

APPROVED
45-1994

Rockville, Maryland
November 22, 1994

The Board of Education of Montgomery County met in special session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, November 22, 1994, at 7:30 p.m.

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

Absent: None

Others Present: Dr. Paul L. Vance, Superintendent
Mrs. Katheryn W. Gemberling, Deputy
Dr. H. Philip Rohr, Deputy
Mr. Thomas S. Fess, Parliamentarian
Mrs. Nancy King, Board Member-elect

RESOLUTION NO. 788-94 Re: BOARD AGENDA - NOVEMBER 22, 1994

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

Resolved, That the Board of Education approve its agenda for November 22, 1994.

Re: GLOBAL ACCESS STATUS REPORT

Dr. Vance recalled that on September 8, 1994, the Board of Education received an item of information updating them on global access. On October 11, the Board received an update on the implementation of global access and a draft copy of the evaluation design created by the Department of Educational Accountability. This evening staff would present a brief oral update with emphasis on implementation progress including information on the initiatives of the Department of Academic Programs.

Dr. Joseph Villani, associate superintendent, introduced Mr. William Krayner, science teacher at Gaithersburg High School; Mr. Gary Smith, mathematics teacher at Churchill High School; Ms. Lani Seikaly, director of the Department of Educational Media and Technology; and Dr. Cindy Sullivan, director of the Department of Academic Programs. He explained that later this evening they

would be discussing global access as part of the capital improvements process. This part of the meeting would be an update on instructional initiatives. The purpose was to help keep them focused on the real purpose of the global access plan, the enhancement and the extension of their high quality instructional program.

Ms. Seikaly stated that they never had enough time to share information about global access, and there were three areas she wanted to spend more time on. Tonight they would highlight some of the research and experimentation projects, but at some point she would like the Board to hear reports from all seven pilot schools. She was eager for the Board to hear about the training models they were testing. She wanted the Board to see a communications software package they were installing in the seven prototype schools and the central office. She said they would make sure this was installed on the Board members' home computers. This software was called "First Class," and she thought the Board would get a sense of how staff, parents, and students would be able to collaborate on line.

Ms. Seikaly said that last month they had told the Board they had two parallel implementation strategies. The first was the technical piece. They continued to work on the standards committees, the local area network architectural specifications, and some security issues related to the wide area network. However, more exciting to all of them was what they were doing on the instructional side; and this evening two teachers were going to highlight projects they were working on.

Mr. Krayner reported that at Gaithersburg they had a new program, "Technology and Research Partnership." He had 20 students for two periods a day, and the goal of the program was to create an environment where students could be involved in authentic learning experiences in science and engineering. Students learn how to work and function as a team, similar to a private sector company with a government contract. They had entered into an agreement with the National Weather Service Forecast Office in Sterling, Virginia. The students were looking at the fine scale structure of the urban heat island effect of the Washington, D.C. metropolitan area. The students were providing the National Weather Service with data to refine their local forecasts. He explained that meteorology was a very data intensive science. The school received a number of different data services, and he taught the students how to interpret satellite photographs from their satellite down-link. Gaithersburg HS now had a Four Winds Weather Station; therefore, the students looked at national and local trends. In general, they were trying to give students the opportunity to work the technology they would encounter in college and in a career.

Mr. Smith stated that at Churchill they had five pilot projects up and running. In mathematics, they had 15 computers in a geometry classroom to permit students to do analyses and to discover basic principles of geometry. They had received some very positive feedback on this project. They planned to move this same set-up into an algebra class. The second pilot project was a collaborative effort between the math department and the science department. Students were using probes to collect data in chemistry classes, storing that data, using that data on graphing calculators, and reporting that data directly into computers so it could be analyzed, graphed, and interpreted in the math classes.

Ms. Seikaly indicated that a major piece was to make decisions on which of these projects they considered successful and then decide how to disseminate them. Dr. Sullivan's staff had been working to provide the kind of training coordinators would need to help provide the leadership in research and experimentation projects.

