed to know this as they made policy and defined program.

Mr. Ewing noted that they were looking at the data, and it struck him a good deal could be learned from a sample of students through structured interviews. If they could find these students, it would provide a useful set of insights into the problem. Secondly, colleges reported that in hard economic times enrollments went up, especially in low-cost colleges. It was probably true that in hard times people decided to seek more education as a form of insurance. It might be that kids stayed in school because jobs were hard to come by. They could get at these questions by talking to students about their perceptions, motivations, and behaviors in the face of the risk factors. They would never be sure what caused students to make that decision to drop out, but he would like a richer menu of information about this. They were investing funds in interventions of various sorts which they assumed were dealing with the causes of this problem, but they did not know for sure they had the right interventions unless they had a good idea of what was causing people to drop out. It might be a good investment to do some further analysis. He asked for a response to his questions.

Ms. Lynn Harvey, pupil personnel worker, reported that when working with students who were dropping out she found that one or more of the factors were involved. The student was usually older than grade age, had changed schools six or more times, and was suspended in the previous year. Pupil personnel workers served as advocates for all students. In partnership with schools, PPWs are involved in investigating chronic attendance and truancy issues at all levels, making repeated phone calls and home visits to parents, serving as members of the EMTs and ARDs, participating in school conferences, serving as members of the school attendance teams, facilitating the placement of students both in school and out of school programs, and monitoring their progress. PPWs consulted with parents on a variety of issues and was the link between the school and home. PPWs referred students and families to mental health programs and parents to support groups such as Tough Love. They assisted homeless families in continuing their children's education. They explored all options before allowing students to be withdrawn. PPWs also served as liaison to various departments in MCPS and county agencies. In the unfortunate event that interventions were unsuccessful, the PPW would talk with the student and parents at the exit conference about the different options available to the student. The PPW also counseled the student to return to school the next semester.

Ms. Harvey explained that these interventions were a time-intensive process which required flexibility and creativity based on each individual student. The time and effort became magnified because of the limited availability of community resources, the long waiting list for alternative programs, and the lack of alternative programs at the middle school level.

Mr. Don Kress, principal of Springbrook HS, reported that most school-based interventions were directed at addressing grade age and suspensions. The more students they could keep from becoming older than grade age, the more students they were likely to keep in school through graduation. The most common factor for older than grade age was the lack of academic success tied to problems with school attendance. Students frequently absent from school either fell behind academically or lost credit. Failures in more than a couple of courses could quickly cause a student to become older than grade age. Therefore, many of their interventions were aimed at improving attendance. He noted that the decrease in dropouts in MCPS had been accompanied by an increase in attendance at the secondary level.

Mr. Kress commented that most secondary schools had very aggressive attendance programs. They solicited parental support in working with the school. They maintained close contact with parents of students with attendance problems, and they conducted counseling groups for those students. They also involved PPWs in working with students with attendance programs, and they used

their disadvantaged, alternative, and QIE positions to work in various ways with students who were experiencing these difficulties. School-based interventions were also heavily focused on decreasing suspensions. They had counseling groups, mentoring programs, peer counseling, and conflict resolution programs to work to change attitudes leading to student suspensions. They had used alternative and disadvantaged staffing allocations to develop in-school alternative programs to work with at-risk students. They had cooperative work experience, vocational programs, and local and countywide interagency and alternative programs to provide effective ways of enabling students to improve their self esteem and experience school success. These were not easy tasks because these interventions required tremendous amounts of time and energy on the part of school staff. They required countless individual interventions by administrators, counselors, teachers, and supporting services staff. In his office he had a poster that said, "If each child had a safe harbor, none would be at risk." He hoped the Board would continue their efforts to provide schools with the resources necessary to continue creating those safe harbors.

Ms. Verna Chiarello, coordinator of transition services, explained that students with disabilities dropped out of schools for the same reason as their non-disabled peers. However, many of the normal challenges of youth were intensified for students with disabilities by the nature of their disability. This resulted in increased difficulties in high school for many of these students. Recognizing that students with disabilities often needed support in addition to the school-based and pupil service intervention, transition services for students with disabilities had focused efforts on providing meaningful programming and necessary supports for students to complete high school. ADA mandated transition services for students with disabilities no later than age 16. That was too late for many students, and initiating services at a younger age was critical if they were to remain in school.