Dr. Sullivan reported that the first thing they had to do was to look at staff and see what kinds of needs and training were needed. They set out to define the skills they had in the area of technology and the expertise they had on the staff. They organized advisory groups to give them input. They were able to identify a wide range of needs and to identify some resources to help them. They had been very proactive in trying to update skills and meet their needs. In addition to the MCPS training, the staff had been involved in internet training and had acquired skills to allow them to move out to applications supporting teaching and learning.

Dr. Sullivan said that in July her staff had met with all of the resource teachers and had explored a wide range of newly released multi-media materials to determine their applicability to the MCPS curriculum. In August they held a global access seminar with Ms. Seikaly as their keynote speaker. The purpose of the seminar was to make sure they were interpreting the global access plan and their vision in a framework that would be supportive of their curriculum. Following this, they had a multi-media conference with all the academic program staff which resulted in their examining a lot of material including some interactive learning programs. They had also taken advantage of seven or eight sessions of training sponsored by their corporate partners. There they learned how to use some of the commercial packets as well as how to develop their own multi-media packets. They were involved with the research and experimentation projects. Coordinators had been identified and would be assigned to each project as a facilitator to maintain curriculum integrity and program continuity. They were very excited by the opportunity provided by global access and a new paradigm for instruction.

Mrs. Fanconi asked how they could get some of this information documented for presentation to the County Council. She thought it was critical to have written material for the Board as well as the Council regarding the committees and what steps were taking place. They needed to build a documentation of how they were doing it and what the evaluation would be. Ms. Seikaly replied that they had prepared short write-ups of the research and experimentation projects for each of the seven schools. They did have lists of the committees, their charges, and some of their recommendations. They would try to provide the Board with an interim packet with this information.

Ms. Gutierrez agreed that it was very important to document progress. She strongly suggested that they begin to do quarterly reports which would include training, planning, and projections of future activities. If they structured these reports, the volume of the record would speak for itself. The pilots appeared to be structured, but they should also show goals and progress toward outcomes. She was not so sure she had heard that kind of structure in the other activities. Dr. Sullivan replied that the plan was very organized and purposeful. It started with a management plan that directed the activities for the Department, and each individual had a responsibility for implementing global access.

Ms. Gutierrez suggested that the activities of Dr. Sullivan's office should be included in the quarterly reports. She would also like to know about the make-up of the students, both gender and ethnic, involved in the R&E projects. On the training in the different schools, she would like to know the hours of training that each school had received including projected training. In regard to geometry with a computer model, she wondered whether students would be able to pass the state test. Mr. Smith replied that the emphasis for this project was the same emphasis that the state was using. From everything he had seen, the students had increased their understanding about the concepts. They also planned to have something in place to evaluate the overall course.

Mr. Abrams asked how the geometry project related to global access and whether the program would have occurred without global access. Mr. Smith replied that his school would not be able to afford such a project, but they might have been able to do something like this on a limited scale. The funding, the training, and the combined expertise of the people who had evaluated software had made this possible.

Mrs. Fanconi stated that some communities wanted to use their grocery receipts or get donations, but they wanted support from the system to help in getting connections and wiring done. She wondered if the Board should put something in the CIP to support community projects. She also asked about a plan and the need for

a community coordinator position to assist communities. Ms. Seikaly replied that they had been recommending that schools use the bid list for hardware. Regarding connectivity, the wide area network standards committee would have recommendations in four to six weeks. Once the recommendations were out for the county, communities would have access to architectural specifications and could use their funds to piece together some of those components. At present, MCPS could not pick up on the connectivity for all schools. The plan was to pick up all schools in the six-year period. However, they would give schools guidance and had funds in the operating budget for software and training support for schools that were trying to replicate the projects.

Mrs. Fanconi asked about the amount of money needed for an additional position to provide support. Dr. Rohr replied that they could provide the Board with these costs during tonight's discussion on the capital budget.

Ms. Gutierrez believed they had to be systematic and structured in the implementation of this project. To begin to try to accommodate the requests of all schools might be very damaging to the overall success of global access. They were now taking strides into unknown territory, and they had to have a very definitive evaluation. She thought that all of their resources should be focused on global access because they could dilute their resources so poorly that they would not do anything well.

Dr. Cheung knew that eventually they would try to transfer the prototypes into other schools. Some schools might want to tap into the programs now, but they did not have enough phone lines to do this. Ms. Seikaly replied that they had built in additional telephone lines as part of global access, but they had not tried to build a separate budget for additional phone lines before the implementation of the plan. Eventually every school would have this but within the six-year plan. To do what Dr. Cheung was suggesting would require additional phone lines and additional equipment. Every secondary school did have the research learning hub with modem connectivity and could access information. The prototype schools and CESC would form the first wide area network this year.

Dr. Cheung asked staff to look at other schools to see if they needed extra lines to have early connectivity. Dr. Villani replied that all of the high schools would have network labs in the media centers and all middle schools would have them. Next year half of the elementary schools would have them, and the following year the other half. This would give every school the capability to do the on-line research. Right now they had five technology and research partnership experiments going on in five different high schools, and some of these high schools were not global access schools.

Dr. Cheung asked how much it would cost for a high school to have extra lines. Ms. Seikaly replied that it would be \$200 for installation per line and about \$200 in operating costs per year.

It seemed to Mr. Abrams that they had an ambitious program already mapped out over a six-year period. This was one of those circumstances where it might be the phone line that broke the camel's back. He would be fairly hesitant to make adjustments to what was a fairly well conceived and scheduled program.

Mrs. Fanconi commented that they had a very active community where parents were interested in helping the school system. She thought it was critical that they develop a mechanism for assisting communities in these endeavors. It was clear that the six-year period was entirely too long. They had to be able to address the needs as quickly as possible. Dr. Vance remarked that he was beginning to hear and receive signals that funding sources were too enthusiastic last year and maybe the plan should be a ten-year plan. He agreed that they had a reasonable plan that Council had committed itself to, and they had to make known their preferences and hold everyone's feet to the fire. It was going to be frustrating because principals and communities wanted faster action.

Mrs. Fanconi thanked staff for their presentation.

Re: REMARKS BY MRS. FANCONI

Mrs. Fanconi made the following statement for the record:

"I want to address an issue because I am leaving and will not be here again. This is a terrific school system, and we have wonderful staff and we have a wonderful Board, and we don't get told that very much. But I want to tell you that I am so honored to be your president and to speak for you and to have the kind of support that this Board has given me.

"We have been criticized as being weak. I think part of that comes because we feel very strongly, and we in fact have it in policy that everyone in the school system needs to be a role model. And I think this Board has role modelled for all of our staff and for our students. We do not abuse staff at the Board table. We do not abuse each other at the Board table. We do not abuse the citizens who come to us that is because we walk the talk. We have it in our policy, and we have it in how we act, and we should be proud. We can have extremely heated discussions and very emotional discussions at this table because we are intelligent people who care about kids without abusing other people. And we get very little credit for that. I think we need to be extremely proud of the way we conduct our business, and I am very proud to be a part of this Board.

WHEREAS, The advisory committee's recommendations were to rescind the boundary change between East Silver Spring and Takoma Park/Piney Branch elementary schools and the reorganization of East Silver Spring and to continue with the reorganization of Takoma Park Middle School and Piney Branch Elementary School; and

WHEREAS, The superintendent made recommendations in accordance with the committee's advisory report; and

WHEREAS, The Board of Education conducted public hearings on November 15 and 16, 1994, on the superintendent's recommendation; now therefore be it

Resolved, That the boundary change between East Silver Spring and Takoma Park/Piney Branch elementary schools be rescinded; and be it further

Resolved, That the Department of Educational Facilities Planning and Capital Programming staff work with the principal of Takoma Park Middle School to identify space needs and minor building modifications to accommodate the middle school program; and be it further

Resolved, The superintendent will evaluate the comparability of the 6th grade program in the middle school versus the 6th grade at the remaining Blair cluster elementary schools that have not reorganized, Forest Knolls, Oak View and Pine Crest elementary schools, and provide additional resources as needed to ensure equal program opportunities among the schools in the cluster; and be it further

Resolved, That the advisory committee reconvene in January 1995 to continue discussing long-term solutions for these schools with a final recommendation following the November 1995 Takoma Park unification referendum.