MCPS provided transition services beginning in middle school through programming as well as planning for high school articulation. During 1992, a document containing activities for mid-level students was distributed to mid-level resource teachers in special education. The activities in this publication emphasized self and career awareness, goal setting and achieving, and cooperative learning. Once in high school, enhanced career development, training, and employment opportunities were provided through 12 special programs and grants coordinated through the transition services unit. The newest grants provided services for SED student, a population particularly at risk for dropping out of school. These grants would help 48 students per year for three years. Transition support teachers offered intervention in high school for those students expressing the desire to drop out,

and these students were counseled to complete their education. For those students making the decision to drop out, linkages with appropriate community services were identified and the option to return to high school was encouraged. Additionally, MCPS would be serving as a replication site beginning in October, 1994 for a grant aimed at drop out prevention and services for students with disabilities. Efforts were ongoing to identify and utilize alternative programming and community resources to ensure that students with disabilities complete high school prepared for post-secondary education, long-term employment, and participation as contributing citizens.

Dr. Pat Sweeney, principal of the Edison Center, explained that many students attending the center fit the profile contained in Dr. Larson's study. They received students from all high schools and special education schools, and they recognized that students were at greater risk of dropping out due to lack of communication between Edison staff and the home school as well as attendance problems. Therefore, to prevent dropouts at Edison, they stressed early intervention and follow-up, student involvement, and attendance. Early intervention involved conducting parent/student conferences in the late spring and summer months for students considered at risk to be certain they were placed in the right program. Grades and attendance were reviewed each marking period through the educational management team process, and additional conferences were held if necessary. Translators were available for conferences to eliminate language as a barrier. They also held many conferences in the evening to make it more convenient for parents. They made every effort to involve the home schools as partners in this process.

Dr. Sweeney stated that student involvement was critical to avoiding dropouts at Edison as well as the comprehensive high schools. They maintained a high level of student involvement by redesigning current programs and piloting new ones. The automotive services assistant program (ASAP) was an example. This pilot program used an English immersion approach with students who had limited experience with schooling and the English language to prepare them for jobs in basic automotive services. Their vocational student organizations were another example of high level involvement to keep students in school. For example, one of last year's vice presidents was a former dropout in ninth grade who returned to the school system.

Dr. Sweeney reported that another area of focus was improving attendance through incentives, positive reinforcement, direct teacher contact with the home, and simulating a job-like setting. This year in addition to honoring students with one absence or a perfect attendance each marking period, they implemented a student-of-the-month award in each of their 20 programs. Teachers calling the home when students were absent was very effective. Finally they simulated the real world by having

students punch in on a time clock each day as well as requiring them to actually call in to the classroom when they were going to be absent. In conclusion, they found that students who attended daily and were heavily involved in programs did not drop out of Edison.

Dr. Vance noted that Mrs. Brenneman had asked a question about the non-graded primary units, and he would confer with Dr. Frankel to see if they had any research from that point in time. He would also provide answers to Ms. Gutierrez and Mr. Ewing.

Mrs. Gordon said that students sometimes dropped out in the first semester, returned in the second semester, and dropped out again. She asked whether this was counted as a second dropout. Mrs. Gemberling believed it was, but it was not counted as a repeat at the state. Dr. Larson explained that the data he provided was for students who dropped out in that school year and did not return.

In regard to students with disabilities, Mrs. Gordon asked whether there was any correlation between the intensity of services received by the student and the dropout rate. Ms. Chiarello replied that there was. This was especially true for the population that was severely emotionally impaired, students in intensities 4, 5, and 6. This was true of students with multiple disabilities, but this was a very small population. Mrs. Gordon noted that on the graph they had data for students who were currently receiving ESOL services and those who had in the past received these services. She asked if they had similar data for students in special education. Dr. Larson replied that they could come back to the Board with an answer on that question.

Ms. Gutierrez said she would like to know how successful they were with their programs. She asked whether they could get trend data from five or ten years ago. For example, which codes were the highest given in exit interviews? When they recommended students to other programs such as GED, was there a way of following up on that? Were students getting effective counseling? Who owned the data on the drop-outs? The principal? Did they have any way of assessing the ability of schools to prevent dropouts?

Mrs. Gemberling replied that they all owned the dropout data. It was one of the specific Success for Every Student outcomes and was included in the state outcomes. The individual school owned the responsibility of that school's data. As a former principal, she said her hand-holder beyond her school was the PPW. Each semester the PPW and the leadership team sat down to look at any student who was not returning. Principals were finding that if they worked on attendance it did have a positive effect on the dropout rate. Knowing early indicators was helping a lot. When

she looked at the groups they had to focus in on in the SES plan, numberwise this was a relatively small target group. Therefore, there was a lot more of case by case and individual student effort. Dr. Larson reinforced Mrs. Gemberling's comments because they were reaching a lot of their dropouts because the number dropping out and returning in the same year was twice as high as the number of dropouts who did not return.