RESOLUTION NO. 790-94 Re: BOUNDARY REASSIGNMENTS FOR DAMASCUS CLUSTER

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

WHEREAS, A community advisory group representing Damascus cluster schools met in the spring of 1994 to develop boundaries for the new Damascus Middle School #2 and for Baker Middle School, and subsequently made recommendations to the superintendent; and

WHEREAS, The superintendent reviewed and recommended to the Board of Education the same boundary proposals as recommended by the community advisory group; and

Gaithersburg MS #2

Goshen ES
 Rosemont ES
 Summit Hall ES
 Washington Grove ES

Gaithersburg MS

Gaithersburg ES
 Laytonsville ES (except
 northern section that
 articulates to the
 Damascus cluster)

and be it further

Resolved, That the assignments to the new Gaithersburg Middle School #2 begin with grades 6 and 7 in September 1995; and be it further

Resolved, That high school assignment for both middle school students continue to be Gaithersburg High School.

RESOLUTION NO. 792-94 Re: BOUNDARY REASSIGNMENTS FOR PAINT BRANCH CLUSTER

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

WHEREAS, Representatives of Paint Branch cluster schools requested consideration of a boundary change of the new community of Willows Run to make the best use of available space in cluster elementary and middle schools; and

WHEREAS, No families presently occupy housing units in Willows Run; and

WHEREAS, The superintendent has reviewed the request from the Paint Branch cluster schools and has recommended it to the Board of Education; and

WHEREAS, The Board of Education conducted public hearings on November 15 and 16, 1994, on the superintendent's recommendation; now therefore be it

Resolved, That the new community of Willows Run, located south of East Randolph Road, be reassigned from Fairland Elementary School to Page Elementary School, and, accordingly, from Benjamin Banneker Middle School to Briggs Chaney Middle School; and be it further

Resolved, That this reassignment take effect immediately; and be it further

Resolved, That the high school assignment for students continue to be Paint Branch High School.

For the record, Mrs. Gordon stated that staff would be working with the Paint Branch community during the next year to look at boundaries for Fairland Elementary School.

Re: FY 1996-2001 CAPITAL IMPROVEMENTS
PROGRAM (CIP)

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

WHEREAS, In accordance with the laws of the State of Maryland and Montgomery County, the superintendent of schools has prepared a recommended FY 1996 Capital Budget request and FY 1996-2001 Capital Improvements Program; and

WHEREAS, The Board of Education conducted public hearings on November 15 and 16, on all capital and non-capital recommendations in the CIP; and

WHEREAS, The Board of Education in adopting this CIP considered the implications of decisions on the Annual Growth Policy and is aware that the requested timing of space solutions enables all clusters to remain open to residential development; now therefore be it

Resolved, That the Board of Education approve the attached list for FY 1996 Capital Budget request totaling \$120,085,000 (Attachment A); and be it further

Resolved, The Board of Education approve the list for FY 1995 supplemental appropriation request for \$15,168,000 (Attachment B); and be it further

Resolved, That the Board of Education approve the priority list for state-eligible projects in FY 1996, (Attachment C); and be it further

Resolved, That the superintendent be directed to inform the county executive and the County Council of these actions.

RESOLUTION NO. 793-94 Re: MONTGOMERY BLAIR CLUSTER

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

Resolved, That the CIP include a statement regarding the use of the Wayne Avenue building, the processes MCPS expected to follow, the timing of the process before the occupancy of the building by a middle school, and the costs they expected to encounter.