Dr. Cheung liked their approach and analysis because it provided a lot of good information. When they looked at factors, one could multiple a number of factors. It was important to look at whether or not they were identifying the cause or the symptoms. If a child came from an unhappy home, it might result in the factors they were measuring. If they were going to have intervention or prevention, they had to go much further than just looking at older than grade age. This might be beyond the sphere of the schools, and they would have to look at coordination with other government agencies. It might be good to have a correlation analysis so they could get more specific and target the problem.

Mrs. Fanconi asked about the students who returned and how many were able to be successful and graduate. Dr. Larson replied that they had identified that group, but they had not tracked their ultimate graduation. Mrs. Fanconi recalled that in 1988 there were two reports - one on truancy and one on dropouts. She said they could identify these students when they were in Grades 1 to 3. In 1988, the question of what was to be done about these students was unanswered. Now they had Success for Every Student, but she still had that question. She had been involved with the teen pregnancy support programs, and they had found that having a counselor for those girls encouraged the girls to return to school and helped them when they returned. She asked whether any of the schools were using special counselors for the dropouts who wanted to return to school. She pointed out that these were the students most likely to cost society large amounts of money when they left school and could not make their way. She thought that the earlier they could be identified, the more they could be assisted, the less problems they would have with these students in high school and with them as adults.

Mrs. Fanconi asked whether any cross referencing had been done with violent students to see whether or not these were the same students. She wondered if they might find the same factors of age and poverty in most students likely to be suspended for violence. She remarked that as their high school population expanded, it was very important to make sure they built in additional PPWs and services needed for an increasing number of students. She thanked the staff for their presentation and hoped that additional data could be gathered and shared with the Board.

RESOLUTION NO. 887-93 Re: SCHOOL CALENDAR FOR 1994-95

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

WHEREAS, The establishment of school terms by the County Board of Education is required by state law; now therefore be it

Resolved, That the proposed school calendar for 1994-95 be adopted.

Re: THE WORKLOAD OF THE DEPARTMENT OF
ACADEMIC PROGRAMS

Dr. Joseph Villani, associate superintendent, stated that what was done in program development made a difference in the school system, and this had been a very successful system over the last 25 years. He believed that a large part of that could be attributed to the work done in program development and implementation. He introduced Dr. Cindy Sullivan, director of the Department of Academic Programs.

Dr. Sullivan indicated that Academic Programs unified curriculum development, implementation, and instructional support for pre-K through 12 academic programs in 14 areas for 113,000 students and 177 schools. The scope of the responsibility was further intensified by the broad and dynamic nature of curriculum development. There were 14 coordinators and seven interdisciplinary specialists to provide the curricular leadership for responding to long-range programmatic solutions to highly complex instructional issues. In this process coordinators had to determine the rationale for why students should learn certain materials. They needed to determine content and scope, or what students should learn. They needed to determine sequence, or when students should learn the information. They needed to determine methodology or how students should learn. In addition, they needed to determine assessment procedures, or how they knew what students knew.

Dr. Sullivan showed a chart which showed how curriculum got started to its completion. Curriculum development was ongoing, continuous, and concurrent. She then showed the Board a chart on the assessment process. In the last two years they had been heavily engaged in assessment because assessment was a much more complex issue than simply getting measures of achievement. In assessment, they looked at the instructional program and how that further impacted the need to develop curriculum and improve instruction.

Dr. Sullivan explained that in addition to curriculum development, staff provided instructional support and training

for 113,000 students which included 7,000 in ESOL and 7,000 in Chapter I schools, public and nonpublic. In Chapter I, approximately 400 instructional assistants received regular and on-going training to meet the needs of that population. Approximately 45,000 students received at least one gifted and talented or honors course which was supported by the seven professional staff in their gifted and innovative instruction unit. They also had training for the 38,000 students in preK-3 in their early childhood division to apply developmentally appropriate techniques.

Staff in Academic Programs also provided support to the Board of Education, the superintendent, and other individuals. Among their responsibilities were correspondence; collaborating with the Department of Personnel in terms of hiring, placing, and evaluating teachers; translation services; parent liaison; grant writing; tutorial support, etc. Other evening and weekend activities helped staff assess ongoing programs in science and the arts.