For the record, Mrs. Fanconi made the following statement:

"I feel so powerless to address something that we saw coming five years ago. We really saw that we were going to be out of space and really planned for the needed space. And now we are way behind. It is just excruciating to know that we had a good planning process, that we anticipated the students would be there, that we could not convince the funding agencies that we had to have those seats, and now we are short of seats. That affects the ability of the school system to carry out its mission which is to educate those children. That cannot be put in the document, but I just had to say this for the record. When we do our job well that we really need for people to understand the necessity to raise the issues they need to raise, but then to fund the seats so that we can provide those educational facilities for these kids. It is a terrible situation to be in. I certainly hope the groups that will be working on this can come up with some way to address it."

RESOLUTION NO. 794-94 Re: KENNEDY CLUSTER

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

Resolved, That the capital budget be amended to remove references to the request of the Doral community for a boundary change with the understanding this would not preclude the superintendent from assessing the issue and making whatever recommendations subsequently he wished to make.

RESOLUTION NO. 795-94 Re: PAINT BRANCH CLUSTER

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

Resolved, That the description under Paint Branch include a statement that the planning office will work with the Paint Branch cluster to review boundary issues over the next year with regard to overenrollment at Fairland ES and underenrollment at Page ES.

RESOLUTION NO. 796-94 Re: PAINT BRANCH CLUSTER

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

Resolved, That the PDF on the Northeast Area High School include a capacity of 1450 as originally planned and that this also be reflected in the figures for the three high schools that would be sending schools.

Mrs. Gordon assumed the chair.

RESOLUTION NO. 797-94 Re: QUINCE ORCHARD CLUSTER

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

Resolved, That the PDF for the Northwest High School include a statement that by delaying the school for a year there would be additional portables at two high schools required along with associated costs.

Mrs. Fanconi assumed the chair.

Re: A MOTION BY MR. EWING ON THE
ROCKVILLE CLUSTER

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

Resolved, That funds be placed in the FY 1996 and FY 1997 budget, \$600,000 each year, to fund asbestos removal and associated work at Wood Middle School.

Mr. Ewing and Dr. Cheung agreed to postpone consideration of this resolution.

RESOLUTION NO. 798-94 Re: SHERWOOD CLUSTER

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

Resolved, That the text be amended on 5-85 to add "review the cluster-wide boundaries and to review whether or not an additional elementary school may be needed in the FY 1996-2001 CIP."

RESOLUTION NO. 799-94 Re: SPRINGBROOK CLUSTER

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

Resolved, That the Westover ES modernization be put in FY 1996 for planning in the amount of \$175,000 in FY 1996, \$2.7 million in FY 1997, and \$1.5 million in FY 1998.

For the record, Mrs. Fanconi stated that the Board would be changing wording in the Springbrook write-up regarding the Doral community.

RESOLUTION NO. 800-94 Re: WHITMAN CLUSTER

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

Resolved, That the description for the Whitman cluster be modified to delete the language which stated they were going to use a portion of the Whittier Woods facility and state that the Board wanted the superintendent to review for the Board all the options and their costs for meeting the needs for space at Whitman HS for the fall and come back to the Board in February with his recommendations about how that could be done in a way that, if possible, was consistent with the community use of the Whittier Woods facility.

Mrs. Gordon assumed the chair.

RESOLUTION NO. 801-94 Re: WHITMAN CLUSTER

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

Resolved, That the overenrollment at Wood Acres ES be addressed by staff by reevaluating the Whitman cluster elementary school boundaries following the long-range planning policy.

RESOLUTION NO. 802-94 Re: COUNTYWIDE PROJECTS - ADA

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

Resolved, That the CIP be amended to add \$500,000 annually for FY 1996 to FY 2001 to address ADA issues.

Re: A MOTION BY MRS. FANCONI TO AMEND
THE FY 1995 CIP (FAILED)

A motion by Mrs. Fanconi to amend the FY 1995 CIP by requesting up to \$500,000 in additional funds to address ADA issued failed with Mr. Abrams, Mrs. Brenneman, Dr. Cheung, Ms. Converse, Mr. Ewing, Mrs. Fanconi, Mrs. Gordon, and Ms. Gutierrez voting in the negative.

Re: A MOTION BY MRS. FANCONI TO AMEND
THE FY 1995 CIP

Mrs. Fanconi moved and Ms. Gutierrez seconded a motion to ask the County Council for a supplemental appropriation for FY 1995 in the amount of \$250,000 to meet unmet needs for accessibility and accompany this request with a number of very specific projects by dollar amounts.

Resolved, That among the schools that would be assessed in this regard would be Wood and Montgomery Village middle schools.

Re: A MOTION BY DR. CHEUNG TO AMEND THE
FY 1996-2001 CAPITAL IMPROVEMENTS
PROGRAM, GLOBAL ACCESS

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

Resolved, That the FY 1996 CIP be amended to add \$44,000 to install 220 telephone lines for schools.

RESOLUTION NO. 806-94 Re: A SUBSTITUTE MOTION TO AMEND TO THE
FY 1996-2001 CAPITAL IMPROVEMENTS
PROGRAM, GLOBAL ACCESS

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

Resolved, That the following be substituted for Dr. Cheung's motion:

Resolved, That the Board of Education request the staff to develop an assessment of both wiring and phone lines for global access so that the Board could have a proposal from the superintendent dealing with this issue in terms of what it would cost for FY 1996 and beyond for action in March, 1995.

RESOLUTION NO. 807-94 Re: AN AMENDMENT TO THE FY 1996-2001
CAPITAL IMPROVEMENTS PROGRAM,
ELEMENTARY GYMNASIUMS

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

Resolved, That the FY 1996-2001 Capital Improvements Program be amended to add funds for four elementary school gymnasiums.

RESOLUTION NO. 808-94 Re: LETTER REGARDING ROCKWELL ES

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

Mr. Ewing, Mrs. Fanconi, and Ms. Gutierrez voting in the affirmative; Mrs. Brenneman and Mrs. Gordon voting in the negative:

Resolved, That the FY 1996-2001 Capital Improvements Program be amended to add \$39,000 each year, for a total of \$78,000 each year for playground equipment.

Mrs. Fanconi assumed the chair.

RESOLUTION NO. 813-94 Re: AN AMENDMENT TO THE FY 1996 CAPITAL BUDGET, SCHOOL SECURITY SYSTEMS

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

Resolved, That the FY 1996 Capital Budget be amended to add \$579,000 for school security systems; and be it further

Resolved, That the Capital Budget show what was needed for security systems in the next five years and that the PDF would state that they were continuing to work on these issues in order to ensure the safety of students and staff.

RESOLUTION NO. 814-94 Re: FY 1996-2001 CAPITAL IMPROVEMENTS PROGRAM, ALL-DAY KINDERGARTEN

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

Resolved, That the FY 1996-2001 Capital Improvements Program, All-day Kindergarten, be amended to add \$1 million in 1997, \$1 million in 1998, \$1 million in 1999, \$2 million in 2000, and \$2 million in 2001.

RESOLUTION NO. 815-94 Re: FY 1996-2001 CAPITAL IMPROVEMENTS PROGRAM (CIP) (AS AMENDED)

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

WHEREAS, In accordance with the laws of the State of Maryland and Montgomery County, the superintendent of schools has prepared a recommended FY 1996 Capital Budget request and FY 1996-2001 Capital Improvements Program; and

WHEREAS, The Board of Education conducted public hearings on November 15 and 16, on all capital and non-capital recommendations in the CIP; and

WHEREAS, The Board of Education in adopting this CIP considered the implications of decisions on the Annual Growth Policy and is aware that the requested timing of space solutions enables all clusters to remain open to residential development; now therefore be it

Resolved, That the Board of Education approve its FY 1996 Capital Budget request totaling \$121,927,000; and be it further

Resolved, The Board of Education approve the list for FY 1995 supplemental appropriation request for \$15,168,000; and be it further

Resolved, That the Board of Education approve the priority list for state-eligible projects in FY 1996; and be it further

Resolved, That the superintendent be directed to inform the county executive and the County Council of these actions.

RESOLUTION NO. 816-94 Re: ADJOURNMENT

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

Resolved, That the Board of Education adjourn its meeting, sine die, at 12:50 a.m.

PRESIDENT

SECRETARY

PLV:mlw