Dr. Sullivan reported that the workload in Academic Programs was continuous and burgeoning. While part of the load increase was due to growth and various population issues, other was by design. They were doing business differently. For some issues, they were looking at a new paradigm and this increased their work. They wanted to maintain their leadership and increase the population of their merit scholars, Westinghouse recipients, etc. The work of Academic Program was demanding by nature and intensified by their desire and commitment to be the very best. However, they were at a critical period in meeting their own expectations as well as those of their constituents. Compared to Prince George's, Howard, Frederick, and Fairfax, MCPS ranked last in terms of staff to pupil ratio and in terms of absolute numbers in the areas of curriculum and instruction. The absence of the area offices had placed a tremendous burden on the relatively few people who feared that superior curriculum and quality assurance were in jeopardy.

Dr. Sullivan thanked her staff for their vision and support which enabled MCPS to be among the top ranked school systems in the country. Mrs. Fanconi thanked Mr. Ewing for putting this on the agenda. They should do more of this to be clear with the public about the great strains they were placing on staff and how good a job staff were doing, but at what price.

Mr. Ewing said it was important to note that there were many school systems which were able or chose to take curriculum off the shelf. That was not always a bad thing to do, but MCPS hardly had that luxury because they had to meet the expectations of schools, parents, and students. Instead of buying off the rack, MCPS tailor made programs and did a better job. However, it was an enormous burden to do business in that fashion. He was

not suggesting that they change, but he pointed out they continued to require the same way of doing business, increased their expectations regarding quality, and decreased the resources available to do the job. This was certainly a recipe for a tired staff, and he thought they had done a remarkable job.

It was Mr. Ewing's view that Academic Programs was the mind of the school system. They had an enormous investment in its success. If their job was not done superlatively, the burden of delivering program fell much more heavily on principals and teachers. Teachers and principals needed guidance and support, but the amount of help the Department could give was more limited than it ought to be given the amount of change in the school system over the last decade. The Board and staff in the central office recognized this, but he was not sure this was widely recognized elsewhere. They had to consider how they were going to get this task done in the future. There was a need for the people in this Department to be very much in tune with what was going on in the schools, but it was very hard to find time to do that. The Department had been reduced in size in the last ten years, and then the support of the area offices had been lost.

Mr. Ewing thought they should consider some mechanism that would extend the reach of this department by permitting it to offer much more to schools. For example, some school systems had a center for instructional support. There was a need to sustain and support this effort and make sure it got the resources it needed to do its job. He was fearful that the department had been cut too deeply so that it was strained to fulfill the expectations of the superintendent, Board, staff, and community. He thought they were doing a fine job, but he hoped that the superintendent would be supportive of this department in the budget.

Dr. Cheung remarked that this department was the heart and soul of the instructional program, and he thought the success of the school system was due in major part to the efforts of this department. He wondered about the impact of technology on this department. He inquired about their plans because in the future curriculum might be very involved with technology. Dr. Sullivan replied that the new policy would greatly affect their department, and they had started work with DEMAT to plan for incorporating technology into the curriculum. Technology would change the way they delivered curriculum and the way they provided it. This would open up avenues for them in the future. Mr. Abrams said he would like to pursue two areas -- the relationship of events-based science with the Department as well as the International Baccalaureate Program. In regard to events-based science, Dr. Sullivan replied that this was sponsored by a grant from the National Science Foundation. Dr. Wright was piloting the program in MCPS and in other areas across the country. Mr. Abrams understood they would develop curriculum

which could be used by other school systems. He wondered about profits coming back to MCPS. Dr. Villani explained that profits were shared with the National Science Foundation, and Dr. Sullivan added that the proceeds thus far had been used to purchase materials for MCPS for the project. Mr. Abrams asked if they customized the IB program. Dr. Sullivan explained that this was an accommodated program managed by the gifted and talented department.

Mr. Abrams inquired about lessons learned from both programs and the use of these in MCPS outside of these programs. He asked about cost comparisons regarding MCPS being current in curriculum development versus the amounts being spent in other jurisdictions. Dr. Villani replied that they had dissemination projects to train teachers, K-12. They were disseminating events-based science to all middle schools because eventually this would be the middle school science program. This would come to the Board for approval after the pilot phase had been completed.

Mr. Abrams asked whether these activities were included in the budget of the Department of Academic Programs. Dr. Villani replied that both programs were in their budget. Mr. Abrams asked whether these programs were included when they compared expenditures with other school systems, and Dr. Villani replied that the comparisons were not based on dollars spent but rather numbers of people doing the work of curriculum development.

Ms. Gutierrez noted that MCPS had a centralized model for curriculum development with the focal point in the Council on Instruction. She asked how this model worked for site-based management schools doing curriculum development. Mrs. Gemberling replied that only Kennedy had done curriculum development and was no longer doing this.

Ms. Gutierrez inquired about the development of the ESOL K-12 curriculum, the integration of this with curriculum development, and how it went through the mainstream up to enriched instruction. Dr. Villani explained that the curriculum in ESOL was the same core taught to all students. In the high schools, the students focused on language learning with an injection of some basic concepts in government and science. They followed the regular curriculum which was adapted by the ESOL staff at the local school level with support from the ESOL office. Their goal was full integration of those students within two or three years into the regular program. There was not a separate ESOL curriculum, but there was an abstracted level of learning in the early years when students did not have full competency in English. For example, ESOL students would study the concepts of American history so that when they got into the regular program they would be familiar with the concepts.

Ms. Gutierrez stated that it was her understanding that in the high school many of the ESOL classes had a broad range of student capabilities, and it was hard for a single teacher to cover such a range. They needed to see how they could have a better effort at defining the curriculum steps within the ESOL structure. At the elementary school level there was little transferability of one student going from one school to the other, both in books and in expected level of achievement. The overall issue in ESOL was how they moved across that line and begin to integrate more closely and more successfully to define a curriculum through levels of ESOL. She did not know about gifted and talented approaches to ESOL.

Dr. Sullivan replied that they had sequence of goals and objectives and these were accommodated on both ends of the continuum and all through the curriculum in order to meet the needs of students. This would true in enriched and innovative instruction, in ESOL, and in Chapter 1. The accommodations were supposed to address these differences.

Dr. Villani explained that they would have a presentation on ESOL programs next year, and at that time they would address the curriculum for teaching English to students. Ms. Gutierrez asked whether they did have a curriculum for learning English in elementary school and in high school, and Dr. Sullivan agreed to provide her with a copy of the curriculum.

Mrs. Fanconi thanked staff for their presentation. She was concerned about the implications and suggested that they needed to focus on this in the budget and continue to look and evaluate on how they could continue the excellence in MCPS. The area offices were gone now, and this had had an impact. They had continued to try to do everything with fewer people, but they had to discuss this publicly and let the public know there was a limit to what staff could accomplish. She commended the staff for continuing to work under such a strain.

Re: BOARD/SUPERINTENDENT COMMENTS

1. Mrs. Fanconi reported that the MCCSSE holiday party would continue despite the death of Mr. Foo. Mr. Foo's funeral would be held on Saturday at St. Patrick's in Rockville.

2. Mrs. Brenneman stated that she represented the Board on the Interagency Coordinating Board. This past Friday a vote was taken to cut the ICB's budget. They had done this by passing \$146,000 to MCPS. This was done by changing the utility reimbursement. She had argued against this, but the resolution had been adopted. She would provide the Board with a copy of the resolution. The ICB also agreed not to raise their fees this year, and she would copy the Board on this as well. She thought there were implications for the Board's operating budget.

3. Ms. Baker reported that MCR had unanimously adopted a resolution supporting Blair High School on the Kay tract. They would be sending a representative to testify before the Council in January. MCR also established an initiative for a gun turn-in program to combat violence. SMOBSAC also met last Monday, and Dr. Vance had joined the meeting to discuss year-round schools, the Kay tract, and other topics. The next meeting would be held Wednesday, January 12, at 7:30 p.m., and she invited Board and staff to join them.

4. Ms. Baker thanked Mr. Ewing, Mrs. Fanconi, and Ms. Gutierrez for joining her at a meeting held with school delegations last week. She hoped Board members could join her at the next meeting.

5. In regard to the ICB, Mr. Ewing said it might be time to raise again the idea that the way to save money was to abolish the ICB and turn it over to the school system. He believed that MCPS could perform this function at 5 to 10 percent less than the ICB's present budget. He thought it was irresponsible of the ICB not to raise rates.

6. Mr. Ewing stated that an issue had been raised by many in the Blair community because there was no student from Blair High School on the eastern area group. It seemed to him there was no student body more likely to be affected than that one if 400 to 600 students had to move out of Blair High School. He hoped this could be taken care of administratively. Dr. Vance said that the selection had followed the normal process, and he would object to making an exception. If they put more students on, they should represent each of the clusters not just Blair High School. Ms. Baker explained that no students from Blair volunteered for this committee. The students now on the advisory committee were getting input from all the schools to bring back to the committee.

7. Ms. Gutierrez said she had had discussions with the community regarding Blair High School and there was some confusion as to what was the Board's position. She had gone back to their vote, and she believed there was a very clear Resolved that said for the Board of Education the preferred solution was a new facility on the Kay tract. She asked that the record show this was the Board's position, but if this were not clear, she would introduce a resolution. Dr. Vance replied that this was the position of the Board, and it had been reiterated on television and talk shows and newspapers.

8. In regard to the issue of Blair student representation, Dr. Cheung said he had asked staff to look into the matter and had received the same answers the Board had just heard. The staff had drafted a letter for his signature to respond to the leadership in the Blair community. Dr. Vance commented that this

was still an active issue, and he regretted it because the task group had enough problems without this additional burden. He would go back and see what could be offered to them that might be an accommodation of sorts.

9. Mrs. Gordon reported that yesterday she had visited the Food Services warehouse and the Shady Grove depot. She encouraged other Board members to take advantage of that kind of tour. These were two operations that enable the schools to function smoothly. She complimented the work done by staff in both organizations.

10. Mrs. Fanconi stated that yesterday a press conference had been held on Voices vs. Violence to support legislation on gun control. She had attended as an individual. The Board normally did not get this kind of legislation for a position, but she asked that this come before the Board. She also encouraged Ms. Baker and MCR to contact Voices vs. Violence because they were considering about a gun turn-in program.

11. Mrs. Fanconi reported that she had had the opportunity to visit Rolling Terrace with Suzanne Clewell to see a demonstration of reading and writing. She was impressed with the level of writing ability because she had seen a second grade classroom where students were using quotations and dialogue. When she had looked at the CRTs, she had noticed that Rolling Terrace was way up there. She thought that the Board needed to have a demonstration similar to what she had seen.

RESOLUTION NO. 888-93 Re: CLOSED MEETING - JANUARY 11, 1994

On recommendation of the superintendent and on motion of Mrs. Brenneman seconded by Ms. Baker, 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 on January 11, 1994, at 9 a.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 the meeting on January 11, 1994, continue at noon; and be it further

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

RESOLUTION NO. 889-93 Re: MINUTES OF NOVEMBER 9, 1993

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

Resolved, That the minutes of November 9, 1993, be approved.

RESOLUTION NO. 890-93 Re: MINUTES OF NOVEMBER 17, 1993

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

Resolved, That the minutes of November 17, 1993, be approved.

RESOLUTION NO. 891-93 Re: MINUTES OF NOVEMBER 18, 1993

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

Resolved, That the minutes of November 18, 1993, be approved.

Mrs. Gordon assumed the chair.

RESOLUTION NO. 892-93 Re: MINUTES OF NOVEMBER 23, 1993

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

Resolved, That the minutes of November 23, 1993, be approved.

Mrs. Fanconi assumed the chair.

Re: REPORT ON CLOSED SESSIONS -
NOVEMBER 22 AND DECEMBER 1, 1993

On November 9, 1993, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on November 22, 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, November 22, 1993, from 7 p.m. to 8:05 p.m. The meeting took place in room 120 of the Carver Educational Services Center, Rockville, Maryland.

The Board met to discuss sites for the east county school bus depot and the northeast area high school. The Board discussed the appointments of the principal of Seneca Valley MS #1, the compliance officer, and three community human relations advocate positions. Votes taken in closed session were confirmed in open session. The Board also discussed its contract with special education counsel and deferred this matter until the general counsel could present recommendations. The Board discussed BOE Appeals No. 1993-22, -24, -25, and -29. The Board deferred consideration of No. 1993-29 to secure additional advice from its attorney.

In attendance at the closed session were Melissa Bahr, Carrie Baker, Fran Brenneman, Ann Briggs, Alan Cheung, Blair Ewing, Carol Fanconi, Thomas Fess, Katheryn Gemberling, Bea Gordon, Zvi Greismann, Ana Sol Gutierrez, Marie Heck, Elfreda Massie, Deanna Newman, Brian Porter, Philip Rohr, Janice Turpin, Paul Vance, William Wilder, and Mary Lou Wood.

On November 22, 1993, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on December 1, 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 Wednesday, December 1, 1993, from 7:30 p.m. to 8:55 p.m. The meeting took place in room 120 of the Carver Educational Services Center, Rockville, Maryland.

The Board met to consult with its attorney regarding a letter to an employee's attorney. The Board also met to discuss the status of contract negotiations with MCEA and to establish positions for negotiations with MCAASP.

In attendance at the closed session were Stephen Abrams, Melissa Bahr, Carrie Baker, Larry Bowers, Fran Brenneman, Carole Burger, Alan Cheung, Blair Ewing, Carol Fanconi, David Fischer, Katheryn Gemberling, Bea Gordon, Ana Sol Gutierrez, Marie Heck, Thomas Reinert, Philip Rohr, Roger Titus, Paul Vance, Joseph Villani, Bud Westall, and Mary Lou Wood.

RESOLUTION NO. 893-93 Re: STUDENT BOARD MEMBER ELECTION

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

Resolved, That the Board of Education approve the calendar of major events for the election of the seventeenth student member of the Board of Education as proposed by MCR.

RESOLUTION NO. 894-93 Re: APPOINTMENT OF MEMBER TO THE TITLE IX GENDER EQUITY ADVISORY COMMITTEE

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

WHEREAS, On July 19, 1977, the Board established the Title IX Gender Equity Advisory Committee; and

WHEREAS, The members of the Advisory Committee are appointed by the Board; now therefore be it

Resolved, That the following individual be reappointed to serve a two-year term through December 31, 1995:

Carol Ann Weiss

RESOLUTION NO. 895-93 Re: CITIZENS ADVISORY COMMITTEE FOR FAMILY LIFE AND HUMAN DEVELOPMENT

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

WHEREAS, COMAR 13A.04.01 requires that local education agencies have a Citizens Advisory Committee for Family Life and Human Development; and

WHEREAS, Montgomery County has had such a committee since 1970, consisting of representatives of various civic associations and religious groups, community members at large, and student representatives; and

WHEREAS, Membership on the committee is for a two-year term; now therefore be it

Resolved, That the following individuals be appointed to serve a two-year term, effective January 1, 1994, and terminating December 31, 1995:

WHEREAS, On June 13, 1989, the Mental Health Advisory Committee was established by the Board of Education; and

WHEREAS, On June 10, 1993, the Board amended the composition of the Mental Health Advisory Committee; and

WHEREAS, The members of this committee are appointed by the Board of Education; now therefore be it

Resolved, That the following persons be appointed to serve a two-year term beginning January 1, 1994, and ending December 31, 1995:

Sara Klompus	Paula Elitov
Ellen Eule	Kathleen Blair
Brenda Souto	Warren Taylor
Bonnie Oettinger	Barbara Kupperman
Lavolia Mack-Miller	Patricia Lesnick

RESOLUTION NO. 899-93 Re: APPOINTMENTS TO THE ADVISORY
COMMITTEE ON MINORITY STUDENT
EDUCATION

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

WHEREAS, On May 14, 1991, the Board of Education revised the composition of the Advisory Committee on Minority Student Education, and

WHEREAS, The members are appointed by the Board of Education, now therefore be it

Resolved, That the following persons be appointed to serve through December 31, 1995:

Josephine Wang	Wai-Yee Chan
Carolyn Littlefield	Charles Sye
Emma Thomas	

*Ms. Gutierrez left the meeting at this point.

RESOLUTION NO. 900-93 Re: APPOINTMENTS TO THE ADVISORY
COMMITTEE ON TECHNOLOGY USAGE

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

WHEREAS, On October 12, 1993, the Board of Education established the Advisory Committee on Technology Usage; and

WHEREAS, The members of this committee are appointed by the Board of Education; now therefore be it

Resolved, That the following persons be appointed to the committee:

William Chandler	Gerald Malitz
Charles C. Philipp	Bob Phillips
Jim Snider	Michael Swetnam
Dennis Bybee	Ruth Mellen
Walter Plosila	Andrea Didden
Pearl Flowers	Charles Lamb
Elizabeth Glowa	Steven Dickoff
Rick Lane	Norman Hiller
Gilbert Austin	Jackie Nunn
Helen Youth	Samira Hussein
Michael Pierre	Douglas Schiffman
Claude Matsui	Barbara Stanley
Carol Hyatt	David Moyer, Student
Emily Renuart, Student	

and be it further

Resolved, That the superintendent of schools be authorized to work with Ms. Melissa Woods, Board staff assistant, to assign staggered terms of appointment and to select one of the appointed MCPS staff to preside at the first meeting until the committee elects its own chair.

RESOLUTION NO. 901-93 Re: APPOINTMENTS TO THE AUDIT COMMITTEE

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

WHEREAS, On September 13, 1978, the Board of Education passed a resolution creating an Audit Committee; and

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

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

WHEREAS, Mrs. Carol Fanconi's term expired on November 30, 1993, and one vacancy now exists on the committee; and

WHEREAS, Mrs. Fran Brenneman was appointed to serve until November 30, 1994, and Mrs. Bea Gordon was appointed to serve until November 30, 1995; and

WHEREAS, Mrs. Fanconi's term as chairperson expired on November 30, 1993; now therefore be it

Resolved, That Mr. Steve Abrams be appointed to serve until November 30, 1996; and be it further

Resolved, That Mrs. Fran Brenneman serve as chairperson of the Audit Committee until November 30, 1994.

RESOLUTION NO. 902-93 Re: APPOINTMENTS TO THE SUBCOMMITTEE ON
RESEARCH AND EVALUATION

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

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

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

WHEREAS, Eligibility for appointment to the Subcommittee on Research and Evaluation is limited to members of the Board of Education whose remaining terms of office with the Board are equal to or greater than the terms of which they are appointed to the Subcommittee on Research and Evaluation; and

WHEREAS, Dr. Alan Cheung's term expired on November 30, 1993, and one vacancy now exists on the committee; and

WHEREAS, Mr. Blair Ewing was appointed to serve until November 30, 1994, and Ms. Ana Sol Gutierrez was appointed to serve until November 30, 1995;

WHEREAS, Mr. Ewing's term as chairperson expired on November 30, 1993; now therefore be it

Resolved, That Dr. Alan Cheung be appointed to serve until November 30, 1996; and be it further

Resolved, That Mr. Blair Ewing serve as chairperson of the Subcommittee on Research and Evaluation until November 30, 1994.

RESOLUTION NO. 903-93 Re: BOE APPEAL NO. 1993-22

On motion of Mrs. Gordon seconded by Mrs. Brenneman, the following resolution was adopted with Ms. Baker, Mrs. Brenneman,

Dr. Cheung, Mr. Ewing, and Mrs. Gordon voting in the affirmative; Mr. Abrams and Mrs. Fanconi abstaining:

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1993-22, a student extracurricular matter.

For the record, Mr. Fess stated that Ms. Gutierrez had voted in the affirmative and had signed the Decision and Order before she left the meeting.

RESOLUTION NO. 904-93 Re: BOE APPEAL NO. 1993-25

On motion of Mrs. Gordon seconded by Mrs. Brenneman, 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 voting in the negative:

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1993-25, a tuition matter.

For the record, Mr. Fess stated that Ms. Gutierrez had voted in the negative and had signed the Decision and Order before she left the meeting.

RESOLUTION NO. 905-93 Re: BOE APPEAL NO. T-1993-29

On motion of Mrs. Gordon seconded by Mrs. Brenneman, 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-1993-29, a transfer matter.

For the record, Mr. Fess stated that Ms. Gutierrez had voted in the affirmative and had signed the Decision and Order before she left the meeting.

Re: NEW BUSINESS

1. Mrs. Brenneman moved and Mr. Abrams seconded the following:

Resolved, That the Board of Education hold a discussion on the implementation of the family life unit.

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

WHEREAS, The Americans With Disabilities Act is now being implemented and more interest is being shown by the public regarding the rights of and accommodations for those with disabilities; and

WHEREAS, Many deaf and hard-of-hearing people use sign language as a means of communication; and

WHEREAS, More people should have an opportunity to study sign language in order to converse with the deaf; and

WHEREAS, Three MCPS high schools now offer American Sign Language as an elective; and

WHEREAS, Fairfax County gives foreign language credit for courses in American Sign Language; and

WHEREAS, If foreign language credit were provided, more students would enroll in American Sign Language, thus, facilitating better communication with the deaf and hard of hearing; now therefore be it

Resolved, That the members of the Board of Education take the necessary steps to permit MCPS students to receive foreign language credit for American Sign Language.

3. Mr. Ewing moved and Dr. Cheung seconded the following:

Resolved, That the Board of Education schedule an agenda item that changes the rules for the appointment of advisory committees to prohibit anyone from serving more than one term.

4. Mr. Ewing moved and Mr. Abrams seconded the following:

Resolved, That the Board of Education schedule time to discuss the following:

That the Board of Education is in favor of the abolition of the Interagency Coordinating Board and the return of those functions to the Board of Education at the earliest possible time with the expectation that the school system can operate this program at between 5 and 10% less than the present budget.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report
3. Monthly Financial Report
4. Update on State Incentive Grant for Study of Year-round Education

RESOLUTION NO. 906-93 Re: ADJOURNMENT

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

Resolved, That the Board of Education adjourn its meeting at 5:20 p.m.

PRESIDENT

SECRETARY

PLV:mlw